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AMONG INDIAN ADOLESCENTS**

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**IDENTITY FORMATION: ROLE OF PARENTING STYLE AND SELF-ESTEEM AMONG
INDIAN ADOLESCENTS**

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Abstract

In the current study the researcher has studied the Identity Formation, Parenting Style, and Self-Esteem among adolescents. The study focused on the gender difference with Identity Formation, Parenting Style, and Self-esteem. In this study, a sample of 200 adolescents (100 boys and 100 girls) ranging in age from 12 to 17 years, were selected from various schools of Pune, Maharashtra (India). They were administered Extended Objective Measure of Ego Identity Status-2 by Bennion and Adams, (EOMEIS-2 1986), Parenting Authority Questionnaire by Buri (1991), and Self-Esteem Scale by Morris Rosenberg (1965)). The result is shown there is no gender difference was found it means male and female are equal on terms of Identity Formation, Parenting Style and Self-esteem.

Keywords: Identity Formation, Parenting Style and Self-Esteem, Adolescents.

Introduction

Adolescence is the transitional phase between childhood and adulthood. It is the phase that is characterized by physical and hormonal growth. Hence it is essential to pay attention to the appropriate physical, intellectual, emotional, social, moral, and spiritual development of our children. Indian Government has made many provisions for this category of children so that these children will be taken care of. According to various researchers the children from the properly taken care of families academically perform excellently and personalities wise also they get develop effectively. Therefore, these kinds of adolescents create their own identity and progress in future life. The present study was one such which tried to investigate the basic aspects of life, namely, identity formation, self-esteem, self-efficacy, and parenting style among adolescents. This research tried to focus on adolescent identity development.

Identity Formation

Identity formation is widely considered one of the defining features of adolescents Hill, Bromell, Tyson, and Flint (2007). According to Erikson (1968) Identity refers to the sameness and continuity of the person's psychological functioning, interpersonal behavior, and commitment to roles, values, and beliefs. The psychologist believed that adolescents should have an identity intact in themselves before the end of secondary school. Having a true identity all human beings need to function properly. However, it has been said that the adolescent years are challenging for adolescents to find an identity. These are the years adolescents will get into a crisis about their career decision. Research has tried to understand why adolescents turn into crises about their identity formation. Romano (2004) Proposed that adolescent years are when a person undergoes dramatic changes where they are expected to form an identity. Who they are as well as think they want to do with their life. Adolescent's stage is the turning point of the life, where most of the cognition and physical development milestone is supposed to be achieved. At this stage, adolescence involves crisis and commitment as applied to occupational choice, religion, and political ideology. Crisis refers to the adolescent's attempt to choose among meaningful alternatives; commitment refers to the adolescent's investment in the task.

Parenting Style

Baumrind (1971, 1984) has reported that children of authoritative parents are more independent, self-reliant, responsible, and goal-oriented than are children of permissive or authoritarian parents; furthermore, children of authoritarian parents have displayed particular deficits in these areas.

According to Rankin Williams (2009), parenting style is thought to provide the emotional climate for

interaction between parent and children and has a significant impact on the family's quality of life. Parenting style is conceptualized as a constellation of attitudes or a pattern of parental authority towards the child which are conveyed to the child, creating the emotional context for the expression of parent behavior. Parenting style differs from parenting practice in that it characterizes parent-child interaction across setting and situations; whereas parenting practices are specific to particular situations and domains.

Self-Esteem

According to Coopersmith (1967), self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships, and future outcomes. Hooks (2003) define the concept of self-esteem as one that is difficult to clearly define. To some it is confidence in our ability to think; confidence in our ability to cope with basic challenges of life; confidence in our right to be successful and happy; feelings of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the benefits of our efforts. Self-esteem is said to be significantly related to the quality of life and physical and mental well-being Witmer & Sweeney (1992).

Review of Literature

Yoder (2000) has elicited the background of Marcia's identity status model of hurdles faced while formatting the status of ego individuality. He asserted in his study that the age of adolescence is just not about biological change but also a psychological and socio-cultural paradigm. Those who carry out their study on adolescence get a more inclusive outlook for the experience of identity formulation by considering the social-cultural aspect. Barriers are something that is a part of the environment and is beyond control. Thus, Marcia's model is a pathway to recognize more circumstantial variables that are crucial in the overall progression of formulation of ego identity status.

Koo and Kim (2016) in their study investigated the connection between identity and personality associated with the profession and the identity related to self in nursing students of Korea. The data have been collected using questionnaires filled by 311 students studying nursing in South Korea and the same has been analysed through descriptive statistics, one-way ANOVA, t-test, and Chi-square test. The results of the study have been indicated that identity associated with the profession has been higher for the students who are at the status of achievement, thus having assured and well-defined professional identity and it varied following the grade level and monthly income of the family.

