

**EFFECT OF PARENTING STYLES ON ADOLESCENTS' IDENTITY
STYLES: A CASE OF SELECTED PUBLIC SECONDARY SCHOOLS IN
WESTLANDS SUB-COUNTY, NAIROBI COUNTY, KENYA.**

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**A THESIS SUBMITTED TO THE GRADUATE SCHOOL, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY**

PAN AFRICA CHRISTIAN UNIVERSITY

JUNE, 2024

DECLARATION

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

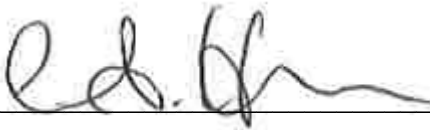
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DEDICATION

I dedicate this work to my dear husband Steve for the immense support he accorded me throughout my journey. To my dear children Gabriel, Nathan, Isaiah and Aaron, thank you for allowing me time to work on this project. I dedicate this to you too. To my dear mum (RIP), this is for you too. I love you forever.

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ABSTRACT

Adolescence is a crucial period marked by significant psychological and social development, particularly in identity formation. Berzonsky's identity model suggests each individual employs different identity styles and each style can have implications on psychological well-being and adjustment. One influential factor in this process is parenting style, which encompasses parental behaviors, attitudes, and strategies in child-rearing. The objective of this study was to assess the effect of authoritative parenting, authoritarian parenting, permissive parenting and parental attachment on adolescents' identity styles. Baumrind's theory of parenting styles and Berzonsky's identity styles model anchored the study. The research was a quantitative study with descriptive data acquired via survey methodology. The sample size was 408 male and female participants, aged between 15 and 19. The data collection instruments used were questionnaires; Perceived Parenting Styles Scale used to measure parenting styles, the Inventory of Parents and Peers Attachment (IPPA) used to measure parental attachment and Identity Styles Inventory (ISI-5) used to measure Identity styles. The mean, standard deviation, and range of scores for all independent and dependent variables were calculated using descriptive statistics. Pearson's correlation analysis was used to measure association between variables, and assumptions of regression analysis was done prior to regression analysis to check for its suitability. Regression analysis was used to establish the relationship between variables. IBM SPSS Version 28 was used to analyse the data. The results indicated that normative ($\beta = 0.220$, $p = 0.000$) and informative ($\beta = 0.096$, $p = 0.048$) identity styles and authoritative parenting styles were positively correlated. The diffuse avoidant identity style was positively and significantly correlated with authoritarian parenting styles ($\beta = 0.144$, $p = 0.002$). Only the diffuse avoidant identity style was considerably enhanced by permissive parenting ($\beta = 0.217$, $p = 0.000$). Parental attachment to normative identity styles ($\beta = -0.128$, $p = 0.000$) and informative identity styles ($\beta = 0.091$, $p = 0.001$) were found to have a positive and significant association. The study implications are that effective parenting styles can be adopted to help adolescents develop and make better and informed decisions. These results could be useful to youth workers, family therapists, parents and caregivers, by providing insight into the psychological processes underlying adolescent decision-making. No harm was inflicted while conducting the research because all ethical guidelines were observed. Participants in the research consented to participate, and confidentiality was upheld.

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ABBREVIATIONS AND ACRONYMS

UNICEF – United Nations International Children’s Emergency Fund

ND- Not Dated

MoE – Ministry of Education

IPPA- Inventory of Parents and Peers Attachment

ISI- Identity Styles Inventory

NSSI-Non Suicidal Self Injury

NCBD-Nairobi Central Business District

EMBU-Egna Minnen av Barndoms Uppfostran

MANOVA – Multivariate Analysis of Variance

OPERATIONAL DEFINATION OF TERMS

These terms were operationalized in this study as follows;

Parenting Styles- In the context of this study, parenting styles refer to the attitudes, actions, and socialization strategies parents use to raise their children (Baumrind, 1966). These strategies may include using forms of discipline, warmth, control, and responsiveness (Sahithya et al., 2019).

Authoritative Parenting Style- As stated by Diana Baumrind (1966), parents with an authoritative parenting style are particularly demanding and highly responsive. In this study, Parents that use authoritative parenting styles are emotionally warm to children and their ways of disciplining tends to be more moderated and supportive as opposed to punitive (Laboviti, 2015).

Authoritarian Parenting Style- This study adopts Chen's (2022) definition of an authoritarian parenting style, which is characterized by parents who are less enthusiastic but more controlling, frequently demonstrating insensitivity to their children's needs and making strict rules that they must follow; on occasion, they even use punishment.

Permissive Parenting Style- The parents who use permissive parenting style are mostly warm, affectionate and nurturing while making little demands on their children and less limits on behaviours (Baumrind,1966). In this study, parents who use permissive parenting style are likewise heavily involved in the life of the adolescents yet place little or no demands or controls on them (Ulferts, 2020).

Parental Attachment- According to Bowlby (1969), attachment is a powerful and enduring emotional bond that binds two people together regardless of space and time. In this study, Parental attachment will include include the early emotional and physical bond that develops between children and their parents.

Identity Styles- These are the strategies individuals use to build knowledge about themselves and use the knowledge to make life decisions (Berzonsky, 1989).

Informational Identity Style- Adolescents with the informational identity style, according to Berzonsky & Ferrari (1996), are those who, when faced with identity crises and decision-making scenarios, thoroughly search out information as well as assess and apply relevant knowledge.

Normative Identity Style- This identity style refers to adolescents who adopt and largely rely on the advice of important adults in their lives, such as parents, rather than researching and developing their own personal opinions (Berzonsky, 2011; Žukauskienė et al. 2018).

Diffuse Avoidant Identity Style- Adolescents with a diffused avoidant identity style put off making decisions that affect their identity more than necessary simply because they aren't certain who they are, what they believe, or where they want to go in life (Berzonsky & Kinney, 2019).

Identity Synthesis- This entails a cohesive and stable perception of oneself across various contexts throughout one's developmental trajectory (Sugimura et al., 2018)

*Identity confusion-*A fragmented and fluctuation self concept (Sugimura et al., 2018).

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter covers the study's background, statement of the problem, the general and specific objectives, research questions, justification of the study, significance of the study, assumptions of the study, scope of the study, limitation and delimitation of the study.

Background to the Study

The most challenging and important task an adolescent faces is resolving the identity vs. role confusion task that allows them to develop their own unique sense of identity, find a social context in which they may belong, and form meaningful relationships with others (Erikson 1968). Conversely, should an adolescent fail to fulfill this task, they remain confused, unable to make their own decisions, lack a meaningful identity and ultimately lack a clear sense of direction (Crocetti, 2017; Erikson, 1968). Roman et al., (2021) linked the poor decisions made by adolescents to their identity styles, which consequently impeded their social and physical assimilation. Sufficient parental involvement is essential for facilitating adolescents in attaining their developmental objectives (Hasanah, 2019). Consequently, parents play a pivotal role in fostering the emergence of adolescents' drive for autonomy by providing a foundation of stability, thereby encouraging the pursuit of independence and self-reliance (Ahadi et al., 2014; Giri, 2020; Laboviti et al., 2015).

Berzonsky (1989) defined identity styles as the strategies individuals use to build knowledge about themselves and use the knowledge to make life decisions. Adolescents use the three identity styles he developed; informational, normative, and

diffuse avoidant identity styles, to make decisions and address identity related challenges (Soenens et al., 2016). Adolescents with an informational identity style thoroughly research and assess pertinent information, when making decisions or navigating identity crises (Luyckx, et al., 2016). According to Žukauskienė et al. (2018), adolescents who have a normative identity style are more inclined to conform to the expectations of significant figures in their lives than to consider other possibilities. Adolescents that exhibit a diffused avoidant identity style lack clarity about their identity, values, and future goals (Berzonsky & Kinney, 2019). The crucial decisions and choices made throughout the adolescent years may foretell an adolescent's success or failure in their subsequent transition into adulthood, as well as their future (Luyckx et al., 2016).

Researchers have categorized the diverse parenting philosophies into four parenting styles based on the low and high degrees of demandingness and responsiveness demonstrated by each parenting style (Okunlola et al., 2020); authoritarian (very demanding and unresponsive), authoritative (very demanding and very responsive), permissive (not demanding and highly responsive), and neglectful (not demanding and not responsive). According to Baumrind's (1971,1978) parenting styles theoretical perspective and attachment theory (Bowlby, 1969), variations in identity exploration are believed to be influenced by the parenting styles.

Bowlby (1969) defined attachment as a strong, long-lasting emotional link that unites two persons across time and location. According to Bowlby (1969) attachment within the framework of trust, communication, and alienation is a multifaceted construct that significantly influences interpersonal dynamics and psychological well-being. Secure attachment is characterized by trust, effective communication, and

minimal feelings of alienation, while insecure attachment patterns may manifest as distrust, poor communication, and heightened perceptions of alienation.

Transitioning from being a child to becoming an adolescent brings with it a desire for autonomy in matters such as religious beliefs, vocation, life purpose, values, political views, fashion, education, friends, and image, to name a few. In this context, parent-adolescent relationships are crucial to the process of identity development (Kaniušonytė & Žukauskienė 2018). Parents bear a large portion of the duty for enforcing rules that protect their children from preventable vices like abuse of any kind, mishaps, unplanned pregnancies, and other maladaptive behaviors (Mbua & Adigeb, 2015).

However, avoidable causes like self-harm, poor eating habits, mental illness, and diseases linked to alcohol and drug addiction continue to account for 1.2 million adolescents fatalities annually (Unicef, N.D). Identity seems like a very abstract construct that has no immediate and obvious relevance to the trivial and pressing issues that adolescents around the world struggle with, yet identity remains at the heart of the problems adolescents experience (Mclean et al., 2016). The purpose of this study was to determine how various parenting styles mediated by parental attachment influence the different adolescents' identity styles developed.

A study done at the University of Mary in Washington, revealed that parenting styles where the parents used an authoritarian approach produced negative results leading to anxiety and depression in adolescents. About 42.6% of participants in this study had parents who practiced the authoritarian parenting style and revealed that the majority of them experienced depressed symptoms (Schiffrin et al., 2014). A comparative investigation by Alexander and Harris (2022) into parenting styles was undertaken among college students enrolled in private universities across the

southeastern and midwestern regions, as well as a public state university in the northeastern United States. This study aimed to assess the influence of parenting styles on career decision-making self-efficacy. The sample comprised 97 students aged 18 to 29 years. Results indicated that both authoritative and authoritarian parenting styles exhibited significant positive correlations with career decision-making self-efficacy. Conversely, permissive parenting did not emerge as a significant predictor of career decision-making self-efficacy among college students.

A 2019 study at the University of Melbourne linked parental absence to mental conditions. Sixty-six percent of adolescents with absent parents experienced stress and anxiety, among other mental health disorders (Leach et al., 2021). According to Hasahan et al. (2019), adolescent identity is extremely dependent on parents since they nurture them physically, morally and psychologically. Therefore, absentee parents deprive their children of crucial opportunities for growth through parent-child interactions.

Williams and Ciarrochi (2020) conducted a longitudinal investigation focusing on the interplay between perceived parenting styles and the development of values among adolescents and emerging adults. The study centered on individuals enrolled in Catholic high schools within the Wollongong Diocese, spanning southern Sydney and the Illawarra region in New South Wales, Australia. The examination encompassed the assessment of perceived parenting styles during Grade 7 and the examination of values during Grade 12 and one year beyond graduation. The findings revealed significant associations between parenting styles and subsequent values development.

Specifically, maternal authoritative parenting during Grade 7 was linked to an increased emphasis on values importance and self-regulation one year post-school.

Paternal authoritative parenting during Grade 7 corresponded with a diminished emphasis on extrinsic values. Conversely, paternal permissive parenting during Grade 7 was associated with reduced emphasis on intrinsic values. Furthermore, authoritarian parenting during Grade 12 predicted a more controlled regulation of values post-school, particularly concerning extrinsic values. These findings emphasize the anticipatory function of parenting styles across both early and late adolescence in influencing the internalization of values during the transition to emerging adulthood.

Salavera et al. (2022) conducted an inquiry into the interplay among parenting styles, affective factors, and social skills, with a particular emphasis on the impact of affective elements within the parent-student relationship in Zaragoza, Spain. Their findings revealed that individuals with authoritative parental figures exhibited elevated scores across all domains concerning affective states and social competencies. The study further delineated that affective factors mediated the relationship between parenting styles and social skills. Notably, the investigation encompassed a cohort of students with an average age of 22.01 years.

In a cross-sectional investigation spanning three nations—Spain, Portugal, and Brazil—Martinez et al. (2020) embarked on a study aimed at elucidating the influence of parenting styles on adolescents' self-esteem and the internalization of social values within these cultural contexts. The study meticulously examined four distinct parenting styles—authoritative, indulgent, authoritarian, and neglectful—while assessing dimensions of warmth and strictness as indicators of parental socialization. Results revealed that both authoritative and indulgent parenting styles exhibited positive associations with heightened internalization of societal values and adolescents' self-esteem. Conversely, authoritarian parenting demonstrated deleterious effects on adolescent psychosocial adjustment across all three nations under

scrutiny—Spain, Portugal, and Brazil. Notably, these countries are characterized as possessing horizontal collectivist cultures, wherein the self is integrated within the collective, while interpersonal relationships among members tend toward egalitarianism.

Verschueren et al. (2018) documented a correlation between identity confusion in adolescents and body dissatisfaction, suggesting that exhibited bulimia symptoms could serve as indicators of such confusion. This relationship was elucidated in a study conducted on eating disorders and identity in Sweden. Furthermore, Verstuyf et al. (2014) identified that adolescents experiencing an identity vacuum, particularly those demonstrating a diffuse avoidant identity style, tended to adopt unhealthy eating habits like binge eating as a coping mechanism. Additionally, the investigation noted a propensity among adolescents with normative identity style to prioritize eating for appearance over health and wellbeing, likely influenced by external expectations prevalent in their surroundings.

Zhang et al. (2021) conducted a study examining the influence of parenting styles on cyber-aggression among Chinese college students, elucidating the mediating role of moral disengagement and the moderating influence of moral identity. The investigation identified positive associations between parental rejection and overprotection with cyber-aggression, employing frameworks derived from social cognitive theory and ecological system theory. Furthermore, the findings indicated that individuals with lower moral identities exhibited a diminished connection between moral disengagement and cyber-aggression. Notably, the study did not uncover a significant relationship between cyber-aggression and parental emotional warmth.

According to Shek and Siu, (2019), one fifth of secondary school pupils in Hong Kong showed indicators of pessimism and a drop in life satisfaction, which grew during their adolescence. One of the factors that was found to contribute to this general decline in life satisfaction was a strained relationship between adolescents and their parents. In a research on Omani undergraduate students' identity styles, authoritarian and permissive parenting approaches were shown to produce students with a diffused identity who had trouble choosing a career route (Aldhafri & Ibrahim, 2016).

A report on a study conducted in northern Iran on the link between high-risk activities and identity styles indicated that adolescents with information and normative identity styles were less inclined to partake in risky activities (aggression, drug abuse, suicidal thoughts and attempts, missing classes, alcoholism), while those with diffuse avoidant style suffered personality disturbances, lacked a purpose in life and had a high prevalence in high-risk behavior choices (Zabihi et al., 2019).

In South Africa, James et al., (2017) investigated the link between teen risky behavior and sentiments of hopelessness and sadness. A national sample of 10977 adolescents aged 13 to 16 was taken, accounting for 72 percent of the surveys returned. A third of the students said they had been taunted, 13.3% possessed weapons, 11.1% had been harassed, and 8.8% had ever been sexually exploited. The data also revealed a 17.6 percent prevalence of current substance use, 25.1 percent reported binge drinking, and 9.2 percent had used marijuana in the preceding month, and 20.3 percent had used hard drugs before. Moreover, a third indicated they had had sex, with 12% saying it was their first time when they were under the age of 14. 15.6 percent said they planned to commit suicide, and 17.8 percent said they had attempted suicide one or more times. According to the research, South African adolescents are

exposed to a variety of dangers, rendering them vulnerable to negative repercussions and poor decision-making (James et al., 2017).

In the Northern part of Africa, parents deeply rooted in culture adopt the authoritarian parenting style due to the tribal values they ascribe to, though this was practiced more in rural areas compared to urban areas (Ahmed, 2020). Ahmed (2020) also noted that as adolescents advanced in age, they were more inclined towards trusting their peers more than their parents, and this could lead to an increase in disruptions in their autonomy development, moral judgement and identity, hence an increase in behavioral problems.

In Botswana, a study was done to investigate the association between different styles of parenting and adolescent identity patterns in one and both parent families. A significant difference in identity styles of adolescents was reported brought up in either of the families. The prevalent parenting style was the authoritative parenting style and a majority of those sampled were oriented towards informational identity style (Sebangane, 2015). A research on association between different parenting styles and teenage risky sexual behaviors conducted in Uganda revealed that the different parenting styles impacted the risky sexual behaviors adolescents engaged in, with those who perceived their parents as permissive engaging increasingly in risky sexual behaviors especially in comparison to those who thought their parents were authoritative (Alawiya, 2018).

In Kenya, a study done in Uasin Gishu County by Nyabuto (2014) found that formation of aspects such as autonomy, openness, self-esteem and independence in an adolescent were heavily dependent on the parenting style practiced. His study noted that the authoritarian parenting style produced adolescents who were anxious and

unhappy. A study done in Mombasa County on impact of Parenting styles and personality development revealed that permissive parenting styles contributed to 28.2% of positive personality while authoritative parenting styles contributed to 41% of positive personality (Kilonzo, 2017).

Njagi and Mwanja (2017) carried out a study in Embu County, Kenya and their results revealed that 70% of responses from students who had dropped out of school scored high on permissive parenting style. In a study done in Nairobi County, Kago (2018) contended that authoritarian parenting styles influenced adolescent delinquency. Onsando et al., (2021) expressed the same sentiments in their study that found that authoritarian parenting style contributed 42% and permissive parenting style contributed 29.4%, respectively to the progression of juvenile delinquency.

Despite the fact that numerous researches have been conducted on parenting methods and how they affect various characteristics of adolescents such as academics, self-esteem, juvenile delinquency and behavior problems, attachment and identity styles, peer relationships, among others (Delgado et al. 2022; Gachenia et al. 2021; Kago 2018; Masud, 2015; Okunlola, 2020), few particularly in Africa, have focused on the effect of different parenting styles on adolescent identity styles, compared to other regions of the world and notably in the researcher's chosen area of study. This study therefore seeks to add to the body of knowledge on how different parenting styles have an effect on adolescent identity styles in Westlands Sub-County.

