

Original Research Article

Differential Effects of Parental Education and Parental Occupation on Identity Development of Dharwad Pre-University College Students

ABSTRACT

A study was conducted among urban and rural Pre-University College students (16-18 years) who were randomly selected from four science coaching institutes of Dharwad taluk. A quantitative research method involving cross-sectional research design was used. Under it, firstly, a differential research design was used to know the differences in identity development of urban and rural Dharwad PUC students by their parents education and occupation. A random sample of 10 to 15 per cent were drawn from each class summing up to a total of 156 PUC-I and 156 PUC-II students from Dharwad science coaching institutes. Rural samples comprised of those students, who had completed their school education till Class-10th in their village and had come for PUC studies in coaching institutes of Dharwad located in urban area. Differential and correlational research designs were used to know the difference and relationship between identity development of PUC students and their parents education and occupation. Dimension of identity development scale was used to assess identity development of PUC students and general information schedule was used to gather basic information about respondents. Chi-square and ANOVA were used for statistical analysis. The results of the present study revealed that, father's education and occupation was not significantly associated with identity development of urban and rural PUC students. However, mother's education was significantly associated and differed with identity development of urban PUC students. Mother's occupation was also significantly associated and differed with identity development of urban and rural PUC students. Thus, there is a need to invest more on quality education of parents which can mitigate poor identity development of PUC students.

Keywords: Parents education, parents occupation, identity development, PUC students.

1. INTRODUCTION Adolescence is a period of life between childhood and adulthood. It is a fundamental period for adolescents identity development due to increased cognitive maturity and social exposure which together enable adolescents to fully explore the abstract nature of their complex identities. According to Erikson[1], the main social task of the adolescent is the search for a unique identity that is, the ability to answer the question, "Who am I?"

Aristotle once said, “Knowing yourself is the beginning of all wisdom”. It has the potential to be filled with discovery and wonder, curiosity and amazement, purpose and potential. Erikson [1] explained identity as “a structure to understand who one is, one’s sense of personal control, freedom and will along with coherence, consistency and a sense of harmony between the individual beliefs, values and commitment”. Successful identity development involves the reworking of childhood identifications into a larger and self-determined set of ideals and goals.

During this period, PUC students need maximum parents guidance and support to equip themselves with enough self-confidence to answer the question of “Who am I?” in a positive manner. Parents education and occupation plays a significant role in enhancing identity development of PUC students who otherwise, tends to remain in an identity confused status regarding their future career choice and goals if not properly guided.

Highly educated parents provide more opportunity to their children in experiencing different roles in an adult world while they act independently[2]. Parents continuous guidance, support and encouragement provides an inspiration and motivation to PUC students in keeping self-discipline towards their good conduct and realistic goal-setting.

Well-educated parents also act as a source of encouragement for their old children in getting well-acquainted with vast variety of career opportunities available in present era. It helps them to choose a career as per suitability of their talents, interest and personality. Such parents also listen their children viewpoints regarding their career choice and other identity related issues which reduces risk of identity crisis among them[3].

Level of parents occupation is also a major determinant of PUC students identity development. Well-settled parents provide a financial support to their children in meeting all their basic needs and also act as a role-model for them[3]. In contrast, busy schedules of parental employment or occupation causes less supervision by them towards their children activities and progress which severely impacts their developmental outcomes as well as their identity[4]. Rates of juvenile crime tripled during afternoon hours, when many young adolescents are unsupervised[5].

Thus, parents play an important role in guiding and nurturing adolescents in a manner by providing adolescents a strong support towards the changes that they face in their day-to-day life. The need to invest in adolescents is very important for their positive identity development and future well-being. There is limited research that has investigated the linkage of parents education and occupation on identity development of PUC students. Hence, the study was taken to understand the role of parents in identity development of PUC students

with an objective to assess the influence of parents education and occupation on identity development of Dharwad PUC students.

2. MATERIAL AND METHODS

2.1 Research design

A quantitative research method involving cross-sectional research design was used. Under it, firstly, a differential research design was used to know the differences in identity development of urban and rural Dharwad PUC students by their parents education and occupation. Secondly, a correlational research design was used to know the relationship of parents education and occupation with identity development of PUC students.

2.2 Measurement

Dimensions of identity development scale developed by Luyckx *et al.* in [6] was used to assess the identity development of adolescents. Scale consists of five dimensions that is, commitment making, exploration in breadth, ruminative exploration, identification with commitment and exploration in depth. Under each dimension, there were 5 items. Overall identity development included the sum total of all the identity dimension scores and categorized into low level (≤ 58), average level (59-92) and high level (≥ 93) of identity development.

