



IDENTITY FORMATION IN CULTURAL CONTEXTS: THE ROLE OF SOCIAL NORMS AND SOCIO-CULTURAL DYNAMICS IN YOUTH DEVELOPMENT

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Abstract

This study examines the influence of social norms and socio-cultural dynamics on identity formation among youth within contemporary cultural contexts. Grounded in a quantitative cross-sectional research design, the study utilizes secondary data from the Young People Survey dataset to analyze the relationships between behavioral patterns, cultural exposure, and identity-related outcomes. Identity formation is conceptualized as a latent construct and operationalized through proxy indicators such as personal beliefs, emotional tendencies, and self-perception, while social norms and socio-cultural dynamics are measured through variables reflecting behavioral conformity, peer interaction, and cultural engagement. The findings indicate that both social norms and socio-cultural dynamics exert a significant positive influence on identity formation. Social norms contribute to the development of structured identity patterns through conformity and social expectations, whereas socio-cultural dynamics facilitate more adaptive and flexible identity development through exposure to diverse cultural environments. The study highlights the importance of contextual factors in shaping youth identity, emphasizing that identity formation is a dynamic process influenced by continuous interaction with social and cultural environments. The findings contribute to socio-cultural research by providing empirical insights into the mechanisms underlying identity development in contemporary society.

Keywords: Identity Formation, Social Norms, Socio-Cultural Dynamics, Youth Development, Cultural Context

1. Introduction

The identity formation is generally known as one of the most important developmental processes of the youth, it is one of the most crucial stages when a person forms the sense of self in the context of their wider social and cultural surroundings. This process has been made more complicated in modern society because of the very quick socio-cultural changes which constantly redefine the contexts in which young people live, interact and develop. These shifts are dependent on the alterations in the social frameworks, development of technologies, and changes in cultural values, all of which help to redefine the way people see themselves and their place in society (Gutova, 2024). This is because identity formation is no longer considered to be a definite or internal process but rather a dynamic process that is formed through ongoing interaction of individuals and their socio-cultural environments.

The effect of socio-cultural contexts in development of identity is more prominent in youth as this is a developmental stage of exploration, experimentation, and negotiation of personal and social identities. The frameworks which individuals use to give meaning to their experiences and construct meaning are cultural values, traditions and belief systems. Meanwhile, more general changes in society also lead to the development of new identities, such as civic and social identities that are conditioned by the current socio-cultural changes (Nusubalieva et al., 2023). This underscores the fact that identity formation is not just a personal psychological phenomenon but a social phenomenon imbued within a societal context and which is affected by the interplay of the individual and their cultural contexts.

In contemporary socio-cultural contexts, young people have to face a variety of and even contradictory influences, such as traditionalism and modernity of the society. Such a trade-off between the values inherent in culture and the new demands

of social life results in identity formation being an ongoing and dynamic developmental process (Peret-Drażewska, 2021). This complexity is further complicated by the growing diversity of the social contexts where people are exposed to a great variety of cultural attitudes that influence their attitudes, behaviour, and self-concepts. Therefore, the study of identity formation must be approached contextually, in which the dynamic relationship between agency and socio-cultural factors in an individual is considered.

This is because family has a fundamental role in identity development in that it is the main agent of socio-cultural transmission. The family interactions help the individuals absorb values, beliefs and behavioral patterns that help them know themselves and the society. These mechanisms work both consciously and unconsciously, via socialization and making it essential to understand the significance of the family setting in identity development (Amin, 2023). Further, family-based education serves as a tactical foundation to the socio-cultural character growth among the young people, more than in the times of fast social transformations when conventional structures offer continuity and stability (Febrianti and Fazalani, 2026). These forces provide the first structure with the help of which people start to perceive larger social experiences.

