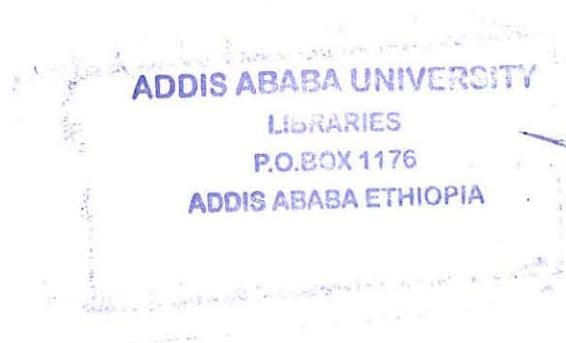


**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF PSYCHOLOGY**

**THE RELATIONSHIP BETWEEN PARENTING STYLE AND  
IDENTITY FORMATION OF PREPARATORY SCHOOL STUDENTS  
IN ADDIS ABABA**

**BY  
TEMESGEN FEYISSA**

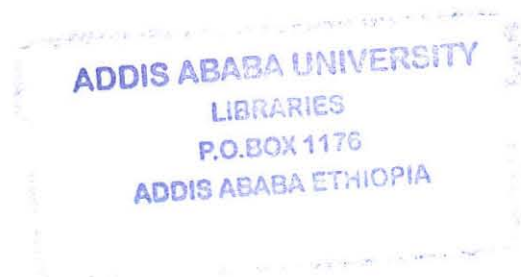


**JUNE 2010  
ADDIS ABABA**

**THE RELATIONSHIP BETWEEN PARENTING STYLE AND  
IDENTITY FORMATION OF PREPARATORY SCHOOL  
STUDENTS IN ADDIS ABABA**

**A Thesis Submitted to the School of Graduate Studies, Institute of  
Psychology in Partial Fulfillment of the Requirements for the Degree  
of Master of Arts in Developmental Psychology**

**BY  
TEMESGEN FEYISSA**



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**The Relationship between Parenting Styles and Identity  
Formation of Preparatory School Students in Addis Ababa**

**BY**

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## **Abstract**

*Several investigators have studied parenting style by relating it with variables like academic achievement, aggression, and other variables. No sufficient researches have been done to relate parenting style to adolescent identity formation particularly in Ethiopia. The objectives of this research was to investigate the relationship between perceived parenting style and adolescent identity formation, to find out the relationship between parental educational level and adolescent identity formation, and to find out gender differences on identity formation. To meet these objectives, data were collected from a sample that was selected using stratified random sampling method and analyzed by using MANOVA, one way ANOVA, and other descriptive statistics for 200 adolescent students ranging from 17 to 21 years of age. In this investigation, the adolescent students rated their own parents on the two dimensions of parenting, warmth/responsiveness and control/ demandingness and the data was used to categorize their parents in one of the four parenting styles. In the same way the adolescent students rated their own identity status. Based on these, this research found out that the adolescents from authoritative parents form the highest level of identity (achievement and moratorium). On the other direction, adolescents from indulgent and neglectful parents form the lowest level of identity (diffusion). But, adolescents from authoritarian families were found to have a foreclosed identity status. On the other hand the finding of this study shows that parental educational background has a significant effect on the identity formation of adolescents. But to the contrary, the third predictor variable, gender of participants did not have any significant effect on the identity formation of adolescents.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Problem**

Human development is a long journey, which starts at the time of conception and ends at death. This developmental process is determined by the interaction of both biological and environmental factors. From those environmental factors, parents are the most influential during the period of adolescence.

The adolescent years are a time of tremendous change, both for adolescents themselves and for their families. Adolescence is a time of finding one's identity as manifested by trying new occupation, religion, political view, and other way of life. More significantly, it is a time of deciding who one is, and what one stands for. This search for identity, and the new behaviors that accompany it, also creates change and stress in adolescents' families. Most research and attention focused on adolescents, has been concentrated on these stresses in families (Adams et al., 1988).

According to Erikson (cited in Marcia, 1993), the formation of personal identity is a decisive issue in psychosocial development of adolescents, but confronting and responding to identity issues is not a one time event that only occurs during adolescence. Rather identity issues may begin even before the high school years and do not end with the entering of adulthood periods.

The identity process neither begins nor ends with adolescence; it begins with the self-object differentiation at infancy and reaches its final phase with the self-mankind integration at old age. What is important about identity in adolescence is that this is the first time that physical development, cognitive skills, and social expectations coincide to enable young person to sort through and synthesize their childhood identifications in order to construct a viable pathway toward their adulthood (Archer, 1993).

Resolution of the identity issue at adolescence guarantees only that one will be faced with subsequent identity "crises." A well-developed identity structure, like a well-developed superego, is flexible. It is open to changes in society and to changes in relationships. This openness assures numerous reorganizations of identity contents throughout the "identity-achieved" person's life, although the essential identity achievement process remains the same, growing stronger through each crisis (Marcia, 1980).

Among the most important factors that influence adolescents' identity development are parents. In their upbringing of children, parents may be accepting or rejecting, punitive or nonpunitive, demanding or nondemanding. Such qualities of parents are often found to influence adolescents' identity development.

Even though the amount of time spent at home generally decreases as teenagers approach and enter late adolescence, parents still remain highly influential in guiding their children to successfully traverse the biological, cognitive, and social transitions that are co-occurring with the identity formation process (Hill, cited in Romano, 2004).

On the other hand, if adolescents are not properly treated and understood by parents and others, there is a great potential for the development of risky behaviors, antisocial behaviors and a complication in identity formation (Fabes and Martin, 2006).

Identity development involves an active exploration of and a relatively firm commitment to individually specific morals, viewpoints, and aspirations in life (Erikson, 1974). Parents can either help or hinder this process through their child rearing behavior (Adams et al., 1990). The extent that parents are able to adjust to their parenting tasks, and the approaches they employ in their interactions with the adolescents have important effect on the adolescent's development. Diana Baumrind found that although the adolescent brings to the

relationship their temperament and personality, how the parents react to the adolescent and the approaches to child rearing that the parents adopt are reflected in the adolescent's personality and behavior (Baumrind, cited in Zeigler and Stevenson, 1987).

Authoritative parents evidence their interest on their adolescent's activities, are warm and supportive toward their children. They give the adolescents consistent standards to abide by, but they are at the same time willing to grant sufficient autonomy. Adolescents whose parents are authoritative have high self-esteem and they evaluate their life possibilities, committing themselves to certain values and goals (Steinberg, 1989).

On the other hand, authoritarian parents are controlling in their interaction with adolescents. They expect the adolescent to abide by numerous rules, and they are unwilling to adjust to the adolescent's need for independence. Adolescents of authoritarian parents have problems developing their own identity. Often prematurely withdrawing from attempting to evaluate their life choice (Collins et al., cited in Kopko, 2007).

In contrast, indulgent and negligent parents are undemanding of their adolescent; they expect the adolescent to be sufficiently mature to make major life decisions on his own. Adolescents of permissive parents feel rejected and become uncertain about what to do as well as hesitant to test out possibilities (Zeigler and Stevenson, 1987).

Research since the mid 1970s utilizing parenting styles has demonstrated, that authoritative parenting is optimal as compared to authoritarian or permissive styles for positive outcomes to various psychological issues associated with adolescence (Steinberg, cited in Romano, 2004).

## **1.2 Statement of the Problem**

Identity formation is a dynamic process of person-context interaction, and part of this context is parents. Parents play a great role in the life of their adolescent children. Several researches on parent-adolescent relationship share the idea that parents influence the process of identity formation.

These researches suggest that parenting styles characterized by warmth, feelings of closeness and security, support, acceptance, and frequent demonstrations of praise appear to enhance the identity formation process during adolescence (Adams et al., cited in Kamptener, 1988).

Conversely, adolescents who perform "lowest" on identity assessments have typically been described as having experienced rejecting and detached home reactions, with parents perceived as being indifferent, inactive, uninvolved, detached, and rejecting (Jordan and Matteson, cited in Marcia, 1980). This latter group of adolescents also tends to lack confidence in parental supports (Marcia, 1980).

However, up to now, empirical evidence particularly in our country for this link is limited (Yekoyealem, 2005). Rather much researches were done to show the effect of parenting styles on academic achievement of adolescents (Abesha, 1997; Abreham, 1996; Markos, 1996; Habtamu, 1997), and the effect of parenting style on adolescent aggression (Adugna, 2005). Therefore, this study aims to examine the relationship between parenting style and identity formation during adolescence.

Accordingly, the research sought to answer the following research questions.

- Is there significant difference in identity formation among adolescents from different parenting styles (authoritative, authoritarian, permissive, and neglectful)?

- Is there a significant relationship between parental educational level and identity formation of adolescents?
- Is there significant difference in identity formation between female and male adolescents?

### **1.3 Objectives of the Research**

The general objective of this study is to investigate the relationship between perceived parenting style and identity formation of preparatory school students of Addis Ababa.

Based on the above general objective, the study has the following specific objectives.

- To investigate the relationship between perceived parenting styles and adolescent identity formation
- To find out the relationship between parental educational level and adolescent identity formation.
- To examine sex differences in identity formation, if any.

### **1.4 Significance of the Study**

The development of identity is the major psychological event in human development. The period of adolescence is a fundamentally important time for searching one's identity. According to Erikson, the formation of personal identity is a decisive issue in psychosocial development of adolescents. Adolescents need support to develop a clear sense of identity from different contexts. Since, adolescents have an interaction with different contexts and peoples, their identity development affected by these contexts. From those contexts in which adolescents have a direct interaction parents are the most influential on the identity development of adolescents.

Nevertheless, there have been insufficient researches that show the effect of parenting style on identity development of adolescents. Hence, this study explores the gaps in knowledge with a view to contributing in the following areas.

- The result of this investigation will be used as a source of information in the future for the needy families to know about their parenting style and its influence on the identity formation of their adolescent children.
- The result of this investigation will be used to show the relationship between parenting styles and identity formation of adolescents.
- In addition, future researchers can use this research as a base.

### **1.5 Delimitation of the Study**

The scope of the study is delimited to preparatory school students of two selected sub cities. Also the study was focused on those preparatory school students of these age range 17-21. This was done because these range is the age by which adolescents start to raise a question on who they are, what they are going to be and which occupation they have to choose.

### **1.6 Operational definition of terms**

**Adolescence:** - Refers to adolescents who are attending preparatory school.

**Identity:** - Refers to Adolescents self understanding of the past the present and the future related as to their lives as measured by Benion and Adams.

**Parenting Styles:-** Refers to the adolescent's perception of parental handling with respect to parental control and warmth as measured by Maccoby and Martin.

**Identity achievement:** - refers to adolescent perception about the establishment of a fairly firm commitment in their career and good feeling about themselves.

**Identity confusion:** - refers to adolescents who have not made any firm commitment and exploration to occupational choice and who do not have good feeling for themselves.

**Identity foreclosure:** - refers to adolescents whose identity status is determined by parents or by significant others.

**Identity moratorium:** - refers to adolescents whose identity status is characterized by the presence of active exploration on various content areas but a lack of commitment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 The Role of Parents on Adolescent's Development**

There is considerable evidence that parents play special and central role in child socialization. For instance, the conflict free parent-adolescent relationship and strong bond between adolescent and parents are associated with the adolescent's positive outcome (Gussec and kuczyncki, cited in Adugna, 2005). Confirming the above view point, (Baumrind, Macobey, and Martin, cited in Nancy, 2003) revealed that parenting is a complex activity manifested in various behaviors that work together and individually to influence adolescent outcomes. They further added that specific parenting practices are less important in predicting child behavior than is the broad pattern of parenting.

Different researches provide an overview on parenting styles and their impact on adolescent development. The studies are primarily intended as a guide for parent education and other professionals working with parents or teens. The teenage years are often portrayed as stressful for both parents and teens. Research demonstrates that teens undergo a number of developmental adjustment including biological, cognitive, emotional, and social changes on their way to becoming an adult. Parenting effectively during the teen years, as in any developmental period, requires a thorough understanding of these normative developmental changes (Kopko, 2007).

Parents can benefit from an understanding that how they parent, or their parenting style provides a basis for many healthy developmental outcomes during adolescence. Understanding the different parenting styles and their impact on the parent teen relationship may help parents and their teens navigate adolescence more smoothly (Kopko, 2007). One study of family interaction found out that adolescents who scored high on a measuring 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, including openness or responsiveness to the views of other “plurality” and sensitivity to and respect for the ideas of others “mutuality”. On the other hand, adolescents who scored lower in identity exploration were more likely to come from families in which individuality was not encouraged but mutual support and agreement were emphasized. These studies also support the idea that being open and responsive to the views of others is important “because identity function requires the consideration, selection and interpretation of possible sources of information about the self and others”. These characteristics of family interaction facilitate access such information (Cooper, cited in Conger, 1991).

Most families strike a balance between attachment and separation in rearing their adolescent children. They allow and encourage self-reliance and self-determination while also requires and expecting continued commitment and belonging to the family. Such a balance in the individuation process fosters positive progress toward identity achievement. The increasing autonomy that adolescents are granted, frees them to consider alternative commitments and beliefs and to make up their own minds about the kind of person they are and what they want to do with their lives. At the same time, continued connectedness to a supportive family gives adolescents a secure base from which to explore possibilities without worrying about getting lost (Weiner, cited in Zemzem, 2006).

On the other hand if parents tell their children what to think and do, they often promote identity foreclosure rather than movement through moratorium to identity achievement. Their offspring simply put on the clothes that are laid out for them, accepting their parents’ choices and preferences as their own. The possibilities remain that they will reconsider this foreclosure later on, in response to broadening experiences that lead them to question their parents’ views (Kamptner, 1988).

