

Revisiting Self-Concept Through the Lens of Childhood Trauma:

A Theoretical and Empirical Synthesis

Farheen Nahar

(Department of Psychology and Liberal Education, Galgotia University, PhD Scholar

Psychology)

Dr. Alka Pandey

(PhD Guide Psychology, Galgotia University)

Abstract

Childhood Trauma can have a profound influence on an individual's concept of self. This review paper explores the intricate weaving of childhood adversities into an individual's sense of self by integrating the existing theoretical frameworks and empirical findings. The existing literature provides evidence that exposure to trauma especially in early years can significantly disrupt the formation of a positive and stable self-concept, resulting in low self esteem, distorted identity, impacting their overall health and wellbeing. Protective factors such as healthy relationships and social support can act as a buffer within the interplay of trauma and self-concept, however, much of the existing evidence is limited by cultural bias, lack of cross-sectional inclusivity and lack of focus on strength and resilience. This paper highlights the need for a culturally specific, cross-sectional inclusive, and trauma informed approach, especially in countries like India, which is known for its collectivism. This paper is concluded by identifying critical gaps in research and recommendations for future research directions for a more inclusive and deeper understanding of the impact of trauma on our daily lives and to build effective interventions to support and re-build resilience.

Keywords: Childhood Trauma, Self-Concept, Self-esteem, Wellbeing, Self-image, Identity, Abuse.

I. Introduction:

Background and Importance of the Topic

Some children lived through experiences that left a deep emotional scar in their minds. These emotional scars tend to have lasting effects that persists even in adulthood. This type of predicaments are referred to as Childhood Trauma. Experiences such as physical abuse, emotional abuse, negligence, sexual abuse or witnessing domestic violence can be traumatic and negatively impact an individual's emotional and physical development (Felitti et al.,1998).

Previous studies on Childhood and developmental trauma have been linked with disruptions in cognition, attachment styles, interpersonal relationships and both physiological and behavioral regulation (Danial Cruz et al.,2022). Among various psychological outcomes led by trauma, Self-concept that is how a person perceives themselves is one of the crucial elements of an individual's overall well-being.

Self-concept as the name suggests is an individual's perception of who they are. It comprises their identity formation, and their personal belief system, such belief in their ability to perform a task, taking on new roles, or their overall self-esteem. Research suggests that an individual's concept of self, whether negative or positive, has a significant influence on the quality of their lives and happiness (Amrutha et al.,2019). And the formation of one's self concept is largely the product of their childhood experiences such as interaction with the caregivers, love and support from the environment, personal achievements etc (Harter, 1999). Having positive and loving experiences in childhood helps in forming a stable sense of self and makes people more resilient towards future hardships. On the other hand, when these experiences are tainted by violence, abuse, or poverty, where a child feels at threat and the basic needs are compromised, the sense of self will be fragmented, and unstable which is commonly observed in trauma survivors. Negative self-concept is also further associated with high risks of anxiety, depression and personality disorders (Wright, Crawford, & Del Castillo, 2009).

Historically the relationship between childhood trauma and self-concept has been a subject of keen interest for psychologists like Bowlby, Piaget and Bandura. In this Attachment Theory Bowlby (1969) explores how the relationship with caregivers in early years shapes an individual's perception of self. Bowlby differentiated between secure and insecure attachment styles, and their impact on the self-concept, suggesting a link between poor self-concept and insecure attachment style.

Bandura (1977) through his theory of Social Learning explored the power of observation on behaviour and beliefs. With his cognitive development theories, Piaget (1952) emphasises how early negative experiences can interfere in the process of schema formation and distort one's self worth. Erikson's contributions through his Psycho-social development theories, further extended the understanding by providing insights into how trauma interferes with critical development stages by impacting the formation of self-identity.

Previous researches and theories on Self-Concept and Childhood trauma gave meaningful insights, and yet there remains a gap in understanding the long-term consequences of Childhood Trauma, specially in the context of socio-cultural diversities. Literature highlights the majority of research done in western countries which limits the understanding of the subject

in non-western countries like India, where family, community, cultures, religion and class has significant influence on an individual's life. In a country like India where cultural values and hierarchies are dominant, it may have the power to also alter how trauma impacts self-concept, both positively and negatively. Furthermore, suggesting more intricate research on the protective factors such as social support, resilience and appropriate therapeutic methods.

