INFLUENCE OF PARENTING STYLE AND PEER PRESSURE ON IDENTITY ACHIEVEMENT OF ADOLESCENTS

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CERTIFICATION

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DEDICATION

This project is dedicated to God my heavenly Father. God the son and God the Holy Ghost for His strength and abundance Grace over my life. Your name be praised.

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I appreciate Almighty God, the ever loving God, the beginning and the ending for the gift of life and His sufficient grace. I am so greatful Lord.

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ABSTRACT

Issue of identity achievement among adolescent is becoming a thing of concern to the society. The present study investigates the influence of parenting style and peer pressure on identity achievement of adolescent. The study adopted ex-post facto research design. A total of(N= 200) adolescent in secondary school were purposive sampled in the study .These participants were administered with questionnaire comprising of three scale which are Personal Identity Orientation Scale by Briggs, (2003) was used to measure identity achievement ,Resistances to Peer Influence scale by Steinberg (2007) and finally parental care scale develop by Baumrind (1971), together with demographic information. The research instruments were used to measure parenting style, peer pressure and identity achievement. Three hypotheses were tested using Pearson correlation analysis, Regression analysis and T-test of independence, to analyzed the results of the Data collected for the research purpose, The result indicate that the three parenting styles jointly predict identity achievement of[$F (3, 194) = 3.16$, $p = .03$, $R^2 = .05$]. While it was discover that the higher the peer pressure the lower the identity (n = 37, M = 39.51, SD = 5.01) and two hypothesis were supported. Discussion, Recommendation and Implications of the study were made in the lines with the research finding.

Keyword: parenting styles, peers pressure, identity achievement, adolescents.

Word counts: 198

CHAPTER ONE

INTRODUCTION

Background of the Study

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship; the most common caretaker in parenting is the biological parent of the child in question, although others may be an older sibling, a grandparent, a legal guardian, aunt, uncle or other family member, or a family friend. Governments and society may have a role in child rearing as well. In many cases, orphaned or abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised in foster care, or placed in an orphanage.

Parenting skills vary, and a parent with good parenting skills may be referred to as a good parent. It generally says in our society today that all parents have a great impact in their children's lives in every way, starting from infancy parent influences the food their children eat, the neighbourhood in which they grow up, the school they attend , their sexual identity way of looking for their identity and independence. The successful parent feed their children with such a security feeling that encourage them to be autonomous going towards their independence by Jaime Varges (1990).Ideally, adolescent is a life period when a person starts to be more oriented inside instead of being psychologically dependent from family. Parents wish to help their adolescences develop their identity and let them try new ideas and behaviour.

In this context the formation of identity and independence are not individual processes but a common and interdependent process where the adolescent and his parents take part. Parents work together to take care and show discipline to their children, so that no parent is excluded from the

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relationship. From these relationships the adolescences becomes capable to distinguish their personal ideas and to express them, they becomes able to listen and respect the ideas of others, to be conscious for their thoughts and responsibility about them. If the relationship of parent-child is qualitative, then the adolescent will be socially competent, confident to himself, and socially responsible, which he will test among his age. Otherwise, a non qualitative relationship will deprive them from all of these, and will bring negative effects to the formation of his identity and independence, therefore will not develop into a matured adult. Hill (1980)

Adolescents are unique in the sense that they must face one of the most daunting tasks one will ever experience in their lifetime. They must devise an answer to the overwhelming question: who am I? Some willingly deal with these issues, others avoid the task all together, some develop a clear sense of who they are and what they want, whereas others remain ambivalent. In any case, many studies have shown that the formation of a reasoned, sound, and carefully constructed identity is conducive to mental soundness, psychological/physical health, and general well-being (Schwartz, 2010; Waterman, 2007). The categorical classification of identity-seeking individuals has been formulated into two distinct paradigms outlining separate constructs related to identity development(Marcia, 1966; Berzonsky, 1989); however, given this extensive study on identity classification, one might wonder what factors determine such outcome.

Almost everyone has experienced peer pressure before, either positive or negative. Peer pressure is when your classmates, or other people of your age, try to get you to do something. It is so easy to give in to peer pressure because everyone wants to fit in and be liked. Especially when it seems like "everyone is doing it". Sometimes people give in to peer pressure because they do not want to hurt someone's feelings or they do not know how to get out of the situation so they just say "yes" It is probably more accurate to refer to this as peer influence, or social influence to adopt a particular type of behaviour, dress, or attitude in order to be accepted as part of a group of your equal ("peers"). As a teen, it's likely you've experienced the effect of peer influence in a

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number of different areas, ranging from the clothes you wear to the music you listen to. Peer influence is not necessarily a bad thing. We are all influenced by our peers, both negatively and positively, at any age. For teens, as school and other activities take you away from home, you may spend more time with your friends than you do with your parents and siblings. As you become more independent, your peers naturally play a greater role in your life. Sometimes, though, particularly in emotional situations, peer influence can be hard to resist—it really has become "pressure"—and you may feel compelled to do something you're uncomfortable with.

Steinberg (2003) , a researcher at Temple University in Philadelphia. "During early adolescence in particular, teenagers are drawn to the immediate rewards of a potential choice and are less attentive to the possible risks. Second, teenagers in general are still learning to control their impulses, to think ahead, and to resist pressure from others." These skills develop gradually, as a teen's ability to control his or her behaviour gets better throughout adolescence. In addition teens are very quick and accurate in making judgments and decisions on their own and in situations where they have time to think. However, when they have to make decisions in the heat of the moment or in social situations, their decisions are often influenced by external factors like peers. In a study funded by the National Institute on Drug Abuse (NIDA) Casey (, teen volunteers played a video driving game, either alone or with friends watching. What the researchers discovered was that the number of risks teens took in the driving game more than doubled when their friends were watching as compared to when the teens played the game alone. This outcome indicates that teens may find it more difficult to control impulsive or risky behaviours when their friends are around, or in situations that are emotionally charged. While it can be hard for teens to resist peer influence sometimes, especially in the heat of the moment, it can also have a positive effect. Just as people can influence others to make negative choices, they can also influence them to make positive ones.

A teen might join a volunteer project because all of his or her friends are doing it, or get good grades because the social group he or she belongs to thinks getting good grades is important. In

fact, friends often encourage each other to study, try out for sports, or follow new artistic interests. In this way, peer influence can lead teens to engage in new activities that can help build strong commitment

According to Owens Spring (2006) using Erik Erikson theory, adolescence is the age in which people must set up an identity to escape identity diffusion and confusion. At this age, adolescents give much importance to their friends who have a power over them.

This phenomenon is called "peers pressure." Oxford English Dictionary defines peer pressure as the influence from members of the same group. One may think of many kinds of peer pressure that may have a positive or negative aspect. Peer group is a term commonly used by psychologists to describe people of a similar age, often when talking about adolescents. There is peer pressure in different ages and different places. For instance, workers at the same factory have peer pressure which is positive because each one of them tries to do his or her best at work. Spring (2006) there is peer pressure among small children; they try to do the same gestures and have the same toys and there is also peer pressure in ethnic groups. Finally, there is peer pressure among adolescents which is the most important kind since it influences the adolescents' personality and intervenes in the development of their morality. Indeed, peers are one of the most factors that influence the adolescent's psychological development.

