

MUNI
FSS

Self and Identity

Youth Development

PSYb2730

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Who am I?

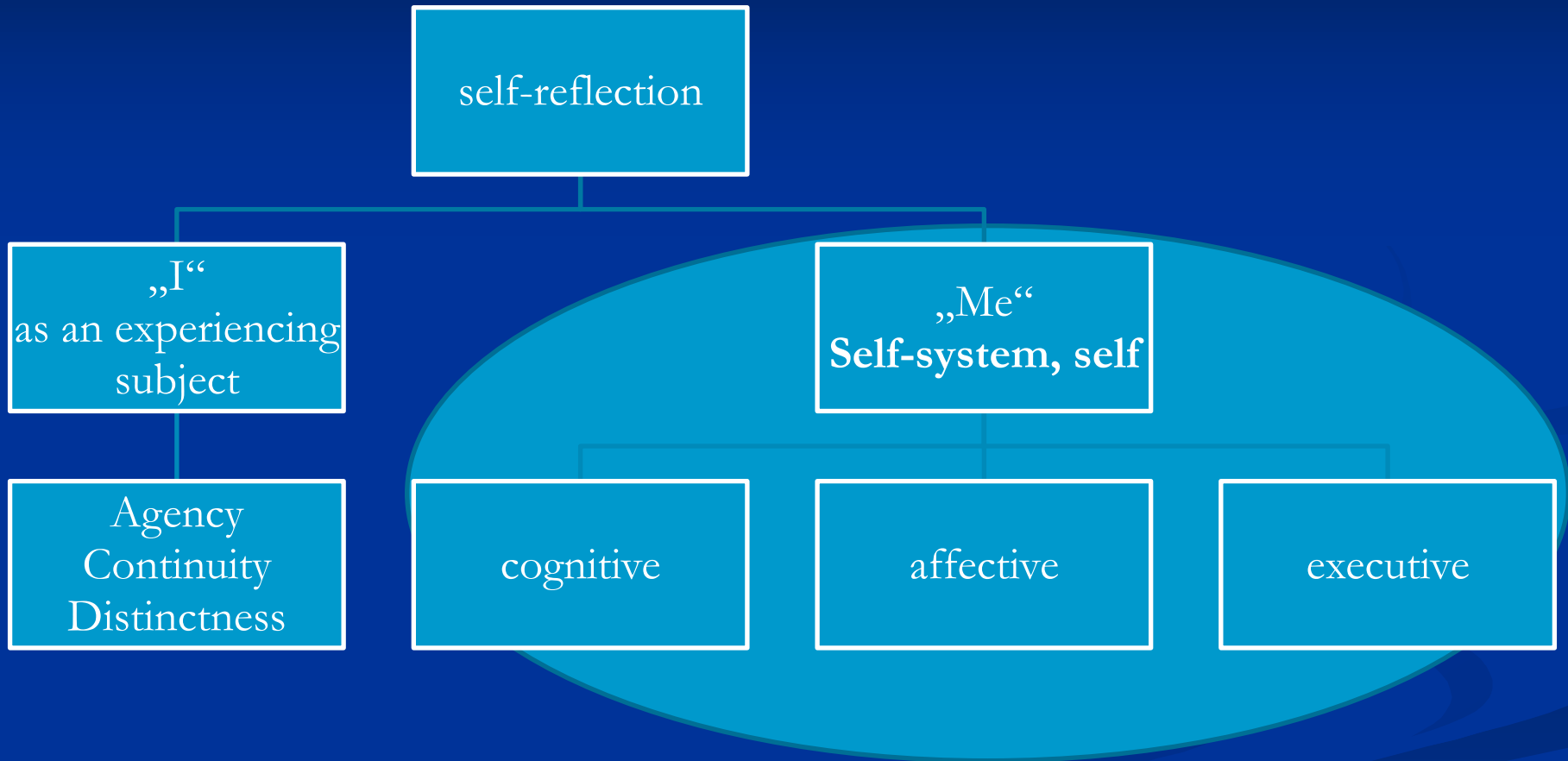
- Try to answer three times to this simple (?) question.

Self, selfsystem

- „It is much easier **feel** the self than **define** what is the self“ (Allport, 1961).

