

The Relationship Between Parental Attachment and Identity Styles Among Lower Secondary Students

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Abstract

The primary purpose of this study is to investigate the relationship between parental attachment and identity styles among lower secondary students. To examine the differences between gender, rural/urban setting, family type, age, school, parent's occupation on students' parental attachment and students' identity styles were also explored. A total of 808 Grade-9 students were selected as sample from three Regions. Parental Attachment Questionnaire (PAQ) and Identity Style Inventory (ISI) were used as the research instruments. Alpha reliability for PAQ and ISI was revealed at 0.846 and 0.806 respectively. Significant differences were found to be on the whole test as well as effective quality of the relationship between types of family. Looking across the rural/urban setting, significant differences were found to be on the affective quality of the relationship and parental roles in providing emotional support. Concerning identity style, the *t*-test result confirmed that female students tend to use a normative style more than male students. Besides, students with no siblings were found to be a significantly higher mean score of commitment scale than that of students with one or more siblings. In this study, all sub-scales of parental attachment and identity styles were significantly correlated with one another. Backward multiple regression analysis revealed that the strongest predictors of identity style.

Key Word: Parental attachment, normative, informative, diffuse-avoidant, commitment

Introduction

The individual begins his/her interactions with family members. Needless to say that he/she will learn from highly significant persons of the family. Adolescence is one of the most critical period of life, accompanies various changes in different dimensions. Adolescence is a unique time in human development when a series of transitions occur to prepare adolescents for the responsibilities of young adulthood.

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At this period, the sense of identity, the most important aspect of a person is begun to search. Identity development can be guided by an individual's perspective, "Who am I? What I am doing with my life?" The sense of identity is based on the parent-child relationship.

Literature Review

Berzonsky's Identity Styles Paradigm

According to Berzonsky (2005), identity is a self-constructed concept, and the focus should be on the strategies that individuals use to construct and maintain their identities. Based on this assumption, Berzonsky (1989) developed the social-cognitive model by using the premises of George Kelly's cognitive theory and Seymour Epstein's cognitive-experiential self-theory. Berzonsky believes one's self-theory is self-structured and implicit; and as a scientist, an individual holds certain assumptions, postulates, and constructs relevant to his or her view of the world and reacts to that reality (Eryigit, 2010). Berzonsky (1990) explicitly noted that all psychologically healthy individuals should be capable of utilizing any of the three styles during adolescence and adulthood (Tariq, 2011). Berzonsky (1988) proposed that the four outcomes classified by Marcia's (1966) status paradigm may reflect or be associated with differences in the process by which personal decisions are made and problems are solved.

Informational Style

Self-explorers, achieved, and moratorium individuals may use an informational orientation; they actively seek out, process, and evaluate relevant information before making decisions (Berzonsky, 1989). According to Berzonsky, 1990a, 1992; Berzonsky & Kuk, 2000; Berzonsky & Neimeyer, 1994; Berzonsky & Sullivan, 1992; Dollinger, 1995; Soenens, Duriez, & Goossens, 2005, an informational identity style has been found to be predictive of purposeful decision-making, problem focused coping, high levels of self-

reflection, a high need for cognitively complex tasks, certain Big Five Factor personality types including conscientiousness, agreeableness, and openness to new experience (Allan, et al., 2009).

Normative Style

Normative orientation style relates to those in Marcia's foreclosed status. They are conscientious and goal-oriented (Berzonsky & Kuk, 2005; Dollinger, 1995), but exhibit elements of a closed personality style that includes a low tolerance for ambiguity, a strong need for structure, high levels of identity commitment (Berzonsky, 2004; Berzonsky & Sullivan, 1992; Soenens, Duriez, & Goossens, 2005) (Johnson & Nozick, 2011). They are inflexible in encountering ambiguous situations and have a high need for structure and cognitive closure. They display high levels of conscientiousness, have a crystallized self-theory composed of change-resistance, have a rather low degree of emotional independence, and their educational objectives are controlled by others (Bayazidi & Ghaderi, 2012).

