

The Effects of Parenting Style on Students' Identity Status

NILOOFAR ESMAEILI

MA Educational Psychology
Shahid Beheshti University
Iran

FARZANE FARROKHI

MA Educational Psychology
Shahid Beheshti University
Iran

MAHNAZ NIKAKHLAGH

MA Educational Technology
Islamic Azad University, Tehran South Branch
Iran

ZAHRA YOUSEFI

Assistant Professor of Counseling
Department of Psychology, Isfahan Science Research Branch
Islamic Azad University, Isfahan
Iran

Abstract:

The aim of this study was to investigate role of parenting styles and religious adherence on the identity of high school students in Esfahan City. Methods: This study was descriptive-correlation. For this purpose, 500 high school students (250 boys and 250 girls) were selected by cluster random sampling. Research instruments were subscales of family functioning scale about parenting styles and religious adherence and assessment questionnaire of identity status for Adams and Benyon (EOM-EIS-2). Data were analyzed by using descriptive statistics and regression analysis. Results: The results showed that the authoritarian parenting style suspension identity in boys and girls, religious adherence suspension in girls' identity, religious adherence foreclosure democratic parenting style, permissive parenting style and religious adherence identity religious adherence

identity crisis in boys and girls and the boys realized that there is a significant relationship. Conclusion: The results suggest that in addition to parenting styles and religious adherence, other factors may also shape - the effective identity of the peer, mental health training received socioeconomic status, personality and mutual influence of parent teenager on each other.

Key words: parenting styles, religious adherence, identity

Introduction

To have an identity is important for all human beings because proper identity will lead to good performance. Psychologists believe that people should be, before the age of eighteen, achieving a sense of identity. Some psychologists believe that even before finishing high school youth are to gain a healthy identity (Yunus , Kamal , Jusoff & Zakaria,2010).

According to Romano (2004) teen years are when a person is experiencing drastic changes in his identity while he is expected to be picked up. Teenager need to understand who and what he is going to know for life. Marcia (1976) believes that there are four bases of identity; Identity achievement, Identity moratorium, Identity Foreclosure & Identity diffusion. Kertner (2005) realized that teens with Identity achievement, Identity moratorium in the area of cognitive development of children with other bases of identity, are more successful. He realized identity is improved with age. Thus, only small numbers of teenagers have identity crisis in the final years (Graf, S.C., Mullis, R.L. & Mullis, 2008 and Berg et al, 2005). Kertner (2005) stated before teen ensure that the Who and what can be done should passes process of moratorium identity because teenager discover the many options in life to ascertain identity and target. One of the factors involved in the formation of identity is role of parents and families (Romano, 2004). Baumrind (1989) introduced different patterns of parenting

styles that affect teens' development; Authoritarian, Permissive & Authoritative.

Authoritarian parents have rigorous and punitive style that exact borders and controls to children; permissive parents are warm but lacked focus on discipline and control. Democratic parents are parents who are interested in law and yet warm and friendly (Baumrind, 1989). Indeed, these groups of parents are supportive and responsible breeder and from their children have appropriate expectations (Maccoby and Martin, 1983).

Since it seems to be the most important task teens is to achieve identity, so present study examined predictive role of parenting style and identity of religious adherence in students.

Method

This research is descriptive, correlation and multiple applications. The population of this study is girls and boys in all grades of Esfahan City. The statistical sample included 250 girls and 250 were boys.

After collecting questionnaires sample size for boys 241 and 244 and random cluster sampling were used. First from Education District 5 three areas randomly selected from each of District 12 classes (8 boys and 8 girls) were selected at the end of each school was selected as a single class.

Measures

Parenting style and family functioning scale test of religious adherence (FFS). Bloom (1995) prepared his test during series of studies that these four subscales are considered for scale. Reliability and validity of study has been approved (Islam, 2002, quoted Khalili, 2004).

Self expanded test Identity. The test was developed by Benyon and Adams in 1989 and is based on theory of Ericsson and Marcia's identity. The questionnaire contains 64 items and four subscales of identity crisis, Identity

achievement, Identity moratorium, Identity Foreclosure & Identity diffusion, each subscale has 16 questions (Farzanejo, 2010).

Results

To verify collected data from questionnaires were analyzed by using descriptive statistics and stepwise regression analysis.

Table 1 shows Mean and standard deviation of the predictor variables and the criterion test.

Table 1 Mean and standard deviation scores of the subjects in the study variables by sex

gender	variables	Mean	Standard Deviation
boy	Identity diffusion	67.17	8.36
	Identity achievement	68.67	8.29
	Identity moratorium	45.62	7.51
	Identity Foreclosure	52.57	10.62
	Authoritarian	12.35	2.9
	Authoritative	12.57	2.96
	Permissive	12.4	2.24
girl	religious coherence	16.35	2.6
	Identity diffusion	66.75	9.5
	Identity achievement	67.26	8.4
	Identity moratorium	45.6	6.7
	Identity Foreclosure	54.51	9.8
	Authoritarian	11.84	2.5
	Authoritative	12.13	1.96
	Permissive	12.02	2.11
	religious coherence	16.55	2.4

A table 2 shows Stepwise regression analysis to assess predictive role of parenting styles on confused identity.

