

The big picture

Section

Student... (0/0)  Print (/study/app/psychology-new/sid-540-cid-763690/book/the-big-picture-id-49519/print/)

Assign ▾

Table of
contents

? Subtopic question(s)



Notebook



Glossary

Reading
assistance

During this subtopic, you will be working towards answering the following subtopic question:

- What shapes my identity?

The guiding questions in each section help to guide you towards answering the subtopic question(s) at the end of the subtopic. The subtopic questions require you to pull together your knowledge and skills from different sections, to see the bigger picture and to build your conceptual understanding.

Take a moment to close your eyes and ask yourself, ‘What makes me, me?’

The words and descriptions that emerged in your consciousness are what psychologists refer to as your self-identity.

Over the years, you have developed your own sense of identity, which includes various aspects of how you see yourself and present yourself to the world. Some elements that make up your identity include your:

- values
- beliefs
- ingroups
- personality
- gender
- race
- ethnicity.

What factors influence the construction of our identity?

Identity can change and develop over time: you probably do not view yourself the same way as you did when you were 7 years old. There may also be some elements of your identity that have remained stable over time. For example, race is a stable element of identity.

In this subtopic, you will explore how your environment, and the relationships you form with those around you, influence how you see yourself (**Figure 1**). You will also consider how different elements of your identity can impact your behaviour.

Student
view

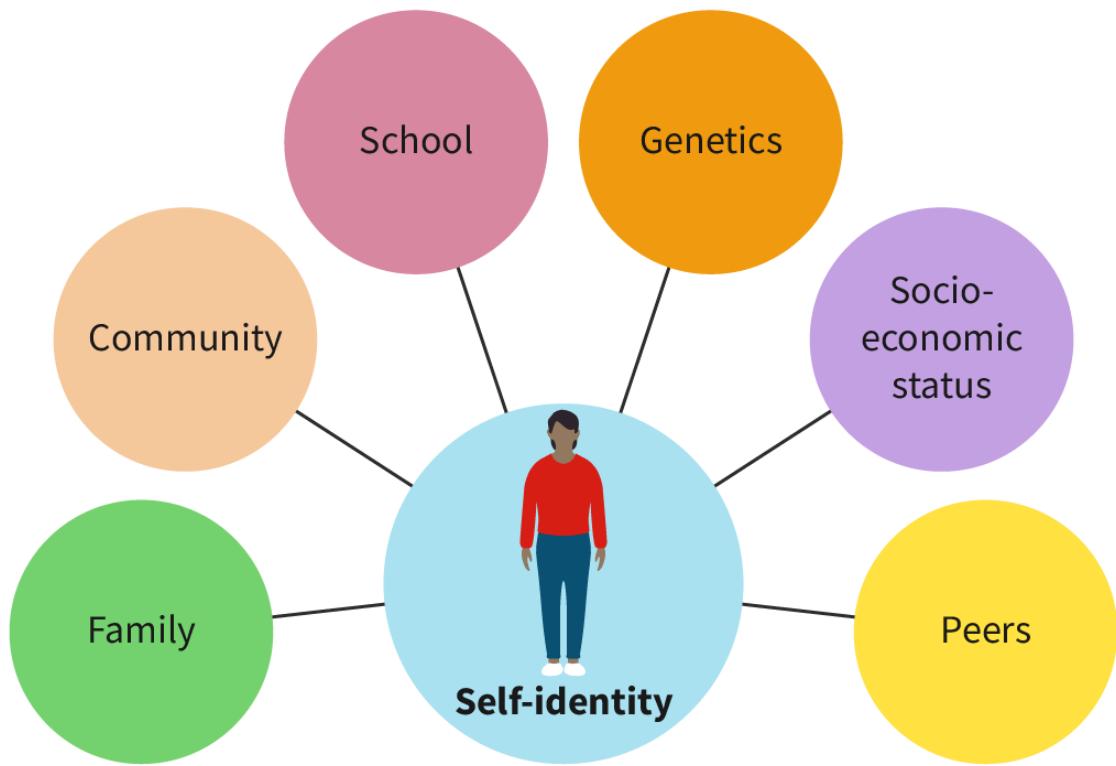


Figure 1. Factors that influence your self-identity.

🔗 Making connections

Social cognitive theory and social identity theory can be applied to identity formation. Both theories are explained in [subtopic 4.1](#) (/study/app/psychology-new/sid-540-cid-763690/book/the-big-picture-id-49126/), along with enculturation, which also plays a role in identity formation.

You have already looked at the role of peers on development in [subtopic 3.1](#) (/study/app/psychology-new/sid-540-cid-763690/book/the-big-picture-id-49671/). You will also look at the role of peers in relation to identity formation in this subtopic.

3 section questions ^

Question 1

SL HL Difficulty:

What is the term for the shared beliefs, values, norms and behaviours of a group of people?

Culture

✓

Accepted answers

Culture

Explanation

The shared beliefs, values and norms of a person's culture can influence their self-identity.

Question 2

SL HL Difficulty:

Researchers can collect data by observing participants. Observations can be either 1 covert , when participants are unaware of being observed, or 2 overt , when they know they are being observed.



Overview
(/study/app/
new/sid-
540-
cid-
763690/k

Accepted answers and explanation

#1 covert

#2 overt

General explanation

Observations involve a researcher observing participants either secretly (covert) or openly (overt).

Question 3

SL HL Difficulty:

Which statement most accurately describes a typical collectivist culture?

- 1 Emphasises group harmony and interdependence ✓
- 2 Emphasises the individual and independence
- 3 Emphasises the importance of self-development and growth
- 4 Emphasises privacy and uniqueness

Explanation

Collectivist cultures emphasise group harmony and interdependence and are often associated with non-Western cultures. In contrast, individualistic cultures are characterised by a focus on the individual over the group and are often associated with Western countries.

◀ Previous section (/study/app/psychology-new/sid-540-cid-763690/book/collected-research-studies-id-50522/review/)

Next section ➔ (/study/app/



Student
view



Overview

(/study/app)

new/sid-

540-

cid-

763690/k

3. Human development / 3.2 Development of self



(https://intercom.help/kognity)



How do external factors influence the formation of self-identity?

A-3: Change B-2-2-2: Identify the role of enculturation of social norms in the development of self. B-2-2-3: Identify the role of peer influence in the development of self.

B-2-4-1a: (HL) Discuss the role of cultural dimensions in understanding the social and cognitive development of children.

B-2-4-1c: (HL) Discuss the role of culture in developing the self. B-2-4-2a: (HL) Discuss the different motivational theories that are important in human development.

B-2-4-3a: (HL) Discuss the role of technology on the development of self. C-3-4: Describe the process of conformity and its role in understanding human behaviour.

C-3-7: Describe how social identity theory can be applied to change or explain behaviour.



Table of contents



Notebook



Glossary



Reading assistance

Teacher instructions

Learning outcomes

- Identify the role of enculturation of social norms in the development of self.
- Identify the role of peer influence in the development of self.
- Discuss the influence of one or more sociocultural factors in human development.
- Describe the process of conformity and its role in understanding human behaviour.
- Describe how social identity theory can be applied to change and explain behaviour.
- Discuss the different factors that can affect identity change over time.

HL Extension

- Discuss the role of technology on the development of self.
- Discuss the role of culture in developing the self.
- Discuss the role of cultural dimensions in understanding the social and cognitive development of children.
- Discuss the different motivational theories that are important in human development.

Facilitation guidance

This section continues to consider the topic of human development and focuses on the formation of self-identity. Self-identity is shaped by social interactions and can change throughout a person's life. In this section, students are encouraged to consider how their self-identity is constructed through social influences, including enculturation, peer influence and conformity.

? Guiding question(s)

In this subtopic, you will think about the question, '**What shapes my identity?**' This section will help you make an informed response by working through the following guiding question:

- To what extent is my identity shared?

In this section, you will continue to consider the topic of human development and focus on the formation of self-identity. Your self-identity is the sense of who you are, and how you view yourself in relation to others. It is a combination of your personality traits, interests, values, attitudes and opinions. Self-identity is shaped by social interactions, and aspects of your self-identity can change throughout your life. In this section, you are encouraged to consider how your self-identity is constructed through social influence, including enculturation, peer influence and conformity.



Student view

Keep the guiding question in mind as you progress through this section. The guiding questions build into the subtopic question(s). You will return to the subtopic question(s) at the end of each subtopic. The subtopic questions require you to pull together your knowledge and skills from different sections, to see the bigger picture and to build your conceptual understanding.

Enculturation

Have you ever stopped to consider why you share some behaviours with people around you? Are these similarities a coincidence, or do they reveal something deeper about how our culture shapes us?

It is likely that you, and those around you, follow the same norms. Norms help maintain social order and provide us with guidelines about what is acceptable behaviour. Learning and adopting the norms and values of your own culture is an ongoing process known as **enculturation**. This typically occurs through socialisation, where you receive specific training about social norms and practices. For example, you may learn the norms of what is appropriate behaviour in a classroom through your observations of other students. Furthermore, what is ‘appropriate’ in a classroom in one cultural context may not be appropriate in another.

There are other ways you can acquire cultural norms. For example, the cultural norms of previous generations can be passed on. This is known as cultural transmission. In a history lesson, for example, you may learn about the norms relating to social justice when learning about the Civil Rights Movement.

Perspective lens

Sociocultural approach

The sociocultural perspective assumes that our social and cultural environment influences the development of our self-identity. Sociocultural psychologists are interested in how culture can consciously and unconsciously influence self-identity development (**Table 1**).

Table 1. The two main types of enculturation are conscious and unconscious.

Conscious enculturation	Unconscious enculturation
Formal and direct teaching of the cultural norms	Not being explicitly taught, and learning about cultural norms via <u>social learning</u> and <u>cultural transmission</u>
For example, being explicitly told that it is rude to question those older than you may lead you to develop a strong sense of respect for the elderly.	For example, observing others taking care of animals and seeing adverts for animal charities may lead you to develop the belief that all animals have the right to be protected.

Reflection questions

1. Which research methods are suitable for investigating how culture can consciously and unconsciously influence self-identity development?
2. What challenges might researchers face when investigating the influence of culture on self-identity development?

Enculturation can play a significant role in the development of our self-identity. We often learn about our roles in society via enculturation and what is considered acceptable and unacceptable behaviour. A part of your self-identity is the roles you see yourself having, including the roles that relate to your perceived gender. Beverly Fagot's (1978) ↗

(<https://doi.org/10.2307/1128711>) research on how children learn appropriate gender roles via their parents shows how the process of enculturation can shape children's attitudes about their perceived gender roles.

Making connections

In [subtopic 4.1](#), you will learn about social cognitive theory (SCT). SCT can explain how we learn our roles in society via role models, such as caregivers. The behaviour we witness from a role model can become internalised, resulting in social learning, which can change our own behaviour.

Enculturation helps the development of a cultural identity and a sense of group membership within a particular cultural group. Through enculturation, individuals internalise the shared cultural practices and beliefs of their society. Over time, this influences how they see themselves and their place within that culture. For example, if being a 'competitive track athlete' is a key component of your identity, this is only possible in a culture that provides a competitive track-team experience for high school students. Additionally, if you are female and live in a culture that does not allow females to participate in competitive track and field events, 'competitive track athlete' will not be a part of your identity.

While this example is clear, culture and societal structure has a large but subtle impact on your identity formation. To think about this further, consider the role of social media in your identity formation. Imagine a culture with no social media, or fewer social media platforms, or different influencers and content to choose from. In this scenario, certain elements of your identity may be different as a result.

