The study of cultural sub-factors effect on «self» development

Maryam Aminzadeh Tabrizi[1], Kamila Alieva[2]

[1] MS In Social science and pedagogy and psychology faculty, psychology department, Baku State University (BDU)
[2] PHD in Social science and pedagogy and psychology faculty, psychology department, Baku State University (BDU)

Abstract

The study aimed to explore the effect of cultural factors on self-development. It is a descriptive one and population consists of all teenagers. Eventually, three groups of 150 teenagers (of Baku, Kurdish and Tallish) were selected randomly as sample and they were assessed with questionnaires about self-perception by Harter (1989) and identity styles by Borzunsky (1989) in one step. Finally in order to analyze data, one-way variance and LSD hoc Tests were used to compare data two by two. Results showed that there were significant relationships in materialist self ($P<\cdot/\cdot\,$), social self-sub-scale ($p<\cdot/\cdot\,$), mental self-sub-scale ($p<\cdot/\cdot\delta$), and total self-perception ($p<\cdot/\cdot\,$), but no significant relationship was observed in active self ($p<\cdot/\cdot\delta$). Also, there was significant relationship about identity styles such as informative style sub-scale ($p<\cdot/\cdot\,$), normative style ($p<\cdot/\cdot\,$), confused style ($p<\cdot/\cdot\,$) and commitment ($p<\cdot/\cdot\,$). So there were significant differences in the average rate of identity styles among the three groups (of Baku, Kurdish and tallish). Conclusion: totally cultural factors are impressive on teenagers' perception of identity styles and self.

KeyWords: Cultural Factors; Self-Perception; Identity Styles

Introduction

There is an important period for people mental change in terms of genetic psychology that is between childhoods and adulthood, and it is named as adolescence. Adolescence presenting a deep change that makes children and adults separated. If adolescence is a period of variation and change by priority but it is the period that a person expresses a certain status against life affairs as they happen in daily life of the adult… society. Today, adolescence word has more extensive meaning compared to the past time and includes maturity, emotional, social, mental and moral development. Maturity changes have been almost completed in this period. It is a period that a person obtains status similar to adults due to his/her appearance and accepting roles of adults and mental/physical identity completion which is suggested by culture. As it reaches to the end, gradually the person organizes more perfect feeling and concept of «self» and finds more self-development image, self-conceit, and clear identity (Bereg, 1977). According to Ericson theory, the main worry is «identity versus identity confusion» in this step. Adolescents face with many new roles and also adults' status, love till the job, when they are looking for identity. If they do not discover their identity properly in this period, they will be confused about who they are (Atkinson, 1959). Marcia identified four steps of identity development by Ericson theory that was classified with four identity development bases including: Achieved, early, suspend, confused (Ericson, 1959). According to his theory, those adolescents who have passed identity crisis, mean the active step of questioning about self and self-definition, and achieved their certain intellectual positions by themselves, believe them and definitely have made decision about their future job, are in achieved identity base. Eventually, those adolescents who have no job commitments and strong ideology and are not active to achieve them, are in confused identity base (Ericson, 1959; Ericson, 1968, Marcia, 1993; Schwartz, Mullis, Waterman, Dunham, 2000) .

To explain the idea that: «adolescence begins with biology and finishes with culture», culture includes an extensive concept. Culture and sub-culture mean possibilities, requests and limitations that each person experiences at a certain age. Anthropologists have used «culturally appropriate position» concept to determine the experiences ant their effects on development (Jahanbakhsh, 2010).Identity and its components in social culture never have been under discussion as extensive as today is, hence maybe researchers and thinkers in this field never experienced importance of difference very tangible, wide and distinguished. Indeed, today a new field of study has been started about identity and its components through local, national and international connections. Therefore, one of the dimensions for studying human life is identity which different factors in social life such as family, friends, religion, nationality, personal investments such as economic, social, cultural investments deal with its formation process and consider as related factors to this dimension of life. Totally it can be uttered that culture and its related factors are the main resources of identity (Arnett, 2002).However, today men try to achieve a position in their social environment that live and find a distinct identity. Some factors such as religion, family, nationality, race(features assignments) are the most important factors for identity in many traditional societies, but those societies which have experienced modernism or related processes to modernism, their success and achievement consider as identity (Ebrahimi, Behnouei,2010).

