

The challenges of youth immigrants with identity formation in Danish society.

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Abstrakt

I det senmoderne samfund, som vi lever i, bliver der konstant sat fokus på integration og hvordan vi sørger for at denne integration bliver mest succesfuld som muligt. Vi bliver præsenteret for statikker, som maler et billede af at det ikke går som det skal. Men hvornår sætter vi os ned, og kigger på det enkelte individ, og hvilken faktorer som påvirker de ældre, såvel som den yngre generation? I denne opgave, har jeg undersøgt hvilke oplevelser unge immigranter fra ikke-vestlige baggrunde har i forbindelse med at udvikle deres identitet i et vestligt land, som Danmark. Dermed undersøger jeg hvordan de unge navigerer sig frem imellem to kulturer, og hvilken påvirkning det har på dem og deres mentale udvikling. Samtidig, om der er sammenhæng mellem dette og udvikling til at befinde sig et kriminelt miljø. For at kunne forstå denne udvikling, har jeg gjort brug af to teorier, selvverifikation teorien og socialidentitet. Social identitet teorien har jeg brugt til at kunne forstå hvad det indebærer at føle sig inkluderet af et samfund eller gruppe. Selvverifikationsteorien til at forstå hvilken rolle selvværd har i forbindelse med de unges valg i livet.

I min analyse, har jeg gjort brug af kvalitativ tilgang til at kunne forstå de unges oplevelser med at bo i et ikke-vestligt land, og hvordan navigeret sig frem i det samfund, de lever i. Her har jeg brugt semi struktureret interview metode, og her har jeg samlet set interviewet 2 individer. Samtidig, har jeg samlet data fra 2 podcast, som omhandler identitetsdannelse for unge med andre baggrunde. Yderligere har jeg brugt tematiske analyse. Denne opgave konkluderer, at deres oplevelser var præget af udfordringer og mangel på støtte fra samfundet og de forskellige arealer befinder sig. Det har så medført til, at de finder en alternativ gruppe, som de har tilhørsforhold, men har andre normer end hvad samfundet accepterer. Interviewene havde alle forskellige måde at håndterer de problemer de havde med identitetsdannelse.

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Introduction

Globalization and the larger movements of the population change the face of many local societies. Today, many children and adolescents living in Europe have an immigrant background. Denmark is home to people with roots in several different countries. According to Anne Ringgaard quoting Jeppe Fuglsang Larsen. She quotes that it is challenging for people from non-western backgrounds to be accepted in society. In addition, individuals from non-western backgrounds are in continuously put in a difficult position to choose between the Danish society and their own culture. This creates a paradoxical feeling of being alienated, the non-verification of one's identity and sadly hard to determine where to belong. This is the reality for young immigrants from non-western backgrounds (Anne Ringgaard, 2014). They meet challenges of assimilation to the majority culture in the process of immigration. In addition, being an immigrant in an unfamiliar country may result in ethnic discrimination. Despite that, they must cope with responsibilities of academic accomplishment at school, social relationships with peers and family, and psychological well-being in their identity formation (Strohmeier & Schmitt-Rodermund. 2008.P.3-4).

Humans are exceptional, in the same way as fingerprints, not every person's fingerprints are identical. However, all people search to become content with whom they are and if they are denied, people will be conflicted and disturbed. As a result, it would force challenges in life. This research is interested in the experience of young immigrants from non-western background in Denmark, Particularly the formation of identity. Immigrants are also diverse in terms of generation and their experiences are also different. Therefore, this research focuses on the experiences of second-generation immigrants from third-world countries. The reason for

this choice is the experience of second- generation are unique and rich in data on how they adapt to their host country. To narrow down more, the researcher seeks to understand and explore the experiences of individuals from non-western backgrounds, particularly those who are vulnerable to becoming exposed to in criminal environments. The reason for this choice is that even though every identity formation has its challenging experience, the research is more interested those who have difficulties adopting to school and in society. The research is aware that not every individual from non-western background is vulnerable to experience of challenging identity formation in society. However, there are many individuals who is doing great in society and have high achievements. Due this consideration, the research is not intending to generalize but rather to understand the small group of vulnerable youth in criminal environments.

The research hypothesizes the experiences of the vulnerable young immigrants demonstrate unique stories and illustrates the experiences of difficult battles in the pursuit of understanding one's identity. For that reason, the research finds this group of people is essential to this study. The contemporary problem of society is the increasing criminal activities of youth becoming members of gang groups in their neighborhoods. Therefore, the research is also interested to view the relationship between social criminal identity and being immigrants. How close are they together and is there correlation? The researcher will use social and personal identity to understand the experience and the theory verification identity to understand the physiological well-being of immigrants.

The research would demonstrate the impact on the first-hand experience of racism from society, discrimination policies, and exclusion from both society and the communities they came from can cause immigrant youths to be pushed into another community, a radicalized

community of extremist groups of street gangs. The researcher conveys these aspects with Identity theory to demonstrate the experience of youths and how they feel that their choices are limited and pressured to radicalize behaviors and by exploring those who have been experienced. Furthermore, what the consequence are when the individuals are not recognized and verified by their identities.

Problem statements

This chapter will provide an overview of which field is being worked on and lead up to the problem formulation that governs the structure and design of the thesis itself.

First and second generation.

Dagmar Strohmeier and Eva Schmitt-Rodermund highlight that there are differences in how first and second-generation face challenges in society. Particularly, the first and second generations who were raised in their host countries have different psychological problems compared to the young individuals who were born and raised in their host countries. The problem of the first generation is the feeling of being alienated in terms of geographically far away from their home country. The second generation primarily youth have crises with identity formation, especially regarding the complications to understand where one belongs and who one is. These findings highlight different processes that are responsible for psychological well-being and socio-cultural adaptation impact on first and second-generation immigrants

differently (Strohmeier & Schmitt-Rodermund (2008) P.3-4). The experience of identity formation and also the psychological impacts of immigrants are different. The first generation of immigrants had the advantage of having some sense of identification with their heritage culture but was at a disadvantage when settling into new environments and cultures. However, the second generation did not have a problem with the settlements and but they were at a disadvantage as they lacked an experience and knowledge of their cultural heritage. They had a hard time establishing an identity of value and a legitimate who they are. These are the different aspect that affects immigrants and it is important to account for every group of people have their own issues which must be addressed and understood as the root cause of the problem. This study focusses on the second generation.

The Media

Trine Ravn Nielsen, Christian Klement, Sune Qvotrup, and Kathrine Vitus in their report "Crimes and Ethnic Minorities Part 1, A mapping of Empirical Patterns". They outlined a report about on the connection between juvenile delinquency and people with immigrant backgrounds to understand and provide preventative initiatives. In their report in part 1, they stated that in over 12 studies made over 13 years and concludes from the report that "six out of the seven register studies, conclude that ethnic minorities are overrepresented in crime compared to ethnic Danes" (Nielsen et al.P.6). Furthermore, the media often takes these statistics with aggravation, treating the subject with varying degrees of seriousness and nuance (Nielsen et al.P.6). Individuals from an ethnic background are overrepresented in various crime statistics. The representation in the media is powerful and can lead to changing people's views of how they see immigrants. Piergluigi Conzo et al (2021), in their report, concluded that negative portrayals of immigrants in public and media discourse increase prejudice and

mistrust toward immigrants. Further, it maintains ingroup identity and generates forms of ingroup favoritism, together with prejudice and discrimination toward the outgroup.

The media have a prominent position in shaping the public's views of immigrants and also it shapes how immigrants view themselves. For the most part, the media messages contains often powerful reminders to immigrants that they do not belong and that they are unwanted. The narration of negative portrayals and messages influences how immigrants view themselves and how they view society. Some people have the ability to understand the generalizations of the media and have the capability to not let it affect them personally. These people have the mental strength and distance themselves from images of immigrants as criminals. Other immigrants are vulnerable to the words and believe the messages of the media. They become to believe that they deserve less and are unwanted. They become what the media say. The more the messages are repeated in the news media and society it becomes a fact even if it's not true. The political context and media coverage tended to shape how immigrants viewed themselves and their positions in society. Further, the negative narrations of minorities illustrate the perceptions of how immigrants are viewed by society. This can cause harm to minorities' self-images and the process of being integrated into society would become difficult for them knowing that's how they are perceived in society.

Socio-economic

Nielsen et al, particularly in part 2, they outline different factors explaining why youths from immigrant backgrounds engage in criminal activities. The positioning of structure and social class is an important explanatory factor to consider when young people commit a crime. According to Nielsen et al, the position of the society makes immigrant youths perceive themselves as inferior, and as a result, they try to acquire through unlawful means to balance their status. The consistency of inequality can cause youths to be "pushed into" or themselves

drawn by communities that are structured in alternative and unlawful systems of norms and values. This example explains why youth become a part of extremist group.

A different factor that may explain the co-cause of young people's crimes is discrimination and racism. Youth immigrants perceive that they are treated differently from the rest of the population in society. Institutions such as the education system and the labor market, authorities, and even ordinary citizens treat ethnic minority youth in a particular manner. This discrimination can lead to that young people's self-image negatively. As a result, these experience changes how they view themselves identity-wise and how they maintain themselves afterward (Nielsen et al.P.8). Besides, Nielsen and her colleagues with the consideration of cultural and theoretical tradition. They conclude that criminality may be an expression tool of the existing contradiction between norms and values from immigrants' family backgrounds and those they encounter in Denmark (Nielsen et al.P.8).

Control theories

They also concluded their explanation with consideration of control theory theories. These theories assume that all people will commit a crime if either society or the individual himself does not prevent him from doing so. In this manner, the government is responsible for integrating people to become exemplary citizens and have strong ties with society. The individuals are expected to create this relationship via family, school, work, and peaceful life would prevent children from becoming outlaws in the best examples. However, the relationship of minority young men to society is weaker than that of majority young men due to various factors as explained above. For instance, parents of immigrants who have a history of trauma experience may have fewer preconditions for establishing strong self-control for their children during their upbringing. For this reason, this theoretical tradition can also help explain aspects of the crime of ethnic minority youth (Nielsen et al.P.8-9).

This thesis seeks to explore What's the main cause for the vulnerable immigrants to becoming part of violent groups/environment. The research will conduct 2 semi-structured interviews with individuals who have knowledge and experience of the challenges of identity formation and experience. 2 Podcast of interviews will be used to gather data and understand of an individual who had an extreme experience with the identity formation. The aim of this thesis is to contribute to existing literature on the development of the second- generation immigrants and the identity formation.

Statement problem?

What are the experiences of the immigrant's youth in the process of identity formation and how is it the experience is related to becoming part of criminal groups/environment?

Limitation

This study understands that there are various factors to why young immigrants from non-western backgrounds become excluded from society and how their behaviors affect the way they preserve themselves. This research focuses only on the consequences of not being verified in identity formation. In addition, the researcher believes also the consequences of identity formation have many factors which lead to unlawful and self-sabotaging behaviors. The researcher views and examines to understand how identity formation leads young immigrants to unlawful activities and what is the process that these young men go through in their experience of trying to become part of society. It is significant to mention that not every young immigrant from non-western background becomes part of criminal activities. There are

a lot of young immigrants who are peaceful and have great careers despite their backgrounds who contribute to society in a significant form. This research intends not to generalize but rather to explore the complexity of non-western young immigrant experience.

However, it is also important to note identity verification is not only for immigrants but it is something that every individual goes through in their lifetimes. Though this research finds the individual immigrant life experiences interesting when it comes to adopting to a country where their family roots are far away both culturally and morally. Finally, the researcher will explain through individuals' experiences how they could get identity formation otherwise. In this manner, the research believes that identifying the challenges of identity formation leads to the answer to what these young people lack in their daily lives. One of the prominent things they lack is recognition and congruence between how they perceive themselves and how society view them.

