Research Article

Mediating Role of Identity Styles between Feeling Recognition and Sense of Belonging: Moderation by Family Support

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Abstract

Background. Recognition of feelings of their offspring is an essential characteristic of parenting. Recognizing feeling of their children may help parents in understanding needs and preferences of their children. Feeling recognition is an essential component of autonomy support. It is hypothesized that feeling recognition by parents lead to an increase in sense of belonging of children to their parents. The study is aimed to investigate the relationship between feeling recognition by parents and sense of belonging in children. It was hypothesized that the relationship is mediated by identity styles and moderated by family support.

Method. The study sample includes 500 university students (Male=244, and Female=256), age ranging from 18 to 25 years (Mean=2.35, SD = 1.54). Data was collected from different universities of Islamabad, Rawalpindi, Lahore and Mandi Bahauddin. Along with a detailed demographic sheet, data was collected on Parental Autonomy Support, Identity Styles, Sense of Belonging, and Social Support.

Results. The results showed that the effect of feeling recognition on sense of belonging is mediated through informative, and normative identity $(B = .24, p < .01; B = -.13, p < .05)$ respectively. Further, results showed that indirect effect through both mediators is moderated by family support.

Conclusion. It is concluded that with low level of family support, identity styles have no role between feeling recognition and sense of belongings but as family support increases, feeling recognition contribute toward both normative and informative identity styles resulting in an increase in sense of belonging. It is recommended that family support shall be focused on interventions tailored to increase family bonding of adolescents and young adults.

Keywords. *Feeling recognition, perceived autonomy support, identity styles, sense of belonging, family support.*

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Introduction

Belongingness is the intrinsic desire to develop and maintain a positive, durable, and noteworthy interpersonal relationship with another human being. In order to fulfill this intrinsic desire, a person may require periodic and constant pleasant interactions with a particular individual or groups of people. Overtime these interactions become frequent, stable, and promote continuously care for each other's welfare. Need of belongingness has been emphasized in the classical writings of Freud, Adler, Jung, Maslow, and Bowlby (Seligman & Csikszentmihalyi, 2000). Sense of belonging is an important element which plays significant role in managing and developing relations. Early systematic researches described sense of belonging as acceptance and recognition of member of one group by members of other group (Anant, 1969). Thoits (1982) described sense of belonging as a basic human need. Sense of belonging is experience of personal involvement in a system or environment to become an integral part of that system or environment (Hagerty, Williams, Coyne, & Early, 1996). It is a rational and unique phenomenon which includes attributes, precursors and consequences (Hagerty et al., 1996). The study is designed to understand sense of belonging as an outcome of parents' ability of feeling recognition of their children.

Adolescence and emerging adulthood are important periods of life. Different changes happen in different aspects of life including physical, mental, and emotional. The main characteristic of this phase of development is that it bridges the gap between childhood and adulthood (Macek, 2003). This period is hallmark for adolescents and young adults for mature functioning (Steinberg, Elmen, & Mounts, 1989). During this period, it is prime responsibility of parents to support and encourage independent functioning of their children. Presenting research require enhanced focus on late adolescence and emerging adulthood (aged 18 to 25 years) because children initiate independent functioning in adolescence and nurture and mature it during early adulthood. During this stage, there is transition from semi-autonomous life to fully independent living that involve behavioral changes and developing and recognizing a clear sense of self and identity. Process of exploring identity and individuation are salient during adolescence and emerging adulthood (Arnett, 2000).

Autonomy is defined as the sense of choices and willingness that an individual experience when one behaves in way which is congruent with self-endorsed values and interest (Deci, La Guardia, Moller, Scheiner, & Ryan, 2006). Acknowledging and inquisitive feeling of others' supporting self-initiation and choices made by self and making consequential rationale for request are part of autonomy (Moreau & Mageau, 2012). Several studies concluded that parental autonomy support plays significant role in developing adaptive and favorable outcomes in adolescents (Grolnick, Deci, & Ryan, 1997). Parents who give autonomy support to their children were high in self-determination, academic grades and achievements, relatedness and competence (Grolnick & Ryan, 1989). A study showed that students who perceive autonomy support from their parents were more motivated and have less behavioral problems (Chirkov & Ryan, 2001).

Parental autonomy support plays an important role in formation of identity styles during adolescence (Smits et al., 2008). Autonomy supportive parents accommodate the needs of their children and they try to empathize with the perspective of their children. These parents provide options and choices to their children while making decision to solve problems and encourage their children to behave and develop according to their personal interest and values. supportive parents tend to form informative identity style. While the parents who are controlling or do not provide options and choices to their children when they are making decisions about their lives, tend to form normative and diffusive identity styles (Matheis & Adams, 2004).

