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The Impact of Socio-Economic Status (SES) on the Iranian EFL Learners' Identity Processing Styles and Language Achievement

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Abstract
The present study intended to address the impact of the socio-economic status (SES) on the Iranian EFL learners' language achievement and identity processing styles. To attain this goal, 148 students studying General English were chosen from Yasuj University of Medical Sciences (YUMS) through availability sampling. As the first step, questions related to social, cultural, and financial background was asked of 20 participants utilizing a semi-structured interview on the basis of purposive sampling. A questionnaire was then developed by the information obtained from the interview representing the factors related to the social, cultural, and financial constructs (variables) and was distributed among the participants (148) of the study. The participants' English University Entrance Exam (achievement performance) scores were obtained from the Education Office of Yasuj University of Medical Sciences. Afterward, the 40-item Revised Version of the Identity Style Inventory (ISI3) (Berzonsky, 1992) which assesses identity processing styles in individuals was administered and gave each participant a score in three identity processing styles. Examination of the results indicated that the structural relationship between the variables of identity processing styles and language achievement was 0.84 and its standard value was equal to 0.345. This value indicated a positive and average relationship between the two structures. That is, with the change of identity processing styles, the language achievement of the participants has changed.

Keywords: *identity processing styles; IPSs; social-economic status; SES; language achievement*

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Introduction

Social psychologists and sociologists such as Sarbin and Allen (1968) and Cooley (1902) define identity almost exclusively in social terms: "Identity is socially bestowed, socially sustained, and socially transformed" (Berger, 1963, p.98). A study by Holland et al. (1998) distinguished that identity has to be lived in and negotiated in; abstracting that identity is formed by contributing and devoting to socially formed and culturally constructed worlds. Nevertheless, Gee (2001) indicates that an individual does not build whatsoever identity he/she desires, since any individual must rely on credit of other people and cultural means to be acknowledged as an established type of individual. According to Norton (2000), 'language is not only constitutive of but also constituted by a learner's identity' (p. 5). Therefore, there is a range of possible identities available in a particular context, but these possibilities are also culturally and socially bounded. Further, identity is not a fixed and static construct; rather, it is ever changing and evolving. Multiple, often contradictory, identities are informed by self-understanding, which develops across time and space (Holland et al., 1998).

Additionally, Shahsavani et al (2014) studied the link between enthusiasm to interconnect and IPS among Iranian English as foreign language learners in progressive levels. The willingness to communicate and identity processing styles of advanced EFL Iranian learners were evaluated using questionnaires related to willingness to communicate. The findings of their research specified that the information IPS was the concrete predictor of readiness to communicate phases. Moreover, the outcome of multiple regressions pointed out that identity style subscale could account for seventy-seven percent of willingness to communicate discrepancy.

By developing an identity structure, individuals gain a frame of reference for "making decisions, problem-solving, and interpreting experiences and self-relevant information" (Berzonsky, Cieciuch, Duriez, & Soenens, 2011, p. 295). Developing an identity structure introduces stability over a lifetime and enables individuals to draw

meaning from life experiences (Berzonsky et al., 2011; DeHaan & MacDermid, 1999; Meeus, 2011).

In a review on research conducted on ethnic identity and well-being in college students, individuals with strongly developed identities were more likely to have high self-esteem, positive self-concepts, and experience less psychological distress (Phinney, 1989; Phinney & Kohatsu, 1997).

Berzonsky's model accounts for the multidimensional nature of identity development (Berzonsky, 1990; Cote & Levin, 1988). It introduces three distinct identity processing styles that originate from problem-solving strategies and coping mechanisms exhibited by an individual: Informational, Normative, and Diffuse-Avoidant (Berzonsky, 1990). The Informational style involves active information seeking and exploration, need for cognition, high levels of self-esteem, and problem-focused coping, and is the most adaptive style (Berzonsky, 1990; Schwartz, 2001). Individuals who score highest in the Informational style are likely to actively and deliberately seek information about themselves and are willing to update their self-perception if they encounter contradictory information. They tend to define themselves in terms of their values and goals. The Normative style is defined by imitation and conformity. An individual who scores highest in the Normative style is likely to possess stable self-concepts, rigid and dogmatic commitment, and a resistance to exploration (Berzonsky, 1990; Schwartz, 2001). Lastly, the Diffuse-Avoidant style is common in an individual who procrastinates and avoids active coping and/or problem solving. This style is associated with low levels of commitment, low self-esteem, and little concern for long-term consequences of decisions (Berzonsky, 1990; Schwartz, 2001). Those who score highest in this identity style tend to define themselves in terms of reputation and popularity (Berzonsky, 1994; Berzonsky et al., 2011). Individuals get a score for each of the three identity styles. The style in which they score highest is their predominant identity style; it

is possible for adolescents to have more than one predominant identity style (Berzonsky, 1990).

Not surprisingly, research indicates that the most common identity agents are the adolescent's parent(s) (Berzonsky, Branje, & Meeus, 2007; Kerpelman & Smith, 1999; Meeus et al., 2002; Sartor & Youniss, 2002). Parents play an integral role in communicating values, interests, and goals to their children (Kerpelman, Eryigit & Stephens, 2008). Moreover, they indicated that parents play a fundamental role in communicating interests, beliefs, and objectives to their children. They have also stated that there a significant positive correlation exists between adolescents' future prospects and the expectations of their parents' (Kerpelman et. al, 2008). For example, parental support significantly influences career identity evaluation in young adults (Stringer & Kerpelman, 2010). Parental support is also related to more complete identity formation (Campbell, Adams, & Dobson, 1984; Hall & Brassard, 2008; O'Connor, Hetherington, Reiss, & Plomin, 1995) and parents can help children incorporate their own self-concepts into a larger social context (Schachter & Ventura, 2008).

