MODULE 3:
Personal and social outcomes related to youth identity formation

Syllabus 3.2
Behavioural outcomes: civic engagement, radicalization

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Learning goals

- To know the behavioural outcomes of youth identity formation.
- To critically analyze and explain empirical research findings related to the role of youth identity formation in positive and negative behavioural outcomes.
- To identify identity-related strengths and difficulties among different groups of youth in diverse socio-cultural contexts.
Outline of topics

1) **Introduction**: Importance of behavioural outcomes for the living together, the socialisation process and for the inclusive societies

2) **Identity and civic engagement**

3) **Identity, prosocial behaviours, problem behaviours and marginalization**

4) **Conclusion**: Considering the sociocultural contexts to study and understand behavioural outcomes
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Session #1

Introduction

Workshop 1

Identity and civic engagement

Session #2

Identity and behaviours

Workshop 2

Conclusion

Final table

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Reminder: tasks before the unit

• 3 questions asked in advance
  – To what extent are young people involved in:
    • civic participation in your country?
    • in political participation?
    • problem behaviours?

➤ material used during the workshops
Introduction

Importance of behavioural outcomes for the living together, the socialisation process and for the inclusive societies

- Relevant to point out the importance of the behavioural outcomes related to identity formation, such as the different forms of civic engagement, in order to question the socialisation process for the living together in inclusive and democratic societies (e.g., Flanagan & Christens, 2011).

- To “encourage young people to be active citizens and participate in society in order to ensure that they have a say in the democratic processes that shape Europe’s future” (European Commission, 2014).

- Challenge for European Union while adolescence is a period when individuals both question and define their place in society and form their identity (Lannegrand-Willems & Barbot, 2015).
Introduction

Issues?

1) To understand how the sense of belonging to different levels of community, such as regional, national and European ones, is shaped.

Ex: “The Dynamics of Sociospatial Identity: Comparing Adolescents and Young Adults in Two French Regions” (Félonneau, Lannegrand-Willems, Becker & Parant, 2013)

Aim: to identify the influence of belonging to a place on self-construction according to place of residence in France

• Sense of belonging to 5 nested levels of community, from the most distal to the most proximal: Europe, country, region, town, quarter.

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Introduction

1) To understand how the sense of belonging to different levels of community, such as regional, national and European ones, is shaped.

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Aim: to identify the influence of belonging to a place on self-construction according to place of residence in France

• Sense of belonging to 5 nested levels of community, from the most distal to the most proximal: Europe, country, region, town, quarter.
• 2 regions: French Basque region/ Bordeaux region

Basque Country (Pays Basque)
This culture has its historical underpinnings in a flag and language (“Euskara”)
Introduction

Ex: “The Dynamics of Sociospatial Identity: Comparing Adolescents and Young Adults in Two French Regions” (Félonneau, Lannegrand-Willems, Becker & Parant, 2013)

Sample: 137 adolescents (15–18 years old, $M = 16.55$) and 92 young adults (19–26 years old, $M = 22.36$) from the two regions considered:

- 94 Basques including 64 adolescents and 30 young adults
- 135 Bordelais including 73 adolescents and 62 young adults

Measures:

- **Sense of belonging** measured with the item “Above all, I feel I am . . . European, French, from my region, town, quarter” – 5-point scale (from weak to strong feeling of belonging).

- **Social identity** for each level community: 10 items (e.g., “I always feel at ease with Basque/Bordelais people”) - 5-point scale from completely disagree to completely agree.

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Introduction

Ex: “The Dynamics of Sociospatial Identity: Comparing Adolescents and Young Adults in Two French Regions” (Félonneau, Lannegrand-Willems, Becker & Parant, 2013)

Results:

- **Sense of belonging**: in Basque adolescents and young adults, strong sense of belonging to the Basque region vs. belonging to the nation strongest for the Bordelais. No respondents felt a strong identity with Europe.
Introduction

Ex: “The Dynamics of Socio-spatial Identity: Comparing Adolescents and Young Adults in Two French Regions” (Félonneau, Lannegrand-Willems, Becker & Parant, 2013)

Results:

➢ Social identity:

[Diagram showing mean values of social identity of Basque and Bordeaux adolescents and young adults according to territorial level.]

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Introduction

How do people combine the different levels of community?

