Self Concept

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CAS 325A

Emotions

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Innate/early</td>
<td>Later</td>
</tr>
<tr>
<td>Simple</td>
<td>Complex</td>
</tr>
<tr>
<td>Recognizable facial expression</td>
<td>Require: self-recognition</td>
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<tr>
<td></td>
<td>perspective taking</td>
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Key Positive Emotions

- Mastery vs. Pride
  - Self vs. Other
  - Cause vs. Goal
**Empathy & Altruism**
- **Development**
  - Contagious crying
  - Egocentric empathy
  - Real empathy
  - Reflective empathy
- **Influences**
  - Responsibility
  - Competence
  - Mood
  - Cost/benefit

**Aggression**
- **Types**
  - Instrumental
  - Hostile
  - Reactive
- **Influences**
  - Modeling
    - Family
    - TV
    - Peers
  - Consequences
  - Alternative strategies

**Sociodramatic Play**
- **Characteristics:**
  - Social
  - Dramatic (imaginative)
  - "Imaginary Play"
**Imaginative Play**

- **Complexity**
  - Single acts
  - Acts with “passive others”
  - Acts with “active others”
- **Symbols (Toys)**
  - Representational objects
  - Neutral objects
  - No objects/objects with other use

**Social Play**

- **Nonsocial Play**
  - Object play
  - Onlooker play
- **Parallel play**
- **Social play**
  - Associative play
  - Joint/cooperative play
  - Shared pretend play

**Purpose of Play**

- Construct Understanding of
  - Social interactions
  - Social roles
  - Concrete knowledge
Gender Differences
- Pervasive but overestimated
- Primarily result of environment

Baby X Study
- Male
- Female
- Neutral

Baby X Study
- Respond to baby’s label (not behavior)
- Differences in
  - Behavior with infant
  - Description of child
  - Memory of child behavior
- Label affects adults & children
Children’s Toys

- Strongest influence on youngest children
- Effects vary with
  - Implicit messages
  - Explicit messages
  - Variety

Self-Concept & Self-Esteem

- Self-Concept
  - Who you are
  - Includes
    - Individual characteristics
    - Social roles/expectations
- Self-Esteem
  - Value of your characteristics
  - Includes
    - Effectiveness
    - Perception of other’s values

Sources of Self-Esteem

- Sources
  - Individual vs. group source
  - Internal vs. external evaluation
  - Aptitude vs. ability
**Infant-Toddler (Review)**

- Developing sense of self (2nd year)
- Egocentric empathy
- Mastery
  - Based on goal-achievement
  - Self-directed

**Preschool Period**

- Cognitive limitations
  - Centration
  - Lack of perspective
  - No seriation/hierarchies
- Rapid growth and improvement
- Self-concept implications
  - General
  - Positive
  - Optimistic

**Elementary School**

- Cognitive sophistication
  - Comparison of multiple dimensions
  - Knowledge of
    - Standards
    - Others
  - Understanding of limitations
- Self-concept implications
  - More specific
  - Less positive
  - Less optimistic
Gender Identity

- Development of self-concept
  - Labeling (end of toddlerhood)
  - Stability (preschool)
  - Consistency (late preschool & primary)
- Development of self-esteem
  - Gender schemas
    - Instrumental vs. expressive
    - Typical activities
  - Attitudes toward gender-related characteristics

All 3 = constancy

Parental Influences: Baumrind

2 Dimensions:
- Responsiveness
- Directiveness/Control

<table>
<thead>
<tr>
<th>Highly Responsive</th>
<th>Less Responsive</th>
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<tbody>
<tr>
<td>High Control</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>Low Control</td>
<td>Permissive</td>
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Associations with Parental Style

Authoritative → Mature
Authoritarian → Withdrawn
Permissive → Immature
**Issues with Baumrind**
- Directionality
- Cultural/family goals
- Situational context

**Peer Influences**
- Friendship
  - Preschool
  - Shared activity
  - Current
  - Primary
  - Mutual affection
  - Long-term
- Popularity
  - Popular
  - Average
  - Neglected
  - Rejected
  - Controversial

**Associations with Popularity**
- Self-Esteem
- Academic Achievement
- Prosocial & Anti-Social Behavior