



**Department of Distance Education**  
**Punjabi University, Patiala**

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***Lesson No.***

- 1.1 : Socialization and Development of Self : Family and Community
- 1.2 : The influence of school, peer group, media messages and technology on identity formation
- 1.3 : Emergence of 'Person' and 'Identity': Concept, Need and Determinants in the formation of person and identity
- 1.4 : Influence of Globalization on Identity Formation

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**Socialization and Development of self: Family and Community**

**Structure of the lesson**

- 1.1 Objectives
- 1.2 Socialization
- 1.3 Development of self
- 1.4 Theories of Socialization
- 1.5 Different forms of socialization
- 1.6 Self-Socialization
- 1.7 Family
- 1.8 Community
- 1.9 Suggested Questions
- 1.10 Suggested Readings

**1.1 Objectives:-**

After going through this lesson you will be able to:

- i. Define socialization.
- ii. Understand the meaning of self socialization.
- iii. Explain the theories of socialization.
- iv. Give different forms of socialization.
- v. Describe “family” as an agent of socialization.
- vi. Explain the influence of community on children's behaviour.

**1.2 Socialization**

Human beings are born without any culture. They are transformed by their parents, teachers and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture in which we are born and playing roles. Girls learn how to be daughters, sisters, friends, wives and mothers. They also learn the occupational roles and norms of the culture through the socialization process. Norms are accepted behaviors that are held by most members of the society. Socialization is important in personality formation. No doubt genes plays an important role but the process of socialization can mold it in particular direction by

inquiring specific beliefs and attitudes as well as selectively providing experiences.

### **1.3 Development of Self**

Imagine that in front of your house, there is an empty space. One day, you notice that workers have placed piles of building materials, bricks, sand, marble and bags of concrete on the property. After sometime a huge house takes the place of the piles of materials. Now, you can see the empty space will become a beautiful house. Doors are assembled, electricity fitting is done and wood work is finished. Each section of the new house-living, drawing room, dining and bedroom- has multiple divisions that provide useful space dedicated to some purpose. Eventually, simple structure has become increasingly complex.

This image is offered to provide a rough approximation of how the self concept might develop from early childhood to adulthood. It is important to recognize the self concept (self-knowledge). Self knowledge is very much like any other kind of knowledge. Therefore, knowledge of the self will be confined by the child general level of cognitive development and will most likely progress unevenly.

In addition, remember that the self concept is multidimensional, like a huge house with various rooms. In a huge house after initial construction, rooms are added. In contrast to this statement, self-concept (system) is dynamic and changes throughout development. The child's self concept proceeds from simple structure to a much more organized structure in adulthood through a process of stage like changes. Some of the developments in self knowledge come during adolescent period and some developments occurs as children mature (during adulthood). As the children growing older and older the developments in self knowledge occurs automatically.

### **1.4 Theories of Socialization**

"Socialization" is a term used by sociologists, educational psychologists and scientists refer to the life long process of attaining norms, customs, rules, regulations, laws and ideologies which are necessary for every person to participate in his or her own society. Socialization is the means by which human beings begin to acquire necessary skills to perform roles and duties set by society. Human beings need social experiences to learn about their culture and civilization. No doubt there is a cultural variability and this variability found in actions, customs and behavior of different social groups. The expression of culture is found in the individuals only if individuals have been socialized by his or her parents, relatives and extended social networks.

- 1) The “looking-glass self ” is a social psychological concept, created by Charles Horton Cooley in 1902, stating, that a person’s self grows out of society’s interpersonal interactions and the perceptions of others. People shaping themselves based on other people’s perception, which leads people to reinforce other people’s perspectives on themselves. People shape themselves based on what other people perceive and confirm other people’s opinion on themselves.
- 2) George Herbert Mead developed a theory of social behaviorism to explain how social experience central concept is the self: the part of an individual’s personality composed of self-awareness and self-image. Mead claimed that the self is not there at birth; rather, it is developed with social experience.
- 3) Sigmund Freud was an Austrian neurologist who founded that the human psyche could be divided into three parts: Id, Ego and Super-ego. The Id is the completely unconscious, impulsive, child-like portion of the psyche that operates on the “pleasure principle” and is the source of basic impulses and drives. It seeks immediate pleasure. The Ego acts according to the reality principle. Finally, Super-ego aims for perfection.

### **1.5 Different Forms of socialization**

- 1) Group socialization is the theory that an individual’s peer groups influence his or her personality and behavior because adolescents spend more time with their friends rather than their parents. For example, twin brothers, they are genetically identical, will differ in personality because they have different groups of friends.
- 2) Gender Socialization is the theory that an individual influenced by culturally defined gender roles. Gender socialization refers to the learning of behavior, attitudes and expressions considered appropriate for a given sex. Boys follow boys and girls follow girl’s means boys learn to be boys and girls learn to be girls. In this gender socialization everybody like family, friends, school, work and mass media plays important role in reinforcing gender roles.
- 3) Cultural Socialization is the theory that an individual influenced by parents and parent’s main task is to teach racial history or heritage to their children. It is also referred to as “pride development.” Parents prepare their children to be aware of and cope with discrimination. Parents teach their children that all people are equal and should be treated with a common humanity.

## 1.6 Self-Socialization

We usually start to self socialize in early childhood. For example, every girl chooses to follow and imitate the actions of her mother. A girl child always plays with dolls and participates in home activities. Boys always love to play with cars, trucks, trains or electric toys. Self-socialization is more important in later childhood and adolescence.

There are many factors that influence self-socialization

- Family
- Peers
- School
- Community
- Legal System
- Media
- Globalization etc

## 1.7 Family

Family is the main agent of socialization. Father, mother, brother, sister, grandmother, grandfather plus members of an extended family, all teach a child what he or she needs .For example, from childhood mother teaches them how to put clothes, use computers, washing hands, brushing teeth, eating vegetables, reading books etc. Family teaches children how to relate others, how the world works, what type of actions are required at a particular time, what type expression is needed etc .Parents teach their children from their own experiences. Socialization involves teaching and learning about an unending array of ideas .Family plays an important role in the process of socialization.

When family raises their children, there are many social factors which create impact on their children for example sixty years ago, strict father may be hit his son with a wooden scale if he misbehaved, but today the same action might be considered child abuse. So, individual's behaviors are affected by the historical period in which they are living. This is the one factor. There are many other factors like race, social class, religion, economic status, designation etc play an important role in socialization. For example business class families usually emphasize activeness, smartness, good speaking skills, judgment and adjustable when raises their children, poor families usually emphasize on obedience, truthfulness and sincerity, while wealthy families emphasize creativity, logical thinking and maximum utilization of new technology. Every type of parents have their own experiences, so they teach their children accordingly because they want that, their experiences would be beneficial for their children. Actually this is the

class system, where children are effectively socialized and raised to take jobs that their parents already have. Same way, children are socialized by gender norms, perceptions of race, religion and class related behaviors

### **1.8 Community**

Community is a group of people living in the same area under common rules and regulations with a feeling of brotherhood and a sense of belonging and obligation to the group. Community performs five functions:-

- a. Production-Distribution-Consumption
- b. Social Control
- c. Socialization
- d. Mutual Support
- e. Social Participation

