



**EMERGING ADULTHOOD IN SOUTHERN BRAZILIANS FROM DIFFERING  
SOCIOECONOMIC STATUS: SOCIAL AND SUBJECTIVE MARKERS**

**Luciana Dutra-Thomé**

**Tese de Doutorado**

**Porto Alegre/RS, 2013**

**EMERGING ADULTHOOD IN SOUTHERN BRAZILIANS FROM DIFFERING  
SOCIOECONOMIC STATUS: SOCIAL AND SUBJECTIVE MARKERS**

**Luciana Dutra-Thomé**

Tese apresentada no Programa de Pós-graduação em Psicologia da Universidade Federal do Rio Grande do Sul como requisito parcial para a obtenção do grau de Doutora em Psicologia sob orientação da Prof<sup>a</sup>. Dr<sup>a</sup>. Sílvia Helena Koller (Universidade Federal do Rio Grande do Sul)

Universidade Federal do Rio Grande do Sul  
Instituto de Psicologia  
Programa de Pós-Graduação em Psicologia  
Abril, 2013.

Dedico este trabalho à juventude brasileira

## AGRADECIMENTOS [ACKNOWLEDGMENTS]

As contribuições que fizeram ao estudo foram valiosas. Muito obrigada!

Silvia Helena Koller (CEP-Rua/UFRGS)

Jeffrey Jensen Arnett (Clark University)

Jaan Valsiner (University of Aalborg and Clark University)

Marcela Rafaelli (University of Illinois - Urbana-Champaign)

Roger Bilbace (Clark University)

Piña Marsico (University of Salerno)

Maria Clara Pinheiro de Paula Couto (PUCRS e UFRGS)

Bruno Damásio (UFRGS)

Vicente Cassep-Borges (UFF)

Mayte Raya Amazarray (UFCSPA)

Ana Paula Lazaretti de Souza (UFRGS)

Marina Pante (CEP-Rua/UFRGS)

Jeanice da Cunha Ozorio (CEP-Rua/UFRGS)

Anderson Siqueira Pereira (CEP-Rua/UFRGS)

Joseph Schwab (Clark University)

Juan Zhong (Clark University)

Christopher Reigeluth (Clark University)

Kenneth R. Cabell (Clark University)

Nikita A. Kharlamov (Clark University)

Susana Nunez (CEP-Rua/UFRGS)

Thiago Gomes de Castro (UFRGS)

Cristian Zanon (UFRGS)

Caroline Bauer (UFPel e UFRGS)

Julien Chopin (Mon mour)

Anousa Singhavong (My Little King)

Jaya Seelan (I'm your angel)

Meus pais (minha inspiração para o trabalho)

Meus amigos (essenciais para mim)

Oh, to live on Sugar Mountain  
With the barkers and the colored balloons,  
You can't be twenty on Sugar Mountain  
Though you're thinking that  
You're leaving there too soon,  
You're leaving there too soon.

It's so noisy at the fair  
But all your friends are there  
And the candy floss you had  
And your mother and your dad.

There's a girl just down the aisle,  
Oh, to turn and see her smile.  
You can hear the words she wrote  
As you read the hidden note.

Now you're underneath the stairs  
And you're givin' back some glares  
To the people who you met  
And it's your first cigarette.

Now you say you're leavin' home  
'Cause you want to be alone.  
Ain't it funny how you feel  
When you're findin' out it's real?

“Sugar Mountain” , Neil Young

## SUMÁRIO

Lista de Figuras.....	10
Lista de Tabelas.....	12
Resumo.....	14
Abstract.....	15
<b>GENERAL INTRODUCTION</b> .....	16
1. EA: Adult roles, Perceptions of Adulthood, and Dimensions.....	19
1.1 EA and future expectations.....	22
2. Transition to Adulthood in Different Contexts.....	23
3. Transition to adulthood in Brazil: Socioeconomic Influences.....	28
<b>CHAPTER 1: Southern Brazilians from Differing SES: Demographic Characteristics, Perceptions of Adulthood, Technology Access, Educational Status, and Work Status.....</b>	<b>33</b>
Method.....	33
Sample.....	33
Instruments.....	33
Procedures.....	34
Data analysis.....	34
Results and Discussion.....	35
Conclusion.....	46
<b>CHAPTER 2: The Adaptation of the Inventory of the Dimensions of Emerging Adulthood (IDEA) to Brazilian Portuguese Version.....</b>	<b>47</b>
Adaptation of the Inventory of the Dimensions of Emerging Adulthood (IDEA) in	

Brazil.....	48
IDEA in Other Countries.....	49
Method.....	51
Sample.....	51
Results.....	51
Discussion.....	56
Conclusion.....	58

### **CHAPTER 3: The Adaptation of the Future Expectation Scale for Adolescents**

(FESA) to Brazilian Portuguese Version.....	60
Adaptation of the Future Expectation Scale for Adolescents (FESA) in Brazil.....	60
Method.....	62
Sample.....	62
Results.....	62
Discussion.....	67
Conclusion.....	68

### **CHAPTER 4: Emerging Adulthood in Southern Brazilians: Adult Roles, Perceptions**

of Adulthood, Socioeconomic Status, and Sex.....	70
Method.....	71
Sample.....	71
Instruments.....	71
Results.....	72
The process of developing comparison groups.....	72
MANCOVA: Differences among Adulthood-status groups, SES, and Sex in IDEA Dimensions.....	75

Main Effects.....	76
Interactions.....	79
Discussion.....	82
Conclusion.....	87

**CHAPTER 5: A Model of Prediction of Emerging Adulthood in Brazil: Social and**

Subjective Markers Moderated by Socioeconomic Status, Age, and Sex.....	89
Method.....	93
Sample.....	93
Instruments.....	93
Results.....	95
Correlations among Variables of the Model.....	95
Model variables.....	97
Moderated Multiple Regressions.....	97
Feeling in-between.....	98
Other-focused.....	102
Self-focused.....	104
Discussion.....	108
Conclusion.....	111

**CHAPTER 6: Emerging adulthood in Southern Brazilians from differing**

socioeconomic status and their experience of transition to adulthood.....	114
Method.....	116
Sample and Participant Selection.....	116
Instrument.....	117



Procedures.....	118
Data Analysis.....	118
Process of Analysis.....	119
Results.....	122
Discussion.....	134
Conclusion.....	137
<b>GENERAL CONCLUSION.....</b>	<b>139</b>
References.....	146
ANEXOS.....	159
ANEXO A.....	160
ANEXO B.....	199

## LISTA DE FIGURAS

### INTRODUCTION

- Figure 1. Transition to adulthood, topic related to Erickson, Levinson, Keniston, and Arnett's theories. The arrow goes in direction to adulthood in one way..... 17
- Figure 2. Transition to adulthood as a developmental stage (EA phenomenon). The arrow goes to adolescence and to adulthood, what represents a trajectory in both directions..... 17

### CHAPTER 1

- Figure 1. Percentage of answers about the participant's perception of reaching adulthood, considering the LSES and HSES groups and the total sample ..... 38
- Figure 2. Percentage of participant's affirmative responses in relation to the most important criteria to reach adulthood..... 39

### CHAPTER 2

- Figure 1. Scree Plot of the empirical eigenvalues and random eigenvalues of the IDEA..... 52

### CHAPTER 3

- Figure 1. Scree Plot of the empirical eigenvalues and random eigenvalues of the FESA..... 63

### CHAPTER 4.

- Figure 1. Two-way interaction adulthood-status group x SES in the Other-focused dimension..... 79
- Figure 2. Three-way interaction Adulthood-status group x SES x Sex in the dimensions Negativity-instability, In-between, and Other-focused..... 81

### CHAPTER 5

- Figure 1. Model of prediction of EA in Brazil..... 92

Figure 2. Plot of significant Kids X SES interaction. Solid circles = low SES; solid squares = high SES.....	101
Figure 3. Plot of significant Help with the family income (Help income) X Age interaction. Solid circles = low Age (18-24); solid squares = high Age (25-29).....	101
Figure 4. Plot of significant Church expectations (FChurch) X Sex interaction. Solid circles = Male; solid squares = Female.....	104
Figure 5. Plot of significant Marital status X Sex interaction. Solid circles = Male; solid squares = Female.....	107
Figure 6. Plot of significant Kids X Sex interaction. Solid circles = low Age (18-24); solid squares = high Age (25-29).....	107

## LISTA DE TABELAS

### CHAPTER 1

Table 1. Demographic characteristics: Sex, Skin Color, Age, Marital Status, Residential status, Help in family income.....	36
Table 2. Perception of Reaching Adulthood.....	37
Table 3 Percent related to work status, educational status, institution, shift of study, failing school.....	43
Table 4. Criteria to Reach Adulthood for Age Groups.....	44

### CHAPTER 2

Table 1. Subscales Reliability of the IDEA Measure.....	48
Table 2. Exploratory Factor Analysis of the 33-item IDEA.....	53

### CHAPTER 3

Table 1. Subscales Reliability of the FESA Reviewed Measure.....	61
Table 2. Exploratory Factor Analysis of the 24-item FESA.....	65

### CHAPTER 4

Table 1. ANOVA Comparing Mean Scores of IDEA Dimensions among the Five Adult Groups.....	75
Table 2. ANOVA Comparing Mean Scores of IDEA Dimensions among the Three Adulthood-Status Groups.....	77
Table 3. Student t Test Comparing Mean Scores of IDEA Dimensions between SES Groups.....	78
Table 4. Student t Test Comparing Mean Scores of IDEA Dimensions between Sex Groups.....	78

### CHAPTER 5

Table 1. Correlations among the Study Variables.....	96
--	----

Table 2. Predictors of Feeling In-between Idea Subscale.....	98
Table 3. Predictors of Other-Focused Idea Subscale.....	102
Table 4. Predictors of Self-focused Idea Subscale.....	105

## **CHAPTER 6**

Table 1. Coders' Guidance.....	121
--------------------------------	-----

## Resumo

O presente estudo investigou a transição para a vida adulta em jovens de diferentes níveis socioeconômicos (NSE) no sul do Brasil, e objetivou identificar a existência ou não do fenômeno chamado adulez emergente (AE) no sul país. A amostra foi composta de 547 jovens, residentes em Porto Alegre, Rio Grande do Sul, entre 18 e 29 anos ( $M = 22$  anos;  $IQ = 19-26$ ), 196 (35,8%) homens, e 351 (64,2%) mulheres; de NSE baixo ( $n = 194$ , 35,5%) e alto ( $n = 353$ , 64,5%). O primeiro conjunto de estudos foi composto por análises estatísticas uni e multivariadas (Análise Fatorial, MANCOVA, e Regressões Múltiplas Moderadas). Os inventários examinados, IDEA e FESA, apresentaram nova estrutura fatorial, associadas a influências do contexto brasileiro e à necessidade de revisão das medidas originais. A AE mostrou-se mais provável de ocorrer em contextos de NSE alto. O grupo de NSE baixo apresentou tendência a assumir responsabilidades adultas precocemente, o que dificulta a experimentação de um período mais exploratório de suas identidades. A dimensão Foco em si mesmo na amostra brasileira foi associada com o processo gradual dos participantes construir uma base para sua vida adulta; e também a uma orientação mais individualista. A análise temática desenvolvida no estudo qualitativo identificou a presença das cinco principais características da AE e sua dimensão oposta, Foco nos outros, na amostra. Indivíduos de NSE alto descreveram uma transição para a vida adulta em harmonia com o que é observado em outros países industrializados. Indivíduos de NSE baixo apresentaram uma tendência diferente. A oportunidade de serem Focados em si mesmos e investirem na Exploração de sua identidade aconteceriam após um período de Foco nos outros.

Palavras-chave: adulez emergente, transição para a vida adulta, nível socioeconômico

## Abstract

The present study investigated the transition to adulthood in Southern Brazilians from differing SES and aimed to examine whether or not the phenomenon of EA exists in the country. The sample included 547 individuals; residents in Porto Alegre, Rio Grande do Sul State, between 18 and 29 years old ( $M = 22$  years;  $IQR = 19-26$ ), 196 (35.8%) males, and 351 (64.2%) females, of low ( $n = 194$ , 35.5%) and high SES ( $n = 353$ , 64.5%). The first set of studies was composed of univariate and multivariate statistical analysis (Factor Analysis, MANCOVA, and Moderated Multiple Regressions). The inventories examined, IDEA and FESA, presented a new factor structure, associated with Brazilian contextual influences and the necessity of reviewing the original measures. The EA phenomenon was more likely to be present in HSES contexts in Brazil. The LSES group trend to assuming adult responsibilities earlier blocks their opportunities of exploring diverse fields. The dimension Self-focused in the Southern Brazilian sample was associated with participants' gradual process of building a foundation to adulthood, and also with a more individualistic orientation. The thematic analysis developed in the qualitative study identified the presence of the five main EA features and its counterpart, Other-focused in the sample. HSES individuals were more likely to experience the EA features in harmony with this transition in industrialized countries. LSES individuals presented a divergent trend. Their opportunity to be Self-focused and invest in their Identity Exploration would happen after an Other-focused period.

*Keywords:* emerging to adulthood, transition to adulthood, socioeconomic status

## **Emerging Adulthood in Southern Brazilians from Differing Socioeconomic Status: Adult roles, Perceptions of Adulthood, and Dimensions of Emerging Adulthood**

### **Introduction (A general definition)**

The present study investigated whether the phenomenon of emerging adulthood exists (Arnett, 2004, 2007; Arnett & Eisenberg, 2007) in young individuals in Brazil. The term “emerging adulthood” was translated into Portuguese as “adulthood emergente”. This project is included in a National Project about Young Brazilians of the Research Group: Resilience and Vulnerability, from the Post-Graduate National Association (ANPEPP), which aims to investigate risk behaviors and risk and protective factors in Brazilian young people and adolescents.

Emerging adulthood (EA) has been researched in Latin America and globally and is distinguished from adolescence and adulthood and defined as a transitional period with its own characteristics. In Brazil, there are investigations about entering into adulthood (Borges & Magalhães, 2009; Camarano, Mello, Pasinato, & Kanso, 2004; Camarano, 2006; Vieira, 2006), but they were not conducted based on the EA theory. The phenomenon is considered imprecise among Latin Americans because of the scarcity of empirical data from representative samples (Galambos & Martinez, 2007). EA is a new perspective theory devised some years ago, and it focuses on the youth of currently industrialized countries, whose experiences and life habits were distinct across time.

The pioneer model of an understanding of adolescence and the transition to adulthood was Erikson's Theory of Psychosocial Development (1950, 1968), which understands development as a successful solution to a series of conflicts between the individual and society over the lifespan. This theory was dominant until the second half of the last century, in which “adolescence” was described as a stage lasting from puberty until approximately 20 years of age, and an adolescent's primary task was the formation of identity. The psychosocial conflict of adolescence was named “Identity versus Confusion”. Identity synthesis was associated with achieving consistent and coherent self-understanding and to be responsible for one's decisions and life course. Identity confusion was associated with a consistent and workable sense of self or the inability to integrate the various elements of one's identity into a consistent whole across situations and over time (Schwartz & Pantin, 2006). In this process, previous identifications were structured in a new psychological formation, a process affected by three aspects: finding an occupation, adoption of values, and development of a sexual identity. Within two “worlds” (Infancy and Adulthood), adolescents were required to assume



multiple roles, exploring them among their peers and individually. Erikson (1950, 1968) named psychosocial moratorium the period when society allowances for youth in a period of identity exploration. At this point, adolescents reached biological maturity and the intellectual capacity for abstraction (Erikson, 1950, 1968). By 21 years old half of adolescents should have resolved their identity crises and moved forward to the adult challenges of love and work (Erikson, 1950, 1968), in the direction of the following stage, named “young adulthood”.

According to Erikson (1950, 1968), identity formation would happen during adolescence. When reaching the next stage, “young adulthood”, individuals should have solved their conflict “Identity versus Confusion”. Young adulthood would last until 40 years of age and was characterized by the conflict “Intimacy versus Isolation”, which is associated with the capacity to establish intimate and reciprocal relationships (e.g., with a love partner, friends, and family). In recent years it has been claimed that identity formation had been extended to young adulthood, affected by sociohistorical influences (Demuth & Keller, 2011). Identity formation would be present during young adulthood.

Other researchers also considered the process of transition to adulthood. Levinson (1978) proposed the *novice phase*, between 17 and 33 years, in which the main task was moving into adulthood and building a stable life structure. In this process, young people faced higher levels of change and instability. Keniston (1971) developed the theory of youth, a period of continued role experimentation between adolescence and adulthood, influenced by youth protest movements, highlighting the tension between self and society. These theories and the EA present a common proposal to understand the process of the transition to adulthood. Moving past Erikson’s terms to a new concept, it was necessary to explain the increasing complexity of *the transition to adulthood* in industrialized *countries* (Demuth & Keller, 2011). EA proposes that the extension of this transition generates a new developmental stage, theoretically and empirically structured in Figures 1 and 2.



*Figure 1.* Transition to adulthood, topic related to Erickson, Levinson, Keniston, and Arnett’s theories. The arrow goes in direction to adulthood in one way



*Figure 2.* Transition to adulthood as a developmental stage (EA phenomenon). The arrow goes to adolescence and to adulthood, what represents a trajectory in both directions.

The above mentioned theories were developed during the 1950s and 1980s, an historical period when the idea of youngness was in the process of construction in parallel with the movements for women rights, sexual liberty, and freedom of speech. Although the existence of a transitional period between adolescence and adulthood was recognized, symbols related to the idea of youth (e.g., clothes, behavior, discourse) were still in the process of consolidation. When EA was proposed as a new stage of the life span, the idea of youngness was consolidated and reinforced by the extension of the period of exploration between adolescence and adulthood, which can explain the current widespread adoption of EA.

EA constitutes a new term associated with the new dynamic in the lives of young people, including a longer investment in higher education and training, pre-marital sexual relations; cohabiting; and postponement of parenthood (Arnett, 2007). The phenomenon is observed only in cultures in which young people have the opportunity of extending a period of exploring their identities in topics such as love, work, and education (Arnett, 2000; Arnett & Eisenberg, 2007). Demographic and historical changes affect this extension such as the invention of the birth control pill; the change on sexual morality standards after the sexual revolution of the 1960s and early 1970s; and the change in the roles of woman.

EA has been defined as the chronological period ranging from 18 to 25 years (seven years; Arnett 2000) and constitutes a developmental period larger than first infancy, second infancy, and adolescence (Papalia, 2006). The issue of chronological age based definition is ambiguous. There is no universal classification of the concepts of adolescence, youth, and adulthood (Watarai & Romanelli, 2005). According to the International Labor Organization (ILO), adolescence occurs between the ages of 15 and 19, while young adulthood includes a range between 20 and 24 years (Martins, 2000). The Convention on the Rights of the Child (UN, 1989) defined that adolescents are human beings up to eighteen years old who are living a stage characterized by rapid physical, cognitive, and social changes. Physically, they have reached sexual and reproductive maturation. Cognitively, they have developed the capacity to learn rapidly and use critical thinking, dealing with new and diverse situations. Socially, they are in transition to adulthood, familiarizing themselves with freedom, being creative, and socializing. It is a period marked by opportunities and challenges to health and development, considering their relative vulnerability and pressure from society. In Brazil, the Adolescent and Children Statute (ECA, 1990), based upon the Convention on the Rights of the Child (UN, 1989), limits adolescence from 12 to 18 incomplete years. The diversity of influences challenges the definition of developmental stages, and they should not be used definitively.

Developmental processes go beyond chronological limits and are affected by institutional, economical, social and cultural aspects (Castro, 1996; Margullis & Urresti, 2008).

Although chronological limits do not reach the complexity of developmental phenomena, they can be used as a theoretical reference to understand the process of changes and continuities in human life. There is a degree of heterogeneity in all developmental periods. General terms and descriptions might be useful to understand them (Arnett, 2007), such as the proposal of the EA concept. The EA phenomenon theoretically structured a developmental period that was never explored, which explains the widespread adoption of the concept in different countries (Arnett, 2007). The EA construct does not intend to include all the complexities of the process of entering into adulthood, but it highlights the main features.

### **1. EA: Adult roles, Perceptions of Adulthood, and Dimensions**

In industrialized societies, there is evidence of the existence of EA considering demographical, subjective, and identity exploration topics (Arnett, 2011). Considering the demographic characteristics, EA does not present clear normative features when compared to demographic homogeneity of adolescence and adulthood. Most adolescents tend to be in secondary school, live with their parents, experience puberty changes, and are monitored by parents/adults. During adulthood, individuals tend to be married, have children, be working in a stable job, and perceive themselves as adults. During EA, a person may have moved home or cohabited with parents, and they have more autonomy. Consequently, EA becomes one of the most heterogeneous periods of the life course (Arnett, 2006). Adolescents live with parents and are at school and adults typically live with a romantic partner and officially work. Emerging adults have different combinations; they may live alone, with friends, in a college group setting, with a romantic partner (in marriage or cohabitation), or with their parents (Arnett, 2007). In Brazil, individuals cohabit with their parents until their late twenties, a characteristic more associated with adolescents. At the same time, they can be financially independent, a feature associated with adulthood status (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan, Falcke, & Wagner, 2009). In the U.S., the residential status from individuals between 18 and 19 years varies and also expresses this heterogeneity. Some of them leave family's house for college dormitories, in a process of semi-autonomy because they are simultaneously managing their own lives and depending on parental support to fulfill their responsibilities. Some individuals leave home to work and study and others to live with a romantic partner; some remain at home until marriage (Goldscheider & Goldscheider, 1994).

In Brazil, the current residential status indicates a tendency towards individuals staying longer in the parental home. The Brazilian Institute of Geography and Statistics (IBGE) developed the Brazilian Household Survey (PNADs) from 1982 to 2002, which indicated that men and women are postponing the process of leaving the parent's home in Brazil. For men, the proportion of the 15 years old or more population was split by age quartiles and organized into inferior (leave earlier) and superior (leave later). For instance, when comparing the results from 1982 to 2002, the age of leaving a parent's home increased (Camarano et al., 2004).

In addition to demographic characteristics, Arnett (2007; 2011) postulated that emerging adults present subjective characteristics, especially "feeling in-between", that related to their simultaneous characteristics of adolescents and adults. They do not feel that they have reached complete adulthood, and they do not associate adulthood to a life stage that included typical adult roles in previous decades (e.g., having a stable job and residence, marriage, and children; Arnett, 2000). The three major elements they consider important to reach adulthood are: (1) accepting responsibilities for one's self; (2) making independent decisions; and (3) financial independence (Arnett, 2000). The first two criteria were classified as individual qualities of character, considering the emphasis on becoming a self-sufficient person. Financial independence was associated with typical adulthood criteria and not with a quality of character, although it is a crucial criterion for reaching self-sufficiency (Arnett, 1998).

The topic of identity exploration also describes EA, starting during adolescence. Different from the case with adolescents, the level of parental monitoring of emerging adults decreased, which provides them with wide opportunities to explore multiple experiences, in a gradual process of reaching autonomy. Another difference between adolescents and emerging adults is that the adolescents present a recreational identity exploration because they are not focused on assuming adult roles. Emerging adults present an identity exploration oriented to the future, focused on the gradual process of future commitments and adult roles. They are re-examining their own beliefs and rebuilding their worldview (Arnett, 2000), which is influenced by their experiences in college and work.

A fragile aspect of identity exploration is the possibility that it may lead emerging adults to risky behavior, considering that exploratory experiences can be frustrating and generate instability. Risk behavior peaks in EA (e.g., unprotected sex, substance abuse, incautious driving behavior), affected by young people's interest in seeking diversity of experiences before settling down, pursuing novelty and intensity (Arnett, 2000).

