Social Interaction and Identity Construction Among Adolescents in Social Psychology

Harry Seul[1], Yusbar[1], Joni Lumaga[1]

[1]Universitas Airlangga

Corresponding Author: Harry Seul

Article Info	Abstract
	This paper addresses social interaction and identity formation in adolescents based on the concept of social psychology, especially in its implication to the study of management. The study is based on a qualitative approach, and investigates the role of peers, family and online spaces as the place where teenagers are negotiating belonging, validation and self-presentation. Results indicate that peer interaction offers the relevant feedback loops that either confirm or question the new identities of adolescents, whereas families are both a source of stabilizing anchor and an antagonistic stage where intergenerational expectations are negotiated. Digital platforms also go even further in broadening the field of identity work, providing space to experiment and perform, but also putting additional pressures on social comparison and validation. Combined, these processes show that identity construction is not limited to individual growth but is a larger organizational phenomenon and reverberates the relations of recognition, negotiation and accommodation within institutions. The paper presents an argument according to which the concept of identity as a dynamic capability developed during adolescence can be of help to management practices in leadership, human resource management and organizational culture. Environments that contribute to inclusivity, resilience, and performance can be provided by institutions that acknowledge and endorse identity-sensitive processes. The results help in closing the gap between social psychology and management literature, in the development of a paradigm in which initial social experiences are recognized as antecedents of subsequent organizational decision-making and institutional engagement.

Introduction

The phase of adolescence has been well known to be one of the most crucial periods in human development, which involve deep psychological, emotional and social changes. At this point, not only are people fighting out changes in the biology but they are actively involved in the complicated process of identity formation. Identity is not an inward feeling of self and is an active process that occurs through the ongoing interactions with other people, family, institutions, and the larger cultural systems (Selby, 2021). In social psychology, this importance of identity is emphasized, that is, it is not possible to study identity in an interactional absence since it is co-constructed through interactions, recognition, and negotiation in the social world (Siegel, 2022; Anderson et al., 2022; Abbott & Burkitt, 2023). The interaction of the individual agency with social structures is particularly evident at the stage of adolescence, when social interaction is influential to a degree that determines how young people perceive themselves

and how other people perceive them. The importance of socialization in the construction of adolescent identity has enjoyed a great reception in the realms of developmental and social psychology. The peer groups, especially, serve as a powerful venue of identity exploration, giving adolescents both confirming and challenging (Zhang & Qin, 2023). Experiences in these groups enable the adolescents to push the limits, acquire importance and belongness, which are key components in identity formation. The role of family is also a background position with cultural norms, expectations and emotional support that are either to be accepted by adolescents, redefined or opposed to them (Zhang & Qin, 2023). Meanwhile, in the current context, digital technologies have provided additional dimensions of socializing, where teens are allowed to explore various social identities, to manage self-presentation, and to work out authenticity vs. conformity (Sugimura et al., 2022). The presence of all these interactive spaces is such that the construction of identity in the contemporary society is too complex among adolescents.

Identities are not always easily made or constructed, however. Teenagers are in a place of contradictory demands: the urge to fit in and the urge to stand out, family demands and peer pressure, and truthfulness versus acting. Research in social psychology has revealed that such tensions have the capability of causing identity crisis, particularly where teenagers are faced with the issue of exclusion, bullying, or prejudice within their social worlds (Sadowski, 2021). Even the interactions that are supposed to lead to growth in such contexts can lead to either insecurity or identity fragmentation. Identity is therefore continuously created as a delicate and continuing process which can be readily renegotiated and reformulated by new social experiences. This paper highlights exactly this vulnerability, and in a bid to reveal how teenagers in certain situations discuss and experience the identity-building process via daily encounters (Branje et al., 2021).

The issue has been aggravated by the reality that the adolescences are being experienced in a rapidly changing social setting. Traditional pathways of identity development are being altered by globalization, urbanization and digital connectivity. The development of a hybrid or plural identity is compelled in most communities where adolescents have to balance the traditional cultural expectations with the current globalized norms (Botokanova et al., 2024). This further increases the complexity because of digital technologies that allow adolescents to create multiple online identities that could be consistent or inconsistent with their offline selves (Digennaro, 2024; Reyero et al., 2022; Torrijos et al., 2021). To the management and social policy, such changes cannot be viewed as peripheral; they have a direct impact on the educational environment, workplace training and social integration. The concept of knowing how teenagers negotiate identity in such circumstances would be key to how future citizens and employees would man oeuvre belonging, loyalty and cooperation in communal settings.