Literature review

This literature review provides an overview of relevant academic literature on this paper regarding the immigrant's challenges in society and importantly in the formation of identity. Early studies of immigrants illustrate the experience of the first generation and their challenges in society. Particularly, diaspora studies explored the significance and difficulties of the diasporic movement. The displacement of an individual, community, or group of people from the original homeland to an alien territory. This movement is emotionally charged as these people were not able to maintain their cultural identity which compelled them to the experience alienation, the feeling of belonging, and entering the entryway of a hybrid situation they either end up embracing cross-culturalism or encounter the continuous experience of trauma (Javeed

Ahmad Rain, 2020). These concepts guided to locate the common problems and an adequate understanding of diaspora communities. The problems that immigrants encounter during the process of adaptation to an unfamiliar culture. To this day these studies are still relevant to how immigrants experience and developed their identity in their host countries and relate to this project.

The process of adapting to new cultures and new environments suggested that there is a necessity for understanding the challenges that immigrants faced in this process. Dinesh Bhugra & Matthew, A Becker, (2005) claims that the rates of mental illness are increasing in migrant groups because of the migration process. Migration is a complex process that influences the mental health of migrants. The nature of migration consists of a variety of causes, experiences, and cultural adjustments. The integration process is a stressful situation that may indicate injustice and unfair treatment. Correspondingly, if you combine with a condition of enduring losses of cultural norms, religious customs, and social support systems, changes in identity, and concept of self. This can put numerous stresses that can impact the mental and the well-being of immigrants. These experiences can lead to an inability to adapt and contributes to a damaging factor to the psychological well-being of immigrants.

Stuart Hall (1996) argued that cultural identity provides the identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion. Living in a foreign country usually comes with the challenges to maintain one's cultural identity. If there is no strong community and unity between individuals to maintain their group identity. Then there is a chance that they lose this collective identity and lose cultural resemblance. Stuart Hall (1996) argued that cultural identity is an important and critical factor to understand the challenges that immigrants meet in a foreign country. This clarifies the challenges that immigrants face and what is the factor that makes it hard for these individuals. Society is an explanatory factor that could explain the

challenges that immigrants face. (Jean S. Phinney et al. 2001) argue that is crucial to overall well-being in the process of assimilation that immigrants develop hybrid culture and identity as well. Jean S. Phinney et al. (2001) claim is built upon the studies of acculturation that demonstrates retaining one's ethnicity has a positive outcome in the process of adjusting to new cultures. These claims illustrate the challenge of immigrants is how society constructs and assimilation process. Further, it is important to consider the attitudes and perceptions of the immigrants, so that their preferences can be considered. When society accepts and encourages pluralism. whereas immigrants' cultures are accepted, and it gives a person the ability to becoming open to being a part of society. They are less likely to retain their identities. This is the truth, and it gives a positive outcome. As a result, it would contribute to psychological well-being, and being hybrid culture would ease the process of becoming part of society while increasing the desire to become part of society.

On the other hand, if there is perceived hostility toward immigrants, some immigrants may downplay or reject their own ethnic identity. As a result, would contribute to self-hate. If society adopts an extreme assimilation process to pressure immigrants to assimilate and give up their sense of ethnicity it may also result in negative outcomes, the anger of suppressing the self, and ethnic communities may also face problems of adaptation. Societies can make the complex process easy for immigrants and urge a need to find a balance between encouraging cultural retention and promoting adaptation to the larger society.

Now that we have clarified studies that demonstrate that migration is complex. It includes the loss of cultural norms, religious customs, and social support systems, adjustment to a new culture, and changes in identity and concept of self process and it influences the mental health of immigrants. This leads to questioning what are the psychological impact and how it happens. It leads to exploring what are the psychological effects when the disturbances of identity are persistent. Anfu Yan (2018) Claim Psychology can highlight that external objective

reality must have value through the internal psychological activities of individuals. Additionally, to explore causes, predict behaviors, and provide empirical support for understanding the nature of cultural identity. Before digging into the psychological in-depth, it is important to understand who the vulnerable are and what generation of immigrants is focused on. An important factor when analyzing immigrants is trying to understand the vulnerable people. This leads to further questions about what the individuals feel and who is impacted significantly. Hieu Van Ngo & Avery Calhoun & Catherine Worthington & Tim Pynchl & David Este (2015) conducted a study with a thorough description of and theoretical insights into the lived experiences of gang-involved youth from immigrant families in the Canadian context. Their research findings showed that gang-involved youth from immigrant families had experienced multiple, severe, and prolonged personal and interpersonal challenges in all facets of their lives. They demonstrated that the youth had experienced complicated interactions and complex relationships with their community and society. Which resulted in a complex self-concept, ethnic identity, sense of belonging, and sense of citizenship and progressively pushed them towards membership in high-risk social cliques and criminal gangs. Their study highlighted the need to develop policies and services that support the healthy development of youth from immigrant families through family-based, school-based, and community-based programs. The process of identity formation is progressive and dynamic. (Jean S. Phinney et al. 2001) claim that during adolescence, many youths are in the process of learning about their ethnicity and surroundings. This is a crucial process to how they perceive their ethnicity. There are two options in the process constructive efforts aimed at establishing the value and legitimacy of their group or feelings of insecurity, negative self-views, and resentment over the treatment of their group. The children are vulnerable as they have not developed their identity and are in the process to determine their surroundings. Children are extremely sensitive to the messages that are given by the people around them. It relies on socialization experiences in the

family, the ethnic community, and the larger setting. Therefore, they are in greater danger of developing mental distress if they feel that they are not recognized at an early ages.

Studies have confirmed that the experiences of ethnic discrimination have the potential of placing youths at risk for maladjustment socially and mentally. They would fail to cope with the demands of a normal social environment (Katharine H Zeiders, Adriana J Umana-Taylor, Chelsea L Derlan (2013). Young immigrants are vulnerable to negative public perceptions and criticisms of their cultural practices. For that reason, they would a sense of pressure to abandon their cultural practices, and their self-esteem would become low as they are not recognized and do not have positive about themselves or their ethnicity. When these young people adopt this negative self-evaluation of their ethnicity, they are likely to find a way to cope with it. Sometimes they coping process involves destructive substances and decisions. Self-esteem is one of the most important possessions a person can have. It is crucial to mental and social well-being. Rarely do you hear people concerned with their self-esteem and how it influences a person? Several studies have demonstrated that personal well-being significantly relates to self-esteem. Studies demonstrate that high self-esteem can lead to better health and social behavior, and that poor self-esteem is associated with a broad range of mental disorders and social problems. Which are both internalizing and externalizing problems. For instances, the internalizing problems involves depression, bad habits and anxiety. While the externalizing problems consists of violence and substance abuse (Michal Michelle Mann, Clemens M. H. Hosman, Herman P. Schaalma, Nanne K. de Vries. 2004). The poor self-esteem is demonstrated in the behaviors of young immigrants. (Hieu Van Ngo et al, 2015) claim that the immigrant individuals internalized the identities of the oppressed, the unwanted, the incapable, and the delinquent. When people adopt this negative self-concept, their actions align with these beliefs.

The physiological perspective provides alternative insight into the experience of immigrants. The mental stress and in-depth understanding of the impact on self-esteem. Here write more about the link between self-esteem and actions. and why it is important. Young Immigrants illustrate low self-esteem, which results in the inability to think rationally and behave normally in social settings. Reinforcing their self-description of being unwanted and accepting the notions that media discourse says about immigrants as an essential part of their history. (Hieu Van Ngo et al, 2015) state that many respondents had internalized the criminal social identity. As they were often labeled as troublemakers and lawbreakers by parents, school personnel, and community members. The negative self-evaluation would position youth immigrants in inconsistent interactions. These examples would push them to adopt the criminal social identity. These are all very important because it fits the profile of the outcome of low self-esteem that studies predict. This leads to further questions about the relationship between the two; crime and immigrants. As well as how criminal social identity influences immigrants.

Several scholars have claimed that there is a correlation between immigrants and criminal activities. Key factors that link criminality and immigrants are the symptoms of larger societal issues that developed over some time. For instance, socioeconomic status, poverty, segregation, discrimination, disadvantages, and marginalization facing racial minorities are key launch factors to gang formation. Daniel Boduszek, Katie Dhingra, & Agata Debowska (2016) created a model (the integrated psychosocial model of criminal social identity) to produce testable hypotheses of why people develop criminal social identity. Through this model with consideration of the psychological and social factors. They proposed that the development of criminal social identity results from a complex interplay between four important groups of psychosocial factors: (1) an identity crisis which results in weak bonds

with society, peer rejection, and is associated with poor parental attachment and supervision; (2) exposure to a criminal/antisocial environment in the form of associations with criminal friends before, during, and/or after incarceration; (3) a need for identification with a criminal group to protect one's self-esteem; and (4) the moderating role of personality traits in the relationship between criminal/antisocial environment and the development of criminal social identity. They claim being in a persistent presence with criminal individuals who have negative social comparisons and have exhibited non-conforming behavior to contextual factors in society is the reason for having a criminal social identity.

Conclusion

This study relates to contribute the immigrant complex problems in society and further investigating how the identity formation in contemporary society impacts the vulnerable youth in criminal social identity. Two positions clarify the challenges and the experiences immigrants from non-western backgrounds face when it comes to adopting to a new society. The first position is that in the process of assimilation the individuals of immigrants face a variety of discrimination and challenges in the context of practical policies and laws that exclude them from society. This is one of the factors that explains the negative impacts on immigrants' well-being and the result of polarization between immigrants and society. Various studies support these assumptions and findings. On the other hand, the other position studies above claim is that the loss of cultural norms, religious customs, adjustment to a new culture, lack of social support, and negative self-views contribute to the stress on their physiological wellbeing. This research finds the two positions important and relates to this research. This paper would contribute to these fields by connecting the two big factors that play a huge role in how people from non-western backgrounds encounter the experience of identity formation and are pushed to a criminalized world. This research demonstrates to explain how these factors affect individuals on the internal level. There are many factors that lead to criminal social identity

and the mentions above are indeed reasonable factors. Daniel Boduszek, et Al. Looked also upon interesting points which discuss the factors that lead to criminal social identity however their study is important and relates to contributing to their work. The aim is to contribute to the field understanding of criminal social identity. They claim or hypothesize that there may be a correlation between immigrants and criminal social identity. The reason for the claim is that the life of immigrants consists of various hardships experiences that challenge their negative representation and discriminatory policies which contribute to the hatred of society from the perspective of the immigrants. The second reason is the challenges that come with being immigrants in a foreign country which can cause distress to their psychological well-being. Because of the negative self-views, adjustments to a new culture and living hybridity culture can be difficult and as a result, feed criminal social identity which gravitates the individuals of non-western backgrounds. It is a bit extreme to assume that there is a relation between an immigrant and criminal social identity. But this is true. The social structure and living situation of immigrants showcase that there are more criminal activities among the residents of immigrant communities. However, just because they are immigrants they are not prone to act upon criminal activities. It is the conditions that they are under that make it accessible to crime. Therefore, this research fills this gap and contributes to this field. Additionally, studies conducted in a variety of cultural contexts would also be beneficial and would provide insights into the cross-cultural applicability of this model, and how different cultural forces may impact the formation of criminal social identity.

The physiological perspective provides alternative insight into the experience of immigrants. The mental stress and in-depth understanding of the impact on self-esteem are crucial as they can create damaging results for individuals. The characteristic of the identity showcases how an individual behaves. The identity theory would provide insights into what identity immigrant individuals showcase. This studies views self-esteem and verification of

identity as huge factor to the impact of physiological wellbeing or mental stress. I want to understand how it effects the vulnerable immigrants' youths to do that I made this consideration after reviewing early studies. I will conduct qualitative research to understand the experience of second-generation immigrants' group. I will contribute further into this field when researching about identity formation. Another way to explore the underpinnings of feelings that contribute to the understanding of how individuals feel and mental stress is social identity. This theory focuses on the relationship between cultural identity and self-esteem Anfu Yan (2018). I will use social identity as to understand the importance behind having group identity and confirmation from others. In addition, the importance of getting confirmed by others. Here the verification theory would be used to better understand what verification entails and why it is important for the individuals. Further this theory would help to understand self-esteem and the internal problems that comes with identity verification.

