Original Paper

Developing a Rolefulness Worksheet and its Effect on Increasing Rolefulness

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Abstract

This study investigated the effects of a worksheet on rolefulness, which refers to an individual's continuous sense of role satisfaction in their daily life. To this end, 25 female university students from Japan were asked to accomplish the worksheet. Furthermore, their scores on the Rolefulness Scale were compared before and after the work. The results showed that the worksheet contributed to a substantial increase in the participants' social rolefulness. The results indicate that the worksheet can improve an individual's social rolefulness and can be applied in several areas such as education and career development.

Keywords

rolefulness, worksheet, university students

1. Introduction

The term "rolefulness" is defined as the constant sense of role satisfaction in an individual's daily life (Kato & Suzuki, 2018). This concept involves two aspects: social rolefulness, which refers to one's sense of role satisfaction based on their social experiences and relationships with others, and internal rolefulness, which is a more internalized feeling of role satisfaction based on individuality and confidence. Kato and Suzuki (2018) developed the Rolefulness Scale and performed exploratory factor analysis, presenting two subfactors, social and internal rolefulness, with five items each. Furthermore, they conducted confirmatory factor analysis and investigated the validity of the factor structure carefully, developing a seven-item version of the Rolefulness Scale.

Previous studies have examined the relation between rolefulness and other psychological factors. Suzuki and Kato (2019) explored the prospective associations between school maladjustment and rolefulness over a period of three years and identified a significant relation between the two. Kato and Suzuki (2020a) revealed that social rolefulness improved internal rolefulness and self-esteem and also reduced depression. Furthermore, internal rolefulness mediated the relation between social rolefulness and self-esteem, and self-esteem lowered depression. These studies demonstrated that people improve their rolefulness through their social experience and facilitate their social adjustment and mental health. The main aim of this study was to develop a rolefulness worksheet and examine its effect. Studies have mainly used the seven-item version of the Rolefulness Scale, which is useful because of its validity for research. However, we adopted the previously discussed 10-item Rolefulness Scale to develop the worksheet because it facilitates the summing up of users' scores. While the original version of the Rolefulness Scale was written in Japanese, this time the Japanese and English versions of the worksheet was developed. The Japanese version used the same items discussed in Kato and Suzuki (2018), which were translated into English and re-examined for written expression and grammar. Items that were applied in the worksheet are shown in Table 1.

Table 1. Rolefulness Scale Items in the Worksheet

Social rolefulness
1. I am useful in society.
2. I can apply my strengths for society.
3. My roles are necessary for other people.
4. I have a role in the various groups I belong to.
5. I carry out several social roles.

Internal rolefulness
6. I realize my individuality by my roles.
7. I am satisfied with my roles.
8. I gain confidence because of my roles.
9. My roles bring out my individuality.
10. I have a role that is only mine.

First, the participants rated the items in the Rolefulness Scale with scores ranging from 1 (disagree) to 5 points (agree), and their social and internal rolefulness scores were calculated. They then reflected on the roles they performed in their daily life and the feelings they experienced in relation to these roles and wrote them. Thereafter, they answered the Rolefulness Scale again, and scores were compared before and after their reflections.

This study hypothesizes that the worksheet increases both social and internal rolefulness. Kato and Suzuki (2020b) examined how collaborative activities affect rolefulness and showed that such activities enhanced both social and internal rolefulness, with a substantial increase observed in social rolefulness. This showed that social rolefulness is based on social experiences such as interpersonal relationships and may change in the short term. Therefore, this study also expects social rolefulness to increase more than internal rolefulness.

2. Method

2.1 Participants

A total of 25 female university students from Japan (19 undergraduate and 6 graduate; mean age = 21.32) participated in the study. All students majored in clinical psychology.

2.2 Procedure

The participants answered the rolefulness worksheet and then accomplished the Rolefulness Scale. Thereafter, they produced written reflections of the roles they performed in their everyday life and the feelings they experienced in relation to these roles. Finally, they answered the Rolefulness Scale again.

3. Result

Findings showed a social rolefulness mean score of 2.69 (SD = 0.87) before and 3.14 (SD = 1.01) after the worksheet and an internal rolefulness mean score of 3.04 (SD = 0.87) before and 3.14 (SD = 1.03) after the worksheet, respectively. Moreover, paired t-test results revealed that social rolefulness significantly increased through the worksheet ($t(24) = 5.30$, $p < 0.01$, $d = 0.48$), but internal rolefulness was unchanged ($t(24) = 1.01$, $n.s.$, $d = 0.10$). Table 2 presents the rolefulness scores before and after the worksheet.

Table 2. Rolefulness Scores before and after the Worksheet

	Before		After			
	Mean	SD	Mean	SD	t	d
Social rolefulness	2.69	0.87	3.14	1.01	5.30**	0.48
Internal rolefulness	3.04	0.87	3.14	1.03	1.01	0.10
					**$p < 0.01$	

4. Discussion

Participants' social rolefulness significantly increased after answering the worksheet. In contrast, no significant change in internal rolefulness was observed. The participants' mean score for both social and internal rolefulness after answering the worksheet was 3.14, which indicates that their rolefulness increased adequately through the worksheet. The lack of significant differences in internal rolefulness

can be explained by the participants' scores before they accomplished the worksheet; i.e., their scores for internal rolefulness were quite higher than those for social rolefulness. This indicates that the baseline is different between social and internal rolefulness and that the participants had already gained an average level of internal rolefulness before answering the worksheet.

Suzuki and Kato (2019) examined rolefulness development using three-year data from Japanese high school students. Results of the longitudinal cross-lagged panel analysis showed that internal rolefulness gradually developed during the adolescent period. However, since most of the participants in the present study were young adults, they may have already established their internal rolefulness. This might explain their high internal rolefulness scores before answering the worksheet.

In contrast, the participants' baseline social rolefulness scores were lower. Because many of these participants were in their third and fourth years in university and consider job searching as an important task. Kitami, Mogi, and Mori (2009) found that participants' job searching stress increased as a result of excessive comparisons with others, causing role confusion. Job searching stress was also negatively correlated with their social skills and their maintenance of good relationships with others (Kitami & Mori, 2010). Social rolefulness includes interpersonal aspects such as "I can apply my strengths for society" and "My roles are necessary for other people". The difficulty that people experience in job searching decreased their sense of usefulness to society, suppressing their social rolefulness. Another study also showed that social rolefulness could change in the short term. Kato and Suzuki (2020b) conducted a collaborative artwork activity and found that it increased social rolefulness more easily than it did internal rolefulness. Internal rolefulness is linked to people's confidence and identity and requires a longer time to develop. In contrast, social rolefulness is based on one's social experience and changes in the short term. In the present study, the participants reflected on their roles in their daily life as well as their feelings in relation to these roles by writing about them. These experiences might have been focused on their satisfaction of their social roles, which increased their social rolefulness.

Furthermore, the participants accomplished the worksheet just once; however, its continuous effect must be explored in future studies, specifically the significant amount of time required to facilitate internal rolefulness. Although no significant change in internal rolefulness was observed in this study, it might increase when the worksheet is continuously used. Overall, the worksheet can be helpful in future applications not only in education but also in the development of one's career and mental health.

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