Over time, parents' feelings toward their children become an important factor in shaping the children's sense of self-worth, self-acceptance, and agency to help themselves through difficult situations (Sarason, Pierce, Bannerman, & Sarason, 1993). A child's perception of parental support reflects an inferential process in which the child may or may not develop confidence in his or her abilities to deal with events (Sarason et al., 1993). For example, the more adolescents felt attached to a parent, the easier it was for them to make career decisions (Pierce, Bannerman, & Sarason, 1993).

After the field of Second Language Acquisition (SLA) and Applied Linguistics took a social turn (Block, 2007; Johnson, 2006) and made the sociocultural perspective its primary point of investigation (Swain & Deters, 2007), SLA researchers became more interested in the link between identity (class, culture, race, gender, sexuality, etc.) and language learning (Bown, 2009; Flowerdew & Miller, 2008; Hansen

& Liu, 1997; Morita, 2009; Ushioda, 2006). What follows are the studies that address the interplay between identity and language learning from various sociocultural perspectives.

Berzonsky (1988, 1990) stated that identity processing styles refer to the numerous processes that individuals make use of to elucidate and enhance their identity namely their purpose, objectives, values, potentials, and interests. Specifically, he distinguished three processing styles, known as informational, normative, and diffuse-avoidant processing styles.

A number of researchers such as Berzonsky et al. (2003) and Lutwak, Ferrari, and Cheek (1998) have mentioned that traits regarding a person having informational style is that the individual intentionally and attentively seeks, anticipates, and assesses information about himself to resolve any conflict he is dealing with in his identity and commits to his goals or endeavors. These individuals are willing to add to their perception of themselves to resolve conflicting response. These individuals explain themselves by their ideals and aims. Berzonsky, Cieciuch, Duriez, and Soenens (2011) point out that the informational style agrees with qualities such as cognitive complexity, adaptive regulation, particularly in late adolescence, compassion, along with beliefs associated with honesty, individuality, and self-sufficiency.

Those individuals who report a normative style, in contrast to information style, mainly adopt the aims and values that other individuals in their life communicate, as well as family, close friends, belief, homeland, or other pertinent group of people. Even though these individuals possibly show a sense of determination and motivation, they might as well go through limited tolerance for ambiguity. (see also Duriez, & Soenens, 2006& Soenens, Duriez, & Goossens, 2005. They define themselves by their family, religion, and ethnicity (Berzonsky, 1994) as well as value, security and tradition (Berzonsky, Cieciuch, Duriez, & Soenens, 2011).

In the end, Berzonsky and Ferrari (2009) have stated that a diffuse-avoidant style individual attempts to divert his/her attention from encounters about his/her values, identity, potentials, and interests. Therefore, his/her choices, are predominantly ruled by his/her immediate necessities and enforced needs. It is also indicated that these individuals might act in accordance with the counsels of someone else, but hardly ever change their actions over extended phases. The perception of these individuals of themselves is not firm, partially for the reason that they try to deny, suppress, or even avoid undesirable advice. These individuals every so often exhibit impulsive behavior and experience an external locus of control. For example, Berzonsky (1994), Berzonsky, Cieciuch, Duriez, and Soenens (2011), state that these people for the most part express themselves by their status, approval, or other societal qualities (e.g.,) and cherish hedonism, power, and Berzonsky and Ferrari (2009) mention other self-centered values, including Machiavellian strategies such as using flattery and deceitfulness.

According to Berzonsky (2004) and Berzonsky, Branje, and Meeus (2007), a normative style might enhance motivation and engagement in early adolescence and thus be adaptive during this period. These individuals might not yet have developed the cognitive capacities to adopt an informational style. However, as individuals mature and develop, an informational style might facilitate the evolution of identity and thus be especially adaptive at this age.

Hence, the current study intended to address the impact of the socio-economic status (SES) on the Iranian EFL learners' language achievement and identity processing styles among the Iranian EFL learners.

Literature Review

Studies on identity processing styles and language achievement/ proficiency

Richards and Schmidt (2002) pointed out that a language achievement assessment is proposed to measure exactly how much of a language learners efficaciously learned with detailed reference to a specific

course while a language proficiency assessment is defined as the amount of skill with which an individual can use a language, such as how fit a person can read, write, speak, or understand language and furthermore, a proficiency test is not associated to any certain course of instruction. A great amount of national and overseas studies are completed on language proficiency/achievement performance and the factors affecting learners' language achievement and language proficiency.

Regarding the correlation amongst IPS and proficiency, Razmjoo and Izadpanah (2012) indicated that there is a fragile positive link amongst informational IPS and second language proficiency. It was therefore put forward that accomplishment in achieving great levels of second language proficiency is associated in a positive manner with the use of an informational IPS. Their ruling is consistent with the IPI works in which participants achieving higher on the informational IPS measure were high achievers in higher educational proficiency and as a result more adaptive in find their feet into university life (Berzonsky and Kuk, 2000; Razmjoo and Neissi, 2010). Additionally, the affirmative relationship of second language literacy and use of the informational style might be attributable to this enthusiasm to acquire beyond the particular task, since people with a normative IPS are understood to have a high obligation for structure on how to accomplish an assignment (Berzonsky, 1994; Berzonsky and Kinney, 1995). The study concluded that were no positive relationship between normative IPS and second language literacy, which discloses that the higher the levels of normative style, the lower levels of L2 literacy.

Studies on aspects of identity and language achievement/ proficiency

Since the 1980s, various surveys have been directed on the influence of identity aspects on and their association with further variables in diverse social educational settings, at times with debatable conclusions and outcomes., Cheek and Busch (1982), initially found social identity to be markedly associated with measures of sociability, public self-consciousness, and altruistic and institutional selves.

Moreover, personal identity was positively associated with need for uniqueness, private self-consciousness and achievement-oriented self.