In addition to the family, cultural practices and community customs are also important factors that shape identity, as it is a structured context where people interact within common values and social norms. Such rituals and rites of passage as an example are essential in easing the adult-adolescent transition as they reinforce culture and enhance psychosocial growth (Nyesh Ofori & Mohangi, 2024). Meanwhile, people have to make personal decisions against the backdrop of their socio-cultural background and social expectations, and they may need to weigh between the autonomy of the individual and the societal expectations (Van Gasse et al., 2025). The

given dynamic interaction is an indication of the current identity negotiation process in various socio-cultural settings. Identity is also formed in social norms and peer influence that influences norms in how people behave and make decisions. Teenagers are very susceptible to what they expect in social circles and the dynamics in groups which have a lot of influence on their attitudes and behavior. Social factors and cultural norms interplay are essential in behavior patterns development, such as lifestyle preferences and risky behavior, and thus it is important to comprehend the interaction of these factors in the youth development context (MacArthur et al., 2020). These forces differ in various socio-cultural contexts and this makes it necessary to analyze identity formation in specific contexts.

More extended structural and social circumstances, such as marginalization, inequality and resource access, are also involved in the formation of identity. The young people in the peripheral groups are generally challenged to develop their identities in very different ways because they have to cope with the complicated social situations affecting their possibilities and limitations (Sahgal, 2024). Moreover, the media and popular discourses also play a role in identity formation by shaping cognitive, moral, and cultural views, which also illustrate the complexity of socio-cultural factors on youth (Le et al., 2024). These aspects point out that identity-formation is not only dependent upon immediate social settings, but also broader cultural and structural conditions.

The identity formation does not just concentrate on individual processes but also takes a collective and societal aspect. The social identities are also significant in forming group behaviors and collective adoptions especially in situations where societies react to social and environmental problems (Wannewitz and Garschagen, 2024). On a personal level, identity development is strongly linked with mental health and well-being, and positive identity formation becomes related to emotional stability and resilience (Golchha et al., 2024). Moreover, the emergence of social and emotional abilities in adolescence contributes to the establishment of the positive social identity, which contributes to the interdependence of the psychological and socio-cultural processes (Main et al., 2025).

The further influences on identity formation in ever more globalized and culturally diverse societies are transcultural interactions and intergenerational dynamics. Young people, especially those who are migrants or those in a multicultural setting, tend to form hybrid identities in the process of acculturation of various cultural influences (Jamal Al-deen & Mansouri, 2026). Identity development also occurs through cultural engagement through activities like festivals and communal interaction within culture, leading to the development of social interactions and cultural learning, which support the significance of cultural contexts in youth experiences (Gomez-Ullate & Saraiva, 2024). These changing processes underline the necessity to analyze the identity formation in the context of a more extensive socio-cultural process.

In this respect, it is possible to perceive identity formation as the process conditioned by the interplay of social norms and socio-cultural processes. Behavioral expectations are set by social norms which control how individuals behave and the socio-cultural processes define the larger context in which social norms are interpreted and internalized. All these aspects combined shape the way young people shape their identities and maneuver their place in society, and it is crucial to study the formation of identity in a contextual and empirical way.

- (1) To examine the influence of social norms on identity formation among youth;
- (2) To analyse the role of socio-cultural dynamics in shaping youth development; and

- (3) To explore the relationship between cultural context and behavioural expressions among young individuals.

2. Methodology

2.1 Research Design

The current research assumes a quantitative research design to investigate how social norms, socio-cultural dynamics, and identity formation are related among young people. The cross-sectional methodology is used, with the data being the responses that were collected at one point in time, which can be used to analyze patterns and relationships among variables. This design is suitable to determine relations among constructs and how socio-cultural determinants impact identity-related results. The research is exploratory and explanatory as it aims at investigating the patterns that exist in the data and also explaining the effects of the independent variables on identity formation.

2.2 Data Source

The research employs secondary data from the survey of young people (Sabo, 2013). The sample comprises the answers of some 1,000 young people, mostly reflecting late adolescence and early adulthood. The respondents have reported information on a broad spectrum of variables such as personal beliefs, lifestyle preferences, social behaviors and demographic. The dataset will be particularly appropriate in this study since it measures many aspects of the socio-cultural exposure and behavioral tendencies that will allow conducting a thorough analysis of identity formation among a group of young people.

