

## *Original Paper*

# Developing a Role-identification Map and Assessment of its Effect on Increasing Rolefulness and Resilience

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### ***Abstract***

*In this study, we examined the creation of a role-identification map and its effectiveness for enhancing rolefulness and resilience. A total of 103 Japanese female university students were asked to complete the map. Moreover, the scores on the Rolefulness Scale and Resilience obtained before and after the work were compared. The results showed that the map contributed to a significant increase in the participants' awareness of their social roles. Resilience was also increased. These results indicate that the map can improve rolefulness and resilience and can be applied in several areas, including education and career development.*

### ***Keywords***

*rolefulness, resilience, role-identification map, university students*

## **1. Introduction**

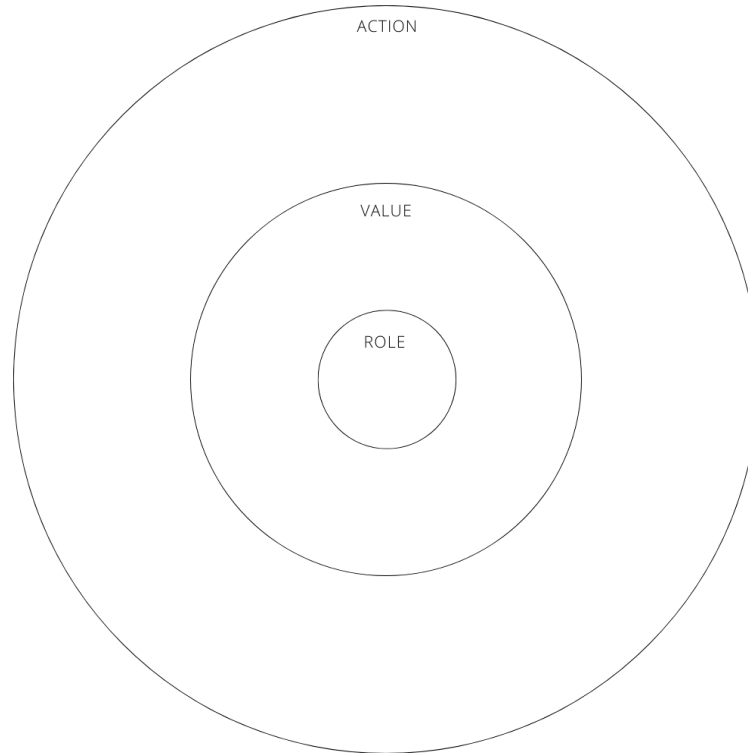
The term “rolefulness” is defined as the constant sense of role satisfaction in an individual’s daily life (Kato & Suzuki, 2018). This concept encompasses two aspects: social rolefulness, which refers to one’s sense of role satisfaction based on social experiences and relationships with others; and internal 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 an exploratory factor analysis, presenting two subfactors, i.e., social and internal rolefulness, each including five items. Furthermore, they performed a confirmatory factor analysis and investigated the validity of the factor structure carefully, thereby developing a 7-item version of the Rolefulness Scale.

Previous studies have examined the relationship between rolefulness and other psychological factors. Suzuki and Kato (2019) explored the prospective associations between school maladjustment and

rolefulness over a period of 3 years and detected a significant relationship between the two factors. Moreover, Kato and Suzuki (2020) reported that social rolefulness improved internal rolefulness and self-esteem and reduced depression. Furthermore, internal rolefulness mediated the relationship between social rolefulness and self-esteem, while self-esteem lowered depression. These studies demonstrated that rolefulness can be improved through social experience and facilitates their social adjustment and mental health. In turn, Kato, Kemp, and Suzuki (2023) developed a rolefulness worksheet and examined its effect; the authors showed that the worksheet exerted positive effects by increasing both social and internal rolefulness. As indicated by this evidence, the development of several types of worksheets is useful for facilitating rolefulness. Therefore, here, we developed a role-identification map and investigated its effect on rolefulness.

The term “resilience” is defined as “the state of being well-adjusted without showing psychopathology, overcoming a temporary psychological maladaptive state caused by exposure to a difficult and threatening situation” (Oshio et al., 2002). Hirano (2010) used Cloninger’s (1993) temperament/personality model to examine the perspective of acquired resilience in greater detail and extracted “innate resilience factors,” which are strongly related to one’s natural disposition, and “acquired resilience factors,” which are easily acquired, among various resilience factors. The Bidimensional Resilience Scale (BRS) was developed to measure the two factors separately. The “innate resilience factors” consist in optimism, control, sociability, and action; whereas the “acquired resilience factors” include problem-solving orientation, self-understanding, and understanding of other people’s psychology. In this study, we used this scale and analyzed the “innate resilient factors” and “acquired resilience factors” separately to examine how these factors change through the role-identification map.

