The Effects of Parenting Style on Students’ Identity Status

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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 of 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**

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

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**

<table>
<thead>
<tr>
<th>gender</th>
<th>model</th>
<th>variable</th>
<th>R</th>
<th>R^2</th>
<th>B</th>
<th>β</th>
<th>t</th>
<th>sig</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>1</td>
<td>democratic</td>
<td>0.269</td>
<td>0.073</td>
<td>1.23</td>
<td>2.69</td>
<td>3.42</td>
<td>0.001</td>
<td>11.74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>parenting style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>democratic</td>
<td>0.362</td>
<td>0.131</td>
<td>1.29</td>
<td>0.282</td>
<td>3.66</td>
<td>0.000</td>
<td>22.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>parenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Effects of Parenting Style on Students' Identity Status

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 adherence 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

<table>
<thead>
<tr>
<th>gender</th>
<th>model</th>
<th>variable</th>
<th>R</th>
<th>R²</th>
<th>B</th>
<th>β</th>
<th>t</th>
<th>sig</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>1</td>
<td>democratic parenting style</td>
<td>0.18</td>
<td>0.032</td>
<td>56.26</td>
<td>0.18</td>
<td>14.6</td>
<td>0.000</td>
<td>5.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>religious adherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.026</td>
</tr>
<tr>
<td>girl</td>
<td>2</td>
<td>democratic parenting style</td>
<td>0.24</td>
<td>0.058</td>
<td>0.670</td>
<td>0.75</td>
<td>2.21</td>
<td>0.028</td>
<td>4.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>religious adherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.012</td>
</tr>
</tbody>
</table>

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 the arrival of religious adherence, 0.06 has been added to R. In the first step, liberalism alone predicts 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 the 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 on the achieved identity

<table>
<thead>
<tr>
<th>gender</th>
<th>model</th>
<th>variable</th>
<th>R</th>
<th>R²</th>
<th>B</th>
<th>β</th>
<th>t</th>
<th>sig</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>1</td>
<td>religious adherence</td>
<td>0.274</td>
<td>0.075</td>
<td>0.926</td>
<td>0.274</td>
<td>49.3</td>
<td>0.001</td>
<td>12.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>adherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>girl</td>
<td>2</td>
<td>religious adherence</td>
<td>0.129</td>
<td>0.017</td>
<td>0.439</td>
<td>0.129</td>
<td>0.02</td>
<td>0.046</td>
<td>4.096</td>
</tr>
</tbody>
</table>

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

http://idochpz.irandoc.


