

**PARENTAL AND PEER INFLUENCE ON CAREER DECISION
MAKING SELF EFFICACY OF YOUTH AND ITS
RELATIONSHIP WITH THEIR IDENTITY DEVELOPMENT**

By

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LIST OF ABBREVIATIONS

CDMSE-SF	Career Decision Making Self Efficacy - Short Form
CDMSE	Career Decision Making Self Efficacy
DfES	Development for Education and Skills
EOM-EIS-2	The Extended Objective Measure of Ego Identity Status
IPPA-R	Inventory of Parent and Peer Attachment - Revised
NICEC	National Institute for Career Education and Counseling
OMEIS	Objective Measure of Ego Identity Status
Id-Dev	Identity Development

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ABSTRACT

Attachment, either parental or peer, is an eternal affectional bond of substantial intensity, and becomes of prime importance in the physical and psychological development of adolescents. This study was aimed to investigate the relationship of parental and peer attachment bonds with career decision making self efficacy (CDMSE) and identity development (Id-Dev) among adolescents and post-adolescents. The study was carried out in three phases: Phase-I constituted of evaluation of the language used in the instruments, Phase-II was a pilot study in which pre-testing of the scales was carried out to assess psychometric properties of the scales used in the main study, and also to see applicability of the research design, Phase-III covered the main study accomplishment. A criterion was formulated to screen the desired sample and the participants in the age range of 17 to 25 years belonging to middle socioeconomic class were included in the study. It was ensured that only those participants were included whose both parents were alive and living together. Care was also taken to include those participants who were day scholars and not residing in hostel. Non-probability purposive sampling was used in the main study of the research and total sample collected was 550 adolescents and post-adolescents studying in different government colleges and universities of Rawalpindi and Islamabad including both males (n = 300) and females (n = 250). All participants were asked to complete a separate demographic sheet so as to have a clear picture of their background. Scales used in study were Inventory of Parent and Peer Attachment-R (IPPA-R), Career Decision-Making Self-Efficacy Scale-Short Form (CDMSE-SF), and the Extended Objective Measure of Ego Identity Status (EOM-EIS-

2). Correlations, *t*-test, regression analysis was conducted for testing hypotheses. Predictability of variables i.e. predicting level of CDMSE & Id-Dev in relation to parental and peer attachment bonds was also assessed. Findings of the study revealed that there was a positive relationship among the variables studied (i.e. CDMSE & parental and peer attachment bonds & Id-Dev and parental as well as peer attachment bonds). It highlighted that when more and more parental and peer attachment bonds are there, more will be CDMSE that also influences a healthy Id-Dev of the youngsters. The outcome of this result signify the contribution of both parents well as peers attachment bonds in predicting CDMSE of adolescents and post-adolescents, however parental attachment bonds are more powerful in prediction of CDMSE as compared to peers attachment bonds. Results of present study denote, both parents and peers attachment bonds play their role in prediction of Id-Dev among adolescents & post-adolescents yet peer attachment bonds more powerfully predict Id-Dev in comparison to parental attachment bonds. Findings of present study suggested that females were relatively more involved in maintaining interpersonal identity as compared to males. The results of the study suggest the further need for clarifying how the parental and peer attachment works in different family structures with variable socioeconomic background and covering different age groups of the sample

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Chapter-I

INTRODUCTION

Attachment is by definition, a long lasting affiliation bond of considerable intensity. A relationship of affiliation to one's family and one's personality & wellbeing has been considered to be an issue of interest in developmental psychology.. The central value of the family as a primary issue for individual's development has been presented for children (Bronfenbrenner, 1990) & adults (Stinnett, Walters, & Stinnett, 1991). The issue of attachment becomes of great and basic importance in adolescent's lives because adolescence is the period of psychological and social transition between childhood & adulthood. Speaking about physical development adolescents are still under influence of inherited genes, but now this inheritance combines with new circumstances of family, parents and friendships. The influence of peers has also been considered to be a strong influential element in the lives of adolescents as they spend much more time with their friends than families. They prefer those friends who like them, and consider them in an acceptable scenario. Career development and Id-Dev are of great importance in this time period.

Defining Career and Career Development

Career is referred to those activities which are involved in job as well as to other activities related to life time of work. Engels, (1994) states, "Career Development as defined by American Counseling Association is the total

constellation of psychological, sociological, educational, physical, economic and chance factors that combine to influence the nature and significance of work in the total life span of any given individual” .

According to Super's career development theory, “An individual's career is often viewed as an expression of the individual's self-concept”. (Super, Starishevsky, Matlin, & Jordaan, 1963). As far as career is concerned it is an expression of an interdependent self which is connected with other close ones. Hofstede (1991).mentions, that this interdependent view of self is prevalent in collectivistic cultures like Pakistan’s.

Factors Influencing Career Development

A lot many factors can contribute to career development among adolescents. Those can be the factors within any individual or within the family (Flouri & Buchanan, 2002). According to Santos & Coimbra, (2000) “the role of family as a fundamental influence in the career development of adolescents has been stressed by some classic theories of career development and choice”.

Career development among adolescents is found to be relevant to both mental as well as physical health (DeGoede, Spruijt, Iedema, & Meeus, 1999). Research has presented a rationale for equal measures of self-efficacy for various career related activities (Betz, & Rottinghaus, 2006). A number of studies have explored the relationship of attachment variables which can express the quality of the career decision making process like CDMSE (Wright & Perrone, 2010). As far as individual

factors are concerned, career ambitions have consistently found to be related to high SES, self-esteem, self-efficacy, academic achievement (Mau, Domnick, & Ellsworth, 1995; McDonald & Jessell, 1992; Rojewski & Yang, 1997) & also intact families (Van Tassel-Baska, 1989). The effect of family on career development has been found to be a significant and relevant aspect for many career development theorists. In sociological perspectives of work and career development, family effects on career development are considered as a major variable as according to Hotchkiss & Borow, (1996) “The focus is on how family has an influence on development of work related attitudes and choices of youth” (p. 281-326). Mitchell and Krumboltz (1996) suggest, “environmental conditions and events are the factors that influence career paths”. In this regard, friends as well as peers who make up the close & immediate social network have an important contribution

Parental and Peers Influence on Career Development

Selection of career can be a challenging task for youngsters who must keep an balance between their own interests & with what is acceptable by their parents (Leong & Serafica, 1995). This task of deciding career is especially a challenge for those whose parents have a belief that only specific careers will give success to their children. Career concerns are presented by youth more than their personal problems in cases of seeking career guidance (Tracey, Leong, & Glidden, 1986); so, it is essential to get an understanding of the variables which have an influence on career decision-making process.

Although, it is not necessary that parents compulsarily try to influence their children’s specific career choices but they are actively influential in wide range of

career development areas (Young and Friesen 1992) parents' support and pressure (Liu,1998) as well as perceived expectation of parents have been related to career aspirations in adolescents (Mau, Domnick, & Ellsworth, 1995; Rojewski & Yang, 1997). Evans & Hines (1997) and Williamson (1997) have shown through research that supportive elements in environments of adolescents especially parents' support have a mediating influence, and it serves as a buffer against any problem in the pace of career and educational development

Pakistan is mainly a collectivistic culture, which is hierarchical in nature. Like other collectivist societies, parents in Pakistani society also have a great influence in making decisions about their children's career and marriage (Hui & Triandis, 1986). Research within Pakistani context indicates that along with work motivation and socio-economic status of the families, parental involvement has a profound effect on occupational aspiration and career motivation among female medical students (Furdose, (2005).

Researchers suggest that for Asians, parents have a great impact in making career choices for their children. Asian Americans are more in favour of following their parents' advice on careers in comparison to European Americans (Leong & Serafica, 1995). Both the parents influence the socialization of their children, and career development is an important element of the process of socialization (Sigelman & Shaffer, 1995).

As far as gender difference are concerned, researchers (Blustein, Walbridge, Freidlander, and Palladino 1991, Wolfe & Betz, 2004)) has reported

differential attachments with mother and father regarding career decisions. Similarly attachment with peers is also found to be associated with career decision making differently among men and women.

The Education and Skills White Paper reported that young individuals are required to have some skills for making strong career choices (Department for Education and Skills DfES, 2005). In a 1996 NICEC (National Institute for Careers Education and Counseling) briefing paper, it was said that youngsters make career decisions under influence of different factors like parents, friends, relatives, teachers etc. Moreover, friends can provide many new ideas and job information but they can also have impact on making final career choices (NICEC, 1996).

It seems that in Pakistani society, peer influence is more related to gaining information about the job market and opportunities available for the youth. Parental influence is more likely to have an impact on finally choosing a career and pursuing the goals.

Mechanism of Parental and Peer Influence on Career Development

Although researchers and educational theorists do not deny the influence of parents & peers support on career decisions and development of adolescents but it was still not brought to the surface that what are the underlying mechanisms in this regard Bandura (1977) suggests that adolescents tend to opt for those vocational options for which they feel themselves more efficacious.

Bandura(1977, 1986) defines Self-efficacy as the belief in one's capability to perform certain task successfully. Moreover, self-efficacy is a learned behavior which is predicted by individuals response to personal performance achievements, modeling by others, emotional support by others and also verbal encouragement provided by others.

Bandura (1977) also suggested that it is one of major role of counselor to assist a client increasing self efficacy expectations by proper interventional target behaviors.

The adolescent's self efficacy development enables them to make career choices and perform in this regard (Bandura, 1999; Bandura, Barbaranelli, Vittorio Caprara, & Pastorelli, 2001). Hence, it is CDMSE which has got much interest by researchers and practitioners (Betz & Luzzo, 1996) and it is the main focus of present research.

The concept of self-efficacy was firstly applied to career psychology and counseling by Hackett and Betz (1981). For accurate clarity of CDMSE , it is essential to take an insightful look on self- efficacy theory.

Self-Efficacy Theory

Self-efficacy theory might be considered as a view of studying applicability of social learning / cognitive theory to vocational behavior (e.g., Krumboltz, Mitchell, & Jones, 1976; Lent, Brown, & Hackett (1994); Mitchell & Krumboltz, (1984). Self

efficacy expectations originally presented by Bandura (1977) are proposed as the main mediating elements of behavior as well as behavior change. These expectations are helpful in predicting behavior as an increase in these expectation likely increase approach rather avoidance of behavior whereas decrease in expectations will increase avoidance ----- approach of a behavior.

Although Bandura and his colleagues worked on role of self-efficacy expectations in origin and treatment of clinical syndromes (e.g., Bandura, Adams, & Beyer, 1977), this concept was further elaborated to career relevant behaviors for understanding and treating career development problems (Hackett & Betz, 1991, 1992). Betz, Borgen, and Harmon (1996) developed a self-efficacy measure, and Taylor and Betz (1983) developed CDMSE Scale.

