

The Relationship Between Assimilation and Difference Motives With Health and Well-Being in a Sample of Japanese Adults

Master Thesis

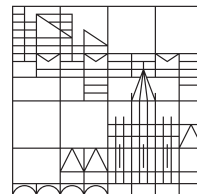
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Abstract

Research of factors influencing our health and well-being is omnipresent. Yet, research about how basic human motives influence human physical health and subjective well-being (SWB) is scarce. This thesis extends previous research on value fit and investigates the relationship of assimilation and difference motives and a fit in these motives with SWB and overall health. It was hypothesized that (a) person-environment motive fit in assimilation and difference motives has a beneficial effect on SWB and overall health and that (b) assimilation motive itself has a positive effect on SWB and health whereas difference motive itself negatively influences these variables. Data from the TEP 10 project were analyzed within a sample of 1240 Japanese adult participants. Overall, results provide little support for the present hypotheses. Significant results in line with the hypotheses show that a fit in assimilation motive has an advantageous effect on positive emotions experienced during the last week. Further significant results contradict the present hypotheses and show that assimilation motive fit has a detrimental effect on negative emotions experienced in the last week, that difference motive fit negatively influences overall health ratings and that assimilation motive itself negatively influences negative emotions experienced in the last week and day, as well as overall health ratings. For future research it would be beneficial to use more differentiated, implicit measures and, eventually, derive interventions on how to support individuals who do not experience the investigated beneficial effects on their subjective well-being.

Zusammenfassung

Forschung zu Faktoren, die unsere Gesundheit und unser Wohlbefinden beeinflussen, ist allgegenwärtig. Es gibt jedoch nur wenige Studien darüber, wie grundlegende menschliche Motive die körperliche Gesundheit und das subjektive Wohlbefinden (SWB) beeinflussen. Diese Arbeit erweitert die bisherige Forschung zum Person-Environment Fit und untersucht die Beziehung zwischen Assimilations- und Differenzmotiven, einem Fit in diesen Motiven mit SWB und allgemeiner Gesundheit. Konkret wurden die Hypothesen aufgestellt, dass (a) ein Fit in Assimilations- und Differenzmotiven einen positiven Effekt auf SWB und die allgemeine Gesundheit hat und dass (b) das Assimilationsmotiv einen positiven Effekt auf SWB und die Gesundheit hat, während das Differenzmotiv diese Variablen negativ beeinflusst. In dieser Studie wurden die Daten des TEP 10-Projekts mit einer Stichprobe von 1240 erwachsenen Teilnehmenden in Japan untersucht. Insgesamt bieten die Ergebnisse wenig Unterstützung für die vorliegenden Hypothesen. Signifikante Ergebnisse, die mit den Hypothesen übereinstimmen, zeigen, dass ein Fit im Assimilationsmotiv eine positive Wirkung auf die in der letzten Woche erlebten positiven Emotionen hat. Weitere signifikante Ergebnisse widersprechen den vorliegenden Hypothesen und zeigen, dass ein Fit im Assimilationsmotiv einen nachteiligen Effekt auf die in der letzten Woche erlebten negativen Emotionen hat, ein Fit im Differenzmotiv die Bewertung der eigenen Gesundheit negativ beeinflusst und dass das Assimilationsmotiv die in der letzten Woche und am letzten Tag erlebten negativen Emotionen sowie die Bewertung der eigenen Gesundheit negativ beeinflusst. Für zukünftige Forschung wäre es von Vorteil, differenziertere, implizite Maße zu verwenden und schließlich Interventionen abzuleiten, wie Personen unterstützt werden können, die die untersuchten positiven Auswirkungen auf ihr subjektives Wohlbefinden nicht erfahren.

Table of Contents

The Relationship Between Assimilation and Difference Motives With Health and Well-Being in a Sample of Japanese Adults	1
Person Environment Fit and Its Effects on Subjective Well-Being and Health	1
Assimilation Motive and Difference Motive	4
The Present Study.....	6
Methods	7
Procedure and Sample.....	7
Measures	8
Demographics.....	8
Measures of SWB and Health	9
Measures of Assimilation Motive and Difference Motive	11
Analytical Procedure	12
Results	13
Preliminary Analyses.....	13
Does Fit in Assimilation Motive Have an Effect on SWB and Health?	15
Does Fit in Difference Motive Have an Effect on SWB and Health?.....	16
Does Assimilation Motive Have an Effect on SWB and Health?.....	19
Does Difference Motive Have an Effect on SWB and Health?	20
Discussion	22
The Relationship between Assimilation and Difference Motive Fit With Health and SWB	22
Satisfaction with Life.....	22
Positive Emotions In the Last Week	23
Negative Emotions In the Last Week.....	24
Positive Emotions In the Last Day	25
Negative Emotions In the Last Day	26
Overall Health	26
The Relationship Between Assimilation and Difference Motives With Health and SWB	27
Negative Emotions In the Last Week and the Last Day	27
Overall Health	28
Limitations and Future Research.....	29
Conclusion	33
References	35
Appendix A.....	44
Questionnaire Items	44
Appendix B.....	47
Distribution Frequencies of All Variables.....	47
Appendix C.....	52
Regression Results With Control Variables	52

The Relationship Between Assimilation and Difference Motives With Health and Well-Being in a Sample of Japanese Adults

The concepts of subjective well-being (SWB) and health are ubiquitous in our daily lives. While the internet is bursting of self-care advice, and books with tips to enhance health and well-being are thriving, there has also been substantial research investigating factors that influence human well-being and health. In this context, research on the fit between individuals and their environment has defined person-environment fit as an important factor that influences human well-being.

Person Environment Fit and Its Effects on Subjective Well-Being and Health

Various research has shown that a fit between individuals' needs, values, and goals and their social environment is associated with higher subjective well-being (SWB) (Assouline & Meir, 1987; Kristof-Brown et al., 2005).

In this context, the field of SWB research comprises analyses about how people evaluate their lives (Diener et al., 2003), thus different forms of well-being have often been grouped together. However, research has also shown that it is important to analyze different components of SWB separately (Diener et al., 2011). The overall construct of SWB can be separated in cognitive components and emotional facets. In previous studies, the cognitive component of SWB has been assessed with life satisfaction surveys and with measures of satisfaction and fulfillment in various life domains, such as marriage, work, and leisure. Additionally, emotional facets of SWB have been assessed through measures of participant's moods and emotions, specifically the presence of positive emotions and the lack of negative emotions (Diener et al., 2003).

Generally, fit literature distinguishes between two main types of person-environment fit: complementary and supplementary fit (Kristof, 1996). Complementary fit occurs when at least one entity (e.g. the individual or the environment) meets the needs of the other. On the contrary, supplementary fit occurs when there is a similarity between the individual and the environment (Van Vianen et al., 2008). The present thesis focuses on a supplementary fit. This refers to the similarity or accordance between an individual's attitudes, characteristics,

beliefs, or values and those of the people surrounding the individual. Such a fit can exist with people with whom the individual directly interacts, such as friends, colleagues or family, but also with reference or socio - demographic groups with no direct interaction, such as e.g. cultural, ethnic or gender groups (Khaptsova & Schwartz, 2016).

As demonstrated by previous research, and according to Higgins' individual-level matching hypothesis, a fit between a person and their surroundings "makes people engage more strongly in what they are doing and feel right about it." (Higgins, 2005, p. 209). Specifically, engaging in activities that fit the way an individual regulates themselves, may have this positive effect.

Moreover, Fulmer and colleagues (2010) suggest that being around individuals who share one's personality characteristics has an advantageous effect similar to that of engaging in activities in a way that matches the personality. This suggestion goes in line with the concept of shared reality by Hardin and Higgins (1996) stating that when individuals share an experience with others, they exist in a shared reality and thus feel less uncertain about themselves and experience a greater social validation and support about "the way they are" (Fulmer et al., 2010, p. 1564). Such social support, in turn, strengthens the individual sense of cognitive competence and thus raises the individual feeling of well-being (Fulmer et al., 2010). Likewise, social support has been identified as one major factor influencing overall physical health due to its stress-buffering effects (Stavrova et al., 2013). This also goes in line with findings by George and Landerman (1984), Okun et al. (1984) and Okun and George (1984) who found a moderate and robust relationship between self-rated health and emotional wellbeing in meta-analyses from thirty-seven replications in seven surveys.

Moreover, a value fit with individuals with whom one regularly experiences interaction, also has an influence on SWB (Khaptsova & Schwartz, 2016). According to Sagiv and Schwartz (2000), congruence in several types of values (achievement, self-direction, and stimulation values) had a positive effect on participants' affective aspect of subjective well-being. Accordingly, authors have demonstrated that students who experience value congruence with their university department (Sagiv & Schwartz, 2000) or their fellow

students (same major, same country) (Sortheix & Lönnqvist, 2015) have a higher sense of well-being, higher life satisfaction and experienced more often positive emotions and less often negative emotions, than those who did not experience this type of value fit. This effect was partially mediated by fulfilling interpersonal relationships which in turn were facilitated by sharing values similar to those of one's fellow students (Sortheix & Lönnqvist, 2015).

In a recent study, Hanel et al. (2020) investigated person-culture fit in regards to values being shared by individuals of the same cultural group or country. Hanel and colleagues (2020) argue that a match between individual and national values has implications for individual well-being. Besides the beforementioned factor of creating shared realities, further potential reasons for this effect are environmental affordances, social sanctions and internal conflicts (Edwards & Cable, 2009; Hanel et al., 2020; Sagiv & Schwartz, 2000). For example, if an individual's society values and encourages achievement, but the individual themselves does not, he or she might feel pressured by cultural norms to achieve more. This can result in reduced individual SWB (Hanel et al., 2020). In contrast, sharing the encouraged values of one's own culture results in increased cooperation, coordination and promotes a sense of belonging (Hanel et al., 2020; Higgins, 2019; Orbell et al., 1988).

Aside from all beforementioned considerations, previous research has been ambiguous about whether SWB is being predicted by a match of personal and societal values (Beilmann & Lilleoja, 2015; Bernard et al., 2006; Edwards & Cable, 2009; Hanel et al., 2020; Khaptsova & Schwartz, 2016; Musiol & Boehnke, 2013; Sagiv & Schwartz, 2000; Sortheix & Lönnqvist, 2015; Zenker et al., 2014). This ambiguity may stem from various methodological and analytical differences between studies making it difficult to compare (Hanel et al., 2020). Firstly, studies have taken different approaches on conceptualizing person-environment fit. Secondly, the previously conducted studies used different types of samples, i.e. student or non-student samples (Hanel et al., 2020). Thirdly, more differences exist in terms of statistical approaches chosen, which in turn may have affected the outcomes (Hanel et al., 2020).

Nevertheless, evidence points towards the overall notion that SWB is supported by a fit between individual and cultural values regardless of the value type in question (Hanel et al., 2020; Khaptsova & Schwartz, 2016; Musiol & Boehnke, 2013; Sagiv & Schwartz, 2000; Sorthaix & Lönnqvist, 2015).

So far, studies have emphasized the coherence of values and motives arguing that motives are the product of expectancies and values (McClelland, 1985). Thus, motives and values, both crucially determine and predict an individual's actions. Moreover, while values are important for determining what individuals will cognitively assess should be done, motives are essential for predicting what individuals will actually do spontaneously (McClelland, 1985). Two of the basic human motives are assimilation motive and difference motive (Riketta, 2008).

Assimilation Motive and Difference Motive

As described by an influential theory of social identification – the optimal distinctiveness theory (ODT) (Brewer, 1991), humans constantly balance between combining the need for belongingness (“needs for validation and similarity to others” (Brewer, 1991, p. 477)) and the need for being different (“need for uniqueness and individuation” (Brewer, 1991, p. 477)) and often strive being “the same and different at the same time” (Brewer, 1991, p. 477). Thus, Brewer (1991) suggests conceptualizing assimilation and differentiation as two distinct forces, being able to co-exist, instead of viewing these motives as two end points of one bipolar continuum, as previously proposed by Solomon (1980).

