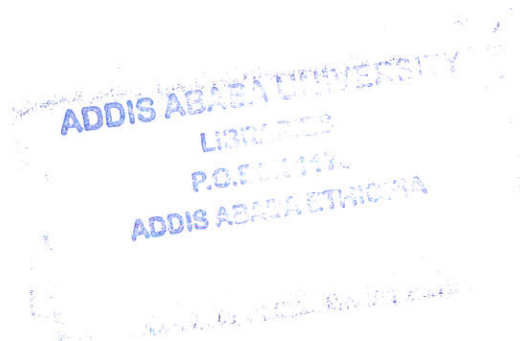


**Addis Ababa University
School of Graduate Studies**

**The Relationship Between Parental
Involvement and Identity Achievement
During Adolescence**

By
Zemzem Jamal



June 2006

**Addis Ababa University
School of Graduate Studies
Department of Psychology**

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***A Thesis Submitted In Partial Fulfillment of the
Requirements for the Masters of Arts In Developmental
Psychology.***

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2.3 Data Collection

The data collection technique used is a self-generated questionnaire, which consists of three sections. These are, personal and family background of the respondents, questions concerning participants' perception about their parental involvement, and questions concerning identity achievement of the respondents. And these questions were administered on the sample group individually.

2.4 Pilot Study

In this section, the administration of pilot test and the result will be presented. In the first try out, the researcher constructed a self-report questionnaire, most of which are constructed from different literature readings and also by adapting from different sources. Eighty questions were constructed to measure the variables in the research, 47 of which were to measure parental involvement and the remaining 33 questions to measure identity achievement of the participants.

After the instrument was designed, it was translated into Amharic. The instruments were given to four professionals to comment on them. Based on the comment, some items were modified and others were discarded. After the comment, a translation into Amharic was done by the researcher and this was commented on by three professionals with the researcher. Some differences in translation amongst the professionals

CHAPTER TWO

2. METHOD

This section describes the methods used, participants included in the study, sampling procedure, the instrument used and procedures followed by data collection and analysis.

2.1 Participants

The participants in the research are first year Medical College students in Addis. It includes those students whose age ranges from 17-22 years. This is because the intention of the research is to see identity achievement of first year adolescents within this age range.

2.2 Sampling

The sampling procedure employed for the study is purposive sampling technique. For the purpose of convenience, 120 college students are selected from two colleges namely, Medico Bio Medical College and Omega Medical College located in Addis Ababa. (n=54 male and n=66 female). Their age ranges on average approximately are from 17 – 22.

were corrected through discussion and common understanding on the ideas of the questions.

Seventy questions were finally administered for the pilot test to 30 participants. The results of the pilot test were analyzed by using the statistical package for the social sciences (SPSS Version 11.0). The following statistical tests were done on the data.

- Chi-square (χ^2) was used to discard faulty items at $\alpha=0.05$ level.

After this, fourteen items were found to have weak reliability. As a result, some items were discarded while others were modified.

- Reliability of the first section, which deals with the parental involvement, was $r=0.73$ and identity achievement items were $r=0.52$. The overall calculated reliability for a total of fifty-six items in general was found to be $r=0.74$. This indicates that in general the constructed self report questionnaire is consistent and reliable for the purpose.

Validity of the instrument was made judgmentally by some professionals from the field of developmental psychology as well as social psychology. Generally, all of them with the researcher agreed that the instrument measures what it was intended to measure.

Finally, 56 items were administered to the main study to one hundred twenty participants (120). In the process of administering the questionnaire, important explanations were given by the researcher and

the research assistants in order to bring common understanding among participants in filling the questionnaire. Amongst the administered 120 participants, ten questionnaires were found to be incomplete and so, 110 participants were considered for the final analysis.

2.5 Data Analysis

Data were analyzed using statistical techniques such as, Analysis of Variance (ANOVA), specifically to interpret the independent effects of parental involvement on the identity achievement. Besides to this, the researcher applied Chi-square test of difference to analyze or understand whether sex has influence on the process of developing one's identity. Moreover, Pearson product moment correlation coefficient was used to interpret the relationship between parental educational level and identity achievement of the adolescent.

