### Erikson’s Theory: Identity vs. Identity Confusion

#### Identity
- Defining who you are, what you value and direction in life.
- Commitments to vocation, personal relationships, sexual orientation, ethnic group, ideals.
- Resolution of “identity crisis” or exploration

#### Identity Confusion
- Lack of direction and definition of self.
- Restricted exploration in adolescence
- Earlier psychosocial conflicts not resolved
- Society restricts choices
- Unprepared for stages of adulthood

### Self-Understanding in Adolescence

#### Self-Concept
- Unify separate traits into larger, abstract ones
- May describe contradictory traits due to displaying different selves in different relationships.
  - I.e. I am “intelligent” and an “airhead.”
- Gradually combine traits into organized system
  - Qualifiers
  - Integrating principles

#### Self-Esteem
- Continues to differentiate
  - New dimensions
  - Close friendship, romantic appeal, and job competence are added to academic competence, social competence, physical/athletic competence, and physical appearance.
  - Temporary drops at school transitions
- Individual differences become more stable
- Self-esteem linked to value of activities, adjustment
- Influenced by family, culture
- Authoritative parenting predicts high s-e in adolescence as it did in childhood.
- Encouragement from teachers is linked to a favorable self-image as well.

### Identity Status and Cognitive Style

<table>
<thead>
<tr>
<th>Level of Exploration</th>
<th>Level of Commitment</th>
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</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
<td><strong>Low</strong></td>
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<tr>
<td>Identity Achieved</td>
<td>Moratorium</td>
</tr>
<tr>
<td>Healthy using rational criteria to choose alternatives</td>
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<tr>
<td>Have explored and committed themselves to self-chosen values/occupational goals</td>
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<tr>
<td>Identity Foreclosure</td>
<td>Identity Diffusion</td>
</tr>
<tr>
<td>Maladaptive—tend to have adjustment difficulties</td>
<td></td>
</tr>
<tr>
<td>Have accepted ready-made values and goals that authority figures have chosen for them—tend to be dogmatic, inflexible, and intolerant</td>
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<thead>
<tr>
<th>Identity Diffusion</th>
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<tr>
<td>Maladaptive—tend to have adjustment difficulties</td>
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<tr>
<td>Don’t have firm commitments to values and goals and aren’t actively trying to reach them.</td>
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<tr>
<td>“I don’t care” attitude and tend to go along with the crowd</td>
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Factors that Affect Identity Development

- Personality
  - Flexible, open-minded
- Child-rearing practices
  - Authoritative, attached
- Peers, friends to interact with
- Schools and communities
  - Offer rich/varied opportunities for exploration also supports identity development.
- Larger context
  - Culture
  - Historical time period

Piaget’s Theory of Moral Development

**Heteronomous Morality**
- View rules as handed down by authorities, permanent, unchangeable, require strict obedience.
- Judge wrongness by outcomes, not intentions

**Autonomous Morality**
- Rules as socially-agreed on, changeable
- Standard of *ideal reciprocity*
  - “do unto others…”
- Judge on outcomes and intentions

The Heinz Dilemma

- In Europe, a woman was near death from a special kind of cancer.
- There was one drug that the doctors thought might save her.
- It was a form of radium that a druggist in the same town had recently discovered.
- The drug was expensive to make, but the druggist was charging 10x what the drug cost him to make.
- He paid $200 for the radium and charged $2,000 for a small dose of the drug.
- The sick woman’s husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which is half of what it cost.
- He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later.
- But the druggist said: “No, I discovered the drug and I’m going to make money from it.”
- So Heinz got desperate and broke into the man’s store to steal the drug for his wife.
- Should the husband have done this?

The Brother’s Dilemma

- Joe’s father promised he could go to camp if he earned the $50 for it.
- He then changed his mind and asked Joe to give him the money he had earned.
- Joe lied and said he had only earned $10 and went to camp using the other $40 he had made.
- Before he went, he told his younger brother, Alex about the money and about lying to their father.
- Should Alex tell their father?
Kohlberg’s Stages of Moral Development

<table>
<thead>
<tr>
<th>Preconventional Level</th>
<th>Stage 1: Punishment and Obedience</th>
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<tbody>
<tr>
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<td>Stage 2: Instrumental Purpose</td>
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<table>
<thead>
<tr>
<th>Conventional Level</th>
<th>Stage 3: “Good boy—good girl” (Morality of interpersonal cooperation)</th>
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<tbody>
<tr>
<td></td>
<td>Stage 4: Social Order Maintaining</td>
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<table>
<thead>
<tr>
<th>Postconventional or Principled Level</th>
<th>Stage 5: Social Contract</th>
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<tbody>
<tr>
<td></td>
<td>Stage 6 Universal Ethical Principle</td>
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Research on Kohlberg’s Theory

- Few, if any, people reach postconventional morality
- “Conventional” levels may require more profound thought than Kohlberg suggested
- In real life, people often reason below levels of which they are capable
  - Situational factors
  - Emotions
Sex Differences in Moral Reasoning?