Scarr and Weinberg (1978) which pointed out that parents' education level could be as predictive as other factors for children's academic achievement. Moreover, Mercy and Steelman (1982) reasoned that although different indicators of SES (family income and parents' education level) could all predict children's intelligence score, the mother's educational attainment acted as an enhanced predictor than the father's.

In another study by Leibowitz et al. (2005) regarding the link amongst language, identity and teaching and learning at a university in South Africa, they determined by what means language is a substantial element of identity in a university environment. In the mentioned study, the interviews exposed in what manner language and discourse function as crucial inspirations on students' acculturation and integration into the university environment. As stated by the interviewees, language as an indicator of identity is intertwined with other aspects of identity. Razmjoo (2010) conducted a study that demonstrated no significant relationship between language achievement and the aspects of identity; that is, none of the identity aspects is a predicting variable for language achievement in the Iranian context.

In Ariani and Ghafournia's (2015) study, the participants completed a questionnaire in which they specified their beliefs about language learning in different contexts of language use. Ariani and Ghafourni's findings revealed a positive connection between the participants' economic status and their views toward language learning. The study pointed out that societal aspects have a major influence on the process of language learning.

Furthermore, a study by Qishan Chen, Yurou Kong, Wenyang Gao and Lei Mo (2018) explored the relationship between socio-economic status (SES) of the family and children's reading ability. Obtained results from the study indicated that the parent–child relationship took

an intervening role in the link between socio-economic status and the participants' reading skill. The fore mentioned link was moderated by students' learning motivation.

Objectives of the Study and Research Questions

The studies mentioned in the review of literature section demonstrate the fact that there is a gap in the related literature on the relationship between Socio-economic factors on the Iranians language learners' identity development and language achievement. Approximately all studies which have been conducted in the Iranian context deal with the developed identity of the learners, but not on how they have been developed, nor on the impact of the socio-economic status on the identity development process. So, the present study aimed at exploring the impact of the socio-economic status (SES) on the Iranian EFL learners' language achievement and identity processing styles (IPSs).

The key objective of this study was to explore the association concerning the socio-economic status (SES) of the Iranian language learners and their IPSs and language achievement. The study's additional aim was to perceive whether there is a relationship between IPSs and language attainment among the Iranian EFL learners in the Medical context among the Iranian language learners consisting of students of different fields of medicine attending the General English Course at Yasuj University of Medical Sciences (YUMS). The third objective of this study was to explore if Identity Processing Styles predict language achievement, and if so, what the predictive power of each style was.

R.Q.1. To what extent does social-economic status (SES) affect Identity Processing Styles (IPSs) and Language achievement of Iranian EFL learners?

R.Q.2. Does SES have any direct effect on language achievement of Iranian EFL Learners? If so, to what extent?

R.Q.3. Is there any connection between IPSs and foreign language achievement among the Iranian EFL learners?

Method

Participants

One hundred and forty-eight participants studying General English in different medical majors were chosen on the availability sample foundation from Yasuj University of Medical Sciences (YUMS). As the first step, questions related to social, cultural, and financial background were asked of 20 participants (sample) from the total 148 participants by a semi-structured interview. A questionnaire was developed by the information obtained from the interview, regarding the factors related to the social, cultural, and financial constructs and then distributed among the population (148 students) of the study.

Instruments

Interview

As mentioned above, questions related to social, cultural, and financial background were asked of 20 participants (sample) by a semi-structured interview and recorded by a recorder. A checklist of questions regarding place of birth, primary, secondary and high school education (questions clarifying indirectly the environment the student has been raised in e.g., rural, urban environment, if urban, in a metropolitan district or insignificant city) and furthermore the kind of school they attended (public or private, these questions intend to some extent show their economic status) were given to the participants. In addition, questions regarding the occupation and education of both parents, whether they own any property or not were asked. Moreover, questions about how many siblings they have, and their child order status were asked.

SES Questionnaire

After the interviews were done in the first phase (pilot study), a questionnaire was developed by the information obtained from the first phase mentioned above enquiring the participants' place of birth, place of education (primary, secondary and high school), kinds of schools attended (public or private), parents' education, parents' occupation, number of siblings and the participants birth order, and whether they owned their home or lived in a rented place. These

factors were related to the social, cultural, and financial factors. Finally, the questionnaire was distributed among the target sample (148 students) of the study.

English University Entrance Exam Score (Achievement test)

These scores were obtained by checking each student's English University Entrance Exam Score Report Card which were available at the Education Office of School of Medicine of Yasuj University of Medical Sciences. Iranian high school graduates have to participate in the national entrance exam (Konkoor) (achievement test) to gain admission to higher education. The exam is a wide-ranging, multiple-choice exam that covers most subjects taught in high schools, one of them being foreign languages.

Identity Processing Styles

The 40-item (in the form of 5-point Likert scale) Revised Version of the Identity Style Inventory (ISI3) (Berzonsky, 1992)) assesses identity style in individuals and gives each participant a score in three identity styles: Informational, Normative, and Diffuse- Avoidant. The identity processing style in which adolescents score highest is their predominant identity style. The inventory has 11 items assessing the Informational style, 9 items for the Normative style, and 10 items for the Diffuse-Avoidant style. The inventory also has a commitment scale that is excluded from the present analysis. The researchers choose not to analyze the commitment scale since it is not an identity style but rather another indicator of social and mental maturity as Berzonsky (1990) emphasized.

Data collection and Analysis procedures

The first step in data collection was done by conducting a semi-structured interview through benefiting from 20 participants' (purposively selected from the total 148 sample of the study) viewpoints. Then, the questionnaire designed based on the interview was given to all the participants to complete. Moreover, the participants' university entrance exam English scores were obtained from the YUMS Educational Office. Subsequently, the Inventory Style Questionnaire was given to each participant and accordingly

independent samples t-tests, One-way ANOVA, Pearson product moment correlation were utilized.