Statement of the Problem

Processing identity styles is critical to adolescent development given that it lays the foundation for adult psychosocial development as well as relationships with others. Being the primary socializers for their children, parents have the power to

support or undermine this crucial process. Adolescents are more likely to struggle with issues related to problem behavior if they are unable to complete the primary task in adolescent development, which is determining their identities and roles (Crocetti, 2017). Every year, 1.2 million adolescents die from preventable causes such as eating disorders, problem behaviors, risk-taking activities, suicidal and self-harming thoughts and actions, among other mental illnesses (Unicef, N.D).

Adolescents are expected to shoulder the responsibility of making numerous decisions that affect their life in both the short- and long-term as they become increasingly independent (Kolaric et al. 2018). It suffices to say that information-seeking skill is important in adolescents yet both parents and their adolescents are hardly prepared for the challenges this critical stage presents (Ulferts, 2020). Adolescents employ their identity styles when making life choices, and some have had poor physical and psychological integration into society (Roman et al., 2021), hence the need to study the effect parenting styles have on adolescent identity styles in the researcher's area of study.

Studies have focused on parenting styles and academic achievement (Masud, 2015; Munyi, 2013), college students gender role identities in relation to parenting styles (Lin, et al. 2014), Moral identity, parenting methods, and prosocial behaviours (Fatima, et al. 2020), parenting styles and adolescent self-esteem (Okunlola, 2020), parenting styles and personality (Kilonzo, 2017). Laboviti's (2015) study comes close to the current study but was done in Albania and specifically looked at adolescent identity styles in households with one and two parents. Identity style is the process through which adolescents seek knowledge and use it to make life decisions through everyday choices (Soenens et al., 2016). The studies have failed to address the issue on effect parenting styles can have on identity styles hence this study sought to

contribute to the current knowledge and literature on the effect of different parenting styles on adolescent identity styles in Westlands Sub-County.

Objective of the Study

General Objective

To determine the effect of parenting styles on adolescents' identity styles in selected public secondary schools, in Westlands Sub-County, Nairobi County, Kenya.

Specific Objectives of the Study

- i. To assess the effect of authoritative parenting style on adolescents' identity styles in selected secondary schools, Westlands Sub-County, Nairobi County, Kenya.
- ii. To investigate the effect of authoritarian parenting style on adolescents' identity styles in selected secondary schools, Westlands Sub-County, Nairobi County, Kenya.
- iii. To assess the effect of permissive parenting style on adolescents' Identity styles in selected secondary schools, Westlands Sub-County, Nairobi County, Kenya.
- iv. To determine the effect of parental attachment on adolescents' identity styles in selected secondary schools, Westlands Sub-County, Nairobi County, Kenya.

Research Questions

- i. How does authoritative parenting style affect adolescents' identity styles in selected secondary schools in Westlands Sub-County, Nairobi County, Kenya?

- ii. What is the effect of authoritarian parenting style on adolescents' identity style in selected secondary schools in Westlands Sub-County, Nairobi County, Kenya?
- iii. What is the effect of permissive parenting style on adolescents' identity styles in selected secondary schools in Westlands Sub-County, Nairobi County, Kenya?
- iv. What is the role of parental attachment on adolescents' identity styles in selected secondary schools, Westlands Sub County, Nairobi County, Kenya?

Assumptions of the Study

The researcher made the following assumptions in regards to this study:

- i. The adolescents would be honest in their responses. The researcher took time to explain to the adolescents the importance of honesty in the study, to which they promised to adhere to. The responses received in the study were valid and reliable based on the reliability and validity scores computed in the study results.
- ii. That authoritative parenting styles would have a positive relationship with an informative identity style. The findings revealed that not only was there a positive relationship between authoritative parenting styles and informative identity style but also with the normative identity style. As expected there was a negative relationship with the diffuse avoidant identity style.
- iii. Authoritarian parenting styles would have a positive relationship with the normative and the diffuse avoidant identity styles. The study revealed that

there was a significant and positive association with the diffuse avoidant identity style. On the contrary there was a non significant association with the normative identity style. As expected, there was a non significant association with the informative identity style.

- iv. Permissive parenting styles would have a positive relationship with the diffuse avoidant identity style. This was affirmed by the study and as expected there was a non significant negative relationship with the informative and normative identity styles.
- v. Parental attachment would have a positive relationship with the informative and permissive identity styles. The study revealed that on the contrary the normative and informative identity styles had a positive and significant relationship with parental attachment. There was a non significant negative effect with the diffuse avoidant identity style.

Justification of the Study

Although many studies had been done on parenting styles and other adolescent issues (Okunlola, et al., 2020), identity styles, which focus on ways identity related information is processed to help adolescents cope with their challenges and problems (Berzonsky, 1990) had received little attention especially here in Africa (Sebangane, 2015). Finding out whether various parenting styles have an impact on teenage identity styles and, consequently, the choices they make that predispose them to mental health diseases, was necessary as there was limited information on previous works on adolescent identity styles in Westlands Sub-County. The adolescent period has also remained a challenge to both parents and the adolescent (Ulferts, 2020) in spite of the many studies on parenting styles and different aspects of adolescents. Substance abuse, self-harm and suicide attempts, eating disorders, and depression are

some of the risky behaviours that continue to be rampant amongst adolescents (James et al., 2017).

The relationship parents have with their adolescents has a direct effect on their behavior (Shyny & Velayudhan, 2018). Studies show that adolescents who develop the avoidant identity style with diffuse characteristics show maladaptive behaviors, lack a purpose in life, display low self-esteem and exhibit a negative self-worth. Berzonky and Cieciuch (2016) further indicate that these adolescents have a less satisfying life, and make no effort to succeed in life (Vogel & Human-Vogel, 2018). In adolescents, having a strong and stable concept of one's identity is linked to better mental health (Rageliene, 2016). When adolescents exhibit maladaptive behaviors based on an identity style that causes them to make poor decisions, the mental health of both parents and adolescents is put to danger. Every adolescent life counts and the study may provide new insight into the relationship between parents and adolescents, and the resulting choices they make, especially in light of the president's recent declaration that mental health is a national concern and a top priority for the nation (Memia et al., 2022).

Significance of the Study

The findings of this study would add to the body of knowledge regarding how parenting styles may serve as a basis for adolescent identity styles. Although Authoritative parenting has been known to produce better results in children, a good number of parents continue to employ Authoritarian and Permissive parenting styles. The findings of this research may help parents understand that their choice of parenting style affects adolescents' identity styles and hence the decisions adolescents make. They will therefore realize that they have a part to play in the outcome of their adolescent children.

Adolescents who lack a strong sense of identity are more prone to participate in harmful activities and make poor life decisions. The study created an awareness on the different identity styles hence the strategies adolescents use in making decisions and developing their own identities. The findings may serve as a catalyst for adolescents to reflect and assess if their individual identity styles allow them to make meaningful life decisions or harmful ones.

Family therapists can create the most effective interventions to assist families in changing their relationships by having a thorough understanding of the various identity styles. Family therapists will find the study's results useful in understanding the identity patterns indicated by the various parenting styles and in strengthening families by fostering attachment ties.

Aside from creating awareness of the different adolescent identity styles, teachers and social workers who work with adolescents will also be aware of how to intervene in helping adolescent develop better decision making skills. Schools should develop awareness-raising initiatives on the various identity styles in an effort to stop students from engaging in potentially harmful activities. The government can expect adolescents' active involvement in civic engagement, when parenting styles promote positive identity styles.

Scope of the Study

Although there are four popular parenting styles, this study only concentrated on the three parenting styles that were originally proposed by Diana Baumrind and parental attachment. This was not to underestimate the effect of neglective parenting style, as it also has serious implications on the children's outcomes, but to narrow the scope and concentrate on Diana Baumrind's work. Parents and teachers were not interviewed hence the findings of the study were as perceived by the adolescents.

The study's primary focus was on 408 male and female adolescents in selected secondary schools in the Westland's sub-county of Nairobi County, Kenya, who were between the ages of 15 and 19. Erik Erikson asserts that throughout these years, teenagers start to develop a concept of who they are (Santrock 2016). The study focused on adolescent in secondary schools in Westlands sub-county which has 33 secondary schools. Six schools-two boys-only, two girls-only, and two mixed(both boys and girls)-all in forms 3 and 4 were chosen through purposeful sampling in order to achieve a gender balance. Compared to students in Forms 1 and 2, who have just started high school, students in Forms 3 and 4 are thought to have explored many aspects of their identities more.

Westlands sub-county constitutes high income areas as well as low income areas and would give the study a diversified population. Westlands Sub-County is located 3 kilometers northwest of Nairobi's Central Business District (NCBD).

Limitations

This study was met by a few limitations. Most school administrations claimed their students were too busy to fill in the questionnaires during the class hours. The respondents were also reporting on the parenting styles and their own identity styles. There was a possibility of being biased in their reporting or dishonest throughout the process.

Delimitations

The researcher engaged the schools' administration on a possibility of collecting data outside the school regular time-table schedules and they were gracious enough to allow data to be collected during the night preps for those who were boarders and on Saturdays. As for the day scholars, the data was collected early

mornings before classes started. The respondents were also sensitized on the importance of being honest in their responses.

Summary

This chapter provided a brief introduction to the study, followed by a background of the study. In addition, the problem statement, study objectives and research questions, have been addressed. Moreover, the assumptions made by the researchers have been outlined, and a justification made on why the study needed to be done. Equally, the studies contribution to the body of knowledge gap were listed as well as the significance of the study and finally, the scope, limitation and delimitations. The next chapter examined the literature review for this study. It addressed the detailed review of the parenting styles: authoritative, authoritarian, permissive parenting styles respectively. It also addressed the findings from the previous studies on parental attachments. This study also detailed a critical review of adolescent identity styles: informative, normative and diffuse avoidant identity styles respectively.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The empirical, theoretical and conceptual framework reviews were covered in this chapter. The empirical review discussed the key variables used in the study by reviewing works of other scholars whose works are related to the study variables. These variables encompass the effect of authoritative, authoritarian, and permissive parenting styles on adolescent identity styles, as well as the influence of parental attachment dimensions such as trust, communication, and alienation on adolescent identity styles. Furthermore, the review delves into the multifaceted realm of adolescent identity styles, comprising informational, normative, and diffuse-avoidant. The theoretical framework captured the foundational theories guiding the study, namely Baumrind's theory of parenting styles and Berzonsky's model of identity styles. This is followed by a conceptual framework that encapsulates a visual representation of the interconnected constructs investigated across all variables providing a depiction of the study's framework and conceptual landscape.

Effect of Authoritative Parenting Style on Adolescents Identity Styles

Diana Baumrind (1966) describes authoritative parenting style as being characterized by highly responsive parents who also are highly demanding. Parents that are authoritative are emotionally warm to children and their ways of disciplining tends to be more moderated and supportive as opposed to punitive (Laboviti, 2015). Extensive verbal exchanges are allowed in authoritative parenting style and this leads to adolescents who are socially competent and responsible (Santrock, 2016). As such,

together with the child, clear norms, guidelines, and boundaries are established. Additionally, verbal communication is encouraged and the parent takes time to explain the reasoning behind the set rules. In case of non-compliance, the parent is willing to understand the child's feelings and considers their opinions and views with respect. Subsequently, set rules are monitored and enforced while applying consistent discipline with an aim to teach and help the child learn. To this regard, the parent enforces their perspective but takes into consideration the child's interests and individuality. Incidentally, standards are set for future conduct and the child's current qualities are acknowledged.

Baumrind (1966) believed that parents should set boundaries and show affection to their children rather than being harsh or aloof with them. Baumrind's parenting approaches included behaviors such as exerting control over a child and providing warmth. During adolescence years, the severity and frequency of internalizing (anxiety, social isolation, and depression) Pinquart, (2017) and externalizing (violence, rule-breaking, drug addiction, and non-compliance) Marcone et al., (2020) mental disorders increase (Rothenberg et al., 2020).

Studies have linked authoritative parenting style to positively influencing adolescent psychosocial development in; cohesive relationships with their parents, optimizing adolescent identity, excellent academic performance, self-esteem, effective in establishing personal values and social roles (Bi et al., 2018; Hasanah et al., 2018; Laboviti, 2015; Checa & Abundis, 2018; Pandoyi & Jain, 2021; Garcia & Santiago, 2017; Pinquart & Gerke, 2019; Yeung et al., 2016). However, whether authoritative parenting style with positive adolescent developmental outcomes across different ethnic backgrounds, cultural context and different environments is the best, remains

inconclusive (Checa & Abundis-Gutierrez, 2018; Garcia & Gracia, 2014; Garcia et al., 2018).

In a qualitative study done in Malaysia aimed at investigating the influence of parenting styles on adolescents' self-esteem, Lynn and Ting (2019) discovered that parents who adopted an authoritative parenting style gave rise to adolescents with high self-esteem. Their study targeted mothers only and selected six students aged between 13 and 17. Similarly, Aziz et al., (2021) found there was a positive and strong influence between authoritative parenting style and self esteem in their research conducted in India on the influence of parenting styles and peer attachment on life satisfaction; mediated by self-esteem among adolescents. The average age of the respondents was 18.3 years and data was collected from 412 students. Soenens et al., (2016) in their study on attending to the role of identity exploration and self-esteem reported that a low level of self-esteem was a predictor of a diffuse avoidant identity style while high self esteem predicted an informational and a normative identity style.

Hussain et al., (2023) conducted a study in India that sought to establish the long-term effects of authoritative parenting on the development of adolescents' emotional maturity and self esteem. The study employed a mixed method approach, selecting 500 parents, with a focus exclusively on fathers, and 500 adolescents, aged 13 to 18. Random sampling was the method utilized for selecting the adolescents. The study reported that adolescents reared by authoritative parents will likely benefit from their moral competence, emotional intelligence, and problem-solving abilities well into old age. Additionally, this parenting style enhanced their capacity to manage stress, deal with life's challenges, and make well-informed choices.

An earlier study by Kaniušonytė & Žukauskienė, (2018) on the link between relationships with parents, identity styles and positive youth development had confirmed that parents' response to their adolescents' demands for relatedness and autonomy influenced Lithuanian adolescents' ability to manage their identity appropriately and their overall healthy development into adulthood. Their study also concluded that a good parental-child relationship was partially mediated by identity styles and was responsible for successful adjustment in transitioning from childhood to adulthood. The study targeted emerging young adults who were in their last year of high school, and followed them a year later after high school.

Jimoh et al., (2020) conducted a study aimed at assessing the influence of parenting styles on identity style development among students in public senior secondary schools in Ogun State, Nigeria. The study employed a multi stage sampling technique to select 396 adolescents aged between 12 and 20 years. The study found there was a significant positive relationship between authoritative parenting style and informative identity style.

A study by Giri, (2020) that sought to investigate the influence of different parenting styles on adolescents' identity construction found that the practice of authoritative parenting, was positively linked to the formation of adolescents' identities and promoted acceptable behavior in adolescents. Additionally, adolescents raised by authoritative parents were found to experience fewer difficulties adjusting to life transitions. In their study on the association between high-risk behaviors and identity styles in adolescents, Zabihi et al. (2019) found that there was a negative correlation between the informative and normative identity styles and the scores of high-risk behaviors. High-risk behaviors and the diffuse-avoidant identity style showed a positive association. Regression analysis revealed that the only identity

style that exhibited a significant and negative connection with high-risk behaviors was the informational identity style.

The number of activities that parents and their adolescent children participate in jointly appears to be decreasing (Mbua & Adigeb, 2015), while parent-adolescent conflicts appear to be increasing (Santrock, 2016) during adolescent years. These conflicts range from their way of dressing, chores, staying up late, school work, friends, dating, to social media addictions (Askarizadeh et al., 2017; Darling & Steinberg, 2017; Kilonzo, 2017). Hasanah et al. (2018) describe parent-adolescent conflict as a normal occurrence during the adolescent years which is caused by identity diffusion and ambiguity of one's identity as adolescents try to discover themselves. Bi et al. (2018) investigated parenting styles and their influence to parent-adolescent relationship, and discovered that adolescents with authoritative parents had reduced conflict intensity and frequency, as well as higher parental cohesion.

Effect of Authoritarian Parenting Style on Adolescents Identity Styles

Authoritarian parenting is characterized by high demands and low responsiveness. Research suggests that adolescents raised by authoritarian parents often exhibit identity diffusion, wherein they either lack a clear sense of identity or adopt their parents' values without exploration (Baumrind, 1991). The rigid structure and strict discipline of authoritarian households may hinder adolescents' autonomy and exploration of self-identity (Maccoby & Martin, 1983). Santrock (2016) posits that authoritarian parents drive their children to obey directions and respect hard effort. In addition, authoritarian parenting style is characterized by parents who are less enthusiastic, but more controlling, frequently demonstrating insensitivity to their children's needs, and making strict rules that they must follow. Occasionally, they use

punishment to discipline them according to Chen (2022). Literally, corporal punishment is used if rules are not adhered to ensure compliance in the near future and to maintain control. It is common for authoritarian parents to spank their children in a bid to set high maturity demands and high expectations in form of rules that must be followed. There's little verbal communication and expression of affection is minimal.

Diana Baumrind in her studies established that children brought up by authoritarian parents were more temperamental, more prone to depression and stress and were less cheerful (Jadon & Tripathi, 2017; Sanjeevan & Zoysa, 2018). Successful academic performance has been linked to authoritarian parenting styles in some cultures (Checa & Abundis-Gutierrez, 2018; Rauf & Ahamed, 2017; Zahed et al., 2016). Research on the impact of parenting styles on child behavior concluded that the high handedness in authoritarian parenting style pushed children to rebellion and problematic behaviours (Sarwar, 2016) while Hendrix (2018) found that an authoritarian parenting style could constitute a form of emotional abuse when unrealistic expectations were placed on the child. Bullying and victimization experiences amongst adolescents was also linked to an authoritarian parenting style. (Georgiou et al., 2017; Gómez-Ortiz et al., 2016). Authoritarian parenting style yielded significant positive association with aggression in adolescent and could predict the same (Anjum et al., 2019).

Laboviti (2015) sought to establish if parenting styles had an influence on adolescent identity. He observed that being an authoritarian parent imposed an identity on the adolescent but had no link to maturity in the adolescent development. Kerpelman et al., (2016) also observed that authoritarian parents that exerted high

levels of control on their children denied them the chance to find their own identities. In a study that evaluated parenting styles in family structures with one parent and two parents, Sebangane (2015) found that mothers rated high in authoritarian parenting style, which correlated with normative and diffuse avoidant identity styles respectively.

