Original Papers

Małgorzata Rękosiewicz*

Type of social participation and identity formation in adolescence and emerging adulthood

Abstract: *This paper presents the results of empirical research that explores the links between types of social participation and identity. The author availed herself of the neo-eriksonian approach to identity by Luyckx et al. (2006) and the concept of social participation types (Reinders, Butz, 2001). The study involved 1,665 students from six types of schools: lower secondary school (n=505), general upper secondary school (n=171), technical upper secondary school (n=187), specialized upper secondary school (n=214), university (n=252), and post-secondary school (medical rescue, massage therapy, cosmetology, occupational therapy) (n=336). The results of the research, conducted with the use of Dimensions of Identity Development Scale (DIDS) and Social Participation Questionnaire (SPQ-S 1 and SPQ-S 2), indicate that transitive orientation increases with age and that, consequently, the frequency of assimilation and integration types of social participation tends to be higher in emerging adulthood in comparison with adolescence. The study showed that general upper secondary school students, contrary to their colleagues from technical and specialized upper secondary schools, did not differ in terms of transitive and moratorium orientation levels from lower secondary school students. The hypothesis about the relationship between transitive orientation and commitment scales was confirmed, whereas the hypotheses concerning the links between exploration scales and both dimensions of social participation were not validated.*

Key words: *adolescence, commitment, educational context, emerging adulthood, exploration, identity, moratorium, social participation, transition*

The results of a constantly growing body of studies (e.g. in Italy - Lanz, Tagliabue, 2007; in the Czech Republic – Macek, Bejček, Vaníčková, 2007; in Austria – Sirsch, Dreher, Mayr, Willinger, 2009; in the United States of America – Arnett, 2000; or in Poland – Brzezińska, Czub, Czub et al., 2012; see also data of the Central Statistical Office – GUS, 2010) indicate that young people are postponing engaging in tasks and roles typical of adulthood, and that they need more time to take up roles typical of adolescence. This phenomenon is known in psychology as prolonged moratorium and has recently started to be recognized by researchers as normative, which finds its reflection in the fact that Jefferey J. Arnett (2000) suggested a new developmental phase – emerging adulthood.

According to Arnett (2001), the prolongation of the moratorium period can be attributed to changes that have taken place in Western democracies, which have entered into a specific phase of development. This phase is often referred to as postmodernity, or second, late or liquid modernity (Bauman, 2000; 2006). Features characteristic of this phase of societal development are rapid transformations and access to a multiplicity of offers. Functioning under such circumstances has certain implications for the process of identity formation (Bauman, 2007). Studies conducted in Poland (Brzezińska, Czub, Czub et al., 2012) show that delaying adulthood, especially in the sphere of family life and work, is strongly determined by the socio-economic situation connected with the labor market, the necessity to educate oneself longer, and difficulties in gaining financial independence. The process of achieving identity extends in time and young people, in comparison to previous generations, delay making serious, adult commitments (see Brzezińska, Czub, Nowotnik, Rękosiewicz, 2012; Szafraniec, 2011).

* **Małgorzata Rękosiewicz; Doctoral Studies at the Institute of Psychology, Adam Mickiewicz University, Poznań, Poland; malgrek@amu.edu.pl**

According to the opinion of some German researchers (Reinders, Butz, 2001), young people differ from each other in terms of their type of social participation, which is defined as a way of functioning in the social context that can be either moratorium-oriented (benefiting from opportunities connected with youth) or transition-oriented (engaging in activities that allow young people to acquire skills necessary in adult life). With constantly extending time needed for identity formation – in adolescence, and now also in emerging adulthood – individuals differ in their approach to the activities and enterprises they undertake. Some young people choose from a vast array of opportunities and avail themselves of different offers available on the market, however, they do not engage in any actions enabling them to acquire skills necessary in adult life (e.g. learning to play the guitar for pleasure). Others, on the contrary, choose and engage predominantly in activities that enable them to learn and master skills essential, from their point of view, for their future existence (e.g. conscientiously practicing the double bass in order to be admitted to a music school and, in the future, to get the dreamed-of job in a philharmonic orchestra).

The study described in the present paper was conducted in order to verify the hypothesis about the role of type of social participation typical for young people, in the phase of early and late adolescence and emerging adulthood, attending six types of schools (lower secondary school, general upper secondary school, technical upper secondary school, specialized upper secondary school, university, post-secondary school), in the process of identity formation (in line with the neo-eriksonian approach to identity by Luyckx et al., 2006). Type of social participation, being an immediate outcome of the social experiences of an individual, is expressed in two independent dimensions – moratorium orientation and transitive orientation. Each of these orientations, according to the theoretical assumptions, has certain implications for the process of exploration, commitment making, and identification with commitment (see Brzezińska, Czub, Hejmanowski et al., 2012).

Problem

The period of transition to adulthood, during which the most important developmental tasks are forming one's identity, establishing the sense of being an adult, and taking up the roles and responsibilities typical of adulthood, lasts nowadays even up to about 30 years of age (Arnett, 1994; 1998; 2000; 2004; see Konstam, 2007). It seems that there is a kind of social consent for delaying the implementation of some developmental tasks connected with the transition to adulthood (e.g. postponement in setting up a home, longer education, etc.) or, at least, there is no social disapproval of this way of functioning of young people (Settersten, Hagestad, 1996). Arnett (2007) described emerging adulthood in terms of multiplicity of changes (heterogeneity), new possibilities, focusing on oneself, and searching for one's own identity. In adolescence, tasks associated with adulthood are seldom undertaken; in early adulthood – often; whereas in emerging adulthood one may

observe great individual diversification when it comes to this matter (Arnett, 1997). When young people, who are at the moment in this particular phase of development, are asked whether they already feel like adults, they most frequently respond, in comparison to other age groups, "a little yes, a little no" (ibidem; see also Piotrowski, 2010).

One of the pivotal developmental tasks of adolescence and emerging adulthood is identity formation. The theory of identity by Koen Luyckx et al. (Luyckx, Soenens, Vansteenkiste, Goossens, Berzonsky, 2007), which serves as the theoretical framework for this study, is an elaboration of James Marcia's (1996) thought and represents the neo-eriksonian approach to identity research. Studies of Luyckx et al. indicate that both exploration and commitment making are complex processes that intermingle with one another during adolescence and adulthood (Luyckx, Schwartz et al., 2011). These authors differentiated five dimensions of identity: exploration in breadth, exploration in depth, ruminative exploration, commitment making, and identification with commitment (see Luyckx, Schwartz, Berzonsky et al., 2008). Researchers have empirically confirmed the so-called dual-cycle model of identity formation (Luyckx, Soenens, Vansteenkiste, Goossens, Berzonsky, 2007). The first cycle – "commitment formation" – comprises exploration in breadth and commitment making. This cycle corresponds to Marcia's (1996) process of identity formation. In the second cycle – "commitment evaluation" – exploration in depth coexists with identification with commitments. At each point of the cycle there is a possibility to go back to the previous stages of identity formation (e.g. after a negative evaluation of initial commitments one may return to exploration in breadth that would allow the person to search again for the most suitable alternative).

