Causes of Unhealthy Teen Identity Development

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While teenagers experience identity formation in various ways where some experiences can be harmful to them. Therefore, there is need to understand the necessity of identity development in teens. While developing their identity, the teenagers learn what makes them to be unique, and at the same time, realize the need to fit in. those who feel that they have been socially secluded following their ethnic, cultural, sexual, or gender identity, they may start developing harmful behaviors. So, it is important for parents to stay close to their teenage children to promote their social well-being and be sensitive when engaging them and respond timely if they begin developing problematic behaviors. Other factors that restrict the development of a positive and a secure self-identity are low self-esteem, lacking parental attachment, negative or lacking influence from adults, or even lacking acceptance in a fruitful peer group.

**Annotated Bibliography**

Wicks, C. (2020). *# whoamI? Hyperconnectivity and Female Identity Development in Adolescence* (Doctoral dissertation, California Institute of Integral Studies)

The dissertation examined the ways in which the female developmental patterns in females may be undergoing a potential change following hyper-connectivity ubiquity. Adolescent girls in the current world are assuming identities where their social lives are based on digital events and exchanges that occur on smartphones. The historical context for adolescent development has shifted as the teenage girls are now relying on the new tools that allow them to navigate the challenges surrounding child development. The author in this piece attempts to uncover the ideal and certain ways that individual rely on social media as they strive to navigate the intricate transition starting from childhood through adolescent, wherein, specifically this phase entails the adolescent stage. The author specifically examines the history of the adolescent development theories through feminism dimensions of this vital process in the development of a human being.

Utt, J., & Tochluk, S. (2020). White teacher, know thyself: Improving anti-racist praxis through racial identity development. *Urban Education*, *55*(1), 125-152. <https://doi.org/10.1177%2F0042085916648741>

The article points out the need for the white teachers in urban learning institutions to turn their racialized focus from the implied deficits associated with the students of color in the “achievement gap.” This idea is also drawn from the fact that the racialized focus has been detrimental to these students wherein, specifically it affects their self-esteem, and this can be evident by looking on their contributions in the classrooms. Reflecting through the pragmatic analysis regarding the experiences of the white teachers, it would be integral to suggest that developing fruitful anti-racial White racial identities is impactful in managing such concerns in the sense that it relieves the students of color from the burden associated with the misconceptions associated with them. the authors in the article therefore opted top come up with six areas of self-work for creating anti-racist White racial identities, a critical aspect in the culturally responsive teaching. The authors of the articles rely on the work by Zeus Leonardo that majors on navigating through Whiteness. They also consider the work by Janet Helm that covers racial identity development guide to present practical ideas for developing more anti-racist and proper pedagogy.

Shealey, W. M. (2018). *The Effect of Gender and Racial Stereotypes and Education-related Beliefs on the Academic and Social Identity Development of Urban African American Girls* (Doctoral dissertation, Cleveland State University).

The authors of this study carried out a qualitative study wherein, particularly they strived to explore some tensions plus struggles revolving gender not forgetting racial stereotypes. The study was specifically restricted to what the teenage black American girls go through as they strive to identify their self-identity and how they are connected to the world. For this reason, the researchers were compelled about assessing what these girls go through in a predominately urban school based in the Midwest. In an attempt to gain in-depth information associated with their course of study, they formulated this question which specifically entails: how do racial and gender bias count on the self-perception of the teenage African American girls? Assessing various standpoints that present information to the African American female identity and how these compound viewpoints are moderated by some aspects like gender, socioeconomic status, and race. Other aspects that moderate such standpoints entail the ability of the African American teenage girl and the context of the classroom and their impact on the academic attainment. Some research questions that allow the researcher to gain in-depth information about the background of study are listed below:

1. How do African American girls’ perceptions of themselves and the classroom practices in which they engage inform their in-school identities?  
   2. How do African American girls’ perceptions of themselves and the classroom practices in which they engage inform their out-of- school identities?  
   3. What are the tools and strategies Black girls use to resist intersecting oppressions in order to persist in these environments?

Doster, L. (2018). *Teen identity, social comparison and voyeurism in social media: An investigation of UK Millennial Consumption Behaviours in Facebook* (Doctoral dissertation, Royal Holloway, University of London).

Marketers contend using social media following its impact on consumption behavior. It specifically sparks consumer research by reflecting on the impression, identity, and motivation and offline or online engagements. Fewer research examine the social comparison of the consumer aged below eighteen years. Only fewer studies covered this area by presenting insights into social comparison, self-presentation, and minor consumers in Facebook and the associated effect on the consumption behavior on the teen identity. The findings of the study suggested that the teens developed their identities by watching those around them. Their identities were also influenced by social media and entertainment. The researchers also realized that elaborated and increased social comparison not forgetting teenage behaviors helped in revealing the identities of the teenagers.

Uhls, Y. T., Ellison, N. B., & Subrahmanyam, K. (2017). Benefits and costs of social media in adolescence. *Pediatrics*, *140*(Supplement 2), S67-S70.

The authors of this article in 2015 suggested that the American adolescents aged between 13 and 18 years are addicted to social media where they would spend at least an hour daily on social media. Social media facilitates various activities like engaging peers, sharing information, and developing a coherent identity. The researchers in this review examine the impact of social media on the development of the adolescents and examine both the limitations and benefits associated with its use. They also include suggestions for further research, what clinicians, educators, and policymakers should do. The advancement in interactive medial platforms plus their fast adoption by the teenagers and adolescents suggests the compelling nature of its tools like Snapchat and Instagram. Highly attuned adolescents in the peer relationships find the social component to be substantially compelling to them. Their substantial engagement on social media accounts for their social identity.

**Conclusion**

The teenage and adolescent stages are critical phases as children engaged in this stage try to identify themselves. Unfortunately. Being socially secluded because of some social factors as they relate to gender, race, and ethnicity alongside other factors affects one in a way that he or she may develop harmful behaviors. This suggests why parents should be close to their children as they grow into this phase. Being unable to realize this fact may see the children suffer from various issues not to mention are low self-esteem and lacking parental attachment. At the same time, children of this age identify themselves with what surrounds them. Social media has become a norm and most teenagers and adolescents try to mold their behaviors that also count on their identity by copying what they have seen from social media. This suggests the need for their parents to be willing to evaluate the content their children are accessing from social media to restrict them from having compromised identities following the influence of social media.

Reference

Shealey, W. M. (2018). *The Effect of Gender and Racial Stereotypes and Education-related Beliefs on the Academic and Social Identity Development of Urban African American Girls* (Doctoral dissertation, Cleveland State University).