Evidence of EA exists, based on demographical, subjective, and identity exploration topics (Arnett, 2000) that leads to the definition of characteristics that clarifies the specificity of the life stage. Five key features were identified: (1) Age of identity exploration: people are moving toward making crucial choices in love and work, trying to integrate their interests and preferences with the opportunities available; (2) Age of instability: the instability is related to the change of experiences (e.g., in love, work, education, living arrangements) they live while exploring different possibilities; (3) Self-focused age: considering they have fewer commitments (they are not married, they do not have a stable job), they have more choices to decide on their own; (4) Age of feeling in-between, considering they feel neither entirely adolescents nor adults, presenting characteristics of both life stages, even though they are on their way to reach adulthood; (5) Age of possibilities: no matter how their current life is, they believe they will reach the life they envision (Arnett, 2000, 2011). A sixth feature was proposed as opposite, named “Other-focused”. The Other-focused is considered a counterpart of the five features of EA, associated with responsibility for others, and commitment to others (Reifman, Arnett, & Colwell, 2007). The authors expected that individuals older than the presumed EA age range will present more “other-focused” experiences than will those in the EA range.

Parallel to the five EA main features, four beliefs were identified as characteristic of EA. Each belief characterizes the emerging adult’s attitudes and thoughts (Arnett, 2011). The four beliefs are: (1) Independence and self-sufficiency: configures the primary challenge of this life stage, viewed as a prerequisite to long-term commitments to others. This belief is reinforced by the minimal social and institutional control experienced by emerging adults because they are not bound to follow the rules set by others (Arnett, 2005). This belief can be observed when the three most important criteria for attaining adulthood are “responsibility for self”, “independent decisions”, and “financial independence”; (2) Romantic love, “soul mate”: emerging adults tend to look for a love partner who matches their expectations. For them, romantic love is the base for marriage; (3) Work as an identity experience: emerging adults search for a job opportunity connected with their personal interests and life. They strive towards the ideal of finding a job that is genuinely interesting and satisfying. This is one of the reasons that emerging adults change jobs frequently; (4) Fun and self-leisure: emerging adults believe they should enjoy a period of fun and self-leisure before assuming adult roles and long-term commitments (Arnett, 2011).

## 1.1 EA and future expectations

Future expectations are associated with one of the five EA characteristics that is named the age of possibilities and is related to emerging adult's high hopes in relation to the future (Arnett, 2007). The topic is relevant because positive future expectations are related to long term plans about the importance of higher education, work opportunities, better social and emotional adjustment at school, and self-perception of competence (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Seginer, 2000). Studies on future expectation use diverse terms, such as future orientation (Seginer, 2000, 2008) and future expectation (McWhirter & McWhirter, 2008; Wyman, Cowen, Work, & Kerley, 1993). In the current study, the term "expectation" will be used, with a sense of "believing that something will happen" (Kernerman, 2007).

First, investigations about future orientation were focused on how individuals represent cognitively their future in terms of the domains of life (thematic perspective). In a second moment, investigations were focused on future orientation as a multidimensional process, composed of three components of future thinking: motivational aspects; cognitive representation; and behavioral consequences. In adolescence, future orientation is scored in three domains: superior education; work and career; and marriage and family (Seginer, 2008).

Future orientation affects an adolescent's definition, exploration, planning, and commitment with goals that guide the developmental course of an individual. Adolescents will invest in the future to the extent in which they perceive reward and return on their investment (Seginer, 2008). Positive beliefs in relationship to the future are associated with long term plans in relationship to superior education, positive thoughts in relationship to work, better social and emotional adjustment at school, and a self-perception of competency (Catalano et al., 2004). Optimistic future perspectives may work as protective factors for young people and adolescents at risk because of behavioral problems and poor developmental outcomes (McWhirter & McWhirter, 2008).

Associations between future expectations and positive outcomes in development were identified in studies with children. Positive expectations of children in relationship to the future were predictors of adjusted emotional regulation and an internal *locus* of control in posterior years, acting as a protective factor in stressful situations (Wyman et al., 1993). In Finland, an investigation evaluated how adolescents see their future in relation to three basic processes: motivation; planning; and evaluation (Nurmi, 1991). The results showed that the goals and interests of adolescents are affected by their family context, predominantly in activities associated with the end of adolescence and beginning of adulthood, and that worries

in relationship to the future tend to decrease with age (Nurmi, 1991). Another study revealed that highly challenging situations influence the future orientation of adolescents, and the situations are mediated by hope and moderated by four factors: cultural orientation, developmental stage, interpersonal relationships, and intrapersonal characteristics (Seginer, 2008).

When considering the topic of future expectations during the transition to adulthood, the influence of culture, developmental stage, and personality should be taken into account (Seginer, 2008). A cultural tradition of assistance, support, and respect in relationship to family causes Asian and Latin young people to differ from European young people. The former include the family as part of their future perspectives, which does not happen with Europeans. At the same time, current life styles changes (e.g., the opportunity of attending college) in diverse ethnic groups can change the role of family for them and influence their transition to adulthood (Fuligni, 2007).

Expectations in relation to work and love tend to be extremely high during EA, which makes it difficult to solve the problems of real life (Arnett, 2007). The opportunity of investing in different experiences would provide young individuals a better chance of finding satisfaction in love and work because at the end of adolescence and beginning of their 20s they are not yet committed to long term responsibilities. EA is a fertile period for behaviors not encouraged by most of society such as binge drinking, use of illegal drugs, and risky sexual behavior. Simultaneously, EA provides the possibility of longer investment in higher education and training that potentially prepares individuals to contribute in a global economy based on information and technology (Arnett, 2007).

## **2. Transition to Adulthood in Different Contexts**

The main features of EA were based upon empirical studies developed in the U.S. and are not universal. In developing countries, a small number of medium and high socioeconomic status (SES) young people from urban areas tend to present EA features (Arnett, 2011). Even though it is possible to find populations with EA tendencies in developing countries, it occurs in specific segments of society (Arnett, 2011; Galambos & Martínez, 2007).

Life changes that happened in U.S. young individuals have taken place in other countries belonging to the Economic Co-Operation and Development (OECD), comprised of Canada, Western Europe, Japan, South Korea, Australia, and New Zealand. EA is driven by the global economy, considering the transition from manufacturing to technological advances.

Consequently, more young people, especially women, consider the lower pressure to marry and the importance of establishing a career and independence before marriage and obtain postsecondary education. In these countries, young individuals have the opportunity for a time of exploration and instability, in which they are focused on self-development and not on making enduring commitments. Those demographic changes have “laid the foundation for the rise of the new life stage of EA” (Arnett, 2011, p. 259).

The variations among the OECD countries should be considered. It is possible to find a similar structure of EA, but with different meanings and experiences. In Europe, EA tends to be long and leisurely, with an individualistic focus. In Asian cultures, EA presents a collectivistic focus, considering the importance on being capable of supporting parents financially and paying attention to parental advice about work and study (Arnett, 2011; Badger, Nelson, & Barry, 2006). Investigations of EA in different contexts may contribute to an understanding of the phenomenon (Douglass & College, 2007; Fuligni, 2007; Galambos & Martínez, 2007) while identifying convergent and divergent outcomes of EA in the U.S. (Arnett, 2002; Arnett, 2006).

EA is best understood when contemplating the characteristics of cultures rather than countries. Investigations should consider whether a population belongs to a Minority or a Majority group, has low or high SES, lives in Urban or Rural areas, and is in Traditional cultures or Post-industrialized cultures (Arnett, 2000). Considering the economic influences in Latin America, in places in which the EA phenomenon exists, it is first experienced by people from a higher SES. An extended period of exploration after the age of 20 is not normal for Latin American young people (Galambos & Martinez, 2007). Considering the cultural influences in the U.S., a highly industrialized country, the Mormon Church culture prohibits sex before marriage and encourages individuals to have large families. Consequently, young people who belong to the Mormon Church culture tend to assume adult roles earlier, at approximately 20 years old, which is an opposite tendency when compared with emerging adults, who tend to postpone marriage and parenthood.

Arnett and other researchers consider the contextual diversity of EA (Arnett 2000; Arnett & Eisenberg, 2007; Douglass & College, 2007; Fuligni, 2007; Galambos & Martínez, 2007). The importance of considering environmental features leads to the usefulness of a contextualist perspective to investigate EA. Contextual theories do not defend the context as the main explanatory variable, but recognize the complex interconnection between environment and individuals (Bronfenbrenner, 1979). The terms “ecology” became a reference, to highlight the interdependence person-context (Bronfenbrenner, 1979). The



Bioecological Human Development Approach (BHDA) is a contextual framework, which defines human development as the continuities and changes of human beings' biosociopsychological characteristics (individual and collective) that occur in the interaction between an individual and the ecological context (Bronfenbrenner, 1979; Bronfenbrenner & Evans, 2000).

Some BHDA key concepts, namely the level of analysis of Process, Person, Context and Time (PPCT, Bronfenbrenner, 1979) may offer an integrated understanding of EA. Although the BHDA model was not the theoretical base of the present study, the level of analysis *Time* (EA refers to individuals between 18 and 29 years old in the first decade of the 21<sup>st</sup> century) and *Context* (social, historic, politic, economic and cultural) were considered in the introduction to discuss EA in different countries and cultures.

Regarding *time*, transformation and constancy of an individual's developmental process is influenced by events happening in time (Bronfenbrenner, 2005). Individuals and groups in the same age range share life histories and experiences. They live in the same historical and political time and are affected by the same dominant values (Bronfenbrenner, 1988, 1995, 2005). Historical conditions affect an individual's developmental course (Bronfenbrenner, 1995) and lead to plural possibilities of pathways for individuals and groups, including normative and non-normative changes.

Social, political, and economic events are important contextual influences. Transformations continue to happen because each new generation does not maintain completely the values and beliefs of the previous generation (Tudge, 2008a). In Latin America, dictatorial practices dominated diverse countries during the Cold War that affected young people's process of transition to adulthood in that period. The exploratory life styles of youth in this period may have been blocked by political instability, civil wars, and economic and social problems (Galambos & Martinez, 2007). Currently, young individuals in Latin America have an opportunity to explore diverse experiences and express their opinion, and they confront other contextual problems such as unemployment, lack of education, and violence (Lima & Minayo-Gomes, 2003).

The level of analysis of *context* configures a broader and complex concept. It includes physical, social, and cultural aspects organized by different properties (microsystem, mesosystem, exosystem and macrosystem), in a perspective beyond the immediate environment (Bronfenbrenner, 1979). These properties include structures and processes occurring in the person's immediate development environment (e.g., interpersonal relationships, activities, roles, physical, and symbolic setting effects) and cultural, political,

and socioeconomic influences (Bronfenbrenner, 1993; Bronfenbrenner & Evans, 2000). Aspects of the global economic system and the contemporary labor market influence the lives, choices, and perceptions of emerging adults. The impact of globalization configures a contextual effect on different continents and generates common representations of youth in various countries. Technological influences (e.g., cell phones, television, and the Internet) are present even in small cities of Latin America (Galambos & Martinez, 2007).

The Microsystem level of analysis is associated with processes occurring in the individuals' everyday lives, such as interpersonal relationships, activities, and physical and symbolic influences. They are named proximal processes, and they provide reciprocal and stable face-to-face interactions in diverse settings such as work, college, and home. The relationships among diverse Microsystems constitute the Mesosystem level of analysis. Emerging adults' experience at work and family are distinct, but each reciprocally influences the other.

Micro and Mesosystem influences were identified in a longitudinal study developed between 1992 and 2006. Two factors had an important role in Asian and Latin American emerging adults in the U.S. The Microsystem "family" was characterized by a strong sense of obligation in relationship to family that guided their values and behavior during and after adolescence and affected their transition to adulthood. Cultural traditions of assistance, support, and respect in relationship to family were present in other Microsystems such as school/college and work, which led Asian and Latin Americans youth to behave differently from European emerging adults (Fuligni, 2007). In the U.S., Latin American, African, and Asian Americans were more likely than native Caucasians to value *role transitions* as criteria for adulthood and were most likely influenced by their stronger sense of family obligations such as the value placed on marriage and parenthood (Arnett, 2003).

The Microsystems family, school/college, and work mutually influence each other. These influences have particularly important Mesosystem influences on Latin Americans, Africans, and Asians in the U.S. when related to the sense of family obligations because they are reinforced in diverse settings and because they continuously interact. The sense of family obligations also appeared in Argentina. Although Argentineans presented higher scores of individualism and lower scores of collectivism than did North-Europe individuals, family values are higher and influenced by Latin and Catholic traditions (Facio, Resett, Micocci, & Mistrorigo, 2007; Facio & Micocci, 2003). This result is similar to outcomes observed in Latin American emerging adults who live in the U.S. (Fuligni, 2007). In Argentina, when asked about what was most important in their lives, 50% of the emerging adults answered

“my family”. Fewer than one in four emerging adults selected more individualistic answers such as “my country”, “my religion”, or “my future” (Facio et al., 2007; Facio & Micocci, 2003).

The Exosystem is another level of context analysis and is associated with influences that affect people, without direct interaction. Emerging adults are affected differently in their transition to adulthood depending upon where they live. In Europe, countries have heterogeneous populations, varying in socioeconomic status, religion, ethnicity, education, and rural *versus* urban settings: (a) In Nordic countries associated with social-democratic political systems, the government provides individual support for citizens. Young people are seen as independent and capable of managing their lives. Cultural and governmental incentives such as a subsidy for buying a house and unemployment insurance encourage young people to become autonomous and responsible. Scandinavian young people tend to leave the parental home earlier; (b) In Anglo-Saxon countries associated with liberal political systems, the government provides the population with modest support that is justified by their ideology of minimum market interference. Young people end their education and leave the parental home early, normally living with friends or cohabiting with romantic partners; (c) In Mediterranean countries, characterized by South-European regimes, there is a cultural tradition of valuing the family as a source of support. The unemployment rate of young people is high, and they tend to move from the parental home later; (d) In post-socialist countries of East Europe (East Europe) that are in transition to a capitalist market, the average age of marriage is low and formal unions are preferable to cohabiting (Douglas & College, 2007).

The Macrosystem level includes any group in which the members share a system of values or beliefs and are influenced by cultural, political, social, and economic factors (Bronfenbrenner, 1993; Bronfenbrenner & Evans, 2000). The ideologies and social institutions of a culture or subculture are part of the Macrosystem (Bronfenbrenner, 1988). The globalized economic system and the labor market influence the lives of young people, affecting their experiences, choices, and perceptions worldwide (Tudge, 2008a). For those who experience EA, a bicultural or hybrid identity can be developed because they participate in their local culture and in the global economy. In India, a growing high-tech economy leads young people to interact strongly with the global economy. However, they prefer to have an arranged marriage, following their cultural tradition (Chaudhary & Sharma, 2007).

Considering the Macrosystem of the Latin American countries, although they present social indicators converging with those of industrialized countries (e.g., population growth,

female/male ratio, public investments in health and education, lower fertility levels), these numbers do not indicate the existence of EA in Latin America (Galambos & Martinez, 2007). The decrease in fertility levels in Latin America is not associated with a better socioeconomic context and broader opportunities for work and education. Therefore, EA occurs primarily in industrialized countries. It is beginning in developing countries, in which a high level of professional training is required, leading young people to postpone marriage and parenthood (Arnett, 2000).

### **3. Transition to adulthood in Brazil: Socioeconomic Influences**

The postponement of traditional adult roles and the opportunity to explore identity (Arnett, 2007) are not a reality in all SES levels and cultural contexts in Brazil. The Brazilian context possesses particularities affecting the transition to adulthood of young individuals including the influences of economic and family dynamics.

The Brazilian population is 195.2 million, 48.5% male (94.7 million) and 51.5% female (100.5 million). In total, 47.8% of the population is white, 43.1% is brown, 8.2% is African-Brazilian or black, and 1.0% is Asian or Indigenous (PNAD, 2011). The population from birth to 29 years represent 48.6%, and those older than 60 years represent 12.2%. The area of Brazil is 8.51.876.599 km<sup>2</sup>, composed of 27 states, 5.561 cities, and five regions (North, North-East, South-East, South, and Central West). Differences in the various regions are observed. In 2011 there were 12.9 (8.6%) million illiterate people aged 15 or older. In North Brazil the illiteracy rate is almost twice the national average (16.9%, PNAD, 2011). Each region presents its own economic, political, cultural, and social challenges.

Economic inequalities affect the entire country and each young individual's transition to adulthood. Young people work introductory jobs, and possibilities for changing careers are limited. Young individuals suffer most from unemployment. In Brazil, 3.5 million individuals between 16 and 24 years old are unemployed, representing 45% of the total work force (Martins, 2000). They face prejudice and lack high-quality education (Câmara, Sarriera, & Pizzinato, 2004). In 2006, unemployment affected 3.9 million of Brazilians between 15 and 24 years old. Unemployment rates were higher for young people (17.8%) when compared with adults (5.6%) (Costanzi, 2009).

Approximately 1.2 million (5.37%) Brazilians between 17 and 24 are inactive, meaning they neither study nor work. Almost half of the individuals (44.7%) younger than 17 years old live in low SES families; and 18.5% live in situations of extreme poverty, with a per

capita income lower than the Brazilian national minimum wage<sup>1</sup>. Considering the scarcity of financial resources, parents encourage their children to work and help contribute to the family income (PNAD, 2008).

At the same time, Brazil has shown economic growth in recent years. The country is a member of BRIC (Brazil, Russia, India, and China), a group of countries with growing economic development. Some features highlight this economical advance. From 2009 to 2011, the monthly income and the domiciliary income of Brazilian workers increased by 8.3% in all regions (PNAD, 2011). From 2009 to 2011, the percentage of workers who completed at least high school (43.7% to 46.8%), and college also increased (11.3% to 12.5%). A decrease in child labor was also identified (PNAD, 2011).

In 2011, there were 92.5 million Brazilian workers, and a tendency to a decline among the unemployed population, which totaled 6.6 million people. Regardless of this tendency, among the unemployed population, some groups find it more difficult to join the work force. More than half (59%) of the unemployed were women, 35.1% never worked, more than one third (33.9%) were young individuals between 18 to 24 years, 57.6% were black and/or brown, and 53.6% did not complete high school (PNAD, 2011).

However, economic growth is not immediately followed by social changes. The context of labor insertion is still fragile in Brazil, what can expose young individuals to unprotected work settings (Lima & Minayo-Gomes, 2003). It is believed that working is a rich experience when individuals participate in protected settings, such as helping in domestic activities or assisting with a small family business. The “Adolescent Apprentice” contract (Law N° 5598/2005, Brazil, 2005) is an example of a protected work activity in Brazil, in which young workers are engaged in protected professional settings that do not negatively affect their educational or leisure activities. Nevertheless, families from low SES require their children to contribute to the family income, and they emphasize the importance of working. This type of work activity is not always compatible with the individual's developmental process and can even be damaging to health, identity formation, and academic success (Amazarray et al., 2009). Parents from low income families feel as if they reached their obligation of providing a child with an education when the child completes elementary school (Guimarães & Romanelli, 2002), and after that, the parents encourage them to work and be responsible for paying their own accounts and helping with the family income (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques, Neves, & Neto, 2002; Sarti, 1996). Young workers managing work and studies

---

<sup>1</sup> In 2012, the Brazilian minimum wage was R\$ 622 per month

(Dutra-Thomé, Cassepp-Borges &, Koller, 2009) became vulnerable to psychological abuse and work place harassment (Amazarray & Koller, 2011).

The transition to adulthood is affected by current changes in family structures, such as postponement of leaving the parental home (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009). The dialogue and liberty in family relationships generate a new way of transition to adult life. Traditional family values coexist with the personal values of each family member. These elements can influence the “in-between” feeling of emerging adults. They are looking for independence and participation in adult roles. However, they live with their parents and respect family rules. The current level of autonomy that emerging adults have inside their family has not existed before now. The process of reaching autonomy accompanies dialogue and negotiation with parents, and this dynamic does not necessarily destroy the family hierarchy (Vaitsman, 1997).

In Brazil, there are no studies based on the EA construct, although there are studies about the process of entering into adulthood. Distinct and non-linear trajectories of Brazilians between 18 and 24 years entering into adulthood were identified (Camarano et al., 2004). Social structures include parenthood before marriage; marriage before finding a job; heads of households did not complete studies; and individual constitute single parent families. The demands of higher education and difficulties to finding a career influence the extension of time of living with parents. The transition to adulthood might occur in the parent’s home (Camarano et al., 2004); or the beginning of adulthood might start later because individuals are investing in higher education and struggling to find a job (Netto Fleury, 2007). Young people cohabit with their parents and maintain their autonomy inside the home (Borges & Magalhães, 2009).

Demographic changes contribute to the arrival of new developmental stages that affect an individual’s life story, family structure and domiciliary composition (Vieira, 2006). Brazil has a significant young population, although fertility rates are decreasing and life expectancy is decreasing, resulting in an ageing of the population (Camarano, 2006). Demographic changes generate multiple possibilities for trajectories of the life cycle, influencing younger and older people. The engagement of young people in simultaneous activities has increased and is expressed in events such as: (a) School and work; (b) Having children in a non-formal union; (c) Leaving the parental home and returning due to divorce and/or remarriage. These situations are present and recurring in the current society, and they are not isolated events (Camarano, 2006). Arnett (2007) presents similar ideas because emerging adults may be working and/or studying or neither.

In developing countries, a minority of young people experience EA, and those are from a wealthier segment of society, specifically with an urban middle class SES (Arnett, 2011). That does not mean that low SES young people do not experience EA (Arnett, 2011). They might enter into adulthood one or two years earlier than people with a higher SES. Young people with a low SES would present a shorter transition to adulthood, with some different characteristics. While high SES young people are making educational changes; low SES young people are making job changes (Arnett, 2006). A low SES individual's transition between secondary school and adult roles would also last approximately six years. The low and high SES groups present similarities in the U.S. because they try different possibilities in love and work, face instability, and present high hopes for the future (Arnett, 2004). In the case of young individuals from both SES levels who experience early parenthood, Arnett (2006) understands they would skip the EA period because of the responsibilities and commitments related to this situation (Arnett, 2006).

The present study constituted an investigation about EA in Southern Brazilians from differing SES. The first set of studies was composed of univariate and multivariate statistical analyses which provided information about EA in the Brazilian context. Also, the factorial structure of two inventories, one about EA and another about future expectations, was examined. The last chapter constituted a qualitative investigation, focused on young individuals' interviews about the process of transition to adulthood.

The *first study*, “*Southern Brazilians from differing SES: demographic characteristics, perceptions of adulthood, technology access, educational status, and work status*”, aimed to compare low and high SES young individuals, considering participants' demographic characteristics, perceptions of adulthood, technology access, and educational and work status. The *second study*, “*The Adaptation of the Inventory of the Dimensions of Emerging Adulthood (IDEA) to Brazilian Portuguese Version*”, aimed to analyze the psychometric properties of IDEA in Brazil. The *third study*, “*The Adaptation of the Future Expectation Scale for Adolescents (FESA) to Brazilian Portuguese Version*”, aimed to analyze the FESA factorial structure in Brazil. Both inventories were included in subsequent analyses.

The *fourth study* of the present dissertation, “*Emerging Adulthood in Southern Brazilians: Adult Roles, Perceptions of Adulthood, Socioeconomic Status, and Sex*”, aimed to examine the influence of assuming adult roles and perceptions of adulthood in the transition to adulthood process. The *fifth study*, “*A Model of Prediction of Emerging Adulthood in*

*Brazil: Social and Subjective Markers Moderated by Socioeconomic Status, Age, and Sex*”, aimed to investigate the effect of social and subjective markers in the transition to adulthood, and examine if these influences were moderated by SES, age, and sex. The *sixth study*, “*Emerging adulthood in Southern Brazilians from differing socioeconomic status and their experience of transition to adulthood*”, aimed to examine the transition to adulthood experience of Southern Brazilians from differing SES, considering EA key features.