To assess the validity of the current research instrument, KMO test along with Bartlett's test of Sphericity were used to assess the adequacy of data for the Factor Analysis.

Table 1. KMO and Bartlett's Test Sphericity for the IPSs

Dimension	**KMO and Bartlett's Test of Sphercity**		
Information-Orientation	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.700
	Bartlett's Test of Sphericity	Approx. Chi-Square	347.116
		Df	55
		Sig.	.000
Diffuse-Orientation	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.739
	Bartlett's Test of Sphericity	331.063	331.063
		45	45
		.000	.000
Normative-Orientation	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.741
	Bartlett's Test of Sphericity	Bartlett's Test of Sphericity	282.821
			36
			.000

Moreover, confirmatory factor analysis indicated that the items are loaded on the three aspects of identity processing styles as endorsed by Berzonsky (1992).

Reliability

As we can see, for the three dimensions of the identity processing styles questionnaire, Cronbach's alpha value is higher than 0.7, which indicates the fact that the items in the questionnaire have good internal coherence (Table 2).

Table 2. Cronbach's alpha for the IPSs

Dimension	Cronbach's Alpha	N of Items
Normative-Orientation	.718	9
Diffuse-Orientation	.717	10
Information-Orientation	.711	11

Results and Discussion

A. Qualitative Phase of the Study

In the present phase of the research, the outcomes and some transcripts of the SES interview from 20 participants are presented, which ultimately led to the SES questionnaire used in the study.

Results of Socio-economic Status Interview

As mentioned before, the key factors in assessing SES of individuals and families are education, income, and occupation. In order to construct a questionnaire for the present study, the researchers had to carefully ask the each participant questions regarding these subjects since the interviewees might have hesitated or felt uncomfortable if the questions were asked inappropriately. The researchers started the interview with questions about their age, place of birth, where they were raised, how many siblings they had, and what child order where they, and what type of school they attended during different years. Furthermore, when the participants felt more comfortable, the researchers asked about their parents' occupation and education status. The trickiest part of the interview was asking about the income and financial resources and possessions of the participants' family. If the parents were government employees, the researchers asked whether they lived in residential houses or apartments provided by the

government. If the parents had non-governmental jobs, the researcher asked if his/her parents were satisfied with their jobs or not, whether the parents ever talked about the financial status of their jobs or not, etc.

In the following paragraphs some transcriptions regarding the questions and answers by the researcher (R) and students (St) are presented:

R: *So where did you grow up?*

St1 (male, 18 years old)*: In Dehdasht (a city in Kohgiluyeh and Boyerahmad province*

R*: From primary school to high school?*

St1*: Yes*

R*: How were the schools you attended?*

St1*: Not bad, but if I was accepted at The School for Talented Students, I could have done better in the university entrance exam and have gone to a better university?*

R*: How come you didn't get accepted?*

St1*: Well I had to have better private teachers to teach me, but my dad couldn't afford it.*

R*: What does he do for living?*

St1*: He is a normal employee at the Social Security Organization.*

R*: That doesn't seem bad, how couldn't he afford your classes?*

St1*: Well, I have two other brothers, each going to Azad University, you know, they have expenses too, one studies in Shiraz, another in Gachsaran, he pays for their tuition, their housing and other stuff.*

R*: But you did well in the entrance exam (Konkoor), you're here (Yasuj), studying Medicine.*

St1*: Yeah, but I really wanted to go to better places, like Tehran, Shiraz, or Isfahan. But my mom was really happy I didn't go somewhere far from Dehdasht, always worries about me.*

R*: Why?? (With laughter)*

St1*: Well, I'm her youngest child, 5 years younger than my older brother. She always has my back.*

R*: Does she have a job?*

St1*: No, she got married when she finished high school, didn't have the opportunity to go to university.*

R*: She didn't go herself, but sent you to university, a future doctor (with laughter)*

St1*: yeah (with laughter)*

R*: Did your father go to university?*

St1*: Yeah, he has a bachelor's degree in Accounting. That's his job.*

R*: Really? It's a good job, I think it pays well!*

St1*: Well, we have a house, a car, paying for our university now, I think that's all he could have done.*

Another student (St2

R: *Do you live in the dormitory?*

*St2: (*female, 18 years old)*: No, I live here (Yasuj).*

R: So you're fortunate living in your own home, going to a university in your own city. Eating mommy cooked food (with laughter).

St2: Well, it's good, I am ok with it, no complaint. I don't need to worry about anything (with laughter). That's the benefit of being the only daughter of my family!

R: Aha, great for you. So you have been in Yasuj since you were born.

St2: No, we lived in Shiraz for 5 years.

R: Why?

St2: Because of my mother, she had to go to Tehran to continue her specialty.

R: Really? What kind of specialty?

St2: Gynecology

R: That's great. Why did you go to Tehran?

St2: Well because my mother couldn't leave us alone. She said that she didn't want to go, but my father insisted, and we moved to Tehran.

R: Wow, did your father come with you?

St2: Yes. He is a contractor, didn't really matter. We also have a house in Tehran. He frequently travelled between Yasuj and Tehran.

R: So you're back in Yasuj

St2: Yeah, my mom moved back here, so did all of us, she chose to finish her service commitment plan here, she can't really get far from her sisters (with laughter).

R: That's interesting. So do have any brothers or sister?

St2: Yes, a younger brother, second year of high school.

The outcomes of the interviews, based on the fundamental elements in measuring SES, which were education, income, and occupation and additional factors such as place of residence, and type of school, were put into a questionnaire and distributed among the overall 148 participants.