In addition, some parents give their youngsters free reign to make their own decision, and seldom guide them in choosing well or facing up to their mistakes. As a result, these adolescents tend to shy away from considering alternatives. They may be inclined to foreclose on their parents' preferences. And even they can be left uncertain about what to do as well as hesitant to test out possibilities, which make them more likely than their peers to remain identity defused. In contrast, young people in different identity status are likely to differ in how they view their family. Those in a foreclosure report the closest relationship with their parents. Compared to peers in other statuses, they are most likely to express positive attitudes toward their mothers and fathers and to regard their family as child-centered. They see their parents as possessive and intrusive, but also as supportive and encouraging; they are willing and eager to involve them in their decision-making (Kimmel, 1995).

Furthermore, identity diffused adolescents are the least involved with their parents. They describe their mothers and fathers as indifferent, inactive, and detached or even as rejecting, over controlling, and unfair. They are most likely to perceive their families as lacking in effective coping skills, emotional cohesions, and channels of communication (Grotevant and Copper, 1985).

Adolescents in the moratorium and achievement statuses fall in between these two extremes. They are neither detached from their parents nor entirely at peace with them. More than the family oriented foreclosed adolescents, adolescents in moratorium are relatively critical of their parents' views and relatively at odds with them about how they should lead their lives. As a moratorium resolves in to identity achievement, these tensions gradually diminish and is replaced by mutual respect, although not necessarily agreement, concerning the young person's occupational, ideological and interpersonal commitment (Lapsley, cited in Kimmel, 1995).

Many investigators have different views about the role of parents in adolescent socialization. Scart and Mc Cartiney (cited in Grusec and Kuczynski, 1997)

argue that parents have little effect on their adolescent children socialization in the normal developmental range.

In contrast to the position that disregards, the need of parents in child socialization, there is considerable evidence that parents play a special and central role in the socialization of their adolescent children. For instance the conflict free parent-child relationship and strong bond between child and parent are associated with the child's positive outcomes (Grusec, and Kuczynski, 1997). The view implies that parents may be considered as either a hindrance or facilitating factors for adolescent growth.

Confirming to this viewpoint, Baumrind, Maccoby, and Martin (cited in Nancy, 2003) reveal that parenting is a complex activity manifested in various behaviors that work together and individually to influence child outcomes. They further added that specific parenting practices are less important in predicting child behavior than is the broad pattern of parenting. In line with this view, Grusec and Kuczynski (1997) indicate that the socialization process must be seen involving many other peoples, not only the parents especially peers, extended families, the school, and the media have great impact on child socialization. Parenting style provides a good indication of parents' function to predict a child's behavior, because developmental process from early life through adolescence directly related to the type of parenting styles (Steinberg, 1993). It is important to question how the relationship differs from family to family and whether these differences have important consequences on adolescents. According to Steinberg, (1993) a widely accepted model of parenting styles are identified by Baumrind, Maccoby, and Martin.

### **2.1.1 The Dimensions of Parenting**

Parents may naturally want their children to be socially mature but may fail in trying to get to accomplish this. For long time, developmentalists have looked for ingredients of parenting that enhance competent socio-emotional development in children (Santrok, 1999). The socialization of children involves

modeling, nurturance, communication, monitoring, guidance, discipline, and occasional punishment, sometimes summed up as "love and limit" (Pitzer, 2003). This relation of parents and children can be described in terms of the interaction between two dimensions of parental behavior (Hertherington & Parke, 1993). The two dimensions that researchers often deal with are parental support and parental control. Parental support indicates how much parents care, close and affectionate their children seem to reflect the amount of caring, closeness, and affection their parents have shown to them or give to children. Parental control refers to the extent to which parents impose rules and discipline in raising their children which is determined by the degree of flexibility that parents use in enforcing rules and discipline (Amato & Booth, cited in Olson & Defrain, 2000).

Maccoby & Martin (cited in Steinberg, 1989) also describe the two aspects of the parents' behavior toward adolescent that are critical as parental responsiveness and parental demandingness. Responsiveness refers to the extent to which parents treat their children in an accepting and supportive manner. Parental demandingness refers to the extent to which parents expect to have mature and responsible children (Baumrind, cited in Steinberg, 1989).

Furthermore, Baumrind (cited in Darling, 1999) state that parental demandingness (behavioral control) as degree of that parents make children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the children who disobey. Parental responsiveness also refers to the effort parents make to enhance their children's individuality, self-regulation, and self-assertion by taking into consideration children's needs and demands.

These two dimensions have a social, psychological, and academic impact on the children. For instance, parental support is related to a variety of positive outcomes for children including better academic achievement, higher self-esteem, more social competence, and better psychological adjustment (Amato &

Booth, cited in Olson & Defrain, 2000). Since responsiveness and demandingness are more or less independent of each other, it is possible for parent to be very demanding without being responsive and vice versa (Steinberg, 1989).

By the early 1980s, Baumrind’s authoritative-authoritarian-permissive parenting model was firmly established in the field of child development and served as the organizing heuristic for most discussions of parents’ influence on children’s development (Nancy & Steinberg, 1993).

However, many recent studies (Steinberg, 1983; Lamborn et al., 1991) recommend the 1983, revised model of parenting by Maccoby and Martin. Maccoby and Martin, by examining the interactive and combined effects of the two dimensions of parenting, (i.e. responsiveness and demandingness), developed four types of parenting styles (Authoritative, Authoritarian, Indulgent, and Neglectful). Many studies of parents and teenagers indicate that the four classifications scheme is essential in understanding the impact of parents’ behavior on the adolescents (Steinberg, 1993). As can be seen from the table below, responsive but not demanding parents are labeled indulgent, where as one who is equally responsive but also very demanding is labeled authoritative. Parents who are very demanding but not responsive are authoritarian; parents who are neither demanding nor responsive are labeled neglectful.

**Table 1: Classification of four Patterns of Parenting Along the Dimensions of Warmth/Acceptance in Conjunction with the Dimensions of Control/Demandingness.**

	Warmth/Acceptance	Unresponsive/Rejecting
Control/Demanding	AUTHORITATIVE	AUTHORITARIAN
Uncontrol/Undemanding	INDULGENT	NEGLECTING

## **2.1.2 Four Parenting Styles**

Parents can be categorized into four types of parenting styles based on whether they exercise high or low on parental demandingness and responsiveness. These are indulgent, authoritarian, authoritative, and neglectful (Maccoby & Martin, cited in Darling, 1999). They are different in patterns of parental values, practices, and behaviors (Baumrind, cited in Darling, 1999) and involve a distinct balance of responsiveness and demandingness.

### **2.1.2.1 Indulgent Parents**

Indulgent parents are also called permissive or nondirective. They are more responsive but they are less demanding (Baumrind, cited in Darling, 1999). Although these parents are highly involved with their children, they do not control them, as they should. Children, whose parents are indulgent, are socially incompetent. They especially lack self-control. Such parents allow their children to exercise different types of activities, but they do not provide clear rules (Santrock, 1999). They are inconsistent in matters of discipline. Indulgent parents are more likely to believe that if they place demands on their children, it will affect their health development. So, they do not try to shape their children's behavior because they consider themselves resources, which the children may or may not choose to use (Steinberg, 1989).

### **2.1.2.2 Authoritarian Parents**

Authoritarian parents are highly demanding and directive, without being responsive. These parents provide rules and orders to their children, and are expected them to respect them without questioning even though the rules are not clearly explained (Baumrind, cited in Darling, 1999).

They are persistent in enforcement rules in the face of opposition without considering their children's desires and opinions (Hertherington & Parke, 1993). These types of parents highly control their children and do not allow them to talk (Santrock, 1999). They use harsh and punitive means of discipline

so that they are low in warmth but highly involved with their children (Hertherington & Parke, 1993). They tend to be restrictive and follow punitive style in order to get the children to follow their direction and to respect work and effort (Santrock, 1999).

Authoritarian parents do not encourage independent behavior so that they tend to place a good deal of importance on restricting the children's autonomy (Steinberg, 1989).

### **2.1.2.3 Authoritative Parents**

Authoritative parents are both demanding and responsive. They monitor and provide clear standards for their children's conduct. They tend to be assertive rather than intrusive and restrictive. They also tend to favor supportive rather than punitive disciplinary measures. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative (Baumrind, cited in Darling, 1999). Although authoritative parenting allows children to be independent, there is still restriction and supervision of their actions. Extensive communication is allowed, and these types of parents are warm and nurturing toward the children (Santrock, 1999). The standards for the children's conduct are set by authoritative parents by forming expectations that are consistent with children's developing needs and capabilities. They highly encourage the development of autonomy and self-direction by assuming the ultimate responsibility for their children's behavior. Authoritative parents are rational, and they always like discussion and explanation with their children over matters of discipline (Steinberg, 1989).

### **2.1.2.4 Neglectful Parents**

Neglectful parents are low in both responsiveness and demandingness (Darling, 1999). These types of parents have children that are socially incompetent, and they especially lack self-control.

They do not care about the children's activities and where about. They almost do not know their children's performance in school and their interaction with their friends. Children reared in this fashion are rarely allowed to participate in decision-making. They are also eager to have parents who care about them. These children are low in self-control and do not develop independence well (Santrock, 1999). Neglectful parents do not bring up their children according to a set of beliefs about what is good for the children's development. Instead they structure their home life primarily around their own needs and interests. Since they do not value to interact with their children, they try to minimize the time and energy that they have (Steinberg, 1989)

Adolescence has been characterized by Erikson as the period in the human life cycle during which the individual must establish a sense of personal identity and avoid the dangers of identity confusion. Identity achievement implies that the individual assesses strengths and weaknesses and determines how he or she wants to deal with them. The adolescent must find an answer to the identity questions: "where did I come from?", "who am I?", "what do I want to become?" Identity or a sense of sameness and continuity must be searched for. Identity is not readily given to the individual by society, nor does it appear as a maturational phenomenon when the time comes. Identity must be acquired through sustained individual effort. Unwillingness to work actively on one's identity formation carries with it the danger of role diffusion, which may result in alienation and a sense of isolation and confusion (Muuss, 1996).

## **2.2 Theoretical and Conceptual Framework of Identity**

### **2.2.1 Theoretical Framework of Identity**

In his theory of psychosocial development, Erik Erikson (1963) identified eight major crises that build up on each other during the lifespan, such that the outcomes of all childhood stages contribute to the establishment of an identity during adolescence. Erikson (1971) posited that the process of identity development begins when infants first recognize their mother and her trust

worthiness. In the autonomy stage, toddlers develop the courage to be independent individuals and the will power to chose and guide their future. Preschool children in the initiative stage bring a sense of purpose to their identity through curiosity and experimentation. In the industry stage school age children build the foundation for a sense of duty in life, whereas these identifications are optimal, adverse outcomes can occur during this child hood stage. An individual who develops a negative self image during these early crises enters the fifth stages with a lack of trust, experiences, shame and doubt, and a sense of failure in competency.

The central task of Erikson's fifth stage of psychosocial development is the resolution of identity crises. The period of adolescence involve a moratorium for the integration of all the identity elements established in the childhood stage (Marcia et al., 1993). Identity fluctuates during the teenage years as adolescents actively explore alternatives by trying out various roles offered by their society. In their search for continuity and sameness, the adolescent attempts to incorporate the morality learned in childhood with personal aptitudes and the opportunities offered in social roles (Erikson, 1971)

### **2.2.2 Conceptual Framework for Identity Development**

In Erikson's view (cited in Baumeister et Al., 1995) failure to resolve a developmental task at the appropriate age creates further problem in later life. Erikson (cited in Lounden, 2005) gave much emphasis on the importance of successful adolescent identity achievement to future functioning. Marcia (1993) also states that adolescents who have experienced identity crisis and successfully resolved the crisis in various identity dimensions are superior than others who have not experienced exploration and commitment.

According to Marcia (1993), not all individuals achieve identity during adolescence. One thing we should bear in mind is that only limited changes occur prior or during the high school age and it is during college years that the greatest gain in identity formation appears to occur (Waterman 1993). Because,

college environment provides diversity of experiences that expose students to a very wide range of alternative career goals, beliefs, and lifestyles that are most suited to explore identity concerns. Beside this, during college years the pattern of social pressure from parental influences and peer conformity on identity formation become less. Rather, the expectations and preferences of dating partner play great role for identity formation of students at college years (Lounden, 2005)

### **2.2.3 Aspects of Identity**

Miller (cited in Cheek 1982) stated that identity is the construct that defines who or what a particular person is. The diverse elements that compromise the identity of an individual can be divided into two general categories. One involves a person's social status and relationships, which may be called social identity; the other is one's private conception of the self and feelings of continuity and uniqueness, or personal identity.

### **2.2.4 Adolescent Identity and the Consolidation of Self**

Adolescence is the time in life that begins with an intense concern for defining one's individual nature and it ends when one has established a consolidated sense of self-identity. Identity formation serves a dual function (psychological and social function). On one hand, constructing a personal identity is a psychological endeavor, instigated by one's own need to organize and understand one's experience of individuality; on the other hand, it is a social process, instigated by others' demands, that one identifies oneself in terms of chosen familial, occupational and social roles. The search for identity occurs in response to both external and internal forces, requiring a solution that meets the challenges of both. For the sake of one's own internal satisfaction, there is a need to establish an identity that is consistent, comprehensive, and without intrinsic contradictions. For the sake of one's relations with others, one must establish an identity that determines one's role in the various social networks

to which one belongs, and that makes clear one's own status and position in the general social order (Papalia, 1999).

Because an identity must serve these dual functions, the adolescent's task is doubly complex: not only must the adolescent weave an identity structure that is conceptually sound (meeting cognitive standard such as logical adequacy, coherence, systematic), but at the same time this identity must be realistic and effective in one's transactions with society at large (Marcia et al., 1993)

But, the process of identity consolidation does not begin in adolescence, nor does it end there. Rather, the search for identity has its root in infancy and childhood, and even after adolescence it continues to be a lifelong process of revising and recognizing one's identity. Especially in adolescence period the intensity, and in many cases the sense of crisis, that accompanies the adolescent's initial attempt at constructing a coherent and socially responsive personal identity never before or again are the stakes of this search so high (Damon, 1983).

