

Adolescents' Identity Formation and Parenting Styles in Dire Sabian Secondary School, Dire Dawa

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Abstract

The main purpose of this study was to investigate the significance of relationship between parenting styles and identity formation of adolescents and sex difference in identity formation. This research then revealed the relationships between the two variables as well as gender difference in identity formation. To do so, the study employed different descriptive and inferential statistical methods such as, percentages frequencies, mean comparison, correlation and ANOVA method. The stratified random sampling was used in order to collect data and, 173 male and 142 female students were taken as sample. The pilot-tested Questionnaires were distributed among 314 students in Sabian Secondary School, Dire Dawa. The result demonstrated that there was a positive relationship between parenting styles and identity formation ($r=0.484$). Furthermore, ANOVA suggested that parenting styles can significantly affect the identity formation of adolescents with ($F(3,310), P<0.01=33.443$) and that there was no significant difference between male and female adolescents in both parenting styles and identity diffusion.

Keywords: Adolescents, Identity Achievement, Parenting Styles

1. Introduction

The general objective of this study was to investigate the relationship between parental involvement and identity formation among adolescents in Dire Dawa Sabian Secondary and Preparatory School. According to the purpose of this study and other research findings, Adolescents are individuals whose ages range approximately from 16 years to 22 years (Santrock, J. W. 2008). Hence, Grades 11 and 12 students in Sabian Secondary and Preparatory School were considered participants in this study. Moreover, identity achievement is the process of resolution of psychological crisis of identity by exploring life options and then committing oneself to personally defined goals. Finally, parenting style refers to the dimensions parental involvement which explores adolescents' perception about their parents' behavior with respect to parental demands and parental control. Human development is a long journey, beginning at the time of conception and ending at death. This developmental process is determined by the interaction of both biological and environmental factors out of which parents are the most influential factor during the period of adolescence. Adolescence is a time of finding one's identity as manifested by trying new occupation, religion, political view, and other way of life. More specifically, it is a time of deciding who one is and what one stands for. According to Erikson (cited in Marcia, 1993), the formation of personal identity is a decisive issue in psychological development of adolescents, but confronting and responding to identity issues is not a onetime event that only occurs during adolescence.

The identity process neither begins nor ends with adolescence; it begins with self-object differentiation at infancy and reaches its final face with the self-mankind integration at old age. What is important about identity in adolescence it is the first time that physical development, cognitive skills, and social expectations coincide to enable young person to start through and synthesize their childhood identifications in order to construct a viable path way toward their identity. According to Marcia (1993), there are two defining criteria to categorize individuals in to different identity status. These are the presence or absence of exploration of alternative and commitments. Based on these factors, identity development can be categorized in to four statuses. These are identity diffusion, identity foreclosure, and identity moratorium and identity achievement, consecutively from the least to the highest. Accordingly, identity formation and parental involvement are highly coincided and are fundamental psychosocial aspects of development during adolescence.

Adolescents who perform "lowest" on identity assessments have typically been described as having experienced rejection and detached with parents (Jordan and Matteson, cited in Marcia, 1980). The issue might be researched by many researchers but not in this specific area, city and country. Thus, the following questions were sought for answers.

1. Do parenting styles (Authoritative, Authoritarian, Indulgent and Neglectful style) significantly affect adolescent's identity achievement in Sabian Secondary School?
2. Is there significant gender difference in adolescents' identity achievement in Sabian Secondary School?

Based on the above general questions, the study had the following objectives

- To investigate the relationship between perceived parenting styles and adolescent identity formation.

- To examine sex differences in identity formation.

2. Identity Formation and Parenting Styles

2.1 Theoretical Frame Work of Identity

Erik Erikson has contributed more than any other theorists to our understanding of identity development during adolescence. In his theories of psychosocial development Erikson identified eight major crises that build up on each other during the life span, such that the outcome of all child hood stages contribute to establishment of an identity during adolescence. The central task of Erikson's fifth stage of psychosocial development is the resolution of an identity crisis. During this stage teenagers undergo re-evaluation of who they are in many areas of development including the physical, sexual, intellectual and social (Santrock, 2008).