As proposed by Riketta (2008), and in line with previous research (Kampmeier & Simon, 2001; Vignoles et al., 2000), the need for distinctiveness consists out of two components: *autonomy motive* (i.e. striving to be independent) and *difference motive* (i.e. striving to be unique). Equivalently, belongingness can be split up into *affiliation motive* (i.e. contact and personal relationships with others (Baumeister & Leary, 1995; Mael & Ashforth, 2001) and *assimilation motive* (i.e. conforming with and feeling similar to others) (Blanton & Christie, 2003; Brewer, 1991; Riketta, 2008).

In line with research by Riketta (2008) and Mael and Ashforth (2001) and in accordance to ODT (Brewer, 1991), the present study focuses on difference motive and assimilation motive. As mentioned by Riketta (2008) those two motives are part of five classes of motives that are considered essential for human life. These motive classes can be (a) considered basic, as they cannot be reduced to each other or other needs, (b) according to previous research, are widely shared (at least in Western populations) and (c) go in line with theories on identification with groups, such as ODT. Furthermore these two motives refer to the basic human needs for distinctiveness and belongingness (Riketta, 2008).

Within cultural psychology research, the two basic needs have been investigated in regard to cultural differences. One commonly used classification of culture are the dimensions of collectivism and individualism, firstly postulated by Geert Hofstede (1980). This classification categorizes cultures on a national level on a scale ranging from individualism to collectivism. While individualism refers to the preference for a loosely knit social framework in which individuals are expected to take care of themselves, in collectivistic societies individuals are expected to integrate into a tightly-knit framework and can expect particular ingroup members to look after them (*Country Comparison*, 2022). Hofstede's work was highly influential and "shaped the basic themes, structures, and controversies of the cross-cultural field for over 20 years" (Minkov, 2018, pp. 231–232).

Within this framework there has been an array of research embedding the basic human motives of assimilation and difference into the cultural dimensions of collectivism and individualism. According to Triandis (1995) a stronger motive for distinctiveness is more likely to be found in individualist cultures in comparison to collectivistic cultures, while the need to belong (operationalized through allocentrism) is a more likely characteristic in collectivist cultures. Furthermore, in order to experience high life satisfaction, it was found to be favorable for an individual to match the commonly prevailing characteristics of their culture (Musiol & Boehnke, 2013; Schwartz, 1992; Triandis, 2001).

In contrast, other researchers have postulated that the need for distinctiveness is a "universal human motive" (Becker et al., 2012, p. 835). For example, Vignoles and colleagues

(Vignoles, 2009; Vignoles et al., 2000) suggest that establishing distinctiveness in some way is a logical precondition for the existence of a meaningful sense of identity in any cultural meaning system. This gives support for the assumption that individuals would be motivated to seek distinctiveness, no matter whether they live in an individualistic or collectivistic culture (Becker et al., 2012).

The Present Study

In summary, beforementioned findings about assimilation and difference motives in context with individualism and collectivism seem inconclusive. On the other hand, there is evidence indicating advantageous effects of a person-culture fit on SWB.

Thus, investigating the relationship of the basic human motives of difference and assimilation with health and well-being in a country that is influenced by individualism and collectivism at the same time can provide valuable insights. Interestingly, Japan has been found to be a country influenced by the recently arisen individualistic values as a response to a rapidly growing economy in the 1960ies and 1970ies, while still preserving the initially collectivistic traditions (Sugimura & Mizokami, 2012). Nevertheless, Japan shows a comparably low individualism score of 46 out of 100 which points towards rather collectivist cultural values, as it must be taken into account that within Hofstede Insights ("Country Comparison," 2021) scores below 50 are considered low.

Linking above mentioned findings, interesting questions for this thesis arise: Does the previously mentioned positive well-being effect of a person – environment value fit also extend to a motive fit? If so, does it matter whether the fit exists in assimilation motive (collectivist- corresponding) or difference motive (collectivist non-corresponding)? And lastly, do the beneficial effects of person-environment fit also extend to overall physical health?

Following up on these questions, I come to hypothesize that (*H1*) there is a positive relationship between assimilation motive fit and SWB and overall health in Japanese adults. Secondly, that (*H2*) there is a positive relationship between difference motive fit, and SWB

and overall health in Japanese adults. This first pair of fit hypotheses assumes a quadratic relationship of the motives in question with SWB and overall health.

Additionally, the present thesis adds an alternative perspective by investigating the relationship of motives themselves with health and SWB in Japanese adults. Thus, I come to hypothesize that (*H3*) individual assimilation motive itself has a positive effect on SWB and overall health in Japanese adults. Contrastingly, I further hypothesize that (*H4*) individual difference motive itself has a negative effect on SWB and overall health in Japanese adults. This second pair of direct motive hypotheses assumes a linear relationship of the motives with SWB and overall health.

To sum up, the present thesis aims to shed light on the question whether a) person-environment motive fit and whether b) assimilation and difference motives themselves have an effect on health and SWB. To date and to my knowledge there has been no study investigating this relationship in a sample of Japanese adults. Hence, this thesis seeks to make a valuable contribution to the body of knowledge on factors influencing SWB and health in Japan – two crucial aspects of the quality of human life.

By extending previous findings on person-environment value fit to person-environment motive fit this thesis also aims to provide a new approach within the framework of fit literature. Furthermore, the present thesis creates an opportunity by using differentiated measures of SWB and by adding a measure of overall physical health to the investigation. Thus, it strives to bring interesting insights by linking the dimensions of personality psychology and health psychology and focuses on implications for human life.

Methods

Procedure and Sample

Data were collected as part of a larger cross-national survey within the framework of the TEP 10 project by Sproesser et al. (*Why People Eat in a Traditional or Modern Way: A Cross-Country Study*, n.d.), investigating several psychological factors underlying modern and traditional eating behavior. Data collection took part online in Winter 2020. For more

information on the TEP 10 project please refer to the website of the project: <http://www.health.uni-konstanz.de/traditional-modern-eating>

The Japanese sample was chosen for this study. It was recruited through the panel company CINT and is considered representative for Japanese adults in terms of age, gender, education, and region. Data of participants having failed two of the three attention checks, as well as participants whose response time was below 1/3 of the median were sorted out before performing any analyses.

Measures

Demographics

In total, the Japanese sample in this study consisted out of 1240 participants – 627 women (50,6%), 608 men (49%) and 5 participants indicating “other” (0.4%). Most participants were either single (40,5%) or in a registered partnership (52,7%), while in total 6,8% indicated being separated, divorced, or widowed. Furthermore, the majority of participants (n= 768, 61,9%) indicated to live “comfortably” or be “coping” on the present income, whereas 472 participants (38,1%) reported to find it “difficult” or “very difficult” to live on the present income. Sample characteristics are displayed in Table 1.

Table 1

Age Characteristics, Education Levels and BMI of the Study Sample

Overall Sample (N = 1240)					
	n	M	SD	Median	Range
Age (years)	1240	43.45	13.683	44	[18;108]
Education Level	1240	4.75	1.604	4	[3;8]
BMI	952	21.498	5.048	21.48	[13.24; 39.82]

Note. Education level was coded according to ISCED levels (Schneider, 2013) with 1= Primary education; 2 = Lower secondary education; 3 = Upper secondary education, 4 = Post-secondary non-tertiary education; 5 = Short-cycle tertiary education; 6 = Bachelor’s or equivalent level; 7 = Bachelor’s or equivalent level; 8 = Doctoral or equivalent level.

Measures of SWB and Health

In this study multiple measures of the affective and cognitive part of SWB were used. While the SWLS (Diener et al., 1985) measures the cognitive aspect of well-being, i.e. global life satisfaction, positive/negative emotions during the last week aim at emotional aspects of SWB with a recall period of one week (Kuppens et al., 2008). Another measure for the affective facet of well-being is the scale of positive/negative emotions during the last day (Diener et al., 2011). In line with Kuppens et al. (2008), Diener et al. (2003) and Suh et al. (1998) in this thesis, negative emotions (i.e. a high frequency or number of negative emotions) were considered as generally detrimental for subjective well-being and positive emotions (i.e. a high frequency or number of positive emotions) as beneficial. Additionally, the model has been enhanced by adding a measure of self-rated physical health (Idler & Benyamini, 1997). In the following the different cognitive and affective SWB measures and the physical health measure will be described.

Satisfaction With Life. The satisfaction with life measure refers to the cognitive-judgmental component of SWB (Diener et al., 1985). In the present study, to measure satisfaction with life, the Satisfaction with Life Scale by Diener et al. (1985) was used. It includes 5 items (Appendix A, Table A3) on a 7-point Likert scale ranging from 1 = “strongly disagree” to 7 = “strongly agree”. A within subject sum score was created with a possible range from 5 (lowest satisfaction) to 35 (highest satisfaction). The Satisfaction with Life Scale was tested to be highly reliable ($\alpha = 0.908$). For more details about SWLS please refer to Diener et al. (1985).

Positive/Negative Emotions In the Last Week. As shown by previous research, the affective component of SWB primarily depends on the frequency and not on the intensity of positive and negative affective experiences (Kuppens et al., 2008). The measure of the frequency of experienced positive and negative emotions during the last week used in this study was designed by Kuppens et al. (2008). It was created to measure a broad variety of emotional states including the emotion categories by Diener et al. (1995). Participants were asked to rate on a 9-point Likert Scale (1 = “not at all”; 9 = “all the time”) within a list of 14

emotions how often they had felt each emotion during the last week (Appendix A, Table A4). The positive emotion list consisted of the labels *pleasant, happy, cheerful, pride, gratitude, and love*. The negative emotions were labeled *sad, anger, unpleasant, guilt shame, worry, stress, and jealousy*. Furthermore, research by Kitayama et al. (2006) has shown that engaged and disengaged, as well as high-arousal and low-arousal emotions can affect well-being in different ways. Therefore, it is important to note that the list includes the variety of positive and negative engaged (e.g. *gratitude, love, guilt, shame*) and disengaged (e.g. *pride, anger, jealousy*) emotions, as well as high- (e.g. *happy, cheerful, anger, stress*) and low-arousal items (e.g. *gratitude, pleasant, sad*).

As a measure for positive and negative emotions during the last week the average frequencies of the experienced positive and negative emotions were calculated.

The scales for experienced positive emotions during the last week ($\alpha = 0.931$) and negative emotions during the last week ($\alpha = 0.890$) have shown high internal consistency. For more details about the scale please refer to Kuppens et al. (2008).

Positive/Negative Emotions In the Last Day. The number of positive and negative emotions during the last day was assessed with the affective well-being scale by Diener et al. (2011) (Appendix A, Table A5). Participants were asked to indicate within a list of the 6 emotions *smile/laugh, enjoyment, worry, sadness, anger, and depression* whether they had felt each emotion “a lot” during the previous day. The response scale was dichotomous (1 = “yes”, 0 = “no”). For positive emotions an index was calculated by aggregating to the sum of the two items *smile/laugh* and *enjoyment*. An index for negative experienced emotions was created by aggregating to the sum of the four items *worry, sadness, depression, and anger*. To determine reliability, a Kuder-Richardson 20 (KR 20) test, a dichotomy adequate derivative of Cronbach’s α , was used (Capik & Gozum, 2014). Both, the scale for positive emotions during the previous day ($\alpha = 0.834$) and negative emotions during the previous day showed an adequate reliability ($\alpha = 0.759$). For more details on the scale, please refer to Diener et al. (2011).

Self-Rated Health. In line with George and Landerman (1984) and Okun et al. (1984) and Okun and George (1984) an overall health measure was added to the investigation. To assess self-rated health in this study, the one-item measure “How would you rate your health in general?” was included into the questionnaire. Participants were asked to answer on a 5-point Likert scale ranging from 1 = “poor” to 5 = “excellent” (Appendix A, Table A6). In previous research Benyamini and colleagues (Benyamini et al., 1999; Benyamini & Idler, 1999; Idler & Benyamini, 1997) have demonstrated in extensive meta analyses that this item is a “powerful and consistent predictor of health outcomes including measures of mortality and morbidity” (Benyamini et al., 1999, p. 477). For further details on this assessment please refer to research by Benyamini and colleagues (Benyamini et al., 1999; Benyamini & Idler, 1999; Idler & Benyamini, 1997).