### **2.2.5 Jams Marcia's View on Identity Development**

Erikson's theory remains in many important ways the starting point for most of contemporary identity research since it provides the foundation for understanding the process underlying adolescent identity formation, and thus set the standards against which scholars compare their findings. Much research has emerged that has validated Erikson's psychological stages by testing his theoretical assumptions empirically; in addition, this process has generated new ideas and refined old ones. However, it is important to bear in mind that Erikson never endorsed the empirical research intended to explain and validate his theory (Archer, cited in Muuss, 1996)

The early efforts to operationalize Erikson's theory and to develop a structured identity status interview to determine identity formation come from James Marcia. His dissertation "determination and construct validity of ego identity

status” and the numerous subsequent research studies by him and his followers constitutes such an expansion and elaboration of Erikson’s theory and focuses especially on his theoretical constructs of the adolescence stage of identity versus identity confusion (Conger, 1991). Marcia identifies various patterns and common issues operating in youths, who are exploring the adolescent identity issues. In addition, Marcia’s conceptualizations have stimulated others to pursue identity status research (Muuss, 1996).

According to Marcia, the criteria for attainment of a mature identity are based on two essential variables that Erikson had already identified: crisis/exploration or commitment. Crisis/exploration refers to the time during adolescence when the individual actively examines developmental opportunities, identity issues, and questions parentally defined goals and values, and begins to search for personally appropriate alternatives in respect to occupation, goals, values, and beliefs. Commitment pertains to the extent that the individual is personally involved in and expresses allegiance to self-chosen aspirations, goals, values, beliefs and occupation (Berzonsky, Bilsker and Marcia, cited in Muuss, 1996). In appealing these criteria of the absence or the presence of crisis/exploration as well as that of commitment to Erikson’s adolescent stage identity versus role diffusion, the following four identity statuses were emerged by James Marcia.

#### **2.2.5.1 Identity Achievement**

After an individual is experiencing a psychological moratorium and explored identity issues and crisis, as a result, has begun to develop more permanent personal commitment, he or she has achieved an identity.

An identity achievement has developed after the individual has seriously and carefully evaluated various alternatives and has considered different options, but has found a personal value structure and made his or her decisions on their own terms. This identity formation process contrasts with that of the foreclosure subject, who remains, often by choice, very close to parental values

and expectations and willingly accept the parental ideology without seriously challenging parental beliefs (Muuss, 1996)

Individuals, who have achieved a strong sense of identity, especially after a period of active searching, are likely to be more autonomous, creative and complex in their thinking; more open, less self conscious and less self absorbed; and more resistant to pressure for conformity than adolescents who experience either identity foreclosure or identity confusion. They also exhibit greater capacity for intimacy, a more confident sexual identity, a more positive self-concept and more mature moral reasoning (Adams, Abraham, Markstrom, Bourne and Marcia, as cited in Conger, 1991). Although, their relationship with their parents is generally positive, they have typically achieved considerable independence from their families (Rowe and Marcia, cited in Conger 1991).

#### **2.2.5.2 Identity Moratorium**

The word moratorium is defined as a period of delay granted to somebody who is not yet ready to meet an obligation or make a commitment (Erikson, cited in Muuss, 1996). The moratorium of adolescence is defined as a developmental period during which commitments either have not yet been made or are rather exploratory and temporary. However, applied to identity formation, the concept suggests that there are still many unresolved questions and much ongoing personal exploration. The individual is in an active struggle to find answers, to search, to explore, to try on different roles and to play the field. In the process of actively perusing identity concerns, the individual is willing to explore new ideas, new behaviors and also to change (Muuss, 1996). Moratorium subjects, especially moratorium women have a greater tendency to use “adaptive regressive experiences” in the identity exploration process. Adaptive regression used in the service of ego development involves a temporary withdrawal from reality in order to master a higher-level synthesis (Bilsker and Marcia, cited in Muuss, 1996).

Erikson and Margharet Mead (as cited in Muuss, 1996) postulate that the adolescence period is a psychological moratorium, or an “as-if period” when an adolescent can experiment with different roles “as-if” they were committed to these roles. However, since it is only an “as-if” period they are not really held fully responsible for errors that they might make in trying out new roles. Moratorium subjects can still change their values and modify their commitments and they frequently do, in the process gaining new experiences and exploring a variety of new roles. That is why the moratorium may try different interpersonal relationships, cohabitations, homosexuality, bisexuality and heterosexuality.

### **2.2.5.3 Identity Foreclosure**

Is an interruption in the process of identity formation, a premature fixing of the adolescent’s self-image that interferes with the development of other possibilities for self definition. Young peoples whose identities have been prematurely foreclosed are likely to be highly approval oriented. They base their self-esteem largely on recognition by others, usually have high respect for authority, and tend to be more conforming and less autonomous than other youth (Steinberg, 1993). Compared to adolescents who have not experienced identity foreclosure, they are more interested in traditional religions, values, less thoughtfull and reflective, less anxious and more stereotyped and superficial, as well as less intimate in their personal relationships (Orlofsky, et al. cited in conger, 1991).

Foreclosure subjects are committed to goals, values, an occupation, and a personal ideology. Consequently, in everyday life they superficially may appear very much like identity achieved subjects, with whom they actually share some characteristics. However, foreclosure subjects differ from identity achieved subjects in that they have not gone through the reflective process of intensive searching and personal exploration. They have never seriously considered other values and other alternatives for themselves. The goals they aim for and the

values and beliefs they endorse are those adopted from parents or other models such as relatives, media personalities, or peers (Muuss, 1996).

Although, they do not differ from their peers in overall intelligence, identity foreclosed youths have difficulty being flexible and responding appropriately when confronted with stressful cognitive tasks; they seem to have a greater need for structure and order in their lives (Conger, 1991).

#### **2.2.5.4 Identity Diffusion**

Adolescents may go through a prolonged period of identity diffusion. Some never develop a strong, clear sense of identity; these are adolescents who “cannot find themselves; who keep themselves loose and unattached, committed to a bachelor hood of pre identity” (Douvan and Adelson, cited in Conger, 1991) such a person may exhibit a pathological prolonged identity crisis, never achieving any consistent loyalties or commitments (Conger, 1991).

The identity diffused individual has no apparent personal commitment to occupation, religion or politics and has not yet developed a consistent set of personal standards for sexual behavior and by implication for any of the goals, values and choices of the other domains. The diffused subject has not explored identity issues actively nor gone through a genuine struggle in terms of reevaluating, searching, considering and deciding personal alternatives. Consequently, identity diffusion can encompass a variety of different behavior patterns, from an aimless drifting, to a manipulative selfishness, to a morbid self preoccupation (Muuss, 1996).

For the child entering adolescence who has not yet been confronted with identity decisions, diffusion appears to emerge due to a pre crisis lack of commitment, which there for, may be a common experience, perhaps developmentally necessary. Apparently it is a kind of psychological instability typically experienced by early adolescents, as the data by Meilman and Archer convincingly demonstrated (Meilman and archer, cited in Steinberg, 1993).

Apparently adolescents who are suffering from an unresolved ego crisis of Erikson's first stage, Trust versus mistrust, unable to trust people, they use them. In addition some identity diffused adolescents avoid anxiety, exploration and confrontation by means of alcohol or drugs or by otherwise avoiding and/or denying the issue that need to be worked through. Others are alienated from their social, educational and political world without actively challenging or questioning these situations. Still other diffused adolescents are in a state of psychological fluidity. Uncommitted to a personal system of values, they are open to all kinds of influences. When opportunities rise, they may make advantage of them, often without design or purpose, certainly without any personal commitment (Muuss, 1996).

### **2.3 Development of Commitments**

Most research on identity development is based on Marcia's (1966) status model, which offers a differentiation of the bipolar outcome of the identity crisis in adolescence described by Erikson. According to the status model, individuals can be classified into one of four statuses on the basis of the process variables "exploration" and "commitment" in various content domains (Waterman, cited in Bosma et al., 2001).

The foreclosed status is characterized by strong commitments without exploration, the diffused status by absence of commitments and absence of exploration, moratorium by absence of commitments but active exploration, and achievement by strong commitments that have been chosen after a process of exploration (James & Charles, 1983).

**Table 2: The interaction of commitment and exploration to affect identity formation of adolescents**

	Exploration present	Exploration absent
Commitment present	ACHIEVEMENT	FORECLOSURE
Commitment absent	MORATORIUM	DIFFUSION

## **2.4 The Relationship between Parenting Styles and Adolescents Identity Status**

Connectedness within the family interaction pattern refers to a supportive, sensitive, and responsive family environment (Grotevant and Cooper, 1985). Research suggests that parenting styles characterized by warmth, feelings of closeness and security, support, acceptance, and frequent demonstrations of praise appear to enhance the identity formation process during adolescence (Adams et al., cited in Kamptner, 1988).

In addition to a supportive and secure family environment, families who provide for individuality (i.e., allowing expressions of the distinctiveness of self) and autonomy, and who exert minimal parental control within the family interaction pattern, also appear to enhance adolescent identity formation

Conversely, adolescents who perform "lowest" on identity assessments have typically been described as having experienced rejecting and detached home reactions, with parents perceived as being indifferent, inactive, uninvolved, detached, and rejecting (Kamptner, 1988). This latter group of adolescents also tends to lack confidence in parental supports (Marcia, 1983). In addition to that, adolescents, whose parents use harsh punishment are likely to develop lower self-esteem, less advanced moral values, and diffused identity than their

peers. They also are more likely to have problems in school, use drugs, and develop behavior problems.

Specifically, researches have been conducted on the relationship between adolescent's identity status and parental socialization styles. Kimmel and Weiner (1985), for example, indicated that, because of their supportive, accepting, and responsible but not domineering stance, authoritative parents fosters security in consolidating alternatives and finally helps their adolescent children toward identity achievement. Whereas, authoritarian parents, since they tell their children what to think and do, often promote identity foreclosure rather than movement through moratorium to identity achievement. Permissive parents (indulgent and neglectful), while giving their youngsters free rein to make their own decisions, seldom guide them in choosing well or facing up to their mistakes, these adolescents may be inclined toward identity diffusion.

## **2.5 Sex Differences in Identity Formation**

Concerning sex differences in identity development, though biological factors play certain role in the content of identity choice, both male and female adolescents undergo comparable experiences of exploration and commitment.

Any sex difference in identity status may be the function of socio-cultural influence. Otherwise, male and female adolescents go through similar patterns of identity development (Waterman, 1993).

Examination of identity development by gender has received increased attention. Two particular veins of this research have surfaced. Studies conducted by Archer(1982, 1989), Adams and Fitch (1982), and Grotevant and Thorbecke (1982) have examined gender differences in identity development within the more traditional Eriksonian framework. In contrast, work by Gilligan and associates (1979, 1988) and Lyons (1983) challenges Erikson's theory of identity development with regard to gender. They argue that Erikson's concepts

of psychosocial development are male oriented and do not reflect the female experience.

Archer's (1982) cross-sectional study of early and middle adolescents addressed the issue of gender differences in identity development, in addition to age-related differences. Using Marcia's (1966) ego-identity interview format, 160 subjects were interviewed. Results indicated no significant gender differences according to grade level. Further, when responses were examined according to specific content areas (e.g., vocational, religious, and political), no significant differences in identity status by gender were obtained. Archer concluded that females and males proceed through the identity statuses in like fashion.

Actually, Erikson (cited in Waterman, 1993) did not postulate different identity development procedures for males and females. Likewise, Marcia (as cited on J. Streitmatter, 1993) conducted a research with 80 participants and did not find significant difference between male and female adolescents in terms of identity formation.

## **2.6 Studies on Adolescents Identity in Ethiopian Context**

Research on the relationship between parenting styles and adolescents identity formation is almost not touched in our country. Even though, an identity development of adolescents in Ethiopia was not studied, some general studies have been conducted to assess the child rearing practice and its effect on different outcomes of children and adolescent (Sintayehu, 1998; Abesha, 1997; Abraham, 1996; Markos, 1996; Habtamu, 1997; Reiner, 1974; Ringness and Gander, 1974; Levine, 1972; and Cox, 1976). However, most of them have not tried to examine psychological adjustment of adolescents in general and adolescent's identity in particular.

Moreover, according to the findings of Yekoyealem (2005), there existed some predictable differences in identity status among adolescents. In addition, he

also indicated that adolescent's sex was significantly correlated with identity status.

Based on his study, parenting style have found to be significantly correlated to identity formation of adolescents. And Yekoyealem (2005) conclude that authoritative parents facilitate the development of mature identity statuses. On the contrary according to Yekoyealem authoritarian, indulgent, and neglectful parents affect the development of mature identity statuses.

Overall, the results of his study clearly indicated that male adolescents reveal a more matured identity status (identity achievement) than female adolescents. On the contrary, females scored higher mean values on diffusion and foreclosure status than male adolescents. Thus, it can be concluded that male and female adolescents differ significantly in their identity status as a result of perceived parenting styles.

In addition to Yekoyealm (2005), Zemzem (2006) tried to show the relationship between parental involvement and identity status of adolescents. According to her findings, parental involvement was significantly correlated to adolescent's identity achievement. Adolescents who describe their parents as moderate in their involvement were related with identity achievement. In contrast, those adolescents who characterize their parents as low in their involvement were related to identity diffusion and those with high involvement with their parents reveal foreclosed in their identity.

In her study, Zemzem, (2006) found that adolescents' sex is also a significant determinant in identity formation. Her study indicated that female adolescents scored higher on identity achievement measure than males, but male adolescents score highest on diffusion and identity moratorium.

Although, many of the studies stated above indicates the child rearing practice of Ethiopia and its relation to adolescents' academic performance. But some studies especially Yekoyealem (2005) and Zemzem (2006) try to show the

relationship between parenting style and identity formation of adolescents. But the findings of these two individuals show some contradictions, especially on the sex of adolescents and its relation with adolescents' identity formation. So, the major purpose of the present study is, therefore to investigate the relationship between parenting style and the identity formation of adolescents. And to show the effect of sex on identity formation of adolescents to fill the gap that have been found in the previous studies Yekoyealem (2005) and Zemzem (2006).