Therefore, this paper aims to understand the interplay of childhood trauma and an individual's concept of self by bringing together the theoretical frameworks and how they are backed by empirical research. This paper will analyse existing studies and attempt to find the mediator and moderator between the associations. By doing so, this paper will seek to have a meticulous understanding of the subject and further contribute in planning future interventions, policy makings and promote healing and positive self-image.

II. Theoretical Frameworks

Over the years many psychologists have contemplated the association between Childhood Trauma and an individual's personality and behaviour. Their work highlighted some revolutionary insights which further motivated researchers to explore more in depth. For having a deeper conceptualization of the topic, it is required to ground into these psychological theories that seeked to explain the complex relationship between Childhood Trauma and an individual's perception of self. Throughout the course of this chapter some of the most relevant theories will be explored like Attachment Theory, Social Learning Theory, Cognitive Developmental Theory, Erikson's Psycho-social development Theory, and Self Discrepancy Theory and discuss how each of these theories helps promote a better understanding of the psychological impact of trauma on the development self- concept.

Attachment Theory

This theory suggests that human beings are evolutionarily wired to form emotional bonds with their caregivers. These bonds lay the foundation for an individual's ability to form relationships later in life as well their overall psychological wellbeing. Bowlby's theory categorised two different types of attachments:

Secure Attachment Style: A secure attachment style is formed when the caregiver is consistently responsive to the child's needs, provides warmth, nurture and safe space. These behaviours form a secure base for the child to explore the world around her and return to.

Bowlby suggested that children with secure attachment style have higher self-esteem, perform better at school, form healthier connections and are better at emotional regulation.

Insecure Attachment Style: Inconsistent responsiveness, ignorance, negligence or abuse - common in traumatic environments- are known as the precursors of Insecure Attachment Styles (avoidant, insecure and anxious). Insecure attachment style is often linked with trust issues, difficulty with emotional regulation, increased stress and distorted self-concept (Brethren, 1992). Individuals with insecure attachment styles struggle with forming healthy relationships in the future and are more susceptible to personality disorders.

Social Learning Theory

This theory emphasizes humans' innate capacity to learn behaviour through observation, and imitation and modelling. To support this theory Albert Bandura conducted an experiment known as the Bobo Doll Experiment where two groups of children were observed while playing with a Bobo doll. Before playing with the Doll one of the groups watched a video themed love and kindness while the other group watched a video themed of violence. During the playtime it was observed that the group which watched violent videos were more aggressive towards the Bobo Doll compared to the other group.

Bandura's experiment highlighted the impact of social observations in the shaping of human behaviour. An individual learns to internalize these observations such as attitudes, behaviour, feedback from others, especially significant figures like their parents, peers and teachers. Bandura suggests that these internalised learnings in turn influences their development of self-concept. In traumatic environments, where verbal degradation, physical and emotional abuse are commonly witnessed by children, they are more likely to model harmful behaviours such as aggression or internalize negative concepts of self. For example, if a child often hears "you are good for nothing", he/she might actually start to believe that they are 'good for nothing'. Or an individual who frequently witnessed violence at home might start to engage in violence themselves.

Cognitive Development Theory

Piaget theory of Cognitive Development suggests that children's mind and cognition develops through four distinct stages. With the progression of each stage, their ability to think and process information becomes more advanced and complex. Piaget suggested that children attempt to understand the world around them through 'schemas'. Schemas are the mental frameworks, children either assimilate new information into existing schemas like 'Cow is an

animal with four legs' or accommodate/modify existing schemas to fit new information, like "Not all four-legged animals are cows".

Growing up in a traumatic environment can interfere with the cognitive development process by distorting their perceptions about the self and the world they live in. Trauma can hijack one's cognition by forming maladaptive schemas such as seeing the world as an unsafe place, or believing they are not worthy of love. These cognitive distortions, if not intervened, can manifest into negative core beliefs. For instance, if an individual's core belief is, 'I am worthless', it will automatically influence their self-concepts, resulting in negative self-evaluations, self-esteem issues, identity confusion, high risks of anxiety and depression. (Beck, 1967; Young 1999).

Psycho-social development theory (Erikson, 1950)

Through his theory, Erikson claimed that psychological development of a human being is never alone, but a product of their interaction with the environment. The development of an individual's personality happens throughout their lives in eight stages. Each stage represents a conflict between an individual need and how their environment attempts to meet the needs. According to Erikson, successful completion of each stage is essential to develop a healthy personality, and the failure to do so, can result in unmet needs which impacts an individual's sense of self and psychological well-being.

