

Research Paper

A Review of Educational Identity with Educational Adaptability and Learning Empowerment

Farzaneh Nikookar*

* MA holder, Educational Sciences department, Educational Management, Sama School, Rafsanjan, Iran.

ARTICLE INFO

ABSTRACT

Keywords:

Educational Identity,
Educational Adaptability,
Learning Empowerment



Educational identity, educational adaptability, and learning empowerment are important topics in the field of education, which have mutual relationships and impacts on students' learning. This research aims to investigate the relationship between students' educational identity, adaptability in the learning environment, and their learning empowerment. Descriptive and documentary research method is one of the research methods in the social sciences. The results of this study can assist school administrators and educational officials in developing appropriate policies and programs to strengthen educational identity, enhance students' adaptability in the learning environment, empower their learning, and plan for their academic improvement.

Received Date:

15 June 2023

Received in revised form:

13 August 2023

Accepted Date:

28 August 2023

Publish Date

22 May 2024

pp.29-39

Citation Nikookar, F. (2024). A Review of Educational Identity with Educational Adaptability and Learning Empowerment. *The New Approaches in Humanities*, 1(3), 30-39.

 [http:// NAHQ/NAHQ.2024.194294](http://NAHQ/NAHQ.2024.194294)

* Corresponding author (Email: Farzaneh.nikookar94@gmail.com)

Copyright © 2023 The Authors. Published by Alim-e-Nour Publication. This is an open access article.

Introduction

Today, education and learning, in general, constitute an important part of every individual's life, and the quality and quantity of this education also play a significant role in the individual's future. Consequently, psychologists have been extensively striving for nearly a century to identify predictive factors of academic progress (Pleroudi Heratbar & Ashoori, 2023). Educational identity is one of the most influential factors in the academic progress of students.

Educational identity is the conscious response process of individuals to their educational situation, determining the course of action they should take and thus engaging in the quest for their educational identity. When such an identity exists within an individual, a sense of motivation for progress and success in various academic aspects arises (Noordbak & colleagues, 2022). With this sense, obstacles in the path of success are perceived and overcome one after another.

Educational identity reflects various competencies, autonomy, purposefulness, effective beliefs, and common emotional experiences that adolescents and young people have with their peers and teachers in classrooms, defining how they act in educational domains (Ataheri & Kalazemi, 2022). Educational identity means the student's belief in having a positive and desirable feeling about themselves, which they must strive hard for in class and consider it important in their lives, feeling displeased if absent from class. Additionally, students must set appropriate educational goals for themselves and understand their duty as students foremost, as identity growth seems essential for academic compatibility and success (Ahmadpour & colleagues, 2020).

Educational adaptability encompasses a student's ability to adapt to the conditions and requirements of education and the roles that the school, as a social institution, assigns to them (Salemani et al., 2023). Educational adaptability includes satisfaction with school, academic progress, liking for teachers, interaction with other students, school officials' views on student performance, and other factors

(Moradi et al., 2023). Educational adaptability plays a significant role in academic performance, and its absence can lead to dropping out or academic decline. Therefore, examining and focusing on educational adaptability is crucial for academic progress, performance, and preventing dropout (Olia et al., 2023).

In the school environment, students face various challenges such as a new environment, new friends, and new teachers. If they cannot cope with these changes and adapt to the new environment and lifestyle, they may experience anxiety, depression, and academic failure (Dwinanda & Nugraha, 2023). On the other hand, another variable that educational identity can influence is learning empowerment.

Learning empowerment refers to the psychological empowerment transferred into educational environments, resulting in satisfaction, effectiveness, efficiency, individual and team performance improvement, and students' ability to perform tasks (Kizori et al., 2020). Learning empowerment plays a crucial role in identifying students' learning needs, regulating their learning, and their academic success.

Educational identity is an important concept that reflects an individual's connection and relationship with the learning environment and encompasses their identity as a person. This identity includes beliefs, values, motivations, and perceptions of oneself and their education in the learning environment. Educational adaptability, on the other hand, refers to the alignment and compatibility between an individual's educational identity and the learning environment. When an individual has a strong and clear educational identity that aligns with their learning environment, they feel a greater sense of compatibility and satisfaction, leading to better learning outcomes.

Learning empowerment refers to the enhancement and development of students' abilities, skills, knowledge, and self-confidence. Factors such as providing appropriate learning opportunities, creating stimulating learning environments, offering effective feedback, and support in the learning process can contribute to empowering learners.

By combining these three elements—educational identity, educational adaptability, and learning empowerment—we can facilitate the improvement of students' learning processes and academic performance, helping them achieve their educational goals.

Methodology:

The descriptive and documentary research method is one of the research methods in the social sciences and humanities that focuses on interpreting documents and records related to the research topic. This method is part of qualitative research and involves examining culture, history, ideology, politics, or any other topic for which relevant documents or records exist.

The descriptive and documentary research method includes the following stages:

Document collection: This stage involves gathering documents, texts, newspapers, statistical information, interviews, television broadcasts, and other relevant sources. These documents can be collected from primary sources such as archives and libraries, or secondary sources such as books, articles, and analyses.