## **CHAPTER THREE**

### **METHODS**

This section describes the method, sampling procedure, instruments that have been used in the study, and the participants that were selected for the study.

#### **3.1 Target Population**

The target population of this study were grade 11 and grade 12 preparatory students in Addis Ababa. From a total of ten sub cities which are found in the city, two sub cities (Kolfe Keranyo and Nifassilk Lafto) were selected to conduct the research. The selection of these two sub cities were made using simple random sampling (i.e., lottery method)

#### **3.2 Participants of the Study (Samples)**

Participants of this study were selected from the two preparatory schools (Keftegna 23 Preparatory School and Millennium Preparatory School) that are found in the two sub cities (Kolfe Keranyo and Nifassilk Lafto).

In these two preparatory schools, 2521 students were found (1513 males and 1008 females). From these students, 260 students were selected to participate in this study. This was based on the sample size determination by Gay and Airasian (cited in Christenson, 2004). The sampling procedure employed was stratified random sampling. After the participants were divided into two strata, based on their sex (as male and female), a systematic sampling procedure was used to select the students. Since the number of male and female students were not equal in the two schools disproportionate stratified random sampling was used to obtain equal number of male and female students.

Finally, equal number of male and female students were selected from each stratum using systematic sampling and constitute the sample of the study.

This was done using the students list that was obtained from the homeroom teachers.

After rejecting those respondents who provide incomplete responses (two female and five male students), and those students whose scores fall on the median point of the measure of parenting dimensions (warmth/responsiveness and control/demandingness), 53 students were rejected, and finally the number of the participants were reduced to 200.

Parents whose scores fall on the median point of the dimensions were excluded from the analysis in order to ensure that the four groups of parents represented relatively distinct categories.

### **3.3 Instruments for Data Collection**

The instruments that were used for data collection was a structured questionnaire, which was filled by the students. The questionnaire that was used for data collection contains three parts, which are the background information of the students and his or her own family, questions that concern participants' perception of their parents' involvement on child rearing and finally questions concerning identity of the students.

#### **A. Demographic Data**

The first part of the questionnaire was used to secure the background information of the students and their own families. In this part, the students have given the information that relate with their background and the background of their families (socioeconomic status and educational background).

#### **B. Measure for Perceived Parenting Style**

The second part of the tool was used to measure perceived parenting style. This was originally developed by Maccoby and Martin (1983), and used by other local

researchers (Yekoyealem, 2005; and Zemzem, 2006). The questionnaire included 20 items that were used to assess warmth/responsiveness and control/demandingness dimensions of parenting and that were used to categorize parents into one of the four parenting groups. The warmth/responsiveness subscale was used to measure adolescent's perception of their parents as warm, loving, responsive and involved. This subscale includes ten items which was scored on a four point scale ranging from "strongly agree" to "strongly disagree". The controlling/demandingness subscale was used to measure the degree of parental monitoring, supervision and limit setting. This subscale was including ten items with possible responses ranging from "don't know" to "know a lot".

Grouping in to one of the four parenting style was made based on the scores on warmth/responsiveness and control/demandingness subscales; parents perceived as authoritarian were those below the median on warmth/responsiveness but above the median on control/demandingness. Authoritative parents were those above the median on both warmth/responsiveness and control/demandingness subscales; whereas, neglectful parents were those in the lowest group on both dimensions. And finally indulgent parents were high on warmth/responsiveness but low on control/demandingness dimensions.

### **C. Measure for Identity Status of Adolescents**

The third part of the tool is the Extended Measure of Ego Identity Status (EOMEI-2 revised) that was originally developed by Benion and Adams (1986) and used by other local researchers (Yekoyealem, 2005, Zemzem, 2006, Misaye, 2009). It consists of 64 items in Likert type. The 64 items were used to assess the presence or absence of exploration and commitment within the area of vocational, politics, lifestyles, recreational choices, friendship, and gender roles. The assessment was made to categorize respondents into different identity status groups (confusion, foreclosure, moratorium, and achievement).

Classifying in to a single identity status was made based on their raw scores as suggested by Adams (1989). Adams suggested that classification of individuals in to a single identity status can be made by comparing raw scores on each identity status sub scales. For example, if a person scores highest on foreclosure subscale, he or she is grouped under foreclosure identity status.

### **3.4 Pilot Testing**

The main purpose of the pilot test was to check the reliability of the instruments. In addition, the pilot was conducted to get a lesson to refine the instruments by making certain amendments prior to administering the instruments for the main study. The pilot sample consisted of 30 students who were randomly selected. From all 30 students, 15 were from Higher 23 Preparatory School and the other 15 were from Millennium Preparatory School.

The responses of the respondents were scored to test the reliability of items. Chronbach alpha was employed to determine the reliability of items by using SPSS. In the case of parenting style measure items on parental warmth/responsiveness had reliability coefficient of 0.82, whereas parental control/demandingness had reliability coefficient of 0.83. The overall reliability of identity measuring scale was 0.72. After computing the reliability of all items using chronbach alpha, a minor modification was made on few questions (on identity measuring tool question number 12, 35, 44, and 60 was modified specially on the Amharic version of it).

### **3.5 Procedure for Data Collection**

Before the questionnaire was administered the purpose of the study was discussed with the students and the director of the school. The date to disseminate the questionnaire was also agreed up on.

As mentioned before, the tool was used by previous local researchers to collect data. So the Amharic version of these measures was used with a little modification.

### **3.6 Data Analysis**

After the data collection, all collected data were compiled and summarized and the statistical package for the Social sciences (SPSS version 15.0) was used to compute all the necessary statistics.

After the data were coded and entered to the computer different statistical analysis were used.

1. To summarize the raw data (i.e., to see average, to see proportion of certain characteristics of the variables), descriptive statistics such as mean, standard deviations, and percentages were computed.
2. Multivariate analysis of variance (MANOVA) was used to crystallize the independent effect of each variable on the four identity status taken simultaneously as outcome variable.
3. One way analysis of variance (ANOVA) was used to find out the specific effect of each predictor variable, which was found on the MANOVA test.
4. Following the MANOVA, Tukey/kramer's post hoc multiple pair wise comparison of means was used to check cell mean difference.

## CHAPTER FOUR

### RESULTS

#### 4.1 Demographic Characteristics of Participants

The demographic characteristics of the students by sex, age, and parental educational background are presented in Table 1 below. As can be seen from this table, most of the adolescents are from literate families and only 28 or 14.0% are from illiterate parents.

*Table 3: The Demographic Characteristic of the Study Sample by Sex, Age, and Parental Educational background*

Sex	Frequency	Percent
male	104	52.0
female	96	48.0
Age	Frequency	Percent
17.00	32	16.0
18.00	59	29.5
19.00	64	32.0
20.00	32	16.0
21.00	13	6.5
PEB	Frequency	Percent
illiterate	28	14.0
1-8	55	27.5
9-12	57	28.5
Higher education	60	30.0

\*PEB Parental Educational Background

## 4.2 The Four-Fold model of Parenting Styles

The table below provides information about the size of participants based on the four-folds of parenting style. It also provides the mean and standard deviation of the two dimensions of parenting.

**Table 4. Summary of number of cases, means, and standard deviations of each of the four parenting groups on warmth/involvement and control/ demandingness measure.**

	Authoritarian	Authoritative	Indulgent	Neglectful	Total
Frequency	32	67	37	64	200
Percent	16.0	33.5	18.5	32.0	100
Warmth					
Mean	23.69	33.37	32.91	23.44	28.56
SD	4.18	2.69	3.23	3.31	5.84
Control					
Mean	25.91	26.10	18.49	17.58	21.94
SD	2.56	2.40	2.35	2.96	4.84

As can be observed from the table above, from the 200 study participants, large number of participants (67 or 33.5%) perceived their parents as authoritative and comparatively the same amount of participants (64 or 32.0%) perceive their parents as neglectful, (37 or 18.5%) of participants perceive their parents as permissive and finally (32 or 16.0%) of participants perceive their parents as authoritarian.

Parents, who were rated labeled by their children as authoritative scored high on both measure of warmth/involvement (mean=33.37) and control/demandingness (mean= 26.10). On the other hand parents who labeled by their children authoritarian and neglectful scored relatively equal mean (mean= 23.69 and mean= 23.44) respectively on the measure of warmth/involvement. But on the control/demandingness measure there is a difference on authoritarian and neglectful parents (mean=25.9) and (mean=17.58). Finally parents who rated as permissive by their children scored highest on warmth (mean=32.91) and lowest on control/demandingness

(mean=17.58). In general from the total four categories of parenting styles those parents who labeled as authoritative score highest on the warmth/involvement measure and those neglectful parents score lowest on the same measure. On the control/demandingness measure, authoritarian parents score the highest mean and neglectful parents score the lowest mean.

Therefore as shown from the above table authoritative parenting style is the most observed parenting style. On the contrary authoritarian parenting style is the least observed (from the total 200 participants only 32 participants rated their parents as authoritarian). Next to authoritative parenting style in this study neglectful parenting style also observed 32.0% of the samples were from neglectful parents.

### 4.3 Intercorrelation between Predictor Variables and Outcome Variables

Since the basic question of this study was to see the effect of the predictor variables (parental educational background, sex, and parenting style) on the outcome variables (identity formation). The table below shows the intercorrelation among those predictor and outcome variables.

**Table 5. Inter Correlation Among Variables**

Variables	2	3	4	5	6	7
1.sex	-.034	-.093	-.010	-.107	.015	.136
2.PEB	1	-.036	.216(**)	.017	.147(*)	.093
3.parenting		1	.196(**)	.226(**)	.186(*)	.162(*)
4.achievement			1	-.181(**)	-.161(*)	.299(**)
5.diffusion				1	.281(**)	-.060
6.forclosure					1	-.031
7.moratorium						1

\*\* P< 0.01

\* P< 0.05

PEB- Parental Educational Background.

As can be seen from the above table two of the predictor variables (parental educational background and parenting style) show a significant relationship with the outcome variables (each identity status category). But the other predictor variable (sex of participants) did not show any significant relationship like the other predictor variables.

When we see the intercorrelation between each outcome variable, there is a positive and significant relationship between the two low levels of identity statuses (diffusion and foreclosure), and the other two high level of identity statuses (achievement and moratorium).

In general, the pattern of correlation between those predictor and outcome variables shows that, only two of the predictor variables (parental educational background and parenting style) have a significant relationship with the outcome variables (identity formation).

#### **4.4 Mean and Standard Deviations of Identity Status of Adolescents Based on Parenting Styles**

Since parenting style is the first predictor variable in the study, the mean and standard deviations of identity measure of the adolescents from each parenting style is presented in the table below.

**Table 6: Summary mean and standard deviation on measure of identity status group between adolescents from authoritarian, authoritative, permissive and neglectful parents**

	Parenting styles							
	Authoritarian		Authoritative		Indulgent		Neglectful	
Identity status	Mean	SD	Mean	SD	Mean	SD	mean	SD
Achievement	39.44	8.09	45.37	6.69	36.64	7.47	38.68	7.33
Diffusion	37.02	4.95	34.31	6.14	41.01	7.26	42.91	6.63
Foreclosure	37.53	7.78	33.45	8.62	35.29	8.14	31.35	6.86
Moratorium	36.63	4.51	42.12	6.71	38.76	5.42	37.26	7.02

As shown in the above table mean and standard deviations of predictor variable parenting style and outcome variable identity is presented. As the table shows adolescents from authoritative parents score the highest mean in identity achievement (mean=45.37) and followed by adolescents from permissive parents (mean=44.64). The mean score which scored by adolescents from authoritative and permissive parents is highest when we compare it with those adolescents who perceive their parents as neglectful and authoritarian who scored a mean in identity achievement (mean=38.68) and (mean=39.44) respectively. On the other side on the second advanced status of identity (moratorium), those adolescents from authoritative parents score the highest mean value (mean=42.12) followed by adolescents who perceived their parents as permissive (mean=41.76) mean value. On the other hand, the highest level of mean on the least level of identity status especially identity diffusion is scored by adolescents who label their parents as neglectful followed by adolescents from authoritarian parents (mean=39.22) and (mean=37.02) respectively. On the foreclosure status adolescents from authoritative parents score the highest level of mean (mean=37.95) followed by adolescents who perceive their parents as permissive (mean=36.95).

Generally the table shows that those adolescents who perceive their parents as authoritative score better on identity achievement than adolescents from other kind of parenting styles. However, adolescents from neglectful parents score highest on identity diffusion status.

#### **4.5 Mean and Standard Deviations of Identity Status of Adolescents Based on Their Parental Educational Background**

Educational background of the parents is another predictor variable that treats in this research so that the means and standard deviations of identity measure of adolescents from each parental educational background is presented in the next table.

**Table 7: Summary of means and standard deviations on measure of identity status group between PEB**

	Parental educational background							
	Illiterate		1-8		9-12		Higher Education	
Identity status	mean	SD	Mean	SD	Mean	SD	Mean	SD
Achievement	39.93	7.24	40.24	7.51	43.98	7.17	43.90	8.22
Diffusion	37.89	7.19	36.74	5.52	36.29	5.39	37.88	7.93
Foreclosure	34.39	7.41	32.70	7.80	34.56	8.8.76	36.74	8.04
Moratorium	38.51	5.92	38.47	6.03	40.26	5.94	39.75	7.00

The third variables which treat as predictor variable is parental educational background. So to show the effect of parental educational background on the identity development of adolescents the means score and standard deviations of students from parents of different parental educational status is presented in the above table.

When we examine the mean scores of adolescents from parents of different educational background on the four types of identity statuses, those adolescents from parents who completed high school and higher education score the highest mean on identity achievement measure than those whose parents were illiterate or had only received elementary school education.

#### **4.6 Mean and Standard Deviations of Identity Status of Adolescents Based on their Sex**

Gender difference is the second predictor variable that treats in this research so that the means and standard deviations of identity measure of adolescents from each gender group is presented in the next table.

