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Type of social participation and emotion regulation among upper secondary school students

Abstract: The article presents the results of research on relationships between types of social participation and emotion regulation. In the study, Gratz' and Roemer's (2004) perspective on emotion regulation and Reinders' and Butz's (2001) concept of types of social participation were applied. Participants were 1151 students from three types of vocational schools: basic vocational school (n=266), technical upper secondary school (n=644), and specialized upper secondary school (n=241). The results of studies conducted with the use of Difficulties in Emotion Regulation Scale (DERS) and Social Participation Questionnaire (SPQ-S 1) indicate that there are small, however, significant, differences in the levels of social participation dimensions and the frequency of particular types of social participation between students from the three investigated types of vocational schools. The level of transitive orientation turned out to be higher among students from the basic vocational schools than among students from the specialized upper secondary schools and the technical upper secondary schools. In each educational group, the level of transitive orientation was significantly higher than the level of moratorium orientation. The hypothesis about the relationship between dimensions of emotion regulation and types of social participation, particularly with respect to the dimension of "lack of emotional awareness", was confirmed. The most effective style in terms of emotion regulation turned out to be the assimilation type. The highest level of emotion dysregulation proved to be connected with the segregation type.

Key words: adolescence, educational context, moratorium, emotion regulation, social participation, transition

Introduction

The article presents the results of the first measurement (out of six planned) carried out within longitudinal studies that constitute a part of the project: Mechanisms of identity formation during the transition from adolescence to adulthood: regulative role of the self-awareness emotion. Participants were students from three types of vocational schools: basic vocational, technical upper secondary, and specialized upper secondary – students in grades 1-3.

Pilot studies conducted in 2011¹ under the aforementioned project (Brzezińska, Czub, Hejmanowski et al., 2012) showed, inter alia, that between students from different types of upper secondary schools (the pilot study was conducted in three types of upper secondary schools

– in general upper secondary schools and in two types of schools which are also included in this study - basic vocational schools and technical upper secondary schools) there could be observed small differences in respect of the levels of the investigated features – dimensions and statuses of identity (see Piotrowski, 2013 – this issue), experiencing self-awareness emotions (Czub et al., 2013 – in press), emotion regulation (Jankowski, 2013 – this issue) and dimensions and types of social participation (Rękosiewicz, 2013a – this issue). The aim of the studies described in the present paper was to measure dimensions and types of social participation and to describe the relationships between them and emotion regulation in students from three different types of vocational schools.

¹ Studies conducted on a sample of 1675 pupils and students, financed from the statutory activities of the Institute of Psychology at Adam Mickiewicz University in Poznań.

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Problem

In studies conducted by Arnett (2007), individuals from four age groups (12-17, 18-25, 26-35, 36-55 years of age) were asked the question: "Do you feel that you have already become an adult?" Out of all these age groups, individuals aged 18-25 turned out to be the ones who would the most frequently answer "in some ways yes, in some ways no" (60% of individuals from this group responded in such a way). The second group who would frequently give such an answer constituted individuals aged 12-17 (almost 50% of respondents from this group answered this way). The period of late adolescence, as well as emerging adulthood, is, in the opinion of Arnett (*ibidem*; see also Arnett, 1994; 1997; 2001) the time between childhood and adulthood, during which young individuals find it difficult to unequivocally evaluate whether they have already become adults or not. The period of studying in an upper secondary school (16-19/20), i.e. the period of late adolescence, is the time when young people approach adulthood (taking into consideration chronological age), nevertheless, considerable individual differences can be observed among young people in the manner in which they perceive youth – as the time of preparation for adulthood (transition), or the time when they can enjoy the charms of youth, not thinking about entering adulthood (moratorium) (see the hypothesis of postponed adulthood – Brzezińska, Czub, Czub et al., 2012).

Social participation type, according to the theory proposed by Merkens, Reinders and Bergs-Winkels (Reinders, 2006; Reinders, Bergs-Winkels, Butz, and Claßen, 2001; Reinders and Butz, 2001; see also Mianowska, 2008), describes the manner of participating in social life by young people, reflected by two dimensions – transitive orientation (focus on acquiring skills needed in adulthood, accompanied by an awareness of the necessity to undertake consecutive developmental tasks and to prepare for their completion) and moratorium orientation (focus on profiting from offers available "here and now", without engaging in future-oriented thinking) (for a more detailed description see Rękosiewicz, 2013a – this issue; 2013b – in press). Thus, type of social participation reflects adolescents' attitude towards youth and transition into adulthood.