Other researchers further expanded the applications of career self-efficacy theory to different extrinsic groups and specialties of education and career. A review article by Betz (2000) discusses the use of this theory as a base of assessing career and the issues involved in constructing measures based on this theory.

It was observed in research conducted in Pakistani culture regarding self-efficacy & self-esteem of the children that children in high self esteem groups performed significantly better at school than the children in other groups (Khalid, 1990). This study also elaborated that fathers' discriminatory attitude was negatively correlated, and mother's attitude had no relationship with the self-esteem of young women.

Gender Differences in Career Development

Majority of career development theories presented earlier were devoted to explain career development of men only without shedding light on gender differences, but we did not have a career development theory that shed light on gender differences. Only recently has there been an attempt to explore gender difference (Betz & Fitzgerald, 1987). One of the most promising theories that may lend itself to addressing gender differences is self-efficacy theory presented by Hackett & Betz's in 1981, that was based on notions of social learning theory by Bandura's (1977, 1986).

Social learning theory of Bandura (1989) emphasizes that self efficacy determines this fact that either any individual will make an effort to perform a certain task or not. Self efficacy also signifies that how much intense an individual's attempt will be.

According to Hackett and Betz (1981) those women who perceive their self efficacy to be low may not take an initiative to make career decision and thus they avoid such activity. On the other hand men do show ease in selecting a career some times, though they may give more importance to their careers and may have difficulty in adopting a different male role at work (Stein, 1982).

Research conducted in Pakistani culture indicated that daughters of professional mothers perceived fewer barriers to start their careers as compared to the daughters of the mothers who were homemaker (Yaqoob, 2005). Similarly, Girls

showed more aspirations for traditionally male occupations whereas boys showed least aspirations for traditionally women's occupations (Aziz, 2001).

According to Hofstede (1983 & 1991) Pakistani culture is collectivist and Gilani (1995) suggests that this culture is male dominated and hierarchical in nature. Here arises a need to explore the differences between men and women and to investigate that what are the factors that contribute towards these differences. So, current research is aimed to explore gender differences regarding CDMSE among adolescents and post adolescents.

Identity Development

Erikson (1968) suggests that Id-Dev is main stage of psychological development which comes in adolescence. It is the fifth stage i.e. identity achievement vs. role confusion. This stage has been area of specific interest (Streitmatter, 1993).

Defining Identity and Identity Development

Identity is an important developmental aspect of adolescents (Miller, 1989). A lot many studies have focused on the relationship of identity formation with familial variables (Kroger, 2000). These family interactions along with warmth and acceptance in these interactions have been found to be associated with Id-Dev among adolescents (Conger & Galambos, 1997, Hauser, Powers, Noam, Jacobson, Weiss, & Follansbee, 1984). The context of immediate social networks which include peer and

friends are also found to be influential in Id-Dev. So this study is aimed to investigate relationship of identity formation in different social networks.

Marcia's Identity Status Model

Marcia suggests that identity is an ego structure (Meeus, 1995) and Erikson refers it to be sameness and sharing some essential characters with others (Erikson, 1956).

According to Marcia, youth experience identity crisis in adolescence which they resolve by making certain choices in different domains of life. In Marcia's identity status model, the core variables are exploration and commitment on basis of which adolescents are distributed across four identity statuses (Meeus, 1995).

Exploration refers to search for alternatives while *Commitment* refers to choice of particular choices regarding different issues of life.

Description of Identity Statuses

Marcia (1994) describes these statuses in this way that *identity diffused* persons have neither any exploration nor any commitment while *identity foreclosed* persons are those who have made commitment but totally under influence of significant others. On the other hand, *identity moratorium* persons are in phase of active exploration and try to make commitments while *identity achieved* ones are

those who have successfully gone through active exploration and made solid commitments (Marcia, 1994).

Many studies have been conducted on this concept of Id-Dev since this concept was introduced by Erikson. It has been explored that identity is formed in response to experiences of biological and psychological development in relevance to regulations the individual receives in social contact (Bergh & Erling, 2005). Therefore it is required to study the important concept of Id-Dev in relation to the social context of an individual. Parents and peers maintain the immediate social context of an individual.

Parents & Peers Influence on Id-Dev

Western literature thoroughly describes the impact of family environment, parental influence, parental attachment, and parenting style etc. on Id-Dev (Adams & Jones, 1983; Grotevant & Cooper, 1985; Matos, Barbosa, Almeida, & Costa, 1999; Meeus, Oosterwegel, & Vollebergh, 2002; Samuolis, Layburn, & Schiaffino, 2001; Weinmann & Newcombe, 1990). Adams (1985) reports that supportive parental child relations play role in progress towards identity achievement. According to Kamptner (1988) it is warmth and autonomy in family which can enhance Id-Dev among adolescents.

The sense of relatedness and monitoring the adolescent's behavior are important components of Id-Dev among adolescents. In a health relationship between parents and adolescents, the adolescents can safely involve themselves in identity

exploration without facing any specific relatedness (Allen, Hauser, Bell, & O'Connor, 1994).

Attachment to parents goes on through adolescence (O'Koon, 1997). Ideally parents remain involved in choosing and committing to personal goals. Those parents who keep knowledge of their children's activities are not viewed by their kids as dominating or interrupting rather considered as concerned (Sartor, 2002).

In short, adolescence is a time which is a period of exploration and it cannot be successfully completed without establishing a supportive relationship between parents and their children (Sartor, 2002).

Peer group is a major element in Id-Dev among adolescents. This group becomes more significant in adolescence (Conger, 1973). Because adolescence is a time when many changes take place and adolescents can achieve identity by getting a sense of social status among their friends and peer group (Douvan, 1966).

Peer groups not only provide emotional support to adolescents but also this group gives them the status they need to achieve identity (Cotterell, 1996). When they observe others in their peer group they feel relaxed by knowing that their friends also feel and think in same way. Their happy friendship enables them to view themselves positively and maintain higher level of social skills (Savin-Williams & Berndt, 1990).

For development of a good social identity, peer system is very helpful as this system provides a temporary identity to an individual while moving towards a

concrete personal identity. By finding a group that best fits an individual he/she learns more about identity along with others in their peer group.

Gender Differences in relevance to Id-Dev

Exploration of gender difference in Id-Dev is a complex issue. Sometimes these differences are on importance of exploration and commitment, age, cohort etc. (Pastorino, 1997).

As parent-child relationships and parenting styles are different in different cultures therefore some gender differences exist in different cultures (Meeus, Iedema, Helsen, & Vollebergh, 1999; Sartor & Youniss, 2002; Cramer, 2000; Forbes & Aston, 1998; Meeus, 1996).

Family structure has a great contribution to the Id-Dev of adolescents. Perosa, Perosa, and Tam (1996) studied role played by family structure on Id-Dev and found that family structure can influence Id-Dev.

Research conducted in Pakistani cultural context noted significant difference among urban and rural adolescents on five domains of identity i.e. Religion, Ideology, Politics, Dating, and Gender Roles, with the exception of Friendship. However, no gender differences were found in this regard (Awan, 2004).

A research suggests that the social context of Id-Dev distributes domains of Id-Dev into ideological and interpersonal domains. Interpersonal domains reflect

relational orientation while ideological domains reflects more public context of religion, politics etc. (Pastorino, 1997).

Different studies have conducted to explore gender differences in Id-Dev. Some studies report similarities and some others the differences. Differences found are relevant to domains of Id-Dev i.e. males are more inclined towards ideological domain while females towards interpersonal Id-Dev.

Gilligan (1979) describes that females tend to define themselves through relationships with others while traditional masculine line of expressing self among males is ideological identity domains. Noddings (1983) also noted that females use relationship oriented self definition while males use objective self definition.

Research in Pakistani culture suggested that females scored higher on dimensions of nurturance, affiliation, gender identity, whereas, males scored higher on religion, sports and opposite sex (Rafiq, 1991). Similarly, it was also noted that more girls were identity achieved on relationship specific domains of identity as compared to the ideological and occupational domains (Gilani, 2005).

Slight genders differences also found in time and sequencing of Id-Dev. Males achieve identity during late adolescents while females may delay event after child bearing has completed (Patterson, Sochting, & Marcia, 1992)

Hence all of this varied information takes an important place in the understanding of a complex issue of gender differences regarding Id-Dev which is attempted to be examined in the present study.

In summary, literature supports that parental and peer attachment bonds have a great influence on personality development of individuals. The research conducted in Pakistani culture suggests that overall parental acceptance-rejection seems to be strongly associated in offspring's health, well-being and other psychological problems (Khaleque, 2002).

Keeping in perspective the family structure in Pakistani society, it would be interesting to note the process of Id-Dev and CDMSE of Pakistani youngsters. Family structure is predominantly extended as opposed to the Western style of nuclear family system that typically include mother, father, and children below the age of 18 years. Typical Pakistani household has more than the immediate family members living under the same roof, it may include grand parents, aunts, uncles, and in some cases, older siblings, sisters-in-law, nephews and nieces (Quddus, 1989).

Due to the strong emphasis on role of parental and peer attachment bonds in career development and Id-Dev, the present study is an attempt to examine how family and the notion of self linked to others, influence CDMSE. Keeping in perspective the gender differences, this study is designed to examine the relationships of the parental & peer attachment bonds to CDMSE and Id-Dev among adolescents and post adolescents.

Chapter-II**METHOD****Objectives:**

1. To explore the influence of parents and peers attachment on CDMSE of adolescents and post adolescents.
2. To find out the gender differences regarding parental and peers attachment on CDMSE of adolescents and post adolescents.
3. To investigate the influence of parents and peers attachment on Id-Dev of adolescents and post adolescents.
4. To explore gender differences regarding the influence of parents and peers attachment on Id-Dev of adolescents and post adolescents.
5. To explore gender differences on relationship specific domains of identity.
6. To assess the role of parental and peer attachment bonds in terms of predicting CDMSE and Id-Dev of adolescents and post adolescents.

Hypotheses:

1. Parental attachment bonds will be positively associated with CDMSE of adolescents and post-adolescents.
2. Peer attachment bonds will be related positively to CDMSE of adolescents and post-adolescents.

3. Parental attachment bonds will be positively related to Id-Dev of adolescents and post-adolescents.
4. Peer attachment bonds will be positively associated with id-Dev of adolescents and post-adolescents.
5. Female respondents will score higher on relationship specific domains of identity as compared to their male counterparts.
6. Parental and peer attachment will be predictive of CDMSE of adolescents and post adolescents.
7. Parental and peer attachment will be predictive of Id-Dev of adolescents and post adolescents.