Khalid et al., (2019) was curious on the link between procrastination, anxiety, and parenting styles. Their study findings showed that different parenting styles were linked to varied levels of procrastination. Adolescents with authoritarian parents were shown to procrastinate more, resulting in a diffused avoidant identity style, which negatively impacted their academic performance. This research involved 140 first-year female and male medical students in China, ranging in age from 18 to 22. In order to assess the parenting styles, the model adopted was the Chinese version of *Egna Minnen av Barndoms Uppfostran* (EMBU-CV) was used. This EMBU model looked at fathers parenting styles separately from mothers parenting styles. Pearson's correlations were used to look for possible connections between the variables. It was observed that the correlation was statistically significant ($p < 0.05$). Male students exhibited more procrastination than female students. The EMBU-CV measured parental attitudes while the current study used the Perceived Parenting Styles Scale (PPSS) to measure parenting styles.

Fard et al., (2017) evaluated the association between perceived parenting styles and identity styles and the severity of depression among adolescent in an Iranian study. The study sampled a total of 200 individuals with 50% being male enrolled in the study. The adolescents were aged between 14 and 18, and were selected through cluster sampling, from Tehran high schools. A substantial relationship was discovered, and it was also proven that up to 0.25 percent of

depression severity in adolescents could be predicted through levels of identity commitment, authoritarian parenting and degree of acceptance in the parent-adolescent relationship.

In their quantitative study on the impact parenting styles have on psychological well being of adolescents in Pakistan, Malik et al., (2023) found that there was a substantial positive correlation between the psychological well-being of adolescents and authoritarian parenting styles. An earlier study conducted in Madrid, Spain by Gallego et al., (2020) had examined the relationship between adolescent psychological well-being and adaptive decision-making processes, and discovered a strong and positive correlation between the two. The study utilized the social cognitive theory, whose premises suggest that there is a reciprocal deterministic relationship between an individual, their environment, and their behavior; these three factors interact and shape each other dynamically to determine behavior as well as possible interventions to modify it. Adolescents with greater psychological well-being may feel more confident and motivated to explore various identity alternatives, leading to an informational identity style (Kroger & Marcia, 2011). On the contrary, adolescents experiencing psychological distress, such as anxiety or depression, may adopt a diffuse-avoidant identity style as a coping mechanism to avoid confronting existential uncertainties or conflicts (Kroger, 2007).

Effect of Permissive Parenting Style on Adolescents Identity Styles

Santrock (2016) described the permissive parenting style as overly accepting of both positive and negative behaviours from adolescents. Baumrind (1966) characterized permissive parents as largely warm, affectionate, and nurturing individuals who place minimal demands on their children and impose fewer

restrictions on their behaviors. While permissive parents foster warmth and acceptance, their lack of structure and discipline might result in a diffuse avoidant identity style, wherein adolescents struggle to commit to specific values or roles (Darling & Steinberg, 1993). Additionally, permissive parents are deeply engaged in their adolescents' lives but impose minimal or no expectation or constraints on them (Ulferts, 2020).

Despite their adolescents' inability to make rational decisions, permissive parents empower them to make their own decisions, even on critical matters (Santrock, 2016). They have a belief that children are capable of making their own decisions with minimal parental guidance. No restrictions are given to avoid arguments with the parents. Permissive parents are overly responsive, too soft and give in easily to the children's demands. Rules are seldom set and there's little follow up on responsibilities. Baumrind (1966) observed that children under permissive parenting style easily control and manipulate their parent who act more like a friend and not a parent creating a sense of equality with the child.

Permissive parenting, with its limited structure and boundaries, may inadvertently foster a diffuse-avoidant identity style among adolescents. Without clear guidelines or expectations, adolescents may struggle to commit to specific identity roles or values, leading to a sense of uncertainty and indecision (Soenens et al., 2007). The lack of parental guidance or control may hinder adolescents' ability to form a coherent sense of self, contributing to diffuse-avoidant tendencies characterized by avoidance of identity exploration and commitment.

In their research examining the impact of parenting styles on adolescent identity development in public secondary schools in Ogun State, Nigeria, Jimoh et al. (2020) discovered a notable correlation between permissive parenting style and both

normative and diffuse-avoidant identity styles. The study employed a multistage sampling method to recruit 396 adolescents and utilized the Parenting Style Questionnaire created by Robinson, Mandleco, Olsen, and Hart (1995), along with the Identity Style Inventory-3 (ISI-3) developed by Berzonsky (1992). The study sampled adolescents who were aged between 12 and 20.

Ibad et al. (2023) investigated the relationship between parenting style and adolescent identity development in Karangploso district, Malang regency Indonesia. Their study used purposive sampling technique to select 80 participants and then statistically tested using Spearman rank. Their findings yielded a positive relationship between permissive parenting style and adolescent self identity. Adolescents with a diffuse-avoidant identity style may struggle to make commitments to specific identities and may exhibit confusion or ambivalence regarding their goals and values (Berzonsky & Kuk, 2022). In the context of the study's findings, adolescents experiencing permissive parenting may have fewer boundaries and guidelines to follow, which could exacerbate their sense of confusion or ambivalence in identity development. Without clear direction or guidance from parents, these adolescents may find it challenging to form a coherent sense of identity, leading to a diffuse-avoidant identity style.

An investigation that looked into permissive parenting methods and college students' mental health and found that adolescent under permissive parenting had a sense of academic entitlement which was linked to higher levels of depressive symptoms (Barton & Hirsch 2016). Prior research had suggested that permissive parenting, characterized by high levels of warmth and low levels of control can contribute to the development of academic entitlement in children (Jones & McEwen, 2019). The lack of clear expectations and consequences for academic performance

within permissive parenting environments may foster a sense of entitlement among children, leading them to believe they deserve academic success without putting in the necessary effort. Furthermore, identity styles, as proposed by James Marcia (1966), play a crucial role in shaping individuals' attitudes and behaviors towards academic achievement. Therefore, adolescents with a diffuse avoidant identity style, characterized by a lack of commitment and direction may exhibit higher levels of academic entitlement, particularly in permissive parenting environments (Waterman, 1982).

Alawiya (2018) established a correlation between adolescents engaging in risky sexual behaviors and the prevalence of permissive parenting styles. Additionally, Zabihi et al. (2019) conducted a study examining the interplay between high-risk behaviors and identity styles among adolescents. Their findings indicated a negative association between informational and normative identity styles and high-risk behaviors, while a positive correlation was observed between the diffuse-avoidant identity style and engagement in high-risk behaviors. While permissive parenting may create an environment where boundaries regarding sexual activity are unclear, adolescents' identity styles can also influence their attitudes and behaviors regarding sexual health and risk-taking.

Other studies have depicted students from permissive parenting styles as performing poorly in their academics compared to those in authoritative and authoritarian parenting styles (Gorostiaga et al., 2019; Masud et al., 2015; Munyi, 2013) on account of poor parental guidance (Odongo et al., 2016). Gul et al. (2019) found parents who practiced permissive parenting style predisposed their children to personality disorders such as narcissism, schizoid and negativism.

However, it is also reported that adolescents from permissive kind of parenting were less prone to suicidal ideations (Donath et al., 2014; Gorostiaga et al., 2019; Singh & Behmani, 2018) and scored well in self-esteem (Garcia & Santiago, 2017; Pinquart & Gerke, 2019). Rageliene & Justickis, (2016) noted that permissive parenting style contributed to an achieved identity among adolescents though it predisposed them to a higher risk of having a diffused identity.

Ahadi et al., (2014) reported that extreme parenting styles can have a negative impact on adolescent identity styles, with permissive parenting styles leading to cowardice and fragile emotions in adolescents. The statistics population for this study consisted of parents and their adolescents aged 14 to 18 in Khodabandeh Town. 200 participants were chosen at random (100 men and 100 women). The study used a correlational research method, which is a subset of descriptive research, to pick the sample, which was done through cluster random selection followed by simple random sampling. This study concluded that to gain confidence and build identity, an adolescent required the support of his family. Furthermore, the study exposed a common blunder made by permissive parenting, which is the belief that adolescents must not be disappointed or made to feel sad. This leads to adolescent being unable to handle adversities or deal with failures, resulting to manipulative behaviours towards their parents whenever they want a favor from them.

Effect of Parental Attachment on Adolescents Identity Styles (Trust, Communication and Alienation)

According to Bowlby (1969), attachment is a powerful and enduring emotional bond that binds two people together regardless of space and time. In an

effort to comprehend how parents interact with their children and how this relationship affects the child's development into adulthood, scientists have continued to study Attachment (Ebbert et al., 2019). Parents and caregivers must be familiar with adolescents' physical, social, and emotional needs in order for them to develop an appropriate identity style with acceptable behavioral and social adjustment (Mbua & Adigeb, 2015). This is significant since adolescent growth is influenced by how they are nurtured (Baumrind, 1966). Kerpelman et al., (2016), assert that psychological control by parents over their children, intimidates them into adapting the parents' own beliefs, values and demands, and denies them the freedom to discover their own personal identities.

Tizazu & Ambaye (2019) investigated the mediating role of parental attachment in the relationship between parenting styles and identity achievement among secondary and preparatory students in Debres Markos, Ethiopia. Their study found that parental attachment partially and positively mediated the relationship between identity achievement and authoritative parenting style. Authoritarian parenting style had a positive and significant direct effect on identity achievement while parental attachment positively and fully mediated the relationship between permissive parenting style and identity achievement. Identity achievement can be related to different identity styles in how individuals approach the process of exploring and committing to a sense of self. While informative individuals actively engage in exploration and reflection, normative individuals prioritize conformity to societal norms, and diffuse-avoidant individuals may struggle with commitment and direction in their identity development. These different styles can influence the outcomes of identity achievement and the extent to which individuals successfully navigate the challenges of adolescence and young adulthood.

To explore the correlation between attachment styles and adolescent well-being, Monaco et al. (2017) adopted a methodological approach integrating descriptive analysis within the theoretical framework of attachment theory. Their investigation encompassed all facets of attachment, including trust, communication and alienation. The researchers discerned a favorable association between attachment and adolescent negative affect and stress. Focusing on adolescents aged 12 to 15, the study elucidated these connections within this age demographic.

Similarly, Laporta-Herrero et al. (2021) investigated the interplay between attachment and body dissatisfaction in adolescents afflicted with eating disorders, employing attachment theory as their guiding theoretical paradigm. Their study comprised 131 adolescents diagnosed with various eating disorders alongside a control group of 129 non-clinical adolescents. The findings disclosed that adolescents with eating disorders exhibited diminished communication with both parents and peers, diminished levels of parental trust and elevated levels of parental alienation. The current study concentrated on parental attachment with peer attachment remaining beyond its purview.

Gachenia et al. (2021) investigated the attachment patterns and identity styles of high school students hailing from blended families. Employing a mixed-methods approach, the study encompassed a sample of 208 adolescents aged 13 to 19. Utilizing correlation analysis, the researchers sought to explore potential associations between identity styles and attachment types. The study's results revealed a positive correlation between attachment styles and parental trust and communication, while exhibiting a negative correlation with parental alienation among teenagers exhibiting an informational identity style residing with stepmothers. Conversely, no significant

relationship emerged between attachment styles and adolescents residing with stepfathers. Notably, adolescents living with stepfathers displayed a notably positive association with the diffuse-avoidant identity style and parental alienation, though no significant correlations were observed regarding parental communication and trust.

Ballarotto et al. (2018) conducted an investigation into the dynamics of internet use/abuse and parental attachment over a one-year period. Their inquiry unveiled notable gender differences, indicating that females exhibited heightened levels of communication with their mothers compared to males. Additionally, females displayed elevated levels of alienation from both fathers and mothers in contrast to their male counterparts. Embracing attachment theory as a conceptual framework, their study explored adolescents' attachments to both parental figures and peers. However, the forthcoming study will solely scrutinize parental attachment, thus excluding peer attachment from its scope. Notably, the age range of adolescents in Ballarotto et al.'s (2018) study spanned from 12 to 19 years, whereas the present study will focus exclusively on adolescents aged 15 to 19. This age specification is deliberate, as older adolescents typically demonstrate enhanced cognitive capacities, affording a more nuanced comprehension of the complexities inherent in identity verses role confusion (Santrock, 2016).

Similarly, Monacis et al. (2017) investigated how parental attachment affects various types of online addictions. 712 Italian students were recruited from schools and university and with an average age of 21.63 years, 46% were girls and 54% were boys. Berzonsky's three identity styles were assessed using an updated Identity Style version of the Inventory. On the other hand, attachment was assessed using an attachment Style Questionnaire derived from the Italian Version. The pattern of

association between the dependent and independent variables was analyzed through bivariate correlation analysis. According to the findings, internet addiction was a result of the informative and avoidant identity styles.

On the contrary, normative identity style protected against internet addiction. Secure attachment was likewise adversely linked to internet addiction, while anxious and avoidant attachment were positively linked to various internet addictions. Attachment theory and Berzonsky's social cognitive outlook of identity were the two theories used in this study. Although the study primarily targeted university students in their early twenties, the forthcoming research endeavored to concentrate on secondary school students in their late adolescence.

Parental trust and identity styles

Parental trust plays a pivotal role in shaping the development of adolescents' identities, influencing their adoption of informative, normative, and diffuse-avoidant identity styles (Sugimura et al., 2018). As posited by Kerpelman and Pittman (2018), sensitive and responsive interactions between parents and their children foster trust in the parental figure, in the broader world, and in oneself. Conversely, the neglect of a child's fundamental needs fosters a sense of mistrust, leading the child to lose confidence in their surroundings. As highlighted by Moawad & Ebrahim (2016), adolescents who lack attachment to their parents and experience a dearth of warm, supportive relationships with them may seek solace and coping mechanisms from their peers, potentially leading to engagement in alternative vices for social support.

According to Kerpelman & Pittman, (2018), adolescents who experience trustful relationships with their parents are more likely to seek guidance and information from them. This parental trust enables adolescents to feel comfortable

exploring their identities, gathering information and making decisions based on their parents guidance hence adopting an informational identity style. In addition, When adolescents trust their parents, they are likely to develop a normative identity style where they internalize and adopt values and norms imparted on them by their parents (Berzonsky et al., 2007; Kerpelman & Pittman, 2018; Luyckx et al., 2011; Soenens et al., 2009). Conversely, a lack of parental trust can lead to a diffuse avoidant identity style hence confusion regarding their identity development (Kerpelman & Pittman, 2018; Luyckx et al., 2011; Soenens et al., 2009).

Sugimura et al.,(2018) in a comprehensive investigation aimed at scrutinizing the correlations between emotional separation, parental trust, and the facets of identity synthesis, confusion, and consolidation among adolescents in Italy, Japan, and Lithuania revealed consistent associations between emotional separation and parental trust, with identity consolidation across all three nations. However, contrary to expectations, these factors were not significantly linked to identity synthesis and confusion. Moreover, distinct patterns emerged in the associations of emotional separation and parental trust with identity synthesis and confusion when comparing the three countries. Their investigation used a longitudinal approach in collecting data from Japan and Lithuania and a cross sectional approach for Italy.

In summary, parental trust serves as a critical factor in shaping adolescents' identity development, influencing the different identity styles. Elevated parental trust cultivates feelings of safety and assurance in adolescents, prompting them to adopt parental values and societal standards. Additionally, it promotes transparent communication and the exchange of information between parents and adolescents. Conversely, diminished parental trust can result in feelings of uncertainty and detachment within the parent-adolescent dynamic.

Communication and identity styles

As adolescents mature, the process of renegotiating communication norms with their parents often introduces challenges, potentially impeding effective dialogue. Clarke et al., (2020) asserts that scholarly investigations have consistently demonstrated a correlation between the quality of parent-adolescent communication and the well-being of adolescents. High-quality communication between parents and adolescents fosters an environment conducive to information-seeking behaviours in adolescents. Similarly, adolescents who perceive their communication with parents as open, supportive and responsive are more likely to actively seek guidance, advice and information from their parents during identity exploration (Luyckx, et al., 2016). This communication dynamic facilitates the acquisition of knowledge, values and beliefs, contributing to the development of an informational identity style (Berzonsky et al., 2013; Soenens et al., 2016).

Positive parent-adolescent communication quality promotes the internalization of parental values and societal norms among adolescents (Giri, 2020). Parents who employ open communication encourage autonomy and provide support for their adolescents' exploration of values and interests, are more likely to foster an informative identity style (Berzonsky & Kinney, 2019). Warmth, encouragement of self expression and respectful listening are key components of parental communication associated with informative identity (Luyckx, et al., 2016).. Research indicates that authoritative parenting, characterized by high responsiveness and high demandingness, is conducive to the development of informative identity style in adolescents (Jimoh et al.,2020). Responsive parents actively listen to their adolescents, validate their feelings and encourage them to express themselves openly.

This freedom to explore and express oneself fosters a sense of autonomy and self awareness, key components of informative identity style (Berzonsky, 2011; Luyckx et al., 2016).

In addition, parents who are responsive create an environment where adolescents feel comfortable discussing their thoughts, feelings and aspirations (Berzonsky, 2011; Berzonsky & Kinney, 2019). Adolescents learn to articulate their values and beliefs, clarify their identity goals and make informed decisions about their future (Sebre & Miltuze, 2021). Furthermore, adolescents who feel supported in their exploration are more likely to engage in active identity exploration, trying out different roles and lifestyles to discover what resonates with them most (Dewi & Suleeman, 2017; Sepahvandi et al., 2016).

Parents who communicate clear expectations, values, and norms and emphasize adherence to cultural or familial traditions, may contribute to the development of normative identity styles in their adolescents (Berzonsky, 2011). Authoritarian parenting characterized by high demandingness and low responsiveness, may lead to normative identity style as adolescents internalize parental values without much questioning (Žukauskienė et al., 2018). Adolescents adopt the values, beliefs and goals of their family or cultural context without much exploration or questioning (Soenens et al., 2016; Yang et al., 2018).

On the contrary, parents who are disengaged, overly controlling, or dismissive of their adolescents' needs for autonomy and exploration may contribute to the development of diffuse avoidant identity style (Žukauskienė et al., 2018). Permissive parenting style, characterized by low demandingness and low responsiveness may be associated with diffuse avoidant identity style (Jimoh et al.,

2020). Parents who engage in poor communication practices, such as avoiding discussions about emotions, values, or future goals may create an environment where adolescents feel uncomfortable expressing themselves openly.

When communication channels are not open, adolescents may struggle to explore and articulate their identity-related concerns leading to a lack of clarity about their values and goals (Soenens et al., 2016). Without the reassurance and encouragement provided by supportive parents, adolescents may avoid engaging in identity exploration altogether to shield themselves from potential failure or disappointment (Russell, 2023). Parental communication patterns, including lack of open communication, disengagement or neglect, overly controlling communication, mixed messages, and lack of emotional support, can contribute to the development of a diffuse-avoidant identity style in adolescents (Berzonsky & Kinney, 2019; Dewi and Suleeman, 2017).