Philosophy of science

This section describes the research paradigm for this project and is associated with the philosophical consideration of epistemological and ontological stances. Particularly, how the researcher views the nature reality and in what way to study it. The philosophical paradigm operated in this paper is ontology in social constructionism and epistemology is interpretivism.

Ontology

Scholars of ontology are interested in the existence of a real and objective world. In the ontological position, two main approaches describe how the social world exists objectivism

and constructivism. Objectivism is an ontological position that claims, that there is an external reality of social phenomena and their meanings are independent of social actors, meaning that there is existence, which is separate from social actors. whereas, social constructivism maintains the approach that reality and social phenomena can only be understood via the human and socially constructed meanings (Bryman,2016 P.29-30).

There are generally two views according to sociologists about society and individuals. The first view argues that social structure creates patterns of behaviors for individuals, and they comply according to the social structure. The second view argues that it is the actual patterns of behavior of those individuals that create social structure. Burke and Stets have the second view as a position and they argue that the second position explains a better understanding of the social structure (Burke & Stets (2009) P.3). Burke and Stets view that society (social structure) is created by the actions of individuals. However, it is recognized that these actions are produced in the context of the social structure they create and are influenced by this context. It is a system of mutual influence between characteristics of the individual and characteristics of society. The idea behind this notion demonstrates a holistic understanding of both the nature of the individuals who are creating social structure as well as the nature of the society in which the individuals are acting. This means that society is dependent upon individuals, and it is the individuals who shape the society through their interactions and orchestrate how a social structure would be (P.3). The emphasis on this that to understand the tie between the individual and social structure. Burke and Stets explain that in this way they have a different level to examine and understand patterns of behavior from individuals without social structure and within a social structure they engage in (Burke & Stets (2009) P.3-4). For instance, a scientist individual views himself as careful, analytical, logical, experimentally, and so on. In doing this, the scientist is committed to a variety of patterns of action and interaction that conveys the

description of the scientist detailed above. These are individual patterns of behavior; they help us understand the individual of a scientist. They do not speak to our understanding of the social structure (Burke & Stets (2009) P.4-5). Agents are individuals which have different properties, and these properties help us understand both the different types of agents and the different kinds of actions they may take. Agents are individuals who are actors of a particular identity or behavior. Burke argues that in general theorists deny the whole aspect of the human being. A person has many identities, for example, friend, parent, worker, church member, and a group member; and each of these identities is an agent. Identity is also a theoretical construct (Burke & Stets (2009) P.7-8). Therefore, according to the research question the researcher views the world as socially constructed by humans. The ontological stances reflect the social constructivism perspective and view that the social reality can be understood via the human and socially constructed meanings but not as an objective truth.

Epistemology

Epistemology is the study of how we receive knowledge or how we learn things in the social world. According to Bryman epistemological issue concerns the question of what and should be regarded as acceptable knowledge in a discipline (Bryman, 2016, p 24). Interpretivism, as one of the epistemological stances, the purpose of this discipline is to understand and interpret the meaning behind human behavior. There are two main positions of epistemology that contradict each other, positivism and interpretivism. Positivism argues that social sciences are comparable to natural science and encourage social sciences to adopt “scientific” methods. Positivists view the world as an objective entity independent from the human observer and knowledge is only accepted if it can be objectively measured or justified (23). Interpretivism contradicts a positivistic position, they reject the notion that external objects are separate (26).

Interpretivism believes human beings are meaningful actors and construct knowledge as they engage with and interpret the world. This research reflects the interpretive epistemological perspective underpinning a phenomenological approach. This perspective seeks to describe the essence of a phenomenon by exploring it subjectively from those who have experienced it. The goal of phenomenology in this research is to uncover the meanings of human experiences (Bryman, 2016, p. 26). The interpretivism position can address the knowledge by the individual's interpretation by their experience with the process of identity formation.

According to Bryman the methods that dictate the relationship between theory and research is either from a deductive or an inductive approach. In a deductive approach, the theory guides the research, on the contrary, an inductive approach the theory is an outcome of the research (21-23). In this research question, the structure was influenced by inductive approach, the researcher begins with a set of empirical observations to gather primary data from the target group and secondary data would be gathered to have a better understanding of the phenomena. The researcher seeks to understand and explore the experiences of vulnerable immigrant individuals from non-western backgrounds. The investigator aims to use the formations from study participants inductively to develop a theory rooted in the participants' experiences. The objectives of the proposed research are to explore and understand the subjective, personal experience of the individuals from a non-western background in Denmark, and the epistemological standpoint is therefore taken in phenomenology. Individuals make sense of their social reality through rational constructs and by gaining access to these, it will be possible to understand how the impact of non-verification of identity or the process of identity formation is perceived from individuals of a non-western background point of view and how this perception influences their daily lives (Bryman, 2016, p. 30). As stated above that the individual constructs his or her social reality consequently signifies that the ontological

position in this research is to view social reality as constructed and not as an objective truth out there to be described. The researcher aims to explain and describe how the individuals from a non-western background in Denmark adapt to the process of identity formation and how it affects them in their daily lives while being in this process. The researchers intend to interview individuals because their interpretations are important to answer the proposed question.

Theory section:

This section contains with social identity theory and verification theory. The reason for chosen these theories are because they would give in depth understanding of how individuals from non-western backgrounds behave and view themselves in the process of identity formation. I argue that the social identity would provide in depth analysis of how individuals feel in terms of who they are in the process of identity formation and to the part of the self-concept that results from our membership in social groups. The verification theory would provide a perspective when examining how they view themselves and what the consequences are of a poor self-esteem. The section consists of the social identity theory and self-verification theory.

Social identity

A social identity is founded on a person's identification with a social group. A social group is a collection of individuals who share the view that they are members of an identical social category. Through a social comparison and categorization process, persons who are similar to the self are categorized with the self and are labeled the ingroup. Correspondingly,

persons who differ from the self are categorized as the outgroup (Burke & Stets (2009) P.118). When individuals come as part of a group and they view themselves as part of the group representing the groups' identity. They denounce themselves as unique individuals and take on the group's identity. This is called depersonalization and it is not that they lose their sense of who they are, but the group's identity becomes important. When individuals take on a group-based identity, there is uniformity of perception among group members. Group members see things in the same way. They act in the show, identifying and evaluating themselves and others in the group positively and identifying and negatively evaluating others, not in the group. From this develops a sense of "we" or "us" (toward the ingroup) and "them" (toward the outgroup).

Burke and Stets argue that there are two reasons for people to join groups self-enhancement and uncertainty reduction. People desire to seek positive information about the self and being part of a group creates the distinctiveness or the view that one's group is better than an alternative group. Through social comparison of in-group members with outgroup members. In this process, in-group members judge their group positively and the out-group negatively, thereby raising their evaluation of themselves as ingroup members (Burke & Stets (2009) P.120). People desire also to have some control of their feeling and generally their environment. The social identity provides this control and reduces the uncertainty for the people. Being part of a group means that there's a guide and how to behave as well as how others behave. This creates predictability and it provides a holistic vision for group members to navigate their daily lives. In this way, belonging to groups also enables individuals to be effective agents in their environment. Finally, having one's social identity as a group member verified activates a sense of belongingness and raises one's self-worth (Burke & Stets (2009) P.121).

Another important factor that people choose social identity is self-esteem. Being part of a group offers an individual a degree of existential security that provides value and meaning to their lives. Therefore, a member of a group would likely receive recognition, approval, and acceptance from other group members. This verification provides the individuals the experience of high positive feelings of self-worth. (Burke & Stets (2009) P.121).

Person identities.

According to Burke and Stets personal identity is categories that uniquely define an individual. In identity theory, person identity meanings are based on culturally acknowledged features that individuals internalize as their own and that serve to define and distinguish them as unique individuals. They contain such characteristics as how a person carries himself in morals and values. These characteristics influence how a person views himself regarding social expectations (Burke & Stets (2009) P.125). The meanings of personal identity are culturally shared, others will draw upon these same meanings to identify the individual and hence encourage the verification process (Burke & Stets (2009) P.125). In the same way that individuals regulate the meanings of their roles and social identities, they also regulate the meanings of their personal identities (Burke & Stets (2009)P.125).

However, role and social identities are prepossessions to act in a particular way. Person identity consists of meanings that constitute a person as an individual, verification of person identities leads to increased feelings of authenticity, that is, one who can be who one is (Burke & Stets (2009) P.125). In the hierarchy of perceptual control, person identities would be ranked higher than a role or social identity. As a result, the meanings in the person's identity would influence the meanings held in one's role and social identities more so than the other way around (Burke & Stets (2009) P.126). Burke and Stets state that people are born into families, religions, and schools. People's choices will always be influenced by their Personal identities. Meaning, personal identities will influence by the nature of our roles and groups in society.

Identity is about understanding who you are and where you come from. It is about understanding how to behave and how other behave. Identity is important as it indicates about the feelings of belonging, the feeling of feeling secure and the ability to understand the from a perspective. The lack of identity indicates a frustration life.

Identity-Verification

Identity verification is important in the identity model. There are two important notions in the process of identity verification. The first one is that people need to verify themselves and the second notion is the consequence of not being verified. The basic process of identity operations is the characterization of one's identity verification. One must know who he is and that he is the person that his standard indicates (P.68). Humans are social beings, and they have a strong desire to verify themselves. People are eager to control their perceptions of self-relevant meanings and keep them equal in value to the meanings in their identity standards. The consequence of not being verified has a huge impact on people and people will do anything to be identified by their identities. According to Burke, there is evidence that people become upset and suffer symptoms of stress when they are not able to achieve this congruity between situationally based self-perceptions and their identity standards (P.76). This is what we call non-verification, and it causes damage to people suffering from this. This could be minorities who are not represented largely in society (Burke & Stets (2009) P.76).

The effect of distress comes from self-esteem when working with identity theories. Self-esteem is defined as confidence in individuals own worth. Self-esteem is the judgment of the self that is made by the self. It is the self-attitude, that one holds about himself. According

to burke self-esteem is viewed as the outcome of the verification process (Burke & Stets (2009) P.79).

Cast and burke (2002) introduced the theory of self-esteem and view that self-esteem has multiple functions, and it arises from the process of identity-verification. They argue that people have a habit of controlling and defending their self-relevant perception to the identity standard. If people defend their identity standard their self-esteem will be increased. additionally, if people have trouble with the verification process and the error signal remains large, people will feel distressed as indicated earlier, and their self-esteem will diminish (P.80). Cast and Burke (2002) examined self-esteem as the outcome of identity verification process and their goal was to understand what happens to the self-esteem that successful verification produces or that non-successful verification takes away (Burke & Stets (2009) P.81)

Identity is linked to self-esteem, and it provides generally a sense of awareness to the individuals of how they view themselves. The better they are understood and recognized in their identities then the higher is their self-esteem. It is also perceived that high self-esteem provides individuals with an emotional anchor, where they can access positive self-views in a situation to deal more effectively with inadequate circumstances. Additional theorists have also concluded that self-esteem protects the self from numerous stressors such as pieces of information and experiences that can be harmful to the self. In this regard individuals of non-western background if their self-esteem is high, they would like to take preoccupation to avoid criminal activities and disguise actions that will lead to harmful outcomes (Burke & Stets (2009) P.81-82).