Polish studies (e.g. Brzezińska, Piotrowski, 2009) show that from early adolescence to early adulthood the intensity of exploration dimensions (exploration in breadth, exploration in depth, and ruminative exploration) decreases, whereas the intensity of commitment making increases in consecutive age groups. Achieved identity seldom occurs before the end of adolescence (Fadjukoff, Kokko, Pulkkinen, 2007). Moreover, identity undergoes changes under the influence of tasks and roles an individual takes up during adulthood (Bosma, Kunnen, 2001; Marcia, 2002; Stephen, Fraser, Marcia, 1992; Waterman, 1999). At no point of life is identity something fixed – it constantly undergoes changes; it is not a state, but rather a process (Oleś, 2011); hence the neo-eriksonian approach is also referred to as a processual approach to identity (see Erikson, 1950; Schwartz, 2001).

The model of social participation of young people proposed by German researchers (Reinders, Bergs-Winkels, Butz, Claßen, 2001; Reinders, 2006) combines two approaches to adolescence – (1) adolescence as a link between childhood and adulthood (transition/phase of transition), and (2) adolescence as a time of moratorium. According to this model, participation of young people in social life (social participation) can be described with the use of two dimensions – transitive orientation and moratorium orientation.

Transitive orientation (German: *Transition*) refers directly to the concept of developmental tasks (German: *Entwicklungsaufgaben*) proposed by Robert J. Havighurst (1981). It may be identified in present actions of an individual, however, its effects will become fully visible in the future – in adulthood. By engaging in transition-oriented activities, a young person gains the experience and skills necessary to fulfill developmental tasks of early adulthood. The feature characteristic of this orientation is a disposition to pursue goals located in adulthood, which may be observed in such actions as, for instance, educating oneself in order to get into college and then, in a longer perspective, to get a satisfactory job.

Moratorium orientation (German: *gegenwartsorientierte Entfaltung*) refers to the possibilities of the adolescence period (German: *Entfaltungsmöglichkeiten*) and is reflected in actions the effects of which are not delayed in time. In this orientation, those behaviors are considered valuable (and thus are exercised) that bring immediate gratification. Cognition and experience are values by themselves, even if they do not yield future gratifications (e.g. in the form of new skills useful in adult life, which is crucial to transitive orientation). The combination of moratorium and transition orientations creates four possible paths of development (four types of social participation): integration path (German: *Integration*), assimilation path (German: *Assimilation*), segregation path (German: *Segregation*) and marginalization path (German: *Marginalisierung*).

Transitive orientation, being connected (as shown by the studies of, inter alia, Mianowska, 2008; Reinders, 2006; Reinders, Butz, 2001) with the sense of subjectivity, the sense of being supported in one's independent actions, self-confidence, and an optimistic disposition, seems to be conducive to identity development. It seems that the social and personal characteristics listed above decrease the fear of undertaking independent actions (a low level of ruminative exploration) and encourage commitment making and participation in various exploration activities. Moratorium orientation, on the other hand, appears to be more strongly connected with an inclination towards exploration in breadth and in depth than with commitment scales, and seems to contribute to the formation of identity moratorium – the state typical of early adolescence.

Hypotheses

From the above considerations there emerges the problem of the role of social participation dimensions in the process of identity development. It seems that identity formation may be connected, on the one hand, with the quality of the social environment in which individuals grow up and, on the other hand, with the way in which young people benefit from opportunities of the adolescence period. In the present study, three hypotheses have been formulated.

First of all, it has been assumed that individuals attending different types of schools will differ in levels of particular dimensions and types of social participation. The youngest individuals (i.e. those attending lower secondary school) will be characterized by the highest level of moratorium orientation and the lowest level of transitive orientation. Individuals in emerging adulthood (university and post-secondary school students), as being the oldest and thus probably more carefully planning their future family life and career, will demonstrate a higher degree of transitive orientation and a lower degree of moratorium orientation in comparison with the students from lower secondary school, general upper secondary schools, technical upper secondary school and specialized upper secondary school. Moreover, in connection with the assumption, among individuals in emerging adulthood assimilation and integration types will be more frequently encountered. More difficult to predict was the level of particular scales in groups of students attending general upper secondary school, technical upper secondary school and specialized upper secondary school. Nevertheless, it seemed that the students from technical and specialized schools, as those who will start their professional career in a relatively short period of time and thus will have to face one of the developmental tasks of adulthood sooner, will have their profiles more similar to the profiles of the students from the oldest age group (university and post-secondary school students) than to the profiles of general upper secondary school students.

Secondly, it has been hypothesized that moratorium orientation will coincide with high levels of exploration in breadth and exploration in depth. Conversely, a high level of transitive orientation will be connected with high levels on commitment scales and low levels on exploration scales. Ruminative exploration, by hypothesis, will coincide with low levels on both scales of social participation.

Thirdly, it has been assumed that the transitive types of social participation (assimilation and integration) will coincide with high levels on commitment scales, whereas moratorium-oriented types (integration and segregation) will coincide with high levels on the scales pertaining to exploration in breadth and in depth. Marginalization will coincide with low levels on the scales of exploration in breadth and in depth, commitment making, and identification with commitments.

Subjects

The study involved 1,665 students – 1,077 were in the adolescence phase (52% female, 48% male) and 588 were in the phase of emerging adulthood (86% female, 14% male). Detailed information on the examined sample is presented in Table 1. The subjects in the adolescence phase attended four types of schools (lower secondary school, general upper secondary school, technical upper secondary school, specialized upper secondary school), whereas the subjects in emerging adulthood were the students of two types of schools (university and post-secondary school - medical rescue, massage therapy, cosmetology, occupational therapy). The studies were conducted in 2012 and had the form of group investigations – they were carried out in classes and small groups during breaks between school or academic activities.