Situmorang and Salim (2021) in their study determined the impact of style of parenting, contemplating approach, and gender on the skill of the teenagers to make their significant decisions related to career. The sample of 617 students at the high school of Jakarta in Indonesia has been taken into consideration and descriptive statistics, correlation, linear, and multiple regression analysis have been applied to analyse the data. The results revealed that the dogmatic and lenient style of parental along with all the three types of contemplating approach influence self-efficacy of children relating to career decisions. Also, the relationship between the supposed style of parenting and self-efficacy of children relating to career decisions has been moderated by contemplating approach while it has been corresponded by the gender.

Gralewski and Jankowska (2020) examined the association between alleged parenting facets and the creative aptitudes of children. The data have been garnished from 552 students at high school and the data have been analysed through confirmatory factor analysis, descriptive statistics, and structural equation modelling (SEM). The results reflected the weak but positive association of facets of parental acceptance for a child and independent backing with the creative self-worth and creative individual identity of children. However, parental independent backing is not significantly associated with children's creative aptitudes.

Ryeng, Kroger, and Martinussen (2013) explored the association of Marcia's positions of distinctiveness with self-esteem by making the use of meta-analysis. For the aforesaid purpose, two comprehensive models have been identified, for which 565 empirical research have been taken into consideration out of which 35 studies have been found to have required association and consequently 18 studies have been finalized for making the use of meta-analysis. The analysis and the findings do not give well-defined evidence for the relationship models examined. Though, when the position of individuality has been analyzed incessantly, the success of uniqueness is associated with self-esteem reasonably positive, but the elements of foreclosure, cessation, and dispersal are associated negatively at a negligible or low extent.

Joshi and Srivastava (2009) the researchers examine the gender differences in self-esteem and

academic achievement of urban and rural adolescents. The participant of this study consisted of 400 adolescents 200 urban and 200 rural from Varanasi District. The boys and girls aged 12 to 14 were equally distributed among the urban and rural participants. The findings indicated that there were no significant differences concerning the self-esteem of rural and urban adolescents. There were significant differences concerning the academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher in academic achievement as compared to boys.

Method

The sample has consisted of 200 adolescents (100 Male and 100 Females). The sample was randomly selected from different schools of Pune in Maharashtra (India).

Sample

In the present study adolescent participant of 200 (100 Boys and 100 Girls) will be selected from Pune city. The sample of 100 Boys and 100 Girls lying in the range of 12-17 will be selected from different schools in Pune city. All were English-speaking adolescents.

Objective

After reviewing the past research following objectives were formed:

1. To study the difference in Identity Formation between male and female
2. To examine the gender difference in parenting style between male and female
3. To investigate the gender difference in self-esteem between male and female

Tools

Extended Objective Measure of Ego Identity Status-2 by Bennion & Adams (1986)

To measure the Identity Formation among adolescents the EOMEIS-2 developed by Layne Bennion & Gerald Adams (1986) will be used. It contains 64 items for measuring two sub-scale-ideological and interpersonal (32 items in each sub-scale). Ideological sub-scale consist the area of occupation, religion, political, and philosophical life style (8 items in each area) and interpersonal sub-scale consist the area of friendship, recreation, dating and sex roles (8 items in each area) Both the sub-scale assesses the four status of identity i.e. Identity achievement, Identity diffusion, Moratorium, and Foreclosure. It has a 6 - Point Scale of 1. Strongly Agree 2. Moderately agree 3. Agree 4. Disagree 5. Moderately disagree 6. Strongly disagree. Reliability Cronbach alphas ranged from .62 to .75 on the ideological subscales and .58 to .80 on the interpersonal subscales. Construct validity has been established for the Identity status scale.

Parenting Authority Questionnaire (PAQ) by Buri (1991)

To measure the Parenting Style used Parenting authority questionnaire which is developed by Buri (1991). It contains 30 items and has Mother and father forms of the assessment are identical except for references to gender. It has a 5- Point Likert Scale, ranging from 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree. Reliability of the internal consistency was measured by Cronbach's alpha value's .75 for Mother's Permissiveness, .85 Authoritarianism, and .82 Authoritativeness, in respective .74 for Father's Permissiveness, .87 Authoritarianism, and .85 Authoritativeness. Both test-retest reliability coefficients and the Cronbach alpha value are highly respectable. Content validity has been established for the Parenting Authority Questionnaire

Self-esteem Scale by Morris Rosenberg (1965)

To access the Self-esteem, the Self-esteem Scale by Morris Rosenberg (1965) will be used. It containing 10 items and has a 4 - Point Scale 3. Strongly agree 2. Agree 1. Disagree 0. Strongly Disagree. Reliability the internal consistency was measured by Cronbach's alpha as .92. Construct validity has been established for the Self-esteem Scale.

