

This book examined human interactions in relation to adjustments to groups. Especially, these studies focused on self-assertion as a factor produced the difference in human interactions. As a consequence, following results were obtained. People who asserted themselves clearly were satisfied with their human interactions. In addition, people, who were satisfied with their human interactions, were also satisfied with their groups. Moreover, they tried to achieve their tasks diligently. Therefore, I have suggested the importance of self-assertion with respect to the adjustment to groups.



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Social Development of Self-Assertion



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by

Hitoshi Yoshimura

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Preface

According to the hierarchy of needs (Maslow, 1954) that I first studied while in Saitama University, Japan, most of my needs have been concerned with self-actualization needs or esteem needs. In other words, my belongingness and love needs have been satisfied. I have been able to overcome several difficulties with my peers' cooperation. As a consequence, I can make efforts and hence adjust to group lives.

We cannot grow without peers. I have deeply been impressed with the hierarchy of needs and more and more interested in studies on peer interactions because my experiences are theoretically showed. For example, I could practice playing basketball and enhance myself with members' cooperation in senior high school. However, Maslow essentially seemed to examine motivation regardless of the satisfaction with human interactions. There is likely to be some dissatisfaction with the importance of peer interactions with respect to adjustment to groups.

This book is about relationships between peer interactions and adjustments to group. By asserting ourselves clearly, we can associate with peers. Interpersonal behavior makes us experience several emotions. As a result, we can be satisfied or motivated. Put simply, we have to associate with peers with our self-assertion in order to adjust to groups. The self-assertion is the very essence of human existence. Therefore, I attempt to conduct following five studies on peer interactions and development of self-assertion.

The purpose of the first study is to discuss peer interactions and self-assertion in relation to the adjustment to group. In particular, I argue the development of self-assertion and "the ability to live" (Chapter 2). The second study examines sex differences of the relationships between young children's social behavior and sociometric status in their classrooms. The third study examines development of young children's understanding of a strong child's intention and settling strategies in interpersonal conflicts. From both studies, I show that relationships between kindergartners' peer interactions and self-assertion in relation

to their social cognition (Chapter 3). The fourth study examines the adjustment to school by members of extracurricular athletic clubs in relation to their leaders. This study is intended as an investigation of human interactions in athletic clubs. In particular, I am here concerned with human interactions between a captain as a leader and members as followers. The important goal of this research is to show whether adolescents should clearly assert themselves in order to improve human interactions (Chapter 4). Moreover, the fifth study examines relationships between women college students' self-assertion and exclusive small groups. I am here concerned with small groups and exclusive attitude. Sex differences of peer interactions have been showed all over the world. In particular, women seem to make small groups with close peers and exclude other small group members in Japan. The goal of this research is to cast some light on student guidance in colleges that train professionals (Chapter 5). Finally, the book concludes with a look at what each study discusses (Chapter 6).

A study on peer interactions continues to occupy a central position in social or developmental psychology. There are numerous discussions on unskilled self-assertion and slight peer interactions in Japan (see the Chapter 2). We now need to consider the reason. For example, Triandis (1995) describes that Japanese conception of group is different from other countries. In order to elucidate this question, an international comparison is essential.

This study certainly offers some insight into development of self-assertion. The self-assertion and the ability to live have notably been examined in Western countries and several programs have been introduced in Japan. Having variable discussion with psychologists will be able to progress in this study. Regarding this book as the interim report, consequently, I dared to publish in English in spite of results in Japan. My hope is that the publishing of this book will be a good chance for the advance in this study, which clarifies the significance of self-assertion with respect to peer interactions.

I would not have studied peer interactions without the guidance of Dr. T. Banzai at Saitama University. Thanks are due to him for valuable guidance and discussion while in Graduate school of Education. I also wish to acknowledge Prof. Y. Kinoshita at Yokohama City University and Prof. J. Adachi at Tokyo University of Social Welfare for their valuable suggestions. In addition, I thank Dr. K. Hidaka at Iond University for his comments on the draft. Moreover, I would like to

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*To those who taught me most-
my parents,
my wife,
and my children*

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Kochi Gakuen College, Japan
October, 2004*

Chapter 1.