<table>
<thead>
<tr>
<th>Kohlberg</th>
<th>Rights and justice orientation</th>
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</thead>
<tbody>
<tr>
<td>Gilligan</td>
<td>Caring for others orientation</td>
</tr>
<tr>
<td></td>
<td>– Ethic of Care</td>
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Both sexes use both orientations, but females may stress care more
– Greater experience as caregivers

Influences on Moral Reasoning

1. Child-Rearing Practices
   – Caring, supportive
   – Discuss moral concerns
2. Schooling
   – Years of school completed.
   – Moral reasoning advances in late adolescence and early adulthood only as long as a person remains in college.
3. Peer Interactions
   – Confronting each other with differing viewpoints, promotes moral understanding.
4. Culture
   – Teens in industrialized nations move through Kohlberg’s stages quicker than those in nonindustrialized, village societies.
   – This emphasizes the importance of larger social structures in advanced moral reasoning.
   – Cultures where teens participate in the institutions of their society at early ages leads to advanced moral reasoning.
   • I. e. Kibbutz
   – Collectivistic cultures are more other-directed than in No. Am.

Gender Intensification in Adolescence

• Increased gender stereotyping of attitudes and behavior
• Biological, social, cognitive factors
  – Biological
    • Puberty—sex differences in appearance
  – Social
    • Dating—become more gender typed to increase attractiveness
  – Cognitive
    • More concern with what others think—gender role expectations
• More in early adolescence, declines mid to late adolescence

Parent-Child Relationships in Adolescence

• Autonomy
  – De-idealizing parents leads to less easily bend to parental authority
  – Shift from parents to selves and peers for guidance
• Authoritative Parenting
  – Balances autonomy with monitoring as needed
  – Extra challenging during adolescence
• Teens see room cleanliness, coming and going from household, and doing HW as their personal business—different from parent focus
Family Influences on Adolescents’ Adjustment

• Warm, supportive relationship with parents
  – Amount of spent with family not a factor in conflict
• Family circumstances
  – Finances
  – Time
  – Adult relationships

Peer Relations

• Adolescents spend less time with family and more with peers.
• In one study American teens averaged 18 nonschool hours with peers, compared with 12 hours for Japanese and 9 hours for Taiwanese adolescents.
• Less demanding academic standards, which lead American youths to devote far less time than Asian youths to schoolwork, account for this difference. Schoolwork fills close to ½ of waking hours among Korean adolescents, 1/3 among Japanese adolescents, but only ¼ among American adolescents.

Characteristics of Adolescent Friendships

• Fewer “best friends”
• Stress intimacy, loyalty
  – Closeness, trust,
  – Self-disclosure - get to know friend’s personality
• Friends are similar or get more similar
  – Identity status, aspirations, politics, deviant behavior
• Gender differences
  – Girls – emotional closeness
    • Get together to “just talk”
  – Boys – activities, status
    • Get together for sports, etc.

Peer Conformity

• Pressures to conform to:
  – Dress, grooming, social activities
  – Proadult behavior
    • Getting good grades and cooperating with parents.
  – Misconduct
    • Rises in early adolescence, but low overall
• More conformity in early adolescence
• Authoritative parenting helps resist pressures
Depression in Adolescence

- Most common psychological problem of adolescence–15-20%
- Combination of biological and environmental factors
- Twice as many girls as boys
  - Early-maturing girls
- Factors influencing depression:
  - Genetics
  - Child-rearing practices
  - Learned helplessness

Two Routes to Adolescent Delinquency

- Difficult temperament, low intelligence, poor school performance, peer rejection in childhood, and associations with antisocial peers are linked to delinquency.
- Increases under the following circumstances
  - Poverty-stricken neighborhoods with limited recreational and employment opportunities and high adult criminality.
- Prevention and tx early and at multiple levels
  - Authoritative parenting, high-quality teaching in schools, and associations with healthy economic and social conditions go a long way toward reducing adolescent criminality.
- Early-Onset – behavior begins in middle childhood
  - Biological risk factors and child-rearing practices combine
- Late-Onset – behavior begins around puberty
  - Peer influences

Factors in Delinquency

- Peers
  - Rejection, antisocial peers
- Gender
- Individual differences
  - Temperament
  - Intelligence
  - School performance
- Family characteristics
- Neighborhood