The concept is that if people have high self-esteem, they are less likely to suffer from slings and arrows in life. Furthermore, they are less likely to defend their identity at all as self-esteem works to maintain positive self-views by processing feedback in a self-serving way.

But on the other hand, people with low self-esteem are likely to perceive feedbacks that counter their positive self-views, and they are using them to time defend their positive self-views to discredit the feedback in a distressed life. People choose behaviors in the situation that best match the meanings of the situation to the meanings of their identities. In addition, when they have difficulty doing that, when they have difficulty verifying their identities, they become distressed and may leave the nonverifying situation to seek a situation in which they can be verified. For instance, young immigrants when their identity is constantly challenged and denied. They will probably find an alternative place to verify their identity. In the context of this study, they are likely drawn by communities that are structured unlawful systems of norms and values that take advantage of their vulnerability. This example explains why youth become a part of an extremist group. Thus, verification brings good things for both individuals and groups.

Ethnic identity:

According to Stets et al, a person's ethnic identity standard composes of a mixture of a group's cultural meanings and one's own idiosyncratic meanings (Stets, Brenner, Serpe. 2021.P.14). In ethnic identity, there are social categories that define group boundaries and construct norms and appropriate expressions of how people behave in this group. When a person identifies with a particular ethnic group and it provides the ability to witness who you are and how people just like you behave. further, it determines the symbolic boundaries of how your group is similar to and different from, other racial/ethnic groups. It relates to the sense of belonging, feelings, and behavior that is expected of an ethnic group membership (Stets, Brenner, Serpe. 2021.P.14). Ethnic identity is what defines a person from the positions and groups they identify with, particularly the ones people are born in and have to maintain especially if they are a minority. Ethnic identity is the same as group identity. The difference

is you can choose to be part of the group but not an ethnic identity. In an ethnic identity group, you are most likely born to it without a choice. As mentioned above social identity refers to the part of the self-concept that results from our membership in social groups. Naturally, individuals prefer to remain in groups where they feel good about themselves. However, if they feel bad about a group they are part of and how people behave in this context is also important to examine.

Immigrants in Denmark are challenged by society and the membership of their people. Social identity theory concerns people's feelings and actions when they experience identity non-verification. Several studies within the racial/ethnic literature highlight the negative feelings and actions people experience when their ethnic identity is not accepted by others. that actors want others to see them as they see themselves. And when perceptions during interaction fail to match their self-view, the actor takes action to maintain their identity.

How the theories will be applied?

The identity theory is appropriate for this research and would be used as an explanatory to understand what the individuals' experiences are. We understand from the theory section that identity is important for the individual to function properly in society. The attributions of identity clarify the psychological well-being of the individual. The researcher views having an identity that is verified creates emotional stability that guards how individuals behave. Therefore, if the identity is not verified then the choices or the behaviors that the individual take is insufficient and can have destructive consequences for the individual. The insufficient behaviors are illustrated how one becomes part of criminal activities by suppressing the negative feelings. Self-esteem is one of the outcomes of identity formation and it is tied with

the verification of identity. High self-esteem means positive self-worth and successful individual development. Low self-esteem means negative self-views and having a problem building healthy relationships. Society has the power over one's self-esteem as it demonstrates what kind of identities and behaviors are accepted and not accepted. The vulnerable young men from an immigrant non-western background are positioned to these challenges about their culture and morals which gives them disturbance on daily basis and affect their actions and lives.

The social identity theory is an approach that looks at groups or individuals and understanding both are important for understanding how people behave and how they do it impacts the individuals who are vulnerable to society, particularly immigrants from non-western backgrounds. This theory will provide answers to the research question, which is what's the main cause for the vulnerable immigrants to become part of violent groups/environments. It will be explaining the force for why these individuals behave and become part of criminal environments. It will explain the cognitive awareness and emotions that are the driving forces behind their behaviors and actions. This is one of the reasons I selected this theory is because I want to understand the driving forces of behaviors that lead to becoming part of extreme groups. This is one of the objectives of my analysis, which is to explain the categories of individuals' needs in identity formation such as belonging, recognition, and verification.

The motivation for selecting the theory of verification is because it entails that it's important for people to get verification from others and therefore it gives the sense of being recognized and approved. From this context, The research will use the theory in the analysis with an understanding of how people from immigrant backgrounds experience identity

formation. In this context, how is their social identity viewed and positioned in society? In addition, how does the non-verification of identity affect them and explain the consequences of low self-esteem and what it leads to? The researcher argues that self-esteem explains the actions of individuals and that the thoughts that they go through are the reason they act in the first place.

Methodology

This research aims to explore in-depth how discourse of society in identity formation and impacts the vulnerable individuals who struggling in the communities of non-western backgrounds and how it affected them in their daily lives. To investigate the research question, a qualitative research approach is conducted in this research. The qualitative research approach is suitable for this study because the researcher views knowledge through interpretations of the individuals' reality view. The researcher will conduct A semi-structured interview with various interviewees to obtain qualitative data. The reason for the chosen qualitative interviews to get the data from individuals is based on thoughts of getting in-depth information from each participant. This section contains research design, data collection, and data analysis. In this qualitative research study, the semi-structured interview has been selected as the approach to collect the primary data from the target group. Because the individuals of young men are from a non-western immigrant background, their subjective views, and experience as essential knowledge in this project.

Qualitative research method

This research aims to find out how youths of immigrant background experience their identity formation and how it affects their life choices and behaviors. Unlike quantitative research which emphasizes quantification in the collection and analysis of data, qualitative research is a research strategy that usually emphasizes words (Bryman, P. 374). The qualitative research approach is suitable for this project because the researcher views knowledge through interpretations of the individuals' reality view. A phenomenology approach to describe identity formation from the perspectives and experiences of individuals from a non-western immigrant background. Therefore, the qualitative research method underlines with a phenomenological approach is selected as the strategy for further investigation. phenomenological studies describe the meaning of several individuals who experience a particular phenomenon and the things they have in common (Bjørner, P 47).

The researcher gathers data from a podcast from Spotify. Podcast an effective digital medium method and platform for data collection. A semi-structured interview is conducted with various interviewees to get qualitative data. The reason to chosen qualitative interviews to get the data from individuals is based on thoughts of getting in-depth information from each participant. Before conducting a semi semi-structured interview, the researcher organizes a sampling method from the most relevant target group according to the research question. The sampling method is a way to recruit the participants for the interview. Moreover, I will shed light on the interview form and the process of initiate contact with the participants and which considerations I made during this process. After that, the research will demonstrate how the analysis of data will be interpreted.

Quality Criteria

Bryman states that there has been some discussion among qualitative researchers concerning the relevance of these criteria for qualitative research. Particularly Lincoln and Guba (1985) propose trustworthiness and authenticity as alternative criteria for a qualitative study. Each aspect of trustworthiness has a correspondence with the quantitative research criteria of validity and reliability. The qualitative research that addresses trustworthiness includes credibility, transferability, dependability, and confirmability. Establishing these criteria entails ensuring that research is carried out according to the principles and in high validity. In this research, the criteria of trustworthiness would be conducted and used for assessing the quality of our qualitative research (p. 43-44). Credibility concerns whether or not the researcher has developed and demonstrated a certain level of confidence in the findings based on the phenomenon under investigation. To ensure credibility, the researcher reflects over if the research is reasonable and aligned with the research findings from the perspective of the participant in the research. The criteria of credibility would purpose the researcher to link the research study's findings with reality and to demonstrate the truth of the research study's findings. Providing a detailed description of the context of the research was performed and how this shaped the findings would ensure transferability. In this paper, the researcher focuses on achieving analytical transferability, through thick descriptions, analysis, and interpretation of the empirical data. In addition, the research strives to find patterns across the empirical data, so that it is possible to identify how the informants' experiences are similar or different from each other, or how the research results of this thesis are similar or different from other studies. The researcher will provide a thick description of the phenomenon and the settings of the participants. To establish dependability, coherent themes will be reported across transcripts and the extent to which the research could be replicated in similar conditions. In order to establish confirmability, the researcher is aware of being completely objective is impossible. The

researcher will write down the thoughts and decisions while reflecting on what is happening in the research process (Bryman, 2016, p. 384-386).

Limitation

The researcher is aware that there is a limitation in doing qualitative research and it is important to reflect on how they can affect the research. The researcher understands that it is impossible to be objective and that there is a potential for bias as the researcher has an understanding of what he is looking for. Meaning that I am looking for evidence to support the hypothesis. The researcher is aware of this problem and Therefore, and supplementary caution must be applied to researchers to ensure that data is collected and analyzed very professionally. Additionally, the concerns for subjectivity and the influence of personal biases are also reflected. To ensure that data is collected professionally, the research will explain the factors that are not chosen in analysis, to reduce research bias.

Data collection

Data collection is the process of gathering information to answer the research question. It is important as a researcher that data is collected reflectively and systemically to make sure that you have the best possible data for your analysis and findings. Data collection has a huge impact on the results of a study (Bjørner, P. 57). How it is done, will be detailed in the upcoming sections.

Semi-structured interview guide

Interviews are often used as a research method in qualitative studies. The researcher has a list of questions or specific themes to be covered, often referred to as an interview guide. It is a flexible way for the researcher to come in-depth to follow up with the participants' answers. Questions are arranged in themes but not in a fixed manner (Bjørner, P. 87). The researcher conducted a semi-structured interview guide, which is scripted and organized that addresses the research question. Which consists of 19 open-ended questions that have been prepared before the interviews. The questions are for individuals of immigrant backgrounds. To benefit from participants' interpretation, the researcher approached his question with the consideration of Kvale's (1996) 9 different categories of questions interview (Bryman P. 473-75). The list of questions in this study involves questions of the following type: introducing questions, follow-up questions, probing questions, specifying questions, direct questions, indirect questions, structuring questions, interpreting questions, and silences (See appendix 1 for interview questions). The aim of this specific question type is for the researcher to grasp the atmosphere of the interview in a causal way without being interruptive and alert through the dialog. It is also to support the researcher to understand the participant responses and respond in a reflective way (Bryman P. 475). The conversations have been recovered by digital equipment with permission from the interviewees. Subsequently, all the recorded data has been a transcript to the text data for further data analysis (Data transcript in Appendix 1).

Sampling

Sampling strategies within qualitative research help research to make inferences about some larger population from a smaller one – the sample. Such inferences succeed or fail according to how well the sample represents the population (Bjørner, 2015. P. 62). The researcher has used purposive sampling. The reason for this idea is to choose the right people for the research and therefore, they are not chosen on a random basis (Bryman. P. 408.) The goal is to choose immigrants of non-western backgrounds because their interpretation is necessary to the research question. Particularly second-generation. When you have a topic such as identity formation and the link to social criminal identity it is important to find recruitments who can reflect on questions of identity. The research has chosen adults who are still young men. The chosen participants are individuals of first-generation that have an immigrant non-western background. The main purpose of this project was to conduct with 3 interviewees. The planned idea was that all of the participants with an immigrant non-western background. However, one of the participants does not have an immigrant background. The motive for choosing her is because she works with criminals and ex gangs individuals from non-western backgrounds. She is Danish and a convert to Islam. The research finds her experience with the individuals and the knowledge of her helping these young individuals is important to answering the identity formation of vulnerable immigrants. The researcher recruited her by listening to the story of Ali Najeie. The research consideration of ethics to sustain privacy is also illustrated in the form below. Considering the privacy of the participants in this project, each participant has been given a made-up name with codes.