## Chapter 1

### **Southern Brazilians from Differing SES: Demographic Characteristics, Perceptions of Adulthood, Technology Access, Educational Status, and Work Status**

The aim of this study was to compare low and high socioeconomic status (SES)<sup>2</sup> young individuals, considering the participants' demographic characteristics, perceptions of adulthood, technology access, and educational and work status. This study is cross sectional and based on descriptive exploratory research on the transition to adulthood in Southern Brazilians.

#### **Method**

##### **Sample**

The sample included 547 Southern Brazilians; residents in Porto Alegre, Rio Grande do Sul State, between 18 and 29 years old ( $Md = 22$  years;  $IQR^3 = 7$ ), 196 (35.8%) males, and 351 (64.2%) females, of low ( $n = 194$ , 35.5%) and high SES ( $n = 353$ , 64.5%).

The SES criterion was based on the socioeconomic classification from the Brazilian Association of Institutions of Market Research (Abipeme, 2008). This classification attributes scores for “domestic comfort items”<sup>4</sup> (such as a washing machine, freezer, and television) and the household's level of education. In the present research, the criterion used to determine the head of household was the parent with the higher level of education.

##### **Instruments**

The Brazilian Adolescence and Youth Questionnaire (Second Version, Dell'Aglio, Koller, Cerqueira-Santos, & Colaço, 2011; Appendix A) contains 77 questions. Biosociodemographic data about sex, age, marital status, and income were investigated. Other variables included were: with whom the subject lives (father, mother, stepfather, stepmother, siblings etc.), work status, perceptions of adulthood, technology access, and educational status.

---

<sup>2</sup> The present study did not include individuals from the contexts of extreme poverty or wealth. Consequently, the terms “low” and “high” socioeconomic status (SES) more accurately refer to “medium-low” and “medium-high” SES.

<sup>3</sup> Interquartile range

<sup>4</sup> Although the Abipeme criteria previewed the inclusion of the item “automobile”, it was not used on the Brazilian Adolescence and Youth Questionnaire. The present study included this item (10) on the questionnaire because participants are older than 18 years old and are allowed to drive in Brazil.

## **Procedures**

To include young individuals from differing SES, different institutions were selected in the process of recruiting participants: (a) two technology courses; (b) three universities; (c) two courses focused on preparing students from low SES to the university entrance exam; and (d) two schools that work with young individuals and adults with limited or no previous education (e.g., people with writing and reading difficulties and with solving basic math problems).

The research goals were presented and the research group was introduced to the institutions. After the assignment of the Institutional Agreement Term to develop the data collection, a meeting with the potential participants was organized. The nature of the research, the confidentiality of the study and the data analysis were described and Informed Consent was read and accessed online (Appendix A, question 1).

The study questionnaire and instruments were digitalized and applied by two methods: online (i.e., the participant was invited by e-mail to access an external website where the instruments were available) and in-person (i.e., the participant completed the instruments in a lab with one researcher present). In both cases, the instruments were self-administered. The average time to complete the questionnaire was 60 minutes. For the in-person application, there were 10 to 15 people in each room completing the collective application. The in-person application was a strategy of support to participants who could present difficulties in answering the questionnaire.

The participants' e-mail addresses were accessed in two ways: (1) the study theme and goals were presented in universities/courses classes, and students were invited to register their e-mails on a list if they felt interested to participate on the survey; (2) after answering the questionnaire, participants were asked to indicate other people who might be interested in contributing to the study if they met the criteria for answering the survey.

## **Data analysis**

Descriptive and bivariate statistical analyses were developed to compare the low SES (LSES) and high SES (HSES) groups: the Chi-square, to measure the association among variables; and the Student *t* test to compare the means between groups. The variables analyzed were: Biosociodemographic (sex, skin color, age, marital status, residential status, help with the family income, and SES), perceptions of adulthood, criteria to reach adulthood, work status, educational status, and technology access. The groups for comparison were SES (low

and high) and age (18 to 24 year and 25 to 29 years). The last comparison group was used in one analysis.

## Results and Discussion

### Demographic Characteristics

Regarding the demographic characteristics, despite the fact that most of the total sample was composed of people who self-described as Whites, within the minority group, most individuals were Black, Brown, Yellow, and Indigenous (see Table 1). Within the Non-college group, most individuals were from LSES and within the College group, most individuals were from HSES (see Table 3). Minority groups have faced discrimination and prejudice through the years (Arnett, 2010b; Casal & Farias, 2005) and have had difficulties obtaining higher education. Educational deficit due to the necessity of working during adolescence or childhood blocks better job opportunities because organizations require advanced professional and educational skills. Highly educated young people face difficulties finding a job in Brazil and in other countries (Câmara et al., 2004; Lopes, 2012).

Table 1

*Demographic characteristics: Sex, Skin Color, Age, Marital Status, Residential status, Help with the family income (N=547)*

	Total	LSES	HSES	$p^a$
	N (%)	n (%)	n (%)	
<b>Sex</b>				.576
Male	196 (35.8)	66 (34)	130 (36.8)	
Female	351 (64.2)	223 (63.2)	128 (66)	
<b>Skin color<sup>5</sup></b>				
Majority (Whites)	449 (82.1)	139 (71.6)	310 (87.8)	<b>.001</b>
Minority (Black, Brown, Yellow, Indigenous)	98 (17.9)	55 (28.4)+	43 (12.2)-	
<b>Age (median, IQR<sup>b</sup>)<sup>c</sup></b>	22 (7)	22 (7)	22 (6)	.244
<b>Marital status</b>				.027
Single	480 (87.9)	160 (82.5)-	320 (90.7)+	
Married	26 (4.8)	14 (7.2)+	12 (3.4)-	
Cohabiting	40 (7.3)	19 (9.8)+	21 (5.9)-	
Divorced	1 (0.2)	1 (0.5)	0 (0.0)	
<b>Residential status: with whom do you live?</b>				
Father	252 (46.1)	55 (28.4)-	197 (55.8)+	<b>.001</b>
Mother	356 (65.1)	89 (45.9)-	267 (75.6)+	<b>.001</b>
Stepfather	22 (4.0)	7 (3.6)	15 (4.2)	.715

<sup>5</sup> Groups were classified into Majority and Minority considering their number of subjects. Whites were classified as the Majority considering that they presented a larger number of subjects.

*Table 1*  
*Demographic characteristics: Sex, Skin Color, Age, Marital Status, Residential status, Help in family income (N=547)*

	Total	LSES	HSES	$p^a$
	N (%)	n (%)	n (%)	
Stepmother	5 (0.9)	2 (1.0)	3 (0.8)	.827
Siblings	238 (43.5)	64 (33.3)-	174 (49.3)+	<b>.001</b>
Grandmother <sup>d</sup>	27 (4.9)	7 (3.6)	20 (5.7)	.288
Grandfather	8 (1.5)	3 (1.5)	5 (1.4)	.904
Uncles	16 (2.9)	5 (2.6)	11 (3.1)	.721
Children	26 (4.8)	19 (9.8)+	7 (2.0)-	<b>.001</b>
Romantic partner	42 (7.7)	17 (8.8)	25 (7.1)	.480
Husband/Wife	31 (5.7)	18 (9.3)+	13 (3.7)-	<b>.007</b>
Friends	20 (3.7)	10 (5.2)	10 (2.8)	.116
Alone	47 (8.6)	33 (17.0)+	14 (4.0)-	<b>.001</b>
<b>Who helps with the family income?</b>				
You	52 (9.5)	41 (21.1)+	11 (3.1)-	.001
All	231 (42.2)	78 (40.2)	153 (43.3)	
Others	264 (48.3)	75 (38.7)-	189 (53.3)+	

*Note.* a=Pearson chi-squared, b=IQR: Interquartile Range, c=542, d=546. +: standardized residuals > +1,96; -: standardized residuals < -1,96.

### Perceptions of Adulthood

The LSES group presented a tendency to assume adult roles earlier, considering their higher percentages of marriage or cohabiting; of living alone; of having children; and/or status as currently working (Table 1). There was a higher percentage of the LSES group who perceive themselves as adults (40.2%), in comparison to the HSES group (21.2%) [ $\chi^2$  (2,  $N = 547$ ) = 25.1,  $p = 0.001$ ].

This result seems to be related to the economic specificities of the LSES and HSES group contexts. The LSES group tends to assume adult roles earlier, considering they are required to help with the family income. In Brazil, parents from low income families understand that they fulfilled their obligation of providing education to their children when the children completed elementary school (Guimarães & Romanelli, 2002) and encourage them to work to be responsible for paying their own expenses and helping with the family income (Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002). The experience of helping with the family income and having children during adolescence and youth can make these young people feel that they reached adulthood earlier (Campos & Francischini, 2003; Dutra-Thomé et al., 2009) can impair their school performance and free time activities (Dutra-Thomé et al., 2009).

Table 2  
*Perception of Reaching Adulthood (N=547)*

	Total	LSES	HSES	$p^a$
	N (%)	n (%)	n (%)	
Yes	153 (28.0)	78 (40.2)+	75 (21.2)-	<b>.001</b>
No	83 (15.2)	18 (9.3)-	65 (18.4)+	
In some aspects yes, in some aspects no	311 (56.9)	98 (50.5)-	213 (60.3)+	

Note. a=Pearson chi-squared. +: standardized residuals > +1,96; -: standardized residuals < -1,96.

The fact that LSES individuals assume adult roles earlier may affect their perception of adulthood. Proportionally, the LSES group presented a higher percentage of answers such as “I’m an adult” (40.2%, see Table 2 and Figure 1) in comparison to the HSES group (21.2%) [ $\chi^2(2, N = 547) = 25.1, p = 0.001$ ]. The EA experience predominantly includes youth from HSES (Galambos & Martinez, 2007) because they have the opportunity of living a “moratorium” of exploration of experiences. That finding was identified when the HSES group presented a higher percentage of answers “No” (18.4%) and “In-between” (60.3%) regarding the perceptions of adulthood questions, in comparison to the LSES group (9.3% and 50.5%, respectively) [ $\chi^2(2, N = 547) = 25.1, p = 0.001$ ].

It was remarkable to identify that more than 50% percent of the total sample registered that they feel “In-between” adolescence and adulthood (see Table 2 and Figure 1). It may indicate that EA is experienced by individuals from both SES groups. Various aspects influence this scenario. The extension of the period of living in the parental home is associated with the difficulties of finding a job and the low salaries prevalent for employment (Dutra-Thomé et al., 2009; Zordan et al., 2009). The current dialogue and freedom inside the family may generate a new way of establishing adult living situations. Family traditional values coexist with the personal values of each family member, which can influence the “feeling in-between” of emerging adults (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009).

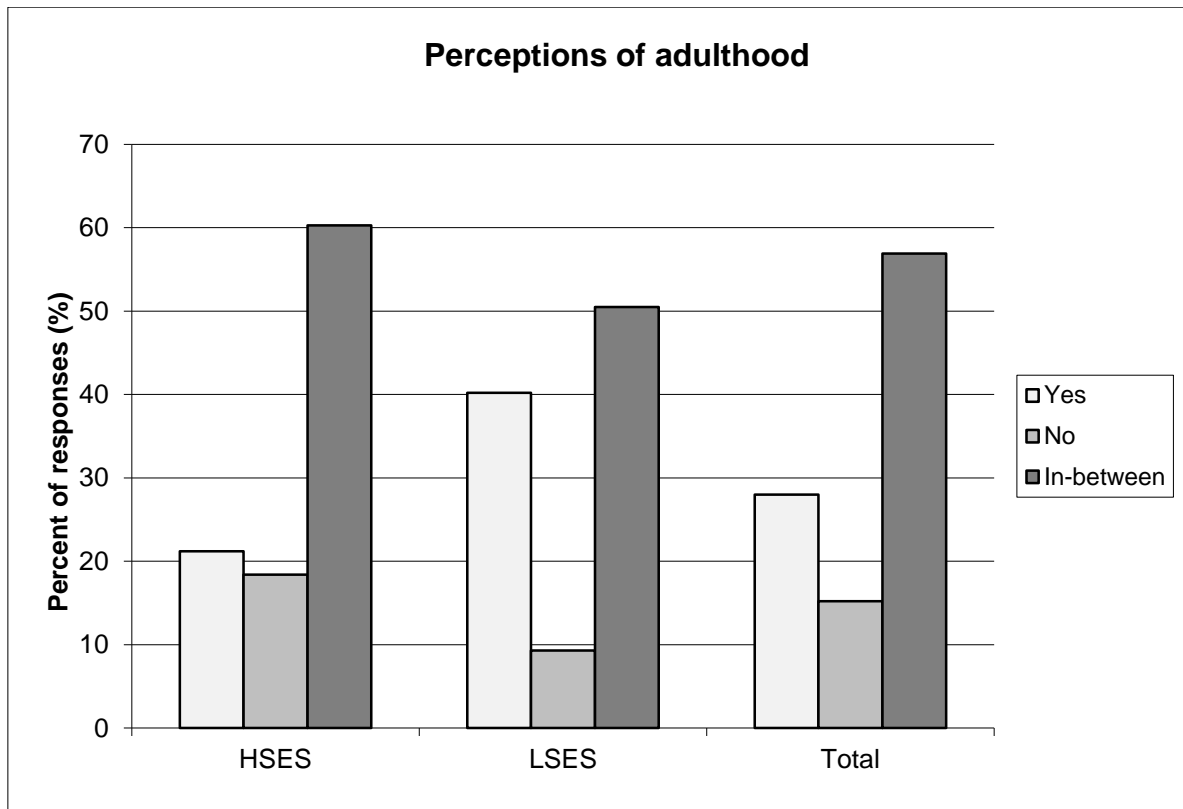


Figure 1. Percentage of answers about the participant's perception of reaching adulthood, considering the LSES and HSES groups and the total sample

### Criteria to Reach Adulthood

Nine criteria to reach adulthood were investigated: 1) concluding studies; 2) getting married; 3) having children; 4) moving out from parent's home; 5) accepting responsibility for one's self; 6) making independent decisions; 7) becoming financially independent; 8) consideration for others; and 9) becoming capable of caring for parents. When the participants were asked about the multiple criteria considered important to reach adulthood, statistically significant differences were identified only when the LSES group presented higher frequencies of the criterion "becoming capable of caring parents" (22.2%) [ $\chi^2(1, N = 547) = 4.42, p = 0.035$ ] in comparison to the HSES group (15%). This result may be related to the stronger sense of family obligations of Latin American young people (Arnett, 2003). In the case of LSES individuals, this result might be reinforced by a tendency towards mutual support among LSES families. Normally, they cohabite with other relatives (e.g., parents, grandparents, siblings, and cousins) and financially depend on each other (Aquino et al., 2003; Bem & Wagner, 2006; Lima & Minayo-Gomes, 2003).

When asked about the most important criteria of reaching adulthood, considering the total sample (LSES and HSES, see Figure 2), the criterion "accepting responsibilities for one's self" was selected as the most important for reaching adulthood, followed by the criteria "becoming financially independent" and "completed studies". The first and the second criteria

follow EA investigations (Arnett, 1998, 2011). However, the criterion “conclude studies” differs from North-American investigations (Arnett, 2011). The importance of this criterion on the Brazilian sample can be associated with the difficulty of access to higher education throughout the country. In the last years, Brazilian governmental programs are investing in improvements in education, and providing opportunities for low income young people to reach college with programs such as “University for All”<sup>6</sup> - ProUni” (Ministry of Education, 2011), which offers scholarships in private colleges.

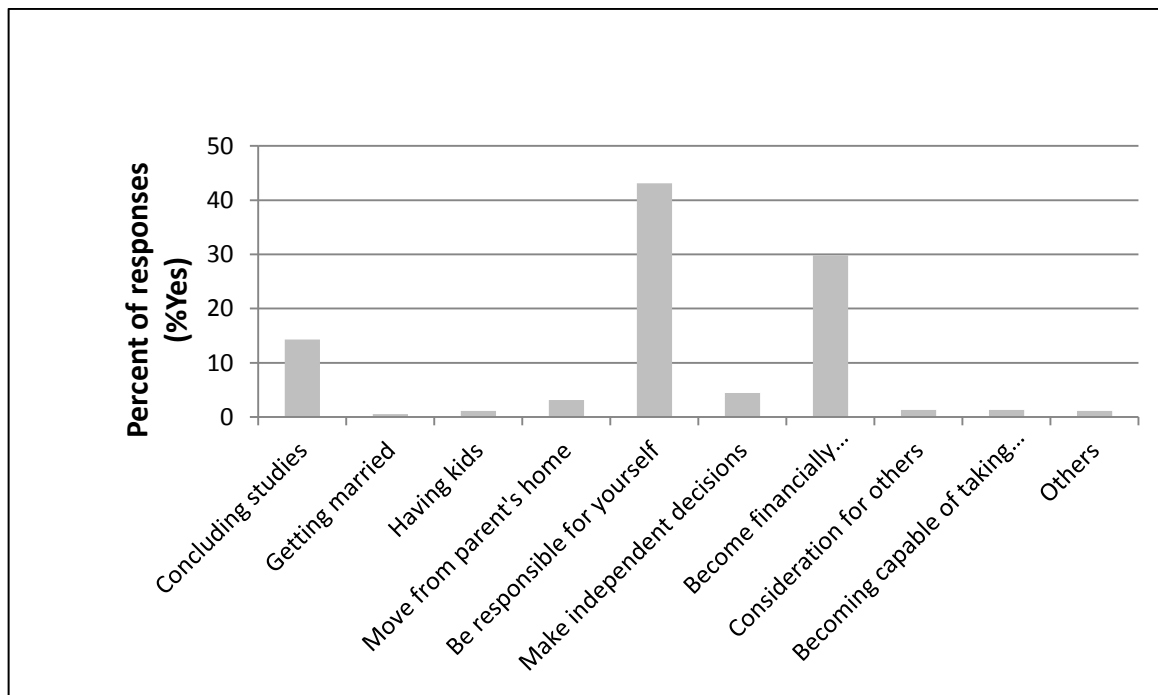


Figure 2. Percentage of participant’s affirmative responses in relation to the most important criteria to reach adulthood (N=547)

### Access to Technology

The access to technology is another topic to analyze when comparing young people from LSES and HSES. The HSES group in comparison to the LSES group presented a higher frequency of access to Postpaid Cell Phone [ $\chi^2(1, N = 547) = 17.6, p = 0.001$ ]; television subscription service (56.1%) [ $\chi^2(1, N = 547) = 46.4, p = 0.001$ ]; Internet access at home (94.6%) [ $\chi^2(1, N = 547) = 74.1, p = 0.001$ ] and at their educational institution (49.9%) [ $\chi^2(1, N = 547) = 8.20, p = 0.004$ ]. The low SES group presented the following percentages, respectively: 23.7%, 25.8%, 67.0%, and 37.1%.

<sup>6</sup> Originally named “Programa Universidade para Todos – ProUni”.

Concerning the use of the Internet, the HSES Group presented a higher frequency of use to “communicate with people” (96.6%) than did the subjects from the LSES group (89.2%) [ $\chi^2(1, N = 504) = 12.1, p = 0.001$ ], and they presented a higher frequency of use to “download songs/movies/games” (68.8%) than did the LSES group (58.8%) [ $\chi^2(1, N = 504) = 5.60, p = 0.018$ ]. The HSES group presented a higher frequency of using the Internet “to do homework” (89.8%) in comparison to the low SES Group (77.3%) [ $\chi^2(1, N = 504) = 15.6, p = 0.001$ ]. The HSES group presented a higher frequency of Internet use to “browse sites of interest” (85.6%) in comparison to the LSES group (72.7%) [ $\chi^2(1, N = 504) = 13.4, p = 0.001$ ] and “to buy things” (37.7%) when compared to the LSES group (20.6%) [ $\chi^2(1, N = 504) = 13.4, p = 0.001$ ].

The LSES group presented a higher frequency of access to Prepaid Cell Phones (72.2%) [ $\chi^2(1, N = 547) = 7.64, p = 0.06$ ], and to the Internet in Lan Houses<sup>7</sup> (21.1%) [ $\chi^2(1, N = 547) = 35.1, p = 0.001$ ]. The HSES group presented the following percentages, 60.3% and 4.8%, respectively. These data highlight the economic difference between the groups. The HSES group has access to the Internet in different settings and for a longer time, while the subjects in the LSES group pay per hour of use (Lan Houses).

Global identity is becoming stronger because there is intense integration among cultures, increased migratory movements and migration, worldwide media, and international trade (Jensen, 2012). Various technological tools such as the Internet and cell phones, influence global interaction, making it possible for people from different continents to have contact and exchange larger and faster amounts of information (Arnett, 2010a). These interactions influence an individual's psychological development. Globalization is affected by technological tools, which provide contact between different environments, including urban and rural/village/town contexts. One of the symbols associated with the idea of “youth” is fluency with technology (Galambos & Martinez, 2007; Margullis & Urresti, 2008) because young people are thought to frequently use these tools (e.g., *Ipads, iPhones, Facebook, Blogs*).

Considering these aspects, the proposal of EA as a new developmental stage seems to capture the characteristics of a globalized world, recognizing the existence of the phenomenon in industrialized and post-industrialized countries, where educational levels are higher, marriage and parenthood are postponed, and individuals usually are looking forward

---

<sup>7</sup> LAN stands for “Local Area Network”. Computers are assembled together, and people can use them for multiple activities (e.g., accessing Internet, working, playing multi-player games), paying a fixed amount for time of use.



experiences abroad (Arnett, 2000, 2007). However, the technology access does not define the EA experience, but the possibility of access to technology tools can offer individuals a better chance to access a globalized identity.

The present study noted that the HSES group had better access to technology. Considering the presence of EA in developing countries (e.g., Brazil) is more expressive in young people from HSES (Arnett, 2011; Galambos & Martinez, 2007), it is possible that individuals belonging to this group have more opportunities to access multiple interactional tools, and their experiences tend to be more similar to the globalized world. The greater access to technology the HSES group makes its members more similar to the EA stage.

### **Educational and Work Status**

In relation to work status, the LSES group presented a higher frequency of working (58.2%) compared to the HSES group [ $\chi^2(1, N = 547) = 4.28, p = 0.038$ ]. The LSES group presented higher frequency of working in commerce/trade (12.9%) compared to the HSES group (4.5%), [ $\chi^2(1, N = 547) = 12.6, p = 0.001$ ]. Their professional activities possibly limit their dedication to school activities, and it was identified that the LSES group had a higher percentage of failing at school (38.0%) [ $\chi^2(1, N = 543) = 9.97, p = 0.002$ ] than the HSES group (25.1%).

The LSES presented a tendency of not moving forward to high school. The LSES group had higher frequencies of elementary school status (12.9%), high school/technical school (18%), and interruption of studies after high school completion (6.7%) compared to the HSES group (see Table 3). The HSES group presented a higher frequency of attending college (65.2%) compared to the LSES group (42.8%) [ $\chi^2(7, N = 547) = 56.7, p = 0.001$ ]. These results indicate that the HSES group was better able to access higher education. In relation to school shifts, the HSES group presented higher frequency of studying all day (12.4%) compared to the LSES group (4.9%) [ $\chi^2(1, N = 547) = 6.01, p = 0.014$ ].

LSES Brazilians face difficulties to access to higher education. Individuals from LSES homes are often required to help in the home or contribute to the family income, and they start working earlier. The challenge of balancing work and educational activities may be overwhelming for them. Fatigue and lack of attention are behaviors presented in young individuals and children managing work and school/college (Campos & Francischini, 2003; Dutra-Thomé et al., 2009). The lack of education is a barrier to their professional career (Câmara et al., 2004; Lopes, 2012).