Eriksson (1968) described that individual do not develop identity through imitating others but they synthesize and modify prior identifications into new psychological structure. To develop identity, individuals must organize their needs, interest, desire, and abilities which they can use in a social context. In ideal situations, an individual develops ability to be responsible for his own decisions which he makes in different situations. The individuals with informative identity style are self-explanatory and while making decisions they evaluate all the information and then make decisions (Berzonsky, 1993).

The individual with normative identity style does not assess the information actively rather they follow norms. These people tend to intimate others and have low patience (Berzonsky, 2003). The individual with avoider or diffuse identity style procrastinate when making any life decision or while dealing with personal problems until situational demands dictate course of action (Berzonsky, 1993).

The identity development during adolescence may further shape individuals' sense of belonging. It is evidenced that normative and informational identity style have an incremental impact on development of sense of belonging and diffusive identity style is negatively correlated with development of sense of belonging (Karkani, 2016). It is also evidenced that autonomy supportive parents tend to increase contribution to the reinforcement of sense of relatedness or sense of belonging (Koepke & Denissen, 2012; Sheldon & Bettencourt, 2002; Soenens & Vansteenkiste, 2005). Moreover, different researches investigating parental autonomy support and relatedness, suggested that they are linked to each other in such way that one dimension could be considered as implicit in other and that they are complementary in their function. Parental autonomy support raises both children autonomy and relatedness (Sheldon & Bettencourt, 2002; Soenens & Vansteenkiste, 2005). This study aims to investigate the mediating role of identity styles on the relationship between feeling recognition and sense of belonging in late adolescent and early adulthood. In present study, it is hypothesized that the indirect relationship between feeling recognition and sense of belonging mediated by identity styles is further moderated by social support. We hypothesized that a supportive home environment i.e., family support will strengthen the mediating role of informative identity style and weaken the mediating role of normative and diffuse identify styles.

Method
Participants and Procedure
The proposed research plan was submitted to IRB-NIP and was approved for execution of the research. The sample of the present study included 500 adolescents and young adults, age ranging from 18 to 25 years. Mean age of participants was 20.35,

and SD = 1.54 years. Data was collected from both male (n = 244) and females (n = 256) university students of different cities of Pakistan (Islamabad, Rawalpindi, Lahore, and Mandi Bahauddin). A total of 183 (36.6%) of students were residing in hostel/dormitories whereas remaining 317 (63.4%) were living with families. Participants belonging to joint family system constituted 42.2% of the sample and remaining 57.4% were from nuclear family system. The mean for mother and father education is 10.55 and 12.95 years of formal schooling respectively. Further, average monthly family income of participant was 81.25 thousand.

Measurements
Identity Styles Inventory (ISI-V). Revised version of identity style inventory was used (Berzonsky et al., 2013). Identity style inventory consist of four dimensions of identity styles including normative, informative, diffusive/avoidant identity style and commitment consisting of 9 items each. Four items of the scale are reversed coded. High score on each of the dimension suggest more endorsement of the particular identity style. Author of the scale recommend to relay on first three dimensions due to instability of commitment dimension. The instrument has good alpha reliability for informative, normative, and diffusive/avoidant identity style i.e., α = .74, .79, .83 respectively (Berzonsky et al., 2013).

Perceived Parental Autonomy Support Scale (P-PASS). Perceived parental autonomy support scale is developed by Mageau et al. (2015). The scale has two dimensions: autonomy support and controlling behaviors. Autonomy support consists of three subscales that include offering choice, explaining reasons, and feeling recognition. The controlling behaviors dimension consists of three subscales including threat to push the child, inducing guilt, and encouraging performance goals. Responses are collected on a 7-point rating scale from do not agree at all (*1*) to very strongly agree (*7*) and measures both mother's and father's behaviors. Internal consistency for both mother and father is .89. In present study feeling recognition subscale of autonomy support was used as the sole predictor and the alpha reliability for feeling recognition was .90 (Mageau et al., 2015).

Sense of Belonging (SOBI). Sense of belonging was measured using the sense of belonging questionnaire (Hagerty & Patusky, 1995). There are two components of the instrument. First, sense of belonging-psychological which is used to measure perceived level of sense of belonging. Second, sense of belonging-antecedents which measures the precursor of sense of belonging. Both dimensions consist of 14 items each and responses are collected on a four-point Likert type scale ranging from strongly agree (*1*) to strongly disagree (*4*). Cronbach's alpha reliability of SOBI-P is α = .93 and SOBI-A is α = .76 (Hagerty et al., 1996). In the present study psychological component of sense of belonging is used as the study outcome.

