The relationship between child rearing practices and identity styles among students of both genders of pre-university level in Rasht

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Abstract— The main aim of this re exploring is to consider the relationship between child rearing styles and identity methods. The statistical community includes both female and male students of Rasht's pre-university level. The re exploring method is measurable, therefore 150 female and male students in mathematics and experimental science fields were selected by multi- stage cluster sampling data were collected through two shifter child–nurture methods and Benion Adams identity modes questionnaire, to test child nurturing methods and identity modes. Data analysis has been performed in descriptive level with average and Standard deviation methods and inferential levels with multi variable regression (canonical correlation) method. Finally this reexploring leads to following results:

There is a significant relationship between parent authoritative style and diffused and foreclosed identity status and no relationship with achieved and moratorium identity status. There is a significant relationship between parent indifference style and diffused, foreclosed and moratorium identity status and no relationship with achieved identity. There is no significant relationship between parent permissive style and diffused, foreclosed and moratorium identity status and has a relationship with achieved identity and also there is a significant relationship between parent authoritarian style and diffused and achieved identity status and no relationship with foreclosed and moratorium identity status.

Index Terms— Identity status, Child nurturing styles, Identity-diffusion, Identity- foreclosure, Identity-Moratorium.

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1 INTRODUCTION

EVERY stage of human development has its own characteristics and tasks. Different development tasks are attributed to the adolescence and youth periods in various development theories. According to the social-mental theory of Ericson, the most significant task of adolescence is overcoming the identity crisis and acquiring a string and coherent identity (Aghasoltani, 1999). The teens ask himself in this age that " who I am" and desire to find a new identity for themselves and consider themselves as lost ones who are needed to be helped to obtain an identity (Ericson, 1959).

Identity always has been a person's conception of oneself, and the person obtains a coherent concept of oneself, and he judges values in life based on that concept (Brewer

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and Gardner).

According to Marcia, identity is organizing and internal self, including constructing oneself, the system of beliefs, desires, skills and personal history that is in fact resulted from a crisis (Aghasoltani, 1999), and according to what experts mentioned, understanding this critical and important period is dependent on dominant relations in family. (Samani, 2002), and families have a clear and effective impact on teen's development (Brandi, 2000, quoted from Heybati, 2002), and it is considered as the most significant agent in developing children's identity (Shaltsis and Blastin, 1994).

Each family takes certain ways in their children's social and educational upbringing. These methods named as child nurturing practices are influenced from various factors as social, political and economical etc. ones(Hardy et al.)

Thus, parent's attitudes, beliefs and behaviors are patterned in familial model or child nurturing styles, and it is an essential factor in developing personality and establishing moral characteristics of children and their identity (Karegar Shouli and Paknejad, 2003). Each of these special education practices can have a key role in developing the child's personality and identity, as growing in a warm and amicable family atmosphere is positively related to a healthy mental development in their adolescence (Gro-

towant and Koper, 1986).

2   IDENTITY AND ITS TYPES

Marcia proposes four styles for identity and he believes that teenagers pass four styles in their progress towards a coherent identity, namely 1. confused or bewildered identity, 2. premature identity (early identity), 3. belated identity (delayed identity) and 4. advanced identity (Identity-achieved).

2.1   Confused or bewildered identity

The main characteristics of this kind of identity is apathy along with lack of commitment and exploring. These people are mainly indifferent and uninterested and left aside the social roles they experienced and are believed in chance and fate and are taken along with what others do. Their most characteristics is low-self-esteem, impulsivity and irregular thinking (Street Matropit, 1989, quoted from Berck, 2001, translated by Muhamamdi, 2004).

2.2   Premature identity

While those who have premature identity and do not have had the initial exploring and are adhered to a group of objectives, values and beliefs (Marcia, 1980). The teenagers that their identity is prematurely established, the approval of what they do is so essential for them. Their self-esteem is largely dependent on the approval of others. The authorities are often so important to them and are agreed to others and are less independent (Masen et al. translated by Yasaie, 1991).

2.3   Belated Identity (delayed identity)

Belated identity means an active exploring along with little commitment. In this kind of identity, the person is required to test himself in various experiences to reach a deep understanding of himself. Belated identity may be along with confusion and stress; and consequently, these people are more inclined to be remained less amount of time in this state in comparison with other states (Meos, 1992, quoted from Schwartz).

2.4   Advanced identity

The advanced identity indicates the commitment is obtained after a period of exploring (Marcia, 1996). He believed that this state is the final point of forming the process of identity. This special state is an individual agent that the identity crisis is passed on and the person has been committed to an identified identity.