Identity fluctuates during teenage years as adolescent's actively explore alternatives by trying out various roles offered by their society, in their search for continuity and sameness, the adolescent attempts to incorporate the morality learned in child hood with personal aptitudes and the opportunities offered in social roles (Erikson as cited in Gulfren and Gul, 2005). Erikson and Blos make substantiate distinction between a passive versus active identity formation process. For Erikson, a passive identity is reflected in either foreclosing process where an adolescent accepts, without evaluation, the roles and self images provided by others, or a diffused identity associated with role confusion. Blos portrays passivity of identity in his description of prolonged adolescence, where arrested movement is observed through the resistance to make final choices. For both theorists, passive identity youths are thought to be harboring self doubt and uncertainty (Admas, et al., 1992). One essential task of adolescence is identity formation. Identity is coherent sense of individuality formed out of the adolescent's traits and circumstances

James Marcia (1993) expanded Eriksons theoretical conception of identity by developing identity status as methodological device to empirically study identity. James Marcia categorized identity status along the dimension of exploration (a period of struggling or action consideration in arriving at important life decision about goals, values, and belief) and commitment (making a relatively firm choice about identity elements engaging in significant activity directed toward implementation of that choice) into four such as: identity diffusion, moratorium, foreclosure, and achievement (Steinberg, 1993).

Identity, like other constructs of development, is thought to occur through the course of normal maturational processes within appropriate supportive social contexts. Identity formation is not wholly an individual process, rather social institution and economic forces exert their forms of power and influence (Hoffman, 1994). Identity as one of the most important developmental tasks of adolescents, it can be defined as who one is, where one has been and where one is going in life. The development and formation of healthy identity gives an individual an understanding of the same and continuity of the self over space and time, having direction and purpose for one's life through identifiable values and goals and a sense of self valued by significant others (Steinberg, 1993).

2.1.1. Identity Diffusion

Identity diffusion is the least developmentally advanced status in which the adolescent has not made any firm commitment to ideological, occupational and inter personal domains and is not currently considering any such commitments. As Marcia described, diffused adolescents have no real concern about their occupation and they are either uninterested or unable to choose religious matters (Darley, 1991). In addition adolescents who belong to this status show less self esteem, less self directedness and less self control than those in the achievement or moratorium status. Identity diffusion is reflected not only in problems of identity, but also in the areas of autonomy, intimacy, sexuality, and achievement. Identity diffused adolescents are likely to show little interest in such matters. They are also undecided about occupational and ideological choices (Santrock, 2002).

2.1.2. Identity Foreclosure

Identity foreclosure is the term Marcia uses to describe adolescents who have made commitment, but have not experienced a crisis. It is less developed state than that of moratorium and achievement. This occurs most often when parents hand down commitments to their adolescents, more often than in authoritarian manner. The adolescents largely accept whatever parents or other influential persons prescribe. So he/she becomes what others have influenced him/her to become since child hood (Berk, 1991). Compared to more matured youngsters in the achievement and moratorium statuses, fore closed adolescents are less reflective, less independent, less self confident and less inclined to think for themselves. They show a higher degree of conformity, conventionality, rigidity and dependence on authority than young people in other identity statuses (Santrock, 1998).

2.1.3. Identity Moratorium

Identity moratorium is Marcias term for the status of adolescents who are in the midst of crisis, but whose com but whose commitments are absent or only vaguely defined will this period individual may feel confusing and difficult to endure. Many psychologies believe that an individual must go through moratorium before he/she can form a true sense of identity achievements (Steinberg, 1989).