Two Sides of Self: Me & I

- self as an acting and experiencing subject
- knower
- I, Ich
- awareness of psychological presence
- connected with memory
- agency, continuity, distinctness
- self as a known object
- content of self-reflection
- „object of realizing“
- known
- Me, Self, Selbst



Self-system

- The cognitive aspect - *self-concept*
 - includes all self-relevant cognitions, i.e., knowledge and imaginations of the self
 - self-cognitions are organized into a particular whole (structure) and this is so at various levels of generality
- The executive aspect
 - connected with behavior, self-presentation strategies

Affective aspect

- every piece of knowledge related to the self is alwaysin connected with some feelings
- in adolescence it is predominantly a result of interpersonal comparison with peers, parents, other adult authorities, or group and social standards (Higgins, 1987)
- self-concept comprises various self-representations including also some self-assessment and self-evaluation

Self-esteem

- individuals' more general self-evaluation, empirically distinguishable from self-concept
- overall feeling from oneself or as global self-evaluation
- adolescent's self-esteem cannot be always simply derived from his/her partial self-evaluation; it implies being aware of one's value and overall self-satisfaction. It is related to individual's general feelings of worth and competence.

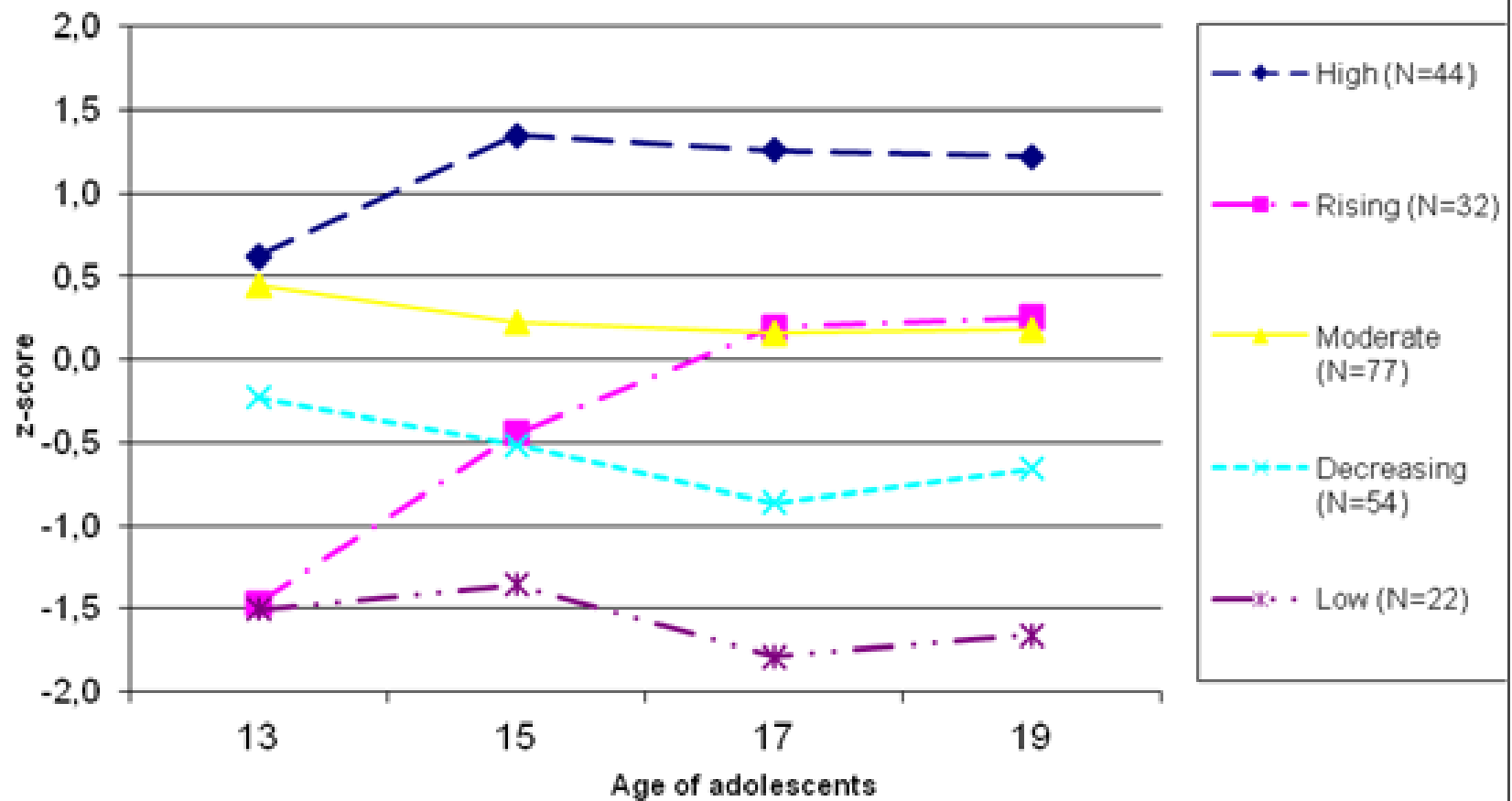
Self-esteem during adolescence

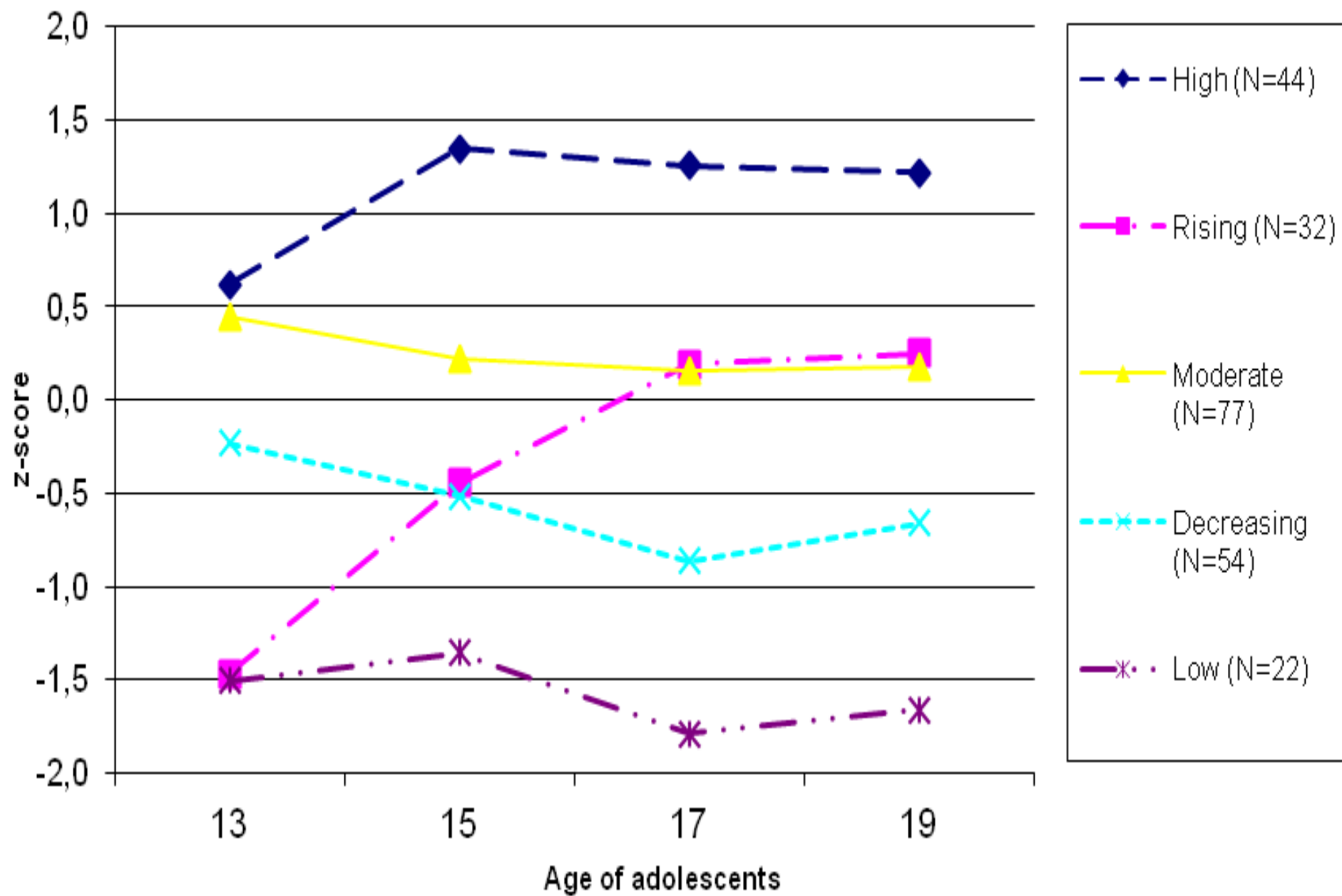
- self-esteem **declines** in early adolescence **and again increases** in the period of late adolescence and during the period of emerging adulthood (Arnett, 2010)
- self-esteem **remains nearly constant** during adolescence (Baldwin & Hoffman, 2002).
- self-esteem **increases** moderately during adolescence and continues to increase more slowly during young adulthood (Erol & Orth, 2011).

