

Cultural Psychology

45. Abreu, Guida de and Hannah Hale (Oxford Brookes University, U.K.). Trajectories of culture identity development of young immigrant people: the impact of family practices. *Psychological Studies* (Jan-Mar 2011), Vol. 56(1)53-61.

Drawing on socio-cultural and social representations theory this paper explores processes of cultural identity development in immigrant young people. Empirical data (that draws on the analysis of data from much larger three-year research project) on experiences of Portuguese young people living in England, including the perspectives of their parents and teachers is selectively used. Examples are used to explore processes of identity development through engagement in (i) situated activities (the doings), and (ii) symbolic activities (the meanings). It is argued that these activities involve complementary process of mediation, which influence trajectories of identity development. This analytical distinction serves to illustrate that, for example, the situated activity of a young person translating for the family, on the one hand, involves the use of similar socio-cognitive resources as mediators (for instance, competency in the English and Portuguese language). On the other hand, translating as a symbolic activity, exposes different meanings of being Portuguese, which are used as resources in mediating cultural identity development. We explore how these different meanings are impacted by identities extended to the young person by significant others in relation to engagement with family practices.

46. Dittmar, Helga and Pallavi Kapur (University of Sussex, UK). Consumerism and well-being in India and the UK: identity projection and emotion regulation as underlying psychological processes. *Psychological Studies* (Jan-Mar 2011), Vol. 56(1)71-85.

A growing body of evidence shows that a materialistic value orientation is linked to lower well-being (Dittmar 2008; Kasser & Kanner, 2004), but we know little about factors that influence this association, or linked behavioural tendencies, particularly in developing countries, such as India. Extending our previous research (Dittmar 2005a, b; Dittmar et al. 2007), we develop a model in which endorsement of materialistic values is linked to buying motives

focused on identity projection and emotion regulation, which, in turn, are linked to lower well-being and dysfunctional consumer behavior. We tested these hypothesized associations in surveys with 236 younger and older adults in India and the UK, and found that they were consistent with our model, showing few country or generational differences. Theoretical and applied implications are discussed, as well as directions for future research.

47. Eriksson, Emma L., Maja Becker, Vivian L. Vignoles (UK). Just another face in the crowd? Distinctiveness seeking in Sweden and Britain. *Psychological Studies (Jan-Mar 2011), Vol. 56(1)125-134.*

Explores the distinctiveness seeking in Sweden and Britain. Previous literature on the impact of culture on distinctiveness seeking shows diverging predictions and inconclusive results. We propose that this may be partly due to the fact that distinctiveness can be sought on various levels of awareness. We theorize that cultural values will influence explicit, intentional forms of distinctiveness seeking, but will not necessarily moderate the underlying strength of the identity motive for distinctiveness. Participants in the UK and Sweden completed a measure of cultural values and explicit and implicit measures of distinctiveness seeking. National differences were found in two explicit measures of distinctiveness seeking, and these were partially mediated by individual differences in value priorities. However, no difference was found in our implicit measure of the distinctiveness motive. These findings highlight the importance of attending to the multifaceted and cultural flexible nature of identity motives.

48. Hopkins, Nick and Steve Reicher (University of Dundee, UK). Identity, culture and contestation: social identity as cross-cultural theory. *Psychological Studies (Jan-Mar 2011), Vol. 56(1)36-43.*

Explores the logic and implications of the social identity approach to group processes. The theory argues that the consequences of social identification of behavior are not simple givens. Rather than making generalizations about the behavior that flows from social identifications, the theory makes the point that behavior depends upon the way in which identities are defined. This emphasis upon the contents of social identities draws our attention to their construction and we pay particular attention to how group identities are made and remade in and through argument

and social practice. We argue that attention to the dynamics of identity construction means that this perspective is respectful of culture and cultural difference and that the social identity approach therefore has considerable value in exploring the politics and practice of identity wherever group behavior may be found. Moreover, we argue that the ubiquity of identity-related argument across cultures and contexts reflects the fact that group identity is a basis for social power.

49. Jensen, Lene Arnett (Clark University, USA). Navigating local and global worlds: opportunities and risks for adolescent cultural identity development. *Psychological Studies* (Jan-Mar 2011), Vol. 56(1)62-70.

Focuses on the opportunities and risks that adolescents face when developing cultural identities in the context of globalization. It starts by illustrating how globalization entails that adolescents increasingly have interactions with people from diverse cultures in myriad domains. Adolescents navigate local and global worlds, for example, with regard to language, diet, dating, and work. With the exposure to diverse cultures, new opportunities and risks arise. The nature of and evidence of three of these are highlighted. One is the risk of adolescent cultural identity confusion, with attendant internalizing and externalizing pathological behaviors. A second is the emergence of cultural gaps between adolescents and parents, a phenomenon that may constitute both a risk and a necessity. The third issue discussed is the way that globalization may open up more opportunities for youth civic involvement, even if such involvement sometimes aims to resist globalization.

50. Kashima, Yoshishisa., Pete Koval, Emiko S. Kashima (Australia). Reconsidering culture and self. *Psychological Studies* (Jan-Mar 2011), Vol. 56(1)12-22.

The interplay of culture and self has been of the most active areas of research in self and identity. It has provided a number of theoretical concepts and research methodologies that have advanced the psychological understanding about self process. This paper provides a concise review of the field's underlying assumptions, and points to its contemporary issues and future directions. In particular, we begin by reviewing the work of Triandis *Psychological Review*, 96. 506-520, (1989) and Markus and

Kitayama *Psychological Review*, 98. 224-253, (1991), point to questions about the content and process surrounding culture and self, and end with a description of a new research program that expands on the current culture and self literature by posing broader question of the cultural conception of what it means to be human and the interplay between humanness conception and self conception.

51. Maria, Madelene Sta (Philippines). Dimensions of Filipino Negative Social Emotions. *Psychological Studies Vol 55. No.4 Oct-Dec 2010*),290-298.

Studies the dimensions of Filipino Negative Social Emotions. The interpretation of emotion as cultural categories is possible by investigating emotional experience within the social situations which were expected to produce them. This is afforded by a componential framework of analysis. In this study, 15 Filipino social negative emotion words are clustered and subjected to a componential analysis in focus group discussions. The emotion components that were used to differentiate each cluster were appraisal processes, focal events, emotion regulation, action tendencies and relationships with the other. Three emotion clusters were identified varying in terms of degree of intensity. The highest intensity was associated with emotions that invoke a moral dimension to the actions of the other. The other two clusters are lesser in intensity and involve putting responsibility on the self for experiencing the emotions. The emotions in all clusters are associated with varying forms of changes in the relationships with the order.

52. Saikia, Lutfun rasul and Sima Kalita (Gauhati University, Assam). Parental encouragement and achievement motivation of assamese English medium students. *Psycho-lingua 2008, 38(1): 192-194*.

Studies the role of parental encouragement in shaping the achievement motivation of Assamese and English medium students of Guwahati. Sample comprised of 120 students (60 Assamese medium and 60 English medium) of 7th to 9th standard. The data was collected by using personal data sheet for students, achievement motive test and questionnaire for parental encouragement. Parental encouragement was found significant and important predictor of achievement motivation. The correlation between parental

encouragement and achievement motivation was found slightly higher.

53. Sharma, Shree Bhagwan (Firozabad, U.P.). Cross cultural pollution. *Psycho-lingua* 2008, 38(2): 189-191.

Focuses on cross culture pollution. Cross cultural pollution means the effects of other country's culture by which one's country culture has lost its real qualities. Indians are affected by western culture and follow the western culture. Due to this Indian lost their identification and are enjoying western culture.