

博士論文

日本の中堅大学に通う大学生の
キャリア発達プロセス
～アイデンティティ形成の
視点から～

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目次

序章

第 I 部 本研究の背景と目的

第 1 章 大学から仕事への移行における日本の社会的背景

第 1 節 大学生を取り巻く日本の新卒雇用事情

第 2 節 大学全入時代における中堅大学の立ち位置

第 3 節 外国人労働者の政策的取り込み

第 2 章 大学生のキャリア発達を取り巻く研究の現状

第 1 節 大学生のアイデンティティ形成の研究

第 2 節 大学生の個別性の研究

第 3 節 大学生のキャリア発達の研究

第 4 節 大学生の認知発達の研究

第 II 部 実証研究

第 3 章 本研究の目的

第 1 節 問題の所在

第 2 節 中堅大学の学生のアイデンティティ形成の検討(第 4 章)

第 3 節 中堅大学の学生の個別性の検討 (第 5 章)

第 4 節 中堅大学の学生のキャリア発達の検討 (第 6 章)

第 5 節 中堅大学の学生の認知発達の検討 (第 7 章)

第 6 節 中堅大学の学生のキャリア発達モデルの検討 (第 8 章)

第 7 節 中堅大学の学生の協働者となる、選抜性の高い大学の学生及び インドネシアの大学生の比較モデルの有効性の検討 (第 9 章)

第 4 章 中堅大学の学生のアイデンティティ形成過程【研究 1】

第 1 節 問題の所在

第 2 節 研究の目的

第 3 節 研究の方法

第 4 節 研究の結果

第 5 節 考察

第5章 中堅大学の学生の個別性の諸相【研究2】

- 第1節 問題の所在
- 第2節 研究の目的
- 第3節 研究の方法
- 第4節 研究の結果
- 第5節 考察

第6章 中堅大学の学生のキャリア発達過程【研究3】

- 第1節 研究の目的
- 第2節 研究の方法
- 第3節 研究の結果
- 第4節 考察

第7章 中堅大学の学生の省察的自己覚知の諸相【研究4】

- 第1節 研究の概要
- 第2節 研究の方法
- 第3節 研究の結果
- 第4節 考察

第8章 中堅大学の学生のキャリア発達モデル【研究5-1】

- 第1節 研究の概要
- 第2節 研究の方法
- 第3節 研究の結果
- 第4節 考察

第9章 中堅大学の学生のキャリア発達モデルと、選抜性の高い大学、 インドネシアの大学生のキャリア発達モデルとの比較【研究5-2】

- 第1節 研究の概要
- 第2節 研究の方法
- 第3節 研究の結果
- 第4節 考察

第Ⅲ部 総合考察

第10章 まとめ

第11章 本研究の中堅大学教育現場への応用の可能性

第12章 今後の課題

引用文献

付録

謝辞

Dissertation

**Career development
among the students of
middle-ranked universities in Japan:
From the perspective of identity
formation**

Doctoral course,

The united graduate school in Education,

Tokyo Gakugei University

Division of study on structure in education

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Table of Contents

Introduction	p.1.
Part I . Background and objectives of this study	
Chapter 1. School-to-work transition in the Japanese context.....	p.4.
1-1. Japanese system of hiring new graduates and its problem	
1-2. Middle-ranked universities in Japan in the era of declining enrollment	
1-3. Increasing employment of foreign graduates in Japanese firms	
Chapter 2. The present situation of the studies relating to career development of university students	p.25.
2-1. Studies of identity formation of university students	
2-2. Studies of individuality of university students	
2-3. Studies of career development of university students	
2-4. Studies of metacognitive awareness of university students	
Part II . Empirical research	
Chapter 3. Aims and objectives of the studies.....	p.39.
3-1. Problem statement	
3-2. Study of identity formation of the students attending middle-ranked universities (Chapter 4)	
3-3. Study of individuality of the students attending middle-ranked universities (Chapter 5)	
3-4. Study of career development of the students attending middle-ranked universities (Chapter 6)	
3-5. Study of metacognitive awareness of the students attending middle-ranked universities (Chapter 7)	
3-6. Study of career development model of the students attending middle-ranked universities (Chapter 8)	

3-7. Study of effectiveness of comparative models of the students attending highly selective Japanese universities and Indonesian university students, as future coworkers of the students attending middle-ranked universities (Chapter 9)

Chapter 4. The process of identity formation of the students attending middle-ranked universities **【Study 1】**p.44.

4-1. Problem statement

4-2. Purpose and objectives of the study

4-3. Method

4-4. Results

4-5. Discussion

Chapter 5. The aspects of individuality of the students attending middle-ranked universities **【Study 2】**p.53

5-1. Problem statement

5-2. Purpose and objectives of the study

5-3. Method

5-4. Results

5-5. Discussion

Chapter 6. The process of career development of the students attending middle-ranked universities **【Study 3】**p.61.

6-1. Purpose and objectives of the study

6-2. Method

6-3. Results

6-4. Discussion

Chapter 7. The aspects of reflective self-awareness of the students attending middle-ranked universities **【Study 4】**p.88.

7-1. Overview of the study

7-2. Method

7-3. Results

7-4. Discussion

Chapter 8. The career development model of the students attending middle-ranked universities 【Study 5-1】	p.106.
8-1. Overview of the study	
8-2. Method	
8-3. Results	
8-4. Discussion	
Chapter 9. Comparison of the career development models among the students of middle-ranked universities, highly selective universities, and Indonesian universities 【Study 5-2】	p.115.
9-1. Overview of the study	
9-2. Method	
9-3. Results	
9-4. Discussion	
Part III. General conclusion	
Chapter 10. Conclusion.....	p.133.
Chapter 11. Potential application of this research result in the education of middle-ranked universities.....	p.136.
Chapter 12. Limitations and future directions.....	p.138.
References.....	p.140.
Appendix	p.156.
Acknowledgmet.....	p.185.

Introduction

Life can only be understood backwards; but it must be lived forwards

- Søren Aabye Kierkegaard

The origin of the word *career* is *carrus* from the Latin language, which meant a vehicle with wheels. Later, the meaning had transformed to a wheel track. To see the wheel tracks is to see your past, but, at the same time, the vehicle which you are driving is going ahead to the future, by making the present decision of which direction you would like to go.

University students face a serious career choice when they graduate from university before starting their adult working life. Arnett (2000) created a new theory of the *emerging adult*, which defined a new life stage in between adolescence and young adulthood. School-to-work transition marks a key milestone in the lives of emerging adults. In addition to the emergence of the new life stage, with more and more people pursuing college degrees, the increase in education attainment in Japan would generate a new layer of university students, that is *students attending middle-ranked universities*. In this thesis, by focusing on the students attending middle-ranked universities, I would like to study their career development in the time duration of their past, present, and future. Figure 1 shows the structure of this thesis.

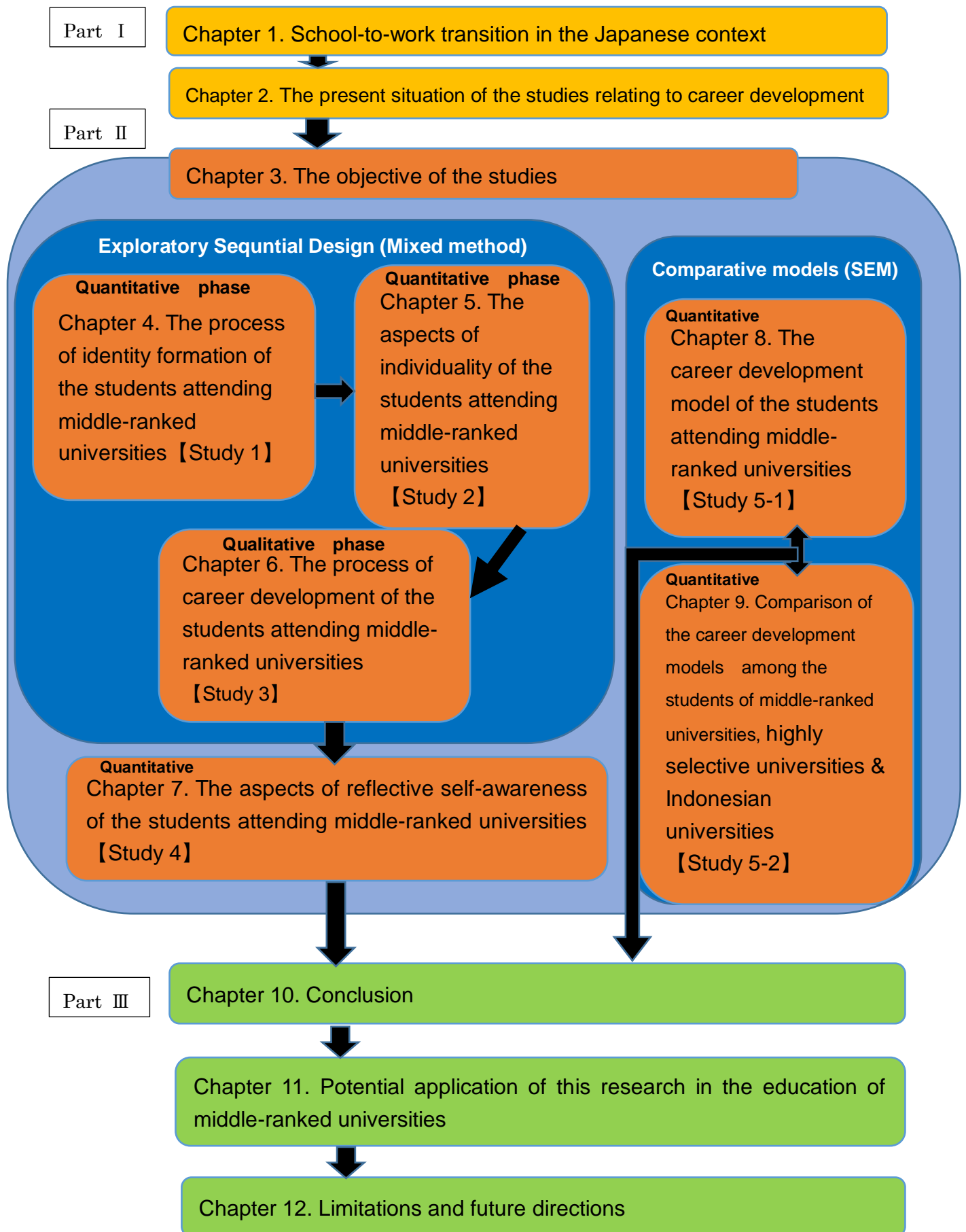


Figure 1. The structure of the thesis

PART I .

Background and objectives of this study

Chapter 1 .

School-to-work transition in the Japanese context

This chapter explores the history of the Japanese employment system and its influence on university education as well as the university student recruiting system, both of which are significantly different from Western and other Asian countries. This chapter also describes the state of career education in Japanese universities.

1-1. Japanese system of hiring new graduates and its problem

1-1-1. University graduate employment practice in Japan

Western organizations operate on the job model, whereas Japan is based on the membership model (Hamaguchi, 2013). In Western countries there is a stronger relationship between one's undergraduate field of study and job content than in Japan. Ordinarily in Japan there is a reduced connection between a person's undergraduate major and the content of his or her first job. Japanese companies do not explicitly specify a position when they employ new graduates. Since companies bind their workers to comprehensive employment contracts, employees recognize that they are members of the organization (Koyama, 2014). Instead of viewing job searching as an act of seeking employment, it is more contextually resonant to view it as membership hunting in Japan.

According to the Organization for Economic Co-operation and Development (OECD, 2000) and, Ryan and Büchtemann (1996), compared to other OECD countries, Japan had an international reputation as a country equipped with a smooth school-to-work transition mechanism that kept the unemployment rate among young people low (Kosugi, 2004). In the past, the main features of the Japanese employment practice were as follows:

lifetime employment, seniority-based wage, and enterprise union (Mitani, 1999). Under these practices, firms provided new workers with vocational training opportunities on the premise that they would continue working for the company indefinitely (Kosugi, 2004). However, after the collapse of the economy in 1994, the Japanese labor market and employment system changed drastically. At the same time, computerization and globalization made it difficult for the Japanese society to maintain its employment systems.

1-1-2. Simultaneous Recruitment of new graduates

Currently in Japan there is no guarantee of employment until retirement and firms are reducing the training cost of new employees. One system that is still in operation in 2019 is simultaneous recruiting of new graduates. The recruiting system is thought to have originated in 1895 when the Mitsui Combine, a giant Japanese family Konzern, or *zaibatsu* in Japanese, started hiring new university graduates on a regular basis (Nishikawa, 2013). As reported by OECD (2009), compared to other countries in OECD, in the Japanese labor market, a majority of young people after graduation from university immediately enter the labor market as regular employees, which provided a stable work-style. Graduation ceremonies are held in March and most graduates start working in April.

This employment of university graduates is usually a lump-sum hire, a term used to describe the practice of hiring the individuals for the firm, but not for a particular job within the firm. According to Mitani (1999), the lump-sum hiring of new graduates is thought to have several economic advantages. First, it reduces the costs of personnel management, such as promotion or wage management of individual workers, because those hired in the same year can be treated collectively. Second, it reduces training costs

because firms can train all new employees at the same time. In addition, because newly hired graduates are not attached to specific jobs, training is facilitated by using broad *on the job training* (OJT), which is based on the movement of workers between various related jobs.

Recruiting season starts from March in the junior year for university students all over Japan. Since they first have to register through the internet to apply to the companies and there is no limitation to the number of companies they can apply to, as long as they are juniors, the competition rate dramatically rises automatically. In order to select excellent students from the huge number of applicants, informally, firms sometimes filter the candidates at the first stage of selection by their academic background. In other words, sometimes students are informally selected by only the name of the university. It is called *Gakureki filter* (educational background filter) (Fukushima, 2018). The reason this filter is adopted is that there are various ranks of universities from the highly selective ones to the border free ones in Japan.

The students of middle-ranked universities are expected to be the major workforce hired by small and medium-sized enterprises, which account for 99.7% of all companies in number (METI, 2016), while big enterprises which cover only 0.3% in number have a tendency to hire the new graduates from the highly selective universities.

As previously stated, in many cases there is no connection between new graduates' undergraduate majors and their first jobs. Exceptions to this are graduates with degrees in technical fields such as medical science, pharmacy, chemistry, engineering, and such occupational areas. Most new graduates are expected to be generalists, not specialists. In order to raise skilled generalists, firms attach importance to enthusiasm as well as high literacy when hiring new graduates. To identify this potential, firms consider

university rank as the most important marker when screening candidates. This is the modus operandi in large firms. Students in highly ranked universities routinely desire working in large firms.

1-1-3. 7 · 5 · 3 phenomenon

As mentioned previously, until recent times, lifetime employment and seniority-related labor practices dominated the Japanese corporate world (Tamura, 1997). The presumption was that most employees would remain in one company until they retire. For that reason, the careers of employees were shaped in just the single organization they joined after graduating from school (Yamamoto, 2008). Nevertheless, the turnover rate of new graduates remains high. The lower their academic background is, the higher their turnover rate is. In a trend taking shape and continuing since the mid 1980's, *seven* in ten who finish junior high school and become employed quit their jobs within the first three years. At the same time, *five* in ten who finish senior high school and became employed quit their jobs within the first three years. In addition, *three* in ten who graduate from university and became employed quit their job within the first three years. (Jou, 2006: MHLW, 2019a). Figure 1-1 shows that the phenomenon in which new graduates from universities quit their job within three years has continued more than 30 years in Japan.

The idea is that there are two types of young people who quit their jobs early. One type moves between jobs of their own volition, as they look to personally develop their careers through inter-organizational career mobility (Yamamoto, 2008). And, the other type, influenced by the weakening of the seniority wage system and long-term employment security as well as diminishing of organizational capacity of labor unions within companies (Kobayashi, 2016), quit their jobs because they cannot adapt to the

discrepancies between expectations prior to commencing work and the reality once they are at work. For the most part, young people occupy the latter type (Tokoro, 2017).

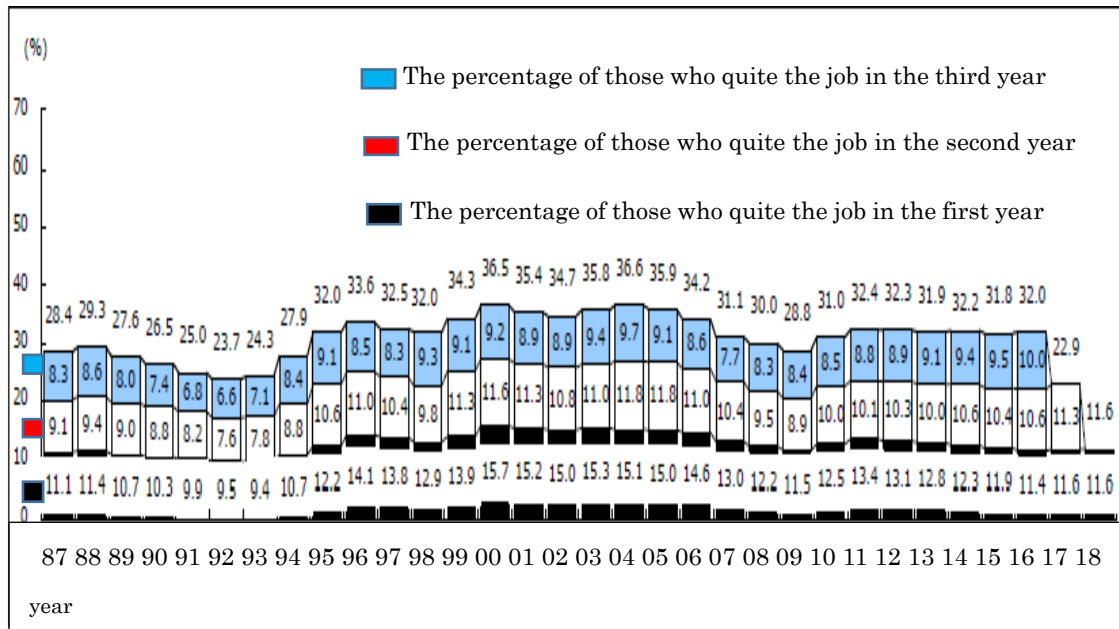


Figure 1-1. Turnover rate of new graduates from universities (MHLW, 2019a)

1-1-4. Introduction of career education in higher education

Although Senzaki (1979), the career educator in Japan, has insisted on the importance of career education in universities, it was not seriously recognized in society because of the smooth transition from university to workplace. However, the collapse of the bubble economy in the 1990's and the 753 phenomenon, following the Lehman Brothers bankruptcy in 2008, have changed the universities to provide career education to the students. In 1999, the Central Education Council designated the necessity of career education in higher education. In 2003, Ministry of Education, Culture, Sports, Science and Technology (MEXT) started to support the reforming of university education which included support for career guidance. Since then, universities have begun considering

career education much more seriously. In 2010, MEXT modified the Standard for Establishment of Universities. It now states that it is necessary for the university to guide students to acquire employability for achieving social and occupational self-reliance by seeking organic collaboration between various organizations within universities. In addition, it mentioned that career guidance should be provided through the regular curriculum as well as through extracurricular subjects (Uenishi, 2014).

Since the late 1990's, the Japanese government has listed desired abilities and competencies of the new graduates. Regarding higher education, the Ministry of Economy, Trade and Industry (METI) (2006) has set out the description of Fundamental Competencies for Working Persons, which contain three competencies such as *Stepping forward (action)*, *Thinking through* and *Working in a team (teamwork)*. MEXT (2008) has described the Abilities of Bachelor's Degree Holders and Working Abilities: Both of these define the abilities and competencies to suit a globalized society. In many cases Japanese firms expect new graduates to have already acquired generic and basic skills or knowledge. Thus, the ability profile of bachelor degree holders should contain generic communication skills, quantitative skills, information literacy, logical thinking skills, and problem solving skills. In a globalized society, these skills are the key to provide an education that would help young people to picture their own career developmental goals (Matsushita, 2014).

The educational modification encouraged universities to change their educational curriculum, and each university began improving its curriculum, drawing upon the principles of active learning, project-based learning, and experimental learning. A large number of universities are now trying to improve their professors' and lecturers' teaching abilities by holding faculty development workshops. To promote active learning,

lecturers are required to be skillful facilitators who can motivate students to think through problems and work in teams. It is now required that curricula are planned to simultaneously promote students' literacy and competency.

1-2. Middle-ranked universities in Japan in the era of decreasing enrollment

1-2-1. Change of university entrance rate

According to the report of School Basic Survey (MEXT, 2019), the rate of enrollment in higher education institutions has climbed to 82.5% (the rate of enrollment of universities is 54.67%), although it was around 55% in 1970s. Demography shows that the population of 18-year-olds has already started to decrease (Figure 1-2). Even now, approximately

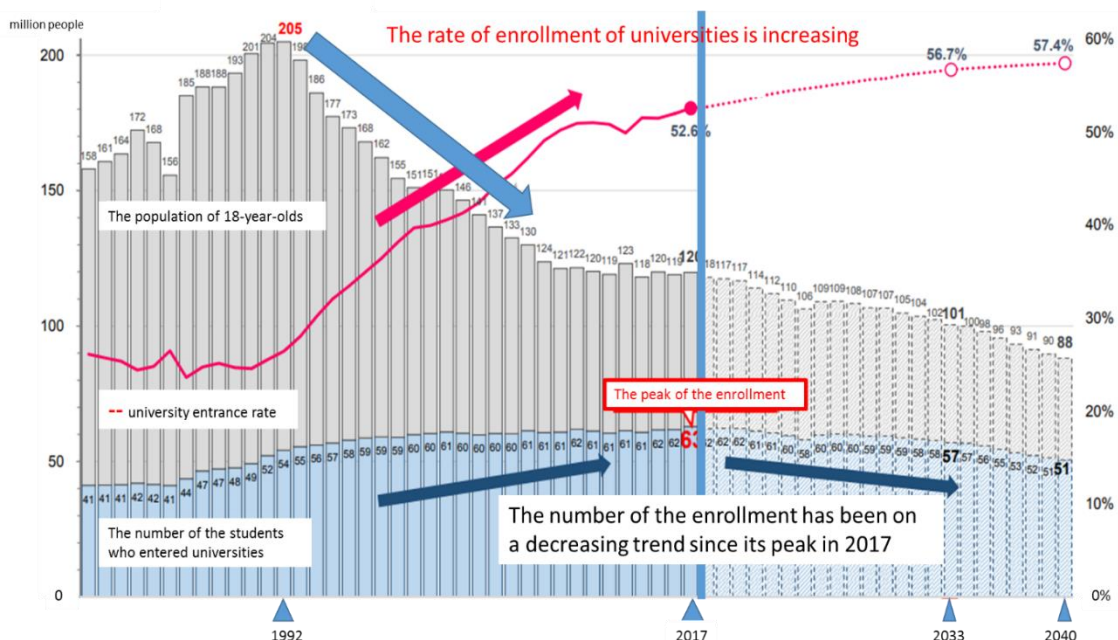


Figure 1-2. The transition of the number of population of 18-year-olds and the rate of enrollment of universities (MEXT, 2018)

40% of private universities do not fill their student enrollment capacity. Thus, most students can enter university without intensive preparation for the entrance examinations if they don't aim for the selective universities. To set various standards for students, the rank of universities is latitudinous, ranging from highly selective universities to *border free* universities where remedial education is needed.

1-2-2. Structure of Japanese universities

Roughly speaking, it is considered that the universities in Japan consist of three layers: the highly selective universities, middle-ranked universities and border-free universities. The highly selective universities imply national universities such as former imperial universities as well as non-former imperial universities, public universities, prestigious private universities such as Keio, Waseda, Sophia, ICU and so on, and MARCH such as Meiji, Aoyama Gakuin, Rikkyo, Chuo and Hosei, as well as KANKANDORITSU in the Kinki region such as Kansai, Kansei Gakuin, Doshisha and Ritsumeikan. Middle-ranked universities are represented by NITTOKOMASEN in Tokyo such as Nihon, Toyo, Komazawa and Senshu, as well as SANKINKORYO in Kinki region such as Kyoto Sangyo, Kinki, Konan and Ryukoku. They are followed by a large number of universities all over Japan. Border-free universities are called F-ranked universities, where remedial education is needed for the students.

“Two thousand nineteen nendo nyushi joho” (2019) reported that the total number of the students who passed the entrance examination of private universities in 2019 was 1,250,373 people. “Tokushu hensachi” (2019) reported that the total number of students who passed the highly selective private universities in 2019 was 173,271 (The total number of new students entering Waseda, Keio, and Sophia was 28,588; MARCH,

76,499; KANKANDORITS, 68,506). Roughly estimated, the occupancy of major highly-selective-university students of all the private university students in Japan is lower than 15%. Thus, about 85% of the students of private universities are in the middle rank or less. Among the middle-ranked universities, Nihon University is the biggest university by number of students, 68,069 people, and Toyo is the 6th biggest, 31,019 people (“Zenkoku daigaku naiyou annaigo”, 2019). Therefore, it is remarkable that the students attending middle-ranked universities make up a large majority of students in universities in Japan.

In this thesis I define the middle-ranked universities as the universities whose deviation value is from around 45 to 55. Japanese university preparatory schools have a tendency to show the difficulty to enter the university based on the deviation value. The universities whose deviation value are about 45–55 have been considered as middle-ranked universities among education-related industries for more than twenty years as found in the articles published in 1999 (Matsuo, 1999) as well as in 2019 (“Tokushu hensachi”, 2019).

1-2-3. Historical context of the meritocracy (the academic background society)

Why does Japanese society set a greater value on the academic career of an individual than on her/his real ability? All of Japanese universities as well as senior high schools are minutely ranked by academic ability from the top to the bottom. In order to explain the function of the academic background-oriented society in Japan, I need to describe the emergence of meritocracy with a comparison between meritocracy in Japan and in western countries.

According to the Marriam-Webster, a web English dictionary, *Meritocracy* is “a system in which the talented are chosen and moved ahead on the basis of their achievement.” According to vocabulary.com, *Meritocracy* is “the belief — or a social system founded on that belief — that rulers should be chosen for their abilities rather than for their wealth or family tree.” *Meritocracy*, coined by Michael Young (1958), is a combination of *merit* (“goodness worthy of praise or reward”) and *aristocracy*, meaning “the highest class in certain societies.” In a government based on meritocracy, the leaders are chosen because they are the smartest and have the best judgment. They can come from the poorest, most humble background just as long as they are the most noble and fit to rule. Those people have studied the vocational technology and skills as well as general knowledge at school, so that the educational license can be the most reliable indicator. Collins (1971) noted that the achievers of technical skills and knowledge in school education will be able to move up in positions or move into a better employment environment or condition in the industrial societies. He also mentioned that “Educational requirement for employment have become increasingly widespread, not only in elite occupations but also at the bottom of the occupational hierarchy (p1003)” in America. Therefore, the investment in education and such expanded opportunities of education strengthened the meritocracy, which produced the image of reduction of inequality in modern society.

However, Takeuchi (1995) claimed that the inequality in the selection had been secretly provided in the system of meritocracy. The following analysis refers to his studies. According to him, up until the early 1960’s, the economy grew well and technical occupations increased in number so that techno-meritocratic selection was smoothly conducted. However, since the late of 1960’s, with the change of the economic situation, the number of graduates from higher education had over-supplied the demand, which

caused the educational inflation. Then, criticism rose and insisted that the skills and knowledge demanded by the technical jobs could be learned not at school but at work (Thurow, 1975).

In fact, Parsons (1964) had already revealed the inequality in the meritocratic selection by analyzing the correlation between entrance into college and attribution in society, which reflected the reality that more than twice as many children in the white upper class could enter universities than that of the low labor class even if they had the same IQ.

Takeuchi (1995) explained the structure of educational background societies under the study of Rosenbaum (1986). In America, the selection system was based on the *contest mobility* (Turner, 1960), in which, for example, the elite position was like a prize to be obtained by winning in the competition. The illusion of provided equal opportunity made the university admission open in America. Rosenbaum found the *contest mobility*, in other word, *tournament mobility*, under the investigation of *tracking*, which is a system of separating students by academic ability into groups for all subjects or certain classes within a school. In this system, it is possible to move into any track because it is all categorized by each subject. However, in reality, Rosenbaum's study found that there were seldom mobility's among the tracks of different levels. It means that the students who are in the upper track for university admission would be provided sophisticated education and encouraged in their aspirations, but the students in low tracks would have to socialize to accept the reality of no opportunity for university admission. His study also revealed that the meritocracy had adopted the factor of social ranks in American society. Takeuchi indicated that people were passionately eager to move to upper society by obtaining education in America. However, as a result, instead of selecting the elite, the

function to make passionate people cool down was also needed in American society. Clark (1960) examined the process of cool-down by investigating the students attending community colleges, which were actually, the dead-end of education, where no successful pathways were prepared for most of the students. Clark found two features of cool-downs: the one was *cool-down*, where the level of normative expectation was diminished although reality was not changed; the other one was *cool-in*, where the investment was withdrawn and reality was changed (Figure 1-3). Even though they had failed to be

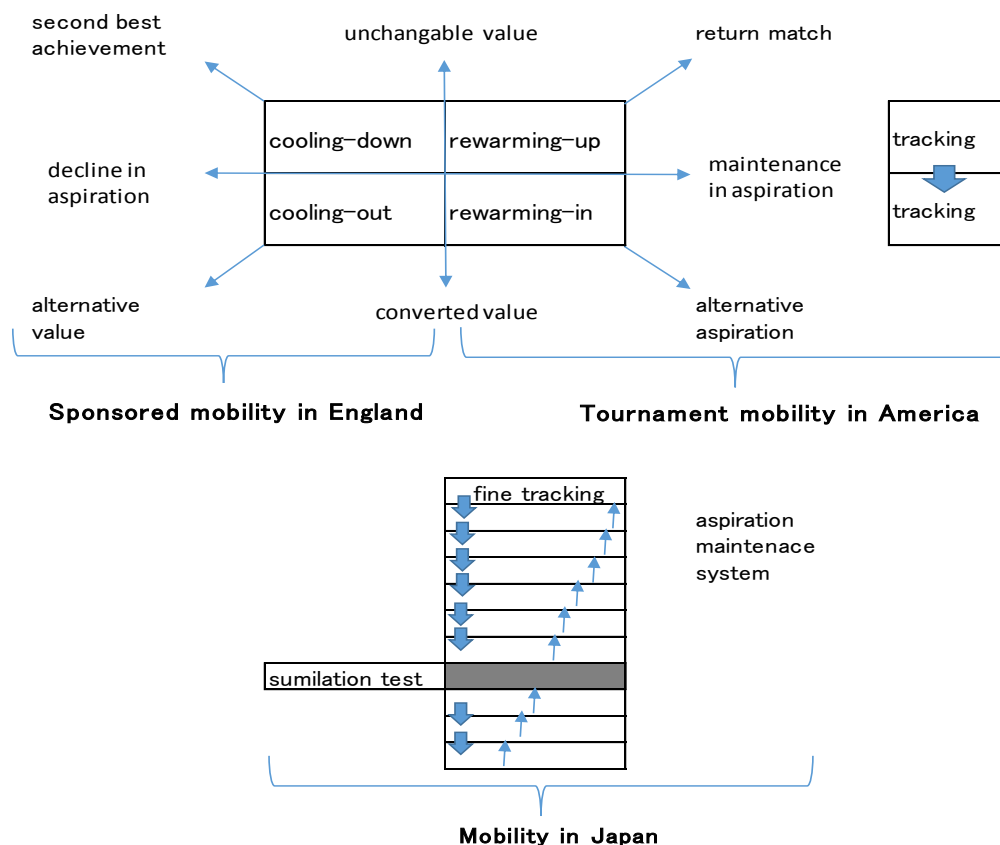


Figure 1-3. Models of adaption of failure in England, America and Japan (based on Takeuchi, 1995, modified by the author)

selected, they had another opportunity to be rewarmed because the selection carried out over and over in a matured meritocratic society like America. Takeuchi indicated that there were two kinds of rewarmed: one is *rearming-up*, where encouragement to try again was promoted and reality was not changed; the other one is *rearming-in*, where the field of investment was modified (Figure 1-3). For this reason, the aspiration in America has been maintained because their conclusive selection has been prolonged.

On the contrary in England, they have a different selection system from America. Turner (1960) mentioned that they took the selection system based on the *sponsored mobility*, in which the current elite or their organizations chose the next elite so that elite education started in their early stage (Figure 1-3).