Multidimensional Scale of Perceived Social Support (MSPSS). Perceived social support was measured using multidimensional scale of perceived social support (Hagerty et al., 1996). The scale consists of three subscales which includes significant others subscale, family subscale and friends subscale. Each subscale is measured with four items on a 7-point rating scale ranging from very strongly disagree (*1*) to very strongly agree (*7*). Reliability for all subscales i.e. family support, friends support and significant others support is α = .86, .86 and .88 respectively (Bruwer, Emsley, Kidd, Lochner, & Seedat, 2008). In the present study, family support component of the scale was used.

Results

Prior to testing of the proposed hypotheses, preliminary analyses were conducted to take an overview of the data in order to assess suitability of the data for parametric testing. Study variables were normally distributed with skewness and kurtosis ranging within recommendations i.e., ±1. Bivariate correlations showed that age is significantly positively correlated with sense of belonging (r = .16, p < .01). Gender is positively correlated with normative and diffuse identity style (r = .23, and .16 respectively; p < .01) and negatively correlated with sense of belonging (r = -.10, p < .05) suggesting that being female is associated with increased normative and diffuse identity and decreased sense of belonging. Family income was associated with decreased normative and diffused (r = -.16, and -.12 respectively; p < .01) identity style and increased feeling recognition by both mother and father (r = .12, and .11 respectively; p < .05) and sense of belonging (r = .09, p < .05). Correlations with family system showed that belonging to combine family system was associated with decreased informative identity (r = -.11, p < .05) and increased normative and diffused identity (r = .16, and .17 respectively; p < .01). Furthermore, being a participant from combine family system was also associated with decreased family support (r = -.10, p < .05) and sense of belonging (r = -.12, p < .01). Father education was not significantly related with study variables. Contrary to that increase in mothers' formal years of schooling was associated with decreased normative and diffused (r = -.11, and -.12 respectively; p < .05) identity styles and increased feeling recognition by both mother and father (r = .12, p < .01) as well as with an increased sense of belonging (r = .15, p < .01).

Informative identity style was associated with increased feeling recognition by both mother and father (r = .25, and .28 respectively; p < .01), increased family support (r = .28, p < .01), and sense of belonging (r = .15, p < .01). Normative identity style was associated with decreased feeling recognition by both mother and father (r = -.11, and -.10 respectively; p < .05) as well with decreased sense of belonging (r = -.28, p < .01). However, diffuse identity style was only associated with decreased family support (r = -.15, p < .01) and decreased sense of belonging (r = -.39, p < .01). Feeling recognition by mother was associated with increased family support and sense of belonging (r = .40, and .20 respectively; p < .01). Feeling recognition by father was also associated with increased family support and sense of belonging (r = .41, and .21 respectively; p < .01). Finally, family support was associated with a significant increase in sense of belonging (r = .38, p < .05).

To test the moderated mediation of the conceptual model of the study, process macro 3.1 was used in SPSS (Hayes, 2017). Controlling for the effect of covariates including participant age, gender, education, number of siblings, family system, residence, mother, and father education, and social desirability, direct and indirect (though identity styles) effect of feeling recognition by mother was estimated on sense of belonging. Furthermore, interaction terms were incorporated to estimate moderation by family support for both direct and indirect effect. Result presented in Table 3 showed that feeling recognition by mother increased informative identity style (B = .22, p < .01) yet informative identity style has a non-significant effect on sense of belonging.

Table 1: *Correlation of study variables (N = 500)*

S.N	Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Age	20.35	20.35	-														
2	Gender	-	-	-.10*	-													
3	MFI (In 10,000)	81.23	81.23	.09	-.11*	-												
4	NoS	4⨍	4 φ	-.01	.03	.09	-											
5	FS	-	-	.05	.32**	-.03	-.04	-										
6	RP	-	-	.03	-.17**	.01	.06	-.12**	-									
7	FFE (In years)	12.95	12.95	.05	-.03	.28**	-.06	.12**	.01	-								
8	MFE (In years)	10.55	10.55	.05	-.03	.30**	-.23**	.01	.02	.54**	-							
9	IIS	34.90	34.90	.05	.01	-.02	-.05	-.11*	.05	-.05	.04	-						
10	NIS	28.34	28.34	-.08	.23**	-.16**	.02	.16**	-.08	.04	-.11*	.05	-					
11	DIS	25.94	25.94	-.05	.16**	-.12**	.03	.17**	-.04	-.02	-.12*	-.08	.53**	-				
12	FR-M	20.35	20.35	.06	-.07	.12**	-.02	-.07	.07	.04	.12**	.25**	-.11*	-.07	-			
13	FR-F	19.9	19.9	.06	-.04	.11*	-.01	-.07	.08	.03	.12**	.28**	-.10*	-.06	.83**	-		
14	SBP	50.43	50.43	.16**	-.10*	.09*	-.03	-.12**	.01	.02	.15*	.15**	-.28**	-.39**	.20**	.21**	-	
15	FaS	21.90	21.90	.02	-.08	-.01	-.01	-.10*	.01	-.02	.05	.28**	-.05	-.15**	.40**	.41**	.38**	-