CHAPTER THREE

3. RESULTS

This chapter describes results in the following fashion.

First, descriptive statistical values (means, standard deviations, percentages and frequencies of the scores of variables) are computed.

After presentation of the descriptive statistics, One-way Analysis of Variance (ANOVA) is employed to determine the existence of significant differences in identity achievement among adolescents with different parental involvement. Significant F tests are then computed with Post-Hoc multiple comparisons to find out the groups mean for this difference.

Finally, Chi-square tests (χ^2) are also used to determine whether or not sex differences exist in identity achievement.

3.1. Descriptive Values

Table 2 below presents a descriptive summary (means and standard deviations) of values on parental involvement and identity status.

The total study sample (N=110) is classified into three parental mode of interaction (low, moderate, and high parental involvements).

Low parental involvement indicates the values of those parents located beyond the half-standard deviations to the minimum score and moderate parental involvement refers to those parents whose score lies between half-standard deviations above and below the mean. On the

contrary, high parental involvement refers to the scores of those parents, beyond half-standard deviations to the maximum score.

Table 2

Descriptive Statistics on Variables

Variables	N	minimum score	maximum score	mean	standard deviation
Levels of parental involvement	110	70	126	102.10	12.07
• Low level of parental involvement	21	70	95	2.52	1.29
• Moderate level of parental involvement	41	96	108	2.85	1.29
• High level of parental involvement	30	109	126	2.67	1.37
Identity status total	110	85	12	104.68	9.34
• Identity status-diffusion	35	4	20	13.84	3.78
• Identity status-foreclosure	9	12	20	14.67	1.50
• Identity status-moratorium	16	8	17	12.78	2.72
• Identity status-achievement	48	11	20	16.73	2.33
Mother's educational level	110	-	-	2.52	1.232
Father's educational level	110	-	-	2.94	1.570

3.2. The Relationship Between Parental Involvement and Identity Achievement

In this section, the effect parental involvement has on identity achievement was examined using One-Way Analysis of Variance (ANOVA). The results are summarized on Table 3 below.

Table 3

***ANOVA Showing the Effect of Parental Involvement on
Adolescent's Identity Achievement.***

Source	sum of squares	DF	mean squares	F
Between groups	749.50	2	374.750	4.294*
Within groups	6458.63	89	87.279	
Total	7208.13	91		

* P :< .05

ANOVA test indicates that there is a statistically significant difference in identity achievement as a result of parental involvement. Attempts were then made to determine if specific groups (levels of parental involvement) contribute to the overall mean differences using Scheffe's pair-wise multiple comparisons test.

Table 4

***Post- Hoc Multiple Comparisons of Samples
With Three Modes of Parental Involvement***

As it is observed in Table 4 below, the comparisons of samples are calculated. The result of Scheffe's pair wise comparison between the means shows that, there is a statistically significant difference in identity achievement as a result of moderate parental involvement and high parental involvement.

(I) parental involvement	(J) parental involvement	mean differences (I-J)	level of significance
Low parental involvement (a)	b	1.80	.783
	c	-5.83	.055*
Moderate parental involvement (b)	a	-1.80	.783
	c	-7.63	.024*
High parental involvement(c)	b	5.83	.055*
	a	7.63	.024*

* P < .05

Hence, the pair wise comparison indicates that the difference between the mean of moderate parental involvement and high parental involvement is significant. On the other hand, the mean difference between moderate parental involvements versus low parental involvement shows no significant difference.

The correlation between father's educational level and identity status is found to be significant($r=.741$), while mothers' educational level shows no significant correlation with the adolescents identity status.

3.3. Relationship of Sex and Identity Status

In Table 5 below, one can observe that large proportions (46.80 %) of females have identity achievement, followed by diffusion, which is 22.60%. The third highest is identity moratorium (19.40%) and the last is identity foreclosure (11.30%).