B. Quantitative Phase of the Study

In order to compare the English achievement scores for males and females, an independent-samples t-test was conducted. There was no significant difference in scores for males (M = 44.23, SD = 15.1) and females (M = 45.07, SD = 13.03; t (146) = -0.36, p = .721, two-tailed). The magnitude of the differences in the means (mean difference = 2.33, 95% CI: -5.44 to 3.77) was insignificant (eta squared = .001). In addition, to compare the Information-Orientation scores for males and females an independent-samples t-test was done. There was no significant difference in scores for males (M = 40.22, SD = 4.38) and females (M = 39.08, SD = 4.35; t (146) = 1.56, p = .122, two-tailed). The greatness of the variances in the means (mean variance = 2.33, 95% CI: -0.31 to 2.58) was moderate (eta squared = .016). Independent-samples t-test was conducted to compare the Diffuse-Orientation scores for males and females. There was no significant difference in scores for males (M = 26.2, SD = 5.32) and females (M = 27.06, SD = 5.3; t (146) = -0.965, p = .336, two-tailed). The

magnitude of the differences in the means (mean difference = -0.86, 95% CI: -2.61 to 0.90) was insignificant (eta squared = .006). To compare the Normative-Orientation scores for males and females an independent-samples t-test was done. There was no significant difference in scores for males (M = 30.6, SD = 4.58) and females (M = 32.04, SD = 4.71; t (146) = -1.81, p = .072, two-tailed). The magnitude of the differences in the means (mean difference = -1.41, 95% CI: -2.95 to 0.13) was moderate (eta squared = .021).

In order to compare the English achievement scores for medical and non-medical students, an independent-samples t-test was carried out. There was a significant difference in scores for Medical (M = 46.89, SD = 12.06) and non-medical (M = 40.23, SD = 16.30; t (72.58) = 2.52, p = .014, two-tailed). The degree of the variances in the means (mean variance = 3.37, 95% CI: -2.15 to 11.30) was insignificant (eta squared = .042). In addition, to compare the Information-Orientation scores for medical and non-medical students an independent-samples t-test was carried out. There was no significant difference in scores for medical (M = 39.6, SD = 4.64) and non-medical (M = 39.42, SD = 3.84; t (146) = 0.24, p = .813, two-tailed). The degree of the variances in the means (mean modification = 0.77, 95% CI: -1.34 to 1.71) was insignificant (eta squared = .0003). Furthermore, to compare the Diffuse-Orientation scores for medical and non-medical students, an independent-samples t-test was carried out. There was no significant difference in scores for medical (M = 27.2, SD = 5.04) and non-medical (M = 25.69, SD = 5.73; t (83) = 1.56, p = .122, two-tailed). The greatness of the variances in the means (mean variance = 1.51, 95% CI: -0.41 to 3.44) was insignificant (eta squared = .015). Finally, an independent-samples t-test was conducted to compare the Normative-Orientation scores for Medical and non-medical students. There was no significant difference in scores for medical (M = 31.4, SD = 4.67) and non-medical (M = 31.5, SD = 4.79; t (146) = -0.123, p = .902, two-tailed). The greatness of the differences in the means (mean variance = -0.1, 95% CI: -1.74 to 1.53) was insignificant (eta squared = .0001).

An independent-samples t-test was done to compare the English achievement scores for public and private types of schools. No marked difference in grades for public (M = 44.37, SD = 14.19) and Private school attendance was observed (M = 47.16, SD = 11.55; t (146) = -0.82, p = .416, two-tailed). The greatness of the variances in the means (mean variance = -2.78, 95% CI: -9.53 to 3.23) was not significant (eta squared = .004). Likewise, an independent-samples t-test was carried out to compare the Information-Orientation scores for public and private types of schools. There was no significant difference in scores for public (M = 39.46, SD = 4.42) and private (M = 40.05, SD = 4.21; t (146) = -0.54, p = .587, two-tailed). The greatness of the variances in the means (mean variance = -0.59, 95% CI: -2.72 to 1.55) was insignificant (eta squared = .002). Additionally, an independent-samples t-test was carried out to compare the Diffuse-Orientation scores for public and private types of schools. There was no significant difference in scores for Public (M = 26.49, SD = 5.09) and private (M = 28.21, SD = 6.52; t (146) = -1.32, p = .187, two-tailed). The greatness of the variances in the means (mean variance = -1.72, 95% CI: -4.29 to 0.85) was insignificant (eta squared = .012). An independent-samples t-test was carried out to compare the Normative-Orientation scores for public and private types of schools. There was no significant difference in scores for Public (M = 31.33, SD = 4.65) and private (M = 32.42, SD = 5.02; t (146) = -0.94, p = .348, two-tailed). The greatness of the variances in the means (mean variance = -1.09, 95% CI: -3.37 to 1.19) was insignificant (eta squared = .006).

An independent-samples t-test was run to compare the English achievement marks for employed and householder mothers. There was a significant variance in scores for Employed (M = 50.76, SD = 11.17) and Householder (M = 42.93, SD = 14.14; t (67.6) = 3.36, p = .001, two-tailed). The level of the variances in the means (mean variance = 7.83, 95% CI: 3.19 to 12.48) was moderate (eta squared = .071). Correspondingly, an independent-samples t-test was carried out to compare the Information-Orientation scores for Employed and Housewife mothers. There was a significant difference in scores for

Employed (M = 38.59, SD = 4.49) and Housewife mothers (M = 39.82, SD = 4.33; t (146) = -1.45, p = .150, two-tailed). The greatness of the variances in the means (mean variance = -1.24, 95% CI: -2.92 to 0.45) was insignificant (eta squared = .014). Similarly, an independent-samples t-test was run to compare the Diffuse-Orientation scores for Employed and Housewife mothers. There was a significant difference in grades for Employed (M = 27.18, SD = 4.26) and Householder (M = 26.57, SD = 5.59; t (146) = 0.58, p = .560, two-tailed). The scale of the variances in the means (mean variance = 0.61, 95% CI: -1.45 to 2.66) was insignificant (eta squared = .002). An independent-samples t-test was carried out to compare the Normative-Orientation scores for Employed and Housewife mothers. There was a significant difference in scores for Employed (M = 31.29, SD = 4.39) and Householder (M = 31.53, SD = 4.8; t (146) = -0.25, p = .801, two-tailed). The greatness of the variances in the means (mean variance = -0.23, 95% CI: -2.05 to 1.59) was insignificant (eta squared = .0004).