Operational Definitions of Variables:

Parental and Peer Attachment Bonds

Inventory of Parent and Peer Attachment-Revised (IPPA-R; Armsden & Greenberg, 1987) was used for assessment of parental and peer influence on adolescents and post-adolescents. Total scores are calculated by taking the sum of the scores on all items after reverse scoring of items assessing alienation. Higher scores indicate higher levels of attachment bonds to parents or peers (Michael & Jonathan, 2002).

Career Decision-Making Self-Efficacy

Short form of CDMSE scale (Betz, Klein, & Taylor, 1996) was used to

measure the construct of CDMSE among adolescents and post-adolescents. Higher scores are indicative of higher levels of CDMSE (Wolfe & Betz, 2004).

Identity Development

The Extended Objective Measure of Ego Identity Status (EOM-EIS-2; Bennion & Adams, 1986) was used for assessment of Id-Dev of adolescents and post-adolescents. Both ideological and interpersonal identity areas have four levels or statuses of Id-Dev i.e. Identity Achieved, Foreclosure, Moratorium, and Diffusion. The total score for each status was obtained by summing across the sub-scales scores (Cakir & Aydin, 2005). Higher scores are indicative of higher levels of Id-Dev.

Interpersonal Identity Development

The same Measure (i.e. EOM-EIS-2) was used to assess the interpersonal Id-Dev of adolescents and post-adolescents. Three domains of interpersonal relationship were included i.e. Friendship, Sex-Roles and Dating. The total score for interpersonal identity status was obtained by summing across the scores of the sub-scales (Cakir & Aydin, 2005). Higher scores indicate higher levels of Interpersonal Id-Dev. There are no reverse scored items in this scale.

Instruments:***Inventory of Parent and Peer Attachment-R (IPPA-R)***

Inventory of Parent and Peer Attachment-R (IPPA-R; Armsden & Greenberg, 1987) was used to measure the influence of parental attachments and friendship bonds. This 75-item measure comprises of three separate 25-item scales developed to measure the quality of maternal, paternal, and friendship bonds. Each scale contains items assessing trust ("My mother/father trust my judgment"), quality of communication ("I tell my parents or friends about my problems and troubles"), and alienation ("My mother/father has her own problems so I don't bother her with mine"). Participants respond to items on a 5-point Likert type format that ranges from almost never or never true (1) to almost always or always true (5). Total score is obtained by summing the scores across all items and the score of this inventory ranges from 75 to 375. i.e the minimum score can be 75 and the maximum can be 375. The higher score means the higher level of attachment with parents or peers and the lower score means the lower level of attachment to parents or peers. Moreover all the items assessing alienation are reverse items and are therefore reversely scored.

Short form of Career Decision-Making Self-Efficacy Scale (CDMSE-SF)

Short form of CDMSE Scale (CDMSE-SF; Betz et al., 1996) was used for measuring CDMSE. This scale consists of 25 items to which participants respond on a 5-level confidence continuum, ranging from no confidence at all (1) to complete confidence (5). Confidence scores are summed across all 25 items, and higher scores

are indicative of higher levels of CDMSE. The total score range of the scale is from 25 to 125 which means that the minimum score can be 25 while the maximum can be 125. There is no reverse item present in the scale.

The Extended Objective Measure of Ego Identity Status (EOM-EIS-2)

The Extended Objective Measure of Ego Identity Status (EOM-EIS-2; Bennion & Adams, 1986) was used to measure the ego identity status. EOM-EIS-2 is a 64-item self-report questionnaire that measures interpersonal identity and ideological identity based on responses measured on a 6-point likert scale ranging from 1 (strongly agree) to 6 (strongly disagree). (The authors have recommended to recode all the items before analysis on a 6-point likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Interpersonal identity encompasses friendship, dating, gender roles, and recreational activities. Ideological identity includes occupation, religion, politics, and lifestyle.

Both ideological and interpersonal identity areas have four subscales: identity achievement, foreclosure, moratorium, and diffusion. Each subscale consists of eight items. The total score for each identity status is obtained by summing across the subscale scores. The score range of the scale is from 64 to 384 i.e. the minimum score can be 64 while the maximum can be 384. The higher score indicates higher level of Id-Dev, and the lower scores indicate lower level of Id-Dev. There are no reverse score items in the scale.

Phase I: Pilot Study

Before moving towards pilot and main study the instruments used in the study i.e., Inventory of Parent and Peer Attachment-R (IPPA-R; Armsden & Greenberg, 1987), CDMSE Scale-Short Form (CDMSE-SF; Betz et al., 1996) and the Extended Objective Measure of Ego Identity Status (EOM-EIS-2; Bennion & Adams, 1986), were reviewed to check their comprehension and clarity for the selected population. This was done by selecting the sample of 10 adolescents and post-adolescents ranging in age from 17 to 25 years. Sample included 5 males and 5 females.

Responses of sample were judged by experts which included bi-lingual experts from different specializations i.e. two Ph.D. scholars, two M.Phil. scholars, and two English language college lecturers. The judges concluded that no other change was required in any scale except for one word in the Extended Objective Measure of Ego Identity Status (EOM-EIS-2). They recommended that the word ‘church’ should be replaced with the word ‘religious place’ to make it appropriate for the intended sample.

After the evaluation of instruments, a pilot study was conducted in order to observe the suitability of the instruments for the selected population as well as to ensure the psychometric properties of the scales used in the current study.

Sample

The sample of the pilot study comprised of 50 individuals studying in different

government colleges and universities of Rawalpindi and Islamabad. The participants were chosen through purposive sampling technique. The sample included both males and females who fell in the age range of 17 to 25 years. In order to have a matched sample, only those individuals were included who were living with their biological parents at the time of the research, and had intact families. This was done to avoid possible effects of broken families or single parenting on their personalities and their CDMSE. Also, there were more day scholars available for the research compared to the students who resided in the university residences or hostels, so in order to have matched sample, only day scholars were included in the sample. The participants belonged to middle socioeconomic class, which was checked through their parents' monthly income and their areas of residence. Along with that, a questionnaire used in a Gallup Survey (Gallup Source Book on Pakistani Consumer 2004-2005, Gallup Pakistan) was also used to have a clearer picture of their socio economic status.

Procedure

Before approaching the sample, permission was obtained from the higher authorities of the target institutions. After receiving the permission, only those students were identified who fell within the inclusion criteria. Initial information about the sample was collected from the teachers and concerned authorities. This information supported the inclusion of only those 17 to 25 year old students whose both parents were alive and who belonged to middle socio-economic class.

Besides the written instructions at the beginning of each scale, the respondents were verbally instructed about how to respond to various items of each scale. They

were requested to read each statement carefully and respond as honestly and accurately as possible by choosing the option that is closest to their personal experiences. The respondents were assured that the information they provide would only be used for research purposes and will be treated as strictly confidential.

Results of the Pilot Study

As mentioned earlier, pilot study was undertaken in order to establish the psychometric properties of the instruments. For this purpose, reliability estimates of the scales were computed and the internal consistency of the instruments was ensured. Moreover, item total correlations were also computed for each of the scale for identifying the items that might not be contributing to the measurement of their respective constructs. Table 1 to table 4 presents the findings of the pilot study.

Item Total Correlations of the Scales

Item-total Correlations of all the scales were computed to analyze each item in order to check whether all the items were significantly measuring their respective constructs. For this purpose all the items of each scale were individually correlated with the total score of their corresponding scale.

Table 1*Item Total Correlations of Inventory of Parent and Peer Attachment-R (IPPA-R)**(N=50)*

Item No.	<i>r</i>	Item No.	<i>r</i>
1	.60**	20	.48**
2	.54**	21	.62**
3	.26*	22	.40**
4	.53**	23	.46**
5	.46**	24	.36*
6	.31*	25	.49**
7	.46**	26	.49**
8	.40**	27	.55**
9	.32*	28	.30*
10	.23	29	.26
11	.30*	30	.44**
12	.41**	31	.37**
13	.31*	32	.22
14	.24	33	.47**
15	.37**	34	.16
16	.46**	35	.38**
17	.51**	36	.38**
18	.40**	37	.54**
19	.46**	38	.50**

Continued...

Item No.	<i>r</i>	Item No.	<i>r</i>
39	.40**	58	.51**
40	.40**	59	.34*
41	.52**	60	.33*
42	.21	61	.31*
43	.35*	62	.58**
44	.51**	63	.61**
45	.58**	64	.64**
46	.57**	65	.65**
47	.24	66	.51**
48	.44**	67	.73**
49	.37**	68	.11
50	.55**	69	.38**
51	.45**	70	.41**
52	.54**	71	.61**
53	.49**	72	.14
54	.22	73	.21
55	.26	74	.54**
56	.60**	75	.55**
57	.55**		

* $p < .05$, ** $p < .01$

Table-1 indicates that all the items of Inventory of Parent and Peer

Attachment-R (IPPA-R) were significantly and positively correlated with total score of the inventory ranging from .11 to .73 ($p < .05$, $p < .01$) except twelve items, which showed non-significant low correlation with the total score of the scale. The items having non-significant low correlation are 10, 14, 29, 32, 34, 42, 47, 54, 55, 68, 72, 73 (See Table 1).

Table 2

Item Total Correlations of CDMSE Scale-Short Form

(CDMSE-SF) ($N=50$)

Item No.	<i>R</i>	Item No.	<i>r</i>
1	.44**	14	.40**
2	.06	15	.34*
3	.48**	16	.19
4	.52**	17	.43**
5	.72**	18	.45**
6	.25	19	.54**
7	.33*	20	.50**
8	.22	21	.56**
9	.71**	22	.55**
10	.28*	23	.33*
11	.22	24	.53**
12	.32*	25	.42**
13	.46**		

* $p < .05$, ** $p < .01$

Table-2 indicates that all the items of CDMSE Scale-Short Form (CDMSE-SF) were significantly and positively correlated with total score of the scale ranging from .06 to .72 ($p < .05$, $p < .01$) except five items, which showed non-significant low correlation with the total score of the scale. The items having non-significant low correlation are 2,6,8,11,16 (see Table 2).

Table 3

Item Total Correlations of the Extended Objective Measure of Ego Identity Status (EOM-EIS-2) (N=50)

Item No.	<i>r</i>	Item No.	<i>r</i>
1	.33*	12	.49**
2	.36**	13	.24
3	.47**	14	.15
4	.29*	15	.37**
5	.48**	16	.42**
6	.27	17	.64**
7	.09*	18	.12
8	.55**	19	.59**
9	.21	20	.07
10	.32*	21	.68**
11	.37**	22	.28

Continued...