So, socialization is one of the functions of community. Community is a socializing agent because it is where children learn the role expectations for adults as well as for themselves. There are many factors of the community that influence children's behavior for example physical factor, economic factor, social factor, personal factor etc. Firstly, we will discuss about physical factor. In this factor population density of that area, noise level, arrangement and type of houses and play settings influence on children's behavior. Secondly economic factor, in this factor children's well being is directly related to their families. Families with good income can better meet their children's demands, intellectual and emotional needs, which help to shape them into healthy and productive results. Children that live in poverty face many consequences which effect on them and their communities. Higher crimes, truancy, more child abuse, unhealthy children, labor force are examples of these consequences in the community. Thirdly in social and personal factor we will consider neighborhood settings, patterns of community interaction, caring attitude, love, co-operation with neighbors, independent or dependent jobs etc influence on children's behavior. Community acts as a learning environment because when citizens become involved in working towards mutual goal that focus on the positive growth of the children. Community can provide informal and formal support like parks, recreation, education, rehabilitative services, special care needs for children, health services, nutrition services, social services, knowledge of law, promoting fitness, employment opportunities, economic help who are weaker, senior citizen services, day care centers, child health and welfare services etc. which are working for the better development of the children.

### **1.9 Suggested Questions**

- Q1. Explain the "Development of Self" in your own words.
- Q2. Discuss the theories of socialization.

Q3. What are the different forms of socialization?

Q4. Discuss about the “Family” as an agent of socialization.

Q5. Define socialization and self-socialization.

Q6. How community affects on children’s behavior?

### **1.10 Suggested Readings**

- 1) [www.academia.edu/12833096/Community as an Agency of Socialization](http://www.academia.edu/12833096/Community_as_an_Agency_of_Socialization)
- 2) [www.achieveriaclasses.com/notes/ESOI1\\_9%20 Agencies](http://www.achieveriaclasses.com/notes/ESOI1_9%20Agencies)
- 3) [https://prezi.com/dxrqlcm8zmgy/family as an agent of socialization](https://prezi.com/dxrqlcm8zmgy/family_as_an_agent_of_socialization)
- 4) [www.tandfonline.com/doi/pdf/10.1080/00224545](http://www.tandfonline.com/doi/pdf/10.1080/00224545)
- 5) <https://en.wikipedia.org/wiki/socialization>
- 6) [Study.com/academy/lesson/self-socialization-definition\\_lesson-quiz](http://Study.com/academy/lesson/self-socialization-definition_lesson-quiz)
- 7) [https://psych.knsoji.com/socialization-and- the-social-self](https://psych.knsoji.com/socialization-and-the-social-self)

**The Influence of School, Peer Group, Media Messages and  
technology on identity formation**

**Structure of the lesson**

- 2.1 Objectives
- 2.2 Introduction
- 2.3 School as an agent of socialization
- 2.4 Influence of Peer Group on identity formation
- 2.5 Influence of Media messages on identity formation
- 2.6 Influence of technology on identity formation
- 2.7 Suggested Questions
- 2.8 Suggested Readings

**2.1 Objectives: -**

After going through this lesson you will be able to:-

- i. Explain “School” as an agency of socialization after family.
- ii. Describe the importance of peers in the life of children.
- iii. Define how media affects on children’s behavior.
- iv. Learn the influence of technology on children.

**2.2 Introduction:-**

Socialization is the process in which a child learns how to behave in life and participate in a society. Society is the agency of socialization and each person who comes into contact with this society is an agent of socialization. The child’s first world is his family, but this is soon extended to many other groups. Other than the family, schools, peer groups, mass media, technology and globalization are important in socialization. Socialization helps people learn to function successfully in their social worlds.

### **2.3 School as an agent of socialization**

Socialization occurs throughout our life but most important socialization occurs in schools during childhood. No doubt the official purpose of school is to transfer subject knowledge to the students. But students not only learn subject matter prepared by teachers and school administrators, side by side students learn social skills through interactions with teachers, clerical staff and other students. For example, students learn the importance of obeying authority, respect elders, punctuality, co-operation with other students, sharing, feeling of brotherhood, follow rules and regulations, manners, politeness, truthfulness, work ethic etc. School socializes children and prepares them for the world. School teaches society's culture, morals, values, ethics, politics, religious beliefs and laws. Students learn through the role modeling of parents, group outings, play groups and activities which are arranged by teachers. In some societies like (uneducated people or) non-literate societies, socialization takes place almost within the family but in many societies children are socialized by the educational institutions. After family the educational institutions take the charge of socialization on their shoulders. Schools not only teach 3R's (reading, writing and arithmetic) they also teach students to develop themselves, to discipline themselves, to obey laws and to test their achievements through competition. Learning at home is on a personal and emotional level but learning at school is on intellectual level.

### **2.4 Influence of Peer Group on Identity Formation**

A peer group is made up of persons who are similar in age and almost same social status and having same interests. Socialization among peers begins in the earliest years when they play together in the ground and they teach younger children the norms about the game, how to take turn or the rules of particular game etc. This process continues and the child becomes teenager. In adolescent age peer groups are very important in an own way because at this time they develop a separate identity from their parents means individuality develops. Now they feel that they are independent identity. When they are kids they engage themselves with their peers in some activities but in adolescent age peer groups provide their own opportunities for socialization. In adolescent period, they feel that our friendships are more important than parents. Studies also shown that friendships rank high in adoloscecents' priorities. So, besides the world of family and school fellows, the peer group highly influence the process of socialization, Peer group socialization has been increasing day by day. Young people spent more time with peers rather than family. Young people living in cities, doing jobs in MNC's spend a great deal of time with peers away from their families. Teenagers imitate their friends without thinking. Studies show that they create their own unique sub-cultures like drug culture, motorcycle culture, boys-girls friendship

culture etc. Some youths select peer group which are supportive to socially approve adult values and some youth select peer groups which are anti with adult values. It depends upon teenager or his self image that which peer group is better for him/her. Peer group plays significant role in the process of socialization.

## **2.5 Influence of Media messages on Identity Formation**

Mass media is another agent of socialization. In early years only printed material was the source of communication but now trend shifted towards electronic communication. From early forms of print communication to electronic communication, the media is playing a central role in shaping the personality of the children or youth. Now, technological innovations such as radio, motion pictures, recorded music, magazines, television and internet have become important agents of socialization. Television in particular is a critical force in the socialization of children. Many researches conducted by India and outside India found that the average young person spends more time in watching television than studying in school. Except from sleeping, watching television is the most time consuming activity of young people. Television influences our views about politics, culture, women, color, gays etc. The children see thousands of acts of violence on TV and in the movies before reaching young adulthood. In bollywood movies rap scenes are very common. In serials domestic violence against women is very popular. These things create bad impression on the mind of children. Commercials influence our choice of shoes, clothes, purses, accessories, soda, biscuits, namkeens, mobile phones and countless other products. By watching that type of commercials, children force their parents to buy those products. Television also reinforce racial and gender stereotypes, including the belief that women are sex objects and suitable targets of male violence. The average child watches 4 to 5 hours of television a day, the time left for playing with peers and learning social behavior is reduced. Parents can control the time of watching TV and they can monitor the selection of programs also. Some parents allow their children to watch whatever they want. When remote control is in the hands of children, they like to flick through the channels; they randomly stop flicking when any channel catches their interest. In today's time even cartoon channels also show love stories and kissing scenes. These things create wrong effect on children's mind. Children love to watch and learn through TV. Some of the things are beneficial, others are not.