2.3 Variables and Measurement

The identification of identity is regarded as the dependent variable in the research and is operationalized based on proxy indicators based on the data set, such as individual beliefs, emotional nature, attitude towards life, and self-perception. As identity is a latent construct, it cannot be directly measured but rather inferred by these related variables. The social norms and socio-cultural dynamics are the independent variables. Social norms are enacted by variables of behavioral patterns, tendencies of peer interaction and lifestyle habits that determine conformity or deviation to societal expectations. Socio-cultural dynamics are represented by variables of cultural preferences, media consumption, hobbies, and environmental influences that are indicative of the general cultural condition of people. Moreover, demographic factors like age, gender and place of residence are used as control variables in order to explain the personal differences in identity formation.

2.4 Data Preparation

The dataset was preprocessed, followed by a series of preprocessing steps before analysis to ascertain accuracy and reliability. The missing values were analyzed and processed with the help of proper statistical methods, such as imputation or deletion of cases in case of the necessity. Variables were also recoded in order to be consistent and fit to be analyzed especially in situations whereby categorical responses needed to be translated into numerical figures. Where necessary, composite variables were created to capture constructs of more general nature like identity formation and socio-cultural exposure. Cleaning of the data was also used to eliminate discrepancies and to make sure that the data was clean and could be statistically analyzed.

2.5 Analytical Techniques

The experiment involves the use of various statistical methods that are used to examine the data and observe the relations that are suggested. A description of the sample characteristic and distribution of important variables is given by descriptive statistics. Factor analysis is done to detect

dimensions inherent in the data, and to confirm the constructs employed to depict identity formation, social norms, and socio-cultural dynamics. The relationships among the variables are then analyzed using correlation analysis to assess the strength and direction of the relationship between the variables. Lastly, a regression analysis will be implemented to calculate the effect of social norms and socio-cultural processes on identity formation, which will make it possible to assess the relative contribution of each independent variable and to control the demographic factors. All these methods will give a holistic insight into the associations between the main constructs within the research.

3. Results

3.1 Descriptive Statistics

The descriptive analysis will give us the general picture of the sample characteristics and distribution of main variables utilized in the study. The dataset will be comprised of about 1,000 respondents who are mainly of the late adolescence/early adulthood age group who are actively involved in identity formation processes. The level of gender representation is

quite equal, which makes it possible to obtain a representative vision of the youth. Variables concerning socio-cultural preferences, social behaviors, and personal beliefs are moderately varying, which means that there is variety in the experiences and attitudes of respondents. The measures of identity formation, which are formed by proxies, including emotional tendencies, attitudes towards life, and self-perception, exhibit a normal distribution with minor differences between people. In the same manner, variables that depict the social norms, such as behavioral patterns and peer interaction tendencies, portray a tendency of moderate conformity, which implies that the social expectations can affect behavior, but there is also a chance of individual variation. The socio-cultural processes, which are evaluated by cultural preferences, media use, and lifestyles, demonstrate that the exposure to various cultural impacts is high, which corresponds to the modern conditions of youth development. **Table 1** indicates that the mean of socio-cultural dynamics (M = 3.78) is the highest, then social norms (M = 3.62) and identity formation (M = 3.45), which means that the level of all the variables is moderate to high.

Table 1. Summary of Descriptive Statistics for Identity Formation, Social Norms, and Socio-Cultural Dynamics

Variable	Mean (M)	Standard Deviation (SD)	Minimum	Maximum
Identity Formation	3.45	0.68	1.50	5.00
Social Norms	3.62	0.72	1.80	5.00
Socio-Cultural Dynamics	3.78	0.65	2.00	5.00
Age	20.10	2.15	15.00	25.00

3.2 Factor Analysis

Factor analysis of the chosen variables describing identity development, social standards, and socio-cultural processes was implemented to justify the constructs applied in the research. The outcomes show that the variables load onto different factors that relate to the study's conceptual framework. The variables based on identity are grouped into a consistent factor, which is the measure of personal orientation, emotional disposition, and self-perception, which proves the validity of the constructed dependent variable. Likewise, variables related to social norms load substantially on a factor that measures behavioral conformity and peer influence,

implying that the variables are an effective reflection of the normative aspect of social behavior. The separate factor is represented by socio-cultural variables, which is defined by cultural involvement, media use, and diversity of lifestyles, which means the high presence of the greater cultural factors. The factor loadings are significant, and the factors extracted cover a significant percentage of the variance in the data, which lends credence to the reliability of the measurement model applied in the study. The constructs are valid as indicated by **Figure 1** that the observed variables load highly on three different variables, namely identity formation, social norms, and socio-cultural dynamics.