Table 5

Association of Identity Status by Children's Sex

(Frequency, Percentages and Test Result)

Identity status	sex				total	test result
	Female		male			
	Frequency	%	Frequency	%		
Diffusion	14	22.60	21	45.70	35	32.40
Foreclosure	7	11.30	2	4.30	9	8.30 $\chi^2=8.068^*$
Moratorium	12	19.40	4	8.70	16	14.80
Achievement	29	46.80	19	41.30	48	44.40
Total	62	100	46	100	108	100

*, $p < .05$

On the other hand, the majority of boys are developing identity diffusion, (45.70%) followed by identity achievement (41.30%), identity moratorium (8.70%) and identity foreclosure (4.30%) sequentially.

Accordingly, chi-square test of difference was calculated to test whether or not there exist difference in identity achievement because of sex difference. The result shows that, there is a significant difference ($\chi^2 = 8.068$, $p < .05$) in identity achievement because of sex difference. Hence, one can say that being male or female matters in ones identity development.

Table 6

Association of Parental Involvements with Children's Sex

With the association of parental involvement with children's sex, a large number of adolescents (44.66%) perceive their parents as moderate in their involvement, (Nearly 32.61%) compared to the, 22.73% who perceive their parents as high in their involvement. Therefore, the result revealed that moderate parental involvement is perceived as the most prevalent mode of involvement (mean=2.85), followed by high parental involvement (mean=2.67).

Parental involvement	sex		Total	Test result
	Female	Male		
Low parental involvement	8 (16.32%)	13 (30.23%)	21 (22.73%)	$\chi^2 = 5.076^*$
Moderate parental involvement	27 (55.11%)	14 (33.56%)	41 (44.66%)	
High parental involvement	14 (28.57%)	16 (37.21%)	30 (32.61%)	
Total	49 (100%)	43 (100%)	92 (100%)	

*, $p < .05$

Table 6 indicates that most female adolescents (55.11%) have a moderate involvement with their parents. When we come to male adolescents, most of them (37.21%) reported that their parents are highly involved with them followed by moderate parental involvement (33.56%) and low parental involvement is the least mode of interaction (30.23%).

As one can observe in the above Table (table 6), attempts were made to determine differences in parental involvement as a result of sex difference. The statistical analysis shows, there is a significant difference ($\chi^2 = 5.076, p < .05$) in parental involvement as a function of sex.

CHAPTER FOUR

4. DISCUSSION

In this section, the findings of the present investigation are discussed in the light of the findings of previous studies and theories.

4.1 The Relationship between Parental involvements and Identity Achievement during Adolescence

To determine whether there exists any relationship ($F= 4.294^*$) between parental involvement and identity achievement, One-way Analysis of Variance (ANOVA) was computed. For the analysis, three levels of parental involvement (low, moderate and high parental involvement) were treated as independent variables and identity achievement as the dependent variable.

The result indicated that there is a significant relationship between identity achievement and parental involvement. That means, adolescents identity development is related to parental mode of interaction (low, moderate and high parental involvement). In addition, identity development benefits from family relationship such as individuated (encouraging adolescence to develop their own points of view) and connected (Providing a secure base from which to explore the widening social worlds of adolescence) (Santrock, 1999). With the comparison of means, the result also indicates that moderate parental involvement brings a significant

change (.024 at the .05 level of significance) in identity achievement. From this, we may infer that, moderate parental involvement has a great contribution towards bringing mature identity status (identity achievement) than low parental involvement.

'Successful individuation involves transforming the parent-child relationship to allow freedom for adolescents to experience themselves as separate from parents. Nevertheless, parents should also remain connected to adolescents all the way through providing emotional support and practical advice and avoiding dictating adolescent's emotions or attitudes by demanding their psychological conformity (Blos, cited in Adams, 1992). In addition, different investigators suggested the idea that both connectedness to and separateness from family (individuation) are important towards identity achievement.