- 1) *Trust vs Mistrust* - The first stage of Psycho-social development where the infant's is to form trust in their environment. If caregivers are inconsistent and neglect the child's needs at this stage, it can lead to insecurities, trust issues and negative worldview in the future.
- 2) *Autonomy vs Shame*- The stage of toddlerhood where individuals seek autonomy in the world. They show a desire to do their own chores. Excessive control and criticisms by the caregivers can lead to the individuals feeling a sense of shame. Lack of resolution in this stage can result in low self-worth and feelings of hyper-dependency on others.
- 3) *Initiative vs Guilt* - The preschool stage, where children want to take initiatives of doing things, like picking up a book of their choice to read, or building a lego model. Exposure to trauma can inhibit a child's drive to take initiatives and develop feelings of guilt in expressing their wants and desires.
- 4) *Industry vs inferiority*- This stage is all about building skills as it involves children between 5 to 11. At this stage children realise their capability of learning new skills, such as sports, art, music etc. When children don't get the support and positive feedback

to build a skill, they internalise feelings of inferiority which impacts their ability to face challenges and success as an adult.

An unhealthy or toxic environment can interfere with the key early stages of psycho-social development that are foundations of self-concept formation, leading to failure to resolve the conflict in each stage, and manifests into adulthood as low self-esteem, and emotional instability (Marcia,1980).

Self-Discrepancy Theory (Higgins, 1987)

This theory suggests that an individual has three layers or ideas of Self within. First is the *Actual Self* representing the real self of an individual or how they see themselves currently. . Second is the *Ideal Self* which represents the person they wish to become in the future. And third is the *Ought Self* which the individual believes they need to become.

Often as a repercussion of trauma, these domains of self can get misaligned. For instance, an individual might see their actual self as ‘unworthy’ of love, however, their Ideal Self is someone who is valued, loved and respected. This creates a discrepancy or distance between their Actual and Ideal Self and results in sadness, disappointment, disappointment with life and low self-esteem. Discrepancies between the Actual Self and Ought Self, such as someone who is good at art or music might feel like they need to be good at maths and science, often due to family pressure, or sense of obligation, can lead to experiencing guilt, shame and anxiety.

Research suggests that individuals with childhood trauma experience high levels of discrepancies which impacts their self-image, leads to chronic stress, anxiety and harmful coping mechanisms like perfectionism, procrastination, avoidance or self-harm (Strauman,1996).

Integrative Perspective

Even though each of these theories have shed light on the interplay of Childhood Trauma and Self Concept and informed us with valuable insights. However, it is imperative to have an integrative perspective to understand the complexities of their interplay in a holistic manner. For instance, an individual with insecure attachment style (Attachment Theory), might develop distorted cognition and maladaptive schemas like ‘I am not good enough’ which can further be reinforced by social observation such as receiving constant criticisms (Social Learning Theory). This can further extend into self-discrepancy where the individual desires their ideal self to feel valued, and evolve across all the stages of Erikson’s psycho-social development. Such connection and integrative lens allow us to have a multilayer understanding of how childhood trauma interferes with the development of the individual psyche in complex ways.

These insights are valuable and help inform the empirical studies which followed in the next chapter.

III. Empirical Findings

So far, this paper discussed the relevant theoretical pillars, shedding light on the complexities of self-concept development followed by childhood trauma. While the theoretical groundings offered conceptual insights on the relationship between Childhood trauma and Self-Concept, it cannot be accepted as facts unless it is backed by empirical research and evidence-based validation. Over the years, there has been extensive research exploring how childhood trauma interferes with an individual's psychological development. After diving into the growing body of literature, this chapter amalgamated the crucial empirical findings under five major categories:

- 1) Different types of Traumas and their Impact on self-concept.
- 2) Longitudinal Consequences.
- 3) Mediators and Moderators.
- 4) Cross-cultural differences.
- 5) Present gap analysis.

Types of Childhood Trauma and their Impact:

There is a growing body of research on the different types of Childhood Trauma and their impact of the development of the concepts of self:

Emotional Abuse:

Emotional Abuse happens when a child is consistently maltreated emotionally. It is the feeling of humiliation, criticism, neglect, and being scared, that can leave psychological scars that persists even in adulthood. Research suggests that individuals suffering from emotional abuse often exhibit symptoms like low self-esteem, tendencies of chronic self-blame and deep internalised sense of shame that impacts their overall health and wellbeing.