Identification of the levels of the two dimensions enables a determination of the social participation type of a given person (one of four possible – assimilation, integration, marginalization and segregation). The integration type is characterized by high levels of the two dimensions, whereas the marginalization type – on the contrary – shows low levels of these dimensions. The assimilation type is characterized by a high level of transitive orientation and a low level of moratorium orientation. In turn, the segregation type is characterized by a high level of moratorium orientation and a low level of transitive orientation.

People with integration type satisfactorily fulfill the developmental tasks, are involved in education and don't feel limited in the development of their capabilities by social control (Reinders, et al., 2001). People with assimilation type also try to achieve their goals, but they perceive other opportunities (not related with transition to

adulthood) as unattractive. The development of both types in young people is supported by their parents being open to the increasing need of them being independent. Youth with either assimilation or integration type are characterized by high level of trust in themselves, faith in their abilities and self-confidence (Mianowska, 2008).

People with marginalization type are passive, and are not interested nor involved in forming their current or future adult life. They see fulfilling developmental tasks as difficult. They constitute a high risk group – they are exposed to marginalization and social exclusion in adulthood (Reinders, et al., 2001). People with segregation type have the same problem with fulfilling developmental tasks, but they focus on profiting from offers available "here and now" – which finds expression in, for example, being a part of a subculture or in opposition to social norms and values.

The pilot studies conducted so far (Rękosiewicz, 2013a – this issue) enable the formulation of preliminary conclusions about the manner of perceiving the period of youth by young people attending upper secondary schools. Out of the three types of investigated schools (i.e. basic vocational school, technical upper secondary school, and general upper secondary school), only the students attending a technical upper secondary school manifested a higher level of transition orientation than moratorium orientation (no significant differences were observed in the other types of schools). In technical upper secondary schools, social participation types characterized by a high level of transitive orientation (the assimilation and integration type) were observed more frequently than in the other types of upper secondary schools investigated in the pilot study.

At what time a young person will enter adulthood depends on, at least, several factors – inter alia on the so-called biological clock (determining the optimal time for full time school education, or the best time to start procreation) and social clock (social norms determining the right time for undertaking a job, establishing a family, etc.) (see Brzezińska, 2004). The recent phenomenon of postponing entering adulthood does not meet with a lot of social disapproval (see Settersten, Hagestad, 1996), thus it can be assumed that there is, at least in certain cultural circles, social consent to postpone the undertaking of tasks associated with adulthood. Nowadays it is observed, that an increasingly important role is starting to be played by individual preferences – personal plans, not necessarily in line with the expectations of family members, or of the increasingly remote social environment. At the same time, we assume that refraining from undertaking tasks that prepare young people to adulthood (a low level of transitive orientation) may stem from the characteristics of such personal factors as emotion regulation.

This assumption seems to be indirectly confirmed by the results of studies (Rękosiewicz, 2013a – this issue) of the relationship between identity in Luyckx's understanding (see Luyckx, Goossens and Soenens, 2006) and social participation. One of the dimensions of identity – ruminative exploration, defined as a manifestation of personal fears and experienced by a person who has problems with engagement

in issues that are important for identity development (Luyckx et al., 2008), was found to have a weak positive correlation with moratorium orientation (ruminative exploration correlated negatively with transitive orientation). Moreover, among lower secondary school students and different types of upper secondary school students the average level of ruminative exploration in the group of individuals with the assimilation type (high transitive, and low moratorium orientation) proved to be lower than in the group of people with the segregation type (low transitive, high moratorium orientation). In turn, moratorium orientation, i.e. “here and now”-oriented actions (contrary to actions targeted at the fulfilment of developmental tasks), is connected with experiencing fears, anxiety and uncertainty.

So far, to the best of our knowledge, no comprehensive studies confirming the existence of a relationship between social participation type and emotion regulation have been conducted. The studies of Mianowska (2008), carried out in Poland in 2003 on individuals aged 15-16 (n=4723) in Grade 3 of lower secondary schools, yielded only indirect information. High levels of self-confidence and self-reliance were conducive to the employment of transitive strategies, i.e. those characterized by a high level of transitive orientation (assimilation and integration). These observations prompted us to explore the relationship between emotion regulation and type of social participation.

Emotion regulation is a process that enables a person to reach their goals despite experiencing various emotions (Gross, Thompson, 2007). It consists in modulating emotions, however, it is not limited to suppressing or alleviating negative emotions, but it also assumes triggering and maintaining emotions (Thompson, 1994; Gross, 1998). The importance of emotion regulation for the psychological functioning of human beings has been described in many studies. The results of these studies point not only to the relationship between the level of competences associated with influencing emotions and different types of psychopathology (Martin, Dahlen, 2005; Campbell-Sills et al., 2006; Phillips, Ladouceur, Drevets, 2008), but also to the link between emotion regulation and social development (Eisenberg et al., 2000) and identity development (Jankowski, 2013 – in press).