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

Note: ⨍ = Median, φ = Range, MFI = Monthly Family Income, NoS = Number of Siblings, FS = Family System, RP = Residential Place, FFE = Father Formal Education, MFE = Mother Formal Education, IIS = Informative Identity Style, NIS = Normative Identity Style, DIS = Diffusive Identity Style, FR-M = Feeling Recognition-Mother, FR-F = Feeling Recognition-Mother, SBP = Sense of Belonging-Psychological Measures, FaS = Family Support

Table 2

Conditional indirect effect of Feeling Recogniton-Mother on Sense of Belonging-Psychological Measure through Informative Normative and Diffusive/avoidant Identity Style moderated by Family Support (N = 500)

Predictor	Moderator FaS	Mediator IIS — B	IIS 95% CI LL	IIS 95% CI UL	Mediator NIS — B	NIS 95% CI LL	NIS 95% CI UL	Mediator DIS — B	DIS 95% CI LL	DIS 95% CI UL	Dependent SBA — B	SBA 95% CI LL	SBA 95% CI UL
Constant		-3.93	-12.34	4.47	-16.01**	-24.90	-7.12	-6.68	-16.73	3.36	31.65**	20.54	42.76
Age		0.00	-0.47	0.47	0.40	-0.10	0.89*	0.53	-0.03	1.09	0.75*	0.13	1.36
Gender		0.74	-0.39	1.87	3.24**	2.04	4.43	1.99**	0.64	3.34	0.56	-0.96	2.08
Year of Education		0.32	-0.25	0.88	-1.16**	-1.76	-0.56	-1.25**	-1.93	-0.57	-0.02	-0.78	0.74
Number of Siblings		-0.17	-0.45	0.11	-0.07	-0.37	0.22	0.03	-0.30	0.37	-0.07	-0.43	0.30
Family System		-1.07	-2.21	0.07	0.49	-0.72	1.69	1.44*	0.07	2.80	-0.33	-1.83	1.17
Residential Place		0.29	-0.43	1.01	0.18	-0.58	0.94	0.12	-0.74	0.98	-0.78	-1.77	0.22
Mother Formal Education		0.02	-0.11	0.16	-0.12	-0.26	0.02	-0.09	-0.25	0.07	0.08	-0.10	0.25
Father Formal Education		-0.11	-0.27	0.05	0.21**	0.04	0.37	0.04	-0.15	0.23	-0.02	-0.23	0.19
Social Desirability		0.03	-0.04	0.09	0.36**	0.29	0.43	0.18**	0.09	0.26	0.08	-0.02	0.18
FR		0.22**	0.11	0.34	-0.12*	-0.25	0.00	0.02	-0.12	0.15	0.01	-0.15	0.17
FaS		0.24**	0.14	0.35	0.09	-0.02	0.20	-0.12	-0.25	0.00	0.57**	0.42	0.71
Conditional Direct	Low										0.01	-0.17	0.20
	Medium										0.01	-0.15	0.17
	High										0.01	-0.22	0.23
IIS											-0.02	-0.14	0.10
NIS											-0.10	-0.23	0.03
DIS											-0.25	-0.37	-0.14
FR*FaS		0.02*	0.01	0.04	-0.03**	-0.05	-0.01	-0.02	-0.04	-0.01	-0.01	-0.02	0.02
IIS*FaS											0.02	0.00	0.04
NIS*FaS											-0.04**	-0.06	-0.02
Conditional Indirect	Low	-0.02	-0.07	0.01	0.01	-0.01	0.03	-0.02	-.08	0.01			
	Medium	0.01	-0.03	0.03	0.03	0.01	0.07	-0.01	-.04	0.04			
	High	0.05	0.01	0.14	0.15	0.06	0.27	0.02	-0.04	0.13			
DIS*FaS											-0.02**	-0.04	0.00
R²		0.13			0.29			0.14			0.34		
F		5.97***			16.31***			6.41**			12.57**		
ΔR²													

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

Note: MFE = Mother Formal Education, FFE = Father Formal Education, SoD = Social Desirability FR = Feeling Recognition-Mother, FaS = Family Support, IIS = Informative Identity Style, NIS = Normative Identity Style, SBP = Sense of Belonging-Psychological Measure.