Wright et al., (2009) found a link between emotional abuse and neglect with later symptoms of anxiety and depression. Internalized schemas like self-sacrifice, shame and vulnerability to harm were found to be mediators between this link, highlighting the role parents play in the development of the inner-working of a child, their perception of self and others.

Similar findings were highlighted in the study by Kim and Cicchetti (2006), statistically proving a relation between early years maltreatment with poor self-regulation and distorted self-image.

Physical and Sexual Abuse

Physical Abuse refers to deliberate causing of physical harm to a child as a form of punishment or teaching a lesson. Survivors of Physical Abuse showcase symptoms of distorted body image and tendencies of self-harm (Briere & Elliott, 2003). Victims of sexual abuse are individuals endured unwanted sexual behaviours by an offender, through use of force or by taking advantage of one's vulnerability. Research on sexual abuse demonstrated an association between low self-worth, negative sense of safety, struggles with identity confusion and dissociative symptoms (Feiring, Taska & Lewis, 2002).

Domestic Violence

Domestic Violence refers to households which consistently experienced violent environments such as cursing, beating, humiliating or other forms of aggressive behaviours. Research shows that individuals who witnessed domestic violence as a child often grow up to be extremely hypervigilant, blame themselves for conflict, experience deep sense of guilt and shame, leading to internalised negative attributions of self (Margolin & Jordis., 2000).

Longitudinal studies exploring the impact of Childhood Trauma on Self Concept

Longitudinal studies refer to the type of research that takes place across the lifespan. In assessing the impact of childhood trauma of self-Concept, longitudinal studies offer valuable insights on how experiences of childhood influence an individual's adulthood.

Research Finding by Schore (2001) suggested a connection between early exposure to trauma and the development of the right brain hemisphere leading to inefficient regulatory functions, Landsford et al, (2002) in their ten-year long research found that childhood adversities and maltreatment are predictors of low self-worth and higher internalisation of negative beliefs in adolescence and adulthood.

Another groundbreaking meta-analysis conducted by Norman et al.,(2012) emphasized that children who endured childhood trauma are more likely to have depression, and distorted perception of self.

IV. Mediators and Moderators

Gender and Cultural differences-

Cultural Norms and gender differences play a moderating role in influencing how childhood trauma unfolds in the development of self-concept. Research suggests that the female gender is more prone to internalizing the impact of trauma which manifests in the form of low self-

worth, depression and anxiety. Male on the other hand are more likely to externalize the impact of trauma in the form of aggression, violence or defiance behaviour's (Leadbeater., et al 1999). Cultural differences are found to have shaped how trauma is integrated in individual identity leading to role confusion, which shall be discussed in detail in the cross-cultural perspective section.

Social Support

Literature reveals that social support can act as a buffer to the impact of trauma on self-concept. Research conducted on adolescents found that having strong emotional support was linked to having more positive self-concept, despite having experienced childhood trauma (Turner., et al 2006).

Self-Compassion and Resilience as a protective factor

Studies revealed that there are some protective factors against childhood trauma. Individual's compassion towards self and resiliency was found to be two of them. Self-compassion was found to have mitigating power over the damaging effects of Trauma (Neff ., 2003) while resiliency was found to have fostered a more positive self-worth, which undermined the negative effects of Trauma (Afifi and MacMillan., 2011).

Cross Cultural Perspective

Even though much of the literature on childhood Trauma comes from the western countries, emerging research on cross cultural perspectives suggest that the norms and values of a specific culture can have influence over one's trauma response and the development of self-concept. India which is known for its collectivism and interdependence, studies revealed that family hierarchies, class, and community perception can have significant impact on the perception of self. Nandan., et al conducted a study in 2015 which found that children who faced family-based trauma showed symptoms of identity and role confusion, especially when the family expectations conflicted with personal experiences.

V. Gaps and Limitations in existing research

Inadequate representation of Asian Population: Most of the research based on Childhood Trauma and its impact on self-concept is dominated by western population. Considering the influence of cultural norms and values on an individual's development of self-concept, there needs an adequate amount of research on culture specific populations to have a holistic understanding of the matter.

Lack of Longitudinal studies and mixed method research: Tracking how the course of self-concept development unfolds in different environments, can offer rich and valuable insights, which will be helpful for the government in implementing sustainable change. In addition, a compilation of both qualitative and quantitative methods, such as statistics to measure the graph and interviews to account for individual experiences, would help humanize the empirical study and provide a holistic perspective.