This trend was also highlighted when the question “who is the person who most contribute to participant’s house income” was analyzed (see Table 1). The LSES group presented higher frequency of contribution (21.1%) compared to the HSES group (3.1%) [ $\chi^2(2, N = 547) = 0.299, p = 0.001$ ]. The HSES group presented higher frequency of the contribution of others (53.3%) as compared to the LSES group [(38.7%) (3.1%)  $\chi^2(2, N = 547) = 0.299, p = 0.001$ ]. LSES families demand that their children contribute to the family income, overestimating the importance of working and underestimating the importance studying. For low-income families, the educational path should not necessarily go beyond elementary school (Guimarães & Romanelli, 2002).

These aspects can lead LSES young individuals to assume adult responsibilities earlier. Regarding marital status, the LSES group presented higher frequency of “married” status (7.2%) and “cohabiting” status (9.8%) in relation to the HSES group (3.4% and 5.9%, respectively; see Table 1). The HSES group presented higher frequency of “single” status (90.7%) in relation to the low SES group (82.9%) [ $\chi^2(3, N = 547) = 9.14, p = 0.027$ ]. The results reinforced the tendency of the LSES group to assume adult roles earlier than the HSES group, considering they tend to be committed to a long-term relationship through marriage or cohabitation. The results about residential status also indicate a tendency of the LSES group to assume adult roles earlier. The HSES group presented higher frequencies of living with “father”, “mother”, or “siblings”, while the LSES group had higher frequencies of living with “kids”, “husband/wife”, or “alone” (see Table 1).

The fact young individuals from LSES start working earlier make it possible for them to buy their own things and sometimes receive a greater salary than their parents may lead them to perceive themselves as autonomous and responsible for themselves (Campos & Francischini, 2003). The experience of contributing to the family income and having children can promote an earlier feeling of reaching adult roles (Dutra-Thomé et al., 2009). However, engaging in activities that demand responsibility (e.g., at work, family, and school) can injury their developmental process and limit their leisure time (Guimarães & Romanelli, 2002; Oliveira & Robazzi, 2001).

HSES individuals tend to reside longer in their parent’s house. New family structures and values, autonomy for young individuals inside the parent’s home, difficulties of joining the work market, and low salaries affect this extension. Another phenomenon named “yo-yo trajectories” represents an intermittent and discontinuous transition to adulthood, characterized by departing and returning to parent’s house. In Brazil, this exists mainly in

HSES homes (Guerreiro & Abrantes, 2005; Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009).

Though a wide array of variables led to the belief that young people from LSES homes assume adult roles earlier, these individuals may still experience EA. For instance, in the U.S., young people from LSES tend to enter into adulthood one or two years before young people from HSES (Arnett, 2011). There are similarities between these groups, and both explore different possibilities in love and work, face instability, and are optimistic in relation to the future (Arnett, 2004).

Table 3

*Percent related to work status, educational status, institution, shift of study, failing school, (N=547)*

	Total N (%)	Low SES n (%)	High SES n (%)	$p^a$
<b>Work status</b>				
I never worked	95 (17.4)	29 (14.9)	66 (18.7)	.268
I've already worked, but I'm not currently working	111 (20.3)	34 (17.5)	77(21.8)	.233
I'm working	286 (52.3)	113 (58.2)+	173 (49.0)-	<b>.038</b>
I'm looking for a job	98 (17.9)	36 (18.6)	62 (17.3)	.772
I'm not looking for a job	37 (6.8)	9 (4.6)	28 (7.9)	.142
I work in commerce/trade (stores, markets)	41 (7.5)	25 (12.9)+	16 (4.5)-	<b>.001</b>
<b>Educational status</b>				
Yes, I'm in elementary school	33 (6.0)	25 (12.9)+	8 (2.3)-	<b>.001</b>
Yes, I'm in high school/technical school	79 (14.4)	35 (18.0)+	44 (12.5)-	
Yes, I'm on the university/technologist course	313 (57.2)	83 (42.8)-	230 (65.2)+	
Yes, I'm have graduated	51 (9.3)	19 (9.8)	32 (9.1)	
No, because I had to interrupt studies	9 (1.6)	7 (3.6)+	2 (0.6)-	
No, because I've already completed the elementary school	2 (0.4)	0 (0.0)	2 (0.6)	
No, because I completed High school/Technical school	18 (3.3)	13 (6.7)+	5 (1.4)-	
No, because I completed college/technologist school	42 (7.7)	12 (6.2)	30 (8.5)	
<b>Institution<sup>c</sup></b>				
College	245 (61.6)	74 (49.0)-	171 (69.2)+	<b>.001</b>
Non-college	153 (38.4)	77 (51.0)+	76 (30.8)-	
<b>School shift<sup>d</sup></b>				
Morning	75 (17.6)	27 (18.9)	48 (17.0)	.635
Afternoon	126 (29.6)	40 (28.0)	86 (30.5)	.590
All day	42 (9.9)	7 (4.9)-	35 (12.4)+	.014
Night	246 (57.9)	83 (58.0)	163 (57.8)	.962
<b>Failing school<sup>e</sup></b>				
Yes	161 (29.7)	73 (38.0)+	88 (25.1)-	.002

Note. a=Pearson chi-squared, b= 398, c=398, d=425, ef=543. +: standardized residuals > +1,96; -: standardized residuals < -1,96.

## Age Groups

The present chapter was focused on comparing the LSES and HSES groups. To enrich the discussion, an analysis comparing age groups was developed. Group 1 includes participants from 18 to 24 years old, and group 2 is composed of participants from 25 to 29 years old. The variables analyzed were “important criteria to reach adulthood”, “the most important criterion to reach adulthood”, and “perception of reaching adulthood” (see Table 4).

Table 4  
*Criteria to Reach Adulthood for Age Groups (N=547)*

	Total	Group 1 (18-24)	Group 2 (25-29)	<i>p</i> <sup>a</sup>
	<i>N (%)</i>	<i>n (%)</i>	<i>n (%)</i>	
<b>Important criteria<sup>b</sup></b>				
Concluding studies	306 (60.7)	224 (64.0)+	82 (53.2)-	<b>.023</b>
Getting married	54 (10.7)	36 (10.3)	18 (11.7)	.639
Having children	37 (7.3)	20 (5.7)-	17 (11.0)+	<b>.035</b>
Leave parent's home	218 (43.3)	144 (41.1)-	74 (48.1)+	.149
Accepting responsibilities for one's self	440 (87.3)	312 (89.1)+	128 (83.1)-	.061
Making independent decisions	321 (63.7)	236 (67.4)+	85 (55.2)-	<b>.009</b>
Becoming financially independent	429 (85.1)	296 (84.6)	133 (86.4)	.603
Consideration for others	128 (25.4)	100 (28.6)+	28 (18.2)-	<b>.014</b>
Becoming capable of caring parents	83 (16.5)	62 (17.7)	21 (13.6)	.256
<b>Most important criterion<sup>c</sup></b>				
Concluding studies	66 (13.1)	57 (16.3)+	9 (5.8)-	<b>.008</b>
Getting married	3 (0.6)	1 (0.3)	2 (1.3)	
Having children	6 (1.2)	4 (1.1)	2 (1.3)	
Leave parent's home	16 (3.2)	7 (2.0)-	9 (5.8)+	
Accepting responsibilities for one's self	220 (43.7)	153 (43.7)	67 (43.5)	
Making independent decisions	23 (4.6)	17 (4.9)	6 (3.9)	
Becoming financially independent	155 (30.8)	100 (28.6)-	55 (35.7)+	
Consideration for others	5 (1.0)	4 (1.1)	1 (0.6)	
Becoming capable of caring parents	5 (1.0)	5 (1.4)	0 (0.0)	
<b>Perception of reaching adulthood<sup>d</sup></b>				
Yes	141 (28.0)	65 (18.6)-	76 (49.4)+	<b>.001</b>
No	78 (15.5)	75 (21.4)+	3 (1.9)-	
In some aspects yes, in some aspects no	285 (56.5)	210 (60.0)+	75 (48.7)-	

Note. a=Pearson chi-squared, bcd=504. +: standardized residuals > +1,96; -: standardized residuals < -1,96.

When the participants were asked about the multiple criteria considered important to reach adulthood, group 1 presented a higher frequency of the answers “completing studies”

(64%) (64%) [ $\chi^2(1, N = 504) = 5.18, p = 0.023$ ], “making decisions on my own” (67.1%) [ $\chi^2(2, N = 504) = 6.92, p = 0.009$ ], and “more consideration for others” (28.6%) [ $\chi^2(1, N = 504) = 6.09, p = 0.014$ ]. The respective percentages for Group 2 were (53.2%), (55.2%), and (18.2%). Group 2 presented a higher frequency of the answer “having kids” (11%) in relationship to group 1 (5.7%) [ $\chi^2(1, N = 504) = 4.45, p = 0.035$ ].

Regarding the variable “the most important criteria to reach adulthood”, group 1 presented a higher frequency of the answer “completing studies” (16.3%) in relationship to group 2 (5.8%). Group 2 presented a higher frequency of the answers “leaving parents’ home” (5.8%) and “became independent financially” (35.7%) in relationship to group 1, and the percentages were, respectively, 2% and 28.6% [ $\chi^2(9, N = 504) = 2.22, p = 0.008$ ] ( Table 4).

Younger participants from group 1 are still in school and have a longer educational pathway compared to group 2, what is possibly related to their higher frequency selecting the criterion “completing studies” as the most important to reaching adulthood. Moreover, the fact that younger people tend to be monitored by parents/adults (Arnett, 2000) can explain why the possibility of “making decision on their own” is still a goal to achieve.

In addition to this, the fact that group 1 presented a higher frequency of the answer “more considerate for others” can indicate their consciousness in relationship to the fact that the more you assume adult roles (e.g., marriage, children, stable job) the more you must commit to others. Another aspect to consider is that group 2 presented higher frequencies of the answers “leaving parent’s home” and “becoming financially independent”, aspects associated with the process of economic and emotional separation from parents, in a process of transition closer to adulthood itself.

Compared to the perception of reaching adulthood, group 1 presented a higher frequency of the category “I didn’t reach adulthood” (21.4%) in relationship to group 2 (1.9%). Group 2 presented the higher frequency answers “I reached adulthood” (49.4%) in comparison to group 1 (18.6%). Regarding the answer “I reached adulthood in some aspects yes, in some aspects no”, group 1 presented a higher frequency (60%) in relationship to group 2 (48.7%) [ $\chi^2(2, N = 504) = 64.8, p = 0.001$ ].

Considering the previous results, group 2, composed of older individuals, presented a higher frequency of perception of reaching adulthood, while group 1, composed of younger individuals, presented a higher frequency of not perceiving themselves as adults or feeling more “in-between”. These results demonstrate that the EA phenomenon presents specific features when the socioeconomic context and age range of the participants is considered.

## Conclusion

The present study indicated a tendency of LSES individuals to assume adult roles earlier. They were more likely to start working to help in family income, what affected negatively their educational path, considering they presented higher levels of failing at school. LSES participants presented higher percentage of marriage/cohabiting, living alone, and parenthood. These aspects probably influenced their higher percentage of perception of reaching adulthood compared to HSES individuals.

HSES group had better access to technology. It may be possible that individuals belonging to this group have more opportunities to access multiple interactional tools, and their experiences tend to be more similar to the globalized world. The greater access to technology the HSES group presented makes its members more similar to the EA stage.

It was remarkable to identify that more than 50% percent of the total sample registered that they feel “In-between” adolescence and adulthood. It may indicate the existence of EA in individuals from both SES groups, what is associated with the extension of the period of living in the parental home (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009). However, HSES individuals presented higher percentage of “Feeling in-between” compared to LSES individuals. This result may reflect they are more likely to live a period of exploration of diverse fields (e.g., work, love, education, travel; Arnett, 2011; Demuth & Keller, 2011; Galambos & Martínez, 2007; Henriques et al., 2004).

Considering the total sample, two of the most important criteria to reach adulthood registered by participants were similar to studies presented in other countries (Arnett, 1998, 2011), namely “be responsible for yourself” and “become financially independent”. However, “concluding studies” was also emphasized in Brazil, probably related to the difficulties of accessing college over the country, a challenge for young individuals.

## Chapter 2

### **The Adaptation of the Inventory of the Dimensions of Emerging Adulthood (IDEA) to Brazilian Portuguese Version**

The transition to adulthood in current industrialized countries has received a new theoretical proposal named emerging adulthood (EA; Arnett, 2000, 2004). Young individuals have been postponing marriage and parenthood, extending the period of studying, and having different job opportunities, which prolongs their process of entering into adulthood. These aspects are associated with cultural beliefs and behaviors that characterize the specificity of EA life stage. Five key features were identified (Arnett 2000, 2011):

- Age of identity exploration because young individuals are moving towards making crucial choices in love and work, based on the judgment of their interests and preferences and how these fit with the opportunities available.
- Age of instability, because the change of experiences (e.g., in love, work, education, living arrangements) they live while exploring different possibilities generates feelings of instability and negativity.
- Self-focused age, because they have fewest role obligations and higher scope for deciding on their own.
- Age of feeling in-between, considering they feel neither adolescents nor adults, presenting characteristics of both life stages, even though they are on their way to reach adulthood.
- Age of possibilities, since no matter how their current life is, they believe they will reach the life they envision;

As a counterpart of the five EA key features, a dimension named Other-focused has been considered. Other-focused is associated with responsibility for others and commitment to others. Individuals older than the presumed EA age range would present more Other-focused experiences (Reifman et al., 2007).

The study goal was to analyze the psychometric properties of IDEA in a Brazilian sample. This step of analysis is part of a broader study, focusing on investigating the EA phenomenon in a Southern Brazilian sample. The measure may be used as a tool of investigation of EA in Brazil. The results can be also used as a reference to improve the measure, considering its use in different countries.

### **Adaptation of the Inventory of the Dimensions of Emerging Adulthood (IDEA) in Brazil**

The Inventory of the Dimensions of Emerging Adulthood (IDEA, Reifman et al., 2007; Appendix A, question 15) investigates EA key features. The use of the IDEA was approved in Brazil by the original measure authors. The instrument is composed of a referential statement “This period in your life is...” followed by 31 items (e.g.: “time of confusion”, “time of being not sure whether you have reached full adulthood”). Participants indicated the degree to which they agreed or disagreed that the phrase describes this period in their life: (1) Strongly Disagree, (2) Somewhat Disagree, (3) Somewhat Agree, (4) Strongly Agree.

The 31 original IDEA items were subjected to a Principal Components Factor Analysis, followed by Varimax rotation (Reifman et al., 2007). Five subscales were identified as representing the EA theory: Identity exploration (items 12, 23, 24, 25, 26, 27, and 28); Experimentation/possibilities (items 1, 2, 4, 16, and 21); Negativity/instability (items 3, 6, 8, 9, 11, 17, and 20); Self-focused (items 5, 7, 10, 15, 19, and 22); and Feeling in-between (items 29, 30, and 31). One of the subscales configures an opposite concept, named Other-focused (items 13, 14, and 18). For all subscales, the higher scores represent the higher sum of the construct of EA. Originally, the IDEA possesses a maximum score of 124 and minimum score of 31. The reliability coefficients for the subscales were between .70 e .80. Test-retest reliability correlations, after a month from the first application, presented scores ranged between .64 and .76, with the exception of the Feeling in-between subscale (.37; Reifman et al., 2007; see Table 1).

Table 1  
*Subscales Reliability of the IDEA Measure*

Items	Subscale	$\alpha$
12, 23, 24, 25, 26, 27, 28	Identity exploration	.85
1, 2, 4, 16, 21	Experimentation/possibilities	.83
3, 6, 8, 9, 11, 17, 20	Negativity/instability	.82
29, 30, 31	Feeling in-between	.73
5, 7, 10, 15, 19, 22	Self-focused	.70
13, 14, 18	Other-focused	.80

*Note.* Total scale  $\alpha$  with an North-American sample of 243 participants aged 18 through 70-plus ( $\alpha = .82$ )



In the process of backtranslation of the measure to be used in Brazil, the first step was an independent translation into Portuguese developed by the first author. The version was reviewed by two bilingual judges, who had no knowledge about the instrument. They compared the original version in English with the version translated into Portuguese. After that, changes suggested by judges were made. The revised version in Brazilian Portuguese was then backtranslated into English by a Professor resident in U.S. who is fluent in both English and Brazilian Portuguese. After that, the same version was reviewed and backtranslated into English by two bilingual judges, both fluent speakers in Brazilian Portuguese and English. The backtranslated version was similar to the original.

After the backtranslation process, the IDEA was sent by e-mail to members of the Youth Research Group: Resilience and Vulnerability, from the Brazilian Post-Graduate and research National Association (ANPEPP), in order to identify possible items that could be added to the Brazilian sample. Based on their suggestions, the items “time to prepare yourself to adulthood” and “time of professional decisions” were included. The first item was suggested to assess in which extension the process of becoming an adult configures a society expectative in relation to young individuals. The second item was suggested due to the fact that topics related to profession and career are central for young Brazilians.

The ANPEPP group suggested a replacement of the translation into Portuguese of the item 13 from the original instrument (“time of settling down”, translated into Portuguese as “tempo de se estabelecer”). They proposed a translation into “tempo de consolidar projetos de vida”, equivalent in English to “time to consolidate life projects”. The new translation would avoid inadequate interpretations considering the term “settling down” does not have the same meaning when translated into Portuguese.

### **IDEA in Other Countries**

The six dimensions are a systematic way of investigating the process of transition to adulthood, considering the EA construct. EA changes from culture to culture and varies even among subcultures within a country. Therefore, a scale that is reliable and valid in a culture may not be reliable and valid in another culture (Atak & Çok, 2008).

Investigations using IDEA were developed in other countries. Arias and Hernandez (2007) developed an inventory based on IDEA (Reifman et al., 2006) and Arnett’s EA theoretical proposal to 720 Mexican and Spanish males and females. They aged 16 to 34 years and their educational level ranged from high school to postgraduate work. The adaptation proposed a new structure to the original inventory. A Principal Components Factor Analysis

with Varimax rotation was developed, revealing seven subscales related to transition to adulthood: (1) Adulthood Postponement, (2) Instability, (3) Autonomy, (4) Explorations, (5) Vision of Future and Possibilities, (6) Worries, and (7) Identity Moratorium. The reliability test for the whole EA scale was .68 (Arias & Hernandez, 2007).

The authors created new items and proposed different dimensions (Arias & Hernandez, 2007). They identified that open possibilities, visualized future and sensations of worry were independent of age. It was found that 16- to 17-year-olds had higher levels of instability and lower levels of autonomy, which reflected general developmental trend of late adolescence. Authors highlighted the importance of expanding the research to younger and older groups, in order to investigate more consistently whether these factors are particular experiences of people in their 20s. Moreover, the findings revealed that both Mexicans and Spaniards had the “feeling in between” and were not sure about their adolescence’s end. They doubted in which extend they reached adulthood (Arias & Hernandez, 2007).

An IDEA adaptation was also developed in Turkey. Reliability and validity studies showed that the instrument was reliable and valid (Atak & Çok, 2008). The Principle Components Analysis followed by Varimax rotation indicated a three factors solution, composed of subscales named Negativity/instability, Identity explorations/feeling in-between, and Experimentation/self-focused. The final Turkish scale was composed of 23 items. Eleven items were removed in the Turkish version of the IDEA.

IDEA was also used in a study with young Argentineans. The factor structure of the measure was not analyzed in the Argentinean sample (Facio et al., 2007). Results revealed that Argentinean participants were in a period of life when they were undergoing in between adolescence and adulthood. In addition to this, Argentineans presented similar mean scores of IDEA dimensions when compared to young North-Americans. However, Argentineans felt less unstable and were more Other-focused than their North-American peers (Facio et al., 2007).

Macek, Bejcek, and Vanickova (2007) developed a questionnaire based on IDEA. They added two new dimensions to the original instrument, namely Determination of commitments and Personal responsibility, formulated using items more relevant to Czech cultural environment. The final version of the questionnaire consisted of 31 items. In order to analyze the new structure of the questionnaire, they run a Principle Components Analysis followed by Varimax rotation. A six-factor structure was identified, which contained new dimensions, such as “Clarity of values”, associated with a clear view of the person’s values

and plans, and “Diffuse orientation”, associated with reluctance to accept the consequences of one’s own actions (Macek et al., 2007).

## Method

### Sample

The sample included 547 Southern Brazilians; residents in Porto Alegre, Rio Grande do Sul State, between 18 and 29 years old ( $Md = 22$  years;  $IQR^8 = 7$ ), 196 (35.8%) males, and 351 (64.2%) females, of low ( $n = 194$ , 35.5%) and high SES ( $n = 353$ , 64.5%).

To include young individuals from differing SES, different institutions were selected in the process of recruiting participants: (a) two technology courses; (b) three universities; (c) two courses focused on preparing students from low SES to the university entrance exam; and (d) two schools that work with young individuals and adults with limited or no previous education (e.g., people with writing and reading difficulties and with solving basic math problems). The study questionnaire and instruments were digitalized and applied by two methods: online (i.e., the participant was invited by e-mail to access an external website where the instruments were available) and in-person (i.e., the participant completed the instruments in a lab with one researcher present). In both cases, the instruments were self-administered.

## Results

An Exploratory Factor Analysis (EFA) was performed on the 33 self-report IDEA items (31 original plus the two Brazilian items), considering the importance of evaluating the factorial structure of the measure in the Brazilian sample. Although the original instrument was developed with a Principal Component Analysis (PCA) with Varimax rotation, the present study used Principal Axis Factoring (PAF) extraction method with Oblimin rotation. PAF is considered more robust (Costello & Jason, 2005), and possibly will provide more accurate results. The PAF extraction method with Oblimin rotation allows correlations between factors and deals with only the common variance, while the PCA analyses the total variance (Costello & Jason, 2005).

The adequacy of the sample for this procedure was assessed using the Kaiser-Meyer-Olkin (KMO) and Bartlett’s sphericity test. Reliability was assessed using Cronbach’s alpha index (Cronbach, 1951).

---

<sup>8</sup> Interquartile range

The number of factors extracted was based on the following criteria: (a) instrument theoretical background; (b) Kaiser (1960) criteria (the maximum number of factors extracted must have eigenvalues higher than one); (c) Scree plot; and (d) parallel analysis, which compares the eigenvalues empirically found with random eigenvalues (Hayton, Allen, & Scarpello, 2004; Horn, 1965).

Using PAF (Barlett's test of sphericity = 4536,535,  $df = 528$ ;  $p < .0001$ ; KMO = .82), eight factors were extracted (i.e., eigenvalue > 1). These eight factors accounted for 46.8% of the total variance. Communalities of the 33 items presented a range of .191 (item 23) to .599 (item 30). According to the scree-plot test, eight factors also emerged. The parallel analysis (see Figure 1) suggested that a six factor solution was most representative of the data.

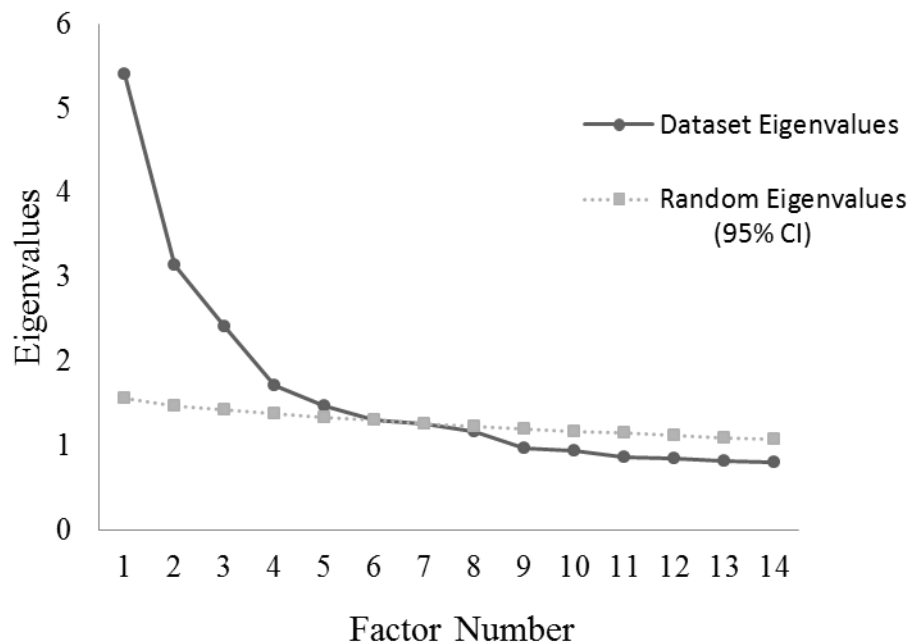


Figure 1. Scree Plot of the empirical eigenvalues and random eigenvalues of the IDEA

Built upon the theoretical structure of the original study (Reifman et al., 2007) and the parallel analysis, a PAF was conducted imposing a six factor structure on the solution. However, although the number of factors was equal, they presented a different composition, when compared to the original instrument, especially in relation to Factor 2 (Self-focused).