Children learn about the world, ways of society, about different occupations like doctor, nurse, engineer, clerk, teacher etc, about the institutions of the society, the different languages, current issues, latest news, debates etc. These things are beneficial for youth if they are watching. Misleading stuff is also there which is not beneficial for children. Sociologists believe that the media has enough power to

dictate how we learn, how we understand, how we perceive and how to interact with one another because most of the information people believe is now based on what they see and read in the media. We read newspapers, magazines, comic books etc and see television, computers, movies etc. So, these all are source of mass media. Now a day's main source of knowledge is mass media not personal experiences. That's why sociologists said that mass media is a powerful agent of socialization. Actually youth represents majority of the population. Teenagers and young adults are very self conscious of their image that's why they are the target audience of producers and advertisers. Influence may be good or bad, depending upon your choice and your reactions to the media products. Not all mass media is bad, some mass media can serve as a positive role in a young person's life. But it is the negative roles that mass media serve that needs to be changed. Media has an immense impact on young minds.

## **2.6 Influence of technology on identity formation**

The self-identity means totality of knowledge and understanding about us including our personalities, aptitudes and capabilities, intellectual and physical attributes, interests, etc. The way to gain self-identity is from self-awareness. Self awareness means when we observe, concentrate and evaluate our thoughts, feelings and behavior. We also gain awareness from outer world in which we live. Feedback from the outer world shapes our self identity. We all are social beings, so in social and cultural context in which we live, feedback from the social worlds plays a significant role in the development of self-identities.

Due to internet and social media, our social worlds have expanded dramatically in the last decade. From family, friends, neighborhood and schools to an almost limitless universe of people. These social influences mean external forces shaping our self identities in ways in which most of us are not aware.

In previous generations, social forces that influenced our self-identities were parents, friends, teachers, community, even the media sent healthy messages about our self identity. These forces acted as a mirror reflecting back on us what we saw in ourselves, resulting in autosuggestion rather than change in our self – identities. But now the pendulum has swung to the other extreme where profit motive rules and healthy influences are mostly drowned out by the social world due to technology. The self identity of this generation who is deeply immersed in popular culture and media is shaped by external forces in two ways.

First, popular culture and latest media, no longer holds a mirror to reflect our self-identities. Nor it provides feedback for improvement. The problem is that the self – identity that is shaped by media serves its own interests rather than what is best

for us. Self –identity is not the identity derived from self but that type of identity which is projected on us by this media and in no way an accurate reflection of who we are.

Second, social media has caused us to shift away from expressing our self identities and forcing to move towards, constructing building based on answers of these questions like “How will others look at me?” “How can I ensure that others view me positively?” We come to see our identities as those we would like to have or that we want people to see rather than who we really are. We then feel compelled to promote and market these identities through social media. We unwillingly sacrifice our true self –identities and shape our identities to what the digital world views as acceptable identity.

## 2.7 Suggested Questions

Q1. After family, the educational institutions take over the charge of socialization. Explain.

Q2. How peers plays significant role in the life of teenagers?

Q3. Influence of mass media on youth. Describe

Q4. How can we say that by technology our self identity shifts from internally derived to externally driven?

## 2.8 Suggested Readings

- i. [https://learning.uonbi.ac.ke/.../Agents\\_of\\_socialization/THE\\_ROLE](https://learning.uonbi.ac.ke/.../Agents_of_socialization/THE_ROLE)
- ii. Study.com/academy/.../agents-of-socialization-family-schools
- iii. <https://www.boundless.com/.../socialization/agents> of socialization
- iv. <https://en.wikipedia.org/wiki/Peer-group>
- v. [www.acrwebsite.org/volumes/1149/volumes/ap03/AP-O3](http://www.acrwebsite.org/volumes/1149/volumes/ap03/AP-O3)
- vi. [https://www.cliffsnotes.com/study....mass-media/the\\_role-and-influence-of-mass-media](https://www.cliffsnotes.com/study....mass-media/the_role-and-influence-of-mass-media)

**EMERGENCE OF 'PERSON' AND 'IDENTITY': CONCEPT, NEED AND DETERMINANTS IN THE FORMATION OF PERSON AND IDENTITY**

**Structure of the lesson**

3.1 Objectives.

3.2 Introduction.

3.3 Emergence of the Concept of Person.

3.4 Concept of Identity.

3.5 Characteristics of Identity

3.6 Need and determinants for successful Identity formation.

3.7 Determinants of Identity Formation.

3.8 Need and determinants in the formation of a Person.

3.9 Conclusion

3.10 Suggested Questions

3.11 Suggested Readings

**3.1 OBJECTIVES**

After reading this chapter you will be able to understand

- 1) The concept of person and identity.
- 2) The need of identity formation.
- 3) The Characteristics of identity.
- 4) The determinants of identity formation.
- 5) The need of person formation.

6) The determinants of formation of person.

### 3.2 INTRODUCTION

Every human on its journey of life grows, changes, and develops along several dimensions like intellectual, social, civic, physical, moral, spiritual, and religious. Development is holistically done i.e. humans simultaneously develop mind, sense of self, and relationships with others. Here, being and doing are intricately related to each other. The inner and outer life of a person are inter-connected and both reinforce each other helping which helps in forming one's personhood and identity.

### 3.3 EMERGENCE OF THE CONCEPT OF PERSON

In ancient Rome, the word "*persona*" (Latin) or "*prosopon*" (Greek) originally referred to "the masks worn by actors on stage". The various masks represented the various "personae" in the stage play.

The concept of person was further developed during the *Trinitarian* and *Christological* debates of the 4th and 5th centuries. The philosophical concept of person arose, taking the word "*prosopon*" from the *Greek theatre*.

"Persons are those beings who, among other things, are conscious, have a concept and awareness of themselves, are capable of experiencing emotions, can reason and acquire understanding, can plan ahead, can act on their plans, and can feel pleasure and pain"

In philosophy, the word "person" may refer to various concepts. From Descartes through Locke and Hume, the term may designate any human (or non-human) agent who:

- (1) Possesses continuous consciousness over time; and
- (2) Who is therefore capable of framing representations about the world, formulating plans and acting on them

Boethius views the "person" as "an individual substance of a rational nature".

Peter Singer defines a "person" as being a conscious, thinking being, which knows that it is a person (self-awareness).

According to Harry G. Frankfurt, The criteria for being a person are designed to capture those attributes which are the subject of our most humane concern with ourselves and the source of what we regard as most important and most problematical in our lives.

Thomas I. White argues that a person to be a person must be alive, aware, feels positive and negative sensations, has emotions, has a sense of self, controls its own behavior, recognises other persons and treats them appropriately and has a variety of sophisticated cognitive abilities.

In Psychology, a person is something with both mental and physical characteristics like

- rationality
- self-awareness
- being reflective about one's experiences, feelings and motives as well as those of others
- one who is responsible, accountable and possesses rights in virtue of autonomy
- possessing a network of beliefs
- one whose sense of self emerges in relationships with others
- a language user
- possess creativity, autonomy and/or individuality

A human person who lacks the ability to think rationally (either because she/he is too young or she/he suffers from a disability) is still a human person because of her/his nature.