Name code	Age	Occupation	Location	Background	Religion
Ali	26-28	Boxing instructor and public speaker.	Copenhagen	Iraq/Lebanon	Islam
A126	26	Student.	Aarhus	Palestine	Islam
LN33	unknown	Head of school departments and Coach.	Copenhagen	Denmark	Islam

The interview process

The researcher has done 2 interviews with two individuals. The first individual is A126 and he is a second-generation immigrant his parents come from Lebanon and Palestinian. He grew up in Aarhus. His story is unique and consists of the challenges that are mentioned above. The interview was conducted face to face and in dokk1 Aarhus. The second interview is a woman who also had difficulties in her life experience. She is danish and converted to Islam. She works with the most hardcore ex-gang members and criminal individuals. She knows these individuals better than they know themselves. The interview was conducted through Zoom Meetings' video and audio technology.

I have contacted Ali Najei to conduct an interview with him. But He did not have time and therefore I went with other alternatives to get his data. I used two Spotify interviews as a tool to gather data from Ali Najei. The two Spotify interviews support this research with rich data. The researcher gathered data from a podcast on Spotify, particularly from a podcast page called “*Forbrydelse og Moral*” with Jacob Barckmann and “*Lykkevejen*” with Esben Brandborg Østerby.

Reflection on the interviews

The interview was a good experience and every interview has its challenges even though I have done interviews many times. But when you are always in the process you learn something new and every interview is different. The challenge I had with the first interview with A126 was I knew A126 beforehand but not personally. I have heard his story from a mutual friend. He had a tough time growing up and his story was unique. Whereas doing the interview with him was a crossing LN33 and I could feel the tensions of not being too personal in the atmosphere. I totally understand it and affects the data. The interview become hard and I overcommitted with the goal to push boundaries and the direction I wanted the answers to go. This may affect data and how the interview is conducted. In the second interview, I was calmer and I had considerations of previous mistakes and I felt that I was more ready. I felt it went great and I got more than I expected. The participant LN33 was open and even went far as to present comprehensive answers. This helped me to understand her perspective and also more about the subject.

Podcast

In this study, some of the data is gathered through a podcast. Academics have increasingly begun to discover podcasting as an effective digital medium method and platform for data collection. Podcasts are digital audio files that people can subscribe to. It is available on streaming to a computer or mobile device and is often offered as a series. Podcasts serve the public as a platform for collective action and reflection. It produces a greater diversity of voices and perspectives for public audiences. In addition, it provides interviews and communication that are detailed and in-depth conversations (Lindsay Day et. P. 206)

The researcher gathers data from a podcast from Spotify, particularly from a podcast page called “*Forbrydelse og Moral*” with Jacob Barckmann and “*Lykkevejen*” with Esben Brandborg Østerby. Ali Najei: Usually when people interview individuals who have had a rough past with crimes involving. They talk about it in a way that they glorify their crimes and the same ways as entertaining discourse. The reason Ali is chosen and important to this thesis is that his interviews are more in-depth about personal difficulties and demonstrate that he is lucky. He is a public speaker and his story illustrates the lives of many experiences in Denmark.

Transcription

The interviews were recorded with App called a Simple recorder and as well with a phone to make sure that nothing the interviewees said was missed. In the process of transcribing, the research started to transcript the recordings in danish at the start since the interviews were held in danish, after familiarizing myself with the transcript I decided to translate it into English. In this process, slang expressions, repetition, and off topics were left out. However, the clear meaning of the communication was prioritized. The researcher is aware of the possibility of losing the danish words getting lost in the translation. When translating into English.

Ethics.

Bryman explains ethical considerations revolve around such issues as of how we should treat the people on whom we conduct research and how to do a researcher combat when a sudden situation of ethical moments draws up in practice. It is an important factor to consider in this research as it involves humans. Establishing and reflecting on ethical considerations would decrease harm to participants and prevent unpredictable ethical moments. There are different ways to conduct ethical procedures depending on which methodology research adopts. This research purposes to conduct an application form that consists of ethical considerations. The

reason for this application form is to obtain consent from participants and to reduce the concerns of the participants. The application form concerns questions regarding ethical considerations such as harm to the participant, lack of consent form, and invasion of privacy. Furthermore, the form will consist of a sample interview form that demonstrates the anonymity and privacy of those who participate will be kept confidential. The form will display informative issues about the ethical obligations a researcher has towards a research participant when interacting with them. To participate in the research, the participants have to sign the consent form (Bryman, 2016, p. 131).

Before the interviews began, I began to talk about to the interviewees about the consent form and they consent with it. The reason behind that was primarily for them to know what I was going to use the interview for. The form (Appendix 1: Consent form) emphasized that they were giving consent to being recorded which would afterwards be transcribed. It was also made clear that the interviewees were a part of the project by their own choice and that everything would be anonymized. They did not sign but they gave acceptance verbally.

Limitation

Podcast audio files are great tools for gathering information's. However, it is also important to notice that when using podcast that there are limitations. For instance, in this paper, the interview podcast was not controlled and the information that were need was hard to capture or the way it was intended to communicate was not useful in many situations. The podcast interviews are different than if I made the interview myself. I would have control and would ask to follow up question in situations that are important. This is one of an examples that demonstrate the disadvantage of using podcast which can have influence in your paper. Therefore, the research used two different podcast to capture the needed information. This was

also time consuming, and one interview would have limited the time. These are the limitation of using a podcast.

Another limitation is based on my position as a researcher. I have been able to create a common understanding between the participants because of the relatable background and experience that we share as a minority individuals. The researcher views this as both an advantage and a disadvantage. The advantage is that the participants feel more secure and open when I interview them. The disadvantage is that my position as an ethnic minority individual means that I have implicit knowledge of certain areas that have enabled the participants and me to have a common understanding of immigrants that share, a common foundation that creates identification and trust in the interview situation. This shared basis can create understandings in the interview situation that are not explicitly stated. The researcher considers his position relevant in the interview and understands the limitation that it can produce and how it affects the data. In addition, the thesis data have more men participants and therefore the lack of females is also important to note for lack of the paper. Therefore, the paper cannot give a comprehensive understanding of social criminal identity and the link between immigrants.

Method of the data analysis

Data analysis is the method that can be used to analyze data and the process of analyzing it. The researcher has used the method of thematic analysis which is a method that research is closely identifying, analyzing, and reports patterns of themes within the data (Braun & Clarke, 2008 P.6). There is a 6-phase guide to doing thematic analysis. The six-step process: **The first phase** is familiarization with the data reading and re-reading the data. **The second phase** is coding, This phase then involves the production of initial codes from the data. **The third phase** is generating themes from the initial codes. The coding data is simple units of meaning and themes are broader meanings of the initial codes. the goal is to narrow down the codes into broader units that become themes. Essentially, you are starting to analyze the codes, and consider how different codes may combine to form an overarching theme. **The fourth phase** is reviewing the themes, **The fifth phase** defining and naming themes you have found. **The sixth** and last phase is writing up.

(Braun & Clarke, 2008 P.16-23)

Limitation

The researcher is also aware the factors that lead to low self-esteem and the vulnerability of the individuals in not only due their transformation of identity. There are various factors such as parenting factors, family structure, socio-economic and so on. These factors are also illustrated in the transcript. The researcher has chosen the relevant factors that is important in this study. Another limitation is doing thematic analysis is time consuming. The researcher was limited with time and therefore it may have impact on the findings.

Data Analyses

This chapter consists of how I analyzed the data, by explaining the steps resulting in presenting the findings of this research. The thematic analysis is chosen approach by Braun and Clarke (2006). The process of analyzing data in a systematic matter, particularly using the six-step approach. The process will be detailed in this section.

Phase 1: Familiarization

The first phase is Familiarization, in this phase, the researchers must familiarize themselves with the data and nothing is better than transcribing itself. I re-read and also changed the language of the transcript to English from danish. This change contributes to becoming familiarized with the data. During reading the transcripts, also I took notes of topics standing out concerning the research question, as well as interesting topics, but unexpected topics.

Phase 2: Generating initial codes

The second phase is generating initial codes. This is after I have read and familiarised myself with the data, and have generated an initial list of ideas about what is in the data and what is interesting about them. This phase then applies the production of initial codes from the data. Codes have identified a feature of the data that appears interesting to the analyst. Below, there is a screenshot of how I generated codes and you can find it the full version in Appendix 2.

Initial Codes	Themes
Acknowledgement of psychological damage	Exclusion
Exclusion	Belonging
Early age	Cultural difference
Belonging:	Self-esteem
Early age and school	Violent behaviors
Recognize and awareness of one's ethnicity	Streets
Cultural difference	Criminality
Frustration	Hybrid identity.
Violence at home	Immigrant
dealt with the situation with violence	
Hybrid culture.	
Adopting their fathers' emotions	
Angry man	

Phase 4: reviewing themes

After I have developed and chosen candidate themes. It is important that I note and see what can improve in these themes and I had to analyze them. by evaluating the coherent patterns of themes, if they overlap each other or if there are not enough data to support them. Therefore, during the review of these themes I have looked very carefully and critically at all the separate themes. To see whether themes could be combined as they are close to one other or whether themes were not relevant enough regarding the stated research question. To visualize this process for myself, I have used a table again with colors, where I wrote the candidate themes and looked at problems. An example of two candidate themes merging is recognition and belonging. together as one that captures the essence of themes. at the end of this phase, I had a good idea of what different themes are, how they fit together, and the overall story they tell about the data and the thesis question.

Phase 5: defining and naming themes.

Within this step, the themes were defined and named. The analysis is organized with the categories that dominate in the transcript and therefore would organize in this section. The participants came to Denmark before they were teenagers and their integration into the Danish society is a multifaceted one. This has become apparent from the personal experiences of the participants interviewed in this research. The analysis builds on connective threads which were extracted from the study of the transcripts. These are divided into themes that stand as factors that may explain how these applicants experience the process of identity formation. The analysis is divided into the following themes which also define the structure of the analysis: **Ethnic identity**, **Belonging**, **exclusion**, **self-esteem**, and **Social criminal identity**.

Ethnic identity: This theme covers the awareness of the individuals becoming part of their ethnicity, and it describes the behaviors of how one behaves according to their identity and importantly also how one views his ethnic identity through others. **Belonging:** This theme is important and describes the feelings that are coherent in the individual's needs in their life. identity are interlinked in the perspective of how individuals within a certain environment have a sense of belongingness. This theme will elaborate on the importance of the sense of the belonging. **Exclusion:** This theme covers the process of exclusion and the lasting effect it had on people when they feel that they are longer no members of social environments and social communities. When individuals are excluded from the community there is a high possibility the person would slowly deteriorate mentally and emotionally. **Social criminal identity:** This theme is would provide the understanding of how one develops a criminal identity and what are the circumstances that contribute to this identity. Individuals when they are excluded from society and left mentally deteriorated. They are likely to be exploited by the streets and they are like to engage in violence and aggression in the environment of criminal activities. here are the instincts that take over to survive at all expenses. Here they become part of institutions

without morale and ethics. This typically happens as a result multitude of factors but being part of a minority group that faces systematic discrimination is one factor. This theme would illustrate these aspects of social criminal identity.

Self-esteem: The physiological perspective provides alternative insight into the experience of immigrants. The mental stress and in-depth understanding of the impact on self-esteem.

The self-esteem will demonstrate how the individuals feel about themselves, particularly, their self-worth. Here the data will identify themes that occur in their self-views and more importantly another way to identify this also connects with how they view their ethnic group.

Analysis

Ethnic Identity:

The process of understanding who we are as a person has multiple steps in life. Every step has an important step that leads to the formation of the identity. The participant's report of their early years of growing up in Denmark indicate how they respond to the growth in two different cultures. Further, how it impacted them and lead them to the routes they have taken in life in the first step of their lives. Ali began to become aware and understand his surrounding already from an early age at kindergarten when he first time met other kids who were different than him. He states,

It starts in kindergarten and school in general. You find out that there are also white people, people with blue eyes. It sounds extreme, but if you have not seen a white person with blue eyes before, you get a shock when you are not used to it.