2.1.4. Identity Achievement

Identity achievement is status under which adolescents has gone through identity crisis and has made commitment to a sense of identity (i.e. certain role or value) that he/she has chosen. It is final status where the individual has gone through a psychological moratorium and have made their decision for life. These individuals have explored different roles and opportunities and have come to conclusion and made decisions on their own. In short, James Marcia found that a person's identity is chosen, individuals go through a process, whether it is forced on them or not, to determine their identity. A person's identity is made up of commitments made by the individual. These commitments are decisions made throughout one's life that determines "who" that person will be (Admas et al., 1993). The above statuses are not stages and should not be viewed as a sequential process. The core idea is that one's sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits. Identity involves the adoption of a sexual orientation, a set of values and ideas and a vocational direction. A well developed identity gives a sense of one's strengths, weaknesses and individual uniqueness. A Person with a less well developed identity is not able to define his or her personal strengths and weaknesses and does not have a well articulated sense of self (Steinberg, 1998).

2.2. Nature and Dimensions Parenting Styles

Communication between parent and child seems to be a key to a healthy adolescence. The better the communication between parent and child, the more positive an adolescent's self image tends to be (Offer et al., as cited in Hoffman, 1994). Good communication seems to reflect a smoothly functioning family system, one in which parents are able to communicate their values, beliefs and feelings to their children. Such families are usually characterized by particular styles of parenting (Hoffman, 1994). All families share different experiences in up raising their children which may have influences on developing adolescent, as a result of difference in relationship from family to family. Some families are stricter than others. Some adolescents are given a great deal of affection, while others are treated distantly. In some households decisions are made through open discussion and verbal give- and- take; in others parents lay down the rules, and children are expected to follow them (Santrock, 2002). There are a variety of ways to characterize parents' behavior toward their children. One of the most useful approaches derives from the work of psychologist Diana Baumrind (1978). According to her work two aspects of parent's behavior toward the adolescent are critical: parental "responsiveness" and "parental demandiness". Baumrind cited in Hoffman (1994) found four patterns of parenting: authoritarian, Authoritative, Indulgent and Neglectful parent.

2.2.1 Authoritative Parenting

Authoritative parents are responsive and demanding. They believe the control is necessary, but they use reason as well as power assertion to achieve it. Authoritative parents show respect for their children, involve them in family affairs and decision making, and encourage the development of age appropriate independence while retaining responsibility (Hoffman, 1994). Children whose parents are authoritative are often cheerful, self controlled and self-reliant, achievement oriented, maintain friendly relations with peers, cooperate with adults and cope well with stress (Santork 2002).

2.2.2 Authoritarian Parenting

Authoritarian parents are unresponsive and demanding; they see obedience as a virtue. They tend to favor more punitive, absolute and forceful disciplinary measures. Verbal give-and-take is not common in authoritarian households, because the underlying belief of authoritarian parents is that the child should accept without questions the rules and standards established by the parents (Hoffman, 1994). Authoritarian parenting is associated with children's social incompetence. Children of authoritarian parents are often an anxious about social comparison, fail to initiative activity and have poor communication skills (Santrock, 1998).

2.2.3. Indulgent Parenting

Indulgent parents are responsive and undemanding, that is they are highly involved with their children, but place few demands or controls on them. They are non punitive, accepting and affirmative; they demand little from their children. The children regulate their own activities and are not pushed to obey standards set up by others. In diligent parenting is associated with children's social in competence, especially lack of self control (Hoffman, 1994).

2.2.4. Neglectful Parenting

Neglectful parents are unresponsive and undemanding. They try to do whatever is necessary to minimize the time and energy they must devote to interacting with their children. They know little about their child's activities, and where the child is, show little interest in their child's experiences at school or with friends, rarely converse with their child, and rarely consider their Childs' opinion when making decision (L. Steinberg, 1998). Adolescents from neglecting homes tend to be socially in competent. Many have poor self-control and do not handle independence well. They frequently have low self-esteem, are immature, and may be alienated from the family. In adolescence they may show patterns of truancy and delinquency (Santrock,1998).