Item No.	<i>r</i>	Item No.	<i>r</i>
23	.47**	44	.31*
24	.65**	45	.12
25	.47**	46	.25
26	.50**	47	.50**
27	.50**	48	.36**
28	.52**	49	.14
29	.55	50	.51**
30	.32*	51	.31*
31	.48**	52	.25
32	.55**	53	.32*
33	.17	54	.15
34	.30*	55	.30*
35	.39**	56	.42**
36	.39**	57	.46**
37	.74**	58	.31*
38	.64**	59	.35*
39	.58**	60	.35*
40	.34*	61	.33*
41	.41**	62	.59**
42	.07	63	.66**
43	.53**	64	.35*

* $p < .05$, ** $p < .01$

Table-3 indicates that all the items of the Extended Objective Measure of Ego

Identity Status (EOM-EIS-2) were significantly and positively correlated with total score of the scale ranging from .07 to .74 ($p < .05$, $p < .01$) except the fourteen items, which showed non-significant low correlation with the total score of the scale. The items having non-significant low correlation are 6, 9, 13, 14, 18, 20, 22, 33, 42, 45, 46, 49, 52, and 54 (see Table 3).

Alpha Reliability Estimates of the Instruments Used in the Study

Alpha reliability estimates were computed for all the scales, which were to be used in the present research. All the alpha coefficient values are presented in table 4.

Table 4

Alpha Coefficient Values of Inventory of Parent and Peer Attachment-R (IPPA-R), CDMSE Scale-Short Form (CDMSE-SF) & the Extended Objective Measure of Ego Identity Status (EOM-EIS-2) (N = 50)

Scales/Subscales	No of Items	Alpha Coefficients
<i>Inventory of Parent and Peer Attachment-R (IPPA-R)</i>	75	.93
Trust Subscale	30	.86
Communication Subscale	26	.86
Alienation Subscale	19	.79
CDMSE Scale-Short Form (CDMSE-SF)	25	.79
The Extended Objective Measure of Ego Identity Status (EOM-EIS-2)	64	.91
Identity Diffusion Subscale	16	.70
Identity Foreclosure Subscale	16	.88
Identity Moratorium Subscale	16	.75
Identity Achievement Subscale	16	.70

The alpha reliability estimates as presented in table 4 signified that all the scales/subscales that were to be used in the current study were internally consistent

and could be reliable measures of the constructs that were supposed to be measured. The magnitude of alpha coefficients ranged from .70 to .93 (see Table 4). In this way all the coefficients were indicating good estimates of reliability.

From the results above, we can easily conclude that all the measures selected for the present research have sound psychometric properties and the research design can be used with confidence in the main study to test the above-mentioned hypotheses.

Phase II: Main Study

Sample

The sample of the main study comprised of 550 individuals studying in different government colleges and universities of Rawalpindi and Islamabad. The participants were chosen through non-probability purposive sampling technique. The inclusion criterion is as follows:

- Both males and females were included who were in the age range of 17 to 25 years.
- In order to have a matched sample, only those individuals were included whose both parents were alive, and living together, in order to avoid any possible effects of broken families or single parenting

- Data was collected from only those students who were day scholars and were not living in the university residence.
- All the participants belonged to middle socioeconomic class; this was done to avoid the effects of class differences upon the results.

Table 5*Number and percentages of male and female respondents (N=550)*

Gender of Respondents	Total Number	Percentage
Male respondents	300	54.5
Female respondents	250	45.5
Age of the participants		
17 – 19 years	271	49.3
20 – 22 years	206	37.4
23 – 25 years	73	13.3
No. of respondents and the work status of their mothers		
Working	56	10.2
Non-working	485	88.2
Retired	9	1.6
No. of respondents and the work status of their fathers		
Working	414	75.3
Non-working	26	4.7
Retired	110	20.0
No. of respondents in joint and nuclear family systems		
Joint Family System	170	31
Nuclear Family System	380	69

In the present study 54.5 % respondents were males and 45.5% of them were females (Table-5). Majority of the respondents were within the age range of 17 to 19 years (49.3 %) and 37.4 % were within the age range of 20 to 22 years while 13.3% were within the age range of 23 to 25 years (Table-5). In the present study majority of mothers of respondents i.e. 88.2% were non-working and 10.2% were working while 1.6% were retired. (Table-5) Findings of study reveal that majority of fathers of respondents i.e. 75.3% were working and 20% were retired while 4.7% were non-working.(Table-5). In the present study majority of respondents i.e. 69% belonged to nuclear family system while 31% belonged to joint family system. (Table-5)

Instruments

Instruments which were pilot tested in the second phase of present research were used in main study i.e. Inventory of Parent and Peer Attachment-R (IPPA-R), CDMSE Scale-Short Form (CDMSE-SF), and the Extended Objective Measure of Ego Identity Status (EOM-EIS-2).

Procedure

Permission was obtained from the authorities of the target institutions to allow the researcher to collect data from the students of their institutions. Research purpose was explained to the authorities and they were assured about the confidentiality of the information collected and were told that the research is being conducted for academic purposes only. After getting the permission, the participants who fulfilled the inclusion criteria were identified and were approached. The research purpose was

explained to them as well.

As a first step, information was gathered on a demographic sheet separately from participants to have a clear view of their background. All the participants were assured of the confidentiality of the information gathered from them. The scales were administered in a group of participants collectively in their respective institutions. All the scales were handed in and they filled each one of them in the researcher's presence.

All the potential samples had a choice to give the responses or to decline. The willing participants were given written as well as verbal instructions about how to respond to various items of each scale. They were requested to read each statement carefully and respond as truthfully as possible by choosing the option that comes closest to their personal experiences. Moreover, the respondents were assured that the information they provide would only be used for research purposes and will be treated as strictly confidential.

Inventory of Parent and Peer Attachment-R (IPPA-R), was first given to the participants. After they completed it and handed over to the researcher, the CDMSE Scale-Short Form (CDMSE-SF), and the Extended Objective Measure of Ego Identity Status (EOM-EIS-2) were administered one after another. Average time taken by each group of participants was 45 minutes. All the participants easily understood each item of the scale and did not have any problem while working on them. Most of the participants showed great interest in the research questions and were curious about the results of the study. They also wrote their email addresses on

the demographic sheet in order to be informed about the results of the research after completion. They were told that the results of the research would be communicated to them.

RESULTS

The purpose of this study was to assess parental and peer influence on CDMSE of youth and its relationship with their Id-Dev. A number of statistical procedures were utilized including correlations, t-test, and regression analysis, to test the hypotheses. Predictability of variables i.e., CDMSE and Id-Dev in relation to parental and peer attachment bonds was also assessed. In the following sections, we will first present the reliabilities of the measures based on the sample of the main study. After that, descriptive and inferential statistics of the data will be presented.

Table 6

Alpha Coefficient Values of Inventory of Parent and Peer Attachment-R (IPPA-R), CDMSE Scale-Short Form (CDMSE-SF) & the Extended Objective Measure of Ego Identity Status (EOM-EIS-2) (N = 550)

Scales/Subscales	No of Items	Alpha Coefficients
<i>Inventory of Parent and Peer Attachment-R (IPPA-R)</i>	75	.77
<i>Trust Subscale</i>	30	.70
Communication Subscale	26	.50
Alienation Subscale	19	.80
CDMSE Scale-Short Form (CDMSE-SF)	25	.70
The Extended Objective Measure of Ego Identity Status (EOM-EIS-2)	64	.87
Identity Diffusion Subscale	16	.60
Identity Foreclosure Subscale	16	.71
Identity Moratorium Subscale	16	.70
Identity Achievement Subscale	16	.73

The alpha reliability estimates show that Inventory of Parent and Peer Attachment-R (IPPA-R) was a reliable tool to assess parental and peer attachment

bonds of all participants of the study. Alpha Coefficient Value for the inventory was .77 and for the subscales reliability was ranging from .70 to .80 (Table-6) which is considered to be good (Kline, 1999).

Table-6 shows that Alpha coefficient values for CDMSE Scale-Short Form (CDMSE-SF) is .70 which is quite high, hence it and the results show that CDMSE Scale-Short Form(CDMSE-SF) was a reliable tool for the present research.

The extended objective measure of ego identity status (EOM-EIS-2) also showed a high reliability, as Alpha Coefficient Value for this measure was .87 and for its subscales reliability ranged from .60 to .73.

Test of the First and Second Hypotheses:

1. Parental attachment bonds will be related positively to CDMSE.
2. Peer attachment bonds will be related positively to CDMSE.

The influence of parents and peers attachment bonds on CDMSE was explored through the responses of the participants on two scales i.e. The Inventory of Parent & Peer Attachment and Short Form of CDMSE Scale. These responses reflected the levels of parental and peer attachment bonds as well as the level of CDMSE of the participants.

Table 7

Correlation of level of parental& peer attachment bonds with level of CDMSE
(N=550)

	CDMSE
Parental attachment	.28**
<i>Trust Subscale</i>	.25**
Communication Subscale	.18**
Alienation Subscale	.17**
Peer attachment	.20**
<i>Trust Subscale</i>	.22**
Communication Subscale	.24**
Alienation Subscale	.03

** $p \leq 0.01$

An analysis of parental attachment bonds and its relationship with CDMSE revealed a positive correlation. Pearson's product moment correlation supported the hypothesis by showing a positive relationship between CDMSE and level of parental attachment bonds. ($r = .28, p \leq 0.01$). Analysis also showed a positive correlation between CDMSE and subscales of parental attachment i.e. trust, communication and alienation (i.e. $r = .25, p \leq 0.01, r = .18, p \leq 0.01, r = .17, p \leq 0.01$ respectively).

Similarly level of peer attachment bonds and its relationship with CDMSE also showed a positive correlation, that is, with increase in peer attachment bonds,

CDMSE also increases ($r = .20, p \leq 0.01$). Findings signify that there is a positive correlation between CDMSE and subscales of peer attachment i.e. trust, communication and alienation (i.e. $r = .22, p \leq 0.01, r = .24, p \leq 0.01, r = .03$, respectively) (Table-7).

Table 8

Correlation of level of parental & peer attachment bonds with level of CDMSE of male and female participants

	CDMSE	
	Males ($n=300$)	Females ($n=250$)
Parental Attachment	.27**	.28**
<i>Trust Subscale</i>	.26**	.25**
Communication Subscale	.19**	.18**
Alienation Subscale	.16**	.19
Peer Attachment	.21**	.19**
<i>Trust Subscale</i>	.22**	.23**
Communication Subscale	.25**	.22**
Alienation Subscale	.01	.07

** $p \leq 0.01$

An examination of parental attachment bonds and its relationship with CDMSE showed a significant positive correlation among males i.e., $r = .27, p \leq 0.01$. Findings declare that there is a positive correlation between CDMSE and subscales of parental attachment among males i.e. trust, communication and alienation (i.e. $r = .26,$

$p \leq 0.01$, $r=.19$, $p \leq 0.01$, $r=.16$, $p \leq 0.01$ respectively). Similarly, peer influence and its relationship with CDMSE also showed a positive correlation indicating that with the increase in peer attachment bonds, CDMSE also increases ($r = .21$, $p \leq 0.01$). Similarly result show that that there is a positive correlation between CDMSE and subscales of peer attachment among males i.e. trust, communication and alienation (i.e. $r =.22$, $p \leq 0.01$, $r=.25$, $p \leq 0.01$, $r=.01$, respectively). (Table 8).