Two approaches

- self-esteem as a static construct
- self-esteem as a dynamic construct
 - in cross-sectional research, sufficient attention cannot be paid to intra-individual changes
 - results are usually based on comparing the mean scores for a particular age cohort
 - If self-esteem increases in some adolescents and declines in others, then the differences cancel out due to the approach focused on mean scores and hence self-esteem makes an impression of being static (Hirsch & DuBois, 1991).

Cluster analysis approach





Trajectory A: Permanently high self-esteem

- a low degree of neuroticism and higher emotional stability.
- in comparison with other respondents, they have stable and positive relationships with parents — they do not have many problems with them and they trust each other.
- less dependent on the evaluation and opinions of their peers.
- little self-doubt and are more oriented on their future perspective than a majority of others (they exhibit a higher degree of commitments).

Trajectory B: Growing self-esteem

- a higher degree of neuroticism, self-blame and alienation at 15 years of age
- lower degree of commitments in relation to their parents at 17 years of age.
- at 17 years of age, they also showed an overall higher degree of general commitment (which can be also interpreted as a clear vision of their own future).
- In peer relationships, this subgroup does not significantly differ from other respondents.

Trajectory C: Stable moderate self-esteem

- the most numerous subgroup
- Stability of self-esteem over time can be expected to be based especially on relevant personality traits — in particular on a higher degree of extraversion and lower degree of neuroticism.
- Otherwise, these respondents are in many ways similar with the profile of their psychosocial characteristics to the subgroup with permanently high self-esteem (trajectory A).
- What makes them different are more problems and a lower degree of trust in relationships with parents.

Trajectory D: Decreasing self-esteem

- Lower trust and higher alienation in relationships with parents, a higher frequency of problems with parents and self-blame for an interparental conflict.
- More complicated relationship also with peers: firstly, they often give evidence of problems in relationships; secondly, they show higher dependence on peer opinion and emotional response.
- U-shape trajectory?

Trajectory E: Permanently low self-esteem

- The permanently low level of self-esteem is related to the constellation of personality traits: these respondents have a higher neuroticism score and a lower extraversion score. Strong impact of emotional stability/instability (i.e. neuroticism) and extraversion/introversion on the level of the self-esteem trajectory highlighted by Erol & Orth (2011).
- They report a higher degree of problems in relationships with parents and their peer relationships are problematical as well.

Self and/or Identity?

- Self and identity are often used interchangeably.
- Some clarity can be attained by considering them as a series of nested constructs, with self as the most encompassing term, self-concepts being embedded within the self, and identities being embedded within self-concepts (Leary & Tangney, 2012).
- Identity refers to the traits and characteristics, social relations, roles, and social group memberships that define who one is (Leary & Tangney, 2012).

Identity Conceptualization

- The process of identity formation involves the exploration and testing of alternative ideas, beliefs, and behaviours, marking this period as one of both dramatic change and uncertainty for adolescent development.
- Identity refers to the identification with roles, values, beliefs, and life styles that mark a person's individuality.
- Social identity refers to a person's self-definition in terms of group belongingness and embedding in social and cultural systems