Measures of Assimilation Motive and Difference Motive

According to Riketta (2008), previously there had been no existing measure available that would have allowed detaching the two components of differentiation (difference and autonomy). Hence, the measure for difference motive used in this study was specifically constructed by Riketta (2008). The internal consistency of the motive scales was tested by using Cronbach’s α . The Difference Motive Scale consisted of 6 items ($\alpha = 0.885$) and was found to be highly reliable.

The Assimilation Motive Scale consisted of 5 items ($\alpha = 0.538$) and was found to be slightly reliable. Due to a negative item-total correlation ($r = -0.54$) the item “I try to keep up with the latest fashion” was removed from the analyses in the present study and thus the reliability of the scale was elevated to $\alpha = 0.682$. Further removals of items were not indicated by further reliability checks. As mentioned by Riketta (2008), the present scale for assimilation is the first existing specific measure for assimilation motive, thus “it is unclear whether the low internal consistency of the total scale is due to low reliability or due to heterogeneity of the underlying construct” (p. 723). In line with Riketta (2008) and Hofman and Gavin (1998) motive scores were centered at their means across all participants.

Analytical Procedure

Statistical analyses for the present study were conducted using the statistical software package IBM SPSS Statistics (version 28 for MacOS). Due to a forced response design, no data were missing. In line with thresholds recommended by Curran et al. (1996) the skewness of all variables was below the threshold of 2.0, while kurtoses were below the threshold of 7.0.

Assimilation and difference motive scores were calculated by centering each motive at each mean across participants, as done by Riketta (2008). Consequently, as a measure of person-environment fit, based on the procedure by Musiol and Boehnke (2013), the absolute motive deviance indices were calculated as follows:

$$|D_{Assimilation}| = (\sqrt{ASS_{idv} - ASS_{country\ mean}})^2 \quad (1)$$

$$|D_{Difference}| = (\sqrt{DIFF_{idv} - DIFF_{country\ mean}})^2 \quad (2)$$

with ASS_{idv} and $DIFF_{idv}$ being the individual assimilation and difference motive scores of each person (calculated in the previous step) and $ASS_{country\ mean}$ and $DIFF_{country\ mean}$ being the values of the assimilation and difference motive items aggregated to the mean of the country. Within this operationalization, a higher deviance score would mean that an individual is further away from the country mean and thus, experiences a lower person-environment fit as opposed to other individuals who are closer to the country mean (i.e. lower deviance score). Furthermore, interaction terms of assimilation and difference motive and assimilation and difference motive fit were calculated. Lastly, all variables were z standardized.

In order to investigate whether assimilation and difference motive fits or the motives themselves influence health and SWB, two multiple linear regression analyses for each health and SWB measure were performed, and prerequisites were tested. Firstly, for each regression, a linear relationship between dependent and independent variables was checked with a scatter plot. Secondly, each regression was arithmetically and graphically checked for outliers, leverage values and cook's distance. Thirdly, data were arithmetically and visually checked for normally distributed independent residuals, multicollinearity, and

homoscedasticity. Due to present heteroskedasticity, yet no leverage values (all leverage values were below the threshold of 0.2, as suggested by Huber (1981)), the heteroskedasticity-consistent standard error estimate HC3, in line with Hayes and Cai (2007), was used in the present analyses. Regressions were controlled for level of education, gender and level of income, which is in line with a previous meta-analysis by Idler and Benyamini (1997) and research by Hanel et al. (2020).

Results

Preliminary Analyses

In Table 2 descriptive data of all variables and their bivariate correlations are provided. Figures of the distribution of all variables are provided in Appendix B.

Table 2
Means (M), Standard Deviations (SD), and Intercorrelations Among Variables.

	1	2	3	4	5	6	7	8	9	10	11
1. DM											
2. AM	.064 [.009; .120]										
3. AM x DM	.036 [-.020; .091]	-.056 [-.112; -.001]									
4. DMD	.042 [-.014; .097]	.009 [-.047; .064]	.122 [.067; .177]								
5. AMD	-.020 [-.075; .036]	-.048 [-.103; .008]	.112 [.057; .167]	.028 [-.028; .083]							
6. AMD x DMD	.011 [-.045; .067]	-.019 [-.075; .036]	.102 [.046; .157]	.039 [-.017; .094]	.052 [-.004; .107]						
7. Satisfaction With Life	.016 [-.040; .071]	-.110 [-.165; -.055]	-.016 [-.072; .039]	.010 [-.046; .065]	-.097 [-.152; -.042]	.027 [-.028; .083]					
8. Positive Emotions (Week)	-.015 [-.071; .041]	-.043 [-.098; -.013]	-.028 [-.084; .028]	.043 [-.013; .098]	-.103 [-.157; -.047]	.037 [-.018; .093]	.764 [.740; .786]				
9. Negative Emotions (Week)	.003 [-.052; .059]	.206 [.152; .259]	.000 [-.056; .055]	-.011 [-.067; .045]	-.045 [-.101; .010]	-.044 [-.099; .012]	-.447 [-.490; -.401]	-.417 [-.461; -.369]			
10. Positive Emotions (Day)	-.005 [-.060; .051]	-.059 [-.114; -.003]	-.030 [-.085; .026]	.061 [.006; .117]	-.028 [-.083; .028]	.032 [-.024; .087]	.496 [.453; .537]	.594 [.557; .629]	-.351 [-.399; -.301]		
11. Negative Emotions (Day)	-.011 [-.066; .045]	.122 [.067; .177]	.058 [.003; .114]	.028 [-.028; .084]	.094 [.038; .149]	.071 [.016; .126]	-.375 [-.422; -.326]	-.368 [-.415; -.319]	.579 [.541; .615]	-.260 [-.311; -.207]	
12. Overall Health	-.001 [-.056; .055]	-.127 [-.181; -.072]	.056 [.000; .111]	.031 [-.025; .087]	.055 [-.001; .110]	.015 [-.041; .070]	.316 [.265; .366]	.295 [.243; .345]	-.292 [-.342; -.240]	.180 [.126; .233]	-.146 [-.201; -.092]

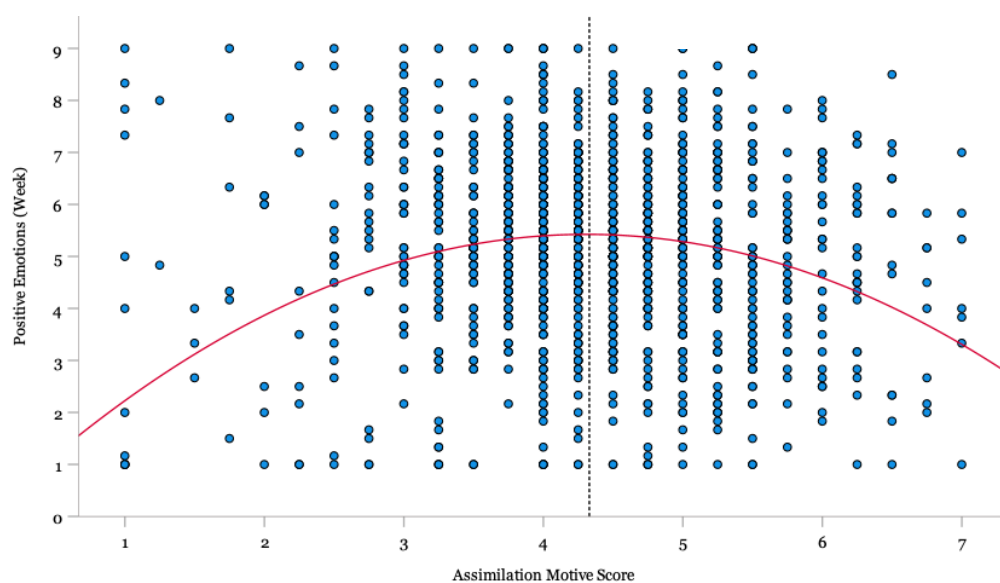
Note. DM = Difference Motive; AM = Assimilation motive; AM x DM = Interaction between assimilation motive and difference motive; DMD = Difference Motive Deviance; AMD = Assimilation Motive Deviance; AMD x DMD = Interaction between assimilation and difference motive deviance; 95% confidence intervals in parentheses.

Does Fit in Assimilation Motive Have an Effect on SWB and Health?

In line with the present hypothesis, a significant effect of the assimilation motive deviance score on positive emotions during the last week was found (Figure 1). This suggests that the less a person deviates from the country average assimilation motive (i.e. the better the person – environment assimilation motive fit), the more frequent positive emotions the individual reported to have felt during the last week. Furthermore, a surprising effect of assimilation motive fit on negative emotions during the last week was found. It indicates that the less a person deviates from the country average assimilation motive, (i.e. the better assimilation motive fit), the more frequent negative emotions individuals reported in the period of last week. This effect is depicted in Figure 2 (red line). The effects of assimilation motive fit on satisfaction with life, positive and negative emotions during the last day and on overall health were not tested significant. To sum up, these results provide little support for the first fit hypothesis, as only one significant effect in line with the hypothesis was found, while one significant effect stands in contrast to the hypothesis and four effects were not tested significant.

Figure 1

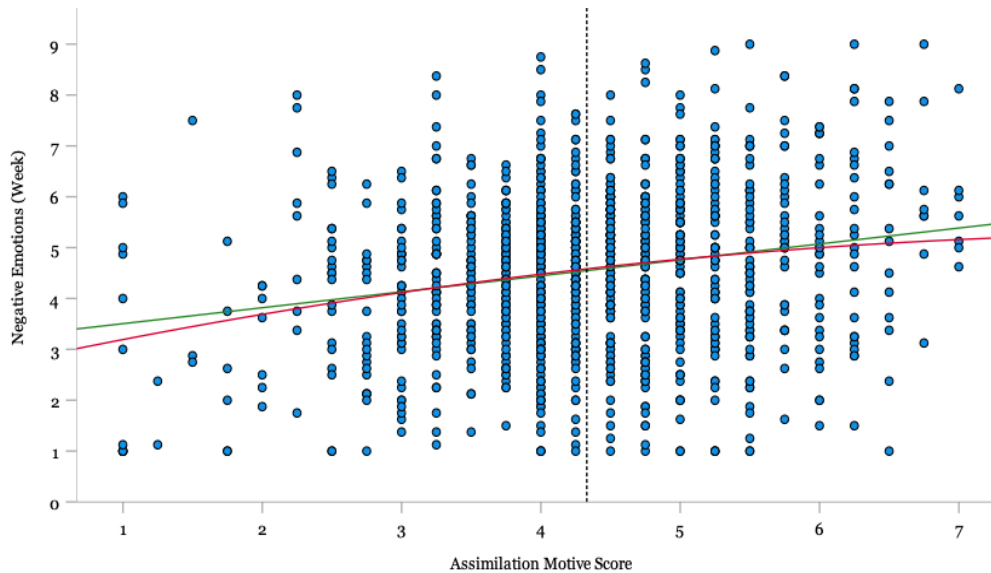
Significant Relationship between Assimilation Motive and Positive Emotions during the last Week



Note. Red line = quadratic relationship; dashed line = country mean assimilation motive.

Figure 2

Significant Relationship between Assimilation Motive and Negative Emotions during the last Week



Note. Red line = quadratic relationship; green line = linear relationship; dashed line = country mean assimilation motive.