Now I will go back to the Japanese selection system. Japan is not a class-conscious society like western countries but an academic-conscious society. Takeuchi used Lynn's study in order to describe the Japanese selection system. Lynn (1988) examined why Japanese students were high in academic ability. He paid attention to the fine seriation of Japanese school ranking. All Japanese high schools, as well as universities, were minutely ranked by academic ability from top to bottom. Such total seriation was unique and completely different from western countries. Although there were top-ranking universities in those countries, other universities were not classified in such detail as in Japan. Takeuchi insisted that it was the specific feature of the Japanese selection system. In Japan, examination success possibility is informed whenever students had a simulation test, which means that pre-selection is carried out long before the examination. However, the result of the simulation test has never made the students cool-down. Why is that? Because of the minutely ranked universities (or high schools), they are encouraged to make an effort to attain the goal of a higher step than their current

ability. For Japanese people, to make an effort is a virtue. Nakane (1970) also indicated that Japanese virtue traditionally is rooted in the philosophy that everyone is equal on one's ability, so that they have been made an importance based on making endeavors in their educational culture.

In the Japanese system of minutely ranking, even though students failed and moved to the lower rank, they can maintain their aspiration because the competition is still active within the rank they moved to (Figure 1-3). That is the reason why the ranking of universities is remarkable in Japan.

1-2-3. Emergence of middle-ranked universities

Based on the data of *The National Survey of Social Stratification and Social Mobility*, which has been researched every 10 years since 1955, Hamanaka & Yonezawa (2011) analyzed the relation between the academic ability when the students were 15 years old and their final educational background they had achieved. In Figure 1-4, *university A* indicates the highly selective universities such as national, public and famous private universities. *University B* implies all the universities except *university A*. *Other higher educational institutions* imply national institutes of technology, junior colleges, and vocational colleges. The generation whose birth year was 1956–1965, the opportunity to study at university had expanded by the high economic growth in Japan. The next generation whose birth year was 1966-1975 were the second baby-boomers and they had a hard time in competing in the entrance examination of universities. On the contrary, in the generation whose birth year was 1976-1985, the 18-year-old population declined and the examination competition was eased. At the same time of the reduction of the 18-year-old population, universities increased the enrollment limit by mitigation of Standards for

Establishment of Universities, which people argued led to the decline in the level of academic attainment of the universities. As shown in the Figure 1-4, the level of highly selective universities, *university A*, probably remained the same because there was not a big change in the number of males, although female enrolment increased.

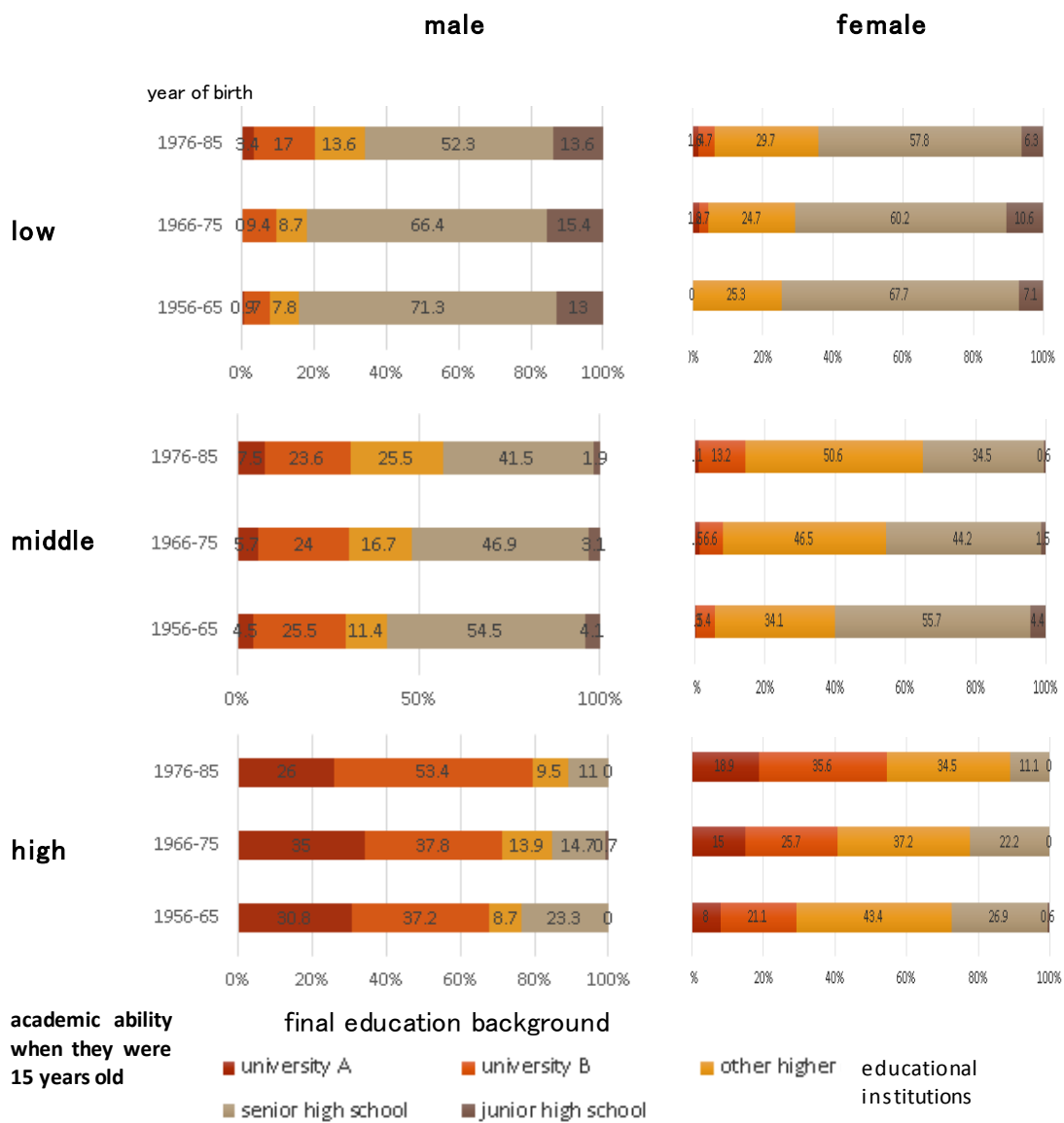


Figure 1-4. The relationship academic ability at 15 years old and final education achievement (based on Hamanaka & Yonezawa, 2011, modified by the author)

Hamanaka (2013) indicated, up until 1990's, there was a trend that those who intended to have an academic background went to universities and those who intended to study business practice went to vocational universities. However, Hamanaka suggested, after the middle of 1990's, the middle-ranked universities and vocational college started to scramble for the students in the middle rank, while those students who would like to have an academic background as well as business skills came to choose universities rather than vocational colleges, which increased the large variety of faculties and department in the universities.

As of 2010, there are about 700 kinds of bachelor's diploma provided by Japanese universities (Hamanaka, 2013). Thus, it is considered that the *university B's* competition with vocational colleges and students' intention to obtain the educational background have largely increased the number of the students attending middle-ranked universities.

1-3. Increasing employment of foreign graduates in Japanese Firms

1-3-1. Decreasing Japanese labor forces

In 2030, the population of Japan will reach 120 million, a decrease of 5.6% from 2017. Japan will be the oldest country in the world by median age in 2010. Depopulation and a rapidly ageing population mean that Japan is undergoing a demographic crisis that is set to worsen by 2030. Nearly one-in-three people will be aged 65+ years in 2030 while fertility and birth rates will continue to be among the lowest globally ("Japan in 2030", 2018). This situation suggests that Japan's labor market and employment policies need to

be alerted drastically because the workforce will continue to age and shrink (Figure 1-5).

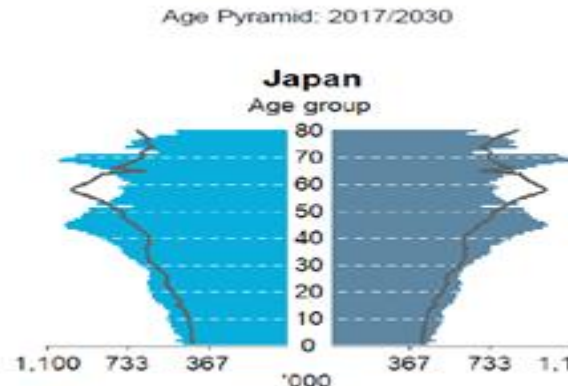


Figure 1-5. Age Pyramid of Japan 2017/2030 (“Japan in 2030”, 2018)

1-3-2. Indonesian graduates as future labor forces in Japan

In order to solve the serious problem of decreasing labor forces in the Japanese economy, the firms that changed the policy to employ foreign workers as core human resources of technology development have increased. Japan is accepting about 300,000 foreign exchange students every year and it is expected that more advanced foreign human resources will increase year by year. According to Ministry of Health, Labor and Welfare, the advanced foreign human resources working in Japan is approximately 277,000 people as of October in 2018, which is 8% higher than the previous year. The foreign exchange students, as candidates of future advanced human resources working in Japan, have also been increasing in number and were at approximately 337,000 people at the end of 2018, which is 8% higher than the previous number (Kyozyuka, 2019). It is easily predicted that not only the graduates from highly selective university students but also the graduates from middle-ranked universities will have to work with foreign people, because now the

current globalized firms have started to employ the foreign engineers and specialists.

The five major countries of exchange students studying in Japan have been China, Vietnam, Nepal, South Korea and Taiwan in 2019 (JASSO, 2019). Among these top five countries, four countries, except Nepal, have similar demographic situations to Japan due to declining birth rates and aging, and are expected to decrease the labor forces in their own countries.

Indonesia currently places 6th in sending exchange students to Japan. The Indonesian exchange students occupy 2% of all the foreign exchange students in Japan. However, the number of exchange students is 6,227 in 2019 and is almost 3 times as many as 8 years ago. The latest demographic shape of Indonesia forms a pyramid, which is the total opposite of Japan. The average life expectancy is 69.36 years old. The population of Indonesia is rapidly increasing and is almost twice that of Japan. The enrollment rate of universities in Indonesia rose to 36.1% in 2018. Although the rate of university graduates among the Indonesian nations is still 11.86% in 2017, the rate is drastically increasing (“Statistics data of Indonesia”, 2019).

A total of 16 Indonesian university students were interviewed in 2017 and 2018 by the author. Among them, eight students attended a national university named Indonesia Educational University (Universitas Pendidikan University: UPI) and the rest of the eight students attended a private one named PGRI Adi Buana University of Surabaya. They were asked about the situation of job hunting activities in Indonesia. All of them stated the difficulties in finding jobs. There are no career centers provided in universities. Similar to the western system, the youngsters start job-hunting after graduation by themselves because of lack of support from the society. Universities do not allow the students to work while being students because of the heavy amount of study. Students

have no opportunity to do part-time work because those jobs are occupied by adults. They face a lack of work opportunity. Therefore, the internship becomes the most important opportunity for the students to connect themselves to the working society. The Indonesian government emphasizes language education, especially English, to make the students a global human resource. Learning the Japanese language is also popular among the students as Indonesian people tend to be Japanophiles who pay respect to Japan as a nation and its culture. The Japanese government has already started accepting the Indonesian candidates of nurses and caregivers, who will be able to take permanent residency after passing the national examination during the period of their training (MHLW, 2019b). Chinese and Vietnamese students have been big numbers as exchanges students to Japan. However, both of the countries have already faced the same problems of decreasing birthrate and aging population as in Japan (Figure 1-6).

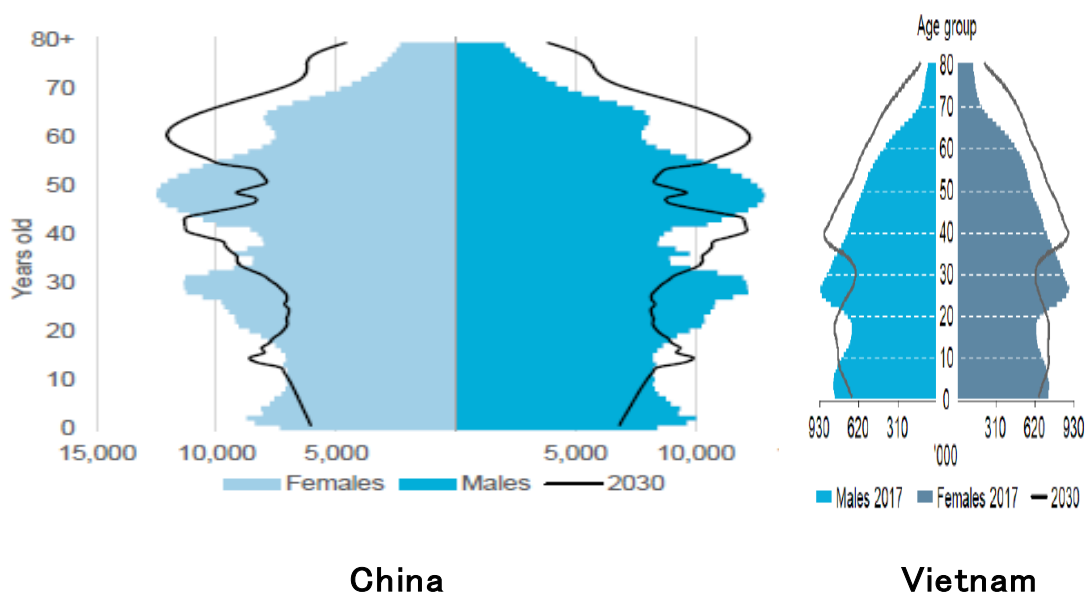


Figure 1-6. Age Pyramid of China and Vietnam 2017/2030 (“China in 2030”, 2019; “Vietnam in 2030”, 2018)

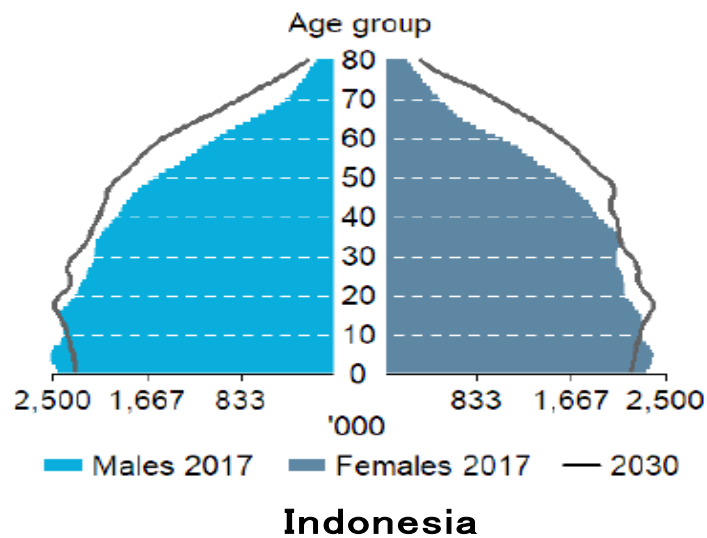


Figure 1-7. Age Pyramid of Indonesia 2017/2030 (“Indonesia in 2030”, 2018)

On the other hand, the centuries of increasing population in stable numbers are the Philippines, Cambodia, Nepal, and Indonesia (Figure 1-7) in South East Asia. As the Philippines is an English speaking country, mobility of labor has a tendency to go to English speaking countries. Compared to the population of Cambodia; 16.3 million (Ministry of Foreign Affairs of Japan, 2019a) and that of Nepal; 2.93 million (Ministry of Foreign Affairs of Japan , 2019b), the current population of Indonesia is huge; 260 million (“Indonesia in 2030”, 2018). Its working population is more than 170 million. It will continue to be the fourth largest country in the world in 2017-2030. The urban population is set to expand by 27.9% in 2017-2030 to a total of 186 million and account for 63.0% of the total population by the end of 2030. In Indonesia rapid economic growth and increasing levels of academic achievement are predicted. Also, as Japanese are flexible about religion, Indonesian people as Muslims seem to feel in safe in Japan. Given the rapid inflow of Indonesian nationals into Japanese industries, Indonesian university

students are considered to be potential advanced labor forces in Japan in the near future. New graduates from highly selective universities have been expected to be a global human resource. However, in the near future the graduates from middle-ranked universities also need to be globalized to work with the increasing foreign workers in the diverse business world. Especially Indonesian workers are expected to increase in number. Therefore, middle-ranked university students, as future global human resource in the new era, should prepare for the strengthening of collaboration with Indonesian people.

Chapter 2.

The present situation of the studies relating to career development of university students

2-1. Studies of identity formation of university students

2-1-1. What is identity formation?

Identity is the concept which Erikson first brought into the social science. Erikson (1959) suggests that career decision, which means obtaining a social role, has a significant meaning in identity achievement. Furthermore, Erikson (1980) indicates that vocational decision-making is the most important developmental issue faced in late adolescence, with identity achievement reached in the shape of achieving the career role. Whereas, the diffusion of identity appears most often when an individual finds it impossible to decide on a career.

Savickas (2011), a vocational psychologist, mentioned that “experience provides the means and meaning through which individuals self-construct an identity. So, the self-as-process forms an identity (p.28).” According to Côté & Levine (1987), Erikson defines the concept of ego identity as two dominant characteristics: (a) the sense of temporal-spatial continuity of the ego and (b) the configuration of positive and negative self-concepts that unify individual’s experiences of themselves during interaction with the social world. In other words, identity denotes the feelings of sameness continuity within the individual so that both are consciously seen as facts accepted by others. Identity formation is the process by which the personality characteristic is formed and continually transformed throughout the life cycle. Career is also continually transformed throughout

the life cycle by making choices according to the development of skills and environmental changes. Therefore, career development is closely related to the process of identity formation.

2-1-2. The theories and studies of identity formation

Marcia (1966, 1980) elaborated Erikson's (1959, 1968) view of the process of identity formation and extended it to the identity status model, which is based on two underlying developing questions: Has the individual experienced an identity crisis? Has the individual committed to roles, goals, and values to define him/herself? *Crisis* refers to the individual's period of engagement in choosing among meaningful alternatives such as vocational choices and ideological beliefs; *commitment* refers to the degree of personal investment in such areas as individual exhibits. Marcia (1966) determined the individual's identity status consisted of two variables above, *crises* and *commitment*. By crossing these dimensions, four identity statuses were derived: *achievement* (commitment following crises), *foreclosure* (commitment with no crises), *moratorium* (ongoing crises and exploration), and *diffusion* (no crises and commitment). Waterman (1982) describes the characteristic of each status as follows. An *identity achiever* is someone who has gone through a period of crisis and has developed relatively firm commitments. The term *moratorium* is used to refer to a person who is currently in a state of crisis and is actively seeking among alternatives in an attempt to arrive at a choice. A person is classified as a *foreclosure* if he or she has never experienced a crisis but is nevertheless committed to particular goals, values, or beliefs. The commitments that *foreclosures* have made generally reflect the wishes of parents and other authority figures. The category of *identity diffusion* included individuals who do not have firm commitments and who are not

actively trying to form them. They may never have been in crisis, or they may have had a period of questioning and been unable to resolve it, subsequently emerging without having made a decision.

Erikson (1968) described the identity formation process of the adolescent as a slow process of ego growth, whereby identifications of childhood are gradually replaced by a new configuration. In his view, tentative crystallizations of identity occur during childhood; during adolescence, however, a new form of identity emerges in which these identifications of childhood are shifted, subordinated, and altered in order to produce a new identity configuration (Kroger, Martinussen, & Marcia, 2010). After the initial identity is formed in childhood, it is to be expected that naturally occurring life cycle events will disequilibrate this identity configuration and result in an identity re-formation process (Erikson, 1968; Stephen, Fraser, & Marcia, 1992). Thus, the developmental period during emerging adult could be the time of identity re-formation. In order to investigate the developmental patterns of identity status movement and stability over the years of emerging adult, a number of studies such as Marcia (1976), Adams & Fitch (1982), Waterman (1982), Kroger (1995), Lewis (2003), Fadjukoff, Pulkkinen, & Kokko (2005), and so on have been explored. In order to examine the developmental patterns of identity status change during adolescence and young adulthood, Kroger, Martinussen, & Marcia (2010) investigated some 124 studies appearing in the major psychological journals between 1966 and 2005. They concluded that for those who did undergo identity status transitions in late adolescence, in other words emerging adult, and young adulthood, progressive change is more than twice as likely as regressive change. They added that among longitudinal studies, the most frequently experienced progress change was from moratorium to achievement. They claimed that, however, regressive change did occur and

must have been examined more thoroughly in the future studies of identity status change.

In addition, the studies of proposing new identity models in the formation process have been explored (Sugimura, 2005). According to Hatano, Sugimura & Crocetti (2016), Crocetti, Rubini, & Meeus (2008), Meeus, van de Schoot, Keijsers, Schwartz, & Branje (2010) extended Marcia's theory by proposing a process identity model that comprises three identity dimensions: commitment, in-depth exploration, and reconsideration of commitment. Here, commitment refers to making choices and actively engaging in the various developmental domains and to the self-confidence derived from these choice. In-depth exploration refers to the extent to which individuals deal with their commitments in an active way, for example, thinking about their choices, requiring additional information, talking with others about their commitments. Reconsideration of commitment refers to searching for alternative commitments because the current ones are no longer satisfactory. Crocetti, Rubini & Meeus (2008) also revealed that each of the three identity processes was found to be associated with specific personality traits. The commitment was positively associated with extraversion, agreeableness, conscientiousness, emotional stability and openness, and negatively associated with depression, anxiety, delinquent behaviors and aggression. In-depth exploration was positively associated with agreeableness, conscientiousness, openness, and anxiety, and negatively associated with emotional stability. Reconsideration of commitment was positively related to depression, but negatively related to extraversion in the Netherlands.

Regarding the studies conducted by Japanese researchers, Kato (1983) developed the Japanese version of identity status scale for Japanese university students based on Marcia's notion, although Marcia constructed a semi-structured interview to assess the identity status. This scale classifies the identity into six statuses: achievement,

foreclosure, achievement-foreclosure middle, moratorium, diffusion, and diffusion-moratorium middle. Kato's scale found out that those who were in diffusion-moratorium were the majority among Japanese university students. In a recent study, Hatano, Sugimura, & Crocetti (2016) used the scale of the U-MICS (Crocetti, Rubini, & Meeus, 2008) and revealed that, among Japanese adolescents and emerging adults including university students, the majority were in moratorium status. In Japan, the research has also taken place on the career development from the perspective of identity formation (Shimoyama, 1986, 1992; Ito, 2002). More recently, Mizokami, Nakama, & Hatano (2016), focusing on the relation between the time perspective and identity formation, elicited the self-formation activities with a time perspective which involves accomplishment of future goals and overwhelmed feelings for the future strongly influenced the formation of identity. However, those studies did not focus on the identity status movement, or developmental patterns of identity formation.

Waterman (1982) had questioned whether there would be progressive developmental shifts in identity status over time when the identity formation was expanded. He examined the direction and the timing of identity development through the reviews of the research literature on identity. He yielded that the most extensive advances in identity formation occurred during the time spent in college, and that the period immediately after college appeared most often to involve a consolidation of the sense of identity rather than the continued exploration of identity alternatives. He also claimed that the greatest documentation of progressive developmental shifts existed for the vocational choice of the topics focused on identity concern. Hence, I consider it meaningful to study the process of identity formation by examining the identity status movement in order to capture the career development during emerging adult.

2-2. Studies of individuality of university students

2-2-1. Controversy on individuality

Adolescence as well as emerging adult are periods of conflict between self and society. To adjust to society as a member of a group, students have conflicts not only with the external world but also within the self with regards to selecting their own values. As they start to explore to achieve their own identity, their self-consciousness develops, which leads to individuation.

In the U.S., “the squeaky wheel get the grease”; in Japan, “the nail that sticks up gets pounded down”. Markus & Kitayama (1991) contend that anecdotes like these symbolize meaningful and important cultural differences between the U.S. and Japan, and North American/European and almost all other countries. Matsumoto(1999) indicates that these differences are the basis for their theory of independent and interdependent self-construal, which is arguably one of the most influential works in the past decade in culture and psychology.

However, Mutsumoto(1999) criticizes that no empirical studies support their theory and his reviewed studies raise many red flags for the acceptance of the assumptions underlying Markus & Kitayama’s (1991) claims. As one of these studies, Matsumoto (1999) picks up Guisinger & Blatt (1994)’s study. They suggest that evolutionary pressures of natural selection aided the development of two basic developmental approaches, one involving self-definition, the other focusing on interpersonal relatedness. They contend that these dual processes are not mutually exclusive; rather, they are fundamentally intertwined, as the development of a mature sense of self in one aspect is dependent partially on the development of mature self in the other. In addition, Trafimow, Triandis, & Goto (1991) found that these two self-concepts: the independent self-concept

and the interdependent one, are associated with distinct knowledge representations that can coexist in memory and be brought to mind at different times, depending on the situation.

2-2-2. The theories and studies of individuality

Individuation from one's family of origin is important to the establishment of mature ego identity during late adolescence (Blos, 1967; Bowen, 1978; Erikson, 1968; Fogarty, 1976; Josselson, 1980; Karpel, 1976). According to Anderson & Fleming (1986), Erikson (1968) emphasized on the need for self certainly as a critical aspect of adolescent identity development, because self certainly is an inner conviction to accomplish their life aims; therefore it requires a "definite sense of independence from family as the matrix of self-images and sureness of anticipation (p.183)". The individuation from the family of origin in the adolescence might be the root for the western youngsters during emerging adult to develop their personal career. However, there are few studies which support the connection between career development and individuality among Japanese youngsters.

In Japan, the concept of individuality was analyzed by the study of loneliness. Ochiai (1983) investigated the structure of loneliness by studying Japanese high school students and university students, and developed the Loneliness Scale of Ochiai (LSO). The scale consists of two variables: *awareness of individuality* and *comprehension and sympathy with others*. Ochiai (1999), by using the LSO, classifies the loneliness of late adolescent, namely emerging adults, into four dimensions. Type A, as one of four types, consists of low *awareness of individuality* and low *comprehension and sympathy with others*. On the contrary, as a counterpart, type D consists of high *awareness of individuality* and high *comprehension and sympathy with others*. Ochiai notes that type A

decreases as individuals grow older, and type D increases instead. Ochiai indicates that it is important for the late adolescents and emerging adults to develop to shift to type D which he defines as matured aloneness, where students admit that people are destined to be alone because of their individuality and, at the same time, students can understand others.

In a recent study, Masubuchi (2014) investigated that individuality where students have something to devote themselves to increases satisfaction and fulfillment in their time alone, which promotes the development of identity formation, however, the individuality where students devote themselves too much to some activity lowers the ego-identity. Similar to Ochiai's notion, Masubuchi (2014) concludes that the sense of fulfillment in properly spending time alone as an individual may develop the identity formation, which supports the studies of Ohno, Mogaki, Miyoshi, & Uchimura (2004) and Tani (2001).

2-3. Studies of career development of university students

2-3-1. What is career development?

The concept of career development was first advanced by Ginzberg, Ginsburg, Axrad, & Herma (1951) who proposed that occupational choice is a developmental process that occurs over a number of years. Their original theory, which assumed that the process completed in early adulthood, was later revised to recognize occupational choice as a lifelong process of decision making (Ginzberg, 1972, 1984). However, in this study I only focus on the specific period between school and work, although the career development is a lifelong process, because it is an important period to starting a work career and the initial decision making style may influence her/his career development in later life.

In Japan, the concept of career development began to draw people's attention in 2000s. As mentioned previously, the Central Education Council Report, which is a report of an advisory committee established from all ministries and agencies with the aim of listening to the will of the people, in 1999 encouraged promoting career education in Japan. It suggested the introduction of career education, through which a desired occupational and work attitude can be acquired based on personality, capability and aptitude or the like and as a result, capability is provided so as to independently select an occupation (Yoshida, 2008). Thus, in this paper, I define career development as an individual's developmental process ahead of the independent occupational choice.

2-3-2. Career development theories and studies

Super (1990) developed lifespan-life space career development theory, which has served as a foundation for the development of contemporary career theories. A brief outline of this lifespan-life space career development theory is as follows. The growth stage (age 4 to 13) encompasses four developmental tasks: becoming concerned about the future, increasing personal control over one's life, motivating oneself to achieve at school, and acquiring competent work attitudes and habits. The exploration stage (age 14 to 24) requires adolescents and young adults to sequentially crystallize, specify, and implement a career choice. The establishment stage (age 25 to 44) suggests that adults should stabilize, consolidate, and advance in the career they have chosen. The accomplishment of these developmental tasks lead to the fourth stage, maintenance (age 45 to 65). The final lifespan stage is disengagement (age 65 and up) (Watson, 2019). Hartung , Porfeli, & Vondracek (2005) claims that the career development grand narrative begins in childhood with the life stage of growth. Children must learn to imagine, be self-

responsible, and problem-solve to construct a viable work future consistent with cultural imperatives conveyed in family and community contexts (Hartung, 2012). The developmental tasks of career growth compel the child to acquire a future orientation characterized by the ability to planfully look ahead (Savickas, 1997; Super, Savickas & Super, 1996). Then, in the next stage, exploration focuses the adolescent and emerging adult on the goal of crystallizing (developing a clear and stable vocational self-concept reflecting one's preferences for occupational fields and ability levels), specifying (recognizing educational and vocational choices in line with the vocational self-concept results from broadly exploring preferred occupations and forming vocational identity), and implementing (carrying out an occupational choice entails preparing for and obtaining a position) the vocational self-concept in an occupational role (Hartung, 2012). Hartung also insists that successful movement through exploration yields planfulness, curiosity to explore work roles, and knowledge about career decision-making principles and occupational world. Given the review of these representative studies on career development, there seems to have communality between the career development and identity development, where the initial identity formation is emerged in childhood, and in adolescent and emerging adult identity is reformed through exploration. Thus, it is effective to investigate the career development from the view of the identity formation.

Patton & McMahon (2014) indicated that, among the divergent career development theories which have emerged, the individual is central to all theories (p.123). The major theories of career development have used a number of terms to illustrate the individual self. For example, Bordin (1990) referred to the self, and self-concept was the key to the work of Super (1957, 1980, 1990). Other related terms include vocational identity (Holland, 1985). In addition, Miller-Teideman (1990) used the term self and drew

on Erikson's (1959) concept of ego identity, and Gottfredson (1981, 1996, 2002) used the term self-concept. Super (1992) described self-concept as fundamental and central to career development theory.

On the other hand, in Japan, since before and after the policy of career education was introduced into universities by MEXT in 2006, Japanese vocational psychologists have readied themselves to educationally participate in the study of career development. To measure the extent of career development among university students, they have developed assessment tools in areas such as career indecision (Shimoyama, 1986; Wakamatsu, 2001), career self-efficacy (Adachi, 2001; Hanai & Shimizu, 2014; Uragami, 1995), career mutuality which means the individual readiness to tackle career development issues (Sakayanagi, 1996), and career exploration (Adachi, 2010).

2-4. Studies of metacognitive awareness of university students

2-4-1. What is metacognitive awareness?

In recent years, researchers of learning and motivation have become interested in theories of self-regulation learning (Zimmerman & Schunk, 1989). Metacognitive awareness, as well as motivation, is considered one of the most important processes of self-regulatory learning. According to Ridley (1991), metacognitive awareness may be defined as the process of using reflective thinking to develop awareness about one's own person, task, and strategy knowledge in a given context. Research findings have supported much of the theoretical speculation about metacognition (Biggs, 1985; Garner, 1987; Markman, 1977). In general, metacognition has been shown to be related to students' developmental maturation and domain expertise; conscious control of learning; ability to plan, monitor, and correct errors; transfer of rule learning; and ability to change their own learning

behaviors (Brown, 1987).

2-4-2. Studies of metacognitive awareness

On the contrary, adult cognitive researchers found that mature adults most probably became more able than younger persons to regulate their cognitive functioning in order to successfully solve complex problems (Kohlberg, 1990; Pascual-Leone, 1984). It is also in tune with Labouvie-Vief's (1994) claim that adults become more self-reflective with age and Kuhn's (2000) finding that metacognition becomes more effective with development. As many authors have observed, highly developed skills and functions associated with self-understanding and self-management can even compensate for losses that occur with age at more fundamental levels of the mind (Baltes, Staudinger, & Lindenberger, 1999; Hertzog & Dixon, 1994). Vukman (2005) summarizes that better self-awareness of our own abilities, which increases up until old age and efficient reflection of the thinking process and problem solving strategies, which rises until mature adulthood are probably two or more strengths that enable adults to regulate their cognitive function according to the demands of problems in real life situations until late in life.