Alienation and identity styles.

Alienation refers to feelings of isolation, detachment, or estrangement from oneself, others, or society (Moharam & Mukherjee, 2023). Consequently, alienation can significantly impact the development of different identity styles in adolescents. Adolescents who feel disconnected or marginalized from mainstream societal norms may engage in introspection and critical reflection to define their own values and beliefs (Roman et al., 2021). Marcia's identity status model suggests that adolescents who experience alienation but are actively exploring and committing to self-identified values and goals may exhibit an informative identity style (Marcia, 1980). Additionally, adolescents who feel alienated from traditional cultural religious norms may explore alternative belief systems or adopt personal philosophies that

resonate with their individual experiences and perspectives (Addy et al., 2021; Krok, 2015; Torralba et al., 2021).

Alienation can also contribute to normative identity style, especially when adolescents seek acceptance and belonging within a specific social or cultural group. Adolescents who experience alienation may conform to the values, beliefs, and expectations of their peer group or community in an effort to mitigate feelings of isolation or rejection (Berzonsky & Kinney, 2019). A normative identity style often involves a strong attachment to tradition and conformity, which may provide a sense of belonging for individuals experiencing alienation (Berzonsky, 2011; Žukauskienė et al., 2018).

Alienation can exacerbate diffuse-avoidant identity tendencies, leading adolescents to disengage from identity exploration altogether (Berzonsky & Kinney, 2019). Those who feel alienated may perceive identity related issues as overwhelming or futile, leading to a sense of apathy, indecisiveness or avoidance (Soenens et al., 2016). Diffuse avoidant adolescents may struggle to commit to specific values or goals due to a lack of meaningful connection or engagement with their social environment.

Adolescence Identity Styles

Berzonsky (1989) delineated identity styles as the methodologies individuals employ to acquire self-knowledge and utilize it for decision-making in life. Adolescents utilize these three identity styles during their decision-making processes and the resolution of identity-related conflicts (Soenens et al., 2016). Informational identity style, normative identity style, and diffuse avoidant identity style are the three

types of identity styles. Berzonsky used this identity styles to conceptualize Marcia's identity statuses and elucidate how adolescents either embraced or evaded the task of constructing their self-identities (Berzonsky & Ferrari, 1996). These identity styles serve as the study's dependent variables, aiming to ascertain whether parenting styles exert an influence on the identity styles embraced by adolescents.

Erikson (1968) observed that adolescents' most important developmental task was to resolve the identity verses role confusion crisis (Rageliene, 2016) and he described identity as an essential organizing principle that develops continuously in one's lifespan (Kerpelman & Pittman, 2018). In the recent past, adolescent age has extended to early 20s owing to the fact that the young people are maturing physically faster than they are maturing emotionally (Dayringer, 2000, Gurba, 2022) hence staying longer in the adolescence bracket.

Early physical maturation in girls has been correlated with their expedited encounter with identity dilemmas compared to their male counterparts (Zahaj & Dimitrova, 2018). Erikson (1968) posited that the trajectory of identity development differs between genders, implying potential discrepancies in their identity processing styles despite chronological parity. In a study scrutinizing the emergence of identity styles in adolescents, Žukauskienė et al. (2018) observed a pattern wherein girls demonstrated precocity relative to boys from early to mid-adolescence, with boys subsequently narrowing the gap during mid-to-late adolescence. This longitudinal investigation further delineated distinctive identity styles among genders, highlighting that boys tended toward normative and diffuse avoidant styles while girls exhibited a propensity for an informational identity style. Moreover, the study underscored a

sustained level of informational and normative identity style among girls, whereas boys exhibited a notable decline in these styles over time.

In a separate investigation, scholars noted a lack of statistically significant disparities between males and females regarding informative and diffuse avoidant identity styles within a study scrutinizing the correlation between parenting styles and adolescent identity stylesv (Zib & Nyunt, 2020). However distinct gender differences surfaced in the normative identity style. The researchers attributed these findings to a higher propensity among female adolescents to adhere to directives and conform to authoritative expectations compared to their male counterparts, who may exhibit occasional defiance.

Subsequent investigations into adolescent identity styles have probed the influence of digital media as a medium for identity style development. Of note, gender emerged as a significant predictor of normative identity style among females (Sebre & Miltuze, 2021). In a complementary study by Shriwi (2023), the focus shifted towards emotional regulation as a determinant of adolescents' identity styles revealing a noteworthy correlation between emotional regulation and the three identity styles.

Gachenia et al. (2021) examined the impact of attachment styles on the formation of identity styles, highlighting the influence of step-parents' attachment styles on establishment of informational, commitment and diffuse avoidant identity styles, while noting an absence of effect on normative identity style. Additionally, Branje et al., (2021) undertook a longitudinal exploration of identity development spanning a decade, revealing a blend of systematic maturation and substantial stability in development of identity.

The examination of parenting styles' effects on adolescents' identity styles has been a subject of inquiry across various cultural contexts including Nigeria (Jimoh et al., 2020), Lithuania (Kaniušonytė & Žukauskienė, 2018), India (Giri, 2020), and Albania (Laboviti, 2015). However, notably absent are studies from Kenya, particularly within the researcher's geographical focus, investigating the impact of parenting styles on adolescents identity styles. This study endeavoured to address this gap in the existing literature.

Informational Identity Style

According to Berzonsky & Ferrari (1996), adolescents with the informational identity style seek out information exhaustively as well as evaluate and apply relevant information when dealing with identity crisis and decision making situations. They create their identity by actively seeking and evaluating relevant information (Luyckx, et al., 2016). They are flexible enough to change their identity when they face information that does not reflect their perception of who they are. Their sense of identity is based on self-developed individual values, self-awareness, self-evaluation and personal goals (Berzonsky, 2011; Luyckx et al., 2016).

Adolescents with informational identity present as having a high tolerance for indecisiveness, are conscientious, and solid in their commitments (Berzonsky, 2011; Berzonsky & Kinney, 2019). Adolescents with an informational identity style used digital media wisely, extracting information that was beneficial to their studies and career goals, and spent less time in social media communication (e.g., chatting, texting, Facebook, Instagram, etc.) reducing their risk of being preoccupied with the use of social media and gadgets, according to a study conducted by Sebre and Miltuze (2021).

From research on association between identity styles and online addictions, adolescent that practice informational identity style are less likely to develop internet addictions (Askarizadeh et al., 2017; Ghadampour et al., 2020). Other studies have reported a higher self-esteem in adolescent with informational identity style (Soenens et al., 2016), a positive correlation has also been observed between informational identity style and psychosocial wellbeing, academic performance, autonomy, healthy interpersonal relationships and ability to focus on tasks (Berzonsky & Ferrari, 1996; Dewi & Suleeman, 2017; Sepahvandi et al., 2016).

While researching the relation between parenting and adolescent identity styles, Roman et al. (2021) discovered that maternal directives were positively and significantly related with an informational identity style. This was credited to moms' style of providing less encouragement and employing positive and negative reinforcement as needed, which resulted in positive adolescents outcomes.

A relationship between parenting styles and adolescent self-esteem in Ibadan, Oyo State, Nigeria and a favorable association between authoritative parenting style and adolescent self-esteem was identified, while a negative relationship between authoritarian and self-esteem was realized in a study done by Aremu et al. (2019). A multistage sampling strategy was used in this investigation. Responses were collected from 504 consented secondary school learners with the help of a parental authority and self-esteem questionnaire customized to the Rosenberg scale. A chi-square test with Pearson's correlation coefficient showed a substantial link between self-esteem and perceived dads' parenting style ($p < 0.001$). The link between self-esteem and perceived parenting style of women was also shown to be statistically significant ($p < 0.004$).

Soenens et al. (2016) in their longitudinal investigation on how self-esteem affected identity found that adolescent with high self-esteem, showed more confidence in engaging in intentional exploration of identity relevant information. The study involved 167 students with an average age of 19 from a prominent Southern University in Tennessee, USA. The majority of the respondents (71%) described themselves as Caucasian, with African Americans making up 16 percent of the population, followed by Latino, Hispanic, or Mexican Americans at 5%, Asian Americans at 4%, and others at 4%. Gender was tested using a multi-group analysis to investigate its effect on the structural relationships between the research variables, but the findings were negative. Self-esteem and informational identity style were also found to have a positive correlation. The data also revealed that the more people felt worthy, self-confidence of themselves and personal resources, they also made a deliberate search for identity-relevant material. The study was anchored on Berzonsky's identity style model, which asserts that people have different ways of handling and processing identity-related information.

Normative Identity Style

Adolescents who have a normative identity do not research on their personal beliefs, instead adopting and relying heavily on what significant adults in their lives (like parents) prescribe (Berzonsky, 2011). These sentiments are echoed by Žukauskienė et al. (2018) who asserts that those with normative identity style are not likely to explore alternative options and instead follow the expectations of authority figures in their lives. They are stiff when dealing with identity-related information thereby sticking to previously held personal ideas, opting to reject or discard such knowledge as posing a potential danger to what they already know. (Soenens et al., 2016; Yang et al., 2018). On a positive note, recent investigations have revealed the

several features in people with normative identity style; they are meticulous, have self-discipline, and are firm with commitments they make though they have a limited tolerance for indecision and work best with structures (Berzonsky & Kinney, 2019).

Berzonsky (2011), postulates that normative identity is positively linked to avoidant coping techniques, rigidity and distorting reality as a defense mechanism. Sebre and Miltuze (2021) reported that adolescent with a normative identity had little interest in investigating digital media beyond what they had been taught, preferring to keep the knowledge they had received in their institution of higher learning. Their research also found that these adolescents were peaceful among their classmates because they were afraid of being scolded by their parents if they broke the rules (Cadely et al., 2018). On matters faith, adolescents with the normative identity style tend to cling to established faiths passed down from key persons rather than embarking on an independent search for their own religious views (Gurba et al., 2022).

Pellerone et al. (2016) discovered that parenting styles have a strong correlation on identity styles, which contributed to adolescent internalizing and externalizing challenges, Research on the relationship between identity, parenting styles and adolescent problems showed that normative identity style have their motivation from parents and are reliant on them for direction. This study, like Sebre and Miltuzes' (2021) study, found that adolescents with a "normative identity" were reliant on their parents and were afraid of making mistakes because they did not consider other options outside those provided by their parents. Their study included 198 students in Caltanissetta, Sicily, who were in their fourth and fifth years of senior secondary school, 104 boys and 94 girls. Two sets of questionnaire that are based on the ego identity together with parenteral bonding and constraints of mind

questionnaire were deployed for this study. It was concluded that parents had a significant advantage in intervening to lessen adolescent behavior issues, which were a result of adolescents' incapacity to control internalizing symptoms.

Diffuse Avoidant Identity Style

Adolescents with a diffused avoidant identity style are unsure of who they are, what they believe, and where they want to go in life (Berzonsky & Kinney, 2019). They procrastinate more than necessary to delay making decisions that relate to their identity (Berzonsky, 2011). Berzonsky & Ferrari (1996, 2009) postulate that adolescents who have a diffuse-avoidant identity style have a reactive orientation; their conduct is mostly determined by where they are and who they are with., are uncommitted and have a jumbled sense of themselves, support self-serving ideals, participate in emotion-focused coping, and rationalize negative outcomes. They have also been found to put off confronting their identity difficulties until circumstances force them to (Žukauskienė et al., 2018).

Soenens et al. (2016) found adolescents who scored high in diffuse avoidance identity style showed a reluctance to stay in touch with negative aversive feelings and ideas, and they were more likely to utilize maladaptive coping techniques as a result. Berzonsky and Kinney (2019) proposed that rather than finding ways to escape negative thoughts and feelings, young people should be encouraged to accept them. Other studies linked this identity style to internet addiction as a way of escapism from negative feelings and thoughts, and poor problem solving skills (Askarizadeh et al., 2017; Kardefelt-Winther, 2014; Sebre and Miltuze, 2021).

In an Indonesian study done by Dewi and Suleeman, (2017) on the relationship between dimensions of parenting and identity styles, a negative

correlation between parental support and the diffused avoidant identity styles were observed. Parents who used a lot of psychological control over their children drove them to adopt the diffuse identity style, whereas parents who used a lot of behavior control got their children to embrace the normative identity style. Their study included 165 adolescent participants aged 17 to 19. The Identity style inventory version 5 (ISI-5) was utilized to collect data, and it was translated into Indonesian using expert opinion. Cronbach's alpha was used to assess reliability, with a Cronbach alpha of 0.79 for informative identity style, and a score of 0.73 for normative identity style, while the diffuse avoidant style had a score of 0.71. Validity study revealed that information-oriented style had $r = 0.307$, normative style had -0.305 , while diffuse avoidant style had -0.381 . At the 0.05 level, a significant correlation was identified.

Theoretical Framework

Baumrind Parenting Style Theory

Despite the fact that the literature on parenting and its relationship to children's developmental outcomes dates back to the 1920s, Diana Baumrind is credited with pioneering the parenting styles concept in the late 1960s (Estlein, 2016; Kuppens & Ceulemans, 2019). After watching parents interact with their children before sleep and throughout dinner, Baumrind found that parental behaviour was influenced by the degree of control parents exercised over their children, as well as the quantity of affection and warmth they expressed (Asmussen, 2011). From this observations, Baumrind came up with three parenting styles namely Authoritative, Authoritarian and Permissive parenting styles.

Parenting styles, according to Baumrind (1971, 1978), are a reliable predictor of adolescents' behaviour. Hasanah et al (2018) advanced this view in their study that

postulated that adolescents raised by authoritarian or permissive parents, for example, may demonstrate a lack of confidence and independence, with those brought up by permissive parents further demonstrating an unwillingness to take responsibility for their deeds. On the contrary, adolescent with authoritative parents, demonstrate self-assurance, social responsibility, and are pro-social. Many researches have corroborated these findings over the years, indicating that the different parenting styles have an effect on the adolescent outcomes.

Santrock (2016) defines parenting styles as a combination of several factors: First, responsiveness, which entails parental warmth, involvement, and acceptance of the adolescent. Secondly, demandingness, which entails parental supervision, a demand for maturity, and parental control of the adolescent. Parenting styles also entail the attitudes, behaviours and ways of socialization adopted by parents as they bring up their children (Baumrind, 1966) through utilizing forms of control, responsiveness, warmth and punishment (Sahithya et al., 2019). Parenting style is also described as the emotional climate parents create as they bring up their children (Darling and Steinberg, 1993).

Studies on Baumrind's typologies of parenting styles have produced consistent results in praise of authoritative parenting, claiming it is most conducive to successful up-bringing of adolescents and child development (Darling & Steinberg, 1993; Kilonzo, 2017; Mousavi & Juhari, 2019; Pandoyi & Jain, 2021; Sarwar 2016; Smetana, 2017) However, this consensus is not consistent across all ethnicities, culture and social economic status. Authoritarian parenting style is culturally promoted in some Asian countries yielding positive outcomes hence not viewed as a reproachful parenting style (Checa & Abundis-Gutierrez, 2018). In Latin America and South European cultures, adolescents from permissive parenting styles have better

outcomes compared to those from authoritative parenting styles (García & Gracia, 2014; Shongwe, et al., 2021). Similarly, in Spain, permissive parenting style produced better than or equal adolescent outcomes (emotional, family, academic, social, and physical) in comparison with adolescents from authoritative parenting styles (Checa & Abundis-Gutierrez, 2018; Garcia et al., 2015; Fuentes, 2015).

Baumrind's theory provides a well-established theoretical framework for understanding the different ways parents interact with their children. Her classification of parenting styles into authoritative, authoritarian, and permissive has been widely influential in developmental psychology. As noted, Baumrind's theory is supported by extensive empirical research that demonstrates the impact of parenting styles on various aspects of adolescents' development including social, cognitive and emotional outcomes thus corroborating the associations between different parenting styles and adolescents outcomes. Baumrind's theory offers insights into how different parenting styles may shape adolescents sense of self, autonomy, and values which are central to identity styles development.

Baumrind's classification allows for clear differentiation between authoritative, authoritarian and permissive parenting styles based on the two dimensions of responsiveness and demandingness. This distinction facilitates precise measurement and comparison of parenting behaviours in relation to identity styles. Despite criticisms and revisions over time, Baumrind's framework remains influential in the study of parenting and adolescent development. Researchers continue to use and build upon her theory to explore new avenues of research and address contemporary issues in parenting and adolescent development.

Berzonsky's Identity Styles Model

Erik Erikson founded the psychosocial development theory, which was the first and, probably, most important lifespan theory, emphasizing the social element of our development (Syed & McLean, 2017). According to his theory, our psychosocial growth occurs over the course of our lives (Erikson, 1985). Erikson believed that how we perceive ourselves, or what he called the ego identity, is influenced by our interactions with others. He also believed that people had a desire to improve in different areas of their lives. Individuals go through eight stages of development throughout their lives, according to his psychosocial theory, from birth to late adulthood. Each phase has a task to be accomplished and contains a conflict that must be addressed. The stages that form the key concepts of Erikson's ideas on identity are 'trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus role confusion, intimacy versus isolation, generativity versus stagnation, and integrity versus despair' (Syed & McLean, 2017).

Successful completion of each task brings about a sense of competence and a positive identity. With a strong sense of who they are, adolescents become well prepared to handle the next developmental challenge in the life cycle, which is intimacy versus isolation (Crocetti, 2017). Erikson's hypothesis is a lifetime theory that states that the eight developmental stages are present throughout a person's life, but that each stage emerges at the right moment in the life cycle, with a chance that one stage will show before its developmental period (Syed & McLean, 2017). This research focuses on the fifth stage, which deals with adolescent and their task of identity vs role confusion.

From Erikson's theory, James Marcia (1985) proposed four identity statuses: Identity diffusion, Identity foreclosure, Identity moratorium, and Identity

achievement, which he said adolescents employed to address their identity problem (Santrock 2016). Because it did not account for identity continuity across time, Marcia's identity status model was later critiqued for failing to represent the depth of Erikson's definition of identity (Schwartz et al. 2017; Soenens et al., 2016). Berzonsky (1989) asserted that a status (as in Marcia's identity statuses) possessed a sense of permanence, implying that a specific identity could be maintained over time. Berzonsky's identity style model therefore made a significant extension on Marcia's identity statuses when his investigations led him to conclude that adolescents used processes to overcome identity challenges, make decisions as well as avoid the task of identity formation (Luyckx, et al., 2016). Berzonsky (1989) argued that identity formation was a complex process in which adolescents weighed the pros and cons of several options before reaching a decision (Ergün, 2020).

