SOCIAL AND PERSONALITY DEVELOPMENT IN ADOLESCENCE

Chapter 12
Lecture Overview

• Theories of Social and Personality Development
• Self-Concept
• Moral Development
• Social Development
THEORIES OF SOCIAL AND PERSONALITY DEVELOPMENT

Psychoanalytic Perspectives: Freud

• Genital Stage

• *Primary developmental task*: libido channeled into healthy sexual relationship

• Psychosexual maturity achieved

• “Last stage” of personality development
  - Includes both adolescents and adults
Psychosocial Perspective: Erickson

- **Identity versus Role Confusion Stage**
  - *Primary developmental task*: Achievement of personal identity
  - Reflects understanding of one’s unique traits and how they manifest across ages and social roles
Erickson: Identity versus Role Confusion

- Sense of self becomes integrated.

Identification with peer groups
or
Inability to have an integrated view of self
Critical Thinking – Teenaged Employment

• THE EFFECTS OF TEENAGED EMPLOYMENT

• Working may decrease teens’ chances for successful adult careers.

• The more hours teenagers work during high school, the more likely they are to become sexually active, use drugs, display aggression toward peers, argue with parents, get inadequate sleep, and be dissatisfied with life.

• Unskilled work is more likely to be associated with poor outcomes than is complex, skilled work.

• Students appear to gain confidence in their ability to achieve economic success in adulthood when useful skills are developed.

  • To work—or not to work? What do you advise?
• Critical Analysis

1. Teen employment may be correlated with developmental outcomes because teens who work differ from those who do not in ways that are also related to such outcomes. What variables do you think might distinguish teens who choose to work from their peers who don’t have jobs?

2. Are there developmental outcomes that have not been addressed by the research described in this discussion that you think might be positively affected by teen employment?
SELF-UNDERSTANDING

• Components of Self-Understanding
  • More abstract definition of psychological self
  • Academic self-concepts from internal comparisons and external comparisons
  • Social self-concepts predict behavior.
SELF-CONCEPT

Social Self-Concept and Gender

• Gender Differences
  • Different manifestation by gender
  • Girls are influenced by internal and external comparisons.
  • Boys’ influences are more internal and self-defined.
SELF-CONCEPT AND PERSONALITY

Self-Esteem

- **Self-esteem**: a sense of global self-worth
- Self-esteem patterns
- High self-esteem correlates
- Gender differences throughout adolescence
Gender Role Identity

**Gender role**: gender-related aspects of the psychological self

- Adolescents continue to understand sex roles as social conventions.
- Gender role identity grows more flexible.
BEM’S GENDER ROLE CATEGORIES

- Androgynous and masculine gender roles are associated with higher self-esteem among boys and girls.
- Feminine gender identity: more prone to rumination
- Adoption of an androgynous or masculine identity by girls leads to lower self-esteem.
SELF-CONCEPT
Ethnic Identity

• **Ethnic identity**: self-identification as member of a specific group and as a unique individual

• Jean Phinney’s three stages of ethnic identity formation
  - Unexamined ethnic identity
  - Ethnic identity search
  - Clear ethnic identity
Role Models and The Media

• ROLE MODELS IN LIFE AND IN THE MEDIA
• Assibey-Mensah surveyed 4,500 African American boys and asked them to name a role model.
  • A large majority named a professional athlete.
  • No child listed a teacher.
• This highlights ways in which the media portrays various careers and the influence these portrayals may have on children’s career aspirations.
MORAL DEVELOPMENT
Kohlberg’s Theory of Moral Reasoning
• Three levels with two substages each
  • Preconvention
  • Conventional
  • Postconventional
MORAL DEVELOPMENT
Kohlberg’s Theory of Moral Reasoning

- **Preconventional**
  - Stage 1
  - Stage 2

- **Conventional**
  - Stage 3
  - Stage 4

- **Postconventional**
  - Stage 5
  - Stage 6
MORAL DEVELOPMENT

Kohlberg’s Theory of Moral Reasoning

- Level 1: preconventional reasoning
  - Judgments are based on sources of authority—usually parents.
  - The outcome or consequence of an action determines the rightness or wrongness of the action.
- Stage 1: punishment and obedience orientation
  - Physical consequences determine right or wrong: *if he is punished, it’s wrong.*
- Stage 2: individualism, instrumental purpose, and exchange
  - *You should do things that are rewarded and avoid things that are punished.*
  - naïve hedonism: *If you help me, I’ll help you.*
MORAL DEVELOPMENT
Kohlberg’s Theory of Moral Reasoning

• Level 2: conventional reasoning
  • Judgments are based on rules or norms of a group to which the individual belongs.

• Stage 3: mutual interpersonal expectations, relationships, and interpersonal conformity
  • Sometimes called the good boy/nice girl stage
  • Good behavior is what pleases other people.

• They value loyalty, respect, trust, and maintenance of mutual relationships.