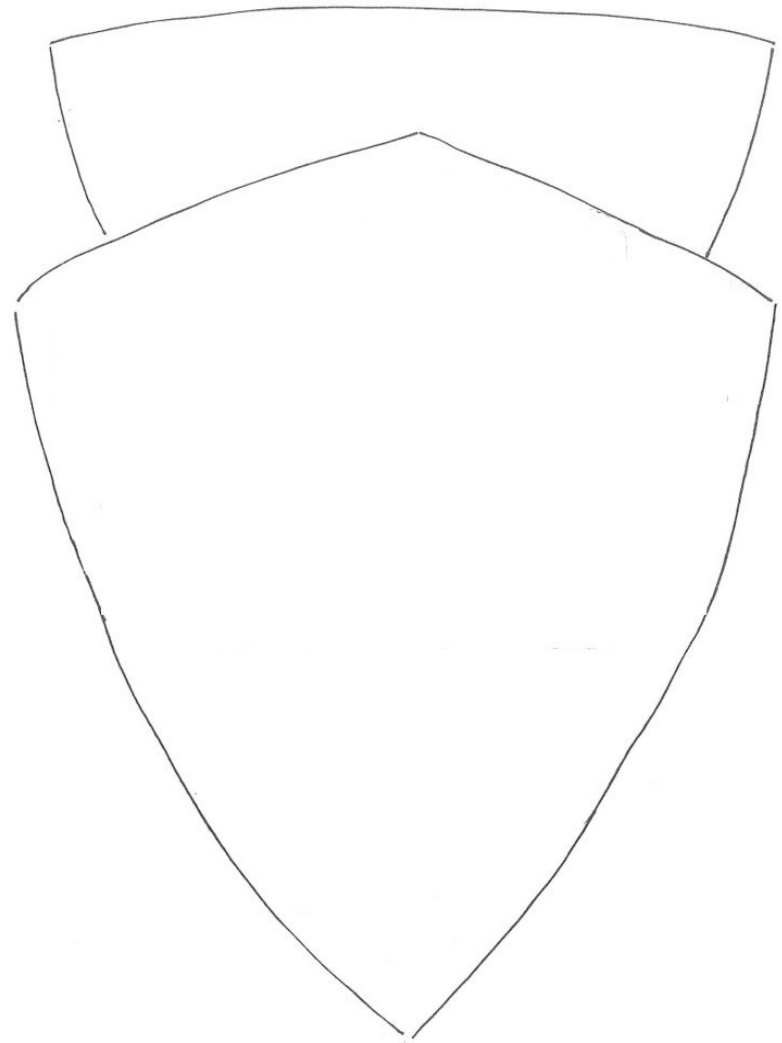
Identity Conceptualization

- Identity can be defined as the concept of self that continues throughout the lifecycle and correlates strongly with the perception of what others have of them.
- Identity is thus the **continued perception of self that is made up of the following components: physical, sexual, social, occupational, moral, ideology.**

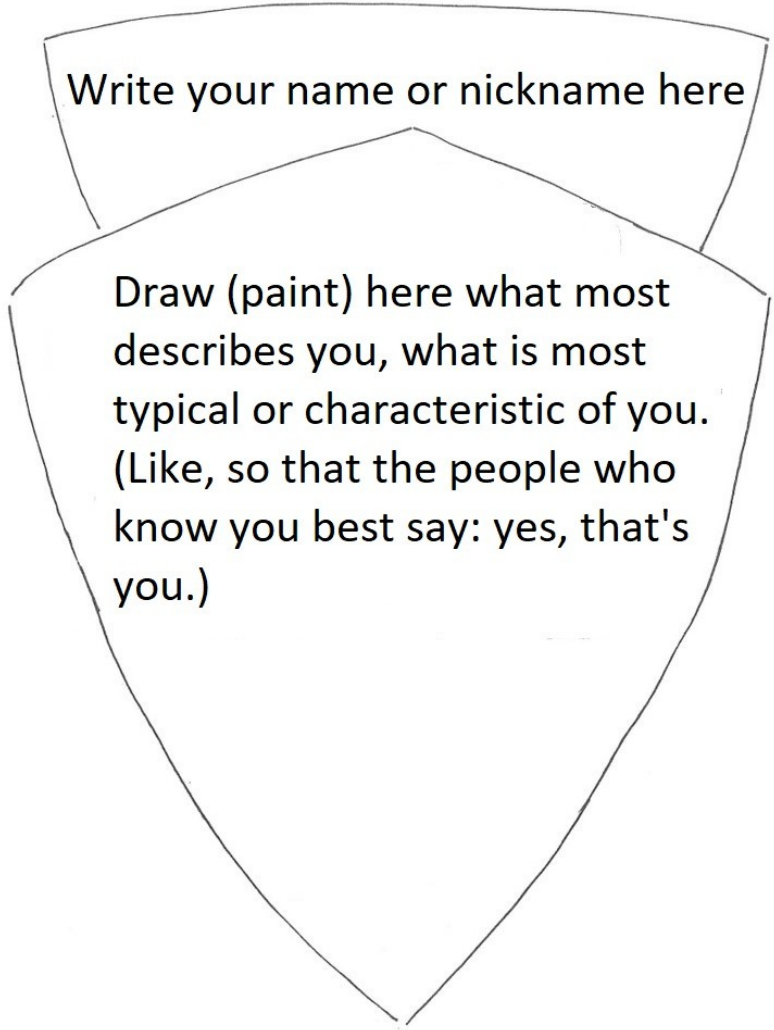
Example of different work with identity (adolescents)



