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Relationship Between Parenting Styles and Adolescent Identity Formation in District Sialkot

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ABSTRACT

Parenting styles describe how parents bring up their child and interact with them. Diana Baumrind identified 3 parenting styles: Permissive, Authoritative, & Authoritarian parenting styles. Parenting styles are based on 2 mechanisms of parenting: "responsiveness & demandingness". This study's main objective was to determine the impact of several parenting styles on adolescents' identity formation in District Sialkot. In this study, the correlational research design was used. 300 respondents (boys & girls) were selected from 14-19 years through convenience sampling from schools, colleges, and universities. Divya & Manikandan's Perceived Parenting Style Scale and Adams, Bennion, & Huh's "Extended Objective Measure of Ego Identity Status-II (EOM-EIS II)" were used. Descriptive Statistics, Pearson Product Moment Coefficient of Correlation and linear regression were used to check the relationship (strength and direction) among the variables. For data analysis, statistical software SPSS was used. The results showed that Authoritative, Authoritarian, and Permissive parenting have a positive and significant correlation with Identity Formation. Regression identified that the R value (.662a) shows the positive direction and strong magnitude of the relationship between 2 variables. The results revealed that authoritative parenting style is strongly associated with adolescents' identity formation as compared to other parenting styles. The p-value is .000, which shows a statistically significant effect of the independent variable on the dependent variable. Parenting Styles has a 43.8% effect on Identity Formation, which can be categorized as a high effect size.



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Introduction

According to APA, parenting style is a method by which parents engage with their adolescents. Parenting styles describe how parents bring up their child and interact with them. When a parent interacts and raises their child, they adopt some pattern of techniques and attitudes that is known as their parenting style. "A parent's parenting style is characterized by a collection of attitudes that they have toward their child, which they communicate to the child and create an emotional environment in which the parent expresses their behaviours" (Peng et al., 2021). Parenting philosophies are divided into two essential dimensions: Parental Demandingness (control and expectations) and Parental Responsiveness (warmth and support). Furthermore, there are four parenting styles that are a combination of high and low degrees of these two characteristics (Maccoby & Martin, 1983). Baumrind's work (1960) described three parenting styles (Permissive, Authoritative, & Authoritarian). Maccoby & Martin (1983) elaborated her findings by incorporating the Neglectful parenting style. According to the studies, the method of authoritative parenting has been considered the most successful of the four parenting philosophies for raising children.

Parenting styles mainly influence children's behavioural & psychological outcomes. Authoritative parenting is crucial during adolescence, as teenagers need support and supervision. Positive discipline encourages autonomy and competence in children. Inconsistent parenting styles, such as corporal punishment, can lead to negative feelings and aggressive impulses in children. Ineffective parenting styles include permissive and disengaged parents, who create emotional isolation and risk internalizing feelings of rejection into their children. (Sebangane, 2024). Relationships between parents and children are significantly impacted by parenting style (Aloia & Strutzenberg, 2019). The way parents care for their kids and how they approach raising them is referred to as their parenting style. By managing

and responding to their kids in a variety of ways, parents influence their children (Zhou et al., 2024). Parental mentalizing entails parents treating their kids like psychological agents by comprehending and considering their feelings and thoughts. In addition to teaching kids how to control their emotions, this assists parents in correctly attributing their kid's actions. Studies have shown that children's adjustment and adaptation in society can be influenced by positive feedback from parents (Zhou et al., 2024). One of the most significant socializing factors for kids and teenagers has been their family (Brand et al., 2009). The family is the foundation of the support system to help teenagers get past the obstacles they encounter. According to Gutman and Eccles (2007), puberty, cognitive development, and shifting roles among peers and families are some of the factors that cause the many concurrent changes that occur during the developmental stage of adolescence in a variety of circumstances.

