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Investigating the Relationship between the Parents' Parenting Styles with Children's Identity Processing

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ABSTRACT

Parenting styles are important and effective psychopathological, personality and changing factors in children. The present study aims to investigate relationship between parents' parenting styles (authoritarian, authoritative, and permissive) and identity styles (information, normative, and confused-avoidance) in group of high school students. Research participants including 360 students (160 boys and 200 girls) with their parents were selected in random cluster sampling method. They filled out questionnaire of parenting styles and identity styles questionnaire. Data analysis was done with descriptive, Pearson correlation, and regression analysis methods. Findings of research showed that there is significant relationship between parenting styles (authoritarian, authoritative and permissive) and information identity of students, as between parenting styles (authoritarian, authoritative and permissive) and style of confused-avoidance of students. Based on results of study, it can be concluded that interaction of parents with adolescent determines identity development of adolescents and authoritative parenting style shape desired identity; permissive and authoritarian style would be form undesirable identity.

Keywords: parenting styles, identity styles, children

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INTRODUCTION

Among all institutions, organizations and social institutions family is the most valuable and most effective roles [1] and is the first matter in which individual comes to membership at the most critical stage of socialization and acculturation in it [2]. During past few decades, interest in social-emotional development of children has increased. Previously, researchers believed that problem is due to lack of transformation and these children will leave behind problems. However fact is that transformation process with rapid changes in behavior cannot be instability but it is clear that many children in early childhood emotional and behavioral problems are qualified during time and may continue into adulthood and even adults [3]. The parents of child are important components and the most important child outcomes, including cognitive and social competence [4] and identity formation in context of international experience in field of personal and family occurs [5].

Every family has particular way of educating their children's personal and social identity [6]. Parenting practices in order set or constellation of behaviors that parent and child interactions over a wide range of situations described and it is assumed that an interactive atmosphere it creates impression [7]. Early research in this field has been done by Bamrind and other researchers have developed research in these areas and their investigations into number of negative consequences and positive parenting practices of parents with children and adolescents referred [8-10].

Theory of "psychosocial" Erickson [11] includes 8 crises in life span that in which identity formation starts in early childhood (trust vs. mistrust) and main function of the realization of identity in adolescence. The main function of adolescent is identity formation and resolve identity crisis [11]. Marcia [12] developed Erickson's theory about identity and suggested four identity scenarios that caused development of empirical literature about identity.

Marcia inferred two independent dimensions called "commitment" and searchers from Erickson's thoughts [12]. Marcia considered both commitment and curiosity and put together four independent identities, stating that include, "Distribution of identity," "suspended identity" and "successful

authentication" [12]. The identity of "dispersed" teenagers do not have any obligation to any interest in values and goals to achieve certain goals and exchange methods are specified, identity of "early" commitment to values and special goals which this commitment to our investigative efforts have not really accepted by others, they have to adapt and has found identity of young successful efforts seeking commitment to values and goals of privatization and identity of "pending" is not a commitment to certain values and objectives but their efforts is seeking to achieve identity commitment and identity [13]. In fact, identity formation is dynamic interaction process of individual with background, and part of it is parents. Several theories are about relationship between parent and teen share ideas that parents influence on process of identity formation [14]. Parenting style associated with the first three stages of Erikson's psychosocial theory as opinion as to identity of early childhood development (trust vs. mistrust) begin until adolescence identity is formed. The first step that parents trust versus mistrust is a real sense of children through provides their parents' behavior such as critical care and behavior based on personal needs, [11]. In phase of autonomy vs. uncertainty which is second stage of Erikson's psychological growth, children explore their environment and achieve sense of distinctive environment, authoritative parents at this stage are as contributing factor of child's autonomous, in the third stage of psychosocial growth that is initiative vs. guilt, authoritative parents are not taking hard trial and error and let children develop sense of self-esteem and growth oriented. Family Center for identity formation and origin of human identity and a sense of identity based on a sense of belonging and a sense of being separate [16]. Teenage years are the best period in life for reconstruction of psychosocial aspects, parents and family influence in guiding children toward success and social cognitive development and process of identity formation.