Taking into consideration the fact that in the opinion of the authors of the concept of types of social participation (Reinders’ and Butz’s (2001)) the present young generation “does not necessarily fit into the adult community, on the contrary – young people seem to oppose it”² (as cited in Reinders, et al., 2001, p. 200), the postulate about the importance of social interactions for shaping different types of social participation seems justifiable. Moreover, studies conducted by Lopes et al. (2011) indicate that individuals who obtain higher scores on emotion regulation scales less frequently experience interpersonal conflicts and are characterized by a higher quality of social interactions. Also Gross (2002), investigating interactions of couples depending on the strategies of emotion regulation

(reappraisal; suppression) utilized by one of the partners, arrived at the conclusion that there exist links between emotion regulation and social interactions. The premises mentioned here indicate that the relationship between emotion regulation and type of social participation can be mediated by such variables as quality of interpersonal relations and intensification of conflicts connected with social interactions.

Hypotheses

First of all, we assume that students from different types of vocational schools do not differ in terms of levels of social participation dimensions. As a premise of the anticipated effect we treat the fact that these students are of a similar age, and that the three investigated types of schools do not differ significantly from one another (as differ, for instance, technical upper secondary schools and general upper secondary schools – see Rękosiewicz, 2013a – this issue). The period of late adolescence, as shown by previous studies (ibidem) and according to theoretical predictions (Reinders, 2006), is characterized by comparable levels of transitive and moratorium orientation, or by a slightly higher level of transitive orientation in comparison to moratorium orientation.

Secondly (which results from the first hypothesis), students from different types of schools do not differ from one another in terms of social participation type. At the same time, we assume that due to the phase in which the investigated individuals remain (i.e. late adolescence), in each group the integration type (high levels of the two orientations) and the assimilation type (a high level of transitive orientation) will dominate. We presume that the marginalization and segregation type will occur less frequently.

Finally, we surmise that type of social participation differentiates levels of emotion regulation dimensions. Especially, we anticipate that individuals with the assimilation type will experience the smallest number of problems in the sphere of emotion regulation, whereas people with the marginalization and segregation type will experience the greatest number of such difficulties. For, it seems that the assimilation type is the most optimal type of social participation for the period of late adolescence (due to the character of developmental tasks of this period; ibidem) and assimilation coincides with identity achievement, which is one of the markers of transition to adulthood (see Rękosiewicz, 2013a – in press). In turn, the segregation and marginalization type appear to be “risk types”. Segregation – due to the fact that it is typical of early adolescence (lower secondary school), marginalization – because it is risky regardless of age. Individuals with the marginalization type are characterized by low levels of the two dimensions of social participation which manifests itself in a lack of introspection and passivity (this type coincides with identity diffusion; ibidem).

¹ „dass sich die heranwachsende Generation nicht zwangsläufig in die Erwachsenengesellschaft einfindet, sondern sich in je unterschiedlicher Weise zu ihr positioniert“ („that the present young generation does not necessarily fit into the adult community, on the contrary – young people seem to oppose it“)

Subjects

Participants were 1151 students (female: 47%; male: 53%) from three types of upper secondary schools – 266 students from basic vocational schools (female: 81.6%; male: 18.4%), 644 students from technical upper secondary schools (female: 28.9%; male: 71.1%) and 241 students from specialized upper secondary schools (female: 57.3%; male: 42.7%). Detailed information on the investigated

sample has been presented in Table 1. All participants were in a similar age group (15-21 years of age) and were in the phase of late adolescence. The dependent t test revealed low significant differences [$t(867) = 2.30$; $p=0.02$; Cohen's $d = 0.019$] between technical upper secondary school ($M = 17.65$) and specialized upper secondary school ($M = 17.44$). The research was conducted in the first quarter of 2013 in schools, during regular classes, and it constituted the first measurement of the planned longitudinal studies.

Table 1. Characteristics of the investigated sample

Education group (type of educational institution)	Age in years		Total	
	M (sd)	Mode	N	%
1. Basic vocational school	17.51 (0.99)	18	266	23.1
2. Technical upper secondary school	17.65 (1.29)	18	644	56.0
3. Specialized upper secondary school	17.44 (0.84)	18	241	20.9
Total	17.58 (1.14)	18	1151	100

Research methods

Two tools were utilized in the reported studies: *Social Participation Questionnaire (SPQ)* and *Difficulties in Emotion Regulation Scale (DERS)*.