Adolescence is a stage of life when a person begins to become less psychologically dependent on their family and more self-reliant on themselves. According to WHO, "Adolescence is the stage of development and growth that occurs between childhood and maturity. Anybody between the ages of 10 and 19 is considered an adolescent." Ideally, parents want to support their younger teenager in this process to cultivate his identity and allow him to play with various approaches to everyday problems, which results in the acquisition of new behaviours. Interdependent process in which both the teenager and his parent participate; various parenting philosophies have varying effects on how people create their identities (Giri, 2020). Adolescent identity development is strongly correlated with elements such as parental warmth, autonomy, peer influence, cultural influence, and educational and institutional context. Adolescents with higher self-esteem are more likely to explore their identities with confidence, which is why self-esteem is so important to this process (Harter, 1999). Adolescents who have a healthy sense of self are better able to comprehend and integrate their own values, skills, and beliefs (Erikson, 1968).

When taken as a whole, these elements build a strong and cohesive identity; nevertheless, when any of these elements are lacking or present difficulties, identity instability and confusion may occur (Erikson, 1968; Steinberg & Silk, 2002).

Erikson (1968) introduces the idea of identification in a broader way. According to him, identity is a key structuring principle that continuously develops and goes on with a person's life and offers a frame to distinguish oneself from others, which enables an individual to function independently. Researchers frequently use this idea of identity to describe the identity of teenagers. If an individual does not meet his identity, then an identity crisis, often known as identity cohesion vs. role confusion, can arise during adolescence. The process by which we begin to realize who we are and how we fit into the world is known as identity formation (Sebangane, 2024). Identity formation starts with a child's exploration and progresses throughout childhood to become the main topic of adolescence. It is impacted by things like family structure and how parenting is seen. The aim of the research was to ascertain the moderating impact of family structure on the association between teenage identity development and perceived parenting methods (Basson, 2018). Marcia (1980) developed an identity status model that is based on 2 processes: commitment and exploration of personal experiences, continuing the idea of Erikson (1968). The process of taking into account a wide range of objectives, values, and beliefs is known as exploration. Commitment measures how dedicated a person is to their decisions (Marcia, 1980). Marcia (1980) identified four identity statuses based on the degree of these two processes: moratorium, diffusion, achievement, and foreclosure are components of ego identity development. Identity diffusion lacked commitment and was susceptible to other influences, whereas identity moratorium engages in exploration but finds it difficult to make commitments.

The aim of the study was to identify the relation between different parenting styles on adolescent's identity formation in District Sialkot. And which

parenting style is most effective for the adolescent's identity formation. The area of our research is different from the earlier research as there is little or no research done specifically in relation to parenting style and identity formation in Sialkot. This study will fill this geographic gap.

Literature Review

Bi et al. (2018) completed their research on the relation between parent-adolescent relationship & parenting methods. The sample consisted of 633 students. The findings indicate that while the number of conflicts varies among parenting types, children of authoritarian and neglectful parents experience greater levels of conflict severity. Adolescents with authoritative parenting styles exhibited higher levels of cohesion than those with indulgent, authoritarian, or neglectful parenting styles. Far & Fattahi (2015) had done his research on how high school students' identity types and parenting practices relate to one another. 360 students were selected for the research. The findings indicated a strong correlation between confused-avoidance styles and authoritative, permissive, & identification types. Identity development is influenced by how parents engage with their adolescents; desired identities are shaped by authoritative parenting techniques.

The study was conducted by Laboviti (2015) on how parental practices affect Albanian teens' identity status. In order to evaluate their parenting approaches, 129 participants' parents and teens between the ages of 14 and 18 completed questionnaires. The findings indicated that there was no correlation between authoritarian parenting and either forced identity or mature status, while there was a moderate association with liberal parents and confused identity status. Boys had a moratorium, and most girls had an identity status that was placed upon them. The results imply that authoritarian parenting practices can influence teens' identities, prevent identity formation, and preserve unclear identity status.

According to Waterman's research on Identity Development from Adolescence to Adulthood,

identity status will change from diffusion to achievement over time. Adolescent achievement techniques are heavily influenced by parenting styles; adaptable goal plans and low failure rates are common in authoritative homes. Research indicates that parents who provide their kids with the right amount of nurturing, independence, and discipline are able to raise highly capable, adept, and socially competent adults. The objective of the research is to assess how different parenting philosophies affect adolescent's development of their identities.