“Being a person” is the fundamental philosophical and sociological position of a human being. The status of being a person is called personhood. Personhood makes a being count as a person to begin with.

### 3.4 CONCEPT OF IDENTITY

The word Identity is derived from the French word “*identité*” which means “*the same* (Identical) and from Late Latin word “*identitās*” which means “repeatedly or again and again” .

Identity can be defined generally in the following ways:

- The condition of being certain person or thing
- The set of characteristics by which a person or thing is definitely recognizable or known
- The awareness that an individual or group has a distinct, persisting entity
- The fact or condition of being the same as something else
- The distinct personality of an individual as a persisting entity
- The state of having unique identifying characteristics held by no other person or thing

Identity is an individual's self definition that focuses on enduring characteristics of the self. Identity could be defined as a part of personality and personality is both mind and body. Mind without body and body without mind can't be imagined.

In psychology, identity the qualities, beliefs, personality, looks and/or expressions that make a person (self-identity) or group (particular social category or social group). Thus a *psychological identity* relates to self-image (one's mental model of oneself), self-esteem, and individuality.

According to Weinreich "A person's identity is defined as the totality of one's self-construal, in which how one construes oneself in the present expresses the continuity between how one construes oneself as one was in the past and how one construes oneself as one aspires to be in the future”.

According to Palmer, “Identity is an ever evolving core within where our genetics (biology), culture, loved ones, those we cared for, people who have harmed us and people we have harmed, the deeds done (good and ill) to self and others, experiences lived, and choices made come together to form who we are at this moment.

According to Cognitive psychology, the term "identity" refers to the capacity for self-reflection and the awareness of self.

Sociologists often use the term to describe *social identity*, or the collection of group memberships that define the individual.

Identities are the traits and characteristics, social relations, roles, and social group memberships that define who one is.

### **EMERGENCE OF THE CONCEPT IDENTITY**

According to Baumeister the trends continued through the twentieth century, reflecting an age of mass consumption, greater occupational choices, dramatic technological changes, and the marketing of both products and people. These changes corresponded with new views of self and individuality on what constituted a person's identity.

Contemporary identity requires choice, achievement, and frequent self-redefinitions as opposed to the passive assignment of identity of the past. With the widespread desire for establishing and determining one's individuality and uniqueness comes greater difficulty, choice, and effort in achieving this. For instance, modern identity can be constructed out of one's personality traits, material possessions, personal accomplishments, group memberships, and activities and organizations. For these reasons, various writers have labelled identity as "empty," "saturated," and "overburdened," and as reflecting "an epidemic of role distance".

Sociologists generally define the overall self as consisting of multiple identities tied to the different roles a person plays in the social world. In his 1959 book *The Presentation of Self in Everyday Life*, the sociologist Erving Goffman brought a dramaturgical approach to social identity. Goffman theorized that people play social roles like actors on a stage, claiming and becoming committed to a particular public or group identity.

Erik Erikson (1902-1994) addressed the major processes that comprise identity development in his theory of psychosocial development.

The Eriksonian framework rests upon:

- a distinction among the psychological sense of continuity, known as the *ego identity* (sometimes identified simply as "the self");

- the personal idiosyncrasies that separate one person from the next, known as the *personal identity*; and
- the collection of social roles that a person might play, known as either the *social identity* or the *cultural identity*.

Erikson's work, aimed to investigate the process of identity formation across the lifespan. Erikson was interested in explaining the development of the healthy personality, based on an enduring ego identity. The healthy ego identity evolves through a process of discovering the self within the various influences of a personal history, societal history, and social contexts.

For Erikson this evolving of the ego identity takes place through stages of psychosocial development. Progressive strength in the ego identity, for example, can be charted in terms of a series of stages in which identity is formed in response to increasingly sophisticated challenges. In each stage, the psychological make-up of the individual interacts with the demands of the social context in a challenge that either brings about a healthy resolution or an unhealthy alternative. This age-related challenge is referred to as a crisis. Each of these crises represents a “direct reflection of the person's social maturity and societal expectations”. All of the psychosocial stages are interdependent; the success of each earlier crisis is the foundation for the success of each later challenge.

Although identity is established in adolescence, the successful resolution of each previous psychosocial challenge contributes something to the make-up of the healthy ego identity. Infants learning trust are forming in their minds an enduring representation of the mother. This representation should guide growing children into understanding when to trust others and when not to trust them. Other childhood psychosocial challenges establish autonomy, initiative, and industry. Achieving these previous psychosocial functions facilitates establishing identity in adolescence.

According to Weinreich's identity includes the categories of identity diffusion, foreclosure and crisis, but with a somewhat different emphasis. Here, with respect to identity diffusion for example, an optimal level is interpreted as the norm, as it is unrealistic to expect an individual to resolve all their conflicted identifications with others; therefore we should be alert to individuals with levels which are much higher or lower than the norm – highly diffused individuals are classified as diffused, and those with low levels as foreclosed or defensive.

According to Anthropologists term 'identity' to refer to this idea of selfhood in a loosely Eriksonian way properties based on the uniqueness and individuality which makes a person distinct from others. Identity became of more interest to anthropologists with the emergence of modern concerns with ethnicity and social movements in the 1970s. This was reinforced by an appreciation, following the trend in sociological thought, of the manner in which the individual is affected by and contributes to the overall social context. At the same time, the Eriksonian approach to identity remained in force, with the result that identity has continued until recently to be used in a largely socio-historical way to refer to qualities of sameness in relation to a person's connection to others and to a particular group of people.

### **3.5 Characteristics of Identity**

1. Social-psychological construct : Identity is a social-psychological construct that reflects *social influences* through imitation and identification processes and *active self-construction* in the creation of what is important to the self and to others.

2. Self-constructive aspects: The active self-constructive aspects of identity is founded upon *cognitive* (or ego) *operations* that organize, structure, and construct/reconstruct knowledge of the self.

1. *Self-regulatory system*: Identity, as a psychological structure, is a *self-regulatory system* which functions to *direct* attention, *filter* or *process* information, *manage* impressions, and *select* appropriate behaviours.

2. *Functional purpose*: Like all social-psychological constructs, identity has its own *functional purpose*.
3. *Ongoing process*: Identity is an *ongoing process*. It can be altered through processes of (a) identification and imitation and/or, (b) when self-awareness, self-focusing, or self-consciousness is heightened or incongruity exists between the self-as-known (real self) and the self that could be (ideal self).
4. Can be *assigned or selected*.: Identity can be *assigned or selected*. In most modern technologically complex societies it is selected. What is selected is a set of psychological and interpersonal goals based on the values of individuation (feeling unique), self-determination (freedom to act), social approval (to be valued by others), belonging (to be with and cared for by others), social responsibility (keeping ideological and interpersonal commitments), equity (fairness and justice), and caring for or about others.
5. Self-focusing behaviours: Each society has *sensitive points* in the life cycle where rites, rituals, institutional expectations, or regulations heighten self-focusing behaviours and identity formation.
6. Individual and Social: The social and individual functions of socialization indicate that there is an underlying need for identity that is part of being human. The individual dynamic is the need to be individuated, unique or special. The social dynamic is the need to belong, to be connected, to have union and fellowship with others.
7. Identity is shaped; An individual's personal or social identity not only is shaped, in part, by the living systems around the individual, but the individual's identity can shape and change the nature of these living systems.