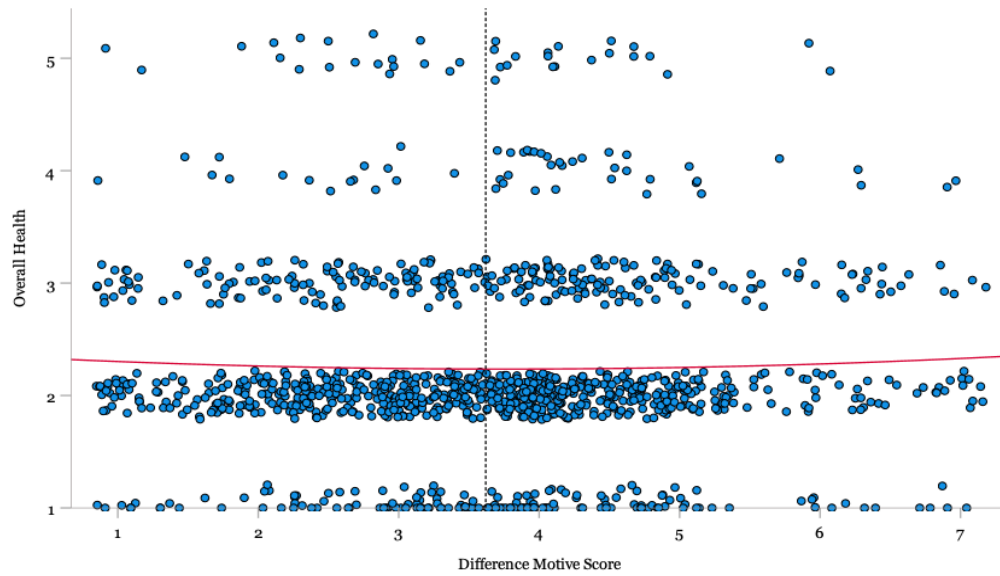
Does Fit in Difference Motive Have an Effect on SWB and Health?

In contrast to the present hypothesis, an adverse effect of difference motive fit on overall health was found. Concretely, results show that the lower the individual deviance from the country mean difference motive (i.e., the better the fit in difference motive), the worse did the individual rate their overall health (Figure 3). No significant effects of difference motive fit on neither satisfaction with life, nor positive and negative emotions during the last week, nor positive and negative emotions during the last day were found. Thus, these results do not support the second fit hypothesis.

Moreover, no effect of the interaction between assimilation and difference motive fit on any of the SWB measures or the health measure was found to be significant. All regression results are presented in Table 3. For motive fit regression tables with control variables, please refer to Appendix C, Table C1.

Figure 3

Significant Relationship between Difference Motive and Overall Health



Note. Red line = quadratic relationship; dashed line = country mean difference motive.

Table 3

Multiple linear regression results with assimilation motive and difference motive fit as independent variables and satisfaction with life, positive and negative emotions during the last week, positive and negative emotions during the last day and overall health as dependent variables (controlled for education, income, age, sex)

	<i>B</i>	<i>Robust SE^a</i>	<i>95% CI</i>		β	<i>p</i>	ΔR^{2b}	<i>F</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>					
Satisfaction With Life							<i>F(7, 1227)</i>		
Constant	-0.07	0.04	-0.14	0.00		.054	0.003	61.95	< .001
AMD	-0.05	0.03	-0.11	0.00	-0.05	.068			
DMD	-0.01	0.03	-0.06	0.04	-0.01	.738			
AMD x DMD	-0.01	0.03	-0.06	0.05	-0.01	.808			
Positive Emotions (Week)							<i>F(7, 1225)</i>		
Constant	-0.15	0.04	-0.22	-0.07		<.001	0.005	47.15	< .001
AMD	-0.07	0.03	-0.13	-0.01	-0.07	.029			
DMD	0.03	0.03	-0.02	0.08	0.03	.259			
AMD x DMD	0.02	0.03	-0.04	0.08	0.02	.609			
Negative Emotions (Week)							<i>F(7, 1231)</i>		
Constant	-0.12	0.04	-0.20	0.04		.338	0.006	25.22	< .001
AMD	-0.08	0.03	-0.14	-0.01	-0.08	.017			
DMD	0.00	0.03	-0.05	0.05	0.00	.918			
AMD x DMD	-0.01	0.03	-0.07	0.04	-0.01	.616			
Positive Emotions (Day)							<i>F(7, 1232)</i>		
Constant	-0.12	0.04	-0.20	-0.04		.003	0.002	19.32	< .001
AMD	-0.01	0.03	-0.06	0.04	-0.01	.691			
DMD	0.05	0.03	-0.01	0.10	0.05	.085			
AMD x DMD	0.00	0.03	-0.05	0.06	0.00	.898			
Negative Emotions (Day)							<i>F(7, 1232)</i>		
Constant	-0.05	0.04	-0.13	0.03		.187	0.004	24.45	< .001
AMD	0.05	0.03	-0.01	0.11	0.05	.074			
DMD	0.04	0.03	-0.02	0.09	0.04	.193			
AMD x DMD	0.01	0.03	-0.05	0.07	0.01	.698			
Overall Health							<i>F(7, 1183)</i>		
Constant	-0.18	0.03	-0.24	-0.12		<.001	0.004	23.99	< .001
AMD	0.01	0.02	-0.04	0.06	0.01	.711			
DMD	0.05	0.02	0.01	0.10	0.06	.029			
AMD x DMD	0.01	0.02	-0.04	0.06	0.01	.767			

Note. AMD = Assimilation Motive Deviance; DMD = Difference Motive Deviance, AMD x DMD = Interaction between Assimilation and Difference Motive Deviance; AM = Assimilation Motive; DM = Difference Motive; AM x DM = Interaction between Assimilation Motive and Difference Motive.

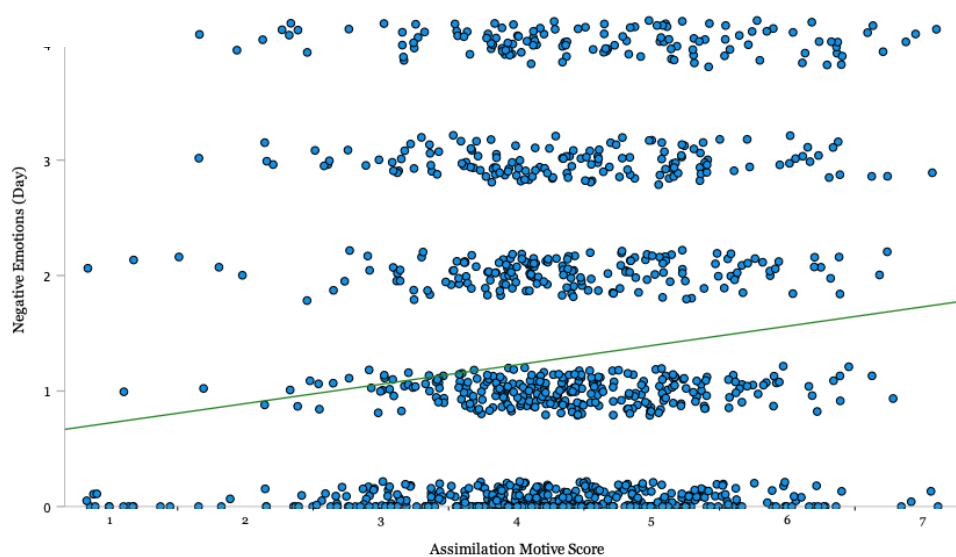
^aRobust SE was created with HC 3 method; ^b Change in R² in comparison to a model with only control variables (for a full model, please refer to Table C1).

Does Assimilation Motive Have an Effect on SWB and Health?

No significant effects in line with the third direct motive hypothesis were found. However, adverse effects of assimilation motive on negative emotions during the last week (Figure 2, green line) and on negative emotions during the last day (Figure 3) were tested significant. Results show that the higher the assimilation motive of an individual, the more frequent did they indicate to have experienced negative emotions during the last week and the more negative emotions during the last day. Furthermore, in contrast to the third hypothesis, a significant negative effect of assimilation motive on overall health was found which indicates that the higher in individual scored on assimilation motive, the lower did they rate their overall health. Overall, these findings give no support for the third hypothesis

Figure 3

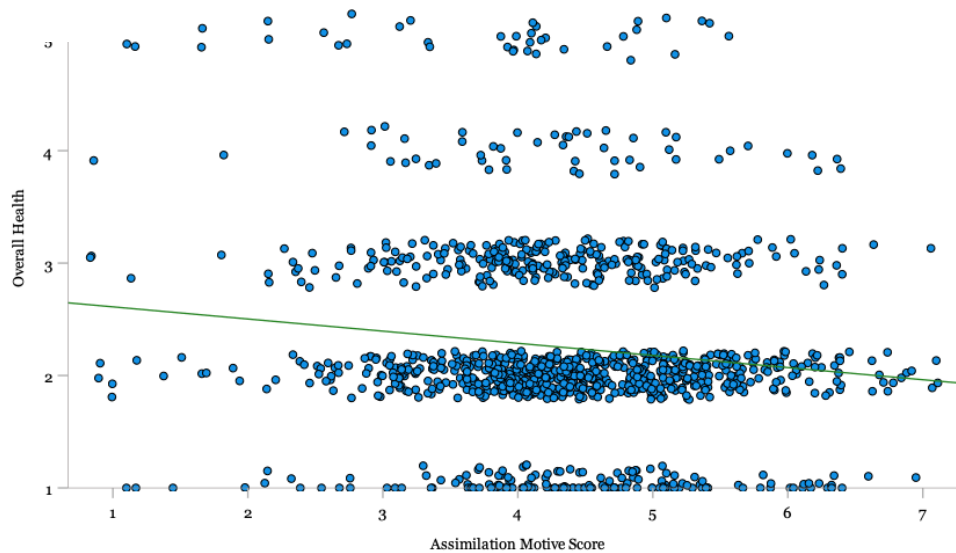
Significant Relationship between Assimilation Motive and Negative Emotions during the last Day



Note. Green line = linear relationship.

Figure 4

Significant Relationship between Assimilation Motive and Overall Health



Note. Green line = linear relationship.

Does Difference Motive Have an Effect on SWB and Health?

The present results also give no support for the fourth direct motive hypothesis since no effects of difference motive itself on any dependent variable was tested significant.

Overall, no effect of the interaction between assimilation and difference motives on any measure of SWB nor the health measure was found to be significant. All regression results are presented in table 4. Additionally, Table 5 shows a summarized result overview. For direct motive regression tables with control variables, please refer to Appendix C, Table C2.

Table 4

Multiple linear regression results with assimilation motive and difference motive as independent variables and satisfaction with life, positive and negative emotions during the last week, positive and negative emotions during the last day and overall health as dependent variables (controlled for education, income, age, sex)

	<i>B</i>	<i>Robust SE^a</i>	<i>95% CI</i>		β	<i>p</i>	ΔR^{2b}	<i>F</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>					
Satisfaction With Life								<i>F(7, 1227)</i>	
Constant	-0.07	0.04	-0.14	0.00		.043	0.002	61.63	<.001
AM	-0.04	0.03	-0.10	0.02	-0.04	.169			
DM	0.02	0.03	-0.03	0.06	0.02	.508			
AM x DM	-0.01	0.03	-0.06	0.04	-0.01	.654			
Positive Emotions (Week)								<i>F(7, 1225)</i>	
Constant	-0.15	0.04	-0.22	-0.07		<.001	0.001	45.81	<.001
AM	0.00	0.03	-0.06	0.06	0.00	.998			
DM	-0.02	0.03	-0.07	0.03	-0.02	.499			
AM x DM	-0.02	0.03	-0.07	0.04	-0.02	.606			
Negative Emotions (Week)								<i>F(7, 1230)</i>	
Constant	-0.01	0.04	-0.08	0.07		.870	0.023	29.53	<.001
AM	0.16	0.03	0.09	0.22	0.16	<.001			
DM	-0.01	0.03	-0.06	0.04	-0.01	.740			
AM x DM	0.00	0.03	-0.05	0.06	0.00	.902			
Positive Emotions (Day)								<i>F(7, 1232)</i>	
Constant	-0.13	0.04	-0.21	-0.05		.002	0	19.08	<.001
AM	-0.03	0.03	-0.08	0.02	-0.03	.278			
DM	0.00	0.03	-0.06	0.05	0.00	.896			
AM x DM	0.02	0.03	-0.03	0.07	0.02	.477			
Negative Emotions (Day)								<i>F(7, 1232)</i>	
Constant	-0.05	0.04	-0.12	0.03		.242	0.004	24.36	<.001
AM	0.06	0.03	0.00	0.12	0.06	.042			
DM	-0.02	0.03	-0.07	0.03	-0.02	.497			
AM x DM	0.02	0.03	-0.04	0.08	0.02	.567			
Overall Health								<i>F(7, 1183)</i>	
Constant	-0.19	0.03	-0.25	-0.13		<.001	0.004	23.83	<.001
AM	-0.05	0.02	-0.10	0.00	-0.06	.046			
DM	0.01	0.02	-0.03	0.06	0.02	.576			
AM x DM	0.01	0.02	-0.04	0.06	0.01	.653			

Note. AM = Assimilation Motive; DM = Difference Motive; AM x DM = Interaction between Assimilation Motive and Difference Motive.