According to Dunn (1983), relationships among siblings can be categorized as reciprocal or complementary. Similar to a parent-child relationship, complementary roles involve an unbalanced relationship. Sibling relationships become more egalitarian as they become older (Buhrmester, 1992). Because of the interactions that can take place, siblings are crucial for the advancement of development (Piaget, 1965). Leaper (2002) claims that research indicates that boys require more parental independence, and girls require more emotional assistance. As a result, boys require greater parental liberty, and girls require greater parental approval. Sandhu et al. (2006) argued that studying gender differences in the process of adolescent identity formation. Three groups early, middle, and late adolescents were created from a sample of 600 teenagers (300 boys and 300 girls) between the ages of 13 and 21. The sample came from a variety of Amritsar, India, schools and universities. According to t-test analysis and identity status classifications, girls outperformed boys in all 3 age groups on achieving identity and moratorium while falling short on diffusion. Even in domains of identity development that have historically been controlled by men, girls appear to be outperforming boys.

Shah et al. (2025) investigate how parenting practices affect emerging adults' identity development and emotional intelligence. He uses validated measures including the Parental Authority Questionnaire, the Ego Identity Process Questionnaire, and the Schutte Emotional Intelligence Scale to emphasize the relationship

between parenting styles and emotional outcomes among 270 Pakistani university students. Results show that authoritarian parenting is associated with lower emotional intelligence and identity foreclosure, while authoritative parenting promotes higher emotional intelligence and identity attainment. There are conflicting findings from permissive parenting, especially when it comes to identity dispersal and inadequate emotional control. The study notes cultural context as a moderating element and highlights the long-lasting effects of early parenting on young people's social and psychological functioning.

According to Peter (2025), the study uses a convenience sample technique across college and university students to examine the relationship among perceived parenting styles along with identity formation in young adults between the ages of 18 and 25. Respondents filled out a sociodemographic profile, identity formation questionnaire, and a perceived parenting style questionnaire by Divya & Manikandan (2013). The correlation and descriptive analysis were done in the study. The results show a strong correlation between identity formation and perceived parenting style, suggesting that parenting styles play a critical role in influencing identity development. To promote healthy identity formation, the study highlights the significance of supportive and flexible parenting approaches.

Recent studies highlight the complex and varying roles of parenting styles in identity formation, influenced by cultural contexts. Steinberg and Morris (2021) found that authoritative parenting, characterized by high responsiveness and demandingness, supports identity development in Western youth by encouraging exploration. Conversely, in collectivist cultures like China, demandingness can promote social harmony rather than hinder identity exploration (Chen & Wang, 2019). Cultural factors significantly mediate the impact of parenting behaviors on identity outcomes. Additionally, responsiveness, indicating warmth and support, consistently fosters self-exploration across cultures (Shin &

Lee, 2021). While demandingness can provide stability in some contexts, it is also associated with identity crises in individualistic cultures (Liu & Wang, 2020). In Pakistani culture, family dynamics and authoritative figures play a crucial role in shaping identity.

Theoretical Framework

1. Diana Baumrind's Parenting Styles Theory

Responsive: Authoritative and permissive

Unresponsive: Authoritarian

Parenting Styles	Responsiveness	Demandingness
Authoritative	High	High
Authoritarian	Low	High
Permissive	High	Low