Intersectionality Negligence: Even within one nation, there is variety in diversity. Especially countries like India, where race, caste, socio-economic status carries strong values within individuals. One segment of population in research might not represent the overall Indian population, hence intersectional research is also required.

Limited Focus on Protective Factors: As much as it is important to understand the complexity of childhood trauma in shaping individual self-concept, we must also have a deeper understanding of the protective factors. As mentioned above, despite being exposed to Trauma, some individuals still manage to develop or rebuild a healthy self-concept. More research is necessary to know what helped survivors reconstruct their self-concept, including the roles of education, therapy, role models and community.

Critical Analysis and Evaluations

After reviewing the existing bodies of research on Childhood Trauma and Self-Concept, this chapter aims to critically evaluate the strengths and limitations of the existing theoretical and empirical contributions. In addition, this chapter presents an analysis of underexplored areas, contradictions and gaps, to help direct future research.

VI. Strengths and Limitations of the existing theories

Strengths:

- **Multi-dimensionality-** Existing theories contributed a diverse framework of understanding Trauma and Self Concept development, ranging from Attachment Theories to Self-discrepancy. All of these theories highlighted one very important aspect: that the impact of Trauma on the human mind is multi-dimensional. It not only disrupts an individual's internal processing's like schema formation and emotional

regulation, but also distorts their self-worth and relationships with others, also known as external processing's.

- **Relevance Across Lifespan-** Drawing from theories like Erikson's Psycho-social model and Bowlby's Attachment theory, highlighted insights on how Trauma unfolds throughout the span of an individual's life.

Limitations:

- **Underrepresentation of Indian Population-** Most the studies and empirical findings are overly dominated by the western population. Considering the key differences between western and Indian cultures, and knowing the influence of culture on an individual's self-concepts, these findings cannot be translated into the Indian population.
- **Lack of integrative models:** Most of the existing research was found to test the theories in isolation, whereas human beings operate within complex bio-psycho-social connections. Having an integrative research method is essential to evaluate how these elements influence Self-concept on Trauma survivors.

Methodological Limitation of existing literature:

1. **Scope of biased sample and over-generalisation-** As mentioned above, the samples of the existing empirical research lack a culturally diverse population, as most of the findings are based on western cultures. This lacks the generalizability of the current findings especially concerning, lower middle-class population, caste, rural-urban representations, gender fluidity in countries like India.
2. **Lack of Longitudinal studies-** There is a greater availability of cross-sectional studies, which captures the snap shots of trauma and self-concept aftermath. Longitudinal research on the other hand would cultivate a deeper understanding of how self-concept develops over time, especially in relation to the duration of trauma.
3. **Need for mixed method approaches-** Having a pure statistical lens to understanding the impact of trauma on self-concept would leave out the subjective experience. Therefore, a mixed method approach would provide a greater insight and deeper understanding.

VII. Recommendations for future research

Base on this review, several future directions for research has emerged:

- 1) **Cross-sectional approach:** Future researchers should focus on how factors like caste, race, gender and culture influence the outcome of trauma, and the development of self-concept.
- 2) **Mixed-method approach:** Combining both qualitative and quantitative methods, such as interviews as well as statistical analysis would provide a more holistic understanding of trauma and self-concept while accounting for individual lived experiences.
- 3) **Longitudinal Lens:** Longitudinal studies will provide the opportunity to study trauma and self-concept throughout life-span and developmental stages.
- 4) **Trauma-informed, strength focused interventions:** There is an urgent need for culturally specific trauma-informed intervention strategies that focus on not only dealing with the symptoms for trauma, but also re-building resilience and positive self-concept.

VIII. Final Reflections

The topic of this review paper, focusing on Childhood Trauma and the development of Self-concept, is not just another academic pursuit, but rather is the lived reality of human experiences. Having a deeper and more comprehensive understanding of the Trauma and Self-concept would further lead to real world implications, such as, improved intervention strategies, education, parenting and policy making.

As researchers, and fellow human beings, it is important to focus on the human potential for growth and healing and not just focus on the symptomatology. This paper has led the groundwork for a diversity positive, culture specific and psychologically nuanced explorations on how childhood trauma can impact the construction of self.

With sustained attention to the findings, and developing understanding, we can collectively bring awareness on the sensitivity of the matter and build a trauma-informed compassion that leads to support and empathy from both society and individualistic level.