While culture certainly impacts identity on an individual level, individuals also have the power to shape broader cultural values, beliefs and norms. This bidirectional relationship is referred to as reciprocal determinism.

Additionally, enculturation ensures cultural transmission from one generation to the next. Through this process, individuals learn about the past, which gives them a historical context for their cultural identity. Research by [Tootell et al. \(2024\)](#) (<https://doi.org/10.1186/s12889-024-19146-w>) suggests this is particularly important for the health and well-being of Indigenous people. Traditions, rituals and customs are passed down, often through storytelling, education and participation in cultural practices. For instance, in Indigenous communities, cultural knowledge (such as language, art or spiritual beliefs) is often passed through generations by elders, helping to reinforce the cultural identity of the younger generation. This ensures that individuals not only understand their culture but also feel connected to it, and this helps strengthen cultural identity.

HL Extension

Culture

The role of cultural dimensions in understanding the social and cognitive development of children

Our culture can play a significant role in how we see ourselves, how we interact with others, and how we build our identity. You can see this when looking at how the view of the self is different for individualistic and collectivistic cultures.

In individualistic cultures, people tend to view the self as separate, independent, autonomous. Self-esteem in these cultures is typically rooted in how well individuals perceive themselves as independent, unique and self-reliant. Success and personal achievement are often measured by the ability to stand out or be different from the group. People are encouraged to see themselves as distinct from others, with their own unique qualities and abilities. Social comparison plays a significant role in the construction of the self. People often measure their worth relative to others, particularly through visible markers of success such as wealth, career advancement or

personal accomplishments. This is because the concept of competition is prevalent, where individuals are encouraged to excel and outperform others to validate their self-worth. This often manifests in areas such as education, business, sports and personal development.

In collectivist cultures, people tend to view the self as interdependent, defined by its relationships with others, including family, friends and the community. The view of self in these cultures prioritises group harmony, responsibility to others and shared goals. This is because children are socialised to prioritise relationships, family obligations and social harmony over their own personal desires and ambitions. In collectivist cultures, self-worth is often defined by how well individuals fulfil their duties and responsibilities to their family and group. Children may feel a deep sense of pride and self-esteem when they fulfil expectations related to their role within the family.

Markus and Kitayama's (1991) (https://doi.org/10.1007/978-1-4684-8264-5_2) research supports the greater emphasis on social aspects of the self-concept that collectivistic cultures have. They found Asian participants were more than twice as likely to include references about other people in their self-concept as did their Western counterparts. However, research by Watkins and Gerong (1997) (<https://doi.org/10.1080/00224549709595464>) suggests that the individualism-collectivism dimension may not be able to explain all differences between cultures.

Despite the supposedly collectivist nature of the Filipino culture, they found that fewer Filipino students described themselves in terms of their social roles, compared to Hong Kong Chinese and American students.

Reflection questions

This (<https://open.maricopa.edu/culturepsychology/chapter/self-and-culture/>) article (<https://open.maricopa.edu/culturepsychology/chapter/self-and-culture/>) explores this idea more and considers the interesting idea of being bicultural. Read the article and then answer the following questions.

1. Do you identify with a collectivist or individualistic culture?
2. If you identify with more than one culture, how do you think this influences your self-identity?
3. How far do you think globalisation is affecting the influence of cultural dimensions on identity?
4. How might understanding cultural influences on an individual's sense of self be useful in multicultural settings, for example, in an international school or an international company?
5. Are there any challenges in applying cultural dimensions, such as collectivism and individualism, to understand a person's self-identity?

ⓘ Teacher instructions

Goal

- To encourage students to reflect on their own perspective of how the process of enculturation has shaped their self-identity.

Facilitation guidance

In pairs, ask students to brainstorm all the external sources that they think may have played a role in their enculturation. Encourage students to discuss how they think each of these external sources may have influenced their identities. Who do they think has had the biggest influence on their sense of self? Are there any beliefs, values or behaviours they rejected?

Encourage students to share a summary of their discussions with the class. Then discuss the similarities and differences with their enculturation experiences.

ⓘ Activity

IB learner profile attribute: Reflective/Communicator

Approaches to learning: Communication/Social/Thinking skills



Time required to complete activity: 30 minutes

Overview
(/study/app/
new/sid-
540-
cid-
763690/k)

Activity type: Pairs

How has your enculturation influenced your self-identity?

Concept application: Perspective

In pairs, write a list of all the external sources that you think may have influenced your enculturation. Think about key individual people who are close to you and think about wider influences, such as the government or media.

Then go through your list and label each item with a 'T' if you consider it to be technology-based (for example, social media).

Discuss the following questions with your partner:

- How do you think each of these external sources has influenced your self-identity?
- What is the relationship between enculturation and developing a self-identity? Is the development of a unique self-identity in conflict with enculturation? Why or why not?
- Who or what do you think has had the biggest influence on your sense of self?
- Are there any beliefs, values or behaviours you rejected?

Reflection questions

1. How similar or different were your perspectives about enculturation to your partner's?
2. What may account for these similar/different perspectives?
3. Did you find it difficult or easy to answer the questions about enculturation?
4. What are the advantages and limitations of asking people to give their own perspective on their self-development?

Application of social identity theory

Our social identity is also part of our self-identity. Social identity theory can explain how people develop their social identity from their social groups. This theory is explained in detail in [section 4.1.2](#) ([/study/app/psychology-new/sid-540-cid-763690/book/how-can-conformity-be-explained-by-social-identity-theory-id-49128/](#)).

The more people identify with a particular group, the more that group can play a role in shaping their self-identity. Once an individual has categorised themselves as being part of a group, they begin to identify with that group and adopt the group's values, norms of behaviour and beliefs. [Caroline Howarth \(2002\)](#)

(<https://doi.org/10.1177/1468796802002002658>) showed how young people living in a London neighbourhood developed their self-identity from their sense of belonging to a social group – in this case, their neighbourhood. She ran focus group interviews with 44 teenagers from Brixton and found that their view of themselves was strongly influenced by how they related to their social group.

Social identity theory implies a unidirectional relationship between the norms of the group and the individual. However, it is likely that the relationship is bidirectional, with individuals also shaping group norms (**Figure 1**).



Student
view

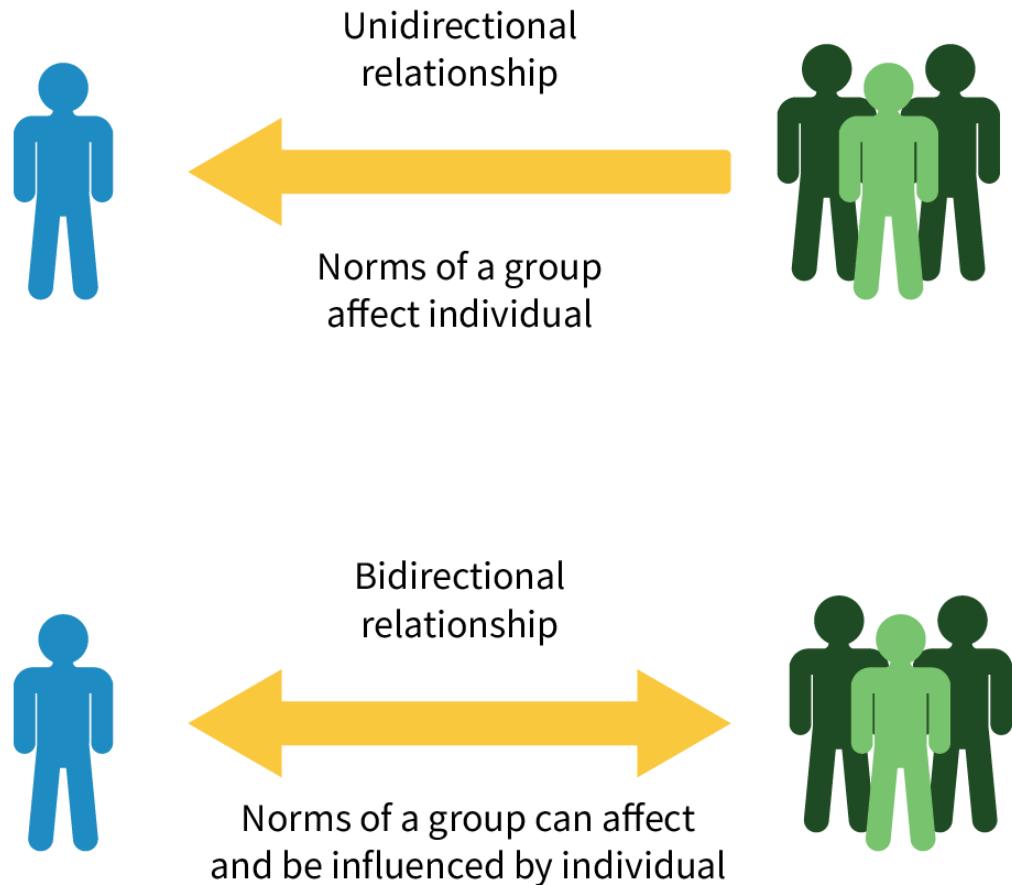


Figure 1. The unidirectional and bidirectional relationship between individuals and group norms.

[More information for figure 1](#)

Two diagrams. In one diagram, an arrow labelled Unidirectional relationship points from a group of people to an individual. The text says Norms of a group affect individual. In the other diagram, an arrow labelled Bidirectional relationship points in both directions between a group of people and an individual. The text says Norms of a group can affect and be influenced by individual.

HL Extension

Technology

The role of technology on the development of self

In 2024, Australia became the first country to ban under 16-year-olds from social media, highlighting the growing concerns of the impact of technology on child development. Social media can bring people together and help them feel connected. However, there are concerns about the impact it can have on well-being and development of self.

Social identity theory explains our need to belong and be accepted by others who we see as similar to ourselves, and social media can play a significant role in this. Social media allows us to join groups and feel connected with others similar to ourselves. The negative impact of social media on our self-identity and self-esteem is well documented. One of the key conclusions reached by [Jan, Soomro and Ahmad \(2017\)](#) (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3030048) was that one hour spent on Facebook daily results in a 5.574 decrease in the self-esteem score of an individual.

Is banning social media the answer, or can we avoid the potential negative impacts on our development of self another way?

Burrow and Rainone (2017) (<https://doi.org/10.1016/j.jesp.2016.09.005>) suggest that if a person has a greater sense of purpose, the negative impacts of social media on self-esteem are reduced.

Reflection questions

1. What is the relationship between self-esteem and the development of a self-concept?
2. Given your answer to question 1, how do you think social media affects the development of self?
3. Do you think social media companies have a responsibility to protect their users? Give reasons for your answer.
4. Conduct your own research into the effectiveness of digital detoxes (i.e. refraining from using electronic devices for a period of time). Evaluate one or more pieces of research into this topic.

Peer influence and conformity

Social influence is an important component of your social identity. You are likely to be guided by societal and cultural norms and change your behaviour and beliefs to align with others. This is known as conformity.

🔗 Making connections

In this topic, you have looked at how your behaviour can be influenced by your social identity. Social identity theory and how it can explain conformity is discussed in [section 4.1.2 \(/study/app/psychology-new/sid-540-cid-763690/book/how-can-conformity-be-explained-by-social-identity-theory-id-49128/\)](#).