Therefore, university students are considered to be in the developmental process in their metacognitive awareness. Ridely, Schutz, & Glanz (1992) conducted empirical studies and suggested that effective self-regulation was partially a result of setting explicit goals that were based on high levels of self-awareness. It means that students who set clear goals based on high levels of self-awareness may outperform others because they have a target goal, which provides a motivation challenge, and metacognitive awareness, which provides volitional resolve because explicit awareness of one's motivational intentions (Corno, 1986,1989), and task-related awareness, which provides information

about possible appropriate strategies for accomplishing the goal. Ridely, Schutz, & Glanz (1992) concluded that the interaction of clearly defined goals and a tendency to develop a high degree of metacognitive awareness best facilitated an individual's performance on the decision-making task. Thus, these results suggest that it is necessary for the university students to encourage their career decision-making by setting their goals of the future by deepening their metacognitive awareness.

Part II.

Empirical research

Chapter 3.

Aims and objectives of the studies

3-1. Problem statement

I have been mentioning the change of the transitional situation from school to work. Not only demographic but also political changes are drastic. In order to educate the human resources to be able to respond these changes, a lot of studies targeted university students, as future labor forces, have been conducted. Unfortunately, however, less studies focused on the students at middle-ranked universities in Japan.

As a reality, the layers of the rank of universities have a silent power as far as Japanese's working society emphasizes the titles to integrate people. However, the students attending middle-ranked universities has becoming the major work forces as mentioned previously. In addition, our society need to borrow foreign work resources for compensating the lack. Until recently, the students attending highly selective universities had taken on a role of being global human resources. However, in a globalized society, the students attending middle-ranked universities have also been expected to collaborate with foreign workers. It should be meaningful to study the career development of the student specialized at middle-ranked universities.

3-2. Study of identity formation of the students attending middle-ranked universities (Chapter 4)

As I mentioned in Chapter 2, Waterman (1982) yielded that the most extensive advances

in identity formation occurred during the time spent in university because vocational choices may have promoted its developmental shifts. Given that emerging adult is the period of the identity reformation, a research question arises. What is the developing process of the identity formation of students attending middle-ranked universities? Thus, the research aim of Study 1 is analyzing the process of identity formation of the students attending middle-ranked universities. Research objectives are as follows: 1. to analyses factors of identity status scale from the result of inventory survey of about 500 students attending middle-ranked universities; 2. to classify sets of data on identity factors by the cluster analyses and produce the change patterns of the identity development over years during the period of university.

3-3. Study of individuality of the students attending middle-ranked universities (Chapter 5)

In the western culture, the individuation from family of origin in the adolescence is considered to be an important process in the identity development. However, in Japan, only a few studies dealing with individuation, especially among the students in the highly selective university, were conducted. Also, in Japan, the concept of individuality was analyzed by the study of loneliness (Ochiai, 1983). What features does the sense of individuality shape among the students attending middle-ranked universities? The research aim of Study 2 investigates the features of individuality of the students attending middle-ranked universities. The objectives of the research are as follows: 1. to analyze factors of the loneliness scale of Ochiai from the result of an inventory survey of about 500 students attending middle-ranked universities; 2. to classify sets of data on

Individuality factors by the cluster analyses and investigate how the aspect of the individuality transfer over the year during the university period.

3-4. Study of career development of the students attending middle-ranked universities (Chapter 6)

I adopted the explanatory sequential design of the mixed method (Creswell, 2015) to conduct Study 1, 2 and 3. In this design, quantitative researches of Study 1 and 2 yield statistical significance, confidence, and provide the general outcomes. Then, I engaged in a qualitative phase to help explain the quantitative research results. After a roundup study of Study 1 and 2, the research question “What made the students decide to enter the middle ranked universities? What environment did they grow up in?” arose. In Study 3, I conducted interviews with the students attending middle-ranked universities in order to extract their experiences at the point of their decision making as well as social or psychological factors to push them to act in that way. The objectives of the study are as follows: 1. to conduct a semi-structured interview to extract the experiences or the influences on their decision making; 2. To analyze the interview data for extracting the bifurcation points, obligatory passage points as well as social factors according to the methodology of Trajectory Equifinality Modeling (Yasuda & Sato, 2012); 3. to reveal the possible factors of their career development by involving the results of Study 1 and 2.

3-5. Study of metacognitive awareness of the students attending middle ranked-universities (Chapter 7)

A research question “How does the metacognitive awareness affect the career development?” arose, because the result of Study 3 showed that the students who achieved successful job offers may have had good metacognitive awareness. Therefore, the aim of Study 4 is to explore the aspects of career development influenced by the different phases of metacognitive awareness. The objectives of the study are as follows: 1. to provide a workshop which stimulate the participants’ metacognitive awareness (the participants are sophomores) ; 2. to conduct the pre-post questionnaires which measure the participants’ career development; 3. two years after the workshop, when the participants become seniors and concluded their job-hunting activities, to assess the result of their career development divided by the job-hunting result, which is conducted by the One-way analysis of variance (ANOVA).

3-6. Study of career development model of the students attending middle-ranked universities (Chapter 8)

A hypotheses that emerged from Study 1, 2, and 3 was that the aspects of individuality may influence the implementation of commitment. Thus, the research question of Study 5-1 is “What kind of structure does the career development of students attending middle-ranked universities have?” The aim of this study is to investigate the structure of the career development of students attending middle-ranked universities. The objectives of the study are as follows: 1. to identify the factors of identity status scale and loneliness scale of Ochiai; 2. to make latent variables as subscale scores 3. to investigate their career

development by structural equation modeling (SEM) and find out the hidden relations between the latent variables.

3-7. Study of effectiveness of comparative models of the students attending highly selective Japanese universities and Indonesian university students, as future coworkers of the students attending middle-ranked universities (Chapter 9)

After confirming the structure of career development attending middle-ranked universities, to compare the models among the students attending middle-ranked universities, highly selective universities and Indonesian universities will be needed, because the outcome may suggest hints for the future collaboration among these students. Thus, the research question of Study 5-2 is “What kind of structure do the career development of students attending highly-ranked universities and Indonesian universities have?” The aim of this study is to investigate the structure of the career development of the students attending highly selective universities and Indonesian universities. The objectives of the study of each students attending highly selective universities as well as Indonesian universities are as follows: 1. to identify the factors of identity status scale and loneliness scale of Ochiai; 2. to make latent variables as subscale scores 3. to investigate their career development by structural equation modeling (SEM) and find out the hidden relations between the latent variables. 4. to examine the possible factors of the differences or similarities from the comparison.

Chapter 4.

The process of identity formation of the students attending middle-ranked universities 【Study 1】

4-1. Problem statement

Kroger, Matinussen, & Marcia (2010) examined the developmental patterns of identity status change during adolescence and young adulthood through meta-analysis toward 124 studies appearing in PsycINFO, Eric, Sociological Abstracts and Dissertation Abstracts International between 1966 and 2005. They concluded that findings provide support for both notions of Erikson(1968) and Marcia, Waterman, Archer, & Orlofsky (1993) that for those who did undergo identity status transition and young adulthood, progressive change was more than twice as likely as regressive change. They found that among longitudinal studies, the most frequently experienced progressive change was from moratorium to achievement.

As the identity status has been a popular means of assessing the exploration and commitment dimensions of Erikson's identity formation concept, four different modes described by Marcia: identity achievement (commitment following exploration), moratorium (in the process of exploration), foreclosure (commitment without exploration), and diffusion (no commitment, with or without exploration) become undoubtful concepts.

However, apart from the fixed concepts above, it is necessary to once again examine how emerging adults develop their identity with the sense of commitment and

crisis to reveal the factors of the cause.

4-2. Purpose and objectives of the study

The purpose of this study is to investigate the process of identity formation in students attending middle-ranked universities in Japan and its traits with the relation of their career development.

4-3. Method

4-3-1. Participants

The questionnaires were conducted in seven middle-ranked universities in Tokyo and administrated during regular class time. The total of 475 undergraduates, which consisted of 43.8% male and 56.2% female, with 13.3% freshman, 19.6% sophomore, 35.8% junior, 11.4 % senior, and 20% unanswered, took 10-20 minutes to complete the questionnaires.

After the questionnaire survey, I divided the participants into six modes of identity status; achievement, foreclosure, achievement-foreclosure middle (A-F middle), moratorium, diffusion, and diffusion-moratorium middle (D-M middle), according to the Kato's (1983) categorization. The 18 students from the participants (three students in achievement, three foreclosure, three A-F middle, one moratorium, five diffusion and three D-M middle), who were willing to take part in this research and wrote their names and student numbers on the questionnaire, were chosen from three universities and from each mode. The further participants chosen were consisted of one freshman, nine sophomores, two juniors and six seniors.

To reveal the transition of identity formation from school to work, I selected

sophomores from 18 participants. As it was a three-year longitudinal study, focusing on the transition from sophomore to the end of senior made it possible to examine the transformation of identity formation to become working adults. The number of sophomore was nine. However, one female refused to participate, and as a result, eight students; two females and six males were examined on their transformation during transition from school to work.

4-3-2. Measurement

Marcia used semi structured interview to analyze the identity status. Based on Marcia's notion, Kato (1983) developed the Japanese version of the identity status scale for Japanese university students, and I used it for this study. This scale is composed of four items related to *commitment in the present*, such as "I'm trying hard to achieve my goals", four items related to *crisis in the past*, such as "I've deliberated over what kind of person I was and what I wanted to do in my life", and four items related to *the desire for the future commitment*, such as "I am eager to find something I can deeply commit myself to". All twelve items were rated on a 6-point Likert scale ranging from 1 (completely disagree) to 6 (completely agree).

4-3-3. Research design

I implemented a longitudinal design with three measurements <Time 1, 2, 3>. The first measurement was in July 2015, which was almost the end of the first semester <Time 1>. The second measurement, as well as an interview, was conducted in July and August in 2016 with the 18 students <Time 2>. The same questionnaire used as the first measurement at Time 1 was administrated to them. The third measurement, as well as an

interview, was conducted from November 2017 to January 2018, which was almost the end of the second semester <Time 3>.

To confirm the transition of the interviewees in identity, the data from the questionnaires at Time 1 (475 students), Time 2 (18 students), and Time 3 (16 students because 2 students refused to answer) were all combined and examined as the data of 509 students. All statistical analyses were conducted using SPSS version 23.

4-4. Results

4-4-1. Exploratory factor analysis (EFA)

Items with communality values of less than 0.2 were excluded beforehand. I conducted EFA using the principal factor method with Promax rotation, which showed 10 items had factor loading greater than .40; the other items were excluded from subsequent analyses (Table 4-1). As the eigenvalue varied, i.e., 3.71, 1.34, 1.01, 0.80... I confirmed a three factor structure. The cumulative proportion of variance explained was 60.50%. The mean and standard deviation for each items and each factors are also shown in Table 4-1.

The first factor was named *exploration and commitment* because it contained six items that represented the situation in which an individual is exploring autonomously and carrying out some actions to achieve their goal, which is supposed to be connected to the future career. The second factor was named *experience of crisis* because the items indicated experiences in which the individual has seriously confronted him/herself in terms of who he/she was and what he/she wants to be. The third factor was named *inexperience of critical decision* because the items indicated the situation in which the individual had never made an important critical decision before.

The Cronbach's alpha of Factor one was .79; those of Factor two and three were

slightly low, .59 and .45 respectively, because both factors contain only two items each, which is supposed to make the Cronbach's alphas lower. Correlation analyses were conducted between factors. Although Factor one and Factor two were positively correlated with each other, they were negatively correlated with Factor three (Table 4-1).

Table 4-1.

Factor loadings from Exploratory Factor Analysis with Promax Rotation of the Identity Status Scale

Item	The Cronbach's alpha	f1	f2	f3	M	SD
		$\alpha = .79$	$\alpha = .59$	$\alpha = .45$		
	M	3.8	3.72	2.8		
	SD	1.01	1.38	0.67		
1 I'm trying hard to achieve my goals.		.753	.055	.097	3.50	1.39
3 I know what kind of person I am, what I hope and what I try to do.		.729	-.101	.057	3.35	1.38
2 I don't have anything special to put my heart into.(R)		.694	-.162	-.042	4.25	1.49
11 I am thinking seriously about what kind of person I am and what I am trying to do, comparing some possible options.		.679	.257	.030	3.61	1.43
12 I am not sure that I will be able to do anything meaningful in my life.(R)		.642	-.130	-.172	4.47	1.47
9 I am eager to find something I can deeply commit myself to.		.575	.334	.084	3.68	1.54
8 I had a time when I had lost my confidence in my way of life before.		-.236	.937	-.072	3.55	1.58
6 I've deliberated over what kind of person I was and what I wanted to do in my life.		.411	.608	-.054	3.91	1.70
7 I've never had doubts of spending my life to meet expectation of my parants or other people.		.163	-.183	.940	2.85	1.35
5 I've never made cirritical decisions about my own life independently.		-.418	.193	.541	1.35	1.48
Correlation between factors		f1	—	.32	-.29	
		f2	—	—	.02	
		f3	—	—	—	

4-4-2. Cluster analysis

An analysis of variance (ANOVA) was used to examine group differences (Table 4-2). Clustering of the variables was carried out using the hierarchical average linkage within the group cluster analysis. The groups emerged in three clusters. The chi-square test showed that there was a significant deviation in the ratio of students between groups ($\chi^2 = 270.24$, $df = 3$, $p < .001$).

Table 4-2.

Analysis of variance between the clusters of the Identity Status Scale

(range 1-6)		Cluster groups				<i>F</i> (3,481)	<i>p</i>
		1. Nonactivation <i>n</i> = 62 (12%)	2. Nonactivation with experience of crisis <i>n</i> = 23 (5%)	3. Activation <i>n</i> = 260 (54%)	4. Achievement <i>n</i> = 140 (29%)		
Exploration and commitment	<i>M</i> (<i>SD</i>)	2.31 (0.57)	2.67 (0.58)	3.69 (0.63)	4.86 (0.54)	307.17	.000
Experience of crisis	<i>M</i> (<i>SD</i>)	2.11 (0.88)	4.07 (0.90)	3.36 (1.15)	4.78 (0.95)	124.31	.000
Inexperience of critical decision	<i>M</i> (<i>SD</i>)	4.07 (0.90)	3.98 (1.22)	2.72 (0.89)	2.21 (1.09)	64.83	.000

Note: Means with separate letters differ significantly at the $p < .05$ level (with Bonferroni correction).

Group one was titled *nonactivation* because of its low *exploration and commitment* and *experience of crises* scores and high *inexperience of critical decision* score; this group included 62 (12%) students. Group two was titled *nonactivation with experience of crisis* because of its high score in *experience of crisis*, its slightly high *inexperience of critical decision* score and its low *exploration and commitment* score; this group included 23 (5%) students. Group three was titled *activation* because its *exploration and commitment*, *experience of crisis* and *inexperience of critical decision* scores were medium; this group included 240 (54%) students. Group four was titled

achievement because of its high, high, and low scores in *exploration and commitment*, *experience of crisis* and *inexperience of critical decision* respectively; this group included 140 (29%) students.

Considering human development, a hypothesis emerged that students might develop their identity in the following order: (1) Group one: nonactivation, (2) Group two: nonactivation with experience of crisis, (3) Group three: activation, and (4) Group four: achievement.

4-4-3. Transformation of the cluster group from school to work

Table 4-3 shows the change of the cluster group as the eight participants' year in university increased from the beginning of their sophomore year to the end of their senior year when their job-hunting activities had almost finished. From the viewpoint of their transformation, we divided them into two groups. Group A consisted of the students who could end their job-hunting activities with full satisfaction accompanied by a great deal of experiences inside and outside of universities. Group B consisted of students whose job-hunting activities were not active and whose career choices were passive.

Table 4-3.

The yearly transformation of the participants' cluster group

	Student number	Kato's identity status at Time 1	Gender	Cluster group (Identity Status)			The result of job hunting
				Time 1 sophomore	Time 2 junior	Time 3 senior	
Group A	1	DM middle	F	2	3	4	} autonomous satisfied well activate
	2	Diffusion	M	2	3	4	
	3	Diffusion	M	2	4	4	
	4	Diffusion	F	2	3	3	
Group B	5	AF middle	M	4	4	3	} indecisive dependent unsuccessful not activated
	6	AF middle	M	4	1	1	
	7	Diffusion	M	3	4	1	
	8	DM middle	M	3	3	3	

The identity status cluster group of Group A was *nonactivation* (1 or 2) when those in this group were sophomores. However, their cluster group changed to *activate* or *achievement* after they concluded their job-hunting activities and received official job offers from desirable companies. This result supported the hypothesis in the previous section.

In contrast, the transformation of identity status cluster group of Group B did not support the hypothesis. Their cluster groups were *achievement* or *activation* in their sophomore year and shifted down to *activation* or *nonactivation* at the end of their senior year. Their development seemed to take the reverse direction. The interviews revealed that their job-hunting activities were not enough for them to find jobs or companies by themselves. Two students depended on recruiting agents which found jobs for the students and provided matching service between firms and students. One student could not obtain any job offers from companies. The other student delayed the timing of finding a job until next year because he decided to go abroad. However, he mentioned that he had no plans for what he will do in the foreign country and just accepted the parents' suggestion to study abroad.

4-5. Discussion

Based on the result of the cluster analysis of identity status, I formed a hypothesis that a normal identity formation process might be a transition consisting of (1) nonactivation, (2) nonactivation with experience of crisis, (3) activation, and (4) achievement which involves a high level of *commitment and exploration*, a high level of *experience of crisis* and a low level of *inexperience of critical decision*. Due to the transition of the clusters in the four selected students whose job-hunting activities were successful (Group A), the

hypothesis, as well as Kroger, Martinussen, & Marcia's (2010) finding, was confirmed.

On the other hand, the students of Group B did not support the hypothesis of regular identity formation process. Their identity cluster was already *achievement* when they were sophomore. However, their transition process showed the reverse from that of Group A. Here is another hypothesis raised that those who could not conduct job-hunting activities properly by themselves or plan their future career path by their own decision-making might follow the irregular identity formation process.

Chapter 5.

The aspects of individuality of the students attending middle-ranked universities 【Study 2】

5-1. Problem statement

Life-course events such as gender roles, career choices, marriage, and so on, that were once more normatively structured are increasingly left to individuals to decide on their own, leaving people to take on new responsibilities for living with the consequences of their actions and decisions (Bauman, 2001; Beck, 1992). As a result, emerging adults are increasingly required to individualize their life course in general, and their identity relationship, to gain educational credentials and employment experience, and to plan for the future (Schmaltz, Côté, & Arnett, 2005). According to Arnett (2000), emerging adulthood is characterized by identity explorations in work and worldview. Schmaltz, Côté, & Arnett (2005) indicate that, for emerging adults adopting developmental individualization strategies, exploration in areas such as career paths and worldviews should be directed toward making the most opportunities to explore a variety of possible directions for one's life. They also note, however, for those emerging adults who utilize default individualization strategies, exploration may be an unguided and haphazard process which produces more confusion than those of the opposite.

As mentioned above, Western psychologists have historically stressed on the importance of the development of individuality, independence and identity as essential components of psychological maturity (Guisinger & Blatt, 1994). Sampson (1985) insists

that individuality is considered an essential element of contemporary Western society.

On the contrary, in Japan, not so many studies on individuality are conducted. As a related study to individuality, Kato & Takagi (1980) studied the relationship between psychological independence and parents-child cohesion of Japanese undergraduate students. Ikeda (2000) conducted the same experiment as Kato & Takagi(1980), as well as Onodera (1993) found that the result was the same even after 20 years. Japanese female undergraduates still asked for the psychological supports of their parents and had a tendency to follow the parents' decision when they needed to make a determination in a certain event by themselves, which had a similarity in the frequency as junior high school students.

Ochiai (1983) investigated the individuality from the perspective of loneliness and developed a scale to evaluate the level of independence by measuring the mutuality of loneliness. However, there are no recent studies conducted on the relationship between individuality and career development.

5-2. Purpose and objectives of the study

The purpose of this study is to investigate the aspects of individuality attending middle-ranked universities in Japan and its traits with relation to their career development.

5-3. Method

5-3-1. Participants

The same students as the experiment of Chapter 4 participated in this measurement.

5-3-2. Measurement

I used the Loneliness Scale of Ochiai (1983) to investigate the students' individuality. This scale consists of two valuables: *awareness of individuality* and *comprehension and sympathy with others*. It also consists of 16 items rated on the 5-point Likert scale ranging from one (agree) to five (disagree). The scale was composed of seven items related to "whether or not the students realize that each person has individuality" and nine items related to "whether or not the student realizes that people can understand and sympathize with each other".

5-3-3. Research design

The same research design as written in Chapter 4 was conducted.

5-4. Results

5-4-1. Exploratory factor analysis (EFA)

Five items with communality values of less than 0.2 were excluded after factor analysis. Then, two items that lowered the reliability of the scale was excluded. I conducted EFA using the principal factor method with Promax rotation, which showed 9 items had factor loading greater than .40; the other items were excluded from subsequent analyses (Table 5-1). As the eigenvalues varied, i.e., 3.86, 1.22, .82, I confirmed a two-factor structure. The cumulative proportion of variance explained was 56.45%. The mean and standard deviation for each items and each factors are also shown in the Table 5-1.

The two factors almost supported the original valuables of Ochiai. I named the first factor, containing five items, *destined aloneness* because it represented the sense of feeling that individuals are fundamentally alone and that others will not understand what

the individual is feeling. I named the second factor, containing four items, *mutual empathy* because it indicated the belief that individuals could understand and sympathize with each other. The Cronbach's alpha of the first and second factors were .83 and .68, respectively. The correlation between factors showed that Factor one and Factor two were negatively correlated.

Table 5-1.

Factor loadings from Exploratory Factor Analysis with Promax Rotation of the LSO

Items		f1	f2	M	SD
		Cronbach's alpha	α=.83		
		M	2.25	4.02	
		SD	0.1	0.74	
11	I think people are ultimately destined to live alone.	.853	.120	2.19	1.27
9	I find people lonely by nature.	.782	.037	2.52	1.45
5	I think I am nothing but a loner in the end.	.672	-.011	2.72	1.48
10	I think no one understands my way of life.	.539	-.164	4.12	1.11
14	I feel nobody understands me.	.537	-.215	4.12	1.1
3	I feel other people understand me.	.004	.658	3.66	1.14
4	I believe someone understands my way of life.	-.030	.644	3.97	1.04
2	I believe people can share joys and worries with others	.059	.585	4.44	0.9
15	I believe people can understand each other's feelings.	-.070	.454	4.02	1.01
Correlation between factors		f1	f2		
		f1	—	—	.62
		f2	—	—	

5-4-2. Cluster analysis

Clustering of the variables was carried out using the hierarchical average linkage within the group cluster analysis. The groups emerged in three clusters. An ANOVA was used to examine the group differences (Table 5-2). The chi-square test showed that there was a significant deviation in the ratio of students between groups ($\chi^2 = 135.27$, $df = 3$, $p < .001$).

Group one was titled *independence* because of its slightly high scores in *destined aloneness* and *mutual empathy*; this group indicated 114 (24%) students. Group two was titled *harmonization without aloneness* because of its slightly low score in *destined aloneness* and its slightly high score in *mutual empathy*; this group included 136 (29%) students. Group three was titled *strong empathy without aloneness* because of its low score in *destined aloneness* and its high score in *mutual empathy*; this group included 201 (42%) students. Group four was titled *isolation* because of its high score in *destined aloneness* and its low score in *mutual empathy*; this group included 24 (5%) students.

Table 5-2.

Analysis of variance between the clusters of the LSO

(range 1-5)		Cluster groups				<i>F</i> (3,471)	<i>p</i>
		1. Independence <i>n</i> = 114 (24%)	2. Harmonization without aloneness <i>n</i> = 136(29%)	3. Strong empathy without aloneness <i>n</i> = 201 (42%)	4. Isolation <i>n</i> = 24(5%)		
Destined aloneness	<i>M</i> (<i>SD</i>)	3.21 (0.54)	2.33 (0.47)	1.37 (0.38)	4.19 (0.45)	569.48	.000
Mutual empathy	<i>M</i> (<i>SD</i>)	3.54 (0.59)	3.95 (0.57)	4.49 (0.44)	2.43 (0.64)	156.81	.000

Note: Means with separate letters differ significantly at the $p < .05$ level (with Bonferroni correction).

5-4-3. Transformation of the cluster group from school to work

Table 5-3 shows the change of the cluster group as the eight participants' year in university increased from the beginning of their sophomore year to the end of their senior year when their job-hunting activities had almost finished. As with Chapter 4, from the viewpoint of their transition, I divided them into two groups. Group A consisted of the students who could end their job-hunting activities with full satisfaction accompanied by a great deal of experiences inside and outside of universities. Group B consisted of students whose job-hunting activities were not active and whose career choices were passive.

Table 5-3.

The yearly transformation of the interviewees' cluster group

	Student number	Kato's identity status at Time 1	Gender	Cluster group (LSO)			The result of job hunting
				Time 1 sophomore	Time 2 junior	Time 3 senior	
Group A	1	DM middle	F	3	1	3	} autonomous satisfied well activate
	2	Diffusion	M	2	3	3	
	3	Diffusion	M	—	3	2	
	4	Diffusion	F	1	1	1	
Group B	5	AF middle	M	1	1	2	} indecisive dependent unsuccessful not activated
	6	AF middle	M	2	4	1	
	7	Diffusion	M	3	—	1	
	8	DM middle	M	2	2	1	

Three out of four students in Group A were in the *harmonization without aloneness* or *strong empathy without aloneness* group. On the other hand, three out of four students in Group B were in the *independent* group.

5-5. Discussion

According to Ochiai (1983, 1989, 1999), the students who belong to group one, *independence*, are considered as type-D persons. Type-D persons have a high sense of individuality and a high sense of understanding of others. Ochiai described type-D persons as having the most matured loneliness. Among the cluster groups (Table 5-3), at Time 3 when their job hunting activities were completed, student four in Group A was categorized in cluster group one. She was namely *independent* because her behavior toward job hunting was quite independent and she was satisfied with the result of her job hunting because she did her best. This was the fact which I investigated through interviewing her. (I will describe the interview in Chapter 6.) Not only she but also three students of Group B were categorized in cluster group one: *independence*. However, a question arises. Those who were in Group B were unsatisfied, dependent, and confused with the result of their job-hunting activities. Nevertheless, why did they answer the questionnaire stating they had a high sense of individuality as well as a high sense of empathy with others? How they actually behaved in their job-hunting activities was in contradiction with the answers of the questionnaire. Here, I found the inconsistency between their recognition and their action. I will analyze why it happened in Chapter 6.

On the other hand, Figure 5-2 indicated that those who had high mutual understanding and low destined aloneness made up 71%. Ochiai (1983, 1989, 1999) defined it is an immature state of loneliness. However, within Group A, one student was *independent* but the other three students had a high score of *mutual understanding without the sense of aloneness*. They all had a successful job offer from their desired companies. Given the current situation of Japanese working society where they need the communication skill and the competency of working together with colleagues following

the firm's policies, it might be an adaptive and proper ability to work as a member in a Japanese firm.

Chapter 6.

The process of career development of the students attending middle-ranked universities 【Study 3】

6-1. Purpose and objectives of the study

In Study 1 and 2, in order to assess the aspects of career development, I examined identity formation and individuality of the students attending middle-ranked universities by quantitative research.

Decision making process of career construction will be explored through the use of one-on-one interviews. Thus, the purpose of this study is to investigate the fact of career decision making and its development process of the students attending middle-ranked universities in Japan by conducting qualitative research.

6-2. Method

6-2-1. Participants

As mentioned in Chapter 4, I selected 18 participants among 475 students who answered the questionnaire. As it was a three-year longitudinal study, focusing on the transition from sophomore to the end of senior, I chose nine sophomores from the 18 participants. However, one female refused to participate in, and as a result, eight students; two females and six males could be fully interviewed.

6-2-2. Interview protocol

I interviewed the eight students twice: at the first semester of their junior year <Time 2> and at the end of their senior <Time 3>.

Firstly, in each interview, semi-structured interview protocol was constructed and validated. Before the interview, each interviewee was asked to fill out a *Career & Identity Worksheet* (Banda, 2015) (Figure 5-1). This worksheet is a tool for encouraging interviewees to remember and describe the important events for them or key persons by which their identity could be characterized. Questions such as the following were asked: “Think of the important events that affected your career choice and how you live. What and when were these events? What thoughts and feelings did you have during the events? What goals or purposes emerged from these events? What actions did you take toward your goal? What new values emerged from these events?”

Career & Identity Work Sheet		Name _____	Date _____
Age or Grade	Irreversible time 		Future
What new values emerged from this event?			The 3rd layer Value Transformation
The details of the events (or person) of your turning points			The 2nd layer Bifurcation points
Your feeling and actions			The 1st layer Action and feeling
The environment and situation			Social Direction Social Guidance

Figure 6-1. Career & Identity Worksheet (Banda, 2015)

This worksheet was developed by the notion of three-layer model of genesis (TLMG) (Valsiner, 2007). The TLMG is a framework for understanding the transactional nature of signs (Vigotsky & Luria, 1930/1994), as organized into a system with three layers. The first layer is the level of micro genesis, where humans experience their daily life moment by moment by noticing signs around them. Thus, in the category of *feeling and action* on the sheet, the emotions and behaviors before the event or transformed emotions and behaviors after the event might be written. The second layer is the level of mesogenesis, where meanings emerge. The third layer is the ontogenetic level, where some selected experiences become relatively stable meaning structures that guide the person within his/her life course, constituting a kind of value system for the person. Thus, in the *new values* category, the interviewee's transformed sense of values might be written. The *career & identity worksheet* contains the three layers about which each interviewee wrote his/her experiences. At this stage, the interviewee's writing might be vague. Then, the interviewer should focus on what is written on the sheet, dig into it, and deepen it in the interview. Sometimes, what is written extends to another event. The interviews were usually conducted for approximately 60 to 90 minutes. All interviews were recorded and transcribed.

6-2-3. Research design

First, *the career & identity worksheet* was filled out again by the researcher to add what was mentioned during the interview, and the interviewee's state of mind was analyzed by interpreting the level of statements and environmental influence. Then, the data on the *career & identity worksheet* were confirmed by the interviewee. If the interviewee felt the information was strange, the point would be modified according to the interviewee's

suggestion. Finally, all the interviewees' perceptions of their *career & identity worksheet* were closely examined together and analyzed through trajectory equifinality modeling (TEM) (Sato, Mori, & Valsiner, 2016; Yasuda & Sato, 2012). The interview was conducted twice at <Time 2> and <Time 3> per person. The two sets of interview data of one student were combined together and analyzed to make one TEM.

At Time 3 when they concluded their job-hunting activities, after the interviews, I divided the interviewees into two groups: Group A, consisted of the four students (two females and two males) whose job-hunting activities were adequate and who had successful job offers from desirable companies; and Group B, consisted of the four students (four males) whose job-hunting were passive or not active, and also who accepted the result of the job-offer without satisfaction, had no official job offer, or extended to be recruited. Finally, I conducted TEM analysis of two groups.

6-2-4. Qualitative research methodology

TEM is a methodology for detecting the real existence of a human's psychological transition. First of all, I will describe the concept of TEM briefly. Equifinality means that the same state may be reached from different initial conditions and in different ways within irreversible time. The notion of equifinality implies multicourse for the same equifinality point (EFP). Equifinality entails arrival at the same developmental end state through various possible pathways. In TEM research, people who have the same experience as EFP are listed and used for sampling. Thus, in this study, the interviewees had the same common denominator. I examined the common points of the bifurcation points (BFPs) and obligatory passage points (OPPs) that most of the interviewees pass through. A bifurcation point (BFP) is a point where alternative options emerge, and a BFP

is located on trajectories to the new directions based on environmental support or prevention from other people or occasions. An obligatory passage point (OPP) is a phase or event that persons inevitably experience.

From here, I will explain TEM in more detail because it is still a new methodology so I need to describe the concept more to emphasize its effectiveness.