In general, parents need to permit both individuality as well as connectedness to their adolescents. One of the reasons is that identity formation is particularly important for adolescents in getting them on track and moves them in a meaningful direction towards adulthood (Erickson, 1963, 1971). Moreover, identity achievement is also an important aspect of development in order to have an all rounded personality.

One study of family interactions found out that adolescents who scored high on a measure of identity exploration were more likely to come from families in which self-assertion and freedom to disagree

“separateness” were encouraged along with “connectedness” to the family. Besides to this, openness or responsiveness to the views of others “plurality” and sensitivity to and respect for the ideas of others “mutuality” are indispensable (Conger, 1991).

On the other hand the same research findings suggested that openness and responsive to the views of others are important, “because identity function requires the consideration, selection and interpretation of possible sources of information about the self and others.”

Similarly, the present research findings are consistent with those previous findings in relating identity achievement with parental involvement. Moreover, when families allow and encourage self-reliance and self-determination while requiring and expecting continued commitment and belonging to the family, it fosters positive progress towards identity achievement.

Hence, one can say that parent’s should remain moderate in their mode of interaction with their adolescent children, i.e. not being too far from their adolescents, physically as well as psychologically and also remaining connected to them.

In general, one can conclude that the presence of a family atmosphere that promotes both individuality and connectedness is important for the adolescent’s identity achievement. So, the parental

involvement that is observable in our context should be given important attention in order to develop adolescents' identity achievement.

Another finding of the current research is that adolescents who are characterizing their parents mode of interaction as low parental involvement, i.e. an interaction specifically emphasizing on individuality by excluding the ideas of connectedness, is significantly related with an immature identity status (identity diffusion). Adolescents who are left too much to their own devices in finding their way in the world lack the secure base of operations that family attachment can provide. Similarly, fearful and uneasy about exploring uncharted territory without an adequate fallback position, they may choose not to do so at all and thereby remain mired in identity diffusion (Weiner, 1995).

Whereas, adolescents who are encouraged to adapt their parents' ideologies as their own and to follow a life path that their parents have set out for them, are more likely to be foreclosure in their identity and to have difficulty maturing beyond foreclosure in their identity formation than their peers.

The relationship between father's educational level and identity status were found to be significant. Which means, father's educational level and identity achievement is related, while mothers educational level shows no significant correlation with the adolescent's identity status.

4.2 Change and Degree of Identity Status of Adolescents

In order to describe identity status of adolescents, frequency and percentage of the participants are considered. In general, among the four levels of identity status the majority (44.40%) falls in the identity achievement category, followed by identity diffusion (32.40%), identity moratorium (14.80%), and identity foreclosure (8.30%).

This implies that, most adolescents are in the identity achievement status that is considered as one of the matured and important identity status. Among immature identity status, the largest share falls in the identity diffusion category. This indicates that those adolescents who are in the diffusion status are considered as the least developmentally advanced (Weiner, 1995). That means, those adolescent have not yet made any firm commitments to ideological, occupational and interpersonal domains; not currently considering any such commitments, and have no real concern and they are uninterested about their occupation.

In addition, adolescent's who belong to this status shows less self-esteem, less self-directedness, and less self-control than those in the achievement or moratorium status. They also tend to be shallow and self-focused individuals who are easily influenced by peer pressure and generally avoid information of any kind (Berzonsky, 1992).

However, when we see in general, more than fifty percent (50%) of adolescents are in the matured identity status (i.e. identity moratorium and identity achievement). Those adolescents who are in identity moratorium are exploring actively on occupational, ideological, interpersonal etc domains. This status is characterized by the presence of genuine search for alternatives and temporal avoidance of commitments because of legitimate reasons (Marcia, 1993b).

Adolescents who achieved their Identity are more mature in virtually every facet of their personality development than those in other statuses are. They are likely to be self-directed and self-confident people who are fairly free from anxiety, view themselves in positive terms, and feel good about what they can and will do with their lives. Moreover, they tend to be the kind of people who, although sure of themselves and their roles, remain open to new ideas. They confront problems directly but make decisions only after searching out carefully the consequences of their decision (Marcia, 1993c).

