PARENTING STYLE AND SELF-IDENTITY AMONG SECONDARY SCHOOL STUDENTS

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Abstract*: This study stands out for its innovative application of the Nominal Group Technique (NGT) to identify effective parenting styles for adolescent identity formation. By engaging with five parents of secondary school students, the study utilized structured discussions and voting to determine the most suitable parenting styles for fostering self-identity. The results compellingly indicate that authoritative parenting, characterized by a balanced approach of firmness and responsiveness, is strongly associated with the development of a clear and confident self-identity in adolescents. Parents who adopted this style reported higher levels of self-confidence and well-defined identities in their children compared to those who employed permissive or authoritarian approaches. These findings provide valuable empirical support for promoting authoritative parenting practices to nurture well-adjusted and confident adolescents. Future research should expand these findings by incorporating direct observational methods and engaging a more diverse participant demographic to enhance the generalizability of the results. This study is the first to employ NGT in identifying parenting styles linked to adolescent self-identity, highlighting its importance in understanding developmental pathways to support a stable society and strong individual identities.*

Keywords*: Nominal Group Technique (NGT), authoritative parenting, parenting styles, self-identity, secondary school students*

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Introduction

Parenting styles play a pivotal role in the development of adolescent self-identity, influencing their self-esteem, social competence, and overall well-being. Authoritative parenting, which combines firmness with warmth and responsiveness, consistently proves to be the most beneficial approach for adolescents. This study aims to explore the impact of different parenting styles on adolescent self-identity formation, focusing on the authoritative style.

Research has proven that adolescents raised by authoritative parents exhibit higher self-esteem and clearer self-identities compared to those raised by permissive or authoritarian parents. Authoritative parenting promotes an environment where adolescents feel valued and understood, fostering a sense of autonomy while maintaining appropriate boundaries. When compared to indulgent parenting (warmth without strictness), authoritative parenting is associated with a lower emotional self-concept and a higher degree of aggression and hostile sexism. Alcaide, et.al (2023). This balance is crucial for developing a strong and positive self-identity.

In this study, we employed the Nominal Group Technique (NGT) to engage parents of secondary school students in structured discussions and voting. This method allowed us to identify and validate effective parenting strategies based on collective insights. In addition, the findings highlight the significance of authoritative parenting in nurturing well-adjusted and confident adolescents.

It is essential to promote authoritative parenting practices and support their adoption through educational programs and interventions. For example, approaches to learning mediate this relationship between authoritative parenting and children's pre-academic skills. Xia, X. (2023).
Additional research in diverse populations is necessary to further substantiate these findings and develop tailored strategies for positive adolescent development. Thus, by understanding and implementing effective parenting styles, we can foster the growth of self-assured and resilient individuals.

The factors influencing individuals to consistently choose behaviors reflecting their identity are crucial for fostering successful and stable school environments. These factors encompass complex beliefs, practices, and systems, including government policies, economic systems, justice, environmental relationships, and social inequality. Positive psychology has contributed to this field by highlighting the role of personal well-being in shaping noble personal and interpersonal identities, thereby promoting values like equality and social justice. Effective parenting styles play a significant role in cultivating non-violent, harmonious behaviors among individuals. Past literature suggests that negative and positive contracts can be established, with the latter focusing on relationship restoration, creating social systems that meet public needs, conflict resolution, and efforts to build a harmonious and equitable society.

The Integrative Theory of Peace (ITP) by Danesh (2006) defines security as encompassing psychological, social, political, ethical, and spiritual states across intrapersonal, interpersonal, intergroup, and international domains of human life. ITP includes sub-theories on psychosocial, political, and moral states, a worldview based on unity, prerequisites for creating a culture of security and healing, and comprehensive, integrated, lifelong educational processes. Whiteman, McHale & Soli (2011) further defined security as a state where individuals, families, groups, communities, and nations experience low levels of violence and engage in harmonious

relationships, observing security attitudes across eight domains. Accordingly, addressing these factors and theoretical perspectives on security is essential for promoting harmonious relationships and societal well-being.

Research Aims

Objectives of the Study of the Relationship between Parenting Style and Self-Identity of Middle School Students

1. Determining the Influence of Parenting Style on the Formation of Student Identity:
Examining how different parenting styles affect the formation of the identity of high school students. This study will examine the role of each parenting style in shaping students' self-identity and self-confidence.

2. Developing Teaching and Learning Strategies:
Based on the findings of the study, effective teaching and learning strategies for teachers and parents should be formulated. This strategy aims to integrate positive parenting practices in helping students develop a healthy and competitive identity.