Bronfenbrenner (as cited in Oswald & Suss, 1988), a Russian psychologist who had developed many theories in the developmental psychology, asserts, "the first level of the ecology or the context of human development is the micro system … [that is] family, school, peer groups as well as the specific culture within which the family identifies."(349) This means that adolescents are mostly influenced by their families and their surroundings. In previous findings, family was the only responsible for adolescents' behaviour, yet recent research find out that peers have a more powerful influence on adolescents, especially in what concerns identity achievement (Oswald & Suss, 1988). Even if in Bronfenbrenner's model, family comes before outer world

which is school and peers, Oswald & Suss (1988) prove that the role of peers is more significant than parents' role. This role is important because at teen's age, youths become interested in knowing who they are. They try hard to find out their identity as this stage is known as the "identity versus identity confusion" in Erik Erickson's Theory of Identity Development. This goes and says that peer pressure is important and even unavoidable in adolescence. Peers are crucial for adolescent's development because development needs to be in context which mainly means family and peers (Oswald and Suss, (1988).

In fact, peer pressure has more negative than positive effects which influence adolescents' personality. Identity development involves an active exploration and a relatively firm commitment to individually specific morals, viewpoints, and aspirations in life (Erikson, 1968). Parents can either help or hinder this process through their childrearing behaviours (Adams, & Bennion, 1990). Baumrind (1968) described different patterns of parenting that have proven useful in understanding the influence of parenting behaviours on adolescent development. Authoritarian parenting is a restrictive and punitive style that places firm limits and controls on the child; conversely, permissive parents are accepting, affirming, and have very few demands of their child. Authoritative parents are also accepting and affirming but exert firm control while sharing the reasoning behind disciplinary actions. Purpose of this study is to investigate which dimensions of authoritative parenting are most influential to the identity formation process.

.1.2 Statement Of Problem

Identity achievement has been approached from a variety of conceptualized and operationalized perspectives in the field of academics on adolescences. Mostly all adolescent want to be successful in life, A person's upbringing has a profound influence on how they see the world and how they process information (Bowman, 2008). Stevenson (1998) observed that different students view education as having different goals. In our society today adolescents wish to be educated, self actualised, and also be identity stable. In this research influence of parenting and

peer pressure on identity achievement of adolescent would conducted to known how the Independent variables interrelate with dependent variable and to look at how those variable influences adolescent achievements in our society. Also, it will focus on how parenting style and group influences have led to the renewed interest in the relationship between adolescent s school achievement and the growing number of adolescent who face identity crises, why some are low in identity, thereby making them unable to know what they want and who they are. Looking at those perspective, ways peer pressure influences adolescents identity achievement in positive form and negative form makes one to examine why some adolescent or children face identity crises such as identity achievement, not been able to identify themselves , sort out what they want to be , their exploration in life as well as their self actualization. While some are identity achievers, having strong commitment, active exploration and highly developed set of beliefs and values.

Research Questions

1. will peer group influence adolescent's identity achievement in Ado Ekiti?

2. To what extent does parenting styles influence adolescent identity achievement in Ado Ekiti?

3. Is there gender differences in level of identity achievement among adolescents in Ado Ekiti?

4. To what extent do peer pressures affect identity achievement in Ado Ekiti?

1.3 Objective Of The Study

The main purpose of the study is to examine and assess if parenting styles and peer pressure determine the types of identity status in adolescents and what level it affects identity achievement of adolescents. This study was guided by the following objectives

1. To test the influence of authoritarian parenting style on identity achievement of adolescents in our society

2. To investigate the influence of authoritative parenting style on identity achievement of adolescents in secondary and among undergraduate student

3. To establish the influence of permissive parenting style on adolescents identity achievement

4. To assess the influence of peer pressure on identity achievement of adolescents among secondary schools and undergraduates student

1.4 Significance Of The Study

This study would help the society to know and enable them to identify those potential factors that will affect identity achievement of adolescents. It will also enhance what kind of parenting style or peer pressure strategies that are applicable to each adolescent. The study would be useful to all adolescents and the society and how to help secure a good relationship with their parents and with peers in order to achieve their identity and this study will a add benefit to society

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Framework

This chapter review various theories relating to variables in the study as well as some related studies. Theories reviewed include theories, Baumrind Theory of Parenting Styles, Marcia's Identity Statuses theory, Erick Erickson Psychosocial Stage of Development Erick Erikson theory of Peer Influences, social Learning theory and Cognitive Development .

2.1.2: Baumrind Theory of Parenting Styles

Diana Baumrind studied social, clinical and developmental psychology in the late 1940s and early '50s. She chose research after she graduated with a PhD because she felt it would give her flexibility in caring for her daughters, according to the American Psychological Association. During the 1970s, she conducted extensive studies of parent-child interactions in at home. Baumrind developed the theory that there were four main types of parenting styles and that difference in parenting styles accounted for the way children functioned socially, emotionally and cognitively.

Baumrind felt that there were four dimensions of parent-child interactions: parental control, maturity demands, clarity of communication and nurturance. "Parental control" is related to such issues as enforcing rules. "Maturity demand" is the parental expectation that children perform up to their potential. "Clarity of communication" reflects the parents' willingness to communicate with their children, solicit their opinions and use reasoning to obtain the desired behaviour. "Nurturance" is related to parental expressions of warmth and approval, and protection of children's physical and emotional well-being. Using these four dimensions, Baumrind

identified four parenting styles: authoritative, authoritarian, permissive-indulgent and permissive-uninvolved.

Authoritative Parenting

The authoritative style is considered the "ideal" parenting style and seems to produce children with high levels of self-reliance and self-esteem, who are socially responsible, independent and achievement-oriented, according to Authoritative parents set clear expectations and have high standards. They monitor their children's behaviour, use discipline based on reasoning and encourage their children to make decisions and learn from their mistakes. They are also warm and nurturing, treating their children with kindness, respect and affection.

Authoritarian Parenting

Although the word sounds similar, authoritarian parenting is different in many ways from authoritative parenting. The authoritarian parent tends to set rigid rules, demand obedience and use strategies such as the withdrawal of love or approval to force a child to conform. These parents are more likely to use physical punishment or verbal insults to elicit the desired behaviour. They lack the warmth of the authoritative parent and may seem aloof to their children. Children with authoritarian parents may be well-behaved, but they are also likely to be moody and anxious; they tend to be followers rather than leaders.

Permissive-Indulgent Parenting

The permissive-indulgent parent is overflowing in parental warmth. This parent may be openly affectionate and loving but sets few or no limits, even when the child's safety may be at risk. Permissive-indulgent parents make few demands for maturity or performance, and there are often no consequences for misbehaviour. Children of permissive parents often have problems with controlling their impulses; they may display immaturity and be reluctant to accept responsibility.

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Permissive-Uninvolved Parenting

Permissive-uninvolved parenting, also called simply "uninvolved parenting," is characterized by the same lack of limits or demands seen in the permissive-indulgent style. However, the uninvolved parent displays little or no parental warmth. At its extreme, the uninvolved style can be neglectful or involve outright rejection of the child. Children with uninvolved parents are likely to have low levels of functioning in many areas. They tend to do poorly in school and, particularly as they move into high school, are more likely to exhibit delinquent behaviour and to be depressed.

Parenting and Identity

Adams et al. (1990) integrated several parenting theories to derive generalizations of parental characteristics that facilitate or impede their adolescent's identity development. The more emotionally facilitative behaviours of parents are associated with warmth, companionship, and acceptance. The more conduct-oriented factors that facilitate identity development involve setting reasonable behavioural standards, independence training, acceptance of others' perspectives, and disciplined compliance to behavioural expectations. Parents who encourage self-expression, the acceptance of unique viewpoints, and respect for others' perspectives positively impact identity exploration and commitment Baumrind (1968). Emotionally-based parenting practices that inhibit adolescent identity development include hostility, restrictiveness, emotional distance, or perceived rejection. High frequencies of parental binding behaviours, systemic rigidity, or chaos in the family's ability to adjust to the child's growth toward maturity greatly impede the identity processes Adams (1990).