Relations of parents with teens are main factors that affect establishment of successful identity [17]. It seems that combination of emotional attachment to parents and encouragement individuality and independence in family are factors that determine identity growth [18]. Adams [19] improved several different theories about relationship between parents and adolescents and will be examined some important parents' features who facilitate or prevent identity development in adolescence. They concluded that the most emotional behaviors that facilitate development of identity include parental warmth and affection, companionship, support and acceptance teenager, building standards and rules of thumb in family, autonomy of adolescents, acceptance of individual differences and compare with others. Also respect for opinions which they express in adolescents by using adolescent helps identity development. Conversely, negative parental behaviors that inhibit the growth of identity include parental aggression, curb and restrain too young, cold and emotionally distant parents, neglect and exclusion is teenager. In general, people with healthy identity development is likely to have intimate relationships with families, but their relationship is imposed [18] authoritarian parenting styles are usually identified early and permissive lead to identity confusion [17].

It seems that there is general agreement between experimental and theoretical about family background has significant impact on adolescent's ability in successful resolution of identity's growth tasks. Recently, some researchers use orientation or socio-cognitive processing style as indicators of adolescent identity [20]. Berzonsky identity theory of identity development focuses on cognitive perspective. According to Berzonsky [21] identified several actions in the physical and social world grows. Berzonsky [21] reported identity processing styles: 1. Informative Style 2. Formative Style 3. Diffuse-Avoidant Style. Requires active exploration of identity style information, openness to new information and evaluate information before making decisions. Formative Style focus on laws, norms and expectations of people, especially parents or community to decide on style and identity diffuse-avoidant style is recognized by self-limited, inconsistent decisions and strategies to avoid problems of identity. Many of Ericsson's vision of family and parental influence in shaping young people's identity are verified. Most research in Iran and abroad also confirms this relationship and influence. PoorEbrahim *et al* [22] found that authoritarian practices significantly predicted adolescent informational identity style. Also significantly predicted light arbitrary practices identity confusion in adolescence. Based on theoretical principles outlined at beginning of discussing importance and performance parental rearing style can be deduced that parental rearing style with myriad of positive and negative outcomes for children. And relationship between parents and teenagers can be favorable or unfavorable impact on how identity is formed. And since identity processing styles in adolescence is very important. Therefore, research in this area and it appears necessary to achieve practical solutions.

The aim of this study is to investigate relationship between parenting style and identity styles among adolescent.

METHOD

The present study is a correlation.

The Statistic Population, Sample and Sampling

For this study, a list of all high schools was prepared in Kashan city, who were enrolled in 2013-2014 academic years. After obtaining number of girls and boys, among 2369 students, 360 were randomly selected by Morgan table then based on multistage cluster sampling from each area, several schools then several classes were selected that finally 360 girls and boys (200 girls, 160 boys) with their parents were randomly selected and was surveyed. Since questionnaire was relatively high need to understand and reflect, after coordination with management team to attend classes. After explaining the study and its purpose, as well as explaining how to complete questionnaire and their Questionnaires were provided to students and stressed importance of the accuracy of responses.

Measures

Parenting Styles and Dimensions Questionnaire (PSDQ): This questionnaire consists of 32 items that are scored on Likert scale in range of one to five. The items of this questionnaire measure three styles; authoritative, authoritarian parenting style, permissive parenting style based on Bamerind's theory and was parenting styles [23] and was translated into Persian by Alizadeh et al [7]. The minimum score of questionnaire is 32 and maximum is 160. This questionnaire addition to three styles has seven communication aspects. Authoritarian style includes communication, self-regulation and self-determination. Authoritative has three aspects: physical, verbal hostility and Non punitive-explanation. Finally permissive style has disregarding communication aspect. Unlike Parental styles unlike specific behavior parenting does not follow pattern of specific training, it means parenting styles of different cultures and communities are same pattern [7]. Accordingly, researcher during investigation of validation of questionnaire for parenting styles assumed that in Iran parenting styles in world follow similar patterns. The validity of questionnaire has been investigated by Alizadeh and colleagues [7] in research of relationship between parenting style and with attention deficit hyperactivity disorder in children of Iranian parents. In this cross-cultural research that Belgian Iranian families parenting style of children with attention deficit hyperactivity disorder and normal children have been studied, internal validity was 0.90 for authoritarian style of Iranian parents and for authoritative style was obtained 0.78 and permissive parenting style was 0.70. In Belgian parents; authoritarian style was obtained 0.80 and for permissive parenting style was 0.65.

Cronbach alpha and internal consistency have been used by designers of test for validity of questionnaire that for related questions based on Cronbach; for authoritative $r=0.86$, authoritarian style $r=0.82$ and permissive style was 0.64. Construct Validity was used based on factor analysis (Robinson et al., 2001).