Conforming to align your own behaviour with cultural ingroup norms and to fit in with others is known as normative influence. This can be highly prevalent in adolescence due to a strong desire for social approval and a fear of rejection. As children progress through adolescence, they begin to seek a greater sense of autonomy from their caregivers, and this results in them seeking more acceptance from their peer groups. Thus, young people often choose to conform to the subcultural ingroups of their peers, as opposed to their family ingroup or the broader ingroup of their culture. Doing so can be positive or negative or both, depending on what the norms of the subcultural ingroup are.

Peers can play a significant role in the development of self, in both positive and negative ways (**Table 2**).

Table 2. Positive and negative roles of peers on the development of self.

Positive	Negative
<p>Provide space and support for individuals to experiment and develop with their own self-identity.</p> <p>Enhance self-esteem by helping individuals feel like they have a sense of belonging.</p> <ul style="list-style-type: none"> • Development of social and emotional skills which promote self-confidence. 	<p>Peer pressure to conform to antisocial norms.</p> <p>Bullying can lead to a child developing a lack of self-esteem and distorted sense of self.</p> <ul style="list-style-type: none"> • Exclusion can lead to an individual feeling isolated and a sense of loneliness, which may impact their self-confidence.

🔗 Concept

Perspective

When considering the role of our environment on the development of self, it is possible to take multiple perspectives. Some researchers have focused on the role of peers, while others have focused more on the role of caregivers. Research from both has helped improve our understanding about the role of our environment on the development of self.

Reflection questions

1. Do you think your self-identity has been more influenced by your peers or caregivers?
2. In what ways have your peers and caregivers influenced your self-identity?
3. What challenges do you think researchers face when trying to investigate self-identity from different perspectives?

Although relationships with caregivers are still relevant for adolescents, research suggests adolescents' identity development is strongly related to their relationship with their peers. [Tija Rageliene \(2016\)](#) (<https://pmc.ncbi.nlm.nih.gov/articles/PMC4879949/>) conducted a literature review to summarise the results of adolescents' identity development and relationships with peers. In the majority of studies, a link was found between adolescent identity development and relationships with peers, thus highlighting the significant role of peers on identity formation. However, it is important not to ignore the possible role other factors could have on the relationships with peers, and how these other factors may contribute to adolescent identity development. For example, Rageliene (2016) suggests that individual personality traits may influence an adolescent's identity development and their relationship with peers.

Making connections

Conformity and self-identity

In this section, you have reflected on the development of self within the context of society. As you reflected on in [section 3.1.1](#) ([/study/app/psychology-new/sid-540-cid-763690/book/what-is-the-role-of-biology-in-human-development-id-50514/](#)), there is a complex relationship between self-identity and enculturation. It is challenging to be an 'individual' while simultaneously fitting into the dominant cultural ingroups.

Paradoxically, people often conform in order to refine their own personal identity. For example, someone who self identifies as an 'athlete' conforms to the norms of their sport in order to cement this element of their identity. In many ways, the more they conform, the stronger this element of their identity becomes.

You may have observed that certain niche ingroups within society that pride themselves on being non-conformist actually demonstrate very clear conformist behaviours either in their fashion of dress or beliefs on a given issue.

Reflection questions

1. Do you think that adults are as conformist as teenagers?
2. Discuss your answer to question 1 in depth:
 - a. What social factors may explain your response to the question?
 - b. What biological factors may explain your response to the question?
 - c. What cognitive factors may explain your response to the question?
3. How might a team of researchers investigating question 1 design an experiment to measure differences in conformity?

Creativity, activity, service

Strand

Service

Learning outcome

- Demonstrate how to initiate and plan a CAS experience.

Apply the knowledge you have about the positive role peers can have on development to create a peer mentoring programme in your school. First, watch [this video ↗](https://www.youtube.com/watch?v=weGWT2kB1Gg) (<https://www.youtube.com/watch?v=weGWT2kB1Gg>) to learn more about peer mentoring in schools.

HL Extension

Q Motivation

Motivational theories that are important in human development

Abraham Maslow's theory of motivation, also known as 'the hierarchy of needs', proposes that human needs can be arranged into five tiers (Figure 2). Maslow believed humans are motivated to want to satisfy these five tiers of needs, and the first tier must be fulfilled before any higher needs can be satisfied. Few people are believed to reach the level of self-actualisation, but every individual can have moments of self-actualisation.

(Click on the image to enlarge it.)

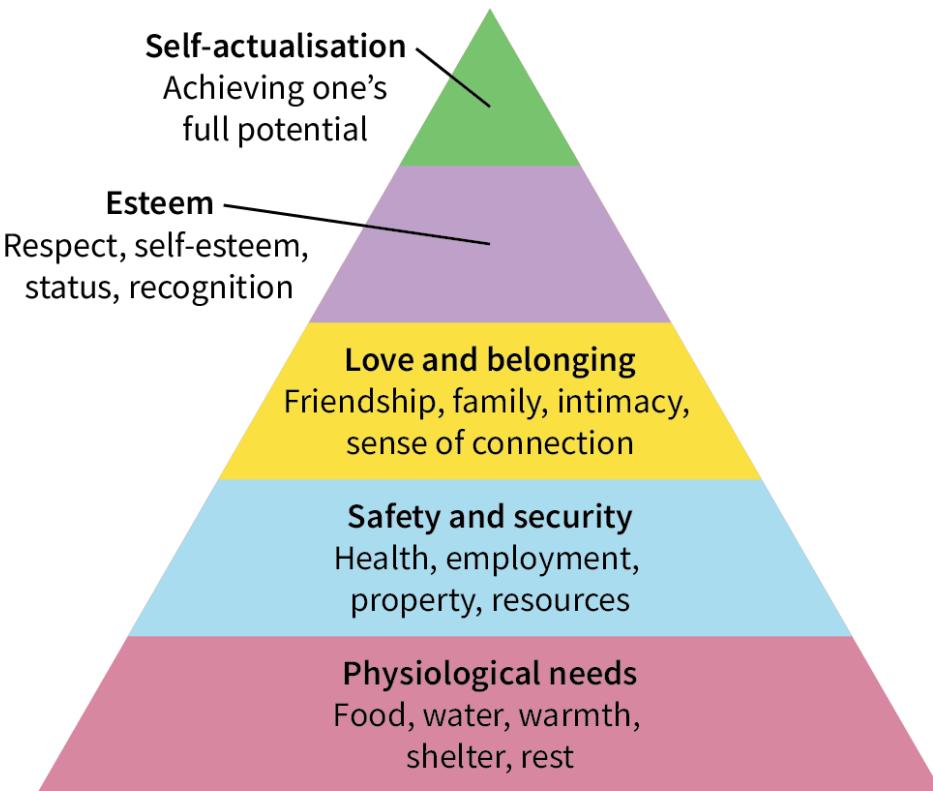


Figure 2. Maslow's hierarchy of needs.

Source: [Maslow, A. H. \(1943\) ↗](https://doi.org/10.1037/h0054346) (<https://doi.org/10.1037/h0054346>)¹

[More information for figure 2](#)

Pyramid diagram in five sections. The bottom section represents physiological needs, including food, water, warmth, shelter and rest. The next section above represents safety and security, including health, employment, property and resources. The next section is love and belonging, including friendship, family, intimacy and sense of connection. The next section is esteem, including respect, self-esteem, status and recognition. The top section is self-actualisation, including achieving one's full potential.

Young infants are unable to survive alone and, therefore, their primary needs are food and safety. Maslow suggests that infants are motivated to satisfy these needs and, once satisfied, motivation for belonging and esteem become dominant. This involves the need for both self-esteem and the esteem a person gets from others.

People often engage in group activities to gain a sense of belonging and recognition, which gives them a sense of reputation or respect. In relation to human development, this can explain why we are motivated to seek affirmation from others and conform to the values and beliefs of ingroups.

Maslow believed adolescents are motivated to earn respect, or a positive reputation from others, and that low self-esteem may result from imbalances during this phase, the fourth tier in Maslow's hierarchy. This can have further negative consequences on development. Research by Orth et al. (2008) [↗](https://doi.org/10.1037/0022-3514.95.3.695) (<https://doi.org/10.1037/0022-3514.95.3.695>) found low self-esteem can act as a risk factor for depression in young people aged 15 to 21 years. This suggests that being motivated to gain a sense of belonging and esteem is beneficial for our development.

Reflection questions

Read [this article ↗](https://www.vaishalipatelpsychotherapy.com/when-affirmation-from-others-becomes-an-addiction/) (<https://www.vaishalipatelpsychotherapy.com/when-affirmation-from-others-becomes-an-addiction/>), and then consider the issues associated with being motivated to seek affirmation from others.

1. Discuss an instance in which you were motivated to engage in a behaviour in order to receive recognition from others.
2. From which ingroup or individual do you tend to seek recognition from the most?
3. Based on your answer to question 2, consider the role of this individual or ingroup on your own social and emotional development.

Learning outcomes

By the end of this section, you should be able to:

- Identify the role of enculturation of social norms in the development of self.
- Identify the role of peer influence in the development of self.
- Discuss the influence of one or more sociocultural factors in human development.
- Describe the process of conformity and its role in understanding human behaviour.
- Describe how social identity theory can be applied to change and explain behaviour.
- Discuss the different factors that can affect identity change over time.

HL Extension

- Discuss the role of technology on the development of self.
- Discuss the role of culture in developing the self.
- Discuss the role of cultural dimensions in understanding the social and cognitive development of children.
- Discuss the different motivational theories that are important in human development.

¹Maslow, A. H. (1943) [↗](https://doi.org/10.1037/h0054346) (<https://doi.org/10.1037/h0054346>). 'A theory of human motivation', *Psychological Review*, Volume 50, Issue 4, Pages 370–396, © American Psychological Association.

4 section questions ^

Question 1

SL HL Difficulty:

What research method did Howarth use in her 2002 study?

1 Focus group interview



Home
Overview
(/study/app/
new/sid-
540-
cid-
763690/k

- 2 Case studies
- 3 Survey
- 4 Observation

Explanation

Howarth ran 8 focus group interviews with a total of 44 teenagers, averaging 5 participants in each group.

Question 2

SL HL Difficulty:

Which of the following is a valid criticism of social identity theory?

- 1 It does not account for the possibility that an individual can affect the group to which they belong.
- 2 It lacks empirical support.
- 3 It has no application to real life.
- 4 It has had little impact on the field of social psychology.

Explanation

Social identity theory implies only a unidirectional relationship between the norms of the group and the individual. However, it is likely that the relationship is bidirectional, with individuals shaping group norms as well as vice versa.

Question 3

SL HL Difficulty:

If a child is explicitly taught to say thank you after receiving a gift, this would be an example of 1 conscious enculturation. If they learn to say thank you after seeing others saying thank you after receiving a gift, this would be an example of 2 unconscious enculturation.

Accepted answers and explanation

Section conscious

Student... (0/0) 

 Print (/study/app/psychology-new/sid-540-cid-763690/book/how-do-external-factors-influence-the-formation-of-self-identity-id-50523/print/)

Assign

#2 unconscious

General explanation

Being explicitly taught about cultural norms is conscious enculturation. Not being explicitly taught and learning about cultural norms via observational learning and cultural transmission is unconscious enculturation.

Question 4

SL HL Difficulty:

Sam used to only eat the same food their friends and family ate. However, Sam's friends and family have become more willing to try new food after Sam came back from travelling and introduced them to new cuisine.

This shows that the relationship between an individual and group norms is 1 bidirectional .


Student
view

**Accepted answers and explanation**

Overview
(/study/app/
new/sid-
540-
cid-
763690/

#1 bidirectional**General explanation**

A unidirectional relationship is one-way; the norms of the group influencing the individual. In Sam's case, the relationship is bidirectional, with Sam being influenced by group norms and also playing a role in shaping them.