Table 2. Stepwise regression analysis to assess the predictive role of parenting style on moratorium identity by gender differentiation

gender	model	variable	R	R ²	B	β	t	sig	F
boy	1	democratic parenting style	0.269	0.073	1.23	2.69	3.42	0.001	11.74
	2	democratic parenting	0.362	0.131	1.29	0.282	3.66	0.000	22.25
					0.89	0.234	3.17	0.002	

		style							
		religious							
		adherence							
girl	1	religious	0.239	0.057	1.19	0.239	3.94	0.000	15.56
		adherence							0.000
	2	democratic	0.290	0.84	1.01	0.165	2.75	0.006	11.78
		parenting style			1.14	0.228	3.8	0.000	
		religious							
		adherence							

As shown in Table (2) can be observed among boys authoritarian parenting style has a significant positive relationship with boy's moratorium identity and %6.3 of the variance identity crisis is characterized by an authoritarian parenting style is.

Table (3) shows Regression step analysis to evaluate the predictive role of parenting style and religious on adherence identity.

Table (3) shows stepwise regression analysis to examine the predictive role of parenting styles and religious adherence and Identity diffusion by gender

gender	model	variable	R	R ²	B	β	t	sig	F
boy	1	democratic parenting style	0.18	0.032	56.26	0.18	14.6	0.000	5.07
									0.026
girl	2	religious adherence	0.24	0.058	0.670	0.75	2.21	0.028	4.57
		democratic parenting style			0.511	0.158	1.99	0.048	0.012
		religious adherence							

In Table 3 it can be seen that parenting style and religious adherence has no significant role in Identity diffusion of girls and essentially have not been entered in the model. But in boys part first step toward liberalism has significant positive correlation with Identity diffusion among boys.

In the second step to model by arrival of religious adherence, 0.06 has been added to R. In the first step, liberalism alone predict %2.3 of variance in Identity diffusion.

By entering religious adherence, %5.8 of the variance in Identity diffusion is explained by these two variables together. F-statistic shows that developmental ANOVA is significant stepwise again.

Table 4 shows stepwise regression analysis to examine predictive role of parenting style and religious adherence on identity.

Table 4 stepwise regression analysis to examine the predictive role of parenting style and religious adherence to the achieved identity

gender	model	variable	R	R ²	B	β	t	sig	F
boy	1	religious adherence	0.274	0.075	0.926	0.274	49.3	0.001	12.2
girl	2	religious adherence	0.129	0.017	0.439	0.129	0.02	0.046	4.096
									0.046

As Table 4 shows from variables entered into the regression analysis only religious adherence with achieved identity among boys and girls were significant and positive. As can be seen in Table %2.74 of variance in boys' achieved identity and %1.29 of variance in girls' identity achieved is determined by religious adherence. F-statistic indicates that presence of these variables in model is significant.

Conclusions

The aim of this study was to investigate role of parenting styles and religious adherence on the identity of high school students in Esfahan City. Results showed that parenting styles of authoritarian, democratic and authoritarian parenting style with identity of boy's suspension and style authoritarianism and religious adherence are related to with girls' Identity moratorium.

Results indicate Stepwise regression analysis of the variables in predicting the variability in the proportion of variance detected significant identity variable is not significant. And other role of variables in variability of identity should be considered as general family functioning, peer influence, received training in mental health, social and economic impact of personality variables and parent-child mutually on each other.

REFERENCES

- Ahmadi, Sedighe. 2008. Barresi rabete jave khanevade va bohrane hoviat dar beyne nojavanan kanoone eslah va tarbiyat: Tehran payanname karshenasee arshad.
- Ahmadi, S. 2004. "Relationship between families' emotionally atmosphere and adolescent identity crisis of juvenile institution in Tehran." Review of the master's thesis from University of Tarbiat Moalem. <http://idochpz.irandoc>.
- Arnett, J.J. 2009. *Adolescence and Emerging Adulthood* .3rd Edition . New Jersey, USA :Pearson Education.
- Banahue, M. & Benson, P. 1995. "Religion and wellbeing of adolescents." *Journal of Social Issue* 51: 145-160.
- Baumrind, D. 1989. "Rearing competent children." In *Child Development Today and Tomorrow*, edited by Damon, 346-378. San Francisco: Josey-Bods.
- Baurnd, D. 1996. "The discipline controversy revisited." *Family Relations* 45: 405-414.
- Bergh, S. & Erling, A. 2005. "Adolescent Identity formation: A Swedish study of Identity status." Using the EOMEIS-II. *ProQuest Education Journals: Adolescence* 40 (158): 377-391.
- Berk, L. E. 2006. *Child Development*. 7th edition. Boston, USA: Allyn and Bacon.