^aRobust SE was created with HC 3 method; ^bChange in R² in comparison to a model with only control variables (for a full model, please refer to Table C2).

Table 5

Summarized results from all hypotheses and measures.

	Fit Hypotheses		Direct Motive Hypotheses	
	AMD Hypothesis 1	DMD Hypothesis 2	AM Hypothesis 3	DM Hypothesis 4
Satisfaction with life	-0.05	-0.01	-0.04	0.02
Positive emotions (week)	-0.07	0.03	0	-0.02
Negative emotions (week)	-0.08	0	0.16	-0.01
Positive emotions (day)	-0.01	0.05	-0.03	0
Negative emotions (day)	0.05	0.04	0.06	-0.02
Overall health	0.01	0.06	-0.06	0.02

Note. ■ : Significant results in line with hypothesis ■ : No significant results

■ : Significant results contradicting hypothesis; AMD = Assimilation motive deviance; DMD = Difference motive deviance; AM = Assimilation motive; DM = Difference motive; β are indicated in cells.

Discussion

Do person-environment motive fit in assimilation and difference motives have a beneficial effect on SWB and health in Japan? Does assimilation motive have an advantageous and difference motive a detrimental effect on SWB and health of Japanese adults? The objective of the present research was to investigate these questions. In response, mixed results became visible.

The Relationship between Assimilation and Difference Motive Fit With Health and SWB

Firstly, it was hypothesized that both, person-environment fit in assimilation motive and difference motive have a positive effect on the health and SWB measures in question. The present results provide little support for this hypothesis.

Satisfaction with Life

No significant effect of assimilation motive fit nor difference motive fit on satisfaction with life was found. There are several meta-analyses about variables influencing overall life

satisfaction. As described by Shin and Johnson (1978), satisfaction with life can be defined as “a global assessment of a person’s quality of life according to [their] chosen criteria” (p. 478). Therefore, to assess one’s own life satisfaction, various domains are being considered, such as material well-being, health, productivity, intimacy, safety, community, and emotional well-being (Rojas, 2006). Furthermore, according to Diener (1984) SWB is “probably determined by a large number of factors that can be conceptualized at several levels of analysis, and it is perhaps unrealistic to hope that a few variables will be of overwhelming importance” (p.561). In this line, it may be reasonable to assume that overall life satisfaction is less influenced by such fractional factors as assimilation and difference motives, but rather by larger constructs or combinations of constructs. This may also be an explanation for other non-significant results and small effect sizes in this thesis.

Positive Emotions In the Last Week

The present findings show that a fit in assimilation motive is associated with more frequent positive emotions felt during the last week. This finding goes in line with beforementioned fit research. As shown in various studies, a person-environment fit in values, beliefs or personality characteristics comes along with a higher well-being and more frequent positive emotions (Fulmer et al., 2010; Hanel et al., 2020; Khaptsova & Schwartz, 2016; Sagiv & Schwartz, 2000; Sortheix & Lönnqvist, 2015). Additionally, the present findings indicate, that for the positive affective part of SWB within the last week, person-environment motive fit has a beneficial effect only if it exists in the culturally corresponding assimilation motive, as opposed to the culturally non-corresponding difference motive. Furthermore, the present result may be considered in light with previous findings that showed that a person-environment fit can have an effect on an increased sense of belongingness and connectedness to others (Hanel et al., 2020; Higgins, 2019; Orbell et al., 1988). Yet, as previously mentioned, only assimilation motive refers to the basic human need of belongingness, whereas difference motive refers to the need of distinctiveness (Riketta, 2008). This may also be another explanation for why no significant effect of difference motive fit on positive emotions during the last week was found.

Negative Emotions In the Last Week

Surprisingly, results also show significant evidence contradicting the present hypotheses. They indicate that a fit in assimilation motive is associated with more frequent negative emotions during the last week. Prior research on negative emotions in Japanese culture may give one explanation for these findings.

In line with Kuppens et al. (2008), Diener et al. (2003) and Suh et al. (1998) this thesis considered negative emotions as detrimental for subjective well-being. However, as suggested by Markus and Kitayama (1991), in collectivistic cultures negative emotions may have less impact on life satisfaction and well-being judgment than in individualist environments. In such cultures well-being may consist not only of individual experiences of positive emotions but may also entail the experience of negative emotions in order to achieve a “greater good”, e.g. highly rated ideals such as interpersonal harmony which again may have an effect on overall health (Markus & Kitayama, 1991). In particular, when directly comparing a Japanese and an American sample, Kitayama et al. (2000) found out that while correlations between positive and negative emotions were mostly negative in the American sample, in the Japanese sample the correlations between positive and negative feelings were mostly positive.

As presented in Table 1, in the present study positive and negative emotions during the last week have a negative correlation with each other, as assumed in beforehand. However, considering the found significant effect of assimilation motive fit on negative emotions during the last week in contrast to the found beneficial effect of assimilation motive fit on positive emotions during last week may increase confidence in findings by Kitayama et al. (2000) and Markus and Kitayama (1991). Thus, the present result may suggest that negative emotions in the initially collectivist Japanese culture may not be seen as completely harmful towards SWB as long as they are associated with inter-personal positive experiences or communion (Kuppens et al., 2008).

Furthermore, no significant effect of difference motive fit on negative emotions during the previous week was found. Therefore, in line with findings by Kitayama et al.

(2000) and Markus and Kitayama (1991), it may also be reasonable to question the content validity of the SWB measures in use. Although this thesis differentiated between the different cognitive and affective components of SWB, the measures for negative emotions may have partly not been as relatable to the participants, due to a possible Japanese approach on negative emotions, i.e., not viewing them as necessarily detrimental for SWB, as described above. This way, it may have been the case that the SWB measures in use may have lacked cultural sensitivity and thus did not cover all applicable areas of SWB in this specific context of Japanese culture.

Positive Emotions In the Last Day

Surprisingly, and in contrast to positive emotions experienced during the previous week, no significant effect of neither assimilation motive fit, nor difference motive fit on positive emotions experienced during the previous day were found. These and other non-significant effects in this study may be partly explained by present restraints in the questionnaire items. In particular, the measures of assimilation and difference motives were based off participants' self-reports in response to the questionnaire items. As argued by Vignoles (2009) an explicit need-for-uniqueness scale may be measuring the participants' subjective value placed on uniqueness rather than the actual underlying motive. Accordingly, a similar effect may be assumed about the explicit scales of assimilation and difference motives used in this study. According to Becker et al. (2012) individuals are generally aware of their values, however not necessarily of their motives which do not inevitably correspond with their values. In addition, the measures for assimilation and difference motives may be influenced by whether the need for assimilation or differentiation is aroused (Pickett et al., 2002). In this context, it may be interesting to investigate in the future whether a forced response format, as used in this study, increases respondents' psychological reactance (Sischka et al., 2020) and thus also arouses difference motive and the need to differentiate themselves from others, who supposedly had replied truthfully to the forced response items. If so, this would have an effect on the overall answering behavior of participants. Furthermore, the present explicit self-report measures, may be sensitive to response biases,

such as the social desirability bias. Thus, in future research it may be beneficial to measure assimilation and difference motives with a rather implicit approach to account for these biases (Hofer & Bond, 2008).

Negative Emotions In the Last Day

In contrast to negative emotions during the last week, no significant effects of neither assimilation motive fit nor difference motive fit on the number of negative emotions during the last day was found. One explanation for these mixed results may be beforementioned restraints of the present items. Another explanation for the diverging findings between measures of emotions within the last week and within the last day may lie within the different recall period. According to Keller et al. (1997) a shorter recall period for self-rating items is more sensitive to variation than longer recall periods.

Overall Health

Another surprising implication of the present findings is that a fit in difference motive is associated with lower ratings of overall health. One explanation for this finding may be the fact that the present study focused on prevalent motives, but no data were collected on whether the needs behind assimilation and difference motives were met. However, this may affect the association between the motives and SWB and physical overall health.

As Verhagen and colleagues (2018) found out, while fulfilled belongingness needs did not affect adolescents' well-being, an unmet need to belong was detrimental for adolescents' SWB. Thus, in combination with low relationship satisfaction, a high belongingness need was associated with higher loneliness, more depressive symptoms, and lower self-esteem.

Furthermore, as previously described, according to optimal distinctiveness theory (Brewer, 1991), humans constantly deal with the tension of wanting to belong and wanting to be different to a certain extent at the same time. This balancing act becomes highly interesting, especially when considering that a person-environment fit in difference motive would mean that within the need to be different individuals are alike, which in turn may cause an unfulfilled need of differentiation and thus have adverse effects, not only on SWB, but also on an individual's overall health rating.

In previous research by Jetten et al. (2002) and Kitayama et al. (2009) participants in North America and Western Europe who indicated to value being unique and different from others were found to ironically rather fit into the established norms of their environment than distinguishing themselves from others. The present results may provide a first hint towards this direction in Japan.

The Relationship Between Assimilation and Difference Motives With Health and SWB

In the second set of hypotheses, it was hypothesized that due to the predominantly collectivist history and characteristic of Japanese culture individual assimilation motive has a positive effect on SWB and health in Japanese adults, whereas difference motive has a negative effect. The present results show no support for these direct motive hypotheses. However, amongst non-significant effects, significant opposite effects became visible.

Negative Emotions In the Last Week and the Last Day

Interestingly, results showed that the higher individual assimilation motive, the more frequent negative emotions during the last week and during the last day. This may be partly explained by the specific way to deal with negative emotions in Japanese culture, i.e., viewing negative emotions as not necessarily detrimental for SWB, as mentioned above. Furthermore, there may be reason to presume that Japanese culture is less collectivistic and more strongly (or differently) affected by the recently arisen individualist values than previously assumed - even though Japanese values and history may be viewed as originally collectivist (Sugimura & Mizokami, 2012) and within the present data, on average, assimilation motive scores were slightly higher ($M = 4.33$) than difference motive scores ($M = 3.62$).

Cultural identity in Japan is highly complex, thus expanding on this topic would exceed the scope of the present thesis. Yet, it is important to note that Sugimura and Mizokami (2012) refer to the term of Japanese “individualistic collectivism” (Sugimura & Mizokami, 2012, p. 124). This is how the authors describe the cultural change having taken place as a response to Japans rapidly grown economy. Within this change “privatization” (i.e.

“increased emphasis on leading one’s own life” (Sugimura & Mizokami, 2012, p. 124)) and “self-determinism” (i.e. “tendency to value one’s own thoughts and decisions” (Sugimura & Mizokami, 2012, p. 124)) became more present in adolescents, societal institutions and educational and business systems at that time. Simultaneously, some of the more traditional collectivistic values were still preserved. Consequently, Japanese adolescents can be classified into two types: Type one values individualistic collectivism (i.e. high on both individualist and collectivist values) and represents an emerging type of adolescents, while the second type represents a traditional type of adolescent who highly values collectivism (i.e. low on individualist and high on collectivist values) (Sugimura & Mizokami, 2012). This may indicate that collectivism and individualism are not two end points of one continuum, but rather two possibly coexisting constructs.

This may also go in line with previous literature challenging the prevailing categorization of individualism and collectivism as such. According to Gheorghiu et al. (2009) and Yamagishi et al. (1998) in Japan it is common to belong to groups and place group interests above one’s own individual interests not because individuals intrinsically like to do so, but because it is in their own long-term interests. This way, an individualistic norm of self-interest, can be integrated into a rather collectivistic value system.

Basing on this idea, the present mixed results may also show that in this thesis Japanese culture may have not adequately represented in its complexity from the viewpoint of collectivism and individualism. Therefore, it would be reasonable to consider in future research that assimilation and difference motives in Japan may manifest in health and SWB more intricately than hypothesized.