✓ **Integration** of the different levels: young people may simultaneously develop a sense of belonging at different levels

✓ **Selection** of one level:
  * reinforcing a local social identity
  * identifying with a supranational social identity level

✓ **Rejection** of all the levels.

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Introduction

Ex: “How is Civic Engagement Related to Personal Identity and Social Identity in Late Adolescents and Emerging Adults? A Person-Oriented Approach” (Lannegrand-Willems, Chevrier, Perchec & Carrizales, 2018)

Aim: to investigate the various combinations of different senses of belonging to nested socio-territorial levels during late adolescence and emerging adulthood.

- 4 nested socio-territorial levels: European; French; city; neighborhood

Sample: 1217 French student participants.
- 387 late adolescents ($M_{age} = 17.36; SD_{age} = 1.16$) and 830 emerging adults ($M_{age} = 20.02; SD_{age} = 1.43$).

Measures: 4-item questionnaire assessed the sense of belonging to 4 socio-territorial levels (same previous procedure, i.e., “I feel I am... European; French; from my city; from my neighborhood” - 5-point Likert scale from 1 (not at all) to 5 (entirely)).
Introduction

Ex: “How is Civic Engagement Related to Personal Identity and Social Identity in Late Adolescents and Emerging Adults? A Person-Oriented Approach”
(Lannegrand-Willems, Chevrier, Perchec & Carrizales, 2018)

Results:

Diversity of the dynamic within the levels of sense of belonging among youth

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2) To deal with the development of civic engagement and its relation to identity formation that is a major developmental task in adolescence.

Civic engagement refers to a broad construct that includes civic attitudes, knowledge, skills, and behaviors.
## Civic engagement

Table 1

| Typology of different forms of disengagement, involvement, civic engagement and political participation (Ekman & Amnà, in press) |
|---|---|---|---|---|---|
| **Non-participation** (disengagement) | **Civil participation** (latent – political) | **Civic engagement** (action) | **Political participation** (manifest) | **Activism** (extra political participation) | **Illegal protests or actions** |
| **Active forms** (apolitical) | **Passive forms** (apolitical) | **Social involvement** (attention) | | | |
| Individual forms | Non-voting | Non-voting | Taking interest in politics and society | Voting in elections and referenda | Buying out | Civil disobedience |
| | Actively avoiding reading newspapers or watching TV when it comes to political issues | Perceiving politics as uninteresting and unimportant | Giving money to charity | Deliberate acts of non-voting or blank vetoing | Boycotting | Politically motivated attacks on property |
| | Avoid taking about politics | Perceiving politics as distracting | Discussing politics and societal issues, with friends or on the Internet | Contacting political representatives or civil servants | Contacting political representatives or civil servants | | |
| | Perceiving politics as distasteful | Political passivity | Reading newspapers and watching TV when it comes to political issues | Running for or holding public office | Running for or holding public office | | |
| | Political disaffection | | | Donating money to political parties or organizations | Donating money to political parties or organizations | | |
| Collective forms | Deliberate non-political lifestyles, e.g. hedonism, consumerism | “Non-reflected” non-political lifestyles | Belonging to a group with societal focus | Being a member of a political party, an organization, or a trade union | Involvement in new social movements or forums | Civil disobedience |
| | In extreme cases, random acts of non-political violence (riot, reflecting frustration, alienation or social exclusion) | | Identifying with a certain ideology and/or party | Activity within a party, an organization, or a trade union | Demonstrating, participating in strikes, protests and other actions (e.g. street festivals with a distinct political agenda) | Sabotaging or obstructing roads and railways, squatting buildings |
| | | | Life-style related involvement outside, group identity, clothes, et cetera | Activity within community based organizations | Activity within community based organizations | Participating in violent confrontations or animal rights actions |
| | | For example: vandalism, right-wing Skinhead scene, or left-wing anarchist – punk-scene | Volunteering in social work, e.g. to support women’s shelters or to help homeless people | Volunteering in social work, e.g. to support women’s shelters or to help homeless people | Volunteering in social work, e.g. to support women’s shelters or to help homeless people | Violent confrontations with political opponents or the police |

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(In Amna, 2012)
[Time 1] Students in small groups (one student from each country in each group) for a discussion on specificities and similarities between countries on forms of civic engagement, following by formulation of hypotheses on a potential effect of the national particularities on behavioural outcomes.