**Table 8: Summary of means and standard deviations on measure of identity status groups between male and female adolescents.**

	sex			
	Male		Female	
Identity status	Mean	SD	Mean	SD
Achievement	42.44	7.88	42.28	7.66
Diffusion	36.45	6.20	37.84	6.84
Foreclosure	34.80	8.58	34.55	7.79
Moratorium	40.19	5.76	38.47	6.76

On the measure of identity status based on the gender of adolescents, the following means and standard deviations were found. As shown from the table the mean score of those adolescents from the two sexes do not show a big difference. On the achievement status as can be shown from the table, the mean score of both sexes is almost equal. On the foreclosure and diffusion status also the mean value is also almost equal. On the contrary, the mean value of males and females on the moratorium identity status show a little difference (mean=40.19 and mean=38.47).

To check the existence of sex difference between boys and girls in identity status, independent sample t-test analysis was computed and analyzed below.

**Table 9: Mean Difference in Identity Status for Boys and Girls**

Identity status	Mean Difference	Std. Error Difference	Df	T
Achievement	0.15	1.10	198	0.14
Diffusion	1.39	0.92	198	1.51
Foreclosure	-0.25	1.16	198	-0.21
Moratorium	-1.71	0.89	198	-1.93*

P\* < 0.05

As presented in table 9 above there is no sex difference in achievement (t = 0.14, df=198, P > 0.05), diffusion (t = 1.51, df. = 198, P > 0.05) and foreclosure

( $t = -0.21$ ,  $df = 198$ ,  $P > 0.05$ ) identity status for boys and girls. However, the result disclosed that there is statistically significant mean difference among boys and girls in moratorium ( $t = -1.93$ ,  $df = 198$ ,  $P < 0.05$ ) identity status.

So as can be shown from the table it is possible to conclude that there is no as such visible difference on the measure of male and female mean score on the identity except for moratorium type.

#### **4.7 Result Obtained Using MANOVA**

In the MANOVA summary table presented below, the effects of each predictor variables (sex difference, parental educational background, and parenting style) are treated to observe the effect of each on the outcome variables.

**Table 10: Summary of MANOVA**

Source	Dependent Variable	D.F	M.S	F	Sig.	Partial Eta Squared
Corrected Model	Achievement	31	122.009	2.509	.000	.316
	Diffusion	31	69.361	1.840	.008	.253
	Foreclosure	31	97.378	1.584	.035	.226
	Moratorium	31	56.660	1.549	.043	.222
Sex	Achievement	1	.093	.002	.965	.000
	Diffusion	1	37.617	.998	.319	.006
	Foreclosure	1	4.301	.070	.792	.000
	Moratorium	1	146.018	3.991	.047	.023
PEB	Achievement	3	178.269	3.666	.014	.061
	Diffusion	3	36.031	.956	.415	.017
	Foreclosure	3	167.200	2.719	.046	.046
	Moratorium	3	67.062	1.833	.143	.032
Parenting	Achievement	3	412.034	8.473	.000	.131
	Diffusion	3	228.351	6.058	.001	.098
	Foreclosure	3	262.072	4.262	.006	.071
	Moratorium	3	65.739	1.797	.150	.031
sex * PEB	Achievement	3	11.176	.230	.876	.004
	Diffusion	3	55.740	1.479	.222	.026
	Foreclosure	3	47.661	.775	.509	.014
	Moratorium	3	21.820	.596	.618	.011
sex * Parenting	Achievement	3	68.009	1.399	.245	.024
	Diffusion	3	22.317	.592	.621	.010
	Foreclosure	3	45.769	.744	.527	.013
	Moratorium	3	11.029	.301	.824	.005
PEB * Parenting	Achievement	9	63.793	1.312	.234	.066
	Diffusion	9	74.435	1.975	.045	.096
	Foreclosure	9	66.142	1.076	.383	.054
	Moratorium	9	65.557	1.792	.073	.088
sex * PEB * Parenting	Achievement	9	87.454	1.798	.072	.088
	Diffusion	9	71.659	1.901	.055	.092
	Foreclosure	9	65.960	1.073	.386	.054
	Moratorium	9	48.945	1.338	.221	.067
Error	Achievement	168	48.630			
	Diffusion	168	37.696			
	Foreclosure	168	61.493			
	Moratorium	168	36.584			

PEB\* parental educational background

As shown from the table the first predictor variable (parenting style) shows the most significant effect on the outcome variable than the other predictor variables. Wilks' criterion,  $F(6.27)$ ,  $P < .01$ . Parenting style significantly affects the outcome variables. Achievement identity status,  $F(8.47)$ ,  $P < .01$ , diffusion identity status,  $F(6.06)$ ,  $P < .05$ , foreclosure identity status  $F(4.26)$ ,  $P < .05$ , but for moratorium identity status the effect of parenting style is not significant  $F(1.81)$ ,  $P > .05$ . And a follow-up univariate test for parenting style indicated a significant effect on the four outcome variables.

And also, the result of the overall MANOVA test shows the significant effect of parental educational background on the four identity statuses taken as a set. Wilks' criterion,  $F(1.83)$ ,  $P < .05$ . But as far as concerned the four identity statuses parental educational background have a significant effect on achievement identity status and foreclosure identity status (see table 9). But the follow up univariate test for parental educational background do not show any significant effect on the four outcome variables.

When we see the MANOVA test of significance on the third predictor variable (sex difference) it does not show any significant effect on the outcome variables. Wilks' criterion,  $F(1.62)$ ,  $P > .05$ . But in the case of adolescents sex difference it do have a significant effect only on one of the outcome variable (identity moratorium),  $F(3.99)$ ,  $P < .05$ .

In the above MANOVA summary table the independent effect of the predictor variable was not only tested but also the interactive effects of each predictor variables (sex difference, parental educational background, and parenting style) was also tested.

However, the MANOVA test indicates that the interaction effect of parenting and sex difference, parental educational background and sex difference, and parental educational background and parenting style do not have any significant effect on the four types of identity status. On the contrary the

interaction effects of the three predictor variables on the outcome variables show a significant effect.

So the significant test of MANOVA helps us to carry out further investigation on those predictor variables (parental educational background and parenting style) which have been significantly affect the outcome variables. But one predictor variable which does not have significant effect on the outcome variable is excluded from further post hoc tukey karamar test.

#### 4.8 One Way ANOVA

After examining the independent effect of each predictor variables on the outcome variables simultaneously, by using MANOVA, subsequently it is necessary to see the independent effect of each predictor variable on the outcome variable. From those three predictor variables the two of the predictor variables had significant effect on the outcome variables (parenting styles, and educational background of parents) and the other predictor variable (sex difference) did not have significant effect on the outcome. All variables were treated by using ANOVA.

**Table 11: Follow-up one way ANOVA for parenting styles and identity formation of adolescents.**

		S.S	D.F	M.S	F
achievement	Between Groups	1576.35	3	525.45	9.93**
	Within Groups	10375.73	196	52.94	
	Total	11952.08	199		
Diffusion	Between Groups	1362.61	3	497.54	6.76**
	Within Groups	10087.31	196	40.35	
	Total	11349.52	199		
foreclosure	Between Groups	1074.22	3	220.74	4.82**
	Within Groups	7908.51	196	61.67	
	Total	8483.12	199		
moratorium	Between Groups	140.15	3	146.72	4.68**
	Within Groups	7762.48	196	39.60	
	Total	7902.62	199		

\*p<0.01

Primarily, a multiple analysis of variance was done on identity formation of adolescents to find out a possible variation across groups of the four parenting styles. Accordingly a one way ANOVA carried across the various groups, indicated a statistically significant difference on the four categories of identity formation of adolescents. On identity achieved groups  $F= 9.926$ ,  $P < 0.05$ . On identity diffusion group there is also a statistically significant difference between adolescents from the four category of parenting style,  $F= 6.747$ ,  $P<0.05$ . Similarly to the rest identity status groups there is a statistically significant difference. For foreclosure identity status,  $F=4.822$ ,  $P<.003$ . And similarly for identity moratorium groups,  $F= 4.740$ ,  $P< 0.05$ .

**Table12: Follow-up one way ANOVA for parental educational background and identity formation of adolescents.**

		S.S	D.F	M.S	F
achievement	Between Groups	705.91	3	235.30	4.10**
	Within Groups	11246.17	196	57.38	
	Total	11952.08	199		
Diffusion	Between Groups	97.89	3	32.63	.76
	Within Groups	8385.23	196	42.78	
	Total	8483.12	199		
foreclosure	Between Groups	469.73	3	156.57	2.38
	Within Groups	12879.79	196	65.71	
	Total	13349.52	199		
moratorium	Between Groups	119.61	3	39.87	1.00
	Within Groups	7783.01	196	39.71	
	Total	7902.62	199		

\* $p<0.01$

Hence, once a MANOVA was done, it was necessary to see independently the four parental educational backgrounds, across the four identity statuses of adolescent participants. And as can be shown from the table there is only one statistically significant difference. On identity achieved groups of adolescents who are from the four category of parental educational backgrounds,  $F= 4.101$ ,  $P<0.05$ . But on all the other groups there is no statistically significant

difference but is found that adolescents of foreclosure identity status there is marginal statistical significance.

**Table 13: Follow-up one way ANOVA for sex difference and identity formation of adolescents.**

		S.S	D.F	M.S	F
achievement	Between Groups	1.11	1	1.11	.02
	Within Groups	11950.97	198	60.36	
	Total	11952.08	199		
Diffusion	Between Groups	96.70	1	96.70	2.28
	Within Groups	8386.42	198	42.36	
	Total	8483.12	199		
Foreclosure	Between Groups	3.02	1	3.02	.05
	Within Groups	13346.51	198	67.41	
	Total	13349.52	199		
Moratorium	Between Groups	146.51	1	146.51	3.74
	Within Groups	7756.11	198	39.17	
	Total	7902.62	199		

\*p<0.05

The test of MANOVA shows that there is no significant relationship between sex difference and the identity formation of adolescents. Furthermore the subsequent ANOVA also shows that there is no significant difference on the four type of identity development of adolescents based on their sex. But in the moratorium category of identity development there is a marginal statistical significance  $F=3.704$ ,  $P = 0.05$

#### **4.9 Post Hoc Comparisons of Means between Adolescents from the four different Parenting Styles**

On the test of MANOVA it has been shown that parenting style has a significant effect on the adolescent's identity formation. So that to observe the mean difference of adolescents from the four kinds of parenting styles post hoc multiple comparisons of means is used.

**Table 14: Post hoc multiple comparisons between adolescents from the four kinds of parenting style**

Dependent Variable	Parenting(I)	Parenting(J)	Mean Difference (I-J)	Std. Error
Achievement	Authoritarian	Authoritative	-5.9304(*)	1.49850
		permissive	2.8001	1.68345
		neglectful	2.7600	1.50981
Authoritative	Permissive	neglectful	8.7366(*)	1.42833
		neglectful	6.6954(*)	1.21887
Permissive	Neglectful	-2.0410	1.44019	
Diffusion	Authoritarian	Authoritative	2.7174	1.31933
		permissive	-3.9900	1.48216
		neglectful	-5.8906(*)	1.32928
Authoritative	Permissive	neglectful	-6.7008(*)	1.25755
		neglectful	-8.6188(*)	1.07314
Permissive	Neglectful	-1.9103	1.26799	
Foreclosure	Authoritarian	Authoritative	4.4240(*)	1.68507
		permissive	2.2406	1.89305
		neglectful	6.1821(*)	1.69779
Authoritative	Permissive	neglectful	-1.8421	1.60617
		neglectful	2.1058	1.37063
Permissive	Neglectful	3.9401	1.61950	
Moratorium	Authoritarian	Authoritative	-5.4907(*)	1.29973
		permissive	-2.1318	1.46014
		neglectful	-.6300	1.30954
Authoritative	Permissive	Neglectful	3.3681	1.23887
		Neglectful	4.8630(*)	1.05720
Permissive	Neglectful	1.5002	1.24916	

The mean difference is significant at 0.05 alpha level.

On the above table post hoc multiple comparisons of means is used to compare the mean difference of adolescents identity status from the four parenting style namely authoritative, authoritarian, permissive and neglectful.

The result of the post hoc comparison in the above table revealed the mean differences of identity status of adolescents from the four parenting style category. In the identity achievement category there is a significant mean difference between adolescents from authoritarian parents and adolescents from authoritative parents, authoritative and permissive, authoritative and neglectful. In the achievement cell there is no other significant mean difference between other parenting styles.

On the diffusion category there is a significant mean difference between adolescents from authoritarian and neglectful parents (mean difference=-5.8906), authoritative and permissive parents (mean difference=-6.7008), and finally there is a significant mean difference between adolescents from authoritative and neglectful parents. But in all the other cases there is no significant mean difference between adolescents from different parenting styles.

On the other hand in the foreclosure and moratorium identity status, there is also some significant mean difference between the comparisons of each identity status measure.

#### **4.10 Post Hoc Comparisons of Means between Adolescents from Different Parental Educational Background**

On the test of MANOVA it has been shown that parental educational background has a significant effect on the adolescent's identity formation. So that to observe the mean difference of adolescents from the four level of educational background of parents post hoc multiple comparisons of means is used.

**Table 15: Post hoc multiple comparisons between adolescents from different parental educational background**

Dependent Variable	PEB (I)	PEB (J)	Mean Difference (I-J)	Std. Error
Achievement	Illiterate	1-8	-.3078	1.61894
		9-12	-4.0539(*)	1.60933
		higher education	-3.9714(*)	1.59602
	1-8	9-12	-3.7461(*)	1.31808
		higher education	-3.6636(*)	1.30180
	9-12	higher education	.0825	1.28982
Diffusion	Illiterate	1-8	1.1474	1.42536
		9-12	1.5946	1.41690
		higher education	.0095	1.40519
	1-8	9-12	.4472	1.16048
		higher education	-1.1379	1.14614
	9-12	higher education	-1.5851	1.13560
Foreclosure	Illiterate	1-8	1.6838	1.82050
		9-12	-.1685	1.80970
		higher education	-2.3405	1.79473
	1-8	9-12	-1.8523	1.48219
		higher education	-4.0242(*)	1.46388
	9-12	higher education	-2.1719	1.45042
Moratorium	Illiterate	1-8	.0273	1.40419
		9-12	-1.7632	1.39585
		higher education	-1.2500	1.38431
	1-8	9-12	-1.7904	1.14324
		higher education	-1.2773	1.12912
	9-12	Higher education	.5132	1.11873

\*the mean difference is significant at 0.05 alpha level.