Trajectory Equifinality Modeling

TEM was developed by an international collaboration among psychologists of two countries, Tatsuya Sato, Yuko Yasuda, and Jaan Valsiner. TEM is based on the definition of the self as *open-system* (von Bertalanffy, 1968), which is a process of interaction with the outer world and depends on outside factors. Von Bertalanffy started his career as a biologist and proposed the theory of open system to explain organismic properties of living organisms. He thought that a society was a system of communication patterns and institutions so that the systems theory was able to be applied to physiological, psychological and sociological phenomena (Patton & McMahon, 2014). Zittoun & Valsiner (2016) pointed out that the open-system had two implications. Firstly, in its starting point, development cannot be predicted before it happens, nor can it be exhaustively explained after it has happened. Secondly, development has multiple potential pathway outcomes rather than a final expected form. It means that a human as an open-system, influenced by the environment and society, develops by depicting the trajectory of career pathways and goes through some similar points as a human being.

Equifinality point

Equifinality means that the same state may be reached from different initial conditions and

in different ways within the irreversible time. The notion of equifinality implies multi-courses for the same equifinality point (EFP). For example, we experience certain points in our life such as entering school, graduation, marriage, or psychological condition such as anxiety about the future and so on. Equifinality entails the arrival in the same developmental end state through various possible pathways (Zittoun & Valsiner, 2016). Focusing on the equifinality point means that the researcher can examine not necessary the same but similar experiences of individuals. It is possible for us to depict the diversity of trajectories that reach the equifinality point and also continuously diverge from EFP (Yasuda, 2016).

Bifurcation point

The other important point to examine through TEM is the bifurcation point (BFP). A bifurcation point is a point where alternative options emerge and the location on trajectories to the new directions and the decision of the preference of one of the others is inevitable. Sometimes we face a life event that is totally unexpected with the taken-for-granted course of action. In the course of life, unexpected issues might destroy routines and demand people to adjust to their new environment. Zittoun (2006) called the transition the process of change in which people were engaged after an experienced *rapture*. Therefore the rapture might produce the bifurcation point. At the same time, Zittoun & Valsiner (2016) pointed out that life was not only about what people actually did, or how they experienced reality; a large part of life was played out in people's imagination. Imagining demand loops orienting people's experience toward the past (what was or could have been), alternative presents (what could be or should not be) and the future (what might be, or could become), which enriches the present (Zittoun &

Cerchia, 2013; Zittoun & Gillespie, 2015). Thus, from the present produced by the imagination might also emerge a bifurcation point.

Social direction and Social guidance

At the bifurcation point the two opposite powers, which are social direction (SD) and social guidance (SG), are considered to conflict. According to Valsiner (2001), social direction indicates the power to force a person to go in a direction against his/her intention. This might include common sense, tradition, social norms, and social pressure. On the other hand, social guidance is the power to defend against social direction. Social guidance might be supplied from intimate people such as family members, a girl or boy friend, or a teacher. Thus, social direction defined as a power of inhibition to go to the equifinality point, and social guidance is defined as the power of promotion to go to the EFP. In many cases, either SD or SG is stronger. Therefore, a person can make a choice to go to that direction (Sato & Tanimura, 2016).

Obligatory Passage Point

Another basic concept to depict the model on TEM is an obligatory passage point (OPP). It is a point through which most people are thought to pass logically, institutionally, and customarily. Latour (1988) developed the concept of obligatory passage point in the context of the sociology of science. According to Valsiner & Sato (2005), there are two types of OPP in the course of human development; indigenous and exogenous. The former includes species-specific biological transition points such as teething in infancy, menarche or menopause. The latter is set up by the environment and/or custom. Here is an example to explain the latter type. The number of users of student loans provided by

Japan Student Services Organization (JASSO) is 134 million, which means one out of 2.6 students attending universities or vocational colleges use this financing system (Shirakawa, 2018), although they have to pay the debt back after graduation. However, before 2000, there was no such kind of student-conscious loan provided. Therefore, in the 20th century, the students who could not obtain any of the scholarship and whose parents could not afford the tuition had difficulty entering and studying in higher education. So those who desired to enter universities but could not afford the tuition, and did not achieve high enough of an academic result to obtain a scholarship, the OPP might have been an insufficient financial support system in that era.

In addition, there is a deeper way of depicting OPPs. In order to describe OPP more in detail, I need to mention *cultural psychology*. The methodology TEM is based on *cultural psychology*, which studies the person as a developing system within a developing social context (Valsiner, 2007). Culture is functioning within the intra-psychological systems of each person (Valsiner, 2011). In contrast to cross-cultural psychology, which accepts the axiom that persons belong to a culture, *cultural psychology* locates the culture within the person. Culture is not an external causal agent but a resource that persons utilize for their individual living (Sato & Tanimura, 2016). Therefore, OPP is depicted as a phase and/or an event the persons, or the interviewees, inevitably experience. Yasuda (2016) showed an example of extracting OPP in the view of *cultural psychology*. In her research, she focused on women who received infertility treatment but were unable to get pregnant. She placed the EFP as *stopping infertility treatment*. In her study, she found that OPP for these women was *the experience of being aware of adoption*. She analyzed that the point where they became aware of the adoption was the Obligatory Passage Point (OPP), because most of the women who had determined to stop infertility treatment

experienced the awareness of the choice of whether they should adopt a child or not. As this example shows, under the view of *cultural psychology*, the intra-persons' psychological experiences which are common among the interviewees could be extracted as OPPs, which also effect the state of EFPs.

Procedure of TEM analysis

First, I placed the first equifinality point (EFP 1) as *entering middle-university*, because it is my research interest and the study is to investigate the trajectories and factors of their reaching middle-ranked universities. Secondly, I placed the second equifinality point (EFP2) as *satisfied with her/his career choice* for Group A and *unsatisfactory or passive result in finding a job* for Group B in order to find the different factors in each career development process. Lastly, depending on the group, each interviewees' TEM were compared and analyzed to identify the similarities and differences. Bifurcation points and obligatory passage points were lined in irreversible time and TEM was figured.

6-3. Results

6-3-1. Group A:

Their job-hunting activities were adequate, and they had successful job offers from desirable companies

Focused on the common cognitive experiences related to their career development, which were narrated by the students of Group A, I analyzed their narratives using TEM methodology by placing the first equifinality point (EFP 1) as enrollment in a middle-ranked university and the second equifinality point (EFP 2) as a satisfactory job-hunting result, and TEM was depicted (Figure 6-2). From the Figure 6-2, I

picked up the substances of bifurcation points and obligatory points as well as their future perspectives narrated by them (Table 6-1).

Obligatory passage point (OPP) 1: Relationship with parent(s)

From childhood to adolescence, two groups were found. One is a group where the students felt comfortable with their parents. The other is a group where they felt annoyed in their relationship with their parents and had frustrations at home. Regarding their relationship with their parents, Student 1 and 2 were relaxed with their parents. Student one used to be self-assertive, as a result of which she was bullied by classmates. Her parents made her move to a private school to provide her a better educational environment. Student two was born in a large family in the countryside, and his elder brother was his role model who showed him a bright future. Both of them were raised in homes where their desires were not suppressed. On the other hand, Student three was dissatisfied with his parents because his father could not work due to depression and his mother overprotected him. He protested against his parents and was arrogant at home, but he was obedient at school. Student four was forced to study hard by her parents, who were devoted to her education. Although she could pass the entrance examination for a high-ranked high school, she felt that she sacrificed herself and did not have any free time as a child. She began to refuse to study. Both of them had a hard time with regard to not being what they really were.

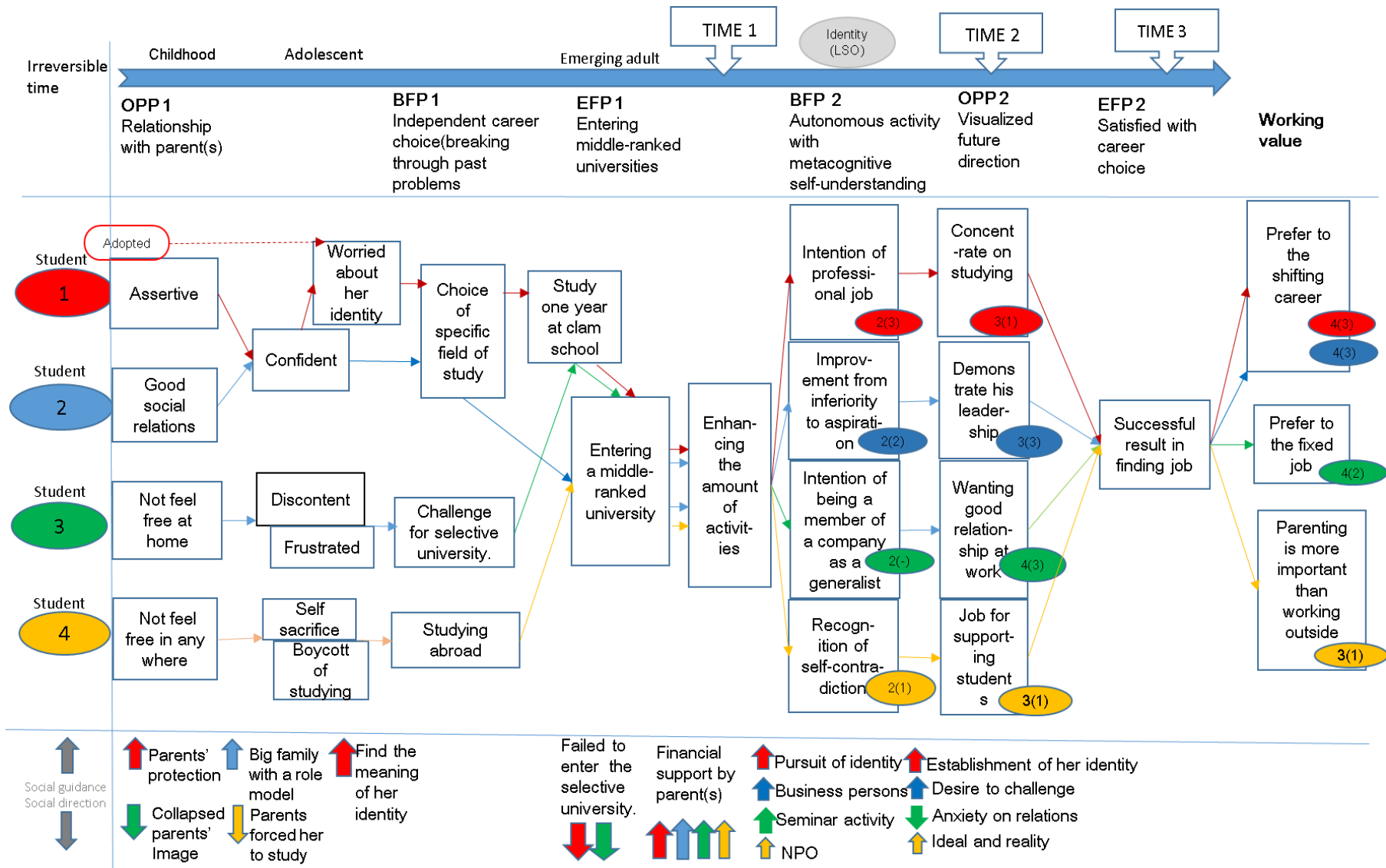


Figure 6-2. TEM of Group A

Table 6-1.

The substances on TEM analysis of Group A

Point	Theme	Content	Period
Obligatory Paggage Point (OPP) 1	Relationship with the parent(s)	Positive relation • Self-assertive • Protected • Confident • Having a role model Negative relation • Annoyed • Frustrated • Feeling self-sacrificed	Childhood Adolescence
Bifurcation Point (BFP) 1	Independent career choice to break through the past crises	Self-growth desire • Autonomous choice of the academic speciality • Growth need from the present situation Independent choice of new environment • Active escape from parents and unpreferable environment to find a new value	Late adolescence
Equifinality Point (EFP) 1	Entering the middle-ranked university	Entered the university as she/he wished Entered the middle-ranked university because she/he failed the entrance exams to selective universities	
Bifurcation Point (BFP) 2	Autonomous activity with metacognitive self-understanding	Increasing the amout of activities (exploration and commitment) • Aware of the intentionality to be professional • Aware of the preference to be a generalist • Aware of her/his ability to turn inferiority into improvement • Aware of the discrepancy between actual-self and ideal-self	Emerging adult 〈Time 1〉
Obligatory Paggage Point (OPP) 2	Visualizing the future direction	Clarification of her/his speciality • Clarification of her/his future occupation • Embodiment of the strategy on working in an organization (as a leader or a follower) • Acceleration of the preperation for achieving the goal	〈Time 2〉
Equifinality Point (EFP) 2	Satisfied with her/his career choice	Successful result on job-hunting activity	〈Time 3〉
Futer perspective	Working value	• Being a good parent rather than working outside from home • Working in the same company until retirement • Preference for inter-organizational career mobility	

Bifurcation point (BFP) 1: Independent career choice to break through the past crises

The BFP as *independent career choice to solve the past problems (crises)* was analyzed through the narratives of all the students of group A, when they were at the end of their high school. Student one realized her talent was inherited from her biological mother. She decided on the academic specialty to study and challenged herself to enter a high-ranked university. Student two wanted to leave the environment where most students started working after graduation from high school and preferred to be an active business person in a secure world. He chose to go to Tokyo from the countryside to study at university without regard for the university's academic rank. Student three had been excluded by the members of a club activity that he had put his strength into. Then, he abandoned his deep attachment to the club activity and switched his focus to entering a high-ranked university. Student four looked for different values from her parents. She applied for the support of a local foundation and as a result she could go abroad to study away from her parents. She learned the democratic way of living in a foreign country. After returning to Japan, she chose an middle-ranked university to cultivate herself.

Equifinality point (EFP) 1: Entering the middle-ranked university

Both Student one and three, who aimed to enter high-ranked universities, failed to enter the universities they desired and spent another year studying for the entrance examination. However, they both failed again to enter their preferred universities and decided to enter middle-ranked universities, feeling chagrined and resigned. However, they could interpret the meaning of studying at universities positively because they made

their utmost effort to achieve their goals and it was not difficult for them to accept reality. They soon started enjoying college life. Student two and four focused not on the name value of the university but on the field of study of the university. They entered a middle-ranked university without any indirect route.

Bifurcation point (BFP) 2: Autonomous activity with metacognitive self-understanding

All of the students started carrying out some activities autonomously within or outside of the universities as soon as they entered them. They came to understand themselves comprehensively. Student one identified herself with her biological mother more deeply and found herself having the same preference of profession as her mother. She deepened her exploration to be closer to her mother's profession. Student two felt inferior whenever he met excellent students and businesspersons through his activities. However, this sense of inferiority motivated him to develop himself, and it established a good self-improvement system within him. Student three found himself as an important member of an organization and felt significant meaning of working as one of the members of the organization. Student four found herself to be inconsistent because she exhibited leadership to others but realized that her actual ability did not reach her ideal level.

Obligatory passage point (OPP) 2: Visualizing the future direction

Student one focused on studying wholeheartedly to pass the examination for a profession that is the same as her biological mother's. Student two aimed to enter a company where he could be a challenger and exhibit leadership. Student three understood that he lived in

a protected environment in the university and felt dismayed by the interpersonal relations in the business world. He decided to carefully choose a company that provided a good working environment and social welfare. Student four integrated her self-contradiction and understood what she really was. She decided to support people who wished to pursue their dream instead of being a leader herself to pursue her dream.

Equifinality point (EFP) 2: Satisfied with her/his career choice

After their deep introspection and autonomous job-hunting activities, all of these students were able to receive official job offers from desirable companies. They concluded their job hunting with satisfaction.

Working values for the future

Student four did not have a future vision to continue to work in a company, although the other three students had positive working perspectives for the future. Student four said that she would like to be a good parent rather than working outside. She had protested against her parents and explored herself to find new values different from those of her parents. However, as a result, she found that she had the same values as her parents because she chose a stable job, which was what her parents suggested her to do. She said she would like to put an emphasis on raising her future child so that her child could grow up to be what she/he really was. Student one and two had flexible working values, as they thought that they were able to change their career according to their condition and family situation. Student one mentioned that she would like to keep working and would not stay

in the same situation but develop her profession into an applied business according to her lifestyle. Student two was confident enough to say that he would be able to manage his life regardless of whatever happened. In contrast, Student three was not so confident in his ability to compete with others, saying that he would like to continue working in the same company until retirement. Dominant parental influences in childhood were still reflected in their working perspectives for the future.

6-3-2. Group B:

Their job-hunting activities were passive and not active, and they accepted the job offer without satisfaction, had no official job offer, or delayed their job-hunting another year

I paid attention to the common phenomena that were narrated by the students of Group B. I placed *entering the middle-ranked university* as equifinality point (EFP) 1 and *unsatisfactory or acceptable result in finding job* as equifinality point (EFP) 2. I failed to extract any bifurcation points (BFP) because no determination with regard to choosing their own way had been narrated among the students in this group. Instead of bifurcation points, I could find obligatory points where most of the students of this obligatory passage points as well as their thoughts for the future working career narrated and TEM was depicted (Figure 6-3). From the Figure 6-3, I picked up the substances of obligatory points as well as their future perspectives (Table 6-2).

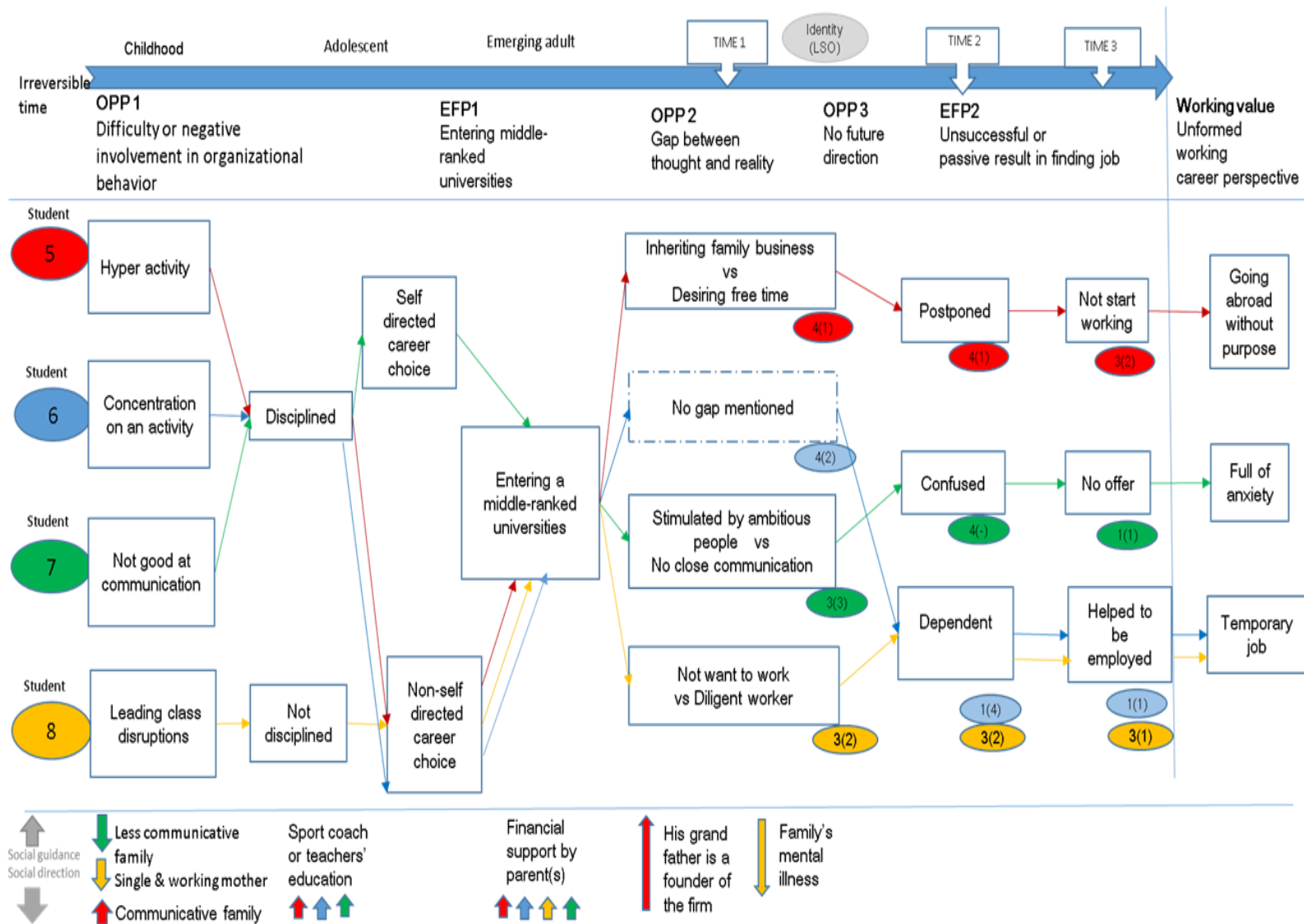


Figure 6-3. TEM of Group B

Table 6-2.

The substances on TEM analysis of Group B

Point	Theme	Content	Period
Obligatory Passage Point (OPP) 1	Difficulties in organizational behavior	<ul style="list-style-type: none"> ▪ Handling class disruption ▪ Lack of communication skill ▪ Strong preference for one thing ▪ Tendency toward ADHD 	Childhood
Eqifinality Point (EFP) 1	Entering the middle-ranked university	<ul style="list-style-type: none"> ▪ Dependent career choice allowing the guidance from others ▪ Independent career choice 	Late adolescence
Obligatory Passage Point (OPP) 2	Gap between thought and reality	<ul style="list-style-type: none"> ▪ No image of working in the future vs Earnest and delligent at school and part-time work ▪ Pursuing free time vs Succession of family business ▪ Aspiration to contact with an ambitious person vs No real communication with such people 	Emerging adult 〈Time 1〉
Obligatory Passage Point (OPP) 3	No future derection	<ul style="list-style-type: none"> ▪ Postponed the career decision making ▪ Dependent on the job placement company ▪ Confused 	〈Time 2〉
Eqifinality Point (EFP) 2	Unsatisfactory or passive result in finding a job	<ul style="list-style-type: none"> ▪ Postponed and escaped ▪ Acceptable ▪ Haven't received job offers 	〈Time 3〉
Futer perspective	Working value	<ul style="list-style-type: none"> Unformed working career perspective ▪ Consider the job as temporary ▪ Anxicious 	

Obligatory passage point (OPP) 1: Difficulties in organizational behavior

The common behavioral tendency in their childhood narrated by Student five, six and seven was the difficulties in working in groups because of their lack of communication skills. Each of these students realized that they had a tendency toward attention-deficit/hyperactivity disorder (ADHD) or were obsessed with a certain thing. Fortunately, all of them were trained to be socialized by strict teachers or coaches in club activities in high school and learned how to cooperate with each other in a team and contribute to society in a positive manner. All of them acknowledged that high school life provided good experiences for improving their communication skills to some extent. On the other hand, Student eight had no problem to work in groups. However, he showed negative behavior in handling class disruptions at the end of elementary school. He said that his teacher revealed the fact that his mother was divorced, which made all his classmates sympathize with him and protest against the teacher. He was always attached to his excellent elder brother and stayed with the brother's friends because by doing so he could behave like a spoiled child. Thus, his communication strategy was not to build a balanced relationship with others but, rather, to be an attention seeker. Hence, he also seemed to have difficulties in organizational behavior.

Equifinality point (EFP) 1: Entering the middle-ranked university

All the students except Student seven chose a university dependently because it was recommended by the teachers or parents. They accepted their future direction according to the guidance of others, and they did not need special intensive effort to enter university.

Only Student seven decided the faculty he entered according to his own preference of study. He aimed to enter a higher-ranked university, but as a result of the entrance examination, he decided to enter a middle-ranked university in the faculty that he was interested in.

Obligatory passage point (OPP) 2: Gap between thought and reality

In the narratives of Student five, six and seven, I could find a gap between what they thought and what they did in reality. However, they did not suffer from self-contradiction. Instead, they did not seem to notice that they were self-contradictory. Since Student seven could not find value in studying at his university although he entered the faculty he was interested in, he participated in self-enlightenment seminars which were held by motivated students aiming to be entrepreneurs. He was stimulated by such ambitious students and desired to establish his own business. However, in his narrative, there was no real communication with these motivated people or commitment to the business. Student five said that he might inherit his grandfather's large company after harsh training. However, he said that he prioritized having unrestrained free time. Student eight described himself as a diligent worker because he was never late or absent from his part time job and school. He said he always had satisfactory results in his grades. In addition, he felt angry at those who did not fulfill their duties. Nevertheless, he confessed that he had nothing but a negative image of working and did not want to start working. This negative working image was due to his family situation. His mother had been overworking to support the family budget as a single mother, and his elder brother had quit his job because

he suffered from depression, despite being an excellent student during his time in school.

Obligatory passage point (OPP) 3: No future direction

None of the students of this group visualized their future career and goals during their job-hunting activities. Student seven believed only in the information on the website and considered how to catch up with the global trend. However, he did not take pragmatic action to cultivate himself. In addition, he refused to visit the career center at university to obtain the job-hunting information and to get support of career counselors. Student six and eight performed independent job hunting and they used a placement service. Student five postponed his career decision making on the grounds that he would inherit his family business in the future.

Equifinality passage point (EFP) 2: Unsatisfactory or passive result in finding a job

Student seven did not receive any official job offer from a company at the end of his senior year. Student six and eight were dependent on recruiting agencies and left their career choice to the career counselors. Student five decided not to start working after graduation from university because he spent one year abroad to study English.

Unformed working career perspective

None of these four students talked about their future career vision, and none of them seemed to have created a career perspective. Student seven mentioned that he was going to pursue the social trend, but he felt deeply anxious about his future because no company

accepted him. He was confused by the differences between his self-concept and his estimated social self. Student six was relieved to find a job even though it was not a suitable job for a new graduate. Student eight said that he aimed to work in the company at least three years. Both Student six and eight had a temporary working vision, and it was not connected to a possible future. Student five acknowledged that he would soon become bored with life in abroad. Studying abroad did not seem to be his own choice.

6-4. Discussion

In this section I will discuss the implications on Chapter 6 together with the findings of Chapter 4 as well as Chapter 5. Firstly, I will mention the findings in analyzing Chapter 4 and 6 related to the identity formation.

The students in Group A made autonomous career choices during their time in high school to solve their personal problems (BFP 1). The students who had a good relationship with their parents were confident in their ability and chose the faculty of the university to think about the possibility of their future career according to their preference. On the other hand, the students who had discord with their parents considered their home to be an uncomfortable place. They engaged in exploration to escape from given values by their parent(s) and to find new values. In all cases, the students in Group A had deep exploration and commitment.

Despite their deep exploration and commitment of the students in Group A, before entering university, their identity status cluster at Time 1 (at the beginning of their sophomore year) was *non-activation*, which means that they felt that they had not yet

explored and committed to their career. Some students aimed to enter selective universities but failed. Some students were confident in their ability but realized it was only in a limited area. Hence, one question arises, “why does the gap between their narrated reality and self-evaluation emerge?” I consider that they might interpret their past efforts as not enough and re-evaluate their performances in relative ways within the whole society. It seems that their metacognitive abilities to see themselves in a bird-eye view will develop.

On the other hand, the students in Group B did not talk about experiences of exploration. However, their identity status cluster groups at Time 1 were *achievement* or *activation*. Thus, among these students, I considered that some cognitive gap might have been caused. To that end, I found three bases: (a) All of them talked about episodes in which they had difficulties working in groups such as miscommunication with friends and negative behavior with respect to cooperation during their time in elementary school. (b) There were discrepancies between their thoughts and their practical activities in their narratives when they were juniors. However, frustrations or conflicts were not mentioned. (c) At Time 3 (almost the end of their senior year), their identity status cluster groups shifted from *achievement* to *activation* or from *activation* to *nonactivation*. They might have realized that their exploration and commitment were less active than those of other students around them. It seems that they had a delayed recognition of their environmental situation.

Students of Group A whose career development were steady and who had achieved identity formation seemed to have a meta-cognitive strategy. Within their

interview, they narrated deeply their personal crises before entering university. They also narrated how actively they explored and solved the problems in order to overcome the crises. Nevertheless, the questionnaire they answered at Time 1 showed their low evaluation of themselves, in which they were not yet experienced in any serious psychological crises, making of critical decisions or explorative activities. Here, the gap between their experiences and their self-evaluations was revealed. After Time 1, as time passed in their university lives, students entered into deeper trial-and-error processes to decide their own goals. Through copious activities and studies, they could acquire satisfying job hunting results and fulfill their identity development. At Time 3, when they all finished job hunting, in a questionnaire they evaluated themselves as having highly achieved their identity development.

Ridley (1991) termed one's own meta-cognitive awareness as *reflective self-awareness*. People observe the higher levels of reflective self-awareness when they would like to see and understand how they could control themselves during the process of thinking and learning. The self-regulation follows self-seeing and self-understanding, which were also discovered in the students' narratives. For example, when Student four realized the contradiction in her ideal self and her real self (BFP 2), she considered her own real capability and chose a work that she should pursue (OPP 2), which was a strategy of adjusting her ability effectively into reality, so a high level of reflective self-awareness could be presumed.

Conversely, in the narratives of students in Group B, at Time 3 when they depended on others or failed in job hunting, their self-monitoring capacities seemed to be

weak, or they might not know how to observe themselves (OPP 2). There found the discrepancies between their subjective selves and their objective selves in the narratives. For example, I will describe the narrative of Student six. He was really good at Japanese and English because he loved reading books. He selected the major by himself and entered a middle-ranked university soon after finishing senior high school, when he failed to pass the entrance examinations of the highly selective universities. He was gradually disappointed in studying in university and became interested in being an entrepreneur. He joined a group where motivated young persons gathered because he was so attracted by such ambitious people. He took part in the gatherings but I couldn't confirm what activity he actually did and what experience he explored. He might have talked not about his action but about his desire, or preparation for the future. Similar to this case, also in the other narratives of Group B, I found a lack of strong connection between the ideal self and actual self.

Next, I will mention the findings in analyzing Chapter 5 and 6 related to the individuality. All the students of Group A obtained the skill of communicating with other people so as to collaborate with each other under the process of exploration. Among them, Student four was the only person whose cluster group of LSO was *independence*. She used to be placed under her parents' restraint. She won a scholarship to study in a north western country of Europe in order to break their restraint and try and find who she really was. She was influenced by the career education carried out in the western country. In her narrative she said that she had learned how important it was to make her own decisions,

because most of her Japanese friends just followed the trend. The experience of studying abroad seemed to change her value system, where she realized that an individual totally differed from others even though they were close to each other and she could strongly sympathize with others with a view to admit the individuality. Meanwhile, Student one, two and three put an emphasis on the relations with the others and less consciousness of destined aloneness. Especially, Student one was in a foster home when she was a baby because her mother had passed away after divorcing her father. In the process of searching for her identity, she finally chose the same occupation as her mother. The sense of connectedness with her identity might have strengthened her determination to choose her career. Also in the narratives of Student two and three, they seemed to need something, such as family in the country and a group of friends, to be connected, which might represent their identities. Thus, in the successful group, two different types: one is independent with the sense of destined aloneness; the other is full empathy without the sense of destined aloneness, were found. The latter one seems to be a majority among the students attending middle-ranked universities according to the result of Chapter 5. On the other hand, Student six, seven and eight in Group B were analyzed to be *independent* at Time 3. When Student six could not obtain any official job offer from the firms, he said he was anxious about his future so he was trying to start something new to catch up with the trend. He might have been looking for what he did not have. Student seven and eight gave up finding jobs by themselves and relied on the recruiting agency to be given jobs. Their occupations were not popular for the new graduates from universities. They narrated that they were currently relieved to get jobs, but seemed not to have sustainable

visions on the occupations. In this situation, they thought people were destined to be alone but people can empathize with each other. By facing the reality of difficulties in having jobs, they might have recognized that people were alone when they made some effort. However, they might think that they need connectedness with someone to be understood.

Overall, through the discussion, this mixed method research suggested three possibilities as follows. (1) Those students in the middle-ranked universities who are in difficulty in finding jobs might have a lack or delayed metacognitive self-awareness. (2) The students attending middle-ranked universities might have a tendency to have less destined aloneness and more empathy with others. (3) Among the students attending middle-ranked universities, those who have a western type of independence might be a minority.

Chapter 7.