Overall Health

Furthermore, an effect of assimilation motive on overall health became visible suggesting that a higher assimilation motive is associated with lower overall health ratings. This finding contrasts with the direct motive hypotheses. As presented in Table 5, the effect size of this and other effects is very small ($\beta = -0.06$). Moreover, no significant effect of difference motive on overall health was found. This may be due to the reason that a more

specified model in order to explain this relationship may be needed. According to Stavrova (Keller et al., 1997) one major factor influencing overall health is social support due to its stress-buffering effect. In this study, social support and life stress were not measured and thus a possible mediating or moderating effect cannot be identified.

Limitations and Future Research

Amongst other things, the present thesis opens lots of new questions and opportunities for future research. Firstly, assimilation and difference motives can be investigated with a more differentiated measure. In contrast to considerations that assimilation motive is associated with collectivism and difference motive with individualism, as mentioned in the introduction, there are other lines of research arguing that assimilation and differentiation are culturally universal needs after all (Lavigne et al., 2011; Vignoles, 2009). Vignoles (2009) and colleagues (Vignoles et al., 2000) suggest that establishing distinctiveness in some way is a logical precondition for the existence of a meaningful sense of identity in any cultural meaning system. This gives support for the assumption that individuals would be motivated to seek distinctiveness, no matter whether they live in an individualistic or collectivistic culture (Becker et al., 2012). Equivalently, Lavigne et al. (2011) propose belongingness as a universal human need.

Following up on this notion, Vignoles et al. (2000) argue that it is important to consider the different types of assimilation and difference motives rather than assigning one or the other to a specific culture. Three ways to achieve distinctiveness were identified by the authors: through difference, separateness, or social position. Whether the same reasoning also applies to belongingness is yet to be investigated. This thesis did not differentiate between different forms of differentiation or assimilation. Yet, incorporating the different subtypes of investigated motives would also go in line with the beforementioned idea that assimilation and difference motives may be more heterogenous than assumed (Riketta, 2008) and may help create a better, more specified model. This may facilitate a deeper understanding of the relationship of assimilation and difference motives with health and well-being.

Secondly, it would be beneficial to use culturally sensitive items to measure emotions in a Japanese sample. While the present study used a rather universal set of items measuring the affective components of SWB which have been validated on various cultures (Diener et al., 2011; Kuppens et al., 2008) other researchers (Kitayama et al., 2000) had generated a specific Japan-related set of emotions. This list not only includes positive and negative engaged and disengaged, activated and less activated emotions, but also entails so called *amae*-related emotions (e.g. *amae* (babied), *tanomi* (relying) and *sugari* (learning)) which previously have been considered central to the Japanese culture (Doi, 1973). By considering these items in future studies a more precise operationalization of the affective components of SWB in Japanese culture and thus a deeper understanding of the relationship between motives and SWB and health could be gained.

Thirdly, to minimize the beforementioned response biases related to self-reports and explicit items, it would be best to use implicit measures of the motives in question. For instance, a frequently cited study by Kim and Markus (1999) used an indirect approach to measure the need for uniqueness across cultures. The researchers asked travelers at an airport to complete a short survey offering them a pen of their choice in return. Then, participants were presented with five identical pens that only differed in their external color and included uncommon and common-colored pens. Evidently, with such a way to measure motives, other confounders associated with implicit measures may come to play and the experimental conditions must be chosen carefully. However, a similar implicit research design for measuring assimilation and difference motives may help investigating the actual motives rather than the value individuals place on them.

Moreover, direct and more differentiated measures can also be used when assessing physical health. For example, in a study by Seybold and Hill (1998), the following health measures were used to investigate the effect of spirituality on mental and physical health: heart disease, systolic blood pressure, diastolic blood pressure, cirrhosis, emphysema, myocardial infarction, chronic pain, cholesterol levels, stroke, kidney failure, cancer mortality, cardiac surgery mortality, overall mortality, surgery-related stress, positive health

habits, longevity. While some of these measures surely must be collected in a lab, some data may be collected with a questionnaire in an explicit or implicit way to get a deeper understanding of the different health domains influencing overall health in relation to the motives in question.

Moreover, to account for further abovementioned limitations, it would be beneficial to control for, e.g. relationship satisfaction in line with Verhagen et al. (2018) or social support in line with Stavrova (2015) or add other items to the questionnaire, measuring whether the individuals have fulfilled or unfulfilled motives.

Furthermore, in the future, when hypothesizing based on the individualism/collectivism framework (Hofstede, 1980), it would be valuable to rely on more differentiated cultural categories. It is important to keep in mind that Hofstede's dimensions of individualism and collectivism describe cultures on a national rather than on an individual level (Diener et al., 2011; Verhagen et al., 2018). Thus, the predictive power of this framework on an individual level is limited. For this reason, Minkov et al. (2017) proposed an updated measure of individualism and collectivism - a scale consisting of 7 items. The authors argue that the newly proposed measure, in comparison to Hofstede's dimensions, has higher face validity, relies on probabilistic samples, is more recent and has better predictive properties (Minkov, 2018). In addition, it would be important to not only use this updated measure, but also investigate the more complex structure of Japanese cultural dimensions and their interplay. Relying on such constructs for hypotheses may provide the opportunity to grasp cultural dimensions more precisely. This may be especially relevant in such an environment as the Japanese culture, where the interplay between individualistic and collectivistic values is of high complexity. Even further, due to the complexity of Japanese cultural dimensions, such a more differentiated investigation may facilitate the creation of a new measure for cultural dimensions.

Lastly, it would be highly interesting to tie in with previous research by Schwartz (1992) and add a set of different motives besides assimilation and difference motives to the investigation. As proposed in Schwartz' (1992) value theory, values are described as trans-

situational desirable concepts or beliefs that can be hierarchically sorted by relative importance in relation to one another. By sorting these values in such a way, each person obtains an individual value profile. Along those lines, it would be interesting to make an attempt to transfer this value profile theory to the concept of motives. Different sets of motives have been proposed by literature to account for different outcomes. One line of research investigating group features and person-environment fits proposes the basic human motives of self-esteem, distinctiveness, difference, autonomy, assimilation, affiliation, uncertainty reduction and power (Riketta, 2008). In line, settling for one set of multiple basic motives and asking participants to sort these motives hierarchically in relation to one another would create a more precise motive profile. As a next step, it would be interesting to investigate whether a fit in specific combinations of motives (i.e. the hierarchically sorted motive profile) would predict overall health and SWB outcomes more precisely as opposed to a motive fit in only one motive at a time. This may provide a more profound understanding of the interaction of different motives and their influence on the participants' sense of well-being and judgements of health.

Conclusion

In this thesis, the relationship between assimilation and difference motives with health and SWB in Japanese adults was investigated. It was hypothesized that (a) person-environment motive fits in assimilation and difference motives have a positive effect on SWB and overall health and that (b) assimilation motive itself has a positive effect on SWB and health while difference motive itself negatively influences these variables.

This investigation holds strengths. By extending previous findings on person-environment value fit to person-environment motive fit this thesis provides new insights within the framework of fit literature. Furthermore, amongst other theoretical concepts, the present hypotheses base on the collectivism/individualism framework. Thus, from a cross-cultural perspective it is specifically valuable to make these investigations in Japanese culture due to Japan's beforementioned special position from a viewpoint of collectivism and individualism.

Another strength of this study lies within construct validity of the questionnaire. The two assimilation and difference motive scales used in the present thesis allowed participants to score high (or low) on both, assimilation and difference motives or on one motive, independently from the other. This accurately represents the idea that assimilation and difference motives are two opposing constructs (Brewer, 1991), instead of two end points of the same continuum (Solomon, 1980). It also accounts for the special structure of Japanese culture influenced by "individualist collectivism" (Sugimura & Mizokami, 2012) and is specifically beneficial, because it allowed to investigate the two motives independently and in interaction.

Furthermore, the present study chose different measures for the affective and cognitive components of SWB. This is an improvement in comparison to earlier studies only measuring one aspect of SWB (e.g. life satisfaction) (Diener et al., 2003) and allows to get a deeper understanding of the cognitive and affective components of SWB in association with difference and assimilation motives and motive fit. In addition, the measure of overall health

was added to the models, which so far has not been investigated in the context of assimilation and difference motives and Japanese culture.

Overall, the present findings show little support for the present hypotheses. Results only showed a significant beneficial effect of person-environment fit on positive emotions during the last week if the fit existed in assimilation motive.

Contrastingly, results also showed that assimilation motive fit was associated with an increased frequency of negative emotions felt during the last week and a worse overall health rating. Moreover, difference motive fit was associated with lower estimations of individual overall health. Lastly, assimilation motive itself was found to be associated with more frequent negative emotions during the last week, more negative emotions during the last day and lower overall health judgments.

Based on the present findings it may be reasonable to challenge the view that a person-environment motive fit is beneficial in any motive, to question whether negative emotions are detrimental for SWB and health in Japan and it may be reasonable to assume that in Japanese culture individualist and collectivist values and motives have a more complex structure than described within the collectivism/individualism framework.

In order to broaden and deepen the body of knowledge about the relationship between assimilation motive and difference motive and health and SWB in Japan it may be favorable for future investigations to use more differentiated measures. Eventually it would be important to derive interventions on how to support individuals who do not experience the investigated beneficial effects on their subjective well-being. This may have impact on large-scale health campaigns or public health institutions.

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Appendix A

Questionnaire Items

Table A1*Measure of Assimilation Motive*

With regard to the people around me, ...

	does not apply at all						totally applies
I hate to stand out in a group	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I feel uncomfortable if controversial views exist within a group.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
If a group has a certain point of view, I tend to agree with that point of view.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I feel good if those around me have the same views as I.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I often try to keep up with the latest fashion.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

Table A2*Measure of Difference Motive*

With regard to the people around me, ...

	does not apply at all						totally applies
I want to do extraordinary things.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I want to stick out from the crowd.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I want to be someone very special.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I want to have rare characteristics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I do not want to be like all others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I want to be unconventional.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

Table A3

Measure of Life Satisfaction

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, please indicate your agreement with each item.

	strongly disagree	disagree	slightly disagree	neither agree nor disagree	slightly agree	agree	strongly agree
In most ways my life is close to my ideal.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
The conditions of my life are excellent.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I am satisfied with my life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
I enjoy eating plastic.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
So far, I have gotten the important things I want in life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇
If I could live my life over, I would change almost nothing.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇

Table A4

Measure of Positive/Negative Emotions Felt in the Last Week

Please rate how often you had felt each emotion in the last week.