The results illustrated that there was a significant positive correlation of parental attachment bonds and CDMSE among females i.e., $r=.28$ $p \leq 0.01$. Findings revealed that there is a positive correlation between CDMSE and subscales of parental attachment among females i.e. trust, communication and alienation (i.e. $r =.25$, $p \leq 0.01$, $r=.18$, $p \leq 0.01$, $r=.19$ respectively). Similarly, results showed that there was a significant positive correlation among peer influence and CDMSE suggesting that with increase in peer attachment bonds, CDMSE also increases ($r = .19$, $p \leq 0.01$). Findings also show that there is a positive correlation between CDMSE and subscales of peer attachment among females i.e. trust, communication and alienation (i.e. $r =.23$, $p \leq 0.01$, $r=.22$, $p \leq 0.01$, $r=.07$ respectively) (Table-8).

Table 8-a

Correlation of level of parental& peer attachment bonds with level of CDMSE of adolescents and post adolescents

	CDMSE	
	Adolescents	Post Adolescents
Parental Attachment	.27**	.35**
<i>Trust Subscale</i>	.25**	.33**
Communication Subscale	.17**	.30**
Alienation Subscale	.17**	.21
Peer Attachment	.20**	.26*
<i>Trust Subscale</i>	.21*	.31**
Communication Subscale	.22**	.35**
Alienation Subscale	.02	.09

** $p \leq 0.01$

* $p \leq 0.05$

An examination of parental attachment bonds and its relationship with CDMSE showed a significant positive correlation among adolescents i.e., $r = .27, p \leq 0.01$. Findings declare that there is a positive correlation between CDMSE and subscales of parental attachment among adolescents i.e. trust, communication and alienation (i.e. $r = .25, p \leq 0.01, r = .17, p \leq 0.01, r = .17, p \leq 0.01$ respectively). Similarly, peer attachment bonds and its relationship with CDMSE also showed a positive correlation indicating that with the increase in peer attachment bonds, CDMSE also increases ($r = .20, p \leq 0.01$). Similarly result show that that there is a

positive correlation between CDMSE and subscales of peer attachment among males i.e. trust, communication and alienation (i.e. $r = .33, p \leq 0.01, r = .30, p \leq 0.01, r = .21$, respectively). (Table 8a).

The results illustrated that there was a significant positive correlation of parental attachment bonds and CDMSE among post adolescents i.e., $r = .35, p \leq 0.01$. Findings revealed that there is a positive correlation between career d CDMSE and subscales of parental attachment among post adolescents i.e. trust, communication and alienation (i.e. $r = .25, p \leq 0.01, r = .18, p \leq 0.01, r = .19$ respectively) Similarly, results showed that there was a significant positive correlation among peer attachment bonds and CDMSE suggesting that with increase in peer attachment bonds, CDMSE also increases ($r = .26, p \leq 0.05$). Findings also show that there is a positive correlation between CDMSE and subscales of peer attachment among females i.e. trust, communication and alienation (i.e. $r = .33, p \leq 0.01, r = .35, p \leq 0.01, r = .09$ respectively) (Table-8a).

Test of the Third and Forth Hypotheses;

3. Parental attachment bonds will be positively related to the Id-Dev of adolescents and post adolescents
4. Peer attachment bonds will be positively related to the Id-Dev of adolescents and post adolescents

Table 9

Correlation of level of parental& peer attachment bonds with level of Id-Dev (N=550)

	Id-Dev
Parental Attachment	.13**
<i>Trust Subscale</i>	.16**
Communication Subscale	.12**
Alienation Subscale	.02
Peer Attachment	.15**
<i>Trust Subscale</i>	.14**
Communication Subscale	.25**
Alienation Subscale	.09*

* $p \leq 0.05$ ** $p \leq 0.01$

An examination of parental attachment bonds and its relationship with Id-Dev revealed a significant positive correlation i.e., $r = .13$ $p \leq 0.01$. Results also revealed a positive relationship between Id-Dev and subscales of parental attachment i.e. trust, communication and alienation (i.e. $r = .16$, $p \leq 0.01$, $r = .12$, $p \leq 0.01$, $r = .02$ respectively).

Similarly, results also showed that there was a positive relationship between peer influence and Id-Dev i.e. $r = .15$ $p \leq 0.01$. So, a significantly positive

relationship was observed between parental as well as peer influence and Id-Dev of adolescents and post adolescents. Similarly there is a positive relationship between Id-Dev and subscales of peer attachment (i.e. $r = .14, p \leq 0.01, r = .25, p \leq 0.01, r = .09, p \leq 0.05$ respectively) (Table-9)

Table 10

Correlation of level of parental & peer attachment bonds with level of Id-Dev on the basis of gender

	Id-Dev	
	Males ($n=300$)	Females ($n=250$)
Parental Attachment	.09	.18**
<i>Trust Subscale</i>	.14*	.18**
Communication Subscale	.09	.17**
Alienation Subscale	.06	.01
Peer Attachment	.14*	.15*
<i>Trust Subscale</i>	.12*	.15*
Communication Subscale	.24**	.26**
Alienation Subscale	.08	.10

** $p \leq 0.01$

* $p \leq 0.05$

An examination of parental attachment bonds and its relationship with Id-Dev among males revealed a non-significant positive correlation i.e., $r = .09$ (Table-10). This non significant value is not meaningless in the sense that the relationship may

not be big enough to have conclusive results, but it does not indicate that there is absolutely no relationship (Field, 2005). As Cohen (1990) points out, a non significant result should never be interpreted as ‘no relationship between variables’ because even such a small relationship could be deemed as statistically significant if there are variations in the methodology e.g. the sample size. In the present research this relationship is not significant. Findings also show that there is a positive correlation between Id-Dev and subscales of parental attachment among males i.e. trust, communication and alienation (i.e. $r = .14$, $p \leq 0.01$, $r = .09$, $r = .06$ respectively). Table-10 shows that there is a significant positive relationship between peer influence and Id-Dev among males i.e., $r = .14$ $p \leq .05$. Findings also reveal that there is a positive correlation between Id-Dev and subscales of peer attachment among males i.e. trust, communication and alienation (i.e. $r = .12$, $p \leq 0.05$, $r = .24$, $p \leq 0.01$, $r = .08$ respectively)

An examination of parental influence and its relationship with Id-Dev among females revealed a positive correlation (i.e., $r = .18$ $p \leq .01$). Results of the present study also indicated a significant positive relationship between peer influence and Id-Dev i.e. $r = .15$ $p \leq .05$. So, a significant positive relationship was observed between peer attachment and Id-Dev among females. Similarly, findings also show that there is a positive correlation between Id-Dev and subscales of parental attachment among females i.e. trust, communication and alienation (i.e. $r = .18$, $p \leq 0.01$, $r = .17$, $p \leq 0.01$, $r = .01$ respectively). Findings also declare that there is a positive correlation between Id-Dev and subscales of peer attachment among females i.e. trust, communication and alienation (i.e. $r = .15$, $p \leq 0.05$, $r = .26$, $p \leq 0.01$, $r = .10$ respectively)

Table 10-a

Correlation of level of parental& peer attachment bonds with level of Id-Dev among adolescents and post adolescents

	Id-Dev	
	Adolescents	Post Adolescents
Parental Attachment	.14**	.08
<i>Trust Subscale</i>	.15**	.19
Communication Subscale	.11*	.14
Alienation Subscale	.02	.23*
Peer Attachment	.17**	.06
<i>Trust Subscale</i>	.15**	.09
Communication Subscale	.25**	.21*
Alienation Subscale	.06	.23*

** $p \leq 0.01$

* $p \leq 0.05$

An examination of parental attachment bonds and its relationship with Id-Dev among adolescents revealed a significant positive correlation i.e., $r = .14, p = \leq 0.01$ (Table-10a). Findings also show that there is a positive correlation between Id-Dev and subscales of parental attachment among males i.e. trust, communication and alienation (i.e. $r = .15, p \leq 0.01, r = .11, p \leq 0.05, r = .02$ respectively). Table-10a shows that there is a significant positive relationship between peer influence and Id-Dev among adolescents i.e., $r = .17, p \leq .01$. Findings also reveal that there is a positive correlation between Id-Dev and subscales of peer attachment among adolescents i.e.

trust, communication and alienation (i.e. $r = .15$, $p \leq 0.01$, $r = .25$, $p \leq 0.01$, $r = .06$ respectively)

An examination of parental influence and its relationship with Id-Dev among post adolescents revealed a positive correlation (i.e., $r = .08$). Results of the present study also indicated a positive relationship between peer influence and Id-Dev i.e. $r = .06$. So, a positive relationship was observed between peer attachment and Id-Dev among post adolescents. Similarly, findings also show that there is a positive correlation between Id-Dev and subscales of parental attachment among post adolescents i.e. trust, communication and alienation (i.e. $r = .19$, $r = .14$, $r = .23$, $p \leq 0.05$ respectively). Findings also declare that there is a positive correlation between Id-Dev and subscales of peer attachment among post adolescents i.e. trust, communication and alienation (i.e. $r = .09$, $r = .21$, $p \leq 0.05$, $r = .23$, $p \leq 0.05$ respectively)

Test of the Fifth Hypothesis;

5. Female respondents will score high on relationship specific domains as compared to the ideological domains.

Table 11

Mean and standard deviations of Interpersonal Identity scores of respondents on basis of gender

Identity score	Males (<i>n</i> = 300)		Females (<i>n</i> = 250)		95% CI of difference□		<i>t</i>	<i>p</i>	Cohen statistic
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	LL	UL□			
Interpersonal identity score	131.07	18.1	132.03	16.9	1.99	3.91	.64	.53	.055

df = 548

Table-11 did not show any significant difference between male and female participants on the interpersonal identity scores. The computed value for male participants' interpersonal identity scores was slightly lower than the female participants' scores (i.e., *M* = 131.07 for males and 132.03 for females), but the difference was not significant.

Effect size estimation

It is useful to report an estimate of effect size, which helps to decide whether or not it is worth the effort to follow up a research with large sample sizes or a more powerful design. So for this purpose, Cohen statistics have been calculated for each model values and predictors. Descriptive statistics denote that effect size is falling in the range of small effect i.e. .055 which is small but not trivial. (Cohen, 1988) It

suggests that although the effect size is small, it cannot be ignored i.e. some gender differences on aspects of interpersonal identity are found which do not direct towards any null/worthless effect.