Figure 1: Moderated Mediation Analysis
Conceptual model for conditional direct and conditional indirect effect of Feeling Recognition-Mother on Sense of Belonging-Psychological Measure through Informative, Normative and Diffusive/Avoidant Identity Style moderated through Family Support.

⟶ = Significant Effect   ⤍ = Non-Significant Effect
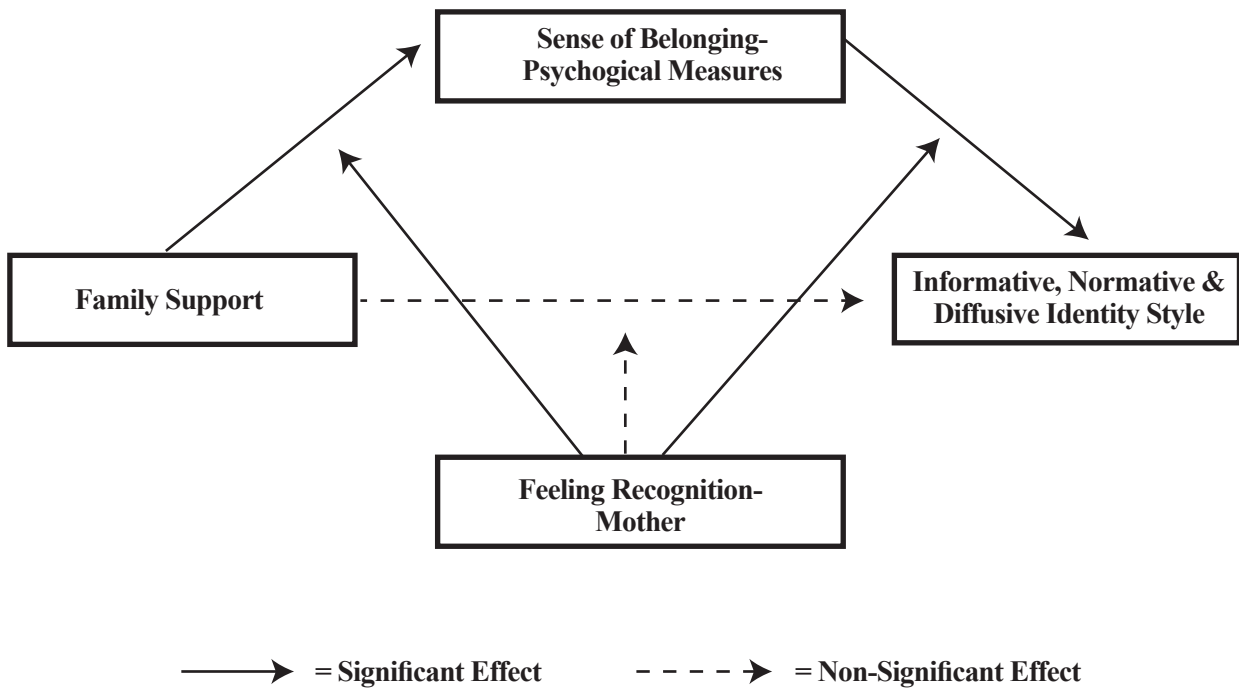
Furthermore, family support positively moderated the indirect path between feeling recognition by mother and sense of belonging through informative identity style ($B = .02$, $p < .05$). The results of the conditional indirect effect showed that the indirect path between feeling recognition by mother and sense of belonging through informative identity style was significant only in the sample with high level of family support.

Feeling recognition by mother also decreased normative identity style ($B = .22$, $p < .01$) and normative identity style has a non-significant effect on sense of belonging but family support negatively moderated the indirect path between feeling recognition by mother and sense of belonging through normative identity style ($B = -.03$, $p < .01$). The results of the conditional indirect effect showed that the indirect path between feeling recognition by mother and sense of belonging through normative identity style was non-significant for low level of family support but with increase in family support the indirect effect became positive and significant.

This suggested that feeling recognition by mother contributes to sense of belonging through informative and normative identity style particularly in supportive families. Furthermore, family support also negatively moderated effect of normative identity style ($B = -.04$, $p < .01$), and diffuse identity style ($B = -.02$, $p < .01$) on sense of belonging.