The last identity status in this research finding is identity foreclosure. Adolescents are least to characterize themselves as foreclosed. Foreclosure identity represents a high level of commitment with no exploration. The adolescent in this status are other directed rather than inner-directed. The adolescent largely accepts whatever parents or other influential persons prescribe, so he or she becomes what others have

influenced him or intended him to become since childhood (Sprinthal, 1994).

4.3 Sex Difference in Identity Achievement During Adolescence

In order to show the relationship that exists between sex and identity achievement during adolescence, Chi-square test of difference was calculated. As a result, the present research finding shows that there is a statistically significant difference ($\chi^2 = 8.068, p < .05$) in identity achievement as a function of sex difference. That means maleness or femaleness matters toward the development of identity achievement. Moreover, it indicates that males and females differ in their process of identity development. This difference may be attributed to different factors like biological difference which has its own impact on sex difference. In addition, there is also a statistically significant difference ($\chi^2 = 5.076, p < .05$) in the family approach towards male and female adolescents in our culture in general. These could explain why there exists sex difference in identity achievement. With regard to this, the relationship between parental involvement and adolescents sex indicates that, large proportion of females have moderate involvement with their parents than male adolescents are. This implies, moderately involved females with their parents contribute towards the development of identity achievement. To the contrary, low parental involvement with male adolescents leads to identity diffusion (no commitment, no crisis in their occupation, career, etc.).

This result is inconsistent with some research findings. For example, Yekoyualem (2005) indicated that, the analysis of means and standard deviation on measure of identity status indicate the highest mean score of males on measures of achievement status than their counter part female adolescents.

One of the reasons for the sex difference could be, traced back to the cultural difference in parental mode of interaction among urban and rural parts of the country, socio economic status and etc.

But, this finding rejects the hypothesis that no sex difference exists in identity achievement. The current research finding is also consistent with some researchers as Patterson (1992) indicated that commitments to ideology and vocation are more central to the identity concerns of boys than of girls. Friendship, dating, sex roles and marriage are more central to the identity concerns of girls than boys, which indicate a clear sex difference in identity achievement. Nevertheless, the current research result is inconsistent with other research finding that indicates the absence of sex difference in identity formation. In addition, Hopkins for example, found out that the interpersonal issues in his interview had no predictive advantage over the intrapersonal issues (as cited in Marcia, 1993). Similarly, Bilsker, Shielde and Marcia (1988) reported that interpersonal area was important for both women and men participants (Marcia, 1993).

To conclude, the current research finding shows the difference. This could be because of different factors like cultural difference, socioeconomic status and etc. In general, the inconsistencies observed in this finding show that, the area needs further investigation.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main purpose of this study was to investigate the relationship between parental involvement and adolescent's identity achievement. In addition, the study is aimed at finding sex difference in identity development, exploring change and degree of identity status, and to investigate the relationship between parental educational level and identity achievement.

To conduct the research, data were collected about adolescent's perception of their parent's attitude and behavior, in handling and treating them, and about their identity achievement. To this end, a self report questionnaire was administered, for the purposely selected 120 Medical College students'. Finally, the obtained data was analyzed by using descriptive statistics, ANOVA, Chi-Square test Pearson product moment correlation coefficient and Post-hoc multiple comparisons. And the results are summarized as follows.

◆ The findings of this study indicate that parental involvement was significantly correlated to adolescent's identity achievement. Adolescents who perceive their parents differently revealed different identity status (i.e. adolescents who describe their parents as moderate in their involvement are

related with identity achievement). Whereas, those adolescents who characterize their parents as low in their involvement are related to identity diffusion and those with high involvement with their parents reveal foreclosed in their identity.

◆ The relation between sex of adolescents and identity achievement was also found to be significant. The results of the study indicated that a significant difference was observed between male and female adolescents. That means, female adolescents scored highest on identity achievement measures than males, but male adolescents scored highest on diffusion and identity achievement status.