• Stage 4: individualism, instrumental purpose, and exchange
  • Norms of a large reference group; the stage of social systems or conscience
  • Adhering to a complex set of regulations:: morality and legality are equivalent.
MORAL DEVELOPMENT
Kohlberg’s Theory of Moral Reasoning

• Level 3: postconventional reasoning
  • Judgments are based on emergence of a personal authority.

• Stage 5: social contracts orientation
  • Rules, laws, and regulations ensure fairness. Laws may need to be ignored to ensure fairness.
  • Civil disobedience: deliberately breaking laws that are believed to be immoral

• Stage 6: the universal ethical principles orientation
  • Explains moral decisions based on universal ethical principles such as the right to life
CAUSES AND CONSEQUENCES OF MORAL DEVELOPMENT

- Longitudinal research relating parenting styles and family climate to moral reasoning suggests that Kohlberg is right about the need for social support.
- Age and corresponding cognitive development are needed to progress from stage to stage.
- A decline of egocentrism is critical.
- Role-taking improves an adolescent’s ability to reason from another’s perspective.
- Support from the social environment is needed to sustain moral reasoning.
CRITICISMS OF KOHLBERG’ S THEORY
Culture and Moral Reasoning

• This narrow approach is not universal.
• Non-Western cultures do not fit well into Kohlberg’s system.
• E.g., respect for elders is essentially more important than justice in some cultures.
• Although justice is an important moral concept around the world, justice does not supersede all other moral considerations in non-Western cultures.
• Justice is defined different in other cultures. Some cultures adopt the “eye for an eye” perspective.
MORAL DEVELOPMENT AND ANTISOCIAL BEHAVIOR

Overview

- **Delinquency**: adolescent behavior that breaks laws
- Two sub-variations by age of delinquency onset
  - Child onset is more serious, and is likely to be present into adulthood.
  - Adolescent onset is milder and more transitory: peer group influences.
MORAL DEVELOPMENT AND ANTISOCIAL BEHAVIOR

Overview

- Adolescents who engage in serious forms of antisocial behavior have . . .
  - Low levels of moral reasoning
  - Lack of empathy
  - Vulnerability to situational factors, which contributes to poor moral decision making
Cyberbullying

Form of aggression in which electronic communication is used to intentionally inflict harm on others.

Often accompanied by aggressive behavior in other contexts.

Allows aggression with anonymity that can distance the perpetrator from immediate victim response.
MORAL DEVELOPMENT AND ANTISOCIAL BEHAVIOR

• Delinquency
  • Applies specifically to adolescent behavior that violates the law

• Teens diagnosed with Adolescent-Onset Conduct Disorder
  • Typically milder and more transitory
  • May be reflection of peer-group pressure; limit-testing
  • Characterized by lag of behavior behind moral reasoning
  • Unable to look at own or assess hypothetical offenses from victim perspective
  • Likely to display a cluster of other problem behaviors
SOCIAL RELATIONSHIPS

Parents

• Adolescents have two contradictory tasks: establish autonomy and maintain relatedness.
• Conflicts with parents increase, but attachment is still high.
• Individual traits and cultural factors affect the degree and meaning of parent–teen conflict.
RELATIONSHIPS WITH PARENTS

Attachment

• Remains strong during adolescence
• Strong attachments are associated with academic success and good peer relations, as well as less risk for drug use and antisocial behavior in later life.
• May be influenced by pubertal status
RELATIONSHIPS WITH PEERS

Overview

• Friendships become increasingly intimate.
• Share more inner feelings and secrets
• More knowledgeable about each other’s feelings
• More stable than those of younger children
• Electronic communication such as email has become more important to teen friendships.
• Thus today’s teens have a wider range of friendships than earlier generations did.
RELATIONSHIPS WITH PEERS

Peer Group Structure

- These provide an identity prototype; labeling others and oneself as belonging to a group helps to create or reinforce the adolescent’s own identity.
- It also identifies friends or foes.
- Clique: four to six young people who are strongly attached to one another
  - In the early years, cliques are same-sex.
- Crowds: larger sets that include males and females
  - Break down into heterosexual cliques and then into loose associations of couples
- Crowds are popular between 13 and 15, when the teen is most likely to display the greatest conformity to peer pressure.
  - Reputation-based group: the teen identifies with the group either by choice or by peer designation.
RELATIONSHIPS WITH PEERS
Couple Formation

• Adolescent Romantic Relationships
  • Teens as young as twelve and thirteen years old have concepts of being “in love.”
  • Gender differences
  • Income differences

• Age of Puberty Onset Differences
  • Variations across cultures
RELATIONSHIPS WITH PEERS

Romantic Relationships

• **Heterosexual Teen Relationships**
  
  • Relationships proceed at a faster pace for girls than for boys.
  
  • Teens use skills gained in relating to other-sex peers in friendships and mixed groups to prepare for romantic relationships.
RELATIONSHIPS WITH PEERS
Romantic Relationships

• **Homosexual Teens**
• Awareness of same-sex attraction around ages eleven or twelve
• May initially experiment with heterosexual relationships
• Gender differences
• Social support important
• Boys act on same-sex attraction earlier than girls do.
• Social support from clubs and extracurricular activities is important for gay and lesbian teens.