 [Previous section \(/study/app/psychology-new/sid-540-cid-763690/book/the-big-picture-id-49519/review/\)](#)Next section [\(/study/app/psychology-i](#)Student
view



Overview

(/study/app)

new/sid-

540-

cid-

763690/k

3. Human development / 3.2 Development of self



(https://intercom.help/kognity)



How do early childhood influences impact the development of self?

A-4: Measurement B-2-2-1: Discuss the role of attachment on the development of self. B-2-2-4: Identify the role of childhood experiences in the development of self.

B-2-4-1a: (HL) Discuss the role of cultural dimensions in understanding the social and cognitive development of children.

B-2-4-1b: (HL) Discuss the extent to which western models of development can be applied to explain child development in indigenous cultures — or vice versa.

B-2-4-2b: (HL) Discuss the role of extrinsic motivators in the social development of a child. B-2-4-3c: (HL) Describe the effect of technology on attachment.



Table of contents



Notebook



Glossary



Reading assistance

ⓘ Teacher instructions

Learning outcomes

- Discuss the role of attachment on the development of self.
- Identify the role of childhood experiences in the development of self.
- Discuss the challenges of measuring elements related to identity formation.

HL Extension

- Describe the effect of technology on attachment.
- Discuss the role of cultural dimensions in understanding the social and cognitive development of children.
- Discuss the extent to which Western models of development can be applied to explain child development in Indigenous cultures — or vice versa.
- Discuss the role of extrinsic motivators in the social development of a child.

Facilitation guidance

This section continues to consider the topic of self-development and focuses on the topic of attachment. The section reviews attachment theories and research, which explore the significance of early attachment bonds between infants and their caregivers. The role that adverse and positive childhood experiences can have on the development of self is also considered.

ⓘ Guiding question(s)

In this subtopic, you are thinking about the question, '**What shapes my identity?**' This section will help you make an informed response by working through the following guiding question:

- To what extent do caregivers shape my identity?

In this section, you will continue to consider the topic of self-development and focus on the topic of attachment. You will review attachment theories and research, which explore the significance of early attachment bonds between infants and their caregivers. You will also consider the role that adverse and positive childhood experiences can have on the development of self.

Keep the guiding question in mind as you progress through this section. The guiding questions build into the subtopic question(s). You will return to the subtopic question(s) at the end of each subtopic. The subtopic questions require you to pull together your knowledge and skills from different sections, to see the bigger picture and to build your conceptual understanding.



Student view



The role of attachment on the development of self

Overview
(/study/app-new/sid-540-cid-763690/k)

Research into early attachment suggests that it has long-lasting consequences. It is important for the development of self and the types of relationships we experience as adults.

According to [John Bowlby \(1969\)](https://www.penguin.co.uk/books/367751/attachment-by-bowlbyjohn/9780712674713), human beings are born with an innate reflex to attach to an adult. Bowlby proposed that 6 to 24 months of age is a critical period for the formation of an attachment between a child and their primary caregiver. During the ages of 18 to 24 months, babies form reciprocal attachments involving two-way relationships being formed. Bowlby believed that these attachments are crucial to a child's emotional and psychological development.

Perspective lens

Biological approach

Bowlby's theory takes an evolutionary psychological perspective. It is based on the idea that humans have a strong biological, pre-programmed urge to bond to another human; crucially, one who can take care of us, nurture us and see us through the dangerous years of childhood to the point that we are able to fend for ourselves. In this way, natural selection has led to genes that encourage attachments between infants and caregivers to be passed on.

From an evolutionary psychological perspective, attachment is a behaviour that exists because it is advantageous for survival of the individual or species.

Reflection questions

1. Can cross-cultural differences in attachment still be explained from an evolutionary psychological perspective?
2. How might sending children to daycare impact attachment patterns in today's world? Are these changes adaptive or maladaptive in the context of human evolution?

According to Bowlby, attachment serves the following functions:

- to make sure the infant survives
- to promote an 'internal working model' (IWM) of relationships.

An IWM is a type of schema which each child develops based on the kind of parenting they receive. The IWM is a cognitive map of the world, the other people in the world and the child themselves. It is influenced by previous memories and expectations of how the world works. This IWM guides the child in their future behaviour and shapes how they interact with the world.

[Hazan and Shaver's \(1987\)](https://doi.org/10.1037/0022-3514.52.3.511) findings provide empirical support for Bowlby's concept of IWM. They conducted a study to investigate a link between early attachment styles and attitudes towards romantic relationships. They found that those who were securely attached as infants tended to develop a strong sense of self-worth and have happy, lasting relationships as an adult, while those who were insecurely attached as infants found adult relationships more difficult.

However, there are some critiques of Bowlby's theory of attachment:

- **Cultural bias** – Bowlby's work and theory emerged from a British context and was informed almost entirely by his experience in a British cultural context. Therefore, Bowlby's theory has been critiqued for not acknowledging that other cultural approaches to child rearing can result in secure attachment.

Student view

- **Overly deterministic** – Critics see Bowlby's theory as too deterministic in that it does not allow for individuals to form secure attachments later in life, which could counteract the theoretical negative facets of insecure attachment.
- **Too caregiver focused** – Bowlby did not account for the temperament and personality of the individual child. Critics believe he overemphasised the behaviour of the caregiver. In short, attachment is a two-way process.
- **Undervalued socioeconomic factors** – Bowlby did not appreciate the impact of social and economic factors in attachment.

Perspective lens

Cognitive approach

Schemas are cognitive 'maps' that are formed by experience and influence our behaviour. Many schemas are formed early in life based on interactions, including those with caregivers. Early caregiver interactions help children form basic assumptions about themselves and others.

Bowlby's IWM is a type of schema which each child develops based on the kind of parenting they receive. IWMs influence how individuals view future relationships and interpret their experiences throughout life.

Reflection questions

1. Early schemas can be highly resistant to change. What do you think could alter schemas formed from early childhood?
2. To what extent are Hazan and Shaver's (1987) findings about early attachment styles and attitudes towards romantic relationships generalisable?

Ainsworth's attachment styles

'The strange situation' is a highly standardised procedure developed by Mary Ainsworth, designed to measure attachment in infancy. The procedure has been used in multiple studies, such as [Ainsworth and Bell \(1970\)](#) (<https://doi.org/10.2307/1127388>). The procedure uses a controlled observation involving an infant, their caregiver and a stranger, as shown in [this video](#) (https://www.youtube.com/watch?v=m_6rQk7jrc).

From her findings, Ainsworth categorised attachment into three attachment styles, as outlined in **Table 1**.

Table 1. Ainsworth's attachment styles.

Attachment style	The child's general state of being	Mother's responsiveness to her child's signals and needs	Fulfilment of the child's needs (why the child acts the way they do)
Secure attachment	Secure, explorative, happy	Quick, sensitive, consistent	Believes and trusts that their needs will be met
Insecure-avoidant	Not very explorative, emotionally distant	Distant, disengaged	Subconsciously believes that their needs probably will not be met
Insecure-resistant/Ambivalent	Anxious, insecure, angry	Inconsistent, sometimes sensitive, sometimes neglecting	Cannot rely on their needs being met

Teacher instructions

Goal

- To consider the challenges of measuring attachment.

Facilitation guidance

In groups, students are encouraged to think about the limitations of Mary Ainsworth's controlled observation and what measures could be taken to improve the study.

Activity

IB learner profile attribute: Thinker/Communicator/Reflective

Approaches to learning: Thinking/Communication

Time required to complete activity: 60 minutes

Activity type: Group

How to improve Ainsworth's study

Read about Ainsworth's strange situation study  (<https://www.simplypsychology.org/mary-ainsworth.html>).

In your group, brainstorm limitations of Ainsworth's study. Plan how you would replicate the study to address these limitations.

Some points to consider:

- The artificial setting
- The level of control
- The highly standardised procedure
- The operationalisation of attachment.

1. Create a role-play of your improved study to show to your class. Ask your peers to provide you with feedback about your suggested ways to improve the study.

2. **(Concept application: measurement)** Discuss issues with measuring 'attachment.' Be sure to consider factors such as culture, operationally defining terms and qualitative versus quantitative data.

Ainsworth suggested the 'maternal sensitivity hypothesis' to explain different attachment types. This emphasises the reaction of the mother as the pivotal factor for the child's attachment style.

HL Extension

Culture

The role of cultural dimensions in understanding the social and cognitive development of children

Mary Ainsworth's 'the strange situation' has been replicated around the world to consider whether attachment styles (secure, avoidant, ambivalent) are consistent across cultures. Ijzendoorn & Kroonenberg (1988)  (<https://doi.org/10.2307/1130396>) examined almost 2,000 replications of the strange situation in 8 different countries (US, UK, China, Sweden, Japan, Germany, Holland and Israel) and found similar results to Ainsworth.

However, [Takahashi \(1990\)](https://doi.org/10.1159/000276500) replicated the strange situation in a collectivist culture with 60 middle-class Japanese infants and mothers, and found distinct differences to Ainsworth in how the infants responded to the 8 stages of the procedure. Therefore, the strange situation may not always be universally applicable, and attachment behaviours should be understood in light of cultural caregiving practices.

How attachment is expressed can vary. In cultures where emotions are expressed openly (individualist cultures), secure attachment may be characterised by high self-esteem and a willingness to talk about feelings. In contrast, in cultures where emotions are expressed more reservedly (collectivist cultures), secure attachment may be expressed in a more indirect manner, with less obvious displays of emotion. Also, in individualist cultures, a securely attached child may show exploratory behaviour, whereas, in collectivist cultures, they may show more dependent behaviours, as exploration may be discouraged.

Reflection questions

1. After reading [this article](https://www.act.gov.au/__data/assets/pdf_file/0005/2380514/Widening-the-lens-a-culturally-inclusive-view-of-attachment.pdf), consider to what extent it is important to understand cultural differences in attachment and child-rearing practices.
2. Use Hofstede's Globe (<https://exhibition.geerthofstede.com/hofstedes-globe/>) to select two different countries, one that scores high for individualism and another that scores low.
 - a. Conduct your own research into how children would typically show attachment in each of these countries.
 - b. Create a poster to highlight any interesting similarities and differences, and to explain your findings. Make sure you apply your knowledge of individualist and collectivist cultures.

Ainsworth's findings provided empirical support for Bowlby's concept of IWM. A child's attachment style seems to impact the view they later have of themselves and others (**Figure 1**).