Table 1. Characteristics of the investigated sample

Education group (type of educational institution)	Age in years			Sex				Total	
				Male		Female			
	Interval	M (sd)	Mode	N	%	N	%	N	%
Late adolescence									
1. Lower secondary school	14 - 16	14.86 (0.48)	15	230	45.5	275	54.5	505	100.0
2. General upper secondary school	17 - 19	17.68 (0.53)	18	66	38.6	105	61.4	171	100.0
3. Technical upper secondary school	17 - 21	17.71 (0.64)	18	94	50.3	93	49.7	187	100.0
4. Specialized upper secondary school	16 - 21	17.83 (0.91)	18	127	59.3	87	40.7	214	100.0
Total	14 - 21	16.39 (1.57)	15	517	48.0	560	52.0	1077	100.0
Emerging adulthood									
5. University	19 – 25	21.70 (1.45)	21	61	24.2	191	75.8	252	100.0
6. Post-secondary school	19 – 25	20.98 (1.37)	20	21	6.3	315	93.7	336	100.0
Total	**19 – 25**	**21.30 (1.57)**	**20**	**82**	**13.9**	**506**	**86.1**	**588**	**100.0**

Research methods

Two research tools were applied in the present study: Social Participation Questionnaire (SPQ) and Dimensions of Identity Development Scale (DIDS).

***Social Participation Questionnaire* (SPQ)**. This questionnaire is an original Polish tool developed by Małgorzata Rękosiewicz, Anna I. Brzezińska and Szymon Hejmanowski (Rękosiewicz, 2012) on the basis of the theoretical framework of social participation types that form in the period of transition between adolescence and adulthood by Hans Merkens and Dagmar Bergs-Winkels (Reinders, Bergs-Winkels, Butz, Claßen, 2001; see also Mianowska, 2008, and Reinders, Butz, 2001). SPQ has been developed in four versions: SPQ-1 for the younger age group (13-19 years; students in early and late adolescence, attending lower secondary school and different types of secondary schools), SPQ-2 for the older age group (20-35 years; emerging and early adulthood), SPQ-S (short version) and SPQ-L (full/long version). The authors recommend the full version of the questionnaire for an in-depth analysis required for, inter alia, psychological diagnosis. The short version, on the other hand, can be useful in academic research in which a battery of questionnaires needs to be collected – SPQ-S makes it possible to avoid overexploiting subjects.

In the present study the author availed herself of the short version of the questionnaire – SPQ-S 1 and 2. This version, for both age groups, is composed of 20 items that create two separate scales: (1) TO scale – transitive orientation, and (2) MO scale – moratorium orientation. Items were rated on a 5-point Likert scale (1 = very much disagree; 2 = rather disagree; 3 = it's hard to say; 4 = rather agree; 5 = very much agree). Each item of the tool reflects subject's behavior that is indicative of both transitive and moratorium orientation. All items have been randomly distributed throughout the questionnaire (according to the random numbers table). The result of the questionnaire is the mean of points calculated for the two scales separately: transitive orientation and moratorium orientation. Interpretation of the results allows the researcher to assign the subject to one of four possible paths of social participation. Exemplary statements for the two scales were the following: (1) MO scale: *I devote more time to what I feel like doing, than to what is expected of me by adults; I take the best of life as long as I am young*; (2) TO scale: *I plan my further education in my mind; I engage in activities that may help me to get a job that will secure my future*. Table 2 provides information on the reliability index of scales in particular educational institutions (according to the order given under the Table) discussed in the current paper.

Table 2. Cronbach's alpha of variables of SPQ-S

Variable	Symbol	The number of items in the questionnaire	Cronbach's alpha
Moratorium orientation	**MO**	10	**SPQ-1**: 0.83; 0.80; 0.80; 0.81; **SPQ-2**: 0.84; 0.83
Transitive orientation	**TO**	10	**SPQ-1:** 0.84; 0.83; 0.82; 0.82; **SPQ-2:** 0.84; 0.86

Note. Cronbach's alpha given for the following groups: SPQ-1: lower secondary school (n=509), general upper secondary school (n=173), technical upper secondary school (n=187), specialized upper secondary school (n=216), SPQ-2: university (n=247), post-secondary school (n=331)

Dimensions of Identity Development Scale (DIDS). This questionnaire has been developed by Koen Luyckx et al. (Luyckx, Schwartz, Berzonsky et al., 2008) and its Polish adaptation has been prepared by Anna I. Brzezińska and Konrad Piotrowski (Brzezińska, Piotrowski, 2010). It is composed of 25 items rated on a 6-point Likert scale (1 = very much disagree; 2 = disagree; 3 = rather disagree; 4 = rather agree; 5 = agree; 6 = very much agree). The result is the mean of points calculated for each of the five scales (dimensions of identity) separately: exploration in breadth, exploration in depth, ruminative exploration, commitment making, and identification with commitment. In the research under discussion, one of the items from the ruminative exploration scale (no. 24) proved to correlate with the global result of the tool at a low level, and thus decreased the reliability index of the questionnaire. Because of that, the author has decided to exclude this item from the present study and to calculate the mean result for the ruminative exploration scale with the use of four items. Exemplary statements for each of the scales were the following: Lately, *I think about what I am aiming for in my life* (exploration in breadth), *I try to find out what other people think about the specific direction I want to take in my life* (exploration in depth), *I know what I want to do with my future* (commitment making), *I value my plans for the future very much* (identification with commitment), *I worry about what I want to do with my future* (ruminative exploration).

Table 3. Cronbach's alpha of variables of DIDS

Variable	Symbol	The number of items in the questionnaire	Cronbach's alpha
Exploration in breadth	**EB**	5	0.71; 0.77; 0.67; 0.73; 0.75; 0.68
Exploration in depth	**ED**	5	0.68; 0.68; 0.58; 0.65; 0.67; 0.60
Ruminative exploration	**ER**	4	0.79; 0.81; 0.82; 0.70; 0.83; 0.81
Commitment making	**CM**	5	0.85; 0.90; 0.87; 0.86; 0.88; 0.86
Identification with commitment	**IC**	5	0.77; 0.86; 0.80; 0.85; 0.87; 0.81

Note. Cronbach's alpha given for the following groups: lower secondary school (n=506), general upper secondary school (n=171), technical upper secondary school (n=187), specialized upper secondary school (n=215), university (n=254), post-secondary school (n=342)

Results

(1) Type of educational institution and dimensions of social participation

To verify the first hypothesis a *t*-test for dependent samples was run. The analysis revealed that among the lower secondary schools students the level of moratorium orientation was statistically significantly higher than the level of transitive orientation [$t(508) = 2.81$; p<0.05; Cohen's d = 0.12]. The opposite effect – a statistically significantly higher level of transitive orientation than moratorium orientation was found in the groups of: technical upper secondary school students [$t(172) = -3.4$; p<0.05; Cohen's d = 0.25], university students [$t(251) = -9.77$; p<0.001; Cohen's d = 0.61], and post-secondary school students [$t(335) = -15.04$; p<0.001; Cohen's d = 0.81]. Among the general upper secondary school students and specialized upper secondary school students no statistically significant differences in the dimensions of social participation were observed.