Introduction: Self-Assertion and Peer Interactions in relation to Group Adjustment Members

Chapter Outline

Adjustments to Groups and Peer Interactions

Maslow's hierarchy of needs and peer interactions

Exploratory experience and human interactions

Peer Interactions and Self-Assertion

The importance of self-assertion in relation to adjustments to groups

Development and sex difference in peer interactions in early childhood

Self-assertion and the understanding of other's intention in early childhood

Self-assertion and human interactions in adolescence

Young women's exclusive attitudes to other small group members and self-assertion

Plan of This Book

In this chapter, I will outline the importance of self-assertion with respect to adjustments to group and peer interactions concluding from separate discussions of studies on kindergartners, junior or senior high school students, and women college students. The purposes of this study are as follows.

1. To discuss the relationships between self-assertion and the ability to live.

2. To compare popular boys' characteristics with girls'.
3. To compare settling strategies of boys with those of girls, and to compare 5-year-old children's attributions to the strong child's intention with 4-year-olds.
4. To compare adjustments to club and school lives of students who can clearly assert themselves with those who cannot.
5. To compare adjustments to college of women students, exclusive to other small groups members who can clearly assert themselves with those who cannot.

1.1 Adjustments to Groups and Peer Interactions

A bully or a withdrawal is the most significant matter in Japan. It makes us discuss what children's peer interactions should be like. Since students collectively live in school, an important question is whether they can form close peer interactions (Hayamizu, 1998). Peer interactions regulate adjustments to group. The evidence can be seen in the hierarchy of needs (Maslow, 1954) and exploratory experience (Kikuchi, 1993). I shall now outline effects of peer interactions to the adjustments to group and task achievement motivation on the basis of two theories, the hierarchy of needs and the exploratory experience.

1.1.1 Maslow's hierarchy of needs and peer interactions

We have interacted with various peers throughout lives. Peer interactions have influenced our adjustments to group and task achievement motivation. According to Maslow (1954), the needs at one level should be at least partially satisfied before those at the next level become important motivator for action.

School life is precious for our physical and psychological development. Students have hardly attempted to study associating with friends. According to the hierarchy of needs, self-actualization needs are the highest motive. The self-actualization needs, to find self-fulfillment and realize one's potential, can be satisfied only after all other needs have been satisfied. Since the self-actualization needs can be interpreted as motivation to realize one's goal, the needs are related to the task achievement motivation. Since esteem needs are to gain approval and recognition, the esteem needs can also be interpreted as the motivation. Hence, both needs are related to the task achievement motivation. On the other hand, belongingness and love needs, lower than both the self-

actualization and the esteem needs, are to affiliate with others, be accepted, and belong. The belongingness and love needs are related to satisfaction with peers. Therefore, we should be satisfied with the belongingness and love needs in order to be satisfied with both the self-actualization needs and the esteem needs. Accordingly, we can examine the importance of the peer interactions with respect to adjustments to group and task achievement motivation based on Maslow's hierarchy of needs.

Suffering from bullies in classes, for example, it is probably difficult for us to be satisfied with peer interactions. The belongingness and love needs cannot be satisfied. Neither the self-actualization needs nor the esteem needs can be fulfilled. In other words, it is possible that we neither adjust to school life nor achieves our tasks. Judging from the above, we can safely say that peer interactions regulate the adjustments to group and task achievement motivation.

1.1.2 Exploratory experience and human interactions

We notice our own levels as compared with others. Given that a boy, who regards him as the fastest runner, competes with many people, he will know some faster people. As it turned out, he may motivate himself to practice in order to run much faster. It is possible that human interactions produce higher motivation. We are aware of gaps among our own abilities, others' abilities, and the abilities calculated by the group through group activities, thereby understanding ourselves. As a consequence, we probably modify or establish the target to form us. Moreover, we motivate ourselves to promote the activities. Such an experience is called the exploratory experience, which corrects the unusual self-esteem (Kikuchi, 1993). Therefore, peer interactions enhance the exploratory experience.