These emotionally-based and conduct-oriented factors that either help or hinder adolescents in their identity crisis are descriptive of the previously mentioned patterns of parenting. Prototypic authoritarian parents are generally described by their "attempts to shape,

control, and evaluate behaviour and attitudes in accordance with a set standard of conduct" (Baumrind,1968,). They value obedience and conformity, and tend to favour punitive and forceful measures of discipline. Authoritarian parents also tend not to encourage independence and their style of parenting restricts the child's autonomy (Baumrind, 1971). Authoritative parents, on the other hand, encourage autonomy but with clear standards of conduct. They are warm and nurturing to their children yet apply firm control in a rational, issue-oriented manner.(Baumrind,1968).

Both the authoritative and authoritarian styles of parenting are high on demandingness, which refers to the degree to which the parent expects and demands mature, responsible behaviour from the child, but differ on the extent of parental responsiveness, which refers to the degree to which the parent responds to the child's needs in an accepting, supportive manner (Maccoby & Martin, 1983). Expanding upon Baumrind's (1971) classifications of parenting patterns, Maccoby and Martin (1983) identified two styles of parenting that are low on demandingness and vary on the extent of parental responsiveness (see Figure 2). A prototypic indulgent parent adopts a permissive style, in which parents are highly involved with their children but place very few controls and are more passive in their limited disciplinary actions. Finally, neglectful parents are also permissive in their demands but are low on the responsiveness dimension. These parents are extremely uninvolved and are indifferent with their children.

	Responsive, Accepting	Unresponsive, Rejecting
Demanding, Controlling	AUTHORITATIVE	AUTHORITARIAN
Undemanding, Uncontrolling	INDULGENT	NEGLECTFUL

The table above of parenting style Classify of four patterns of parenting along the dimensions of responsiveness and acceptance in conjunction with the dimensions of demandingness and control

2.1.3: James Marcia Theory of Identity

Based on Erik Erikson's groundbreaking work on identity and psychosocial development in the 1960s, Canadian developmental psychologist James Marcia refined and extended Erikson's model, primarily focusing on adolescent development. Addressing Erikson's notion of identity crisis, Marcia posited that the adolescent stage consists neither of identity resolution nor identity confusion, but rather the degree to which one has explored and committed to an identity in a variety of life domains from vocation, religion, relational choices, gender roles, and so on. Marcia's theory of identity achievement argues that two distinct parts form an adolescent's identity: crisis (i. e. a time when one's values and choices are being revaluated) and commitment. He defined a crisis as a time of upheaval where old values or choices are being re-examined. The end outcome of a crisis leads to a commitment made to a certain role or value.

Upon developing a semi-structured interview for identity research, Marcia proposed Identity Status of psychological identity development:

Identity Diffusion – The status in which the adolescent does no have a sense of having choices; he or she has not yet made (nor is attempting/willing to make) a commitment **Identity Foreclosure** – The status in which the adolescent seems willing to commit to some relevant roles, values, or goals for the future. Adolescents in this stage have not experienced an identity crisis. They tend to conform to the expectations of others regarding their future (e. g. allowing a parent to determine a career direction) As such, these individuals have not explored a range of options.

Identity Moratorium – The status in which the adolescent is currently in a crisis, exploring various commitments and is ready to make choices, but has not made a commitment to these choices yet.

Identity Achievement – The status in which adolescent has gone through an identity crisis and has made a commitment to a sense of identity (i.e. certain role or value) that he or she has chosen.

James Marcia (1966) expanded Erikson's theoretical conception of identity by developing identity statuses as a methodological device to empirically study identity. A semi structured interview that assesses the crisis and commitment domains of identity

	Exploration Present	Exploration Absent
Commitment Present	ACHIEVEMENT	FORECLOSURE
Commitment Absent	MORATORIUM	DIFFUSION

Identity status categories based on the presence or absence of exploration in conjunction with the presence or absence of commitment.

Note that the above status is not stages and should not viewed as a sequential process.

Marcia (1996) the core idea is that one's sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits. The work done in this paradigm considers how much one has made certain choices, and how much he or she displays a commitment to those choices. Identity involves the adoption of 1) a sexual orientation, 2) a set of

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values and ideals and 3) a vocational direction. Marcia (1996), a well-developed identity gives on a sense of one's strengths, weaknesses, and individual uniqueness. A person with a less well-developed identity is not able to define his or her personal strengths and weaknesses, and might not have a well articulated sense of self

2.1.4: Erick Erickson Psychosocial Stage of Development

Erikson's (1959) theory of psychosocial development has eight distinct stages. Like Freud, Erikson assumes that a crisis occurs at each stage of development. For Erikson (1963), these crises are of a psychosocial nature because they involve psychological needs of the individual (i.e. psycho) conflicting with the needs of society (i.e. social).According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises.

Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time, I will base my theory of on the 5th stage because it more of and adolescences and identity

Identity vs. Role Confusion

During adolescence (age 12 to 18 yrs), the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in. This is a major stage in development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent would re-examine his/her identity and try to find out exactly who he or she is. Erikson suggests that two identities are involved: the sexual and the occupational. According to Bee (1992), what should happen at the end of this stage is. During this

stage the body image of the adolescent changes. Erikson claims that the adolescent may feel uncomfortable about their body for a while until they can adapt and "grow into" the changes. Success in this stage will lead to the virtue of fidelity. Fidelity involves being able to commit one's self to others on the basis of accepting others, even when there may be ideological differences. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within the society ("I don't know what I want to be when I grow up") can lead to role confusion. Role confusion involves the individual not being sure about themselves or their place in society. In response to role confusion or identity crisis an adolescent may begin to experiment with different lifestyles (e.g. work, education or political activities). Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness.

2.1.5: Erick Erikson theory of Peer Influences

According to Erik Erikson, adolescence is the age in which people must set up an identity to escape identity diffusion and confusion

.At this age, adolescents gives much importance to their friends who have a power over them. This phenomenon is called "peers pressure." Oxford English Dictionary defined peer pressure as the influence from members of the same group. One may think of many kinds of peer pressure that may have a positive or negative aspect. Peer group is a term commonly used by psychologists to describe people of a similar age, often when talking about adolescents. There is peer pressure in different ages and different places. For instance, workers at the same factory have peer pressure which is positive because each one of them tries to do his or her best at work. There is peer pressure among small children; they try to do the same gestures and have the same toys and there is also peer pressure in ethnic groups. Finally, there is peer pressure among adolescents which is

the most important kind since it influences the adolescents' personality and intervenes in the development of their morality. Indeed, peers are one of the most factors that influence the adolescent's psychological development. Bronfenbrenner (as cited in Oswald and Suss, 1988), a Russian psychologist who had developed many theories in the developmental psychology, asserts, "the first level of the ecology or the context of human development is the micro system ... [that is] family, school, peer groups as well as the specific culture within which the family identifies, this means that adolescents are mostly influenced by their families and their surroundings. It is generally observed, family was the only responsible for adolescents' behaviour, yet recent research find out that peers have a more powerful influence on adolescents, especially in what concerns academic achievement (Oswald and Suss, 1988). Even if in Bronfenbrenner's model, family comes before outer world which is school and peers, it is generally observed that the role of peers is more significant than parents' role. This role is important because at teen's age, youths become interested in knowing who they are. They try hard to find out their identity as this stage is known as the "identity versus identity confusion" in Erik Erickson's Theory of Identity Development. This goes and says that peer pressure is important and even unavoidable in adolescence. Peers are crucial for adolescent's development because development needs to be in context which mainly means family and peers (Oswald and Suss, 1988). In fact, peer pressure has more negative than positive effects which influence adolescents' personality (Oswald &Suss 1988). Adolescents need to be in a precise context in order to develop their own identity. Peer pressure is one of these problem with peers is that they influence adolescents in a negative way. They introduce them to drug abuse which has gives social drawbacks such as violence and delinquency. Besides, it gives personal disadvantages such as addiction, health problems, and mental disorders. Appearance is also affected in this critical stage by the peer's pressure. In fact, peers influence adolescents' appearance by limiting their own choices and providing them with small room to express them and impose their personality.

