

THE EFFECT OF PARENTAL RESPONSIVENESS AND CONTROL ON THE PERSONAL IDENTITY DOMAINS OF ADOLESCENTS

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Abstract: One of the key developmental tasks in adolescence is to develop a coherent identity. Adolescents begin to explore their identity and increasingly develop a subjective feeling of self-sameness and continuity over contexts and time. To investigate the effect of parental responsiveness and control on the personal identity domains of adolescents. The study sample included 259 adolescents (124 males and 135 females) between the ages of 12 and 19 who were selected using an online form, utilizing the voluntary response sampling technique, which had an equal chance of choosing each participant. The study showed that there is relationship between fathers' responsiveness and three domains of personal identity, commitment making ($r=.187^{**}$, $P=.002$), identification with commitment ($r=.126^{*}$, $P=.042$), exploration in depth ($r=.287^{**}$, $P=.0001$). This table also shows a statistically significant relationship between fathers' control and two domains of personal identity, commitment making ($r=.154^{*}$, $P=.013$), exploration in depth ($r=.291^{**}$, $P=.0001$). Also, there is an inverse significant relationship only between mother' control and ruminative exploration domain ($r=-.144^{*}$, $P=.021$). These findings found that there is relationship between fathers' responsiveness and three domains of personal identity. Therefore, encouraging the active involvement of fathers in rearing children. A culturally congruent parenting styles guideline should be developed to maintain the development of positive personal identity.

Keywords: Parental Responsiveness, Parental Control, Personal Identity Domains

Introduction

Parental responsiveness and parental control are the two aspects of parenting style, according to (Maccoby and Martin) [1]. Parental responsiveness is the ability of parents to support their children's individuality and self-regulation by being aware of their needs and communicating their support (Baumrind) [2], parenting responsive help children develop a range of beneficial traits, including high levels of self-esteem and confidence, literacy abilities, enhanced coping mechanisms, and high levels of self-control [3,4]. Parental control places a strong emphasis on compliance and hierarchy while overseeing and correcting children. According to research, having high levels of parental control but little parental responsiveness is linked to high levels of anxiety, physical and relational aggressiveness, and dependence on parents. Nevertheless, when parental control is combined with parental responsiveness, it's linked to greater academic success, fewer behavioral issues, and more independence. According to research, parents' approaches to striking a balance between parental control and responsiveness vary, and various degrees of responsiveness and control lead to various outcomes for children [5].

The Marcia model of identity exploration and commitment has been the most successful in turning Erikson's theory into quantifiable constructs. This concept proposes that adolescent identity formation involves both identity exploration and commitment. Depending on whether these two aspects are present or absent, There is created a typological framework that includes four statuses (Achievement, Foreclosure, Moratorium, and Diffusion). Although, the fact that this pattern has been widely used for many years, significant advancements in the field of identity have occurred recently. New models have addressed the primary criticism of Marcia's approach, such as the idea that it provides a static rather than

dynamic perspective of identity development. The four components of this paradigm, which assumes that identity is a dynamic process, are as follows: Ruminative exploration is viewed as a risk feature for identity development, in contrast to exploration in breadth, commitment making, exploration in depth, and identification with commitments. These characteristics are utilized to characterize two phases of identical dynamics, therefore the name "Dual-cycle model" for this model. During the first cycle of commitment development, adolescents consider several possibilities and make a few early commitments. Adolescents consider these precise possibilities more closely during the second cycle of commitment evaluation, at which point they either decide to stick with the earlier commitments they made or start a new cycle of commitment formation [6].

Exploration in breadth, which is a key facilitator of commitment, is the mapping of several identity alternatives, which considers possibilities. On the other hand, Depth exploration is the active practice of finding out more about one's existing commitments through reading and talking to influential people and focuses on options, and were positively associated with self-esteem, showing that the process of identity formation is healthy, and ruminative exploration considers despair at the lack of options and possibilities. Another study noted that Ruminative Exploration is deemed a risk variable for developing of identity [7].