Literature Review

This journal article explores multiple theoretical perspectives to understand how migration experiences impact youth developmental pathways. Life Course Theory (LCT) outlines development throughout life, emphasizing that adolescence is a continuation from childhood to adulthood. Studies suggest that migration experiences during childhood and adolescence significantly impact an individual's life trajectory. The principle of agency in LCT states that individuals make choices and take action within the constraints of their environment, highlighting how opportunities and environmental constraints influence adolescent decisions. The Social Ecological Model (SEM) is used to organize the factors in the social environment that shape the opportunities and constraints of individuals. This model has been adapted to include critical factors such as family and community in studying the experiences of migrant youth. This study also emphasizes the importance of historical context and geographic location in migration experiences, shaping how individuals view historical events and changes in their social identity.

The 'Connected Life' principle highlights that changes in the social context affect individuals through their impact on interpersonal relationships. Family Systems Theory holds that family members are interconnected and influence each other at various levels. Stresses on family systems, such as separation due to migration, create challenges at the individual, interpersonal and intergenerational levels. In conclusion, this dissertation integrates various theoretical perspectives to provide a comprehensive understanding of how the experience of migration affects the developmental path of youth.

The experience of migration has a profound impact on the development of adolescents, especially in shaping their identity and future aspirations. LCT highlights that adolescence is a critical transition phase from childhood to adulthood, with migration experiences during this period having significant implications on an individual's life trajectory. The principle of agency in this theory emphasizes that individuals make choices within the constraints of their environment, underlining how opportunities and limitations in the environment influence adolescent decisions (Nunes, Mota, Ferreira, Schoon, & Matos, 2023).

The SEM plays a vital role in organizing the various factors in the social environment that shape these opportunities and limitations. This model has been adapted to include essential elements such as family and community when studying the experiences of migrant youth, especially the process of separation and reunification. This study emphasizes the significance of historical context and geographic location in migration experiences, which shape how individuals perceive historical events and changes in their social identity. The 'Connected Life' principle further explains that changes in the social context affect individuals through their interpersonal relationships. Children who experience significant family instability or who are consistently abandoned by both parents do not develop psychologically as well as children from secure two-parent households. Lu, Y., Zhang, R., & Du, H. (2021).

Methodology
As a researcher focused on the intersection of parenting styles and self-identity among high school students, NGT is employed to gather expert insights and achieve consensus on critical factors influencing adolescent development. NGT is a structured method that enables a comprehensive exploration of ideas through private idea generation, group discussion, and ranking. This technique is particularly beneficial in educational research where understanding parental influences on adolescent self-identity is crucial. In additionallly, approach to learning mediates this relationship between authoritative parenting and children's pre-academic skills.(Xia, X. (2023)

In my study, seven psychology professionals serve as the initial sample for the first phase, which focuses on identifying key constructs and items related to parenting styles and their impact on self-identity. Given the debate on appropriate sample sizes for NGT, earlier researchers have used groups ranging from five to twelve participants, depending on the study's requirements and desired depth of discussion. For this study, a sample of nine experts is selected to balance depth and manageability within time constraints.

In the second phase, another group of seven experts validates the proposed items and solutions using the NGT method. This approach, combined with purposeful sampling, ensures that the selected experts have substantial experience and expertise in their fields, enhancing the reliability and validity of the findings.

Sampling
As a research method that focusses on the development of self-identity and keibubapaan among middle school students, NGT is used to gather information and write essays about critical factors that affect the growth of adolescence. NGT is a structured framework that facilitates idea generation through individual idea generation, group idea generation, and peer review. This technique is very helpful in education, where understanding the impact of parents' behaviour on their children's identity is important.

Previous researchers have used groups of five to twelve people, depending on the needs of the study and the desired depth of discussion. taking into account the debate over the appropriate sample size for NGT. The purposive sampling process ensures that the selected experts have a lot of experience and expertise in their field. This increases the credibility and validity of the results.

Techniques

The NGT method is the primary research methodology used in this work. Five specialists in student psychology and mental health participated in the study. Researchers conduct NGT sessions online using Google Meet since it is still not practical to convene experts in person at one time. The session lasted for two hours. Experts convened to gather ideas and solutions based on expert opinion, and the NGT approach was used in a brainstorming session to gather ideas and solutions. Using the NGT approach, the researcher performed a specific computation at the end of the session to produce results that addressed the study's objectives.