Social Participation Questionnaire – short version 1 (SPQ-S 1). This questionnaire is an original Polish tool developed by Rękosiewicz, Brzezińska and Hejmanowski (Rękosiewicz, 2013b – in press). It is based on the theoretical approach of Merkens, Reinders and Bergs-Winkels (Reinders, Bergs-Winkels, Butz, Claßen, 2001; see Mianowska, 2008; Reinders, Butz, 2001). SPQ was prepared in 4 versions, in the presented research SPQ-S 1 (SPQ – short version) was applied. This version is composed of 20 items belonging to two scales: (1) TO scale – transitive orientation (e.g. *I plan my further education in my mind*) and (2) MO scale – moratorium orientation (e.g. *I devote more time to what I feel like doing, than to what is expected of me by adults*). Items are 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*). 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 types of social participation. The tool has a satisfactory level of reliability: Cronbach's Alpha in the whole sample comes to 0.84 for transitive orientation, and 0.81 for moratorium.

Difficulties in Emotion Regulation Scale (DERS/PL). This questionnaire, developed by Gratz and Roemer in 2004, serves as a means of investigating emotion regulation. The original version comprises 36 items, illustrating various aspects of emotion regulation, grouped in 6 dimensions. The questionnaire includes the following dimensions: (1) lack of acceptance of emotional responses (e.g. *When I'm*

upset, I feel ashamed with myself for feeling that way), (2) difficulties in realizing goal-directed behaviors (e.g. *When I'm upset, I have difficulty concentrating*), (3) difficulties in controlling impulses (e.g. *When I'm upset, I lose control over my behavior*), (4) lack of emotional awareness (e.g. *I am attentive to my feelings*), (5) limited access to emotion regulation strategies (e.g. *When I'm upset, it takes me a long time to feel better*), (6) lack of emotional clarity (e.g. *I have no idea how I am feeling*). The Polish adaptation (based on a pilot study) was prepared by Brzezińska and Czub in 2012 (Czub, 2012). It comprises all the dimensions included in the original version, however, in the course of work on the adaptation 13 items were excluded. From each of the six dimensions 1-3 items were removed - the greatest number (3 items) from the dimensions of “lack of emotional awareness” and “limited access to emotion regulation strategies”. The exclusion criterion was a low correlation coefficient between particular items and the overall result of the scale Cronbach's Alpha for particular dimensions of the scale in the investigated sample is the following: Lack of acceptance of emotional responses – 0.78; Difficulties in achieving goal-oriented behaviors – 0.88; Difficulties in controlling impulses – 0.92; Lack of emotional awareness – 0.65; Limited access to emotion regulation strategies – 0.87; Lack of emotional clarity – 0.66. Subjects respond on a 5-point scale (responses from almost never to almost always) from 0 to 4. In order to calculate the result of the scale, one has to sum points ascribed to particular items. It is necessary to note that high scores for particular dimensions of the questionnaire are indicative of a lower level of the effectiveness of emotion regulation in respect of the aspect measured by the given subscale. In other words, high scores are indicative of a greater intensification of signs of emotion dysregulation.

Results

Dimensions of social participation and school type

The dependent t test revealed significant differences between dimensions of social participation, wherein transitive orientation turned out to be higher than moratorium orientation in the case of students from

basic vocational schools [$t(270) = 6.33$; $p < 0.001$; Cohen's $d = 0.77$], technical upper secondary schools [$t(653) = 7.39$; $p < 0.001$; Cohen's $d = 0.58$], and the students from specialized upper secondary schools [$t(252) = 2.59$; $p < 0.05$; Cohen's $d = 0.33$].

Table 2. Descriptive statistics for moratorium orientation and transitive orientation

Education group (type of educational institution)	transitive orientation	moratorium orientation
	M (sd)	
1. Basic vocational school	3.76 (0.65)	3.32 (0.68)
2. Technical upper secondary school	3.61 (0.65)	3.26 (0.70)
3. Specialized upper secondary school	3.61 (0.64)	3.35 (0.71)
Total	3.65 (0.65)	3.30 (0.70)