3   Child-Nurturing Methods

Beliefs, attitudes, activities and actions of parents can be appeared in the form of family patterns or child-nurturing styles of parents. The kinds of various styles of nurturing is influenced by many factors in a family, and most of these factors are resulted from the dominant social and cultural situations. However, the goal of all child-nurturing styles is shaping the mental personality and strengthening the child's competence. Paying attention to these aims and the two dimensions of parent's behavior; that is, accepting opposing rejection and austerity opposing leniency caused most experts discussed concerning the child-nurturing styles of the parents and the impacts each one has on children's development and presented various patterns. However, all these patterns are almost summarized in these four child-nurturing practices:

1.Authoritative and reassuring parents (authoritarian).
2.Lenient parents.
3.Dictatorial parents.
4.Permissive and indifferent parents.

4   Research Question

Is there a relationship between child-nurturing (lenient, indifferent, dictatorial and authoritative) and identity (confused identity, premature identity, belated identity and advanced identity).

5   Methodology

5.1   Statistical community, sample and sampling

The statistical community of this research includes all the pre-university boys and girls students who are studying in the courses of experimental sciences, mathematics and humanities in the schools of Rasht pre-province in the academic year 2010-2011. The statistical sampling includes 150 boys and girls students who are selected using a multistage random cluster sampling method.

5.2   Research Tool

the tools used in this experiment are as follows:
1.Benion and Adams' identity styles test.
2.Shifer's child-nurturing practices.
Adams and Benion's (1987) test is used for measuring the identity styles. This test is devised based on the Ericson's and Marcia's theory concerning identity and is composed of 64 items, and it is assessed for identity styles as confused identity, premature identity, belated identity and advanced identity.

The concurrent validity methods, structure, predictor and converging are used for validating the test, and the obtained results showed an acceptable validity. The test reliability is reported by Adams and Benion (1987) as 0.60 and 0.80 by Cronbach's alpha, and Carlson (1986) (quoted from Adams and Benion 1989) reported the internal consistency between 0.66 and 0.86.

The test reliability is reported by Aghasoltani (1999) in Iran between 0.65 to 0.77 using the intermediate method and between 0.72 to 0.86 using the Cronbach's alpha. Shokrkon (quoted from Omidian, 2002) reported that the validity is acceptable.

The questionnaire devised by Naghashian (1979) based on the one conducted by Schifer (1965) in Shiraz is used to assess the child-nurturing methods of the parents. This

questionnaire is based on two dimensions of love (cold-warm) and control (control-freedom) and includes 77 positive and negative options.

The test reliability is reported by Naghashain as 0.87 using intermediate method and between 0.82 to 0.92 using the intermediate and Cronbach's alpha by Yaghoubkhani (1993), and Tahmotan (1998) reported the test reliability as 0.74 for the control and freedom dimensions, 0.89 for cold and warm relationship dimensions and 0.85 for the whole scale using the Cronbach's alpha.

Naghashian achieved the test reliability through content reliability in his study. Yaghobkhani (1993) used the main analysis components method through varimax rotation to show how much the factor narration of the questions is effective, and showed in general that factor analysis confirms the factor narrations of the questions, and confirmed the opinion of the questionnaire designer regarding the above tool assesses two dimensions mentioned above.

5.3 Statistical methods

Data analysis is performed in the two descriptive and deductive levels. Mean and standard deviation are used in descriptive statistics and multivariable regression test (focal correlation) is used in deductive statistics to consider the test hypothesis.

5.4 Descriptive Data Analysis and Research Information

The statistical characteristics of the research variables are shown in table 1.

TABLE 1

THE STATISTICAL CHARACTERISTICS OF THE RESEARCH VARIABLES

variables	mean	Standard deviation
Confused identity	47.54	11.18
Premature identity	47.88	11.25
Belated identity	46.56	11.40
Advanced identity	67.66	15.41
Lenient	41.33	13.60
Indifferent	86.39	9.52
Dictatorial	67.19	11.17
Authoritative	55.76	23.35

The results obtained in table 1 show that the confused identity mean is 47.54, the confused identity standard deviation is 11.18, the premature identity mean is 46.56, the belated identity standard deviation is 11.40, the advanced identity mean is 67.66, the advanced identity standard deviation is 15.41, the lenient mean is 41.33, the lenient standard deviation is 13.60, the indifferent mean is 86.39, the indifferent standard deviation is 9.25, the dictatorial mean is 67.19, dictatorial standard deviation is 11.17, the authoritative mean is 55.76 and the authoritative standard deviation is 23.35.