Test of the Sixth Hypothesis

6. Parental and peer attachment will be predictive of CDMSE of adolescents and post adolescents.

As stated earlier, the present study not only intended to explore the relationship between parental as well as peer attachment bonds and CDMSE of adolescents and post adolescents, it also intended to look at the predictive powers of the scales used. For this purpose regression analysis was conducted by entering the predictors one after another. First, the regression analysis was done by taking parental attachment as a predictor as a first step, and then both parental and peer attachment as a second step. After that regression analysis was done by taking peer influence as a predictor first and then looked at both parental and peer influence.

Table 12

Model Summary of multiple regression analysis of parent and peer attachment bonds predicting CDMSE (N=550)

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	<i>R</i> ² change
1	.276 ^a	.08	.080	---
2	.300 ^b	.09	.090	.01

a Predictors: (Constant), parental attachment

b Predictors: (Constant), parental attachment & peer attachment

Results of present study demonstrated that when parental attachment was taken as a predictor, it could account for 8% of CDMSE (as shown by value of R^2 in Table 12). But when both parental and peer attachment were collectively taken as predictors for CDMSE, then 9% of CDMSE was explained by both parental and peer attachment collectively (As shown by value of R^2 in table 12). It suggests that when prediction by both parental and peer attachment bonds was taken, the prediction increased by 1% and the maximum prediction reached with combination of both parental and peer attachment bonds collectively.

Table 13

Hierarchical regression analysis of parental attachment bonds and peer attachment bonds for CDMSE (N=550)

Model	Variables	Unstandardized		Standardized		
		Coefficients		Coefficients		
		<i>B</i>	<i>SE B</i>	<i>Beta</i>	<i>T</i>	<i>p</i>
1	Constant	60.91	4.54		13.42	.000
	Parental attachment	.16	.02	.28	6.73	.000
2	Constant	53.81	5.15		10.46	.000
	Parental attachment	.134	.025	.23	5.41	.000
	Peer attachment	.125	.044	.12	2.87	.004

Table 13 indicates coefficients of the sample. It is observed from the results that all the variables included in the regression model have beta values with relatively less difference and these values indicate the direction of regression, as the beta coefficient is positive so these variables are positively related with CDMSE. It is seen from the result that *t*-test with the beta values is significant for all three predictors at $p < .01$ or $p < .001$, is the sign that all predictors are significantly contributing in the model.

Table 14

Model Summary of multiple regression analysis of parent and peer attachment bonds predicting CDMSE (N=550)

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	<i>R</i> ² <i>change</i>
1	.203	.04	.04	---
2	.300	.09	.09	.05

a Predictors: (Constant), peer attachment

b Predictors: (Constant), parental attachment & peer attachment

Table 14 shows that when peer attachment was taken as a predictor, it could account for 4% of CDMSE (as shown by value of R^2 in table 14), but when both parental and peer attachment was taken collectively, then 9% of CDMSE was explained by both (as shown by value of R^2 in table 15). It suggests that when prediction by both parental and peer attachment bonds was taken, the prediction increased by 5% and the maximum prediction reached with combination of both parental and peer attachment bonds collectively.

Table 15

Hierarchical regression analysis of parental attachment bonds and peer attachment bonds for CDMSE (N=550)

Model	Variables	Unstandardized		Standardized		
		Coefficients		Coefficients		
		<i>B</i>	<i>SE B</i>	<i>Beta</i>	T	<i>p</i>
1	Constant	72.08	3.98		18.098	.000
	Peer attachment	.21	.04	.20	4.853	.000
2	Constant	53.81	5.15		10.459	.000
	Peer attachment	.12	.04	.12	2.866	.004
	Parental attachment	.13	.02	.23	5.413	.000

Table 15 indicates coefficients of the sample. It is observed from the results that all the variables included in the regression model have beta values with relatively less difference and these values indicate the direction of regression, as the beta coefficient is positive so these variables are positively related with CDMSE. It is seen from the result that *t*-test with the beta values is significant for all three predictors at $p < .01$ or $p < .001$, is the sign that all predictors are significantly contributing in the model.

When it was compared with the model when parental attachment was taken as a predictor first step and then both parental and peer attachment were taken after that, it was found that the prediction was increased by just 1% (see table 12). However, this prediction increased by 5% when peer attachment was taken as a predictor first and then

both parental and peer attachment was taken after (see table 14). So the results of the present study signify that both parental and peer attachment bonds contribute in predicting CDMSE of adolescents and post-adolescents, which therefore support the hypothesis. But it also suggests that parental attachment bonds are stronger in predicting CDMSE as compared to peer attachment bonds.

Effect size estimation

Cohen statistics have been calculated for each model values and predictors. Descriptive statistics for these is presented in Table 15a.

Table 15-a

Sr. no.	Predictor	<i>R</i> Square	Cohen statistic
1	Parental attachment	.08	.09
2	Peer attachment	.04	.04
3	Parental & Peer attachment	.09	.10

Descriptive statistics in table 15a suggests that the effect size is small (Cohen, 1992) (which is real but difficult to detect) for parental attachment and peer attachment as predictors i.e. .09 and .04 respectively, with parental attachment having more effect size than peer attachment. When both are taken as predictor collectively, the effect size is more than that of parental and peer attachment individually.

Generalization is a critical additional step in any research, and if a model is found not to be generalizable then any conclusions based on the model are restricted to

the sample of the research. For this purpose researchers first look at the model and observing whether it is an accurate representation of the data, and second, assess whether it can be used to make the inferences beyond the data that has been collected. In the present study, we looked at the normality of the residuals by observing whether there were large differences between the values predicted by the model and those actually observed through the data. If the model is a poor fit then residuals will be large and there will be much outlier along with an asymmetrical distribution of residuals. On the other hand in case of a best-fit model the residuals will be normally distributed. So for looking at the fitness of the model normality of the residuals is presented graphically in Graph 1 & 2.



Figure 1. Histogram



Figure 2. Normal P-P Plot Regression Standardize Residual

Figure 1 shows that the histogram falls within a normal distribution (a bell shaped curve). The curve on the histogram shows the shape of the distribution. This distribution is almost normal although there is slight deficiency of residuals but it cannot be considered as a skewed or asymmetrical distribution. Similarly figure 2 shows that observed residuals are distributed around the straight line representing a

normal distribution. As the figures show, there are not too many deviations of observed residuals from the normal distribution, so it can be interpreted that observed residuals are normally distributed and no extreme deviations are observed. So, this model can be considered to be the best-fit for generalization.

Test of the Seventh Hypothesis

7. Parental and peer attachment will be predictive of Id-Dev of adolescents and post adolescents.

As the present study explored the relationship between parental as well as peer attachment bonds and Id-Dev of adolescents and post adolescents, it was also desired to look at their predictive powers. For this purpose regression analysis was conducted by entering the predictors one after another. First, regression analysis was done by taking parental attachment as a predictor, and then both parental and peer attachment together. After that regression analysis was done by taking peer influence as a predictor first and then both parental and peer influence taken together.

Table 16

Model Summary of multiple regression analysis of parent and peer attachment bonds predicting Id-Dev (N=550)

Model	R	R Square	Adjusted R Square	R^2 change
1	.131 ^a	.01	.015	---
2	.172 ^b	.03	.026	.02

a Predictors: (Constant), parental attachment

b Predictors: (Constant), parental attachment & peer attachment

Results of present study show that when parental attachment was taken as a predictor, it could account for 1% of Id-Dev (as shown by value of R^2 in table 16). But when both parental and peer attachment were collectively taken as predictors for Id-Dev, then 3% of Id-Dev was explained by both parental and peer attachment collectively (as shown by value of R^2 in table 16). It suggests that when prediction by both parental and peer attachment bonds was taken, the prediction increased by 2% and the maximum prediction reached with combination of both parental and peer attachment bonds collectively.

Table 17

Hierarchical regression analysis of parental and peer attachment bonds for Id-Dev (N=550)

Model	Variables	Unstandardized		Standardized		
		Coefficients		Coefficients		
		<i>B</i>	<i>SE B</i>	<i>Beta</i>	<i>t</i>	<i>p</i>
1	Constant	229.76	10.6		21.697	.000
	Parental attachment	.169	.06	.13	3.096	.002
2	Constant	214.37	12.02		17.839	.000
	Parental attachment	.12	.06	.09	2.038	.042
	Peer attachment	.27	.10	.12	2.660	.008

Table 17 indicates coefficients of the sample. It is observed from the results that all the variables included in the regression model have beta values with relatively less difference and these values indicate the direction of regression, as the beta coefficient is positive so these variables are positively related with Id-Dev. It is seen from the result that *t*-test with the beta values is significant for all three predictors at $p < .001$ or $p < .01$ or $p < .05$, is the sign that all predictors are significantly contributing in the model.

Table 18

Model Summary of multiple regression analysis of parent and peer attachment bonds predicting Id-Dev (N=550)

Model	R	R Square	Adjusted R Square	R^2 change
1	.150 ^a	.02	.021	---
2	.172 ^b	.03	.026	.01

a Predictors: (Constant), peer attachment

b Predictors: (Constant), parental attachment & peer attachment

Results show that when peer attachment was taken as a predictor, it could account for 3% of Id-Dev (as shown by value of R^2 in table 18), but when both parental and peer attachment was collectively taken as predictors for Id-Dev, it showed 4% of Id-Dev (as shown by value of R^2 in table 18). It suggests that when prediction by both parental and peer attachment bonds was taken, the prediction increased by 1% and the maximum prediction reached with combination of both parental and peer attachment bonds collectively.

Table 19

Hierarchical regression analysis of parental attachment bonds and peer attachment bonds for Id-Dev (N=550)

Model	Variables	Unstandardized		Standardized		
		Coefficients		Coefficients		
		<i>B</i>	<i>SE B</i>	<i>Beta</i>	<i>t</i>	<i>p</i>
1	Constant	230.43	9.10		25.330	.000
	Peer attachment	.34	.10	.20	3.542	.000
2	Constant	214.37	12.02		17.839	.000
	Peer attachment	.27	.10	.20	2.660	.008
	Parental attachment	.12	.06	.06	2.038	.042

Table 19 indicates coefficients of the sample. It is observed from the results that all the variables included in the regression model have beta values with relatively less difference and these values indicate the direction of regression, as the beta coefficient is positive so these variables are positively related with Id-Dev. It is seen from the result that *t*-test with the beta values is significant for all three predictors at $p < .001$ or $p < .01$, is the sign that all predictors are significantly contributing in the model.