[Time 2] Feedback of each group with all students and discussion between groups regarding hypotheses that emerged.
Identity and civic engagement

Issues?

2) To deal with the development of civic engagement and its relation to identity formation that is a major developmental task in adolescence.

- Identify and study various forms of civic engagement in adolescence and emerging adulthood because the formal types seem to be less and less invested by young people, while other types of civic participation and psychological engagement may be highly invested by youth.
Identity and civic engagement

Relations between identity and various forms of civic engagement


3 identity styles: information-oriented, normative, and diffuse avoidant identity styles.

Aim: to examine whether adolescents with different identity styles report different rates of various forms of civic engagement (i.e., participation in school self-government activities, volunteering activities, youth political organizations, youth non-political organizations).

Sample: Lithuanian adolescents aged from 14 to 19 ($M_{age} = 16.56$, $SD_{age} = 1.22$).

Measures:

- **Identity styles**: Identity Style Inventory (ISI-4)
- **Civic engagement**: “How many times per month do you participate in”:
  - school self-government activities,
  - volunteering activities,
  - Youth political organizations,
  - youth (non-political) organizations.

(Scale from 1 (never) to 6 (usually daily)).
Identity and civic engagement

Relations between identity and various forms of civic engagement


Results:

• Distributions:
  – Identity styles: information-oriented style (35.7 %) - normative style (26.9 %) - diffuse-avoidant style (37.4 %)

  – Civic engagement: school self-government activities (21.1 %) - volunteering activities (34 %) – youth political organizations (14.8 %) - youth (non-political) organizations (18.5 %)

• Relations between identity styles and civic engagement:
  – Information-oriented style: higher on engagement in volunteering activities and on involvement in youth (non-political) organizations.
Identity and civic engagement

Bi-directionality of the relationships between identity and civic engagement

Ex: “Reciprocal Associations between Identity and Civic Engagement in Adolescence: A Two-Wave Longitudinal Study” (Crocetti, Garckija, Gabrialavičiūte, Vosylis, & Žukauskienė, 2014)

Aim: to analyze reciprocal associations between identity styles and civic engagement in adolescence using a two-wave longitudinal design with a 1-year interval.

Sample: 1,308 Lithuanian adolescents from 14 to 18 year-old at the beginning of the study ($M_{age} = 16.16$, $SD_{age} = 0.98$ at T1).

Measures: same measures as the previous study.

Results:

- **Reciprocal associations** between identity styles and civic engagement:
  - each identity style predicted changes in later levels of civic engagement
  - civic engagement predicted subsequent levels in the diffuse-avoidant style

- **Effects of identity on civic engagement were stronger than effects of civic engagement on identity.**

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Identity and civic engagement

Relations using person-oriented approaches

Ex: “Community and political involvement in adolescence: What distinguishes the activists from the uninvolved?” (Pancer, Pratt, Hunsberger, & Alisat, 2007)

Aim: to identify what distinguished adolescents who were active in community and political life from those who were not.

Sample: 880 students in their last years of secondary school ($M_{age} = 17.5$).

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Identity and civic engagement

Relations using person-oriented approaches

Ex: “Community and political involvement in adolescence: What distinguishes the activists from the uninvolved?” (Pancer, Pratt, Hunsberger, & Alisat, 2007)

Measures:

• **Community and political involvement**: 30-item Youth Inventory of Involvement (list of activities in different areas).

• **Identity**: “Objective Measure of Ego Identity Status” (OM-EIS).

• **Parent and peers interactions**:  
  – Parent interaction and peer interaction in 6 topics (academics/course work, family issues, personal friendships, religion, moral values, and politics)
  – Parenting style (warmth, strictness)
  – Family functioning (FAD: Family Assessment Device)

• **Adjustment**: Self-esteem, Optimism, Depression, and Social Support.