◆ The relationship between father's educational level and identity status were found to be significant ($r = .741$). Which means, father's educational level and identity achievement is related, while mothers educational level shows no significant correlation with the adolescent's identity status.

5.2. Conclusion

As it was mentioned earlier, the major concern of this study was to find out the relationship between parental mode of interaction and adolescents identity achievement. For this purpose, therefore, parental involvement was considered as an independent variable to see how much parents individuated from and connected to, their adolescents simultaneously fosters identity achievement. With this aim, parental

involvement was divided into three categories namely, low, moderate and high parental involvement.

The finding of the present study indicates that parental involvement (low, moderate and, high) has a relationship with adolescent's identity achievement. Specifically, the result indicates that family relationship that are both individuated (encouraging adolescence to develop their own points of view) and connected (providing a secure base from which to explore the widening social worlds of adolescence) i.e. moderate parental involvement, have a relationship with adolescent's identity achievement. In other words, encouraging adolescents to have a relationship which is both connected to and separated from the parents will have a great contribution towards the development of one's identity. Or motivating parents to involve moderately while raising their children has great merit for the healthy identity achievement of adolescents.

On the other hand, the parental mode of interaction which emphasizes connectedness by ignoring or giving little attention for the aspect of individuality (i.e. high parental involvement) fosters identity foreclosure which is an immature identity status. Moreover, if parents are emphasizing on individuality by neglecting connectedness to their adolescents (i.e. low parental involvement) resulted in identity diffusion.

In general, one can conclude from the result of the study is that the way parents interact and treat their adolescent children greatly facilitates or

hinders adolescents identity achievement. In addition, the present study clearly shows the difference that exists in identity achievement because of sex difference and father's educational level. Finally, the present research also shows that parents mode of interaction are related to their adolescent children's sex.

5.3. Recommendation

Based on the findings of the study the following recommendations are made.

- a) Professionals and especially developmental psychologists need to focus on the family. Because, family is the most important and the fundamental institution towards every dimension of human development in general and identity achievement in particular.
- b) Parents need to promote a moderate level of involvement with their adolescents in order to foster identity achievement. This can be achieved through :
 - ◆ educating the large community, particularly parents on the issue of parenting skills, with special emphasis on parental involvement in dealing with their adolescent.
 - ◆ using Media, publications and awareness raising activities to address the issue of developmental tasks in general and identity achievement in particular.
 - ◆ create access on issues of gender awareness for parents and adolescents so as to minimize discriminations that may

appear on parental involvement on account of sex differences.

- c) It is commendable to foster family counseling services in order to promote smooth and appropriate parent-child relationship in the family.

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Appendix -A

ADDIS ABABA UNIVERSITY GRADUATE STUDY

DEPARTMENT OF PSYCHOLOGY

QUESTIONNIER DEVELOPED

BY

ZEMZEM JEMAL

February 2006

Self-Report Questionnaire

Dear Students:

The purpose of this questionnaire is to get some information about your perception with regard to some aspects of life .The study can be successfully accomplished only when you respond to all the items very honestly and frankly. Please feel free and be genuine. Your response will be kept confidential .Do not write your name at any place in the questionnaire to maintain the secrecy of your identity.

Thank you in advance for your kind cooperation.

Zemzem Jemal

Part Two

Instruction: - Below are given some items. You are requested to go through each of the following items carefully and put a tick /✓/mark on the box that you think well describes your parent(s) involvement in their relationship with you.

NO	Question	Strongly Agree	Agree	undecided	Disagree	Strongly Disagree
1.	My parent gets angry when they feel that my opinion differs from them.					
2	My parent definitely interferes in deciding what kind of person I will be.					
3.	My parents encourage me to adopt and follow their life paths, whatever theirs will be.					
4.	My parent leaves every choice /everything concerning my life up to me					
5	Usually tells me about what to think.					
6	Usually my parent tells me about what to do.					
7	My parent definitely interferes in deciding what kind of person I am.					
8	My parents want me to follow their decision even if I disagree with their reason.					
9	My parents get upset if I disagree with them.					
10	My parents give me an opportunity to give my ideas and opinions even if we might disagree					
11	My parents want me to accept their opinions without questioning.					
12	My parents realize that I may have different views from them concerning important life choices.					
13	My parents are supportive whenever I need their help.					
14	My parent appreciates my choice concerning my destiny and my future.					

