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MOSTRA DAS CIÊNCIAS  
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# The Role of Education in Narrative Identity Construction of Young People: Focusing on Young Adoptees

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## Introduction

Previous investigation stressing the critical role that school experiences detain on the construction of narrative identity in young adoptee (Vieira & Henriques, 2013) is at the basis of the current research work. The present study aims at extending comprehension on this thematic through a focus on the relationship of young adoptees with the school context. This study lies on a comprehensive paradigm with the intent of adding to the discussion about the role of the school in the development of adolescents and young adults, in particular the adoptees.

## Methodology

The life stories were taken from the database of the Research Group Webs of Meaning from the Faculty of Psychology and Educational Sciences of the University of Porto. The database was built from previous studies, already published (Vieira, 2012; Vieira & Henriques, 2013). The participants were three young girls between 20 and 22 years old with a history of adoption in childhood. From the life stories were prepared three case studies, in a multiple case studies design (Yin, 2001). The names given to each case study are fictitious in order to protect the privacy of research subjects.

## Conclusions

This study shows that as the logical-chronological construction of life narratives is related to the organization of identity and personality, so too is the experience of schooling. What our research subjects are saying is that is through school we grow up, build our identity and become adults. The fact that school has such a significant role in the development of young people already entitles it as a potential space for health. The fact that young have produced coherent narratives centred on the school means that they were able to build a structured narrative identity and are managing to cope with the challenges and difficulties posed by life. This is a clear sign of mental wellbeing (McAdams & McLean, 2013). Such narratives patterns found in this study strongly suggest that school may play a critical role in organizing the identity and personality of people. According with young people, what happens in school has the potential either to impact positively in the construction of wellbeing, as in case things go wrong, be a source of anxiety. In this sense, our study points to the need of providing special attention to the management of peer relationship in school. Concluding, we can say with Sugimura and Shimizu (2011) that attention to adolescent identity development in day-today contexts can not only promote psychological wellbeing and adjustment among young people, but also prevent the social loss caused by delayed psychosocial development.

## References

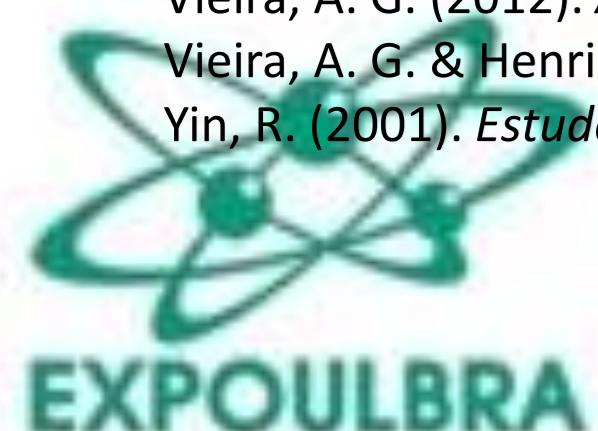
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EXPANDA SUA MENTE.  
MUDE SEU MUNDO.