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Identity and civic engagement

Relations using person-oriented approaches

Ex: “Community and political involvement in adolescence: What distinguishes the activists from the uninvolved?” (Pancer, Pratt, Hunsberger, & Alisat, 2007)

Results:

1) Distinct groups regarding Community and Political involvement

![Graph showing mean scores of clusters on YII subscales.](http://inside.mruni.eu)
Identity and civic engagement

Relations using person-oriented approaches

Ex: “Community and political involvement in adolescence: What distinguishes the activists from the uninvolved?” (Pancer, Pratt, Hunsberger, & Alisat, 2007)

Results:

2) Differences in Identity, Parent and Peer Interactions, and Adjustment

<table>
<thead>
<tr>
<th>Measure</th>
<th>Clusters</th>
<th>ANOVA results</th>
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<tr>
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</table>

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Identity and civic engagement

Relations using person-oriented approaches

Ex: “How is Civic Engagement Related to Personal Identity and Social Identity in Late Adolescents and Emerging Adults? A Person-Oriented Approach” (Lannegrand-Willems et al., 2018)

Aim: to analyze the different forms of civic engagement among late adolescents and emerging adults and how they are related to personal identity and social identity, while adopting an integrative perspective through the lens of a person-oriented approach.

Sample: 1,217 16-24 year-old French students ($M_{age} = 19.17; SD_{age} = 1.83$).
Identity and civic engagement

Relations using person-oriented approaches

Measures:

- **Civic engagement.** Civic Engagement Scale including 35 items questionnaire and assessing 9 civic engagement forms:
  - disengagement (e.g., “Is unconcerned by politics”),
  - information-discussion (e.g., “Is interested in political issues and events”),
  - community organization involvement (e.g., “Volunteers in a social/civic/religious organizations”),
  - voting (e.g., “Votes in elections or referenda”),
  - formal participation (e.g., “Is a member of a party, syndicate or political organizations”),
  - life-style related involvement (e.g., “Adopts a lifestyle with a clear social orientation (e.g., vegetarianism, anti-consumerism, punk subculture, etc.)”),
  - legal activism on the Internet (e.g., “Is connected to a Facebook group (or the like) that is concerned with societal issues”),
  - legal activism (e.g., “Organized a protest or boycott”)
  - illegal activism (e.g., “Painted political messages or graffiti on walls”).

- **Personal identity.** Dimensions of Identity Development Scale (DIDS – Luyckx et al., 2008).

- **Social identity.**

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Identity and civic engagement

Relations using person-oriented approaches

Results: Cluster Analysis on Civic Engagement (Lannegrand-Willems et al., 2018)
Identity and civic engagement

Relations using person-oriented approaches

Results: Cluster Analysis on Personal identity (Lannegrand-Willems et al., 2018)
Identity and civic engagement

Relations using person-oriented approaches

Results: Cluster Analysis on Social identity (Lannegrand-Willems et al., 2018)
Identity and civic engagement

Relations using person-oriented approaches

Results: typical configurations of Civic Engagement, Personal Identity and Social Identity

- A typical pattern combining: passivity and nonvoting, carefree diffused identity, and social marginalized identity (i.e., rejection of social identity).

- At-risk pattern ➔ focus on the simultaneous promotion of civic engagement, personal identity and social identity in civic education.
Identity, prosocial behaviours, problem behaviours and marginalization

Identity formation = core developmental task in adolescence and emerging adulthood for psychosocial adjustment and positive social outcomes. Troubles in identity formation related to problem behaviours.

Ex: “Identity styles and interpersonal behavior in emerging adulthood: The intervening role of empathy” (Smits, Doumen, Luyckx, Duriez, & Goossens, 2011)

Aim: to examine the relation between identity and interpersonal behaviours in emerging adulthood.

- Identity styles: information-oriented, normative, and diffused-avoidant styles.
- Interpersonal behaviours:
  - Adaptive behaviours: prosocial behaviours (voluntary and socially acceptable behaviours that result in benefits for others).
  - Maladaptive behaviours: Antisocial behaviours – Aggressive behaviours (physical aggression, i.e., fighting; relational aggression, i.e., manipulation and attempts to damage other people’s relationships).

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Identity, prosocial behaviours, problem behaviours and marginalization

Ex: “Identity styles and interpersonal behavior in emerging adulthood: The intervening role of empathy” (Smits, Doumen, Luyckx, Duriez, & Goossens, 2011)

Sample: 343 Belgian undergraduate psychology students ($M_{age} = 18$).