8. Contribution to life system: Identity is a necessary part of human social groups in that it contributes to the structural characteristics of permeability, continuity, and coherence of each life system.

### **3.6 NEED AND DETERMINANTS FOR SUCCESSFUL IDENTIFY FORMATION**

**Need:** Identity development is related to how people think about themselves and how they decide which aspects of their experience are most important as they define themselves. In other words, the development of identity involves personal and social processes of definition, construction, and negotiation.

Identity formation, also known as individuation, is the development of the distinct personality of an individual regarded as a persisting entity (known as personal continuity) in a particular stage of life in which individual characteristics are possessed and by which a person is recognized or known (such as the establishment of a reputation). This process defines individuals to others and themselves. Pieces of the person's actual identity include a sense of continuity, a sense of uniqueness from others, and a sense of affiliation.. As Descartes said, 'I think, Therefore I am'. Moreover Identity formation influence personal identity by which the individual think of him or herself as a discrete and separate entity. This may be individualization where by undifferentiated individual tend to become unique or undergoes stages through which differentiated facets of a person's life tend towards becoming more indivisible person.

The most commonly documented functions of identity include:

- (a) providing the structure for *understanding* who one is;
- (b) providing *meaning and direction* through commitments, values, and goals;
- (c) providing a sense of *personal control* and free will;
- (d) striving for *consistency, coherence, and harmony* between values, beliefs, and commitments;

(e) enabling the *recognition of potential* through a sense of future, possibilities, and alternative choices.

(f) Identity helps people define themselves in the eyes of both others and themselves. Beyond the basic need for a sense of control, we are deeply driven by our sense of identity, of who we are.

(g) Identity structure allows individuals to be more aware of their personal strengths and weaknesses, which facilitates psychosocial well-being. But When less developed identity structures leave individuals confused and vulnerable for ill-being.

Identity formation is considered very important while development of humanas a person.

### **3.7 Determinants of Identity Formation**

A number of determinants influence the identity formation.. All these factors are discussed as below:

1. **Traditional Values:** Successful identity achievement is developed through accepting traditional values and expressing them in a contemporary manner. Therefore, adolescents need the influence of parents for traditional values and the influence of friends for contemporary expression. However, too much influence from either parents or friends may interfere with the adolescents' personal commitment.
2. **Parenting styles:** The type of relationship that adolescents have with their parents has a significant role in identity formation. So parenting styles influence the achievement of identity in adolescence. A parenting style emphasizing high standards and high communication encourages adolescents' exploration in a supportive environment. A parenting style that emphasizes high standards but low communication may interfere with the healthy exploration of identity potential. Permissive parents who do not

establish standards for adolescents are encouraging a diffused identity with no clear commitments.

3. **Society:** A person's identity is affected by the elements of social structure, in particular the social positions or roles that one plays and the meanings and expectations associated with those roles. The meaning of a role identity is something that a person must determine and negotiate. As such, it can be affected by the reactions of others. Over time, there can be changes in a role, as well as in the identity associated with that role. Thus, the development, internalization, and changing of multiple roles comprise the most important features of identity from a sociological perspective.

4. **Family:** One of the most important affiliations is that of their family, whether they be biological, extended or even adoptive families. Each has their own influence on identity through the interaction that takes place between the family members and with the individual person. An individual's identity (more specifically an adolescent's identity) is influenced by the people around them and the environment in which they live. Also if a family does not have integration this seems to help create identity diffusion. This is true for both males and females. These concepts prove that a family has influence on an individual no matter if the influence be good or bad.

5. **Peer relationships:** The peer group has influence on the development of one's identity. Adolescents actively construct their identities through common themes of conversation among peers. Children's self concept leads them to associate with peers and influences the way they relate to those peers. In trying to understand their competence, these children compare themselves with others. If that comparison leads to a sense of self competence, the children will want to associate and cooperate with other children more than if that comparison leads to a sense of incompetence.

6. **Cognitive influences:** When adolescents are able to think abstractly and reason logically they have explore and contemplate the possible identities. When an adolescent has advanced cognitive development and maturity

they tend to resolve identity issues more as compared to age mates that are less cognitively developed. When identity issues are solved in a quicker and better manner then more time and effort is put into developing the identity.

- 7. Scholastic influences:** Adolescents that having a post-secondary education tend to make more concrete goals and stable occupational commitments. So going to college or university can influence identity formation in a productive way. Similarly, Identity can also influence education and academics. The two can influence each other, ultimately forming identity in the process. Effect of education's t on identity can be beneficial for the individual's identity formation
- 8. Role Models:** Children learn to relate to the world through modeling and imitation of others, particularly role models. The same-sex parent is an influential role model for each child. Other role models in early childhood can be anyone the child admires. Children will identify themselves with a role model and shape their behavior and tastes in imitation of that role model. The influences of a role model can affect individuals' personality, ambitions, interest, and tastes well into adulthood.
- 9. Self Worth:** Self worth is based on children's assessment of their capabilities in comparison to others. Children may feel that they are superior or inferior to others or may feel that they are capable but that others do not notice. Often the assessment is classified according to different areas of life such as sports, academics, or friendships. However, too many negative self assessments in the different areas may result in an overall feeling of helplessness.
- 10. Socio-cultural influences:** Socio-cultural influences are those of a broader social and historical context. For example, in the past, adolescents would likely just adopt the job, religious beliefs, etc. that was expected of

them or that were the same as their parents. In a society like today's, adolescents have more resources to explore identity choices as well as more options for commitments. The changing socio-cultural situation is forcing individuals to develop a unique identity based on their own aspirations.

### **3.8 NEED AND DETERMINANTS IN THE FORMATION OF A PERSON**

Man is born an infant which possess the potential of becoming a person. After birth he associates with other human beings and comes under the influence of their culture. As a result of a variety of experiences and social influence he becomes a person. His mental and physical development is equally important in the process of a being. His mental development involves the formation of new cognitive structures, perceptions, consciousness, rationality, beliefs, schemas, thoughts, conflicts, sense of self etc. and physical development involves healthy well being. Along with this, important concept of "self and identity" is associated with the formation of a person. These two factors help to regulate the behaviour of a person according to societal codes. A person is an essential unit within the group, just as the family, school, and community are a living part of the individual. Thus, socialization of a person is needed to enhances one's sense of belonging to and caring about significant others. Ultimately to be a most rational being of this world, the formation of a human into a person is necessary. Formation into a person is affected by various determinants. The main determinants are:

1. The Psychological determinants.
2. The sociological determinants.
3. Environmental determinants.
4. Biological determinants.
5. Particular determinants.

**1. The Psychological Determinants:** The Person is determined by the characteristic organization of mental trends, complexes, emotions, attitude, beliefs and sentiments. The psychological determinants enable us to understand the phenomena of person formation and the role of wishes, of mental conflict and of repression and sublimation in the growth of person. Thoughts, feelings, abilities and other cognitive factors affect attitude, behaviour and functions of a person. These factors can influence how a person think and later affect his decision and relations in his daily life. Abilities are traits inherited by a person from birth as well as from the environment around him. Good intellectual, Physical and self assurance abilities defines the behaviour of a person in social and personal life. Similarly positive and negative attitude, thoughts and feelings affect the formation of a person.