Researchers based on factor analysis, three factors have been mentioned in connection with the next seven test maximizing their identification. Also in Iran Alizadeh and colleagues [7] have used content validity to obtain validity of questionnaire after translation of Robinson's [23] questionnaire of parenting style. Questionnaire was given to professors and experts in psychology and family counseling and it was asked have questions can measures parenting style? Based on suggestions and criticisms of experts, expert confirmed questionnaire after correction [22].

Identity Style Inventory (ISI-6G): This questionnaire was originally developed by Berzonsky [21] that has 40-items in which has 11 items for informative, identity style, 10 items for diffuse-avoidant style and 9 items for normative identity style. Addition to three identity styles, 10 items are about commitment identity. Scoring is formed on five degrees (strongly agree to strongly disagree). White and colleagues in 1998 have been revised this questionnaire. They also have been reported Cronbach's alpha coefficient 0.73, 0.67, 0.69 respectively for informative identity style, normative and diffuse-avoidant style. White et al. (1998) examined construct validity of this questionnaire and have been analyzed subjects' responses in relation to three identity styles by exploratory factor and using Varimax rotation with principal components (in factor analysis, items related to identity commitment did not entered to analysis). The correlation coefficient between obtained factors in revised version of White et always very similar to factor analysis of original version. The correlation coefficient between obtained factors associated with ISI-6G is as follows: The first factor (informative; $r=0.79$), second factor (normative; $r=0.81$), third factor (Diffuse-Avoidant; $r=0.84$).

Berzonsky [20] has reported Cronbach's alpha coefficients of informative style; 0.71; normative style; 0.65 and confused-avoidant style; and commitment scale 0.78 and reported reliability coefficient with test-retest method in 2 months interval between 0.71 and 0.75.

To analyze data, correlation, and regression analysis were used.

RESULTS

Table 1. Correlation matrix of variables

	1	2	3	4	5	6	7	8	9	10	11
Father's authoritative style	1										
Mother's authoritative style	0.75**	1									
Father authoritarian style	-0.31**	-0.21**	1								
Mother's authoritarian style	-0.12**	-0.17**	0.77**	1							
Father Permissive Style	-0.04	-0.07	0.32**	0.36**	1						
Mother's Permissive Style	-0.05	-0.06	0.33**	0.42**	0.77	1					
Informational identity style	0.18**	0.12*	-0.16**	-0.18**	-0.20**	-0.28**	1				
Normative identity style	0.09	0.08	0.10	0.06	0.02	-0.02	0.34**	1			
Avoidant identity style	-0.13*	-0.17**	0.22**	0.26**	0.17**	0.24**	-0.10*	0.04	1		
Commitment identity	0.14**	0.14**	-0.09	-0.12**	-0.17**	-0.26**	0.51**	0.27**	-0.26	1	
Total identity style	0.11**	0.06	0.04	0.02	-0.06**	-0.11*	0.69**	0.68**	0.33**	0.63**	1

Based on obtained results in Table 1, it can be said relationship is statistically significant that between parenting styles (authoritative, authoritarian and permissive) and informative identity style of students. The results showed that there is no significant relationship between students' normative identity style between parenting styles (authoritative, authoritarian and permissive).

Table 2 summarizes the results of the stepwise regression analysis to predict the identity information by parenting style

Predictor variables	R	R ²	B	Standard error	Beta	t	p-value
First step							
Mother's permissive Style	0.26	0.07	-0.42	0.08	-0.26	-5.17	0.000
Second step							
Mother's permissive Style	0.29	0.08	-0.41	0.08	-0.25	-5.07	0.000
father's authoritative style			0.05	0.08	0.13	2.63	0.000

As can be seen in Table 1, there is statistically significant between parenting styles (authoritative, authoritarian and permissive) and diffuse-avoidant style of students. Regression analysis of contribution for each style of authoritative, authoritarian, permissive parenting style in anticipation of confused identity of students is presented in below table.

Table 3. Results of stepwise regression analysis for the prediction of confused identity style by style parenting

Predictor variables	R	R ²	B	Standard error	Beta	t	p-value
First step							
Mother's authoritative Style	0.26	0.06	0.21	0.04	0.26	5.11	0.000
Mother's			0.15	0.04	0.19	3.42	0.000

Second step	authoritative Style					
	Mother's permissive style	0.27	0.09	0.16	2.94	0.003
Third step	Mother's authoritative Style	0.13	0.04	0.16	2.95	0.003
	Mother's permissive style	0.27	0.09	0.16	3.00	0.003
	Mother's autocratic style	-0.06	0.02	-0.13	-2.74	0.006

Table 3 shows results of stepwise regression analysis to predict confused-avoidance by parenting style. According to Table 3, obtained results in the first step in predicting maternal authoritarian style is effective in predicting of confused identity style which this component explained 6% of confused identity style variance. In second step mother's permissive style is added that by this combination correlation coefficient is 0.03, so that mother's authoritarian style and mother's permissive style explained 0.09 of variance of confused identity style. In the third step, mother's authoritative style is added to equation that combination of correlation is 0.33, so that mother's authoritarian style explained 0.01 of variance mother's permissive style, mother's authoritative style and confused identity style. It should be noted that educational styles of parents could be involved in this field.

