

Exploring Self-Identity of Youth in Pakistan and Germany: Identifying Pushing Buttons towards Violence/Silence, and Suggest a Plan of Action

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Young people have lots of hopes, desires and expectations (Andraoutsopoulos & Georgakopoulou, 2003). Most of them seek independencies in their decisions, and search out for their acceptance. We refer these personal autonomies as ‘self-identity’ - one of the most reflective, yet wrapped element of the human personality. Exploring self-identity helps young people to identify their potentials, and stand out as ‘individuals’. It also provides them optimistic approach to life, and contributes to their well-being.

It has been observed that the identity of young people in the west is mostly self-navigated, whereas it is heavily conditioned in the east (Roberts, 2003). Sometimes it conflicts with their self-ideology, while at the other time, it builds resilience.

Young people are creative actors, who desire to shape their identities, but they are often constrained by the forces (Cieslik & Simpson, 2013), which build resistance towards ‘self’ and ‘others’.

Globally, a good number of young people are confined due to multi-layered challenges, which result in distorted identities. Combos of violence and pressures are intersecting their self-identities, and leading them towards either silence (suicide, drug abuse, depression, isolation, social and emotional distress) or violence (social, cultural or political incitement).

If the young people are given space with proper guidance to understand their own self, it can build resilience; but if they are left with the internal and external pressures, it may suppress them to accept their real ‘self’, and engage them in violent or silent activities.

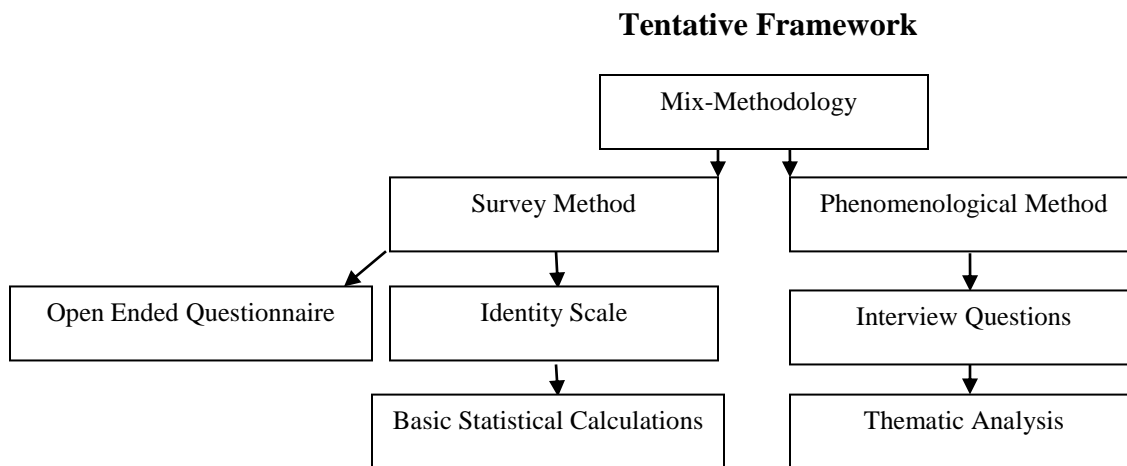
Previous research studies did not explore much about the identities of youth. This pioneer small-scale research study will explore how youth of either gender in the east and the west perceive their self-identities. It will also identify the factors, which persuade youth towards silent/violent activities, at the same time, suggest a plan for the educational institutions to support their well-being.

Tentative Research Design

The study will use mix-methodology paradigm. It is an embedded research design, dominated by qualitative research methodology. Within the framework of single case study (Swarnborn, 2010) [bounded by cases in similar context], survey and phenomenological research methods will be used.*

The respondents will be selected through criterion sampling, from University of Sindh Jamshoro, Pakistan, and Humboldt University of Berlin, Germany. For survey data, researcher will adapt

identity scale, originally designed by Cheek & Briggs (2013), and open-ended questionnaire (OEQ), while phenomenological data will be collected through semi-structure interview. Survey data will be analyzed using basic statistical calculations, whereas phenomenological data will be analyzed using thematic analysis, which will be triangulated with OEQ. For ethical considerations, the researcher will follow APA ethical framework as cited by Fraenkel, Walen & Hyun (2017).



References

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*This study has few limitations, based on the nature of the research