Coat-of-arms



Coat-of-arms - instruction



Write your name or nickname here

Draw (paint) here what most describes you, what is most typical or characteristic of you. (Like, so that the people who know you best say: yes, that's you.)

Coat-of-arms

(pictures intentionally removed)

■ Coat-of-arms no. 1

- Johnny 007 – an example of „personal identity“

■ Coat-of-arms no. 2

- Vlasta (aka Emo) – an example of „social identity“

What is EMO?

https://en.wikipedia.org/wiki/Emo#Fashion_and_subculture

What is different?

(picture intentionally removed)

- T-shirt picture – an example of work on identity in the field of substitute family care

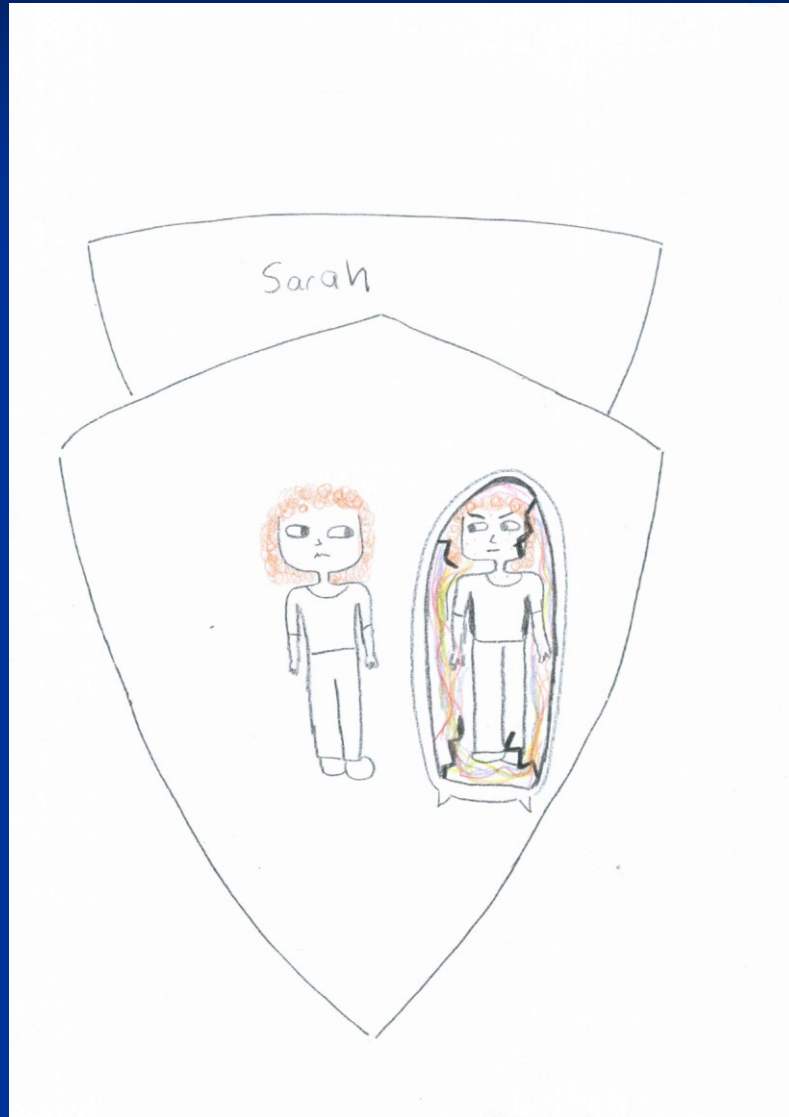
Identity within Youth development

- Results of your own work:

Steven



Sarah



Emma