Peer group pressure and control in adolescence

Risk behaviours tend to occur within a peer context (Wolfe et al., 2006), and one chief contributor to teens' engagement in risk behaviours is perceived or explicit pressure from peers (Santor, Messervey & Kusumakar, 2000). Within their peer groups (i.e., the collection of peers with which teens interact on a regular basis) teens experience a host of peer-related interactions that likely shape their attitudes and behaviours concerning engagement in risk behaviours (e.g., Dishion, Spracklen, Andrews, & Patterson, 1996; Patterson, Dishion, & Yoerger, 2000). Thus, it is no surprise that past research demonstrates peer group members tend to develop similar attitudes and behaviours over time regarding substance use (Urberg et al., 1997), general delinquency (Kiesner et al., 2002), school drop-out, (Cairns, Cairns, & Neckerman, 1989) and unsafe sexual practices (Henry Schoeny, Deptula & Slavick, 2007).

Specifically, peer pressure has been identified as a risk factor for substance use and deviant behaviour (e.g., Brown, Clasen, 1986; Santor et al., 2000). According to Brown, et al. (1986), peer pressure refers to the feelings of pressure that teens experience when they are encouraged or coerced by others to think or behave in a specific way. These feelings of pressure are often the result of teens' discomfort with the promoted attitude or behaviour or the detrimental nature of these attitudes or behaviours. Santor et al. (2000) demonstrated that teens who experienced more peer pressure consumed more alcohol, drugs, and cigarettes, had poorer academic performance, and thought more positively of sexual activity than less-peer-pressured adolescents. Further, the structural features of adolescents' peer groups, such as the extent to which they possess a hierarchical power organization and possess clearly-defined leaders who monitor members' behaviour may play an important role in teen socialization. For example, in peer groups in which membership is more exclusive (e.g., popular groups), group hierarchy is clear and leaders enforce norms and protect group reputation (Adler & Adler, 1998). Members who recognize group control

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may be less likely to deviate from expected behaviour even in the absence of direct peer group pressure. Group norm compliance helps teens avoid coercive behaviours from group leaders, secure their group membership and even uphold the group reputation (Adler & Adler,1998; Hogg, 2005). Considering

that risk behaviours tend to be accepted and even valued in modern adolescent culture (Moffitt, 1993), teens in more controlling peer groups may also engage in risk behaviours to impress more powerful group members and/or to improve their social status within their group (Adler & Adler, 1998).

Identity development and risk behaviours

Who examined adolescents' identity development as a potential moderator of the relation between peer group pressure and control and engagement in risk behaviours. The development of a personal identity, meaning an overarching set of culturally-accepted, self-relevant values, beliefs and future goals (Waterman, 1985), initiates in early-adolescence and remains a salient psychosocial task throughout the teen and emerging adult years (Erikson, 1968). Marcia (1966) identified two underlying processes of identity development, self-exploration, in which individuals consider different identity-related options (e.g., career paths, dating relationships, family roles) and identity commitment, in which individuals commit to an overarching personal identity. Ideally, adolescents move toward a mature adult identity (i.e., high-identity exploration and commitment) by either experiencing a period of uncommitted, active identity exploration or then committing to well explored identity options or by re-analyzing and re-integrating earlier identity commitments or identifications with others into a well-explored personal identity (Klimstra, Hale, Raaijmakers, Branje, & Meeus, 2010). Identity development likely has implications for resistance to peer influence and engagement in risk behaviours. Past research demonstrates a relation between identity development and conformity behaviours within laboratory settings; identity-committed young adults tend to conform less to peers' responses during Asch's line judgment

experiment than their less-identity-developed counterparts (Toder & Marcia, 1973), and college students who are identity diffused, or low in both

2.1.6 Theories Of Identity Development

Although Erikson's theory of identity development is widely cited, other theories provide important knowledge about identity and its development. The emphasize the value of the trust and security that a child learns from his/her mother in infancy. Social learning theories expand the constructs of self concept and self worth as the basis of self description in late childhood. Cognitive development theory describes the age-related processes leading to a child's limitation before adolescence and competence during adolescence for establishing identity. Researchers investigating (Marcia 1973) Erikson's theory of identity development have provided important modifications to the theory

2.1.7: Social Learning Theory.

As noted above, once self awareness is established, the self concept starts to develop. The self concept is the basic representation in children's minds of who they are and what they are like. Social learning theorists emphasize that the self concept is built upon the identification with role models, an assessment of self worth, and a preferred pattern in relating to the external world (Carver & Scheier, 1992).

Children learn to relate to the world through modelling and imitation of others, particularly role models. The same-sex parent is an influential role model for each child. Other role models in early childhood can be anyone the child admires. Children will identify with a role model and shape their behaviour and tastes in imitation of that role model. The influences of a role model can affect

individuals' personality, ambitions, interest, and tastes well into adulthood (Carver & Scheier, 1992).

Self worth is based on children's assessment of their capabilities in comparison to others. Children may feel that they are superior or inferior to others or may feel that they are capable but that others do not notice. Often the assessment is classified according to different areas of life such as sports, academics, or friendships. However, too many negative self assessments in the different areas may result in an overall feeling of helplessness.

The preferred pattern of relationships, influenced by the self concept, is different for individual children. Children seek social interaction in different ways. Although one pattern may be clearly seen as being more effective, some individuals are more likely to choose a pattern that is personally meaningful. For example, shy children may admire those children with more outgoing personalities but may continue to relate to others in a quiet manner.

The self concept can be a stronger motivator for behaviour than an external reward. If children receive punishment in class for misbehaving, the punishment may not discourage them from repeating the behaviour. If the children's see themselves as rebels, such a self concept would be encouraged by receiving punishment (Carver & Scheier, 1992).

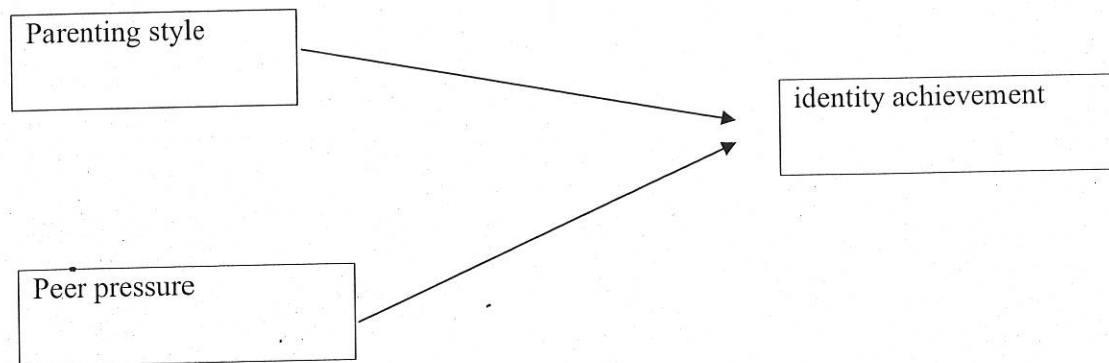### 2.1.8: Cognitive Development.

The patterns of development that Erikson describes are related to what Jean Piaget (1896–1980) and the cognitive psychologists recognize about age-related strategies of children in reasoning. There are limits in children's reasoning until adolescence. Before adolescence, individuals are not capable of the cognitive reasoning necessary in establishing identity.