PEB- Parental Educational Background.

As shown on the table above, the result of post hoc multiple comparison of means display significant mean difference among adolescents from different parental educational background. In the achievement identity status there is a significant mean difference between adolescents from parents who accomplish

elementary school when compared with adolescents from parents who accomplished high school and higher education (mean difference= -3.7461) and (mean difference= -3.6636) respectively. On the other cases there is no significant mean difference between all the other groups.

As can be shown from the above table in diffusion and moratorium identity statuses there is no significant mean difference in all cases. But, in foreclosure there is a significant mean difference between adolescents from a parent who finished elementary school and adolescents from a parent who finished higher education (mean difference=-4.0242).

## **CHAPTER FIVE**

### **DISCUSSION**

This chapter attempts to present the discussion of the data presented in the previous chapter. In so doing, it attempts to discuss the relationship found among parenting styles, parental educational background, and sex with identity formation of adolescents. First, the relationship between parenting style and identity formation of adolescents is discussed. Then the relationship between parental educational background and sex with adolescent's identity formation is presented.

#### **5.1 Relationships between Parenting Styles and Adolescents Identity Formation**

The evidence from the result of this investigation that had been presented in the previous chapter indicated that the adolescents were found to be different in their identity as a result of parenting style.

##### **5.1.1 Adolescents from Authoritative Parents**

It was found that there is a statistically significant difference between adolescents from the four parenting styles on the measure of identity status. Adolescents who characterized their parents as authoritative show a better identity status. They develop a mature identity status (identity achievement) than other group of adolescents who rate their parents as authoritarian, indulgent, and neglectful.

As can be shown from table.8 which found in the previous chapter, adolescents who rate their parents as authoritative show a significant mean difference on the measure of post hoc multiple mean comparisons. So based on the post hoc significant mean difference the variations presented below.

To show the variations, it is possible to watch the analysis of means and standard deviations. As can be shown from table.3 the mean score of adolescents from authoritative families on achievement identity status shows a significantly higher mean score (mean=45.37) than adolescents who rate their parents as authoritarian, indulgent, and neglectful. On the other hand, on the measure of diffusion identity status adolescents from authoritative parents score the lowest mean score (mean=34.31).

In the relationship between authoritative parenting style and identity achievement, the finding of the present study match with those of previous studies. Parenting styles characterized by warmth, feelings of closeness, security, support, acceptance, and frequent demonstration of praise appears to enhance the identity formation process during adolescence (Adams et al., cited in Kamptner, 1988). Kimmel and Weiner (1985) also indicated that because of their supportive, accepting, and responsible, but not domineering stance authoritative parents fosters security in consolidating alternatives and finally helps their adolescent children toward identity achievement. This shows that authoritative parenting style promotes identity achievement.

In addition to the above adolescents of authoritative parents have higher self-esteem, are socially confident and competent, are self-reliant, display increased academic performance, possess higher levels of self-esteem, and exhibit lower levels of stress and fewer incidences of substance abuse (Baumrind et al., 1991).

In this study, it is possible to suggest reasons for the highest level of scores of adolescents from authoritative family towards identity achievement. According to the literature, parents might have shown affection, love, exerting reasonable measures, consistent monitoring, and the likes characteristics which are highly manifested with in authoritative parents, might promote adolescents to acquire positive outcomes such as identity achievement.

### **5.1.2 Adolescents from Authoritarian Parents**

The other group of parenting which was treated in this study was authoritarian parenting. Adolescents who characterize their parents as authoritarian show a less mature identity status (foreclosure identity status) when compared with adolescents who rate their parents as authoritative, indulgent, and neglectful.

As can be shown from table.8 the post hoc multiple comparisons of means show a significant mean difference between adolescents from authoritarian parents than the other groups. Adolescents from authoritarian parents score a highest mean value on foreclosure identity status (mean=37.53) than the other group of adolescents who rate their parents as authoritative, permissive, and neglectful (refer to table.3). To elaborate it more it is better to refer table 8. The table shows a significant mean difference between authoritarian and authoritative parenting styles, authoritarian and neglectful parents. So it is possible to conclude that those adolescents from authoritarian parents show significantly a higher mean score than adolescents from authoritative and neglectful parents, on foreclosed identity status.

In this category also the present study matches with the findings of previous studies. Kimmel and Weiner (1985) stated that, since they tell their adolescent children what to think and what to do authoritarian parents often promote identity foreclosure rather than movement through moratorium to identity achievement

In the opinion of the researcher, the major possible reasons for adolescents from authoritarian parents to manifest foreclosure identity status could be the verbal and physical measures that parents take. Parents apply both harsh words and physical punishment upon their adolescents to make them to follow their ideas and ways in life. However, this rather encourages their adolescents to foreclose their parents rather than to search their way in life.

### **5.1.3 Adolescents from Indulgent and Neglectful Parents**

Adolescents who rate their parents either indulgent or neglectful revealed the lowest mean value on the matured identity status (moratorium and achievement) than other adolescents who rate their parents as authoritarian and authoritative. The analyses of means and standard deviations shows that adolescents from permissive and neglectful parents score a highest mean values on the immature identity status (diffusion).

Post hoc multiple comparisons of means also show a significant mean difference when these two groups compared with the other two groups on diffused identity status. But when we compare adolescents from neglectful parents with permissive category of adolescents, adolescents from neglectful parents show the highest mean value on defused identity status, even than all the other category of adolescents

So when we compare the findings of this study with the previous ones we can get the same thing in this category of parents. According to Weiner (1995), adolescents who characterize their parents mode of interaction as low parental involvement i.e. an interaction specially emphasizing on individuality by excluding the idea of connectedness, is significantly related with an immature identity status (identity diffusion). Adolescents, who are left too much to their own device in finding their way in the world, lack the secure base of operations that family attachment can provide. Similarly, fearful and uneasy about exploring the future and they may choose not to do so at all and there by remain mired in identity diffusion.

It was found that these two categories of parents associated with adolescents diffused identity status. This can be attributed to lack of proper monitoring by parents, unless parents involve in correcting, guiding their adolescents toward the positive outcomes specially achieved identity status, it is expected the outcome would be diffused identity status.

## **5.2 Parental Educational Background and Identity Formation of Adolescents**

Parental educational background is the second predictor variable that treats in this study. And in order to show the relationship between parental educational background and identity formation of adolescents MANOVA, post hoc multiple comparison of means and means and standard deviation difference was used.

And as can be seen from table.7 post hoc multiple analysis of means, there is only few significant mean differences, which are in the achievement cell, there is a significant mean difference between adolescents who are from families who accomplish higher education and high school when we compare them with the other category of parents who are illiterate and who accomplish elementary school. On the other cells there is no significant mean difference between all groups of adolescents but in the foreclosure cell there is a significant mean difference between adolescents from a family who accomplish elementary school.

When we see the means and standard deviations of the entire group we get a high mean values on the score of adolescents from parents who accomplished high school and higher education (mean=43.98) and (mean=43.90) respectively on the achievement identity status than the other group of adolescents who were from illiterate and elementary school accomplished parents table.7. On the other hand on the foreclosure identity status those adolescents who come from parents who accomplished higher education show a significant mean difference when compared with adolescents from a family who accomplish elementary school.

## **5.3 The Relationship between Sex Difference and Identity Formation**

The other predictor variable in this study was sex difference of adolescents and its influence on the identity formation of adolescents.

Unlike the other predictor variables sex difference was found to be as do not have any significant effect to the outcome variable. As can be shown from table.6 the MANOVA result shows that insignificant effect of gender difference on identity formation of adolescents ( $p>0.05$ ).

The findings of the present studies in the relationship between sex difference and identity formation match with the previous findings. According to Waterman (1993), any sex difference in identity status may be the function of socio-cultural influence. Otherwise male and female adolescents go through similar patterns of identity development.

In addition, Archers (1982), cross sectional study of early and middle adolescents addressed the question of sex difference in adolescence identity development. And results of him indicated that no significant sex difference on the identity formation of adolescents. Archer concludes that females and males proceed through in identity development in like fashion. And also Marcia (cited in J. Streitmatter) conducted a research with 80 participants and did not find any significant difference between male and female adolescents in terms of identity formation.

But other study which was conducted by local researcher shows significant differences of adolescent's sex on their identity development. This shows inconsistencies with the present study. Yekoyealem (2005) indicated that the analysis of means and standard deviations of measures of identity status indicate the highest mean score of males on the measure of achievement than their counterpart female adolescents. But the finding of Zemzem (2006) is consistent with the present study.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **6.1 Summary and Conclusion**

The main purpose of this study was to investigate the relationship between perceived parenting style and adolescent identity formation. In addition to the above basic purpose, the relationship between parental educational background with identity formation of adolescents, and finally sex difference of adolescents on identity formation were treated on this study.

Based on the above purpose the following leading questions were raised to conduct investigation regarding the research problem. Those questions were:

1. Is there significant difference in identity formation among adolescents from different parenting styles (authoritative, authoritarian, indulgent, and neglectful)?
2. Is there significant difference between female and male adolescents on identity formation?
3. Is there any significant relationship between parental educational background and identity formation of adolescents?

To answer the above research questions and to meet the objective, necessary data were gathered by using parenting style questionnaire which developed Maccoby and Martin, and Extended Measure of Ego Identity Status that was originally developed by Benin and Adams and used by other local researchers (Yekoyealem, 2005, Zemzem, 2006, and Misaye, 2009) was used. The investigation was carried out on 200 adolescent preparatory students. The selected adolescents were between the age range of 17-21, and the number of male and female students was equal at the first selection. These questionnaires were used repeatedly by many researchers who conducted investigation

regarding the relationship between parenting styles and some other dependent variables. From the questionnaires which have been used previously some items were modified after checking the reliability of the questionnaire at the pilot study.

After the data was collected by using the above self report questionnaire from the students who were selected randomly, the collected data were analyzed by using descriptive statistics (mean, median, frequencies, percentages, and standard deviations), MANOVA, subsequent one way ANOVA, and post hoc multiple comparison of means. From the inspection of the data analysis the following findings are obtained.

1. It was found that adolescents from authoritative parents demonstrate significantly high score on identity achievement measure than their counter part adolescents from authoritarian, indulgent, and neglectful parents. Therefore it may be possible to say authoritative parenting style play a significant role in identity achievements of adolescents.
2. Adolescents from authoritarian parents are found to be more inclining to the formation of foreclosed identity status, than their counterpart adolescents from authoritative, indulgent, and neglectful parents. So it can be said that authoritarian parenting style plays a more significant role in the formation of foreclosed identity status than the other category of parenting styles.
3. Adolescents from indulgent and neglectful parenting styles are found to have a diffused identity status, than those adolescents who rate their parents as authoritative and authoritarian. Hence, it can be concluded that indulgent and neglectful parenting styles can be considered as the source of diffused identity status.

4. Regarding parental educational background the finding of the present study shows that:-

A. On the cases of achieved identity status adolescents from parents who accomplish higher education and high school shows a significant difference than the other groups of adolescents who are from illiterate parents and who only accomplish elementary school.

B. In the case of the other identity status category there is no significant difference on the adolescent's identity as a result of their parental educational background. In the foreclosure identity status adolescents from a family who accomplish higher education shows a significant difference when compared with adolescents who are from parents who only accomplished elementary school.

5. On the other hand regarding the sex difference of adolescents there is no difference between the two sexes on the identity formation. So, it is possible to conclude that gender difference of adolescents do not have any significant effect on the identity formation of adolescents.

## **6.2 Recommendations**

It can be stated that parents appear to play a great role in the process of adolescent's identity formation. A variety of solutions have to be offered in order to facilitate the identity formation of adolescents. It would be important to recommend parents, communities and other concerned bodies to help and facilitate identity formation of adolescents through designing policies and educating the positive parental behaviors. Even though it is difficult to change the parenting style of parents, based on the findings of the study the following recommendation are made:

- A. Professionals and especially developmental psychologists need to focus on the family. Because family is the most important and fundamental institution towards every dimensions of human development in general and identity formation in particular.
- B. Parents need to be aware of the parental involvement with their adolescents in order to foster the highest level of identity formation of adolescents. This can be achieved through:-
- Educating the large community, particularly parents on the issues of parenting skills, with special emphasis on parenting skills in dealing with adolescents.
  - Using media and publications and awareness raising activities to address the issues of developmental tasks in general and identity achievement in particular.
  - It is recommendable to foster family counseling services in order promote smooth and appropriate parent adolescent relationship with in the family.
  - There should be awareness raising programs to the family about the significance of positive parental behaviors as warmth, acceptance, nurturance, and controlling in promoting adolescents identity formation.
- C. As the result of this study indicating parental educational background have a significant towards the most matured identity statuses so that it is recommendable to provide parents with different informal programs to improve their educational level.