1.2 Peer Interactions and Self-Assertion

I will now discuss several factors which produce differences of peer interactions. Social skill is a behavior or a way of speaking to others (Aikawa, 2000). For example, positive self-assertion causes close human relationships (Isogai, 1992). On the other hand, people who have difficulty in asserting themselves may suffer from psychosomatic disease or depression (Hiraki, 1993). Hence, the self-assertion is an important factor in relation to the development of peer interaction. In order to interact with peers properly, we should clearly assert ourselves

and listen to what others say. The self-assertion should be far from egoistic.

However, Ochiai (1998) argues that young men and women seem to have much difficulty in asserting themselves clearly because they have a worry that they cannot belong to groups. In fact, Japanese junior high school students have tended to conform to others' opinions (Ochiai & Sato, 1996). Since a leader commands the group, the connections with the leader are very important in relation to adjustments to group. Erikson (1963) has described that the connections with the leader in peer groups are different between in early childhood and in adolescence. Therefore, the main purpose of this study is to examine relationships between development of the self-assertion and peer interactions. I will outline five research plans.

1.2.1 The importance of self-assertion in relation to adjustments to groups

Japanese society demands "the ability to live (The Central Council for Education Japan, 1998)" for children. We can infer that the ability to live, a foundation to achieve tasks and establish human relationships, is a character in order to adjust to groups. Accordingly, the first purpose is to scrutinize the importance of self-assertion in order to bring up the ability to live surveying many studies all over the world.

1.2.2 Development and sex difference in peer interactions in early childhood

Several studies have thrown new light upon sex differences in peer interactions (for example, Eder & Hallinan, 1978; Aries & Johnson, 1983; Saito, Kinoshita & Asou, 1986; Wada, 1993). These studies have clarified that boys have something to do with more friends than girls. In addition, they have also suggested that a boy group has a formal or informal leader. The above results have suggested that leadership more strongly influences to boys' peer interactions than girls. Hence, I pay attention to early childhood when children really start group lives. So to speak, this study is to examine the development and sex difference in kindergartners' peer interactions. The subject of the following paragraphs is the characteristics of peer interactions in early childhood.

1.2.2.1 Popular children's characteristics

The degree of popularity offers a key to understand children's circle of friends. Peer interactions in early childhood influence to social lives in the future. For example, it has been suggested that unpopular children grow up with interpersonal handicaps (Michelson, Sugai, Wood & Kazdin, 1983; Asher & Coie, 1990). It is possible that peer interactions also influence to development of their social skills. This study examines relationships between kindergartners' social status and social behavior.

There are numerous studies on characteristics of popular children. One of the most generally held views is that social behavior is an important factor in order to be accepted by peers. Popular children, who socially solidify their peers, have friendlily gained social acceptance by peers and teachers (Michelson, Sugai, Wood & Kazdin, 1983). In addition, this cycle has continued until they grow up. As can be seen in Puttallaz (1983), differences of social skills to enter into groups have predicted their future social status in peer groups. In early childhood, group activities really start. It is an important period in order to develop the basis of the ability to live (Mori, 1998). The examination on relationships between social status and social behavior is significant in order not only to consider methods of caring and teaching but also to predict children's growth.

We will now examine popular children's characteristics more closely. Cooperative, kind, or positive children are accepted by peers while aggressive or egoistic children are disliked in general. Three conditions to be accepted are to get on well with others, to react to others' influences positively, and to judge that going straight on their goal is not necessarily effective (Takahashi, Fujisaki, Naka & Noda, 1993). Self-revelation has been cited as characteristics of unpopular children (Putallaz, 1983). From these viewpoints, it follows that child's social status depends on cooperation and egoism.

1.2.2.2 Sex difference of peer interactions

Saito, Kinoshita & Asou (1986), who have examined longitudinal changes of peer interactions in early childhood, have showed gender effects to the association with a strong child, who has social power and takes a command in a classroom. There was a definite leader in a boy group. He followed by ranked subordinates. On the other hand, leaders

in girl groups were not as definite as boys. Boys have associated with disinterested boys well together but girls have not (Eder & Hallinan, 1978). This tendency has also been said of adolescence (Kusumi, 1986). That is to say, it seems reasonable to suppose that it is easy that boys, who associate with many members, form unstable peer interactions opened to the outside. Although strong boys have been selfish earlier, they have become more and more cooperative (Saito, Kinoshita & Asou, 1986). Since the strong boy with the confidence of peers gradually gets approved by others, he has probably been regarded as an actual leader in early childhood. Therefore, boys' social status depends on the degree of their leadership.