2.3 The Relationship between Parenting Styles and Adolescents Identity Statuses.

Researchers have been conducted on the relationship between parenting styles and adolescents' identity status and stated different conclusions. For instance, Enright and others (1980) (as cited in Santrock, 1998) preserve that, undemocratic parents, parents, who only control but don't give freedom of self expression promote identity foreclosure. Permissive parents, who provide little guidance to adolescents and allow them to make their own decisions, promote identity diffusion. In addition to this idea, according to Admas and Jones (cited in Darley, 1991) parents are important figures in adolescent's development of identity. Parents who offer warmth, support, security and acceptance to their children apparently enhance their adolescent's identity formation, where those who reject their children or indifferent, in active or un evolved have adolescents who show lower levels of identity development.

2.4 Gender and Identity Status

Research that has been done on relationship between gender and identity status showed conclusion. Archers (1993) according to cross sectional study of early middle adolescents addressed the issue of gender differences in identity development, in addition to age related differences, using Marcias (1966) ego identity interview format, a total of 160 subjects were interviewed. Results indicated no significant gender differences according to grade level. Further, when responses were examined according or specific content areas (example: vocational, religious and political) no significant differences in identity status by gender were obtained. Archer concluded that females and males proceed through the identify status like fashion.

In the study by Christopher son et al., (1988) on identity status distribution among male and female 7th to 12th graders on extended objectives measure of Ego Identity status scale (EOM. EIS) responses, girls tend to mature some what more rapidly than boys in their identity achievement. In the ideological (interpersonal domain) 56.7 percent of girls compared to 41.6 percent of boys were either identity achieved or moratorium and working actively toward achievement status. In the interpersonal domain, 57.7 percent of girls compared to 42.9 percent of boys were identity achieved or moratorium.

Therefore, the findings by Christopher son et.al.(1988) indicated that concerns about beliefs and occupational goals and concerns about interpersonal relation play some what similar roles in identity formation of male and female adolescents.

This result is inconsistent with other research findings, which indicates that the commitments to ideology and vocation are more central to the identity concerns of boys than girls, whereas, friendship, dating, sex roles and marriage are more central to the identity concerns of girls than boys (Patterson et.al 1992).

In contrary to above conclusion, Gulfren and Gul(2005) stated that females were more identity achieved than were males. On the other hand, males scored higher on identity foreclosure than did female. However, there are also substantial studies which indicate the absence of gender difference in identity formation. Hopkins (1982), found out that the interpersonal issues in his interview had no predictive advantage over the interpersonal issues.

3: Methodology

3.1. Study Design

The study employed cross-sectional study design with quantitative approach. This was because, the same adolescents were found at different age and sex which required this design.

3.2 Study Site

The study was conducted at a well known Secondary School that is found almost, at the centre of Dire Dawa City, a big town 515 KM away from Addis Ababa, to the eastern part of the country.

3.3 Population, Sample and Sampling Techniques

The target population of this study was the students in Sabain Secondary & Preparatory School in Dire Dawa City Administration. The total target population under consideration was 1514 student available in the schools. A total of 306 participants were the final participants of the study. They were the regular students of Dire Dawa Sabian Secondary School (n=314) and Dire in the 20016/17 academic year. Specifically, they were adolescents in the age group of 13-16 years (n= 147) and in the age group of 17-22 years (n=167). The sample size was determined using Krejcie and Morgan, 1970 Sample Size determination Box for a random sample which considers about 20 % as representative.

3.4. Data Collection Instruments

Data was collected by adapted questionnaire of Marcia's four dimensions of identity formation and the basic four parenting styles. The questionnaire was pilot-tested and found trustworthy with strong reliability coefficient of ($r=0.841$) of Chronbach Alpha.

3.5. Data Analysis

Data was analyzed using SPSS version 20 with different descriptive and inferential statistical methods of Frequency, Percentage, Mean Computation, Pearson Correlation, and One-way ANOVA.

4: Results and Discussion

In this section, the data analyzed through SPSS ver.20 was presented for the variables as per the research questions and objectives.

4.1 Background of the Participants

The following table presents the basic biography of the participants in terms of Age, Sex and Grade level.