Measures:

- **Identity styles**: Dutch version of the ISI-4.
- **Prosocial behaviour**: 6 items of the Prosocialness scale for adults (PSA) – ex: “I try to help others”.
- **Self-oriented helping**: 4 items (e.g., “When I am helping another person, I boast about it”).
- **Other-oriented helping**: 4 items (e.g., “When I help someone else, I try to be attentive to his or her needs”).
- **Physical aggression**: subscale of the ASEBA (e.g., “I am mean to other people”).
- **Relational aggression**: relational aggression scale (RAS – e.g., “When I am angry with others, I give them the silent treatment”).
Identity, prosocial behaviours, problem behaviours and marginalization

Ex: “Identity styles and interpersonal behavior in emerging adulthood: The intervening role of empathy” (Smits, Doumen, Luyckx, Duriez, & Goossens, 2011)

Results:

Table 1. Correlations among All Study Variables

<table>
<thead>
<tr>
<th>Scale</th>
<th>1</th>
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<th>4</th>
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<th>6</th>
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<td>-.26***</td>
<td>.30***</td>
<td>-.20***</td>
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</table>

*p < .05, **p < .01, ***p < .001.
Troubles in identity formation related to problem behaviours

Ex: “Identity formation in juvenile delinquents and clinically referred youth”
(Klimstra, Crocetti, Hale, Kolman, Fortanier, & Meeus, 2011)

Aim: to compare identity formation in juvenile delinquent and clinically referred boys to identity formation in boys drawn from the general population.

Sample: 3 groups of Dutch boys:
- Juvenile delinquent group residing in a penitentiary youth institution ($N=30; M_{age} = 16.83; SD = 2.00$).
- Clinically referred group residing in a residential youth institution ($N=21; M_{age} = 15.52; SD = 1.17$).
- General population group matched to the delinquent sample ($N=30; M_{age} = 16.63; SD = 1.87$).

Measures: Identity (U-MICS).
Identity, prosocial behaviours, problem behaviours and marginalization

Troubles in identity formation related to problem behaviours

Ex: “Identity formation in juvenile delinquents and clinically referred youth” (Klimstra, Crocetti, Hale, Kolman, Fortanier, & Meeus, 2011)

Results:

<table>
<thead>
<tr>
<th></th>
<th>Clinical sample (n = 21)</th>
<th>Delinquent sample (n = 30)</th>
<th>Comparison sample (n = 30)</th>
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<tbody>
<tr>
<td>Early Closure</td>
<td>6 (28.6%)</td>
<td>9 (30.0%)</td>
<td>11 (36.7%)</td>
</tr>
<tr>
<td>Achievement</td>
<td>7 (33.3%)</td>
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<tr>
<td>Searching Moratorium</td>
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<td>Diffused</td>
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<td>0 (0.0%)</td>
<td>1 (3.3%)</td>
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<tr>
<td>Moratorium</td>
<td>2 (9.5%)*</td>
<td>11 (36.7%)</td>
<td>0 (0.0%)</td>
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</table>

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<td>4 (19.0%)</td>
<td>9 (30.0%)</td>
<td>9 (30.0%)</td>
</tr>
<tr>
<td>Achievement</td>
<td>11 (52.4%)*</td>
<td>2 (6.7%)</td>
<td>11 (36.7%)</td>
</tr>
<tr>
<td>Searching Moratorium</td>
<td>1 (4.8%)</td>
<td>2 (6.7%)</td>
<td>6 (20.0%)</td>
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<tr>
<td>Diffused</td>
<td>5 (23.8%)</td>
<td>3 (10.0%)</td>
<td>4 (13.3%)</td>
</tr>
<tr>
<td>Moratorium</td>
<td>0 (0.0%)</td>
<td>14 (46.7%)*</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

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Identity, prosocial behaviours, problem behaviours and marginalization

Troubles in identity formation related to problem behaviours

Ex: “Examining the Light and Dark Sides of Emerging Adults’ Identity: A Study of Identity Status Differences in Positive and Negative Psychosocial Functioning” (Schwartz et al., 2011)

Aim: to identify different patterns of identity formation among American emerging adults and to examine their links with positive and negative psychosocial functioning, and health-compromising behaviours.

Sample: 9,034 emerging-adult students ($M_{age} = 19.76$).