The main aim of this study was to develop a role-identification map, as depicted in Figure 1.



**Figure 1. Role-identification Map**

First, the participants were asked to imagine a role they play in their daily lives (e.g., friend, daughter, and the role of a part-time job) and write it in the center circle. Second, they were asked to write its values and associated feelings (e.g., kindness, respect, and excitement) in the second circle. Finally, they were asked to write actions to achieve the values inserted by them in the largest circle, such as showing gratitude, respecting the opinions of others, and going out together.

This study hypothesized that the map increases both social and internal rolefulness. Kato, Suzuki, and Kemp (2023) examined the manner in which a rolefulness worksheet affects rolefulness and showed that it enhanced both social and internal rolefulness. Nakakita (2024) reported that a sense of role had the positive effect of increasing resilience among Japanese students. Therefore, this study also expected that the map would increase resilience.

## **2. Method**

### *2.1 Participants*

A total of 103 female university students from Japan (mean age, 21.69 years) participated in the study. All students majored in psychology.

### *2.2 Procedure*

First, the participants were asked to complete the Rolefulness Scale (Kato & Suzuki, 2018) and BRS (Hirano, 2010). Second, they prepared the role-identification map. Finally, they completed the

rolefulness and resilience scales again.

### 3. Result

Our findings indicated a social rolefulness mean score of 3.10 (SD = 0.74) before and of 3.71 (SD = 0.72) after the use of the role-identification map, and an internal rolefulness mean score of 3.54 (SD = 0.74) before and of 3.85 (SD = 0.79) after the use of the map. In addition, we recorded an innate resilience mean score of 3.10 (SD = 0.65) before and of 3.26 (SD = 0.69) after the use of map and an acquired resilience mean score of 3.58 (SD = 0.44) before and of 3.76 (SD = 0.45) after the use of the map.

Moreover, a paired *t*-test revealed that social rolefulness and internal rolefulness were significantly increased through the use of the map ( $t(102) = 10.51, p < 0.01, d = 0.84$ ; and  $t(102) = 5.28, p < 0.01, d = 0.41$ , respectively). Moreover, innate resilience and acquired resilience were significantly increased after the use of the map ( $t(102) = 6.40, p < 0.01, d = 0.24$ ; and  $t(102) = 6.02, p < 0.01, d = 0.40$ ). Table 2 lists the rolefulness and resilience scores obtained before and after the application of the map.

**Table 2. Rolefulness and Resilience Scores Obtained before and after the Application of the Map**

	Before		After			
	Mean	SD	Mean	SD	<i>t</i>	<i>d</i>
Social rolefulness	3.10	0.74	3.71	0.72	10.51**	0.84
Internal rolefulness	3.54	0.74	3.85	0.79	5.28 **	0.41
Innate resilience	3.10	0.65	3.26	0.69	6.40**	0.24
Acquired resilience	3.58	0.44	3.76	0.45	6.02**	0.40
** $p < 0.01$						

### 4. Discussion

The participants' score on social and internal rolefulness was significantly increased after using the role-identification map, which indicates that their rolefulness increased adequately through the map.

Based on the effect size, social rolefulness increased to a greater extent than internal rolefulness. Suzuki and Kato (2019) examined rolefulness development using 3-year data from Japanese high-school students. The results of the longitudinal cross-lagged panel analysis showed that internal rolefulness developed gradually during the adolescence period. Internal rolefulness is linked to the confidence and identity of individuals and requires a longer time to develop. In contrast, social rolefulness is based on the social experience of individuals and changes in the short term. In the present study, the participants reflected on their roles in daily life and on the emotions associated with those roles, as well as the behaviors that accomplish those roles, by writing about them. These experiences might have focused on their satisfaction with their social roles, which increased their social rolefulness.

It has been proposed that it is difficult to acquire innate resilience later in life (Hirano, 2010). However, the results of this study revealed that maps promote innate resilience. The cause of the enhanced innate resilience may be related to the fact that innate resilience includes “personality” elements, such as “optimism” and “control”. The present study was conducted using adolescent university students. Erikson describes the challenge of adolescence as “identity establishment versus identity diffusion”, with the challenge consisting in overcoming this crisis. By focusing on the identity and the role of the participants through the use of the map, awareness of personality was encouraged, which may have further promoted innate resilience.

The cause of the increase in acquired resilience was based on the fact that it consists of three factors: problem-solving orientation, self-understanding, and empathy for others. Among these factors, self-understanding indicates a good understanding of one’s own personality, while empathy for others indicates a compassionate attitude toward other individuals. These items may have promoted an increase in acquired resilience. The application of the map allowed the participants to look at their own role and promoted acquired resilience.

Overall, this map is useful not only for psychoeducation, but also for the development of one’s career and mental health.

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