- Donahue, M., & Benson, P. 1995. "Religion and the well-being of adolescents." *Journal of Social Issues* 51: 145-160.
- Erickson. J.A. 1992. "Adolescent religious development and commitment: A structural equation model of the role of family, peer group, and educational influence." *Journal for scientific religion* 31(2): B4-152.
- Erikson, E. 1968. *Identity: Youth and crisis*. New York: Norton.
- Everall, R.D., Bostik, K.E. & Paulson, B.L. (2005) "I'm Sick of Being Me :Developmental Themes in a Suicidal Adolescent .*ProQuest Education Journals :Adolescence*, 40 (160): 693-708.
- Farzanehjo, M., Yarmohamdian, A., and Molavi, H. 2006. "The effect of family size on the identity of the students." *Journal of Behavioral Sciences* 3(2): 142-1135.
- Graf, S.C., Mullis, R.L. & Mullis. A. K. 2008. "Identity formation of united states American and Asian – Indian Adolescents." *ProQuest Education Journals: Adolescence* 43(169): 57-69.
- Khajepour, M. A. H. 2008. "Comparison of methods for identification and evaluation of parenting styles between male and female students in their pre-university education in four areas of the city." *Educational and Psychological Studies* 8 (1): 197-178.
- Krettenauer, T . 2005). The Role of Epistemic Cognition in Adolescent Identity Formation :Further Evidence . *Journal of Youth and Adolescence* .34 (3): 185-198.
- Luyckx, K., Goossens, L., Soenens, B., Beyers, W .& Vansteenkiste, M . 2005. "Identity Statuses Based on 4 Rather Than 2 Identity Dimensions :Extending and Refining Marcia's Paradigm" .*Journal of Youth and Adolescence* .34 (6): 605-618.
- Maccoby. E.E. M. & Martin, J. 1983. "Socialization in the context of the family: parent child integration." In *Handbook of Child Psychology: Socialization, Personality and Social; Development*, edited by H.

- Mussen (series ed.), & E. M. Heheringto (vol. editor), 1-104. 4th ed. New York: Wiley.
- Mandara, J. 2006. "African American male's academic achievement: A Review and clarification of the empirical literature." *Teachers College Record* 108(2): 206-228.
- Mandara, J. and Murrany, C.B. 2000. "Effects of parental marital status, Income, and family functioning in African American adolescent self – esteem." *Journal of Family Psychology* 14(3): 475-490.
- Njus, D .& Johnson, D .R) .(2008) .(Need for Cognition as a Predictor of Psychosocial Identity Development .*The Journal of Psychology* .142(6): 645 – 655.
- Omidian, M. 2010. *Reviews of Modes of identity and religious dimensions of interpersonal differences in dependent variables among student Shahid Chamran University*. PhD's thesis. Shahid Chamran University. Faculty of Education and Psychology.
- Phillips, T.M. & Pittman, J. F. 2001. "Adolescent psychological well being by Identity style." *Journal of Adolescent*. 30(6): 1024 -1034.
- Romano, J.J. 2004. "Dimensions of parenting and Identity Development in late Adolescence." Retrieved July 2010, from [http://scholar.lib.ut.edu/theses/available/etd06302004121004/unrestricted/JJeomano thesis. pdf](http://scholar.lib.ut.edu/theses/available/etd06302004121004/unrestricted/JJeomano%20thesis.pdf).
- Santrock, J .W . 2008) .Adolescence .12th Edition. New York, USA :McGraw Hill.
- Santrock, J .W .(2007) .*Child Development* .11th Edition, McGraw Hill, New York, USA.
- Schwart, S. J., Mason, C.A, pantin, H., Szapocznik. 2009. "Longitudinal relationships between family functioning and identity Development in his panic adolescents: continuity and change." *Journal of Early Adolescents* 29(2): 177-211.

- Sharifi, K. 2003. *The relationship between family functioning and psychological hardiness of high school students in academic year 2003-2004*. M.Sc's Thesis. University of Esfahan. Faculty of Education and Psychology.
- Schwartz, S., Mason, J., Pantin, C.A., and Szapoznik, H. 2008. "Effects of family functioning and identity confusion on substance use and sexual behavior in Hispanic immigrant early adolescents." *Journal of Early Adolescents* 18(2): 107-124.
- Steinberg, L. Darnbusch, S.M, & Brown, B. B. 1992. "Ethnic differences in adolescent achievement: An ecological perspective." *American psychologist* 47: 723-729.
- Yunus, Farhana Wan, Azlan Ahmad Kamal, Kamaruzaman Jusoff, Azzyati Zakaria. 2010. "Gender differences on the Identity status of the Mabysian preparatory students." *Canadian social science*. 6(2): 145-152.