These effects include historical era, economic conditions, values and social expectations, criteria and society resource and even family relations and expectations. «Proper cultural position» means the positions in which first changes uniquely represent «self» in identity, independency, relationships, and adolescent success. First changes includes «social definitions» or expectations which others find them in adolescent biologic changes, physical changes consists of changes in size and body shape and effect on individual's image of him/herself or «self » and cognitive changes have the ability for thinking and logical reasoning (Jahanbakhsh, 2010). The first changes comprise maturation changes and social, cultural and sub-cultural factors, too and help to distinguish adolescents from other age groups. In different cultures and sub-cultures, adolescents are trained with various opinions about kids' growth and appropriate roles of adults and these conditions which are unique for each culture, impressing adolescents' experiences. Meanwhile, if they are in a racial group or culture minority membership, they experience the transmission to adulthood in their culture and also conform themselves with majority culture (Izadi, 2006). In the meantime the adolescent looks for identity and «self» at first. The searching process for identity and «self» starts from childhood but soon it would be disappeared in next step that is synchronizing with parents. But again in adolescence, identity and self-issue would be under consideration and adolescent

follows his/her perfect« self.» So the description of «self» or self-assessment means determining your values of main occupations in adolescence period. « Self – concepts » in adolescence require releasing mirror perception of self (means observe yourself as a reflection of parents, fellows or teachers.) for the sake of more independent and personal identity (Mansur, 2009). «Self» or «ego» is a relatively permanent imagination or opinion of each person for his/her values or it is the feelings or ideas which make the person aware of his/her existence. It means that he/she will find out who or what he/she is. «Self» is the inner world of a person and includes all his/her perceptions, emotions, values and way of thinking. Certainly an image that someone has of you would be important and vital for him/her and tries to preserve the image (Batalla, 2005, Biggs, 2004). According to the importance of identity formation and perception of «Self » in adolescence and its relation with different issues including cultural factors, the main question in this study is that whether sub-cultural factors are effective on «Self» development ?

Methodology

The study is descriptive-analytic one. The population consisted of all adolescents in Azerbaijan. Ultimately, three groups of 150 people (of Baku, Tallish, and Kurdish) were selected randomly as a sample; also each three groups were analyzed in one step. Before analyzing the groups, it has been assured to have satisfaction for participating in the study and having no physical and mental diseases, which was done through having interviews with two mastering experts in clinical psychology and physician. And abandoning the cooperation has been the output criterion for the study. Also, the participants were appreciated at the end of analysis.

Tools

Self-perception questionnaire: the 48-question questionnaire was used in the study that is prepared by Harter (1989), it identifies people perception of their competence in different areas and also general feelings about their value, and it has four sub-scales: materialistic, active, social and mental. The questions were graded with 5-grade Liker Scale (completely disagree to completely agree.), Rezaei Oqle and et.al (2013) have reported 0/85 for reliability rate.

Questionnaire of Identity styles: Borzonski questionnaire was used to study identity styles; it was planned for the first time by Borzonski to measure social-cognitive processes that adolescents use them when they are dealing with identity issues. So it evaluates adolescents based on three different orientations or three identical processing styles: informative, normal, confused/avoiding and includes ۴۰items that ۱۱items have been allocated (items ۲-۵-۶-۱۶-۱۸-۲۵-۲۶-۳۰-۳۳-۳۵-۳۷) about informative identity style, ۹items (۴-۱۰-۱۹-۲۱-۲۳-۲۸-۳۲-۳۴-۴۰) about normative identity style and ۱۰items (۳, ۸, ۱۳, ۱۷, ۲۴, ۲۷, ۲۹, ۳۱, ۳۶,۳۸) about confused/avoiding identity style and ۱۰items (۱-۷-۹-۱۱-۱۲-۱۴-۱۵-۲۰-۲۲) about commitment scale.