IX. References:

- 1) Afifi, T. O., & MacMillan, H. L. (2011). Resilience following child maltreatment: A review of protective factors. *The Canadian Journal of Psychiatry*, *56*(5), 266-272.
- 2) Amrutha, V. (2019). The Influence of Self-Concept on Happiness of Adolescents. *Language in India*, *19*(8).
- 3) Briere, J., & Elliott, D. M. (2003). Prevalence and psychological sequelae of self-reported childhood physical and sexual abuse in a general population sample of men and women. *Child abuse & neglect*, *27*(10), 1205-1222.
- 4) Bowlby, J. (1969). *Attachment and loss* (No. 79). Random House.
- 5) Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioral change. *Cognitive therapy and research*, *1*(4), 287-310.
- 6) Cruz, D., Lichten, M., Berg, K., & George, P. (2022). Developmental trauma: Conceptual framework, associated risks and comorbidities, and evaluation and treatment. *Frontiers in psychiatry*, *13*, 800687.
- 7) Duong, J. B., Carta, K. E., Walters, S. N., Simo Fiallo, N., Benamu, D. I., Jumonville, G., ... & Timmons, A. C. (2023). Relationship closeness as a protective factor against the sensitizing effect of adversity history. *Journal of Social and Personal Relationships*, *40*(11), 3752-3780.
- 8) Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, *14*(4), 245-258.
- 9) Feiring, C., Taska, L., & Lewis, M. (2002). Adjustment following sexual abuse discovery: the role of shame and attributional style. *Developmental psychology*, *38*(1), 79.
- 10) Harter, S. (1999). Symbolic interactionism revisited: Potential liabilities for the self-constructed in the crucible of interpersonal relationships. *Merrill-Palmer Quarterly* (1982-), *677*-703.
- 11) Higgins, E. T. (1987). Self-discrepancy: a theory relating self and affect. *Psychological review*, *94*(3), 319.
- 12) Haskett, M. E., Allaire, J. C., Kreig, S., & Hart, K. C. (2008). Protective and vulnerability factors for physically abused children: Effects of ethnicity and parenting context. *Child Abuse & Neglect*, *32*(5), 567-576.

- 13) Kim, J., & Cicchetti, D. (2010). Longitudinal pathways linking child maltreatment, emotion regulation, peer relations, and psychopathology. *Journal of child psychology and psychiatry*, 51(6), 706-716.
- 14) Leadbeater, B. J., Kuperminc, G. P., Blatt, S. J., & Hertzog, C. (1999). A multivariate model of gender differences in adolescents' internalizing and externalizing problems. *Developmental psychology*, 35(5), 1268.
- 15) Marcia, J. E. (1980). Identity in adolescence. *Handbook of adolescent psychology*, 9(11), 159-187.
- 16) Norman, R. E., Byambaa, M., De, R., Butchart, A., Scott, J., & Vos, T. (2012). The long-term health consequences of child physical abuse, emotional abuse, and neglect: a systematic review and meta-analysis. *PLoS medicine*, 9(11), e1001349.
- 17) Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and identity*, 2(2), 85-101.
- 18) Nandan, M., London, M., & Bent-Goodley, T. (2015). Social workers as social change agents: Social innovation, social intrapreneurship, and social entrepreneurship. *Human Service Organizations: Management, Leadership & Governance*, 39(1), 38-56.
- 19) Orenstein, G. A., & Lewis, L. (2022). Eriksons stages of psychosocial development. In *StatPearls [Internet]*. StatPearls Publishing.
- 20) Piaget, J., & Cook, M. (1952). *The origins of intelligence in children* (Vol. 8, No. 5, pp. 18-1952). New York: International universities press.
- 21) Strauman, T. J. (1996). Stability within the self: a longitudinal study of the structural implications of self-discrepancy theory. *Journal of personality and social psychology*, 71(6), 1142.
- 22) Schore, A. N. (2001). The effects of early relational trauma on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal: Official Publication of The World Association for Infant Mental Health*, 22(1-2), 201-269.
- 23) Turner, R. J., Turner, J. B., & Hale, W. B. (2014). Social relationships and social support. *Sociology of Mental Health: Selected Topics from Forty Years 1970s-2010s*, 1-20.
- 24) Wright, M. O. D., Crawford, E., & Del Castillo, D. (2009). Childhood emotional maltreatment and later psychological distress among college students: The mediating role of maladaptive schemas. *Child abuse & neglect*, 33(1), 59-68.