When it was compared with the model when parental attachment was taken as a predictor first and both parental and peer attachment was looked at after that, the prediction was increased by 2% (see table 16). The prediction, however, increased by only 1% when peer attachment was taken as a predictor first step and then both parental and peer attachment after that (Table 18). These results suggests that both parental and

peer attachment bonds contribute in predicting Id-Dev of adolescents and post-adolescents. It also suggests that peer attachment bonds are more powerful in predicting the Id-Dev of adolescents and post-adolescents as compared to the parental attachment bonds.

Effect size estimation

It is useful to report an estimate of size of effect, which helps to decide whether or not it is worth the effort to follow up a research with the additional research with large sample sizes or a more powerful design. So for this purpose, Cohen statistics have been calculated for each model values and predictors. Descriptive statistics for these Cohen statistics are as follows in the following table.

Table 19-a

Sr. no.	Predictor	<i>R</i> Square	Cohen statistic
1	Parental attachment	.01	.017
2	Peer attachment	.02	.022
3	Parental & Peer attachment	.03	.031

Descriptive statistics in table 19-a denote that effect size is falling in range of small effect i.e. not large enough to be detected with the naked eye (Cohen, 1992) for parental attachment and peer attachment as predictors individually i.e. .017 and .022 respectively (see table 19-a), with peer attachment having more effect size than parental

attachment. However, when both are taken as predictor collectively effect size becomes more than effect size of parental and peer attachment individually.

To look at the fitness of the model, normality of the residuals is presented in the following graphs.



Figure 3. Histogram

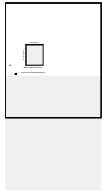


Figure 4. P-P Plot of Regression Standardized Residual

The histogram in Graph 3 represents a normal distribution curve, which shows that this distribution is almost normal although there is slight deficiency of residuals but it can not be considered as a skewed or asymmetrical distribution. Similarly graph 4 shows that observed residuals are distributed around the straight line representing a normal distribution. As the graph shows, there are not too many deviations of observed residuals from the normal distribution, so it can be interpreted that observed residuals are normally distributed and no extreme deviations are observed. And it suggests that this model is the best-fit model for generalization.

DISCUSSION

The purpose of the present study was to assess the relationship of parental and peer attachment bonds with CDMSE and Id-Dev of adolescents and post-adolescents. Family ties and their link with personality development has long been an area of interest for developmental psychologists (Sigelman & Shaffer, 1995). Peer influence has also been considered a very strong and powerful aspect of adolescents' life as they tend to spend more time with their peers than with their families. They choose their friends who accept them, like them and see them in a favorable light. In this way, the influence of peers, whether positive or negative, is of critical importance in adolescents' and post-adolescents' lives. Research (Stinnett, Walters, & Stinnett, 1991 & Bronfenbrenner, 1990) has supported the importance of parental and peer attachment bonds in the personality development of adolescents and post adolescents.

Development of identity in significant domains of life, including occupation, is an important developmental task for adolescents (Erikson, 1968). This is the time when adolescents struggle to decide about their future profession. There has been a consensus not only on the significance of the process of identity development during adolescence, but also the importance of the context within the person's environment including the immediate social networks. It has been supported by the research that the development of adolescents' self-efficacy leads to their choice of academic and career-related pursuits (Bandura, 1999; Bandura, Barbaranelli, Vittorio Caprara, & Pastorelli, 2001; Betz, 2007). Assessment of career self-efficacy now encompasses numerous more specific domains of behavior (see Betz, 2000 for a recent review,). The present study is an attempt to explore how various social contexts influence the process of Id-Dev and CDMSE of adolescents and post-adolescents. Keeping the collectivistic cultural context in

perspective, it seemed important to understand the role that parental and peer attachment bonds play in CDMSE in Pakistani adolescents' lives.

Career is often an expression of an interdependent self that is connected with close others. This interdependent view of self is prevalent in collectivistic cultures like Pakistan's (Hofstede, 1983, 1991). Research conducted in Individualistic cultures have suggested that although parents do not attempt to influence their children's particular occupational choices but they are active agents in influencing their children in a broad range of career development areas (Young & Friesen, 1992). Parental support and parental pressure (Liu, 1998) as well as perceived parental expectations have been associated with career expectations in adolescence (Mau et al., 1995; Rojewski & Yang, 1997) and parents play an essential part in the total educational and career development (Evans & Hines, 1997; Williamson, 1997). According to Leong and Serafica (1995), selecting a career can be a daunting task for many youths who must balance their own interests with what is acceptable to their parents. Findings of the present study revealed a significant positive relationship between parental attachment bonds and CDMSE reflecting that more parental attachment bonds lead to high level of CDMSE. It is observed that the opinion of either mother or father is given value in some cases but mostly opinion of both parents is considered more valuable while making a career decision.

Activists in the field of education have asserted that young people need the skills to make sound career decisions (Education and Skills, DfES, 2005) and these skills are learnt through their attachment bonds with their friends and peers. Felsman and Blustein (1999) also noted that greater peer attachment was related to progress in committing to a career choice. Friends and peers not only offer new ideas and provide job information, but they also exert pressure to conform when

making choice. The present study exposed a significant positive relationship among peer attachment bonds and CDMSE of youth.

A gender analysis regarding parental and peer influence on CDMSE among males and females revealed a positive relationship between parental as well as peer attachment bonds and CDMSE. It also disclosed that more and more attachment bonds of males with parents and peers lead to high level of CDMSE. This notion is supported by findings of the Wolfe and Betz (2004) research, which states that for men, parental attachment was more important to greater commitment to a career decision, although not to a tendency to be foreclosed on a decision. While O'Brien, Friedman, Tipton, and Linn (2000) found small relationships of parental attachment to CDMSE (Betz, Klein, & Taylor, 1996) in college women.

Some of the researchers Blustein et al. (1995), Felsmen and Blustein (1999), O'Brien et al. (2000), and Wolfe and Betz (2004) suggested to consider the utility of applying attachment theory concepts to career development, in general, and to career-related self-efficacy, in particular. The focus of the present study and its findings have demonstrated that parents as well as friends and peers who make up the immediate social circle of adolescents are equally influential and has a strong impact on their career development.

A research conducted within Pakistani cultural context suggested that children in high self esteem groups performed significantly better at school than the children in low self esteem groups (Khalid, 1990). In another research (Ashraf, 2003), it was noted that fathers' discriminatory attitude was negatively correlated, whereas mother's attitude had no relationship, with the self-esteem and self-efficacy of young women.

It is supported by the research time and again that in healthy parent-adolescent relationships, parents provide structure with enough flexibility, by which adolescents can securely engage in identity exploration, and reciprocate by establishing autonomy without sacrificing relatedness (Allen, Hauser, Bell, & O'Connor, 1994). Kamptner (1988) reported that warmth and autonomy in the family enhance adolescents' Id-DevS and confidence. Ideally, parents remain involved without being imposing, thus providing support and sufficient leeway for adolescents to choose and commit to ideological beliefs and personal goals. Parents who provide structure and maintain knowledge of their adolescents' activities are not viewed by teens as domineering or intrusive, but rather as concerned and available (Sartor, 2002). Findings of the present study revealed that in Pakistani society a significantly positive relationship was observed between Id-Dev and parental attachment bonds. The Findings of the present research also disclosed that the relationship of peer attachment bonds with Id-Dev among adolescents and post-adolescents was positive which indicated that an increase in peer attachment bonds is related to an increase in the Id-DEv of adolescents. Cotterell (1996) suggested that adolescents see peer groups as being important not only because it gives them emotional support with people of their own age, but because it is also the source of status they need for identity achievement. Having happy friendships helps them have a more positive view about themselves and begin to show higher levels of social skills (Savin-Williams, Berndt, 1990). In order to decide on a group identity, adolescents resolve questions about their relations to the peer group before they can achieve a sense of personal identity (Cotterell, 1996). Furthermore, peers play an important role in this process because identity is formed within peer relations.

In the present study, an examination of relationship among parental as well as peer attachment and Id-Dev among males and females separately portrayed that there was a positive relationship between these variables. It reflected that there was no remarkable gender difference in

terms of their Id-Dev, though it was non-significant in case of males adolescents. Although there are some contradictory findings in the literature (e.g., Meeus, Iedema, Helsen, & Vollebergh, 1999; Sartor & Youniss, 2002), but most of the studies show that irrespective of the domains of interest for boys and girls, there aren't many differences in the process Id-Dev of both genders.

Adams and Fitch (1982) in a longitudinal study of identity Id-Dev with a random sample of late adolescents concluded that there are no sex differences in identity formation. Many of the studies using the OMEIS (Objective Measure of Ego Identity Status) report no significant gender differences between identity statuses (Abraham, 1983; Adams, Ryan, Hoffman, Dobson, & Nielsen, 1985; Adams, Shea, & Fitch, 1979; Clancey, 1984; O'Neil, 1986; Rodman, 1983; Streitmatter, 1993). Similarly, during the 1980s research findings seemed to signal more similarities than differences between men and women in their Id-Dev (Archer, 1992; Josselson, 1982; Steinberg, 1989; Waterman, 1982). For some scholars the lack of gender differences in Id-Dev *Id-Dev* remains the predominant theme that summarizes the current state of the field (Archer, 1992).

Although, in the present research the relationship of parental attachment bonds with *ive* in both genders, but it was non-significant in case of males only. A probable explanation could be that in a male-dominated hierarchical culture like Pakistan boys are encouraged to be outgoing and spending more of their time in the public sphere. This could be the reason of the male adolescents having a non significant relationship in this regard.

Results were also analyzed to observe the differences between the interpersonal Id-Dev of males and females. The findings brought to notice that there was a non-significant difference of interpersonal Id-DEv on the basis of gender. The mean value of identity scores on

relationship specific domains characterized by interpersonal identity domains was higher among females as compared to males. Therefore, the findings of present study suggested that females were far more involved in maintaining interpersonal identity as compared to males.

The results of present study are in line with Gilligan's (1979, 1982) work, asserting that for men, identity precedes intimacy and generativity, whereas for women, these tasks seem to be fused. Intimacy precedes, or rather goes along with identity, as the female comes to know herself by being in relationship with others. The essence of Gilligan's work is the idea that females tend to define themselves through their relationships with others, while males follow "traditional masculine" lines of self-definition according to their occupational selves (Streitmatter, 1993). Similarly, Miller (1976) concluded that women's conception of themselves is associated with their ability to make and maintain relationships. Similar findings are also reported by Genero, Miller, Surrey, and Baldwin (1992). Gilligan's work maintains that the Id-Dev process of females is different from that of males in terms of the specific domains important for their Id-Dev. Intimacy is a primary issue for females. Early on, females' constructions of themselves focus on building and maintaining relationships. Among females, this focus may lessen the consideration of those issues, which are held to be important for males.