The aspects of reflective self-awareness of the students attending middle-ranked universities 【Study 4】

7-1. Overview of the study

The study in Chapter 6 suggested that those who were successful in their career development showed good abilities of reflective self-awareness, whereas, those who were passive or unsuccessful in their job-hunting activities showed some confusion in their reflective self-awareness. Based on the above discussion, I predicted that stimulating students' reflective self-awareness may promote their career development (Hypothesis 1). At the same time, I predicted that the ability of reflective self-awareness may differ according to their attitudes of career decision making (Hypothesis 2). In order to test the above two hypothesis, I held a series of workshops for the sophomores of the middle-ranked universities, in which students analyzed their life trajectories in their past with deep reflection and what strategy or attitude they took in their experience of crises or important events. Before and after the workshop I asked the students to answer the questionnaires to examine their career development. Two years later, when they were in the second semester of the senior year, relations between the result of their job-hunting activities, as well as GPA, and the result of the workshop for stimulating reflective self-awareness were examined. In addition, the career trajectories, which were depicted in the study in Chapter 6, were confirmed by the students.

7-2. Method

7-2-1. Participants

The participants included 24 students in sophomore year belonging to a seminar class of a middle-ranked university in Tokyo. Among them, 18 students (3 females and 15 males) attended all workshops (three times) and answered both pre and post questionnaires. After two years, when they were in the senior year, all of them participated in the additional questionnaires concerning their job-hunting activities and career trajectories they passed through.

7-2-2. Measures

Career Action - Vision Test (CAVT)

Shimomura, Yahata, Umezaki, & Tazawa (2009) developed CAVT especially targeting university students to measure the two necessary abilities on job-hunting activities: *action* in which the enthusiasm and autonomy toward the future career were measured and *vision* in which the clarity and readiness toward the future vision were measured. This scale was composed of six items related to *action* such as “I participate in the various events both inside and outside of my university with enthusiasm.” and five items related to *vision* such as “I clearly know my future dream and have a plan to achieve it.”. The participants were asked how far they carried it out. All eleven items were rated on a 5-point Likert scale ranging from 1 (completely not) to 5 (completely did it).

Career Resilience Scale for University Students

Kodama (2017) developed this scale to measure the career resilience, career decision making anxiety, and the degree of career development. The scale consisted of five aspects

of career resilience promoting career developments. It was composed of 13 items related to *ability to cope with problems and change* such as “I am able to accept the change of the organization as well as my role in the organization“, nine items related to *social skill* such as “I am good at making people laugh”, six items related to *interest in novelty* such as “I like something new and unique”, four items related to *optimism about the future* such as “I have hope for my future”, and two items related to *willingness to help others* such as “I am kind to others”. All 34 items were rated on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree).

Initial Stage Career Exploration Inventory (ISCEI)

Adachi (2008) developed this scale targeting the female university students in the initial stage of making a career decision. Adachi (2010) examined this scale again to assess career exploration among students of both genders, and as a result, the reliability, validity, and applicability of the ISCEI were confirmed. The scale was composed of seven items related to *environmental exploration* such as “I read books, magazines, or internet articles related to the job and work”, and six items related to *self-exploration* such as “I think about me as a person”. All 13 items were rated on a 5-point Likert scale ranging from 1 (I don’t do it at all) to 5 (I frequently do it).

7-2-3. Workshop to stimulate the reflective self-awareness

I designed a series of three workshops, which were held in September-October in 2017. They were held continuously in a regular class of 100 minutes each week for three weeks. Table 7-1 shows the content of the workshop. By providing the three-time workshop, the participants’ reflective self-awareness was expected to be fully stimulated

Table 7-1.

The design of workshop for stimulating reflective self-awareness

Time	Activity	Objective	Tool
1	Drawing "Life line"	To remember the past life trajectory and reflect the strategies they made	Life line sheet
2	Analyzing the life trajectory using the notion of TEM	To find the bicurcation points (BFP) and describe SD & SG at the point	Life line sheet
3	Describing the formation of yourself with the Dialogical Self Theory	To visualaize what happed at the BFP using the dialogues between I-positions	I-position sheet

Life Line sheet

We have ups and downs in our life. Using the lifeline (Kawamura, 2000) sheet, participants drew the line above or under the middle line to describe their mental condition in chronological order. Then they were asked to write what happened at the specific time and find the bifurcation points where dilemma, imagination and decision making emerged. They were also asked to write the environmental supports (social guidance) or preventions (social direction) at the bifurcation points. Figure 7-1 is the lifeline drawn and described by one of the participants.

my children, my office), will be depicted within the external circle (Hermans, 2001a). Thus, logically, the interchange of dialogues between *I*-positions can be distinguished: internal – external, internal – internal and external – internal (Hermans, 2001b)

Based on DST, Banda & Sugimori (2017) developed *I-positioning sheet* (Figure 7-2) modified the notion of the Self-Confrontation Method (Hermans & Hermans-Jansen, 1995). In this sheet, four dimensions: personal-public and positive-negative, and two layers: internal self-subjective social environment (according to Hermans, it is external self) were provided.

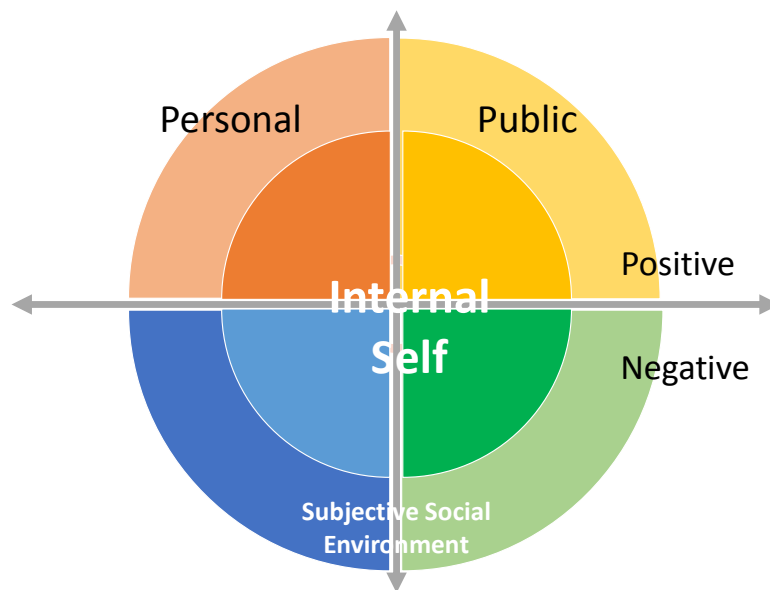


Figure 7-2. Dialogical Self I-positioning sheet (Banda & Sugimori, 2017)

Now I will go back to the workshop. After I described the DST to the participants at the workshop, I asked them to depict I-positions that emerged at the bifurcation points. Some students drew one dialogue between the different I-positions. Some students drew the transformation of the self by drawing several different dialogues between the various I-positions (Figure 7-3). The participants' selves at the bifurcation points were visualized and deeply self-analyzed by the notion of DST.

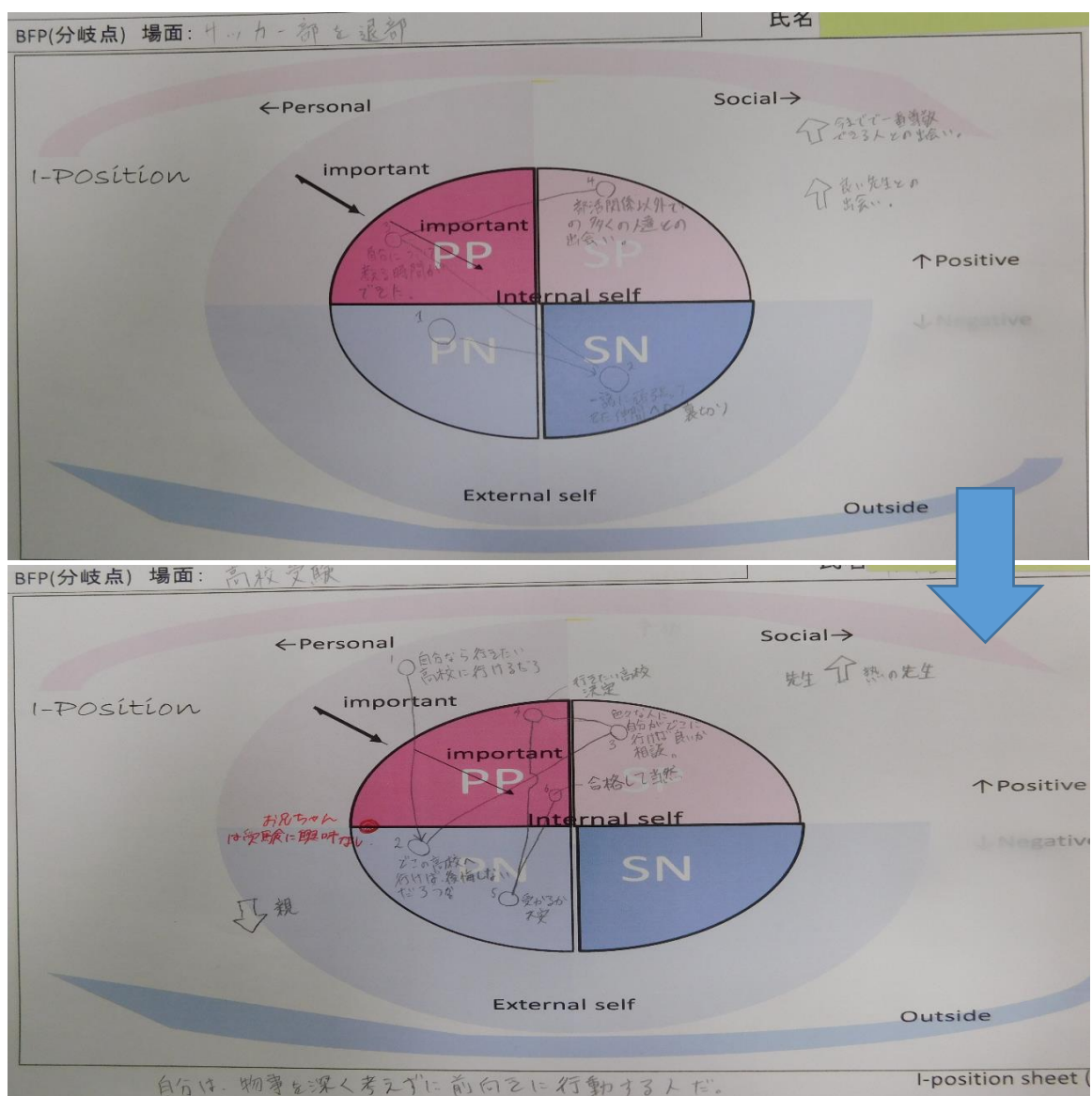


Figure 7-3. Example of the transformation of the dialogical self-drawn by I-positions

7-2-4. Research design

Firstly, in 2017 when the participants were in the sophomore year, the workshop was provided to them and the pre-post questionnaires containing the three scales I previously mentioned were conducted. Secondly, in 2019 when the participants were in the second semester of the senior year, I asked the result of their career choices after the graduation. At the same time, I asked them to check their actual passing points in their life trajectories in order to confirm whether the TEM figures depicted in Chapter 5 were supported or not.

7-3. Result

7-3-1. Paired samples T-test

A paired-samples t-test was conducted to compare the aspects of the career development before and after the workshop. There were two significant differences in the scores: for *social skill* in pre-test ($M = 3.17, SD = .92$) and post-test ($M = 3.6, SD = .70$) conditions; $t(17) = -2.20, p < .05, d = .53, 95\% CI[-.87, .02]$; and for *optimism about the future* in pre-test ($M = 2.72, SD = .96$) and post-test ($M = 3.11, SD = 1.11$) conditions; $t(17) = -2.12, p < .05, d = .38, 95\% CI[-.78, -.00]$. The items are “I am able to collaborate with others with sympathy (social skill)” and “I have hope for my future (optimism about the future).”

These results suggest that stimulating reflective self-awareness really does have an effect on recognizing their social skill and raising optimism about their future.

7-3-2. Paired samples T-test (GPA at senior year)

The participants' university Grade Point Average (GPA) ranges from 5 to 0. Since the university adopts the 5-grade relative estimation, I divided the participants into two groups: (a) those who had a GPA above 2.9; and (b) those who had a GPA below 2.5 (there

were no students with a GPA between 2.8 - 2.5). Group A consisted of eight students (one female and seven males) and Group B consisted of ten students (two females and eight males).

In the score of Group A there were two significant differences: for *environmental exploration* in pre-test ($M = 2.38$, $SD = 1.06$) and post-test ($M = 1.63$, $SD = .74$) conditions; $t(7) = 2.39$, $p < .05$, $d = .82$, 95% CI [.01, 1.49], and for *self-exploration* in pre-test ($M = 2.88$, $SD = .99$) and post-test ($M = 3.62$, $SD = 1.06$) conditions; $t(7) = -3.00$, $p < .05$, $d = .72$, 95% CI [-1.34, -.16]. The item of environmental exploration was “I watch TV programs or attend lectures concerning the theme of work.” The item of self-exploration was “I consider my strengths and weaknesses.”

On the other hand, in the score of Group B, there were three significant differences: for *career vision* in pre-test ($M = 2.9$, $SD = .88$) and post-test ($M = 2.00$, $SD = .82$) conditions; $t(9) = 2.86$, $p < .05$, $d = 1.06$, 95% CI [.19, -1.10]; *ability to cope with problems and change* in pre-test ($M = 3.10$, $SD = .57$) and post-test ($M = 3.70$, $SD = .67$) conditions; $t(9) = -2.71$, $p < .05$, $d = .97$, 95% CI [-1.00, 1.61]; and for *optimism about the future* in pre-test ($M = 2.50$, $SD = 1.08$) and post-test ($M = 3.20$, $SD = 1.14$) conditions; $t(9) = -2.69$, $p < .05$, $d = .63$, 95% CI [-1.29, -.11]. The item of career vision was “I will find what I truly want to do.” The items of ability to cope with problems and change were “I will be able to accept the changes of organization and my role in the organization.” The item of optimism about the future was “I have hope for my future.”

These results suggest that this intervention does have a great effect on the participants' career development. Especially, the reflection of Group A was promoted and the students of Group A realized that their action for the exploration was not enough, which encouraged them in analyzing themselves. Those of Group B also recognized that

they hadn't found their goals yet. However, their optimism for the future and the awareness of their flexibility on their problem solving abilities were raised.

7-3-3. Paired samples T-test (job-hunting result)

According to the answer about the result of their career choice, they were divided into four groups; (a) *successful*, in which they had adequate job-hunting activities and as a result they were fully satisfied with the firms they were going to work for after graduating university, (b) *compromised*, in which they didn't have enough job-hunting activities and just accepted the job offer without full satisfaction, (c) *further studying*, in which they studied abroad to master English to widen their work opportunities or decided to go to a graduate university to obtain professional knowledge, and (e) *undecided* in which they hadn't decided their career yet after graduation and they hadn't been seriously involved in job-hunting activities. Four student (one female and three males) belonged to the successful group, seven students (seven males) to the compromised group, five students (one female and four males) to the future studying group, and two students (one female and one male) to the undecided group.

There was one significant difference in the score of *successful* group for *ability to cope with problems and change* in pre-test ($M = 3.75, SD = .50$) and post-test ($M = 2.50, SD = .58$) conditions; $t(3) = 5.00, p < .05, d = 2.31, 95\% CI [.45, 2.01]$. The item was "When I am asked to do something important, I think about a good way to work on it in advance."

In addition, there were two significant differences in the score of *compromised* group for *ability to cope with problems and change* in pre-test ($M = 2.57, SD = .79$) and post-test ($M = 3.29, SD = .76$) conditions; $t(6) = -2.50, p < .05, d = .93, 95\% CI [-1.41, -.02]$

and for *social skill* in pre-test ($M = 3.14$, $SD = .90$) and post-test ($M = 3.86$, $SD = .69$) conditions; $t(6) = -2.50$, $p < .05$, $d = .90$, 95% CI[-1.41, -.02]. The items were “I can overcome the problem in my own way even though I had difficulties in what I was responsible for” and “I am able to collaborate with others with the feeling of sympathy”.

The result suggests that stimulation reflective self-awareness really does have a huge effect recognizing *ability to cope with problems and change* for those who in successful group. The workshop called on the students to reflect on their past conduct about their problem solving and lowered their self-estimation.

On the other side, the results suggest that it does have a big effect recognizing *ability to cope with problems and change* and *social skill* for those who in compromised group. The workshop encouraged the students to raise their self -estimation.

7-3-4. One-way analysis of variance (ANOVA) (job-hunting result)

ANOVA was conducted to compare the effectiveness of the intervention which stimulated the reflective self-awareness on each group of job-hunting results. There were three significant effects of stimulating reflective self-awareness on *career action* of the pre-test at the $p < .05$ level for the four conditions [$F(3,14) = 4.16$, $p = .027$, $\eta^2 = .53$] (Figure 7-4), *career vision* of the post-test at the $p < .01$ level for [$F(3,14) = 7.71$, $p = .003$, $\eta^2 = .38$] (Figure 7-5), *ability to cope with problems and change* of the post-test at the $p < .05$ level for [$F(3,14) = 3.81$, $p = .034$, $\eta^2 = .55$] (Figure 7-6).

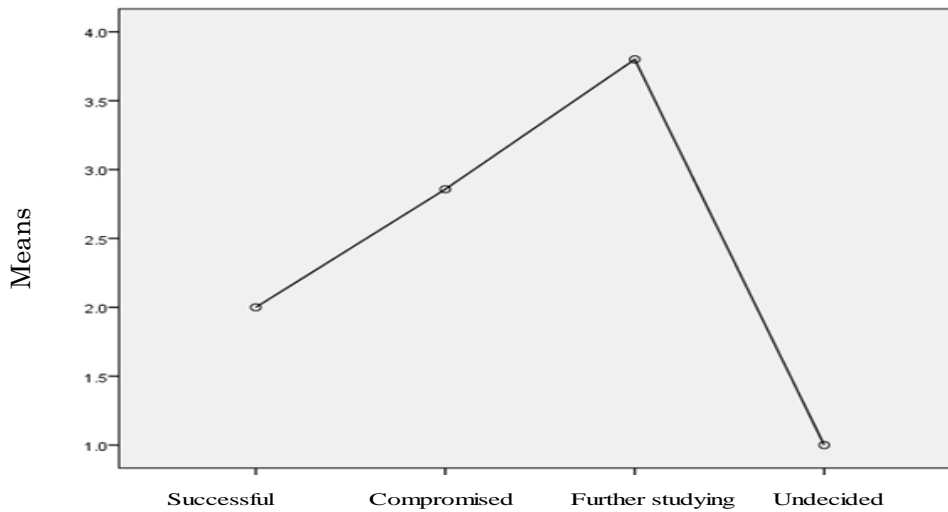


Figure 7-4. Means of each group in decision-making styles on an item of pre-tested career action, $p < .05$

Firstly, the item of *career action* was “I participate in various events both inside and outside of my university with enthusiasm” (Figure 7-4). Post hoc comparison using the Turkey HSD test indicated that *successful* condition and *compromised* condition did not significantly differ from *further studying* and *undecided* conditions. However, the mean score for *further studying* condition ($M = 3.80$, $SD = 1.10$) was significantly different from *undecided* condition ($M = 1.00$, $SD = 1.32$) and Cohen’s d was huge ($p = .031$, $d = 2.03$). In the pre-test, the students in further studying group recognized themselves that they were very much active in getting involved the various activities much more than the students in undecided group.

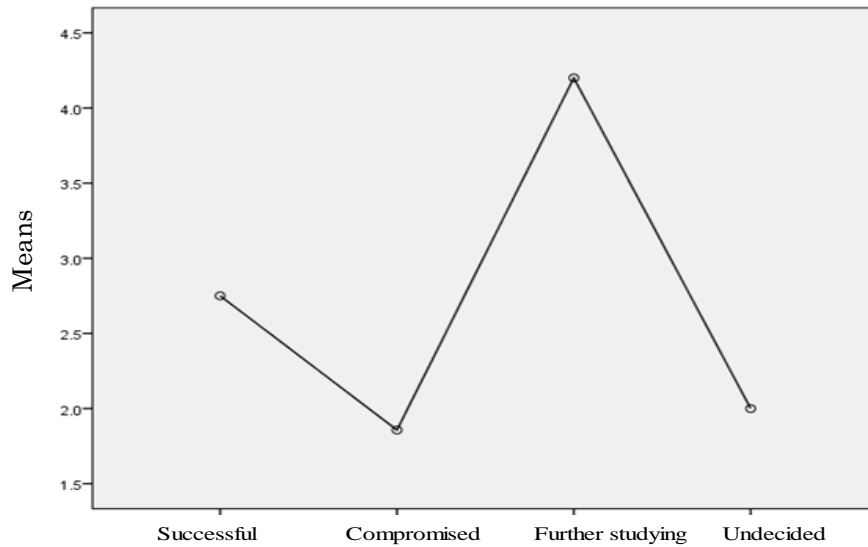


Figure 7-5. Means of each group in decision-making styles on an item of post-tested career vision, $p < .01$

Secondly, the item of *career vision* was “I will find what I truly want to do” (Figure 7-5). Post hoc comparison using the Turkey HSD test indicated that the mean score for *successful* condition and *undecided* condition did not significantly differ from *further studying* and *compromised* conditions. However, *further studying* condition ($M = 4.20$, $SD = 1.10$) was significantly different from *compromised* condition ($M = 1.86$, $SD = .69$) and Cohen’s d was huge ($p = .002$, $d = 2.56$). Also, *further studying* condition was significantly different from *undecided* condition ($M = 2.00$, $SD = 1.41$) and Cohen’s d was huge ($p = .038$, $d = 1.74$). In the post-test, the students of further studying group realized that they were actually seeking for their future goals much more than the students of compromised as well as undecided group.

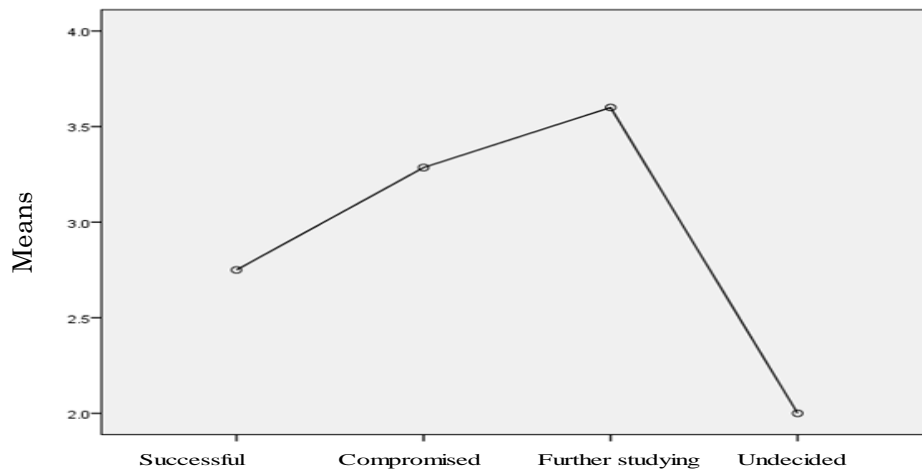


Figure 7-6. Means of each group in decision-making styles on an item of post-tested ability to cope with problems and change, $p < .05$

Lastly, the item of *ability to cope with problems and change* was “I can overcome the problem on my own way even though I had difficulties in what I was responsible for” (Figure 7-6). Post hoc comparison using the Turkey HSD test indicated that the mean score for *successful* condition and *compromised* condition did not significantly differ from *further studying* and *undecided* conditions. However, *further studying* condition ($M = 3.60$, $SD = .55$) was significantly different from *undecided* condition ($M = 2.00$, $SD = .00$) and Cohen’s d was extremely big ($p = .036$, $d = 4.13$). In the post-test, the students of further studying group recognized that they were capable to overcome the difficulties by using their wisdoms and resources much more than the students of undecided group.

Taken together, these results suggest that stimulating the reflective self-awareness really do influence career development of *further studying* group. It should be noted that the mean score of *successful* was lower than that of the *further studying* group on each item. In addition, the mean scores of the *compromised* group on pre-tested *career action* and post-tested *ability to cope with problems and change* were higher than those of the

successful group. However, the *compromised* group had the lowest mean score on post-tested *career vision*. The *undecided* group had the lowest mean score both on pre-tested *career action* and post-tested *ability to cope with problems and change*.

7-3-5. Confirmation of TEM analysis

I showed the participants the life trajectories on the career choice analyzed by TEM (Table 5-1 & 5-2) and asked them to check all the points they went through. As the result shown in Table 6-2, those students of successful job-hunting results followed all the points which were depicted on Table 5-1. However, those students excluding the successful group marked the points variously and there weren't any characteristics found. Thus, the passing points of the career choice trajectories during school to work for the students who achieved successful job-hunting were confirmed.

Table 7-2.

Confirmed TEM of the students with successful job-hunting results

Point	Theme	Content	Period
1	Relationship with the parent(s) <input checked="" type="checkbox"/>	Positive relation <ul style="list-style-type: none"> • Self-assertive • Protected • Confident • Having a role model Negative relation <ul style="list-style-type: none"> • Annoyed • Frustrated • Feeling self-sacrificed 	<input checked="" type="checkbox"/> Childhood <input checked="" type="checkbox"/> Adolescence <input checked="" type="checkbox"/>
2	Independent career choice to break through the past crises <input checked="" type="checkbox"/>	Self-growth desire <ul style="list-style-type: none"> • Autonomous choice of the academic speciality • Growth need from the present situation Independent choice of new environment <ul style="list-style-type: none"> • Active escape from parents and unpreferable environment to find a new value 	<input checked="" type="checkbox"/> Late adolescence <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
3	Entering the middle-ranked university <input checked="" type="checkbox"/>	Entered the university as she/he wished Entered the middle-ranked university because she/he failed the entrance exams to selective universities	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
4	Autonomous activity with metacognitive self-understanding <input checked="" type="checkbox"/>	Increasing the amount of activities (exploration and commitment) <ul style="list-style-type: none"> • Aware of the intentionality to be professional • Aware of the preference to be a generalist • Aware of her/his ability to turn inferiority into improvement • Aware of the discrepancy between actual-self and ideal-self 	<input checked="" type="checkbox"/> Emerging adult <input checked="" type="checkbox"/>
5	Visualizing the future direction <input checked="" type="checkbox"/>	Clarification of her/his speciality <ul style="list-style-type: none"> • Clarification of her/his future occupation • Embodiment of the strategy on working in an organization (as a leader or a follower) • Acceleration of the preparation for achieving the goal 	<input checked="" type="checkbox"/>
6	Satisfied with her/his career choice <input checked="" type="checkbox"/>	Successful result on job-hunting activity	<input checked="" type="checkbox"/>
7	Working value <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Being a good parent rather than working outside from home • Working in the same company until retirement • Preference for inter-organizational career mobility 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

7-4. Discussions

The hypotheses of this study were (a) stimulating students' reflective self-awareness may promote their career development and (b) the ability of reflective self-awareness may differ according to their attitudes of career decision making. The results supported these hypotheses. They suggested that stimulating metacognitive self-awareness did have an effect on the participants' career development and the aspects of career development differed depending on the career decision-making styles.

Although there were no significant differences in the paired t-test between pre- and post-test in the *further studying* group, ANOVA found the significant differences between the *further studying* group and the *undecided* or *compromised* group. In the pre-test, they realized that they had already moved into career actions and scored high, which was significantly different from *undecided* group. In the post test, after analyzing their strategies of problem solving, they realized that they had ability and confidence to overcome the problems, which was also significantly different from *undecided* group. Furthermore, they recognized that they had a strong pursuit of desirable future career, which was significantly different from the *compromised* group. In addition, all the students except one in *further studying* group belonged to the high GDP group.

It became clear that the *undecided* group had low commitment in their career action, having an obscure future vision and an unsure problem-solving ability since they were sophomore. This kind of unsureness might have been maintained until the end of the senior year and never improved. They may have low metacognitive self-awareness.

On the contrary, *compromised* group showed the difficulty in viewing their future career. However, the result of paired t-test indicated that their score of their awareness about the ability of problem-solving rose significantly after the workshop. At the same

time, all the students except one belonged to the low GPA group. In this group, the result of paired t-test showed that the means of the career vision had significantly decreased, whereas increase in their ability of problem-solving and optimism about the future. Therefore, it is confirmed that even though they didn't have strong goal setting, they were critically optimistic. This result implies that they might not have such a high metacognitive self-awareness.

However, remarkable result was shown on the *successful* group. ANOVA revealed that their self-evaluation was lower than that of the *compromised* group in career action in pre-test, as well as in ability of problem-solving in post-test. In addition, the paired t-test showed that they underestimated their ability of problem-solving after the workshop. By the stimulation of their metacognitive self-awareness, those students may have carefully and reflectively recognized their strategies taken in the past.

In the experimental study of Ridley, Schutz, & Glanz (1992), they found that students' performance was influenced by interaction of two self-regulatory processes: goal setting and metacognitive awareness. The results of this study supported the finding above. It was also found that the optimism on their self-evaluation in their problem-solving ability, despite a clear future vision, might influence their weak career decision making and vague achievement of job-hunting activities, though it might be a flexible and proper attitude on career choice.

Chapter 8.

The career development model of the students attending middle-ranked universities

【Study 5-1】

8-1. Overview of the study

In Chapter 4 and 5, I had examined the career development of middle-ranked students in the aspect of identity formation and individuality respectively. In Chapter 4, a hypothesis of development process of students' identity was emerged and confirmed. The identity development process confirmed was as follows: (1) nonactivation: low *exploration and commitment*, high *experience of crises*, and high *inexperience of critical decision*, (2) nonactivation with experience of crisis: high *experience of crisis*, slightly high *inexperience of critical decision*, and low *exploration and commitment*, (3) activation: medium *exploration and commitment*, medium *experience of crisis*, and medium *inexperience of critical decision*, and (4) achievement: high *exploration and commitment*, high *experience of crisis*, and low *inexperience of critical decision* (see Table 4-2). Given the correlation between the exploration and commitment, it may be considered that both of them are influential to each other. On the other hand, the studies in Chapter 5 and 6 didn't clearly suggest whether the variables of individuality might affect career development or not. Therefore, the causal effects of identity formation development and individuality needed to be examined in order to study the structure of career development of middle-ranked university students.

Considering the identity formation, which is supposed to develop to reach a high level of exploration and commitment, I examined the career development model, in which I assumed that aspects of individuality might affect the identity formation, by using the structural equation modeling (SEM) analysis.

8-2. Method

8-2-1. Participants

In study 1 and 2 (chapter 4 and 5 respectively), I added the interviewee's data of Time 2 and Time 3 into the original data of Time 1 in order to investigate the transformation of their identity formation and individuality. However, in this study, the original data was used to analyze the factor structure as well as the causation among the factors. In the original data, participants were 475 students attending seven middle-ranked universities.

8-2-2. Measures

The measures were the same as study 1 and 2 (chapter 4 and 5 respectively): Identity Status Scale (Kato, 1983) and Loneliness Scale of Ochiai (Ochiai, 1983). All statistical analyses were conducted by SPSS version 13 and Amos graphics version 23.

8-2-3. Research design

Firstly, the data with missing values were excluded, because AMOS cannot show full fitness coefficients when the data includes missing values (Murase, 2013).

Secondly, the exploratory factor analysis was conducted to confirm the factor structure. Confirmed factors were named to describe the characteristic of items and the

subscale scores were calculated.

Lastly, the Covariance Structure Analysis was conducted by using the subscale scores for parceling. Parceling can reduce the ratio of variables to sample size and the number of model degrees of freedom (Bandalos & Finney, 2001; Williams & O'Boyle, 2008). It has been derided as a way to bury problems caused by poor items because a misspecified item-level measurement model can easily be transformed into a well-fitting parcel-level measurement model. However, the studies of Rhemtulla (2016) revealed a novel benefit of parceling that has nothing to do with measurement model misspecification. Rhemtulla (2016) claimed that "Parcels result in a far greater power to detect structural model misspecifications compared to items. Thus, over and above any benefits that parcels bring to the measurement model, they may be worth using to achieve a stronger test of the structural model (pp. 16)". Because the purpose of the study is to confirm the structure of the model and examine the relations between the factors, SEM with the methodology of parceling should be the most effective way to achieve the purpose.

8-3. Results

8-3-1. Exploratory Factor analysis (EFA) on Identity Status Scale

Items of Identity Status Scale of less than 0.2 were excluded beforehand. I conducted EFA using the principal factor method with Promax rotation, which showed 9 items had factor loading greater than .40; the other items were excluded from subsequent analyses. Missing values were excluded and effective number of the participants was 461. As the eigenvalue varied, i.e., 3.43, 1.47, 0.77... I confirmed a two factor structure. The cumulative proportion of variance explained was 54.35% (Table 8-1). The mean and

standard deviation for each items and each factors are also shown in the Table 8-1.