Two-way multivariate analysis of variance (MANOVA) with type of educational institution as factor, and dimensions of social participation as dependent variables revealed the overall multivariate effect of type of social participation in the sample examined with the use of SPQ-S 1 (adolescence) [Wilks' $\lambda = 0.97$; F (6,2158) = 6.296; p < 0.001; $\eta^2 = 0.02$] and in the group where SPQ-S 2 (emerging adulthood) was applied [Wilks' $\lambda = 0.98$; F (2,585) = 6.929; p = 0.001; $\eta^2 = 0.02$]. Post hoc tests (Tukey HSD) in the group of adolescents indicated that the mean level of moratorium orientation is significantly higher among the lower secondary school students than among the technical upper secondary school students (Table 4). The level of transitive orientation turned out to be significantly higher among the students of technical and specialized upper secondary schools than among the lower secondary school students. In educational institutions in which SPQ-S 2 was applied statistically significant differences were observed only in the case of transitive orientation – the post-secondary school students presented higher levels of transitive orientation in comparison with the university students.

Table 4. Multivariate analysis of variance (MANOVA) and post hoc educational institution comparisons based on Tukey HSD tests

| | Type of educational institution | | | | | | | |
| | SPQ-S 1 | | | | | SPQ-S 2 | | |
	Lower secondary school (n=509)	General upper secondary school (n=173)	Technical upper secondary school (n=187)	Specialized upper secondary school (n=215)	F (η²)	University (n=252)	Post-secondary school (n=336)	F (η²)
Moratorium orientation	M=2.47[b] sd=0.73	M=2.36[a, b] sd=0.61	M=2.27[a] sd=0.62	M=2.43[a, b] sd=0.74	3.95 (0.01) p<0.01	M=1.88 sd=0.67	M=1.81 sd=0.70	1.59 (0.00) p=0.208
Transitive orientation	M=2.32[a] sd=0.68	M=2.44[a, b] sd=0.63	M=2.52[b] sd=0.60	M=2.58[b] sd=0.67	9.57 (0.03) p<0.001	M=2.54 sd=0.57	M=2.72 sd=0.59	13.68 (0.02) p<0.001

Note. Different indexes next to the mean values indicate significant differences between the types of educational institution (*post hoc* Tukey HSD)

(2) Type of educational institution and types of social participation

On the basis of division by central tendency in each of the groups examined with the use of SPQ-S 1 and SPQ-S 2 four types of social participation, congruent with the theory of types of social participation, were appointed by combining with each other low and high results on the TO scale and low and high results on the MO scale; see Figure 1). Marginalization type (SPQ-S 1: n = 246, 22.7%; SPQ-S 2: n = 114, 19.4%) is characterized by relatively low results for both transitive and moratorium orientation. Assimilation type (SPQ-S 1: n = 330, 30.4%; SPQ-S 2: n = 178, 30.3%) is characterized by a low level of moratorium orientation with simultaneous high level of transitive orientation. Subjects with integration type (SPQ-S 1: n = 152, 14.0%; SPQ-S 2: n = 78, 13.3%) scored high on both scales. Segregation type (SPQ-S 1: n = 356, 32.8%; SPQ-S 2: n = 218, 37.1%), as opposed to assimilation type, is characterized by a high level of moratorium orientation and a low level of transitive orientation.

Figure 1.1. *Z*-scores for moratorium orientation (MO) and transitive orientation (TO) for four types of social participation
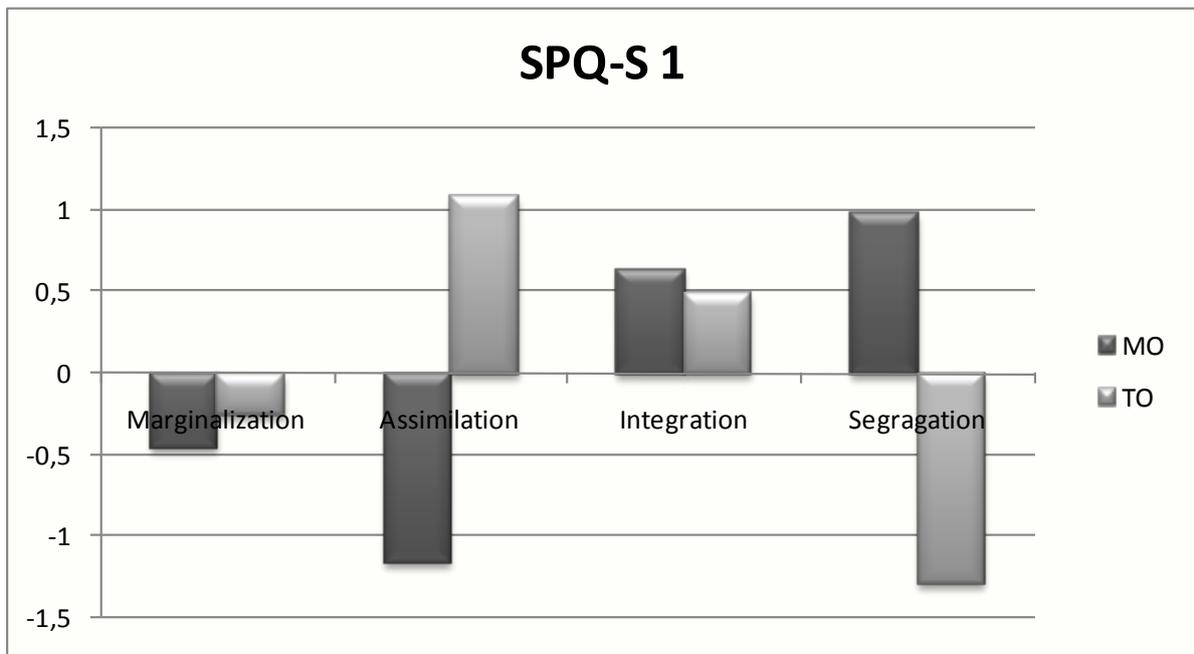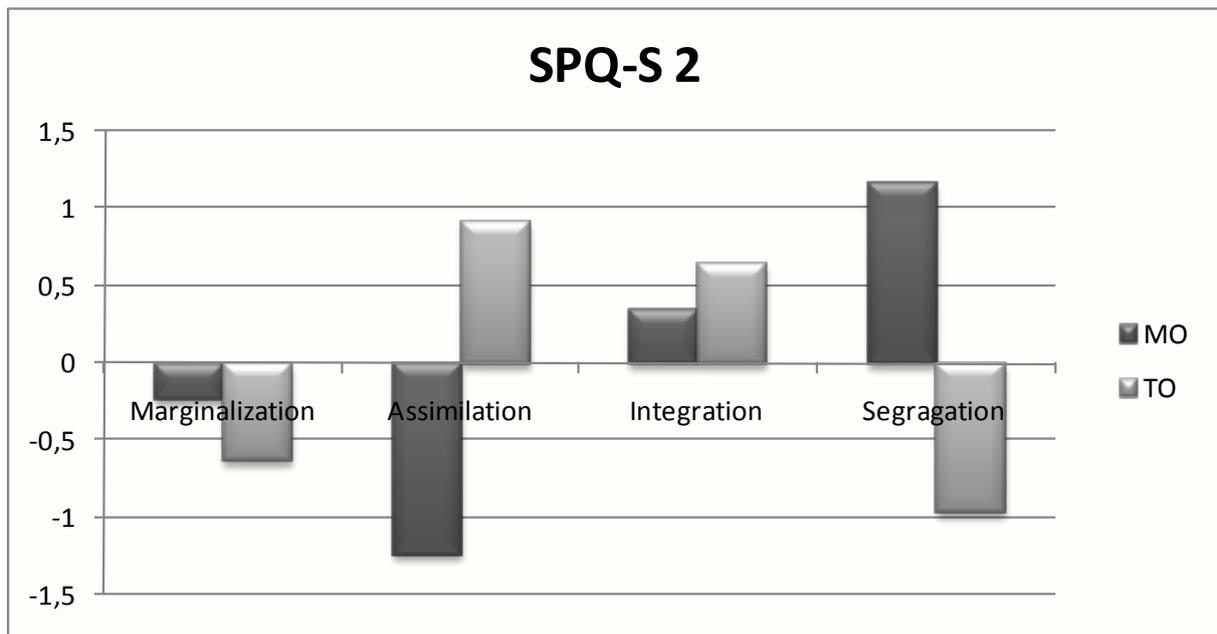
Figure 1.2. *Z*-scores for moratorium orientation (MO) and transitive orientation (TO) for four types of social participation

