

DOCUMENT RESUME

ED 453 485

CG 030 968

AUTHOR Sugimura, Kazumi
TITLE Changes in the Levels of Relatedness in Identity Exploration among Japanese Female Late Adolescents.
PUB DATE 2000-07-28
NOTE 13p.; Paper presented at the International Congress of Psychology (27th, Stockholm Sweden, July 23-28, 2000). Partially supported by the Ministry of Education, Science, Sports, and Culture. Grant-in-Aid for Encouragement of Young Scientists.
CONTRACT 10710069
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Planning; *College Juniors; *College Seniors; Dating (Social); Employment; *Females; Foreign Countries; Higher Education; *Identification (Psychology); *Late Adolescents; Peer Relationship; *Personality Development; Self Concept
IDENTIFIERS Japan

ABSTRACT

This study examines the changes of relatedness levels in identity exploration among female adolescents along with the factors associated with the changes. The expanded Ego Identity Interview, which covers the domains of occupation, friendships, dating, and sex roles, was administered to university students (N=31) during their first semester as juniors and seniors and then again later in their senior year. Significant changes were noted from the lower to the higher levels in relatedness for three domains of occupation, friendships, and dating. The results suggest that the levels of relatedness develop during university years, and that the period between the first semester as juniors to the senior year is especially important to the changes from the lower to the higher levels in relatedness. The results for the factors associated with changes suggest that events in the proximal contexts for university students in Japan primarily influence their identity exploration from a relational viewpoint. As expected, job-seeking activity was the most crucial factor of the level change. It concludes that for university students in Japan, job-seeking activities contribute to personality development as well as getting a job in adolescence. (JDM)

Changes in the Levels of Relatedness in Identity Exploration among Japanese Female Late Adolescents

Kazumi Sugimura

Department of Psychology

Otemon Gakuin University

2-1-15 Nishiai, Ibaraki-city

Osaka 567-8502, Japan

Phone: +81-726-41-9566, Fax: +81-726-43-9432

Email: sugimura@res.otemon.ac.jp

Poster presented at the 27th International Congress of Psychology, Stockholm, Sweden,
July 23-28, 2000.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

K. Sugimura

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

1

2

BEST COPY AVAILABLE

Abstract

This study longitudinally examined changes of relatedness levels in identity exploration and identified the factors associated with the changes among female adolescents. The expanded Ego Identity Interview, which covered four domains of occupation, friendships, dating, and sex roles, was administered to 31 university students three times: the first semester as juniors and as seniors, and the latter semester as seniors.

Significant changes to the higher level in relatedness were observed in three domains except sex roles. Main factors associated with changes are “job seeking/career decision” which was primarily and the most common factor in the movement to both higher and lower levels, and “changes in relationships with friends/dates” which was remarkably found in the movement to the higher level.

Those results support the recent view emphasizing relational aspects in identity and provide some positive proof for the identity formation process associated with relatedness.

Introduction

Background

- The current view of identity researchers emphasizes that identity formation occurs not only by separation from others but also in relational contexts (e.g., Archer, 1993; Graafsma et al., 1994; Josselson, 1994; Kroger, 1989).

Identity formation from a viewpoint of relatedness

- From a relational viewpoint, identity exploration can be conceptualized as *the process of considering, making use of, and negotiating with others* to make decisions about important life choices (Sugimura, 1996).
- Two levels of relatedness in identity exploration were formulated based on the relative sophistication of social cognitive development (Sugimura, 1998):
 - Lower*: Adolescents are unable to recognize one’s and others’ points of view, or just copy others’ points of view. They have little representation of

relationships, and are not able to elaborate what persons are involved in the decision-making process and how they function in the process.

—*Higher*: Adolescents are able to recognize one's and others' points of view and to resolve disagreements by mutual regulation between themselves and others. They construct the representation of relationships between self and others, and elaborate what persons are involved in their decision-making process and how they function in the process.

Aims

- To longitudinally examine changes of relatedness levels in identity exploration.
- To identify the factors associated with changes in relatedness levels among female university students.

