

## The Role of Future Orientation as a Mediator Between Responsive Parenting and Adolescent Identity Formation

Tyvania Shalsabilla Wilhelmina Patty  
Faculty of Psychology, Universitas Surabaya,  
tyvania.shalsabilla@gmail.com

Darmawan Muttaqin  
Faculty of Psychology, Universitas Surabaya,  
darmawan.muttaqin@staff.ubaya.ac.id  
(corresponding author)

### Abstract

Responsive parenting contributes to positive adolescent development, including identity formation. However, previous research has not described the relationship between responsive parenting and identity formation. This research examines the role of future orientation as a mediator in the relationship between responsive parenting and identity formation. A total of 450 adolescents were involved in the study, which included early (12-15 years old), middle (15-18 years old), and late (18-20 years old) adolescents. Additionally, the Parental Responsiveness Scale, the Future subscale from the Zimbardo Time Perspective Inventory, and the Utrecht-Management of Identity Commitment Scale were used to assess responsive parenting, future orientation, and identity formation. According to the results, future orientation can mediate the relationship between responsive parenting with commitment and in-depth exploration. Furthermore, this research found that responsive parenting can predict reconsideration of commitment. These findings indicate that this parenting has two sides, one being it can lead adolescents to develop future orientations, resulting in optimal identity formation. On the other hand, it directs adolescents to reconsider their commitments as an indicator of a suboptimal identity formation process.

**Keywords:** adolescents; future orientation; identity formation; responsive parenting

Received 23 November 2022/Accepted 26 May 2023 ©Author all rights reserved

### Introduction

Identity formation is crucial during adolescence. Adolescents who do not achieve optimal identity formation tend to experience various psychological problems such as anxiety (Michikyan, 2020; Nelson & Padilla-Walker, 2013), depression (Beyers & Luyckx, 2016; Crocetti et al., 2011), and aggressive behavior (Morsünbül et al., 2016; Schwartz et al., 2011). Those who succeed, on the other hand, will have a locus of control (Schwartz et al., 2011; Waterman et al., 2013), psychological well-being

(Berzonsky & Ciecuch, 2016; Cakir, 2014; Ritchie et al., 2013), and exhibit prosocial behavior (Crocetti et al., 2020; Nelson & Padilla-Walker, 2013). This corresponds to the stage of psychosocial development, specifically identity achievement vs. identity confusion as a developmental task during adolescence (Erikson, 1950, 1968).

After Erik Erikson (1950) stated the concept of identity achievement vs. confusion, James Marcia (1966) tried to operationalize it by proposing two dimensions of identity formation, namely commitment and exploration. In addition, the concept of identity formation is still evolving today, such as the three-dimensional model of identity developed by Crocetti, Rubini, and Meeus (2008), which included commitment, in-depth exploration, and reconsideration of commitment. Furthermore, commitment is the process of making decisions about various identity domains, accompanied by confidence in those choices, whereas in-depth exploration is the process of reflecting on the commitments, seeking additional information, and discussing identity choices with others (Crocetti, 2018; Crocetti et al., 2008). If the commitment is deemed unsatisfactory, the adolescent can reconsideration of commitment by comparing it to other alternatives (Crocetti, 2018; Crocetti et al., 2008). Due to identity formation is a continuous process that occurs during adolescence; commitment, in-depth exploration, and reconsideration of commitment are all interconnected (Crocetti, 2018; Crocetti et al., 2008; Muttaqin, 2017).

Recent research in Indonesia on adolescent identity formation discovered that it could not be separated from the significant role of others (Muttaqin, 2020). Additionally, the previous study has found that parents play an important role (Hofer & Spengler, 2020; Seiffge-Krenke & Weitkamp, 2020). The quality of positive relationships and attachments between parents and adolescents can lead to optimal identity formation (de Moor et al., 2019; Morsünbül et al., 2014, 2016). Moreover, past research has also investigated the link between parenting and identity formation (Ingoglia et al., 2017; Skhirtladze et al., 2018; Sznitman, Van Petegem, et al., 2019).

One type of parenting that is considered to benefit adolescent development is responsive parenting. This is because responsive parenting seeks to accept and support the needs of adolescents (Filus et al., 2019; Gafoor & Kurukkan, 2014). It is closely related to the quality of parental-adolescent relationships and attachments (Beijersbergen et al., 2012; Jiang et al., 2017). Adolescents who receive responsive parenting tend to avoid various psychological and behavioral problems such as stress, delinquent behavior, and aggression (Bogenschneider & Pallock, 2008; Kochanska & Kim, 2013; Ma et al., 2020; Ward & Lee, 2020).

Furthermore, they exhibit emotional resilience (Boughton & Lumley, 2011), regulation of negative affect (Davidov & Grusec, 2006), empathy (Kanat-Maymon & Assor, 2010), and prosocial behavior (Ward & Lee, 2020).