In the group where SPQ-S 1 was used a difference in the frequency of occurrence of particular types of social participation in different educational institutions was found [X^2 (9, n = 1084) = 38.73, p < 0.001]. In comparison to other groups, the technical upper secondary school students more often presented assimilation type (38.0% vs. 25.9% among the lower secondary school students, 33.5% in the group of general upper secondary school students, and 32.1% among the specialized upper secondary school students) and marginalization type (27.3% vs. 23.4% in the group of lower secondary school students, 22.0% among the general upper secondary school students, and 17.7% in the group of specialized upper secondary school students). Lower secondary school students more frequently than their older colleagues showed segregation type (39.3% vs. 31.2% among general upper secondary school students, 21.9% among technical upper secondary school students, and 28.4% in the group of specialized upper secondary school students). In the case of students attending specialized upper secondary school, the most frequently encountered type was integration (21.9% vs. 11.4% among the lower secondary school students, 13.3% in the group of general upper secondary school students, and 12.8% among the technical upper secondary school students).

Difference in the frequency of occurrence of particular types of social participation was also found in males and females [X^2 (3, n = 1082) = 21.32, p < 0.001]. In the group of males marginalization type (26.6% vs. 19.2% among females) and segregation type (35.3% vs. 30.7% among females) were most frequently encountered, whereas in the group of females assimilation type was the most widespread (36.2% vs. 24.1% among males). In the case of integration type, the frequency of occurrence was similar for males and females.

In the second group, where SPQ-S 2 was applied, no differences in the frequency of occurrence of particular types of social participation between university students and post-secondary school students were observed [X^2 (3, n = 586) = 5.36, p > 0.05]. However, a difference in the frequency of occurrence of particular types of social participation was found between males and females [X^2 (3, n = 586) = 20.17, p < 0.001] – females more frequently presented assimilation type (25.0% vs. 9.8% among males) and marginalization (26.8% vs. 18.3% in the group of males), whereas among males integration type (30.5% vs. 26.0% in the group of females) and segregation type (41.5% vs. 22.2% among females) proved to be the most widespread.

(3) Dimensions of social participation and dimensions of identity

Pearson's *r* correlation coefficient between dimensions of social participation and dimensions of identity only partly confirmed the assumed hypotheses. In agreement with the preliminary assumptions, there is a moderate positive correlation between transitive orientation, commitment making and identification with commitments (in all of the investigated educational groups). Similarly, a positive correlation (from weak to moderate in different types of schools) was found between transitive orientation and exploration in breadth and exploration in depth. Between moratorium orientation and dimensions of identity: exploration in breadth and in depth (in lower secondary school and general upper secondary school), commitment making (in lower secondary school, general upper secondary school, technical upper secondary school and university) and identification with commitment (in lower secondary school, general upper secondary school, university and post-secondary school) a weak (in some cases moderate) negative correlation was observed. There was a weak

negative correlation between ruminative exploration and transitive orientation (except for lower secondary school and specialized upper secondary school, where there was no statistically significant correlation). Unexpectedly, a weak (moderate in the case of post-secondary school) positive correlation was found between moratorium orientation and ruminative exploration. Table 5 provides detailed information on correlations among the tested variables – each column includes correlation coefficients for different educational institutions according to the order specified under the Table.

Table 5. Correlations among the variables of study

Social participation dimensions	Exploration in breadth	Exploration in depth	Ruminative exploration	Commitment making	Identification with commitments	Moratorium orientation
Moratorium orientation	- 0.16***	- 0.16***	0.14***	- 0.19***	- 0.15***	---
	- 0.33***	- 0.33***	0.20**	- 0.26**	- 0.33***	
	- 0.03	- 0.04	0.18*	- 0.17*	- 0.13	
	- 0.08	- 0.01	0.18**	- 0.04	- 0.02	
	- 0.09	- 0.07	0.23***	- 0.28***	- 0.18**	
	0.02	- 0.05	0.38***	- 0.37	- 0.31***	
Transitive orientation	0.47***	0.43***	- 0.37	0.32***	0.45***	- 0.45***
	0.33***	0.35***	- 0.15*	0.29***	0.32***	- 0.51***
	0.34***	0.38***	- 0.17*	0.36***	0.41***	- 0.34***
	0.32***	0.27***	- 0.01	0.26***	0.37***	- 0.21***
	0.17**	0.16**	- 0.30***	0.40***	0.40***	- 0.45***
	0.25***	0.22***	- 0.37***	0.50***	0.54***	- 0.45***