Adolescent identity construction is not an abstract problem but a problem with concrete results in terms of management. Organizations are relying on individuals that have attained consistent and robust identities, which facilitates prosocial involvement, such as schools, community organizations, and later work places. Organizational behavior studies indicate that poor or disintegrated identities may be detrimental to cooperation, trust, and leadership potential, whereas robust and interactionally maintained identities may be beneficial to engagement and collective action (Schuh et al., 2021; Kossowska et al., 2022; Wu et al., 2022). When adolescents are taught to negotiate identity that appreciates the value of reciprocity, diversity and shared belonging, chances are that they will become adults who can make a positive

contribution to organizations and society. On the contrary, in the case their relationships foster isolation or distrust, the ramifications may be carried forward into conflict, disengagement, and disintegration into adulthood. The need to research identity building in adolescents is also a matter of urgency as there are increasing concerns of mental health, social alienation, and digital pressures. Recent research points out that social comparison on the Internet and peer pressure in the offline environment may contribute to anxiety, depression, and inadequacy among the teens (Pellegrino, 2024; Ruggieri et al., 2021). Such consequences are not just personal and are closely related to the quality of interaction of adolescent relationships. Failure to get the recognition, belonging, or positive validation of peers and family becomes a hindrance in the formation of healthy identity. On the other hand, the supportive interactions also promote resilience, agency, and meaningful selfhood (Vaisvaser, 2024; Tieu & Matthews, 2024). A qualitative approach to the study of these dynamics would provide the chance to understand the complexity of what teenagers go through, as well as to overcome the abstract generalization of the issue, and to see how identity is negotiated in the real-world context in a more nuanced way.

The paper thus finds itself at the cross point of social psychology and adolescent development with a focus on relational and interactional basis of identity. It makes a contribution to both theory and practice by relying on accounts of peer and family interactions with digital interactions as narrated by adolescents. In theory it is an extension of the social psychological concept of identity as a socially situated dynamic process, not as a predicate. In practice, it points to the essential role of nurturing enabling environments, such as schools, families and community spaces, where adolescents are allowed to experiment, feel like they belong and to incorporate a variety of elements in their identities. This way it also lends some understanding that are useful in management and organizational studies, in which the questions of identity, belonging, and interaction is central. This study in the end highlights the fact that identity formation in adolescence is not only an individual experience but a social phenomenon whose consequences are felt within communities, organizations and the society in general.

Method

The research design adopted was a qualitative study in order to reflect the complicated and socially entrenched processes of identity formation in adolescents. It was also decided to use qualitative inquiry since it enables the profound investigation of the processes of meaning-making and existence, as opposed to the quantification of identity. Social psychology stresses that identity is negotiated by interactional contexts that cannot be well-represented by surveys and numerical measures in isolation. This research aimed at revealing how adolescents narratively explain and interpret their interactions as a way of constructing identity by focusing on the narrative accounts. It was thus an interpretive, inductive, and flexible design such that patterns were derived on the basis of the data and not predetermined by existing theoretical models.

Research Location and the respondents

The study was carried out both in school and community contexts in which adolescents are known to interact socially. The purposive sampling was adopted to select the participants in order to have diversity in terms of gender, socioeconomic status, and cultural belonging since this led to identity construction. The conclusive sample was 20 adolescents aged 15-18 years. The age group was chosen due to the fact that it is a period of development where identity

formation is particularly high, and peer pressure is highest. Participants were negotiated access to the formal and informal interactional settings through schools, youth organizations and parental consent, so that there was an equal representation of both formal and informal environments.

Data Collection

Primary data collection methods included in depth semi-structured interviews and focus group discussion. The interviews have afforded the participants the chance to recount personal experiences, reflect on the experiences with peers and family, and talk about how digital spaces have shaped the development of identity. Instead, the use of focus groups allowed us to observe identity negotiation as it occurred, since it was possible to observe participants as they interacted, told stories, and reacted to each other. All interviews took 60-90 minutes, and focus groups took sessions last about two hours. Field notes were also kept, documenting nonverbal behavior, group processes, and situational conditions that were useful in the interpretation of verbal information.