A between-groups analysis using one-way ANOVA of variance was carried out to define the effect of education status of fathers on levels of Normative-Orientation (Table 3), as measured by Berzonsky's Identity Style Inventory (ISI). Participants were divided into three groups according to their father's education level (Group 1: Diploma or less; Group 2: Associate Degree and Bachelor's degree; Group 3: above Bachelor's degree). No statistically significant difference at the $p < .05$ level in Normative-Orientation scores for the three groups was comprehended: F (2, 145) = 1.08, p = .344 (Table 3). Correspondingly, to investigate the effect of the educational degree of fathers on levels of Diffuse-Orientation, a one-way between-groups analysis of variance was ran. No statistically significant difference at the $p < .05$ level in Diffuse-Orientation scores for the three groups was observed: F (2, 145) = 0.07, p = .932 (Table 4). A between-groups analysis using one-way ANOVA of variance was carried out to define the effect of education status of fathers on levels of Information-Orientation scores. No statistically significant difference at the $p < .05$ level in Information-Orientation scores for the three groups was

appreciated: F (2, 145) = 0.323, p = .725 (Table 5). To end with, a between-groups analysis using one-way ANOVA of variance was carried out to define the effect of education status of fathers on levels of language achievement. No statistically significant difference at the p < .05 level in language achievement scores for the three groups was witnessed: F (2, 145) = 0.162, p = .851 (Table 6).

Table 3. ANOVA for education status of fathers on levels of Normative Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	47.413	2	23.707	1.076	.344
Within Groups	3193.478	145	22.024		
Total	3240.892	147			

Table 4. ANOVA for education status of fathers on levels of Diffuse-avoidant Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.014	2	2.007	.070	.932
Within Groups	4132.493	145	28.500		
Total	4136.507	147			

Table 5. ANOVA for education status of fathers on levels of Informational Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.529	2	6.265	.323	.725
Within Groups	2816.228	145	19.422		
Total	2828.757	147			

Table 6. ANOVA for education status of fathers on language achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63.036	2	31.518	.162	.851
Within Groups	28262.153	145	194.911		
Total	28325.189	147			

A between-groups analysis using one-way ANOVA of variance was carried out to define the effect of education status of mothers on levels of Normative-Orientation scores. No statistically significant difference at the $p < .05$ level in Normative-Orientation scores for the three groups was perceived: $F (2, 145) = 0.08$, $p = .922$ (Table 7). Moreover, a between-groups analysis using one-way ANOVA of variance was carried out to define the effect of education status of mothers on levels of Diffuse-Orientation scores. No statistically significant difference at the $p < .05$ level in Diffuse-Orientation scores for the three groups was seen: $F (2, 145) = 0.186$, $p = .831$ (Table 8). Afterward, a between-groups analysis using one-way ANOVA of variance was carried out to define the effect of education status of mothers on levels of Information-Orientation scores. There was no statistically significant difference at the $p < .05$ level in Information-Orientation scores for the three groups: $F (2, 145) = 1.45$, $p = .238$ (Table 9). To conclude, a between-groups analysis using one-way ANOVA of variance was carried out to define the effect of education status of mothers on levels of English language achievement. A statistically significant difference at the $p < .05$ level in E-S scores for the three groups was observed: $F (2, 145) = 6.4$, $p = .002$ (Table 10).

Table 7. ANOVA for education status of mothers on levels of Normative Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.613	2	1.807	.081	.922
Within Groups	3237.279	145	22.326		
Total	3240.892	147			

Table 8. ANOVA for education status of mothers on levels of Diffuse-Orientation Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.567	2	5.284	.186	.831
Within Groups	4125.940	145	28.455		
Total	4136.507	147			

Table 9. ANOVA for education status of mothers on levels of Information-Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	55.382	2	27.691	1.448	.238
Within Groups	2773.375	145	19.127		
Total	2828.757	147			

Table 10. ANOVA for education status of fathers on language achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2306.709	2	1153.355	6.428	.002
Within Groups	26018.480	145	179.438		
Total	28325.189	147			

A one-way ANOVA between-groups analysis of variance was conducted to explore the impact of child birth order in family on levels of Normative-Orientation. Participants were divided into four groups according to their family's Child birth order level (Group 1: 1&2; Group 2: 3; Group 3: 4; Group 4: 5 or above). There was not a statistically significant difference at the $p < .05$ level in Normative-Orientation scores for the four groups: $F (3, 144) = 0.86$, $p = .463$ (Table 11). Similarly, a one-way between-groups analysis of variance was conducted to explore the impact of child birth order in family on levels of Diffuse-Orientation. There was not a statistically significant difference at the $p < .05$ level in Diffuse-Orientation scores for the four groups: $F (3, 144) = 1.92$, $p = .128$ (Table 12). Subsequently, a one-way ANOVA between-groups analysis of variance was conducted

to explore the impact of child birth order in family on levels of Information-Orientation. There was not a statistically significant difference at the $p < .05$ level in Information-Orientation scores for the four groups: $F (3, 144) = 1.97$, $p = .121$ (Table 13). Likewise, a one-way ANOVA between-groups analysis of variance was conducted to explore the impact of child birth order in family on levels of language achievement. There was not a statistically significant difference at the $p < .05$ level in E-S scores for the four groups: $F (3, 144) = 0.1$, $p = .959$ (Table 14).