This conclusion has important ramifications for our comprehension of how teens form their identities. A favorable

NGT Techniques Step

NGT is a methodical process for ascertaining whether or not a group of individuals agree on a particular issue. Delbecq, Van De Ven and Gustafson (1975) initially conceived of it as a "participation technique for social planning circumstances," wherein "social planning circumstances" encompassed activities such as exploratory research, public engagement, multidisciplinary specialist usage, and proposal review. Since then, it has been applied to a wide range of group settings, including empirical social scientific research. A number of researchers have used it in education, including O'Neil and Jackson (1983), Lomax and McLeman (1984), and MacPhail (2001). However, it appears to be utilized more commonly in health research. The NGT ensures that each group member has a fair chance to make a contribution and that decisions are made by a carefully considered consensus. This is a method frequently used in various fields, such as education, business, medicine, and project management. Roberts, V. K. (2019). The basic steps in NGT are as follows:

1. Idea Generation:
   Each group member quietly and individually writes down their ideas about the discussed issue without interacting with other members. This is usually done within a set period of time.
2. Presentation of Ideas:
   Each member then presents one of their ideas to the group. Each idea is recorded on a blackboard or large sheet of paper that can be observed by all group members. This process continues until all ideas are submitted.
3. Discussion:
   The group discusses each idea to ensure that all members understand each proposed idea. This includes clarifying, developing, and evaluating the ideas that have been presented.
4. Voting:
   Each member individually ranks or chooses the ideas they consider most important or relevant. This voting can be done in secret to ensure the independence and accuracy of each member's opinion.
5. Ranking:
   The voting results are collected, and the total number of votes for each idea is calculated. The idea with the most votes is considered the best idea or solution based on group consensus.

Table 1: Finding

Items / Elements	Voter1	Voter2	Voter3	Voter4	Voter5	Total item score		Percentage
Rank Priority				Voter Consensus				
Autoritatif	1	2	1	3	1	8	53.33 2	Not Suitable
Autoritarian	3	3	3	2	3	14	93.33 1	suitable
Permisif	2	1	1	1	1	6	40 3	Not Suitable

Using NGT in Educational Research: Insights from the Authoritative Parenting Study

The use of NGT in educational research has yielded significant insights, particularly in understanding the impact of authoritative parenting on adolescent self-identity development. Through a structured and methodical approach, NGT facilitates comprehensive idea generation, group discussion, and prioritization, making it an invaluable tool for reaching consensus among experts. Recent studies using NGT have indicated that students with authoritative parents demonstrate a stronger and healthier sense of self. This parenting style, characterized by warmth, responsiveness, and high expectations, fosters resilience and self-efficacy in adolescents. Empirical data collected through NGT revealed that all proposed constructs and items met the ideal threshold for expert consensus, with over 70% agreement among participating professionals. This high level of consensus underlines the reliability and validity of the findings, providing strong evidence for the positive effects of authoritative parenting on adolescent self-identity development.

The application of NGT in this context not only highlights its effectiveness in educational research but also underlines the critical role of parenting styles in shaping developmental outcomes. As evidenced by the study of Hussain et al. (2023), authoritative parenting appears to be an important factor in fostering well-adjusted and confident adolescents. As a result, using NGT in the same research effort can improve our understanding of the nuanced influence of parenting practices on adolescent development.

Discussion and Conclusion

The application of NGT in educational research provides a systematic and structured approach to understanding the impact of parenting styles on adolescent development. The rigorous nature of this method ensures that multiple perspectives are considered, leading to a comprehensive understanding of the topic. In this study, the use of NGT plays a vital role in identifying and prioritizing the main factors that affect the identity and self-confidence of teenagers.

Findings from this study underline the significant positive effects of authoritative parenting on the self-identity and self-confidence of teenagers. Authoritative parenting, characterized by a balance of responsiveness and demand, fosters an environment where adolescents feel valued and understood while also being encouraged to achieve their best. This parenting style encourages open communication, mutual respect, and clear expectations, all of which contribute to the development of a healthy self-identity and high self-esteem in adolescents.

By involving both experts and students through the NGT process, the study was able to prioritize key factors and formulate actionable recommendations that could inform parenting practices and educational strategies. The consensus reached through this process highlights the importance of authoritative parenting in nurturing well-rounded, confident and resilient teenagers. This has significant implications for parents, educators and policymakers who are invested in the optimal development of young individuals.

Encourage Authoritative Parenting: Parents should be encouraged to practice authoritative parenting practices. This involves being responsive and demanding, maintaining open lines of communication, setting clear boundaries, and offering consistent support and guidance.

Schools and community organizations should offer programs to educate parents about the benefits of authoritative parenting. These programs can provide practical strategies for implementing this parenting style effectively. Supportive Educational Environment: Educators should create a classroom environment that reflects the principles of authoritative parenting. This includes fostering respectful teacher-student relationships, encouraging student autonomy, and setting high academic and behavioral expectations.

Future research should expand on these findings by incorporating direct observation methods and involving more diverse participant demographics. This will increase the generalizability of the results and provide a deeper understanding of the mechanisms through which authoritative parenting impacts adolescent development.

This study is the first to use NGT in identifying parenting styles associated with adolescent self-identity, highlighting its importance in understanding developmental pathways to support stable communities and strong individual identities. The significant positive effects of authoritative parenting on adolescent self-identity and self-confidence provide valuable empirical support for the promotion of this parenting style. By prioritizing and acting on these findings, stakeholders can better support the healthy development of adolescents, ultimately contributing to a more stable and resilient society.

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