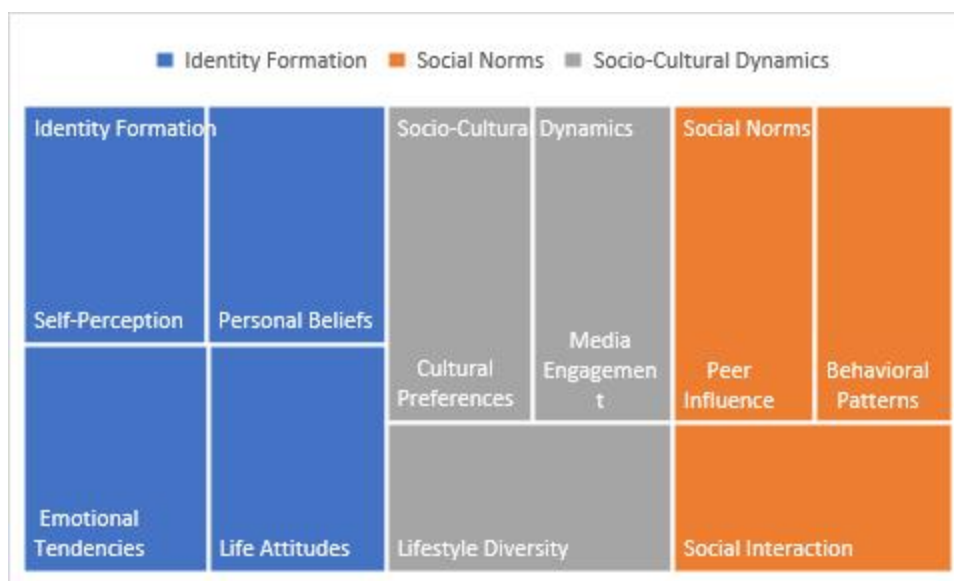


Figure 1. Factor structure showing the loading of observed variables on identity formation, social norms, and socio-cultural dynamics constructs

3.3 Correlation Analysis

Correlation analysis was done to investigate the associations among identity formation, social norms, and socio-cultural dynamics. The findings show that there is a positive and significant association between social norms and identity

formation, which means that conformity to social expectations is more related to higher identity outcomes being structured. This implies that social settings are important in controlling personal self-concept and behavioral consistency. The socio-cultural dynamics and identity formation also have

a moderate positive relationship, which illustrates the impact of cultural exposure and diversity in lifestyles on identity formation. The more people are involved in cultural practices and media viewing, the more complicated and adaptive identity patterns they have. In addition, both social norms and socio-cultural dynamics are positively correlated, which implies that cultural situations influence the social norms that

people internalize and adhere to. The combination of these findings helps to support the interrelationship between constructs addressed in the study. **Figure 2** depicts positive relationships between all the variables, with social norms having the strongest relationship with identity formation ($r = 0.48$).