	Not at all								all the time
Pleasant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Happy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Cheerful	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Pride	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Gratitude	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Love	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Sad	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Anger	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Unpleasant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Guilt	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉

Shame	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Worry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Stress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉
Jealousy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉

Table A5*Measure of Positive/Negative Emotions Felt in the Previous Day***Did you experience the following “a lot” in the previous day?**

	yes	no
Smile/laugh	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
Enjoyment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
Worry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
Sadness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
Anger	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀
Depression	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀

Table A6*Measure of Overall Health***How would you rate your health in general?**

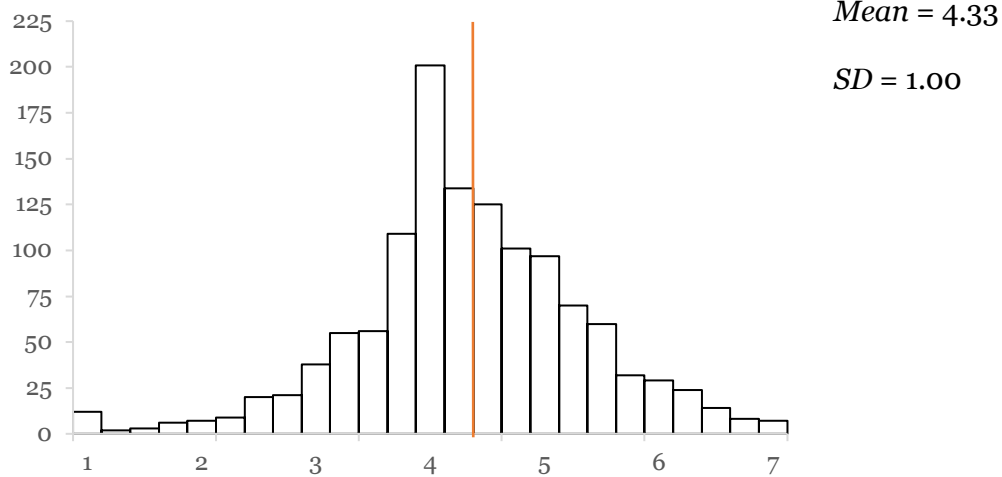
Poor	<input type="checkbox"/> ₁
Fair	<input type="checkbox"/> ₂
Good	<input type="checkbox"/> ₃
Very Good	<input type="checkbox"/> ₄
Excellent	<input type="checkbox"/> ₅

Appendix B

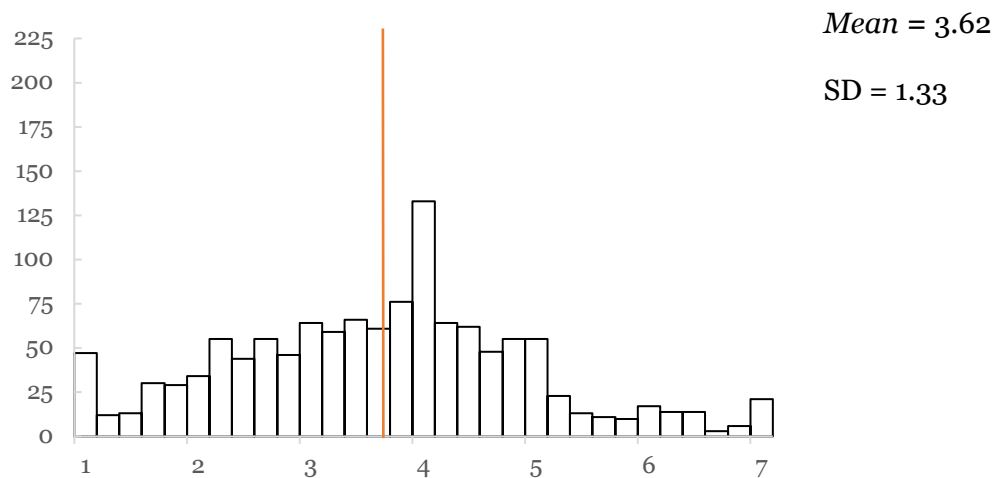
Distribution Frequencies of All Variables

Figure B1

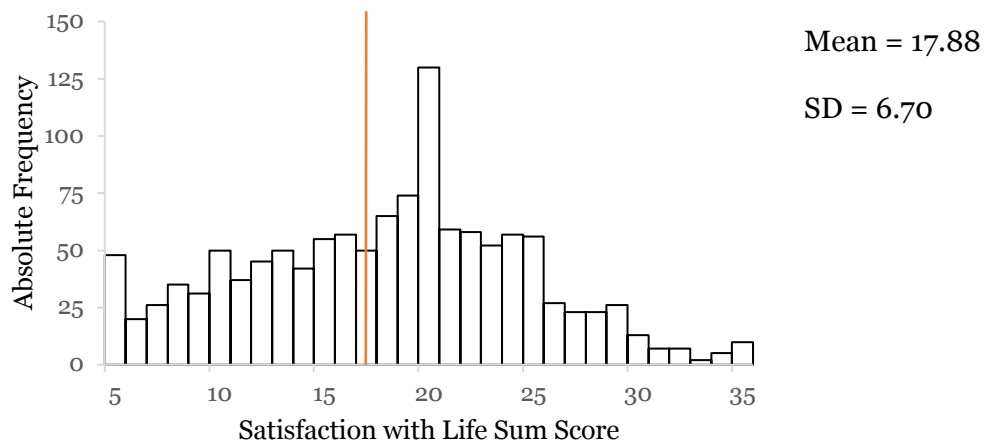
Assimilation Motive Score Distribution



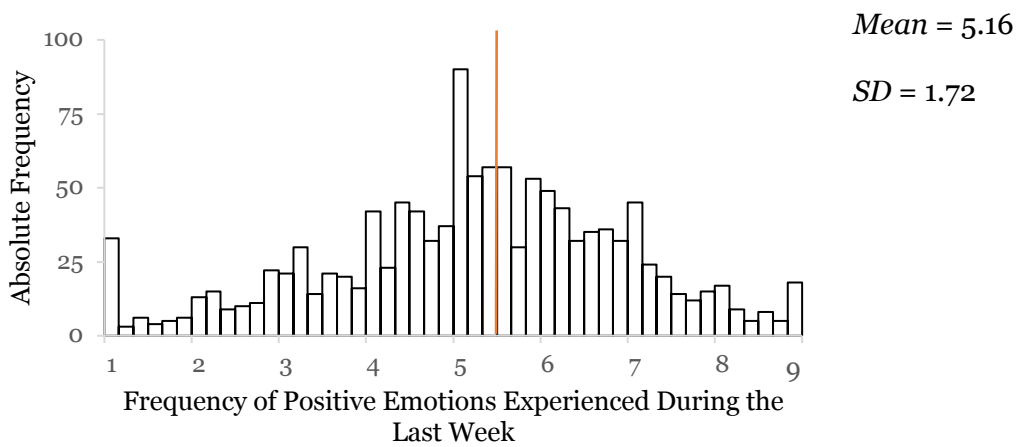
Note. Each assimilation motive item was measured on a 7-point Likert scale ranging from 1 = “does not apply at all” to 7 = “totally applies”. Depicted values are scores built as a mean from all assimilation motive items. Orange line = Mean.

Figure B2*Difference Motive Score Distribution*

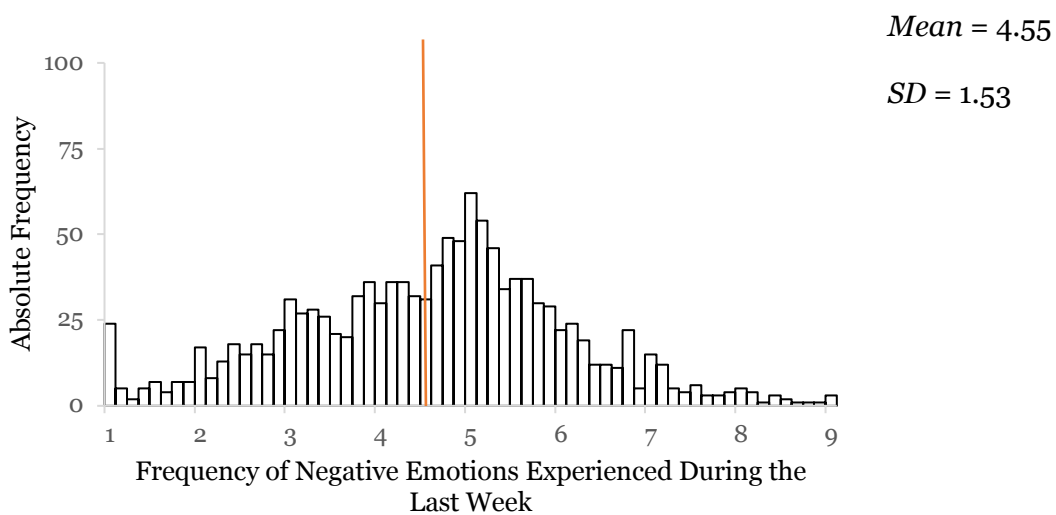
Note. Each difference motive item was measured on a 7-point Likert scale ranging from 1 = “does not apply at all” to 7 = “totally applies”. Depicted values are scores built as a mean from all difference motive items. Orange line = Mean.

Figure B3*Distribution of Satisfaction With Life Scores*

Note. Each Satisfaction with life item was measured on a 7-point Likert Scale ranging from 1 = “strongly disagree” to 7 = “strongly agree”. Depicted values are sum scores. Orange line = Mean.

Figure B4*Distribution of Frequency of Positive Emotions Experienced During the Last Week*

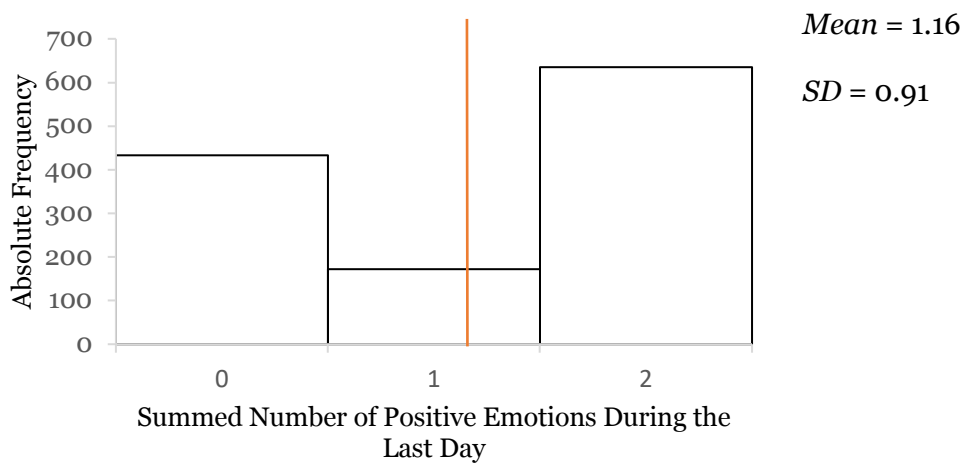
Note. Each item measuring the frequency of positive emotions during the last week was measured on a 9-point Likert Scale ranging from 1 = “not at all” to 9 = “all the time”. Depicted values are average frequencies over all positive emotions. Orange line = Mean.

Figure B5*Distribution of Frequency of Negative Emotions Experienced During the Last Week*

Note. Each item measuring the frequency of negative emotions during the last week was measured on a 9-point Likert Scale ranging from 1 = “not at all” to 9 = “all the time”. Depicted values on the x-axis are average frequencies over all negative emotions. Orange line = Mean..

Figure B6

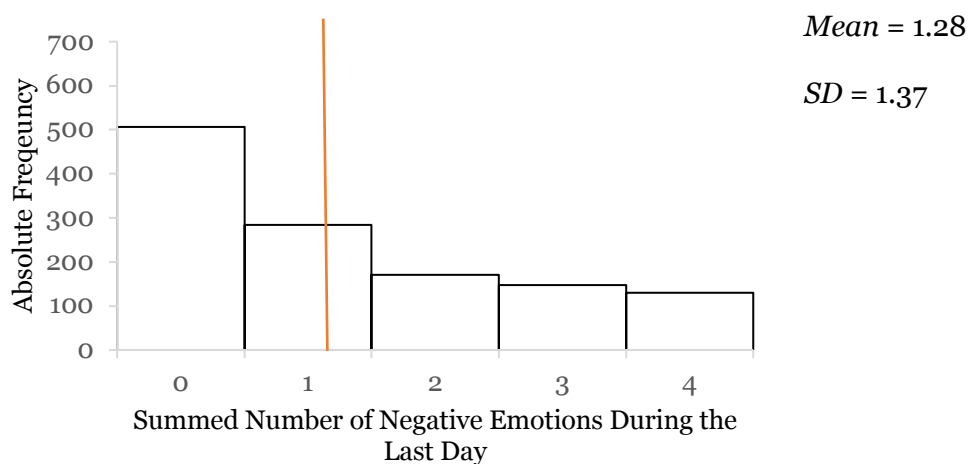
Distribution of Number of Positive Emotions Experienced During the Last Day



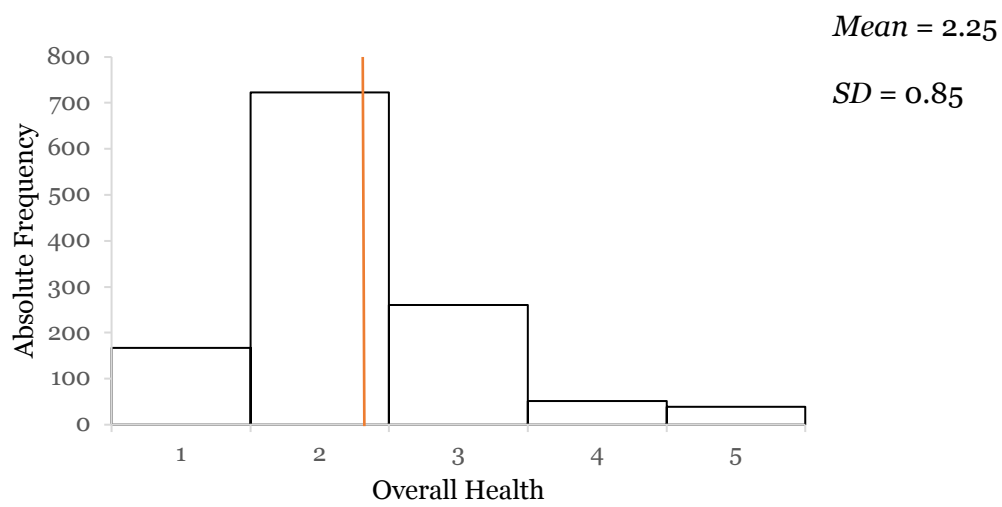
Note. Each item measuring positive emotions during the last day was measured on a dichotomous scale ranging from 0 = “yes” to 1 = “no”. Depicted values on the x-axis are a summed number of all positive emotions during the last day. Orange line = Mean.