1.2.2.3 Purpose

Several studies on influential factors to peer relationships have examined differences of individual characteristics by sociometric status. They have showed that aggressive or egoistic children are disliked while cooperative, kind, or positive children are liked in general. These results above are the most fundamental and important themes on peer interactions. Although studies have been made on sex difference of adolescents' leadership effects, little is known about young children. Therefore, the main purpose of the first study on peer interactions in early childhood is to compare popular boys' characteristics with girls'.

1.2.3 Self-assertion and understanding of other's intention in early childhood

I will now discuss developments of social skill through peer interactions. Koishi (2000) have pointed out that cognitions to consider in other's view are very important in relation to understanding of other's intention. Interpersonal conflicts principally progress children's sociability. Accordingly, the next study is to examine the relationships between peer interactions and the self-assertion in interpersonal conflicts.

When one attempts to settle a conflict, one's purpose after conflicts is to clarify the cause (Imai, 1997). Kindergartners' conflict is also similar. After children correctly understand cause of a conflict, they should attempt to settle on the basis of the cause. In other words, they should also understand their rivals' intentions. In particular, their judgment, whether rivals' intentions are malice or accident, influences to subsequent correspondence. The subject of the following paragraphs is

the relationship between young children's peer interaction and understanding of intention.

1.2.3.1 Social power in early childhood

Social power is one of the factors regulating settling of conflicts (Imai, 1997). Clarifying the power decides settling strategies. Settling conflicts have been developed from the level that children can mutually understand to the level that they can mutually regulate interests in general (Selman & Demorest, 1984; Selman & Schultz, 1989). However, process of settling is changed by connections with a rival of the conflict (Hartup, Laursen, Stewart & Eastenson, 1988). In order to examine the social power, it is necessary to focus on the connection with the other. In this study, I single out a strong child in a classroom as social power. He or she applies pressure on other classmates. Settling strategies in conflicts with the strong child are their attitudes against his/her pressure. We now need to consider whether they will later adjust to group lives assuming that they do not yield the pressure but mutually attempt to understand. Throwing new light upon problems on settling interpersonal conflicts with the strong child, this study will be useful to prevent problem behavior and develop children's social skills.

1.2.3.2 Understanding of intention

Intention, caused by belief and desire, makes action (Astington, 1993). Understanding of other's intention is important in order to understand meanings of action or to predict other's following action (Kinoshita, 1990). It is essential to attach importance to the strong child's intention in order to clarify factors regulating settling strategies. Therefore, the purpose of this study is to examine young children's understanding of the strong child's intention and their settling strategies.

Several previous studies on children's understanding of intention have focused on a clear distinction between intentional and unintentional action. Smith (1978) has described that 6-year-olds have understood intentions. On the other hand, Harris, Johnson, Hutton, Andrews & Cooke (1989) have described that even 2- or 3-year-olds have understood other's intention from a viewpoint of desire while 4- or 5-year-olds have from a viewpoint of belief. From these studies, young children are certainly difficult to understand other's intention on the basis of both the desire and the belief. Nevertheless, we have

difficulty in concluding that they cannot understand other's intention at all.

1.2.3.3 Settling strategies of conflicts

We now need to consider how young children settle interpersonal conflicts. According to Azuma & Nobechi (1992), social problem solving abilities have been classified into five categories (antisocial solutions, prosocial solutions, assertive solutions, solutions through referral to external intervention, and negative solutions). In addition, according to Saito, Kinoshita & Asou (1986), outcomes of peer conflicts have been classified into seven categories (no resistance, simple resistance, cessation, rupture, obedience to pressure, external intervention, and mutual understanding).