Measures:

- **Identity**: Dimensions of Identity Development Scale (Luyckx et al., 2008).
- **Externalizing behaviours** (rule breaking, social aggression, and physical aggression) using the Adult Self-report (Achenbach & Rescorla 2003; Burt & Donnellan, 2008). 5-point scale from “never” to “nearly all the time”.
- **Health-compromising behaviours**:
  - illicit drug use (marijuana; hard drugs like cocaine, ecstasy, methamphetamines; inhalant; injecting drugs; misuse of prescription drugs)
  - impaired driving (driving while drunk or high, and about riding with a driver who was drunk or high) (response scale from 0 (never) to 4 (more than 10 times) in the previous month.)
Identity, prosocial behaviours, problem behaviours and marginalization

Troubles in identity formation related to problem behaviours

Ex: “Examining the Light and Dark Sides of Emerging Adults’ Identity: A Study of Identity Status Differences in Positive and Negative Psychosocial Functioning” (Schwartz et al., 2011)

Results (externalizing behaviours):

![Graph showing negative psychosocial functioning by identity status cluster](image)
Identity, prosocial behaviours, problem behaviours and marginalization

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Results (health-compromising behaviours):
[Time 1] Students in small groups (one student from each country in each group) for a discussion on specificities and similarities between countries on problem behaviours, marginalization and radicalization, following by formulation of hypotheses on a potential effect of the national particularities on behavioural outcomes.

[Time 2] Feedback of each group with all students and discussion between groups regarding hypotheses that emerged.
Identity, prosocial behaviours, problem behaviours and marginalization

Youth radicalization = major problem in several European countries that have witnessed dramatic terrorist attacks

https://www.statista.com/chart/9846/terrorism-in-europe-map/
Identity, prosocial behaviours, problem behaviours and marginalization

Can identity formation processes improve our theoretical understanding of mechanisms underlying youth radicalization?


Assumption: lack of self-certainty (or unclear commitments) and poor social integration make people vulnerable for radical identity change.

Reflection based on two models:

- The identity status model (Marcia, 1966)
- The religious conversion model (Lofland & Stark, 1965)
Identity, prosocial behaviours, problem behaviours and marginalization

Can identity formation processes improve our theoretical understanding of mechanisms underlying youth radicalization?


➢ The identity status model (Marcia, 1966)
  • Identity uncertainty linked to less adaptative development and less positive relationships with relevant others.
  • Uncertainty increases changes in identity over time.
  • The transition to a radical identity change would be more likely in young people with an uncertain identity and less supportive relationships.

➢ The religious conversion model (Lofland & Stark, 1965)
  • Predisposing conditions. “A person must:
    (1) experience enduring personal tensions, especially due to inability to realize personal aspirations;
    (2) operate within a religious problem-solving perspective;
    (3) define him/herself as a religious seeker.

  • Situational conditions. “A person becomes a convert when:
    (5) he/she meets a religious group at a turning point in life;
    (6) is invited to form affective bonds with one or more members of the group;
    (7) does not have affective bonds with persons outside the group, or loses them and
    (8) starts intensive interaction with the group in order to become an agent of the group.”
      (Meeus, 2015, p. 278)

SIDE CURRICULUM: Support to youth identities in diverse Europe
Identity, prosocial behaviours, problem behaviours and marginalization

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Can identity formation processes improve our theoretical understanding of mechanisms underlying youth radicalization?


- “An absence of positive affective bonds with relevant others goes together with unstable identity. (...) A new group with a clear, defined mission may therefore be able to solve their problems in two ways: it offers warm interpersonal bonds, as well as potential new personal goals and commitments”. (Meeus, 2015, p. 279)

- Suggested prevention?
  - To offer young people opportunities to commit to life goals and shape their identity.
  - To integrate and accept youth into society.

SIDE CURRICULUM: Support to youth identities in diverse Europe
Conclusion

Considering the sociocultural contexts to study and understand behavioural outcomes

➢ To adopt an integrative model

Ex: An integrative model of political and civic participation: linking the macro, social and psychological levels of explanation (Barrett, 2015)

1) A macro level of analysis (i.e., specificities of the country related to electoral, political and legal institutions, to its historical, economic, cultural and population characteristics, and to integration politics towards minorities and migrants).

2) A social level including the interactional contexts such as family, school, peers, and media.

3) A psychological level (i.e., cognitive resources, personal motivations, social identifications, and perceptions of opportunities for participation vs. barriers to participation).

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[Time 1] Students in small groups:

- What specificities combining socio-cultural characteristics, identity formation and behavioural outcomes among diverse groups of youth, could be highlighted in each country?
- Which questions could be relevant in each country?

[Time 2] Feedback of each group with all students and discussion between groups regarding the questions that emerged.
Suggested readings