Hypotheses

Based on research purpose following hypotheses was formed

1. There is difference between male and female adolescents on identity formation
2. There is difference between male and female adolescents on parenting style
3. There is difference between male and female adolescents on self-esteem

Result

Table: 1 Difference between mean on Identity Formation, Parenting Style and Self-Esteem between male and female

	Gender	N	Mean	Std. Deviation	T	Sig.
Identity Formation	Male	100	207.7480	25.37534	1.50	NS
	Female	100	204.5000	22.94209		
Parenting Style	Male	100	96.7640	11.54441	.980	NS
	Female	100	97.6920	9.53566		
Self-esteem	Male	100	18.1840	3.60251	.859	NS
	Female	100	18.4600	3.58382		

** Denotes the level of significance at 0.01 level & *Denotes the level of significance at 0.05 level

The above table shows the mean and standard deviation for male and female on the variable Identity Formation. The mean for male was (M= 207.74) and (SD= 25.37) and the mean for female was (M= 204.50) and (SD= 22.94) the above table showed that there was no difference found between mean on Identity formation. *Thus, first hypothesis stated that there is difference between male and female adolescents on identity formation was rejected.*

The above table shows mean and standard deviation for male and female on the variable Parenting Style. The mean for male was (M= 96.76) and (SD= 11.54) and the mean for female was (M= 97.69) and (SD= 9.53) the above table showed that there was no difference found between mean on Parenting Style. *Thus second hypothesis stated that there is difference between male and female adolescents on Parenting Style was rejected.* The above table shows mean and standard deviation for male and female on the variable Self-esteem. The mean for male was (M= 18.18) and (SD= 3.60) and the mean for female was (M= 18.46) and (SD= 3.58) the above table showed that there was no difference found between mean on Self-esteem. *Thus third hypothesis stated that there is difference between male and female adolescents on self-esteem was rejected.* It means male and female are equal on Identity formation, parenting style and self-esteem.

Discussion

There are some studies which support the above finding those adolescents male and female to be similar in Identity formation, parenting style and self-esteem. Seabi (2012) investigated whether there were any differences between the boys and girls in the study in respect of identity formation and the career decision-making process. The findings revealed that there is no gender differences were found in identity formation and the career decision-making process. Cramer (2000) suggested that adolescent boys and girls to be similar in few identity status, such as in identity achievement and identity foreclosure.

Esmaeili and Farrokhi et al; (2014) Finding parenting style and religious adherence both factors can shape the effective identity of the pupils group, and mental health training received from socioeconomic status, and there is mutual influence of parent teenager on each other. Gralewski and Jankowska (2020) examined the association between alleged parenting facets and creative aptitudes of children. The data have been garnished from 552 students at high school and the data have been analyzed through confirmatory factor analysis, descriptive statistics, and structural equation modeling (SEM). The results reflected the weak but a positive association of facets of parental acceptance for a child and independent backing with the creative self-worth and creative individual identity of children. However, parental independent backing is not significantly associated with children's creative aptitudes. Joshi and Srivastava (2009) the research examine the gender differences in self-esteem and academic achievement of urban and rural adolescents The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban

adolescents. Devi and Jyotsana (2016) there was no significant difference on identity formation status like an achievement, Moratorium, Foreclosure, Diffusion, self-esteem and social support on male and female participants.

Limitations of the study

1. Sample was selected from Pune city only.
2. Sample was limited to age range between 12 to 17 yrs.
3. Study was done on only adolescent student.
4. Study was done on only higher secondary student.
5. Only English medium student were included.

Implication of the study

1. If the hypotheses are supported or rejected proper modules will be developed to help the adolescents to reach identity achievement earlier in their adolescent's stage.
2. Promoting the importance status and its effects on adolescents to parents, teachers and all those involved in the educational related tasks.
3. A regular counsellor should be appointed in school to deal effectively with identity formation, parenting issue and self-esteem.

Conclusions

These findings are supporting the existing research. It has found that there is no significant difference between male and female adolescents on the variables of identity formation, parenting style and self-esteem. This is very small sample study, for generalization purpose researcher can conduct same research on larger sample. In Indian context there were few studies on identity formation. So this study will prove very useful for further research.

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