Evidence of cognition in infancy shows in babies' recognizing their mother's voice and smell even from birth. This parental cognitive ability facilitates the familiarity that leads to trust. Babies are comforted by their mother's voice and feel secure in her presence.

In early childhood, the self concept is constantly changing because of cognitive limitations. Piaget calls the period between 2 and 6 years of age the preoperational stage. Children at this age cannot use logical strategies. Therefore, they tend to focus on only one feature of an object. Also, children at this age do not understand the identity principle that some things do not change essentially even though they change one of their features. Even in describing themselves, children will focus on only one aspect of who they are without qualifying that aspect or relating it to another aspect of self. When preoperational children try to describe themselves, they cannot be sure they will not change. During middle childhood, children develop the capacity for logical reasoning, but only in situations with concrete examples, which marks this as the cognitive stage of concrete operations. Children are increasingly capable of classifying and cross-classifying objects and characteristics. As they describe themselves in the stage of concrete operations, more qualifying occurs on the different attributes of self. Also, these individuals express an expectation of stability in their characteristics. Establishment of the psychosocial function of industry relies on the use of these newly learned cognitive capabilities.

Through classification, children can identify their own strengths and weaknesses while being able to rank peers on their related abilities. Also, children can recognize that being inferior in one area does not make one inferior in another. During adolescence individuals can reason beyond the concrete. Adolescents have increased capabilities for abstract reasoning. With this ability comes awareness that they have a future for which they need to prepare. This unexpected realization is the beginning of the identity crisis.

2.3: Theoretical Conceptualisation

```
┌─────────────────────┐
│ Parenting style     │ ──────────────┐
└─────────────────────┘               ▼
                              ┌──────────────────────┐
                              │ identity achievement │
                              └──────────────────────┘
┌─────────────────────┐               ▲
│ Peer pressure       │ ──────────────┘
└─────────────────────┘
```

The above diagram indicate that when adolescences is been expose to different kind parenting style such authoritarian, authoritative and permissive, it may tend to affect their identity achievement and it also show how peer pressure shaping identity achievement of adolescences

2.4. Review Of Related Studies

Parental Influences on The Development Of Adolescent Autonomy And Identity

Studies were undertaken by Robert. (1980) to examine parental influences on autonomy and identity development. In Study 1, 262 adolescents in seventh and eleventh grades were given Kurtines's autonomy measure, Simmons's identity measure, and Elder's questions regarding the adolescents' perceptions of their parents' autocratic, democratic, or permissive parenting styles. Study 2 was a replication with 168. Across both studies it was found that sex-role socialization is more influential for autonomy development than is either level of parental power or age. Both age and father's use of democracy were the most influential variables on identity develop.

2.2. Reviewed Of Related Study

Role Of Parenting And Attachment In Identity Style Development

Kaylin, Thesis, Steven. (2013) carried out a study to further investigate and support the tie between parenting style and identity style to see if exposure to a certain parenting style influences which orientation an adolescent uses to tackle a decision that plays a pivotal role in the rest of his/her life. Identity styles and status seem to be interrelated in the sense that those of a certain status engage in a certain way of processing their identity-relevant information. Identity styles and status seem to be interrelated in the sense that those of a certain status engage in a certain way of processing their identity-relevant information. Those with an informational-processing style have been most closely linked to the moratorium and, more strongly, to the identity achievement status. Normative individuals have been found to be most likely in foreclosure, and the diffusive-avoidant individual shows the strongest tendencies towards the diffusive status (Berzonsky, 1989; Berzonsky & Neimeyer, 1994).

The Relationship between Parenting Styles and Adolescent's Identity and Aggression

Shiva, Masoud & Enteiser. (2014) it was found out that Adolescents aged 14 to 18 along with their parents in Khodabandeh Town were selected as the statistical population. 200 people (100 male and 100 female) were randomly selected as samples. The results indicated that the relationship between parenting style and aggression is not significant. With regard to the relationship between parenting style and identity formation, democratic parenting has relationship with the formation of premature identity subscale, diffusion and advanced. Authoritarian style has

relationship with all identity subscales and permissive style has relationship with the formation of identity diffusion, premature identity. Parents' beliefs, attitudes and conducts which appeared as family patterns or child rearing styles, is a significant factor in identity development.

Identity Development As A Buffer Of Adolescent Risk Behaviours In The Context Of Peer Group Pressure And Control

Tara, Wendy &Wolf (2013). it was confirmed that identity commitment was a buffer of substance use and identity exploration was a buffer of general deviancy in more pressuring peer groups. In more controlling peer groups, teens with greater identity commitment engaged in less risk behaviour than teens with low identity commitment. Thus, identity development may be a suitable target to deter negative effects of peer pressure in high-risk adolescents.

Gender Differences In Identity Development: Issues of Process, Domain And Timing

Sally & Archer (1989). Found that both genders used the identity statuses (process) comparably, except for foreclosure which characterized males significantly more than females. Both genders used the identity process similarly in the domains of vocational choice, religious beliefs, and sex-role orientation. Males were significantly more likely to be foreclosed and females, diffuse, in the area of political ideology. Females were significantly more likely to be in moratorium or identity achieved with regard to family roles. In two of the three studies, no timing differences were found. The findings from a third study may reflect a greater complexity of the identity task for some female high school seniors as they confront intrapersonal and interpersonal goals simultaneously.

2.3. Statement of Hypotheses

`1. **Hypotheses one:** Parenting styles will significantly predict identity achievement

`2. `**Hypotheses two:** Participants who are low on peer pressure will significantly report higher identity achievements than those who are high on peer pressure.

`3. `Hypotheses Three:** Female participant will significantly report higher in identity achievement than male participant

2.4. Operational Definition Of Terms

` **Parenting styles:** Parenting styles are the way or method in which parents bring up their children. This is sub divided into three which are Authoritarian parenting style, Authoritative parenting style and permissive parenting style

Authoritarian parenting style: This is a type of parenting style whereby a child is expected to obey his/her parent order without any explanation. In this parenting styles, the parent tend to control, shape and evaluate the behaviour and attitude of their child in accordance with a set standard of conduct

Authoritative parenting: In this type of parenting children are expected to obey authority and rules without being implored. Here parent attempts to direct the child's activities but in a rational, issue-oriented manner without being forceful

Permissive parenting style: In this types of parenting style , the child does just whatever he/she wants, such parent allows the child to regulate his/her own activities as much as possible, avoiding the exercise of control, and does not encourage him/her to obey externally defined standards.

Peer pressure: This is the situations where a person is been influenced by friends. It could be a situation where people of the same age group encourage or urge them to do or not to do something no matter their personal decision

Identity achievement: This is a status which is attained when one has found ones true sense of self. This status is attained when one is able to make commitment to goals, beliefs and values after extensive exploration of different areas.

CHAPTER THREE

METHOD

3.1 Research Design

The research was a survey of undergraduate, who were primarily student of secondary school in Ado Ekiti, Ekiti state; using non exploratory ex-post facto research design. This research was adopted because the events surveyed with the use of structured questionnaires that has occurred before the research was conduct. Independent variables are parenting styles and peer pressure, why the dependent variables is identity achievement.

3.2 Setting

Participants for this study were recruited from four (4) schools in Ado-Ekiti Nigeria. These schools include: New creation secondary school, Noval secondary school, Petoa secondary school and new wisdom secondary

3.3: Participants

The sample size for the study was two hundred (200) participants 50 students from each secondary school. (100 male and 100 female) .They were sampled using purposive sampling method. The accidental sampling techniques were found appropriate in the study because the researcher could not have access to the entire student in the school. Those approached and volunteered to participate in the study actually completed the questionnaire. The participants comprised of 82 male= (41.4%) and 100 female = (51.8%) which was the adolescent sample from the population of secondary school in Ado Ekiti. The classes were from JSS 3 students 64

(32.3%) SS1 student 64 = (32.3%) SS2 student 56= (28.3%) SS3 14 = (7.1%) and finally Christianity 187= (94.4%) Islam 7= (3.5%) Traditional 4= (2.0%).