Table 11. ANOVA for child birth order on levels of normative Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.115	3	19.038	.861	.463
Within Groups	3183.777	144	22.110		
Total	3240.892	147			

Table 12. ANOVA for child birth order on levels of diffuse-avoidant orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	159.521	3	53.174	1.925	.128
Within Groups	3976.986	144	27.618		
Total	4136.507	147			

Table 13. ANOVA for child birth order on levels of informational orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	111.595	3	37.198	1.971	.121
Within Groups	2717.161	144	18.869		
Total	2828.757	147			

Table 14. ANOVA for child birth order on language achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59.896	3	19.965	.102	.959
Within Groups	28265.293	144	196.287		
Total	28325.189	147			

Correspondingly, to examine the effect of fathers' occupation on phases of Normative-Orientation scores, a one-way ANOVA was carried out between-groups analysis. Participants were distributed into four groups according to the participants' family's Child Number level (Group 1: educational; Group 2: government employee; Group 3: non-governmental; Group 4: retired). There was a statistically insignificant variance at the $p < .05$ level in Normative-Orientation grades for the four groups: $F (3, 144) = 0.19$, $p = .903$ (Table 15). Accordingly, to explore the impact of fathers' occupation on levels of Diffuse-Orientation scores a one-way ANOVA between-groups analysis of variance was conducted. There was statistically insignificant dissimilarity at the $p < .05$ level in Diffuse-Orientation scores for the four groups: $F (3, 144) = 0.825$, $p = .482$ (Table 16). Similarly, to explore the impact of fathers' occupation on levels of Information-Orientation scores a one-way ANOVA between-groups analysis of variance was carried out. There was no statistically significant difference at the $p < .05$ level in Information-Orientation for the four groups: $F (3, 144) = 0.12$, $p = .948$ (Table 17). Finalaly, a one-way ANOVA between-groups analysis of variance was directed to determine the influence of fathers' occupation on levels of English language achievement. There was a statistically insignificant difference at the $p < .05$ level in E-S grades for the four groups: $F (3, 144) = 0.69$, $p = .562$ (Table 18).

Table 15. ANOVA for fathers' occupation on levels of normative Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.745	3	4.248	.190	.903
Within Groups	3228.146	144	22.418		
Total	3240.892	147			

Table 16. ANOVA for fathers' occupation on levels of diffuse-avoidant Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	69.901	3	23.300	.825	.482
Within Groups	4066.606	144	28.240		
Total	4136.507	147			

Table 17. ANOVA for fathers' occupation on levels of informational Orientation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.038	3	2.346	.120	.948
Within Groups	2821.719	144	19.595		
Total	2828.757	147			

Table 18. ANOVA for fathers' occupation on levels of normative language achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	399.119	3	133.040	.686	.562
Within Groups	27926.070	144	193.931		
Total	28325.189	147			

The relationship between Measures of Identity processing styles (as measured by the Normative-Orientation Inventory (NOI), Diffuse-Orientation Inventory (DOI), and Information-Orientation Inventory (IOI)) and language achievement (LA) was studied applying the Pearson product-moment correlation coefficient which was insignificant. The relationship between Measures of Normative-Orientation and language achievement was examined using Pearson product-moment correlation coefficient. There was a trivial, negative correlation amongst the two variables, $r = -.178$, $n = 148$, $p < .05$, with high levels of Normative-Orientation led to low levels of language achievement. The relationship between Measures of Diffuse-Orientation and language achievement was probed using Pearson product-moment correlation coefficient. There was an insignificant, positive correlation between the two variables, $r = .177$, $n = 148$, $p <$

.05, with high levels of Diffuse-Orientation resulted in high levels of language achievement. The relationship between Measures of Information-Orientation (as measured by the Information-Orientation Scores) and language achievement was explored using Pearson product-moment correlation coefficient. There was an insignificant correlation amongst Information-Orientation and language achievement, $n = 148$, $p < .05$.

Examination of the results indicated that the structural relationship between the variables of identity processing styles and language achievement was 0.84 (Table 19) and its standard value was equal to 0.345 (Table 20). This value indicated a positive and average relationship between the two structures. That is, with the change of identity processing styles, the language achievement of the participants have changed.

In the identity processing styles measurement model, the Diffuse-Orientation dimension had a negative correlation with the core structure and a positive correlation was indicated between the other two dimensions regarding the identity processing styles. Squared Multiple Correlation values indicate that about 12% of language achievement changes are explained by the model.

Table 19. Regression Weights

			Estimate	S.E.	C.R.	Label
LA	<---	ISI	.845	.587	1.440	par_5
IOS	<---	ISI	1.000			
DOS	<---	ISI	-.506	.295	-1.717	par_1
NOS	<---	ISI	.733	.370	1.982	par_2

Table 20. Standardized Regression Weights

			Estimate
LA	<---	ISI	.345

Discussion

The present study intended to address the impact of the socio-economic status (SES) on the Iranian EFL learners' language

achievement and identity processing styles through the use of three research questions.

R.Q.1: To what extent does social-economic status (SES) affect Identity Processing Styles (IPSs) and Language achievement of Iranian EFL learners?

Initially, independent-samples t-tests were directed to match the English language achievement marks for medical and non-medical students. There was a marked variance in scores for Medical. The magnitude of the variances in the means was insignificant. Furthermore, independent-samples t-tests were ran to differentiate the Information-Orientation marks for Medical and non-medical students. There was an insignificant variance in marks for medical and non-medical. The magnitude of the variances in the means was insignificant. Moreover, independent-samples t-tests were ran to compare the Diffuse-Orientation scores for Medical and non-medical students. There was an insignificant difference in grades for medical and non-medical students. The magnitude of the differences in the means was insignificant. Finally, independent-samples t-tests were directed to compare the Normative-Orientation grades for Medical and non-medical students. There was an insignificant difference in scores for medical and non-medical. The magnitude of the differences in the means was insignificant.