Figure 1: Parenting styles and their dimension

The framework employs three distinct parenting concepts, namely permissive, authoritative, and authoritarian parenting. Combinations of responsiveness and acceptance as well as control and demand are present in these types. "Authoritative parenting develops a balance between emotional warmth high responsiveness) and high expectations (demandingness)." They react, encourage, and even compromise with their children when necessary. "Strict regulations (high demandingness) are enforced by Authoritarian parents, who provide little warmth or psychological support (low responsiveness). "Authoritarian parents usually communicate in a one-way manner, laying forth rigid guidelines that their kids are expected to go by without discussion". Although obedience is frequently the result of this strict, controlling method. These parents have high expectations of their children; these children are less social in society. "High warmth (responsiveness) with a low framework (low demandingness) are characteristics of permissive parenting, which promotes indulgence beyond limits. Children raised with this method tend to show weak self-control and arrogance. These parents are compassionate, and they usually have low requirements for their kids. Adolescents with permissive parents may be

This study is based on Diana Baumrind's Theory, which highlights the correlation between a child's actions & parenting approaches as they become mature & engage with new identities. According to Diana Baumrind's research, responsiveness versus unresponsiveness and demanding versus undemanding are two fundamental factors that may influence effective parenting.

more impulsive, commit more crimes, and utilize the drugs mostly. In some situations, they are emotionally stable and sufficient (Candelanza et al., 2021).

Researchers have discovered that elements of an authoritarian style may be linked to better child outcomes in particular cultures and ethnic groups than Baumrind anticipates. Parents treat their kids can have a significant influence on how well their development progresses (Merin et al., 2016). These approaches vary in their responsiveness and demands and depend on how parents care for their children. Because pre-schooler's actions have been influenced by certain characteristics of their parents, Baumrind's research concentrated on this age group. Parents who are demanding and encouraging can promote mental stability, but they can also cause social problems and crises (Ashraf et al., 2019).

II. James Marcia's Identity Statuses Theory

Erikson's research had an impact on James Marcia (1966) and his idea of operationalizing identity measurement; he separated it into two dimensions: Commitment and Exploration. The identity can be divided into four statuses: achievement, moratorium, foreclosure, and diffusion are components of ego identity development.

Exploration: Try different identities

Although commitment describes the extent to which people have examined life experiences to form a commitment for their intellectual sense of

Commitment: Choose any identity

self, exploration includes actively investigating and weighing other options.

Exploration

Commitment		High	Low
	High	Achievement (the matured identity status, active exploration leading to commitments)	Foreclosure (less exploration & strong commitments; the reason for commitment is the identification with significant people, with their parents)
	Low	Moratorium (studying and analyzing alternatives, active searching, without clear commitments)	Diffusion (confused, not yet mature identity, absence of both commitment and systematic exploration)

Figure 2: Dimensions and Statuses of Identity Formation

Identity Achievement (the matured identity status, active exploration leading to commitments). People who have finally overcome obstacles and made a decision, committing to a profession, philosophy, or communication style following thorough investigation. They have achieved their ideal identity (Embalsado, 2021). Moratorium (studying & analysing alternatives, active searching, without clear commitments). People on moratorium are always in crisis, looking for other options without committing to anything long-term. They might repeat challenges without committing to one, feeling nervous and disobedient (Embalsado, 2021). People in Foreclosure (less exploration & strong commitments; the reason for commitment is identifying with significant people, with their parents). In this status, they are those who have committed to a certain identity without considering other possibilities (Biado et al., 2025). Apathetic emigrants with Diffusion Statuses (confused, not yet mature identity, absence of both commitment and systematic exploration) are those who are less involved and less likely to consider other options. They stay away from difficulties and avoid taking challenges. They might be more susceptible to harmful influences or social isolation (Embalsado, 2021).

Those who are in foreclosure status are the ones who have made a commitment, whereas those in

diffusion status have not considered their options and have not made a commitment. Achievement position describes people who have considered all of their alternatives and made specific commitments, whereas moratorium status describes people who have considered their options but are still not ready to commit (Biado et al., 2025).

Hypothesis

- H1:** There is a significant correlation between Authoritative Parenting style and Adolescents' Identity Formation.
- H2:** There is a significant correlation between Authoritarian Parenting style and Adolescents' Identity Formation.
- H3:** There is a significant correlation between Permissive Parenting style and Adolescents' Identity Formation.