Table 1: Participants' Biography by Grade Age and Gender,

		Grades										Total	%
		8 th		9 th		10 th		11 th		12 th			
Sex		F	M	F	M	F	M	F	M	F	M		
AGE	14	5	7	3	3	0	0	0	0	0	0	18	6
	15	6	5	4	8	2	6	1	1	0	0	33	11
	16	3	4	4	5	8	9	5	6	0	0	44	14
	17	2	3	3	4	9	6	8	11	4	2	52	16
	18	1	3	2	5	6	5	6	4	6	6	44	14
	19	2	4	2	4	8	5	4	3	5	5	42	13
	20	0	3	2	5	3	2	6	6	2	5	34	11
	21	1	2	2	3	2	3	3	4	4	6	30	9
	22	0	1	1	2	0	2	4	3	2	2	17	6
	Total	20	32	23	39	38	38	37	38	23	26	314	100

Table 1 illustrates that respondents with age 17 account for the highest percentage which is 16 % followed by age 16 and age 18 which were equally represented (14 %). The smallest proportions were for the age of 14 and 22 which shared 6 % of the respondents. Moreover, the stratified random sampling gave way to the grades 10th and grade 11th to be a greater than respondents from other grade levels. Almost half (48 %) of the respondents come from grades 10 and 11.

4.2 Parenting Styles and Identity Formation of the Participants

Table 2: Frequency and Percentage of Parenting Styles of the Respondents by sex

Parenting Styles	Sex	Male		Female		Total	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Authoritarian		67	21	56	18	123	39.17
Neglectful		34	11	18	6	52	16.56
Indulgent		22	7	16	5	38	12.1
Authoritative		50	16	51	16	101	32.17
	Total	173	55	141	45	314	100

The table above tells that more of the respondents come from Authoritarian Parenting Style followed by Authoritative with 39 % and 32 % respectively. Gender wise 21 % of the respondents account for male respondents coming from authoritative parenting style, compared to 18 % female participants. Moreover, the male participants are more than their counter parts in all parenting style types except for Authoritative one which was 16 % for both boys and girls, which means both female and male participants share the same proportion on Authoritative Parenting Style.

Table 3: One- Way ANOVA test for Parenting Styles by Sex

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.152	1	1.152	.691	.406
Within Groups	520.252	312	1.667		
Total	521.404	313			

However, the above ANOVA test (F (1,312); P > 0.05) =0.691) showed that there was no significant difference in parenting styles between male and female participants.

Table 4: Respondents' Identity Formation by Sex

Identity Formation Types	Male		Female		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Identity Diffusion	51	16	39	12	90	28.66
Identity Foreclosure	44	14	29	9	73	23.25
Identity Moratorium	26	8	29	9	55	17.52
Identity Achievement	52	17	44	14	96	30.57
Total	173	55	141	45	314	100

Table 4 illustrates that, out of all identity formation types, Participants with Identity Diffusion and Identity Achievement account for almost 30 % each followed by Identity Foreclosure and Identity Moratorium with 23.25 % and 17.52 % respectively. Sex wise, male participants are greater than female participants with all identity types except for identity moratorium in which the female participants showed increment by 1 % than male participants. The female participants showed similar share for identity foreclosure and identity moratorium with 9 % each. Moreover, more male than female were identity achieved with 17 % and 14 % respectively. Archer, 1993, in his study concluded that females and males proceed through the identify status like fashion, and there was no significant difference between male and female adolescents.

Table 5: One- Way ANOVA test for Parenting Styles by Sex

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.724	1	.724	.502	.479
Within Groups	449.776	312	1.442		
Total	450.500	313			

Table 5 of ANOVA further illustrated that ($F(1,312), P>0.05=0.502$) there was no significant difference in identity formation between male participants and female participants. So, this finding was congruent with that of Archer, 1993. Hence, both tables (Table 3 and 5) showed that there was no significant difference by sex for both major variables (Parenting Styles and Identity Formation). This means, parents did not use significantly different parenting styles for female and male children. Moreover, identity formation distribution between male and female participants did not differ significantly.