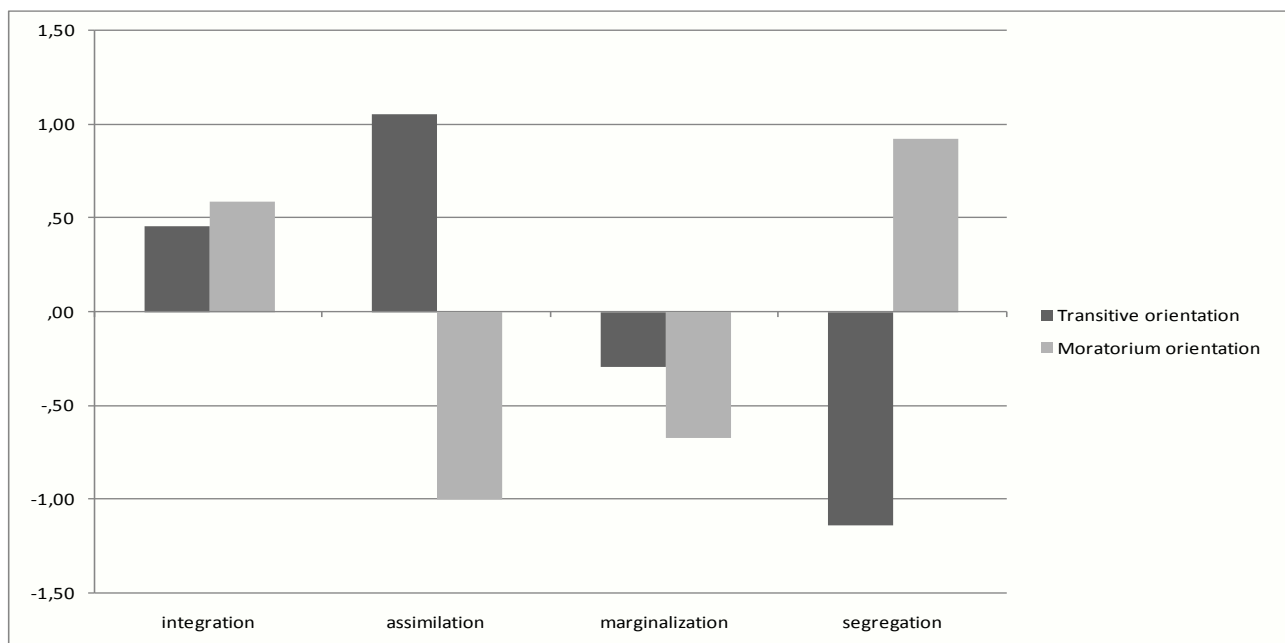
Multivariate analysis of variance (MANOVA) with type of educational institution as a factor and dimensions of social participation as dependent variables showed a significant overall effect of the dimensions of social participation [Wilks' $\lambda = 0.98$; $F(4, 2348) = 5.48$; $p < 0.001$; $\eta^2 = 0.009$]. Post hoc tests (Tukey HSD) indicate that mean levels of transitive orientation among the students from basic vocational schools are significantly higher in comparison to the students from the other two types of schools ($F = 7.76$; $\eta^2 = 0.13$; $p < 0.001$). No difference was observed among the investigated students in respect of moratorium orientation ($F = 1.54$; $\eta^2 = 0.00$; $p = 0.22$).

Type of social participation, sex and school type

In order to identify groups of similar cases in respect of the dimensions of the SPQ-S 1 questionnaire, a two-step cluster analysis was conducted. Before the main procedure, 9 univariate outliers (the criterion was third standard deviation from the mean) and 2 multivariate outliers (the criterion was a high Mahalanobis distance

value, $p < 0.001$) were removed. Next, in the first step of the main procedure, a hierarchical cluster analysis with the use of Ward's method, where as measures were used squared Euclidian distances, was conducted. Subsequently, the researchers carried out a k-means clustering procedure, for which as initial cluster centers were inserted those obtained with the use of Ward's method. The same procedure was conducted for solutions including three, four and five clusters. Following this, on the basis of the criterion of the variance size of the SPQ-S 1 dimensions explained by the clusters, a solution was selected. Using this criterion, the authors decided to choose four clusters as an optimal solution (see Figure 1). The selected four clusters are in line with the theory of social participation types – the integration type with high levels of the two dimensions of social participation, the assimilation type – a high level of transitive orientation and a low level of moratorium, the marginalization type – low levels of the two dimensions, and the segregation type – a low level of transitive orientation and a high level of moratorium orientation.