**2. The Sociological Determinants:** These factors consider person in terms of the status of the individual in the group, in terms of his own conception of his role in the group of which he is a member. What others think of us plays a large part in the formation of our personhood. A person acquires personality as a result of his participation in group life. As a member of the group he learns certain behaviour systems and symbolic skills which determine his ideas, attitudes and social values. Sociological Determinants are:

(a) Culture: There can be little doubt that culture largely determines the kind of person that will predominate in the particular group. According to Frank, culture is a coercive influence dominating the individual and moulding his personality by virtue of the ideas, conceptions and beliefs which had brought to bear on him through communal life." The culture provides raw material of which the individual makes his life. From the moment of birth, the child is treated in ways which shape his personality. Every culture exerts a series of general influences upon the individuals who grow up under it. Ogburn divided culture into "material" and "non-material". Both culture have a bearing on person. The American Indian who have

no clocks or watches in their culture have little notion of keeping appointments with any exactness. According to him, they have no sense of time. The personality of an American Indian differs from that of a white man in the matter of punctuality and this is because of differences in their culture.

(b) Language: Language can be learnt only in society. People who cannot speak exhibit warped personality. Since language is the essential medium through which the individual obtains his information and his attitudes, therefore, it is the principal vehicle for the development of a person.

(c) Speech: Speech itself becomes a trait of a person. The coarse voice of woodcutter can be readily distinguished from the hushed tones of a man.

(d) Religion: Hindus in India differs greatly from that of Englishmen. Why? The answer is a different Hindu culture'. The Hindu culture lays emphasis not on material and worldly things, but on things spiritual and religious. In every Hindu family there is a religious environment. The mother gets up, early in the morning, takes bath and spends an hour in meditation. When the children get up they go and touch the feet of their parents and bow before the family gods or goddesses. The Hindu child from the very birth begins to acquire a religious and philosophical personality built on the "inner life".

(e) Society: A person's whole intellectual make-up bears the clear imprints of the life of society as a whole. Society is a web of social relationship which connects men and women with one another. These interpersonal relationships mould the formation of a person. The roles and functions of an individual are peculiar in a society which determines his status. Moreover social control is exercised by traditions, myths, legends and customs. Social norms influence the attitude of a person. Thus Society plays an essential role in how we evaluate and define our self-identity.

(f) Influence of Parents: Parents play a key role in determining an individual's belief about what is right and what is wrong. These values become integral part of

life of a person. If the parents are kind, tolerant of boyish pranks, interested in athletics and anxious to encourage their child's separate interests the child will have a different experience and there shall be different influence on his personality than the one when the parents are unkind, quick tempered and arbitrary.

(g) Influence of Social Rituals: Social rituals, 'ranging from table manners to getting along with others are consciously inculcated in the child by parents. The child picks up the language of his parents. Problems of psychological and emotional adjustments arise and are solved appropriately by each child in terms of the cultural values and standards of the family. The family set up tends to bring the child into contact with his playmates and teacher. What his play-game members are, and his school teachers are will also determine his formation as a person.

(h) Group Influences: Group influences are relatively greater in early childhood. This is the period when the relationships of the child with his mother, father and siblings affect profoundly the organization of his drives and emotions, the deeper and unconscious aspects of his personality. Peer pressure can sometimes determine the activities in which a child will involve. A certain degree of maturation is needed before the child can understand the adult norms. The basic personality structure that is formed during this period is difficult to change. Group interaction moulds him as a person. Away from the group he may become insane or develop queer attitudes. As a child grows he develops with for response and wish for recognition. To his organic needs are added what are called 'sociogenic' needs which are highly important motivating forces in formation as a person. The self does not exist at birth but begins to arise as the child learns something of the world of sensation about him. He comes to learn of what belongs to him and takes pride in his possessions. He learns that parts of his body belong to him. The praise and blame he receives from others account in large measure for his

conduct. The development of self leads to the growth of conscience and ego. The parents are kind, tolerant of boyish pranks, interested in athletics and anxious to encourage their child's separate interests the child will have a different experience and there shall be different influence on his personality than the one when the parents are unkind, quick tempered and arbitrary

**3. Environmental Determinants:** Geographical environment sometimes determines cultural variability. The Eskimos have a culture different from that of the Indians is due to the fact that the former have geography different from the later. Man comes to form ideas and attitudes according to the physical environment he lives in. The physical environment determines cultural development which in turn determines personhood. Some two thousand years ago, Aristotle claimed that people living in Northern Europe were owing to a cold climate, full of spirit but lacking in intelligence and skill. The natives of Asia, on the other hand, are intelligent and inventive but lack in spirit and are therefore slaves. The people of mountains as well as deserts are usually bold, hard and powerful. Huntington's discussion of the effects of physical environment on man's attitudes and mental makeup is very exhaustive. However, as told previously, the physical conditions are more permissive and limiting factors than causative factors. They set the limits within which person can develop.

Thus, climate and topography determine to a great extent the physical and mental traits of a people, but it cannot be said that they alone determine human behaviour.

**4. Biological Determinants:** Heredity is another factor that determines being a person. Every human group inherits the same general set of biological needs and capacities. These common needs and capacities explain some of our similarities as a person. Man originates from the union of male and female germ cells into a single cell which is formed at the moment of conception. He tends to resemble his parents in physical appearance and intelligence. The nervous system, the organic

drives and the ductless glands have a great bearing upon personhood. They determine whether a person will be vigorous or feeble, energetic or lethargic, idiot or intelligent, coward or courageous.

(a) Good Physical Structure: A man with a good physical structure and health generally considered an attractive person. A man of poor health, pigmy size and ugly physical features develops inferiority complex. His growth as a person is checked. Rejected and hated by the society he may turn out to be a thief, dacoit, or drunkard. It is also probable that he may become a leader, or a genius like Socrates and Napoleon. Likewise the nervous system and glandular system may affect a person.

(b) The Nervous System and Glands: The nervous system affects the intelligence and talent of a person. The hormones affect the growth of person. Hyper or hypo secretion of hormones is harmful. Some persons are over-patient, overzealous, overactive and overexcited while others are lazy, inactive and weak. The reason may be secretion of more hormones in the first case and less hormones in the later case.

(c) Genes: Heredity may affect a person in another way i.e. indirectly. Genes are responsible for all aspects of human make-up and functioning. In members of the same family sharing a similar environment, we can see great differences in developing as a person. We may ascribe these in part at least to differences in gene contributions. Some of the traits seem to be more directly affected by heredity than others. Manual skills, intelligence and sensory discriminations are some of abilities which appear more highly developed in some family lines than others. But other traits such as one's beliefs, loyalties, prejudices and manners are for the most part the result of training and experience.

Heredity only furnishes the materials out of which experience will mould the personhood. An individual may be energetic because of his heredity, but whether he is active on his own belief or on behalf of others is a matter of his training.