Note. Correlation coefficients given for the following groups: lower secondary school (n=509), general upper secondary school (n=173), technical upper secondary school (n=187), specialized upper secondary school (n=215), university (n=252), post-secondary school certificate course (n=336)

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

(4) Types of social participation and dimensions of identity

Two-way multivariate analysis of variance (MANOVA) with type of social participation as the factor, and dimensions of identity as dependent variables revealed a significant overall multivariate effect of the type of social participation in the sample examined with the use of SPQ-S 1 [Wilks' λ = 0.85; F (15,2971) = 11.97; p < 0.001; η² = 0.05] and in the group where SPQ-S 2 was applied [Wilks' λ = 0.78; F (15,1061) = 9.96; p < 0.001; η² = 0.08]. Univariate analysis and post hoc tests (Tukey HSD) indicated that both in the group of adolescents and in the group of individuals in emerging adulthood mean levels of commitment dimensions among the subjects with assimilation and integration type were higher than among the subjects with marginalization and segregation type (see Table 6). A similar phenomenon was found in the scales of exploration in breadth and in depth, however, exclusively in the group of adolescents. In the emerging adulthood sample, the level of exploration in breadth turned out to be significantly higher among the individuals with integration type than among the individuals with other types of social participation.

Table 6.1. Multivariate analysis of variance (MANOVA) and post hoc types comparisons based on Tukey HSD tests

DIDS	SPQ-S 1				
	Marginalization (n=246)	Assimilation (n=330)	Integration (n=152)	Segregation (n=356)	F (η²)
Exploration in breadth	M=2.99[b] sd=0.78	M=3.46[a] sd=0.78	M=3.31[a] sd=0.79	M=2.92[b] sd=0.78	33.26 (0.08) p<0.001
Exploration in depth	M=2.87[b] sd=0.76	M=3.23[a] sd=0.78	M=3.15[a] sd=0.77	M=2.76[b] sd=0.75	26.07 (0.07) p<0.001
Ruminative exploration	M=2.62[a, b] sd=0.95	M=2.46[a] sd=1.11	M=2.62[a, b] sd=1.09	M=2.78[b] sd=0.98	5.52 (0.01) p<0.001
Commitment making	M=2.70[a] sd=0.94	M=3.23[b] sd=1.08	M=3.17[b] sd=1.06	M=2.55[a] sd=1.00	32.60 (0.08) p<0.001
Identification with commitment	M=2.95[a] sd=0.85	M=3.48[b] sd=0.87	M=3.40[b] sd=0.85	M=2.89[a] sd=0.81	36.81 (0.09) p<0.001

Note. Different indexes next to the mean values indicate significant differences between the types (*post hoc* Tukey HSD)

Table 6.2. Multivariate analysis of variance (MANOVA) and post hoc types comparisons based on Tukey HSD tests

DIDS	SPQ-S 2				
	Marginalization (n=114)	Assimilation (n=178)	Integration (n=78)	Segregation (n=218)	F (η^2)
Exploration in breadth	M=3.08[a] sd=0.78	M=3.24[a] sd=0.76	M=3.53[b] sd=0.69	M=3.02[a] sd=0.66	10.91 (0.05) p<0.001
Exploration in depth	M=2.96[a, b] sd=0.75	M=3.18[b, c] sd=0.74	M=3.27[c] sd=0.70	M=2.94[a] sd=0.63	7.04 (0.03) p<0.001
Ruminative exploration	M=2.39[b] sd=0.95	M=1.84[a] sd=0.99	M=2.37[b] sd=0.94	M=2.61[b] sd=0.87	22.44 (0.10) p<0.001
Commitment making	M=3.13[a] sd=0.86	M=3.74[b] sd=0.91	M=3.47[b] sd=0.87	M=2.89[a] sd=0.76	35.43 (0.15) p<0.001
Identification with commitment	M=3.15[a] sd=0.79	M=3.73[b] sd=0.81	M=3.58[b] sd=0.70	M=3.02[a] sd=0.64	35.95 (0.16) p<0.001

Note. Different indexes next to the mean values indicate significant differences between the types (*post hoc* Tukey HSD)

Discussion

As it was hypothesized, individuals from different age groups that were attending different types of schools differed in their levels of particular dimensions and types of social participation. Only among lower secondary school students, i.e. the youngest subjects, did moratorium orientation turn out to exceed transitive orientation, which was predictable taking into consideration the fact that these individuals were only in the phase of early adolescence. The most significant differences between means of the two orientations (in favor of transitive orientation) could be observed in the oldest age group – university students and post-secondary school students. Thus, it turns out that out of the three developmental periods – early and late adolescence, and emerging adulthood – the last one is the time when young people far more frequently engage in actions that enable them to develop skills that may become useful, in their opinion, in their future life instead of focusing on current activities. The observed phenomenon is consistent with the notion of developmental norm (an increase of transitive orientation and a decrease of moratorium orientation with age) postulated by Heinz Reinders (2006).

What is interesting is that the technical and specialized upper secondary school students had a higher level of transitive orientation (technical upper secondary school students also a lower level of moratorium orientation) than the lower secondary school students, whereas no such differences were observed between the lower secondary school and general upper secondary school students. The existence of this phenomenon can be attributed to the fact that the students from technical and specialized upper secondary schools, due to the specific profile of the educational institutions they attend, are more likely to fulfill developmental tasks connected with adulthood. The period of attending general upper secondary school may be, in this respect, a form of moratorium prolongation, giving young people, inter alia, more time to plan their future educational path and to select the most suitable career direction. What for technical and specialized upper secondary school students is a matter of two or three years, for general upper secondary school students is a matter of five, or even seven years (if they decide to go to university, which is in fact the path often chosen by secondary school students – see Szafraniec, 2011).