Figure 1. Z-scores for moratorium orientation (MO) and transitive orientation (TO) for four types of social participation

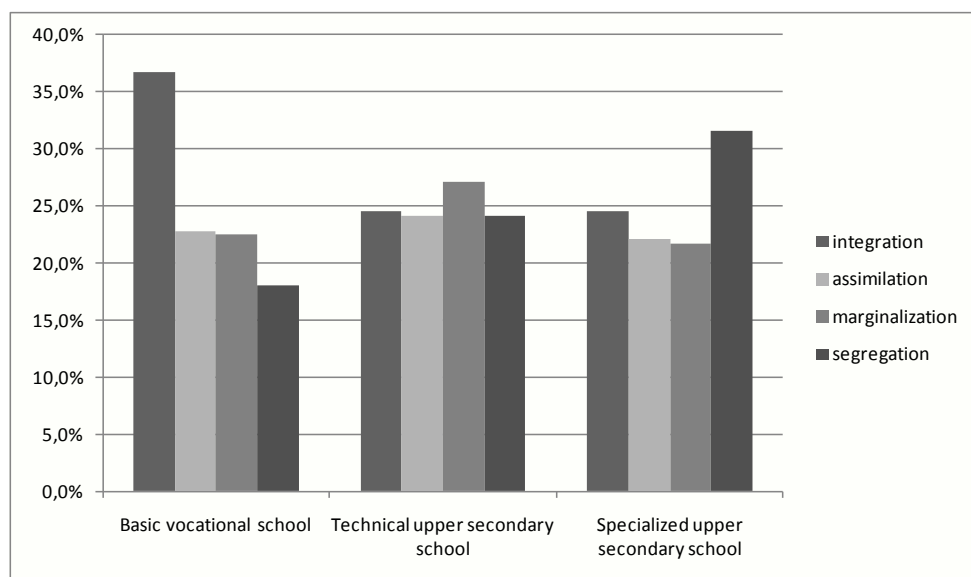


Differences in frequencies of social participation types between males and females were small [$X^2(6; N=1156) = 10.85; p < 0.05$; Cramer's $\phi(p < 0.001) = 0.14$] and they pertained mainly to the segregation type (female: 20.9%; male: 27.9%) and the integration type (female: 29.8%; male: 25.3%).

In particular types of schools, particular social participation types were observed with different frequency [$X^2(3; N=1261) = 24.11; p < 0.001$; Cramer's $\phi(p < 0.05)$

$= 0.09$]. The subjects who stood out the most were the students from basic vocational schools, among whom the highest percentage of individuals with the integration type were found (36.7%). What also attracts attention is that the highest percentage of people with the segregation type are to be found among the students from specialized upper secondary schools (31.6%) (see Figure 2).

Figure 2. Types of social participation in education groups



Dimensions of social participation and dimensions of emotion regulation

Correlation analysis (Pearson's r) enabled identification of relationships between dimensions of social participation and the four dimensions of emotion regulation. It needs to be noted, however, that the strength of the relationships described below is low. A relatively strong, negative relationship could be observed in the case of "lack of emotional awareness" and transitive orientation ($r=-0.27; p<0.001$), which indicates that a high level of emotional awareness is connected with a greater intensification of transitive orientation. When it comes to "difficulties in controlling impulses", a positive relationship was found between this dimension and moratorium orientation ($r=0.16; p<0.001$), and a negative relationship with transitive orientation, which indicates that difficulties in controlling impulses are connected with a greater intensification of moratorium orientation and a weaker intensification of transitive orientation. The conducted analyzes revealed also a relationship between the dimensions of the SPQ-S 1 and the dimension of "difficulties in engaging in goal-directed behaviors" – the relationship with transitive orientation was negative ($r=-0.12; p<0.01$), and with moratorium orientation positive

($r=0.12; p<0.001$). Moreover, a relationship between the dimension of "lack of emotional clarity" and transitive and moratorium orientation could be observed. In the case of transitive orientation, this relationship was positive ($r=0.15; p<0.001$), whereas in the case of moratorium orientation it was negative ($r=-0.08; p=0.007$). Such a structure of results indicates that a high level of deficits in emotional clarity coincides with a high level of moratorium orientation, and a low level of difficulties in emotional clarity is connected with a high level of transitive orientation.

Emotion regulation and types of social participation

In order to verify whether individuals with different types of social participation differ from one another in respect of emotion regulation, multivariate analysis of variance (MANOVA) was carried out. The overall multivariate effect turned out to be significant [Wilks' $\lambda = 0.89; F(8,33) = 18.00; p<0.001; \eta^2 = 0.04$].