Previous research has linked responsive parenting to optimal identity formation. For example, Soenens et al. (2011) found that adolescents with responsive parenting tend to seek various information related to identity formation actively. Moreover, the latest research by Sznitman et al. (2019) discovered that this parenting could lead to them determining their identity commitments. These two studies, however, have not explained the process of linking responsive parenting and identity formation. Researchers suspect that this parenting is not directly related to identity formation but positively develops adolescents, such as a future orientation in adolescents.

Like past and present orientations, future orientation is a time perspective that reflects the individual's tendency to focus on a particular time (Zimbardo & Boyd, 1999). It can be conceptualized as attitudes, cognitive processes, or individual traits oriented toward the future (Levasseur et al., 2020). Moreover, future-oriented individuals can see themselves far ahead by setting long-term goals, making plans, and anticipating consequences (Sica et al., 2016). Previous research has shown that future-oriented individuals are better able to construct desired careers (Jia et al., 2020), make career-related decisions (Walker & Tracey, 2012), and achieve satisfactory academic performance (Zhao et al., 2019).

Future orientation can be a potential mediator between responsive parenting and identity formation. This is because responsive parenting will try to understand their children's needs, including those concerning their future. On the other hand, adolescents will feel comfortable expressing something related to their future goals. Long-term goals can be a source of motivation for them to control their behavior to achieve the desired goals (Dreves & Blackhart, 2019; Mouratidis & Lens, 2015; Pavelková & Havlíčková, 2020). This can also occur during the identity formation if previous research has shown that future orientation is associated with optimal identity formation (Kerpelman & Mosher, 2004; Laghi et al., 2013; Luyckx et al., 2010). Commitment and in-depth exploration can be viewed as indicators of optimal formation rather than a reconsideration of commitment in the three-dimensional model of identity (Crocetti, 2018; Crocetti et al., 2008).

The above explanation suggests that responsive parenting can contribute to identity formation. However, current research on the relationship between responsive parenting and identity formation (Soenens et

al., 2011; Sznitman, Zimmermann, et al., 2019) has yet to fully elucidate the dynamics of the variables involved. Researchers suspect that there is a possibility that responsive parenting first develops adolescents positively, such as having a future orientation that directs them to achieve optimal identity formation. Therefore, this research examines the role of future orientation as a mediator in the relationship between responsive parenting of fathers and mothers with identity formation. The hypotheses tested are (1) future orientation acts as a mediator between responsive parenting of father/mother with commitment, (2) future orientation acts as a mediator between father/mother responsive parenting and in-depth exploration, and (3) future orientation does not act as a mediator between father/mother responsive parenting with reconsideration of commitment.

## **Method**

### *Participants*

The research included 450 adolescent boys and girls in Surabaya, aged 12-20 years ( $M = 16,029$ ,  $SD = 2,245$ ), who had biological and step-parents. In detail, participants have both biological parents (94.9%), biological father and stepmother (3.1%), as well as biological mother and stepfather (2.0%). The majority of participants have fathers with educational backgrounds, specifically Senior High School (33.1%), Bachelor Programs (36.7%), and mothers with Senior High School educational backgrounds (35.8%) and Bachelor Programs (31, 3%). Additionally, the majority of participants' fathers are employees (37.3%) and entrepreneurs (28.0%), while the mothers are housewives (46.9%). Moreover, data were collected using quota and convenience sampling on 450 adolescent participants consisting of 75 boys and girls in early, middle, and late adolescence. Furthermore, participants were obtained by disseminating research information on social media platforms like Line, Instagram, and WhatsApp. If the participants were willing to participate, they were asked to complete the informed consent and research questionnaire online via Google Forms.

### *Measurements*

*Identity formation.* The Indonesian version of the Utrecht-Management of Identity Commitment Scale (U-MICS, Crocetti et al., 2008; Muttaqin, 2017) consisted of 26 items to measure three dimensions of identity. Specifically, commitment (10 items, for example, "My best friend gives me security for the future"), in-depth exploration (10 items, for example, "I often talk with other people about my education"), and reconsideration of commitment (6 items, for example, "I often think it would be better

to try to find a different education”). The U-MICS response uses five options ranging from 1 (strongly disagree) to 5 (strongly agree). In this research, U-MICS had an Alpha reliability coefficient of 0.841 for the commitment, 0.778 for the in-depth exploration, and 0.780 for the reconsideration of commitment.

*Responsive parenting.* The 7-item Parental Responsiveness Scale (RES; Paulson, 1994) was used to measure parenting responsiveness (for example, “My father encourage me to talk with them about things”, “My mother respect my opinion and encourage me to express it”). The RES response uses five options ranging from 1 (strongly disagree) to 5 (strongly agree). In this research, the father's responsive parenting subscale had an Alpha reliability coefficient of 0.855 and the mother's responsive parenting subscale had an Alpha reliability coefficient of 0.876.