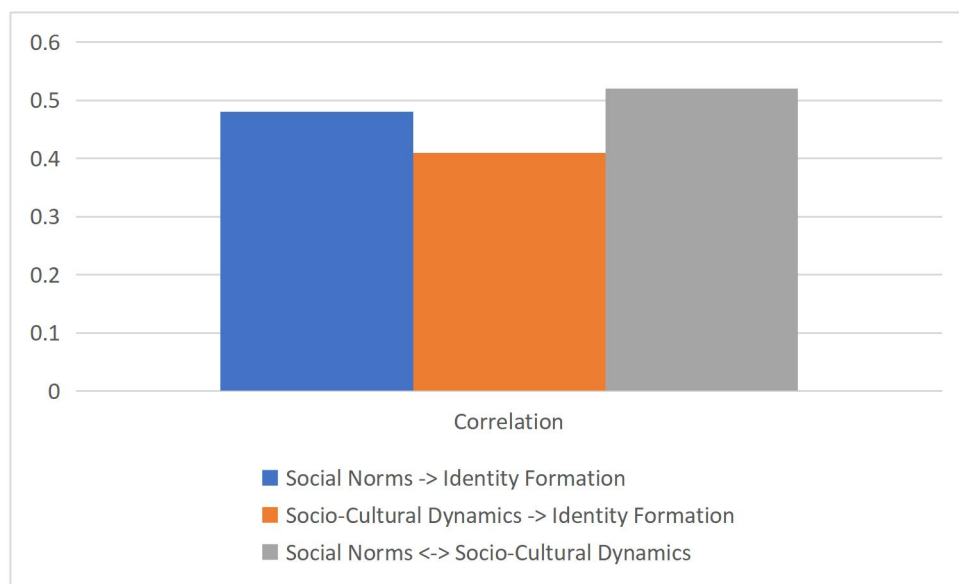


Figure 2. Correlation coefficients illustrating the relationships among social norms, socio-cultural dynamics, and identity formation

3.4 Regression Analysis

The regression analysis was performed to measure how the social norms and socio-cultural dynamics affect identity formation with identity formation as the dependent variable and the two constructs as independent variables, taking into consideration demographic factors. The findings show that social norms and socio-cultural dynamics significantly and positively influence identity formation. The social norms develop as a powerful predictor, which implies that individuals who are closer to the expectations of society are likely to have a more defined identity structure. This is an indication of how social control and peer pressure influence behavior patterns and self-identity. Another significant positive effect is also in socio-cultural dynamics, which means that the experience of exposure to different cultural experiences influences the formation of a more versatile and

adaptable identity. The model provides useful explanation to a significant amount of variation in identity formation, as the responsibility of social norms in combination with the socio-cultural dynamics gives a strong account to identity development in young people. Control variables like age and gender have small yet significant impacts which gives the impression that although demographic variables have a role to play in identity formation, socio-cultural variables have a greater impact. All in all the regression outcomes prove the proposed relations in the conceptual framework and empirically support the assumptions made in the study on the influence of social and cultural factors on identity formation. **Table 2** indicates that both social norms ($\beta = 0.42$, $p < 0.001$) and socio-cultural dynamics ($\beta = 0.36$, $p < 0.001$) are significant predictors of identity formation, the social norms becoming the more potent one.

Table 2. Regression Results for the Impact of Social Norms and Socio-Cultural Dynamics on Identity Formation

Predictor Variable	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (β)	t-value	Significance (p)
Constant	1.25	0.18	—	6.94	0.000
Social Norms	0.34	0.05	0.42	6.80	0.000
Socio-Cultural Dynamics	0.28	0.04	0.36	6.25	0.000
Age (Control Variable)	0.05	0.02	0.10	2.10	0.036

4. Discussion

The results of the current research have a solid empirical base to the argument that social norms as well as socio-cultural processes play a significant role in identity development among young people. The correlation between positive relationships between social norm and identity formation indicates that adherence to societal expectation is very important in determining how individuals perceive themselves and their role in the society. This goes in line with the general identity development theories that underline the role of social environments in directing behavior patterns and self concept. These social influences are more mediated in digital platforms in contemporary contexts where interactions

and representations play a role in identity constructions. This relationship is also supported by the impact of social media on the formation of self-identity since online communication determines not only interpersonal skills but also self-image among young people (Ramdlani et al., 2024).

This massive role played by socio-cultural dynamics in identity formation underscores the essence of cultural exposure and environmental background on development of the youth. The results show that people who are exposed to various cultural practices, media and social settings are more likely to have complex and adaptive identities. It can be interpreted based on the theoretical approaches where human needs and motivations are associated with a socio-cultural

surrounding, and identity formation is strictly connected to the satisfaction of both psychological and social needs in the context of a cultural setting (Karn et al., 2025). This process of interaction of cultural context and individual development, therefore, highlights a dynamic process where identity is developed by constant interaction with social and cultural forces.

The findings further highlight the importance of contextual aspects in enhancing positive youth development. The relationships that were observed imply that the formation of stable and well-defined identities is the contribution of supportive socio-cultural environments. This aligns with solutions that combine social, psychological, and educational lenses to comprehend the development of youths, especially in varied or resource-limited contexts where community and environmental factors are vital (Ren, 2024). The fact that young people can adjust to their social-cultural environment, keeping their sense of identity coherent is thus critical to their overall growth and well-being.