Unexpectedly, in the investigated sample negative correlations between moratorium orientation and exploration in breadth and in depth, and positive correlations between moratorium orientation and ruminative exploration (the second hypothesis) were found. These observations encourage the belief that moratorium orientation differs from exploration in breadth and in depth only and exclusively in the respect of the purpose of undertaken actions and activities – it seems that in moratorium orientation young people engage in activities because the act of engaging in them is itself gratifying. Such activities may be defined as "art for art's sake". One may refer here to Charlotte Bühler's theory of functional pleasure (Bühler, 1933; see also Brzezińska, Burtowy, 1992) that she applied to the description of the role of child's play. Activities connected with moratorium orientation are undertaken voluntarily, without external compulsion, and, most importantly, for the sake of pleasure itself. Exploration in breadth and in depth, to the contrary, refers to actions that are always future- and identity development-oriented. At the same time, however, the results under discussion should be approached cautiously, because the correlations in the examined sample were weak and, what is more, in the case of exploration in breadth and in depth, they were found only in the groups of lower secondary school and general upper secondary school students. On the other hand, suppositions concerning the nature of this phenomenon seem to be confirmed by positive (weak to moderate) correlations between transitive orientation and the two dimensions of commitment. Interestingly, moratorium orientation remained in a weak positive relationship with ruminative exploration, which means that actions with a "right here, right now" orientation (in contrast to future-oriented activities that aim at the implementation of developmental tasks and approximate in young people activities required in adulthood) are connected

with a sense of insecurity, fear and anxiety in the sphere of answering important identity questions. The assumptions concerning the relationship between commitment scales and types of social participation were confirmed. In accord with the third hypothesis, assimilation and integration types were connected with an increased level of commitment making and identification with commitment, both in the group of adolescents and in the group of individuals in emerging adulthood.

Despite the fact that the authors of the concept of social participation (Reinders, 2006; Reinders, Bergs-Winkels, Butz, Claßen, 2001) do not appoint any specific type of social participation as optimal, it seems that it might be argued, on the basis of our research, that for a favorable development of identity and, as a consequence, for a satisfactory outcome in the process of transition to adulthood, an optimal type of social participation is assimilation. This type, being characterized by a high level of transitive orientation and a relatively low level of moratorium orientation, is connected with high levels on the four "positive" identity scales (exploration in breadth, exploration in depth, commitment making, identification with commitment) and a low level on the "negative" scale (ruminative exploration). As long as it cannot be assumed that moratorium orientation is a risk factor for the development of an individual in general, its high level appears to be more natural for earlier stages of human development – for instance, for early adolescence. If the level of moratorium orientation remains high in late adolescence, or in emerging adulthood, it may hamper exploration and be conducive to the intensification of fear connected with undertaking exploration activities, and thus prolong the process of identity formation and delay the process of transition to adulthood.

The study under discussion contributes to the augmentation of knowledge about relationships between dimensions and types of social participation, and dimensions of identity. In the light of the presented results there appear new research questions that need to be answered, for instance, about the way in which the relationship between identity and types of social participation forms in the course of development. In order to identify the phenomena underlying this relationship longitudinal studies of individuals in late adolescence and in emerging adulthood need to be conducted. It would also be interesting to include in such studies environmental variables that may determine the existence of a particular type of social participation – for instance, in the form of rearing styles used by parents or teachers.

The current study yields only preliminary knowledge about social participation – identity links. As this was a study in which the Social Participation Questionnaire was applied for the first time and where the relationships between dimensions and types of social participation and identity were investigated for the first time, it all needs to be replicated. In future research it would be beneficial to try to overcome the basic weakness of this study, namely, the imbalance between the number of investigated males and females. It might also turn out to be useful to repeat this type of study in post-secondary schools with profiles other than medical.

References

Arnett, J. J. (1994). Are college students adults? Their conceptions of the transition to adulthood. *Journal of Adult Development*, 1, 154–168. doi: 10.1177/0044118X97029001001

Arnett, J. J. (1997). Young people's conceptions of the transition to adulthood. *Youth and Society*, 29, 1 - 23. doi: 10.1177/0044118X97029001001

Arnett, J. J. (1998). Learning to stand alone: the contemporary American transition to adulthood in cultural and historical context. *Human Development*, 41, 295–315. doi: 10.1159/000022591

Arnett, J. J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480. doi: 10.1037/0003-066X.55.5.469

Arnett, J. J. (2001). Conceptions of the Transition to Adulthood: Perspectives From Adolescence Through Midlife. *Journal of Adult Development*, 8, 133 - 143. doi: 10.1023/A:1026450103225.

Arnett, J. J. (2004). *Emerging adulthood: the winding road from the late teens through the twenties*. Oxford: Oxford University Press.

Arnett, J. J. (2007). Afterward: aging out of care- toward realizing the possibilities of emerging adulthood. *New directions for youth development*, 113, 151-161. doi: 10.1002/yd.207

Bauman, Z. (2000). *Ponowoczesność jako źródło cierpień* [Postmodernity and its discontents]. Warsaw: Wydawnictwo Sic!.

Bauman, Z. (2006). *Płynna nowoczesność* [Liquid modernity]. Kraków: Wydawnictwo Literackie.

Bauman, Z. (2007). *Tożsamość. Rozmowy z Benedetto Vecchim* [Identity. Conversations with Benedetto Vecchi]. Gdańsk: Gdańskie Wydawnictwo Psychologiczne.

Bosma, H. A., Kunnen, S. E. (2001). Determinants and mechanisms in ego identity development: A review and synthesis. *Developmental Review*, 21, 39-66. doi: 10.1006/drev.2000.0514

Brzezińska, A. I. (1992). Playing activity and its importance for preschool children development [Aktywność zabawowa i jej znaczenie dla rozwoju dziecka w wieku przedszkolnym], W: A. I. Brzezińska, M. Burtowy (red.), *Psychopedagogiczne problemy edukacji przedszkolnej* (s. 78 – 94). Poznań: Wydawnictwo Naukowe UAM.

Brzezińska, A. I., Czub, T., Czub, M., Kaczan, R., Piotrowski, K., Rękosiewicz, M. (2012). Postponed or delayed adulthood? In: E. Nowak, D. Schrader, B. Zizek (eds.), *Educating competencies for democracy* (pp. 135-157). Frankfurt am Main: Peter Lang Verlag.

Brzezińska, A. I., Czub, T., Hejmanowski, Sz., Rękosiewicz, M., Kaczan, R., Piotrowski, K. (2012). Determinants of identity formation during the transition from adolescence to adulthood. *Culture and Education*, 5 (91), 5-27.

Brzezińska, A. I., Czub, T., Nowotnik, A., Rękosiewicz, M. (2012). Supporting Polish youth in entering into adulthood. Discussion on the margins of the Youth of 2011 Report. *Culture and Education*, 5 (91), 244-257.

Brzezińska, A. I., Piotrowski, K. (2009). Diagnoza statusów tożsamości w okresie adolescencji, wyłaniającej się dorosłości i wczesnej dorosłości za pomocą Skali Wymiarów Rozwoju Tożsamości (DIDS) [A diagnosis of identity status in adolescence, emerging adulthood and early adulthood using the *Dimensions of Identity Development Scale (DIDS)*]. *Studia Psychologiczne*, 3, 93-109.