*Future orientation.* The Future subscale of the Zimbardo Time Perspective Inventory (ZTPI, Zimbardo & Boyd, 1999) with 13 items was used to measure future orientation (for example, “When I want to achieve something, I set goals and consider specific means for reaching those goals”, “I am able to resist temptations when I know that there is work to be done”). This response subscale uses five options ranging from 1 (strongly disagree) to 5 (strongly agree). In this research, the Future subscale of ZTPI had an Alpha reliability coefficient of 0.636.

#### *Data analysis*

To test the research hypothesis, mediator analysis based on the approach of Baron dan Kenny (1986) was performed using IBM SPSS version 21. The role of future orientation as a mediator was tested using regression analysis, namely (1) father/mother responsive parenting to commitment/in-depth exploration/reconsideration of commitment (path a), (2) father/mother responsive parenting (path c), and future orientation (path b) to commitment/in-depth exploration/reconsideration of commitment, and (3) responsive parenting to commitment/in-depth exploration/reconsideration of commitment. Also, regression analysis was completed utilizing the Sobel test (Sobel, 1982) to determine the direct and indirect roles of father/mother-responsive parenting.

#### **Result**

The results of the correlation analysis (Table 1) between variables reveal that responsive parenting by fathers and mothers and future orientation are significantly related to commitment, in-depth exploration, and reconsideration of commitment. In particular, responsive parenting was associated with commitment

( $r = 0.431$ ,  $p < 0.001$ ), in-depth exploration ( $r = 0.332$ ,  $p < 0.001$ ), and reconsideration of commitment ( $r = 0.187$ ,  $p < 0.001$ ). Likewise, mother-responsive parenting was positively associated with commitment ( $r = 0.377$ ,  $p < 0.001$ ), in-depth exploration ( $r = 0.318$ ,  $p < 0.001$ ), and reconsideration of commitment ( $r = 0.140$ ,  $p < 0.01$ ). Furthermore, there was a positive relationship between future orientation and commitment ( $r = 0.446$ ,  $p < 0.001$ ), in-depth exploration ( $r = 0.393$ ,  $p < 0.001$ ), as well as reconsideration of commitment ( $r = 0.107$ ,  $p < 0.05$ ).

Table 1  
Correlation between responsive parenting, future orientation, and identity formation

	M	SD	1	2	3	4	5	6
1. Responsive (father)	3.848	0.857	(0.855)					
2. Responsive (mother)	4.098	0.807	0.640***	(0.876)				
3. Future orientation	3.735	0.445	0.384***	0.379***	(0.636)			
4. Commitment	3.940	0.627	0.431***	0.377***	0.446***	(0.841)		
5. In-depth exploration	3.692	0.632	0.332***	0.318***	0.393***	0.647***	(0.778)	
6. Reconsideration of commitment	3.057	0.872	0.187***	0.140**	0.107*	0.317***	0.500***	(0.780)

\* $p < 0,05$ , \*\* $p < 0,01$ , \*\*\* $p < 0,001$

Table 2 shows the results of the regression analysis, which revealed that the parenting responsiveness of fathers ( $R^2 = 0.147$ ,  $\beta = 0.384$ ,  $p < 0.001$ ) and mothers ( $R^2 = 0.144$ ,  $\beta = 0.379$ ,  $p < 0.001$ ), respectively, can predict future orientation. In contrast, future orientation can only predict commitment ( $R^2 = 0.147$ ,  $\beta = 0.329$ ,  $p < 0.001$ ) and in-depth exploration ( $R^2 = 0.123$ ,  $\beta = 0.312$ ,  $p < 0.001$ ), also cannot predict reconsideration of commitment ( $R^2 = 0.032$ ,  $\beta = 0.041$ ,  $p > 0.05$ ). The Sobel test results (Table 3) found that future orientation can act as a mediator in the relationship between father's responsive parenting and commitment (indirect effect = 0.092,  $z = 5.713$ ,  $p < 0.001$ ), and with in-depth exploration (indirect effect = 0.088),  $z = 5.349$ ,  $p < 0.001$ ), as well as mother's responsive parenting and commitment (indirect effect = 0.104,  $z = 5.856$ ,  $p < 0.001$ ), and with in-depth exploration (indirect effect = 0.094,  $z = 5.384$ ,  $p < 0.001$ ).