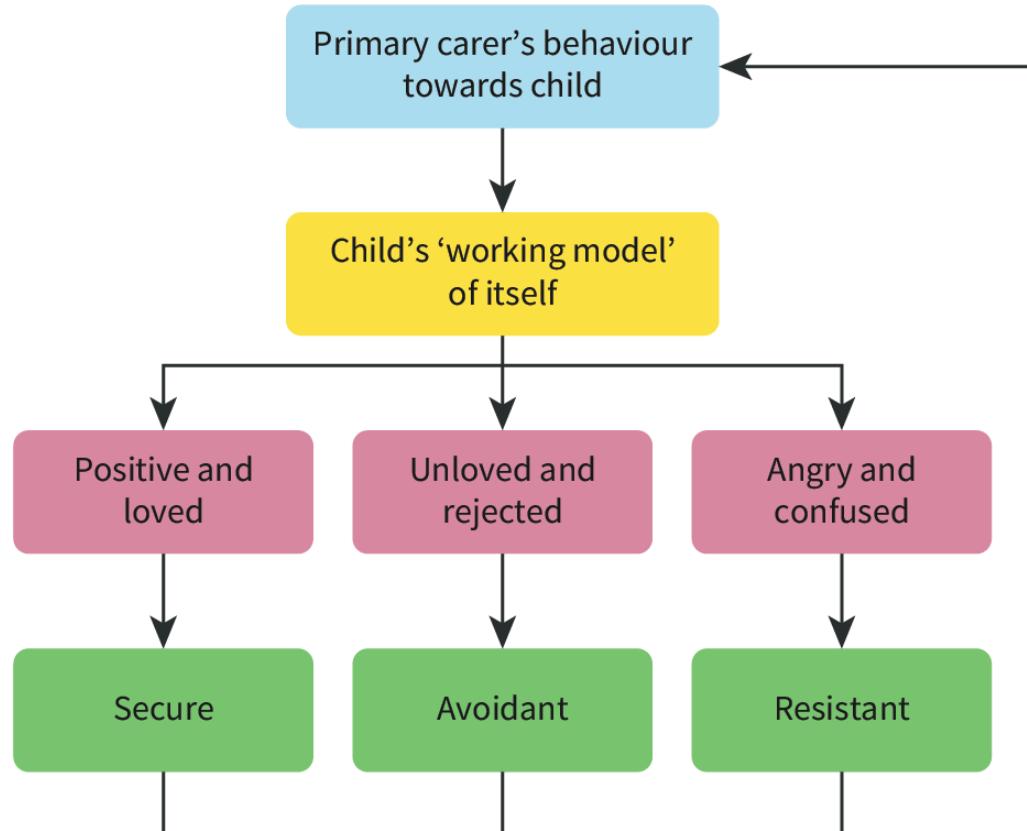


Figure 1. Ainsworth's attachment styles and the impact on a child's internal working model. Source: [Simply Psychology](https://www.simplypsychology.org/mary-ainsworth.html#Results-Attachment-Styles) (<https://www.simplypsychology.org/mary-ainsworth.html#Results-Attachment-Styles>)¹

Flow chart. At the start is primary carer's behaviour towards the child. An arrow points towards child's working model of itself. Three arrows branch from here. The first arrow points towards positive and loved, and then towards secure. The second points towards unloved and rejected, and then towards avoidant. The third points towards angry and confused, and then towards resistant. Arrows point from secure, avoidant and resistant at the end of the flow chart back to the first item of the flowchart, namely primary carer's behaviour towards the child.

International mindedness

Caution must be taken not to assume that the explanation for a particular behaviour is the same in all cultures. The reason a child displays anxiety when separated may not be due to their insecure attachment style. It is important to avoid assuming that the behaviour of infants from Western research, such as Ainsworth's, is the norm, as this can result in us being ethnocentric and negatively judging any different behaviour of parents and infants.

Measuring how a child reacts when separated from a caregiver may not be the most valid way to measure attachment in all cultures. Children raised in a kibbutz (communal living) are used to being separated from their primary caregivers.

Conduct further research to learn about different child-rearing practices in other cultures.

Reflection questions

1. What considerations should be taken when researching attachment across cultures?
2. To what extent does culture need to be considered when attempting to measure attachment?

HL Extension

Technology

The effect of technology on attachment

With the increase of technology in our daily lives, it is no surprise that social media is affecting how we develop relationships and attachments. It has been argued that online communication forms, such as Facebook or email, may benefit adults high in social anxiety or those who avoid close personal relationships. [Oldmeadow et al. \(2013\)](#) (<https://doi.org/10.1016/j.chb.2012.10.006>) looked at Facebook use through the lens of adult attachment theory.

The researchers aimed to investigate the relationship between attachment anxiety, avoidance and Facebook use. They also looked at the role of social skills as a possible mediating factor. The researchers gave a self-report questionnaire measuring attachment, social skills, Facebook use and experiences to over 600 adults.

As predicted by attachment theory, the researchers found that participants high in attachment anxiety used Facebook more frequently than participants low in attachment anxiety. They also found that individuals high in attachment anxiety tended to use Facebook when they were feeling negative emotions and were more concerned about how others viewed them on Facebook.

By contrast, participants high in attachment avoidance used Facebook less and had a lower positive attitude towards Facebook. The researchers also found that these relationships held even when social skills were controlled for. This is important because it suggests that Facebook may serve attachment functions distinct from social skills for individuals high in attachment anxiety.

More particularly, individuals who demonstrate a secure attachment style are generally understood to be more emotionally and socially expressive, and in the study this did predict higher Facebook usage. However, in contrast with participants high in attachment anxiety, participants with secure attachments did not tend to use Facebook for comfort-seeking from negative emotions.

Furthermore, the results indicated that the more securely attached participants were not as sensitive to the criticism of others, which is a characteristic of individuals with attachment anxiety. In other words, the results indicated some clear contrasts between individuals with attachment anxiety versus individuals with secure attachments.

The researchers interpreted their results as indicating a need for further research into the relationships between attachment theory and social networking usage to better understand which attachment functions are served through social networking.

Reflection questions

1. How do you think technology affects your attachment to others? List the ways you think technology enhances and reduces your attachment to others.
2. What are ways in which technology might enhance attachment?
3. What are ways in which technology might reduce attachment?

A fourth attachment style, known as 'disorganised', was later identified ([Main & Solomon, 1990](#))¹ (<https://psycnet.apa.org/record/1990-98514-004>) in the book [Attachment in the Preschool Years](#)² (<https://press.uchicago.edu/ucp/books/book/chicago/A/bo3774473.html>). Also known as 'fearful-avoidant', this is an insecure attachment style characterised by a fear of close relationships. A person with this attachment style will often feel conflicted about how to behave in relationships. Children who experience abuse, neglect or extreme inconsistency in care are at a higher risk of developing disorganised attachment. Like disorganised children, disorganised adults will experience conflicted emotions in relationships and often have an unstable sense of self.

Evaluation of attachment research

Many researchers in this area have reached the conclusion that a loving, nurturing bond is vital in producing well-adjusted individuals. However, the validity of attachment research can be questioned, particularly with regard to the ways in which attachment and its impact on development have been measured.

Concept

Measurement

Discuss the challenges of measuring attachment and its impact on later development.

Reflection questions

1. [Harry Harlow \(1958\)](#)¹ (<https://doi.org/10.1037/h0047884>) investigated attachment in experiments with infant monkeys. How useful do you think it is to use animals to research the impact of attachment on human development?
2. [Schaffer and Emerson \(1964\)](#)² (<https://doi.org/10.2307/1165727>) carried out a longitudinal study of attachment. They found that infants aged between 7 and 9 months showed preference for a single attachment figure. By 18 months, they had formed several attachments. What may be some of the difficulties of longitudinal research into attachment?

'The definition of attachment in mainstream attachment research is in line with the conception of psychological autonomy, adaptive for Western middle-class, but deviates from the cultural values of many non-Western and mainly rural ecosocial environments.'

– [Heidi Keller \(2012\)](#)² (<https://doi.org/10.1177/0022022112472253>)²

This quotation by Keller suggests that the way attachment is defined and measured is only suitable for a specific demographic. Most attachment research is likely to be culturally biased, and the results of research may not be applicable to non-Western cultures. Therefore, universally applying Bowlby's and Ainsworth's theories and approaches to measuring attachment is likely to be unsuccessful. A more culturally specific approach would be beneficial to help us fully understand the significance of attachment on a child's development.



Home
Overview
(/study/app/
new/sid-
540-
cid-
763690/k)

While the core principles of Bowlby's theory are widely applicable to understanding the formation of emotional bonds between infants and caregivers, Indigenous cultures often have unique social structures, caregiving practices and worldview differences that can shape attachment in culturally specific ways.

The stress that Ainsworth and Bowlby place on the importance of one primary caregiver is, in reality, not typical of how children are raised in many cultures, including in Western cultures, where many parents both work. In many cultures, childcare involves distributing responsibilities across a network of relatives or daycare centres. Thus, this casts doubt on the applicability of many concepts of attachment research, which focus on the importance of attachment to one primary caregiver.

Indigenous families consider the structure of the family as intergenerational households, including grandparents, uncles, aunts, cousins, other relatives and people who are not direct members of the family but are considered as family members. Therefore, attachment is likely to be distributed across multiple figures rather than concentrated in a single attachment figure. This may alter the nature of Bowlby's concept of a secure base. Bowlby believed children use their caregiver as a foundation for exploring the world. However, in cultures where children spend time with a wide range of caregivers and community members, their secure base may be community-centred rather than centred on a single caregiver.

Some additional criticisms of attachment theory include:

- Research assumes attachment is entirely socially constructed, which places a large emphasis on the role of caregivers. This implies that if there are attachment issues, the caregiver is to blame.
- Attachment research fails to acknowledge the effect of different, multiple attachments. For example, a child may have a secure attachment to one caregiver but have an avoidant attachment to another.
- The emphasis is on only one primary caregiver, often the mother.
- There is a lack of acknowledgement for the role of culture and different child-rearing practices.
- There is a lack of longitudinal research to establish the effect attachment can have on later development.
- It fails to consider how different attachment styles may be displayed differently in different cultures.

HL Extension

Q Culture

The extent to which Western models of development can be applied to explain child development in Indigenous cultures – or vice versa

Bowlby's theory suggests that secure attachment promotes healthy emotional regulation, which plays a role in later relationships and social behaviours.

In Indigenous cultures, emotional regulation might not always look the same as in Western models, but it is nonetheless important.

In many Indigenous cultures, emotional regulation and social behaviours are often taught through storytelling, rituals and intergenerational interactions, and elders play a key role in this socialisation process. These practices may offer the security necessary for emotional regulation, even if the attachment relationships are structured differently from those in Western contexts.

Reflection questions

1. Read the research by Byers et al. (2012) ↗ (<https://doi.org/10.1111/j.1440-1584.2012.01317.x>), who collected data from eight Indigenous families in Central Australia. Identify any similarities and differences between Western and Indigenous parenting.

2. To what extent do you think Bowlby's model of attachment can be applied universally?



Overview
(/study/ap/
new/sid-
540-
cid-
763690/k)

🔗 Theory of knowledge

Bowlby's research on the importance of attachment between a child and a caregiver helped to reform medical practices. In the past, immediately after birth, children were taken to 'nurseries' in which they laid in isolation for a period of time so the mother could 'rest' and the baby could be monitored. Why was this accepted? Was it simply because the majority of people accepted it?

Research has contributed to ending this practice and validated much of Bowlby's theories on the importance of immediate attachment.

This raises questions relating to the certainty of knowledge. How can we be sure that what we believe now is valid and true, and will be accepted in the future?

The reality is that knowledge evolves. What is accepted as true and accurate now may be dismissed in the future. These shifts tend to take time and are known as paradigm shifts — fundamental changes that happen when a usual way of thinking is replaced or updated.

Reflection questions

1. How can we know that current knowledge is an improvement on past knowledge?
2. What conditions are necessary to make knowledge contestable?

The role of childhood experiences in the development of self

Childhood experiences can play a significant role in the development of self. As you learned earlier, children who experience abuse, neglect or extreme inconsistency in care are at a higher risk of developing the least secure type of attachment style, that is 'disorganised attachment.' Traumatic experiences, socioeconomic disadvantage or other risk factors can hinder the development of self and result in low self-esteem.