6 Deductive analysis of the data and research

information

There is a relationship between child-nurturing (lenient, indifferent, dictatorial and authoritative) and identity (confused identity, premature identity, belated identity and advanced identity).

TABLE 2

FREQUENCY AND PERCENT DISTRIBUTION OF PEOPLE IN TWO GROUPS OF SEXUAL GUILTY WOMEN AND NONSEXUAL GUILTY WOMEN IN TERMS OF LOCUS OF CONTROL VARIABLE

variable		1	2	3	4	5	6	7	8
Criterion variable	Con-fused identity	-	0.994 **	0.995 **	0.250 **	-0.079	0.170 *	0.171 *	-0.170 *
	Belated identity	-	-	0.950 **	-0.236 **	-0.074	0.267 *	0.161	-0.150
	Belated identity	-	-	-	-0.122	-0.008	0.191	0.132	-0.152
	Belated identity	-	-	-	-	0.240 **	-0.036	-0.007	0.207 *
Predictor variable	Belated identity	-	-	-	-	-	0.023	0.045	0.269
	Belated identity	-	-	-	-	-	-	0.213 **	-0.038
	Belated identity	-	-	-	-	-	-	-	0.118
	Belated identity	-	-	-	-	-	-	-	-

*P<0.05   **P<0.01

The Pearson correlation is used to consider the research hypothesis, and multivariable regression method (focal correlation) is used in continuous.

The data in table 2 show that:

1. There is no relationship between lenient child-nurturing and confused identity. (r=-0.079 and p=0.337).

2.There is a relationship between indifferent child-nurturing and confused identity (r=0.170 and p=0.038).

3.There is a relationship between dictatorial child-nurturing and confused identity (r=0.171 and p=0.037).

4.There is a relationship between authoritative child-nurturing and confused identity (r=-0.170 and p=0.038)

5.There is no relationship between lenient child-nurturing and premature identity (r=-0.074 and p=0.369)

6. there is a relationship between lenient child-nurturing and premature identity. (r=0.167 and p=0.042).

7. there is a relationship between dictatorial child-nurturing and premature identity (r=0.161 and P=0.05).

8. there is no relationship between authoritative child-nurturing and premature identity. (r=-0.150 and p=0.067).

9. there is no relationship between lenient child-nurturing and belated identity. (r=-0.008 and p=0.927).

10. there is a relationship between indifferent child-nurturing and belated identity. (r=0.191 and p=0.019).

11. there is no relationship between dictatorial child-nurturing and belated identity (r=0.132, p=0.107).

12. there is no relationship between authoritative child-nurturing and belated identity. (r=-0.152 and p=0.063).

13. there is a relationship between lenient child-nurturing and advanced identity (r=0.240, p=0.003).

14. there is no relationship between indifferent child-nurturing and advanced identity. (r=-0.036 and p=0.657).

15. there is no relationship between dictatorial child-nurturing and advanced identity. (r=-0.007 and p=0.928).

16. there is a relationship authoritative child-nurturing and advanced identity. (r=0.207 and p=0.011).

TABLE 3
FOCAL CORRELATION BETWEEN IDENTITY AND CHILD-NURTURING

Focal correlation	focal correlation square	Lambday-Wilke's test	X I test	df	p
0.374	0.140	0.769	38.026	16	0.002
0.257	0.066	0.894	16.191	9	0.063
0.184	0.033	0.957	6.338	4	0.175
0.096	0.009	0.991	1.343	1	0.247

TABLE 4
CHILD-NURTURING AND STANDARDIZED CORRELATIONS AND FOCAL COEFFICIENT WITH IDENTITY AND THEIR FOCAL VARIABLES

		Variable 1		Variable 2		Variable 3		Variable 4	
		Focal correlation variable	Focal correlation coefficient	Focal correlation variabl	Focal correlation coefficient	Focal correlation variab	Focal correlation coefficient	Focal correlation variab	Focal correlation coefficient
Child-nurturing	lenient	0.333	0.443	0.054	0.002	-0.024	0.0005	-0.035	0.001
	indifferent	-0.012	0.0001	0.0365	0.133	0.022	0.0004	0.082	0.006
	dictatorial	-0.050	0.0025	-0.019	0.0003	-0.077	0.005	-0.016	-.0002
	authoritative	0.535	0.286	-0.028	0.0007	0.389	0.151	-0.668	0.394
identity	confused	0.535	0.286	-0.028	0.0007	0.389	0.151	-0.668	0.394
	premature	0.384	0.147	-0.186	-0.034	0.176	0.031	0.720	0.518
	belated	0.097	0.009	0.359	0.128	0.172	0.030	-0.016	0.0002
	Advanced	0.021	0.0004	0.011	0.0001	-0.071	0.005	-0.005	0.0002