Berzonsky (1989) also claimed that adolescents who were brought up in surroundings that disregarded or did not value their perspectives, moralities, and ideals were less likely to commit to an identity status. He also claimed that there were consistent disparities in how adolescents in the different identity statuses handled identity-relevant information and engaged in or avoided the work of developing and reconstructing their identities (Berzonsky, 2005). As a result, Berzonsky developed his identity processing model, which has three separate identity processing styles: informative identity, normative identity, and diffused avoidant identity style. For the study of adolescent identity styles, Berzonsky (1989), strengthens Erikson's theory by his view that considers forming an identity as a difficult process in which adolescents have to assess the advantages and disadvantages of several possibilities before making a choice (Ergün, 2020). Within this framework, individuals may adopt different identity styles based on their levels of exploration and commitment.

Berzonsky's investigation found that adolescents with informative identity styles actively sought and examined information before making a decision, according to Zabihi et al. (2019). Those who had a normative identity style based their values on the expectations of important people in their lives and described themselves primarily in terms of family, religion, and ethnicity. Adolescents with a diffuse avoidant identity style were concerned about their reputation, popularity, and how they were perceived by others, and they tried to avoid confrontation with identities as much as possible.

Research has associated using an informational identity style to outstanding academic achievement, strong interpersonal relationships, adolescent autonomy, decreased risks of social media addiction, brilliant decision-making abilities, self-discipline, high self-esteem, poor tolerance for indecisiveness, and diligence in adolescence (Askarizadeh et al., 2017; Berzonsky & Ferrari, 1996; Berzonsky, 2011; Berzonsky & Kinney, 2019; Dewi & Suleeman, 2017; Ghadampour et al., 2020; Luyckx, et al., 2016; Sebre and Miltuze, 2021; Sepahvandi et al., 2016; Soenens et al., 2016).

The normative identity style has been linked to a lack of willingness to change, self-discipline, firm commitments, meticulousness, a preference for working with systems, not being explorative but sticking to information given, being less hostile to peers, and a tendency to hold on to established faiths (Berzonsky, 2011; Berzonsky & Kinney, 2019; Cadely et al., 2018; Gurba et al., 2022; Sebre and Miltuze, 2021; Soenens et al., 2016; Yang et al., 2018). Diffuse avoidant identity style has been linked to poor problem solving skills in adolescents, internet addictions, procrastination, rationalizing their negative outcomes and poor academic performance

(Askarizadeh et al., 2017; Berzonsky, 1990; Berzonsky & Ferrari, 1996; Sebre and Miltuze, 2021; & Soenens et al., 2016).

Conceptual Framework

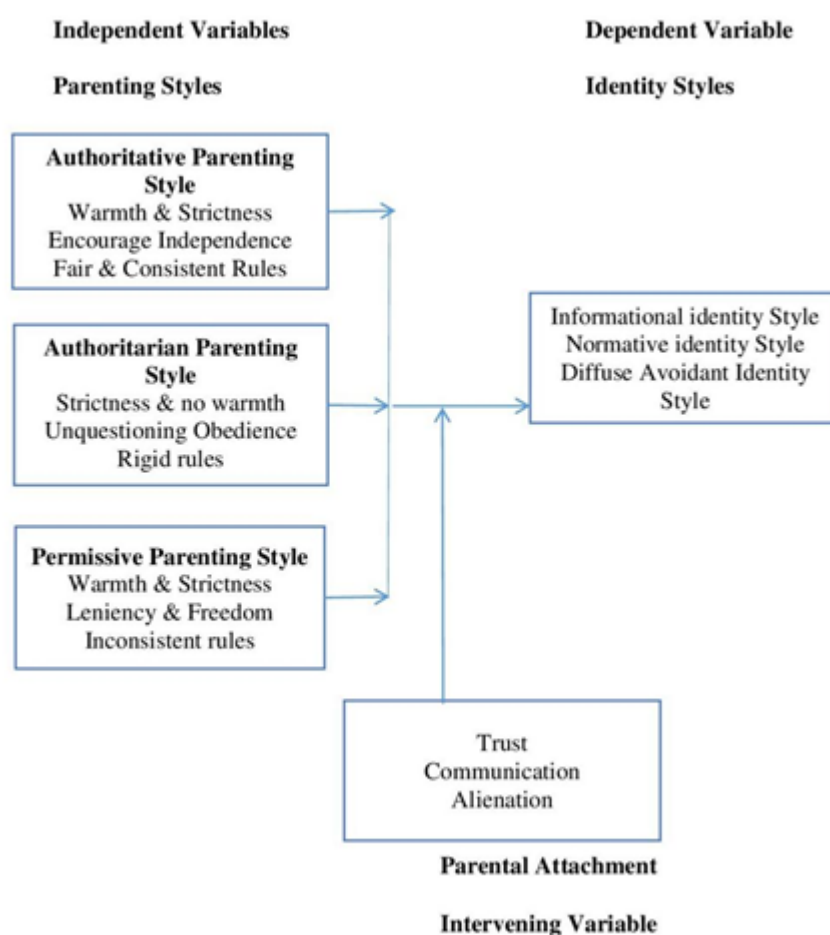


Figure 2.1 Conceptual framework

Source: Author (2024)

Discussion of the Conceptual framework

The Conceptual framework indicates the link between the independent variable, intervening variable and the dependent variable. The three different parenting styles are presumed to influence the identity styles expression by adolescents. Parental

attachment as the intervening variable influences the strength and direction of the relationship between parenting styles and adolescent identity styles.

Chapter Summary

This chapter provides a comprehensive review of literature concerning parenting styles, parental attachment, and identity styles. Scholars widely acknowledge the significant impact of parenting on adolescent development. As adolescents transition towards autonomy and self-definition, the process of identity formation becomes central to their experiences. Notably, identity style delineates the decision-making processes adolescents employ, thus playing a pivotal role in their developmental challenges. Research underscores the influence of various parenting styles on adolescents' adoption of distinct identity styles. This analysis underscores the indispensable role parents play in shaping the developmental trajectories of adolescents. Effective parental socialization serves as a crucial determinant in mitigating risky behaviors and nurturing future generations. Merely being present and engaged in their children's lives can profoundly impact their development. As primary socializing agents, parents bear the responsibility of instilling love, trust, and acceptance in their children. These foundational elements contribute to shaping adolescents' worldviews and facilitate their journey toward responsible adulthood.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This section discussed the methodology with how data was to be collected, analyzed and interpreted. This chapter covers the research design, target population, sampling strategy, data collection procedure and instruments, and data management and analysis, transformation of ordinal to categorical data and the criteria for interpreting the scores obtained in the scales.

Research Design

This was a quantitative study that included descriptive data acquired via survey methodology from a small group of participants with statistical results, analysis and interpretation. The survey design, according to Creswell and Creswell (2018), made it easier to answer descriptive questions as well as questions regarding the relationships between the variables used in order to meet the study's goals. Creswell and Crewswell (2018) also quip that the ability to measure data such as people's preferences, beliefs, behaviours and attitudes makes survey design an excellent vehicle for measuring data. Therefore, this approach was perfect for assessing the variables of parenting styles, parental attachment, and identity styles in the study.

The goal of this research was to find out the effect of different parenting styles on the different identity style adolescents adopt. The post-positivism worldview informed the research paradigm, and its assumptions held true for quantitative

research. A post-positivist research paradigm prioritizes empirical evidence, critical analysis, and skepticism toward absolute truth, acknowledging the role of human subjectivity while striving for objectivity in the pursuit of knowledge (Lim, 2023).

Target Population

A population is made up of people, things, or situations that share particular traits in common (Mugenda & Mugenda 2003). The target population for this study was female and male students studying in selected public secondary schools in Westlands sub-county, Nairobi County, aged between 15 and 19. According to Erickson (1985), adolescents belong to this group and their main task is to find their identity, failure to which leads to identity confusion, which prevents them from moving on to the next stage in life successfully which is intimacy vs isolation. The public secondary schools were selected because they had enrolled a higher number of students - 13,593 (Table 3.1) compared to the private secondary schools (Appendix 3), and had students representing the high, medium and low income households hence a diverse population.

The Westlands sub-county, located about three kilometres from the Nairobi city centre was purposively selected for this study. Adolescent malpractices had occasionally made headlines in the Sub- County, with adolescents allegedly abusing drugs and committing other malpractices (Ogila, 2020). With a combination of high-, middle-, and low-income citizens, the sub-county has a diversified population, which gave the study variation from the numerous demographic groupings. Adolescents' processing of identity-relevant information is influenced by their family's financial situation (Rivnyák, et al., 2022).

Table 3.1 Westlands Sub County Student's Enrolment Data For Term 1, 2023

WESTLANDS SUB-COUNTY							
ENROLMENT DATA FOR PUBLIC SCHOOLS TERM 1 2022		FORM	FORM 1	FORM 2	FORM 3	FORM 4	TOTAL
1	KENYA HIGH SCHOOL	GIRLS	446	405	390	347	1588
2	NAIROBI SCHOOL	BOYS	629	569	568	504	2270
3	STATE HOUSE GIRLS	GIRLS	476	425	361	334	1596
4	FARASI LANE SEC SCH	GIRLS	16	20	26	18	80
		BOYS	25	28	28	32	113
		TOTAL	41	48	54	50	193
5	PARKLANDS ARYA	GIRLS	340	316	232	174	1062
6	KABETE VET LAB	GIRLS	87	79	73	68	307
		BOYS	73	80	72	73	298
		TOTAL	160	159	145	141	605
7	NORTH HIGHRIDGE	GIRLS	9	13	25	20	67
		BOYS	18	8	17	14	57
		TOTAL	27	21	42	34	124
8	NAIROBI MILIMANI	BOYS	100	119	89	75	383
9	ST. GEORGE'S GIRLS'	GIRLS	525	485	436	381	1827
10	HIGHRIDGE GIRLS	GIRLS	215	263	215	190	883
11	HOSPITAL HILL HIGH SCHOOL	BOYS	370	257	272	192	1091
12	KANGEMI HIGH SCHOOL	BOYS	138	182	162	106	588
13	LAVINGTON GIRLS	GIRLS	231	282	196	147	856
14	LORESHO	GIRLS	63	69	58	55	245
		BOYS	91	71	62	58	282
		TOTAL	154	140	120	113	527
TOTAL		GIRLS	2408	2357	2012	1734	8511
		BOYS	1444	1314	1270	1054	5082
		TOTAL	3852	3671	3282	2788	13593

Source: Westland's Sub County Educational Office (July, 2023)

Sample Size and Sampling Technique

The 2019 Kenyan national census, reported that Nairobi had 9.1 million adolescents, with 49.6% in secondary schools and 49.4% in higher education (MoE, 2019). The Westlands sub-county represents one of the 17 sub-counties in Nairobi and has 14 Public Secondary Schools constituting boy's schools, girls' schools and

mixed secondary schools. On the basis of (Fischer et al, 2006), a sample size for the survey is calculated from the population determined. The parameters are set as follows: Confidence level (95%), margin of error (5%), population proportion (50% since the population characteristics is not known), and a population of 13,593 students which yields a sample size of 384 students as shown below.

Using a formula:

$$n = \frac{z^2 * P * q}{d^2}$$

Where:

n = sample size

z = confidence level of 1.96

p = proportion of variable of interest in the population not known

q = 1- p

d = precision (0.05 per cent)

$$n = \frac{1.96^2 * 0.5 * 0.5}{0.05^2} = 384$$

384 students were to be chosen as the sample size based on the computation above. Six (6) schools were selected for this study using purposive sampling: two (2) boy's schools, two (2) girl's schools, and two (2) mixed (both boys and girls) schools (table 3.2). As a result, $384/6 = 64$ children were targeted for sampling from each school, and stratified random sampling was employed to guarantee that only students in forms 3 and 4 and an equal number of boys and girls, aged between 15 and 19 years were chosen. However, due to challenges of finding all the students that met the criteria, 4 students were added to each class so as to have a sample size of 68 students

per class, bringing the total to 408 respondents for the sample size of the study. It is common practice for researchers to increase the sample size by 10% to account for individuals who might be unreachable during the study period (Israel, 2013). Moreover, an additional 30% is often added to address nonresponse. As a result, the total number of questionnaires distributed or planned interviews may exceed the minimum required to achieve the desired level of confidence and precision.

Table 3.2 Sampling Structure

	ENROLMENT DATA FOR PUBLIC SCHOOLS TERM 1 2022		FORM	FORM 3 \$ 4	TOTAL
GIRLS	1	KENYA HIGH SCHOOL	GIRLS	68	68
	2	STATE HOUSE GIRLS	GIRLS	68	68
BOYS	3	HOSPITAL HILL HIGH	BOYS	68	68
	4	KANGEMI HIGH SCHOOL	BOYS	68	68
MIXED	5	KABETE VET LAB	GIRLS	34	34
			BOYS	34	34
	6	LORESHO SEC SCHOOL	GIRLS	34	34
			BOYS	34	34
	TOTALS			408	

Source: Westland's Sub County Educational Office (July, 2022)

Types of Data

On the basis of the responses that participants supply to the provided questionnaires, quantitative data was collected. Along with data from the surveys on parenting styles, parental attachment, and adolescent identity styles, social demographics were also gathered.

Data Collection Methods and Procedure

Data was collected at one point in time with every visit to a school hence it was a cross sectional survey, and was self-administered through questionnaires that were distributed by the researcher and research assistants. Parenting styles was

assessed using the Perceived Parenting Styles Scale (PPSS) by Divya and Manikandan (2013). It assessed adolescents' perceptions of their parents in terms of the three parenting styles: authoritative, authoritarian, and permissive. It had a total of 24 question items structured on a five-point Likert scale, 8 questions assessing for each parenting style.

Identity styles were assessed using Berzonsky et al. (2013), Identity Styles Inventory (ISI), which included items that would reflect current identity style. The Inventory of Parents and Peers Attachment (IPPA) was used to assess adolescent attachment, which is based on Bowlby's attachment theory and measures adolescents' perceptions on how they relate with their parents and peers. The peer section on this scale was not used as the focus for this study was the parental relationship with their adolescents, and not the peer relationships. The different sections were put together as a semi structured questionnaire and it was divided into six sections. A (Biodata), B (authoritative parenting styles), C (Authoritarian parenting styles), D (Permissive parenting styles), E (parental attachment) which were all independent variables. Finally, Section F (Adolescent identity styles) was divided into three sections measuring Informative, Normative and Diffuse avoidant identity styles. Each was formatted in the likert five scale design for ease of collecting responses. The questions were also made as simple and direct to each of the constructs and subconstructs so that they remained valid and reliable to the subject.

Pre-Testing

Pre-testing was carried out on a limited number of participants to gauge how long it would take to finish answering the questionnaires, and to ascertain any potential issues participants would encounter. Pre-testing, according to Creswell and

Creswell (2018), is vital for establishing the validity of scores as well as enhancing the questions, instructions, and format of the questionnaire. For pre-testing, 20 participants were chosen via purposive random sampling, representing 5% of the total sample size of 408 participants. Mugenda and Mugenda (2003) proposes a sample of between 1% and 10% as sufficient for pre-testing. Their results were not included in the findings of this study but were used to inform the study.

Data Analysis Plan

Data was entered in an Excel file, cleaned and imported into IBM SPSS (Statistical Package for Social Sciences) Version 28 for analysis. The means, standard deviations, and ranges of scores for all independent and dependent variables were calculated using descriptive statistics. The data sets were summarized using descriptive statistics in terms of Means and Standard Deviation for each construct (Aaker et al., 2011). Tables and figures were used to present the data, which was then interpreted.

Additionally, factor analysis was performed on the data using principal component analysis to break down the survey items into fewer components (Aaker et al., 2011). This is a recommended way of determining convergent and divergent validity of the items identified for each variable often referred to as a construct. In addition, the principle component analysis can also be explored so as to determine the variation between the individual variables of the study (Piña et al., 2004; Burns & Burns, 2008).

In order to determine whether there is a correlation between the factors, the direct oblimin oblique rotation technique was used to assess the correlation between the variables. The following measures were calculated in the principal component

analysis. First, sampling adequacy was assessed using the Kaiser-Meyer-Olkin (KMO) test (Johannessen et al., 2011) and Bartlett's test of sphericity (Bryman & Cramer, 2009). A score of below 0.6 for KMO and or Bartlett score with a p – value above 0.05 suggests that factor analysis is not a good method of analysis for the data collected; secondly, eigenvalues of the calculated factors was lowered to only those that had a score of above 1, suggesting that the factors identified basically explain not only themselves but others factor as well that were being studied.

Third, the pattern matrix which shows how each constructs loads and compares with other factors. Ordinarily, a loading of 0.55 and above is recommended, and cross loadings below 0.30 is acceptable. Items that do not fit within these criteria requires that they are checked out more carefully for possible correlations. Finally, Cronbach's alpha is a measure of validity of the study; it has a maximus score of 1 and looks at the correlation of items with a factor, often reported as an alpha value (Iacobucci & Churchill 2010). A higher score of over 0.7 suggests perfect internal consistency (Burns & Burns 2008).

Transformation of Categorical Data and Criteria for interpreting the scores obtained was done by first determining the mean score values of each of the respondents for each construct and determining the range of the mean scores calculated. The range was then divided by the number of Likert scale categories, in this case, it was five (5). The value obtained was then added to the lowest mean score and labelled as 1 and progressively determined for all the five categories. The mean score value for each of the factors identified as constructs were then used in inferential statistics for correlation and regression analysis respectively.

Pearson's correlation is often used in assessing the strength of the relationship between the constructs determined for the categorical data generated. A positive correlation suggests that there is an association between the variables. This is best presented in a correlation matrix table.

Ordinary multiple linear regression was used to examine the relationship between the predictor variables (independent variables; authoritative, authoritarian, permissive parenting styles and parental attachment) and outcome variable, adolescent identity styles. It was used to determine the extent to which the independent variables significantly predict the outcome variable, adolescent identity style. A further, stepwise multiple linear regression analysis was also explored for the relationship between predictor variables and outcome variables. A p -value of ≤ 0.05 would be considered significant (Saunders et al. 2009). A further exploration of interaction between the studied factors was determined using a general linear model (GLM) analysis (Field 2009).

Ethical Consideration

The researcher sought permission to conduct the research from PAC University and the National Commissions for Science, Technology and Innovation (NACOSTI). After approval, permission to conduct the study in Secondary schools in the Westlands Sub County was sought from the education permanent secretary as directed by the Nairobi County Education office, and was granted. These letters were presented to the school administrations who acted on behalf of parents by signing the consent on behalf of their students as consent to conduct the research.