Diffuse-avoidant Styles

Diffuse orientation style describes the uncommitted passive (versus active) individuals in Marcia's diffusion category (Knutson, et al. 2012). This identity processing style is associated with low levels of self-awareness, cognitive persistence, and low self-esteem, high levels of dysfunctional cognitive strategies, emotion-oriented coping style, and lack of educational purpose (Bayazidi & Ghaderi, 2012).

Methodology

The design of this study is cross-sectional in nature. Besides, for purposes of empirical exploration, the five research questions motivating this study should be expressed as follows.

Research Questions

1. Is there any relationship between parental attachment (PA) and identity style (IS) of lower secondary students?
2. Is there any difference in PA of lower secondary students by gender, family type and rural/urban setting?
3. Is there any difference in IS of lower secondary students by gender, family type and rural/urban setting?
4. Is there any difference in PA of lower secondary students by father's and mother's occupation?
5. Is there any difference in IS of lower secondary students by father's and mother's occupation?

Sample of the Study

A total of 808 Grade-9 students from 8 High Schools and 1 Middle School who enrolled in 2014-2015 AY participated in this study. In this study, 273 (33.8%) participants were selected from the Yangon Region, 281 (34.8%) participants from the Ayeyarwaddy Region, and 254 (31.4%) from Bago Region. Females comprised 48.01% and the rest were male. The participants' age ranged from 12 years and 7 months to 16 years.

Data Collection Procedures

With the permission of administrative personnel of the Department of Basic Education, two questionnaires were administered to the participants during 2014-2015 AY at selected 8 High Schools and 1 Middle School. Then, descriptive statistics and inferential statistics were applied to the data set to interpret and report the results.

Instruments

To assess the parental attachment and identity styles of Grade-9 students, the Parental Attachment Questionnaire (PAQ) and Identity Style Inventory (ISI) were used. Parental Attachment Questionnaire was adapted from the Parental Attachment Questionnaire (PAQ)

developed by Kenny (1987). Identity Style Inventory (ISI) was adapted from Identity Style Inventory (ISI3) developed by Berzonsky, et al. (1997) and Identity Style Inventory (ISI5) constructed by Berzonsky, et al. (2013). All the items were modified to relevant to Myanmar Grade-9 students. Researchers tried to translate the Parental Attachment Questionnaire (PAQ) and Identity Style Inventory (ISI) into Myanmar version. After translating these questionnaires, the expert review was conducted for face validity and content validity by 10 experts from the field of Educational Psychology and Educational Test and Measurement from the Yangon University of Education. Then, pilot testing was done during 2014-2015 AY at No (2) Basic Education Middle School, Thingangyunn Township to test whether the wording items, statements and instructions had their clarity in Myanmar language and was appropriate and relevant to Grade-9 students.

Data Analysis and Results

Grade 9 Students' Parental Attachment

The standard scores for Grade-9 students' parental attachment are shown in Figure 1. Parental attachment includes three sub-scales: affective quality of relationship, parental fostering of autonomy and parental roles in providing emotional support.

According to Figure 1, the affective quality of relationship (AQR) was the highest and parental roles in providing emotional support (PES) was the second highest among the three subscales of parental attachment questionnaire (PAQ). It can reasonably be said that participant students in this study showed strong attachment with their parents. They also received more emotional support when they encountered with stressful situations and making decision.

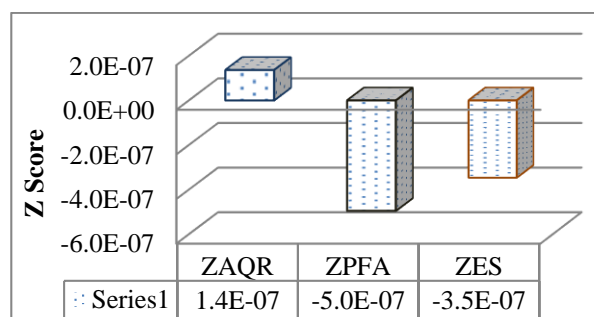


Figure 1 Standard Score Comparison for Each Sub-scale of Parental Attachment

Whereas, the standard score of parental fostering of autonomy (PFA) was the lowest among the three sub-scales of parental attachment questionnaire (PAQ). This may be due to the fact that, participant students in this study received less autonomy from their parents.