The items or questions were graded on the bases of a ۵-grade scale (completely disagree=۱, disagree=۲, almost agree=۳, agree=۴, completely agree=۵). The questions ۹،۱۱،۱۴،۲۰, graded reversely. In the research by Shokri and et.al (۲۰۰۶), reliability rate for identity styles have been reported to ۷۱/۰، ۵۳/۰، ۶۵/۰and ۷۲/۰ respectively. Finally, one-way variance test was used to analyze the data and LSD hoc test were applied to compare the data two by two .

Results

The results in table ۱show that generally the highest mean scores of self-perception are related to adolescents from Baku and the lowest are related to those from Tallish. Also, the highest mean scores in sub-scales of materialistic, active, social and mental are related to individuals from Baku and the lowest goes for Tallish.

The results in table 2 show that, generally the highest mean scores of informative identity styles, normative styles, and commitment are related to adolescents from Baku and the lowest are related to adolescents from Tallish.But mean scores for confused sub-scale are low for Tallish and Kurd.

In table 3, the data analysis through one way variance show that the calculated F for sub-scales of materialistic self $(F_{(2,149)}= ۸۸۲/۱۳, p<۰/۰۱)$,social self $(F_{(2,149)}=۳۳۷/۵,p<۰/۰۱)$, mental self(F

(۲،۱۴۹)=۱۹۰/۳,p<۰،۰۵), and total self-perception (F (۲،۱۴۹)= ۸۹۷/۵, p< ۰،۰۱(are significant when P level is lower than ۰۵/۰ but the calculated F for active self-sub-scale (F (۲،۱۴۹)=۶۶۲/۲,p>۰،۰۵) is not significant when P level is greater than ۰۵/۰. So, there is significant difference among the sub-scales (materialistic self, social self, mental self and total self-perception) mean in the three groups of adolescents from Baku, Tallish and Kurd. In order to study the significant difference among the three groups mean rates, Tokey hoc test was used because of samples' equal volume .

In table ۴, one way variance analysis show that the calculated F for sub-scales of informative style (F(۲،۱۴۹)= ۴۸۸/۳۸, p<۰،۰۱) , normative style (F (۲،۱۴۹)= ۰۵۵/۱۸, p<۰،۰۱), confused style(F (۲،۱۴۹)= ۷۰۰/۷, p<۰،۰۱), and commitment (F (۲،۱۴۹)= ۱۱۸/۲۳, p< ۰،۰۱(are significant when P level is lower than ۰۱/۰,therefore,there is significant difference among the three groups mean rates as to identity styles. In order to study the difference among the groups' mean rates, Tokey hoc Test was used due to the equal volume of samples.

The results show that there is significant difference in informative style between adolescents from Baku and Tallish and between adolescents from Tallish and Kurd, but there is no significant difference between Baku and Kurd adolescents. A significant difference was observed between Baku and Tallish adolescents and also between Kurd and Tallish adolescents in terms of normative style mean rate. But it was not observed between Kurd and Baku adolescents. There was significant difference between Kurd and Tallish adolescents about confused style mean rate but it was not observed between Baku and Kurd adolescents and also Baku and Tallish adolescents. There was significant difference between Baku and Kurd adolescents and also between Kurd and Tallish adolescents in terms of commitment style mean rate, but the difference was not observed between Baku and Kurd adolescents .

Discussion

The study explored the effect of cultural factors on self-development. So, three groups of adolescents (Kurd, Tallish, and Baku) were selected. The results showed that separately there were significant differences among the three groups as to self-development and self-perception sub-scales which are materialistic, mental and social self. There was significant difference between the groups from Baku and Tallish when the score of total self-perception was assessed and it shows that first theory: «there was significant difference between adolescents from Baku, and Tallish for self-concept» is approved. Although there was significant difference between the Kurdish and Baku adolescents for materialistic self and social self-sub-scales, total score of self was not different so the theory number two: «there was difference between Kurdish adolescents and those from Baku about self-concept development» is not approved. There was significant difference between Kurdish and tales adolescents for self-concept development. Scores of identity styles represented significant difference between adolescents from Tallish and Baku for informative style, normative style and commitment and only it was not observed for confused style, which is making difference between these two groups as to identity style. And also there was negative correlation in adolescents of Baku for confused style and self-development. It means that when the self-development is higher, confused identity style have been less.