Before conducting the study, all students were informed that participating in the research was on voluntary basis and they were free to leave at any time during the

research if they felt they did not want to continue. The researcher, affirmed the students that their confidentiality would be upheld and personal information would not be disclosed without their consent. They were not required to write their names and no predicted dangers were associated with participating in the study.

Chapter Summary

The plan for how the study would be conducted was laid out in this chapter. The study was quantitative and used survey research to get descriptive data. The target population was female and male adolescent students ages 15-19 who attended secondary schools in Nairobi's Westlands Sub-county. A sample size of 408 students was purposively selected consisting form 3 and form 4 boys and girls. A cross sectional survey was employed, self-administered through questionnaires. To determine the validity of the research tools, a pre-test was conducted. IBM SPSS version 28 was then used to analyse the data. The ethical criteria used were mentioned in the chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter was structured according to the study's objectives. Descriptive and inferential statistical analyses were employed to facilitate the interpretation of the study's findings. The chapter delineated the response rate, socio-demographic profile of the sampled population, assessment of data normality, reliability measures, correlation analyses, and regression analyses. Moreover, the chapter contextualized the study's findings within the broader scope of existing research, aligning them with the objectives of the investigation.

Response Rate

The study target was 408 respondents each derived from the six different schools within Westlands Sub-county in Nairobi County, from both genders. Out of the target, only 400 students met the criteria for inclusion based on age and with both parents making a response rate of 98.03%. This is a valid response rate considering that Mugenda and Mugenda (1999) proposes a response rate of 50% as adequate for both analysis and reporting; preferably, a response rate of 60% is good and more than 70% is excellent. Furthermore, as a rule of thumb, for a reliable regression model, a data set with 10 cases suffices for each of the predictor model (Field, 2009). This is important, since the prediction of the R for a regression model is dependent on the number of predictors for every model “k” and the sample size, “N”. The expected R is a calculated value from the formula $k/(N-1)$ and hence, strong effect can be detected

with random data from small sample sizes. The response rate for this study was therefore satisfactory.

Socio Demographic Characteristics of the Population

Table 4.1 Sociodemographic Data

Category		Frequency	Percent
Gender	Male	209	52.3
	Female	191	47.8
Age (years)	Less than 14 years	6	1.5
	Between 15 and 17 yrs	267	66.8
	Between 18 and 19 yrs	127	31.8
	More than 20 years		
Religion	Christian	362	90.5
	Muslim	34	8.5
	Hindu	1	0.3
	Other	3	0.8
Mothers Highest Education Qualification	Less than high school	50	12.5
	High school certificate	106	26.5
	Diploma or post-secondary certificate	73	18.3
	Bachelor's degree	86	21.5
	Masters and above	85	21.3
	Not applicable		
Fathers highest Education qualification	Less than high school	75	18.8
	High school certificate	122	30.5
	Diploma or post-secondary certificate	75	18.8
	Bachelor's degree	77	19.3
	Masters and above	51	12.8
	Not applicable		
Fathers Employment status	Employed by government	104	26
	Employed by private sector	144	36
	Farmer	12	3.0
	He does business	115	28.8
	No work at all	25	6.3
	Not applicable		
Mothers employment status	Employed by government	63	15.8
	Employed by private sector	126	31.5
	Farmer	12	3.0
	She does business	159	39.8
	No work at all	40	10
	Not applicable		

Note: Not applicable means Father is not present or not alive or never seen him in your life

The table above presents the sociodemographic information of the study participants based on gender, age, religion, education and employment status of the parents (mother and father). The table also captures the valid frequencies and percentage of each of the categories and their sub-categories respectively.

Based on gender, men (52.3%) and women (47.8%) made up the bulk of the respondents. Age-wise, the majority of respondents (267 pupils, or 66.8%) were between the ages of 15 and 17. According to their religious affiliation, 362 (90.5%) of the respondents were Christians, while 1 (0.3%) was Hindu, constituting the minority. For 106 (26.5%) of the respondents, the mother's highest academic achievement was a high school certificate, whereas 50 (12.5%) of the respondents' mothers did not complete high school. As for the fathers, 51 (12.8%) had a master's degree or higher as their highest educational achievement, while 122 (30.5%) had at least a high school certificate. In terms of employment, the majority of the fathers—144, or 36%—were employed in the private sector, and the minority—12, or 3.0%—were farmers. On the other hand, 159 (39.8%) of the moms worked in business, and 12 (3.0%) were farmers (Table 4.1).

Descriptive Statistics of the Constructs

Table 4.2 Descriptive Statistics of the Responses per Construct

Constructs	Likert type scores				
	1	2	3	4	5
Dependent Variable					
Identity Styles	4 (1.0%)	28 (7.0%)	181 (45.5%)	161 (40.4%)	25 (6.3%)
Independent variables					
Authoritative	7 (1.8%)	26 (6.5%)	94 (23.5%)	137 (34.3%)	136 (34%)
Authoritarian	47 (11.8%)	134 (33.4%)	134 (33.5%)	64 (16%)	21 (5.35%)
Permissive	167 (42.1%)	113 (28.5%)	66 (16.6%)	37 (9.3%)	14 (3.5%)
Parental attachment	2(0.5%)	30 (8.0%)	140 (35.1%)	197 (49.4%)	30 (7.5%)

Source: Author's Computations

In table 4.2 above, data captures the summaries of the dependent and independent variables and how the responses were distributed in the five likert design.

As shown in table 4.2. The respondents on the dependent variable; adolescent identity styles reported that 8% were uncharacteristic, 45.5% were neutral and 46.7% were characteristic. The independent variables: Authoritative showed that 1.8% reported never, 6.5% rarely, 23.5% sometimes, 34.3% often and finally, 34% always. Additionally, 11.8% reported never, 33.4% rarely, 33.5% sometimes, 16% often and 5.35% always experienced the authoritarian parenting styles of leadership. Permissive parenting styles was shown to have never been experienced by 42.1%, 28.5% rarely, 16.6% sometimes, 9.3% often and always by 7.5% of the respondents. Finally, on parental attachment, it was observed that the respondents indicated their experience as

never true by 0.5%, not very true by 8.0%, sometimes true by 35.1%, often true by 49.4% and always true by 7.5% respectively.

Identity styles, the dependent variable, had a mean and mode of 3.4386 and 3 respectively. This indicates that the majority of the students exhibited identity styles characteristics. While parental attachment was frequently felt in the homes of the respondents, authoritarian parenting styles were occasionally used (2.695 vs 2), permissive parenting styles were rarely used (2.0378 vs 1), and authoritative parenting styles were most frequently used (3.9225 vs 4).

Normality of the Data

Table 4.3 Normality Statistics

Statistics parameters	Authoritative	Authoritarian	Permissive	Parental Attachment	Identity
N	400	400	400	400	400
Mean	3.9225	2.6950	2.0378	3.5589	3.4386
SEM	.04972	.05207	.05676	.03809	.03791
Median	4.0000	3.0000	2.0000	4.0000	3.0000
Mode	4.00	2.00 ^a	1.00	4.00	3.00
Std. Deviation	.99447	1.04148	1.13087	.76079	.75729
Skewness	-.674	.288	.905	-.372	-.192
SES	.122	.122	.122	.122	.122
Kurtosis	-.116	-.430	-.081	.125	.333
SEK	.243	.243	.244	.244	.244
Minimum	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00

a. Multiple modes exist. The smallest value is shown

Source: Author's own computation

The table 4.3 above shows a summary of the tests of normality for the data converted to categoricel data respectively. Test for normality was tested based on mean, median, mode , skewness, Standard error of skewness, kurtosis, standard error of

kurtosis, minimum and maximum scores. This was done for all the four independent variables (authoritative, authoritarian, permissive and parental attachment) and dependent variable (adolescent identity styles).

As shown in the table, the data collected on the dependent construct; adolescent identity styles and independent constructs; authoritative parenting style, authoritarian parenting style, permissive parenting style and parental attachment were observed to be normally distributed. This was done on the basis of the skewness and Kurtosis scores. The skewness and kurtosis values should, as a general rule, fall between -1 and +1, -2 and +2, as well as -3 and +3. Each and every score for skewness and kurtosis fell inside this recommended range. Because of this, the data was not transformed. Other factors included statistical measurements like mean, median, and mode that were used to check the data set's normality (Table 4.3).

Reliability-Cronbach Alpha

Table 4.4 Test for Reliability per Constructs and Sub Categories

Construct	Categories	Cronbach's alpha	No of items
Parenting styles	All factors	0.640	24
	Authoritative parenting style	0.783	8
	Authoritarian parenting styles	0.755	8
	Permissive parenting style	0.814	8
Parenteral attachment	All factors	0.657	18
	Trust	0.812	6
	Communication	0.839	6
	Alienation	0.750	6
Identity styles	All factors combined	0.613	21
	Information styles	0.663	7
	Normative	0.576	7
	Diffuse avoidant styles	0.620	7

Source: Author's own computation

As shown in table 4.4 above, reliability of the dependent and independent variables are shown using the cronbach's alpha scores respectively.

Based on the study findings as presented on table 4.4 reliability tests were conducted on each independent variables as well as dependent variable. Hair's rules of thumb about Cronbach's alpha coefficient size acts as a benchmark to the result obtained in the SPSS reliability test. The Cronbach's alpha value measures the correlations between the items belonging to a factor (Iacobucci & Churchill 2010). The maximum value of Cronbach's alpha is 1, and higher value indicates higher internal reliability or higher internal consistency. The Cronbach's alpha value for the dependent variable, identity styles for all the items when combined is 0.613; that of independent variables are: 0.636 for the parenting styles and 0.657 for the parental attachment. Cronbach's alpha coefficient of items of each of the constructs ranges from .613 and 0.657. According to Hair *et al.* (2007), Cronbach's alpha coefficient of between .6 and .7 are mediocre.

Each of the construct was divided into three sub sections which measured its own subject that described the constructs. Determination of the reliability of each of the sub section based on the Cronbach alpha scores showed that they ranged between 0.75 and 0.815, suggesting good and great scores for parental styles (authoritative, authoritarian and permissive parenting styles); 0.65 to 0.84 for the parental attachment (trust, communication and alienation) suggesting mediocre and great scores respectively; and 0.57 to 0.663 for identity styles based on information, normative, diffuse avoidant styles respectively suggesting mediocre responses. Therefore, the reliability strength of the items of all the constructs ranged mediocre, good and great (Table 4.4). All construct items were above the cut-off of .60, implying that the constructs are internally consistent (that is, they seem to measure the same concept). It

is recommended that it is the prerogative of the researcher to decide whether to retain mediocre scores or eliminate them from the study (Hair *et al.*, 2007), the researcher opted to retain the scores since they would be useful in evaluating the future implications for similar studies on the same population.

Factor Reduction Analysis and Measures of Constructs Validity

Table 4.5 Factor Analysis Based on KMO Scores

Construct		KMO	Bartlet test of Sphericity	df	Significance
Parenting styles	All factors	0.872	2656.565	276	0.000
	Authoritative	0.837	732.473	28	0.000
	Authoritarian	0.855	604.383	28	0.000
	Permissive	0.865	802.966	28	0.000
Parenteral attachment	All factors	0.846	3416.946	153	0.000
	Trust	0.713	989.752	15	0.000
	Communication	0.785	1122.241	15	0.000
	Alienation	0.648	604.344	15	0.000
Identity styles	All factors	0.710	1068.269	210	0.000
	Informative	0.771	348.870	21	0.000
	Normative	0.666	253.542	21	0.000
	Diffuse avoidant	0.728	249.659	21	0.000

Source: Author's own computation

As shown in table 4.5 above, the dependent and independent variables were valid recommended score of 0.671 to 1 respectively based on the Kaiser Myier Oklin test (KMO) scores, Bartlests tests of sphericity and test of significant scores (p values) respectively.

Construct validity, as is well known, relates to how closely the selected measures reflect the constructs they are intended to describe (Saunders et al. 2009). Construct validity is evaluated by performing a factor analysis on the relevant

constructs (Johannessen *et al.* 2011). This is achieved by measuring Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy, Bartlett's test measure for sphericity, eigenvalues, and the pattern matrix.

The KMO values are scores of between 0 and 1. A value of 0 indicates that factor analysis is likely to be inappropriate. A value close to one indicates that the constructs have reliable factors. KMO values greater than 0.5 are generally accepted while values below 0.5 are suggesting that more data can be collected or the variables redefined but a score of 0.6 is considered as excellent for further analysis (Bahkia *et al.*, 2019). In the interpretation of the KMO scores, values of between 0.6 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above .9 are superb.

The constructs' validity is examined by Bartlett's test. It is necessary for the variables to have a relationship for factor analysis to make any sense at all, and the correlation coefficients must be equal to zero. Hence the test is significant with a p value of less than 0.5. A significant test indicates that there are some relationships between the variables which are included in the analysis. The KMO scores for all of the dependent variables components were 0.710, and the Bartlett test of sphericity yielded a significant result of 1068.269 (degree of freedom (df) = 210; $p = 0.000$). The dependent variables of all the parenting styles had a combined KMO score of 0.872, Bartlett test of sphericity value of 2656.565 ($df = 276$; $p = 0.000$). Independently, authoritative had a KMO score of 0.837, and a Bartlett test of sphericity value of 732.473 ($df = 28$, $p = 0.000$); authoritarian (KMO = 0.855, Bartlett test of sphericity 604.383; $df = 28$; $p = 0.000$); permissive parenting styles (KMO = 0.865; Bartlett test of sphericity value of 802.966; $df = 28$; $p = 0.000$); parental

attachment had a KMO score of 0.846 and Bartlett test of sphericity value of 3416.946 ($df = 153$; $p = 0.000$). All of these results were regarded as excellent for further research and drawing conclusions for the study. Factor analysis was therefore considered appropriate for this data (Table 4.5)

Inferential Statistics

Conversion of Nominal to Categorical Data

The data was converted from nominal data to categorical data systematically as was set out in the objective of the study. Summarily, the mean for all responses for each construct was calculated for each respondent. The mean values were used to calculate the difference between the range of the means based on the maximum and minimum score, and the range was then divided by the total number of scores for each likert design (5). For instance, if the max mean value was 4.95, and minimum value, 1.00. Range was calculated as $4.95 - 1.00$ to get 3.95, which was then divided by 5 scores for the likert type used to get 0.79. Hence, from the minimum score of 1.00, categories were set to the maximum score of 4.95 as follows: A score of 1 was in the range of between 1.00 to 1.79; score of 2 for 1.80 to 2.58; score of 3 for values between 2.59 to 3.37; a score of 4 for values ranging between 3.38 to 4.16 and finally, a score of 5 for values ranging between 4.17 and 4.95 respectively. These are the categorical values that were used for the study in inferential statistical analysis.

Effect of Authoritative Parenting Styles on Identity Styles

Correlation Analysis

Table 4.6 Correlation Matrix for the Study

	Identity matrix combined	Informative identity	Normative identity	Diffuse avoidant identity
Authoritative parenting styles				
r	.094	.126*	.220**	-.174**
Sig.	.061	.012	.000	.000
N	399	400	399	399

Source: Author's own computation

As shown in the table 4.6 above. Note: ** Correlation is significant at the 0.01 level (2-tailed); * Correlation is significant at the 0.05 level (2-tailed). Authoritative parenting styles was correlated to the identity styles; informative, normative and diffuse avoidant styles.

It is evident that the authoritative parenting styles does not correlate with identity styles when combined ($r = 0.094$, $p = 0.061$). However, authoritative parenting styles correlates strongly with informative identity styles ($r = .126$, $p = 0.012$), normative parenting styles ($r = .220$, $p = 0.000$) and diffuse avoidant style ($r = -0.174$, $p = 0.000$) respectively.

Regression Analysis

Table 4.7: Regression Model for Authoritative Parenting Styles Against the Combined Identity Styles

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.094 ^a	.009	.006	.99149	.009	3.534	1	397	.061	1.927

Source: Author's own computation

The table above represents a regression table of the relationship between authoritative parenting style and identity styles.

Regression analysis showed that there was no significant relationship between authoritative parenting style and identity styles combined when the three were combined as one ($R^2 = 0.009$, $p = 0.061$). The R squared values mean that identity styles can only explain 0.9% of the authoritative parenting styles, a very small fraction, less than 1% suggesting a very weak relationship between parenting styles and identity matrix. Equally, it also means that approximately 99.1% of the relationship between authoritative parenting styles and identity matrix can only be explained for by other factors not included in this study. A Durbin Watson score of 1.927 is close to 2 suggesting that the results are not autocorrelating to each other. Consequently, the relationship between authoritative parenting style and identity matrix was further scaled down to the specific identity styles.

Table 4.8: Relation Between Authoritative Parenting Style and Specific Identity Styles

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.312 ^a	.098	.091	.94807	.098	14.239	3	395	.000	1.899

Source: Author's own computation

A regression table showing the relationship between authoritative parenting style and identity styles as presented in table 4.8 above.

The study R^2 score is 0.098 suggesting that the the identity styles can only explain 9.8% of the relationship between the dependent and independent variables. The relationship was significant with a $p = 0.000$ indicating that there was significant relationship between the two variables. Equally, approximately 90.2% of the relationship between the two variables could not be explained by this study, suggesting that there are other factors that affect this relationship not studied, and require further assessment to be understood (Table 4.9).

Table 4.9 ANOVA table

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.395	3	12.798	14.239	.000 ^b
	Residual	355.039	395	.899		
	Total	393.434	398			

Source: Author's own computation

A table presenting the ANOVA table for the comparison of the relationship between authoritative parenting style against the adolescent identity styles.

The significant relationship in this study is derived from ANOVA statistics which tests whether the model is significantly better at predicting the outcome than using the mean as a 'best guess'. Specifically, the F-ratio represents the ratio of the improvement in prediction that results from fitting the model, relative to the inaccuracy that still exists in the model. In computing the F-statistic (ANOVA table), the study is testing the hypothesis that none of the explanatory variables help explain variation in Y (authoritative parenting styles) about its mean. If the probability is below .05, then the F-statistic is large enough to reject the hypothesis that none of the explanatory variables explains variation in Y. This test is like a test of significance of the R^2 (Field 2009). In this study, the model significantly improved the ability to predict the outcome variable because the F-ratio was significant. This means that authoritative parenting styles have a significant combined linear effect on the three identity styles (Informative, normative and diffuse avoidant identity styles). It is therefore a significant fit for the data (Table 4.9). This can be further confirmed from the coefficient variables which test for the individual effects of authoritative parenting styles on the three different identity styles.