Comparing both studies, the solutions through referral to external intervention (Azuma & Nobechi, 1992) and external intervention (Saito, Kinoshita & Asou, 1986) are similar. Since the simple resistance implies a revengeful attack to rivals, it is applicable to one of the antisocial solutions. Furthermore, the prosocial solutions are similar to the mutual understanding in that both are intended for compromise. They also share certain similarities in that the negative solutions and the obedience to pressure are to avoid the situation. These categories above are young children's reactions in interpersonal conflicts. We can interpret the categories in quality. Since they frequently occur, they can be reliable as typical categories of settling strategies.

Therefore, this study adopts following six categories: aggressive reaction (for example, a participant slaps or retaliates to a strong child), self-assertion (for example, a participant clearly conveys his/her mind), requiring of apology (for example, begged a participant's pardon, he/she pardons the strong child), intervention of teachers (for example, a participant asks to his/her teacher for help), negative reaction (for example, a participant wails or avoids), and disregard (for example, a participant does not mind).

1.2.3.4 Purpose

Rivals' characteristics have changed the judgment of their intentions (Dodge, 1980). For example, a 3-year-old strong boy attempts to make demands on other classmates (Saito, Kinoshita & Asou, 1986). His privilege is tacitly agreed among them. However, a 5-year-old strong boy, who takes a positive leadership, can arbitrate conflicts (Saito,

Kinoshita & Asou, 1986). This clearly shows that settlements of interpersonal conflicts among 5-year-old boys are led by the strong boy to understand the intentions mutually.

Therefore, this study is to examine relationships between kindergartners' attributions to a strong child's intention and their settling strategies in interpersonal conflicts. The main purpose is particularly to compare boys' settling strategies with those of girls'.

1.2.4 Self-assertion and human interactions in adolescence

Selman (1981) has suggested that adolescences expect friends' mental support while kindergartners do physical connections. Hence, social skills in adolescence more strongly influence to adjustments to group in comparison to those in early childhood. This study is to examine group adjustments in adolescence. The subject of the following paragraphs is the human interactions in the club activity, in particular, relationship between followers' self-assertion and captain's leadership.

1.2.4.1 Club activities and adjustments to school

Adjustment to school is an important problem for students' lives. When junior high school students enter the school, in particular, they expect club activities. Since adjustments to club activities offer a new cognition to creative activities and motivation (Miyasaka, 1962), it raises students' morale to school lives. In addition, they are motivated themselves to study school subjects due to their interests and confidence developed in club activities (Miyasaka, 1959). Therefore, one student's satisfaction with the club activity affects to the whole school lives.

The club activity aims to improve the adjustment to school. However, it is also a main cause of students' stress. According to Kochi sport educational center (1993), a lot of students have resigned from the club on account of human interaction. This clearly shows that an immediate cause is the human interaction in clubs. The human interaction in clubs is the most important problem in relation to the adjustment to school.

1.2.4.2 Leadership in club activities

In club activities, a captain command human interactions. Several studies (for example, Lippitt & White, 1943; Anderson, 1958; Misumi, 1984) have suggested that human interactions between members and

their captain differ according to captain's leadership style. However, leadership effects are decided not only by leadership styles but also by human relationships between the leader and followers (Fiedler, 1967). In fact, Hachiya (1978) has examined relationships between leadership and followers' individual characteristics in job groups. Banzai (1989) has also examined the relationships in soccer clubs in senior high schools. As a result, both studies have suggested that passive followers are satisfied with a leader who attaches importance to group maintenance. In order to be active smoothly in groups, all the members need to participate diligently. The leader should exactly understand followers' characteristics for the purpose. I will focus on self-assertion as followers' characteristics in this study.

1.2.4.3 Self-assertion and human interactions

According to Adler (1932) and Hiraki (1993), followers who find it difficult to assert themselves clearly cannot psychologically adjust to group life. Hence, the leader should approach to them. Modulating different views by the self-assertion, they can refresh not only themselves but also the other (Hiraki, 1993). Rogers (1970) has given following four points on self-assertion, effective for interactions: acting in accordance with one's feeling, confrontation and feedback caused by expressing oneself, telling group members one's problem, and active physical expression. Such attitudes which cause a relievable atmosphere satisfy us with human interactions and produce our positive actions. The adjustment to group activities depends on the self-assertion.