Six items loaded significantly (i.e., factor loadings > .30) on Factor 1 (Identity Exploration; eigenvalue = 5.40), and accounted for 16.3% of the variance; 10 items loaded significantly on Factor 2 (Self-focused; eigenvalue = 3.40), and accounted for 9.5% of the variance; Seven items loaded significantly on Factor 3 (Negativity/Instability; eigenvalue =

2.41), and accounted for 7.3%; Four items loaded significantly on Factor 4 (Experimentation/Possibilities; eigenvalue = 1.70), and accounted for 5.2% of the variance; Four items loaded significantly Factor 5 (Feeling in-between; eigenvalue = 1.5), and accounted for 4.5% of the variance; Two items loaded significantly Factor 6 (Other-focused; eigenvalue = 1.30), and accounted for 4% of the variance.

Differences and similarities in relation to the original measure were observed in the Brazilian sample. The six dimensions proposed by Reifman et al. (2007) were maintained in Brazil. However the items “Separating from parents” (item 23) and “Planning for the future” (item 25), loaded on the factor “Self-focused” but not on the Factor “Identity exploration”. The items “Optimism” (item 10), “Open choices” (item 16), “Trying out new things” (item 21) presented factor loadings lower than .30 and were removed from the analysis. The item “Settling down” (item 13) pertained to the factor “Other-focused” in the original scale, and loaded on the factor “Self-focused” in the Brazilian sample. The Brazilian items added were “Time to prepare yourself to adulthood” (item 32) and “Time of professional decisions” (item 33). The first one loaded on the “Feeling-in-between”, and the second one was removed due to a factor loading lower than .30.

The new structure of IDEA in the Brazilian sample presented the following characteristics: 29 items divided into the following subscales (a) Identity Exploration (items 12, 24, 26, 27, and 28); (b) Experimentation/Possibilities (items 1, 2, 4); (c) Negativity/Instability (items 3, 6, 8, 9, 11, 17, and 20); (d) Self-Focused (items 5, 7, 13, 15, 19, 22, 23, and 25); (e) Feeling In-Between (items 29, 30, 31, and 32), and (f) Other-Focused (items 14, and 18). For all subscales, the higher scores represent the higher sum of the construct of EA. The original reliability scale (Cronbach’s alpha) was 0.81. In Brazil, Cronbach’s alpha coefficients for the six subscales ranged from .61 to .79. The full-scale Cronbach’s alpha reliability was .80 (i.e., 29 items, see Table 2).

Table 2. *Exploratory Factor Analysis of the 33-item IDEA*

Items	Original Items Time of...	Brazilian Portuguese Items Tempo de...	Factor loadings					
			IE	Self	Neg.	Pos.	IB	Other
26	seeking a sense of meaning?	buscar um senso de significado?	.74*	-.03	.01	.09	-.01	-.02
27	deciding on your own beliefs and values?	decidir sobre suas próprias crenças e valores?	.71*	-.06	-.03	.01	.16	-.08

Table 2. *Exploratory Factor Analysis of the 33-item IDEA*

Items	Original Items Time of...	Brazilian Portuguese Items Tempo de...	Factor loadings					
			IE	Self	Neg.	Pos.	IB	Other
24	defining yourself?	definir a si mesmo?	.61*	.17	.11	-.02	-.04	.01
28	learning to think for yourself?	aprender a pensar por si mesmo?	.55*	-.09	-.06	.00	.31	-.06
12	finding out who you are?	descobrir quem você é?	.41*	.00	.08	.15	.14	-.01
15	independence?	independência?	-.07	.63*	-.04	-.07	-.03	-.16
22	focusing on yourself?	focar em si mesmo?	.16	.42*	.15	.04	.07	.26
13	settling down?	consolidar projetos de vida?	.07	.41*	-.12	.01	-.01	-.21
19	self-sufficiency?	auto-suficiência?	-.05	.39*	.07	-.01	-.08	-.18
5	personal freedom?	liberdade pessoal?	-.16	.38*	-.06	.21	.12	.04
25	planning for the future?	planejar para o futuro?	.26	.33*	-.05	.03	-.02	.09
7	responsibility for yourself?	se responsabilizar por si mesmo?	.05	.33*	-.02	.07	-.07	-.11
23	separating from parents?	se separar dos pais?	.17	.30*	.18	-.05	-.14	.07
33	professional decisions?	definições profissionais?	.10	.29	-.11	.02	.13	.02
16	open choices?	escolhas em aberto?	.05	.27	.22	.09	.20	-.08
21	trying out new things?	tentar coisas novas?	.15	.24	.01	.18	.13	-.01
9	instability?	instabilidade?	-.02	-.04	.64*	.05	.03	.11
3	confusion?	confusão?	.01	-.09	.60*	.20	.10	.11
17	unpredictability?	imprevisibilidade?	-.07	.08	.59*	.10	.10	-.04
8	feeling stressed out?	se sentir estressado?	.10	.01	.53*	-.07	-.05	-.13
6	feeling restricted?	se sentir limitado?	-.02	-.08	.45*	-.07	.06	-.00
20	many worries?	muitas preocupações?	.04	.07	.44*	-.14	.03	-.17

Table 2. *Exploratory Factor Analysis of the 33-item IDEA*

Items	Original Items Time of...	Brazilian Portuguese Items Tempo de...	Factor loadings					
			IE	Self	Neg.	Pos.	IB	Other
11	high pressure?	muita pressão?	.10	.03	.43*	.09	-.05	-.13
10	optimism?	otimismo?	.02	.28	-.29	.28*	.05	-.10
2	exploration?	descobertas?	.14	-.14	.08	.72*	-.05	-.00
1	many possibilities?	muitas possibilidades?	.03	.05	-.07	.55*	-.14	-.01
4	experimentation?	experimentação?	-.05	.03	.16	.54*	.15	-.06
29	feeling adult in some ways but not others?	se sentir adulto em alguns aspectos mas não em outros?	-.01	-.04	.06	.03	.73*	.02
30	gradually becoming an adult?	gradualmente se tornar um adulto?	.10	.00	-.02	-.04	.70*	.03
32	prepare yourself to adulthood?	se preparar para a vida adulta?	.010	.08	.01	-.02	.62*	.02
31	being not sure whether you have reached full adulthood?	não ter certeza se você atingiu completamente a vida adulta?	.08	-.06	.21	-.08	.57*	.00
14	responsibility for others?	responsabilidade por outros?	.04	.08	.09	-.02	.01	-.63*
18	commitments to others?	compromissos com os outros?	.04	.03	.06	.10	-.03	-.62*
			Factors					
Factor indexes			I.E.	Self	Neg.	Pos.	I.B.	Other
Eigenvalues			5.40	3.14	2.41	1.71	1.48	1.31
Coefficient alphas ( $\alpha$ )			.79	.62	.74	.61	.78	.62
Means (SD)			3.29 (.63)	3.30 (3.86)	2.95 (.54)	3.46 (.50)	3.15 (.71)	2.81 (.77)
Total explained variance (%)			46% <sup>a</sup>					

*Note.* IE = Identity Exploration, Self = Self-focused, Neg. = Negativity, Poss.= Experimentation/Possibilities, IB = In-between, Other = Other-focused; Extraction method: Principal axis factoring; Rotation method: Oblimin; SD = standard deviation  
\*Significant factor loadings (.30 cut-off point)  
<sup>a</sup>Explained variance not shown for each factor due to their possible correlation.

## Discussion

In the Brazilian sample, the items “Separating from parents” (item 23) and “Planning for the future” (item 25), loaded on the Factor Self-focused but not on the Factor Identity exploration, like in the original measure. In Turkey, the item “Separating from parents” also loaded on a different Factor, which they named “Self-focused/Experimentation” (Atak & Çok, 2008). It is possible to analyze this new structure in two different ways. First, the factor Identity exploration contains items related to psychological self-exploration, such as “Finding out who you are” (item 12), “Defining yourself” (item 24), “Seeking a sense of meaning” (item 26), “Deciding on your own beliefs and values” (item 27), and “Learning to think for yourself” (item 28). The item “separating from parents” (item 23) and “planning for the future” (item 25) differ from this logic, since they may represent self-focused attitudes and are not necessarily associated with psychological self-exploration. “Separating from parents” (item 23) demands the individual to focus on himself/herself in order to have the opportunity of exploring identity. “Planning for the future” (item 25) may be also a self-focused attitude, considering that a future project demands clarification about your own goals and desires.

The Brazilian culture is characterized by giving high importance to family, similarly to other Latin and Asian countries; and by catholic influence (Facio & Micocci, 2003; Facio et al., data; Fulligni, 2007), what may lead individuals to be other-focused. Considering that, “separating from parents” (item 23) and “planning for the future” (item 25) may be associated with a self-centered attitude, meaning the person is definitely in progress to build his/her own life. Different from U.S., in Brazil people are not necessarily expected to leave the parental home to study, what may influence the strong tie they establish with their family (Facio & Micocci, 2003; Facio et al., data; Fuligni, 2007), so they prolong their staying at home (Féres-Carneiro, Henriques, & Jablonski, 2004; Veiga, 1998). In Argentina, EA was not defined as the age for leaving home (Facio et al., 2007). North Americans usually leave home to start the university, and it is expected they move out of home earlier. However, the residential status in U.S. has been changing and it is possible for individuals to come back home after finishing college (Arnett, 2000).

The items “separating from parents” (item 23) and “planning for the future” (item 25) may also be associated with reaching autonomy and being able to support yourself, emotionally and financially. However, contextual problems (e.g., unemployment) difficult young individuals’ attainment of a complete autonomy. In Spain, high mean scores of the dimensions Instability and Moratorium situation in identity were discussed as an influence of



Mediterranean pattern of transition, associated with staying longer at parents' home and having difficulties to find a long-term employment (Arias & Hernandez, 2007).

The item "Optimism" (item 10) presented factor loading lower than .30, both in the Brazilian and the Turkish IDEA version (Atak & Çok, 2008), and was removed from the analysis. In Brazil, the fact that the item "Optimism" did not load may indicate a not so optimistic perspective of the present sample. The Brazilian context may generate a less optimistic view of reality. The country faces economic and social problems, such as economic inequalities, difficulties to find a job and fewer educational opportunities (Câmara et al., 2004; Lima & Minayo-Gomes, 2003).

The dimension Experimentation/Possibilities presented a different structure in the Turkish culture, where young individuals are expected to be supported by family, institutions, and peers in their decisions (Atak & Çok, 2008). They tend not to make independent decisions, what would explain the reason why the dimensions Self-focused and Experimentation were combined (Atak & Çok, 2008). In Brazil, the subscale Experimentation/Possibilities also presented a different structure, of which "Open choices" (item 16) and "Trying out new things" (item 21) migrated to the Factor Self-focused, and did not load significantly. Consequently, the Factor Experimentation/Possibilities was composed of the items "Many possibilities" (item 1), "Exploration" (item 2), and Experimentation (item 4).

The items "Open choices" (item 16) and "Trying out new things" (item 21) did not load significantly in the Brazilian sample, what may reflect contextual specificities. Young individuals in Brazil, especially in low SES contexts, may have less opportunities of exploring different options of choices when compared to countries with higher economic stability, particularly because they are demanded to assume adult roles earlier (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques, Neves, & Neto, 2002; Sarti, 1996).

"Settling down" (item 13) pertained to the Factor "Other-focused" on the original scale, but loaded on the factor "Self-focused" in Brazil. The process of settling down is not explicitly related to commitments to other people. Settling down also requires the person to have a clear idea of his/her personal goals. Defining personal plans may be a decision made alone, despite the fact that it possibly includes commitment to others (e.g., kids and stable job).

It is also possible to consider Self-focused and Other-focused dimensions as a continuum and/or a unit of opposites. Commitment to family and work is associated with

focusing on others, and/or requires individuals to be aware of what they want personally, which is a more self-focused attitude. For instance, a young man could be investing on professional training in order to get a better job position and, consequently be able to provide his family better conditions of living. A Self-focused attitude would be related to an Other-focused goal.

In Turkey, the Other-focused items did not present factor loading higher than .30 and the dimension was removed. The authors understood this result as related to another focusing tendency in Turkish society in every period of life, not specifically in adulthood, affected by the collectivistic values of their culture (Atak & Çok, 2008).

The Brazilian items added were “Time to prepare yourself to adulthood” (item 32) and “Time of professional decisions” (item 33). The first one loaded on the Factor Feeling-in-between, what converged to EA theory, because the process of preparing yourself to adulthood leads individuals to feel ambivalent (Arnett, 2000). The second one was removed due to factor loading lower than .30. Most of young Brazilians define a profession to invest by their 17-18 years, when they choose which course they are going to attend at University (Bardagi, Lassance, & Paradiso, 2003; Ramos & Lima, 1996; Sparta & Gomes, 2005; Sparta, Bardagi, & Andrade, 2005). Low SES participants tend to start working earlier (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques, Neves, & Neto, 2002; Sarti, 1996). Participants may have understood that a professional choice happened before in Brazil, and did not associate “Time of professional decisions” with a gradual transition to adulthood.

The original IDEA scale was developed in 2007. After that, social and economic aspects influenced the process of transition to adulthood in different countries. The economic crises starting in 2007 affected the entire world’s economy, and is still a problem worldwide (Pochmann, 2009). Currently, the scale may present a different structure. The results found in the Brazilian sample may be used as reference to improve the measure, when used in different countries.

### **Conclusion**

The factorial structure of IDEA in Brazil presented some differences related to contextual specificities. Some aspects observed may be associated with the necessity of restructuring the original instrument.

The original items of the Identity Exploration subscale may not be adjusted to its original description in EA theory. Identity Exploration was defined as the age when emerging

adults are moving towards making crucial choices in education, work, love, and personal lives. Their choices are based on how their own interests and preferences fit with the opportunities available (Arnett, 2000, 2004, 2011). Identity Exploration is more associated with action of exploring diverse experiences. Some items of the dimension Self-focused and Experimentation/Possibilities converged to the original definition of Identity Exploration, such as “time of personal freedom, and “experimentation”, respectively. It may be interesting to review items composing this Factor in the original measure. In Brazil, items composing the Factor Identity Exploration expressed a “Psychological self-exploration”.

The Factor Experimentation/Possibilities was described as an optimistic view of young individuals. No matter how their current life is, they always believe they will reach the life they envision (Arnett, 2000, 2004, 2011). This Factor was originally composed of items “Many possibilities” (item 1), “Exploration” (item 2), “Experimentation” (item 4), “Open choices” (item 16), and “Trying out new things” (item 21). In the original instrument, the item “Optimism” (item 10) pertained to the category Self-focused. “Optimism” (item 10) migrated to the category Experimentation/Possibilities in Brazil. Considering the original scale, it may be pertinent to move the item “Optimism” to the Factor Experimentation/Possibilities, due to its original definition. In Brazil, the item “Optimism” presented factor loading lower than .30, and thus was removed from the analysis. It may indicate that Experimentation/Possibilities in Brazil was more associated with experimenting diverse experiences, than with an optimistic view of the future.

The Factor Self-focused was composed of the items “Personal freedom” (item 5), “Responsibility for yourself” (item 7), “Optimism” (item 10), “Independence” (item 15), “Self-sufficiency” (item 19), and “Focusing on yourself” (item 22). The items “Open choices” (item 16), and “Trying out new things” (item 21), originally in the Factor Experimentation/Possibilities, loaded on the factor Self-focused. The items “Separating from parents” (item 23) and “Planning for the future” (item 25), originally in the Factor Identity Exploration, also loaded on the factor Self-focused. The item “Settling down” (item 13), originally in the Factor Other-focused, loaded on the factor Self-focused. This different structure may reflect the necessity to review the original measure structure of items. Although results presented here reflected the IDEA structure in the Brazilian sample, it may also indicate the necessity of reviewing the original measure.

## **Chapter 3**

### **The Adaptation of the Future Expectation Scale for Adolescents (FESA) to Brazilian Portuguese Version**

Young individuals' future expectations are relevant. What they expect in relation to the future influence the process of reaching their goals (Catalano et al., 2004; Seginer, 2000). An optimistic view towards the future is one of the characteristics of emerging adults (Arnett, 2007). Therefore, it is expected that emerging adults in Brazil will present high expectation in relation to the future. Considering that, the present study included a measure of young people future expectations.

The present study aimed to analyze the Future Expectation Scale for Adolescents (FESA, McWhirter & McWhirter, 2008) factorial structure in a Southern Brazilian sample, in order to evaluate the scale psychometric properties in the Brazilian context. This step of analysis was included in a broader study, focusing on investigating the emerging adulthood (EA) phenomenon in Brazil. Based upon the fact the transition to adulthood configures a period in which young individuals are making plans in different fields of life (e.g., work, love, and family), a measure about future expectations was included in the investigation.

#### **Adaptation of the Future Expectation Scale for Adolescents (FESA) in Brazil**

The Future Expectation Scale for Adolescents (FESA, McWhirter & McWhirter, 2008; Appendix A, question 19) is a measure of adolescents' future expectations associated with work, education, family, health, and church and community. The use of FESA was approved on September 1st 2010 by Ellen McWhirter, first author of the article published in 2008, and Professor of the University of Oregon, Psychology Program (U.S.).

The measure was developed using an Exploratory Principal Axis Factor Analysis (PAF) with Oblimin rotation, generating five subscales: Work and education (items 1, 6, 7, 12, 13, 17, and 22); Children's future (items 2, 10, and 18); Marriage and family (items 3, 8, 14, 19, and 23); Church and community (items 4, 9, 15, 20, and 24); and Health (items 29, 30, and 31). The FESA possesses a maximum score of 120 and minimum score of 24. For all subscales, the higher scores represent the higher sum of the expectations associated with work, education, family, health, and church and community (McWhirter & McWhirter, 2008)

The instrument contains 24 items whose goal is to access the extent to which participants believe the statements proposed are related to their future lives. The instrument has a referential statement "when I'm an adult..." followed by future possibilities, such as "I will achieve the level of education that I desire" and "I will have a healthy diet". Answers are

based on a 5-point scale, ranging from “I do not believe this at all” to “I certainly believe this”. The total scale *alpha* was .88.

The authors informed that a few revisions were developed after the FESA article published in 2008. They collected data from about 1000 Chilean students and about 900 U.S. Latino students on the revised measure. The revised version has a different order of items. The three lowest loading items on Work and Education Factor were deleted; the item "happy life" was also deleted due to cross loading and poor loading; in order to increase subscale sizes, item 21 was added to the Factor Health; items 24 and 15 were added to the Factor Church and community; and item 19 was added to the Factor Marriage and family. The revised version presented adequate reliability indices (see Table 1):

Table 1.  
*Subscales Reliability of the FESA Reviewed Measure*

Items	Subscale	<i>Alpha</i> ( $\alpha$ )
1, 6, 7, 12, 13, 17, 22	Work and Education	.85
2 10 18	Children's future	.69
3 8 14 19 23	Marriage and family	.73
4 9 15 20 24	Church and Community	.73 [.77 item 9 deleted]
5 11 16 21	Health	.64

*Note.* Total scale *alpha* with an adolescent Chilean sample ( $\alpha = .88$ )

Even though the measure was developed in the Chilean context, the authors consider the selected factors (Work and education, Children's future, Marriage and Family, Church and community, and Health) are relevant not exclusively to Chilean young people. The measure may provide important information also about future expectations in young individuals from other countries (McWhirter & McWhirter, 2008).

In the process of backtranslation of the measure to be used in Brazil, the first step was an independent translation into Portuguese developed by the present study's first author. The version was reviewed by two bilingual judges, who had no knowledge about the instrument to compare the original version in English to the version translated into Portuguese. After that, the changes suggested by judges were made. The revised version in Brazilian Portuguese was then backtranslated into English by a Professor living in U.S. who is fluent in both English

and Brazilian Portuguese. After that, the same version was reviewed and backtranslated into English by two bilingual judges, who are also fluent in both English and Brazilian Portuguese. The backtranslated version was similar to the original.

Unfortunately, no other studies using FESA were published. The author of the measure was contacted in 2012, informing that no other investigations used the instrument. Therefore, the present study is one of the first ones to analyze FESA factorial structure in a sample from another country.

## Method

### Sample

The sample included 547 Southern Brazilians; residents in Porto Alegre, Rio Grande do Sul State, between 18 and 29 years old ( $Md = 22$  years;  $IQR^9 = 7$ ), 196 (35.8%) males, and 351 (64.2%) females, of low ( $n = 194$ , 35.5%) and high SES ( $n = 353$ , 64.5%).

To include young individuals from differing SES, different institutions were selected in the process of recruiting participants: (a) two technology courses; (b) three universities; (c) two courses focused on preparing students from low SES to the university entrance exam; and (d) two schools that work with young individuals and adults with limited or no previous education (e.g., people with writing and reading difficulties and with solving basic math problems). The study questionnaire and instruments were digitalized and applied by two methods: online (i.e., the participant was invited by e-mail to access an external website where the instruments were available) and in-person (i.e., the participant completed the instruments in a lab with one researcher present). In both cases, the instruments were self-administered.

## Results

An Exploratory Factor Analysis (EFA) was performed with the 24 self-reported FESA items. The EFA was conducted using the Principal Axis Factoring (PAF) extraction method with Oblimin rotation (Costello & Jason, 2005). The adequacy of the sample for this procedure was assessed using the Kaiser-Meyer-Olkin (KMO) and Bartlett's sphericity test. Reliability was assessed using Cronbach's alpha index (Cronbach, 1951).

The number of factors extracted was based on the following criteria: (a) instrument theoretical background; (b) Kaiser (1960) criteria (the maximum number of factors extracted must have eigenvalues higher than one); (c) Scree plot; and (d) parallel analysis, which

---

<sup>9</sup> Interquartile range

compares the eigenvalues found empirically with random eigenvalues (Hayton et al. 2004; Horn, 1965).

Using PAF (Barlett's test of sphericity = 5952,566,  $df = 276$ ;  $p < .0001$ ; KMO = .88), five factors were extracted (i.e., eigenvalue  $> 1$ ). These five factors accounted for 50% of the total variance. Communalities of the 24 items presented a range of .128 (item 9) to .836 (item 20). According to the scree-plot test, four factors emerged. The parallel analysis (see Figure 1) also suggested a four factors solution as the most representative of the data.

