



ABSTRACT

Name of Institution: De La Salle University-Dasmariñas

Address: Dasmariñas, Cavite

Title: The Identity Function with the Influence of Parents and Peers of College Graduating Students with Forced Compliance in their course in De La Salle University-Dasmariñas

Author: Palejaro, Aldreigh V.

Funding Source: Parents

Cost: Php 15,000.00

Date Started: June 2013

Date Finished: February 2014

Scope and Coverage: This study aimed to measure the level of identity and the influence of parent and peers of college graduating students who had their parents chose the course for them. The study has 100 respondents from Engineering and Accountancy graduating students in De La Salle University-Dasmariñas



Methodology:

This study utilized correlation research method to see if parent influence and peer influence affect the respondents' formation of identity. Purposive sampling technique was used to gather the respondents. This study was achieved by utilizing Inventory of Parent and Peer Attachment (IPPA) which measured parent and peer influences and Functions of Identity Scale (FIS) which measured the level of identity of the respondents.

Conclusion:

1. The level of parent influence is high among the respondents even with the presence of forced compliance. With the presence of social support from the parents, the student still continue a commitment even they do not like the course they are taking..



2. The level of peer influence is high among the respondents even with the presence of forced compliance. It can be explained with the need of acceptance or belongingness of the student since they want to fit in a group with students who excel in a particular course.
3. The level of identity function is high among the respondents even with the presence of forced compliance. It was recognizable that the students are growing up where maturation takes place that helps them to decide on their own identity.
4. There is no significant relationship between parent influence and identity among the respondents with forced compliance in their course who are graduating. Given the respondents' age (19-21) and



their status in school (graduating students), they made a well-constructed identity with goals and future that have a sense of direction.

5. There is no significant relationship between peer influence and identity among the respondents with forced compliance in their course who are graduating. Aside from students forming their own identity, it can also be that the authority of parents was high and the students do not want their peers to shape their own identity.

Recommendations:

1. Organize a parent-child encounter before graduating in secondary education to help both parties understand the interests of each other so that they can decide on what course they chose in college.



2. Modification of research method, especially in the age group of the respondents, to better understand if parent and peer influences really contribute in the identity of the students. Having different courses in the study to see if this also happens with other courses may be pursued.