Table 2

## Regression of responsive parenting, future orientation, and identity formation

Variable	R <sup>2</sup>	$\beta$	B	S.E.	t	p
Responsive (father) to commitment						
R (F) -> FO (path a)	0.147	0.384	0.199	0.023	8.799	0.001
FO -> Com (path b)	0.147	0.329	0.464	0.061	7.561	0.001
R (F) -> Com (path c')	0.131	0.305	0.223	0.032	7.010	0.001
R (F) -> Com (path c)	0.188	0.431	0.316	0.031	10.120	0.001
Responsive (father) to in-depth exploration						
R (F) -> FO (path a)	0.147	0.384	0.199	0.023	8.799	0.001
FO -> Exp (path b)	0.123	0.312	0.443	0.064	6.780	0.001
R (F) -> Exp (path c')	0.070	0.212	0.156	0.034	4.604	0.001
R (F) -> Exp (path c)	0.110	0.332	0.244	0.033	7.440	0.001
Responsive (father) to reconsideration of commitment						
R (F) -> FO (path a)	0.147	0.384	0.199	0.023	8.799	0.001
FO -> Rec (path b)	0.032	0.041	0.080	0.099	0.812	0.417
R (F) -> Rec (path c')	0.004	0.171	0.174	0.051	3.406	0.001
R (F) -> Rec (path c)	0.035	0.187	0.190	0.047	4.028	0.001
Responsive (mother) to commitment						
R (M) -> FO (path a)	0.144	0.379	0.209	0.024	8.673	0.001
FO -> Com (path b)	0.158	0.354	0.499	0.062	7.992	0.001
R (M) -> Com (path c')	0.092	0.243	0.189	0.034	5.495	0.001
R (M) -> Com (path c)	0.142	0.377	0.293	0.034	8.628	0.001
Responsive (mother) to in-depth exploration						
R (M) -> FO (path a)	0.144	0.379	0.209	0.024	8.673	0.001
FO -> Exp (path b)	0.125	0.318	0.452	0.065	6.913	0.001
R (M) -> Exp (path c')	0.063	0.198	0.155	0.036	4.289	0.001
R (M) -> Exp (path c)	0.101	0.319	0.249	0.035	7.107	0.001
Responsive (mother) to reconsideration of commitment						
R (M) -> FO (path a)	0.144	0.379	0.209	0.024	8.673	0.001
FO -> Rec (path b)	0.007	0.062	0.123	0.099	1.237	0.217
R (M) -> Rec (path c')	0.016	0.116	0.126	0.055	2.300	0.022
R (M) -> Rec (path c)	0.020	0.140	0.151	0.051	2.991	0.003

R (F) = responsive (father), R (M) = responsive (mother), FO = future orientation, Com = commitment, Exp = in-depth exploration, Rec = reconsideration of commitment

Table 3

## Indirect effect of responsive parenting to identity formation

Variable	Value	S.E.	z	p
R (F) -> FO -> Com	0.092	0.016	5.713	0.001
R (F) -> FO -> Exp	0.088	0.016	5.349	0.001
R (F) -> FO -> Rec	0.015	0.019	0.809	0.442
R (M) -> FO -> Com	0.104	0.017	5.856	0.001
R (M) -> FO -> Exp	0.094	0.017	5.384	0.001
R (M) -> FO -> Rec	0.025	0.021	1.216	0.223

R (F) = responsive (father), R (M) = responsive (mother), FO = future orientation, Com = commitment, Exp = in-depth exploration, Rec = reconsideration of commitment

## Discussion

This research examines the role of future orientation as a mediator in the relationship between responsive parenting and identity formation. According to the findings, future orientation can only mediate between responsive parenting with commitment and in-depth exploration. These indicate that parents who are sensitive to their adolescent children's needs and provide emotional warmth can facilitate them in setting future goals. Furthermore, when adolescents have a long-term goal plan, they are more likely to achieve optimal identity formation, characterized by commitment and in-depth exploration.

Although there has been no previous similar research, this study supports prior findings that responsive parenting contributes to positive adolescent development. For example, it can make them satisfied with their basic psychological needs (Kaye et al., 2019) and have positive self-esteem (Yang & Laroche, 2011). Additionally, this finding may provide an alternative to the dynamics discovered in previous research (Soenens et al., 2011; Sznitman, Zimmermann, et al., 2019). Moreover, this parenting can indirectly predict optimal identity formation through future orientation.

Positively responsive parenting accepts and supports adolescents' needs, making them feel comfortable and cared for by their parents (Filus et al., 2019; Gafoor & Kurukkan, 2014). According to the self-determination theory, this condition will make them feel valued and satisfied with their autonomy and competence (Deci & Ryan, 2000). As a result, they can develop positive psychological functions such as self-efficacy (Rouquette et al., 2021), behavioral regulation (von Suchodoletz et al., 2011), and responsibility (Bogensneider & Pallock, 2008). This research found that responsive parenting can influence adolescents' future orientation.

Adolescents with future orientation can set long-term goals and plan strategies to achieve them (Lens & Tsuzuki, 2007; Sica et al., 2016). These long-term goals can serve as a source of motivation when attempting to achieve them (Lens et al., 2012; Pavelková & Havlíčková, 2020). Furthermore, adolescents with future orientation can control their behavior (Dreves & Blackhart, 2019; Mouratidis & Lens, 2015) and make decisions related to their long-term goals (Molinari et al., 2016; Walker & Tracey, 2012). One of the goals could be related to the identity formation process; therefore, those with a future orientation are more likely to achieve optimal identity formation (Kerpelman & Mosher, 2004; Laghi et al., 2013; Luyckx et al., 2010).