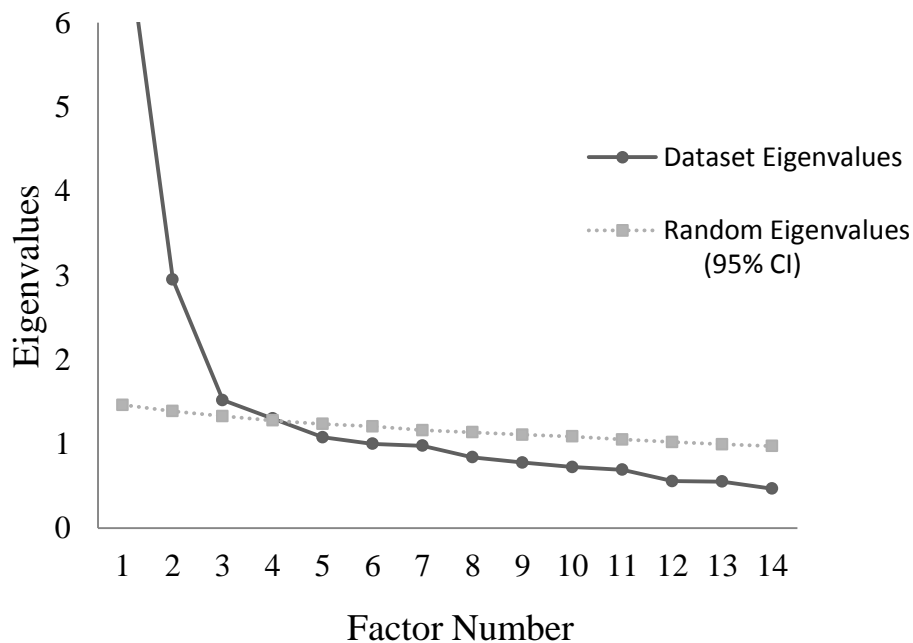


Figure 1. Scree Plot of the empirical eigenvalues and random eigenvalues of the FESA

Built upon the original study, a PAF was conducted imposing a five factors structure on the solution. Different elements justify this choice. First, a factorial analysis was conducted, in which the eigenvalues higher than 1 indicated the presence of six factors. However, the sixth factor was composed of only two items (16 and 18), and the item 18 presented crossed loading with the factor five. Moreover, the factor eigenvalue was close to the minimum acceptable.

In addition to this, although the parallel analysis suggested a four factor solution as the most representative of the data, merging Factor three (Marriage and family) and Factor five (Children's future), it was considered appropriate to maintain the original structure. In the Brazilian sample, items that originally loaded on Factor three moved to Factor five, and a new factor structure was identified and called "Children and Family". Therefore, the Factor three

just kept items related to the expectation of having a partner and getting married, not necessarily focusing on having children and building a family. Considering the current diversity of family structures (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009), and some couples' option of not having children (Costa, 2007), it was considered appropriate to keep the items separately. Considering the inadequacy of the factor's items and the eigenvalue close to the minimum acceptable, and the theoretical choice of maintaining factor three and five separated, a five factor structure on the solution was imposed, following the theoretical structure of the instrument (McWhirter & McWhirter, 2008).

Seven items loaded significantly (i.e., factor loadings  $> .30$ ) on the Factor 1 (Work and education; eigenvalue = 7.35) and accounted for 30% of the variance; five items loaded significantly Factor 2 (Church and community; eigenvalue = 2.95) and accounted for 12% of the variance; four items loaded significantly on the Factor 3 (Marriage; eigenvalue = 1.52) and accounted for 6% of the variance; three items loaded significantly on the Factor 4 (Health; eigenvalue = 1.30) and accounted for 5% of the variance; five items loaded significantly on the Factor 5 (Children and Family; eigenvalue = 1.08) and accounted for 4% of the variance. Considering the fifth factor eigenvalues ( $< 1.20$ ), and the parallel analysis suggestion, it's possible that other studies will find a factorial structure of four factors. It is hypothesized that the factor three and five will merge in just one factor.

In Brazil, the FESA presented a factor structure similar to the original instrument. However, it was identified a new structure in the factors "Children's Future", "Marriage & Family", and "Church and community". The items "I will dedicate time to spend with my family" (item 19) and "My children will live in peace" (item 23), originally in the factor "marriage and family", were moved to the factor "Children's Future". The factor "Church and community" also presented a new structure. The items "I will be a leader in my community" (items 9) and "I will do volunteer work in my community" (item 15) presented factor loadings lower than  $.30$  and were removed from the subscale.

The new structure of FESA in the Brazilian sample presented the following characteristics: 22 items divided into the following subscales (a) Work and Education (items 1, 7, 12, 13, 16, 17, and 22); (b) Children and Family (items 2, 10, 18, 19, and 23); (c) Marriage (items 3, 8, 14); (d) Church (items 4, 20, 24); and (e) Health (5, 11, 16, and 21). The original reliability scale (Cronbach's alpha) was 0.88. In Brazil, Cronbach's alpha coefficient for the five subscales ranged from  $.70$  to  $.86$ . The full-scale Cronbach's alpha reliability was  $.89$  (i.e., 22 items; see Table 2).



Table 2. *Exploratory Factor Analysis of the 24-item FESA*

Items	Original Items When I'm an adult...	Brazilian Portuguese		Factor loadings				
		Items No futuro eu...	WE	Ch	Ma	He	CF	
6	I will find a good job	encontrarei um bom trabalho	.75*	.00	.05	.08	.02	
13	I will acquire the things that I want	irei adquirir as coisas que quero	.74*	.10	.00	-.06	-.06	
12	I will accomplish what I want to do with my life	saberei o que quero fazer com a minha vida	.64*	.07	-.04	-.07	-.04	
17	I will find a job that I enjoy	encontrarei um trabalho de que eu goste	.58*	-.06	.02	.08	-.11	
7	I will find a steady job	encontrarei um trabalho estável	.54*	.03	-.05	.11	.07	
22	I will always have enough resources to eat and to live on	sempre terei recursos suficientes para viver e me alimentar bem	.51*	.01	.11	.19	-.19	
1	I will achieve the level of education that I want	alcançarei o nível de educação que eu quero	.50*	-.07	-.04	-.02	.04	
4	I will regularly go to mass or other religious services	irei à missa ou a outros serviços religiosos regularmente	.01	.94*	-.01	-.02	0.10	
20	I will participate in many church activities	participarei de muitas atividades religiosas	-.01	.94*	.06	-.023	.03	
24	I will instill faith in my children or nieces and nephews	cultivarei a fé em meus filhos(as) e/ou sobrinhos (as)	.05	.61*	-.06	-.05	-.12	
15	I will do volunteer work in my community	realizarei trabalho voluntário na minha cidade	.05	.25	-.04	.15	-.10	
9	I will be a leader in my community	serei um líder na minha comunidade	-.05	.22	-.10	.13	-.07	
3	I will get married	me casarei	.06	-.02	-.90*	-.03	.01	
8	I will get married before I am 25 years old	casarei antes de completar 30 anos	-.01	.01	-.78*	.01	.03	

Table 1. Exploratory Factor Analysis of the 24-item FESA

Items	Original Items When I'm an adult...	Brazilian Portuguese Items No futuro eu...	Factor loadings				
			WE	Ch	Ma	He	CF
14	My marriage will last forever	meu casamento durará para sempre	.06	.12	-.52*	.13	-.13
11	I will have good health	terei uma boa saúde	.06	-.09	-.05	.79*	-.07
5	I will have a healthy diet	terei uma alimentação saudável	.03	.03	-.02	.68*	.098
21	I will participate in sports or another type of regular exercise	praticarei esportes ou algum tipo de exercício regularmente	.02	.04	.02	.45*	-.02
16	I will have a long life	terei uma vida longa	.16	-.07	.02	.37*	-.29
23	My children will live in peace	meus filhos(as) terão paz em suas vidas	.11	.13	.06	-.02	-.79*
18	My children will have a long life	meus filhos terão uma vida longa	-.01	-.03	-.00	.12	-.79*
10	I will have children	terei filhos(as)	-.09	.05	-.35	-.05	-.49*
2	I will provide a safe place for my children to live	darei a meus filhos um lugar seguro para viver	.20	.05	-.13	-.08	-.47*
19	I will dedicate time to spend with my family	dedicarei tempo para minha família	.11	.06	-.16	.07	-.38*
Factor indexes			Factors				
			WE	Ch	Ma	He	CF
Eigenvalues			7.35	2.95	1.52	1.30	1.08
Coefficient alphas ( $\alpha$ )			.83	.86	.82	.71	.83
Means (SD)			4.37 (.52)	4.07 (.71)	3.47 (.94)	2.90 (1.14)	3.93 (.61)
Total explained variance (%)					59% <sup>a</sup>		

Note. WE = Work and Education, Ch = Church, Ma = Marriage, He = Health, CF = Children and family; Extraction method: Principal axis factoring; Rotation method: Oblimin; SD = standard deviation

\*Significant factor loadings (.30 cut-off point)

<sup>a</sup>Explained variance not shown for each factor due to their possible correlation.

## Discussion

The present study analyzed the FESA factorial structure in a Southern Brazilian sample, in order to evaluate the scale psychometric properties in Brazil. The FESA presented a factor structure similar to the original instrument. A new structure was identified in the Factors Children's Future, Marriage and Family, and Church and community. The items "I will dedicate time to spend with my family" (item 19) and "My children will live in peace" (item 23), originally in the Factor Marriage and family, were moved to the Factor Children's Future. The internal reliability on the Factor Children's Future with these items was stronger ( $\alpha=.73$  to  $.86$ ), and the internal reliability of the Factor Marriage & Family was stronger without them ( $\alpha=.80$  to  $.82$ ).

The items "I will dedicate time to spend with my family" (item 19) and "My children will live in peace" (item 23) were better adjusted in the Factor Children's Future, considering that family includes not just the couple, but also other members (e.g., kids). The Factor Marriage and family referred to "couple's life". It was composed of the items "I will get married" (item 3), "I will get married before I am 30 years old" (item 8), and "My marriage will last forever" (item 14). Therefore, the Factor three just kept items related to the expectation of having a partner and getting married, not necessarily focusing on having children and building a family. Considering the current diversity of family structures (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009), and the option of some adults and couples of not having children (Costa, 2007), it was considered appropriate to keep these factors separated.

Considering this, the term "Family" was added to the Factor Children's Future, which was named "Children and Family". The Factor Marriage and family was named "Marriage". Moreover, the moving of those items may represent that marriage is not necessarily associated with having children in the Brazilian sample. People get married for diverse reasons, such as sexual satisfaction, and feelings they are admired and valorized. Couples look for company and security; they avoid loneliness and try to solve previous family problems. Social prestige, material values, legal, and financial aspects are also motivations for marriage. Individuals do not get married for the obligation of having children. They look for a relationship of affection (Branden, 2000; Carter & McGoldrick, 2001; Costa, 2007).

Currently, marriage reflects the extension of adulthood and even of adolescence, and planning children is not the main goal of a marriage. Parenthood became a project possible to happen after years of union. Establishing relationships with different partners has become

frequent, and marriage became a less critical transition in family cycle than before (Branden, 2000; Carter & McGoldrick, 2001).

The Factor “Church and community” also presented a new structure. The items “I will be a leader in my community” (items 9) and “I will do volunteer work in my community” (item 15) presented factor loadings lower than .30 and were removed from the subscale. This new structure of the instrument may be related to the plural meanings of the term “Community” (Schmidt, 2010; Silva & Simon, 2005). In Brazil, the conception of community is frequently associated with poorer environments. Intervention placed in low SES contexts use the term “community” to name these fragile environments (Elvas & Monis, 2010). Poorer settings lack of governmental investment and members of the neighborhood needs to find different strategies to deal with their difficulties, in a communitarian direction (Schmidt, 2010). The context of insecurity faced by these families leads them to find strategies to support each other, count on their broad family and neighbors as reference, and build a solidarity network (Bem & Wagner, 2006; Llanos, Orozco, & Garcia, 1999).

Differently, the items related to religiosity, namely “I will regularly go to mass or other religious services” (item 4), “I will participate in many church activities” (item 20), and “I will instill faith in my children or nieces and nephews” (item 24) were maintained in the Factor “Church and Community”. It is probably related to the fact that Brazil is a predominantly Catholic country (Cerqueira-Santos & Koller, 2009) and religiosity is present in low and high SES contexts, constituting part of people’s activities.

### **Conclusion**

Two main conclusions were drawn. First, a fragility related to the original structure of the instrument was observed. Factor three, originally called Marriage and family, and Factor five, originally called Children’s future, presented a new structure in Brazil. Items associated with “Family” migrated to “Children’s future”, and a new dimension, called “Children and family”, was created. The new dimension included only expectations associated with the process of building a family, instead of aspects related to love relationships. Consequently, the Factor named “Marriage” was directly associated with expectation of having a partner and getting married, excluding expectations regarding children and family. The current diversity of family structures (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009), and some couples’ option of not having children (Costa, 2007) was considered to maintain this new structure.

A Brazilian contextual influence was observed. The Factor Church and community's items "I will be a leader in my community" and "I will do volunteer work in my community" did not load significantly. It might be related to the fact that in Brazil the conception of community is frequently associated with poorer environments. Considering the sample was composed of LSES and HSES participants, it might be the case these two items did not correspond to all participants' reality. However, items related to religiosity were maintained in the Factor Church and Community, probably due to the fact Brazil is a predominantly Catholic country and thus religiosity may be present in low and high SES contexts.

## Chapter 4

### **Emerging Adulthood in Southern Brazilians: Adult Roles, Perceptions of Adulthood, Socioeconomic Status, and Sex**

The present study investigated the existence of the emerging adulthood (EA) phenomenon in a Southern Brazilian sample of young individuals from different socioeconomic status (SES). EA has been proposed as a new life span stage that occurs between adolescence and adulthood and is characterized by the extension of the transition to adulthood in current industrialized societies (Arnett, 2000, 2011).

Investigations of EA have been conducted in diverse countries, comparing cultures (Arnett, 2003; Badger et al., 2006; Seiter & Nelson, 2011); ethnicity (Arnett & Jensen, 2012; Barry & Nelson, 2005); and religiosity and acculturation (Arnett & Jensen, 2002; Barry, Nelson, Davarya, & Urry, 2010; Leonard & Scott-Jones, 2013). However, there are few studies considering the process of assuming adult roles and the perceptions of adulthood (Nelson, 2009). This study aimed to fill this gap by investigating the influence of assuming adult roles and the perceptions of adulthood in the transition to adulthood in a sample of Southern Brazilian individuals. The influences of SES and sex were considered.

The transition to adulthood was examined through the Inventory of the Dimensions of Emerging Adulthood (IDEA; Reifman et al., 2007). For this study, we used the factor structure obtained for the Brazilian sample (see Chapter II of the present dissertation).

Adult roles and perceptions of adulthood were investigated with the hypothesis that Brazilians who already assumed adult roles do not necessarily perceive themselves as *adults*. In this case, even though social markers (e.g., marriage, leaving parents' home, and financial independence) are present, the perception of reaching adulthood is not. In contrast, Brazilians who did not assume adult roles yet did not necessarily perceive themselves as *no adults*. In this case, social markers are not present, but the perception of reaching adulthood is. These dynamics may be associated with the fact that the transition to adulthood has become more complex, and despite getting older, individuals tend to extend their stay at their parents' home. It means that ageing and moving out from parental home do not necessarily lead individuals to perceive themselves as having reached adulthood. The dialogue among family members and young individuals' autonomy inside their parents' home has generated a new way of adult life structure and transition to adulthood (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009). In addition to the influences on assuming adult roles and the perceptions of adulthood, sex was included as a comparison variable considering possible differences in the process of transition to adulthood between females and males. SES was also

included, considering the dissimilar context of transition to adulthood of low and high SES individuals, which may generate differences between them.

## Method

### Sample

The sample included 547 Southern Brazilians; residents in Porto Alegre, Rio Grande do Sul State, between 18 and 29 years old ( $Md = 22$  years;  $IQR^{10} = 7$ ), 196 (35.8%) males, and 351 (64.2%) females, of low ( $n = 194$ , 35.5%) and high SES ( $n = 353$ , 64.5%).

To include young individuals from differing SES, different institutions were selected in the process of recruiting participants: (a) two technology courses; (b) three universities; (c) two courses focused on preparing students from low SES to the university entrance exam; and (d) two schools that work with young individuals and adults with limited or no previous education (e.g., people with writing and reading difficulties and with solving basic math problems). The study questionnaire and instruments were digitalized and applied by two methods: online (i.e., the participant was invited by e-mail to access an external website where the instruments were available) and in-person (i.e., the participant completed the instruments in a lab with one researcher present). In both cases, the instruments were self-administered.

### Instruments

**Brazilian Adolescence and Youth Questionnaire** (Second Version, Dell'Aglio et al., 2011; Appendix A), which contains 77 questions. The variables included were perceptions of adulthood (i.e., adult, in-between, no adult), sex, age, SES, children (i.e., having or not having children), marital and work status. They formed the group of independent variables (IVs).

**Inventory of Dimensions of Emerging Adulthood (IDEA, Reifman et al., 2007).** IDEA subscales formed the group of dependent variables (DVs). In its original version the IDEA contains 31 items evaluating EA on a four-point rating scale (1 = *Strongly Disagree* and 4 = *Strongly Agree*). For the Brazilian version of IDEA, two items were included (item 1, item 2). Considering the importance of evaluating the factorial structure of the measure in the Brazilian sample (see Chapter II for more details), an Exploratory Factor Analysis (EFA) was performed with the 33 self-report IDEA items (31 original plus the two Brazilian items). The six factors of the original measure (Reifman et al., 2007) were maintained in the Brazilian

---

<sup>10</sup> Interquartile range

sample. The items' loading presented some differences in each dimension, and items 10, 16, 21, and 33 were removed due to factor loadings lower than .30.

The new structure of IDEA in the Brazilian sample presented the following characteristics: 29 items divided into the following subscales (a) Identity Exploration (items 12, 24, 26, 27, and 28); (b) Experimentation/Possibilities (items 1, 2, 4); (c) Negativity/Instability (items 3, 6, 8, 9, 11, 17, and 20); (d) Self-Focused (items 5, 7, 13, 15, 19, 22, 23, and 25); (e) Feeling In-Between (items 29, 30, 31, and 32), and (f) Other-Focused (items 14, and 18). For all subscales, the higher scores represent the higher sum of the construct of EA. The original reliability scale (Cronbach's alpha) was 0.81. In Brazil, Cronbach's alpha coefficients for the six subscales ranged from .61 to .79. The full-scale Cronbach's alpha reliability was .80 (i.e., 29 items).

## **Results**

### **The process of developing comparison groups**

In 2009, an investigation named "An examination of emerging adulthood in Romanian college students" (Nelson, 2009) developed four groups of comparison built upon three variables: (1) "Do you think you reached adulthood?" (Yes/No/In-between), (2) "Do you have kids?" (Yes/No), and (3) "Are you married?" (Yes/No). Based on these questions, four groups of adulthood-status were formed: (a) Adults, including participants who answered "yes, I'm an adult", had kids, and were married; (b) Unprepared Adults, formed by participants who answered "no, I'm not an adult, had kids, and/or were married; (c) Self-perceived Adults, including participants who answered "yes, I'm an adult" and have not assumed any adult role yet (i.e., kids and marriage); and (d) Emerging Adults, formed by participants who answered "no, I'm not an adult" and have not assumed any adult role yet (i.e., kids and marriage).

As in the study by Nelson (2009), the present study was interested in investigating the process of assuming adult roles coupled with the perception of adulthood. However, some adjustments had to be made in the process of creating groups. The adult roles "having kids" (Yes/No) and "marriage" (Yes/No) were considered, and "work status" (Yes/No) was added as an adult role for two reasons. First, working is one of the paths in the process of reaching financial independence and has been shown to be an important marker of adulthood by young people in transition to adulthood (Arnett, 2000, 2011). Second, this study considers the process of starting a career path as an important influence on a young individuals' identity formation (Codo, 1992; Erikson, 1950; Jaques, 2003; Sarriera, Silva, Kabbas, & Lopes, 2001). Nelson's classification includes the Emerging Adults group participants who "did not



consider themselves as adults” and “did not assume any adult role”. The present study included a new comparison group named “Emerging Adults”, composed of participants who reported “feeling in-between” and who have either assumed an adult role or not assumed an adult role. The group classified by Nelson (2009) as Emerging Adults was replaced by another group named “No Adults/No Emerging Adults”. This group included participants who did not perceive themselves as adults or as being in-between, and who did not assume any adult role.

In this study, comparison groups were developed considering three adult roles (i.e. kids (Yes/No), marriage (Yes/No), and work status (Yes/No), and three levels of perception of adulthood (i.e., “I am an adult” (Yes/No), “I feel in between” (Yes/No), and “I am not an adult” (Yes/No).

Initially, five comparison groups were created:

1. Adults ( $N = 37$ ) included participants who answered, “yes, I’m an adult” and assumed at least two adult roles (kids, marriage and work);
2. Self-perceived Adults ( $N = 37$ ), formed by participants who answered, “yes, I’m an adult” and did not assume any adult role;
3. Emerging Adults ( $N = 311$ ), including participants who answered, “I feel In-between”, and either assumed or did not assume adult roles;
4. Unprepared Adults ( $N = 32$ ), formed by participants who answered, “no, I’m not an adult” and have assumed at least one adult role; and,
5. No Adults/No Emerging Adults ( $N = 51$ ), including participants who answered, “No, I’m not an adult” and did not assume any adult role.

A one-way analysis of variance (ANOVA) was performed to investigate whether there were differences on the mean scores of the IDEA subscales when comparing the five adulthood-status groups. The IDEA six subscales were the dependent variables: Identity Exploration (I.E.); Possibilities (Pos.); Negativity-Instability (N.I.); Self-Focused (S.F.); Feeling “In-Between” (I.B.); and, Other-Focused (O.F.), considering the factor structure in the Brazilian sample (see Chapter II). The independent variables were the five adult groups: (a) Adults; (b) Unprepared Adults; (c) Self-perceived Adults; (d) Emerging Adults; and (e) No Adults/No Emerging Adults.

Mean differences were found for the following IDEA subscales: Self-Focused,  $F(4, 463) = 5.38, p < .001, n^2 = .04$ ; Negativity/Instability,  $F(4, 463) = 3.80, p < .01, n^2 = .32$ ; In-Between,  $F(4, 463) = 14.3, p < .001, n^2 = .11$ , and Other-Focused,  $F(4, 463) = 6.60, p < .001$ ,

$n^2 = .05$ . No statistically significant differences among the adulthood-status groups were observed for the IDEA subscales Identity Exploration,  $F(4, 463) = .28, ns.$ , and Possibilities  $F(4, 463) = 1.47, ns.$

Adults and Self-Perceived Adults presented a similar tendency mean pattern. Adults ( $M = 3.43, SD = .39$ ) and Self-Perceived Adults ( $M = 3.43, SD = .37$ ) presented higher mean scores on the IDEA dimension of Self-Focused when compared to Unprepared Adults ( $M = 3.14, SD = .32$ ), and No Adults/No Emerging Adults ( $M = 3.16, SD = .38$ ). In the same direction, Adults ( $M = 2.79, SD = .56$ ) and Self-Perceived Adults ( $M = 2.74, SD = .64$ ) presented lower mean scores on the IDEA dimension of Negativity-Instability when compared to No Adults/No Emerging Adults ( $M = 3.12, SD = .52$ ). Adults ( $M = 2.60, SD = .94$ ) and Self-Perceived Adults ( $M = 2.78, SD = .83$ ) presented lower mean scores on the In-Between dimension in relation to Emerging Adults ( $M = 3.23, SD = .60$ ), Unprepared Adults ( $M = 3.48, SD = .43$ ), and No Adults/No Emerging Adults ( $M = 3.35, SD = .61$ ). Adults and Self-Perceived Adults only differed regarding the Other-Focused dimension with Adults ( $M = 3.31, SD = .65$ ) presenting higher mean scores than Self-Perceived Adults ( $M = 2.85, SD = .74$ ), Emerging Adults ( $M = 2.73, SD = .74$ ), and No Adults/No Emerging Adults ( $M = 2.54, SD = .90$ ) (See Table 1 for a complete description of results).