Figure B7

Distribution of Number of Negative Emotions Experienced During the Last Day



Note. Each item measuring the frequency of negative emotions during the last day was measured on a dichotomous scale ranging from 1 = “yes” to 0 = “no”. Depicted values are a summed number over all negative emotions during the last day. Orange line = Mean.

Figure B8*Distribution of Average Overall Health*

Note. Overall health was measured on a 5-point Likert Scale ranging from 1 = poor to 5 = excellent. Orange line = Mean.

Appendix C

Regression Results With Control Variables

Table C1

Multiple Linear Regression Results With Education, Income, Age and Sex as Control Variables and Assimilation Motive Deviance and Difference Motive Deviance as Independent Variables and Satisfaction With Life, Positive and Negative Emotions During the Last Week, Positive and Negative Emotions During the Last Day and Overall Health as Dependent Variables.

	<i>B</i>	<i>Robust SE^a</i>	<i>95% CI</i>		β	<i>p</i>	<i>R</i> ²	<i>F</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>					
Satisfaction With Life							<i>F</i> (7,1227)		
Constant	-0.07	0.04	-0.14	0.00		.054	0.261	61.95	< .001
Age	0.05	0.03	0.00	0.10	0.05	.068			
Sex ^b	0.14	0.05	0.03	0.24	0.07	.009			
Education	0.09	0.03	0.04	0.14	0.09	< .001			
Income	0.47	0.03	0.42	0.52	0.47	< .001			
AMD	-0.05	0.03	-0.11	0.00	-0.05	.068			
DMD	-0.01	0.03	-0.06	0.04	-0.01	.738			
AMD x DMD	-0.01	0.03	-0.06	0.05	-0.01	.808			
Positive Emotions (Week)							<i>F</i> (7,1225)		
Constant	-0.15	0.04	-0.22	-0.07		< .001	0.212	47.15	< .001
Age	0.07	0.03	0.01	0.12	0.07	.014			
Sex ^b	0.30	0.05	0.19	0.41	0.15	< .001			
Education	0.05	0.03	-0.01	0.10	0.05	.079			
Income	0.41	0.03	0.35	0.46	0.41	< .001			
AMD	-0.07	0.03	-0.13	-0.01	-0.07	.029			
DMD	0.03	0.03	-0.02	0.08	0.03	.259			
AMD x DMD	0.02	0.03	-0.04	0.08	0.02	.609			
Negative Emotions (Week)							<i>F</i> (7,1231)		
Constant	-0.04	0.04	-0.12	0.04		.338	0.125	25.22	< .001
Age	-0.08	0.03	-0.14	-0.02	-0.08	.006			
Sex ^b	0.08	0.06	-0.03	0.19	0.04	.166			
Education	0.03	0.03	-0.03	0.08	0.03	.288			
Income	-0.34	0.03	-0.40	-0.28	-0.34	< .001			
AMD	-0.08	0.03	-0.14	-0.01	-0.08	.017			
DMD	0.00	0.03	-0.05	0.05	0.00	.918			
AMD x DMD	-0.01	0.03	-0.07	0.04	-0.01	.616			

Table C1 Continued

	<i>B</i>	<i>Robust SE</i> ^a	<i>95% CI</i>		β	<i>p</i>	<i>R</i> ²	<i>F</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>					
Positive Emotions (Day)							<i>F</i> (7,1232)		
Constant	-0.12	0.04	-0.20	-0.04		.003	0.099	19.32	<.001
Age	0.00	0.03	-0.06	0.05	0.00	.916			
Sex ^b	0.23	0.06	0.12	0.35	0.12	<.001			
Education	0.01	0.03	-0.05	0.06	0.01	.749			
Income	0.28	0.03	0.23	0.34	0.28	<.001			
AMD	-0.01	0.03	-0.06	0.04	-0.01	.691			
DMD	0.05	0.03	-0.01	0.10	0.05	.085			
AMD x DMD	0.00	0.03	-0.05	0.06	0.00	.898			
Negative Emotions (Day)							<i>F</i> (7,1232)		
Constant	-0.05	0.04	-0.13	0.03		.187	0.122	24.45	<.001
Age	-0.16	0.03	-0.22	-0.11	-0.16	<.001			
Sex ^b	0.10	0.06	-0.01	0.21	0.05	.072			
Education	0.02	0.03	-0.03	0.07	0.02	.477			
Income	-0.28	0.03	-0.34	-0.22	-0.28	<.001			
AMD	0.05	0.03	-0.01	0.11	0.05	.074			
DMD	0.04	0.03	-0.02	0.09	0.04	.193			
AMD x DMD	0.01	0.03	-0.05	0.07	0.01	.698			
Overall Health							<i>F</i> (7,1183)		
Constant	-0.18	0.03	-0.24	-0.12		<.001	0.124	23.99	<.001
Age	-0.14	0.02	-0.19	-0.09	-0.17	<.001			
Sex ^b	0.12	0.05	0.03	0.21	0.07	.009			
Education	0.06	0.02	0.02	0.11	0.08	.010			
Income	0.22	0.02	0.18	0.27	0.27	<.001			
AMD	0.01	0.02	-0.04	0.06	0.01	.711			
DMD	0.05	0.02	0.01	0.10	0.06	.029			
AMD x DMD	0.01	0.02	-0.04	0.06	0.01	.767			

Note. AMD = Assimilation Motive Deviance; DMD = Difference Motive Deviance, AMD x

DMD = Interaction between Assimilation and Difference Motive Deviance; AM = Assimilation Motive; DM = Difference Motive; AM x DM = Interaction between Assimilation Motive and Difference Motive.

^aRobust SE was created with HC 3 method.

^bSex refers to the dummy of female sex.

Table C2

Multiple Linear Regression Results With Education, Income, Age and Sex as Control Variables and Assimilation Motive and Difference Motive as Independent Variables and Satisfaction With Life, Positive and Negative Emotions During the Last Week, Positive and Negative Emotions During the Last Day and Overall Health as Dependent Variables (Controlled for Education, Income, Age, Sex).

	<i>B</i>	<i>Robust SE^a</i>	<i>95% CI</i>		β	<i>p</i>	<i>R²</i>	<i>F</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>					
Satisfaction With Life							<i>F</i> (7, 1227)		
Constant	-0.07	0.04	-0.14	0.00		.043	0.260	61.63	< .001
Age	0.05	0.03	0.00	0.10	0.05	.058			
Sex ^b	0.14	0.05	0.04	0.25	0.07	.006			
Education	0.09	0.03	0.04	0.14	0.09	< .001			
Income	0.47	0.03	0.42	0.52	0.47	< .001			
AM	-0.04	0.03	-0.10	0.02	-0.04	.169			
DM	0.02	0.03	-0.03	0.06	0.02	.508			
AM x DM	-0.01	0.03	-0.06	0.04	-0.01	.654			
Positive Emotions (Week)							<i>F</i> (7,1225)		
Constant	-0.15	0.04	-0.22	-0.07		< .001	0.207	45.81	< .001
Age	0.07	0.03	0.02	0.13	0.07	.010			
Sex ^b	0.30	0.06	0.19	0.41	0.15	< .001			
Education	0.05	0.03	-0.01	0.10	0.05	.087			
Income	0.42	0.03	0.36	0.47	0.42	< .001			
AM	0.00	0.03	-0.06	0.06	0.00	.998			
DM	-0.02	0.03	-0.07	0.03	-0.02	.499			
AM x DM	-0.02	0.03	-0.07	0.04	-0.02	.606			
Negative Emotions (Week)							<i>F</i> (7,1230)		
Constant	-0.01	0.04	-0.08	0.07		.870	0.144	29.53	< .001
Age	-0.07	0.03	-0.13	-0.02	-0.07	.013			
Sex ^b	0.01	0.06	-0.10	0.13	0.01	.834			
Education	0.03	0.03	-0.02	0.09	0.04	.211			
Income	-0.31	0.03	-0.37	-0.26	-0.31	< .001			
AM	0.16	0.03	0.09	0.22	0.16	< .001			
DM	-0.01	0.03	-0.06	0.04	-0.01	.740			
AM x DM	0.00	0.03	-0.05	0.06	0.00	.902			

Table C2 *Continued*

	<i>B</i>	<i>Robust SE</i> ^a	<i>95% CI</i>		β	<i>p</i>	<i>R</i> ²	<i>F</i>	<i>p</i>
			<i>LL</i>	<i>UL</i>					
Positive Emotions (Day)							<i>F</i> (7,1232)		
Constant	-0.13	0.04	-0.21	-0.05		.002	0.098	19.08	<.001
Age	0.00	0.03	-0.06	0.06	0.00	.960			
Sex ^b	0.25	0.06	0.13	0.36	0.12	<.001			
Education	0.01	0.03	-0.05	0.06	0.01	.772			
Income	0.28	0.03	0.23	0.34	0.28	<.001			
AM	-0.03	0.03	-0.08	0.02	-0.03	.278			
DM	0.00	0.03	-0.06	0.05	0.00	.896			
AM x DM	0.02	0.03	-0.03	0.07	0.02	.477			
Negative Emotions (Day)							<i>F</i> (7,1232)		
Constant	-0.05	0.04	-0.12	0.03		.242	0.122	24.36	<.001
Age	-0.17	0.03	-0.22	-0.11	-0.17	<.001			
Sex ^b	0.09	0.06	-0.02	0.20	0.05	.121			
Education	0.02	0.03	-0.03	0.08	0.02	.425			
Income	-0.27	0.03	-0.33	-0.22	-0.27	<.001			
AM	0.06	0.03	0.00	0.12	0.06	.042			
DM	-0.02	0.03	-0.07	0.03	-0.02	.497			
AM x DM	0.02	0.03	-0.04	0.08	0.02	.567			
Overall Health							<i>F</i> (7,1183)		
Constant	-0.19	0.03	-0.25	-0.13		<.001	0.124	23.83	<.001
Age	-0.14	0.03	-0.19	-0.09	-0.17	<.001			
Sex ^b	0.14	0.05	0.05	0.23	0.09	.003			
Education	0.06	0.02	0.01	0.11	0.07	.014			
Income	0.22	0.02	0.17	0.26	0.27	<.001			
AM	-0.05	0.02	-0.10	0.00	-0.06	.046			
DM	0.01	0.02	-0.03	0.06	0.02	.576			
AM x DM	0.01	0.02	-0.04	0.06	0.01	.653			

Note. AMD = Assimilation Motive Deviance; DMD = Difference Motive Deviance, AMD x DMD = Interaction between Assimilation and Difference Motive Deviance; AM = Assimilation Motive; DM = Difference Motive; AM x DM = Interaction between Assimilation Motive and Difference Motive.

^aRobust SE was created with HC 3 method.

^bSex refers to the dummy of female sex.