4.3 The Relationship between Parenting Styles and Identity Formation

In this section, the result of the relationship between parenting styles and identity formation was presented.

Table 6: Common Share of Parenting Styles and Identity Formation Types by Frequency and Percentage

Parenting Styles	Authoritarian		Neglectful		Indulgent		Authoritative		Total		
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	
Identity Formation	Identity Diffusion	59.0	18.8	11.0	3.5	8.0	2.5	12.0	3.8	90.0	28.66
	Identity Foreclosure	30.0	9.6	23.0	7.3	10.0	3.2	10.0	3.2	73.0	23.25
	Identity Moratorium	18.0	5.7	10.0	3.2	14.0	4.5	13.0	4.1	55.0	17.52
	Identity Achievement	16.0	5.1	8.0	2.5	6.0	1.9	66.0	21.0	96.0	30.57
Total	123	39	52	17	38	12	101	32	314	100.00	

From the table 6 above, the highest common share of parenting style and identity formation is that of Authoritative Parenting Style and Identity Achievement with 21.0 % followed by 18.8 % of Authoritarian Parenting Style and Identity Diffusion. The least common share of parenting style and identity formation is between Indulgent Parenting Style and Identity Achievement with only 1.9 %. The third highest share is between Authoritarian Parenting Style and Identity Foreclosure with 9.6 % of the respondents reportedly showed they are from authoritarian parents and are identity foreclosed. Enright and others (1980) (as cited in Santrock, 1998) indicated that, neglectful parenting style is related to diffusion and foreclosure.

Table 7: Cross Sectional Dimensions of Parenting Styles with Identity Formation of the Respondents

Parenting Style vs Identity Formation	Percentage
Authoritative Parents with Children with Identity Achieved	21
Authoritarian Parents with Children with Identity Diffused	18.8
Authoritarian Parents with Children with Identity Foreclosed	9.6
Neglectful Parents with Children with Identity Foreclosed	7.3
Authoritarian Parents with Children with Identity Moratorium	5.7
Authoritarian Parents with Children with Identity Achieved	5.1
Neglectful Parents with Children with Identity Diffused	4.5
Indulgent Parents with children with identity Moratorium	4.1
Authoritative Parents with Children with Identity Diffused	3.8
Authoritative Parents with Children with Identity Moratorium	3.5
Neglectful Parents with Children with Identity Moratorium	3.2
Neglectful Parents with Children with Identity Achieved	3.2
Indulgent Parents with children with identity Diffused	3.2
Indulgent Parents with children with identity Foreclosed	2.5
Authoritative Parents with Children with Identity Foreclosed	2.5
Indulgent Parents with children with identity Achieved	1.9

Table 7 further showed the dimension of each parenting style with each identity formation from highest to lowest. Researchers supported the idea that some people are predominated by one identity statuses than the others (Weiner,1995).

Conger,1991 further maintained that adolescents who scored high on a measure of identity achievement were more likely to come from families in which self assertion and freedom are encouraged, and on the other hand, adolescents' who scored lower in identity achievement were more likely to come from families in which individuality was not encouraged and mutual support and agreement were emphasized

4.4 Correlation between parenting Style and Identity Formation

This section presented whether there was significant correlation between parenting style and identity formation.

Table 8. Correlation between Parenting Style and Identity Formation

		Identity Formation	Parenting Styles
Identity Formation	Pearson Correlation	1	.484**
	Sig. (2-tailed)		0
	N	314	314
Parenting Styles	Pearson Correlation	.484**	1
	Sig. (2-tailed)	0	
	N	314	314

Furthermore, the above shows moderately positive correlation between the two variables of Identity Formation and Parenting style of the respondents with ($r=.484^{**}$). This finding correspondent with the data in table 6 which illustrates that the more the parents become democratic, the more their children become identity achievers. This idea was more strengthened by Adams et al., 1990, who claimed that parents can either help or hinder the process of identity exploration through their child rearing behavior.