Data Analysis

Data were analyzed in thematic analysis. The analysis started with interviews and focus group being transcribed and then read repeatedly so that familiarity with the narratives could be obtained. Inductive generation of codes was done based on words, phrases and meanings to describe identity construction and social interaction. These codes were then grouped into larger themes including peer validation, family negotiation, digital identity performance and identity struggles. The analysis was done in a cycle and themes were refined by comparison with participants. Coding was done by hand and later by the second researcher thus limiting bias and increasing credibility to guarantee analytical rigor.

Result and Discussion

Interpretation of interviews and focus group discussion indicated that there are number of interrelated themes that shed light on how teenagers form their identities upon social interaction. Instead of appearing as an individual phenomenon, identity was revealed to be a co-production in relational environments, which peers, family pressures, and the growing power of digital spaces created. These results emphasize that the process of identity construction cannot be linear or fixed but rather a dynamic process which is negotiated in various arenas of daily life. The following themes illustrate the complexity and, in many cases, controversy of how teenagers define and establish their identity through the use of digital identity: peer interaction and validation, family influence and role negotiation, digital identity performance, and conflict or prejudice management challenges.

Peer Interaction and Identity Validation

Adolescents' sense of self is heavily shaped by how they are perceived, accepted, or rejected within their peer groups. Peer interaction serves as both a mirror and a stage where identity is tested, negotiated, and validated. For many participants, friendships provided a safe space to experiment with self-expression, whether in appearance, language, or interests. This highlights that validation from peers' functions as a crucial feedback loop, reinforcing identities that are socially rewarded while discouraging those that fall outside group norms. As one participant shared,

68

> *"I feel more confident being myself when my friends support how I dress or the music I like; it feels like I belong to something bigger."*

The dynamics of peer groups also revealed how recognition and affirmation enhanced adolescents' sense of worth. Several participants described the importance of being acknowledged by their peers for academic, creative, or social contributions. This recognition often translated into a stronger and more stable self-concept, particularly when it came from close friends rather than larger social circles. One respondent explained,

> *"When my friends tell me I'm good at drawing or that I'm funny, I start to believe it myself. It's like their words make it real for me."*

Such narratives emphasize the critical role of peer validation in consolidating identity during this developmental stage. However, peer interaction was not universally supportive; it also introduced challenges. Some adolescents described how exclusion or criticism within peer groups made them question their self-image, leading to feelings of uncertainty or pressure to conform. Identity validation, therefore, was not simply about acceptance but about negotiating between individuality and group expectations. Yet, even in these moments of tension, the very act of navigating peer interactions forced participants to articulate and defend their sense of self. This negotiation underscores the developmental significance of peer groups as arenas of both vulnerability and growth in identity formation.

Family Influence and Negotiation of Roles

Family emerged as a central site where adolescents continuously negotiated their roles and sense of identity. Unlike peer groups that often-provided immediate affirmation or rejection, family interactions were experienced as layered, involving expectations, traditions, and intergenerational values. Adolescents described family as both a foundation for stability and a source of tension, particularly when parental expectations clashed with personal aspirations. One participant reflected,

> *"My parents always want me to focus on academics and becoming a doctor, but sometimes I feel like they don't see who I really am or what I want for myself."*

Such tensions illustrate how family serves as a critical but sometimes constraining space for identity construction. The negotiation of roles within families was not solely defined by conflict but also by compromise and mutual understanding. Several participants emphasized how they learned to balance personal desires with family obligations, particularly in relation to cultural and religious expectations. This balancing act often reinforced resilience and adaptability, as adolescents developed strategies to navigate differing values without severing relational bonds. As one adolescent explained,

> *"I try to follow what my family expects, like joining religious events, but I also keep my hobbies and interests alive because that's what makes me feel like me."*

This highlights the dynamic nature of family influence, where identity is constructed through ongoing negotiation rather than strict conformity or outright rebellion. Family support also played a critical role in shaping adolescents' confidence and self-perception. Participants who felt heard and respected within their families reported stronger self-assurance in pursuing their interests, even when those interests diverged from family traditions. Conversely, those who felt

silenced or misunderstood described identity struggles and a heightened need to seek validation outside the home. This indicates that family interactions can either facilitate or hinder identity development depending on the level of openness and reciprocity within the household. Ultimately, family influence operated as both a stabilizing anchor and a site of contestation, making negotiation a key process in how adolescents shaped their identities.