Adults and Self-Perceived Adults did not present the same tendency in the Other-Focused dimension. In this case, it is possible to consider that the influence of having assumed adult roles was stronger than the perception of reaching adulthood. The Other-Focused dimension results may be analyzed in two ways: (1) statistically significant differences in Other-focused mean scores, between Self-Perceived Adults and Adults groups, may be related to the fact although Self-perceived Adults perceive themselves as adults, they are not affected by the real demand of assuming adult roles, which may lead them to be less Other-focused; (2) the finding of no statistically significant differences in the Other-focused mean scores between the Unprepared Adults and Adults groups may be influenced by the fact that both Unprepared Adults and Adults assumed at least one adult role, a similarity between them.

No Adults/No Emerging Adults, Emerging Adults, and Unprepared Adults did not present statistically significant differences that indicated a clear similar mean pattern regarding the dimensions of Negativity/Instability and In-Between. However, these groups presented higher mean scores of Negativity/Instability and Felling In-Between in relation to Adults and Self-Perceived Adults. Similarities among No Adults/No Emerging Adults, Emerging Adults, and Unprepared Adults may be associated with the fact that participants

within these groups do not perceive themselves as being adults and may or may have assumed adult roles. Adults and Self-Perceived Adults tend to perceive themselves as being adults independently of having assumed adult roles.

Table 1.  
ANOVA Comparing Mean Scores (*M* [*SD* in parentheses]) of IDEA Dimensions among the Five Adult Groups

IDEA subscales	<i>Adults</i>	<i>Self-Perceived Adults</i>	<i>Emerging Adults</i>	<i>Unprepared Adults</i>	<i>No Adults/No Emerging Adults</i>	<i>F</i>	<i>df</i>
I.E.	3.27(0.73)	3.23(0.63)	3.32(0.62)	3.23(0.53)	3.34(0.59)	< 1	4, 463
Pos.	3.50(0.43)	3.32(0.62)	3.46(0.50)	3.40(0.52)	3.60(0.42)	< 1	4, 463
N.I.	2.79(0.56)	2.74(0.64)	2.97(0.53)	3.01(0.46)	3.12(0.52)	3.40*	4, 463
S.F.	3.44(0.39)	3.43(0.37)	3.29(0.38)	3.14(0.32)	3.16(0.38)	4.55**	4, 463
I.B.	2.60(0.94)	2.78(0.85)	3.26(0.60)	3.48(0.43)	3.35(0.60)	13.14**	4, 463
O.F.	3.31(0.65)	2.85(0.74)	2.74(0.74)	2.97(0.79)	2.55(0.90)	5.79**	4, 463

Notes: I.E. = Identity Exploration, Pos. = Possibilities, Neg. = Negativity-instability, Self. = Self-focused, I.B. = In-between, Oth. = Other-focused. Scale ranges from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*).

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

The described similar mean patterns among groups may indicate that the perception of adulthood has a stronger effect on the transition to adulthood than having assumed adult roles. The five initial adulthood-status groups were aggregated differently based on the participants' perception of adulthood. The adult group factor was formed according to three levels: (1) Adults and Self-Perceived Adults were combined into *Adults*, (2) Unprepared Adults and No Adults/No Emerging Adult did not present a clear similar mean pattern such as Adults and Self-Perceived Adults. However, for methodological reasons and considering the subsequent statistical analysis, those two groups were also merged, becoming *No Adults*; (3) *Emerging Adults* kept its original structure. In addition to the adult group factor, sex (male/female) and socioeconomic status (SES, high and low) were added as comparison variables.

### **MANCOVA: Differences among Adulthood-status groups, SES, and Sex in IDEA Dimensions**

To explore the differences between the comparison groups in the IDEA dimensions, a multivariate analysis of covariance (MANCOVA) was conducted in which Adulthood-status group (Adults, Emerging Adults, and No Adults), SES (low and high), and Sex (female and male) were the independent variables, age was the covariate, and the dependent variables were the six IDEA dimensions: Identity exploration (I.E.); Possibilities (Pos.); Negativity-instability (N.I.); Self-focused (S.F.); Feeling "In-between"(I.B.); and, Other-focused (O.F.)

Correlations between age and IDEA subscales were verified. Age was positively correlated with the IDEA subscale Self-Focused ( $r = .17, p < .001, n = 542$ ); with the IDEA subscale Other-Focused ( $r = .12, p < .05, n = 542$ ); and negatively correlated with the IDEA subscale, Feeling In-Between ( $r = -.22, p < .001, n = 542$ ). Considering those correlations between age and the dependent variables, age was included as a covariate on the subsequent analysis to control for its effects.

A statistically significant Box's  $M$  test ( $p < .001$ ) indicated unequal variance-covariance matrices of the DVs across levels of IVs. It was necessary to use Pillai's trace in assessing the multivariate effect. Bartlett's test of sphericity was  $p < .05$ . Age effects were statistically significant, using Pillai's trace = .05,  $F(6,447) = 4.08, p < .001, n^2 = .05$ , indicating that the influence of age was controlled in the subsequent analysis. Three main effects were identified: (1) Adulthood-status groups, Pillai's trace = .14,  $F(12, 896) = 5.54, p < .001, n^2 = .07$ ; (2) SES, Pillai's trace = .03,  $F(6,447) = 2.35, p < .005, n^2 = .03$ ; and (3) Sex, Pillai's trace = .03,  $F(6,447) = 2.35, p < .05, n^2 = .03$ .

Two significant interactions were observed: (1) Adulthood-status group x SES interaction, Pillai's Trace = .07,  $F(12, 896) = 2.59, p < .01, n^2 = .03$ ; and (2) Adulthood-status group x SES x Sex, Pillai's Trace = .06,  $F(12, 896) = 2.16, p < .01, n^2 = .03$ . There were no statistically significant group interactions between Sex and Adulthood-status groups, Pillai's Trace = .31,  $F(12, 896) = 1.17, ns., n^2 = .015$ ; and Sex and SES, Pillai's Trace = .016,  $F(6, 447) = 1.25, ns., n^2 = .02$ .

The Levene's Test of Equality of Error Variances, which tests for homogeneity of variance violations for each dependent measure, revealed heterogeneity (unequal) variances among the dependent variables In-Between and Possibilities. This finding was not entirely surprising because the Box's  $M$  test also indicated heterogeneity (of the variance-covariance matrices) among the combined dependent variable. The Tamhane's  $T_2$  post-hoc test was used in the subsequent analysis and is appropriate when the variance among groups shows a high degree of heterogeneity (Meyers, Gamst, & Guarino, 2006). First, the three main effects identified will be described. Second, the interactions will be presented.

## Main Effects

### Adulthood-status group

The results revealed a significant difference between the Adulthood-status group (Pillai's trace = .14,  $F(12, 896) = 5.54, p < .001, n^2 = .07$ ) for the IDEA subscales Negativity-Instability  $F(2,452) = 12.865, p < .0001, n^2 = .054$ ; Self-Focused  $F(2,452) = 3.482, p < .05, n^2$

=.015; and In-Between  $F(2,452) = 19.402, p < .0001, n^2 = .079$ . The Tamhane's T2 post-hoc test was used. The examination of means showed that No Adults ( $M = 3.08, SD = .49$ ) and Emerging Adults ( $M = 2.97, SD = .53$ ) presented higher mean scores of Negativity-Instability ( $M = 2.76, SD = .60$ ) than did Adults ( $M = 2.76, SD = .60$ ). The examination of means scores showed that No Adults ( $M = 3.40, SD = .54$ ) and Emerging Adults ( $M = 3.25, SD = .60$ ) presented higher means scores on the In-Between subscale than did Adults ( $M = 2.69, SD = .89$ ). Higher means on the Self-Focused subscale were observed among Adults ( $M = 3.43, SD = .38$ ) when compared to No Adults ( $M = 3.15, SD = .36$ ) and Emerging Adults ( $M = 3.28, SD = .38$ ) (See Table 2 for a complete description of results).

Table 2.

*ANOVA Comparing Mean Scores (Mean [SD in parentheses]) of IDEA Dimensions among the Three Adulthood-Status Groups*

IDEA subscales	Adults ( $N = 74$ )	Emerging adults ( $N = 311$ )	No adults ( $N = 83$ )	$F$	$df$
I.E.	3.25(0.67)	3.32(0.62)	3.32(0.56)	< 1	2, 465
Pos.	3.40(0.54)	3.46(0.50)	3.53(0.47)	< 1	2, 465
N.I.	2.76(0.60)	2.97(0.53)	3.08(0.49)	7.18***	2, 465
S.F.	3.43(0.38)	3.28(0.38)	3.15(0.36)	10.76***	2, 465
I.B.	2.69(0.89)	3.26(0.60)	3.40(0.54)	27.5***	2, 465
O.F.	3.08(0.73)	2.73(0.74)	2.71(0.88)	< 1	2, 465

*Notes:* I.E. = Identity Exploration, Pos. = Possibilities, Neg. = Negativity-instability, Self. = Self-focused, I.B. = In-between, Oth. = Other-focused. Scale ranges from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*).

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

## SES

Results indicated a significant main effect for SES (Pillai's trace = .03,  $F(6,447) = 2.35, p < .005, n^2 = .03$ ). This main effect referred to the IDEA subscale Possibilities  $F(1, 452) = 7.636, p < .001, n^2 = .017$ . Subsequent Paired  $t$ -tests revealed that the HSES group presented higher means of Possibilities ( $M = 3.49, SD = .47$ ) than did the LSES group ( $M = 3.39, SD = .53$ ),  $t(545) = -2.04, p = .042, d = .14$ .

Table 3.  
*Student t Test Comparing Mean Scores (Mean [SD in parentheses]) of IDEA Dimensions between SES Groups*

IDEA subscales	<i>LSES</i>	<i>HSES</i>	<i>t</i>	<i>df</i>
I.E.	3.30(0.65)	3.28(0.61)	< 1	545
Pos.	3.40(0.53)	3.49(0.48)	-2.11**	545
N.I.	2.93(0.55)	2.95(0.53)	< 1	545
S.F.	3.34(0.43)	3.27(0.36)	< 1	545
I.B.	3.09(0.73)	3.18(0.70)	< 1	545
O.F.	2.84(0.83)	2.79(0.74)	< 1	545

Notes: I.E. = Identity Exploration, Pos. = Possibilities, Neg. = Negativity-instability, Self. = Self-focused, I.B. = In-between, Oth. = Other-focused. Scale ranges from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*).

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

### Sex

The results indicated a significant main effect for Sex (Pillai's trace = .03,  $F(6,447) = 2.35$ ,  $p < .05$ ,  $n^2 = .03$ ). This main effect referred to the IDEA subscales Identity Exploration,  $F(1,452) = 9.628$ ,  $p < .05$ ,  $n^2 = .021$  and Negativity-Instability  $F(1,452) = 4.396$ ,  $p < .01$ ,  $n^2 = .010$ . The paired *t*-tests revealed that women presented higher mean scores of Identity Exploration ( $M = 3.38$ ,  $SD = .59$ ) than did men ( $M = 3.125$ ,  $SD = .65$ ),  $t(545) = -4.96$ ,  $p = .0001$ ,  $d = 0.42$ . The same pattern was found for Negativity-Instability, with women presenting higher mean scores ( $M = 2.972$ ,  $SD = .51$ ) than men ( $M = 2.819$ ,  $SD = .56$ ),  $t(545) = -2.64$ ,  $p = .01$ ,  $d = .20$ .

Table 4.  
*Student t Test Comparing Mean Scores (Mean [SD in parentheses]) of IDEA Dimensions between Sex Groups*

IDEA subscales	<i>Male</i>	<i>Female</i>	<i>t</i>	<i>df</i>
I.E.	3.12 (0.65)	3.39(0.62)	-4.96***	545
Pos.	3.39 (0.55)	3.49(0.46)	< 1	545
N.I.	2.87(0.56)	2.99(0.52)	-2.64*.	545
S.F.	3.25(0.40)	3.32(0.38)	< 1	545
I.B.	3.08(0.70)	3.19(0.71)	< 1	545
O.F.	2.76(0.73)	2.83(0.79)	< 1	545

Notes: I.E. = Identity Exploration, Pos. = Possibilities, Neg. = Negativity-instability, Self. = Self-focused, I.B. = In-between, Oth. = Other-focused. Scale ranges from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*).

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

## Interactions

The main effect of Adulthood-status groups was further qualified by two significant interactions:

### Adulthood-status group x SES

The interaction between Adulthood-status group and SES (*Pillais Trace* = .07,  $F(12, 896) = 2.59$ ,  $p < .01$ ,  $n^2 = .03$ ) was significant in the IDEA dimension Other-Focused  $F(2, 452) = 4.63$ ,  $p < .05$ ,  $n^2 = .020$ . The differences were observed within the No adults groups, where paired *t*-tests revealed that the means of Other-focused was higher in the LSES group ( $M = 3.08$ ,  $SD = .89$ ) in relation to the HSES group ( $M = 2.61$ ,  $SD = .85$ ),  $t(466) = 2.07$ ,  $p < .001$ ,  $d = -.27$  (see Figure 1).

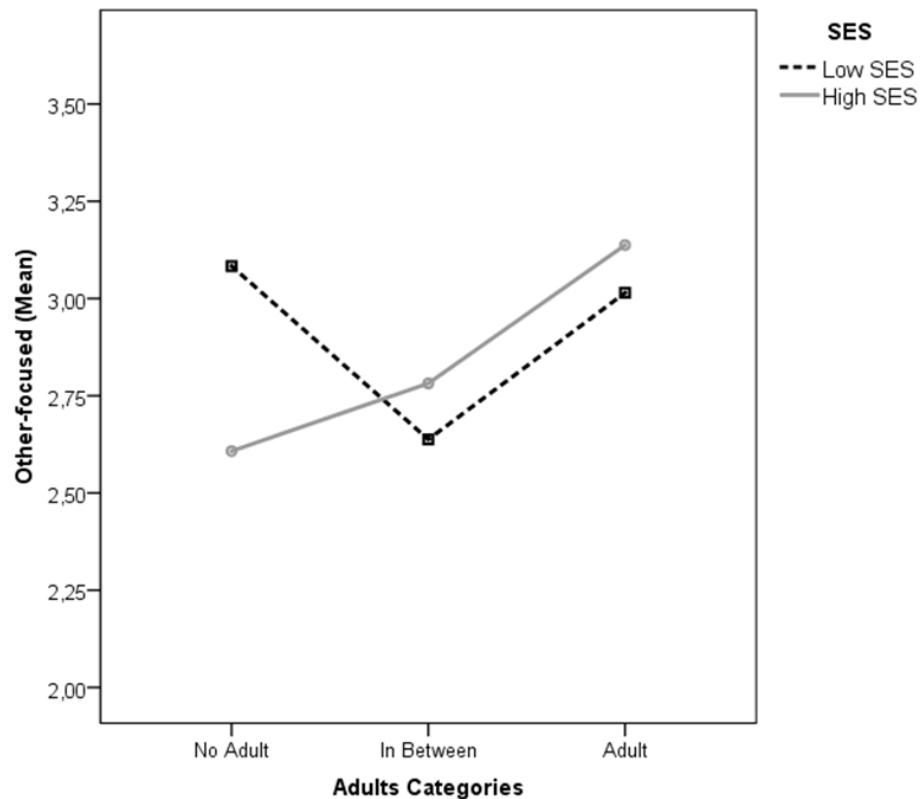


Figure 1. Two-way interaction adulthood-status group x SES in the Other-focused dimension

### Adulthood-status groups x SES x Sex

The three-way interaction of Adulthood-status groups x SES x Sex *Pillais Trace* = .06,  $F(12, 896) = 2.16$ ,  $p < .01$ ,  $n^2 = .03$ ) was significant for the IDEA dimensions Negativity-

instability  $F(2, 452) = 6.28, p < .01, n^2 = .027$ , In-between  $F(2, 452) = 4.31, p < .05, n^2 = .019$ , and Other-focused  $F(2, 452) = 3.05, p < .05, n^2 = .013$ .

Paired  $t$ -tests revealed that, within the Adults group, HSES men presented higher mean scores of Negativity-instability ( $M = 2.83, SD = .42$ ) than LSES men ( $M = 2.00, SD = .55$ ),  $t(18) = -3.82, p < .01, d = -1.72$ . The paired  $t$ -tests revealed that, within the Adults group, the mean scores of In-Between were higher for LSES women ( $M = 3.04, SD = .74$ ) in relationship to the HSES women ( $M = 2.46, SD = .99$ ),  $t(52) = 2.41, p < .05, d = 0.67$ . The paired  $t$ -tests revealed that, within the Adults group, the Other-focused dimension mean scores were higher for HSES men ( $M = 3.15, SD = .62$ ) than for LSES men ( $M = 2.21, SD = .95$ ),  $t(18) = -1.78, p = .091, d = 1.20$  (see Figure 2).



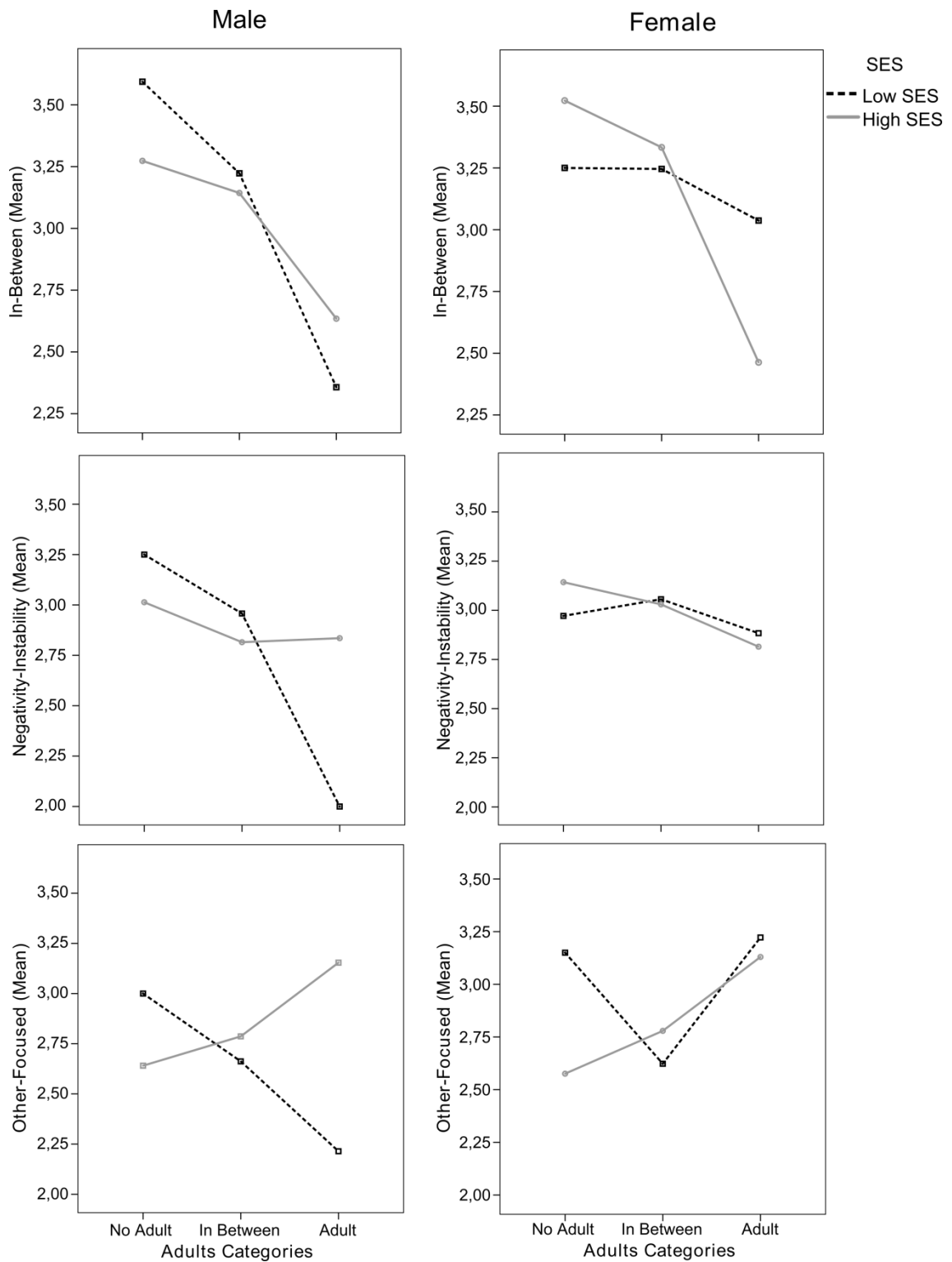


Figure 2. Three-way interaction Adulthood-status group x SES x Sex in the dimensions Negativity-instability, In-between, and Other-focused.

## Discussion

This study investigated the influence of assuming adult roles and the perceptions of adulthood in the transition to adulthood in a sample of Southern Brazilians. SES and Sex influences were also considered.

In the process of creating groups of comparison (see Table 1), similar mean patterns in IDEA dimensions between Self-perceived and Adults was identified. Within these groups participants perceived themselves as adults, and assumed or not adult roles. Unprepared Adults, Emerging Adults, and No Adults/No emerging adults also presented a similar mean pattern. Within these groups participants did not perceived themselves as adults, and assumed or not adult roles. This result may indicate that the perception of adulthood had a stronger effect on IDEA dimensions than does actually assuming adult roles.

Comparisons among the Adulthood-status group showed that No Adults and Emerging Adults presented higher means scores of Negativity-Instability and Feeling In-between (see Table 2). These results may indicate that the feeling of "no perception of adulthood" of the participants in these groups causes them to be more likely to experience EA because they presented higher mean scores on two dimensions that characterize the phenomenon (Arnett, 2000, 2004, 2011). Negativity-instability and Feeling in-between have been associated with the challenges young individuals face when in transition to adulthood because they face instability in diverse areas. Particularly in Brazil, education and work are fragile fields for young individuals. While transitioning to adulthood, they are required to make learning and professional choices they are not prepared for, considering the lack of educational and professional training (Câmara et al., 2004; Lopes, 2012).

Young individuals can choose many paths before they assume the long-term commitments of adulthood, which may generate high expectations in relationship to his or her future. Currently individuals are forced to play more active and managing roles in the organization of their lives (Demuth & Keller, 2011). In the U.S., work and educational choices are identity-based, considering an emerging adult's wish to find a job that matches his or her identity and is not merely a way to make money. Their expectations do not always become real, which possibly increases their feelings of instability, negativity, and frustration (Arnett, 2006). These aspects may increase feelings of instability and negativity among No Adults and Emerging Adults.

The higher mean scores on Feeling in-between presented by No Adults and Emerging Adults (see Table 2) may be affected by the extension of the transition to adulthood, which is associated with contextual demands for higher educational and professional levels and less

encouragement by parents for their children to leave home (Borges & Magalhães, 2009; Henriques et al., 2004; Vieira & Rava, 2010; Zordan et al., 2009). Young individuals are seeking their independence and assuming adult roles. However, they live with their parents, follow family rules, and enjoy a level of autonomy inside the home never observed in previous decades (Vaitsman, 1997).

The Adults group presented higher means scores for Self-focused (see Table 2). In this group, participants perceived themselves as adults, and assumed or not adult roles. Originally, the EA theory proposes that young people who is closer to adulthood would be more “Other-focused” (Reifman et al., 2007) and not Self-focused because Other-focused configures an opposite dimension to the major five EA features that are associated with commitment to others (e.g., children, family, work). This result revealed that, in Brazil, young individuals who perceive themselves as adults, assuming or not adult roles, are more Self-focused. However, the Self-focused dimension may be associated with commitments to others, meaning the person can be self-focused on his/her professional career in consideration of a personal future goal of having a family and stable job (Arnett, 2004).

This result may be associated with the fact that young individuals are reaching adulthood at the parental home (Camarano et al., 2004). In the case of HSES individuals, they are Self-focused on reaching their personal goals, which are commonly related to building a successful professional career. They may be interested in experimenting with diverse experiences in love, work, education, and travel (Arnett, 2011). Some of them have the financial resources to build their own lives, but they would rather live with their parents (Henriques et al., 2004).