Table 4. Results of stepwise regression analysis to predict identity commitment by parenting style

Predictor variables	R	R ²	B	Standard error	Beta	t	p-value
First step							0.000
Mother's permissive Style	0.26	0.07	-0.42	0.08	-0.26	-5.17	
Second step			-0.41	0.08	-0.25	-5.07	0.000
			0.05	0.02	0.13	2.63	0.000
Mother's authoritative style							

Table 4 shows results of stepwise regression analysis to predict identity commitment by parenting style. The results obtained in the first step mother's permissive style are effective in predicting identity commitment so that these components alone do not explain identity commitment variance 0.07. In second step father's authoritarian style is added to equation that compound has a correlation coefficient of 0.29. The authoritative style mother and father who are committed to the students explained variance 0.08.

DISCUSSION AND CONCLUSION

The purpose of this study was to investigate relationship between parenting styles and identity styles. The results showed there is significant correlation between some of components of parenting styles and identity styles. There is significant positive correlation between authoritative parenting style and informative identity. In explaining relationship between authoritative parenting styles with informative style identity it can be said that parents are more likely to have understanding of their teens, monitoring and precise control over it.

On the other hand, they respond their needs and requests in desired form and help their teens to take steps in order to build successful identity and tend to have informative identity style. Parents who have authoritative parenting style their adolescent children have more identity progress and have more commitment identity, informative and normative identity.

The results showed that none of permissive, authoritative, authoritarian parenting style failed to predict normative adolescent identity and don't have significant contribution in this case.

Also, results showed that among authoritative, authoritarian and permissive parenting style, authoritative style has significant negative correlation with confusion identity and authoritarian and permissive has significant positive correlation with confusion. This finding means that parents, who train their children by coercive, authoritarian methods and also do not respond to their emotional and mental health needs of, likely can have important role in adolescents' confusion identity formation. These parents

use less method of interaction with restriction of freedom and observance of discipline that is characteristic of authoritarian parenting style. Authoritarian and permissive style can be important factor in undesirable and confusing identity formation.

The results are also consistent with findings of Samuolis *et al* [24] which in their study concluded that attachment to both parents has positive relationship with identity commitment and also results in consistent of Frank *et al* [25] study that showed disoriented relationship between parents – adolescent positive relationship with distributed identity and negatively correlated with development of identity. Adolescent identity commitment is mostly caused by emotional relationships with parents. Research of Adams [26] indicated that anonymous teenagers often been forgotten or were rejected by their parents, perhaps reason is that when replication is done with their characteristics that adolescents have attachment to them.

Also results of present study is consistent with previous results of Sartor and Yannis [27], Mohammadi and Latifian [17], which in their studies entitled role of supporting parents in adolescents' identity development concluded that formation of identity significantly have positive correlation with supporting parents during life.

Frank and colleagues [24] showed that parental support has positive relationship with acquisition of identity and negatively correlated with identity distribution. Mohammadi and Latifian [18] concluded that warm - cold aspect in relationship of parents with adolescents is positive and significant for development and commitment identity.

Type and timing of life events play an important role in stabilization of adolescents' identity, confirmation of identity is more among adolescents, no one is free to think whatever they want, whatever chooses and therefore confirmation of identity is largely influenced by social and family factors [29].

Children, who have normal understanding, have parents who provide emotional support and freedom of exploring. Similarly, if family would be in safe status that adolescent can safely explore larger world and strengthen identity development [28]. Adolescents who feel they are dependent on their parents have gained identity or are being interruptions but free to express their opinions. Adolescents that have precocious identification usually have intimate relationship with their parents, but they are deprived of opportunity for normal delivery. Adolescents that have identity distribution have lowest intimate relationship and open communication in the family [28].

According to results of previous studies can be concluded that interaction of parents has effective adolescent's identity development. As parents with authoritative parenting style makes development and acquisition identity and authoritarian and permissive parenting style is in relationship with identity crisis and lack of identity and being in confused-avoidance identity.

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