Ahadi et al. (2014) completed their study on the relationship between parenting styles and adolescents' identity and aggression. And he uses non-directional hypothesis to determine the association among the variables of the study.

Research Methodology

A quantitative, correlational research design represents the perfect strategy for a study examining the connection between teenage

identity constructions and parenting approaches. The aim of this study was to explore how several parenting methods authoritative, authoritarian, and permissive relate to the development of teenage identity formation. A correlational design provided light on how parenting practices affect teenagers' identity formation by assisting in determining the strength and direction of the association among the variables. Convenient sampling was used as a sampling method, and the data were collected from the region of Punjab, Sialkot. Participants were recruited from educational institutions. A sample of 350 participants aged 14 to 19 from different schools, colleges, and universities in Sialkot was chosen for this study by the researcher. Out of 350 students, 300 participants completed the survey questions, hence making the response rate 85.7%, while 50 students were not able to complete the questionnaire.

Pearlin Peter's (2025) carried out a quantitative study in which he used a correlation research design to investigate the association between parenting methods and identity formation in young adults. The Perceived Parenting Style Scale (Divya & Manikandan, 2013) and the Identity Formation Questionnaire (Cheek & Briggs, 2002) were used to collect data. Convenience sampling was used across colleges and institutions. Convenience sampling has been used in this study because it makes the task of collecting data relatively easy and time-saving since the participants were readily available and accessible. The response rate achieved and the results cannot be generalized to other areas. Out of 350 students who were contacted to participate in this study, 300 answered the survey questions, hence making the response rate 85.7%, while 50 students were not able to complete the questionnaire.

Measurements

1. Demographic Information

The first section of the questionnaire was consisting on demographic information of the participants, based on age, gender, education level, family type, family size, economic status, and

relation with parents. The second part of the questionnaire is based on the independent variable, the Perceived Parenting Style Scale, and the dependent variable, Extended Objective Measure of Ego Identity Status-II (EOM-EIS II).

2. Perceived Parenting Style Scale (PPSS)

Divya & Manikandan (2013) created the Perceived Parenting Style Scale to determine how kids perceive their parents' behavior. It evaluates an individual's perceived parenting style in three ways: permissive, authoritarian, and authoritative. A Likert scale with 5 points was used to convey responses to its 30 items. These thirty items measure the perceived parenting style. Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5) are the response categories on the five-point Likert scale. Every item on the scale has positive wording and a score between 5 and 1. Authoritative items are 1, 4, 7, 10, 13, 16, 19, 22, 25, 28; Authoritarian items are 2, 5, 8, 11, 14, 17, 20, 23, 26, 29; & permissive items are 3, 6, 9, 12, 15, 18, 21, 24, 27, 30. The Alpha coefficients for the authoritarian, authoritative, and permissive styles are 0.81, 0.79, and 0.86 (Divya & Manikandan, 2013). 15 items were adapted from each subscale (permissive, authoritarian, and authoritative) of the perceived parenting style scale for data collection. According to the participants' understanding, the statements of the scale were self-modified and brief in English to obtain suitable responses from the population.

3. Extended Objective Measure of Ego Identity Status-II (EOM-EIS II)

Adams, Bennion, & Huh (1989) created the Extended Objective Measure of Ego Identity Status-II (EOM-EIS II) to assess how teenagers are forming their identities. EOM-EIS II is based upon Marcia's Theory (1966), the four types of identity status (achievement, moratorium, foreclosure & diffusion). The 64-item test assesses identity in two domains: interpersonal (social identity) and ideological (personal identity). It evaluates respondents' identification status using a 6-point Likert scale. Strongly Agree (6), Agree (5), Slightly Agree (4), Slightly Disagree (3), Disagree (2), & Strongly Disagree (1). Every factor had good

factor loadings in the range of .666 to .842. Reliability analysis revealed strong Cronbach's alpha values for the two dimensions, ranging from 0.76 to 0.78 (Arifain et al., 2022). 14 items were adapted from the EOM-EIS II scale for data collection. According to the participants' understanding, the statements of the scale were self-modified and brief in English to obtain suitable responses from the population.