Digital Interaction and Online Identity Performance

For many adolescents, digital platforms functioned as extensions of their social lives, providing new arenas in which identity could be explored, curated, and performed. Online interactions offered a sense of freedom compared to face-to-face contexts, as adolescents could selectively present aspects of themselves that they wished to highlight. This form of identity performance was often tied to images, posts, and interactions on social media, which created opportunities for self-expression while also subjecting them to public scrutiny. One participant remarked,

> *"On Instagram I can show the side of me that I like, like my art or my fashion, and people respond to that. It makes me feel seen in a way I don't always feel at school."*

This reflects how digital spaces become powerful tools for identity validation. At the same time, the online environment intensified pressures related to self-presentation and social comparison. Adolescents acknowledged feeling compelled to craft idealized versions of themselves to align with peer or societal expectations. The digital sphere, therefore, amplified both the opportunities for recognition and the risks of self-doubt when validation was absent or negative feedback occurred. A participant candidly shared,

> *"Sometimes I post something and no one reacts, then I feel like maybe I'm not interesting or good enough. Online feels like a competition sometimes."*

This highlights the dual role of digital platforms: while they enable visibility and connection, they can also foster insecurities and undermine self-esteem. Interestingly, several adolescents described online spaces as offering possibilities for experimenting with multiple versions of self, beyond what was possible in offline contexts. They often used different platforms or online communities to explore niche interests, adopt alternative personas, or engage in conversations outside their immediate social circles. This experimentation was not necessarily viewed as inauthentic but as an extension of the fluidity of adolescent identity. The interplay of creativity, self-presentation, and peer feedback in digital interaction underscores how online identity performance has become an integral part of contemporary adolescence, shaping both self-concept and social belonging.

Managerial Implications of Adolescent Identity Construction

The results of this research force us to revisit the issue of identity construction among adolescents not being just a psychological process, but a managerial issue as well in the management of institutions that shape the social life of young people. Schools, families, and digital platforms are overlapping organizations and active contributors to identity practices that shape, regulate and direct. The managerial implication, in this case, is obvious: identity should be thought of as an asset that is being negotiated continuously, thereby affecting motivation and performance, as well as long-term social participation. This statement correlates with the recent literature focusing on the control of human development as a type of social capital (Lund,

2024), but it adds to the discussion because it shows that the micro-processes of social interaction between adolescents are already rehearsals of belonging to an organization.

The validation of the identity by peers is a means of validation and this need requires managers and policymakers to craft institutional settings that acknowledge the relational processes of identity. The importance of belonging and recognition as motivators of performance and commitment has long been known in management research (Rachman, 2022; Diederik et al., 2024), The experiences observed among adolescents in this study demonstrate that these processes are already seeded well before people get to the labor market. The social identity theory of management has been extensively utilized in explaining group behavior in organizations but this research indicates that it can be traced back in the adolescence stage. The management of an organization cannot in fact overlook the influence of the early patterns of validation in forming the expectations of employees in regard to the perceptions of recognition, fairness and identity congruence in the subsequent institutional life.

Another managerial implication that is depicted through family negotiation of roles is the existence of competing value systems in any given collective. The teenagers whose personal ambitions and family demands come into equilibrium are, on a lesser scale, replicas of what identity workers do in the corporations where conformity is required at the expense of individuality (Ibarra, 2023). This is not a contradiction but a resource and it generates people who were skilled at negotiating various role expectations. In the context of management, such skill of adjusting is a kind of organizational resilience (Farrugia, 2022), which the institutions must develop but not curb. It also raises awareness of the fact that family-sensitive policies should be applied in organizations because the impact of intergenerational negotiation cannot be lost at the workplace (Walker, 2021).