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# Appendixes

## Appendix A

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ መርሀግብር

የሳይኮሎጂ ትምህርት ክፍል

ለመሰናዶ ት/ቤት ተማሪዎች የቀረበ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በወላጆች ወይም አሳዳጊዎች የልጅ አስተዳደግ ስልት እና በ2ኛ ደረጃ እና መሰናዶ ት/ቤት በሚማሩ ተማሪዎች የማንነት እድገት መካከል ያለውን ግንኙነት ለማጥናት የሚያስችል መረጃ መሰብሰብ ነው።

የዚህ ጥናት አስተማማኝነት እና ትክክለኛነት የሚወሰነው እናንተ ለእያንዳንዱ ጥያቄ በምትሰጡት ምላሽ በመሆኑ በእያንዳንዱ ክፍል ውስጥ ያሉትን መመሪያዎች በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ የምትሉትን መልስ በመስጠት የበኩላችሁን አስተዋፅኦ ታድርጉ ዘንድ በትህትና እጠይቃለሁ። በዚህ መሰረትም

- በመጠይቁ በየትኛውም ቦታ ላይ ስም መጻፍ አያስፈልግም
- ለመጠይቁ የምትሰጡት ምላሽ በሚስጥር ተጠብቆ ለጥናቱ ወጤት ብቻ የሚውል መሆኑን እየገለፅኩ ለምታደርጉልኝ ቀና ትብብር ሁሉ ከወዲሁ አመሰግናለሁ።



1. በጣም አልስማማም

3. እስማማለሁ

2. አልስማማም

4. በጣም እስማማለሁ ናቸው።

ተ.ቁ	ጥያቄዎች	1	2	3	4
1	ችግርሲገጠመኝ ወላጆቼ/አሳዳጊዎቼ/ አንዲረዱኝ እጠይቃቸዋለሁ				
2	በምሰራቸው ስራዎች ሁሉ የበለጠ እንድሰራ ወላጆቼ/አሳዳጊዎቼ ይደግፉኛል				
3	የኔ ሀሳብ የተሸለ ነው ብዬ ካሰብኩ ቤተሰቦቼ /አሳዳጊዎቼ/ ሀሳቤን እንድገልጽ የፈቅዱልኛል				
4	ወላጆቼ/አሳዳጊዎቼ/ ሁልጊዜም በፍቅርና በገደጃነት ስሜት ያወሩኛል				
5	ወላጆቼ/አሳዳጊዎቼ/ አንድ ሥራ እድሠራ ሲያዙኝ ምክንያቱንም አብረው ይገልጹልኛል				
6	ዝቅተኛ ውጤት ሳመጣ ቤተሰቦቼ/አሳዳጊዎቼ/ በርትቼ እንድሰራ ያበረታቱኛል				
7	ወላጆቼ/አሳዳጊዎቼ/ ጓደኞቼ እነማን እደሆኑ ያውቃሉ				
8	ወላጆቼ/አሳዳጊዎቼ/ ከእኔ ጋር በመወያየት ጊዜያቸውን ያሳልፋሉ				
9	ወላጆቼ/አሳዳጊዎቼ/ ከጓደኞቻቸው ጋር ከቤት ውጭ ጊዜያቸውን ከማሳለፍ ይልቅ ከእኛ ጋር በቤት ውስጥ ቢቆዩ ይደሰታሉ				
10	ወላጆቼ/አሳዳጊዎቼ/ ብዙ ፍቅርና እንክብካቤ ያደርጉልኛል				

ቀጠሎ ሰቀረቡት የምርጫ ጥያቄዎች ደግሞ ትክክለኛ መልስ ነው የምትሉትን አማራጭ የያዘውን ፊደል በማክበብ መልሱ።

11. ከሰኞ እስከ አርብ ባሉት ቀናት ወላጆች/ሽ (አላዳጊዎች/ህ) ከቤት እጭ እንድ ታመሽ/ሽ የሚፈቅዱልህ/ሽ ቢበዛ እስከ ስንት ሰዓት ድረስ ነው

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| ሀ. ጭራሽ እንድወጣ አይፈቅዱም | ሠ. እስከ ምሽቱ 4:00 ሰዓት |
| ለ. እስከ ምሽቱ 1:00 ሰዓት | ረ. እስከ ምሽቱ 5:00 ሰዓት |
| ሐ. እስከ ምሽቱ 2:00 ሰዓት | ሰ. እስከምፈልገው ሰዓት ድረስ |
| መ. እስከ ምሽቱ 3:00 ሰዓት |                     |

12. በሳምንቱ መጨረሻ ባሉት የአረፍት ቀናት ወላጆች/ሽ (አላዳጊዎች/ህ) ከቤት ውጭ እንድታመሽ/ሽ የምፈቅዱልህ/ሽ ቢበዛ እስከ ስንት ሰዓት ድረስ ነው

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|---------------------|---------------------|
| ሀ. ጭራሽ እንድወጣ አይፈቅዱም | ሠ. እስከ ምሽቱ 4:00 ሰዓት |
| ለ. እስከ ምሽቱ 1:00 ሰዓት | ረ. እስከ ምሽቱ 5:00 ሰዓት |
| ሐ. እስከ ምሽቱ 2:00 ሰዓት | ሰ. እስከምፈልገው ሰዓት ድረስ |
| መ. እስከ ምሽቱ 3:00 ሰዓት |                     |

13. ወላጆች/ህ ወይም አላዳጊዎች/ሽ ት/ቤት ሙኔድሽን/ህን ለማወቅ ምን ያህል ሙከራ ያደርጋሉ

- ሀ. ምንም ሙከራ አያደርጉም ለ. ትንሽ ይሞክራሉ ሐ. ብዙ ሙከራ ያደርጋሉ

14. ወላጆች/ህ ወይም አላዳጊዎች/ሽ በትርፍ ጊዜህ/ሽ ምን እንደምትሰራ/ሪ ለማወቅ ምን ያህል ሙከራ ያደርጋሉ

- ሀ. ምንም ሙከራ አያደርጉም ለ. ትንሽ ይሞክራሉ ሐ. ብዙ ሙከራ ያደርጋሉ

15. ወላጆች/ህ ወይም አላዳጊዎች/ሽ ከት/ቤት ፈረቃህ/ሽ ውጭ የት እንዳለህ/ሽ ለማወቅ ምን ያህል ሙከራ ያደርጋሉ

- ሀ. ምንም ሙከራ አያደርጉም ለ. ትንሽ ይሞክራሉ ሐ. ብዙ ሙከራ ያደርጋሉ

16. ወላጆች/ህ ወይም አላዳጊዎች/ሽ ባለህ/ሽ ገንዘብ ምን እንደምታደርግበት/ጊበት ለማወቅ ምን ያህል ጥረት ያደርጋሉ

- ሀ. ምንም ሙከራ አያደርጉም ለ. ትንሽ ይሞክራሉ ሐ. ብዙ ሙከራ ያደርጋሉ

17. ወላጆች/ህ ወይም አላዳጊዎች/ህ/ሽ ት/ቤት መሔድህን/ሽን ምን ያህል በእርግጠኝነት ያውቃሉ

ሀ. ምንም አያውቁም                      ለ. ትንሽ ያውቃሉ                      ሐ. በደንብ ያውቃሉ

18. ወላጆች/ህ ወይም አላዳጊዎች/ህ/ሽ በትርፍ ጊዜ/ህ ምን እንደምትሰራ/ሪ ምን ያህል በእርግጠኝነት ያውቃሉ

ሀ. ምንም አያውቁም                      ለ. ትንሽ ያውቃሉ                      ሐ. በደንብ ያውቃሉ

19. ወላጆች/ህ ወይም አላዳጊዎች/ህ/ሽ ከት/ቤት ፈረቃህ/ሽ ውጭ የት እንዳለህ/ሽ ምን ያህል በእርግጠኝነት ያውቃሉ

ሀ. ምንም አያውቁም                      ለ. ትንሽ ያውቃሉ                      ሐ. በደንብ ያውቃሉ

20. ወላጆች/ህ ወይም አላዳጊዎች/ህ/ሽ ባለህ/ሽ ገንዘብ ምን እንደምታደርግበት/ጊነት ምን ያህል በእርግጠኝነት ያውቃሉ

ሀ. ምንም አያውቁም                      ለ. ትንሽ ያውቃሉ                      ሐ. በደንብ ያውቃሉ



12	ሀይወቴን እንዴት መምራት እንዳለብኝ እያሰብኩኝ ነው እስካሁን ግን ትክክለኛውን መንገድ አላገኘሁም			
13	ለጓደኝነት ብዙ ምክንያቶች ቢኖሩም እኔ ግን የቅርብ ጓደኛ የምመርጠው ራሴ በምወስናቸው መመዘኛዎች ነው			
14	አንድ ትርፍ ጊዜ ማሳለፊያ /መዝናኛ/ እስከሚኖረኝ ድረስ ብዙ አይነት የማሳለፊያ አይነቶች በመሞከር ላይ ነኝ			
15	እስከ አሁን በአለኝ ልምድ መሰረት አሁን የምፈልገውን አይነት የፍቅር ጓደኛ ግንኙነት መርጫለሁ			
16	ለፖለቲካ ብዙም ስለማያስደስተኝ ትኩረት ሰጥቼ አላውቅም			
17	ስለተለያዩ የስራ መስኮች ባሰብም ወላጆቼ የፈለጉትን ሥራ መያዜ ግን አይቀርም			
18	እያንዳንዱ የራሱ የሆነን ሀይማኖት አለው፤ እኔም የራሴ ሀይማኖት ምን ሊሆን እንደሚችል ደግሜ ደጋግሜ አስቤበታለሁ			
19	በትዳር ሀይወት የበልና ሚስት ሚና ምን ሊሆን እንደሚችል የሚመለከተኝ ስለማይመስለኝ ትኩረት ሰጠቼ አስቤበት አላውቅም			
20	ከብዙ ጊዜ ሀሳብ በኋላ ለእኔ በጣም ተክክለኛ አኗኗር ስልት የምለውን ስለያዝኩ ይህን አመለካከቴን ማንም ያስቀይረኛል ብዬ አላሰብም			
21	ጓደኞቼን እንዴት መምረጥ እንዳለብኝ የበለጠ የሚያውቁልኝ ወላጆቼ ናቸው			
22	መደበኛ በሆነ መልኩ የምሳተፍባቸው አንድ ወይም ከአንድ በላይ የሆኑ የመዝናኛ መንገዶች ከብዙዎቹ መካከል መርጫለሁ በምረጫዬም ረክቻለሁ			
23	እንደመጣ ተቀብዬዋለሁ እንጂ ስለ ፍቅር ቀጠሮ ብዙ አስቤ አላውቅም			
24	ፖለቲካዊ ተሳትፎዬ እንደሌለሁኝ ጓደኞቼ ሁኖ እነሱ የመረጡትን እመርጣለሁ			
25	ለእኔ የሚስማማኝን ትክክለኛ ሥራ ለመፈለግ ፍላጎት የለኝም፤ ማንኛውም ሥራ ለእኔ ይሆናል፤ የተገኘውም የምሰራ ይመስለኛል			
26	ሀይማኖት ለእኔ ምን ማለት እደሆነ በእርግጠኛነት መናገር አልችለም፤ አንድ ውሳኔ ላይ መድረስ ብፊልግም እስካሁን ግን አላደረግሁትም			
27	ስለ ወንዶችና ሴቶች ሚና ያለኝን አስተሳሰብ የወሰድኩት ከቤተሰቦቼ ነው።			
28	ኑሮን እንዴት መምራት እንደምችል ያለኝን አመለካከት የተማርኩት ከቤተሰቦቼ ነው			
29	የቅርብና እውነተኛ የምለው ጓደኛ የለኝም፤ አሁንም ለመፈለግ አላስብኩም			
30	በመዝናኛ ሁኔታዎች አንዳንድ ጊዜ ብሳተፍም ሁልጊዜም ልዝናናበት የምችልበት የመዝናኛ መንገድ የመፈለግ አስፈላጊነት ግን አይታየኝም			

31	የተለያዩ የፍቅር ግንኙነት ቀጠሮዎች ብሞክርም ለእኔ ጥሩ የሆነው ግን እስካሁን አልወሰንኩም			
32	የተለያዩ የፖለቲካ ፓርቲዎችና አስተሳሰቦች ቢኖሩም ሁሉንም ለይቼ እስከማውቅ ድረስ የትኛውን መከተል እንዳለብኝ አልወሰንኩም			
33	ለመለየት ጊዜ ወስዶበኛል እንጂ ምን አይነት ሥራ እንደሚስማማኝ በእርግጠኝነት አውቁአለሁ			
34	በአሁኑ ሰዓት ሀይኖት ለእኔ ግልፅ አይደለም ስለሆነም ትክክልና ትክክል ያልሆነውን ለመለየት ሀሳቤን ይቀያየራል			
35	በትዳር ውስጥ ስለሚኖለው የባልና የሚስት ሚና የተወሰነ ጊዜ ወስጄ ከአሰብኩበት በኋላ ለእኔ ወደፊት የበለጠ የሚሰሚሰራውን ወስኛለሁ			
36	ተቀባይነት ያለው የህይወት አቅጣጫ በመፈለግ ረገድ ራሴ ከማደርጋቸው ሙከራዎች በተጨማሪም ከሌሎች ሰዎች ጋርም በርካታ ውይይቶችን እያካሄድኩ ነው			
37	ጓደኛ የማደርጋቸው በቤረሰቦቼ ዘንድ ተቀባይነት ያላቸውን ብቻ ነው			
38	ቤተሰቦቼ በሚዝናኑበት የመዝናኛ አይነት እዝናናለሁ እንጂ ትኩረት ሰጠቼ የተለየ መዝናኛ ፈልጌ አላውቅም			
39	ከቤት ውጭ ወጣ የምለው ወላጆቼ ቀጠሮ ሊይዝ/ልትይዝ ይችላል/ትችላለች ብለው ከሚጠብቁት ሰው ጋር ነው			
40	ፖለቲካዊ እምነቴን ሳስበው በተወሰነ ነጥቦች ከወላጆቼ ጋር ስስማማ በተወሰነው ደግሞ ከወላጆቼ እለያለሁ			
41	ስለእኔ የወደፊት ሥራ ወላጆቼ ድሮ ስለወሰኑ የነሱን እቅድ እከተላለሁ			
42	ስለ ሀይማኖት ብዙና ተከታታይ ጥያቄዎችን በማንሳት ከመረመርኩ በኋላ አሁን በምን ማመን እንዳለብኝ ተገንዝቢያለሁ			
43	በትዳር ውስጥ የባልና ሚስት የስራ ድርሻዎች ምን ሊሆኑ እደሚችሉ የመጨረሻውሳኔ ላይ ለመድረስ በመሞከር ላይ ነኝ			
44	ወላጆቼ ስለ ህይወት ያላቸው አመለካከት ለእኔ ስለሚሰማማኝ ሌላ ተጨማሪ ነገር ማሰብ አልፈልግም			
45	ብዙ የተለያዩ የጓደኝነት ግንኙነት ልምድ ስለነበረኝ አሁን ስለ ጓደኝነት ምን መወሰን እንዳለብኝ ግልጽ ሃሳብ አለኝ			
46	ከብዙ የተለያዩ የመዝናኛ መንገዶች ፍለጋ በኋላ አሁን አንድ ወይም ከአንድ በላይ የሚሆኑ አስደሳች የመዝናኛ ሁኔታዎች ሊኖሩኝ ችለዋል			