Data Analysis

Quantitative data were used to analyze descriptive statistics, including standard deviations, means, & frequency distributions, to examine the central tendencies and distributions of responses.

Table 1: Cronbach Alpha Values

Labels	Items	M	SD	Cronbach's Alpha (α)
PPSS	15	55.81	7.40	.833
EOM-EIS II	14	51.62	6.81	.785

N=300, M=Mean, SD=Standard Deviation

Statistics and a reliability test for the two sections of the inventories related to identity formation and parenting styles. The reliability test of various sections of the questionnaire, which was based on the Extended Objective Measure of Ego Identity Status-II (EOM-EIS II) and Perceived Parenting Style Scale (PPSS), is shown in the table above. PPSS was divided into 3 sections: permissive, authoritative, and authoritarian parenting. Following the reliability test of this section, the retrieved value was $\alpha=0.833$, indicating that PPSS was a good and reliable tool for measuring parenting styles. However, the second section of the questionnaire was based on Marcia's Theory (1966), the four types of identity status EOM-EIS II to classify the aspects of achievement, moratorium, foreclosure & diffusion.

Statistical Analysis

Due to the lack of resources and accessibility, convenience sampling was used for selecting the participants of the research. Although this sampling procedure restricts the generalizability of the findings, it helped collect the data easily in the given situation. In the future, researchers

Inferential statistical analyses, such as correlation coefficients and regression analysis, were conducted to explore relationships between variables. Statistical software, such as SPSS, was used for data analysis. Handling of missing data was done using listwise deletion and multiple imputation techniques, thus obtaining a final sample size of N participants.

Pilot Testing

In order to assess the reliability of the questionnaire, the researcher pre-tested it and gathered 15 responses from particular educational departments. The researcher used this procedure to assess the standard deviation.

should opt for random sampling procedures in order to improve generalizability.

Ethical Considerations

The Department Ethical Review Committee (DERC) of the Department of Sociology at GC Women University Sialkot gave approval for the research project to be conducted. After getting permission to carry out the study, the data were collected. Participants were contacted by visiting the school, college, and university in Sialkot. Parental consent was obtained for participants under 18, and consent letters from the students, demographic data sheets, and current study scales were used. Clear instructions were provided. The researcher has followed all ethical guidelines, including those related to anonymity and confidentiality. All participants' names and other personal information were kept confidential by the researcher. They were provided with information regarding their participation in the study and its aims and objectives. Participants' questions were addressed in-depth and truthfully. Participants were informed that they might leave the study at any time.

Table 2: *Description of Demographic*

Variables	Categories	F (%)
Age	14-16 years	80 (26.7)
	17-19 years	220 (73.3)
Gender	Male	120 (40.0)
	Female	180 (60.0)
Education Level	Matriculation	77 (25.7)
	Intermediate	102 (34.0)
	BS	121 (40.3)
Family Type	Joint	112 (37.3)
	Nuclear	188 (62.7)
Family Size	3-8 members	235 (78.3)
	9-13 members	57 (19.0)
	14-18 members	8 (2.7)
Economic Status	Upper Class	28 (9.3)
	Middle Class	263 (87.7)
	Lower Class	9 (3.0)
Relation with your Parents	Weak	14 (4.7)
	Normal	104 (34.7)
	Strong	182 (60.7)

Note: *N= 300, % age in the bracket*

The respondents' demographic profile was measured using the seven items in the table. The first item, "Age of the respondent," was between 14-16 years, which is 80(26.7%) respondents, whereas the maximum of the respondents, 220(73.3%), were between 17-19 years old. Second item "Gender of the respondent": the maximum of the respondents were females, which is 180(60.0%), whereas 120(40.0%) were males. The third item, "education level," Shows the demographic statistics with respect to the current year of study of the respondent. This shows that out of 300 respondents, 77(25.7%) were studying in Matriculation. While 102(34.0%) of respondents were students of Intermediate and 121(40.3%) of respondents were students of BS. Fourth item "family type": 122(37.3%) respondents were living in a joint family system,