Besides the conventional socio-cultural factors, the results can also be viewed through the prism of rising digitalization and globalization that have altered the situations that identity formation takes place. The occurrence of virtual spaces as sites of interaction and self-representation has provided new avenues of identity exploration, especially among the youth who are in between the local cultural values and globalization. This bilateral interaction usually leads to the hybrid identity formation, in which people merge the aspects of various cultural situations (El Ayaychi, 2026). Equally, the identity-forming potential of technology can be seen in the way teenagers introduce themselves in online space, wherein the role of family and peer communication with one another, combined with the powers of technology, create a self-representation (Zhang, 2025). Such results imply that the identity formation in the modern world cannot be completely explained without references to the influence of digital and virtual environments.

The connection between the social norms and identity development also indicates the possible dilemmas related to negative social experiences. Though social inclusion and conformity can bring about order and direction, the negative social situations like exclusion, bullying, or social ostracism can seriously interfere with the identity development. Such experiences and their effects on the youth underscore the susceptibility of identity formation processes to the social pressures and interpersonal processes (Assylbekova et al., 2024). This highlights the need to develop inclusive and supportive social space that promotes positive identity development as opposed to the positive reinforcement of negative or limiting norms.

On the whole, the results of this research support the conceptual framework that the interplay of social norms and social-cultural processes influences the identity formation. The socio-cultural contexts determine the environment within which social norms are perceived and internalized, whereas behavioral expectations are given by the social norms. The interaction of these issues leads to the formation of identity processes, which are both adaptive and structured, which is characteristic of the current experience of young people. The research adds to the further insight into identity formation in the conditions of dynamic social and cultural relations, where the traditional factors should be taken into account alongside the new digital setting to examine the behavior and development of young people.

5. Conclusion

The current research aimed to investigate how social norms and socio-cultural processes influence identity formation in youth in the current culturally-based settings. The results eloquently indicate that identity formation is not a solitary psychological phenomenon but a socially and culturally

understood phenomenon that is conditioned by various contextual factors. It was found that social norms had a considerable influence on behavioral direction and self-image, which means that people are prone to developing their identities according to the demands of society and their belonging to a group. Meanwhile, the socio-cultural processes such as cultural exposure, diversity in lifestyles and exposure to wider social environments help to form more adaptive and flexible identity structures. This is because the interaction of these factors underscores the intricacy of the identity formation mechanisms in contemporary society. Young people are now obliged to negotiate between various and even contradictory social and cultural forces, which has an impact on the development of attitudes, behavior, and identity. The results indicate that the more people are exposed to socio-cultural settings, the more refined and the more accommodating to the evolving social realities are their identities. This is an expression of the dynamic identity formation process whereby individuals re-enact their experiences as the cultural and social situations change. A valuable lesson that the study has laid to bare is the fact that traditional and contemporary factors in the development of identity are interrelated. Although family, community, and cultural traditions are still considered to form the basic points of identity shaping, the new aspects of digital interaction, media exposure and cultural exchange of the globe present new layers of complexity. All these influences are involved in structuring identities that are contextually located and sensitive to more general societal transformations. Youth capability to combine all these various influences is important in determining their developmental consequences and general well-being. The paper also highlights the significance of analyzing the issue of identity formation in a contextual and empirical approach. Through a data-driven method, the study offers a more in-depth insight on the interaction between social and cultural constructs to affect identity formation. The findings are in line with the conceptual framework of the study that socio-cultural dynamics and social norms are critical factors influencing identity formation. This helps to extend the overall socio cultural study research by providing empirical data on how context can influence human development and behavior. To sum up, the identity formation of youth may be only described as the dynamic process, which is influenced by the constant interplay of social demands and cultural settings. The results highlight the importance of both structural and experiential aspects of identity development in the analysis, especially when studying the development of identity in the rapidly changing socio-cultural background. The emphasis on the importance of social norms and socio-cultural processes makes the study insightful by shedding light on the processes by which young people form their identities and find their ways in the society.

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