It may reasonably be said that parents worried that their children become drug-addicted, dropping out of school, delinquency and so on.

Comparison of Lower Secondary Students' Parental Attachment by Gender

Concerning the gender, Although a slight variation of mean scores existed on the whole test as well as the three subscales of parental attachment by gender, t test result showed that there was no significant gender differences in the whole test of parental attachment, affective quality of relationship, parental fostering of autonomy and parental roles in providing emotional support at 0.05 level. This result evidently confirmed that male and female participant students expressed the same attachment with their parents.

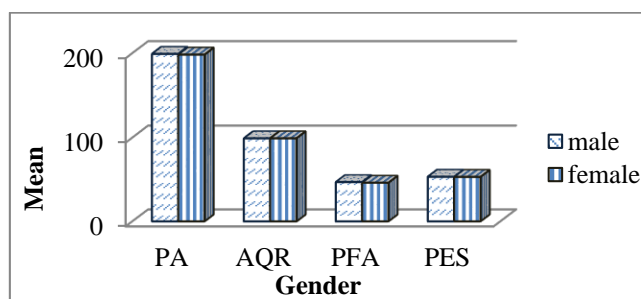


Figure 2 Mean Comparison for Each Sub-scale of Lower Secondary Students' Parental Attachment by Gender

PA= The whole test of parental attachment, AQR= Affective quality of relationship, PFA= Parental fostering of autonomy, PES= Parental roles in providing emotional support.

Comparison of Lower Secondary Students' Parental Attachment by Family Type

The results evidently showed that the mean scores of students from nuclear family were higher than that of students from extended family on the whole test as well as the three subscales of parental attachment. The t-test result revealed that there were significant differences in parental attachment and affective quality of relationship at 0.05 level by family types. This finding can be interpreted that students from nuclear family showed more attachment with their parents than students from extended family. It can reasonably be said that participant students from nuclear family have more chance to contact with their parents.

Table 1 Results of *t*-test for Lower Secondary Students’ Parental Attachment by Family Type

Sub-scales	Family type	N	Mean	SD	<i>t</i>	<i>p</i>
The whole test	Nuclear	361	200.44	18.613	2.168*	.030
	Extended	446	197.35	21.262		
Affective quality of relationship	Nuclear	361	100.07	10.724	2.101*	.036
	Extended	446	98.34	12.242		
	Extended	446	52.84	6.959		

*The mean difference is significant at the 0.05 level.

Comparison of Lower Secondary Students’ Parental Attachment by Rural/Urban Setting

Looking across the rural/urban settings, the results showed that the mean score of students from urban setting was higher than that of students from rural setting on the whole test as well as the two subscales such as affective quality of the relationship and parental fostering of autonomy. Specifically, the mean score of students from a rural setting was higher than that of students from an urban setting on parental roles in providing emotional support.

Table 2 Results of *t*-test for Lower Secondary Students’ Parental Attachment by Rural/Urban Setting

Sub-scales	Rural, Urban	N	Mean	SD	<i>t</i>	<i>p</i>
Affective quality of relationship	Rural	290	97.76	10.148	-2.477*	.013
	Urban	518	99.86	12.297		
Parental roles in providing emotional support	Rural	290	54.12	5.834	3.205**	.001
	Urban	518	52.58	6.914		

*The mean difference is significant at the 0.05 level.

**The mean difference is significant at the 0.001 level.

The results of the t-test confirmed that significant differences were found to be on affective quality of relationship at 0.05 level. On the other hand, regarding parental roles in providing emotional support, significant differences were found at 0.001 level. This may be interpreted that students from rural setting were received more emotional support than students from urban setting when they encountered with stressful situation, making decision and so on. In addition, students from urban setting were high in affective quality of relationship than students from rural setting.