2.3 Population and sample

The target population for the present study comprised of Pre-University College students (PUC-I and PUC-II) from urban and rural background. Students were in the age range of 16 to 18 years who were studying in different science coaching institutes of Dharwad (Karnataka). An overall 18 PUC science coaching institutes were identified in Dharwad through survey method which were then listed down. Out of overall coaching institutes, only 4 coaching institutes head gave permission for conducting research on PUC students. Thereafter, heads of each coaching institutes were contacted and permission was taken for conducting research on PUC students. A class-wise list of coaching students was also made and from each class, 10 to 15 percent students were selected randomly that included 156 students each from PUC-I and PUC-II classes. Thus, a total of 312 PUC students were selected for the study. Among PUC students, rural samples comprised of those students, who had completed their school education till Class-10th in their village and had come for PUC studies in coaching institutes of Dharwad while, urban students comprised of those who had been studying till Class-10th in urban area of Dharwad.

2.4 Data analysis

The collected data was analysed by using ANOVA, modified χ^2 and correlation in SPSS package.

3. RESULTS

A close perusal of Table 1 highlights the influence of father's education on identity development of urban and rural PUC students. As evident from Table 1, a significant difference was observed between identity development and father's education of Dharwad PUC students from both urban and rural areas where, in urban area students whose father were post-graduate had higher identity development (94.57) than those whose fathers were graduate (89.02) and 10th passed (80.00) while, in rural area students whose fathers were graduate scored higher (96.76) in identity development than those students whose fathers were 10th passed (92.09) and primary passed (84.50). However, father's education was not significantly associated with identity development of urban and rural PUC students.

Table 1. Influence of father's education on identity development of PUC students

N = 312

Locality	Father's Education	Identity development				Modified χ^2	Mean \pm SD	F-value
		Low	Average	High	Total			
Urban (160)	10 th passed	3 (9.68)	21 (67.74)	7 (22.58)	31 (100)	11.65 ^{N.S.}	80.00 \pm 40.45	10.74**
	Graduate	1 (1.20)	55 (66.27)	27 (32.53)	83 (100)		89.02 \pm 12.60	
	Post graduate	1 (2.17)	22 (47.83)	23 (50)	46 (100)		94.57 \pm 14.52	
Rural (152)	Primary passed	15 (65.22)	6 (26.08)	2 (8.70)	23 (100)	10.96 ^{N.S.}	84.50 \pm 18.48	8.26*
	10 th passed	54 (63.53)	27 (31.76)	4 (4.71)	85 (100)		92.09 \pm 16.13	
	Graduate	10 (22.73)	23 (52.27)	11 (25)	44 (100)		96.76 \pm 15.16	

Figures in parenthesis indicates percentage.

N.S.- Non-significant, *Significant at 0.05 level and **Significant at 0.01 level.

Results from Table 2 clearly highlights that, mother's education was significantly associated to identity development of urban Dharwad PUC students ($\chi^2 = 25.88$, $p \leq 0.01$). A significant difference was also noticed in identity development of urban Dharwad PUC students ($F = 9.97$, $p \leq 0.05$) where, students whose mothers were graduate (92.98) had significantly higher mean value of identity development than those whose mothers were 10th passed (82.52) and primary passed (83.90). However, no significant association and difference in identity

development of rural Dharwad PUC students was observed with respect to their mother's education.

Table 2. Influence of mother's education on identity development of PUC students (N=132)

Locality	Mother's Education	Identity development				Modified χ^2	Mean \pm SD	F-value
		Low	Average	High	Total			
Urban (160)	Primary passed	4 (10.53)	29 (76.32)	5 (13.16)	38 (100)	25.88**	83.90 \pm 15.56	9.97*
	10 th passed	0 (0)	25 (86.21)	4 (13.79)	29 (100)		82.52 \pm 12.82	
	Graduate	1 (1.08)	44 (47.31)	48 (51.61)	93 (100)		92.98 \pm 12.93	
Rural (152)	Illiterate	11 (55)	7 (35)	2 (10)	20 (100)	10.80 ^{N.S.}	92.75 \pm 14.99	1.19 ^{N.S.}
	Primary/Literate	15 (41.67)	17 (47.22)	4 (11.11)	36 (100)		91.14 \pm 16.80	
	Primary passed	21 (53.85)	13 (33.33)	5 (12.82)	39 (100)		90.31 \pm 16.91	
	10 th passed	26 (67.5)	9 (22.5)	5 (10)	40 (100)		91.92 \pm 17.25	
	Graduate	6 (35.29)	10 (58.83)	1 (5.88)	17 (100)		100.24 \pm 13.73	

Figures in parenthesis indicates percentage.

N.S.- Non-significant, *Significant at 0.05 level and **Significant at 0.01 level.

Findings from Table 3 clearly illustrates that, father's occupation was not significantly associated with identity development of urban and rural Dharwad PUC students. However, a significant mean difference was observed between identity development and father's occupation of urban and rural Dharwad PUC students where, urban PUC students whose fathers were central/state government employee scored higher in identity development (92.21) than students whose fathers were private sector employee (86.29) and businessman (76.47) while, rural PUC students whose fathers were private sector employee scored significantly higher (95.16) in identity development than those students whose fathers were self-employed (93.89) and businessman (89.58).