These comments highlight that Ali is aware of his surroundings at an early age. Ali understood that there are different kinds of people, and the appearances showcase sometimes the difference between people. Understanding who you are is part of identifying others and seeing what are similar and different about others. The respondents had to identify themselves before continuing on the route to completely understand themselves. In the process of self-discovery, the respondents experience cultural differences in school.

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I went to Gammelgårdsskole school from 0 to 7. It was a pleasant experience until I became a teenager. This is where you begin to become more aware of who you are as a person. It starts with me looking at myself in the mirrors and being an immigrant from the middle east. From there you form a framework where you position yourself in society and understand who you are as an individual and as a group. Additionally, in this process, you find out how we behave and what are my values. Where I then begin to behave in the direction that represents who I am and that gives a reasonable way to act for me.

These statements demonstrate that Al26 in his teenage' period is the first time he started to think about who he is as a person and to which group he belongs. This indicates also that in their teenage years the participants became self-conscious about themselves, and the way others see them. Al26 mentions also that when he understood where he came from, he would behave in the matters of that position of how people act in his group and bring his personality to that process. This is a natural way to respond as a teenager which leads to self-discovery and the experimental step. A person discovers, understands, and hones their ethnic identity by interacting with other in-group and out-group members. Ali and AL26 became aware of their ethnic identity, and that they are different from the others. In the process of self-discovery and experimental stage. The respondents became aware of the majority views of their group, and which position they are in society.

The respondents understood from a societal perspective how their group is positioned and how they are viewed in society. Ali talks about he felt being an immigrant in Denmark. Ali states that

Pia Kjærsgaard was popular in society when I was growing up. It was a difficult time for us with minority backgrounds. We were very stigmatized and excluded from society. I remember moments when people spit and talked down after my mother.

In these statements, Ali mentions a politician from the right-wing who had an extreme view on immigration. From this, we understand that Ali was influenced by her rhetoric and others who discriminate against him. Ali felt the divisions and hostility created by the politician. Ali understood from her the media and the discourse of politician mirrored how he was viewed and his group. The negative representation of his group identity was regularly part of his life experience. Ali develops a negative and hateful attitude towards Danes. This the experiences

that shape his perspective of how to view others. It leads the path now to defend himself and his ethnic identity. Furthermore, the positioning of their identity and cultural difference led to polarization in society when their values from the background were criticized or portrayed in a way that they felt was conditioned to be discriminatory against them. Across the informants is the story of being discriminated against them is evident from the transcripts. When Ali was talking about how his values are demonstrated in society, he stated that

I remember the first time I went to prison. It was at the time of Muhammad's crisis. I remember clearly I was with the other guys.

We were furious and burned cars. We did not care about everything and did not think about the consequences.

These statements indicate that Ali feels no one care about his values especially when people are publishing in the first place. Ali feels responsible to protect his values and no one will not do it for him. So, he had to stand for himself.

Belonging:

To get a sense of belonging one has to belong to a certain group. The problem that the respondents had in their formation of the identity is that they did not fully understand where they belong. The respondents were raised in two different cultures and become part of both worlds. When we asked LN33 what were the biggest challenges for the individuals who live part of the two cultures. She said,

I have a project that I have developed together with the exit circle. We call it navigation because that's what it is about how to navigate when you are the product of multiple cultures, multiple languages, and multiple societal norms. It is about the young people is to find the balance.

From these remarks, LN33 talks about being a product of multiple forces can induce difficulties for the individuals, as it can invoke feelings of where to belong, particularly living in a society where people are positioned by categories. The individuals that LN33 works with are people who have problems with the understanding they are and what is their position in society. These individuals lack the sense of belonging and support that they need and is crucial to their development. LN33 proceeds to tell how to find the balance and what is important. she said,

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I am dealing with young people who are told at home that they are Arabs and Danes at school. And on the street, they are told that they do not belong to any of them, whatever they call themselves. If they call themselves Danes, they will be told that they will never be. If it is called Arabs or another background, then they are told by their parents "come into the fight, you were born here in Denmark". What to do? I ask them, do they have to be something, and I challenge them a little. That is also what Ali is talking about. It's my way of going to them. It is to be direct and say to forget what others want you to become whether it is your parents, the school, or the street. But what do you want to be, who are you and what are you good at? Then I can bring out those qualities, rather than focusing on nationality, what you want to belong to, and the boxes you must belong to. We need to get out of it.

In these statements LN33 details the problems of living in a hybrid culture. The individuals are never understood in how they carry themselves. They are never accepted in however they behave. They are left alone with their experience in the search of knowing who they truly are. They are always put into categories that do not define them and give them a sense of belonging. In this manner, they are constantly questioned about who they are and where they belong. Belonging is the feeling of security and consent. Individuals can perform the authenticity of the self to function when they sense the feeling of acceptance, inclusion, and identity for a member of a certain group. The individuals that LN33 works with feel like they do not belong at home and school. Therefore, their personal lives are a mess and on a negative path. Ali answered about how he was positioned in society. He said,

I remember. It was a hard time I did not notice much. But now I understand well, it was a time when I did not feel welcome in the country, but I tried to show that I am welcome. But it was hard because that was not the reality.

Ali wanted to feel welcome in the country and attempted every aspect to feel the feelings of security and recognition. But he would feel, the feelings of denial and outplaced in society. Here is another example of A126 feeling not accepted in society. He Said,

Then little by little, you begin to realize how society sees you and how you are judged by others. Here I had problems and challenges with the classes and the community. Because the way I behave and the values I care about are not accepted in society.

In these statements, we understand it is important to be part of a group and to mirror yourself with others in the hope to find worth in yourself. The feeling of belonging is important and knowing that you belong to a group makes life easier. Immigrant individuals of the second generation lack belongings from their ethnicity and groups. Particularly when they're in the hybrid culture and in the process of understanding who they are. Even though LN33 does not

have an immigrant background but when she converted to Islam, she became to doubt her position in society. LN33 said

I speak of experience and the fights I have fought and still fighting to this day. The first 10 years I went with the headscarf, there I was subjected to harassment every single day, I did not know that before I put it on. It came behind me and surprised me that my country Denmark which has raised me and taught me how to live life suddenly turned their back on me. It hurt me. It made me think about in period that I considered whether if I should just leave and never look back again. But at the same time, I am stubborn and proud. I thought it is what it is, and this must be what God has chosen for me. The Qur'an states that God does not give you a hardship you cannot bear. Then I thought this must be my burden and then I must carry it with a smile. It has been like this since then, of course, it requires a lot of strength. I have gotten used to that no matter where I am or what kind of room I am in, from now on and forever I will be different. I did not fit anywhere, and it is hard, especially when you are young to feel that you do not fit anywhere.

This statement demonstrates that her experience with being Muslim and choosing to wear the headscarf meant that now she created a new identity, and this identity was challenging for her. Due to this new identity, she felt the feeling of being an outsider in her own society. LN33 was overwhelmed by how she locomoted from being normal and feeling a sense of belonging to becoming an enemy of the state. She understood how Muslims felt in society and she sensed the excess of negative reactions toward her change. LN33 understood the complex feelings that come with when you are in a tough position in society and verification of who you are not permitted by the majority of society. The painful experience she went through for changing religion meant that she gained experience and understanding of how minority feels in society. She is both Danish and Muslim. The feelings of being excluded in society and how people are criticized for being different. LN33 states that

What I do about the kids is train them that it's their strength to be different and that you do not fit anywhere. They must Challenge the boxes they are put in and show them what they can and do not have to fit. See how much I hold as a human being. Do not reduce me to my scarf, I am so much more. But still, I feel that the young people can lean on me because especially when they have an ethnic background such as Danish or Muslim background, they can lean on me. After all, I represent both worlds. I represent the Muslims they were raised in and the Danes society they were born in. It's about finding the best of both worlds also putting it together and letting it be a new identity.

LN33 proceeds to talk about when people are judged or located in certain boxes and attributions. She encourages the importance to embrace the idea of being different and being

unique. She understands that this is what gives a person strength. Particularly an immigrant or her situation. She felt that she was judged by her identity as a Muslim woman. She was expected to behave in a certain way and was limited to certain capabilities. She is against the idea that she is in a box. She states this is wrong and that people are more than what they wear and that people have a lot of potentials to exceed their abilities. When people are put in boxes or judged they are predisposed positions it limited people and this is wrong. In her experience with working with the youth, she encourages and embraces the idea of being different and embracing every part of complementary identities, backgrounds, and religious beliefs that one prefers to their personal character. The idea of being an outsider is not a bad thing and that being different consists of being strong to withhold one's unique attributions. These are her notions from her experience and her teachings to young immigrants in a way to tackle the feelings of being outsiders and loneliness.

Inclusion:

This section aims to analyze the interviewee's experience of feeling excluded and in this manner will analyze what factors that contribute to the isolation from society. An element that is found present in 2 of the interview transcripts is that they feel the experience at school was frustrating. A126 and A123 claim that their experience of school was the reason they felt excluded from society. When asked A126 his experience at school he responded that,

I think it was a mixture of many things, many things made us not adapt to school. For example, culturally, I had a challenge with my Danish classmates. When my Danish classmates said "Fuck your mother" to me, it was normal for me to rule on that violence because that was how I learned it in my culture. Mothers are respected and it is disgrace to say something bad about one mother. For that reason, it made very tough for me to be friends with Danish classmates. It was completely natural for me to be friends with someone like me because there was an understanding of my boundaries and as well as there was some kind of acceptance. I am used to openness from foreigners and think it was more closed in the Danish community. Foreigners have a special respect for family and Danes are larger around things that we take seriously. Already from these examples, there is inconsistency and it creates more distances. We have other forms of honor principles and your way of dealing with boundaries is not conformity through dialogues, which is strange for Danes.

These statements state the experience of A126 school. It demonstrates the challenges young immigrants face in the process of creating a relationship with others. The difference between culture and the norms is the barrier that keeps them separate and difficult to blend together at school. Schools are the most critical arena in which their development and major social interactions occur with profound consequences for their adaptation to the host society. They did not have the experience of learning and evolving relationships with school personnel and peer relationships. In addition, these statements from A126: explain that there are different cultural norms and this caused the conflict between him and his other classmates. However, between the lines, you understand that violence was used as an honor to protect the values of his culture. They felt that they were not understood for their violence and why they needed to protect their values. There is no doubt these barriers and boundaries were challenging for the respondents. Ali remarks upon the experience in school. He states,

Then some different things happened in school. Here if there were escalations to a conflict the way I handled was like my dad did. I was violent.

In these statements, we understand his experience in school and how he handles a situation that is not in his favor. The way he managed is different from how the school wanted him to handle it. It shows also that he handled the situation the way he was thought at home. Ali proceeds to tell that

When I had problems at school, I used violence as a solution. Consequently, often I was sent to the school superintendent's office. Here I was then told that it is not allowed.

These statements remark that it happened frequently at school whenever he was challenged, he would use violence as a solution. Ali struggled to adjust to the new cultural expectations and practices, particularly in dealing with conflict. These experiences demonstrate that they face challenges related to school adaptation and social adjustment due to conflict between school and home cultural values. The experience of their schools was heavily dominated by these behaviors and the respondents were expelled from multiple schools. Ali stated

I went to 14 different high schools and in these schools", and A126 stated that.

I went to 3 different schools and I was expelled due to the same patterns of behavior.

According to circumstances they were not prepared to deal with the social complexities and they feel that they were unfairly treated by school personnel. Respondents experienced complications at the various school they went to. Due to this, they felt that they did not belong in school. Additionally, they felt that the accepted norm of the school became ethnical division and exclusion.

Criminal social identity

In the Streets, the individuals had found their true membership in society. In the streets, other youths had a similar experience and this was the foundation of their group establishments. This group gave them something worthy to fight for and it gave them all the attributes that they were lacking from society and home. They felt recognized, they felt secure and a sense of belonging in the streets. The youths grow in these groups and it becomes their education and moral conduct. That's why when LN33 said,

We work on how to formulate oneself, and how to apply for jobs. They're trying on me for a job interview. When I work with ex-gang members, how does one come in the door without people getting scared of one? Because they walk a certain way.