These findings indicate that future-oriented adolescents can choose an identity as a long-term goal. Adolescents, for example, construct, determine, and commit to a future career (Jia et al., 2020; Taber & Blankemeyer, 2015; Walker & Tracey, 2012). This indicates that those with future orientation tend to have an identity commitment (Kerpelman & Mosher, 2004; Luyckx et al., 2010). In addition, this research found that it will explore in-depth the commitment to their chosen identity. This will direct them to look for information related to identity, especially future needs (Luyckx et al., 2010). Consequently, the information obtained makes them believe in their chosen identity commitment (Crocetti et al., 2008).

On the other hand, this research found that responsive parenting can directly predict reconsideration of commitment without requiring future orientation. This means that if they lack a future orientation, responsive parenting can result in them experiencing an unoptimal identity formation process. Previous research found that it can lead adolescents to have low emotional independence, causing them to depend on their parents (Filus et al., 2019; Kaye et al., 2019). Furthermore, they tend to adopt commitments based on their parents' considerations (Soenens et al., 2011). As a result, if the commitment is no longer satisfactory, they will compare their commitments with other alternatives.

In general, this research helps to clarify the previously discovered relationship between responsive parenting and identity formation (Smits et al., 2008; Soenens et al., 2011; Sznitman, Zimmermann, et al., 2019). These findings indicate that responsive parenting helps adolescents develop a future orientation before they achieve optimal identity formation. This parenting style can facilitate the development of positive psychological functions such as future orientation because parents can understand and support needs, including future goals. On the other hand, future orientation can be a source of motivation when making decisions and controlling behavior during identity formation.

Although this research shows that responsive parenting can aid in forming optimal adolescent identity, it can also lead to reconsideration of commitment. This indicates that parenting has two opposite sides to identity formation. Further research is needed to examine the relationship between responsive parenting and adolescent independence during identity formation. Furthermore, because this study only involves future orientation, the next should look at other time orientation perspectives, such as present orientation. Especially if this parenting is related to adolescents' dependence on parents, they may develop a present orientation rather than a future. As a result, further research should consider other

parenting styles, such as autonomous support parenting, which may lead them to develop future orientation and achieve optimal identity formation.

## Conclusion

This research concludes that responsive parenting can help adolescents develop a future orientation and thus achieve optimal identity formation. Responsive parenting, which accepts and supports adolescents' needs, can inspire them to imagine and plan for their future. When adolescents have future goals that match their needs, they will be motivated to control their behavior to achieve those objectives. This is indicated by adolescents who have committed to identity and explored various information related to the chosen identity. However, responsive parenting can also lead to reconsideration of commitments.

## Acknowledgment

The researchers sincerely appreciate all the participants willing to be the sample of this research.

## References

- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51*(6), 1173–1182. <https://doi.org/10.1037/0022-3514.51.6.1173>
- Beijersbergen, M. D., Juffer, F., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2012). Remaining or becoming secure: Parental sensitive support predicts attachment continuity from infancy to adolescence in a longitudinal adoption study. *Developmental Psychology, 48*(5), 1277–1282. <https://doi.org/10.1037/a0027442>
- Berzonsky, M. D., & Cieciuch, J. (2016). Mediation role of identity commitment in relationships between identity processing style and psychological well-being. *Journal of Happiness Studies, 17*(1), 145–162. <https://doi.org/10.1007/s10902-014-9588-2>
- Beyers, W., & Luyckx, K. (2016). Ruminative exploration and reconsideration of commitment as risk factors for suboptimal identity development in adolescence and emerging adulthood. *Journal of Adolescence, 47*, 169–178. <https://doi.org/10.1016/j.adolescence.2015.10.018>
- Bogenschneider, K., & Pallock, L. (2008). Responsiveness in parent-adolescent relationships: Are influences conditional? Does the reporter matter? *Journal of Marriage and Family, 70*(4), 1015–1029. <https://doi.org/10.1111/j.1741-3737.2008.00543.x>
- Boughton, K. L., & Lumley, M. N. (2011). Parent prediction of child mood and emotional resilience: The role of parental responsiveness and psychological control. *Depression Research and Treatment, 2011*, 375398. <https://doi.org/10.1155/2011/375398>