The second model was developed to estimate the direct and indirect (though identity styles) effect of feeling recognition by father on sense of belonging of children controlling for the effect of covariates (participants and family demographics), and social desirability. Similar to model one, interaction terms were incorporated to estimate moderation by family support for both direct and indirect effect. The results showed that feeling recognition has a positive significant effect on informative identity style ($B = .24$, $p < .01$) and negative effect on normative identity style ($B = -.13$, $p < .05$).
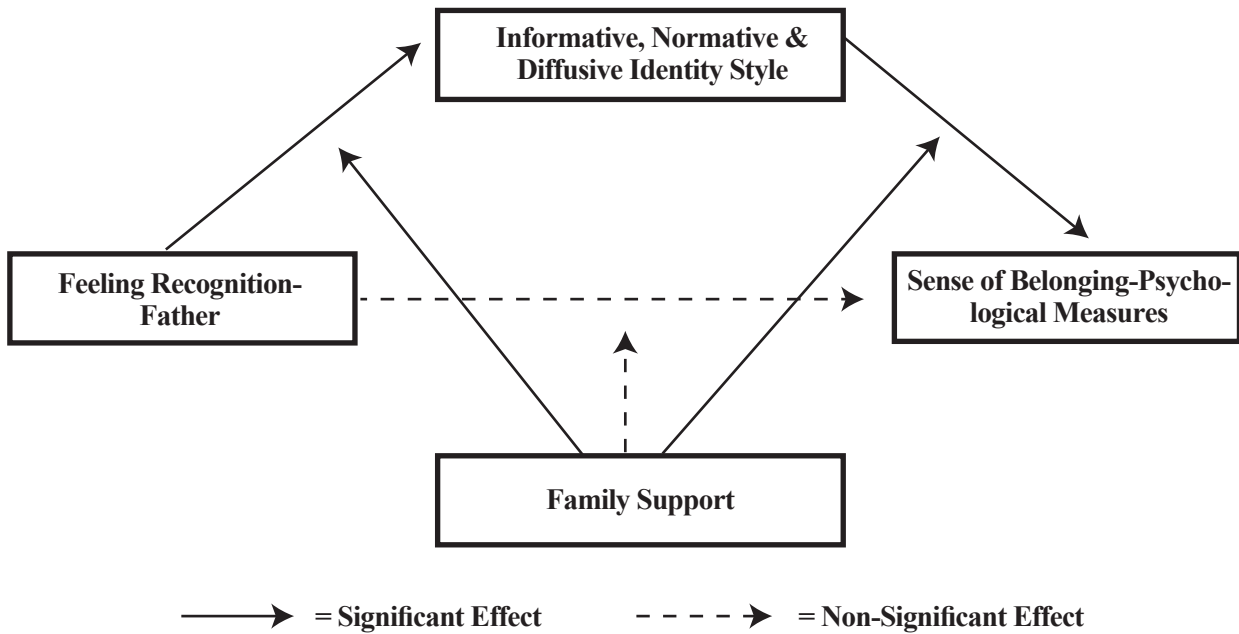
Table 3

Conditional indirect effect of Feeling Recognition-Father on Sense of Belonging-Psychological Measure through Informative, Normative and Diffusive Identity Style moderated by Family Support (N = 500)