Correspondingly, independent-samples t-tests were carried out to compare the English language achievement scores for public and private types of schools. There was no significant difference in scores for public and private.

The researchers also ran independent-samples t-tests to compare the English language achievement marks for employed and housewife mothers. There was a marked difference in scores for employed and housewife mothers. The degree of the variances in the means was moderate.

In addition, a one-way between-groups analysis of variance was run to determine the influence of fathers' education on levels of

language achievement. There was an insignificant difference at the $p < .05$ level in the scores of language achievement for the three mentioned groups.

Furthermore, to explore the impact of mothers' education on levels of language achievement, a one-way ANOVA between-groups analysis of variance was carried out. There was a statistically significant difference at the $p < .05$ level in language achievement scores for the three groups. The results are in line with the findings of a paper published by Scarr and Weinberg (1978) in which they pointed out that the education level of parents could be such as predictive as other factors for academic achievement of their children. Moreover, it has been implied that even though diverse indicators of socio-economic status such as family income and the education level parents may perhaps all envisage children's intelligence score, the mother's educational accomplishment proceeded as a superior predictor than the father's educational status (Mercy & Steelman, 1982).

Moreover, a One-way ANOVA between-groups analysis of variance was run to investigate the effect of child birth order in family on levels of language achievement. No significant difference at the $p < .05$ level in language achievement scores for the four groups was observed.

Finally, a one-way between-groups variance analysis was led to explore the effect of fathers' occupation on levels of English language achievement. No statistically significant variance was observed at the $p < .05$ level in language achievement marks for the four groups.

R.Q.2. Does SES yield any direct outcome on language achievement of Iranian EFL Learners? If so, to what extent?

The relationship between Measures of Identity Style (as measured by the Normative-Orientation, Diffuse-Orientation, and Information-Orientation) and Language achievement was examined using Pearson product-moment correlation coefficient which was insignificant. The relationship between Measures of Normative-Orientation (as

measured by the Normative-Orientation) and Language achievement was considered using Pearson product-moment correlation coefficient. There was an insignificant, negative correlation between the two variables, $r = -.178$, $n = 148$, $p < .05$, with high levels of Normative-Orientation with low levels of language achievement. The relationship between Measures of Diffuse-Orientation (as measured by the Diffuse-Orientation) and language achievement was studied using Pearson product-moment correlation coefficient. There was an insignificant, positive correlation amongst the two variables, $r = .177$, $n = 148$, $p < .05$, with high levels of Diffuse-Orientation with high levels of language achievement. The relationship between Measures of Information-Orientation (as measured by the Information-Orientation) and language achievement was considered by means of Pearson product-moment correlation coefficient. No significant correlation between Information-Orientation and language achievement was observed, $n = 148$, $p < .05$.

The assumptions of the current study is similar to the study by Qishan Chen, Yurou Kong, Wenyang Gao and Lei Mo (2018) who concluded that the family socio-economic status does have a correlation with participants' reading language achievement. The study indicates that higher the parents' education, occupational prestige and income, the more it correlates positively with children's reading ability.

The present study correspondingly demonstrates an agreement with the study of Ariani and Ghafournia (2015) who claimed a positive association between the participants' economic status and their beliefs about language learning. The outcomes revealed that social factors portray considerable effect on the route of language learning.

R.Q.3. Is there any link between IPSs and foreign language achievement among the Iranian EFL learners?

The findings of the current study showed that the structural relationship between the dimensions of identity processing styles and language achievement was 0.84 and its standard value equaled to

0.345. This value indicated a positive and average relationship between the two structures. That is, a change of identity processing styles is associated with a change in language achievement among the participants.

In the identity processing styles measurement model, the Diffuse-Orientation dimension had a negative relationship with the main structure and the other two dimensions had a positive relationship with the identity processing styles. Oreover, Squared Multiple Correlation values indicate that about 12% of language achievement changes are explained by the model (the aspects of IPSs).

Conclusions

Careful examination of the results indicated that the structural relationship between the variables of identity processing styles and language achievement was 0.84 and its standard value was equal to 0.345. This value indicated a positive and average relationship between the two structures. That is, the changes of identity processing styles and language achievement aong the participants are bilateral. This is in line with a study that considers students' SES as an impact variable on students' EFL performance conducted by Kormos and Kiddle (2013). Findings evidenced that the socioeconomic background of the school has a medium-size effect on students' language achievement.

In the IPSs measurement model, the Diffuse-Orientation dimension indicated that a negative relationship with the core structure existed; on the other hand, the two other dimensions designated a relationship which was in line with the identity processing styles. Squared Multiple Correlation values indicated that about 12% of language achievement changes are explained by the model. The relationship between Measures of Identity Style (as measured by the Normative-Orientation, Diffuse-Orientation, and Information-Orientation) and language achievement was examined by means of Pearson product-moment correlation coefficient which was insignificant. The relationship amongst Measures of Normative-Orientation and language achievement was defined by the use of the Pearson product-

moment correlation coefficient. There was a negative, but insignificant, correlation between these two variables, with high levels of Normative-Orientation resulted in low levels of language achievement. The correlation between Measures of Diffuse-Orientation and language achievement was looked at by the means of the Pearson product-moment correlation coefficient. There was a positive, but then again an insignificant, correlation concerning the two variables, with high levels of Diffuse-Orientation led to high levels of language achievement. The relationship between Measures of Information-Orientation (as measured by the Information-Orientation) and language achievement was studied using Pearson product-moment correlation coefficient. There was an insignificant association between Information-Orientation and language achievement.

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