Table 3. Influence of father's occupation on identity development of urban and rural PUC students

N = 312

Locality	Fathers occupation	Identity development				Modified χ^2	Mean \pm SD	F-value
		Low	Average	High	Total			
Dharwad (N = 312)								
	Businessman	2 (11.76)	11 (64.71)	4 (23.53)	17 (100)		76.47 \pm 13.70	10.95**
	Private sector	1	31	13	45		86.29 \pm 12.18	

Urban (n = 160)	employee	(2.22)	(68.89)	(28.89)	(100)	7.29 ^{N.S.}	92.21 ± 14.06	
	Central/ state government employee	2 (2.04)	56 (57.14)	40 (40.82)	98 (100)			
Rural (n = 152)	Self-employed (income > Rs. 5,000)	18 (62.07)	9 (31.03)	2 (6.90)	29 (100)	14.95 ^{N.S.}	93.89 ± 16.94	6.05*
	Businessman	49 (60.49)	30 (37.04)	2 (2.47)	81 (100)		89.58 ± 16.58	
	Private sector employee	12 (28.57)	17 (40.48)	13 (30.95)	42 (100)		95.16 ± 15.98	

Figures in parenthesis indicates percentage.

N.S.- Non-significant, *Significant at 0.05 level and **Significant at 0.01 level.

Results presented in Table 4 clearly highlights that mother's occupation was significantly associated and differed with identity development of urban ($\chi^2 = 24.30$, $p \leq 0.05$) and rural PUC students ($\chi^2 = 16.19$, $p \leq 0.05$) where, students whose mother's had higher occupational status (central/state government employee in urban area and self-employed with income > Rs. 5000 in rural area) were having higher identity development. Among urban PUC students, majority of students whose mothers were central/state government employee had high level of identity development while, majority of students whose mothers were self-employed with income < Rs. 5,000 (47.37 %), self-employed with income > Rs. 5,000 (74.55 %), businesswoman or involved in farming (74.07 %) and private sector employee (60 %)

Locality	Mothers occupation	Identity development				Modified χ^2	Mean ± SD	value
		Low	Average	High	Total			
Urban (160)	Self-employed (income < Rs. 5,000).	2 (10.53)	9 (47.37)	8 (42.10)	19 (100)	24.30*	84.63 ± 22.38	3.48 ^{N.S.}
	Self-employed (income > Rs. 5000).	2 (3.63)	41 (74.55)	12 (21.82)	55 (100)		87.53 ± 12.63	
	Business/ farming	1 (3.70)	20 (74.07)	6 (22.23)	27 (100)		84.33 ± 15.32	
	Private sector employee	0 (0)	18 (60)	12 (40)	30 (100)		91.01 ± 11.15	
	Central/ state government employee	0 (0)	10 (34.48)	19 (65.52)	29 (100)		96.21 ± 9.76	
Rural (152)	Self-employed (income < Rs. 5,000).	21 (46.67)	18 (40)	6 (13.33)	45 (100)	16.19*	89.43 ± 18.22	3.72*
	Self-employed (income > Rs. 5000).	18 (64.29)	9 (32.14)	1 (3.57)	28 (100)		97.54 ± 12.55	
	Business/ farming	35 (54.69)	20 (31.25)	9 (14.06)	64 (100)		89.75 ± 17.35	
	Private sector employee	5 (33.33)	9 (60)	1 (6.67)	15 (100)		101.73 ± 5.65	

Table 4. Influence of mother's occupation on identity development of PUC students

Figures in parenthesis indicates percentage.

N.S.- Non-significant, *Significant at 0.05 level.

showed an average level of identity development while, among rural PUC students majority of students whose mothers were in private sector job (60 %) had an average level of identity development while, other students whose mother's were self-employed with income > Rs. 5000 (64.29 %), self-employed with income < Rs. 5000 (46.67 %), had business/farming (54.69 %) were found to be in low level of identity development.

4. DISCUSSION

Father and mother education had significant influence on identity development of PUC students where, higher percentage of students from both urban and rural area whose parents were post-graduate and graduate had higher identity development than their counterparts whose parents were less educated (Table 1 and Table 2). It may be because parents with high education provided a secure base and attachment to their children which enabled students to make authentic commitments and thus, resolved the situation of identity crises. Results are on par with the findings of Celen and Kushdil [7] who reported that as the level of parents education decreases their occurs decrease in identity development of adolescents. However, father's education level was not significantly associated with the identity development of PUC students from both urban and rural areas. Findings are in line with Dunkel et al. [8] and Piotrowski [9] results which revealed no significant relationship between identity and parents education level. Parents occupation had also its significant influence on students identity development. It might be because students whose parents had higher occupational status would have inspired their children for good career positions and they might have got more ample opportunities to explore their identity to the maximum. So, greater commitment and enhancement of their overall identity development than those students whose parents were having small occupation.

5. CONCLUSION

The study highlighted that parents education and occupation have important and far-reaching implications for PUC students identity development. Thus, there is a need to invest more on

quality education of parents which can mitigate poor identity development of PUC students. So, parents need to be educated to enhance the identity development of adolescents.

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