Table 3. Multivariate analysis of variance (MANOVA)

Types of social participation	Integration	Assimilation	Marginalization	Segregation	F(η^2)
Lack of Emotional Awareness	M=2.32 ^a sd=0.81	M=2.24 ^a sd=0.84	M=2.70 ^b sd=0.93	M=2.67 ^b sd=0.88	21.33** (0.05)
Lack of Emotional Clarity	M=1.98 ^{a,b} sd=0.72	M=1.83 ^a sd=0.74	M=2.01 ^b sd=0.84	M=2.16 ^b sd=0.86	8.28** (0.02)
Nonacceptance of Emotional Responses	M=2.02 sd=0.89	M=2.00 sd=0.95	M=2.00 sd=0.90	M=1.90 sd=0.88	0.95 (0.00)
Difficulties in engaging in goal-directed behaviors	M=3.01 ^{a,b} sd=1.12	M=2.79 ^a sd=1.22	M=2.96 ^{a,b} sd=1.12	M=3.18 ^b sd=1.11	5.32* (0.01)
Difficulties in Controlling Impulses	M=2.43 ^{a,c} sd=1.18	M=2.09 ^{b,d} sd=1.14	M=2.31 ^{a,b,c} sd=1.13	M=2.61 ^{d,b} sd=1.28	9.19** (0.02)
Limited Access to Emotion Regulation Strategies	M=2.25 sd=1.01	M=2.07 sd=0.97	M=2.27 sd=1.03	M=2.24 sd=1.01	2.55 (0.01)

Note. Different indexes next to the mean values indicate significant differences between the types (*post-hoc* Tukey HSD) * $p < 0.05$ ** $p < 0.001$

The greatest differences were observed in the case of emotional awareness, wherein the lowest results, indicating the lowest level of emotional awareness, were found in the individuals with the marginalization and segregation type. Moreover, in the case of the dimension of “lack of emotional clarity” the differences pertained to the types of: integration, marginalization and segregation. The highest level of emotional clarity manifested individuals with the integration type, whereas the lowest level of this dimension characterized the students with the segregation type. When it comes to the dimension of “difficulties in controlling impulses”, the differences pertain only to the assimilation and segregation type – a higher level of difficulties in controlling impulses manifest the people with the segregation type. Differences between the types of assimilation and segregation were also observed in the case of “difficulties in engaging in goal-directed behaviors”. These differences indicate that competences connected with the achievement of goal-directed behaviors are more developed in the individuals with the assimilation type (see Figure 3). Concluding, the greatest effectiveness of emotion regulation can be found in the students with the assimilation type, whereas the poorest is found in the people with the segregation type.

Discussion

The results of the reported studies partially confirm the formulated hypotheses. We assumed that students from different types of schools would not differ from one another in terms of intensification of particular dimensions of social participation. This hypothesis was not confirmed in the case of transitive orientation, which proved to have a significantly higher level among the students from basic vocational schools in comparison to the students attending specialized upper secondary schools and technical upper secondary schools. In line with the formulated expectations, the level of transitive orientation was significantly higher than the level of moratorium orientation. The size of this effect in the group of students from specialized upper

secondary schools was small, in the group of technical upper secondary schools students it was average, and in the group of students from basic vocational schools it was considerable. This phenomenon points to a certain developmental standard. There is a difference in comparison to lower secondary school students, among whom the level of transitive orientation is significantly lower than the level of moratorium orientation (data collected during pilot studies to the described project – see Rękosiewicz, 2013a – this issue).

The second hypothesis was also only partially confirmed, which stems directly from the facts described above. The students from different types of schools turned out to differ from one another in terms of the frequency of occurrence of particular types of social participation. Again, those who stood out were the students from basic vocational schools who, in comparison to the students from technical upper secondary schools and specialized upper secondary schools, most often manifested the integration type of social participation. Rienders (2006) suggests that with age the intensity of transitive orientation should increase, and moratorium orientation decrease. At the same time, with age the frequency of occurrence of types of social participation characterized by a high level of transitive orientation (assimilation and integration) ought to increase (according to Reinders, 2006). The high level of transitive orientation among the students from basic vocational schools, in comparison to the students from the other types of investigated schools, can be probably explained by the specific character of basic vocational schools – students attending this type of educational institution immediately after finishing it and/or acquiring vocational qualifications start to work, whereas their peers in technical upper secondary schools and specialized upper secondary schools after passing their final exams can undertake university studies, and it has been shown that they, at least some of them, decide to do so (see Szafranec, 2011; Report Youth 2011; Brzezińska et al., 2013 – in press). A hypothesis can be put forward that the explaining factors are some kind of individual characteristics of students from different types

of schools. Perhaps the students from vocational schools in comparison to the students from other schools in which the study was conducted, have higher level of aspiration, have their life goals defined a lot earlier, etc. In order to verify these hypothesis, however, there needs to be other studies conducted.