These statements convey that in practical her jobs are basic stuff that she learns the young men, how to speak and how to behave. It entails that these young men are out of contact with society and that they need significant attention and care to change their behaviors. The impact that the streets have on immigrant individuals is massive. Particularly, when the streets are the only source of everything, and in the end, they inevitably become aliens to society. Now that they feel excluded from being part of the school which was their gateway to becoming part of society. The respondents highlighted that they felt the need for belonging and recognition. Therefore they found these feelings in another place. They found people who had the exact experience in school. That is what they did Ali and A126. They become a part of a group where they could be outsiders together. A126 states,

What happens here, you will find others who have the same problems as me and have difficulty in school. It became a large circle of a group of friends who have something to fight for and share the same affiliation.

These young people did not have any who understood them, acknowledge them, or even see them. But in this group, they were acknowledged. Ali said,

As a kid, you don't think about the consequence of criminality, you only care about feeling accepted and that you belong to a group. At home, I did not get the full attention of my parents as I shared brothers at home. In school, I did not get any attention but in the streets, I get all attention I needed. In this community, I felt people cared about me and I felt secure. There were many just like me who had the same problems there at home and school.

These remarks illustrate that all they wanted Ali and AL26 is to belong somewhere. belonging is to know exactly where you are welcome. Identity allows you to know where you belong and how you should behave. Ali did not get it at home. The lack of having very little family and community support. Ali proceeds to say, that in these groups, you find people are outlaws and part of criminal and extreme groups such as gangs. He stated,

In the end, you will get pushed into a community of outsiders. The outsiders' community was the streets and in this community, they have an alternative way to get recognized and get attention. Criminality is the norm in the outsiders' community.

These statements state that joining communities and environments where crime is the alternative norm to fill the void of feeling lonely and not belonging to something. In these environments, they feel accepted and important. They get the sense of belonging to something and identifying with others. They can define themselves and define others. Importantly it gives a purpose. Further, it is also important to remember as a young kid you do not have a sense of the future. However, they do not see the impact of what joining these can do to their life later.

AL26 proceeds to tell,

Then you become a character for yourself and you become part of the outsiders. You begin to become lonely and rebellious. Then you seek relationships to find acceptance. Especially at an age where you are sensitive. Then you become part of a group where you create a common understanding, if you fuck with us, then we fuck with you. The more we stayed together the more we become distant from society. It ended up that I went to 3 different schools and I was expelled due to the same patterns of behavior. It does not matter that I was a troublemaker, but that I felt outside and did not feel accepted. We are all looking for communities, we are social beings and the problem is the way the community is divided.

The people of the criminal activities and in those environments will assemble them as part of their camps and allow them to feel included. These examples pushed the young people into extreme environments and it is they develop a social criminal identity. The criminal

environment has become the greatest competitor to the family and school, as young kids prefer their way of understanding them. The individuals demonstrate that in the experience at a young age that they valued the opinions and views of those people who look like them and have had similar experiences. The outsiders' group has become important to them because other institutions such as the community and school neglected to take the time or have the interest or the ability to relate to young people. The outsider group allows us to see the young people as humans and they see themselves in the eyes of people who do what they do. The environments of criminals operate in the same way as an institution such as schools, mosques, and families. The streets have a collection of values and norms to manage and strengthen their existence. Examples of being tough and committing a crime are the norm in this context. Ali states,

When you are there in the criminal environment and develop this competence to survive in this environment, you become one with it. Yes, I said committing a crime is just like breathing. It made me become part of the criminal environment and when you are in it in the environment, you can not delimit yourself. You are subjected to rules when you are in that environment. I was not an active member of a street gang but I was active in the life of a gang environment.

These statements demonstrate that the social structure of the street lacks the civilization these other institutions have. However, it is an institution because it helps to shape and control behavior. And it is on the streets where a lost young kid receives his fundamental orientation of life. The streets become his primary reference because other institutions have failed to provide him. In the streets, he learns the essential skills to survive in the environments of criminal activities. He becomes a student of the social criminal identity. Committing a crime is nothing as he states. Remember this is the only thing he learned, and this is the skills he was praised for. Ali said,

I remember the first time I went to prison. It was at the time of Muhammad's crisis. I remember clearly I was with the other guys. We were furious and burned cars. We did not care about everything and did not think about the consequences.

The streets become his textbook, teacher, and subject matter. However, unlike the school, the courses in the street institution are structured around community norms and are more binding on its members. It compensated for the absence of guidance from other institutions and adults.

Self-esteem

In the transcript, it was apparent that the individuals were not verified by their identity of who they are. According to the theory of verification, the consequence of not being verified leads to poor self-esteem. The outcome of non-verifications conveys coping categories of violence, self-stigmatization, and destructive options in life. Examples that demonstrate self-esteem is when participants talk about how they view themselves and how other views of themselves impact their self-worth. Identity and self-esteem are interconnected. In addition, it indicates the importance of a well-functioning mental health. The identity sense of the individuals illustrates with who you think you are and how you perceive yourself. It has to do with your sense of self-worth and how you define yourself. Therefore, self-esteem is how you value yourself. LN33 touches upon how the immigrant individuals view themselves in society and the reasons behind it.

It is stigmatization and it is structural. One has a stereotypical image of what a troublemaker looks like and or who goes with something like that clothing gets put in that box. You experience this stigma and if you experience it repeatedly it leads to self-stigma. So, therefore, the kids refer to themselves as being perks, incompetent, as being the stupid ones, the ones who are put outside the door, and the ones who are exposed. This is how they experience and the self-image they have. There is nothing to offset those images. It is also about a teacher, educator, police officer, case processing, etc. That you have a responsibility when you have contact with these young people that you see people in the first and meet them there...They used to know all the time that they look wrong, speak wrong, and dress wrong. You can sit still, etc., the children making noise are also trying to tell something and they are in pain. And it tries to shout for help. They get kicked out the door, they get kicked out by the club, and they are punished inside behind bars. Instead of seeing people who have not got the words to communicate and therefore the body speaks. That's why they're noisy and bouncing. The more they make noise the more hurt they are. The bigger they are, the more pumped they are the more painful they are.

In these statements, the understanding is that the Immigrants individuals lack the attachment to home and society. They do not have anything to bounce on as aspirations and achievements to reinforce a positive self-image. This is the reason why they have low self-esteem. Many factors lead to their low self-esteem. They are not verified by society and their identity is

accepted. Which leads them to be confused. Their culture and religion are constantly criticized which reinforces the negative association with the self. Additionally, they are excluded from society which reinforces more negative feelings. Therefore, that is why LN33 says they create a defensive mechanism to protect the self. The individuals act to protect the self by becoming part of a group. The creation of a muscular body and forming the mask of being a tough guy. In these groups, they become the victim of stereotypes and tools that the political use to criticize them. Becoming part of the group reinforces also that they are part of the narration as troublemakers. Self-stigma is believing what the discourse of the society is about the immigrants. The youths who have trouble finding themselves became victims in self-stigma. LN33 says that they believe the negative things that the politician, media and generally people who do not understand them say about them. It is evident in the interviews that immigrant individuals experience these notions and are what others say about them. Here is a prominent example of how Ali felt about himself and how other view him that showcase the status of his self-esteem. Ali said,

I felt that I was excluded and stigmatized by communities and society. When you constantly hear that you are not good enough. The notion that you are just an immigrant and the discourse of the media constantly denounces you. Further, all the bad things you hear from your schoolteachers and system representatives. It reinforced the feeling of being an outsider and that you are not good enough.

From these comments you understand that Ali, has a negative view of himself, he showcases that he describes himself as just another immigrant and not as an individual. This is how the discourse of immigrants is portrayed in society. He describes the negative discourse of the media contributing to negative self-hate and the representatives of society reinforcing these feelings to be true. This is the truth of the vicious cycle immigrants have to push through it at a young age. He showcases that he did not receive any affection from people of authority position. He was let down and the feelings he had was suppressed when he was younger. He describes factors that contribute to doubting the true belief he had about himself. The feeling

of not being accepted and confirmed in a positive way results in how he behaved. . Ali proceeds to say,

It is not my fault that we were born in Denmark. We try to establish ourselves in society but we are disapproved by society at a young age and it ends up that we become self-stigmatized. You will believe what they say about you and you will end up becoming what they want you to be. Because you keep hearing it. Remember I am a little kid or we are all little kids and imagine creating resistance to such hatred and stigma.

Ali states the frustration of not having the confidence to do things and he feels this ability has been deprived of him. The constant critique made him believe the bad things they say about him. This is a classic example of how a person feels when they are not true to themselves and feel incapable and unloved. Al26 illustrated the notions of self-esteem how he viewed others and he viewed himself. When he was asked how felt about society now and when he was young, Al26 stated,

I thought everyone was against me when I was younger. I followed a philosophy that of the world against me. It was such a kind of consolation in the whole that one feels exposed, not recognized, and not accepted. I did not have much knowledge of my own culture and when people criticized my culture and religion it hurt so much. Because at a young age you would believe it and when you don't understand the complexity of your own culture.

This statement notes, the insecurities that he felt when people criticized his culture and religion. These insecurities come from the nuances of not understanding his own culture of what is true or not. The fear of realizing that it may be the truth of how others view him and his group of identity. In further, as a young kid, your ethnic group gives you a sense of worth, and when it is criticized or associated with negative discourse. As a young kid, you cannot distinguish between the good and the bad, you do not have enough complete knowledge for that. When Al26 felt his values were criticized and it hurts him. As consequence, it leads to positioning that you must defend your values even if the notions were not true or were only exaggerated by society. Al26 did not understand that the world is complicated. As a young kid, you believe in everything, and you see things in black and white. This is a great example of what leads to low self-esteem and contributes to the hate towards oneself and others. Therefore, these young men join a group to counter the other notions to protect themselves. Low self-esteem can

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manifest in internalizing and self-doubt to violence, avoidance, insecurity to overcompensation, projection, and attacking others. Ali talks about he felt about the system and how he is a victim of society. He stated,

There I sat in court as a 15-year-old, there I had already built hatred for the system. I remember feeling that it was their fault that I was in court. It's because you did not help me, you lost me, you threw me out of school all the time just because I had a mental challenge or other challenges that they did not understand. But I did not get the help I needed when I was sitting in court there I did not see the judge or prosecutor but I saw the system's representatives like my school or caseworker. But I knew well what kind of risk I was facing that I was going to jail. But I did not care because if I do one or the other then it ends up the same result anyway. I had a feeling that everyone on the court had something against me on a personal level.

These mentions demonstrate that Ali took upon the victim role to demonstrate that he could not avoid this path and how it led him to this road. He felt helpless and unable to cope with his situation. His behavior led to him breakings the law. In this statement, he remarks that he felt the system led him to this path. This showcases the insecurities of fear by not taking responsibility for changing his life. When asked Ali how he changes his life, he stated,

In prison comes a lady named Susan Shahin and she convinced me to participate in a coaching session with her. The agreement was beneficial for me. If I said yes I could get out of my cell once or twice a week. She told me that we would sit and talk about specific things about me and that I was the focus of our sessions. I never thought one of the system representatives would do this voluntarily. What was unique about her was that she saw a human in me, she went eye level with me when she spoke to me. At the coaching sessions, one day she asked me what was going on inside me and it was provocative I think because she knew well that my brother was shot. But I clearly remember that I become insane for a moment in the room in front of her. She got really scared and I apologize to her till today, but at that moment I could not think at all. I got really mad because she provoked something in me that made me smash tables so hard, also I got up and looked angry at her. I remember she was shaking. Then I went over to the door and knocked on things several times. And shouted at her that she was the reason I was angry. I asked her how she dared to sit with me? And I said some things that would normally indicate that she needs some help and she should press the alarm button. That is what I was used to. But she did not. She did not press the alarm. It was completely surreal to me and completely new to me, she is from criminal custody. She gave me space to shout and scream.