The first factor was named *commitment* because it contained five items that represented the situation in which an individual was carrying out some actions with clear vision for future career. The second factor was named *exploration* because it contained four items that represented the experiences or situations in which in an individual seriously tried to find her/his identity and future goals. The Cronbach's alpha of the factors were .714 and .725 respectively. Factor one and Factor two were positively correlated with each other.

Table 8-1.

Factor analysis with Promax Rotation of Identity Status Scale

Items	Cronbach's alpha		M	SD	
	$\alpha = .714$	$\alpha = .725$			
	M		3.83	3.64	
	SD		1.00	1.16	
4	I don't have a clear image of what I want to do. (R)	-.722	.294	3.92	1.44
2	I don't have anything special to put my heart into. (R)	.635	-.008	4.24	1.49
3	I know what kind of person I am, what I hope and what I try to do.	.544	.122	3.31	1.37
5	I've never had doubts of spending my life to meet expectation of my parents or other people. (R)	.502	.027	3.17	1.7
1	I'm trying hard to achieve my goals.	.416	.337	3.47	1.39
6	I've deliberate over what kind of preson I was and what I wanted to do in my life.	.014	.808	3.83	1.7
8	I had a time when I had lost my confidence in my way of life before.	-.348	.626	3.52	1.57
9	I am eager to find something I can deeply commit my self to.	.095	.584	3.64	1.55
11	I am thinking seriously about what kind of person I am and what I am trying to do, comparing some possible options.	.302	.523	3.58	1.43
correlation between factors					
	f1	—	.548		
	f2		—		

8-3-2. Exploratory Factor analysis (EFA) on Loneliness Scale of Ochiai

Items of Identity Status Scale of less than 0.2 were excluded beforehand. I conducted EFA using the principal factor method with Promax rotation, which showed 14 items had factor loading greater than .40; the other items were excluded from subsequent analyses. Missing values were excluded and the effective number of participants was 442. As the eigenvalue varied, i.e., 4.87, 1.64, 1.23, 0.91... I confirmed a three factor structure, which was different from the original variables. The cumulative proportion of variance explained was 58.31% (Table 8-2). The mean and standard deviation for each items and each factors are also shown in the Table 8-2.

The first factor was named *destined aloneness and isolation* because it contained six items that represented the feelings and awareness in which an individual was isolated and destined alone . The second factor was named *mutual understanding and empathy* because it contained five items that represented the feeling and awareness in which in an individual could understand each other and there was someone who understood her/him. The third factor was named *independence* because it contained three items that represented the thought in which an individual had to solve her/his own problem by her/himself and people were lonely by nature. The Cronbach's alpha of the factors were .714, .725 and .475 respectively. The Cronbach's alpha of the third factor was slightly low, because it had only three items. Factor one and Factor two were negatively correlated with each other and Factor one and Factor three were slightly and positively correlated with each other. However, Factor two and Factor three didn't indicate the correlation.

Table 8-2.

Factor loading from Exploratory Factor Analysis with Promax Rotation of Loneliness Scale of Ochiai

Items	f1	f2	f3	M	SD
	Cronbach's alpha $\alpha = .811$ $\alpha = .731$ $\alpha = .475$				
	M	2.48	2.37	3.66	
	SD	0.88	0.69	0.84	
14 I feel nobody understand me.	.798	.016	-.117	4.02	1.01
7 I think nobody understands what I think and how I feel.	.792	-.102	-.208	1.77	1.08
10 I think no one understands my way of life.	.765	.056	-.031	1.88	1.11
11 I think people are ultimately destined to live alone.	.643	.053	.215	2.19	1.27
5 I think I am nothing but a loner in the end.	.496	-.079	.285	2.72	1.48
1 I think no one offers me counsel with sympathy.	.476	.076	-.109	1.91	1.34
4 I believe someone understands my way of life.	.022	.737	-.040	3.97	1.04
3 I feel other people understand me.	.040	.619	-.130	3.66	1.14
2 I believe people can share joys and worries with others.	.041	.583	.055	4.44	0.9
15 I believe people can understand each other's feelings.	.104	.518	-.180	4.02	1.01
6 I think some people understand what I think and how I feel.	-.331	.453	.286	4.35	0.9
8 I think I have to solve my own problem at the end.	-.097	.107	.532	4.42	0.98
9 I find people lonely by nature.	.481	-.047	.514	2.53	1.45
16 No matter how close he or she is to me, the other person is totally an independent existence.	-.136	-.184	.437	4.01	1.13
Correlation between factors	f1	—	-.682	.315	
	f2		—	-.061	
	f3			—	

8-3-3. Structural Equation Model (SEM)

Table 8-3 presents the summary statistics and correlations among observed variables for SEM. All the variables, except between *exploration* and *destined aloneness and isolation* were significantly correlated.

Table 8-3.

Summary statistics and correlations among variables for structural equation modeling

	Identity status scale		Lonliness scale of Ochiai		
	Commitment	Exploration (EXP)	Destined aloneness and isolation (DAI)	Mutual understanding and empathy (MUE)	Independence (IDP)
Mean	3.66	3.59	2.02	4.1	3.66
SD	.63	1.15	.86	.69	.81
α	.71	.73	.81	.73	.48
<i>Pearson's r</i>					
EXP	.338**	—	—	—	—
DAI	-.158**	-.025	—	—	—
MUE	.316**	.111 *	-.568**	—	—
IDP	.098*	.130**	.420**	-.220**	—

** $p < .01$, * $p < .05$.

Using the variables above I conducted SEM to investigate the model of career development of students attending middle-ranked universities. As the result, All of the estimated value statistics were significantly different from each other in the level of $p < .05$. The model exhibited sufficient fitness, as shown in Figure 8-1 ($\chi^2(4) = 4.59$, $p = .333$, *n.s.* GFI = .996, AGFI = .984, CFI = .998, TLI = .996, RMR = .01, RMSEA (90%CI = .00, .078) = .019).

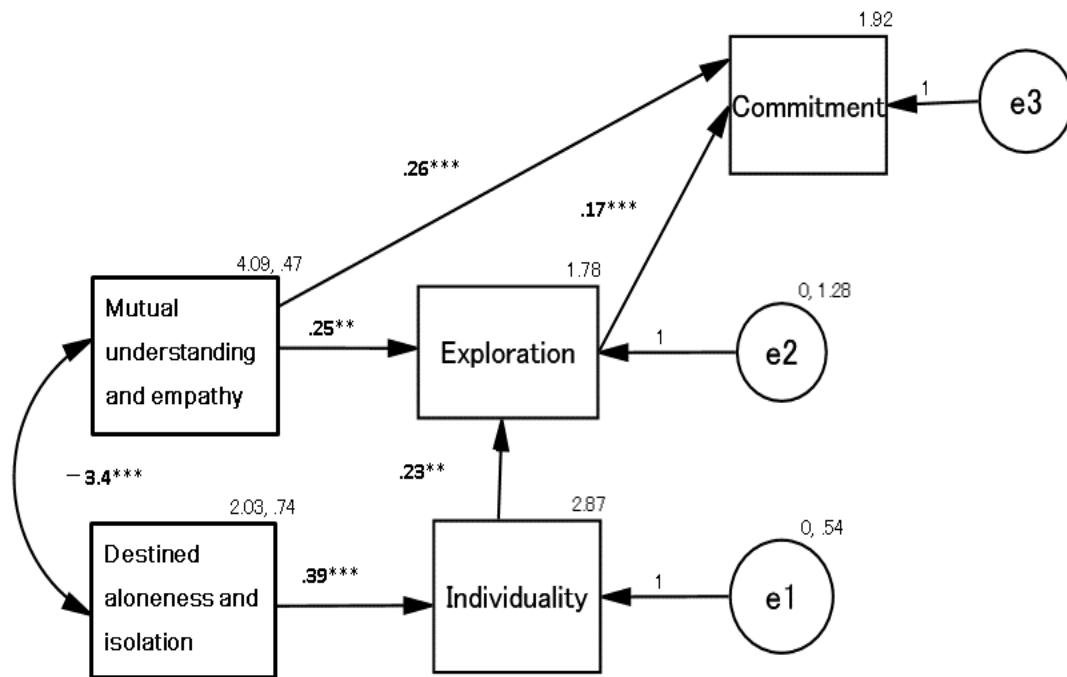


Figure 8-1. The result of the structural equation modeling (SEM): the career development model of students attending middle-ranked universities

Note. All coefficients were standardized. None-significant paths were not presented. ** $p < .01$, *** $p < .001$

8-4. Discussion

The present study investigated how individuality factors (*mutual understanding and empathy, destined aloneness and isolation, and independence*) affected identity factors (*exploration and commitment*) (Figure 8-1). The major findings can be summarized in four points. First, *mutual understanding and empathy* were negatively correlated with *destined aloneness and isolation*. Second, *mutual understanding and empathy* affected *commitment* as well as *exploration*. *Exploration* also affected *commitment*. Third, *destined aloneness and isolation* affected *independence*, which affected *exploration*. Fourth, *exploration* was influenced by *mutual understanding and empathy* and

independence.

These four points are discussed in terms of their career development. For the students attending middle-ranked universities, the *mutual understanding and empathy* was related to *commitment* regardless of whether it was with or without the relation of *exploration*. Considering that the mean of *mutual understanding and empathy* is high ($M=4.1$, $SD=.69$), those who have a high sense of *mutual understanding and empathy* may have active commitment in achieving their goals. Another finding is that *destined aloneness and isolation* didn't directly affect *commitment*, but it affected *independence*.

In Chapter 6, most of the students of Group B, who could not achieve satisfactory job offers, were categorized in *independence* in the cluster analyses. The model indicates that the activation of *Exploration* may be the key for them to have a successful transition from school to work. Although, the other variables could not be found in this study, considering the result of Chapter 7, the discrepancy in the metacognitive awareness might prevent them to explore their unknown possibilities for the future.

Chapter 9.

Comparison of the career development models among the students attending middle-ranked universities, highly selective universities and Indonesian universities 【Study 5-2】

9-1. Overview of the study

Throughout all the chapters, I have focused on the students attending middle-ranked universities because they are the majority of Japanese future workforces. Meanwhile, here, I need to shift my focus to their environment, especially the members composing the working society in Japan. They are supposed to work with the people who graduated from highly selective universities as well as foreign people who graduated from universities in Japan or universities in their own countries. Especially among the foreign labor forces in Japan, the increase from Indonesia is predicted as I mentioned in Chapter 1. It should be noted that this study does not include the secondary school students who begin working after finishing high school, although they are surely important members composing the Japanese working society.

In this study I examined the career development models of the students attending highly selective Japanese universities and Indonesian universities, by assuming, as was done for the students of middle-ranked universities, that the aspects of individuality might

affect the identity formation.

9-2. Method

9-2-1. Participants

In order to administrate a questionnaire survey targeting the students attending highly selective universities, flyers to ask for participation in the survey were delivered to the regular freshman and sophomore classes in a former imperial university in Osaka in July, 2019. The flyer contained a QR code, through which participants could access and answer the questionnaire. A total of 225 students answered the questionnaire. As AMOS cannot show full fitness coefficients when the data includes missing values (Murase, 2013), the data with missing values were excluded beforehand, which made it a total of 208 students. It consisted of 48% female, 50% male, and 1% other, with 84% freshman, 14% sophomore, 0.5% junior and 1.5% senior.

The Indonesian version of the questionnaire survey was administrated in two universities in Indonesia: one national university in Bandung and one private university in Surabaya, in March, 2017. Both groups of students majored in education and most of them were Muslims. A total of 508 students participated in the survey. After excluding the data with missing values, the total number of the participants was 474, which consisted of 75% female and 25% male, with 21% freshman, 37% sophomore, 41% junior and 1% senior.

9-2-2. Measures

The measures were the same as Study 1, 2, and 5 (chapter 3, 4 and 7 respectively): Identity Status Scale (Kato, 1983) and Loneliness Scale of Ochiai (Ochiai, 1983). All statistical

analyses were conducted by SPSS version 13 and Amos graphics version 23.

Before conducting the questionnaire survey in Indonesia, firstly, one English speaker and two Japanese people fluent in English translated the Japanese version of the questionnaire into English using the back translation method (Yoshino, 2010). Secondly, three Indonesian English lecturers translated the English version into Indonesian using the back translation method, so that the Indonesian version was completed.

Unfortunately, in the questionnaire survey in the highly selective university, there was a problem on the answering function. Although the answering range of the identity status scale was from 1 to 6, the option of answering 6 was omitted by accident. Thus, the range; 1: completely disagree, 2: disagree, 3: slightly disagree, 4: slightly agree, 5: agree, was asked. Considering the answers ranged from 1 to 5, the answer 6 (completely agree) should have been included with 5 (agree), so that I decided to continue the analysis using this data.

9-2-3. Research design

Firstly, the exploratory factor analysis was conducted to confirm the factor structure. Confirmed factors were named to describe the characteristic of items and the subscale scores were calculated. Then, the Covariance Structure Analysis was conducted by using the subscale scores in the concept of parceling as I used in Chapter 8.

9-3. Results

9-3-1. Exploratory Factor analysis (EFA) on Identity Status Scale

Regarding the students attending highly selective university, I conducted EFA using the principal factor method with Promax rotation, which showed 12 items had factor loading

greater than .40; the other items were excluded from subsequent analyses (Table 9-1). As the eigenvalue varied, i.e., 2.56, 1.57, 1.40, 1.10, .92... I confirmed a four factor structure. The cumulative proportion of variance explained was 55.28% (Table 9-1). The mean and standard deviation for each items and each factors are also shown in the Table 9-1.

Table 9-1.

Factor loading from Exploratory Factor Analysis with Promax Rotation of the Identity Status

Scale of the students attending a highly selective university

		f1	f2	f3	f4	M	SD
	Ceombach's alpha	$\alpha = .62$	$\alpha = .49$	$\alpha = .54$	$\alpha = .38$		
	M	3.3	3.68	2.23	2.69		
	SD	0.85	0.71	1	0.98		
3	I know what kind of person I am, what I hope and what I try to do.	.620	.011	.068	.104	3.25	1.17
1	I'm trying hard to achieve my goals.	.613	.220	.011	.150	3.50	1.13
4	I don't have a clear image of what I want to do. (R)	.581	.178	-.139	.189	3.10	1.30
2	I don't have anything special to put my hear into. (R)	.406	.047	.208	.203	2.45	1.34
6	I've deliberated over what kind of person I was and what I wanted to do in my life.	.020	.511	-.059	-.096	3.91	1.09
9	I am eager to find something I can deeply commit myself to.	-.062	.496	-.068	.111	3.63	1.11
8	I had a time when I had lost my confidence in my way of life before.	-.194	.490	.218	-.248	3.59	1.31
11	I am thinking seriously about what kind of person I am and what I am trying to do, comparing some possible options.	.241	.390	-.029	.122	3.58	.98
12	I am not sure that I will be able to do anything meaningful in my life.	.162	-.018	.840	-.017	2.11	1.12
5	I've never made critical decision about my own life independently.	-.173	-.133	.399	.178	2.34	1.28
7	I've never had doubts of spending my life to meet expectation of my parents or other people.	-.127	.035	-.001	.539	2.66	1.23
10	I don't care whatever I suppose to do according to my circumstances.	.080	-.008	.072	.400	2.71	1.27
correlation between factors		f1	—	.241	-.501	.020	
		f2			-.185	-.134	
		f3				.095	
		f4					—

The first factor was named commitment because it contained four items that represented the situation in which an individual was carrying out some actions with clear vision for their future career. The second factor was named exploration because it contained four items that represented the experiences or situations in which an individual seriously tried to find for her/his identity and future goals. The third factor was named inexperienced critical decision without confidence because it contained two items that represented the feeling of lack of confidence and the experience where she/he had never made a critical decision. The fourth factor was named acceptance because it contained two items that represented the feeling of acceptability to any responsibility, environment and expectation. The Cronbach's alpha of the factors were .61, .49, .54, and .38 respectively. The last one is low, but it seemed to be affected by a small number of items. The first factor commitment and the third factor inexperienced critical decision without confidence were negatively correlated.

On the other hand, regarding the Indonesian university students, I conducted EFA using the principal factor method with Promax rotation, which showed 9 items had factor loading greater than .40; the other items were excluded from subsequent analyses (Table 9-2). As the eigenvalue varied, i.e., 3.73, 1.28, .77... I confirmed a two factor structure. The cumulative proportion of variance explained was 55.73% (Table 9-2). The mean and standard deviation for each items and each factors are also shown in the Table 9-2.

Table 9-2.

Factor loading from Exploratory Factor Analysis with Promax Rotation of the Identity Status Scale of Indonesian university students

		f1	f2	M	SD
	Cronbach's alpha	$\alpha = .82$	$\alpha = .54$		
	M	4.88	2.31		
	SD	0.83	1.08		
9	I am eager to find something I can deeply commit myself to.	.811	-.050	5.28	1.13
6	I've deliberated over what kind of person I was and what I wanted to do in my life.	.715	-.004	4.79	1.13
1	I'm trying hard to achieve my goals.	.656	.160	5.28	1.14
11	I am thinking seriously about what kind of person I am and what I am trying to do, comparing some possible options.	.636	.053	4.89	1.19
7	I've never had doubts of spending my life to meet expectation of my parents or other people.	.598	.053	4.89	1.27
8	I had a time when I had lost my confidence in my way of life before.	.541	-.294	4.19	1.30
3	I know what kind of person I am, what I hope and what I try to do.	.506	.165	4.83	1.22
4	I don't have a clear image of what I want to do. (R)	.092	.708	2.40	1.24
12	I am not sure that I will be able to do anything meaningful in my life.(R)	-.019	.537	2.23	1.36
	Correlation between factors	f1	—	.494	
		f2	—		

The first factor was named exploration and commitment. because it contained seven items that represented the situation and experience in which an individual was carrying out some actions with clear vision for their future career and seriously tried to find their her/his identity and future goals. In the Islamic belief, to follow and accept the advice from parents are considered to be a virtue. Thus, I interpreted the item 7, I've never had doubts of spending my life to meet expectation of my parents and other people, as the attitude of commitment. The second factor was named purpose of life because it contained two items that represented the thought in which an individual holds the meaning

to live in this life with clear vision. The Cronbach's alpha of the factors were .82 and .54 respectively. The two factors were positively correlated.

9-3-2. Exploratory Factor analysis (EFA) on Loneliness Scale of Ochiai

Regarding the students attending highly selective university, I conducted EFA using the principal factor method with Promax rotation, which showed 12 items had factor loading greater than .40; the other items were excluded from subsequent analyses (Table 9-3). As the eigenvalue varied, i.e., 4.49, 1.66, 1.24, .82... I confirmed a three factor structure. The cumulative proportion of variance explained was 61.59%. The mean and standard deviation for each items and each factors are also shown in the Table 9-3.

The first factor was named isolation because it contained five items that represented the feelings and awareness in which an individual was feeling isolated and lonely without any supporters. The second factor was named mutual understanding and empathy because it contained four items that represented the feeling and awareness in which in an individual could understand each other and there was someone who understood her/him. The third factor was named destined aloneness because it contained three items that represented the thought in which an individual was alone in nature. The Cronbach's alpha of the factors were .81, .67 and .75 respectively. Factor 1 and Factor 3 were positively correlated, whereas Factor 2 was negatively correlated with Factor 1 and 3.

Table 9-3.

Factor loading from Exploratory Factor Analysis with Promax Rotation of Loneliness Scale of Ochiai of the students attending a highly selective university

		f1	f2	f3	M	SD
	Cronbach's alpha	$\alpha=.81$	$\alpha=.67$	$\alpha=.75$		
	M	4.35	2.56	3.46		
	SD	0.76	0.9	1.11		
7	I think nobody understands what I think and how I feel.	.840	.062	.011	2.66	1.23
10	I think no one understands my way of life.	.723	.014	.187	2.71	1.27
14	I feel nobody understands me.	.661	.006	.121	4.24	0.97
6	I believe someone understands my way of life.	-.604	.244	.111	1.4	0.73
1	I think no one offers me counsel with sympathy.	.581	-.002	-.176	4.28	1.25
3	I feel other people understand me.	.138	.776	-.099	2.24	1.1
4	I believe someone understands my way of life.	-.127	.636	.069	1.85	1.02
15	I believe people can understand each other's feelings.	-.050	.548	.008	2.11	0.98
2	I believe people can share joys and worries with others	-.047	.496	-.056	1.45	0.76
9	I find people lonely by nature.	-.154	.037	.939	3.27	1.41
11	I think people are ultimately destined to live alone.	.215	.025	.632	3.86	1.26
5	I think I am nothing but a loner in the end.	-.042	-.150	.550	3.2	1.4
Correlation between factors		f1	—	-.580	.473	
		f2		—	-.263	
		f3			—	

On the other hand, regarding the Indonesian university students, I conducted EFA using the principal factor method with Promax rotation, which showed 8 items had factor loading greater than .40; the other items were excluded from subsequent analyses (Table 9-4). As the eigenvalue varied, i.e., 2.57, 1.44, 1.05, .81... I confirmed a three factor structure. The cumulative proportion of variance explained was 63.26%. The mean and standard deviation for each item and each factor are also shown in the Table 9-4.

Table 9-4.

Factor loading from Exploratory Factor Analysis with Promax Rotation of Loneliness Scale of Ochiai of Indonesian university students

		f1	f2	f3	M	SD
	Cronbach's alpha	$\alpha=.77$	$\alpha=.53$	$\alpha=.54$		
	M					
	SD					
14	I feel nobody understands me.	.838	.002	.070	2.04	1.15
10	I think no one understands my way of life.	.704	-.080	-.121	2.37	1.3
7	I think nobody understands what I think and how I feel.	.633	.080	.009	2.31	1.26
16	No matter how close he or she is to me, the other person is totally an independent existence	-.024	.616	-.002	3.21	1.51
11	I think people are ultimately destined to live alone.	-.057	.543	-.055	2.06	1.44
5	I think I am nothing but a loner in the end.	.194	.395	.037	2.43	1.41
4	I believe someone understands my way of life.	-.019	.070	.668	3.29	1.24
3	I feel other people understand me.	.005	-.111	.565	3.18	1.12
	Correlation between factors	f1	—	.345	-.438	
		f2		—	-.027	
		f3			—	

The first factor was named isolation because it contained three items that represented the feelings and awareness in which an individual was feeling isolated and lonely without any supporters. The second factor was named “destined aloneness” because it contained three items that represented the thought in which an individual was alone in nature. The third factor was named supporters because it contained two items that represented the feeling and awareness in which in an individual believed there was someone who understood her/him. The Cronbach’s alpha of the factors were .77, .53 and .54

respectively. Factor 1 and Factor 2 were positively correlated, whereas Factor 1 and Factor 3 were negatively correlated.

9-3-3. Structural Equation Model (SEM)

Table 8-5 presents the summary statistics and correlations among observed variables for SEM. Observing the significant correlation between the sub-scales of Identity status scale and Loneliness Scale of Ochiai, *commitment* was positively correlated with *destined aloneness* as well as *isolation*, *exploration* was positively correlated with *mutual understanding and empathy*, *inexperienced critical decision without confidence* was positively correlated with *mutual understanding and empathy* however negatively correlated with *isolation* as well as *destined aloneness*, and *acceptance* was positively correlated with *isolation* and *destined aloneness*.

Table 9-5.

Summary statistics and correlations among variables for structural equation modeling of the students attending highly selective universities.

	Identity status scale (range 1-5)				Lonliness scale of Ochiai (range 1-5)		
	Commitment	Exploration	Inexperienced critical decision without confidence	Acceptance	Isolation	Mutual understanding and empathy	Destined aloneness
	(EXP)	(EXP)	(ICD)	(ACP)	(IS)	(MUE)	(DA)
Mean	3.3	3.68	2.23	2.69	4.35	2.56	3.46
SD	.85	.71	1.00	.98	.76	.90	1.11
α	.62	.49	.54	.38	.81	.72	.75
<i>Pearson's r</i>							
EXP	.11	—	—	—	—	—	—
ICD	.035	-.154*	—	—	—	—	—
ACP	.178*	-.091	.160*	—	—	—	—
IS	.154*	.077	-.212**	.159*	—	—	—
MUE	-.028	.160*	.221**	-.113	-.487**	—	—
DA	.181**	-.012	-.176*	.150*	.395**	-.255**	—

** $p < .001$, * $p < .05$.

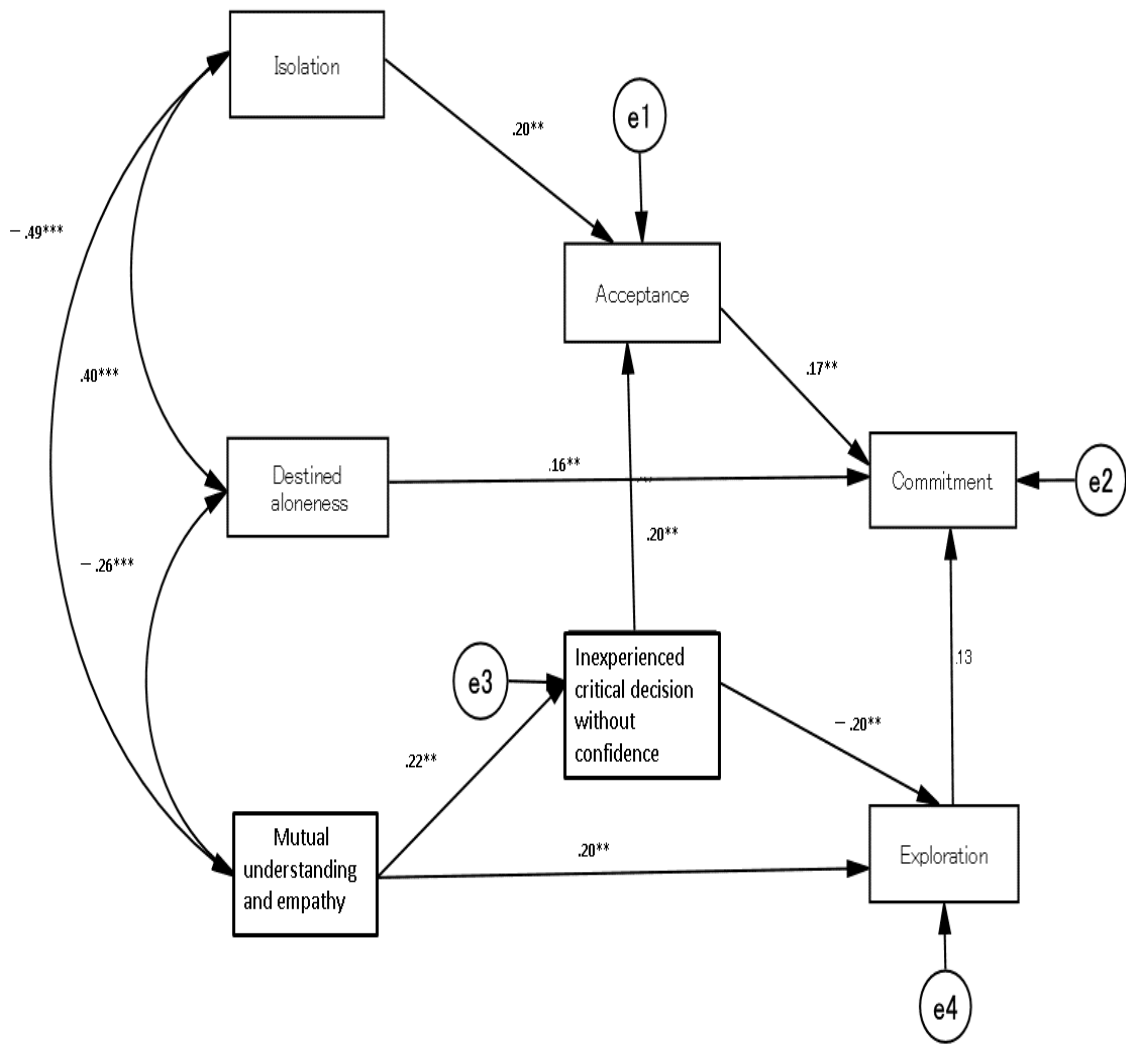


Figure 9-1. The result of the structural equation modeling (SEM): the career development model of students attending highly selective universities

Note: All coefficients were standardized. *** $p < .001$, ** $p < .01$.

Using the variables above I conducted SEM to investigate the model of career development of students attending highly selective universities. As the result, all of the estimated value statistics were significantly different from each other in the level of $p < .05$, except the path from exploration to commitment ($p = .05$). The model exhibited sufficient fitness, as shown in Figure 9-1 ($\chi^2(10) = 17.51, p = .064, n.s.; GFI = .977,$

AGFI = .935, CFI = .947, RMR, 04, RMSEA (90%CI = .00, .106) = .06). If I exclude the path from exploration to commitment, the model doesn't show a good fit ($\chi^2(11) = 21.30$, $p = .03$). Thus, I decided to include it in order to make some conjectures of the career development of highly selective university students through SEM instead of abandoning all the data.

Regarding the Indonesian university students, Table 9-6 presents the summary statistics and correlations among observed variables for SEM. Observing the significant correlation between the sub-scales of Identity status scale and Loneliness Scale of Ochiai, *purpose of life* was positively correlated with *supporters*, but negatively correlated with *isolation* as well as *destined aloneness*.

Table 9-6.

Summary statistics and correlations among variables for structural equation modeling of the Indonesian university students

	Identity status scale (range 1-6)		Lonliness scale of Ochiai (range 1-5)		
	Commitment and exploration	Purpose of life (POL)	Isolation (IS)	Destined aloneness (DA)	Supporters (SP)
Mean	4.88	2.31	2.25	2.56	3.21
SD	.83	1.08	1.03	1.05	.99
α	.82	.54	.77	.53	.54
<i>Pearson's r</i>					
POL	.292**	—	—	—	—
IS	-.041	-.214**	—	—	—
DA	-.0358	-.136**	.260**	—	—
SP	.004	.191**	-.334**	-.091*	—

** $p < .001$, * $p < .05$.

Using the variables above I conducted SEM to investigate the model of career development of Indonesian university students. As the result, all of the estimated value statistics were significantly different than each other in the level of $p < .05$. The model exhibited sufficient fitness, as shown in Figure 9-2 ($\chi^2(4) = 4.332, p = .503, n.s.$; $GFI = .976, AGFI = .989, CFI = 1.000, TLI = 1.009, RMSEA(90\%CI = .00, .059) = .0$).

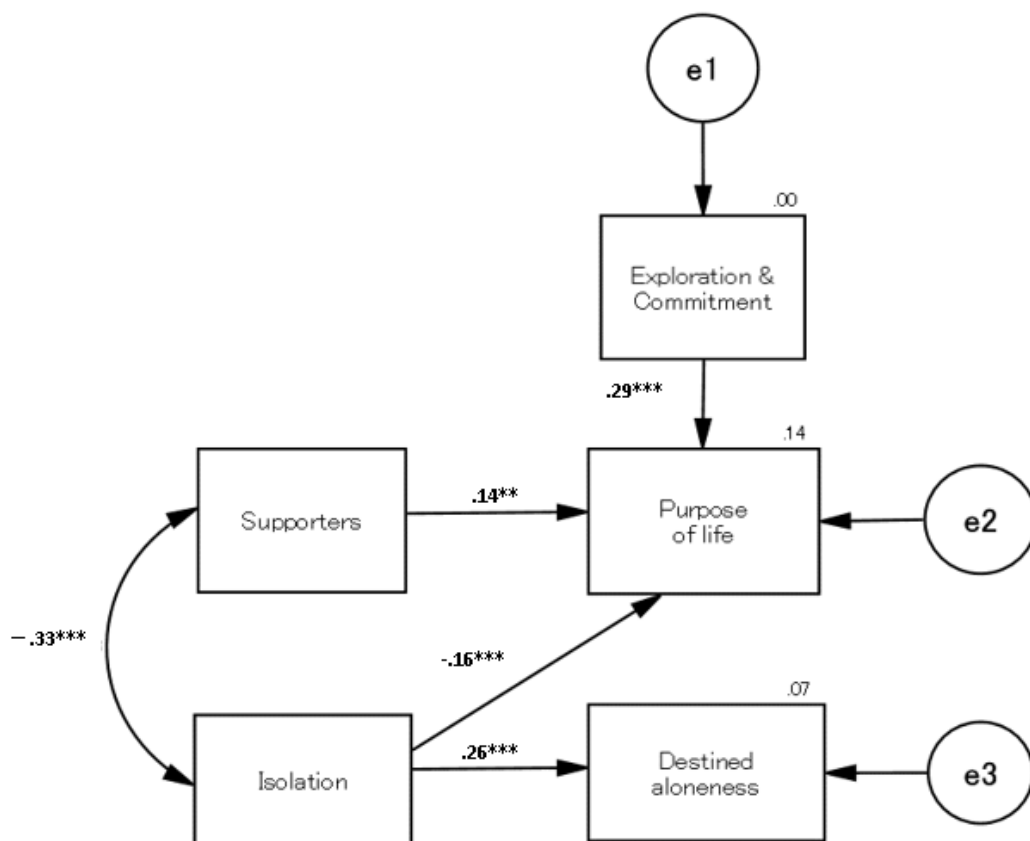


Figure 9-2. The result of the structural equation modeling (SEM): the career development model of university students in Indonesia

Note: All coefficients were standardized. None-significant paths were not presented. *** $p < .001$, ** $p < .01$.