Conclusion

Results of the study show that those adolescents who belongs to larger and majority of culture gain higher score in self-development component and would be less confused to achieve their identity, and maybe it could be inferred that adolescents in cities with larger culture have higher mental development due to richer spaces, educational, social, economic and so on, Which it needs to be investigated. Also, the results of interactions between the components could use in the fields of health, educational and vocational guidance. The modern psychology must consider global and local dimensions of the context in which behavior and experience happens. In other words, in addition to consider the effect of global culture, the dimensions of local culture and its implications must be identified for theories, researches and using psychological concepts. In fact, the major challenges would be achieved through the lack of considering the effects of global culture and local culture demands and the complicated interaction between them. In general, cultural and sub-cultural factors are important variable to understand men's behavior and actions.

Culture must be one of the priorities for education, research and psychological interventions. Political, economic and military power of western nations has led to show western psychology as a global application, while principally; psychology especially in its non-biological areas is specific to local culture.

Table 1

Sub-scales	group	number	mean	SD	leaning	Majority
materialistic	Baku	50	27/56	5/75	16/00	35/00
	Kurd	50	22/70	7/00	7/00	33/00
	Tallish	50	20/38	7/94	5/00	35/00
active	Baku	50	25/44	5/71	10/00	34/00
	Kurd	50	24/66	6/92	8/00	34/00
	Tallish	50	22/32	8/25	6/00	34/00
social	Baku	50	28/60	4/60	15/00	35/00
	Kurd	50	24/98	6/67	6/00	35/00
	Tallish	50	24/68	8/26	6/00	35/00
mental	Baku	50	31/60	6/64	17/00	42/00
	Kurd	50	28/52	8/14	10/00	45/00
	Tallish	50	27/34	10/83	9/00	47/00
Self-perception	Baku	50	113/20	18/67	74/00	143/00
	Kurd	50	100/86	27/38	31/00	143/00
	Tallish	50	94/72	33/99	26/00	143/00

Descriptive indexes of scores in self-perception questionnaire for three groups

Table 2

Sub-scales	Group	numbers	mean	SD	leaning	majority
Informative styles	Baku	50	38/76	5/53	28/00	50/00
	Kurd	50	36/66	5/12	28/00	49/00
	Tallish	50	29/40	6/09	15/00	41/00
Normative styles	Baku	50	33/38	5/74	18/00	43/00
	Kurd	50	32/16	4/29	23/00	42/00
	Tallish	50	27/60	5/07	18/00	36/00
Confused style	Baku	50	33/52	6/74	23/00	49/00
	Kurd	50	30/84	6/11	18/00	41/00
	Tallish	50	35/74	5/87	18/00	47/00
commitment	Baku	50	34/96	5/30	24/00	47/00
	Kurd	50	36/10	4/37	29/00	48/00
	Tallish	50	29/76	5/19	17/00	44/00

Descriptive indexes of scores in identity styles questionnaire for the three groups

Table 3

Sub scale	Changes resource	(SS)	df	MS	F	P
Materialistic self	Between the group factor	1342/573	2	671/287	13/882	0/001
	Inter-group	7108/600	147	48/358		
	total	8451/173	149			
Active self	Between the group factor	263/640	2	131/820	2/662	0/073
	Inter-group	7278/420	147	48/358		
	total	7542/060	149			
Social self	Between the group factor	476/013	2	238/007	5/337	0/006
	Inter-group	6555/860	147	44/598		
	total	7031/873	149			

Mental self	Between the group factor	483/773	2	241/887		
	Inter-group	11147/700	147	75/835	3/190	0/044
	total	11631/473	149			
Self-perception	Between the group factor	8858/093	2	4429/047		
	Inter-group	110404/100	147		5/897	0/003
	total	119262/193	149			