Predictor	Moderator FaS	Mediator IIS B	IIS 95% CI LL	IIS 95% CI UL	Mediator NIS B	NIS 95% CI LL	NIS 95% CI UL	Mediator DIS B	DIS 95%CI LL	DIS 95%CI UL	Dependent SBP B	SBP 95% CI LL	SBP 95% CI UL
Constant		-3.38	-11.76	5.00	-16.33**	-25.22	-7.45	-6.83	-16.87	3.22	31.66**	20.56	42.77
Age		-0.05	-0.52	0.42	0.41	-0.09	0.91	0.51	-0.05	1.08	0.73	0.11	1.34
Gender		0.68	-0.44	1.80	3.22**	2.03	4.42	1.94**	0.60	3.29	0.53	-0.99	2.05
Year of Education		0.39	-0.18	0.96	-1.17**	-1.77	-0.57	-1.22**	-1.90	-0.54	0.01	-0.76	0.77
Number of siblings		-0.19	-0.47	0.08	-0.06	-0.35	0.24	0.04	-0.30	0.37	-0.07	-0.43	0.30
Family system		-1.06	-2.19	0.08	0.52	-0.68	1.73	1.47*	0.11	2.83	-0.33	-1.83	1.17
Residential Place		0.30	-0.42	1.02	0.20	-0.56	0.96	0.14	-0.72	1.00	-0.84	-1.83	0.15
Mother Formal Education		0.02	-0.11	0.15	-0.12	-0.26	0.02	-0.09	-0.25	0.07	0.07	-0.10	0.24
Father Formal Education		-0.10	-0.26	0.06	0.21**	0.05	0.39	0.04	-0.15	0.24	-0.03	-0.24	0.18
Social Desirability		0.02	-0.05	0.09	0.36**	0.29	0.43	0.17**	0.09	0.26	0.09*	-0.01	0.19
FRF		0.24**	0.13	0.35	-0.13*	-0.25	-0.01	0.00	-0.13	0.13	0.04	-0.11	0.19
FaS		0.21**	0.10	0.31	0.11	0.01	0.22	-0.11	-0.24	0.01	0.56**	0.42	0.70
Conditional Direct	Low										0.02	-0.20	0.15
	Medium										0.04	-0.11	0.19
	High										0.11	-0.11	0.32
IIS											-0.03	-0.15	0.09
NIS											-0.09	-0.22	0.04
DIS											-0.25**	-0.37	-0.14
FRF*FaS		0.00	-0.01	0.02	-0.03*	-0.04	-0.01	-0.02	-0.04	-0.01	0.01	-0.01	0.04
IIS*FaS											0.02	0.00	0.04
NIS*FaS											-0.04**	-0.06	-0.02
DIS*FaS											-0.02	-0.04	0.01
Conditional Indirect	Low	-0.03	-0.09	0.01	-0.01	-0.02	0.03	-0.01	-0.07	0.00			
	Medium	-0.01	-0.04	0.02	0.00	0.00	0.05	0.00	-0.03	0.04			
	High	0.02	-0.03	0.08	0.03	0.03	0.19	0.03	-0.03	0.13			
R^2		0.13			0.28			0.14			0.32		
F		6.23**			16.33**			6.44**			12.66**		
ΔR^2													

* $p < .05$, ** $p < .01$; Note: *MFE* = Mother Formal Education, *FFE* = Father Formal Education, *SoD* = Social Desirability *FRF* = Feeling Recognition-Father, *FaS* = Family Support, *IIS* = Informative Identity Style, *NIS* = Normative Identity Style, *DIS* = Diffusive Identity Style, *SBP* = Sense of Belonging-Psychological Measure.

Figure 2: Moderated Mediation Analysis
Conditional Direct and Indirect Effect of Feeling Recognition-Father on Sense of Belonging-Psychological Measures through Informative, Normative and Diffusive/Avoidant Identity Style and moderated by Family Support.

⟶ = Significant Effect   - - - ➤ = Non-Significant Effect

Family support increased informative identity style (B = .21, p < .01) and sense of belonging (B = .56, p < .01) whereas diffuse identity style decreased sense of belonging (B = -.25, p < .01). A review of interaction effects presented in Table 3 showed that family support negatively moderated effect of feeling recognitions by father on normative identity style (B = -.03, p < .05). Furthermore, family support also negatively moderated effect of normative identity style on sense of belonging (B = -.04, p < .01).

Discussion

Monthly family income is negatively correlated with normative identity style but positively correlated with feeling recognition (autonomy support) by mother and psychological component of sense of belonging. The families with high economic background support their children to explore the new things and encourage them to take initiative. Hence, children of these families have more autonomy, and may they perceive themselves as an integral part of society as compared to children of families belonging to lower income group. Informative identity style appeared to be associated with an increase in feeling recognition by mother. The parental autonomy support facilitates in development of informative identity style in children.

Supportive parents give freedom to their children and provide them opportunities to make choices and to take initiatives. When children perceive support from both parents (mother and father), they explore choices even more actively. Pervious researches also suggested that informative identity style is positively correlated with perceived parental autonomy support.

For instance, a research suggested that students who have support from their parents have information identity style and through this they increase their adaptive skills in any new situation and reach at the level of wellbeing (Smits, Soenens, Vansteenkiste, Luyckx, & Goossens, 2010).

Feeling recognition by mother also increased psychological component of sense of belonging. When children perceive autonomy support from parents, they may experience personal involvement in environment or system as their parents explain reasons behind their parental demands, encourage performance, and recognize child's feelings. Therefore, children feel themselves as an integral part of that environment or system (Hagerty et al., 1996).