Methodology

Study Design: A descriptive-correlational design is used to measure the effect parental responsiveness and control on the personal identity domains of adolescents

Ethical consideration: Before starting the sample collection, the study was approved by the Research Ethics Committee at the University of Kufa, Faculty of Medicine that there are no any physical or psychological harm on adolescents. Adolescents were informed before responding to the scale items that their participation in the study is voluntary and that their information will be kept in complete confidentiality and used only for the study purposes. Adolescents were also informed to get their parents approval before responding to the questionnaire.

Setting of the Study: The study is conducted in AL-Najaf Province to ensure that parents and adolescents share almost similar culture. To ensure that all adolescents, students and who are not in school, have equal chance to participate, adolescents were recruited using online form.

Sample and Sampling Plan: Simple random sampling were used to gather information from 259 adolescents (124 males and 135 females) between the ages of 12 and 19, who were selected using an online form to ensure that each adolescent has an equal chance to participate in the study.

Inclusion and Exclusion Criteria: The inclusion criteria are both male and female adolescents aged between 12 and 19 years old, who lives with both parents. Adolescents who live with one parent and those with history of mental health problems were excluded.

Study Instrument: The instrument includes two different scales, Parenting Styles scale and Dimensions of Identity Development scale. Adolescents and parents sociodemographic information were also included.

The Dimensions of Identity Development scale. Luyckx and colleagues in (2008) [8] to measure identity status originally developed the dimensions of identity development scale. This scale includes a total of 25 items that measure identity dimensions; 5 items measuring in depth exploration, 5 items measuring exploration in breadth, 5 items measuring ruminative exploration, 5 items measuring commitment making and 5 items measuring identification with commitment. Each item rated on a 5-point Likert scale, ranging from "strongly agree" = 5 to "strongly disagree" = 1. The minimum score = 25 and the maximum = 150; the higher score indicates a positive level of identity development [9].

Data Collection: To ensure that large group of adolescents have an equal chance to participate in this study regardless of their educational background, an online form of questionnaire was used to gather the required information from adolescents at AL-Najaf Province. The online questionnaire was designed as a (google forms) and distributed to adolescents through social media platforms (Facebook and Telegram). Data collection started on April 12, 2023 and finished on May 10, 2023. About 275 individuals filled the questionnaire. Incomplete 16 forms were excluded for missing information or not meeting the inclusion criteria, such as ages above 19 years. Finally, a total of 259 forms were included.

Statistical Analysis: Microsoft Excel (2013) and SPSS statistical software version 26 for analysis were used to collect study data. Descriptive statistics (frequency and percentage) were used to describe the demographic data, parenting domains (responsiveness and control), identity development dimensions, Relationship between fathers' parenting domains and adolescents' identity development domains and mothers' parenting domains and adolescents' identity development domains.

Results

Table 1. Descriptive Statistics of Adolescents Sociodemographic Variables.		
Age Groups	F	Percent
12.0 - 15 Years Old	41	15.8
16.0 - 19 Years Old	218	84.2
Total	259	100.0
Mean age = 16 years old		
Gender	Frequency	Percent
Male	124	47.9
Female	135	52.1
Total	259	100.0
Educational level	Frequency	Percent
Does Not Read or Write	4	1.5
Read and Write	21	8.1
Primary Education	6	2.3
Secondary Education	228	88.0
Total	259	100.0
Residence	Frequency	Percent
Rural	53	20.5
Urban	206	79.5
Total	259	100.0
Family income	Frequency	Percent
Not Enough	34	13.1
Barely Enough	92	35.5
Enough	133	51.4
Total	259	100.0
Type of Work	Frequency	Percent
Free Job	38	14.7
House Wife	10	3.9
Student	54	20.8
Not Working	157	60.6
Total	259	100.0

Table 1 shows the socioeconomic characteristics of the 259 male and female adolescents that participated in the study. The majority of adolescents (84.2%) were between the ages of 16 and 19 years old, while the category of those under the age of 15 years old represent had the lowest percentage number (15.8%). Findings regarding gender of adolescents indicate that (52.1%) of the study's participants were female and adolescents, while (47.9%) were male adolescents. Secondary education predominated in terms of education level (88.0%), followed by those who can read and write (8.1%). Regarding their place of residence, adolescents reported that they were living in urban regions (79.5%) and rural areas (20.5%). In terms of monthly income, adolescents reported an adequate monthly income (51.4%), followed by those with barely enough (35.5%). More than half of the participants (60.6%) are not working, followed by students (20.8%) in terms of type of work.