Comparison of Lower Secondary Students' Parental Attachment by Number of Sibling

Regarding the number of siblings, although a slight variation of mean scores was found on the whole test as well as the three subscales of parental attachment by number of siblings, ANOVA results confirmed that significant differences were not found to be on overall scale of parental attachment as well as all subscales by number of siblings. It can reasonably be said that all participant students who have more or less sibling showed same healthy, compassionate, trusting and helpful relationships with their parents.

Comparison of Lower Secondary Students' Parental Attachment by Father's Occupation

Concerning the father's occupation, there was the slight variation of mean scores on the whole test as well the three subscales of parental attachment. According to ANOVA results, no significant differences were found to be on the three sub-scales of parental attachment as well as total scores scale at 0.05 level and 0.001 level. This may be interpreted that students whose fathers have any kind of occupations can give more love and time to help with their children in their personal problem, decision making and so on.

Comparison of Lower Secondary Students' Parental Attachment by Mother's Occupation

Regarding the mother's occupations, the ANOVA results confirmed that no significant differences were found to be on three sub-scales of parental attachment as well as total scale scores at 0.05 level and 0.001 level. It can reasonably be said that students whose mothers have any kind of occupations or who work as housewives can give consistent caring to their children.

Comparison of Lower Secondary Students' Identity Styles by Gender

Looking across the gender, the results of the t-test revealed that significant gender differences were not found to be on identity style, informative, diffuse-avoidant and commitment. On the other hand, significant gender difference was found to be on the normative style at 0.05 level. This may be interpreted that male students were less likely to possess the informative style than female students. This may be due to the fact that female students were more obedient. In their identity decision, they tend to rely on the expectations of significant person in their lives.

Table 3 Results of *t*-test for Lower Secondary Students' Identity Styles by Gender

Sub-scales	Gender	N	Mean	SD	<i>t</i>	<i>p</i>
normative style	Male	420	32.07	4.38	-2.473*	.014
	Female	388	32.79	3.85		
	Female	388	35.17	4.97		

*The mean is significant at 0.05 level.

Comparison of Lower Secondary Students' Identity Styles by Rural/Urban Setting

Regarding the rural/urban settings, the result showed that there were mean differences on identity style total, diffuse-avoidant style and commitment. Whereas, the significant mean differences were not found on the normative style and informative style.

The results of the independent sample t-test revealed that significant differences were found to be on the diffuse-avoidant style at 0.05 level as well as the identity style and the commitment at 0.001 level between rural and urban settings. This may be interpreted that students from urban setting were better in identity styles than that of students from rural setting. Again, urban students were less likely to use diffuse-avoidant style than rural students. In addition, students from urban setting possessed more commitment than students from rural setting.

It can reasonably be said that students from urban setting received more opportunities to receive more information to construct their identity. Their environmental situations and socioeconomic status were quite different from rural students. They received more autonomy to make their identity decisions.

Table 4 Results of t-test for Lower Secondary Students’ Identity Styles by Rural/Urban Setting

Sub-scales	Rural, Urban	N	Mean	SD	<i>t</i>	<i>p</i>
The whole test	Rural	290	133.34	14.55	3.205*	.001
	Urban	518	134.98	13.04		
Diffuse-avoidant style	Rural	290	29.05	5.32	2.815*	.005
	Urban	518	28.03	4.76		
Commitment	Rural	290	33.27	5.39	-6.949**	.000
	Urban	518	35.93	5.13		

*The mean difference is significant at the 0.05 level.

**The mean difference is significant at the 0.001 level.

Comparison of Lower Secondary Students’ Identity Styles by Family Type

The results of the t-test confirmed that significant differences were not found to be on identity style, normative style, informative style, diffuse-avoidant style and commitment. This may be due to the fact that participant students from both nuclear family and extended

family tend to critically evaluate and select information from the sources around them to construct their identity.