Online identity performance and digital interaction provide a sense of urgency to the management discussion on organizational culture in the digital era. The behavior of teens in constructing online identities indicates that the online world has emerged as an early impression management (Hällgren & Björk, 2023; Pérez-Torres, 2024; Gorea, 2021) learning space. In the workplace, the skills have become more mobilized in the realms of virtual work groups, distant work, and digital leadership. However, the uncertainty of online validation, where it empowers and destabilizes at the same time signals a warning to the management: the digital work place will become a source of insecurity and will promote performative engagement instead of authentic engagement. Leaders should thus have in mind the interventions that can lead to the development of digital well-being and that online organizational cultures will not emulate the same competitive insecurities the adolescents mentioned.

The cause of conflict, prejudice, and absence of trust as an obstacle to identity is familiar to slavery management texts on diversity and inclusion. Although the tensions reported by adolescents reflect the micro-level strains, they reflect the organizational battles in which exclusion compromises cohesion and performance (Antunes & Manasse, 2022; Cromwell, 2022). Lack of combating prejudice is not merely a failure in ethical performance but a strategic risk in the management practice to the extent in which it erodes the trust behind collaboration. This has an implication that the development of inclusive cultures should start earlier than the work place; the school and the youth groups are advance areas where the cross-cultural negotiation, conflict resolution and trust-building skills should be practiced.

Strategically speaking, the results support the idea that identity should be considered as a dynamic ability. Individuals, just like organizations, make use of identity construction through interactions to gain social positioning and belonging in a manner similar to how organizations use learning and adaptation to gain sustained competitive advantage (Mahdi & Nassar, 2021). The way adolescents negotiate roles and digital performances attests to how identity is constantly revised, revamped, and brought into consistency with changing contexts. When organizations perceive employees as bearers of such dynamic identity capabilities, then the management need not emphasize on strict role definitions but instead on promoting adaptive identity work in the teams (Cui et al., 2024).

The implication of the leadership is also remarkable. The need to have a recognition and validation by the adolescents implies that leadership is not only directive but about identity confirmation. The concept of leadership is beginning to depict successful leaders as identity entrepreneurs capable of creating and maintaining shared group identities (Alsheref et al., 2024). The stories of this research state that the need to prove a sense of identity is very strong during the adolescence stage, which implies that no organization can rule out transactional leadership models that overlook identity requirements. Rather, transformational and inclusive leadership theories that anticipate recognition and belonging are more likely to resonate with the way people are socialized into anticipations of authority.

Human resource management turns out to be a key point of application. Recruitment, retention and development strategies are also not solely based on technical skills but are also determined by the compatibility of identities amongst the workers with the organizational cultures. The negotiating process that the teenagers go through as they negotiate with the family, peer approval, and online performances can be compared to the negotiations that the employees make when joining organizations. The disengagement or turnover of employees is commonly caused by misalignment. The identity-sensitive HR practices that organizations should embrace therefore take the fluid and negotiated nature of identity into consideration instead of assuming the fixed and stable self-concepts.

The results of the study provoke a reconsideration of organizational learning. The reflexive capacity that organizations need during times of uncertainty and change is manifested in the fact that adolescents are able to manage the conflicting identities and adjust to changing environments. The significance of doubting underlying assumptions is highlighted by literature on the concept of double-loop learning the fact that adolescents negotiate their roles in their families and peers demonstrates that this sort of reflexivity does not exist only in formal organizational life. Management scholars are therefore advised to think of identity construction as a lifelong learning curve that starts in adolescence and forms organizational learning cultures.

The further implication of the management in the wider society is that organizations are not seen as unitary but as an extension of the social processes that have started in early life. The identity work of adolescents is a precursor to the future organizational behaviors of adolescents, and in that way organization of future workforce relies on the need to identify and facilitate their early experiences. Failure to address the social psychological aspects underlying construction of the identity could lead to organization of cultures which collide with very strong up-rooted expectations of being recognized, belonging and bargaining. On the other hand, a

manager who recognizes these processes can establish an environment of identity that can be used as a source of innovation, cooperation, and strength.