**5. Particular Experiences:** Person formation is also determined by another factor, namely, the particular and unique experiences. There are two types of experiences one, those that stem from continuous association with one's group, second, those that arise suddenly and are not likely to occur. The type of people who meet the child daily has a major influence on his personality. Life of a person is just a collection of good and bad experiences. An experience and its consequences help in shaping the person's behaviour. Our view of self conception is usually based on the opinion of others about us. We attach importance only to the opinions of those whom we consider for one reason or the other significant than others. In short early experiences are very important in the formation of a person. It is in early life that the foundations of a person are laid. Sometimes a sudden experience leaves an abiding influence upon the individual as a person. Thus a small child may get frightened at the view of a bloody accident and even after the accident he may be obsessed of horror of fear.

### **3.9 Conclusion**

It may be referred that a person is a matter of social situations. It has been shown by social researchers that a person may show honesty in one situation and not in another. Personality traits tend to be specific responses to particular situations rather than general behaviour patterns. Heredity, physical environment, culture and particular experiences are the four factors that explain person- its formation, development and maintenance. Genetic or hereditary factors may be more critical for some personality characteristics while environmental factors (cultures, financial) may be more important for others. Also there is no way yet known to measure the effect of each factor or to state how the factors combine to produce a given result.

### **Suggested Questions**

Q 1 What do you understand by the term Identity and Person?

Q 2 What is the role of heredity & environment on the formation of Identity and Person?

Q 3 What are different determinants of formation of a person?

Q 4 How does culture affects formation of a person?

Q 5 Discuss the characteristics of Identity?

Q 6 Explain various determinants of Identity formation?

### **3.11 Suggested Readings**

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## **INFLUENCE OF GLOBALIZATION ON IDENTITY FORMATION**

### **Structure of the lesson**

- 4.1 Objectives
- 4.2 Introduction
- 4.3 Meaning and Concept of Globalization
- 4.4 Globalization and Identity formation
- 4.5 Impact of Globalization on Identity formation
  - 4.5.1 Positive influence of globalization on identity formation
  - 4.5.2 Negative influence of globalization on identity formation
- 4.6 Conclusion
- 4.7 Suggested Questions
- 4.8 Suggested Readings

### **4.1 OBJECTIVES**

After going through this lesson you will be able to understand

- 1) The term Globalization?
- 2) How globalization and identity formation are related.
- 3) The effects of globalization on identity formation?
- 4) The different identity related issues raised due to globalization.

### **4.2 INTRODUCTION:**

Globalization in general implies breaking down of boundaries of time and space. Globalization in its basic economic sense refers to the adoption of open and unfettered trading markets (through lowering of trade barriers, removal of capital controls, and liberalization of foreign exchange restrictions). As pointed out by Arnett, globalization as a process of cultural interchange has not been a novelty to people around the world. Globalisation has great impact on the socialisation process which forms social identity for individuals and has a major influence on people's sense of identity. Globalization is the flow across cultures of ideas, goods, and people at unprecedented speed, scope, and quantity and has

profound implications for identity formation in adolescence (ages 10–18) and emerging adulthood (ages 18–29).

### **4.3 Meaning and Concept of Globalization:**

“Globalization as a complex phenomenon, is marked by two opposing forces. On the one hand, it is characterized by massive economic expansion and technological innovation. On the other hand, there is increased inequality, cultural and social tumult, and individual alienation”.

According to Malcolm Waters “Globalization is a social process in which the constraints of geography on economic, political, social and cultural arrangements recede, in which people become increasingly aware that they are receding and in which people act accordingly.”

According to Nayyar “Globalization is about the expansion of economic transactions and the organization of economic activity across the political boundaries of nation states.”

According to Geneva Centre for Security Policy “Globalisation is a process that encompasses the causes, course and consequences of trans-national and trans-cultural integration of human and non- human activities.

In nutshell, It is a found that globalisation is a trend towards increasing interdependences among world markets and diffusion of new ideas, technologies, products, services and life styles through international markets.

### **4.4 GLOBALIZATION AND IDENTITY FORMATION:**

Globalization appears to be a significant force in the psychological development of the people of the 21st century. Cultures have influenced each other through trade, migration, and war. As a consequence of globalization, the challenges of creating a viable identity are perhaps greater than they have been in the past. According to Giddens (2000), “when globalization alters and erodes traditional ways, identity “has to be created and recreated on a more active basis than before”. Identity is a reconstruction of the meaning of the life of people when what they had as a form of aggregation, of organisation. Generally, in social sciences, identity is considered to be that process of construction of meaning on the basis of a cultural attribute enabling people to find meaning in what they do in their life. Through a process of individuation they feel what they are, they have a meaning because they refer to something more than themselves; they refer to a cultural construct. Arnett (2000) in the theory of emerging adulthood proposed that

identity explorations are one of the most important and distinctive features of this period. Identity formation was formerly believed to be central to development in adolescence according to Erickson's Life span theory. Adolescence is a very dynamic phase of individual's life. In this phase individual undergoes many changes and starts forming his or her own identity. This phase is not just dynamic, but also quite complex. With the start of the process of change from child- to adulthood, the youngster starts to form and create its own identity. This creation of an identity is a process that lasts the whole lifetime. Identity is a process of becoming. Over time, ideas, conceptions, opinions, perceptions and expectations change, Thus identity changes over time. Some key areas play a central role in the formation of an adolescent's identity. These key areas pertain to ideology (beliefs and values), love (personal relationships), and work. Erikson's focus was on how adolescents make choices about ideology, love, and work in order to arrive at an independent and unique sense of self within the culture in which they live. Forming a cultural identity, however, involves making choices about the cultures with which one identifies. According to Jeffrey Arnett there are four major issues related to identity, which develop due to globalization:-

1. **Development of a bicultural identity:** The first is the development of a bicultural identity which means that one part of one's identity is rooted in the local culture while another part stems from an awareness of one's relation to the global world. People today develop an identity that gives them a sense of belonging to a worldwide culture, which includes an awareness of events, practices, styles and information that are a part of the global culture. Media plays an important part in developing a global identity as it helps instant communication with any in body at any place in the world. Along with this new global identity people continue to retain and develop their local identity for daily interactions with their family, friends and community. While developing a bicultural identity where a local identity is retained alongside a global identity, local cultures are also modified as result of globalization process.
2. **Identity Confusion:** The second issue is identity confusion. Where some people may adapt to changes and develop bicultural or multicultural identities, some may find it difficult to adapt to rapid changes. The the global culture may seem out of reach, too foreign, or even undermining their own cultural values and beliefs. Instead of becoming bicultural, they may feel isolated and excluded from both their local culture and the global culture. The terms used to describe these processes is delocalisation and displacement. Delocalization

may result in an acute sense of alienation and impermanence for some young people, as they grow up with a lack of cultural certainty, a lack of clear guidelines for how life is to be lived and how to interpret their experience. Identity confusion among people may be reflected in problems such as depression, suicide, and substance use.

3. **Self Selected Culture:** The third change brought about by globalization is the growth of the self-selected culture, which means people choose to form groups with like-minded persons who wish to have an identity that is attained by the global culture and its values. The values of the global culture, which are based on individualism, free market economics, and democracy include freedom of choice, individual rights, openness to change, and tolerance of differences. For most people worldwide, what the global culture has to offer is appalling. One of the most vehement criticisms of globalization is that it threatens to create one homogeneous worldwide culture joining a self-selected culture of fellow dissenters.