Comparison of Lower Secondary Students’ Identity Styles by Number of Sibling

Looking across the numbers of siblings, the result revealed that there existed the mean scores of students with no siblings were high than that of students with more siblings on the whole test as well as the four subscales of identity style. According to ANOVA results, significant differences were found to be on commitment ($F=8.433^{**}$) at 0.001 level by number of siblings.

Table 5 Post-Hoc Analysis of Lower Secondary Students’ Identity Styles Among Number of Sibling by Tukey HSD Method

Attribute	(I) Level	(I) Level	Mean Difference (I-J)	<i>p</i>
Commitment	No Sibling	4 to 6 Siblings	2.777 ^{**}	.000
		above 6 Siblings	4.723 [*]	.003
	1 to 3 Siblings	4 to 6 Siblings	1.717 [*]	.008
		above 6 Siblings	3.663 [*]	.027

*The mean difference is significant at 0.05 level.

**The mean difference is significant at 0.001 level.

However, significant differences were not found on the identity style total, informative, normative and diffuse-avoidant at 0.05 level by number of siblings. These differences were, again, confirmed by post-Hoc analysis. According to the results, it become apparent that the mean scores of students with no sibling and students with one to three siblings were significantly higher than that of students with four to five siblings and students with more than six siblings. This may be due to the fact that parents with more than three children may not give enough support and care to their children.

Comparison of Lower Secondary Students' Identity Styles by Father's Occupation

Looking across the father's occupation, the mean score of students from company group was higher on the whole test as well as informative style, normative style and commitment while the mean score of students whose fathers work as farmer were higher on diffuse-avoidant style. According to the result, significant mean differences were found to be on diffuse-avoidant and commitment. On the other hand, significant mean differences were not found to be on identity style, informative and normative. According to ANOVA results, significant differences among students whose fathers are working in government offices and company on diffuse-avoidant style fathers' occupations were found in diffuse-avoidant and commitment at 0.001 level.

Table 6 ANOVA Results of Lower Secondary Students' Identity Styles by Father's Occupation

Sub-scales	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	<i>F</i>	<i>p</i>
INF	34.98	35.74	34.53	34.92	34.36	34.47	.87	.501
NOR	32.10	32.72	32.45	32.46	32.46	32.33	.19	.965
DIF	27.02	27.11	29.41	28.74	28.02	28.53	4.36**	.001
COM	35.92	37.36	32.81	35.85	34.84	34.16	10.8**	.000

Note:**The mean difference is significant at 0.001 level.

INF= informative style, NOR= normative style, DIF= diffuse-avoidant style, COM= commitment

Group 1= Government staff, Group 2= Company staff, Group 3= farmer, Group 4= private,

Group 5= other, Group 6= fatherless

The results of the Post-Hoc test confirmed that the mean score of students from farmer group were lower than that of stud. This may be interpreted that compared to students whose fathers works as company staff and government staff, students whose fathers work as famer used diffused avoidant style more. And then, the mean scores of students from

company staff group were significantly higher than that of students from farmer group, other group, and fatherless group in commitment. Similar result was found between students from government staff group and farmer group. Again, the mean scores of students whose fathers work as farmers were significantly lower than that of students whose fathers are working in private and other work on commitment. It can be said that compared to students whose fathers are working in other words, students whose fathers work as farmers were low in commitment. This may be because fathers were the most influential person to children. It can reasonably be said that participant students whose fathers work as farmers were less opportunity to contact the world and can't get enough information to evaluate critically to construct their identity. The knowledge of their fathers was not enough to guide their identity.

Comparison of Lower Secondary Students' Identity Styles by Mother's Occupation

According to ANOVA results, significant differences among mothers' occupations were not found to be on the whole test as well as informative, normative, diffuse-avoidant, and commitment at 0.05 level and 0.001 level by mother's occupation. It can reasonably be said that mothers of participant students encouraged their children to think independently and to freely express their views. Also, encourage children to listen and participate in debates.