Classification and organization: After collection, the documents are classified and organized. This process depends on identifying subjects, types of documents, and the classification system used.

Interpretation and analysis: In this stage, the documents are examined and analyzed. Interpretation and analysis of documents may include content evaluation, thematic analysis, finding relationships between topics, data extraction, and result formulation.

Interpretation of reactions: In this stage, people's reactions and opinions to the examined documents are analyzed. This may include literary analysis, social analysis, and surveys.

Reporting results: In this stage, the research results are compiled into a final report. This report may include descriptions and analyses of documents, research

findings, and the results of reactions.

Results:

Considering the different studies in analyzed in this study, the results of this documentary analysis is given as below.

Soleimani et al. (2023) conducted a study titled "The Effectiveness of Education Based on the Successful Academic Identity Model on Academic Stress Reduction and Academic Adaptation along with Follow-up Stage" on 60 male high school students in Qom. They found that education based on the successful academic identity model significantly reduced academic stress and increased academic adaptation of students.

Moradi et al. (2023) conducted a study titled "The Role of Ethical Identity in Predicting Academic Adaptation and Academic Self-Efficacy of Students" on 366 female high school students in Zahedan. They found a positive and significant relationship between ethical identity and academic adaptation and self-efficacy of students. Additionally, the components of ethical identity were able to predict academic adaptation and self-efficacy of students.

Torkzadeh Azani et al. (2023) conducted a study titled "Structural Model of the Relationships between Academic Identity and Academic Performance with the Mediation of Self-Regulated Learning Strategies and Motivational Beliefs in Second-Year High School Female Students" on 378 female second-year high school students in the four educational regions of Qom. They found that academic identity has a positive and significant effect on academic performance. Furthermore, the indirect effect of academic identity on academic performance through the mediation of self-regulated learning strategies and motivational beliefs is also positive and significant.

Litari (2023), in a study titled "Development of Academic Identity: Experiences of Dyslexic Students," found that some of the most important experiences of dyslexic students include supportive experiences (or lack thereof), their perceptions of literacy and academic progress, and other significant factors.

Symbolic interactionism as a theoretical framework is used to better understand academic performance in a Western society, where this aspect is very important for many learners and their parents. In a society where literacy and academic progress are highly valued over any other form of success, it contributes to the development of academic identity.

Phillips et al. (2023), in a study titled "Academic Adaptation and Appreciation in College Students: Firsthand Evidence from a Psychological Perspective," found that appreciation contributes to academic adaptation, or achieving academic adaptation leads to the development of appreciation among college students. Additionally, academic adaptation plays a significant role in the academic progress of students.

Thomas et al. (2022), in a study titled "Academic Self-Efficacy of Latinx Adolescents: Explaining Longitudinal Links Between Ethnic-Racial Identity and Academic Adaptation," found that there is a significant relationship between ethnic-racial identity and academic self-efficacy. Moreover, there is a meaningful relationship between academic self-efficacy and academic adaptation.

Jafari and Abdi Zarin (2021) conducted a study titled "The Relationship between Academic Enthusiasm, Academic Identity, and Academic Persistence with Academic Adaptation of Students" on 377 female second-year high school students in Qom. They found that academic adaptation is significantly and directly related to the components of academic enthusiasm (behavioral academic enthusiasm, emotional academic enthusiasm, and cognitive academic enthusiasm), successful academic identity, follow-up academic identity, and academic persistence, and inversely related to confused academic identity and delayed academic identity.

Rowan et al. (2021) conducted a study titled "Prediction of Academic Performance Based on Academic Identity, Teacher Support, Academic Adaptation, and Psychological School Membership among Students" on 400 male and female second-year high school students in Lar city. They found that 22% of the variance in academic performance can be predicted by predictor variables

(academic identity, teacher support, academic adaptation, and psychological school membership).

Alipour Fathkouhi et al. (2020) conducted a study titled "Empowering Mathematics Learning of Students Using the Network Analysis Approach Based on DEMATEL" and found that the most important main empowerments in terms of impact are respectively: emotional factors, psychological factors, physiological factors, sociocultural factors, content-related factors, and environmental factors. Also, the most important sub-criteria in terms of weight are respectively: content and textbook concepts, motivation, self-perception and self-regulation, collaboration and appropriate communication with the teacher. In terms of interaction, the most important main factors are respectively: environmental empowerments, physiological empowerments, sociocultural empowerments, emotional empowerments, psychological empowerments, and content-related empowerments.

Ahmadpour et al. (2020) conducted a study titled "The Effectiveness of a Social Adaptation Educational Program on Academic Satisfaction, Academic Identity, and Cognitive Flexibility of Female Students" on 30 female second-year high school students in the city of Boukan. They found that the social adaptation educational program has a significant and positive effect on the academic satisfaction, academic identity, and cognitive flexibility of female students.

Discussion and Conclusion:

Educational identity is one of the fundamental components in determining the individual identity of students, which contributes to their academic adaptation and empowerment in the educational environment. This article examines the importance of educational identity, academic adaptation, and learner empowerment, with its primary objective being the enhancement of students' academic levels and performance.