Previous researches also suggested that there is a positive relationship between parental autonomy support and sense of belonging. A research showed that autonomy support of parents can take into many forms which may include children freedom and responsibility (Zimmer-Gembeck, Collins, & Adams, 2003). Another research showed that autonomy supportive parents tend to increase contribution to the reinforcement of sense of relatedness or sense of belonging (Koepke & Denissen, 2012; Sheldon & Bettencourt, 2002; Soenens & Vansteenkiste, 2005).

Normative identity style is associated with a decrease in feeling recognition by mother, as well as psychological component of sense of belonging. When children perceive pressure or control from parents to obey norms and vales of culture, they develop normative identity style. These children do not make independent decisions as their parents do not provide them opportunities to make choices. This may marginalize children perception of self as an important part of society. Recent researches also suggested that normative identity style is negatively correlated with autonomy support (Berzonsky, 2004; Berzonsky, Branje, & Meeus, 2007). Matheis and Adams (2004) also suggested that there is negative relationship between parental support and normative identity style. The conditional indirect effect of feeling recognition by mother showed that feeling recognition increases informative identity style which in turn increased psychological component of sense of belonging particularly in supportive families (i.e., with medium and high level of social support).

Similarly, conditional indirect effect through normative identity style also increased sense of belonging in children of families having high level of social support. Feeling recognition by father appeared increased likeliness for development of informative identity and decreased likeliness of development of normative identity style in children. The conditional direct effect of feeling recognition by father on the informative identity style further increased whereas on the normative identity style further decreased for adolescents with high family support. Supportive parents provide autonomy to their children and support them to explore new things, give them freedom of choice rather than making parental demand.

Literature also suggested that parental support is positively associated with informative identity style and negatively associated with normative identity style (Matheis & Adams, 2004). Family support also increased informative identity style and sense of belonging. Children who receive support and autonomy from their family they tend to develop high sense of belonging as they perceive themselves as an integral part of society. Literature also suggested that through emerging adulthood, autonomy supportive parents along with higher degree of freedom tend to increase contribution to the reinforcement of sense of relatedness or sense of belonging (Koepke, & Denissen, 2012). Furthermore, diffusive avoidant identity style negatively predicting sense of belonging is in line with earlier research (Karkani, 2016).

The indirect path showed that the relationship between feeling recognition by father and normative identity style is moderated negatively by family support. If an individual receive family support and feeling recognition by father, the individual less likely tend to develop normative identity style. Furthermore, family support also negatively moderated the effect of normative identity style on sense of belonging. A family who support children with normative identity style do not feel themselves as an integral part of the society as they obey society norms and values due to conformity or because of their parental demand.

The conditional indirect effect of parental support on psychological component was positive via informative and normative identity style and this positive effect increases as individual perceive support from family. If parents are supportive and individual has informative and normative identity style, then he perceives himself as an integral part of society and his feeling of belonging increases if he perceives social support.

Limitations and Suggestions

The present study has some limitations in methodology which could affect the results. At first, all the scales were self-report measures. When we collect subjective information from participants it may cause problem of self-presentational bias. Therefore, it is suggested to future researchers that for measuring perceived parental autonomy support they should use multi-informant format to collect data.

Secondly, sample is selected from four cities of Pakistan so data is not representative of all Pakistani adolescents therefore we cannot generalize our findings. Thirdly, it was a correlational research that restricts causal inferences which can be drawn from result with regard to developmental trends of relatedness and autonomy. Therefore, it is suggested to future researches to conduct longitudinal studies on participants from early adolescents to emerging adulthood.

Lastly, findings of present study are also limited because they concern only Pakistani adolescents. Research in different cultures is very important because there are many factors in culture which can affect parental support and development of identity. Therefore, more cross-cultural researches are needed in order to investigate deeply the impact of culture.

Implications

The present study has some important implications. Investigated links adds to literature of parental autonomy support and development of sense of belonging. With the help of present research findings, different intervention programs can be designed to help adolescents during this transition. Findings will also be helpful for family therapist. Interventions can be designed for parents to give different techniques and awareness to deal with adolescents. Various instructional and educational program related to parenting of adolescents and young adults should be conducted to give guidance.

Ethics and consent to participate

Inform consent was taken at the time of data collection. Confidentiality of data was ensured, and participant had the right to withdraw.

Authors Contribution

Malik, J. A., conceptualize the idea of the study, contributed to study design, contribute in the analysis, contribute in result section, review the manuscript before submission and made required modifications. Malik, S. F., contributed in the study design, completed the manuscript including introduction, literature and conclusion. Edited the manuscript before submission. Riaz, I., contributed in literature review, and contributed in data collection procedures.

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