One way variance analysis for comparison of self-perception sub-scales in terms of the three

Table 4

Sub scale	Resource changes	(SS)	df	Ms	F	p
informative	Between the group factor	2412/120	2	1206/060	38/488	0/001
	Inter-group	4606/340	147	31/336		
	total	7018/460	149			
normative	Between the group factor	928/173	2	464/087	18/055	0/001
	Inter-group	3778/500	147	25/704		
	total	4706/673	149			
confused	Between the group factor	602/013	2	301/007	7/700	0/001
	Inter-group	5746/820	147	39/094		
	total	6348/832	149			
commitment	Between the group factor	483/773	2	571/118	23/118	0/001
	Inter-group	3631/540	147	24/704		
	total	4773/793	149			

One way variance analysis for making comparisons the identity styles in the groups

Table 5

Sub-scales	group	Differential mean	Standard error	Significant level
Informative styles	Baku	2/10000	1/11957	0/149
	Kurd	9/36000	1/11957	0/001
	Tallish	7/26000	1/11957	0/001
normative style	Baku	1/22000	1/01398	0/453
	Kurd	9/36000	1/01398	0/001
	Tallish	27/60	1/01398	0/001
Confused style	Baku	2/68000	1/25050	0/085
	Kurd	-2/22000	1/25050	0/181
	Tallish	-4/90000	1/25050	0/001
commitment	Baku	-1/14000	0/99407	0/487
	Kurd	5/20000	0/99407	0/001
	Tallish	6/34000	0/99407	0/001

Tokey hoc test to compare identity styles in terms of the three groups

References

[1] Aristotle. Nichomachean Ethics. In W. D. Ross (Ed.), Basic Works of Aristotle. The Internet Classic Archives of MIT.

[2] Aubrey, B. (2012). Managing Your Aspirations: Developing Personal Enterprise in the Global Workplace. McGraw-Hill.

[3] Boldeanu, F. T., & Constantinescu, K. (2015). The main determinants affecting economic growth. Bulletin of the Transilvania University of Brasov , 330-338.

[4] Cook, D. (2005). Learning and cognitive styles in web-based learning: theory, evidence, and application. Academic Medicine , 80 (3), 266-278.

[5] Foucault, M. (1986). Care of the Self. (R. Hurley, Trans.) New York: Random House.

[6] Ghoshal, S., & Bartlett, C. (1999). The Individualized Corporation: A Fundamentally New Approach to Management . New York: HarperBusiness Book.

[7] Izadi, S. (2006). Psychology and sociology relationship (the summary of national conferences on psychology and society)., (p. 209). Tehran.

[8] Jahanbakhsh, M. (2012). Iran cultural sociology. Tehran: Mabnay Krad.

[9] Jungert, T., & Rosander, M. (2010). Self-efficacy and strategies to influence the study environment. Teach High Educ , 15, 647-659.

[10] Kropf, D. (2013). Connectivism: 21st century's new learning theory. European Journal of Open, Distance and E-LEarning , 16 (2), 13-24.

[11] Mansur, M. (2017). Genetic Psychology: mental change from birth to old age. Tehran: Samt.

[12] Mead, M. (1947). The implications of culture change for personality development. American Journal of Orthopsychiatry , 17 (4), 633-646.

[13] Nussbaum, M. (1986). The Fragility of Goodness. Cambridge: Cambridge University Press.

[14] Oqlou, Z., Jani, S., Pouresmaeili, A., & Salehi, M. (2013). The comparison of self perception and sleeping problems in students with hyperactivity disorder/attention deficit, learning disorders and normal students. Learning Disabilities Journal , 3 (2), 21-41.

[15] Pourhossein, R. (2010). Psychology of Self. Tehran: Amirkabir.

[16] Triandis, H. C., & Suh, E. M. (2002). Cultural Influences on Personality. Annual Review of Psychology , 53 (1), 133-160.

[17] Ventegodt, S., Joav, M., & Niels, J. A. (2003). Quality of Life Theory III. Maslow Revisited. The Scientific World Journal , 3 (3), 1050-1057.