- Cakir, S. G. (2014). Ego identity status and psychological well-being among Turkish emerging adults. *Identity, 14*(3), 230–239. <https://doi.org/10.1080/15283488.2014.921169>
- Crocetti, E. (2018). Identity dynamics in adolescence: Processes, antecedents, and consequences. *European Journal of Developmental Psychology, 15*(1), 11–23. <https://doi.org/10.1080/17405629.2017.1405578>
- Crocetti, E., Benish-Weisman, M., & McDonald, K. L. (2020). Validation of the Arabic and Hebrew versions of the Utrecht-Management of Identity Commitments Scale (U-MICS). *Journal of Adolescence, 79*(December 2018), 11–15. <https://doi.org/10.1016/j.adolescence.2019.12.006>
- Crocetti, E., Luyckx, K., Scrignaro, M., & Sica, L. S. (2011). Identity formation in Italian emerging adults: A cluster-analytic approach and associations with psychosocial functioning. *European Journal of Developmental Psychology, 8*(5), 558–572. <https://doi.org/10.1080/17405629.2011.576858>
- Crocetti, E., Rubini, M., & Meeus, W. H. (2008). Capturing the dynamics of identity formation in various ethnic groups: Development and validation of a three-dimensional model. *Journal of Adolescence, 31*(2), 207–222. <https://doi.org/10.1016/j.adolescence.2007.09.002>
- Davidov, M., & Grusec, J. E. (2006). Untangling the links of parental responsiveness to distress and warmth to child outcomes. *Child Development, 77*(1), 44–58. <https://doi.org/10.1111/j.1467-8624.2006.00855.x>
- de Moor, E. L., Van der Graaff, J., Van Dijk, M. P. A., Meeus, W. H., & Branje, S. (2019). Stressful life events and identity development in early and mid-adolescence. *Journal of Adolescence, 76*, 75–87. <https://doi.org/10.1016/j.adolescence.2019.08.006>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227–268. [https://doi.org/10.1207/S15327965PLI1104\\_01](https://doi.org/10.1207/S15327965PLI1104_01)
- Dreves, P. A., & Blackhart, G. C. (2019). Thinking into the future: How a future time perspective improves self-control. *Personality and Individual Differences, 149*(May), 141–151. <https://doi.org/10.1016/j.paid.2019.05.049>
- Erikson, E. H. (1950). *Childhood and society*. W.W. Norton & Company, Inc.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. W.W. Norton & Company, Inc.
- Filus, A., Schwarz, B., Mylonas, K., Sam, D. L., & Boski, P. (2019). Parenting and late adolescents’ well-being in Greece, Norway, Poland and Switzerland: Associations with individuation from parents. *Journal of Child and Family Studies, 28*(2), 560–576. <https://doi.org/10.1007/s10826-018-1283-1>
- Gafoor, A., & Kurukkan, A. (2014). Construction and validation of Scale of Parenting Style. *Guru Journal of Behavioral and Social Sciences, 2*(4), 315–323.
- Hofer, J., & Spengler, B. (2020). How negative parenting might hamper identity development: Spontaneous aggressiveness and personal belief in a just world. *Self and Identity, 19*(2), 117–139. <https://doi.org/10.1080/15298868.2018.1541026>
- Ingoglia, S., Inguglia, C., Liga, F., & Coco, A. Lo. (2017). Associations between perceived parental psychological control and internalizing difficulties in emerging adulthood: The role of identity. *Journal of Social and Personal Relationships, 34*(8), 1227–1240. <https://doi.org/10.1177/0265407516670760>
- Jia, Y., Hou, Z.-J., & Shen, J. (2020). Adolescents’ future time perspective and career construction: Career

adaptability as mediator and hope as moderator. *Journal of Career Development*, 089484532092657. <https://doi.org/10.1177/0894845320926579>

- Jiang, L. C., Yang, I. M., & Wang, C. (2017). Self-disclosure to parents in emerging adulthood: Examining the roles of perceived parental responsiveness and separation–individuation. *Journal of Social and Personal Relationships*, 34(4), 425–445. <https://doi.org/10.1177/0265407516640603>
- Kanat-Maymon, M., & Assor, A. (2010). Perceived maternal control and responsiveness to distress as predictors of young adults' empathic responses. *Personality and Social Psychology Bulletin*, 36(1), 33–46. <https://doi.org/10.1177/0146167209347381>
- Kaye, M. P., Lowe, K., & Dorsch, T. E. (2019). Dyadic examination of parental support, basic needs satisfaction, and student–athlete development during emerging adulthood. *Journal of Family Issues*, 40(2), 240–263. <https://doi.org/10.1177/0192513X18806557>
- Kerpelman, J. L., & Mosher, L. S. (2004). Rural African American adolescents' future orientation: The importance of self-efficacy, control and responsibility, and identity development. *Identity*, 4(2), 187–208. [https://doi.org/10.1207/s1532706xid0402\\_5](https://doi.org/10.1207/s1532706xid0402_5)
- Kochanska, G., & Kim, S. (2013). Difficult temperament moderates links between maternal responsiveness and children's compliance and behavior problems in low-income families. *Journal of Child Psychology and Psychiatry*, 54(3), 323–332. <https://doi.org/10.1111/jcpp.12002>
- Laghi, F., Baiocco, R., Liga, F., Guarino, A., & Baumgartner, E. (2013). Identity status differences among Italian adolescents: Associations with time perspective. *Children and Youth Services Review*, 35(3), 482–487. <https://doi.org/10.1016/j.chilyouth.2012.12.018>
- Lens, W., Paixão, M. P., Herrera, D., & Grobler, A. (2012). Future time perspective as a motivational variable: Content and extension of future goals affect the quantity and quality of motivation. *Japanese Psychological Research*, 54(3), 321–333. <https://doi.org/10.1111/j.1468-5884.2012.00520.x>
- Lens, W., & Tsuzuki, M. (2007). The role of motivation and future time perspective in educational and career development. *Psychologica*, 46, 29–42.
- Levasseur, L., Shipp, A. J., Fried, Y., Rousseau, D. M., & Zimbardo, P. G. (2020). New perspectives on time perspective and temporal focus. *Journal of Organizational Behavior*, 41(3), 235–243. <https://doi.org/10.1002/job.2435>
- Luyckx, K., Lens, W., Smits, I., & Goossens, L. (2010). Time perspective and identity formation: Short-term longitudinal dynamics in college students. *International Journal of Behavioral Development*, 34(3), 238–247. <https://doi.org/10.1177/0165025409350957>
- Ma, S., Kong, X., Wang, Y., Guo, J., Jiang, L., Qu, Z., Zhang, W., & Wang, X. (2020). The relationship between maternal depression and childhood aggression in rural areas of Northwest China: The mediating role of maternal responsiveness. *Children and Youth Services Review*, 119, 105692. <https://doi.org/10.1016/j.chilyouth.2020.105692>
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3(5), 551–558. <https://doi.org/10.1037/h0023281>
- Michikyan, M. (2020). Linking online self-presentation to identity coherence, identity confusion, and social anxiety in emerging adulthood. *British Journal of Developmental Psychology*, 38(4), 543–565. <https://doi.org/10.1111/bjdp.12337>