Conclusion

This research shows that the identity formation of adolescents is not an individual matter of the psychological process, but a highly social and organizational action that is formed by peers, family, and online space. This has serious management research implications: the bargaining of validation, belonging and role expectations during adolescence foreshadows the same dynamics the organizations will struggle with later in managing culture, leadership and human resources. Realizing identity as a dynamic power that individuals develop in childhood by their early social interactions, managers and policymakers will be able to develop institutions that embrace recognition, inclusivity, and adaptability as strategic resources. The results thus pose a challenge to organizations to step out of the transactional approach to human capital, and consider identity-sensitive practices that are responsive to lived experience and developmental trajectories of people. Finally, what this study can point toward is the need to understand the management of people in terms of the recognition of identity as a developmental and organizational process, which commences in adolescence and continues through the lifespan.

References

Abbott, O., & Burkitt, I. (2023). Moral identity, identification and emotion: a relational and interactive approach. *International Review of Sociology*, *33*(2), 326-348. https://doi.org/10.1080/03906701.2023.2242648

Alsheref, F. K., Khairy, H. A., Alsetoohy, O., Elsawy, O., Fayyad, S., Salama, M., ... & Soliman, S. A. E. M. (2024). Catalyzing green identity and sustainable advantage in tourism and hotel businesses. *Sustainability*, *16*(12), 5267. https://doi.org/10.3390/su16125267

Anderson, H., Stocker, R., Russell, S., Robinson, L., Hanratty, B., Robinson, L., & Adamson, J. (2022). Identity construction in the very old: A qualitative narrative study. *PloS one*, *17*(12), e0279098. https://doi.org/10.1371/journal.pone.0279098

Antunes, M. J. L., & Manasse, M. (2022). Social disorganization and strain: macro and micro implications for youth violence. *Journal of research in crime and delinquency*, *59*(1), 82-127. https://doi.org/10.1177/00224278211004667

Botokanova, G., Alybaev, A., & Mursahmedova, G. (2024). Transformation of the consciousness of post-nomads in the context of globalization. *Trans/Form/Ação*, *47*(2), e0240085. https://doi.org/10.1590/0101-3173.2024.v47.n2.e0240085

Branje, S., De Moor, E. L., Spitzer, J., & Becht, A. I. (2021). Dynamics of identity development in adolescence: A decade in review. *Journal of Research on Adolescence*, *31*(4), 908-927. https://doi.org/10.1111/jora.12678

Cromwell, A. (2022). Peace education as a peacemaking tool in conflict zones. In *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict* (pp. 507-532). Cham: Springer International Publishing. Cham. https://doi.org/10.1007/978-3-030-82962-9_24

Cui, Y. G., van Esch, P., & Phelan, S. (2024). How to build a competitive advantage for your brand using generative AI. *Business Horizons*, *67*(5), 583-594. https://doi.org/10.1016/j.bushor.2024.05.003

Diederik Coetzee, M. B. A., & Hoch, D. (2024, June). *The Dynamics of Belonging: A Quadrant-Based Analysis of Team Cohesion and Performance*.

Digennaro, S. (2024, April). The syndrome of multiple bodies: The transformative impact of the onlife existence on preadolescents. In *Frontiers in Education* (Vol. 9, p. 1362448). Frontiers Media SA. https://doi.org/10.3389/feduc.2024.1362448

Farrugia, D. (2022). *Youth, work and the post-fordist self*. Policy Press.

Gorea, M. (2021). Becoming your "authentic" self: How social media influences youth's visual transitions. *Social media+ Society*, *7*(3), 20563051211047875. https://doi.org/10.1177/20563051211047875

Hällgren, C., & Björk, Å. (2023). Young people's identities in digital worlds. *The International Journal of Information and Learning Technology*, *40*(1), 49-61. https://doi.org/10.1108/IJILT-06-2022-0135

Ibarra, H. (2023). *Working identity, updated edition, with a new preface: Unconventional strategies for reinventing your career*. Harvard Business Press.