3.4: Research Instrument

Questionnaires were used to gather relevant information from the participants in the study. the questionnaire was divided into four (4) different sections. These sections are described below:

SECTION A: Demographic Variables

It consists of items measuring socio-demographic information of the participants, such as Gender, Age and Religion.

SECTION B: The Parental Care Scale (PCS)

The Parental Care Scale is an instrument developed to measure the styles of Parenting by Baumrind (1971). It is a 20-item inventory which is designed to measure what children perceive as the style or approaches that their parents dominantly use in taking care of them, the reliability for Parental Care Scale indicate the internal consistency alpha coefficient of .86 why the validity by Omolubi (2002) obtain a concurrent validity coefficient of .73 by correlating parental care scale (PSC) and Index of Family Relations (IFR) (Hudson, 1982).

SECTION C: Aspects of Identity Questionnaire (AIQ)

Aspect identity questionnaire is an instrument developed by Briggs, measure Personal Identity Orientation by Briggs (2003). is a 10 inventory scale which describe different aspect of Identity. The scale score is the sum of the answers (1-5) given to the items. While for personal Identity it is the sum of answer to the 10 items .Superficial identity orientation correlated .19 with PI, .75 corrected to .61 with partly overlapping SI, and .36 with CI.

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SECTION D: Resistances to Peer Influences Scale (RPI)

Peer Pressure questionnaire is to measure resistances to peer influences scale, the scale range from "really true" for other descriptor to really true for the other descriptor and average. Higher score indicate greater resistances to peer influences. Score each items from 1 to 4 (reading left to right or the instrument). Reverse score items 2, 6 and 10. Sum the score for valid responses and divide by the number of valid items, it is recommended that at least 7 items have valid response higher scores indicate greater resistances to peer influences. The scale internal consistencies was conducted within each of the four samples separately, using both cronbach,s alpha as well as confirmatory factor analyses. These analyses indicate that the measure demonstrate adequate and comparable reliability within each sample (cronbach,s alpha was. .70, .76, .74 and 73)

3.4. PROCEDURE

Questionnaires were used to collect data from participants of the study, the researcher sought the permission of the school management of each school, and the headmaster called the attention of some of their staff for assist in addressing their student to "comply with me" and also help in the distribution of the questionnaires. Participants were accidentally sampled across various schools, Participation was voluntary and confidential treatment of response was assured. And participants were made to understand that participation would help them address a very important issue on identity achievement. For ethical consideration, the participants were assured that their response would be confidential. All student were willing to participate and they were all given questionnaire and encourage to fill them as quickly as possible

The collection of questionnaires was collected immediately, although it was stressful in explaining the content of the questionnaires to them. It took each participant 10 minutes to complete it. A total of 220 questionnaires were distributed and 200 were retrieved. Only 198 questionnaires that was properly complete were used for data analysis

3.5: STATISTICAL ANALYSIS

Data collected in the study were analyzed using Statistical Package for Social Science (SPSS) version 20. Demographic characteristic of the participant were analysed using inferential statistics such as mean, standard deviation, Hypotheses stated in the study were tested using inferential statistics, Hypothesis one   tested Pearson Correlation of analysis, Hypotheses two tested Regression analysis and finally   the third Hypothesis tested was t-test of independent

CHAPTER FOUR

RESULTS

Table 4.1: Mean, standard deviation scores and correlations among study variables

Variables N= 198	M (SD)	A	1	2	3	4	5
1. Age	13.93 (1.40)	-	-				
2. Identity achievement	40.40 (5.60)	.75	-.01	-			
3. Authoritarian style	3.24 (1.14)	.21	.03	-21**	-		
4. Permissive style	3.23 (1.00)	.08	.04	-.03	.001	-	
5. Authoritative style	5.12 (.88)	.13	-.05	-.06	-.05	.30**	-
6. Peer pressure	20.57 (3.55)	.30	.08	-.18*	.18*	.16*	-.01

**p < .01   *p < .05 (2-tailed)

α Cronbach alpha

The result of correlation analyses between study variables are presented in table 4.1. There is a negative relationship between identity achievements and authoritarian style of parenting [r (197) = -.21, p =.004]. Also, there is a negative relationship between identity achievements and peer pressure [r (197) = -.18, p =.011]. No significant relationship exists between identity achievements and permissive style [r (197) = .03, p =.63]. Additionally, no significant relationship exists between identity achievements and authoritative parenting style [r (197) = -.05, p =.49]

Hypotheses Testing

Hypothesis 1

There will be a significant influence of parenting style on identity achievement.

Table 4.2: Regression analysis testing the influence of parenting styles on identity achievement

Parental styles	β	T	p- value	R	R2	F	p-value
Authoritarian style	-.21	-2.96	.003				
Permissive style	-.02	-.21	.83	.22	.05	3.16	.03
Authoritative	-.06	-.85	.40				
Dependent Variable: Identity achievements							

$F (3, 194) = 3.16, p = .03, R2 = .05$

Table 2 shows that parenting styles which include authoritarian, permissive and authoritative styles jointly predict identity achievements [$F (3, 194) = 3.16, p = .03, R2 = .05$]. However, only authoritarian style has independent influence on identity achievement [β= -.21, p = .003] but not permissive style [β= -.02, p = .83] and authoritative style [β=.-.06, p = .40]. This means that the more parental style is authoritarian in nature, the less the identity achievement of the participants. Therefore, hypothesis one is supported.

Hypothesis 2

Participants who are low on peer pressure will significantly report higher identity achievements than those who are high on peer pressure.

Table 4.3: Comparison of mean scores on identity achievements between low and high peer pressure

	Low peer pressure		High peer pressure				
Variable	M	SD	M	SD	t (73)	95%CI	Cohen's d
Identity achievements	42.58	5.07	39.51	5.01	2.63*	[.75, 5.39]	.62

*p < .05

The result in table 3 above shows that difference in identity achievements scores between low (n = 38, M = 42.58, SD = 5.07) and high peer pressure (n = 37, M = 39.51, SD = 5.01) were statistically significant, t (73) = 2.63, p = .01, 95% CI [.75, 5.39]. This means that participants who are low on pressure have better identity achievements than their counterparts with high peer pressure. Therefore, hypothesis two is supported.

Hypothesis 3

Female participant will significantly report high identity achievements than male participant.

Table 4 4: Comparison of mean scores on identity achievement between males and females

	Male		Female				
Variable	M	SD	M	SD	t (195)	95%CI	Cohen's d
Identity achievements	40.06	5.42	40.65	5.73	.47	[-2.18, 1.01]	-

The result in table 3 above shows that difference in identity achievements scores between male (n = 82, M = 40.06, SD = 5.42) and females (n = 116, M = 40.65, SD = 5.73) were not statistically significant, t (195) = .47, p = .47, 95% CI [-2.18, 1.01]. This means that male and females do not differ on identity achievements. Therefore, hypothesis three is not supported

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

Discussion

Hypothesis one stated that there would be a significant influence of parenting style on identity achievement and the result show that parenting style which include authoritative, authoritarian and permissive jointly predict identity achievement of adolescent. However, only authoritarian style has independent negative influence on identity achievement. This means that the more parenting style is authoritarian in nature, the less the identity achievement of the adolescents. Therefore, hypothesis one is supported, it was observed in the present study that three parenting style adopted in Ado Ekiti jointly predict identity achievement of children but only authoritarian parenting have negative effect on identity achievement, this finding is consistent with the research conducted by Shiva , Masoud and Gholamhosem .(2014). Authoritarian style has relationship with all identity subscales and permissive style has relationship with the formation of identity diffusion, premature identity. Parents' beliefs, attitudes and conducts which are appeared as family patterns or child rearing styles. The findings are discussed from an intervention standpoint as to which specific parenting behaviours can protect against the unachieved identity statuses and facilitate the identity formation process.