Design

- Because it is suggested that job seeking activity promotes identity formation among Japanese university students (Shimoyama, 1986; Takamura 1997), the present study focuses on three occasions before and after their job seeking period:
 - Time 1: the first semester as juniors (before job seeking)
 - Time 2: the first semester as seniors (in job seeking)
 - Time 3: the latter semester as seniors (after job seeking)

Method

Participants

- Female late adolescents (N = 31) at age of 20 to 21, who were third year students of a national four year university in Japan.
- They were unmarried and from two-parent families, and had at least one sibling.
- The social status of participants' parents was upper middle class.

Measures

- Levels of relatedness

- The expanded version of the Ego Identity Interview (Grotevant & Cooper, 1981), which covered four domains of occupation, friendships, dating, and sex roles, was used at all three interview points.
- The Ego Identity Interview was expanded to include two types of questions about relationships:
 - (a) Questions to identify the persons involved in the exploration process and their functions in the process
 - (b) Questions to probe the contents of the regulation between self and others in the exploration process
 - Examples of questions in the domain of occupation
 - (a) What people or experience have been major influences on your plans for the future?; You told me that _____ influenced your plans for the future; what sort of roles do you think that he/she played when you made the decision?
 - (b) Have you and your parents ever disagreed about your future plans? How?; [If disagreed:] Was this disagreement resolves in some way?; [If resolved:] How did you solve this disagreement?; [If not resolves:] How are you trying to solve this disagreements with your parents? (Probe: Can you give me any examples of the interaction between you and your parents? What did you say to your parents at that time? Why did you do in this way?)
 - Factors associated with changes in the levels of relatedness
 - At Time 2 and Time 3, participants were asked to report the reason when level change seems to have occurred.
 - Reported factors were classified into one of the following six categories:

- (a) Job seeking/career decision
- (b) Changes in relationships with friends/dates
- (c) University/everyday life event
- (d) Internal change
- (e) Lack of opportunities
- (f) Unknown

Coding procedure

- By using a coding manual, each interview was coded as the higher and lower levels of relatedness for each domain (reliability $M = 78.3\%$).
- Where the level change occurred, the factor associated with that change was classified into one of six categories by using a coding manual (reliability 81.8%).

Results

Changes in the levels of relatedness in identity exploration

- A binomial test was used to analyze the change in the relatedness level for each domain (see Table 1).
- The significant changes from the lower to the higher levels were observed in three domains: from Time 1 to Time 2 ($p = .020$) for occupation, from Time 1 to Time 2 ($p = .035$) and Time 1 to Time 3 ($p = .031$) for friendships, and Time 1 to Time 3 ($p = .020$) for dating.

Factors associated with the changes in levels of relatedness

- The total number of participants who changed to the higher level from Time 1 to Time 2 and/or Time 2 to Time 3 was 31 and that who changed to the lower level was 18 (see Table 2).
- Two factors were mainly associated with the changes.
 - “Job seeking/career decision” contributed primarily to the changes to both

higher and lower levels. It is noteworthy that this factor was found not only in occupation but also in other domains.

—“Changes in relationships with friends/dates” was a secondary factor of changes to the higher level.

Conclusions

- There were significant changes from the lower to the higher levels in relatedness for three domains of occupation, friendships, and dating. The results suggest that the levels of relatedness develop during university years, and that the period between the first semester as juniors (Time 1) and as seniors (Time 2) is especially important to the changes from the lower to the higher levels in relatedness.
- The results for the factors associated with changes suggest that events in the proximal contexts for university students in Japan (i.e., “job seeking/career decision” and “changes in relationships with friends/dates”) primarily influence their identity exploration from a relational viewpoint.
- As was expected, job seeking activity was the most crucial factor of the level change: It affected the changes in the relatedness level and played an important role not only for occupation but also for other domains. The results suggest that, for university students in Japan, job seeking activity contributes to personality development as well as getting a job in adolescence.

References

- Archer, S. L. (1993). Identity in relational contexts: A methodological proposal. In J. Kroger (Ed.), Discussions on ego identity (pp. 75-99). Hillsdale, NJ: Erlbaum.
- Graafsma, T. L. G., Bosma, H. A., Grotevant, H. D., & de Levita, D. J. (1994). Identity and development: An interdisciplinary view. In H. A. Bosma, T. L. G. Graafsma, H. D. Grotevant, & D. J. de Levita (Eds.), Identity and development: An