Research in Pakistani culture noted that females scored higher on the dimensions of nurturance, affiliation, and gender identity, whereas, males scored higher on religion, sports and interest in the opposite sex (Rafiq, 1991). Similarly, it was also noted that in Pakistani culture more girls were identity achieved in relationship specific domains of identity as compared to the other domains including ideology, politics, and occupation (Gilani, 2005).

Some studies do not report domain-specific gender comparisons (Craig-Bray, Adams, & Dobson, 1988; Grotevant & Adams, 1984; Grotevant, Thornbecke, & Meyer, 1982; Jackson et al., 1987; Read, Adams, & Dobson, 1984; Streitmatter, 1988; Streitmatter & Pate, 1989). Only a few studies have reported domain-specific gender comparisons for a variety of both interpersonal and ideological domains. Archer (1989a) found no gender differences and concluded that gender differences are minimal. But the overall impression of previous studies is that females are more involved in maintaining identities on relationship specific domains as compared to males. Hence all of this varied information takes an important place in the understanding of a complex issue which was attempted to be examined in the present study.

As the present study explored the relationship between parental as well as peer attachment bonds and CDMSE & Id-Dev of adolescents and post adolescents, it was also attempted to look at their predictive powers. Results of hierarchical regression analysis, that demonstrated the influence of parental and peer attachment bonds on CDMSE, indicated that when parental attachment was taken as a predictor on the first step and then both parental and peer attachment on the second step, the prediction increased by just 2%. However, this prediction increased by 6% when peer attachment was taken as a predictor on the first step and then both parental and peer attachment on the second step. These results signify that both parental and peer attachment bonds contribute in predicting CDMSE of adolescents and post-adolescents.

Results of the hierarchical regression analysis demonstrate the influence of parental and peer attachment bonds on Id-Dev. It indicated that when parental attachment was taken as a predictor on the first step and then both parental and peer attachment on the second step, it was found that the prediction was increased by 3% whereas this prediction increased by only 1% when peer attachment was taken as a predictor on the first step and then both parental and peer

attachment on the second step. So the results of the present study signify that both parental and peer attachment bonds contribute in predicting Id of adolescents and post-adolescents but this is also a fact that peer attachment bonds are more powerful in prediction of Id-Dev as compared to parental attachment bonds. This is supported by the researches which suggest that peer group is much more influential in maintaining the identity of adolescents and post adolescents (Cotterell, 1996). It suggests that for adolescents peer group is very important, mainly because it not only gives them emotional support with people of their own age, it also becomes the source of social status they need for their identity achievement. Peers play an important role in this process, and compared to the parent-child relationship, the identity is formed more effectively within peer relations.

In essence, the findings of this research suggest that there is a positive relationship among the variables studied i.e., CDMSE, Id-Dev, and parental as well as peer influence during adolescence. It highlighted that in the presence of strong parental and peer attachment bonds; there will be more CDMSE that has a strong impact on the development of a healthy identity of growing adolescents.

Propositions and Directions for Future Research

This study brings forward some important information regarding the significance of parental and peer attachment bonds, CDMSE, and Id-Dev of adolescents and post adolescents. Like any other research, the present research has answered a few questions, but raised many more. For those who are interested in a similar area of investigation, the following points can provide some guideline to move forward:

- Research in the field of career development and Id-Dev should further clarify how the parental and peer influence is similar or different in various types of family structures. Very rarely do individual studies explore variations within the family structure/ composition. The focus of most of the research so far was nuclear family structure that commonly exists in Western societies. Extended families, which include grand parents, aunts, and uncles living in the same house in most non-Western societies, are not studied separately. It may be useful to observe how the parental and peer attachment works in different family structures/compositions in the presence of multiple role models and attachment figures.
- Future studies could also benefit from a larger sample including a better representation of higher and lower income families
- Future researchers should also examine whether there is a difference in the CDMSE and Id-Dev amongst the youngsters from divorced and separated families.
- Qualitative research on these issues can also bring about useful, detailed, and in-depth information

- Longitudinal research focusing on the developmental progression of Id-Dev, CDMSE, and parental and peer influence can be very fruitful in terms of understanding the phenomena and its development over time.
- Researchers can also include other objective measures along with the self-report measures to have an in-depth understanding of these issues.

Implications

The results of this study may provide important insights for educators, teachers, practitioners, and families with adolescents and post-adolescents. The findings of this study indicate the need for greater precision in understanding what factors are relevant for career decision making, and how it can influence one's self concept and Id-DEv. The current study highlights this importance, i.e. a practitioner or an educator might desire to design and implement a program aimed at increasing the CDMSE and to promote healthy Id-Dev of individuals among different family structures and socioeconomic classes etc. For those who would like to have greatest impact in the community through an integration of research, program design, and program implementation, this level of precision can be very useful.

Teachers and practitioners might also benefit from utilizing measures such as the inventory of parental and peer attachment in their work. This study also suggests that parental and peer attachment bonds are beneficial for children's career decision making and their Id-Dev. It has salient practical implications for counselors and administrators of educational institutions. There has to be an attempt to develop intervention programs to enhance academic efficacy in relation to the social efficacy and self-efficacy. Important interpersonal relationships during

adolescence can influence major decisions in life including the way they evaluate themselves, and choose their future career path. These factors can have a strong impact on adolescents' psychological health, and such scientific information can generate a more comprehensive understanding of the role of psychological attachments across the lifespan.

Adolescents face immense challenges in the process of educational and vocational development. The results of present study suggest that an understanding and discussion of attachment bonds within the class room settings might be useful and could be an important part of the career counseling programs. For students with low levels of attachment bonds, counseling interventions focused on these personal issues prior to information-focused career counseling can be beneficial. More generally, students who are low in CDMSE, and are struggling in their attempts to make and persist in career choices may need interventions that focus on building their self-efficacy, or confidence, with respect to self- and environmental exploration.

Professional counselors can provide support to parents for helping adolescents to learn skills that could be useful for choosing their careers. Counselors can also assist parents in learning how to provide emotional support by helping them understand the stress that adolescents experience when faced with difficult educational and vocational challenges. They can be trained in communication skills and tactfulness needed for empathy and understanding to provide support that all adolescents need at this crucial period of their lives.

It is also recommended that counselors can assist parents in becoming better role models for their adolescents. They can be instrumental in promoting awareness and understanding of parental and peer influence on CDMSE and Id-Dev of adolescents. These strategies are not only

beneficial for the development of a healthy family environment, but are crucial for the growth and prosperity of the society at large.

Conclusion

The purpose of this study was to explore the relationships of CDMSE and Id-Dev with parents and peer attachment bonds among adolescents and post adolescents. Specific objectives included: (a) to examine if CDMSE is positively related to parental and peer attachment bonds among adolescents and post-adolescents, (b) to explore if Id-Dev is positively related to adolescents' and post adolescents' parent and peer attachment bonds, and (c) to investigate if the scores on interpersonal identity are similar or different among females and males.

Findings of the study revealed that parental and peer attachment bonds were positively associated with the CDMSE of adolescents and post-adolescents. It was also observed that parent and peer attachment bonds were positively associated with Id-Dev of adolescents and post-adolescents. Id-Dev was significantly associated with parent and peer attachment bonds among females. The results did not show any significant difference between male and female participants on the interpersonal identity scores. The computed value for males' interpersonal identity scores was relatively lower than the females' interpersonal identity scores, though the difference was not significant.

The findings from this study highlights the continuing need to understand the relationship of parent and peer attachment bonds and its importance associated with CDMSE (e.g., Felsmen & Blustein, 1999; O'Brien et al., 2000; Wolfe & Betz, 2004). It also supports the premise (e.g. Kotrlik and Harrison, 1989; McNair and Brown, 1983; Orfield and Paul, 1994; and Trusty, 1996) that parents are most influential in terms of choosing a career for their children. It has also been noted that along with parents, peers also play a significant role in career decisions of adolescents and post adolescents, and greater peer attachment was related to progress in

committing to a career choice (Felsman and Blustein, 1999). Self-efficacy theory provided a useful theoretical perspective for researchers who attempted to understand various factors that are salient for individuals' career decision making. The present study indicates that the field of career development would benefit from utilizing influence of parental and peer attachment bonds more often by keeping in perspective the developmental concerns of adolescents and post-adolescents.

The results of this research also highlight the ongoing requirement to understand the influence of parent and peer attachment bonds on an individual's Id-Dev (e.g., Sartor, 2002). These findings are in accordance with the argument of scholars such as Allen, Hauser, Bell, & O'Connor (1994) that in healthy parent-adolescent relationships, parents provide structure with enough flexibility, by which adolescents can securely engage in identity exploration. Adolescents also reciprocate by establishing autonomy without sacrificing relatedness. Furthermore, peers play an important role in this process because identity is formed within peer relations. This study points to the fact that the field of Id-Dev would take advantage from utilizing influence of parental and peer attachment bonds, particularly in studies focused on the developmental issues of adolescents and post-adolescents.

The results of the present study signify that both parental and peer attachment bonds contribute in predicting CDMSE of adolescents and post-adolescents. A common observation is that in Pakistani society parental attachment bonds are more powerful in prediction of CDMSE as compared to peer attachment bonds. Researches conducted previously suggested that parents play an essential part in the total educational and career development of children in comparison to their friends (Evans & Hines, 1997; Williamson, 1997). It seems more true in a collectivistic culture like Pakistan where hierarchy within the family is considered important, and parents have an important role in terms of their children's career decision making. It seems that in Pakistani

society, peer influence is more related to getting educated about the job market and opportunities available for the youth, but in terms of finally choosing a career and pursuing its goals seems more of a family matter.

Another significant result of the present study is that both parental and peer attachment bonds contribute in predicting Id-Dev of adolescents and post-adolescents, although it seems that peer attachment bonds are stronger in terms of predicting the Id-Dev as compared to parental attachment bonds. This impression is supported by the researches which state that peer group is much more influential in maintaining the identity of adolescents and post adolescents. Cotterell, (1996) for example suggests that adolescents see peer groups as being important not only because it gives them emotional support with people of their own age, but it is also a source of status they need for identity achievement and in order to decide on a group identity. Adolescents need to resolve questions about their relations to the peer group before they can achieve a sense of personal identity. Furthermore, peers play an important role in this process because identity is formed within peer relations more effectively as compared to only within parent-child relations.

The general picture of the findings of the present research is that there seems to be a positive relationship among CDMSE, parental and peer influence, and Id-Dev of adolescents and post adolescents. On the basis of these findings, it can be asserted that in Pakistani culture, whenever there is an aim to look at the process and product of CDMSE and Id-Dev of adolescents, collective influence of parental and peer attachment bonds should be taken into account.

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