whereas 188(62.7%) respondents were living in a nuclear family system. Fifth item "family size": 235(78.3%) of the respondents claimed that their family size was 3-8 members, 57(19.0%) of the respondents responded that their family size was 9-13 members, and 8(2.7%) of the respondents stated that the size of their family was 14-18 members. Sixth item "economic status": 28(9.3%) of the respondents belonged to upper socio-economic status, 263(87.7%) of the respondents were in the middle class, and 9(3.0%) of the respondents belonged to lower socio-economic status. Seventh item "relationship of the respondents with their parents": 14(4.7%) have a weak relationship with their parents, 104(34.7%) of the respondents have a normal relationship with their parents, and 182(60.7%) of the respondents have a strong relationship with their

parents.

Table 3: *Pearson product-moment coefficient of correlation: Relationship between Parenting Styles and Adolescent Identity Formation.*

		Achievement	Moratorium	Foreclosure	Diffusion
Authoritative	Pearson Correlation	.661**	.428**	.326**	.330**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	300	300	300	300
Authoritarian	Pearson Correlation	.172**	.146**	.328**	.182**
	Sig. (2-tailed)	.002	.001	.000	.002
	N	300	300	300	300
Permissive	Pearson Correlation	.659**	.185**	.498**	.390**
	Sig. (2-tailed)	.000	.002	.000	.000
	N	300	300	300	300

Note: *M= Mean, S.D. = Std. Deviation, N=Number*

The above table illustrates the correlation between parenting styles and identity formation of adolescents. **H1:** There is a significant correlation between Authoritative Parenting style & Adolescent Identity Formation. Authoritative parenting has a significant positive correlation with Identity Achievement (.661**) and Foreclosure (.326**). As well as a significant correlation with Identity Moratorium (.428**) and Diffusion (.330**). The hypothesis is supported. **H2:** There is a significant correlation between Authoritarian Parenting style & Adolescent Identity Formation. As evidenced by the results, there is a significant positive correlation with Achievement (.172**), Moratorium (.146**) & Diffusion (.182**). With Foreclosure, there is a

significant positive correlation (.328**). The hypothesis is supported as per the results. **H3:** There is a significant correlation between Permissive Parenting style & Adolescent Identity Formation. As evidenced by the results, there is a significant positive correlation with Achievement (.659**), Foreclosure (.498**) & Diffusion (.390**). While with Permissive parenting has a positive and weak correlation with Identity Moratorium (.185**). The hypothesis is supported. Significant correlations have been found in all relationships between parenting styles and identity statuses ($p < 0.01$), which indicates that there are significant connections between parenting styles and identity statuses.

Table 4: *Linear Regression Analysis of Relationship between Parenting Styles and Adolescent Identity Formation.*

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.662 ^a	.438	.436	4.95792	
Coefficients ^a					
	B	Std. Error	Beta	t	Sig.
(Constant)	15.463	2.056		7.522	.000
Parenting Styles	.551	.036	.662	15.241	.000

Note: $N=300$, $R=.662a$, $R^2=.438$, $Adjusted\ R^2=.436$, $F=232.288$

The above table illustrates the linear regression analysis of different parenting styles of parents with identity formation of adolescents. The value of the constant Std. Error =2.056 ($B=15.463$) showed the variance with parenting styles, which was Std. Error =.036 ($B=.551$). The value of R (.662a) identified the direction and magnitude of the relationship between the two variables. The value of R Square is .438, and Adjusted R Square is .436. The variation in identity formation is just because of different parental practices. The value of F is 232.288. β value is .662. Results show that there is a significant relationship ($p<0.001$).

Regression analysis showed that Parenting Styles has a great effect on the identity of adolescents. Parenting Styles has a 43.8% effect on Identity Formation, which can be categorized as a high effect size. The standardized beta coefficient shows a high effect of parenting styles on adolescent development, where the effect size is $\beta = 0.662$. The p -value is .000, which means that there is a statistically significant effect of the independent variable on the dependent variable.