Educational identity refers to individuals' self-perception, which plays a significant role in setting goals, motivation, social interactions, and expectations regarding oneself and the educational environment. Empowering learners entails enhancing their abilities, skills, self-confidence, and motivation for learning and progress in the educational setting.

Academic adaptation also refers to the positive relationship between educational identity and the learning environment, leading to improvements in students' behavior, motivation, and performance. Considering these concepts, enhancing educational identity, academic adaptation, and learner empowerment can contribute to improving students' academic and social performance.

Ultimately, the importance of these concepts is prominent and requires special attention from administrators, teachers, and parents to enhance students' academic achievement and satisfaction in the educational environment. In the educational setting, educational identity, academic adaptation, and learner empowerment hold significant importance. Educational identity refers to individuals' self-awareness and their role in the educational environment. Academic adaptation also refers to the alignment between educational identity and the learning environment, leading to improvements in students' behavior and performance. On the other hand, learner empowerment involves enhancing their capabilities and motivation for learning. A proper combination of these three factors can help improve students' academic and social performance.

References:

- Ahmadpour, R., Armand, M., & Najari, M. (2020). The effectiveness of a social adaptation program on academic satisfaction, academic identity, and cognitive flexibility of female students. *Journal of Cultural Psychology*, 4(2), 74-90.
- Alipour Fathkuhi, M., Behzadi, M. H., Rasouli, H., & Shahoorani Semnani, A. (2019). Empowering mathematical learning of students using network analysis approach based on dematel. *Journal of Industry and University*, 13(49 & 50), 101-121.
- Ataheri, Z., & Kavosi, T. (2021). The mediating role of academic motivation in the relationship between academic identity and emotional well-being dimensions in elementary school girls. *Journal of Educational Management and Vision*, 3(2), 25-48.
- Auliya, N. N., Zaharuddin, Z., & Darmayanti, K. K. H. (2023). Internal Locus of Control and Academic Self-Efficacy Influence on Academic Adjustment among College Students. *COUNS-EDU: The International Journal of Counseling and Education*, 8(1), 10-19.
- Dwinanda, H., & Nugraha, S. P. (2023). Academic Adjustment as a Mediator of Self-Efficacy in Online Learning and Subjective Well-Being in Students. *Psychosophia: Journal of Psychology, Religion, and Humanity*, 5(1), 34-45.
- Jafari, Z., & Abdi Zarin, S. (2021). The relationship between academic enthusiasm, academic identity, and academic perseverance with academic adaptation of students. *Journal of Educational Psychology Studies*, 18(44), 103-122.
- Keyzouri, A. H., Mohammadi Hosseini, S. A., & Hosseinpoor, A. (2020). The relationship between psychological capital and learner empowerment: Testing the mediating role of dynamic interactions. *Journal of Educational Organizations Management*, 8(2), 131-153.
- Lithari, E. (2023). Academic identity development: school experiences and the dyslexic learner. *International Journal of Inclusive Education*, 27(8), 851-867.
- Moradi, A., Jenaabadi, H., & Davarpinah, A. (2023). The role of ethical identity in predicting academic adaptation and academic self-efficacy of students. *Journal of Educational Psychology Studies*, 20(50), 151-165.
- Nordback, E., Hakonen, M., & Tienari, J. (2022). Academic identities and sense of place: A collaborative autoethnography in the neoliberal university. *Management Learning*, 53(2), 331-349.
- Philipose, J. V., Dubey, A., & Choubisa, R. (2023). Academic Adjustment and Gratitude in College Students: A First-Hand Evidence from a Psychological Perspective. *Handbook of Evidence Based Management Practices in Business*, 246.
- Pleroodi, E., & Ashoori, H. (2023). Structural modeling of educational identity based on learning styles with the mediating role of school bonding and goal orientation in
-

-
- elementary school students. *Journal of Curriculum Planning and Educational Research*, 13(1), 13-26.
- Ravan, A., Samavi, S. A. W., Javdan, M., & Haji Alizadeh, K. (2021). Prediction of academic performance based on academic identity, teacher support, academic adaptation, and psychological membership in school among students. *Journal of Cognitive Sciences Innovations*, 23(3), 79-91.
- Soleimani, M., Ghadampour, E., & Abbasi, M. (2023). The effectiveness of education based on the successful academic identity model on academic stress and academic adaptation accompanied by follow-up stage. *Journal of Education and Evaluation*, 16(62), 181-204.
- Thomas, R., Wheeler, L. A., Delgado, M. Y., Nair, R. L., & Coulter, K. M. (2022). Latinx adolescents' academic self-efficacy: Explaining longitudinal links between ethnic-racial identity and educational adjustment. *Cultural Diversity and Ethnic Minority Psychology*, 28(1), 29.
- Torkzadeh Azani, Z., Jafari Herandi, R., & Bahrami, S. (2023). Structural model of the relationship between academic identity and academic performance with the mediating role of self-regulated learning strategies and motivational beliefs in high school girls. *Journal of Knowledge and Research in Applied Psychology*, 24(1), 187-207.