- Molinari, L., Speltini, G., Passini, S., & Carelli, M. G. (2016). Time perspective in adolescents and young adults: Enjoying the present and trusting in a better future. *Time and Society*, 25(3), 594–612. <https://doi.org/10.1177/0961463X15587833>
- Morsünbül, Ü., Crocetti, E., Cok, F., & Meeus, W. H. (2014). Brief report: The Utrecht-Management of Identity Commitments Scale (U-MICS): Gender and age measurement invariance and convergent validity of the Turkish version. *Journal of Adolescence*, 37(6), 799–805. <https://doi.org/10.1016/j.adolescence.2014.05.008>
- Morsünbül, Ü., Crocetti, E., Cok, F., & Meeus, W. H. (2016). Identity statuses and psychosocial functioning in Turkish youth: A person-centered approach. *Journal of Adolescence*, 47, 145–155. <https://doi.org/10.1016/j.adolescence.2015.09.001>
- Mouratidis, A., & Lens, W. (2015). Adolescents' psychological functioning at school and in sports: The role of future time perspective and domain-specific and situation-specific self-determined motivation. *Journal of Social and Clinical Psychology*, 34(8), 643–673. <https://doi.org/10.1521/jscp.2015.34.8.643>
- Muttaqin, D. (2017). Validitas Utrecht-Management of Identity Commitments Scale (U-MICS) versi Indonesia: Struktur faktor, invariansi pengukuran gender, dan usia. *Jurnal Psikologi*, 44(2), 83–96. <https://doi.org/10.22146/jpsi.27578>
- Muttaqin, D. (2020). The role of cultural orientation in adolescent identity formation: Self-construal as a mediator. *Makara Human Behavior Studies in Asia*, 24(1), 7–16. <https://doi.org/10.7454/hubs.asia.1050719>
- Nelson, L. J., & Padilla-Walker, L. M. (2013). Flourishing and floundering in emerging adult college students. *Emerging Adulthood*, 1(1), 67–78. <https://doi.org/10.1177/2167696812470938>
- Paulson, S. E. (1994). Relations of parenting style and parental involvement with ninth-grade students' achievement. *The Journal of Early Adolescence*, 14(2), 250–267. <https://doi.org/10.1177/027243169401400208>
- Pavelková, I., & Havlíčková, R. (2020). Perspective orientation and time dimension in student motivation. *Journal of Education Culture and Society*, 4(1), 177–189. <https://doi.org/10.15503/jecs20131.177.189>
- Ritchie, R. A., Meca, A., Madrazo, V. L., Schwartz, S. J., Hardy, S. A., Zamboanga, B. L., Weisskirch, R. S., Kim, S. Y., Whitbourne, S. K., Ham, L. S., & Lee, R. M. (2013). Identity dimensions and related processes in emerging adulthood: Helpful or harmful? *Journal of Clinical Psychology*, 69(4), 415–432. <https://doi.org/10.1002/jclp.21960>
- Rouquette, O. Y., Knight, C. J., Lovett, V. E., & Heuzé, J.-P. (2021). Effect of parent responsiveness on young athletes' self-perceptions and thriving: An exploratory study in a Belgian French-Community. *Psychology of Sport and Exercise*, 52, 101801. <https://doi.org/10.1016/j.psychsport.2020.101801>
- Schwartz, S. J., Beyers, W., Luyckx, K., Soenens, B., Zamboanga, B. L., Forthun, L. F., Hardy, S. A., Vazsonyi, A. T., Ham, L. S., Kim, S. Y., Whitbourne, S. K., & Waterman, A. S. (2011). Examining the light and dark sides of emerging adults' identity: A study of identity status differences in positive and negative psychosocial functioning. *Journal of Youth and Adolescence*, 40(7), 839–859. <https://doi.org/10.1007/s10964-010-9606-6>
- Seiffge-Krenke, I., & Weitkamp, K. (2020). How individual coping, mental health, and parental behavior are related to identity development in emerging adults in seven countries. *Emerging Adulthood*, 8(5),