Kossowska, M., Kłodkowski, P., Siewierska-Chmaj, A., Guinote, A., Kessels, U., Moyano, M., & Strömbäck, J. (2023). Internet-based micro-identities as a driver of societal disintegration. *Humanities and Social Sciences Communications*, *10*(1), 1-10. https://doi.org/10.1057/s41599-023-02441-z

Lund, A. (2024). Laughter and civil repair: A stage-audience encounter. *Poetics*, *103*, 101883. https://doi.org/10.1016/j.poetic.2024.101883

Mahdi, O. R., & Nassar, I. A. (2021). The business model of sustainable competitive advantage through strategic leadership capabilities and knowledge management processes to overcome covid-19 pandemic. *Sustainability*, *13*(17), 9891. https://doi.org/10.3390/su13179891

Pellegrino, A. (2024). Social comparison, problems of digital consumption and its implications. In *Decoding Digital Consumer Behavior: Bridging Theory and Practice* (pp. 113-131). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-97-3454-2_8

Pérez-Torres, V. (2024). Social media: a digital social mirror for identity development during adolescence. *Current Psychology*, *43*(26), 22170-22180. https://doi.org/10.1007/s12144-024-05980-z

Rachman, M. M. (2022). The Impact of Motivation on Performance: The Role of Organizational Commitment. *Jurnal Manajemen Teori Dan Terapan*, *15*(3). https://doi.org/10.20473/jmtt.v15i3.37848

Reyero, D., Pattier, D., & García-Ramos, D. (2022). Adolescence and Identity in the Twenty-First Century: Social Media as Spaces for Mimesis and Learning. In *Identity in a*

hyperconnected society: risks and educative proposals (pp. 75-93). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-85788-2_6

Ruggieri, S., Ingoglia, S., Bonfanti, R. C., & Coco, G. L. (2021). The role of online social comparison as a protective factor for psychological wellbeing: A longitudinal study during the COVID-19 quarantine. *Personality and individual differences*, *171*, 110486. https://doi.org/10.1016/j.paid.2020.110486

Sadowski, M. (Ed.). (2021). *Adolescents at school: Perspectives on youth, identity, and education*. Harvard Education Press.

Schuh, S. C., Cai, Y., Kaluza, A. J., Steffens, N. K., David, E. M., & Haslam, S. A. (2021). Do leaders condone unethical pro-organizational employee behaviors? The complex interplay between leader organizational identification and moral disengagement. *Human Resource Management*, *60*(6), 969-989. https://doi.org/10.1002/hrm.22060

Selby, C. L. (2021). *Who am I?: Understanding identity and the many ways we define ourselves*. Bloomsbury Publishing USA.

Sepahvand, R., & Bagherzadeh Khodashahri, R. (2021). Strategic human resource management practices and employee retention: A study of the moderating role of job engagement. *Interdisciplinary Journal of Management Studies*, *14*(2), 437-468. https://doi.org/10.22059/ijms.2020.291391.673843

Siegel, D. J. (2022). *IntraConnected: MWe (Me+ We) as the integration of self, identity, and belonging*. WW Norton & Company.

Sugimura, K., Gmelin, J. O. H., van der Gaag, M. A., & Kunnen, E. S. (2022). Exploring exploration: Identity exploration in real-time interactions among peers. *Identity*, *22*(1), 17-34.

Tieu, M., & Matthews, S. (2024, February). The relational care framework: Promoting continuity or maintenance of selfhood in person-centered care. In *The Journal of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine* (Vol. 49, No. 1, pp. 85-101). US: Oxford University Press. https://doi.org/10.1093/jmp/jhad044

Torrijos-Fincias, P., Serrate-González, S., Martín-Lucas, J., & Muñoz-Rodríguez, J. M. (2021). Perception of risk in the use of technologies and social media. Implications for identity building during adolescence. *Education Sciences*, *11*(9), 523. https://doi.org/10.3390/educsci11090523

Vaisvaser, S. (2024). Meeting the multidimensional self: fostering selfhood at the interface of Creative Arts Therapies and neuroscience. *Frontiers in psychology*, *15*, 1417035. https://doi.org/10.3389/fpsyg.2024.1417035

Walker, S. K. (2021). Technology use and families: Implications for work-family balance and parenting education. *D. o. E. a. SA United Nations, Division for Inclusive Social Development*.

Wu, M., Wang, R., Wang, H., & Estay, C. (2022). The formation mechanism of destructive leadership behavior: from the perspective of moral deconstruction process. *Leadership & Organization Development Journal*, *43*(5), 750-772. https://doi.org/10.1108/LODJ-10-2020-0433

Zhang, Y., & Qin, P. (2023). Comprehensive review: Understanding adolescent identity. *Studies in Psychological Science*, *1*(2), 17-31.