Brzezińska, A. I., Piotrowski, K. (2010). Polska adaptacja Skali Wymiarów Rozwoju Tożsamości (DIDS) [Polish adaptation of *Dimensions of Identity Development Scale*]. *Polskie Forum Psychologiczne*, 15, 66-84.

Bühler, Ch. (1933). *Childhood and youth* [Dziecięctwo i młodość]. Warszawa: Nasza Księgarnia.

Erikson, E. H. (1950). *Childhood and society*. New York: Norton.

Fadjukoff, P., Kokko, K., Pulkkinen, L. (2007). Implications of timing of entering adulthood for identity achievement. *Journal of Adolescent Research*, 22, 504-530. doi: 10.1207/s1532706xid0501_1

GUS (2010). *Podstawowe informacje o rozwoju demograficznym Polski w latach 2000-2009* [Basic information about the demographic

development in Poland in 2000-2009].

Havighurst, R. J. (1981). *Developmental tasks and education*. New York: Longman and Green.

Konstam, V. (2007). Emerging and young adulthood. *Multiple perspectives, diverse narratives*. New York: Springer.

Lanz, M., Tagliabue, S. (2007). Do I really need someone in order to become an adult? Romantic relationships during emerging adulthood in Italy. *Journal of Adolescent Research*, 22, 531 - 549. doi: 10.1177/0743558407306713

Luyckx, K., Goossens, L., Soenens, B. (2006). A developmental contextual perspective on identity construction in emerging adulthood: change dynamics in commitment formation and commitment evaluation. *Developmental Psychology*, 42, 366-380. doi: 10.1037/0012-1649.42.2.366

Luyckx, K., Schwartz, S. J., Berzonsky, M. D., Soenens, B., Vansteenkiste, M., Smits, I., Goossens, L. (2008). Capturing ruminative exploration: extending the four-dimensional model of identity formation in late adolescence. *Journal of Research in Personality*, 42, 58-82. doi: 10.1016/j.jrp.2007.04.004

Luyckx, K., Schwartz, S. J., Goossens, L., Beyers, W., Missotten, L. (2011). Processes of personal identity formation and evaluation. In: S. J. Schwartz, K. Luyckx, V. L. Vignoles (eds.), *Handbook of identity theory and research* (pp. 77-98). New York: Springer.

Luyckx, K., Soenens, B., Vansteenkiste, M., Goossens, L., Berzonsky, M. D. (2007). Parental psychological control and dimensions of identity formation in emerging adulthood. *Journal of Family Psychology*, 21, 546 – 550. doi: 10.1037/0893-3200.21.3.546

Macek, P., Bejček, J., Vaníčková, J. (2007). Contemporary Czech emerging adults: generation growing up in the period of social changes. *Journal of Adolescent Research*, 22, 444-475. doi: 10.1177/0743558407305417

Marcia, J. E. (1966). Development and validation of ego – identity status. *Journal of Personality and Social Psychology*, 3, 551-558. doi: 10.1037/h0023281

Marcia, J. E. (2002). Identity and psychosocial development in adulthood. Identity: *An International Journal of Theory and Research*, 2, 7-28. doi: 10.1207/S1532706XID0201_02

Mianowska, E. (2008). *Strategie społecznego uczestnictwa młodzieży* [Strategies of youth social participation]. Kraków: Wydawnictwo Impuls.

Oleś, P. K. (2011). *Psychologia człowieka dorosłego* [Psychology of adulthood]. Warsaw: Wydawnictwo Naukowe PWN.

Piotrowski K. (2010). *Wkraczanie w dorosłość. Tożsamość i poczucie dorosłości młodych osób z ograniczeniem sprawności* [Transition to adulthood. Identity and sense of adulthood in young people with limited abilities]. Warsaw: Wydawnictwo Naukowe Scholar.

Reinders, H. (2006). *Youth types between education and leisure time. Theoretical clarification and empirical testing of a differential theory of adolescence* [Jugendtypen zwischen Bildung und Freizeit. Theoretische Präzisierung und empirische Prüfung einer differenziellen Theorie der Adoleszenz]. Münster, New York, München, Berlin: Waxmann.

Reinders, H., Bergs-Winkels, D., Butz, P., Claßen, G. (2001). Typological developmental paths of young people. The horizontal dimension of social development [Typologische Entwicklungswege Jugendlicher. Die horizontale Dimension sozialräumlicher Entfaltung] In: J. Mansel, W. Schweins, M. Ulbrich-Herrmann (eds.), *Future prospects of youth. Economic and social development as a challenge to threat to the life planning* [Zukunftsperspektiven Jugendlicher. Wirtschaftliche und soziale Entwicklungen als Herausforderung und Bedrohung für die Lebensplanung]. pp. 200-216. München: Juventa Verlag.

Reinders, H., Butz, P. (2001). Developmental pathways of youth between transition and moratorium [Entwicklungswege Jugendlicher zwischen Transition und Moratorium]. *Zeitschrift für Pädagogik*, 47, 913 - 928.

Rękosiewicz, M. (2012). *Description of Social Participation Questionnaire – SPQ*. Poznań: Institute of Psychology, Adam Mickiewicz University at Poznań (unpublished manuscript; in Polish)

Schwartz, S. J. (2001). The evolution of Eriksonian and Neo-eriksonian identity theory and research: a review and integration. Identity: *An International Journal of Theory and Research*, 1, 7-58. doi: 10.1207/S1532706XSCHWARTZ

Settersten, R. A., Hagestad, R. (1996). What's the latest? Cultural age deadlines for family transitions. *The Gerontologist*, 36, 178 - 188. doi: 10.1093/geront/36.2.178

Sirsch, U., Dreher, E., Mayr, E., Willinger, U. (2009). What does it take to be an adult in Austria? Views of adulthood in Austrian adolescent, emerging adults, and adults. *Journal of Adolescent Research*, 24, 275-292. doi: 10.1177/0743558408331184

Stephen, J., Fraser, E., Marcia, J. E. (1992). Lifespan identity development: variables related to Moratorium-Achievement (MAMA) cycles, *Journal of Adolescence*, 15, 283 – 300. doi: 10.1016/0140-1971(92)90031-Y

Szafraniec, K. (2011). *Młodzi 2011'* [Report Youth 2011]. Warsaw: Kancelaria Prezesa Rady Ministrów.

Waterman, A. (1999). Identity, identity statuses, and identity status development: a contemporary statement. *Developmental Review*, 19, 591 - 621. doi: 10.1006/drev.1999.0493