(4) **Emerging adulthood:** The fourth consequence of globalization is the spread of emerging adulthood. The timing of transitions to adult roles such as work, marriage and parenthood are occurring at later stages in most parts of the world as the need for preparing for jobs in an economy that is highly technological and information based is slowly extending from the late teens to the mid-twenties. Additionally, as the traditional hierarchies of authority weaken and break down under the pressure of globalization, the youth are forced to develop control over their own lives including marriage and parenthood. The spread of emerging adulthood is related to issues of identity. Where a period of emerging adulthood is present, young people have a longer period for identity explorations in love and work before they commit themselves to long-term choices. By experiencing different love relationships, different educational possibilities, and different jobs, they learn more about themselves and they clarify their preferences and abilities more strongly. They are allowed to spend their late teens and early to mid-twenties exploring possibilities for self development because there is no pressing need for them to contribute to the economic well-being of their families. For young people in developing countries, emerging adulthood exists only for the wealthier segment of society, mainly in urban areas, whereas the rural poor have no emerging adulthood and may even have no adolescence because they begin adult-like work at an early age and begin relatively early.

#### **4.5 IMPACT OF GLOBALIZATION ON IDENTITY FORMATION**

Globalization puts both positive and negative influence on identity formation of person.

#### **4.5.1 POSITIVE INFLUENCE OF GLOBALIZATION ON IDENTITY FORMATION:**

Globalization involves the movement of people and flow of ideas that bring changes all over the world and gives way to a series of *relational processes* as people engage in economic, cultural, and political activities more generally. As people interact with each other through these activities, new *identities* are formed. Globalization influences their identity formation in the following way:

**1. Provide opportunity for identity formation:** Globalization provides with new beliefs, values, culture, ideas to the people which help to reshape their identity.

**2. Helps in transformation of Identity:** The most significant psychological consequence of globalization is that it transforms one's identity: in terms of how people think about themselves in relation to the social environment.

**3. Helps in formation of Ethnic Identity:** Ethnic identity formation involves how members of ethnic and racial minority groups negotiate their identifications with their own group in the context of living among other ethnic and racial groups. Globalization provides opportunities to develop ethnic identity making world a global village.

**4. Help in formation of Cultural Identity:** Cultural identity formation in the context of globalization pertains to people who form part of a majority culture but who still have exposure to other cultures as well. For example, a Hindu Indian adolescent living in India with exposure to the global economy and media will likely negotiate culturally diverse custom complexes in forming a cultural identity. Applied to globalization, it means that, in addition to their local identity, young people develop a global identity that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles, and information that are part of the global culture.

**5. Helps in formation of Global Identity:** individuals who have achieved a "global identity" are capable of formulating an identity that moves about smoothly and freely between cultures and are often called "global citizens." Global identity allow the individual to communicate with people from diverse places when they travel from home, when others travel to where they live, and when they communicate with people in other places via media technology (such as e-mail or

Facebook). Globalization is crucial in the process of developing a global identity, as it provides exposure to people, events, and information from all over the world.

**6. Helps in development of Local Identity:** Alongside the global identity, people continue to develop a local identity as well, based on the local circumstances, local environment, local traditions, and local language of the place where they grew up. This is the identity they are likely to use most in their daily interactions with family, friends, and community members. For example, India has a growing, vigorous high-tech economic sector, led largely by young people. However, even the better-educated young people, who have become full-fledged members of the global economy, still tend to prefer to have an arranged marriage, in accordance with Indian tradition. They also generally expect to care for their parents in old age, again in accord with Indian tradition. Thus, they have one identity for participating in the global economy and succeeding in the fast-paced world of high technology, and another identity, rooted in Indian tradition, that they maintain with respect to their families and their personal lives.

**7. Impact of Global Communication on Identity:** The interaction between globalization and the information era has changed the quality of communications which, in turn, is creating new personal and social identities.

#### **4.5.2 NEGATIVE INFLUENCE OF GLOBALIZATION ON IDENTITY FORMATION:**

Every single individual is affected by globalization in one way or another. These changes affect people's identities and cultural values, which sometimes become altered significantly. New values can cause dissonance and conflict with existing deeper-rooted values. The negative influence of globalization on identity is discussed below:

**1. Change in Identity:** Concept of identity and of family, job and tradition are changing rapidly and significantly. The competitiveness introduced by globalization is leading to more individualistic societies. The rapid change can encourage fundamentalism and a loss of tolerance for differences in religion and culture. Information brought in by globalization may work to shatter adolescents' sense of nationalism, sense of pride, self-esteem, and self-efficacy.

**2. Cause Instability:** Young people are in the process of establishing a sense of identity in what is essentially an insecure world, and this underlying instability may serve to magnify the tensions and lack of control they experience on a daily basis.

**3. Threat of Exclusion:** Globalization can intensify social divisions, and as young people are struggling to establish themselves in a new social context, they may be perceived as being particularly vulnerable to the threat of segregation or exclusion.

**4. Crisis of Identity Formation:** In a globalized world, exposure to new information and novel ideologies creates an awareness of the “unknown,” which can lead to a state of anxiety that expedites the process of identity formation.

**5. Difficulty in Developing Cultural Identity:** Due to the intensification of globalization, adolescents around the globe now face greater risks and more opportunities simultaneously in their journey to develop a coherent cultural identity. Adolescents develop a firm sense of self in relation to others *within* their own cultural context. Forming a multicultural identity requires adolescents to choose among different cultural patterns and eventually determine their group loyalty to one, some, or none of these diverse cultures. In other words, young people today are faced with a much more complicated world when they attempt to make choices about their values, beliefs, and ideologies.

**6. Identity Confusion:** For adolescents in non-Western traditions, globalization is culpable for an increased level of identity confusion as young people struggle to find the delicate balance between local culture and global culture. On one hand, some elements of local culture have lost their original charm.

**7. Weakening of Local Culture:** The alienation in societies was found with their fascination with foreign values. These new values and beliefs have no root or connection to their national identity. Therefore, globalization weakens the traditions and values of local cultures for the sake of universal uniformity and dominance of a commanding culture through the formidable power of international media.

**8. Threat to Identities:** Our world and our lives are being shaped through two opposite trends namely, globalization and integrity of identities. The information revolution and reconstruction of capitalism have established a new society that could be called the “network society”. This novel society threatens traditional social institutions and alters both culture and collective

identity. Simultaneously, it creates wealth and poverty and thus introduces fresh threats and opportunities.

#### **4.6 Conclusion**

It is inevitable that due to rapid advancements in the field of science, technology and expansion of globalization, , people are closer than before. The sense of “togetherness” as a result of globalization is not in conflict with diversity. At the same time it is irrefutable that Impact of globalization will leads to cultural disorders and upheavals in value systems. To overcome their problems some reasonable and practical solutions are required not only to preserve and protect the identities but also provide means to integrate into the globalization process. It is argued that various societies shall continuously update their cultures and identities in order to adapt to the ever-changing world events and to preserve their identities and capabilities in the modern world. Nations are bound to redefine and review their identities in the modern age. It becomes essential to renovate the old institutions or establish new ones worthy of the globalization era.

#### **4.7 Suggested Questions**

1. What do you mean by Globalization?
2. How do Globalization affects. Identity formation?
3. Establish the relationship between globalization and identity formation.
4. Describe various issues developed as a result of globalization.

#### **4.8 Suggested Readings**

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