Table 2. Descriptive statistics of parenting domains (responsiveness and control).

Parental Responsiveness Levels	Parental Control Level (Father)				Parental Control Level (Mother)			
	Low Level of Control		High Level of Control		Low Level of Control		High Level of Control	
	F	%	F	%	F	%	F	%
Low Responsiveness	15	5.8%	1	.4%	5	1.9%	1	.4%
High Responsiveness	4	1.5%	239	92.3%	3	1.2%	250	96.5%
Total	19	7.3%	240	92.7%	8	3.1%	251	96.9%

Table 2 presents parenting style domains (responsiveness and control). Regarding fathers' parenting styles domains (5.8%) of adolescents perceived their fathers as having low responsiveness and low control; (0.4%) low responsiveness and high control; (1.5%) high responsiveness and low control; (92.3%) high responsiveness and high level of control; similarly, adolescents perceived their mothers' parenting styles domains (1.9%) as having low responsiveness and low control; (0.4%) low responsiveness and high level of control; (1.2%) high responsiveness and low level of control; (96.5%) high responsiveness and high level of control .

Table 3. Descriptive statistics of identity development dimensions of adolescents.

Identity Development Dimensions	f	%
Commitment Making Levels		
Low Level of Commitment Making	2	.8
Moderate Level of Commitment Making	19	7.3
High Level of Commitment Making	238	91.9
Total	259	100.0
Exploration in Breadth Levels	f	%
Moderate Level of exploration in Breadth	7	2.7
High Level of exploration in Breadth	252	97.3
Total	259	100.0
Ruminative Exploration Levels	f	%
Low Level of Rumination Exploration	1	.4
Moderate Level of Rumination Exploration	110	42.5
High Level of Rumination Exploration	148	57.1
Total	259	100.0
Identification with Commitment Levels	f	%
Low Level of Identification with Commitment	2	.8
Moderate Level of Identification with Commitment	10	3.9

High Level of Identification with Commitment	247	95.4
Total	259	100.0
Exploration in Depth Levels	f	%
Low level of Exploration in Depth	1	.4
Moderate level of Exploration in Depth	73	28.2
High level of Exploration in Depth	185	71.4
Total	259	100.0

Table 3 shows five domains of identity development dimensions. According to the data in this table, adolescents reported having, (91.9%) high level of commitment making; (97.3%) High Level of exploration in Breadth; (57.1%) High Level of Rumination Exploration; (95.4%) High Level of Identification with Commitment; (71.4%) High level of Exploration in Depth.

Table 4. Relationship between fathers' parenting domains and adolescents' identity development domains.

Fathers' Parenting Domains		Commitment Making Domain	Exploration in Breadth Domain	Ruminative Exploration Domain	Identification with Commitment Domain	Exploration in Depth Scores
Responsiveness Domain	Pearson Correlation	.187**	.024	-.001	.126*	.278**
	Sig. (2-tailed)	.002	.702	.991	.042	.0001
	N	259	259	259	259	259
Control Domain	Pearson Correlation	.154*	-.013	-.071	.087	.291**
	Sig. (2-tailed)	.013	.829	.253	.161	.0001
	N	259	259	259	259	259

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

The Correlation analysis of table 4 shows that there is a statistically significant relationship between fathers' responsiveness and three domains of personal identity, commitment making ($r=.187^{**}$, $P=.002$), identification with commitment ($r=.126^{*}$, $P=.042$), exploration in depth ($r=.287^{**}$, $P=.0001$). This table also shows a statistically significant relationship between fathers' control and two domains of personal identity, commitment making ($r=.154^{*}$, $P=.013$), exploration in depth ($r=.291^{**}$, $P=.0001$).