Hypothesis two stated Participants who are low on peer pressure will significantly report higher identity achievements than those who are high on peer pressure. The result shows that difference in identity achievements scores between low and high peer pressure was statistically significant. This means that participants who are low on peer pressure have better identity achievements than their counterparts with high peer pressure among adolescents and also the researcher find out that, peer pressure is one of the most dangerous aspect to which teenager are expose, conform to groups and also they have to adapt their thoughts according to the groups

ideas, and which is very negative. Therefore, hypothesis two is supported. Thus the more peers conform to the norm, value and beliefs of their follower peer in Ado Ekiti the lesser the identity achievement. It was also found out by Rodersm (1973) adolescents that conform to less peer pressure have identity commitment than those on high peer pressure. Similarly Tara, Dumas and Wendy (2012) who confirmed that identity commitment was a buffer of substance use and identity exploration was a buffer of general deviancy in more pressuring peer groups. In more controlling peer groups, teens with greater identity commitment engaged in less risky. Behaviour than teens with low identity commitment. Thus, identity development may be a suitable target to deter negative effects of peer pressure in high-risk adolescents.

Hypothesis three stated that Female participant will significantly report high identity achievements than male participant. The result shows that difference in identity achievements scores between male and females were not statistically significant. This means that male and females do not differ on identity achievements. Therefore, hypothesis three is not supported. In the present study, it was discovered that gender of adolescence in Ado-Ekiti do not have influences on identity achievement Sally (1989), found out that both genders used the identity process similarly in the domains of vocational choice, religious beliefs, and sex-role orientation. Males were significantly more likely to be foreclosed and females, diffuse, in the area of political ideology. Females were significantly more likely to be in moratorium or identity achieved with regard to family roles. In two of the three studies, no timing differences were found. The findings from a third study may reflect a greater complexity of the identity task for some female high school seniors as they confront intrapersonal and interpersonal goals simultaneously.

5.2: Conclusion

The main purpose of this study was to investigate the influences of parenting style and peer pressure on identity achievement of adolescent in Nigerian Secondary school in Ado Ekiti. Three

hypotheses were generated from this study, out of which one was not supported and the other two was supported. Based on the findings, the following are the conclusions drawn:

- Gender do not influence identity achievement of adolescents

- Parenting style influence identity achievement of adolescents

- Peer pressure influence identity achievement of adolescents

5.3: Recommendation

Based on the findings of the present study it was discovered that only authoritarian style of parenting has independent influence on identity achievement, peers who are on low peer pressure have better identity achievements than their counterparts with high peer pressure.

Thus, Parents who are authoritarian in nature towards their children should care more about their adolescent children until they overcome this critical age, they should be helpful to their children talk to them as friends not as authoritarian parents, also give them a room for decision making , fill their children with such security feeling that encourage them to be autonomy going toward their independences and also among their peers, because adolescents are convinced more when they are with open-minded persons who shows both understanding ability and kindness. Otherwise, adolescents will encounter crisis. It has been observed in our society that parents and peer groups have a great impact in adolescence life. The researcher recommend that the Parents and Teacher Association (PTA) should organise a program to lecture the student and parents on identity achievement and also point out those factor that can cause identity crises to adolescents

Implication

The findings also revealed that parenting style jointly predict identity achievement, and that if authoritarian parenting is not manage effectively by parents would hinder the adolescent personal identity orientation and also making such adolescents to have great counterpart with high peer pressure. Thus, parenting is about what parents feel about their adolescents at a particular time that make greater difference than the specific parenting styles they employ. Parenting is not a rigid formula but one of enjoying getting involved and loving them.

5.4: LIMITATIONS OF THE STUDY

This study was confronted with some limitations. These include the following: the study employed ex-post factor that does not give room for active manipulation of variable. Therefore, no cause effect relationship can be inferred or established. Since the researcher has studied the event in their naturally occurring nature, the researcher did not manipulate the variables. Thus, the finding should be interpreted with cautions. The study had a small sample size which makes the generalization of the result to be questionable. The small size was as a result of the participants, low response rate and loss of some questionnaire during administration. For instance, A sample size 198 was eventually obtained out of 200 initially proposed for the study.

The researcher was faced with difficulties in the course of writing project. Especially, in the area of typing, transportation fare and retrieving the questionnaires from the respondents and moving from one schools to another.

Finally, delay in administering of questionnaire because the public schools in Ekiti were on strike due to unpaid salaries of school teachers by the government and because of that, I was not able

to generalized my result to public schools. The issue of identity achievement and parenting style shall for a long time remain active area of research. However, the direction of emphasis may keep changing as dictated by the adolescences and adolescent. Research of this nature can be carried out again with large population and diverse nature of occupation such as teacher, environment including separation of parents.

Though, this study has identified parenting style and peer pressure as significant in the determination of identity achievement of adolescent. Another possible area or future research is to investigate into role of school teacher on identity achievement of adolescents. That enhances identity achievement from the perspective of adolescents. Further study may investigate the influences of identity career on separation of parents of adolescent.

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APPENDIX

DEPARTMENT OF PSYCHOLOGY

FEDERAL UNIVERSITY OYE-EKITI

Dear Respondent,

This questionnaire is designed to obtain information on questions raised. Your honest and correct responses are essential for this exercise to be successful. The information you give is strictly for research purpose only; therefore, whatever information you give will be given utmost confidentiality.

Thank you.

SECTION A

Demographic Information:

Sex: .... Male (1)   Female (2)

Age: .... (As at last birthday)

Class of Study: JSS3 (1) SS1 (2) SS2 (3) SS3 (4)

Religious Affiliation: Christian (1) Muslim (2) Traditional (3)

SECTION B

INSRUCTION: This item describes different aspect of identity. Please read each item carefully and consider how it applies to you. Fill in the blank next to each item by choosing a number from the scale below:

1 = not important to my sense of who I am

2 = slightly important to my sense of who I am

3 = somewhat important to my sense of who I am

4 = very important to my sense of who I am

5 = extremely important to my sense of who I am

_____ 1. My personal values and moral stand

_____ 2. My dreams and imagination

_____ 3. My personal goals and hopes for the future

_____ 4. My emotions and feelings

_____ 5. My thoughts and ideas

_____ 6. The ways I deal with my fears and anxieties

_____ 7. My feeling of being a unique person, being distinct from others

_____ 8. Knowing that I continue to be essentially the same inside even though life involves many external changes

_____ 9. My self-knowledge, my ideas about what kind of person I really am

_____ 10. My personal self-evaluation, the private opinion I have of myself

Section C

The following are statement which people describe as the interaction between children and their parents, please read each statement carefully and SHADE YES or NO , indicate hoe=w you interact with your parents . This is not a test; there is no right or wrong answers. Please do not omit any of items.

