

Human development

Psychology



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Human Development Social Work During my childhood, some of my background group's values and identity included conforming to kosher laws, the importance of raising a family, identifying with religious values and adherences, as well as male chauvinism (Hutchison, 2010). The identity value, which was anchored in the traditional Jewish family set-up that I was brought up, was the key determinant of my ego as well as my sense of identity (Hutchison, 2010). My childhood sense of identity was particularly influenced by the Jewish values and beliefs, which, for example, are associated with the female inferiority complex. This behavior can be associated to what Hutchison (2010) refers to as gender identity, which significantly dictates how individuals perceive themselves, both as a person and in comparison with other individuals. For example, as a result of the preference offered to male children when I was growing back in Israel, I developed a sense of inferiority for being the 'weaker sex' (Hutchison, 2010). Many of the values that were associated with the Jewish society defined my identity in a distinct manner. Although I have upheld some of the group and background's values, I have since done away with those that do not match with the needs of the current society, as well as those that I perceive meaningless. Some of the personality traits that I can trace to my reference cultural group and background include my observance of kosher, my identification with Jewish religious values and adherences and the centrality of the family as a social circle. Therefore, my exposure to the American culture has influenced my departure from some of the personality identity traits that I had developed as a result of my association and upbringing within a Jewish group. Other factors that have played a role in my departure from such personality identity include education and the changes

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that have occurred in the society (Hutchison, 2010). As a result, I no longer believe in the superiority of the male child, and I do not regard men as being more equal than women within the society. In addition, I no longer believe that the man is supposed to be the sole breadwinner within the family. As described by the role theory, such misplaced values had been fostered by the acting out of the socially defined roles within my social circles, including my family, the school and the society in general (Hutchison, 2010). For example, the reasons that fostered my belief in the man as being the superior gender include the fact that men should be educated, so that they can provide for their families. In addition, the fact that I noticed that all leadership roles and family upkeep went to men, and not women mean that the above-mentioned values are fostered within the social circles. With reference to ethics identity, the values of the traditional Jewish community emphasize a male superiority complex, which is evident from the traditional division of labor and chores (Hutchison, 2010). There are some choices that I made consciously regarding my identity, including the fact that both sexes are entitled to education to enhance their career development, so they can be able to become the breadwinners in their families. It is through the different conscious choices about my identity that I decided to go back to school at the age of 15; thereafter, I have been very vocal in championing the education of my children, including the one who is disabled. After moving to New York to pursue my education, I witnessed women undertaking leadership roles and taking care of their families, which significantly changed my perception over the role of women in the society (Hutchison, 2010). In addition, the support of my non-traditional husband was a major force in the changes that I adopted later in life, mainly because he supported me and

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accepted my financial help as well as educating our children. The social comparison theory is a model based on the belief that there is an internal drive for self-evaluation, which allows individuals to evaluate their abilities and opinions, by comparing themselves with others (Hutchison, 2010). The aim of the evaluations is the reduction of uncertainty and improving self-definition. The application of the theory in my life became evident after I moved to New York, when I started questioning the beliefs developed earlier about the inferiority of women, the insignificance of their education and the role of the man as the sole breadwinner. Through the evaluations, I sought to reduce the uncertainty of my life by getting education and nurturing my career. Even more importantly, I have entrenched similar modern values in my daughter by educating her. Furthermore, I believe in educating my disabled child, so she can become her own breadwinner, since my conviction is that disability is not inability. In conclusion, the social development and the education gained while living in the US has allowed me to look at education and life, in general, in a different way. For example, during my childhood years, I believed that education enabled men to take care of their families, but that changed, and now I believe that education is a means to getting a better life and higher living standards for men as well as women. The dominant aspects of my identity include that I believe in the education of both girl and the boy child. I believe in the significance of education, and I identify with the changing society, since I espouse the fact that best survival comes from accepting change (Hutchison, 2010). The environment plays an important role in shaping the identity of a person, for example, after coming to New York the life-style of the people changed my outlook about education; which made me go back to school (Hutchison, 2010). The influence on <https://assignbuster.com/human-development-essay-samples-3/>

identity is evident through the efforts am channeling towards my 15-year daughter and 13 years-old disabled child's education, which exemplifies my belief in education. Reference Hutchison, E. (2010). Dimensions of human behavior person and environment, 4th addition. New York: Sage Publications.