Regression Coefficients

Table 4.10 Table of Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	3.259	.265		12.305	.000		
Informative identity	.096	.048	.096	1.986	.048	.988	1.012
Normative identity	.220	.046	.233	4.824	.000	.977	1.024
Diffuse avoidant identity	-.170	.042	-.197	-4.082	.000	.984	1.017

Source: Author's own computation

The coefficient table shown above shows the effects of authoritative parenting styles on the individual identity styles; informative, normative, and diffuse avoidant identity styles.

In the analysis, it was observed that there was a positive association between authoritative parenting style to informative and normative identity styles ($\beta = 0.096$, $p = 0.048$; $\beta = 0.220$, $p = 0.000$) respectively while diffuse avoidant style was negatively associated with the authoritative parenting styles ($\beta = -0.170$, $p = 0.000$) suggesting that they had opposite effects to each other. These study findings showed that authoritative parenting styles positively influenced the informative and normative identity styles in the adolescents. However, it reduced the diffuse avoidant tendencies among the adolescents as an identity style. There was no collinearity between the variables under study with a VIF value of 1 which is a reliable and good score. The study confirmed findings by Jimoh et al., (2020) that found a significant

positive relationship between authoritative parenting style and informative identity style. Jimoh et al.,(2020) however did not find a significant relationship between the authoritative parenting style and the normative identity style.

While studies based on the Baumrind's typologies have praised the effectiveness of authoritative parenting style in producing consistent results in bring up adolescents and in child development (Kilonzo, 2017; Pandovi & Jain, 2021, these study findings did not make a similar observation. Correlation analysis reported a non-significant association between identity styles when combined to authoritative parenting style ($p > 0.05$). However, authoritative parenting style was positively correlated to informative identity style ($r = 0.126, p = 0.012$), and Normative identity styles ($r = 0.220, p = 0.000$). It was negatively correlated to the diffuse avoidant style ($r = -0.174, p = 0.000$), suggesting that the authoritative parenting styles vary in their effects on the adolescent identity styles.

These research findings align with Smetana's (2017) assertions regarding the representation of contextual variations in parenting styles, yet they leave unresolved questions about whether these variations hold consistent significance across diverse demographic groups. Additionally, the results of this study can be juxtaposed with those of Soenens et al. (2016), who observed that normative and informative adolescents exhibited elevated levels of self-esteem. Furthermore, Aziz et al. (2021) documented a robust and positive correlation between authoritative parenting practices and self-esteem, while identifying a predictive relationship between low self-esteem and a diffuse avoidant identity style. In a complementary manner, this investigation reaffirms the findings of Roman et al. (2021), indicating that mothers who adopt a more authoritative parenting style are significantly associated with fostering an informational identity style in their children.

Effect of Authoritarian Parenting Styles on Identity Styles

Correlation Analysis

Table 4.11 Correlation Analysis

		Identity styles combined	Informative identity	Normative identity	Diffuse avoidant identity
Authoritarian parenting style	Pearson Correlation	.143**	.058	.041	.159**
	Sig. (2-tailed)	.004	.244	.411	.001
	N	399	400	399	399

Source: Author's own computation

The table of correlation between authoritarian parenting style with adolescent identity styles combined and specific identity styles (Informative, normative and diffuse avoidant style)

The Pearson's product moment correlation matrix with the dependent and independent variables allows the study to assess the strength and direction of the associations between the variables of interest (Table 4.10). The measure of association between authoritarian parenting styles and identity styles combined showed a significant positive correlation ($r = 0.143$, $p = 0.004$). A test of the association between the authoritarian and the specific identity styles showed that there was a significant positive association between authoritarian parenting styles and diffuse avoidant styles only ($r = 0.159$, $p = 0.001$) while informative ($r = 0.058$, $p = 0.244$) and normative identity styles ($r = 0.041$, $p = 0.411$) were statistically

insignificant with a p values above 0.05 confidence limit. Hence, only diffuse avoidant style correlated significantly with authoritarian parenting style.

Regression Analysis

Table 4.12 Regression Model Summary for Combined Identity Styles

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.143 ^a	.021	.018	1.03272	.021	8.345	1	397	.004	1.693

Source: Author's own computation

A regression table showing the relationship between authoritarian parenting style and adolescent identity styles combined for informative, normative and diffuse avoidant styles respectively.

The results shows that the regression model had an R squared score of 0.021 suggesting that identity matrix when combined can only account for 2.1% of the authoritarian parenting style. Hence, 97.9% of the relationship between this variables is not accounted for in this association. Ordinarily, a score of less than 2.0% is considered very weak. However, there was a significant change in the T test ($p = 0.004$), suggesting a positive influence of the authoritarian parenting styles on adolescent identity styles combined. To further understand, the relationship between the authoritarian parenting styles on the specific identity styles, a further regression analysis was performed.

Model Summary for Specific Identity Styles

Table 4.13 Model Summary

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.172 ^a	.030	.022	1.03049	.030	4.034	3	395	.008	1.679

Source: Author's own computation

Table 4.13 above shows the model summary for the regression of authoritarian parenting style against the specific identity styles (informative, normative and diffuse avoidant identity styles respectively).

The model summary shows that the association between authoritarian parenting style and adolescent identity styles is accounted for by 3.0% ($R^2 = 0.022$). Hence, 97.0% of the relationship is accounted for by other factors not considered for in this study. Moreover, there was a significant relationship between the variables ($p = 0.008$) suggesting a significant association between the variables. A durbin Watson score of 1.679 is a score closer to 2 and therefore, a valid and reliable measure of the model since there was no multicollinearity in the variables also considered as autocorrelations. The test of significance is an important test achieved and reported as a test of ANOVA presented in this study below.

ANOVA Analysis

Table 4.14 ANOVA table

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.852	3	4.284	4.034	.008 ^b
	Residual	419.454	395	1.062		
	Total	432.306	398			

Source: Author's own computation

A table of ANOVA (Table 4.14) shows the test of significance presented in the model summary above as Table 4.13.

Test of ANOVA is a test of the change of the F value between the different variable against the dependent variable. The F test score of 0.08 as presented shows that the association between the variables is dependable and can be predicted. In this study, the model significantly improved the ability to predict the outcome variable because the F-ratio was significant. This means that authoritarian parenting styles have a significant combined linear effect on the three identity styles (Informative, normative and diffuse avoidant identity styles). It is therefore a significant fit for the data (Table 4.13). The individualized effects are further presented as coefficients here below in table 4.15.

Coefficients

Table 4.15 Table of Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.973	.288		6.853	.000		
Informative identity	.067	.052	.064	1.279	.202	.988	1.012
Normative identity	.017	.050	.017	.338	.735	.977	1.024
Diffuse avoidant identity	.144	.045	.160	3.194	.002	.984	1.017

Source: Author's own computation

Coefficient table above shows that relationship between the authoritarian parenting styles and the three adolescent identity styles informative, normative and diffuse avoidant identity styles.

The results shows that there was a positive non significant association between authoritarian parenting style to informative and normative identity styles ($\beta = 0.067$, $p = 0.202$; $\beta = 0.017$, $p = 0.735$) respectively while authoritarian parenting styles was significantly and positively associated with the diffuse avoidant style ($\beta = 0.144$, $p = 0.002$), suggesting that authoritarian parenting styles enhances diffuse avoidant identity styles. There was no collinearity between the variables under study with a VIF value of 1 which is a reliable and good score. The results corroborate prior research conducted by Baumrind (1991), which demonstrated that adolescents reared under authoritarian parenting regimes tend to manifest identity diffusion, characterized by a lack of distinct identity and a tendency to embrace parental values without independent exploration. Moreover, the findings align with Sarwar's (2016)

investigation, which linked the authoritarian nature of authoritative parenting to heightened tendencies toward rebellion and problematic behaviors. Similarly, Khalid et al. (2019) linked the prevalence of rebellion and problematic behaviors to the emergence of a diffuse-avoidant identity style, a pattern attributed to the influence of authoritarian parenting practices.

Effect of Permissive Parenting Style on Identity Styles

Correlation Analysis

Table 4.16 Pearsons Correlation Analysis

		Identity New transformed	Informative identity	Normative identity	Diffuse avoidant identity
Permissive parenting styles	Pearson Correlation	.105*	-.065	.021	.243**
	Sig. (2-tailed)	.035	.193	.674	.000
	N	399	400	399	399

Source: Author's own computation

Table 4.16 is a table of correlation between permissive parenting style and identity matrix combined and specific identity styles (Informative, normative and diffuse avoidant style).

The Pearson's product moment correlation matrix with the independent and dependent variables allows the study to assess the strength and direction of the associations between the variables of interest (Table 4.16). The measure of association between permissive parenting styles and identity styles combined showed a significant positive correlation ($r = 0.105$, $p = 0.035$). A test of the association between the permissive and the specific identity styles showed that there was a significant positive association between permissive parenting styles and diffuse

avoidant styles only ($r = 0.243$, $p = 0.000$), while permissive parenting style was negatively correlated with informative identity styles ($r = -0.065$, $p = 0.193$) and a positive correlation for normative identity styles ($r = 0.021$, $p = 0.674$) and were statistically insignificant with a p values above 0.05 confidence limit. Hence, only diffuse avoidant style correlated significantly with permissive parenting style.

Regression Analysis

Table 4.17 Regression Model Summary for Combined Identity Styles

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.105 ^a	.011	.009	1.03347	.011	4.462	1	397	.035	1.766

Source: Author's own computation

Table 4.17 is a regression table explaining the relationship between permissive parenting style and adolescent identity styles combined for informative, normative and diffuse avoidant styles respectively.

The results shows that the regression model had an R-squared score of 0.011 suggesting that identity styles when combined can only account for 1.1% of the permissive parenting style. Hence, 98.9% of this relationship between these variables are not accounted for in this model. Ordinarily, a score of less than 2.0% is considered very weak. However, there was a significant change in the T test ($p = 0.035$), suggesting a positive influence of the identity matrix on permissive parenting styles. To further understand, the relationship between the specific identity styles on permissive parenting styles, a further analysis was performed as shown below.

Model summary for specific identity styles

Table 4.18 Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.249 ^a	.062	.055	1.00905	.062	8.710	3	395	.000	1.746

Source: Author's own computation

Table 4.18 above shows the model summary for the regression of permissive parenting styles against the specific identity styles (informative, normative and diffuse avoidant identity styles respectively).

The model summary shows that the association between permissive parenting style and adolescent identity styles is accounted for by 6.2% ($R^2 = 0.062$). Hence, 93.8% of the relationship is not accounted for by factors in these study. Moreover, there was a significant relationship between the variables ($p = 0.000$) suggesting a significant association between the variables. A durbin Watson score of 1.746 is a score closer to 2 and therefore, a valid and reliable measure of the model since there was no autocorrelation among the variables. The test of significance is an important test achieved and reported as a test of ANOVA presented in this study below.

ANOVA

Table 4.19 ANOVA table

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	26.604	3	8.868	8.710	.000 ^b
Residual	402.183	395	1.018		
Total	428.787	398			

Source: Author's own computation

A table of ANOVA (table 4.19) shows the test of significance presented in the model summary above as Table 4.18.

Test of ANOVA is a test of the change of the F value between the different variable against the dependent variable. The F test score of 0.000 as presented shows that the association between the variables is dependable and can be predicted. In this study, the model significantly improved the ability to predict the outcome variable because the F-ratio was significant. This means that permissive parenting styles have a significant combined linear effect on the three independent variables (Informative, normative and diffuse avoidant identity styles). It is therefore a significant fit for the data (Table 4.18). The individualized effects are further presented as coefficients here below in table 4.20.

Coefficients

Table 4.20 Table of Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.556	.282		5.519	.000		
Informative identity	-.057	.051	-.055	-1.118	.264	.988	1.012
Normative identity	-.001	.048	-.001	-.027	.979	.977	1.024
Diffuse avoidant identity	.217	.044	.241	4.898	.000	.984	1.017

Source: Author's own computation

The table of Coefficient (Table 4.20) presented above shows the relationship between permissive parenting styles against the three adolescent identity styles; informative, normative and diffuse avoidant identity styles.

The results shows that there was a negative non significant association between permissive parenting style and informative ($\beta = -0.057$, $p = 0.264$) and normative identity styles ($\beta = -0.001$, $p = 0.977$) while permissive parenting styles had a significantly positive effect on the diffuse avoidant style ($\beta = 0.217$, $p = 0.000$) suggesting a significant relationship. This findings shows that there is a significant positive effect of permissive parenting style on diffuse avoidant identity style. There was no collinearity between the variables under study with a VIF value of 1 which is a reliable and good score.

In contrast to the findings of the present study, which identified permissive parenting as a significant factor positively associated with the diffuse-avoidant identity style, Jimoh et al. (2020) documented a notable correlation between

permissive parenting style and both normative and diffuse-avoidant identity styles. This study further corroborated the observations of Ibad et al. (2023), who linked the permissive parenting style to the development of a diffuse-avoidant identity style, positing that adolescents raised in permissive environments encounter fewer boundaries and guidelines, thereby struggling to establish a coherent sense of identity. Additionally, Alawiya (2018) identified a relationship between permissive parenting and risky sexual behaviors, noting that unclear boundaries regarding sexual conduct contribute to the adoption of a diffuse-avoidant identity style. Similarly, Zabihi et al. (2019) echoed these findings, highlighting a positive correlation between the diffuse-avoidant identity style and engagement in high-risk behaviors.

Effect of Parental Attachment on Identity Styles

Correlation Analysis

Table 4.21 Correlation Analysis

		Identity New transformed	Informative identity	Normative identity	Diffuse avoidant identity
Parental Attachment	Pearson Correlation	.209**	.171**	.271**	-.015
	Sig. (2-tailed)	.000	.001	.000	.758
	N	398	399	398	398

Source: Author's own computation

Table 4.21 represents a correlation between parental attachment style and identity styles combined and specific identity styles (Informative, normative and diffuse avoidant style)

The measure of association between parental attachment and identity styles combined showed a significant positive correlation ($r = 0.209$, $p = 0.000$). A test of the association between the parental attachment and the specific identity styles showed that there was a significant positive association between parental attachment with informative ($r = 0.171$, $p = 0.001$) and normative identity styles ($r = 0.271$, $p = 0.000$) respectively while diffuse avoidant identity styles was negatively correlated with parental attachment ($r = -0.015$, $p = 0.758$) and was statistically insignificant with a p values above 0.05 confidence limit. Hence, parental attachment was significantly correlated with only the informative and normative identity styles.

Regression Analysis

Table 4.22 Regression Model Summary for Combined Identity Styles

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.213 ^a	.045	.043	.52858	.045	18.777	1	397	.000	1.921

Source: Author's own computation

Table 4.22 is a regression table explaining the relationship between parental attachment and adolescent identity styles combined for informative, normative and diffuse avoidant styles respectively.

The results shows that the regression model had an R-squared score of 0.045 suggesting that identity styles when combined can only account for 4.5% of parental attachment. Hence, 95.5% of this relationship between these variables is not accounted for in this association. As a rule of the thumb, values of R^2 below .2 are

considered weak, between .2 and .4, moderate, and above .4, strong (Field 2009). The coefficient of determination R^2 observed in this study was therefore weak. However, there was a significant change in the T test ($p = 0.000$), suggesting a positive influence of parental attachment on the identity styles. To further understand, the relationship the effect of parental attachment on the the specific identity styles, a further analysis was performed as shown below.

Model summary for specific identity styles

Table 4.23 Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.314 ^a	.098	.091	.51388	.098	14.351	3	395	.000	1.907

Source: Author's own computation

Table 4.23 above shows the model summary for the regression of Parental attachment against the specific identity styles (informative, normative and diffuse avoidant identity styles respectively).

The model summary shows that the association between parental attachment and the adolescent identity styles is accounted for by 9.8% ($R^2 = 0.098$). Hence, 90.2% of the relationship is not accounted for by factors in these study. Moreover, there was a significant relationship between the variables ($p = 0.000$) suggesting a significant association between parental attachment and adolescent identity styles. A durbin Watson score of 1.907 is a score that is very close to 2.0 and therefore, it is a reliable measure of the model since there was no autocorrelation in the study

variables. The test of significance is an important test achieved and reported as a test of ANOVA presented in this study below.

ANOVA

Table 4.24 ANOVA table

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	11.369	3	3.790	14.351	.000 ^b
Residual	104.310	395	.264		
Total	115.679	398			

Source: Author's own computation

A table of ANOVA (Table 4.24) shows the test of significance presented in the model summary above as Table 4.23.

Test of ANOVA is a test of the change of the F value between the different variable against the dependent variable. The F test score of 0.000 as presented shows that the association between the variables is dependable and can be predicted. In this study, the model significantly improved the ability to predict the outcome variable because the F-ratio was significant. This suggests that parental attachment has a significant combined linear effect on the three identity styles; Informative, normative and diffuse avoidant identity styles. It is therefore a significant fit for the data (Table 4.22). The individualized effects are further presented as coefficients here below in table 4.24.

Coefficients

Table 4.25 Table of Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.440	.144		17.001	.000		
Informative identity	.091	.026	.166	3.462	.001	.988	1.012
Normative identity	.128	.025	.251	5.200	.000	.977	1.024
Diffuse avoidant identity	-.009	.023	-.020	-.405	.686	.984	1.017

Source: Author's own computation

The table of Coefficient (Table 4.25) presented above shows the relationship between parental attachment against the adolescent identity styles; informative, normative and diffuse avoidant identity styles.

The results shows that there was a positive and significant relationship between parental attachment to informative ($\beta = 0.091$, $p = 0.001$) and normative identity styles ($\beta = -0.128$, $p = 0.000$) respectively while parental attachments had a non significantly negative effect on the adolescent diffuse avoidant identity style ($\beta = 0.217$, $p = 0.000$). These findings shows that there is a significant and a positive effect of parental attachment on informative and normative identity styles. There was no collinearity between the variables under study with a VIF value of approximately 1.0 which is a reliable and good score.

The findings of this study corroborate previous research linking parental trust with the adoption of informative and normative identity styles (Berzonsky et al., 2007; Kerpelman & Pittman, 2018; Luyckx et al., 2011; Soenens et al., 2009).

Parental trust fosters an environment wherein adolescents feel secure in exploring their identities, gathering information, and making decisions guided by parental influence, thereby adopting an informational identity style. Furthermore, adolescents who trust their parents are inclined to internalize and adhere to the values and norms imparted by them, leading to the development of a normative identity style. Conversely, the study also lends support to the notion that a lack of parental trust may precipitate a diffuse avoidant identity style, characterized by confusion regarding identity development as highlighted by Kerpelman & Pittman (2018), Luyckx et al. (2011), and Soenens et al. (2009).