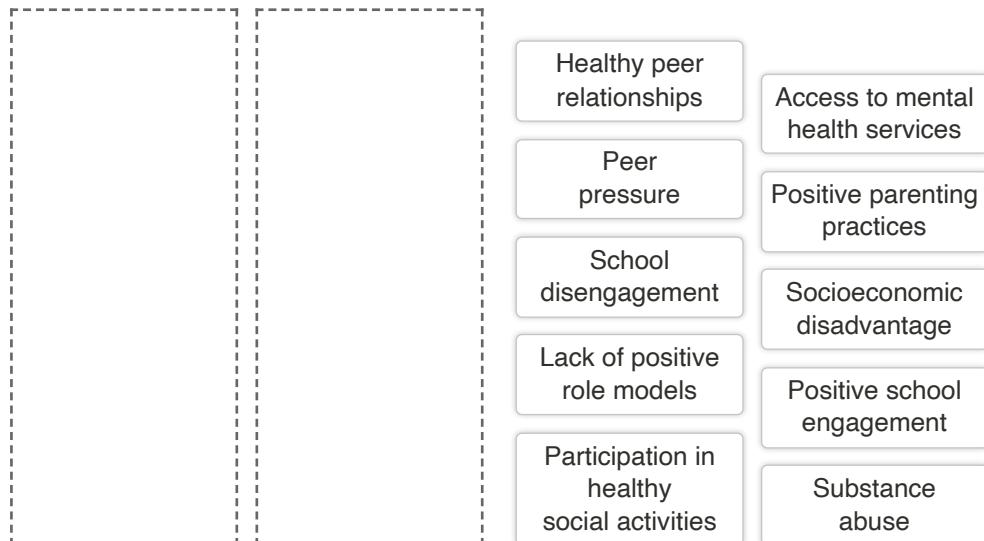
Research highlights the importance of protective factors, such as secure relationships, supportive environments and positive school engagement, in helping children develop a positive self-concept, high self-esteem and resilience. AlShawi and Lafta (2014) (https://doi.org/10.5339/qmj.2014.14) investigated the effect of childhood experiences on self-esteem during adulthood. They found that family bonding during childhood played an important role in building self-esteem during adulthood, while exposure to household dysfunction or abuse during childhood had a negative association with self-esteem.

By understanding the key role of childhood experiences in self-development, educators and caregivers can foster environments that support the formation of a positive self-concept in children. Use **Interactive 1** to decide what sort of factor each characteristic is.



Student
view

Risk factors Protective factors



Check

Interactive 1. Sort each characteristic into risk factors or protective factors.

HL Extension

Motivation

The role of extrinsic motivators in the social development of a child

Extrinsic motivators can play a crucial role in the social development of children by encouraging desirable behaviours, helping them to learn social norms and boosting their self-esteem and confidence.

Extrinsic motivation is when a child is motivated to do something because of an external reward or goal. Some examples of extrinsic motivation in children include:

- working hard in school to get a good grade
- taking part in sports day to earn a trophy
- cleaning up to receive praise
- completing homework due to fear of punishment.

Self-determination theory (SDT) suggests that extrinsic rewards can motivate children to engage in positive social interactions. These would be known as non-self-determined behaviours, which the child feels they have a lack of control over and feels obliged to complete. For example, if a child thanks a family member for their birthday gift due to fear of being punished if they do not, this would be a non-self-determined behaviour, which they felt obliged to do. On the other hand, self-determined behaviours are motivated by intrinsic motivators and allow the child to feel in control. For example, if a child helps their friend improve their soccer skills, this may be a self-determined behaviour, which they did because they chose to.

Behaviours are often driven by both extrinsic and intrinsic factors. However, self-determination can be lowered by giving extrinsic rewards for intrinsically motivated behaviour, a phenomenon known as the overjustification effect. As the behaviour becomes increasingly controlled by external rewards, people begin to feel less in control of their behaviour and their intrinsic motivation can be reduced.

Writing for the Stanford School of Humanities and Sciences, journalist Christine VanDeVelde Luskin outlines research by Stanford professor Mark Lepper (<https://bingschool.stanford.edu/news/mark-lepper-intrinsic-motivation-extrinsic-motivation-and-process-learning>), in which he investigated the overjustification effect in

Section

Student... (0/0) Print (/study/app/psychology-new/sid-540-cid-763690/book/how-do-early-childhood-influences-impact-the-development-of-self-id-50524/print/)

Assign

children. Over a three-week period, children were prompted to draw pictures. The participants were all children who showed a high level of interest in the activity; they were intrinsically motivated. Those who had agreed to receive an award for their drawings displayed significantly less interest and put less effort into their drawings than those who did not agree to receive any reward and were drawing just for fun.

Extrinsic rewards can also play an indirect role in a child's social development. By seeing others being rewarded or praised for positive behaviours, children are motivated to do similar actions. This is known as **vicarious reinforcement**, a concept linked to social learning and social cognitive theory. Relying on extrinsic motivation too frequently may result in children focusing on the reward, instead of actually gaining and appreciating vital social skills, such as cooperation and empathy.

Reflection questions

1. Consider your own motivation and external factors. Identify 3–5 areas of your social life where you can identify the role of an external factor in motivating a certain behaviour.
2. Now think back to your younger years and identify 3–5 areas of your life in which you were motivated by external factors.
 - a. Compare the two lists. What are the similarities and what are the differences?
 - b. Why might these differences arise?

Learning outcomes

By the end of this section, you should be able to:

- Discuss the role of attachment on the development of self.
- Identify the role of childhood experiences in the development of self.
- Discuss the challenges of measuring elements related to identity formation.

HL Extension

- Describe the effect of technology on attachment.
- Discuss the role of cultural dimensions in understanding the social and cognitive development of children.
- Discuss the extent to which Western models of development can be applied to explain child development in Indigenous cultures — or vice versa.
- Discuss the role of extrinsic motivators in the social development of a child.

¹ Figure adapted from <https://www.simplypsychology.org/mary-ainsworth.html#Results-Attachment-Styles> (<https://www.simplypsychology.org/mary-ainsworth.html#Results-Attachment-Styles>) © Simply Psychology. Reproduced by kind permission of Saul McLeod.

² Keller, H (2012) (<https://doi.org/10.1177/0022022112472253>) 'Attachment and Culture', *Journal of Cross-Cultural Psychology*, Volume 44, Issue 2, Pages 175–194, © Heidi Keller.

4 section questions ^

Question 1

SL HL Difficulty:

Which of the following is a relevant criticism of Ainsworth's 'strange situation'?

Home
Overview
(/study/app/
new/sid-
540-
cid-
763690/k

- 2 High ecological validity
- 3 Lacks reliability
- 4 High mundane reality

Explanation

The study lacks population validity, as only American infants from middle-class families were used.

Question 2

SL HL Difficulty:

Bowlby believed that all children, regardless of culture, were born with an innate drive to form an attachment. True or false?

- 1 True ✓
- 2 False

Explanation

Bowlby's theory is evolutionary. It is based on the idea that all humans are born with a strong biological, pre-programmed urge to bond to another human.

Question 3

SL HL Difficulty:

Factors that can help children overcome the negative effects of adversity are known as 1 protective ✓ factors. A child who has faced trauma and other various risk factors but still has a strong sense of self-worth would be regarded as being 2 resilient ✓ .

Accepted answers and explanation

#1 protective

#2 resilient

General explanation

Protective factors buffer young people from the negative effects of risk factors, and promote resilience and positive development.

Question 4

SL HL Difficulty:

Which of the following statements about Schaffer and Emerson's research is true?

- 1 They found children formed multiple attachments by 18 months. ✓
- 2 They studied children from birth to 18 years old.
- 3 They annually visited children in their own home.
- 4 They asked both parents to keep daily diaries of their interactions with their children.

Student view

Explanation



Between 7 and 9 months, infants showed preference for a single attachment figure. By 18 months, they had formed several attachments.

Overview
(/study/app/
new/sid-
540-
cid-
763690/k

[◀ Previous section](#) /study/app/psychology-new/sid-540-cid-763690/book/how-do-external-factors-influence-the-formation-of-self-identity-id-50523/review



Student
view



Overview

(/study/ap)

new/sid-

540-

cid-

763690/k

3. Human development / 3.2 Development of self



(https://intercom.help/kognity)



Activity sheet: What is the role of caregivers and peers on the development of self?

Table of
contents

Notebook



Glossary

Reading
assistance

Teacher instructions

Learning outcomes

- Discuss the role of attachment on the development of self.
- Identify the role of peer influence in the development of self.
- Discuss the challenges of measuring elements related to identity formation.

Facilitation guidance

This activity sheet is designed to give students the opportunity to review their understanding of the role caregivers and peers have in shaping the identity of children. Research into attachment will be reviewed. How successful we are in measuring attachment and the influence of peers will also be considered.

This activity sheet also provides an opportunity for students to appreciate the considerations involved when investigating self-development in children.

In these activities, you will have the opportunity to review your knowledge of the role of caregivers and peers in shaping identity.

This activity sheet also provides you with an opportunity to appreciate the considerations involved when measuring the effect of peers or caregivers.

? Subtopic question(s)

During this activity sheet, you will be working towards answering the following subtopic question:

- To what extent do caregivers shape my identity?

Before you start

Review your knowledge of attachment research in this subtopic and the role caregivers and peers can have on the development of self-identity. You may like to reflect on factors that have influenced your own self-identity.

Part A

Knowledge and understanding

What is the term for changing behaviour and beliefs to fit in with others around you?

Conformity

✓



Accepted answers
Conformity



What did Main and Solomon call the fourth attachment style they found?

Overview

(/study/app

new/sid-

540-

cid-

763690/k

Disorganised

**Accepted answers**

Disorganised

Also accepted

Fearful-avoidant, Fearful avoidant



What type of attachment style did Ainsworth and Bell (1970) find was the most beneficial for cognitive and emotional well-being?

Secure

**Accepted answers**

Secure

Part B**Application and analysis****Task 1**

Your first task is to consider some of the challenges faced by researchers who have attempted to study and measure attachment.

You will use the following studies:

Study 1. Ainsworth and Bell (1970) (<https://doi.org/10.2307/1127388>)

They investigated childhood attachment styles in a laboratory setting. They used controlled observation in which a standardised procedure was carried out while observers watched via a one-way mirror. The study used a real-life mother and one-year-old baby. The mother left and then re-entered the room and the baby's reactions were observed. The researchers collected quantitative data along with qualitative observations.

Study 2. Hazan and Shaver (1987) (<https://doi.org/10.1037/0022-3514.52.3.511>)

They investigated childhood attachment styles and adult romantic/social relationships. They analysed over 620 responses to a survey distributed in newspapers to measure childhood attachment and views of adult relationships.

Study 3. Schaffer and Emerson (1964) (<https://doi.org/10.2307/1165727>)

They investigated the formation and development of attachments. They carried out a longitudinal study of 60 infants from working-class families in Glasgow, Scotland. Infants and their caregivers were observed in their natural setting. Caregivers were also interviewed.

Procedure:

1. Copy out the rankings (**Figure 1**) and then rank each attachment study along the four dimensions.
2. Discuss your responses with a partner. If any of your responses differ, try to reach a mutual agreement on their rank.
Take a picture of your final responses and upload it into the box.
3. Share your mutually agreed responses with your class and provide the reasoning behind them.
4. As a class, discuss how successful you think researchers have been in measuring attachment. If you were conducting your own research into attachment, how would you measure it?