9-4. Discussion

Regarding the students attending the highly selective university, the present study investigated how individuality factors (*isolation, destined aloneness, and mutual understanding and empathy*) affected identity factors (*commitment, exploration, inexperienced critical decision without confidence, and acceptance*) (Figure 9-1). The major findings can be summarized in three points. First, *mutual understanding and empathy* were negatively correlated with both *isolation* and *destined aloneness*. Second, *mutual understanding and empathy* affected *inexperienced critical decision without confidence* as well as *exploration*. *Inexperienced critical decision without confidence* positively affected *acceptance* but negatively affected *exploration*. Third, *isolation* affected *acceptance* which affected *commitment, destined aloneness* also affected *commitment*.

Consequently, in the past studies of *identity formation* whose participants were Japanese students of a highly selective university, Kaneko (1995) studied the relevancy between identity and social relationship, and claimed that the students who had awareness that they were different from others tended to be confident. This awareness included that they didn't prefer to do the same things as others, which is considered a similar concept to *solitude*, as a positive aspect of being alone (Marcoen & Groossens, 1993). In Figure 9-1, both *isolation* and *destined aloneness* negatively correlated with *mutual understanding and empathy* which affected (*inexperienced critical decision*) *without confidence*. According to the result of Kaneko (1995), the students attending the highly selective university with *solitude (isolation)* may be confident enough in their ability to be independent and commit themselves to some actions for their future. Given the research of Kaneko, *isolation* and *destined aloneness* in figure 9-1 may have been

accompanied by confidence, which may be a driving force to commit them to do something for the future. As *isolation* affected *acceptance*, such confidence may have made them accept anything that they faced and commit whatever they focus on. We also need to notice that the mean of *isolation* and *destined aloneness* were very high (*isolation*: $M = 4.36$, $SD = .76$; *destined aloneness*: $M = 3.46$, $SD = 1.11$). Thus, among the students in highly selective universities, those who had the awareness of high solitude may be promoted to commit themselves to whatever necessary.

Meanwhile, those who had *mutual understanding and empathy* showed a different structure from those who had *isolation* and *destined aloneness*. In direct opposition to the students attending middle-ranked universities, among the students attending highly selective universities, *mutual understanding and empathy* affected *inexperienced critical decision without confidence*, that is, it had a negative impact on their autonomous decision making. Therefore, it negatively affected *exploration*, in other word, autonomous decision making. Furthermore, considering the path to *acceptance* as well as *commitment*, those students might have been obedient to the expectations of parents and other people and committed themselves to what was expected of them. However, as the mean of *mutual understanding and empathy* was relatively low ($M = 2.56$, $SD = .90$), this type might be a minority in highly selective universities.

Regarding the Indonesian university students, I need to mention the different social background from that of Japan. According to Kasugahara (2019) the people who start working after finishing junior high school share half of all the labor population in Indonesia. In addition, the number of those who didn't go to or quit elementary school is estimated to be 17 million. It is easy to imagine how difficult it may be to go to university

in Indonesia, especially for the poor and vulnerable. On the other hand, currently there are 6,000 exchange students living in Japan: 4,500 people studying in higher educational institutions and 1,500 people studying at Japanese language schools, and the numbers are rapidly increasing. The Japanese government put a new law into operation in April 2019 to allow foreigners with certain qualifications to work in Japan (Sumitomo, 2019). The Indonesian university students are considered to be highly potential future workers collaborating with Japanese university students. However, unfortunately there is little study conducted on the identity formation of Indonesian university students, especially Muslims, written in English.

The career development model of Indonesian university students (Figure 9-2) showed a different model from both Japanese students of middle-ranked universities and highly selective university. None of the aspects of individuality affected *exploration and commitment*. Some social factors, such as uncertainty in a working environment and an unstable economic situation, might affect their exploration and commitment. Thus, I assumed that the variables which encourage their exploration and commitment were not contained in the individuality. However, the model showed that exploration and commitment affected *purpose of life*. There were two aspects of individuality. One was those who had *supporters*, which was positively correlated to *purpose of life*. The other one was those who had a feeling of *isolation*, which was negatively correlated with *purpose in life* and positively correlated with *destined aloneness*. Since I could not find the previous studies on their career development in English, I conducted interviews with the university students in two universities in Indonesia as I previously mentioned at Chapter 1. Through the interviews, I found that finding a job was difficult for them even if they graduated from universities in Indonesia. They said that the most important

network was connection with the authorities and sometimes a bribe would be offered. Universities had not provided enough career counseling service for the university students because the career center was not equipped yet or under development. This social situation may support the career development model of Indonesian students (Figure 9-2). The model represented the situation that they would be able to achieve their goal if they had supporters, otherwise, they did not successfully reach their goals.

Part III.

General conclusion

Chapter 10.

Conclusion

In summary, several important conclusions are derived from the findings in this study.

Firstly, the normal development in identity formation for the students attending middle-ranked universities is the following order: the experience of crises, the experience of critical decision, and exploration and commitment. In addition, based on the result of the questionnaire and in-depth interviews on their career development, this study found their career developmental process. For those who could achieve the goal of successful job hunting, several features were found: (a) they have experiences of crises in adolescence. (b) they enter the universities in order to solve the problems they faced in the past or widen their vision to work. (c) they have a good metacognitive awareness to evaluate their ability relative to society, not by only focusing on their efforts or sufferings they had experienced. (e) as soon as they enter universities they accelerate their exploration and commitment. (f) through autonomous exploration and commitment, their vision of working is crystallized and accompanied by their deep self-analyzation. (g) the amount of time spent on their job hunting activity is enough to get a job of the company they are satisfied to work at. On the contrary, for those students that could not achieve a satisfactory job, the study found that they did not capture the reality of themselves. For example, their self-evaluation seemed out of touch the reality, which might affect the firm's human resource's judgment for their employment feasibility. Also, it showed the remarkable difference in that their development of identity formation was the other way around from the normal development.

Secondly, the most important features of individuality of students attending middle-ranked universities is that they have a tendency to have mutual empathy with less feelings of destined aloneness. Considering the current Japanese corporate culture which takes the workers as members to construct the corporation, such workers who think people can understand each other and do not recognize people's aloneness may be adaptive and proper. Meanwhile, the study showed one fourth of the students attending the middle-ranked university had feelings of high *destined aloneness* as well as high *mutual empathy*. Logically, according to Ochiai (1983), this type is considered to be independent. However, in-depth interviews revealed that it contained not only those who were namely independent but also those who were dependent on the recruiting agents or not active while they did job-hunting activities. The career development model of the students attending middle-ranked universities (Figure 8-1) revealed that *destined aloneness and isolation* affected *independence* and the *independence* influenced *exploration*, which had a good effect on *commitment*. The result of Study 3 and Study 5-1 indicated that the lack of metacognitive awareness might prevent those independent students from exploring the unknown world to find out their future possibilities.

In addition, Study 5-1 and 5-2 found completely different models of career development from that of the students attending highly ranked universities and Indonesian universities. Especially, in contrast to the students attending middle-ranked universities, the career development model of students attending highly selective university (Figure 8-1) showed that the *isolation* and *destined aloneness* with less *mutual understanding and empathy* encouraged their *commitment* and finally motivated the *acceptance* of any environment. Hashimoto (2011) reported that the students attending selective national universities preferred living mutually independent to mutually

dependent, which supports the finding of Study 5-2.

Lastly, this study revealed that the reaction toward the stimulation of metacognitive awareness affected their career choice results later in their lives. Regarding the students who had successful career choices, their metacognitive awareness encouraged deep reflection on the past actions they took. It meant that those who had a good ability in reflecting on their self-awareness could have good strategies in their job-hunting activities, which resulted in satisfactory career choices. On the other hand, regarding the students who were not fully satisfied with the results of their job hunting activities but accepted the job offers, deep reflection was not promoted but rather they became to be optimistic. This shallowness of reflection may affect their strategies on their job-hunting activities, which results in less satisfactory career choices. In addition, regarding the students who had not decided a future direction or who could not receive job offers from the firms, even though having stimulated their reflective self-awareness, their cognition about their career remained low and no changes were observed.

Chapter 11.

Potential application of this research in the education of middle-ranked universities

Since 2012 when the Central Council's Education Report claimed that the university students' learning style should have been switched from passive to active, the educational shift to active learning has been discussed and carried out in higher education. The concept of active learning was originally established in the higher education in the U.S.A. However, in Japan, it was introduced not only in higher education but also in elementary and high schools (Nishioka, 2017). According to Mizokami's (2014) definition of active learning, it is defined as follows: it is any kind of active learning which improves the learning style from passive learning such as just listening to lectures in which knowledge is transferred in just one direction from the teacher to the students; Active learning encourages the commitment in the activities such as writing, speaking, presenting, and so on, and externalization of the cognitive process which emerges through it.

As methods of active learning, cooperative learning or collaborative learning, and problem-based learning or project-based learning have been carried out all through universities including the middle-ranked universities. Considering the results of this study, as the majority of the students attending middle-ranked university have the awareness of mutual understanding and empathy with less destined aloneness, the methods such as cooperative and collaborative learning may strengthen their ability to work together in groups. However, this study suggests that some of the students attending middle-ranked universities have less matured metacognitive self-awareness. Therefore, I would like to

suggest that the students attending the middle ranked-universities need to study how to interpret the reading and how to analyze the problems much more on an individual level before classes of active learning style are conducted. I assume this strategy enables them to recognize the process of externalization of their thinking and improve their metacognitive skills. Furthermore, the balance of individual and group work should be carefully designed for regular classes of students attending middle-ranked universities.

By applying the workshop of stimulating the reflective self-awareness conducted in Chapter 7, it may be possible to evaluate the attitude not only of career development but also of studying strategy or decision making strategy. In addition, comparing the means of pre and posttest will evaluate the students' ability in metacognition. The workshop will be also an effective career guidance intervention for the career counselor to give proper advice and guidance for their future career.

Chapter 12.

Limitations and future directions

In the globalized society with capitalist competition, to raise the students to obtain the Fundamental Competencies of Working Persons (METI, 2006) seems to be a main goal for the universities to answer the needs of society. The recent educational paradigm shift represented in active learning also implies the governmental policy.

In accordance with the change of globalized society, the management style of companies has been changing. Cameron & Quinn (2006) suggested the four types of corporate culture which were divided by two axes: one axis is focusing on the members of the firm and harmonization within them vs. focusing on outside the firm and its differentiation; the other one is the flexibility and discretion vs. stability and regulation. According to Ouchi's (1981) notion, typical Japanese companies were supposed to belong to the one type *clan* (family type) which was member centered and symbolized flexibility in their corporate culture. However, Tobita (2010) found the superiority of the *marketing* type, which put the emphasize on the excellence in competition and productivity, and constantly clarified the relationship with the outsiders of the organizations or companies in order to negotiate and trade with them. Within the Japanese companies, the *marketing* type was not only bigger than the *clan* type but also the biggest in Japan.

I could not mention the future career choice of the *further studying group* in Chapter 6, because they had not started the job-hunting activities yet. This group of students is considered to be candidates for global human resources. The study about their future career choice should be conducted.

In addition, the study to find effective factors for those who have immature reflective self-awareness should be needed. It is considered to be important mission for the education of middle-ranked universities to deepen their ability of self-reflection.

Lastly, in order to shape the features of students attending middle-ranked universities more clearly, the comparison with that of F-ranked universities should have been needed. Regarding the comparison of career development models of three groups: the students attending middle-ranked universities, highly selective universities, and Indonesian universities, the analyses using the multiple group structural equation modeling should have been conducted in order to investigate the homogeneity and heterogeneity, which I will complete in the future study.

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Appendix

Appendix 1. *Questionnaire for Japanese university students*

大学生のキャリア発達に関する調査

本調査は、大学生が社会人に移行していく段階におけるキャリア発達に関し調査するものです。

回答に『正しい』『間違い』はありません。あまり考え込まずに、感じたままに回答してください。

回答いただいた方の中から、インタビュー調査をさせていただきます。インタビューにご協力いただける方は、名前と学生番号を明記ください。インタビューを依頼する場合がございます。

質問紙の回答はすべて調査者の厳重な管理の元で、直ちに記号化され、コンピュータにより統計処理されます。データを入力後、シュレッダーにて処分するなど、個人情報の保護に最大限の配慮をいたしますので、ご協力いただきました方にご迷惑をおかけすることは決してございません。また、皆さんの回答データを個人が特定できるような状態で公開することは決してありません。個人情報についてはプライバシーを尊重し、関連法規を遵守します。

本調査の目的に同意いただける方は、アンケートへのご協力をお願いいたします。

【本件に対するお問い合わせ先】

産業能率大学経営学部 及び

東京学芸大学大学院連合学校教育学研究科

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各問に回答をしてください。

問1. 性別 ①男性 ②女性

問2. あなたは、将来に見通しをもっていますか。

- ① 持っている ② まだ持っていない

問3～問18

以下の問いに対して、あなたに当てはまる場所を選んで回答してください。

- ① はい ② どちらかというとはい ③ どちらともいえない
④ どちらかというといいえ ⑤ いいえ

問3	私のことに親身に相談相手になってくれる人はいないと思う。	①	②	③	④	⑤
問4	人間は、他人の喜びや悩みを一緒に味わうことができると思う。	①	②	③	④	⑤
問5	私のことをまわりの人は理解してくれていると、私は感じている。	①	②	③	④	⑤
問6	私は、私の生き方を誰かが理解してくれると信じている。	①	②	③	④	⑤
問7	結局、自分はひとりでしかないと思う。	①	②	③	④	⑤
問8	私の考えや感じを何人かのひとは分かってくれると思う。	①	②	③	④	⑤
問9	私の考えや感じを誰もわかってくれないと思う。	①	②	③	④	⑤
問10	自分の問題は、最後は、自分で解決しなくてはならないのだと思う。	①	②	③	④	⑤
問11	人間は、本来、ひとりぼっちなのだと思う。	①	②	③	④	⑤
問12	私の生き方を誰もわかってくれはしないと思う。	①	②	③	④	⑤
問13	結局、人間は、一人で生きるように運命づけられていると思う。	①	②	③	④	⑤

- ① 全然そうではない ② そうではな ③ どちらかといえばそうではない
 ④ どちらかといえばそうだ ⑤かなりそう思う ⑥全くそのとおりだ

問14	私とまったく同じ考えや感じを持っている人が、必ずどこかにいると思う。	①	②	③	④	⑤
問15	私の人生と同じ人生は、過去にも未来にもないと思う。	①	②	③	④	⑤
問16	誰も私をわかってくれないと、私は感じている。	①	②	③	④	⑤
問17	人間は、互いに相手の気持ちを分かり合えると思う。	①	②	③	④	⑤
問18	どんなに親しい人も、結局、自分とは別個の人間であると思う。	①	②	③	④	⑤

問19～問30

これは、みなさんの生き方、状態、気持ちについてのアンケートです。以下のそれぞれの文を読み、あてはまるものを回答ください。

- ① 全然そうではない ② そうではな ③ どちらかといえばそうではない
 ④ どちらかといえばそうだ ⑤かなりそう思う ⑥全くそのとおりだ

問19	私は今、自分の目標を成し遂げるために努力している。	①	②	③	④	⑤	⑥
問20	私には、特にうちこむものはない。	①	②	③	④	⑤	⑥
問21	私は、自分がどんな人間で何を望み行おうとしているのかを知っている。	①	②	③	④	⑤	⑥
問22	私は、「こんなことがしたい」という確かなイメージを持っていない。	①	②	③	④	⑤	⑥
問23	私はこれまで、自分について自主的に重大な決断をしたことがない。	①	②	③	④	⑤	⑥
問24	私は、自分がどんな人間なのか、何をしたいのかということを、かつて真剣に迷い考えたことがある。	①	②	③	④	⑤	⑥
問25	私は、親や周りの人の期待に沿った生き方をすることに疑問を感じたことはない。	①	②	③	④	⑤	⑥

問 2 6	私は以前、自分のそれまでの生き方に自信がもてなくなっ たことがある。	①	②	③	④	⑤	⑥
問 2 7	私は、一生懸命に打ち込めるものを積極的に探し求めてい る。	①	②	③	④	⑤	⑥
問 2 8	私は、環境に応じて、何をする事になっても特に構わな い。	①	②	③	④	⑤	⑥
問 2 9	私は、自分がどういう人間であり、何をしようとしている のかを、今いくつかの可能な選択を比べながら真剣に考え ている。	①	②	③	④	⑤	⑥
問 3 0	私には、自分がこの人生で何か意味あることができるとは 思えない。	①	②	③	④	⑤	⑥

質問は以上です。

ご協力いただき、ありがとうございました。

Appendix 2. Consent form for the interview

「大学生のキャリア発達に関する研究」インタビューの説明および同意書

本研究を次のように実施いたします。研究の目的や実施内容等をご理解いただき、本研究にご参加いただける場合は、同意書にご署名をお願いいたします。研究に参加しない、あるいは一度参加を決めた後に途中で辞退されることになっても、不利益を被ることはありません。あなたの意思で、研究にご参加いただけましたら幸いです。

1. 研究の意義・目的

この研究は、大学生における社会人への移行期においてキャリア発達過程を明らかにすることを目的として、実施いたします。キャリア発達のプロセスが明らかになることによって、大学のキャリア教育に貢献できるのではないかと考えております。

2. 研究方法、研究期間

この研究では、質問紙にご記入いただいた後、90分程度のインタビューをさせていただきます。インタビュー内容はビデオカメラで録画録音し、逐語録を作成して分析いたします。インタビューは2016年と2017年（2回）を予定しておりますが、分析をするなかで改めてお伺いしたいことが出てくる場合がありますが、その際にはメールでお伺いいたします。

3. 研究対象者として選定された理由

この研究は2015年に番田が実施した質問紙調査において、インタビューに協力をしてくださると明記してくださった方にお問い合わせをしています。

4. 研究への参加と撤回について

研究の趣旨をご理解いただきご参加いただければと思いますが、参加するかどうかはご自身で決定してください。説明を聞いてお断りいただくこともできますので、研究の辞退については、研究者に口頭もしくはメールにてお知らせください。お断りになったり、一度参加を決めてから途中で辞退されることになっても、何ら不利益を被ることはありません。また、途中で参加を辞めることもできます。その際には、それまでに収集したデータを分析対象としてよいのか、廃棄を希望されるのかをお聞かせいただければ、それに従ってデータを取り扱います。

5. 研究に参加することにより期待される利益

この研究に参加することにより、直接的にあなたの利益となることはありません。社会人への移行期の職業決定や心理状態を明らかにすることによって、キャリア発達の理解が進み、大学のキャリア教育に貢献することを期待しています。

6. 予測されるリスク、危険、心身に対する不快な状態や影響

この研究の参加には、何ら身体的な危険は伴いません。しかし、インタビューを進めるなかにて、過去のつらい経験を思い出されることがあるかもしれません。お話になることがつらい場合、お話しになりたくないことが質問された場合は、無理にお話しただかなくて結構です。また、お申し出いただきましたら、いつでもインタビューを中断します。インタビューを中断された方は研究を辞退していただくこととなりますが、改めてインタビューに参加いただける場合は、研究者にお伝えください。

7. 研究成果の公表の可能性

この研究の成果は、心理学会にて発表を行う予定です。論文や発表ではお名前や大学情報は、個人が特定できない表記にいたします。

論文作成前に貴殿のデータを用いる場合は、どのように分析をおこなったか確認していただきます。ご協力いただけましたら幸いです。

8. 守秘や個人情報、研究データの取り扱いについて

①連結可能匿名化を行う場合

この研究でお話いただいた内容、逐語録を研究目的以外に用いることはなく、守秘をお約束いたします。また、個人情報を保護するため、逐語録のお名前は研究データから取り除き、符号に置き換えて管理いたします。ICレコーダーの録音データは、逐語録を作成しましたら廃棄いたします。データ開示や廃棄のご希望にお応えするため符号とお名前の対応表を作成いたしますが、逐語録と対応表はそれぞれにパスワードを設定した2つの記録媒体にて保管します。また、同意書を含む紙媒体については鍵のかかる棚にて厳重に保管します。対応表を廃棄しました後は、データ開示や廃棄のご希望にはお応えできないこと、また、一度論文等にて発表されましたら、記載内容の修正はいたしかねることをご了承ください。

匿名化し、個人が一切特定されない形にした研究データは、番田の責任下にて研究のため5年間保管いたします。5年経過後には同意書を含む、全てのデータを廃棄いたします。

②連結不可能匿名化を行う場合

この研究でお話いただいた内容、逐語録やご提出いただいた質問紙等を研究目的以外に用いることはなく、守秘をお約束いたします。また、個人情報を保護するため、逐語録や質問紙のお名前は研究データから取り除き、鍵のかかる棚にて厳重に保管し、研究実施期間が終了しましたら廃棄いたします。ビデオテープの録画データは、逐語録を作成し、5年経過しましたら廃棄いたします。

匿名化し、個人が一切特定されない形にした研究データは、番田の責任下にて研究のため5年間保管いたします。5年経過後には同意書を含む、全てのデータを廃棄いたします。

9. 研究者、および問い合わせ先について

この研究は、東京学芸大学大学院連合学校・教育学研究科・学校教育学専攻・教育構造論講座 番田清美が行ないます。研究内容に関するご質問は、以下の連絡先までご連絡ください。kimbanda2@gmail.com

研究参加の同意書

私は、「大学生のキャリア発達に関する研究」について以上の事項について説明を受けました。研究の目的、方法等について理解し、研究に参加いたします。

参加者（署名）

日付： _____ 年 _____ 月 _____ 日

Angket Survey Penelitian Perkembangan Karir Mahasiswa S1

Petunjuk

Berikut akan disajikan angket berisi pernyataan-pernyataan yang didahului pertanyaan tentang identitas diri. Jawablah pernyataan-pernyataan tersebut secara spontan tanpa menghabiskan banyak waktu untuk setiap butir pernyataan. Pastikan untuk menjawab seluruh pernyataan tanpa ada yang terlewati.

Angket ini bukan merupakan suatu tes sehingga tidak ada jawaban yang 'benar' atau 'salah' atas pernyataan yang dipilih. Jawaban Anda hendaknya mencerminkan keadaan Anda yang sebenarnya dan bukan yang seharusnya.

Anda tidak perlu takut atau ragu-ragu dalam memberikan jawaban yang sejujurnya karena kami akan menjaga kerahasiaan privasi dan data pribadi Anda secara ketat.

Kami sangat berharap beberapa responden yang mengisi angket ini bersedia untuk diwawancarai pada bulan Agustus. Jika Anda bersedia untuk diwawancarai, mohon tuliskan nama dan no HP yang dapat dihubungi pada lembar jawaban.

Terima kasih atas kesediaan dan kerjasama Anda.

Jika Anda ada pertanyaan, silakan menghubungi kimbada2@gmail.com.

Kiyomi Banda, Universitas SANNO, Tokyo, Japan

Silakan gunakan pensil 2B untuk menuliskan dan menandai jawaban-jawaban Anda pada lembar jawaban yang terpisah.

Contoh Lembar Jawaban

Isilah bagian identitas diri pada lembar jawaban yang terpisah sesuai petunjuk pada halaman sebelumnya.

1. Tuliskan nama dan alamat email Anda di dalam kotak sesuai petunjuk.
2. Tandai angkatan Anda dan hitamkan dan hitamkan bulatan di bawahnya sesuai pilihan.
 ① 2016 ② 2015 ③ 2014 ④ 2013 ⑤ < 2013
3. Tuliskan usia Anda dalam kotak dan hitamkan bulatan di bawahnya sesuai angka yang dituliskan Anda.

Isilah bagian berikut ini pada lembar jawaban yang terpisah sesuai petunjuk pada halaman sebelumnya.

- Q1. Jenis kelamin: ① Laki-laki ② Perempuan
- Q2. Apakah Anda menikah? ① Sudah ② Belum

Q3. Departemen/Program Studi:

- ① Kurikulum dan Teknologi Pendidikan
- ② Administrasi Pendidikan
- ③ Psikologi Pendidikan dan Bimbingan
- ④ Pendidikan Luar Sekolah
- ⑤ Pendidikan Khusus
- ⑥ Psikologi
- ⑦ Perpustakaan dan Informasi
- ⑧ Pedagogik (PGSD dan PGPAUD)

Q4. Suku Bangsa:

- ① Jawa
- ② Sunda
- ③ Betawi
- ④ Batak
- ⑤ Madura
- ⑥ Melayu
- ⑦ Minangkabau
- ⑧ Bugis
- ⑨ Lain-lain

Q5. Agama:

- | | |
|---------------------|-------------------|
| ① Islam | ④ Kristen Katolik |
| ② Kristen Protestan | ⑤ Buddha |
| ③ Hindu | ⑥ Kong Hu Chu |

Q6. Apakah Anda memiliki visi untuk masa depan Anda?

- ① Ya
- ② Belum ada

Untuk Q7~22, hitamkan bulatan yang menunjukkan pilihan Anda untuk setiap pernyataan pada lembar jawaban yang terpisah.

- ① Setuju
- ② Agak setuju
- ③ Tidak tahu
- ④ Agak kurang setuju
- ⑤ Tidak setuju

Q7	Saya tidak tahu siapapun yang memberikan saya nasehat yang baik.	①②③④⑤
Q8	Saya percaya orang-orang dapat berbagi kebahagiaan dan kekhawatiran dengan yang lain.	①②③④⑤
Q9	Saya merasa orang-orang memahami saya.	①②③④⑤
Q10	Saya percaya seseorang memahami jalan hidup saya.	①②③④⑤
Q11	Saya berfikir saya bukan apa apa tapi penyendiri pada akhirnya.	①②③④⑤
Q12	Saya berfikir beberapa orang mengerti apa yang saya pikirkan dan bagaimana yang saya rasakan	①②③④⑤
Q13	Saya berfikir tak seorang pun mengerti apa yang saya pikirkan dan bagaimana yang saya rasakan.	①②③④⑤
Q14	Saya berfikir saya harus menyelesaikan masalah saya sendiri pada akhirnya.	①②③④⑤
Q15	Saya menemukan orang-orang yang kesepian secara alami.	①②③④⑤
Q16	Saya berfikir tak seorangpun memahami jalan hidup saya.	①②③④⑤
Q17	Saya berfikir orang-orang ditakdirkan untuk hidup sendiri pada akhirnya.	①②③④⑤
Q18	Saya percaya bahwa ada seseorang yang memiliki ide dan perasaan yang benar benar sama dengan yang saya miliki.	①②③④⑤
Q19	Saya berfikir bahwa tidak ada hidup yang sama seperti yang saya miliki tidak hanya di masa lalu tapi di masa depan.	①②③④⑤

Q20	Saya merasa tak seorangpun memahami saya.	①②③④⑤
Q21	Saya percaya orang orang dapat memahami perasaan satu dengan yang lain.	①②③④⑤
Q22	Kita semua akan sendiri setelahnya, tak peduli seberapa dekat diri kita.	①②③④⑤

Untuk Q7~22, hitamkan bulatan yang menunjukkan pilihan Anda untuk setiap pernyataan pada lembar jawaban yang terpisah.

- ① Sangat tidak setuju
- ② Tidak setuju
- ③ Agak tidak setuju
- ④ Agak setuju
- ⑤ Setuju
- ⑥ Sangat setuju

Q23	Saya berusaha keras untuk mencapai tujuan saya.	①②③④⑤⑥
Q24	Saya tidak punya sesuatu yang istimewa untuk disimpan di hati saya.	①②③④⑤⑥
Q25	Saya tahu orang seperti apa diri saya, apa yang saya harapkan, dan apa yang saya coba lakukan.	①②③④⑤⑥
Q26	Saya tidak memiliki gambaran yang jelas apa yang saya ingin lakukan.	①②③④⑤⑥
Q27	Saya tidak pernah membuat keputusan yang kritis tentang hidup saya sendiri secara mandiri.	①②③④⑤⑥
Q28	Saya telah berfikir berulang-ulang orang seperti apa saya dulu dan apa yang saya pernah ingin lakukan dalam hidup saya.	①②③④⑤⑥
Q29	Saya tidak pernah ragu menghabiskan hidup saya untuk memenuhi harapan orang tua atau orang lain.	①②③④⑤⑥
Q30	Saya ada waktu ketika saya telah kehilangan kepercayaan diri saya dalam jalan hidup saya sebelumnya	①②③④⑤⑥
Q31	Saya benar benar ingin menemukan sesuatu yang saya sangat akan komitmen kan pada diri saya.	①②③④⑤⑥

Q32	Saya tidak peduli apapun yang seharusnya saya lakukan sesuai dengan keadaan saya.	①②③④⑤⑥
Q33	Saya befikir serius tentang orang seperti apa diri saya dan apa yang saya coba lakukan, membandingkan dengan beberapa pilihan yang memungkinkan.	①②③④⑤⑥
Q34	Saya tidak yakin bahwa saya mampu melakukan segala sesuatu yang berarti dalam hidup saya.	①②③④⑤⑥

Angket survey untuk penelitian Perkembangan Karir mahasiswa universitas

Petunjuk

Berikut akan disajikan angket berisi pernyataan-pernyataan yang didahului pertanyaan tentang identitas diri. Jawablah pernyataan-pernyataan tersebut secara spontan tanpa menghabiskan banyak waktu untuk setiap butir pernyataan. Pastikan untuk menjawab seluruh pernyataan tanpa ada yang terlewati.

Angket ini bukan merupakan suatu tes sehingga tidak ada jawaban yang 'benar' atau 'salah' atas pernyataan yang dipilih. Jawaban Anda hendaknya mencerminkan keadaan Anda yang sebenarnya dan bukan yang seharusnya.

Anda tidak perlu takut atau ragu-ragu dalam memberikan jawaban yang sejujurnya karena kami akan menjaga kerahasiaan privasi dan data pribadi Anda secara ketat.

Kami sangat berharap beberapa responden yang mengisi angket ini bersedia untuk diwawancarai pada. Jika Anda bersedia untuk diwawancarai, mohon tuliskan nama dan no HP yang dapat dihubungi pada lembar jawaban.

Terima kasih atas kesediaan dan kerjasama Anda.

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Kiyomi Banda, Universitas SANNO, Tokyo, Japan

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Contoh Lembar Jawaban

The diagram shows a portion of a Japanese answer sheet. It features several input fields and a grid of bubbles for marking answers. Callouts in various colors point to specific areas: a blue box labeled '1. Nama' points to a name field; an orange box labeled '2. Angkatan' points to a graduation year field; a green box labeled '3. Usia' points to an age field; another green box labeled '1. Alamat E-mail (nomor telepon)' points to an email/phone number field. A white box labeled 'Q1' with a large arrow points to a section with two columns of bubbles, likely for gender selection.

Isilah bagian identitas diri pada lembar jawaban yang terpisah sesuai petunjuk pada halaman sebelumnya.

4. Tuliskan nama dan alamat email Anda di dalam kotak sesuai petunjuk.
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② 2016 ② 2015 ③ 2014 ③ 2013 ④ <2013
6. Tuliskan usia Anda dalam kotak dan hitamkan bulatan di bawahnya sesuai angka yang dituliskan Anda. Isilah bagian berikut ini pada lembar jawaban yang terpisah sesuai petunjuk pada halaman sebelumnya.

Q1. Jenis kelamin: ① Laki-laki ② Perempuan

Untuk Q7~22, hitamkan bulatan yang menunjukkan pilihan Anda untuk setiap pernyataan pada lembar jawaban yang terpisah.