1.2.4.4 Purpose

According to the contingency model (Fiedler, 1967), both the leadership styles and followers' individual characteristics regulate leadership effects. Passive followers are satisfied with democratic leaders (Hachiya, 1978; Banzai, 1989). It is possible that the democratic leadership rightly influences for followers who find it difficult to assert clearly. Therefore, this study is to compare adjustments to their club lives by followers who can assert with those who have difficulty in asserting.

1.2.5 Young women's exclusive attitudes to other small group members and self-assertion

We can safely say that boys are mainly influenced by connections with leaders. On the other hand, we cannot say that girls are similar according to several studies on sex differences of peer interactions (for example, Eder & Hallinan, 1978; Kusumi, 1986; Kamise, 2000). Now, we will take a close look at women peer interactions. This study examines relationships between women students' adjustments to colleges and their motivation for getting professional jobs. The subject of the following paragraphs is the relationships between women students' peer interactions and adjustments to college.

1.2.5.1 Small groups and adjustments to college

Adolescents should judge their characteristics in order to choose their career for their self-actualization. Adjustments to school and motivation for employment as professionals are the most important problems for students belonging to colleges that train professionals. According to Tanaka (2000) and Sato (1997), women students seem to be more conscious of the connection between colleges and professionals than men.

A department class formed by members with a same purpose is an important group in student lives. The class has several small groups formed by close friends. Since cohesiveness of the small group is strong, peer interactions are usually developed in the small groups. Assuming that a small group is not connected with other small groups, peer interactions in a college are probably developed only in the small group. Although an increase of in-group cohesiveness relates to an increase in cooperative behavior to the in-group, it is not necessarily related to a decrease in the cooperative behavior to out-groups (Dion, 1973).

However, the development of human interactions depends on self-assertion (Isogai, 1992). For example, aggressive self-assertion makes others assume defensive attitudes (Alberti & Emmons, 1970). Suppose that the self-assertion is passive. Then social anxiety increases and thus people avoid social situations (Michelson, Sugai, Wood, & Kazdin, 1983). As a consequence, those who find it difficult to assert themselves clearly are also avoided by surroundings. One does not come into contact with others. Since the cohesiveness of the small group is strong by nature, one's circle of peers seems to be limited in the small group. According to the exploratory experience theory (Kikuchi, 1993), contacts

with members of other small groups probably lead one to the development of affluent human interactions and oneself. Therefore, college lives depend on both the self-assertion and exclusive attitudes to members of other small groups (exclusive attitude).

1.2.5.2 Women students' peer interactions

I will now discuss women students' self-assertion and exclusive attitude with respect to their motivation for the employment as professionals and satisfaction with their college lives in detail. Although women students are conscious of the connection between colleges and professionals (Tanaka, 2000), their vocational situations are severer for them than men students. Assuming that relationships between self-assertion and exclusive attitude are clarified, we can say that a student guidance paid attention to peer interactions by teachers is useful for women students to adjust to college.

Several studies have been made on differences of peer interactions between men and women. Suppose peer relations in a women' small group are split. Then, all of their peer interactions probably fall down (Kamise, 2000). According to Nakagawa (2000), women student's nonparticipation in a small group is related to her issue of vital importance. For women students, peer interactions in the small group may be the most interesting matter in college lives.

1.2.5.3 Exclusive attitude and adjustment to college

I will now examine the characteristics of women's peer interactions. According to several studies on women's friendships (Sherrod, 1989; Wheeler & Nezlek, 1977, Wada, 1993), they tend to be marked by depth. According to developmental studies on peer relations (Saito, Kinoshita & Asou, 1986; Eder & Hallinan, 1978; Yoshida & Arata, 1997; Kusumi, 1986), women's small groups are inclined to be the center of their peer interactions. Therefore, the cohesiveness of women's small group seems stronger than men's.

Existence of rivals in out-groups makes the in-group cohesiveness stronger (Tao, 1991). Although the small group is attractive for students who avoid members of other small groups, their class atmosphere is not. As a consequence, not only the cohesiveness but also the exclusive attitude probably gets even stronger. The class atmosphere is related to students' self-esteem or grades (Banzai, 1995). Assuming that they feel unpleasant for their classes because of their exclusive attitudes, they

negatively seem to affect to the whole college lives. Since women seem to attach importance to their small groups, in particular, the negative effect probably holds true for women students.