15	My parents made me free in considering alternative commitments and beliefs.					
16	My parent encourages me in questioning the way things are					
17	My parent encourages me in taking independent action					
18	Most of the time, my parents tend to respect my ideas whatever it is.					
19	Our family members are supportive of each other during difficult times.					
20	Our family members know each others close friends.					
21	In our family, every one shares responsibilities.					
22	It is easier to discuss problems with people outside the family than with my family members.					
23	In our family everyone goes his/her own way.					
24	My parents care about me.					
25	My parents are warm and loving towards me.					
26	I am happy with my relationship with my parents.					
27	My parents and I are close to each other.					
28	I feel close to my parents.					

Part Three

Direction I. please read each of the following statement carefully and put a tick (✓) mark on the level that best describes your agreement.

NO	Questions	Strongly Agree	Agree	undecided	Disagree	Strongly Disagree
1	I haven't chosen the occupation I really want to get into, & I am just working at what is available until something better comes along.					
2	I am still trying to decide how capable I am as a person and what work will be right for me.					
3	I might have thought about a lot of different jobs, but there's never really been any question since my parents said what they wanted.					

4	I am not really interested in finding the right job, any job will do. I just seem to follow with what is available.					
5	It took me a while to figure it out, but now I really know what I want for a career.					
6	My parents decided a long time ago what I should go into for employment & I'm following through their plans.					
7	It took me along time to decide but now I know for sure what direction to move in for a career.					
8	I just can't decide what to do for an occupation. There are so many possibilities.					
9	There is no single "life style which appeals to me more than another					
10	After considerable thought I have developed my own individual view point of what is for me an ideal "life style" & don't believe anyone will be likely to change my perspective.					
11	My own views on a desirable life style were thought to me by my parents & I don't see any need to question what they thought me.					
12	In finding an acceptable view point to life itself, I find myself engaging in a lot of discussions with others & some self exploration.					
13	My parent's views on life are good enough for me, I don't need anything else.					
14	After a lot of self examination I have established a very definite view on what my own life style will be.					
15	I guess I just kind of enjoy life in general, & I don't see myself living by any particular viewpoint to life.					

Direction II: - Please read each of the following items carefully and fill in the blank next to each item by choosing a number from the scale below.

1. = Not important to my sense of who I am
2. = Slightly important to my sense of who I am
3. = Somewhat important to my sense of who I am
4. = Very important to my sense of who I am
5. = Extremely important to my sense of who I am

- _____ 1. Being a part of the many generations of my family.
- _____ 2. My race or ethnic background.
- _____ 3. my religion
- _____ 4. Places where I live or where I was raised.
- _____ 5. My language, such as my regional accent or dialect or a second language that I know.
- _____ 6. My personal values and moral standards.
- _____ 7. My dreams and imaginations.
- _____ 8. My Personal goals and hopes for the future.
- _____ 9. My thoughts and ideas.
- _____ 10. My feeling of being a unique person; being distinct from others.
- _____ 11. Knowing that I continue to be essentially the same inside even though life involves many external changes
- _____ 12. My self-knowledge, my ideas about what kind of person I really am.
- _____ 13. My personal self- evaluation, the private opinion I have of my self.

Declaration

I, the undersigned declare that this thesis is my original work and all relevant sources used for the thesis are duly acknowledged.

Name Zemzem Jemal

Signature 

Date of submission June, 2006

This thesis has been submitted for examination by my approval as a university advisor.

Name Shawmin Ahmad Arsaan

Signature 

Date of submission June, 2006