The Relationship between Parental Attachment and Identity Styles

The results showed that the affective quality of the relationship was significantly correlated with parental fostering of autonomy ($r = .572, p < 0.001$) and parental roles in providing emotional support ($r = .459, p < 0.001$). Again, diffuse-avoidant was negatively correlated with affective quality of relationship ($r = -.208, p < 0.001$) and commitment ($r = .213, p < 0.001$). But diffuse-avoidant was not significantly correlated with parental

fostering of autonomy and parental roles in providing emotional support. Moreover, all subscales were positively and significantly correlated with one another.

Predictors of Informative Style

INF= 22.106 +.197father’s occupation **-.502** number of siblings **+.290**parental roles in providing emotional support

Table7 Regression Analysis for Predictions of Informative Style

Variables	B	β	t	R	R ²	Adj R ²	F
Significant predictor of INF	22.106						
father’s occupation	.197	.073	2.191	.373	.139	.135	32.532**
Number of Siblings	-.502	-.065	-1.969				
PES	.290	.394	10.458				

Note: p**<0.001: INF= informative style, PES= parental roles in providing emotional support

Predictors of Normative Style

NOR= 19.296-.453 number of siblings **+.264**parental roles in providing emotional support

Table 8 Regression Analysis for Predictions of Normative Style

Variables	B	β	t	R	R ²	Adj R ²	F
Significant predictor of NOR	19.296						
Number of Siblings	-.453	-.069	-2.159	.423	.179	.177	87.639**
PES	.264	.419	13.126				

p**<0.001, NOR= normative style, PES = parental roles in providing emotional support

Predictors of Commitment

COM= 21.408+.379father’s occupation **+.079**parental attachment **-.817**siblings

Table 9 Regression Analysis for Predictions of Commitment

Variables	B	β	t	R	R ²	Adj R ²	F
A significant predictor of Commitment	21.408						
Father's Occupation	.379	.127	3.752	.422	.178	.174	43.525**
parental attachment	.079	.297	9.294				
Number of Siblings	-.817	-.096	-2.882				

Note: p**<0.001;

Predictors of Diffuse-avoidant Style

$$DIF=31.166-.130_{\text{parental attachment}}+.195_{\text{parental fostering of autonomy}}+.251_{\text{parental roles providing support}}$$

Table10 Regression analysis for predictions of Diffuse-avoidant Style

Variables	B	β	t	R	R ²	Adj R ²	F
Significant predictor of DIF	31.166						
PA	-.130	-.526	-6.805	.261	.068	.063	14.647**
PFA	.195	.242	4.194				
PES	.251	.331	6.153				

p**<0.001

DIF= diffuse-avoidant style, PA= parental attachment, PFA= parental fostering of autonomy, PES= parental roles in providing emotional support

Conclusion and Discussion

Parents, being our earliest form of socialization, play an integral part in the way that we learn how to communicate and connect with nonfamily members. Identity, which functions

as a social construct, is hypothesized to be relatively dependent upon the social skills we learn as children via our parental interactions. The way in which the human being view the world, take in information, and synthesize it into their own set of morals and judgments (i.e., the adoption of an identity style) is contingent upon the way that they interact with others on a day-to-day basis.

The primary purpose of this study is to investigate the relationship between parental attachment and identity styles among lower secondary students. And then, this study sought to investigate the lower secondary students' parental attachment. Furthermore, to examine their identity style is of next interest. The differences between gender, family type, rural/urban setting, were also investigated on overall scores as well as sub-scale scores of parental attachment and identity style. Again, significant differences between father's occupation, mother's occupation and sibling were also examined on overall scores as well as subscale scores of parental attachment and identity style. These findings were, again, confirmed by post-Hoc analysis.

Concerning gender, the results revealed that parental attachment was not dependent on gender. Looking across the family type, students from nuclear family described more attachment with their parents than students from extended family. And then, significant differences were also found in affective quality of a relationship. Students from the nuclear family showed high affection with their parents than students from extended family. Regarding the rural/urban setting, students from rural settings were received more emotional support than students from urban setting when they encountered with stressful situations, decision-making problems and so on. And then, students from urban setting express high in affection with their parents than students from rural setting. In this study, the parental attachment was not dependent upon the number of siblings, father's occupation, and mother's occupation.