Discussion

In general, parenting style is a term that denotes the child care practices that parents utilize for socializing their kids (Baumrind, 1991). It is a complex phenomenon that incorporates an individual's lifelong learning process (Lerner, 1894). It covers two facets of parenting, namely

the responsiveness and demandingness of parents (Maccoby & Martin, 1983). While demandingness relates to what parents expect from their children, parental responsiveness typically involves parents encouraging their children. The previous research by Sebangane (2015) used correlation analysis to identify the relation between parenting and identity. This study showed a significant relationship between parenting styles and identity formation.

After using the statistical analysis (Correlation and Linear Regression), the results showed a significant positive correlation between the authoritative parenting style and Identity formation in adolescents. Our results were similar to prior studies. Mogghaddam et al. (2017) found that children's positive outcomes are linked to the authoritative parenting style. Higher self-esteem is a result of authoritative parenting. According to several studies (Kuppens & Ceulemans, 2019; Checa & Gutierrez, 2018), the children's positive outcomes are linked to the authoritative parenting style. For the benefit of their children's growth and development, Mensah & Kuranchie (2013) said that parents should adopt an authoritative parenting style.

The authoritarian parenting style showed a positive, significant weak correlation with adolescents' identity formation. The Hypothesis is supported. The results of Rezvan et al. (2017)

study revealed that adolescents having an authoritarian parenting style exhibited a high level of personal identity formation as compared to the permissive and authoritative parenting styles. Permissive parenting style has a significant positive correlation with adolescents' identity formation. The hypothesis is supported as Khaira & Basaria (2025) reported in the results that permissive parenting has a significant relationship with individual self-esteem. This shows that there is a systematic and consistent relationship between the independent and dependent variables. In mainland China, the research showed that the connection between parent-adolescent interactions and parenting practices. Adolescents with authoritative parents showed greater cohesiveness, whereas those with permissive & authoritarian parents reported increased conflict intensity. This study has filled the research gap on which parenting style is most effective for the adolescent's identity formation. The results showed that authoritative parenting is the most effective parenting for the adolescent's identity formation. According to the results, authoritative parenting showed significant and high results with all types of identity statuses as compared to other parenting styles. The sample size for this study was 633. The study also discovered that the relationships among parenting style & conflict were mediated by adolescents' aspirations for behavioural autonomy and their perceptions of parental, with mediating impacts being gender-specific (Bi et al. 2018). Laboviti's (2015) study looks at how parenting practices affect the identity status of teens in Albania. 129 people participated in the study, including 64 teens between the ages of 14 and 18 and 65 parents. The Parenting Authority Questionnaire and the Ego-Identity Process Questionnaire were the instruments

utilized.

Recommendation and limitation

To explore the impact on adolescents' identity formation of several parenting styles (permissive, authoritarian, and authoritative). Parents should have warmth & open dialogue with their children. In a joint family, there were a lot of family members (relatives), so sometimes parents are influenced by them and behave strictly. And sometimes parents cannot pay attention to their children just because of all family responsibilities and ignore their children. All hypotheses are accepted/ supported to our results. Certain time, the results can be non-significant due to these different circumstances that result in social bonding and cultural patterns in parent adolescent's relation. Current study results vary from the western research because of different circumstances, which could be the result of social bonding of parent and child relation and cultural practices. Just because of different cultural practices, geographical location, and population. Furthermore, the study can help policymakers and educators create initiatives that support healthy teenage growth. In the end, this study fills a vacuum in the research and may advance both theoretical understanding and useful tactics for enhancing adolescent wellbeing. There was a likelihood of obtaining biased findings using the self-report measure as a tool since there was a possibility of social desirability bias. There was a possibility of overestimating the correlation because of common method variance. Giri (2020) completed his study on the Influence of Different Parenting Styles on Adolescents' Identity Construction, and the results revealed that parenting style influences the adolescent's identity development.

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