Table 9: One-Way ANOVA for Identity Formation by Parenting Style

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	110.150	3	36.717	33.443	.000
Within Groups	340.350	310	1.098		
Total	450.500	313			

Table 9 of ANOVA further illustrated that ($F(3,310), P<0.01=33.443$) there was significant effect of Parenting Styles on Identity formation of the respondents. So this result was correspondent with the result of correlation that shows significant correlation between the two variables.

Specifically, Kimmel and Weiner (1985) indicated that because of their supportive, accepting and responsible but not domineering stance, authoritative parents fosters security in considering alternatives and finally helps their adolescent children toward identity achievement, where as authoritarian parents, since they tell their children what to think and do often promote identity foreclosure rather than movement through moratorium to identity achievement. Permissive parents (indulgent and neglectful), while giving their youngster free rein to make their own decisions, seldom guide them in choosing well or facing up to their mistakes, their adolescents may be inclined towards identity diffusion.

5. Summary, Conclusion and Recommendation

5.1 Summary

The main purpose of this study was to investigate the relationship between parenting style and adolescent identity formation. In addition to this purpose, sex difference of adolescents on identity formation was also treated on this study. To meet the objectives set, the instrument used for collecting data was questionnaire. The study was conducted on 314 Sabian Secondary School. The selected adolescents were between age of 14-22, and the number of male and female was not significantly different with the former 55 % and the later 45%. The selection of respondents was carried out randomly.

The collected data were analyzed by using SPSS V20 and computed by mean, frequencies and percentages and correlation, and ANOVA. The findings obtained were as follows.

- Parenting styles employed can significantly affect the identity exploration.
- Adolescents from authoritative parents displayed the highest score on identity achievement.
- Adolescents from authoritarian parents demonstrated the highest mean score on the formation of identity diffusion status.
- Adolescents from indulgent and neglectful parenting styles shown to have developed diffused and moratorium identity statuses than others.
- There was no significant sex difference for both parenting styles and identity formation.

Based on the four types of parenting styles, it was founded that adolescents whose parents are authoritative have high self esteem and they evaluate their life possibilities, committing themselves to certain values and goals (Steinberg, 1989). On the other hand, adolescents whose parents are authoritarian have problem of developing their own identify. They often prematurely withdraw from attempting to evaluate their life choice. Likewise, adolescents of permissive parents feel rejected and become uncertain about what to do as well as hesitant to test out possibilities.

5.2. Conclusion

Based on the above summary of findings, the following conclusions were made

- Authoritative parenting style plays a significant role in adolescent's attainment of achievement identity status than any other parenting styles.
- Adolescents' foreclosed and diffused identity statuses formation are more influenced by the parents' authoritarian parenting style than any other parenting styles.
- Relative to the other parenting styles, indulgent and neglectful parenting styles can be considered as the source of diffused identity status development..
- Sex does not matter on adolescents' attainment of identity status.

The above ideas is related to the idea of Enright and Others (1980) (as cited in Santrock, 1998) who indicated that, Autocratic parents, parents, who control the adolescents' behavior without giving the adolescent and an opportunity to express opinions, encourage identity foreclosure. Permissive parents, who provide little guidance to adolescents and allow them to make their own decisions, promote identity diffusion. Moreover, Kamptner, N. L. (1988) further indicated that adolescents are more influenced by rearing practices of their parents.

5.3. Recommendation

Based on the summary of the findings and the conclusions drawn, the following recommendations were believed to be worthwhile. Because family members and parents are the most important and fundamental institution towards every dimension of child development in general and identity formation in particular, it is worthwhile to:

- Educate, train and encourage the large community, particularly parents on the issues of parenting skills.
- Organize awareness raising programs to the family about the significance of positive parental behaviors in promoting adolescents' identity formation.
- Foster family counseling services in order to promote smooth and appropriate parent-adolescent relationship with in the family.
- Provide parents with different informal programs to improve their educational level
- Train and educate adolescents and children in their identity exploration.
- Government and Non-Government institutions should proact on adolescents' and children' cases than react
- Concerned bodies should create sustainable linkage with each other for the purpose of the well-being of adolescents and children.

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