1.2.5.4 Self-assertion and adjustment to college

Several studies have been made on relationships between self-assertion and school lives. For example, students who can clearly assert themselves tend to adjust to professional courses in the university (Tanaka, Yamazaki, Yanai & Suzuki, 1998). An investigation on athletic clubs of junior high school students (Yoshimura, 1997) has suggested that members who can clearly assert themselves are also satisfied with school lives and human interactions in their clubs. Moreover, they diligently practice playing at sports. Students who can clearly assert themselves are probably satisfied with their friends or college lives, make a plan to get professional jobs, and study as they have planned.

However, the self-assertion (Yoshimura, 1997) is related only to positiveness. Self-assertion for oneself and others leads to the experience that they mutually respect (Hiraki, 1993). In other words, students whose self-assertion is egoistic cannot probably form close friend relations. It is necessary not only to assert positively but also listen to and understand what the other talks about. This study examines differences of adjustment to college according to the following three self-assertion styles. A first style is to assert oneself clearly. A second style is to assert oneself egoistically. And a third style is to have difficulty in asserting oneself clearly.

1.2.5.5 Purpose

As can be seen in Eder & Hallinan (1978), Kusumi (1986), Kamise (2000), and Simmons (2002), women are inclined to attach importance to the small groups with specific friends. Women expect dependency and self-disclosure for best friends among same sex (Wada, 1993). In other words, women probably exclude members of other small groups. This study is to examine relationships between women's self-assertion and exclusive attitudes with respect to their adjustments to college. Accordingly, the purpose of this study is to compare adjustments to colleges by exclusive women students who can clearly assert themselves with those who find it difficult to assert clearly.

1.3 Plan of This Book

As have been noted, it is possible that adjustments to groups demand on satisfaction with peer interactions in belonging groups. In addition, the peer interactions depend on the self-assertion. This study is intended to investigate human interactions with respect to adjustments to groups. In particular, it examines relationships between the self-assertion and peer interactions. In order to be concerned with other person, people clearly need to assert themselves each other. The purpose of this study is to prove following two questions. First question is whether peer interactions and satisfaction are different according to participants' self-assertion styles. The next question is whether adjustments to groups are different according to peer interactions. Since developmental differences are also examined, the participants' range is from kindergartners, through junior or senior high school students, to college students. The purpose of each chapter is as followed.

Chapter 2 presents studies on self-assertion and examines relationships between the self-assertion and the ability to live surveying several studies. The purpose of this study is to scrutinize the importance of self-assertion in order to bring up the ability to live.

Chapter 3 describes developments of peer interactions in early childhood. I will examine the following two researches.

The purpose of the first research is to examine whether boys who can take a leadership are liked. I would like to throw new light upon sex differences in leadership effects in early childhood. Therefore, this study examines leadership effects to participants' social status.

The second research examines relationships between kindergartners' attribution to strong child's intention and their settling strategies as the self-assertion. Since peer groups in kindergartens do not have formal leaders, I focus on a strong child. Therefore, the purpose is to compare the results under intentional condition, which the strong child intentionally pays a trick on the participant, with those under unintentional condition which he/she unintentionally does.

The purpose of chapter 4 is to argue differences of followers' satisfaction with their leader, club activities, and school lives according to leadership styles or follower's self-assertion styles. According to several studies (Miyasaka, 1959, 1962; Fiedler, 1967; Hachiya, 1978; Banzai, 1989; Isogai, 1992; Hiraki, 1993), both self-assertion and

leadership influence to not only human interaction but also adjustments to groups.

In chapter 5, I consider women students' exclusive attitudes to other small group members in colleges that train professionals. The purpose of this study is to examine relationships between the exclusive attitudes and the self-assertion with respect to adjustments to groups. In particular, the self-assertion is based on not only positiveness but also egoism. For example, egoistic self-assertion is the attitude that one strongly asserts oneself and does not listen to what others say.

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