344–360. <https://doi.org/10.1177/2167696819863504>

- Sica, L. S., Crocetti, E., Ragozini, G., Aleni Sestito, L., & Serafini, T. E. (2016). Future-oriented or present-focused? The role of social support and identity styles on 'futuring' in Italian late adolescents and emerging adults. *Journal of Youth Studies*, *19*(2), 183–203. <https://doi.org/10.1080/13676261.2015.1059925>
- Skhirtladze, N., Javakhishvili, N., Schwartz, S. J., & Luyckx, K. (2018). Identity styles in the Georgian context and associations with parenting dimensions. *European Journal of Developmental Psychology*, *15*(1), 24–40. <https://doi.org/10.1080/17405629.2017.1334549>
- Smits, I., Soenens, B., Luyckx, K., Duriez, B., Berzonsky, M. D., & Goossens, L. (2008). Perceived parenting dimensions and identity styles: Exploring the socialization of adolescents' processing of identity-relevant information. *Journal of Adolescence*, *31*(2), 151–164. <https://doi.org/10.1016/j.adolescence.2007.08.007>
- Sobel, M. E. (1982). Asymptotic intervals for indirect effects in structural equations models. In *Sociological Methodology* (pp. 290–312). Jossey-Bass.
- Soenens, B., Berzonsky, M. D., Dunkel, C. S., & Papini, D. R. (2011). The role of perceived parental dimensions and identification in late adolescents' identity processing styles. *Identity*, *11*(3), 189–210. <https://doi.org/10.1080/15283488.2011.594781>
- Sznitman, G. A., Van Petegem, S., & Zimmermann, G. (2019). Exposing the role of coparenting and parenting for adolescent personal identity processes. *Journal of Social and Personal Relationships*, *36*(4), 1233–1255. <https://doi.org/10.1177/0265407518757707>
- Sznitman, G. A., Zimmermann, G., & Van Petegem, S. (2019). Further insight into adolescent personal identity statuses: Differences based on self-esteem, family climate, and family communication. *Journal of Adolescence*, *71*, 99–109. <https://doi.org/10.1016/j.adolescence.2019.01.003>
- Taber, B. J., & Blankemeyer, M. S. (2015). Time perspective and vocational identity statuses of emerging adults. *The Career Development Quarterly*, *63*(2), 113–125. <https://doi.org/10.1002/cdq.12008>
- von Suchodoletz, A., Trommsdorff, G., & Heikamp, T. (2011). Linking maternal warmth and responsiveness to children's self-regulation. *Social Development*, *20*(3), 486–503. <https://doi.org/10.1111/j.1467-9507.2010.00588.x>
- Walker, T. L., & Tracey, T. J. G. (2012). The role of future time perspective in career decision-making. *Journal of Vocational Behavior*, *81*(2), 150–158. <https://doi.org/10.1016/j.jvb.2012.06.002>
- Ward, K. P., & Lee, S. J. (2020). Mothers' and fathers' parenting stress, responsiveness, and child well-being among low-income families. *Children and Youth Services Review*, *116*(June), 105218. <https://doi.org/10.1016/j.childyouth.2020.105218>
- Waterman, A. S., Schwartz, S. J., Hardy, S. A., Kim, S. Y., Lee, R. M., Armenta, B. E., Whitbourne, S. K., Zamboanga, B. L., Brown, E. J., Williams, M. K., & Agocha, V. B. (2013). Good choices, poor choices: Relationship between the quality of identity commitments and psychosocial functioning. *Emerging Adulthood*, *1*(3), 163–174. <https://doi.org/10.1177/2167696813484004>
- Yang, Z., & Laroche, M. (2011). Parental responsiveness and adolescent susceptibility to peer influence: A cross-cultural investigation. *Journal of Business Research*, *64*(9), 979–987. <https://doi.org/10.1016/j.jbusres.2010.11.021>

- Zhao, J., Li, R., Ma, J., & Zhang, W. (2019). Longitudinal relations between future planning and adolescents' academic achievement in China. *Journal of Adolescence*, 75(January), 73–84. <https://doi.org/10.1016/j.adolescence.2019.07.002>
- Zimbardo, P. G., & Boyd, J. N. (1999). Putting time in perspective: A valid, reliable individual-differences metric. *Journal of Personality and Social Psychology*, 77(6), 1271–1288. <https://doi.org/10.1037/0022-3514.77.6.1271>