- interdisciplinary approach (pp. 159-174). Thousand Oaks, CA: Sage.
- Grotevant, H. D., & Cooper, C. R. (1981). Assessing adolescent identity in the areas of occupation, religion, politics, friendships, dating, and sex roles: Manual for administration and coding of the interview. JSAS Catalog of Selected Documents in Psychology, 11, 52 (ms. no. 2295).
- Josselson, R. (1994). Identity and relatedness in the life cycle. In H. A. Bosma, T. L. G. Graafsma, H. D. Grotevant, & D. J. de Levita (Eds.), Identity and development: An interdisciplinary approach (pp. 81-102). Thousand Oaks, CA: Sage.
- Kroger, J. (1989). Identity in adolescence: The balance between self and other. London: Routledge.
- Shimoyama, H. (1986). A study on the vocational indecision of undergraduates. Japanese Journal of Educational Psychology, 34, 20-30. [in Japanese with English abstract]
- Sugimura, K. (1996, August). Reconceptualization of identity exploration by relatedness. Poser presented at the 14th Biennial Meeting of the International Society for the Study of Behavioural Development, Quebec City, Canada. (ERIC Document Reproduction Service No. ED 404 027)
- Sugimura, K. (1998, March). The role of relatedness in identity development among female adolescents. Poster presented at the Seventh Biennial Meeting of the Society for Research on Adolescence, San Diego, CA.
- Takamura, K. (1997). The inter negotiation process of career exploration and identity exploration: A proposal model of identity process. Bulletin of the School of Education, Nagoya University (Psychology), 44, 177-189. [in Japanese with English abstract]

Acknowledgements

This work was partially supported by the Ministry of Education, Science, Sports, and Culture, Grant-in-Aid for Encouragement of Young Scientists, No. 10710069, 1998-1999. The author thanks Professor Hidenori Kageyama, Drs. Toshio

Kuze, Takeshi Sugimura, and Masanori Urakami, and Kazuyo Takamura for their helpful suggestions on this work, and Shinji Nagamine and Dr. Atsushi Oshio for their research assistance.

Table 1. Changes in the levels of relatedness for each domain (N = 31)

Domain	Time 1 to Time 2		Time 2 to Time 3		Time 1 to Time 3		p
	Lower	Higher	Lower	Higher	Lower	Higher	
Occupation							
Lower	7	8	6	2	9	6	
Higher	1	15	5	18	2	14	n.s.
Friendships							
Lower	13	7	13	1	15	5	
Higher	1	10	2	15	0	11	.031*
Dating							
Lower	17	6	16	3	15	8	
Higher	2	6	0	12	1	7	.020*
Sex roles							
Lower	14	3	17	1	16	1	
Higher	4	10	3	10	4	10	n.s.

* p < .05

Table 2. Factors associated with changes in the levels of relatedness for each domain

Domain	Category						Total
	Job seeking/ career decision	Changes in relationships with friends/dates	University/ everyday life event	Internal change	Lack of opportunities	Unknown	
Occupation	10	0	0	0	0	0	10
Friendships	3	3	2	0	0	0	8
Dating	1	7	0	1	0	0	9
Sex roles	4	0	0	0	0	0	4
Total	18	10	2	1	0	0	31
Change to the higher level							
Occupation	5	0	1	0	0	0	6
Friendships	0	0	0	0	2	1	3
Dating	0	1	0	0	0	1	2
Sex roles	2	0	1	1	2	1	7
Total	7	1	2	1	4	3	18
Change to the lower level							



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Changes in the levels of relatedness in identity exploration among Japanese female late adolescents.</i>	
Author(s): <i>Kazumi Sugimura</i>	
Corporate Source: <i>Poster presented at the 27th International Congress of Psychology.</i>	Publication Date: <i>July 28, 2000</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

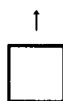
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 1



Level 2A



Level 2B



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, →

Signature: <i>Kazumi Sugimura</i>	Printed Name/Position/Title: <i>Kazumi Sugimura / Associate Professor</i>	
Organization/Address: <i>Department of Psychology, Otomon Gakuin University 2-1-15 Nishiiai, Ibaraki-city, Osaka 567-8502, Japan</i>	Telephone: <i>+81-726-41-9566</i>	FAX: <i>+81-726-43-9432</i>
	E-Mail Address: <i>sugimura@res.otomon.</i>	Date: <i>June 2, 2001</i>



/ac.jp

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: UNCG ERIC/CASS PO Box 26171 Greensboro, NC 27402-6171

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>