	YES	NO
1.My parents try to direct my activities only when necessary		
2.My parents often want to know where I have been when I come home		
3. My parents never punish me		
4. My parents permit me to take my decision		
5. My parents often praise me for doing the right thing but punish me sometimes for doing the wrong thing		
6.My parents always respect my right and my idea about things		
7.My parents permits me to do things on my own in spite of what the resul may be		
8. My parents gives explanation for decision whenever necessary and allow me to give my own ideas about them		
9.My parents closely supervise and directs the out of school activities of thei children		
10. My parents always let me do what i ask, as long as they feel they are right		
11. My parents are too strict and too harsh on me		
12.My parents often give commands which are not reasonable but which they insist I carry out		
13. My parents give me too much freedom		

14.My parents expect too much from their children		
15.My parents force their children to do too much things against their will		
16. My parents allow me to solve my problems whether easy or difficult		
17.My parents always encourage me to study hard		
18. My parents always give their children what they want		
19.My parents are too strict in the training of their children		
20. I can talk and discuss things easily with my parents		

SECTION D

Using the scale below, please indicate the level of your agreement with the following items by choosing the option that best represents your views. SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree.

	SA	A	D	SD
1. I think it's more important to be myself than to fit in with crowded(R)				
2. I would do something that i known is wrong just to stay on my friend good side				
3. I Sometime's go along with my friends just to keep them happy				
4. It's pretty hard for my friends to get me to change my mind (R)				
5. I Would break the law if my friends said that they would				
6. I always give my true opinion in front of my friends even if think they might makes fun of me (R)				
7. I take more risk when i am with my friends than i do when i am alone				

8. I act the same way when i am alone as i do when i am with my friends			
9. I Sometime say things i don't really believe because i think it will make my friends respect me more			
10. I think it's better to be an individual even if people will be angry at me for going against a crowd(R)			

FREQUENCIES VARIABLES=SEX Class Religion
  /ORDER=ANALYSIS.

Frequencies

Statistics

		SEX	Class	Religion
N	Valid	198	198	198
	Missing	0	0	0

Frequency Table

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	82	41.4	41.4	41.4
	Female	116	58.6	58.6	100.0
	Total	198	100.0	100.0	

Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JSS3	64	32.3	32.3	32.3
	SS1	64	32.3	32.3	64.6
	SS2	56	28.3	28.3	92.9
	SS3	14	7.1	7.1	100.0
	Total	198	100.0	100.0	

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	187	94.4	94.4	94.4
	Islam	7	3.5	3.5	98.0
	Traditional	4	2.0	2.0	100.0
	Total	198	100.0	100.0	

```
RELIABILITY
  /VARIABLES=IA1 IA2 IA3 IA4 IA5 IA6 IA7 IA8 IA9 IA10
  /SCALE('Identity Achievement') ALL
  /MODEL=ALPHA.
```

Reliability

Scale: Identity Achievement

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded[a]	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.745	10

```
RELIABILITY
  /VARIABLES=PS2 PS9 PS11 PS12 PS14 PS15 PS19
  /SCALE('Authoritarian Style') ALL
  /MODEL=ALPHA.
```

Reliability

Scale: Authoritarian Style

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded[a]	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.212	7

```
RELIABILITY
  /VARIABLES=PS3 PS4 PS6 PS7 PS13 PS16 PS18
  /SCALE('Permissive Style') ALL
  /MODEL=ALPHA.
```

Reliability
Scale: Permissive Style

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded[a]	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.075	7

```
RELIABILITY
  /VARIABLES=PS1 PS5 PS8 PS10 PS17 PS20
  /SCALE('Authoritative Style') ALL
  /MODEL=ALPHA.
```

Reliability
Scale: Authoritative Style

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded[a]	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.125	6

```
REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT IA
/METHOD=ENTER AS PS AUTIVE.
```

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Authoritative style, Authoritarian style, Permissive style[b]	.	Enter

a. Dependent Variable: Identity Achievement
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.216[a]	.047	.032	5.508

a. Predictors: (Constant), Authoritative style, Authoritarian style, Permissive style

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	287.115	3	95.705	3.155	.026[b]
	Residual	5884.561	194	30.333		
	Total	6171.677	197			

a. Dependent Variable: Identity Achievement
b. Predictors: (Constant), Authoritative style, Authoritarian style, Permissive style

Coefficients[a]

4

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.037	2.699		17.058	.000
	Authoritarian style	-1.024	.346	-.208	-2.957	.003
	Permissive style	-.087	.409	-.016	-.213	.831
	Authoritative style	-.398	.470	-.062	-.847	.398

a. Dependent Variable: Identity Achievement

```
RELIABILITY
  /VARIABLES=PP1 PP2 PP3 PP4 PP5 PP6 PP7 PP8 PP9 PP10
  /SCALE('Peer Pressure') ALL
  /MODEL=ALPHA.
```

Reliability

Scale: Peer Pressure

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded[a]	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.649	10

5

```
RELIABILITY
  /VARIABLES=PP1 PP2 PP3 PP4 PP5 PP6 PP7 PP8 PP9 PP10
  /SCALE('Peer Pressure') ALL
  /MODEL=ALPHA.
```

Reliability

Scale: Peer Pressure

Case Processing Summary

		N	%
Cases	Valid	198	100.0
	Excluded[a]	0	.0
	Total	198	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.303	10

```
DESCRIPTIVES VARIABLES=Age IA AS PS AUTIVE PP
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	198	11	18	13.93	1.400
Identity Achievement	198	25	50	40.40	5.597
Authoritarian style	198	0	6	3.24	1.135
Permissive style	198	0	6	3.23	1.004
Authoritative style	198	2	6	5.12	.876
Peer pressure	198	10	30	20.57	3.546
Valid N (listwise)	198				

```
T-TEST GROUPS=PPCAT(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=IA
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Peer pressure	N	Mean	Std. Deviation	Std. Error Mean
Identity Achievement	Low peer pressure	38	42.58	5.070	.823
	High peer pressure	37	39.51	5.009	.823

6

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Identity Achievement	Equal variances assumed	.023	.880	2.633	73	.010	3.065
	Equal variances not assumed			2.634	72.984	.010	3.065

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Identity Achievement	Equal variances assumed	1.164	.745	5.385
	Equal variances not assumed	1.164	.746	5.385

```
T-TEST GROUPS=SEX(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=IA
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
Identity Achievement	Male	82	40.06	5.421	.599
	Female	116	40.65	5.729	.532

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Identity Achievement	Equal variances assumed	1.093	.297	-.724	196	.470	-.586
	Equal variances not assumed			-.731	180.246	.466	-.586

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Identity Achievement	Equal variances assumed	.809	-2.180	1.009
	Equal variances not assumed	.801	-2.166	.995

```
CORRELATIONS
  /VARIABLES=Age IA AS PS AUTIVE PP
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations

Correlations

		Age	Identity Achievement	Authoritarian style	Permissive style	Authoritative style	Peer pressure
Age	Pearson Correlation	1	-.011	.033	.044	-.047	.082
	Sig. (2-tailed)		.880	.649	.542	.512	.253
	N	198	198	198	198	198	198
Identity Achievement	Pearson Correlation	-.011	1	-.205**	-.034	-.057	-.180*
	Sig. (2-tailed)	.880		.004	.630	.428	.011
	N	198	198	198	198	198	198
Authoritarian style	Pearson Correlation	.033	-.205**	1	.001	-.050	.011
	Sig. (2-tailed)	.649	.004		.984	.488	.880
	N	198	198	198	198	198	198
Permissive style	Pearson Correlation	.044	-.034	.001	1	.297**	.159*
	Sig. (2-tailed)	.542	.630	.984		.000	.025
	N	198	198	198	198	198	198
Authoritative style	Pearson Correlation	-.047	-.057	-.050	.297**	1	-.007
	Sig. (2-tailed)	.512	.428	.488	.000		.917
	N	198	198	198	198	198	198
Peer pressure	Pearson Correlation	.082	-.180*	.011	.159*	-.007	1
	Sig. (2-tailed)	.253	.011	.880	.025	.917	
	N	198	198	198	198	198	198

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