In these statements, Ali is confused about this lady and why she keeps wanting to see him. The feeling of being accepted in a genuine state is alien to him and there is fear or insecurity that this is the reality. He has always been treated poorly and he became customized with it and it aligns with how he views himself as dangerous and unwanted. He is not used to trusting one who is not like him or representative in the system. He had implemented in his brain that no

one wants to help him. Her being consistent with him is intimidating for him and afraid of the future and change of the feelings he feels. The lady did not judge him however, she showed affection towards him for who he is. This verification of how others can view him is also linked to changing how one views himself. Therefore, it conflicts with the false sense of confidence that Ali created throughout the years and therefore he tried to push her away. In a way, he felt he was not worthy or deserving of how she viewed him. Further, that is why he rebels with these emotions as he believes that he is not good enough to feel affection. Therefore, he behaved toward her in a manner that violent to her. Because he was afraid of the feelings that she sees the good in him. Ali said

The alarm button demonstrates to me the confirmation that I am dangerous, criminal, perky, scary and all the negative things they say about me when you have never tried before that human sees you as you are. Then you get a new feeling you have never felt before. You get something new and think of something different and that is also the basis for change. Susan gave me an awareness to think about things.

The impact of the lady is that sees Ali as a human. This is what's unique about his experience and showcases the tough life he had. All his life he felt and believed the notion of him being not a human but monster who was constantly rejected in society. It just shows the journey he has been through. How hard it has been for him that he did not even see himself as a human being. When the lady saw him as a human being, it had a huge influence on him, and it means a lot to him. It allowed him to trust a human being. It also shows how harsh it is to live in criminal life. Where everyone struggles to survive. These young people know nothing more than street life. they never felt compassion and love at home and school. All they know is the street hustle. It can change people.

Discussion

In this discussion, the research will discuss the findings of the research question and the relation between immigrants and criminal activities. The thesis questions are the experience of vulnerable immigrants in the process of identity formation in Denmark and what is the relationship between immigrants and social criminal identity. The findings demonstrated that the vulnerable immigrants' individuals experience is dominated by difficult blockades and the impact of social exclusion is unavoidable in the process of truly knowing who they are. Therefore their experience would be positioned between different phases of figuring out their identity and who they are. Society and important figures such as teachers and parents are impactful to their development and it important that they are cared for and understand their struggles. The lack of support and recognition of their feelings has contributed to self-isolation with their emotions. The negative discourse of the media has found a way to reinforce the negative feelings of how they perceive themselves. This leads to negative self-views. When you do not have any aspirations and achievements it is a hard road to come back from. The negative self-talk influences the individual psychological well-being for a long time. In the litterateur review, it was apparent that the young immigrants of non-western backgrounds lack support. The vulnerable immigrant individuals lack support and have faced every form of rejection. They quickly understood the hardship of the world. They lack affection and understanding of their surroundings. The poor of the self-esteem was illustrated their behaviors. They feel unwanted and they feel that they will become nothing. This is also what LN33 faces at her work, the behaviors of how they walk and how they talk indicate the insecurities of their self-worth. Being part of extreme groups and adopting those mentality leads to a road where you are constantly put down and excluded from society. This is the relationship between immigrant and social criminal identity. However, it is important to note that it does not have to

be an immigrant but every individual who is excluded from society would always find other ways to socialize and become part of community groups.

Another important discussion is also to view the relationship between the findings and the literature review. The patterns and tendencies that our analysis points in the direction of the findings of the literature review. One of the first topics within the literature review was the challenges of hybrid culture and the impact of losing cultural identity. These studies showcased numerous stresses that can impact the mental and the well-being of immigrants. A similar outcome was present in this study. The participant felt distressed in the arenas of school and home as they had a hard time figuring out who they were and where they belong. They lacked strong community unity and therefore went to find other places to change their situations. A similar result showed also what (Jean S. Phinney et al. 2001, and Hieu Van Ngo et al, 2015) showcased in their study that youth were in danger and experienced complicated interactions and complex relationships with their community and society. That resulted in complex identity challenges and related issues which progressively pushed them towards membership in high-risk social cliques and criminal gangs. This is also similar to our paper it showed the complex personal the youth had in different areas they were expected to perform, and they had problems with teachers and system representatives. They lacked the sense of feelings, belongings, recognition, and being seen in society. Which led to behaviors of being part in criminal activities. The study of (Jean S. Phinney et al. 2001) demonstrated that the problems that individuals face were also in their teenage years and according. The importance of supporting young kids to develop an identity was crucial in the early periods of their lives. This study showcased that in these moments is where they lacked support and faced the most significant challenges in their lives. The studies of mental stress and in-depth understanding of the impact on self-esteem are crucial as they can create damaging outcomes for individuals of non-western backgrounds. (Katharine H Zeiders, Adriana J Umana-Taylor, Chelsea L Derlan (2013) & Jean S. Phinney et al. 2001)

studies demonstrate that young immigrants are vulnerable to negative public perceptions and criticisms of their cultural practices.

Studies of self-esteem demonstrated behaviors of low and high self-esteem. In these studies that our analysis showcase that our individuals relate more to poor self-esteem and therefore it aligns with the behaviors that showcase bad choices. Studies demonstrate that high self-esteem can lead to better health and social behavior, and that poor self-esteem is associated with a broad range of mental disorders and social problems. (Michal Michelle Mann, Clemens M. H. Hosman, Herman P. Schaalma, Nanne K. de Vries. 2004). Self-esteem is connected to how they perceive themselves in terms and how they are perceived. Ethnic identity, therefore, has an important place in how one view himself and his group. Through our interviews with two participants and podcast, it has become clear that it is especially the ethnic identity that in the eyes of the informants is the cause of them being excluded and the otherness to which they feel that. The notions and discourse of the media and politicians encouraged the idea of being incapable and hostile towards society. It is clear that the 2 immigrant individuals' own interpretation, they believe that they are treated based on their ethnic characteristics. (Hieu Van Ngo et al, 2015) claim that the immigrant individuals internalized the identities of the oppressed, the unwanted, the incapable, and the delinquent. When people adopt this negative self-concept, their actions align with these beliefs. Daniel Boduszek, Katie Dhingra, & Agata Debowska (2016) in their study showcased that the persistent presence of prejudice and non-conforming behaviors in society is the reason for having a criminal social identity. From the analysis, we understand that the informants, the persistence of these discourses and treatments toward them pushed them into a difficult position, where they did not have a choice other than becoming part of criminal activities and groups. When they become part of this environment and groups teachers and society generally associate them with each other, with a preconceived

attitude about them and their characteristics. Their experiences of discrimination are seen as a consequence of their ethnicity and are also considered to be the factor that makes the origin, cause, and responsible for their criminal acts and their socialization in the criminal life and their identity.

The experience of immigrants in Denmark is a difficult journey for the vulnerable youth as they are in a tough position. Particularly their physiological well-being is challenged as they have to display mental resilience. It is not an easy thing to feel excluded from society. The vulnerable immigrants do not have the social skills to communicate their problems and therefore support from authorities at school is crucial to understanding them. Their parents have a responsibility to nurture their kids but the circumstances of their challenges are understandable in some amount to their lack of support. Different factors explain the absence of affection from the parents and living in a new society is one factor. Another important thing to notice is also their parents do not have the capabilities to understand the struggle their kids go through in living hybrid culture. Therefore, the community and school are well prepared to tackle these vulnerable immigrants. People in criminal environments exploit and take advantage of the vulnerable youths and give them a false sense of belonging and social criminal identity. As result, it leads to a difficult life with criminal activities and being hostile to society for a long time. It is important to note that damages can be avoided at an early phase. However, if they are and have been part of the criminal activities, it is also important to understand that these vulnerable immigrants need special care of support. In the process of guiding them through the changes, it is important to understand how living in the streets and learning the morals of the streets is different from what we learn at school and in society. Therefore they need a special cautiousness and also they have to learn everything from the ground again. This needs patience and dedication. Not everyone can help them and it must be those who have been

on the same path or had similar challenges. Those who know how to win the battles of insecurities and self-hate. In further and how to overcome to see yourself in a positive image.

Conclusion

This research purpose was to demonstrate the experience of the vulnerable immigrant's youth. The finding revealed that the experience of these individuals is challenging path with lack of support. The experience of the individuals of non-western backgrounds through the perspectives of social identity theory, personal identity, and verification theory demonstrated different challenges of identity formation. These individuals did not find a sense of belongingness in the different social arenas they grew up with other than in the outsider social group. Which are the groups of criminal environments. In this group, it was the only way to have a sense of worth. groups give a sense of worth and a position to defend. How they become part of these groups was because they were excluded from society. Being an immigrant comes with the challenges of being different from others and being a minority means that it is hard to find verification and acceptance from a societal perspective. They could not embrace their uniqueness because they did not have any emotional anchor to support their individuality. The lack of support both from society and authorities demonstrate the feeling of exclusion. These individuals were influenced by the discourse of discrimination against immigrants and the constant rejection in the school arene normalized the negative perception they heard from others. They become self-stigmatized and therefore adopted the social criminal identity of being a troublemaker and outlaw. In the criminal environments, they lost their moral and a

sense of their identity. From the data, it was clear that the individuals did not know much about their culture and ethnic identity. This had also an impact on how they view themselves and easy to believe what others say about them. For them, it was about protecting their ethnic identity.

Based on the above, the results of the thesis suggest the direction that young immigrants from non-western backgrounds experience challenges in the process of identity formation. They are met with challenges of feelings of longlines and exclusion. This is triggered in the social settings of the beginning phase of their lives and enables their decisions in the future. From the participants, we have learned in this study that they need support and recognition in the society. We learned that the lack of understanding of the uniqueness of the individual is what causes this problem. Every human wants to be accepted for who they are. When people are put in boxes and positions that they do not feel comfortable with it creates distress to their psychological well-being. The notions and discourse of the media and politicians facilitated this distress as well. Individuals from non-western backgrounds must be accepted and supported in the way they view themselves as it is under the law and is ethically correct. There will always be a difference between people and groups in society is important to verify and accept these differences. Not acknowledging these differences would put people in difficult positions and leads become groups or environments that are extreme.

The coping strategy of individuals from non-western backgrounds adopting to become social criminal identity can not necessarily be generalized across all immigrants from a non-western background. The reason for that is that researcher interviewed a specific group of individuals from a non-western background and an expert who knows the individuals who go through the difficult experience of identity formation. This small group sample can not be

considered a representative. However, it is reasonable to conclude that individuals from a non-western background experience identity issues or relating patterns of feeling where to belong and which includes a verification process that may either be some of the same that I have identified in this thesis or completely different. From the perspective of identity, I have contributed empirical knowledge and insight into individuals from non-western backgrounds' experiences of identity formation, and how the experience is related to the causes of adopting the social criminal identity. I have been able to supplement the existing research and contribute to part of the existing knowledge gap.

Furthermore, there is more knowledge in this area. Further research can therefore rightly focus on uncovering the process of identity formation that relate to other groups of minority groups. A good recommendation would be to research people who are not verified in society. Identity belongs to every individual and the feeling of being content is what people naturally pursue. People who convert to another religion or people who choose identities that are difficult to get acceptance in society. The experience of converts in identity formation is interesting as it is about changing one's identity that has roots in many ways. Getting confirmed both by family members and in western society could be a challenge that is worth exploring. Therefore further research can focus on the significance to explore how they are positioned in society. What challenges do they face and how do they come over the challenges of being different from the majority.

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