Next, the differences in identity styles between gender, family type, rural/urban setting, number of siblings, father's occupation, and mother's occupation also were investigated. Concerning gender, significant differences were found in the normative style. According to this result, male students were less likely to possess the informative style than female students. In other words, compared with the male students, female students used normative style more. On the other hand, significant gender differences were not found to be on the whole scale as well as the three subscales such as informative style, diffuse-avoidant style, and commitment.

Regarding the rural/urban setting, significant differences were found on identity styles, diffuse-avoidant style, and commitment. According to the result, students from urban setting were better in identity styles than students from rural setting. Again, urban students were less likely to use diffuse-avoidant style than rural students. And then, students from urban setting possessed more commitment than students from rural setting. However, it is interesting that significant differences were not found on normative style and informative style among participant students from rural and urban setting.

Concerning the family type, significant differences were not found on the whole test as well as the four subscales of identity style. It can be said that Grade-9 student's identity styles were not differed by family types. Looking across the number of siblings, significant differences were found in commitment. The mean scores of students with no siblings and students who have one to three siblings were significantly higher than that of students who have four and above siblings. This may be because the parents with more than three children may not give enough support and care to their children.

Concerning the father's occupation, significant differences were found on diffuse-avoidant style and commitment. These differences were, again, confirmed by post-Hoc analysis. Results evidently showed that the mean score of students from farmer group was

lower than that of students from government staff group and company staff group in diffuse-avoidant style. This finding can be interpreted that students whose fathers works as farmers used diffused avoidant style than students whose fathers works as company staff and government staff.

And then, the mean scores of students whose fathers are working in the company were significantly higher than that of students whose fathers work as farmers, other jobs, and fatherless in commitment style. A similar result was found between students whose fathers work as government staff and farmers. Again, the mean scores of students whose fathers work as farmer were significantly lower than that of students whose fathers are working in private work and other work in commitment. This finding can be interpreted that compared to others, students whose fathers work as farmers were low in commitment than others. It can reasonably be said that participant students whose fathers work as farmers were less opportunity to contact the world and can't get enough information to evaluate critically to construct their identity. The knowledge of their fathers was not enough to guide their identity. Regarding the mother's occupation, significant differences were not found on the whole scale as well as the four subscales of identity style. Therefore, Grade-9 students' identity styles were not dependent upon the mother's occupation.

To point out the relationship between parental attachment and identity styles, correlation analysis was used. The results showed that the affective quality of the relationship was significantly correlated with parental fostering of autonomy ($r = 0.572$, $p < 0.001$) and parental roles in providing emotional support ($r=0.459$, $p<0.001$). Again, diffuse-avoidant style was negatively correlated with affective quality of relationship ($r = -0.208$, $p<0.001$) and commitment ($r = 0.213$, $p<0.001$). But diffuse-avoidant style was not significantly correlated with parental fostering of autonomy and parental roles in providing

emotional support. Moreover, all sub-scales were positively and significantly correlated with one another.

Finally, predictors of normative style, informative style, diffuse-avoidant style and commitment were confirmed by back ward multiple regression analysis. Regression analysis revealed that the strongest predictors of subscales of identity style were father' occupation, siblings and parental roles in providing emotional support for informative style, number of sibling and parental roles in providing emotional support for normative style, father's occupation, parental attachment total, number of sibling and school for commitment and parental attachment total, school, parental roles in providing emotional support and parental fostering of autonomy for diffuse-avoidant style.

Suggestion for Future Research

Further studies and more detailed analysis will be needed to identify how identity can be developed and which sources influence which type of identity styles. If possible, longitudinal designs need to be conducted. Besides, future researchers should be recruited a random, more diverse sample, which would be more representative of the general population. Erikson (1980) proposed that healthy identity development in adolescence increases the likelihood of success in future relationships and careers. Therefore, the researcher hopes that this study may useful and serve as a starting point for future research on parental attachment and its effects on identity development.

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