Home
 Overview
 (/study/app/new/sid-540-cid-763690/k)

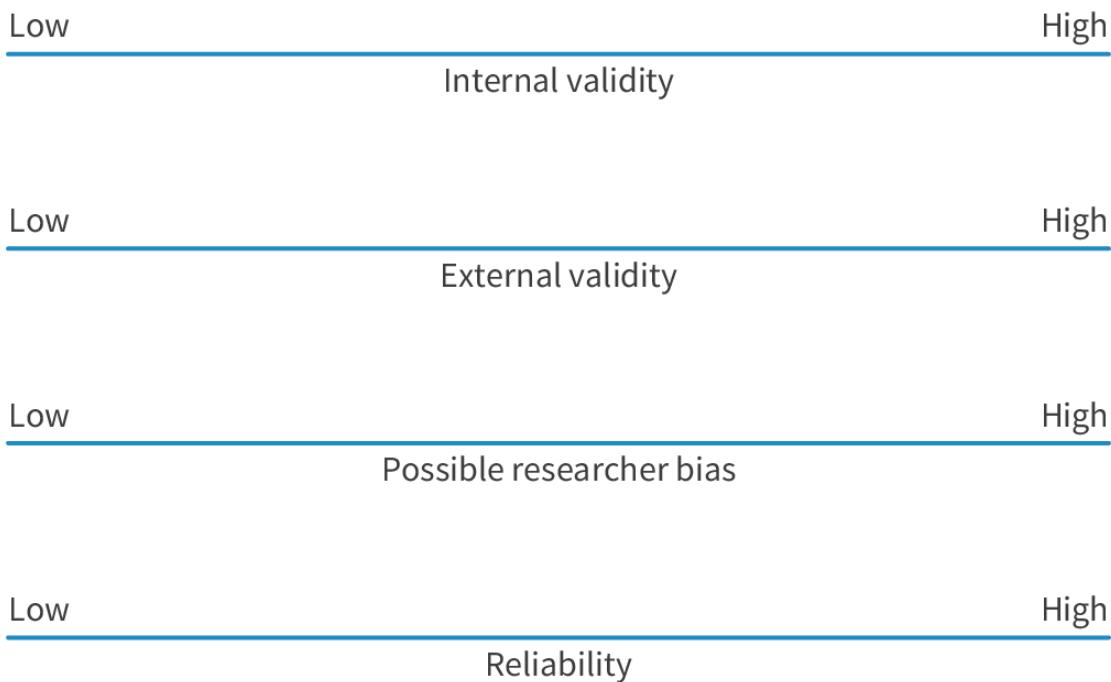
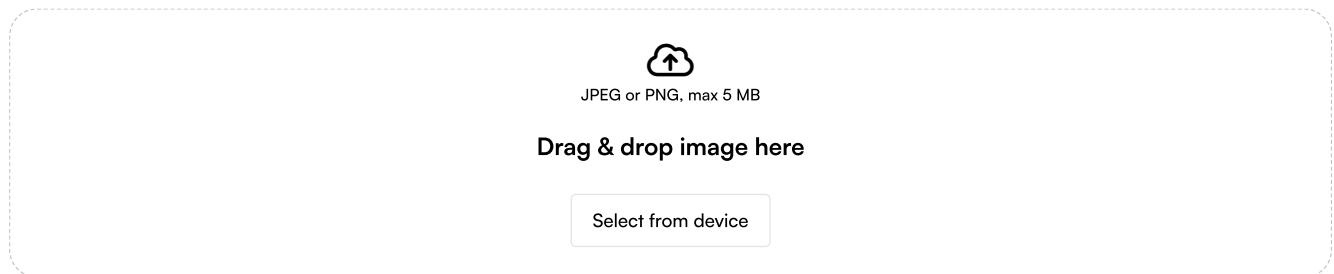


Figure 1. Four dimensions for ranking studies.



Key

Study 1. Likely to score very low for external validity due to the artificial environment, but high for internal validity due to the highly controlled procedure. It will score high for reliability due to similar findings in replicated studies. As there were two researchers, researcher bias may be ranked at the midpoint. However, it could be low due to the use of a controlled observation research method and standardised measuring of attachment. Alternatively, it could be towards the high end due to the possible subjective recording of observations.

Study 2. Likely to score high for external validity due to the use of a survey and a large sample, but low or midpoint for internal validity due to self-report data and possible social desirability bias. Due to quantitative data, researcher bias is likely to be ranked low, and also low for reliability due to a lack of replication.

Study 3. Likely to score high for external validity due to the natural environment. However, as participants knew they were being studied, internal validity may be low. Low for reliability due to the lack of replication. As there were two researchers, researcher bias may be ranked at the midpoint but could be high due to a subjective recording of observations.

Task 2

Your next task is to consider how psychologists can measure and research the effect of peer relationships and the effect peer relationships can have on self-development.

First, read [this paper ↗](https://aifs.gov.au/resources/policy-and-practice-papers/influence-peer-relationships-middle-years-mental-health) (<https://aifs.gov.au/resources/policy-and-practice-papers/influence-peer-relationships-middle-years-mental-health>), which provides a summary of research looking at the influence of positive peer relationships on children aged 8 to 14 years, including the development of self, and current and future health and well-being. Then, answer the following questions.



Student view



Research studies attempting to measure the effect of peer relationships have taken a variety of different approaches to define or measure positive peer relationships. What are some of the ways positive peer relationships have been measured?

Overview

(/study/app

new/sid-

540-

cid-

763690/k



Key

- Mainly through self-report measures, such as surveys.
- Participants have been asked to rank the 'friendship quality' of their best friend.
- Participants have been asked to write down the names of peers to whom they have directed positive peer treatment (being the recipient of positive behaviours from peers).
- Most studies do not define or measure peer relationships directly. Instead, they interpret high scores on general friendship or relationship measures as indicating high levels of positive peer relationships.
- Measures of level of support, trust and ability to get along with peers have all been used to measure positive peer relationships.
- Few studies look at teacher or parent perceptions of an adolescent's peer interactions or friendships.

How can positive peer relationships influence the development of self?



Key

- They help to promote positive mental health.
- They prevent or reduce stress.
- They enable access to a broad support network.
- They enhance self-esteem and identity.
- They provide a sense of belonging.
- They facilitate positive coping strategies.
- They reduce the risk of later emotional abuse victimisation.
- They decrease social anxiety.

How can positive peer relationships be promoted by families and people working with young people?



Student
view

**Key**

Overview
 (/study/app
 new/sid-
 540-
 cid-
 763690/k

- The importance of positive and supportive peer relationships for young people should be recognised and promoted.
- Take time to ask young people about their peer relationships.
- Encourage young people to participate in social interactions that support their interpersonal social skills and behaviours.
- Provide support to promote positive peer relationships. This could include helping them to:
 - build resilience and enhance self-regulation (e.g. emotional regulation)
 - develop conflict resolution skills
 - develop prosocial behaviours
 - understand boundaries
 - develop communication skills
 - develop skills in perspective-taking
 - draw on multiple sources of support (peer, family and school).
- Help young people to identify and understand what a positive, safe and supportive peer relationship looks like, to help them avoid negative peer interactions or influences that may have a negative effect on their mental health, or that lead to engagement in risk-taking behaviours, such as substance misuse.

Part C

Synthesis and evaluation

To what extent are peers more important than caregivers in a child's self-development?

Using the knowledge you have gained from this subtopic about the role of peers and caregivers, plus your own research, prepare to engage in a debate on this topic with your class. Be sure to cite research in support of your ideas.

Your teacher will assign you to a debate side. You should consider the arguments and research that support the side you are assigned to, as well as the limitations of these arguments and relevant research.

**Key**

Points to consider:

- the amount of supporting research and the validity of that research
- reliability of research
- implications of findings
- generalisability of findings
- the extent to which research takes a holistic or a reductionist approach.

Summary

After completing these activities, you should have a greater ability to question the role of caregivers and peers on a child's development. You should also have developed a deeper consideration of the challenges faced by researchers who attempt to measure the impact of peers and caregivers.

Reflection



Referring back to the subtopic question:



- To what extent do caregivers shape my identity?

Overview

(/study/app

new/sid-

540-

cid-

763690/k

How would you answer this question after completing this activity?



[◀ Previous section](#) /study/app/psychology-new/sid-540-cid-763690/book/how-do-early-childhood-influences-impact-the-development-of-self-id-50524/re



Student
view



Overview

(/study/app/

new/sid-

540-

cid-

763690/k

3. Human development / 3.2 Development of self

Checklist



(https://intercom.help/kognity)

**Section**

Student... (0/0)

Feedback



Print (/study/app/psychology-new/sid-540-cid-763690/book/checklist-id-50529/print/)

AssignTable of
contents

Learning outcomes



Notebook



Glossary

Reading
assistance**By the end of subtopic 3.2, you should be able to:**

- Identify the role of enculturation of social norms in the development of self.
- Identify the role of peer influence in the development of self.
- Describe the process of conformity and its role in understanding human behaviour.
- Describe how social identity theory can be applied to change and explain behaviour.
- Discuss the influence of one or more sociocultural factors in human development.
- Discuss the different factors that can affect identity change over time.
- Discuss the role of attachment on the development of self.
- Identify the role of childhood experiences in the development of self.
- Discuss the challenges of measuring elements related to identity formation.

HL Extension

- Discuss the role of technology on the development of self.
- Discuss the role of culture in developing the self.
- Discuss the role of cultural dimensions in understanding the social and cognitive development of children.
- Discuss the different motivational theories that are important in human development.
- Describe the effect of technology on attachment.
- Discuss the extent to which Western models of development can be applied to explain child development in Indigenous cultures — or vice versa.
- Discuss the role of extrinsic motivators in the social development of a child.



< Previous section (/study/app/psychology-new/sid-540-cid-763690/book/key-terms-id-50528/review/)

Next section > (/study/app/psychology-new/



Overview
(/study/app/
new/sid-
540-
cid-
763690/k
—



Student
view



Home

Overview
(/study/app/
new/sid-
540-
cid-
763690/

3. Human development / 3.2 Development of self

Collected research studies

Section

Student... (0/0)

Print (/study/app/psychology-new/sid-540-cid-763690/book/collected-research-studies-id-50530/print/)

Assign

Table of
contents

Notebook



Glossary

Reading
assistance

Teacher instructions

These are the main research studies mentioned throughout this subtopic. However, this is not an exhaustive list, and you are encouraged to use other research studies that are relevant.

Students are not required to memorise all details of the studies but may wish to include them to support their explanations.

Summary	Evaluation
<p>Fagot (1978) (https://doi.org/10.2307/1128711)</p> <p>Location of study USA</p> <p>Aim To investigate the role parents play in the development of gender roles</p> <p>Method 24 families were observed in their own homes. A checklist of 46 child behaviours and 19 reactions by parents was used during five 60-minute observations completed for each family over five weeks. After the observations, each parent was asked to rate the 46 behaviours as more appropriate for girls, boys or neutral. Each parent also completed a questionnaire about their beliefs on the socialisation of gender roles.</p> <p>Results When the child was engaged in same-sex-preferred behaviour, the parents reacted significantly more favourably than when the child engaged in cross-sex-preferred behaviours.</p> <p>Conclusion Parents play a role in children learning what behaviour is perceived as appropriate for each gender.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Overt observation in the natural environment of the family results in high ecological validity. <p>Limitations</p> <ul style="list-style-type: none"> Low population validity, as the 24 families were all linked to the same university, were all white and were all American The families knew that they were being watched. This means that they have demonstrated demand characteristics. <p>Ethical considerations</p> <ul style="list-style-type: none"> All researchers conducting studies within psychological research are expected to consider ethical guidelines. <p>Research considerations</p> <ul style="list-style-type: none"> The use of two observers reduces possible researcher bias, as there is high interobserver reliability.