TABLE 5
CORRELATION COEFFICIENT FOCAL ANALYSIS OF STRUCTURE OR FOCAL FACTOR LOAD OF CHILD-NURTURING AND IDENTITY

Standardized focal coefficient									
		Root 1		Root 2		Root 3		Root 4	
		Amounts of structure	Square amounts of structure	Amounts of structure	Square amounts of structure	Amounts of structure	Square amounts of structure	Amounts of structure	Square amounts of structure
Child-nurturing	lenient	0.587	0.344	0.621	0.385	-0.429	0.184	-0.293	0.085
	indifferent	-0.246	-0.60	0.634	0.401	0.026	0.0006	0.732	0.535
	dictatorial	-0482	0.232	0.006	0.00003	-0.862	0.734	0.154	0.023
	authoritative	0.697	0.487	-0.312	0.097	0.445	0.198	0.468	0.219
identity	confused	0.687	0.471	0.429	0.184	0.340	0.11	0.536	0.287
	premature	0.658	0.432	0.403	0.162	-0.231	0.053	0.621	0.385
	belated	-0.522	0.272	0.669	0.447	-0.186	0.034	0.496	0.246
	Advanced	0.655	0.429	0.222	0.049	-0.710	0.510	-0.120	0.014

7 RESULTS AND DISCUSSION

As is shown, the validity of this hypotheses has been considered by fundamental correlation hypothesis.The research results showed that the children who have dictatorial parents are affected to premature and confused identity. It has been found out that there is a significant relationship between understood dictatorial style and confused and premature identity, and it has no relationship with advanced and belated identity. It is clear that the parents who have dictatorial style implement severe control and show no affections. This austerity has two dimensions: either children gain identity before experience any identity crisis, or they do not experience any crisis and gain no identity.

The research conducted by Barent and Kebria, Barouch and Pilig (1997) indicate that the strict parents nurture children who have lost their identity and are effected to psychological discomfitures, anxieties and depression, because they have been received no affection from their parents. This research is compatible with the one conducted by Afra Wafer and Monte Mayou (1995). The elderly people are also affected to this problem in their advanced growing. This issue is especially more clear in women than men (Blastin, 1994). A research conducted concerning the relationship between attachment and advanced growing in women which is compatible with that of this research. The results of this research also showed that there is a significant relationship between indifferent child-nurturing style and confused, premature and belated identity. However, it has no relationship with advanced identity. The parents who have no role in controlling their children and show no affection towards them, no patterns are presented in that family and their children are affected to either confusion or suspension. Having no thinking relationship children causes the children are affected to identity problems. This research is compatible with the one conducted by Waterman (1992), Marcia (1995), Joselson (1998) and Dowan and Edelson (1996), which shows that this issue is more important in women than men who have more interpersonal relations. the parents who reject their children do not create the feelings of exploring and commitment and cause their children to be affected to some problems in gaining advanced identity. Kerpolmen and Pitman (2004) achieved the same results in their research.

In the current research, it has been found out that there is a significant relationship between deduced lenient child-nurturing style and advanced identity; however it has no relationship with confused and belated and premature identity. This research is compatible with the one conducted by Muhammadi (2005) who showed that the freedom-control dimension has no the significant power to predict the children's commitment. Ina addition, child-nurturing dimensions has no significance to predict the exploring dimension, and it is compatible with the current research. Brouks, Gan (1986) shows that competence progress and controlling emotion is significant in boys and an amiable relation and supervising on the behaviors is significant in girls.

Since the societies are economized and children made independent, the must nurture children who are able to experience the identity crisis and deal with it.

This research finally indicates that there is a significant relationship between child-nurturing and advanced identity; however it has no relationship with premature and belated identity. Prosa Tom (1996) and Schaltsis and Blastin (1994) indicated in their research that family context has a main role in adolescent's ability for developing an established identity. The results of this research is compatible with the one conducted by Adamz (1995), Grager (1997) and Miller (1993). Khajeh Pour (2005) indicated that parents can make the positive development of identity easy and also they showed that the worst consequences are long with indifferent and exclusive nurturing patterns.

It is concluded that the research shows that authoritative child-nurturing style is the best one, and it has nearly an effective role in developing the children's identity. However, indifferent and dictatorial styles create the worst condition in children's development of identity.

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