- ① Setuju
- ② Agak setuju
- ③ Tidak tahu
- ④ Agak kurang setuju
- ⑤ Tidak setuju

Q7	Saya tidak tahu siapapun yang memberikan saya nasehat yang baik.	①②③④⑤
Q8	Saya percaya orang-orang dapat berbagi kebahagiaan dan kekhawatiran dengan yang lain.	①②③④⑤
Q9	Saya merasa orang-orang memahami saya.	①②③④⑤
Q10	Saya percaya seseorang memahami jalan hidup saya.	①②③④⑤
Q11	Saya berfikir saya bukan apa apa tapi penyendiri pada akhirnya.	①②③④⑤
Q12	Saya berfikir beberapa orang mengerti apa yang saya pikirkan dan bagaimana yang saya rasakan	①②③④⑤
Q13	Saya berfikir tak seorang pun mengerti apa yang saya pikirkan dan bagaimana yang saya rasakan.	①②③④⑤
Q14	Saya berfikir saya harus menyelesaikan masalah saya sendiri pada akhirnya.	①②③④⑤
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Q19	Saya berfikir bahwa tidak ada hidup yang sama seperti yang saya miliki tidak hanya di masa lalu tapi di masa depan.	①②③④⑤

Q20	Saya merasa tak seorangpun memahami saya.	①②③④⑤
Q21	Saya percaya orang-orang dapat memahami perasaan satu dengan yang lain.	①②③④⑤
Q22	Kita semua akan sendiri setelahnya, tak peduli seberapa dekat diri kita.	①②③④⑤

Untuk Q7~22, hitamkan bulatan yang menunjukkan pilihan Anda untuk setiap pernyataan pada lembar jawaban yang terpisah.

- ⑦ Sangat tidak setuju
- ⑧ Tidak setuju
- ⑨ Agak tidak setuju
- ⑩ Agak setuju
- ⑪ Setuju
- ⑫ Sangat setuju

Q23	Saya berusaha keras untuk mencapai tujuan saya.	①②③④⑤⑥
Q24	Saya tidak punya sesuatu yang istimewa untuk disimpan di hati saya.	①②③④⑤⑥
Q25	Saya tahu orang seperti apa diri saya, apa yang saya harapkan, dan apa yang saya coba lakukan.	①②③④⑤⑥
Q26	Saya tidak memiliki gambaran yang jelas apa yang saya ingin lakukan.	①②③④⑤⑥
Q27	Saya tidak pernah membuat keputusan yang kritis tentang hidup saya sendiri secara mandiri.	①②③④⑤⑥
Q28	Saya telah berfikir berulang-ulang orang seperti apa saya dulu dan apa yang saya pernah ingin lakukan dalam hidup saya.	①②③④⑤⑥
Q29	Saya tidak pernah ragu menghabiskan hidup saya untuk memenuhi harapan orang tua atau orang lain.	①②③④⑤⑥
Q30	Saya ada waktu ketika saya telah kehilangan kepercayaan diri saya dalam jalan hidup saya sebelumnya	①②③④⑤⑥

Q31	Saya benar benar ingin menemukan sesuatu yang saya sangat akan komitmen kan pada diri saya.	①②③④⑤⑥
Q32	Saya tidak peduli apapun yang seharusnya saya lakukan sesuai dengan keadaan saya.	①②③④⑤⑥
Q33	Saya befikir serius tentang orang seperti apa diri saya dan apa yang saya coba lakukan, membandingkan dengan beberapa pilihan yang memungkinkan.	①②③④⑤⑥
Q34	Saya tidak yakin bahwa saya mampu melakukan segala sesuatu yang berarti dalam hidup saya.	①②③④⑤⑥

Career Identity Work 質問紙調査

回答には正解はありません。また、どのような回答をしても、成績に影響することはありません。
このデータは、研究発表に使用させていただきますが、個人が特定されるような情報開示は
決して行いませんので、安心して回答してください。

調査責任者 番田清美 kimbanda2@gmail.com

マークシートに、氏名 本日の年月日を記入ください。

学年、クラスの欄には年齢を、学籍番号を記入し、鉛筆でマークしてください。

それでは、下記の質問に答え、該当の番号をマークしてください。

■ あなたは現在、以下のことが、どの程度できていると感じますか。

あてはまる箇所の番号を回答ください。

		できて いない	あまり できて いない	どちら とも言 えない	ややで きてい る	かなり できて いる
問1	将来のビジョンを明確にする。	1	2	3	4	5
問2	学外の様々な行事に熱心に取り組む。	1	2	3	4	5
問3	将来の夢をはっきりさせ、目標を立てる。	1	2	3	4	5
問4	尊敬する人に会える場所に積極的に参加する。	1	2	3	4	5
問5	将来、具体的に何をやりたいかを見つける。	1	2	3	4	5
問6	人生に役立つスキルを身に着ける。	1	2	3	4	5
問7	様々な人に出会い、人脈を広げる。	1	2	3	4	5
問8	将来のことを調べて考える。	1	2	3	4	5
問9	何事にも積極的に取り組む。	1	2	3	4	5
問10	自分が本当にやりたいことを見つける。	1	2	3	4	5
問11	様々な視点から物事を見られる人間になる。	1	2	3	4	5

■ 下記の文面を読み、あなたにどれほど当てはまっているかを回答ください。

		全く当てはまらない	当てはまらない	当てはまる	非常に良く当てはまる
問12	自信が所属している組織に新しく入ったメンバーと一緒に作業することにためらうことはない。	1	2	3	4
問13	困ったことがあったら、周りの人に援助を求めることができる。	1	2	3	4
問14	自分にまかされたことで何か問題が起きても自分なりの方法で乗り切ることができる。	1	2	3	4
問15	困難なことでも、前向きに取り組むことができる。	1	2	3	4
問16	自分が任されたことをする際、できるだけよい方法をしっかり検討して取り組むほうである。	1	2	3	4
問17	上手くいくかわからない様な役割も受け入れることができる。	1	2	3	4
問18	あなたにとって、目標は確実に達成することができるものよりも、難しいものがよい。	1	2	3	4
問19	自分が任されたことでしんどいことがあると、それを続けていくことが難しい方である。	1	2	3	4
問20	環境の変化に適応できる方である。	1	2	3	4
問21	組織の変化や自分の役割の変化を受け入れることができる。	1	2	3	4
問22	周囲の変化に柔軟に対応できる方である。	1	2	3	4
問23	困ったときに、ふさぎこまないで次の手を考える。	1	2	3	4
問24	どんなことでも、たいてい何とかかなりそうな気がする。	1	2	3	4
問25	人を笑わせるのが得意である。	1	2	3	4
問26	面白く話をすることが得意である。	1	2	3	4
問27	ユーモアを言うのが苦手である。	1	2	3	4
問28	自分から人と親しくなることが得意である。	1	2	3	4
問29	他の人と共感的に関わりあえる方である。	1	2	3	4
問30	相手に自分の感情を素直に表せる。	1	2	3	4

問31	交友関係が広く、社交的な方である。	1	2	3	4
問32	悩みがあるとき、他の人の相談している。	1	2	3	4
問33	いざと言うときのために、組織の中で影響力を持っている人とのコネクションを持とうとしている。	1	2	3	4
問34	新しいことや珍しいことが好きである。	1	2	3	4
問35	色々なことを知りたいと思っている。	1	2	3	4
問36	物事に対する興味や関心が強い方だ。	1	2	3	4
問37	色々なことにチャレンジするのが好きである。	1	2	3	4
問38	新しいことを学ぶ意欲を持っている。	1	2	3	4
問39	自分に任せられたことは、自分の力でやり遂げようと努力する。	1	2	3	4
問40	自分の将来に希望を持っている。	1	2	3	4
問41	あなたの将来の見通しは明るいと思う。	1	2	3	4
問42	自分の将来にはきっといいことがあると思う。	1	2	3	4
問43	自分には誇れるところがまなりないと思う。	1	2	3	4
問44	思いやりを持って人と接している。	1	2	3	4
問45	他人に対して親切な方である。	1	2	3	4

■ 下記の文面を読み、今のあなたにどれほど当てはまっているかを回答ください。

		全く 行って いない	行ってし ない	どちら とも言 えない	良く 行って いる	非常に 良くお こなっ ている
問46	本や雑誌、インターネットなどで仕事や働くことに関連する記事を読む。	1	2	3	4	5
問47	将来の仕事について、友人や先輩、家族などから話を聴く。	1	2	3	4	5
問48	仕事や働くことをテーマにしたTV番組を観たり、講演会を聴きに行く。	1	2	3	4	5
問49	興味がある仕事に関する情報を集める。	1	2	3	4	5
問50	社会人から仕事や働くことについて話を聴く。	1	2	3	4	5
問51	興味がある仕事に就くにはどのように活動すればよいのか調べる。	1	2	3	4	5
問52	興味がある仕事で必要とされる知識や資格について調べる。	1	2	3	4	5
問53	自分の長所や短所について考えてみる。	1	2	3	4	5
問54	自分と言う人間について考えてみる。	1	2	3	4	5
問55	これまでの自分の生き方について振り返ってみる。	1	2	3	4	5
問56	これからの自分の生き方について想像してみる。	1	2	3	4	5
問57	自分が好きなこと、得意なことについて考えてみる。	1	2	3	4	5
問58	自分が嫌いなこと、不得意なことについて考えてみる。	1	2	3	4	5

質問は以上です。ご協力いただき、ありがとうございました。

Appendix 6. Descriptive statistics of Study 1 & Study 2

記述統計量											
	度数	最小値	最大値	平均値	標準偏差	分散	歪度		尖度		
							統計量	標準誤差	統計量	標準誤差	
LS01	508	1	5	4.12	1.367	1.869	-1.208	.108	.123	.216	
LS02	504	1	5	1.56	.905	.820	1.856	.109	3.245	.217	
LS03	508	1	5	2.37	1.170	1.370	.819	.108	.040	.216	
LS04	507	1	5	2.05	1.085	1.177	1.123	.108	1.105	.217	
LS05	506	1	5	3.32	1.511	2.282	-.191	.109	-1.329	.217	
LS06	508	1	5	1.65	.879	.772	1.760	.108	3.631	.216	
LS07	506	1	5	4.31	1.091	1.191	-1.300	.109	1.208	.217	
LS08	506	1	5	1.60	1.022	1.045	2.172	.109	4.655	.217	
LS09	507	1	5	3.49	1.484	2.203	-.372	.108	-1.154	.217	
LS010	507	1	5	4.18	1.116	1.246	-1.214	.108	1.009	.217	
LS011	508	1	5	3.86	1.298	1.685	-.753	.108	-.389	.216	
LS012	507	1	5	2.48	1.429	2.041	.620	.108	-.903	.217	
LS013	504	1	5	2.06	1.346	1.812	1.059	.109	-.041	.217	
LS014	505	1	5	4.16	1.121	1.257	-1.167	.109	.851	.217	
LS015	506	1	5	2.01	1.039	1.079	1.186	.109	1.160	.217	
LS016	507	1	5	1.99	1.125	1.267	1.105	.108	.453	.217	
ID1	505	1	6	3.51	1.390	1.933	-.197	.109	-.710	.217	
ID2	467	1	6	4.24	1.494	2.232	-.427	.113	-.973	.225	
ID3	501	1	6	3.34	1.375	1.890	.010	.109	-.781	.218	
ID4	504	1	6	3.09	1.437	2.066	.154	.109	-.998	.217	
ID5	501	1	6	2.75	1.476	2.178	.466	.109	-.901	.218	
ID6	502	1	6	3.91	1.696	2.875	-.425	.109	-1.066	.218	
ID7	502	1	6	2.86	1.352	1.828	.321	.109	-.706	.218	
ID8	504	1	6	3.54	1.581	2.499	-.095	.109	-1.024	.217	
ID9	503	1	6	3.68	1.539	2.368	-.237	.109	-1.008	.217	
ID10	504	1	6	3.08	1.421	2.020	.126	.109	-.957	.217	
ID11	500	1	6	3.62	1.423	2.025	-.060	.109	-.756	.218	
ID12	498	1	6	2.53	1.471	2.165	.637	.109	-.781	.218	

Appendix 7. Descriptive statistics of Study 3

記述統計量												
		度数	最小値	最大値	平均値	標準偏差	分散	歪度		尖度		
								統計量	標準誤差	統計量	標準誤差	
Pre	1	b01	18	1.0	5.0	2.333	1.1376	1.294	.869	.536	.358	1.038
	2	a01	18	1.0	5.0	2.722	1.3198	1.742	.059	.536	-.754	1.038
	3	b02	18	1.0	5.0	2.389	1.1950	1.428	.993	.536	.855	1.038
	4	a02	18	1.0	5.0	2.944	1.1618	1.350	.119	.536	-.336	1.038
	5	b03	18	1.0	5.0	2.556	1.1490	1.320	.502	.536	-.383	1.038
	6	a03	18	1.0	5.0	3.333	1.1376	1.294	-.749	.536	.358	1.038
	7	a04	18	1.0	5.0	3.556	1.0966	1.203	-.761	.536	.335	1.038
	8	b04	18	1.0	5.0	3.000	1.0847	1.176	.311	.536	-.221	1.038
	9	a05	18	1.0	5.0	2.944	.9376	.879	.120	.536	.624	1.038
	10	b05	18	1.0	5.0	2.833	1.0432	1.088	.369	.536	-.489	1.038
	11	a06	18	2.0	5.0	3.278	.9583	.918	-.180	.536	-1.194	1.038
	12	c01	18	2.0	5.0	3.556	1.0416	1.085	.010	.536	-1.067	1.038

	13	c02	18	2.0	5.0	3.444	1.0416	1.085	-.361	.536	-1.162	1.038
	14	c03	18	2.0	4.0	3.056	.7254	.526	-.086	.536	-.904	1.038
	15	c04	18	1.0	5.0	3.000	1.0847	1.176	-.311	.536	-.221	1.038
	16	c05	18	2.0	4.0	3.389	.8498	.722	-.904	.536	-.963	1.038
	17	c06	18	2.0	4.0	2.944	.6391	.408	-.041	.536	-.143	1.038
	18	c07	18	1.0	5.0	2.944	1.1618	1.350	-.134	.536	-.950	1.038
	19	c08	18	1.0	4.0	2.889	.7584	.575	-.715	.536	1.247	1.038
	20	c09	18	2.0	5.0	3.056	.9376	.879	.362	.536	-.823	1.038
	21	c10	18	2.0	4.0	3.222	.7321	.536	-.383	.536	-.906	1.038
	22	c11	18	2.0	4.0	3.278	.7519	.565	-.529	.536	-.933	1.038
	23	c12	18	2.0	5.0	3.222	.8782	.771	.104	.536	-.635	1.038
	24	c13	18	1.0	5.0	3.556	1.0416	1.085	-.693	.536	.832	1.038
	25	d01	18	2.0	4.0	2.944	.7254	.526	.086	.536	-.904	1.038
	26	d02	18	1.0	4.0	2.778	.8782	.771	-.104	.536	-.635	1.038
	27	d03	18	1.0	4.0	2.444	.9218	.850	-.071	.536	-.632	1.038
	28	d04	18	1.0	5.0	2.944	1.0556	1.114	.459	.536	.199	1.038
	29	d05	18	1.0	4.0	3.167	.9235	.853	-.868	.536	.012	1.038
	30	d06	18	1.0	4.0	3.056	.8726	.761	-.713	.536	.197	1.038
	31	d07	18	1.0	5.0	2.556	1.1991	1.438	.774	.536	.206	1.038
	32	d08	18	1.0	5.0	3.278	1.0178	1.036	-.631	.536	-.026	1.038
	33	d09	18	1.0	4.0	2.722	.9583	.918	-.271	.536	-.664	1.038
	34	e01	18	2.0	5.0	3.500	.7859	.618	.409	.536	-.069	1.038
	35	e02	18	3.0	5.0	3.944	.6391	.408	.041	.536	-.143	1.038
	36	e03	18	2.0	5.0	3.444	.9218	.850	-.071	.536	-.632	1.038
	37	e04	18	2.0	5.0	3.222	.9428	.889	.452	.536	-.389	1.038
	38	e05	18	1.0	5.0	3.389	.9164	.840	-.921	.536	1.652	1.038
	39	e06	18	2.0	5.0	3.389	.8498	.722	-.257	.536	-.534	1.038
	40	f01	18	1.0	4.0	2.722	.9583	.918	-.271	.536	-.664	1.038
	41	f02	18	1.0	5.0	2.667	1.0290	1.059	.405	.536	.325	1.038
	42	f03	18	2.0	5.0	3.167	.9235	.853	.644	.536	.012	1.038
	43	f04	18	1.0	5.0	2.778	1.0033	1.007	.498	.536	-.001	1.038
	44	g01	18	1.0	5.0	3.500	1.0432	1.088	-.525	.536	.643	1.038
	45	g02	18	1.0	5.0	3.333	.9701	.941	-.338	.536	1.056	1.038
	46	h01	18	1.0	4.0	2.278	1.0741	1.154	.335	.536	-1.040	1.038
	47	h02	18	1.0	5.0	3.167	1.3827	1.912	-.334	.536	-1.125	1.038
	48	h03	18	1.0	4.0	2.056	1.0556	1.114	.554	.536	-.881	1.038
	49	h04	18	1.0	4.0	2.500	.9235	.853	.252	.536	-.602	1.038
	50	h05	18	1.0	5.0	2.833	1.2948	1.676	.346	.536	-1.233	1.038
	51	h06	18	1.0	5.0	2.778	1.0033	1.007	.498	.536	-.001	1.038
	52	h07	18	1.0	5.0	2.889	1.1827	1.399	.238	.536	-.490	1.038
	53	i01	18	2.0	4.0	3.167	.9235	.853	-.364	.536	-1.831	1.038
	54	i02	18	1.0	4.0	3.056	.9984	.997	-.521	.536	-1.045	1.038
	55	i03	18	1.0	5.0	3.333	1.1376	1.294	-.210	.536	-.443	1.038
	56	i04	18	1.0	5.0	3.222	1.1144	1.242	-.778	.536	-.016	1.038
	57	i05	18	2.0	5.0	3.611	.8498	.722	-.390	.536	-.106	1.038
	58	i06	18	2.0	5.0	3.333	.9701	.941	.097	.536	-.837	1.038
Post	1	2b01	18	1.0	5.0	2.389	1.0922	1.193	.929	.536	.614	1.038
	2	2a01	18	1.0	5.0	2.722	1.2744	1.624	.013	.536	-1.180	1.038
	3	2b02	18	1.0	5.0	2.556	1.2935	1.673	.230	.536	-1.129	1.038
	4	2a02	18	1.0	5.0	3.000	1.0847	1.176	-.311	.536	-.221	1.038
	5	2b03	18	1.0	5.0	2.667	1.2834	1.647	.522	.536	-.729	1.038
	6	2a03	18	1.0	5.0	3.167	1.2485	1.559	-.147	.536	-.665	1.038
	7	2a04	18	1.0	5.0	3.556	1.0966	1.203	-.761	.536	.335	1.038
	8	2b04	18	1.0	5.0	3.056	1.3048	1.703	.065	.536	-1.068	1.038
	9	2a05	18	1.0	5.0	3.000	1.0847	1.176	-.311	.536	-.221	1.038
	10	2b05	18	1.0	5.0	2.722	1.2744	1.624	.588	.536	-.163	1.038

11	2a06	18	2.0	5.0	3.611	.7775	.605	.007	.536	-.095	1.038
12	2c01	18	2.0	5.0	3.611	1.0369	1.075	-.155	.536	-1.007	1.038
13	2c02	18	2.0	5.0	3.667	.8402	.706	.074	.536	-.472	1.038
14	2c03	18	2.0	4.0	3.111	.7584	.575	-.195	.536	-1.118	1.038
15	2c04	18	2.0	4.0	3.056	.7254	.526	-.086	.536	-.904	1.038
16	2c05	18	2.0	5.0	3.167	.8575	.735	.280	.536	-.337	1.038
17	2c06	18	2.0	5.0	2.944	.8024	.644	.875	.536	1.305	1.038
18	2c07	18	1.0	5.0	2.833	1.2485	1.559	.351	.536	-.940	1.038
19	2c08	18	2.0	5.0	2.722	1.0178	1.036	1.008	.536	-.442	1.038
20	2c09	18	2.0	5.0	3.167	.9852	.971	.046	.536	-1.318	1.038
21	2c10	18	2.0	5.0	3.556	.7838	.614	.207	.536	-.149	1.038
22	2c11	18	2.0	5.0	3.333	.9075	.824	-.236	.536	-.893	1.038
23	2c12	18	1.0	5.0	3.222	1.3086	1.712	.248	.536	-1.158	1.038
24	2c13	17	1.0	5.0	3.706	1.0467	1.096	-.809	.550	1.378	1.063
25	2d01	18	2.0	5.0	2.889	.9634	.928	.687	.536	-.600	1.038
26	2d02	18	2.0	5.0	2.778	.8782	.771	1.069	.536	.868	1.038
27	2d03	18	1.0	4.0	2.722	.8948	.801	.067	.536	-.814	1.038
28	2d04	18	1.0	5.0	2.833	.9852	.971	.369	.536	.106	1.038
29	2d05	18	3.0	5.0	3.611	.6978	.487	.724	.536	-.481	1.038
30	2d06	18	1.0	5.0	3.333	.9701	.941	-.773	.536	.677	1.038
31	2d07	18	1.0	5.0	2.833	1.0432	1.088	.719	.536	.643	1.038
32	2d08	18	2.0	5.0	3.333	.9701	.941	.097	.536	-.837	1.038
33	2d09	18	1.0	5.0	2.611	1.2433	1.546	.644	.536	-.320	1.038
34	2e01	18	2.0	5.0	3.556	.9218	.850	.071	.536	-.632	1.038
35	2e02	18	2.0	5.0	3.722	.8948	.801	-.487	.536	-.117	1.038
36	2e03	18	2.0	5.0	3.333	.9701	.941	.097	.536	-.837	1.038
37	2e04	18	2.0	5.0	3.500	.9235	.853	-.252	.536	-.602	1.038
38	2e05	18	2.0	5.0	3.278	.8948	.801	-.067	.536	-.814	1.038
39	2e06	18	1.0	5.0	3.444	.9835	.967	-.661	.536	1.109	1.038
40	2f01	18	1.0	5.0	3.111	1.0786	1.163	.073	.536	-.273	1.038
41	2f02	18	1.0	5.0	2.833	1.2948	1.676	.346	.536	-.517	1.038
42	2f03	18	2.0	5.0	3.222	1.0033	1.007	.288	.536	-.884	1.038
43	2f04	18	1.0	5.0	3.056	1.2113	1.467	-.118	.536	-.761	1.038
44	2g01	18	2.0	5.0	3.611	.9785	.958	.498	.536	-1.164	1.038
45	2g02	18	2.0	5.0	3.389	.9164	.840	.626	.536	-.249	1.038
46	2h01	18	1.0	5.0	2.722	1.3198	1.742	.059	.536	-1.417	1.038
47	2h02	18	2.0	5.0	3.500	.7859	.618	-.409	.536	-.069	1.038
48	2h03	18	1.0	4.0	2.000	.9075	.824	.531	.536	-.399	1.038
49	2h04	18	1.0	4.0	2.611	.9785	.958	-.350	.536	-.676	1.038
50	2h05	18	1.0	5.0	2.833	1.0981	1.206	.067	.536	-.473	1.038
51	2h06	18	1.0	4.0	2.556	.9835	.967	-.173	.536	-.802	1.038
52	2h07	18	1.0	5.0	2.667	1.0290	1.059	.405	.536	.325	1.038
53	2i01	18	2.0	5.0	3.500	.8575	.735	.000	.536	-.337	1.038
54	2i02	18	1.0	5.0	3.278	1.1275	1.271	-.341	.536	-.651	1.038
55	2i03	18	1.0	5.0	3.056	1.1100	1.232	-.121	.536	-1.118	1.038
56	2i04	18	1.0	5.0	3.389	.9785	.958	-.498	.536	1.030	1.038
57	2i05	18	2.0	5.0	3.778	.8085	.654	-.300	.536	.024	1.038
58	2i06	18	1.0	5.0	3.222	1.0033	1.007	-.498	.536	-.001	1.038

Appendix 8. Descriptive statistics of Study 5-1

記述統計量

	度数	最小値	最大値	平均値	標準偏差	分散	歪度		尖度	
	統計量	統計量	統計量	統計量	統計量	統計量	統計量	標準誤差	統計量	標準誤差
RLS01	419	1	5	1.85	1.294	1.675	1.377	.119	.530	.238
RLS02	419	1	5	4.44	0.904	.817	-1.770	.119	2.770	.238
RLS03	419	1	5	3.65	1.131	1.279	-.745	.119	-.095	.238
RLS04	419	1	5	3.97	1.031	1.064	-.946	.119	.456	.238
RLS05	419	1	5	2.69	1.471	2.165	.244	.119	-1.343	.238
RLS06	419	1	5	4.39	0.838	.702	-1.785	.119	3.968	.238
RLS07	419	1	5	1.74	1.060	1.124	1.420	.119	1.220	.238
RLS08	419	1	5	4.42	0.949	.900	-2.104	.119	4.430	.238
RLS09	419	1	5	2.53	1.428	2.039	.430	.119	-1.134	.238
RLS010	419	1	5	1.87	1.086	1.180	1.260	.119	.943	.238
RLS011	419	1	5	2.16	1.249	1.559	.892	.119	-.264	.238
RLS012	417	1	5	3.55	1.398	1.955	-.640	.120	-.874	.238
RLS013	415	1	5	3.99	1.280	1.637	-1.029	.120	-.147	.239
RLS014	419	1	5	1.84	1.053	1.109	1.296	.119	1.046	.238
RLS015	419	1	5	4.01	1.018	1.036	-1.173	.119	1.108	.238
RLS016	419	1	5	4.03	1.080	1.166	-1.074	.119	.461	.238
ID1	419	1	6	3.47	1.375	1.891	-.179	.119	-.736	.238
ID2	417	1	6	2.72	1.461	2.134	.431	.120	-.974	.238
ID3	419	1	6	3.35	1.343	1.802	-.028	.119	-.732	.238
ID4	419	1	6	3.04	1.431	2.046	.204	.119	-.987	.238
ID5	419	1	6	2.75	1.455	2.118	.414	.119	-1.013	.238
ID6	419	1	6	3.84	1.690	2.856	-.367	.119	-1.101	.238
ID7	417	1	6	2.85	1.316	1.731	.317	.120	-.653	.238
ID8	419	1	6	3.51	1.555	2.418	-.113	.119	-.973	.238
ID9	419	1	6	3.66	1.525	2.326	-.220	.119	-.997	.238
ID10	419	1	6	3.06	1.419	2.013	.121	.119	-.989	.238
ID11	419	1	6	3.53	1.414	2.001	-.015	.119	-.778	.238
ID12	415	1	6	2.58	1.467	2.153	.571	.120	-.894	.239

Appendix 9. Descriptive statistics of Study 5-2

Students attending highly selective university

記述統計量										
	度数	最小値	最大値	平均値	標準偏差	分散	歪度		尖度	
	統計量	統計量	統計量	統計量	統計量	統計量	統計量	標準誤差	統計量	標準誤差
RLS01	208	1	5	1.73	1.253	1.570	1.638	.169	1.382	.336
RLS02	208	2	5	4.57	.726	.527	-1.959	.169	3.914	.336
RLS03	208	1	5	3.79	1.105	1.221	-.831	.169	.078	.336
RLS04	208	1	5	4.16	1.035	1.071	-1.167	.169	.707	.336
RLS05	208	1	5	2.77	1.409	1.985	.249	.169	-1.239	.336
RLS06	208	1	5	4.61	.721	.520	-2.053	.169	4.484	.336
RLS07	208	1	5	1.58	.934	.873	1.860	.169	3.156	.336
RLS08	208	1	5	4.44	.883	.779	-2.057	.169	4.636	.336
RLS09	208	1	5	2.70	1.417	2.007	.365	.169	-1.152	.336
RLS010	208	1	5	1.75	1.100	1.210	1.489	.169	1.379	.336
RLS011	208	1	5	2.14	1.261	1.589	.918	.169	-.255	.336
RLS012	208	1	5	3.36	1.484	2.203	-.343	.169	-1.359	.336
RLS013	208	1	5	4.27	1.162	1.350	-1.614	.169	1.621	.336
RLS014	208	1	5	1.76	.982	.964	1.386	.169	1.461	.336
RLS015	208	1	5	3.90	.988	.976	-.837	.169	.385	.336
RLS016	208	1	5	4.21	1.023	1.047	-1.309	.169	1.107	.336
ID1	208	1	5	3.50	1.125	1.266	-.824	.169	.056	.336
ID2	208	1	5	2.45	1.336	1.785	.490	.169	-.970	.336
ID3	208	1	5	3.25	1.173	1.377	-.498	.169	-.727	.336
ID4	208	1	5	3.10	1.302	1.695	-.176	.169	-1.148	.336
ID5	208	1	5	2.34	1.283	1.646	.614	.169	-.796	.336
ID6	208	1	5	3.91	1.089	1.185	-.929	.169	.233	.336
ID7	208	1	5	2.66	1.229	1.511	.156	.169	-1.021	.336
ID8	208	1	5	3.59	1.305	1.703	-.725	.169	-.611	.336
ID9	208	1	5	3.63	1.105	1.221	-.603	.169	-.300	.336
ID10	208	1	5	2.71	1.269	1.609	.094	.169	-1.117	.336
ID11	208	1	5	3.58	.975	.950	-.659	.169	.015	.336
ID12	208	1	5	2.11	1.117	1.249	.787	.169	-.140	.336

Appendix 10. Descriptive statistics of Study 5-2

Indonesian university students

	記述統計量									
	度数	最小値	最大値	平均値	標準偏差	分散	歪度		尖度	
	統計量	統計量	統計量	統計量	統計量	統計量	統計量	標準誤差	統計量	標準誤差
RLS01	473	1	5	2.08	1.38401	1.915	1.025	.112	-.342	.224
RLS02	473	1	5	4.52	.87591	.767	-2.081	.112	3.924	.224
RLS03	474	1	5	3.18	1.11918	1.253	-.313	.112	-.636	.224
RLS04	474	1	5	3.29	1.24010	1.538	-.242	.112	-.888	.224
RLS05	474	1	5	2.44	1.40877	1.985	.510	.112	-1.156	.224
RLS06	473	1	5	3.86	1.10927	1.230	-.975	.112	.253	.224
RLS07	474	1	5	2.31	1.25872	1.584	.779	.112	-.438	.224
RLS08	474	1	5	4.21	1.21332	1.472	-1.540	.112	1.150	.224
RLS09	473	1	5	3.66	1.18925	1.414	-.640	.112	-.313	.224
RLS010	474	1	5	2.37	1.29757	1.684	.695	.112	-.629	.224
RLS011	474	1	5	2.06	1.44487	2.088	1.108	.112	-.302	.224
RLS012	474	1	5	4.15	1.09289	1.194	-1.375	.112	1.194	.224
RLS013	474	1	5	3.07	1.39214	1.938	.003	.112	-1.259	.224
RLS014	474	1	5	2.04	1.15431	1.332	.949	.112	-.054	.224
RLS015	472	1	5	4.37	.94669	.896	-1.751	.112	2.632	.224
RLS016	474	1	5	3.21	1.50929	2.278	-.229	.112	-1.443	.224
ID1	474	1	6	5.28	1.144	1.308	-2.455	.112	6.305	.224
ID2	472	1	6	2.38	1.259	1.586	.965	.112	.330	.224
ID3	474	1	6	4.83	1.215	1.477	-1.441	.112	1.951	.224
ID4	474	1	6	2.40	1.242	1.543	.959	.112	.238	.224
ID5	474	1	6	2.73	1.272	1.618	.461	.112	-.627	.224
ID6	474	1	6	4.79	1.128	1.273	-1.471	.112	2.343	.224
ID7	474	1	6	4.89	1.270	1.613	-1.405	.112	1.549	.224
ID8	474	1	6	4.19	1.302	1.696	-.761	.112	-.120	.224
ID9	474	1	6	5.28	1.127	1.270	-2.490	.112	6.594	.224
ID10	474	1	6	3.24	1.437	2.065	.135	.112	-1.047	.224
ID11	474	1	6	4.89	1.191	1.419	-1.547	.112	2.295	.224
ID12	474	1	6	2.23	1.358	1.843	1.094	.112	.374	.224

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