Table 5. Relationship between mothers' parenting domains and adolescents' identity development domains.

Mothers' Parenting Domains		Commitment Making Domain	Exploration in Breadth Domain	Ruminative Exploration Domain	Identification with Commitment Domain	Exploration in Depth Scores
Responsiveness Domain	Pearson Correlation	-.027	-.015	-.113	-.011	.042
	Sig. (2-tailed)	.669	.814	.070	.862	.502
	N	259	259	259	259	259

Control	Pearson	-.046	-.021	-.144-*	-.067	.057
Domain	Correlation					
	Sig. (2-tailed)	.465	.742	.021	.281	.364
	N	259	259	259	259	259
**, Correlation is significant at the 0.01 level (2-tailed).						
*, Correlation is significant at the 0.05 level (2-tailed).						

The Correlation analysis of table 5 shows that there is an inverse significant relationship only between mother' control and ruminative exploration domain ($r = -.144^*$, $P = .021$).

Discussion

Regarding adolescents' gender, the findings of the current study showed that both male and female constitute about half percentage. More than two third live in urban city. The results also indicate that adolescents with Secondary education represent the majority (88.0%) of the study sample; almost over half of the study sample were not working. Most of the adolescents reported that their monthly income was enough.

Furthermore, the current results of the study showed that (28.2%) of fathers constituted the largest percentage in terms of educational background of university education (a diploma or a bachelor's degree). Whereas, the majority of mothers (29.0%) had a primary education. Most of adolescent's fathers were employed (45.2%). Additionally, the study found that 79.9% of mothers do not work.

The current study showed that there is a statistically significant relationship between fathers' responsiveness and three domains of personal identity, commitment making ($r = .187^{**}$, $P = .002$), identification with commitment ($r = .126^*$, $P = .042$), exploration in depth ($r = .287^{**}$, $P = .0001$). This table also shows a statistically significant relationship between fathers' control and two domains of personal identity, commitment making ($r = .154^*$, $P = .013$), exploration in depth ($r = .291^{**}$, $P = .0001$). One possible explanation of these results is when fathers spent regular time caring for children is particularly beneficial for both men and children since it differs qualitatively from time spent with mothers and can have special significance for the father-child bond. As one of two parents, fathers are consequently equally important in raising their children. Active parental involvement results in children with improved academic performance, more self-esteem, and fewer behavioral issues [10]. So, studies on how to increase father participation and how to actively participate in children's education and upbringing are crucial for the children's optimal development [11]. The most powerful correlations were found between the informative style and father responsiveness, father control and parental control [12].

An inverse significant relationship is found between mother' control and ruminative exploration domain ($r = -.144^*$, $P = .021$). The mother's responsibility in raising their children with a loving disposition, a supportive attitude, and warmth. In Arab countries, Mothers spend more time with their children than fathers. In addition, mothers are expected to devote more time to raising their children and displaying affection, whilst fathers are expected to provide for their families, enforce rules, and have more influence over a variety of elements of their children's lives which show emotion and that reflects on the decisions related to the child's life. Adolescent's boys are less ready to talk about personal matters with their mothers and because they are afraid of parental rejection, the maternal authority decreases more dramatically [13].

Conclusion

The purpose of this study is to determine the effect of parental responsiveness and control on the personal domains of adolescents. According to the findings of the current study stated that there is a relationship between father responsiveness and control and the personal domains of adolescents.so, parenting control

and responsiveness levels are key elements in the process of modeling the identity of adolescents. Therefore, Increase community awareness, especially parents about the importance of parenting skills in modeling children identity. This could be done through education, training, and family awareness programs, provide counseling service in community health centers to smooth the relationship between adolescents and their parents and encourage and train adolescents to explore their identity and how to reshape their personal identity in appropriate way.

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