47	ስለ ፍቅር ግንኙነት ቀጠሮ ያለኝ ምረጫ እስካሁን በማደግ ላይ ስለሆነ ምንም አይነት ውሳኔ ላይ አልደረስኩም			
48	ስለ ፖለቲካዊ እምነቴ ለጊዜው ግልፅ አቋም ባይኖረኝም አቋሜን ለመለየት ግን በሙከራ ላይ ነኝ			
49	ወደፊት ስለሚኖረኝ የስራ መስክ ምርጫ ብዙ ጊዜ ቢፈጅብኝም አሁን በእርግጠኛነት ትክክለኛ ምርጫዬን በመያዝ ላይ እገኛለሁ			
50	ቤተሰቦቼ የሚያምኑበት ሀይማኖት እከተላለሁ ይህንንም ለምን ብዬ ጠይቄ አላውቅም			
51	የትዳር ዳደኞች የቤተሰብ የስራ ድርሻን የሚወስኑባቸው የተለያዩ መንገዶች አሉ፤ ለእኔ እዴት እንደሚወስኑ ባይገባኝም ብዙ ዓይነት የክፍፍል ዘዴዎችን አስባለሁ			
52	ጠቅለል ባለ መልኩ ጥሩ ህይወት እየኖርኩኝ ነው ብዬ ስልምንምት ለህይወት ለየት ያለ አመለካከት የለኝም			
53	ከማንኛውም ሰው ጋር ተመጣጣኝ ቅርበት ስላለኝ የቅርብ ዳደኞች የሉኝም			
54	የሚስማማኝንና የሚሆነኝን መዝናኛ ለመምረጥ ስል ብዙና የተለያዩ የመዝናኛ አይነቶችን ሞክራለሁ			
55	ከብዙ ሰዎች ጋር የፍቅር ቀጠሮዎች ስለነበሩኝ ከማን ጋር ቀጠሮ መያዝ እንዳለብኝ ለመወሰን ችያለሁ			
56	በአንድ ወይም በሌላ መልኩ ፖለቲካዊ አቋሜን ለመወሰን የሚያስችል ተሳትፎ ኖሮኝ አያውቅም			
57	ብዙ አይነት አማራጮች ስላሉ ለወደፊት የሚሆነኝን የስራ መስክ ለመወሰን አልቻልኩም			
58	ለወላጆቼ ትክክል የሆነ ሀይማኖት ለእኔም ትክክል መሆን አለበት ብዬ ስለማምን ለምክተለው ሀይማኖት ምንም ጊዜ ተጠራጥራ አላውቅም			
59	ስለወንዶች ሴቶች ጾታዊ ሚና የተለያዩ አስተሳሰቦች ቢኖሩም እኔን ግን ብዙ አሳስቦኝ አያውቅም			
60	እራሴን አጥብቄ ከመረመርኩ ፈረሳ ምን አይነት የህይወት ስልት መከተል እንዳለብኝ ግልፅና ቁርጥ ያለ አቋም ይዣለሁ			
61	ዳደኝነት ማለት ምን ማለት እንደሆነ ለማወቅ ገና በጥረት ላይ ስለሆንኩ ለእኔ ሊስማማኝ የሚችል ዳደኛ ምን አይነት እንደሆነ በእርግጠኛነት አላውቅም			

62	ሁሉም የመዝናኛ ምርጫዎች ከወላጆቹ የገኙታቸው እንጂ በራሱ ሌሎችን ሞክራ አላውቅም				
63	በቀጠሮ የምገናኛቸው ሰዎች በወላጆቹ ተቀባይነት ያላቸው ብቻ ናቸው				
64	ስለ ፅንሰን ማቋረጥ (ማስወገድ) እና ተመሳሳይ ሁኔታዎች ላይ ያሉኝ አስተሳሰቦች ሁሉ የራሳቸው የሆነ ፖለቲካዊና ሥነምግባራዊ ምክንያቶች አሏቸው አኔም ሁል ጊዜ እንዳሉ ተቀብያቸው እኖራለሁ				

በጣም አመሰግናለሁ

## **Appendix B**

### **School of graduate studies**

### **Department of psychology**

A question presented for preparatory school students

The purpose of this questionnaire is to investigate the relationship between parenting style and identity formation of preparatory school students.

The purpose of this study will achieve by the answer that you give for the questionnaire, so please give the answers by reading the instruction of the questions that are presented below. So that:

- please do not write your name in any part of the questionnaire
- I would like to tell you that the result of this questionnaire will use only for the purpose of this research and your response will keep confidentially.

**Thank you in advance!!**

**PART: I- Background Information**

DIRCTION-Here are some items about students background information and family characteristics. In some of the items you are required t o write the necessary information in the blank space provided. When the items are in the form of choices, you are required to indicate your response by encircling the number of appropriate answer(s).

1. Sex                    A. Male                    B. Female
1. Age\_\_\_\_\_
2. Grade Level\_\_\_\_\_
3. With whom are you living now?
  - A) With both father and mother
  - B) With mother only
  - C) With mother and step father
  - E) with father and step mother
  - F) With other relatives    With father only (grandparents, uncle etc.)
  - G. With foster parents who are not relatives
  - H. Other specify
- 5 . what is the highest level of education completed by your parents or guardians?
  - a. Fathers or male guardians' highest educational level\_\_\_\_\_
  - b. Mother or female guardians highest educational level\_\_\_\_\_

**PART II- Items about parenting**

Direction- Please Reade each of the following statements carefully and for each item, think about you parents or guardians attitudes and behaviors in treating and handling you and then check whether you.

**1. Strongly agree**

**3. Disagree**

**2. Agree**

**4. Strongly disagree**

Indicate your responses by putting a check mark(x) in the column that shows how you agree or disagree with each item

No	Items	1	2	3	4
1	I can count only on my parents/guardians/to help me out. If I have some kind of problems				
2	My parents or guardians pushing me to do my best in whatever I do				
3	My parents or guardians allow me to tell them if I think my ideas are better than theirs				
4	My parents or guardians always speak to me with a warm and friendly voice				
5	When my parents or guardians want me to do something. They explain why				
6	When I get poor marks in school, my parents or guardians encourage me to try harder				
7	My parent or guardians know who my friends are				
8	My parents or guardians spent time just talking with me				
9	My parents or guardians enjoy staying home with me more than going out with friends				
10	My parents or guardians give me a lot of care and attention				

Encircle the letter that indicates the alternative which best describes your parents or guardians' behavior.

11. in a typical week, what is the lattes time your parents ( guardians) allow you to stay our during the night (Monday to Friday)?

- A. They don not allow me out
- B. 7:00 PM
- C. 8:00 PM
- D. 9:00 PM
- E. 10:00 PM
- F. 11:00 PM
- G. As late I want

12. in a typical weekend, what is the lattes time you can stay out during the night (Saturday ad Sunday Night?)

- A. They do not allow me out
- B. 7:00 PM
- C. 8:00 PM
- D. 9:00 PM
- E. 10:00 PM
- F. 11:00 PM
- G. As late as I want

13. How much do your parents' or guardians try to know whether you go to school or not?

- A. Don't try
- B. Try a little
- C. Try a lot

14. How much do your parents' or guardians try to know what you do with your free time?

- A. Don't try
- B. Try a little
- C. Try a lot

15. How much do your parents' or guardians try to know where you are most a afternoons after school?

- A. Don't try
- B. Try a little
- C. Try a lot

16. How much do your parents or guardians try to know what you do with your money?

- A. Don't know
- B. know a little
- C. know a lot

17 How much do your parents; or guardians really know whether you go to school or not?

- A. Don't know            B know a little            C. know a lot

18. How much of out parents' guardians really know what you do with your free times?

- A. Don't know            B. know a little            C. know a lot

19. Do not parents' or guardians really know where you are most afternoons and after school?

- A. Don't know            B. know a little            C. know a lot

20. Do not parents' or guardians' really know what you do with your money?

- A. Don't know            B. know a little            C. know a lot

**PART-III- Items on Identity status**

Please read each of the following statements carefully and put a check mark/x/ on the level that best describes you're a agreement.

**1. Strongly Agree                      2. Agree                      3. Disagree                      4. Strongly Disagree**

No	ITEMS	4	3	2	1
1	I haven't chosen the occupation I really want to get into, and I'm just working at what is available until something better comes along.				
2	When it comes to religion I just haven't found anything that appeals and I don't really feel the need to look.				
3	My ideas about men's and women's roles are identical to my parents. What has worked for them will obviously work for me				
4	There's no single "life style" which appeals to me more than another				
5	There are a lot of different kinds of people. I'm still exploring the many possibilities to find the right kind of friends for me.				
6	I sometimes join in recreational activities when asked, but I rarely try anything on my own.				
7	I haven't really thought about a "dating style" I'm not too concerned whether I date or not.				
8	Politics is something that I can never be too sure about because things change so fast. But I do think it's important to know what I can politically stand for and believe in.				
9	I'm still trying to decide how capable I am as a person and what work will be right for me.				
10	I don't give religion much thought and it doesn't bother me one way or the other.				
11,	There's so many ways to divide responsibilities in marriage, I'm trying to decide what will work for me.				
12	I'm looking for an acceptable perspective for may own "life style", bur haven't really found it yet.				

13	There are many reasons for friendship bur I choose my close friends on the basis of certain values and similarities that I've personally decided on.				
14	While I don't have one recreational activity I'm really committed to, I'm experiencing numerous leisure outlets to identify on I can truly enjoy.				
15	Based on pat experiences, I've chosen the type of dating relationship I want now.				
16	I haven't really considered politics. It just doesn't me much.				
17	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.				
18	A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.				
19	I've never really seriously considered men's and women's roles in marriage, it just doesn't seem to concern me.				
20	After considerable thought I've developed my own individual viewpoint of what for me an ideal "life style" and don't believe anyone will be likely to change may perspective.				
21	My parents know what's best for me in terms of how to choose may friends.				
22	I've chosen one or more recreational activities to engage in regularly from lots of things and I'm satisfied with those choices.				
23	I don't think about dating much. I just kind of take it as it comes.				
24	I guess I'm pretty much like may folks when it comes to politics. I follow what that do in terms of voting and such.				
25	I'm not really interested in finding the right job will do. I just seem to follow what is available.				
26	I'm not sure what religion means to me. I'd like to make up my mind but I'm not done looking yet.				

27	My ideas about men's and women's roles have come right from my parents and family. I haven't seen any need to look further.				
28	My own views on a desirable life style were taught to me by my parents and I don't see any need to question what they taught me.				
29	I don't have any real close friends, and I don't think I'm looking for one right now.				
30	Sometimes I join in leisure activities, but I really don't see a need to look for a particular activity to do regularly.				
31	I'm trying out different types of dating relationships. I just haven't decided what is best for me.				
32	There are so many different political parties and ideals. I just haven't decided what is best for me.				
33	It took me a while to figure it out but now I really know what I want for a career.				
34	Religion is confusing to me right now. I keep changing my views on what is right and wrong for me.				
35	I've spent some time thinking about men's and women's roles in marriage and I've decided what will work best for me.				
36	In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self exploration.				
37	I only pick friends my parent would approve of.				
38	I've always liked doing the same recreational activities my parents do and haven't ever seriously considered anything else.				
39	I only go out with the type of people my parents expect me to date.				
40	I've thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe.				

41	My parents decided a long time ago what I should go into for employment and I'm following through their plans.				
42	I've gone through a period of serious questions about faith and can now say understand what I believe in a individual.				
43	I've been thinking about the roles that husbands and wives play a lot these days, and I'm trying to make final decisions.				
44	My parents' view on life are good enough for me, I don't need anything else.				
45	I've tried many different friendships and now I have a clear idea of what I look for in a friend.				
46	After trying a lot of different recreational activities I've found one or more I really enjoy doing by myself or with friends.				
47	My preferences about dating are still in the process of developing. I haven't I can truly believe in				
48	I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in				
49	It took me a long time to decide bur now I know for sure what direction to move in for a career.				
50	I attend the same church as my family has always attended. I've never really questioned why.				
51	There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways, and not I know exactly how I want it to happen for me.				
52	I guess I just kind of enjoy life in general, and I don't see myself living by any particular viewpoint to life.				
53	I don't have any close friends. I just like to hang around with the crowd.				
54	I've been experiencing a variety of recreational activities in hope of finding one or more I can really enjoy for some time to come.				
55	I've dated different types of people and know exactly what my own "unwritten rules" for dating are and who I will date				

56	I really have never been involved in politics enough to have made a firm stand one way or the other.				
57	I just can't decide what to do for an occupation. There are so many possibilities.				
58	I've never really questioned my religion. If it's right for my parents it must be right for me.				
59	Opinions on men's and women's role seem so varied that I don't think much about it.				
60	After a lot of self-examination I have established a very definite view on what my own life style will be.				
61	I really don't know what kind of friend is best for me. I'm retying to figure out exactly what friendship means to me.				
62	All of my recreational preferences I got from my parents and I haven't really tried anything else.				
63	I date only people my parents would approve of				
64	My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've ways gone along accepting what they have.				

**Thank you!!**

## DECLARATION

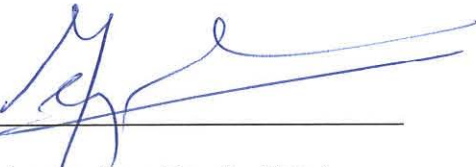
I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Temesgen Feyissa

Signature: 

Date of Submission: 12 July 2010

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

  
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Yekoyealem Desie (Ato)