On the basis of the results of the conducted analyses, it can be stated that the hypothesis pertaining to the differences between types of social participation in respect of dimensions of emotion regulation was confirmed. However, before we refer to the obtained results, it seems worthwhile to mention the results of the pilot studies (preceding the studies described in the present article), in which a measurement of the same variables among students from (specialized upper secondary schools, technical upper secondary schools and general upper secondary schools) was conducted (see Jankowski, 2013 – this issue; Rękosiewicz, 2013a – this issue). The overall effect in these pilot studies turned out to be significant [Wilks' $\lambda = 0.85$; $F(18,3227) = 3.28$; $p < 0.001$; $\eta^2 = 0.04$]. With respect to particular dimensions, the observed differences were significant in the case of “difficulties in controlling impulses” [$F(3,521) = 4.62$; $p < 0.001$; $\eta^2 = 0.03$], “lack of emotional awareness” [$F(3,521) = 9.01$; $p < 0.001$; $\eta^2 = 0.05$] and “lack of emotional clarity” [$F(3,521) = 4.03$; $p < 0.001$; $\eta^2 = 0.02$]. These results indicate that the highest level of emotional awareness is characteristic of individuals with the assimilation type, differing from people with the segregation and marginalization type, whose level of emotional awareness turned out to be lower. The most serious difficulties in controlling impulses manifest individuals with the segregation type, whereas the most effective in this respect seem to be individuals with the assimilation type. Moreover, differences can be also observed in the case of the dimension of “lack of emotional clarity”, where the configuration of the results is the same as in the case of the two dimensions described above.

These results of the pilot studies enable carrying out a comparison between the two measurements (the pilot studies and the proper studies) and making a determination of which of the differences remain significant despite the fact that the measurements were conducted on two different samples and that they include two different institutions (basic vocational and technical schools in both studies; general upper secondary school in the pilot study and specialized upper secondary school in the this study). In our opinion, repeatability of the results constitutes a basis for further analysis of the differences in respect of the dimensions described above (i.e. deficits in emotional awareness, deficits in emotional clarity, and difficulties in controlling impulses), in which significant differences were found in the two studies.

The most effective, from the perspective of emotion regulation, appears to be the assimilation type of social participation. In turn, the highest level of emotion dysregulation characterizes the segregation type. What is interesting, is that both the segregation and marginalization type are characterized by more serious, when compared with the other types, deficits in emotional awareness.

Additionally, it is worth noticing that the greatest differences in respect of difficulties in controlling impulses can be observed between the marginalization and segregation type, wherein the segregation type is characterized by a significantly higher level of difficulties in the discussed aspects.

In order to gain important, however distant in time, profits people have to be capable of avoiding immediate responses to stimuli coming from the environment (Tice, Bratslavsky and Baumeister, 2001). The possibility of postponing responses is guaranteed by possessing an ability to control impulses. If this ability is low, in the behavior of a person there may appear more immediate reactions to stimuli that are directed at achieving an immediate gratification. Therefore, it can be assumed that the results obtained in respect of impulses control seem to be congruent with the presented by Reinders et al. (2001) characteristics of individuals with a high level of moratorium orientation. Those authors describe such people in terms of those who seek short-term goals – individuals with the segregation type are perceived as people who manifest a strong tendency to aim at an immediate gratification, and whose actions serve predominantly as a means of achieving pleasure (Reinders et al., 2001).

In the field of emotional awareness and clarity, we noticed that a higher level of competences in respect of the discussed dimensions characterizes individuals manifesting a stronger transitive orientation (the assimilation type and the integration type). People with a high level of emotional awareness probably possess a greater capacity to take advantage of the informative function of emotions (Thompson et al., 2011; Palmieri, Boden and Berenbaum, 2009). This competence can be conducive to a more accurate identification of one's own desires and aspirations, and also to a more precise definition of progress in the process of achieving one's personal goals (Palmieri et al., 2009). The possibility of availing oneself of the informative function of emotions is probably favorable to formulating and maintaining long-term goals, which can be associated with certain characteristics of individuals who possess a high level of transitive orientation – they focus on acquiring skills that are necessary in adulthood and that are required for planning for the future and setting goals (Reinders, 2006).

The results of our studies indicate that in the investigated sample the students from basic vocational schools, in comparison to the students from the other two types of schools, most frequently manifested the integration type, whereas the students from specialized upper secondary schools most often possessed the segregation type (in technical upper secondary schools the frequency of occurrence of particular types of social participation among the students was comparable).

The conducted studies are the second, so far, diagnosis of the relationship between type of social participation and emotion regulation, and they need to be replicated in order to confirm the results. Despite the fact that the results of the second measurement confirm, to a large extent, the earlier observations, the described dependencies

ought to be explored more deeply. It might be useful to have equal number of students in each of the investigated groups. It would also be interesting to juxtapose the above variables in the planned longitudinal studies that are part of this research project.

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