The study further validates the research conducted by Clarke et al. (2020), which identified a positive association between high-quality communication between parents and adolescents and the facilitation of an environment conducive to information-seeking behaviors. Similarly, Luyckx et al. (2016) demonstrated that adolescents who perceived their communication with their parents as open were more inclined to develop a normative identity style. However, diverging from these findings, this study does not align with the conclusions drawn by Berzonsky & Kinney (2019), who observed that adolescents experiencing feelings of alienation may conform to the values, beliefs, and expectations of their community as a means to mitigate sensations of isolation and rejection, consequently adopting normative identity styles.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES

Introduction

This chapter makes a summary of the findings of the study based on the study objectives. The study evaluated the effect of the parenting styles on adolescent identity styles. The parenting styles under study included: Authoritative, authoritarian, and permissive parenting styles. The study also looked at the parental attachment of the students and how it affects the adolescent identity styles. This study further presents the conclusions, recommendations, suggestion for further studies and implication for future research.

Summary of Findings

Effect of Authoritative Parenting Style on Adolescents. Identity styles

The first objective of the study was to assess the effect of authoritative parenting style on adolescents' identity styles. In the analysis, it was observed that there was a positive association between authoritative parenting style to informative and normative identity styles ($\beta = 0.096, p = 0.048$; $\beta=0.220, p = 0.000$) respectively while diffuse avoidant style was negatively associated with the authoritative parenting styles ($\beta = -0.170, p = 0.000$) suggesting that they had opposite effects to each other.

Effect of Authoritarian Parenting Style on Adolescents' Identity Styles

The second objective of the study was to investigate the effect of authoritarian parenting style on adolescents' identity styles. The study's findings established that there was a significant positive correlation between authoritarian parenting style and identity styles when combined ($r = 0.143$, $p = 0.004$). On the specific identity style, it was observed that authoritarian parenting style was significantly correlated to the diffuse avoidant style ($r = 0.159$, $p = 0.001$). Findings from multiple regression analysis also revealed that authoritarian was significantly associated with Identity styles combined ($R^2 = 2.1\%$, $p = 0.004$), and it was further improved when related with the specific identity styles ($R^2 = 3.0\%$, $p = 0.008$), for all the three identity styles (informative, normative and diffuse avoidant identity styles respectively. However, from the table of coefficients, only the diffuse avoidant identity style was significantly related to authoritarian parenting style ($\beta = 0.144$, $p = 0.002$). The informative and normative identity styles were statistically insignificant ($p > 0.05$).

Effect of Permissive Parenting Style on Adolescents' Identity Styles

The third objective of the study was to assess the effect of permissive parenting style on adolescents' Identity styles. The findings indicate that there existed a non-significant negative correlation between permissive parenting style and informative ($\beta = -0.057$, $p = 0.264$) as well as normative identity styles ($\beta = -0.001$, $p = 0.977$). Conversely, permissive parenting style exhibited a significantly positive impact on the diffuse avoidant style ($\beta = 0.217$, $p = 0.000$), indicating a noteworthy

relationship. These results demonstrate a notable positive association between permissive parenting style and diffuse avoidant identity style. Moreover, no collinearity was observed among the variables examined, with a VIF value of 1, signifying a dependable and favorable score.

Effect of Parental Attachment on Adolescents' Identity Style

The fourth objective of this study was to determine the effect of parental attachment on adolescents' identity styles. This study established that there was a correlation between identity styles combined and parental attachment ($r = 0.209$, $p = 0.000$). Specifically, there was a correlation between the informational identity styles ($r = 0.171$, $p = 0.000$), and Normative identity styles ($r = 0.271$, $p = 0.000$) with parental attachment. These findings were confirmed using regression analysis; identity styles were associated to parental attachment ($R^2 = 0.045$, $p = 0.000$), among the other independent variables used for the study. When the specific identity styles were regressed against parental attachment, the individualized effects showed an improved R^2 score of 0.098 ($p = 0.000$). The coefficients also showed a direct significant effect with informative identity styles ($\beta = 0.091$, $p = 0.000$) and normative identity styles ($\beta = 0.128$, $p = 0.000$). However, the diffuse avoidant identity style showed a negative non significant relationship with parental attachment ($\beta = -0.009$, $p = 0.686$). Hence, this suggests that parental attachment specifically supports normative and informative identity styles.

Conclusion

In summary, this research reveals a negative correlation between authoritative parenting and diffuse avoidant identity styles among adolescents, while a positive and significant correlation exists with informative and normative identity styles. This

suggests that generalized observations of identity styles may obscure individual variations, as demonstrated in this study. Moreover, adolescents with normative identity styles and informative identity styles exhibit traits such as discipline, attention to detail, adherence to structure, and aversion to indecisiveness. Conversely, the study highlights a negative association between authoritative parenting and diffuse avoidant identity styles, implying that adolescents raised by authoritative parents are less likely to exhibit procrastination and indecisiveness, demonstrating a stronger sense of commitment and self-control.

The findings indicate a positive correlation between authoritarian parenting style and adolescent diffuse avoidant identity styles. Additionally, although not statistically significant, there exists a positive association between authoritarian parenting style and informative and normative identity styles. Moreover, a positive relationship is evident between permissive parenting style and diffuse avoidant identity style. Furthermore, parental attachment demonstrates a positive correlation with adolescent normative and informative identity styles, respectively.

Recommendations

Based on the study's findings, the following recommendations are proposed: Considering the positive correlation observed between authoritative parenting style and normative and informative adolescent identity styles, coupled with its negative correlation with avoidant parenting styles, it is suggested that schools incorporate family therapy services. Additionally, schools should periodically engage parents, offering them psychoeducational sessions to emphasize the benefits of adopting an authoritative parenting approach with their adolescents. This approach aims to cultivate greater autonomy and analytical skills in adolescents when making decisions that affect their lives.

The investigation's second objective identified a correlation between authoritarian parenting style and diffuse avoidant identity style. Consequently, this study proposes the integration of marriage and family therapists into school curricula to heighten awareness regarding the mental health vulnerabilities associated with adolescents exhibiting diffuse avoidant identity styles. Moreover, the Ministry of Education is encouraged to consider the adoption of this recommendation, leveraging the systemic therapeutic approach of family therapists to engage parents, adolescents, teachers, and other stakeholders responsible for adolescents' well-being within educational settings.

In the third objective, the study identified a correlation between permissive parenting style and diffuse avoidant identity style. Correspondingly, it is advocated in this research that parents assume a more proactive role in their children's lives, while schools adopt a collaborative approach to involve them effectively. To facilitate this, parenting programs facilitated by trained marriage and family therapists can be developed to educate parents on the influence of their interactions with adolescents on their identity styles and overall well-being.

Furthermore, the study's fourth objective unveiled associations between parental attachment and both normative and informative identity styles. Consequently, it is recommended that the Ministry of Education collaborates with marriage and family therapists to devise programs and educational materials that schools can integrate to enhance attachment bonds. Additionally, schools can organize seminars and enlist the expertise of marriage and family therapists to equip parents with essential skills for nurturing their adolescent children.

Areas for Further Studies

Further studies may be done on other factors that could be affecting adolescent identity styles since the findings of this study; effects of parenting styles on adolescent identity styles, yielded a small significant effect. Young adults aged between 19 and 22 or students in the university may be considered for a study since this study concentrated on High school students. The same study may also be undertaken but using a mixed research method where parents and other stakeholders can also be interviewed. This study only interviewed students. Effect of peer attachment on adolescent identity styles may also be studied. This study only looked at parental attachment yet adolescents value their peers and they may have a great influence on adolescents' identity styles.

Implication of the Studies

This study has demonstrated that different parenting styles have a different effect on identity styles in adolescent. Adolescents are expected to make decisions for their lives and encouraging an informative identity style that seeks relevant information before acting can help adolescents make the right choices. This will have a positive ripple effect in their behaviours, performance in school, other life choices and their subsequent move to their next stage in the life cycle.

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APPENDICES

Appendix I-INTRODUCTION LETTER

Dear Respondent,

I'm a graduate student at Pan Africa Christian University working on my Master of Arts in Marriage and Family Therapy (MAMFT) degree. I am conducting a scholarly study on Effect of parenting styles on adolescent identity styles.

The results of this study will greatly change how we understand how parenting styles effect adolescents' identity styles as well as how marital and family counseling may help shape adolescents' and parents' relationships in the future.

Your responses will be treated with the utmost confidentiality, and nothing will be disclosed without your consent.

Your assistance is highly appreciated.

Yours Faithfully



Elizabeth Njenga

Appendix II-INFORMED CONSENT FORM

You are invited to participate in the research on Effect of Parenting styles on Adolescent Identity styles. Instructions on how to complete the questionnaire are provided below each section and question. The study is purely for academic purposes, all information and opinions acquired for this study will be kept confidential.

No harm is anticipated as you take part in the study. However, it will take you a few minutes to fill the answers and there are no financial rewards for participating. If you agree to this terms, please sign below.

Researcher: Elizabeth Njenga

Email address: liznjenga108@gmail.com



Signature: _____

Respondent:

I agree to the above terms.

Signature: _____

Appendix III: QUESTIONNAIRE

SECTION A: SOCIAL DEMOGRAPHIC INFORMATION

1. What is your gender? Please tick (□) in ONE of the check boxes provided below.

Female ☐

Male ☐

2. What age bracket do you fall under? (Please tick (□) in ONE of the boxes provided below).

a). Less than 15 ☐

years

b). Between 16 years and 17 ☐

years

☐☐

c). Between 18 years and 19

years

d). Above 20 years

3. What is your religion? Please tick (□) in ONE of the check boxes provided below.

Christian ☐

Muslim ☐

Hindu ☐

Other ☐

4. Which is the highest academic qualification that your mother has received? (Please tick (□) in ONE of the boxes provided below).

a). Less than High School ☐

b). High School certificate ☐

c). Diploma or Post-Secondary Certificate ☐

d). Bachelor's Degree ☐

e). Masters and above ☐

5. Which is the highest academic qualification that your father has received? (Please tick (□) in ONE of the boxes provided below).

- a). Less than High School ☐
- b). High School certificate ☐
- c). Diploma or Post-Secondary Certificate ☐
- d). Bachelor's Degree ☐
- e). Masters and above ☐

6. What kind of work does your father do? Please tick (☐) in ONE of the check boxes provided below.

- a). Employed by government ☐
- b). Employed in the private sector ☐
- c). Farmer ☐
- d). He does business ☐
- e). No work at all ☐

7. What kind of work does your mother do? Please tick (☐) in ONE of the check boxes provided below.

- a). Employed by government ☐
- b). Employed in the private sector ☐
- c). Farmer ☐
- d). She does business ☐
- e). No work at all ☐

SECTION B PARENTING STYLES

Perceived Parenting Styles scale is a five point Likert scale that contains statements that depict a parent's behaviour towards their children resulting to the three parenting styles; Authoritative, Authoritarian and Permissive. Please read the questions and mark on the answer that describes your relationship with your parent. The responses are categorized as; Never (1), Rarely (2), Sometimes (3), Often (4) and Always (5).

Authoritative	1	2	3	4	5
My parents help help me understand right from wrong					
My parents congratulate me when I pass exams					
My suggestions and ideas are considered					
I have freedom to discuss about anything with my parents					
When I am in a crisis my parents inquire about it					

I get love and care from my parents					
My parents encourage I take responsibility for my decisions					
My opinions are considered in all important decisions related to the home.					

Authoritarian	1	2	3	4	5
My parents view everything with a critical mind					
I am compared with other friends / classmates					
Insult and beat me in front of others.					
I often feel that my parents are not affectionate					
My parents blame me even for minor issues					
My parents are always strict with me.					
My parents scold me for not meeting their expectations					
My parents blame me for not doing things properly					

Permissive	1	2	3	4	5
My parents never find time for me to help during difficult situations					
I am not helped in doing day-to-day activities on time					
No directions are given while doing things					
No inquiries are made for the decisions taken by me					
My parents do not provide an atmosphere for my studies					
Never do anything to satisfy my needs					
My parents fail to inquire about my problems and do not suggest remedial measures					
No effort is made to know about the progress of my studies					

SECTION C: PARENTAL ATTACHMENT

This questionnaire asks about your relationships with your mother and father. Each of the following statements asks about your feelings about your mother and your father. You can also answer based on the male or female figure playing the role of a mother and a father currently in your life. The categories are as follows;

- 1= Almost never or never true
 2= Not very true
 3= Sometimes true
 4= Often true
 5= Almost always or always true

Trust	1	2	3	4	5
My mother respects my feelings					
My mother accepts me as I am.					
My mother understands me					
My father respects my feelings					
My father accepts me as I am.					
My father understands me					
Communication					
I like to get my mother's point of view on things I'm concerned about					
My mother helps me to talk about my difficulties					
I tell my mother about my problems and troubles					
I like to get my father's point of view on things I'm concerned about					
My father helps me to talk about my difficulties					
I tell my father about my problems and troubles					
Alienation					
Talking over my problems with my mother makes me feel ashamed or foolish.					
I get upset a lot more than my mother knows about					
I don't get much attention from my mother					
Talking over my problems with my father makes me feel ashamed or foolish.					
I get upset a lot more than my father knows about					
I don't get much attention from my father					

SECTION D: IDENTITY STYLES

You will find a number of statements about beliefs, attitudes, and/or ways of dealing with issues. Read each carefully and use it to describe yourself. On the answer sheet, mark on the number which indicates the extent to which you think the statement represents you. There are no right or wrong answers. For instance, if the statement is very much like you, mark a 5, if it is not like you at all, mark a 1. Use the 1 to 5-point scale to indicate the degree to which you think each statement is uncharacteristic (1) or characteristic (5) of yourself.

Informational style	1	2	3	4	5
Talking to others helps me explore my personal					

beliefs.					
When facing a life decision I take into account different points of view before making a choice					
I spend a lot of time reading or talking to others trying to develop values that make sense to me					
When facing a life decision I try to analyze the situation in order to understand it					
When making important life decisions I like to spend time thinking about my options					
When making important life decisions I like to have as much information as possible					
I handle problems in my life by actively reflecting on them					

Normative style	1	2	3	4	5
I automatically adopt and follow the values I was brought up with.					
I strive to achieve the goals that my family and friends hold for me.					
I have always known what I believe and don't believe; I never really have doubts about my beliefs.					
I never question what I want to do with my life because I tend to follow what important people expect me to do.					
I think it is better to adopt a firm set of beliefs than to be open-minded.					
I think it's better to hold on to fixed values rather than to consider alternative value systems.					
When I make a decision about my future, I automatically follow what close friends or relatives expect from me.					

Diffuse Avoidant style	1	2	3	4	5
I'm not sure where I'm heading in my life; I guess things will work themselves out					
It doesn't pay to worry about values in advance; I decide things as they happen.					
I am not really thinking about my future now, it is still a long way off.					
When I have to make an important life decision, I try to wait as long as possible in order to see what will happen.					
I try not to think about or deal with personal problems as long as I can.					
I try to avoid personal situations that require me to think a lot and deal with them on my own.					

My life plans tend to change whenever I talk to different people.					
---	--	--	--	--	--

*******THANK**

YOU*****

Appendix IV: MAP OF WESTLANDS SUB-COUNTY



Appendix V: Authority to conduct research from Ministry of Education



MINISTRY OF EDUCATION
Office of the Principal Secretary, State Department for Basic Education

Telegrams: "EDUCATION", Nairobi
Telephone: Nairobi 3318581
E-mail: ps@education.go.ke

PRINCIPAL SECRETARY
JOGOO HOUSE "B"
HARAMBEE AVENUE
P. O. BOX 30040
NAIROBI

When replying please quote

Ref.No:MOE.HQS/3/6/85 Vol.II (77)

DATE: 20th April, 2023

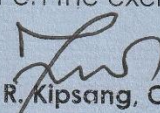
Ms. Elizabeth M. Njenga
(MMFT/13144/0/19)
C/O Pan African Christian University
Thika Road Campus
NAIROBI

**RE: AUTHORITY TO CONDUCT A RESEARCH STUDY WITHIN PUBLIC
SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY, NAIROBI
COUNTY**

Reference is made to your application dated **19th April, 2023** on the above-mentioned subject.

Your request to conduct a research study on 'Effect of Parenting Styles on Adolescents' Identity Styles, in Selected Public Secondary Schools in Westlands Sub-County, in Nairobi region is hereby granted on condition that the exercise will be carried out professionally.

A report on the exercise will be required on completion.


Dr. Bello R. Kipsang, CBS
PRINCIPAL SECRETARY

Copy to: Regional Director of Education
Nairobi Region

Appendix VI: NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 488395	Date of Issue: 17/April/2023
RESEARCH LICENSE	
	
This is to Certify that Ms., ELIZABETH M NJENGA of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: EFFECT OF PARENTING STYLES ON ADOLESCENTS' IDENTITY STYLES, IN SELECTED PUBLIC SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY, NAIROBI COUNTY, KENYA. for the period ending : 17/April/2024.	
License No: NACOSTI/P/23/25296	
488395 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	
See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

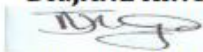
The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix VII: Ethical clearance certificate

	Certificate of Ethical Clearance	 Pan Africa Christian University Thika Road Campus Valley Road Campus P.O. Box 56873-00200 +254 730955000 +254 730955001/2 enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE (ISERC)
This Certificate is awarded to ELIZABETH WANGESHI M. NJENGA		
For the research titled Effect of Parenting Styles on Adolescents' Identity Styles in Selected Public Secondary Schools in Westlands Sub-County, Nairobi County, Kenya		
Ref/PAC/ISERC/010/3/23		
having complied with PAC University Institutional Scientific Ethics Review Committee's guidelines and Standard Operating Procedures for ethical clearance.		
This Certificate is issued subject to compliance with the following requirements: i. Before commencing the study, you are required to obtain a Research License from the National Commission for Science, Technology and Innovation (NACOSTI) as well as other institutional clearances as and where needed. ii. Only approved documents including research instruments and informed consent forms will be used. iii. All changes including amendments and/or deviations are to be submitted for review and clearance by PAC University Institutional Scientific Ethics Review Committee before use. iv. Any expected or unexpected changes that may increase the risks to study participants or affect the integrity of the study must be reported in writing to PAC University Institutional Scientific Ethics Review Committee within two days. v. Any request for renewal or approval must be submitted to PAC University Institutional Scientific Ethics Review Committee at least four weeks prior to the expiry of this Certificate and must be accompanied by a comprehensive progress report to support the renewal.		
Date of issue	05/4/2023	Expiry date
DR. JANE KINUTHIA  Secretary PAC_ISERC		