Student
view

Summary	Evaluation
<p>H (https://doi.org/10.1177/1468796802002002658)owarth (2002) [https://doi.org/10.1177/1468796802002002658]</p> <p>Location of study UK</p> <p>Aim To investigate how group membership influences how young people from marginalised backgrounds view themselves</p> <p>Method 44 teenagers from Brixton, London, took part in focus group interviews. Headteachers were also interviewed.</p> <p>Results Their view of themselves was strongly influenced by how they related to their social group, rather than by personal achievements or individual characteristics alone. Their social group and collective identity were a source of strength, despite external social pressures and stigma.</p> <p>Conclusion Social identity and group membership defines self-worth for young people from marginalised backgrounds.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Interviews allowed for rich, subtle data. The study addressed an often-overlooked group of society. <p>Limitations</p> <ul style="list-style-type: none"> Low population validity, as the 44 teenagers were all from the same area <p>Ethical considerations</p> <ul style="list-style-type: none"> All researchers conducting studies within psychological research are expected to consider ethical guidelines. <p>Research considerations</p> <ul style="list-style-type: none"> Self-report data from interviews may be subject to social desirability bias. Interpretation of data is open to researcher bias.
<p>Jan, Soomro and Ahmad (2017) [https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3030048]</p> <p>Location of study Pakistan</p> <p>Aim To investigate the impact of social media on self-esteem</p> <p>Method 150 students completed questionnaires and interviews.</p> <p>Results 88% of people engage in making social comparisons on Facebook. Out of the 88%, 98% of the comparisons are upward social comparisons. Increase in social media usage causes the self-esteem of individuals to decrease. One hour spent on Facebook daily results in a 5.574 decrease in the self-esteem score of an individual.</p> <p>Conclusion There is a strong relationship between social media and self-esteem.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Data triangulation through use of interviews and questionnaires <p>Limitations</p> <ul style="list-style-type: none"> Low population validity, as the 150 students were from the same institute Only the impact of Facebook was considered. Other social media may have other effects on self-esteem. <p>Ethical considerations</p> <ul style="list-style-type: none"> All researchers conducting studies within psychological research are expected to consider ethical guidelines. <p>Research considerations</p> <ul style="list-style-type: none"> Self-report data from students may be subject to social desirability bias. Interpretation of data is open to researcher bias.

Summary	Evaluation
<p>Summary</p> <p><u>Hazan and Shaver (1987)</u> [↗ (https://doi.org/10.1037/0022-3514.52.3.51)]</p> <p>Location of study</p> <p>USA</p> <p>Aim</p> <p>To investigate childhood attachment styles and adult romantic/social relationships</p> <p>Method</p> <p>Analysis of over 620 responses to a survey distributed in newspapers to measure childhood attachment and views of adult relationships</p> <p>Results</p> <p>Respondents who were securely attached as children were more likely to have lasting and satisfying relationships as an adult.</p> <p>Conversely, those respondents who identified as insecurely attached were more likely to find relationships challenging, and more were likely to be divorced.</p> <p>Conclusion</p> <p>Experiences in childhood influenced attitudes to love and social relationships in adulthood.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Standardised survey and procedure • Quantitative data enhances reliability of the study. <p>Limitations</p> <ul style="list-style-type: none"> • Sample could have been self-selecting, reducing the validity of the results <p>Ethical considerations</p> <ul style="list-style-type: none"> • All researchers conducting studies within psychological research are expected to consider ethical guidelines. <p>Research considerations</p> <ul style="list-style-type: none"> • No qualitative data collected in the first study to help explain views of adult relationships (there was a second follow-up study conducted)
<p>Summary</p> <p><u>Ainsworth and Bell (1970)</u> [↗ (https://doi.org/10.2307/1127388)</p> <p>Location of study</p> <p>USA</p> <p>Aim</p> <p>To investigate childhood attachment styles</p> <p>Method</p> <p>Controlled observation in which a standardised procedure is carried out, while observers watch via a one-way mirror. The study uses a real-life mother and baby around the age of one year old. The mother leaves and then re-enters the room and the baby's reactions are observed.</p> <p>Results</p> <p>Possible to classify infants into three types of attachment styles: securely attached, insecurely attached/avoidant and insecurely attached/ambivalent.</p> <p>Conclusion</p> <p>Ainsworth concluded that the way infants formed attachments early in life impacted how they build relationships in adulthood.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Controlled observation makes it replicable. • Quantitative data enhances the study's reliability. • Qualitative observations also add in-depth data. <p>Limitations</p> <ul style="list-style-type: none"> • Unpredictable behaviour from babies, which reduces reliability, as the behaviour in the unfamiliar lab setting might not represent their usual responses <p>Ethical considerations</p> <ul style="list-style-type: none"> • All researchers conducting studies within psychological research are expected to consider ethical guidelines. <p>Research considerations</p> <ul style="list-style-type: none"> • Low ecological validity, as it was a lab setting. However, it may be possible to claim some external validity, as the behaviour of mother and child could be said to reflect patterns from real-life settings.

Summary	Evaluation
<p>Takahashi (1990) ↗ (https://doi.org/10.1159/000276500)</p> <p>Location of study Japan</p> <p>Aim To investigate attachment patterns of Japanese infants using the Strange Situation Procedure (SSP)</p> <p>Method 60 Japanese infants and their mothers were observed using the SSP.</p> <p>Results <ul style="list-style-type: none"> • 32% of Japanese infants displayed ambivalent/resistant attachment. These infants showed extreme distress when the mother left the room and were not easily comforted upon her return. • 0% of the Japanese infants showed insecure-avoidant attachment. Infants became severely distressed in the infant alone step, with 90% of infant-alone steps being stopped due to excessive infant anxiety. The stress aroused by the procedure went well beyond the moderate level for the Japanese infants, and some were pushed from type B to type C behaviour by the procedure. • The majority of the infants (68%) were classified as securely attached. </p> <p>Conclusion Attachment patterns in Japanese children differ from those found in the USA, suggesting that there are cultural differences in attachment behaviour.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • One of the first studies to apply SSP to a non-Western culture • Quantitative data enhances the study's reliability. • Qualitative observations also add in-depth data. <p>Limitations</p> <ul style="list-style-type: none"> • Limited generalisability to other cultures, as all children were from Japan <p>Ethical considerations</p> <ul style="list-style-type: none"> • Some children showed distress during the study, and were not easily comforted, thus suggesting the study caused them short-term mental harm. Whether this resulted in any long-term harm is unknown. <p>Research considerations</p> <ul style="list-style-type: none"> • Low ecological validity due to the highly standardised procedure, which is likely to be unusual for children to experience in real life
<p>Oldmeadow et al. (2013) ↗ (https://doi.org/10.1016/j.chb.2012.10.006)</p> <p>Location of study UK</p> <p>Aim To investigate the relationship between Facebook use and adult attachment (anxiety and avoidant)</p> <p>Method 617 participants. Participants completed a questionnaire.</p> <p>Results Individuals with high anxiety used Facebook more frequently. High attachment avoidance was associated with less Facebook use.</p> <p>Conclusion Facebook may serve attachment functions for individuals and help understanding of online communication and attachment styles.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Large number of participants increases reliability and generalisability of findings <p>Limitations</p> <ul style="list-style-type: none"> • Only one type of social media platform was used. Adult attachment responses could be different with other platforms. <p>Ethical considerations</p> <ul style="list-style-type: none"> • All researchers conducting studies within psychological research are expected to consider ethical guidelines. <p>Research considerations</p> <ul style="list-style-type: none"> • Questionnaire contained a number of areas that measured attachment, social skills and Facebook use

Summary	Evaluation
<p>Harlow (1958) [1] (https://doi.org/10.1037/h0047884)</p> <p>Location of study USA</p> <p>Aim To investigate the importance of comfort versus nourishment in the development of attachment</p> <p>Method Infant rhesus monkeys were separated from their mothers and placed into cages with a wire substitute mother that provided food and a substitute soft cloth mother that did not provide food.</p> <p>Results The infant monkeys preferred to stay with the substitute soft cloth mother that did not provide food. When the infants were frightened by a loud noise, they would rush to the cloth mother for security and comfort.</p> <p>Conclusion The attachment between mother and infant is not simply about feeding. It is about comfort, security and emotional support.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Findings have helped emphasise the importance of emotional attachments <p>Limitations</p> <ul style="list-style-type: none"> Questionable as to what extent the results can be generalised to human development <p>Ethical considerations</p> <ul style="list-style-type: none"> Animals were caused deliberate distress.

Summary	Evaluation
<p>Schaffer and Emerson (1964) ↗ (https://doi.org/10.2307/1165727)</p> <p>Location of study UK</p> <p>Aim To investigate the formation and development of attachments</p> <p>Method Longitudinal study of 60 infants from working-class families in Glasgow, Scotland. Infants and their caregivers were observed in their natural setting and caregivers were also interviewed.</p> <p>Results Attachment in infants develops in stages.</p> <ul style="list-style-type: none"> The first stage (from birth to about 2–3 months) where infants showed little preference for specific caregivers. By 3–6 months, infants began to develop a preference for familiar people (particularly the mother). Around 7–9 months, infants developed a specific attachment to one primary caregiver, usually the mother, which was characterised by separation anxiety and a preference for the primary caregiver over others. By the age of 18 months, most of the infants had formed multiple attachments. <p>Conclusion The study found that there were individual differences in the timing and strength of attachment. While most infants formed attachments at similar ages, there was variability in the intensity of attachment and the nature of attachments to different caregivers.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Longitudinal nature of study allowed attachment over time to be studied Naturalistic observations increase ecological validity. <p>Limitations</p> <ul style="list-style-type: none"> Low population validity, as the 60 infants were all from similar backgrounds The families knew that they were being watched. This means that they have demonstrated demand characteristics. <p>Ethical considerations</p> <ul style="list-style-type: none"> All researchers conducting studies within psychological research are expected to consider ethical guidelines. <p>Research considerations</p> <ul style="list-style-type: none"> The study did not track infants into later childhood or adolescence. As a result, it does not provide insights into the long-term impact of early attachment patterns on later development or relationships.

Summary	Evaluation
<p>AlShawi and Lafta (2014)  (https://doi.org/10.5339/qmj.2014.14)</p> <p>Location of study Iraq</p> <p>Aim To investigate the effect of childhood experiences on self-esteem</p> <p>Method 1,000 participants, aged 18—59, completed the Adverse Childhood Experiences International Questionnaire (ACE-IQ) and a self-esteem assessment.</p> <p>Results Negative childhood experiences, such as household dysfunction and abuse, resulted in a significant decrease in self-esteem score, whereas positive childhood experiences, such as family bonding, increased self-esteem.</p> <p>Conclusion Childhood experiences have an essential role in building self-esteem.</p>	<p>Strengths</p> <ul style="list-style-type: none"> Quantitative data reduces research bias. <p>Limitations</p> <ul style="list-style-type: none"> Lack of generalisability to other cultures. <p>Ethical considerations</p> <ul style="list-style-type: none"> Asking participants to recall adverse childhood experiences may cause them distress. Researchers should take the necessary precautions to protect participants from psychological harm. <p>Research considerations</p> <ul style="list-style-type: none"> Self-report data may be subject to social desirability bias. Self-report data relied on recall of childhood experiences, which may not be fully accurate.

 Previous section (/study/app/psychology-new/sid-540-cid-763690/book/checklist-id-50529/review/)

Next section  (/study/app/psychology-new/si