Regarding SES, the HSES group presented higher means scores for Possibilities (see Table 3), a dimension composed of three items “time of exploration”, “time of possibilities”, and “time experimentation” (see Chapter II for more details). This result may reflect they are more likely to live a period of exploration of diverse fields (e.g., work, love, education, travel; Arnett, 2011; Galambos & Martínez, 2007; Henriques et al., 2004) than the LSES group. They depend on family and institutional support during a time period that constitutes an extended moratorium period of identity exploration (Demuth & Keller, 2011). A study developed in Portugal with 426 students from low, medium, and high SES, between the 9th and 12th grades, reinforced this idea. Individuals from medium SES presented a stronger tendency for exploratory behavior in relationship to vocational choices inside the family. LSES individuals were less exploratory because they were required to work early and had fewer opportunities for professional choices (Gonçalves, 1997). It is likely that LSES

individuals presented lower mean scores on Possibilities considering they are less likely to have a period of trying out new experiences in work and education because they are required to assume adult responsibilities earlier (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996).

Concerning Sex, females presented higher mean scores of Negativity-instability and Identity exploration (see Table 4). Gender influences may explain this result. Regarding Negativity-instability, women have a higher tendency to present depressive symptoms compared to men (Lopez et al., 2011; Santos & Kassouf, 2007). In a Brazilian study based on the 2003 Brazilian Household Survey (PNAD, with a total sample size of 158.098 individuals (52.8% women; 47.2% men), of the subjects who presented with depression, approximately 75.4% were women and 24.6% were men (Santos & Kassouf, 2007).

Contextual aspects most likely increase the rates of depression in women. They face problems of joining professions and competing with men in the job market. They seem to be at a disadvantage in salary levels, despite their higher educational levels (Ikeda, 2000; PNAD, 2011). A Brazilian investigation revealed that in different sectors (e.g., industry, trade, and public administration), woman presented higher educational levels when compared to men, but their salaries were inferior (Ikeda, 2000). The Brazilian Households Survey (PNAD, 2011) revealed that, proportionally, a woman received 70.4% of a man's monthly income, despite the higher educational level reached by women. Among all age groups, except for individuals above 60, the average years of study was higher among women, especially in the group between 20 and 24 years (9.8 years). In this group, the average for women was 10.2 years and the average for men was 9.3 years (PNAD, 2011).

Women presented higher mean scores of Identity exploration (See Table 4). The Identity exploration dimension was associated with psychological self-exploration, such as “Finding out who you are”, “Defining yourself”, “Seeking a sense of meaning”, “Deciding on your own beliefs and values”, and “Learning to think for yourself” (see Chapter II for more details). Culturally, women are more encouraged to explore and express feelings than men. Although men can be as emotionally affectionate and sensitive as women, girls tend to establish more intimate friendships and be more relational-oriented (Way, 2011). The opportunity of expressing their feeling and sharing with people of reference may lead women to be more aware of their thoughts and behavior, while men feel fewer opportunities to explore those dimensions. Young men who are emotionally expressive are potentially victims of teasing among male friends and colleagues (Way, 2011).

Another aspect to consider is that, as opposed to decades ago, women have the opportunity to choose life paths beyond marriage and having children, which may lead them to be more aware of and loyal to their own beliefs and values (Zulato-Barbosa & Rocha-Coutinho, 2012). This trend of presenting higher mean scores of Identity exploration may be associated to a stronger pressure on women concerning their body appearance. The magazines that focus on the female population contain recipes for healthy diets, exercises for keeping a good body shape, beauty products to maintain an attractive appearance (skin, hair, makeup, etc.), and advice of how to be appealing to men (Arnett, 2010c; Ballentine & Ogle, 2005; Massoni, 2004). In this case, their Identity exploration would express their efforts to attain gender expectations of women communicated by the media.

Regarding the interaction Adulthood-status group and SES, statistically significant differences were observed specifically within the No Adults group, where mean scores of Other-focused were higher in the LSES group as compared to the HSES group (see Figure 1). This result may be affected by two aspects. First, LSES individuals are assuming adult roles they may not be psychologically prepared for, and that is expressed in the fact that they do not recognize themselves as adults (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996). Second, the commitment to others, a characteristic of the Other-focused dimension, was not necessarily associated with gradually approaching adulthood (Reifman et al., 2007), but to dependency on family, economically and/or emotionally. LSES individuals commonly cohabit with relatives (e.g., parents, grandparents, siblings, and cousins) who financially depend on each other. LSES individuals would also stay longer in the parental home for lack of the economic resources and social requirements to face the job market, especially regarding education (Aquino et al., 2003; Bem & Wagner, 2006; Lima & Minayo-Gomes, 2003). LSES individuals are more likely to be distant from social expectations towards investment in education and professional career (Henriques et al., 2004; Zulato-Barbosa & Rocha-Coutinho, 2012), social discourses may lead them to feel they did not reach adulthood.

The interaction Adulthood-status groups, SES, and Sex indicated that, within the Adults group, the women from LSES presented higher mean scores of In-Between in comparison to HSES women (see Figure 2). In this case, participants perceived themselves as adults. This result may be associated to their tendency to assume adult roles they were not prepared for (e.g., having children, marriage, and work; Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996). Regarding adolescence pregnancy a study of 4.634 participants in three Brazilian cities

(Salvador, Rio de Janeiro, and Porto Alegre) revealed that adolescent pregnancy varied inversely to educational level and SES. The educational path of women was more negatively affected by early pregnancy than that of men. Among female adolescents who had children before 20 years of age, 25.0% interrupted studies temporally or definitively (17.3%), although more than 42.1% was already out of school (Aquino et al., 2003). The educational path was damaged, and their chances to have an acceptable job position decreased. Their choices were relatively far from the current social expectations towards investment in education and professional career by women (Zulato-Barbosa & Rocha-Coutinho, 2012), social discourses that likely affect women from LSES.

The interaction Adulthood-status groups, SES, and Sex showed that, within the Adults group, the HSES men presented higher mean scores of Other-focused in relation to the LSES men (see Figure 2). Based upon the idea that high scores of Other-focused are associated with commitments to others (Reifman et al., 2007), this result may reveal that HSES men live a gradual transition to adulthood. Primarily, they count on family and institutional support and are allowed to have a period of exploring diverse experiences in love, education, and work (Arnett, 2011; Demuth & Keller, 2011; Galambos & Martínez, 2007; Henriques et al., 2004). They are affected by higher social expectations in relation to work and education and pressured by the social demands of becoming a household and a family provider (Santos & Kassouf, 2007). These findings may explain why, in the interaction Adulthood-status groups, SES, and Sex, within the Adults group, HSES men presented higher mean scores of Negativity-instability in relation to the LSES men (see Figure 2).

The LSES men transition to adulthood may be more abrupt, primarily because of their tendency to assume adult roles earlier (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996). HSES men, whose transition to adulthood is gradual, are more likely than LSES men to complete college and start a stable professional career. Without professional credentials, LSES men are unable to sustain a family, which may block their Other-focused orientation. Studies showed that in LSES settings, women tend to be the head of the households because the percentage of fathers working is low (Amazonas, Damasceno, Terto, & Silva, 2003; Oliveira & Bastos, 2000; Bem & Wagner, 2006). Commonly, women become the head of a household when facing problems with their partners, such as substance addiction problems and unemployment (Santos & Kassouf, 2007). These situations may reflect cases of fragile commitments to others inside the family, which are affected by precarious LSES contexts.

## Conclusion

The perception of adulthood had a stronger effect on IDEA dimensions than does actually assuming adult roles. It was identified in the process of creating groups of comparison. Adults and Self-perceived adults groups presented a similar mean pattern. The No adults/No emerging adults, Emerging Adults, and Unprepared Adults also presented a similar mean pattern.

IDEA mean scores presented statistically significant differences considering the Adulthood-status groups. The Non-adults and the Emerging adults groups may experience the EA. They presented higher mean scores of Negativity-instability and Feeling in-between compared to the Adults group, dimensions associated to the EA experience (Arnett, 2000, 2004, 2011).

The Adults group presented higher mean scores of Self-focused. Originally, the dimension Self-focused is related to fewest role obligations and high scope for young individuals to decide on their own (Arnett, 2000, 2004, 2011), characteristics associated with EA. Nevertheless, in the Brazilian context, Self-focused may be related to pursuing personal plans, regarding work, education, and family. Participants would be Self-focused in their future commitments, moving forward to adulthood, in a process of building a foundation for their adult lives (Arnett, 2004).

Individuals from low and high SES may present dissimilar paths in direction to adulthood. The first group presented lower mean scores of Possibilities compared to the HSES group, a dimension associated with exploring diverse experiences (e.g., in love and work). The LSES group presents a trend of assuming adult responsibilities earlier, what probably blocks their opportunity of exploring diverse fields (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996). HSES individuals experience an extended moratorium of identity exploration, counting on institutional and family support (Arnett, 2011; Galambos & Martínez, 2007; Henriques et al., 2004).

Females' higher levels of mean scores of Negativity-instability and Identity Exploration may reflect gender influences. They face problems of joining professions and competing with men in the job market. They seem to be at a disadvantage in salary levels, despite their higher educational levels (Ikeda, 2000; PNAD, 2011). These aspects may increase their feelings of Negativity-instability.

Females' higher levels of Identity exploration, dimension associated with psychological self-exploration, may reflect that (a) culturally, women are more encouraged to

explore and express feelings than men; (b) women have the opportunity to choose life paths beyond marriage and having children, what lead them to be more aware of and loyal to their own beliefs and values (Zulato-Barbosa & Rocha-Coutinho, 2012); (c) women face a stronger pressure concerning body appearance (Arnett, 2010c; Ballentine & Ogle, 2005; Massoni, 2004). In this case, their Identity exploration would express their efforts to attain gender expectations of women communicated by the media.

Interactions effects between Adulthood-status groups, SES, and Sex showed that the LSES group may be affected by the fact they are more likely to be distant of social expectations of reaching higher educational and professional levels. Attaining professional success is associated with becoming an adult (Henriques et al., 2004; Romanelli, 1998). Within the Non-adults group, LSES individuals presented higher mean scores of Other-focused compared to HSES individuals. Although they were more Other-focused, a dimension associated with reaching adulthood, they did not perceive themselves as adults. Within the Adults group, LSES women presented higher mean scores of Feeling in-between. Despite the fact they perceived themselves as adults, they presented higher mean scores of Feeling in-between, a dimension associated with the EA's subjective sentiment of ambivalence. These interactions may reflect the LSES group contradictory feelings in their transition to adulthood. They are more likely to be required to assume adult responsibilities earlier than HSES individuals (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996), what may impair their educational path, leading them to be distant of social expectations of attaining higher educational and professional levels.

Interactions effects between Adulthood-status groups, SES, and Sex indicated that HSES men may be affected by higher social expectations in relation to work and education. They are pressured by the social demands of becoming a household and a family provider (Santos & Kassouf, 2007). Within the Adults group, HSES individuals presented higher mean scores of Negativity-instability and Other-focused. They may be more expected to reach high levels of professional training than LSES individuals, considering their families supported them to attain higher educational and professional levels. They may feel pressured, what increases their Negativity-instability feelings. HSES men higher scores of Other-focused may reflect they experience a gradual transition to adulthood. They are more likely to have better professional qualifications and start a qualified career, what skills them to become a household and a family provider, what may increase their Other-focused.



## Chapter 5

### **A Model of Prediction of Emerging Adulthood in Brazil: Social and Subjective Markers Moderated by Socioeconomic Status, Age, and Sex**

The present study proposed a model of prediction of emerging adulthood (EA) in Brazil (see Figure 1). Adult roles were considered as social markers of the transition to adulthood. Future expectations and perceptions of adulthood were taken as subjective markers of the transition to adulthood. It was hypothesized that the influences of those variables would be moderated by contextual (e.g., socioeconomic status; SES), developmental (e.g., age), and individual characteristics (e.g., sex).

Adulthood is related to “role transitions”, including marriage, finishing education, working, and parenthood (Goldscheider & Goldscheider, 1994). Assuming these role transitions are social markers associated with adulthood. In Brazil, marriage, moving out of parents’ home, and parenthood are the prevalent factors that constitute the transition to adulthood. There is not a consensus about which event demarks this transition (Camarano, 2006). The present study investigated six adult roles as role transitions: work status, concluding college, helping with the family income, moving out of parents’ home, having children, and marriage<sup>11</sup>. It was hypothesized that assuming adult roles would decrease mean scores on the Inventory of Emerging Adulthood (IDEA, Reifman et al., 2007) dimensions, with exception for the dimension Other-Focused. Other-focused is considered a counterpart of the five features of EA, associated with responsibility for others, and commitment to others (Reifman et al., 2007).

Work status was added because a labor activity is one of the paths in the process of reaching financial independence and autonomy (Arnett, 2000; Arnett, 2011). A professional identity is an important part of identity formation, source of social recognition and self-esteem (Camarano, 2006; Codo, 1992; Erikson, 1950; Jacques, 2003),

Concluding college was included due to the fact that finishing a graduation increases the chances of getting a secure professional position at the job market (e.g., a protected setting and a decent salary; Amazarray, Dutra-Thomé, & Seibel, *in press*). Parents in medium and high SES families support their children’s educational and professional training as a priority. In a study developed with medium SES families from Ribeirão Preto (São Paulo state, Brazil), parents described their children’s education as their main concern. They planned to make a financial investment in private high schools or to choose the best public schools, in order to increase the chances of their children to reach college (Romanelli, 1998). Educational and

---

<sup>11</sup> “Marriage” included couples who cohabit.

work activities were important topics of discussion between parents and children, differently from decades ago, when freedom and sex were the main themes of debate (Henriques, et al., 2004; Romanelli, 1998).

Helping with the family income was considered an adult role. Although some young individuals do not have complete financial independence, they may assist in family income. Parents may be responsible for the greatest amount on family income, but children are providing some financial contribution coming from their own earnings (Camarano, 2006; Romanelli, 1998). The possibility of providing some monetary support might be a source of autonomy for them (Amazarray, Dutra-Thomé, Souza, Poletto, & Koller, 2009).

Moving out of parents' home is an important mark for reaching independence and autonomy. In Brazil during the 80's, moving out of parental house was associated with getting married, mainly among women (Camarano, 2006). However, leaving parents' home is currently associated with plural paths, such as investment in education, experiences abroad, and cohabiting with a love partner and friends (Arnett, 2000). In Brazil, there is a tendency for young individuals to stay longer at their parents' house (Féres-Carneiro et al., 2004; Veiga, 1998). There is a social demand for higher education, and individuals are struggling to find a job. Consequently, they cohabit with their parents for longer periods, while maintaining their autonomy inside home (Borges & Magalhães, 2009; Camarano et al., 2004; Netto Fleury, 2007). Probably, moving out of parental home is not such a strong adulthood social marker as it was decades ago (Vieira & Rava, 2010).

Marriage has been the major event that marks the transition to adulthood, especially in traditional cultures, which are firmly grounded in a relatively stable cultural tradition (Arnett, 2001; Camarano, 2006). In Brazil, during the 80's, women used to move out of parents' home to get married and become wives. Currently they take longer to move out of parental home. They are extending their investment in higher education, postponing marriage, and parenthood (Camarano, 2006).

Having children is a social marker related to adulthood (Camarano, 2006). Individuals who become parents are expected to contribute and respond for raising a child. Young individuals who become parents in adolescence assume other adult roles earlier (e.g., marriage and working), and describe this experience as an adulthood marker (Aquino et al., 2003; Arnett, 1998, 2000).

In addition to adult roles, the influence of future expectations and perceptions of adulthood were included in the model as subjective markers that may affect the transition to adulthood. Future expectations are relevant because what young individuals' expect from the

future will affect their motivation to pursue their goals (Catalano et al., 2004; Seginer, 2000). EA has been described as a time of optimism in relation to the future (Arnett, 2007). Therefore, it was hypothesized that higher mean scores on the five dimensions of the Future Expectation Scale for Adolescents (FESA, McWhirter & McWhirter, 2008), namely Work and Education, Church, Marriage, Health, and Children and Family, would predict higher mean scores of IDEA dimensions (Reifman et al., 2007). The perception of adulthood was incorporated in the model, understanding that individuals who perceive themselves as No Adults or as In-Between are assumed to be more likely to experience EA.

It was hypothesized that social and subjective markers would be moderated by SES, age, and sex. Regarding SES, EA is more likely to be present among young individuals from medium and high SES (Arnett, 2011; Galambos & Martínez, 2007; Henriques et al., 2004). Economic inequalities in Brazil may affect young individuals' transition to adulthood.

Concerning age, expanding research to the study of younger and older groups is important to identify when results are more associated to general developmental trends of late adolescence or adulthood (Arias & Hernandez, 2007). Arias and Hernandez (2007) investigation about EA found that 16- to 17-year-olds presented higher levels of instability and lower levels of autonomy in relation to older participants.

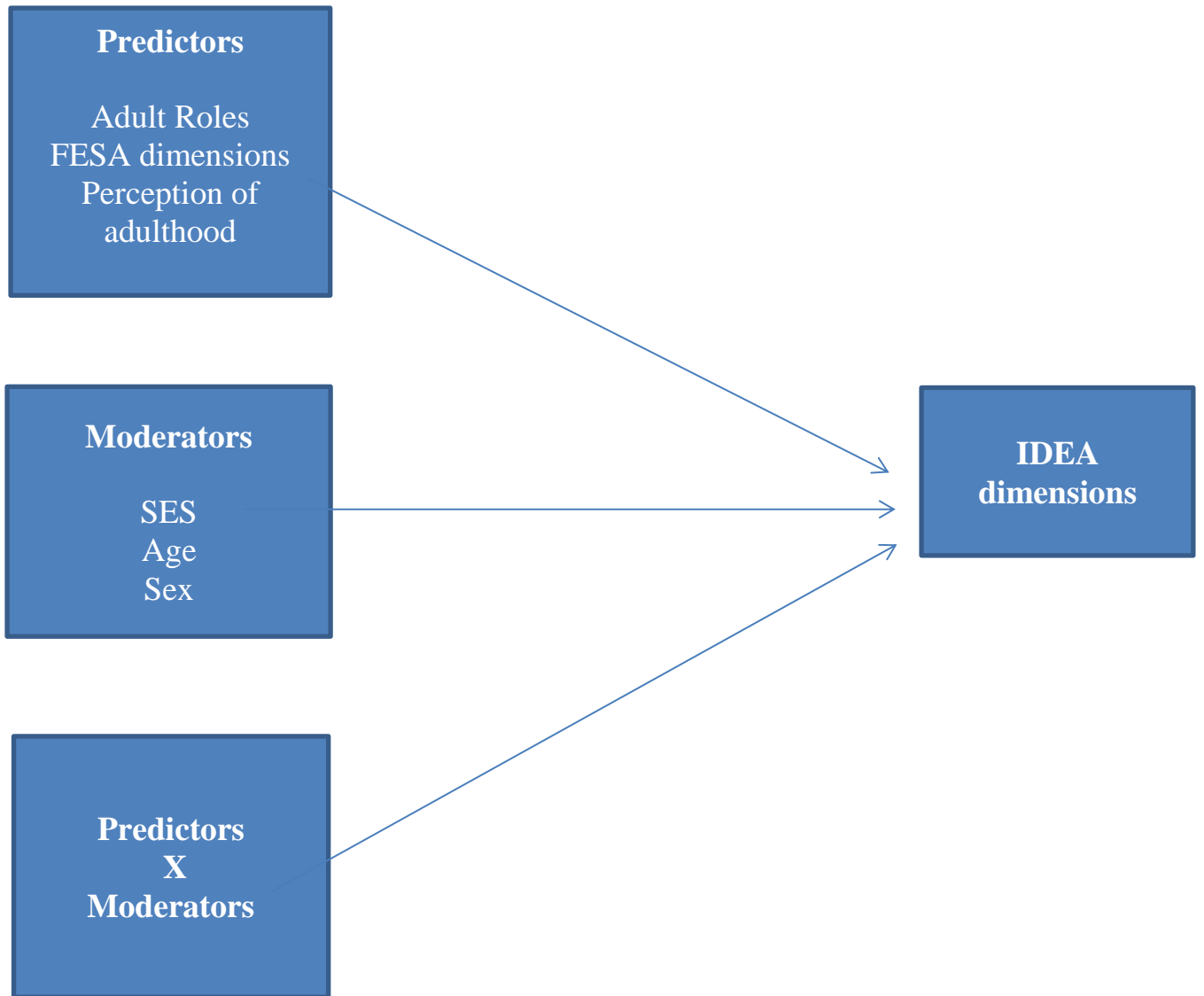
Regarding sex, the process of entering into adulthood for men and women possesses particularities affected by social conditions and expectations (Zulato-Barbosa & Rocha-Coutinho, 2012). Women face more adversities when trying to find a job due to gender segregation. The dispute for job opportunities is unequal for woman and men, although they present higher educational levels (Ikeda, 2000; PNAD, 2011).

The transition to adulthood was investigated considering three<sup>12</sup> IDEA subscales separately: (1) Feeling In-Between, because young individuals in their way to adulthood neither feel entirely adolescents nor adults; (2) Self-Focused, meaning individuals have less commitments (e.g., they are not married, they do not have a stable job) and have more possibilities to make independent decisions; and (3) Other-Focused, proposed as an opposite dimension, associated with responsibility for others, and commitment to others (Arnett, 2000, 2011; Reifman, et al., 2007).

The present study aimed to investigate the effect of adult roles, future expectations, and perceptions of adulthood in the transition to adulthood in a Southern Brazilian sample. Also, the study aimed to examine if these influences were moderated by SES, age, and sex.

---

<sup>12</sup> The prediction model was developed with all IDEA subscales. However, for the present chapter, only three of them were selected.



*Figure 1.* Model of prediction of EA in Brazil

## Method

### Sample

The sample included 547 Southern Brazilians; residents in Porto Alegre, Rio Grande do Sul State, between 18 and 29 years old ( $Md = 22$  years;  $IQR^{13} = 7$ ), 196 (35.8%) males, and 351 (64.2%) females, of low ( $n = 194$ , 35.5%) and high SES ( $n = 353$ , 64.5%).

To include young individuals from differing SES, different institutions were selected in the process of recruiting participants: (a) two technology courses; (b) three universities; (c) two courses focused on preparing students from low SES to the university entrance exam; and (d) two schools that work with young individuals and adults with limited or no previous education (e.g., people with writing and reading difficulties and with solving basic math problems). The study questionnaire and instruments were digitalized and applied by two methods: online (i.e., the participant was invited by e-mail to access an external website where the instruments were available) and in-person (i.e., the participant completed the instruments in a lab with one researcher present). In both cases, the instruments were self-administered.

### Instruments

**Brazilian Adolescence and Youth Questionnaire** (Second Version, Dell’Aglia, Koller, Cerqueira-Santos, & Colaço, 2011; Appendix A), which contains 77 questions. The variables included were perceptions of adulthood (No adult and In-between; no/yes), sex, age, SES, work status (no/yes), concluding college (no/yes), children (e.g., having or not having kids), helping with the family income (no/yes), moving out of parents’ home (no/yes), and being married (no/yes).

**Future Expectation Scale for Adolescents** (FESA, McWhirter & McWhirter, 2008; Appendix A, question 19). Considering the importance of evaluating the factorial structure of the measure in the Brazilian sample (see Chapter III for more details), an Exploratory Factor Analysis (EFA) was performed with the 24 evaluating future expectations on a five-point rating scale (1 = *I do not believe this at all* and 5 = *I certainly believe this*). The EFA was conducted using the Principal Axis Factoring (PAF) extraction method with Oblimin rotation. In Brazil, the FESA presented a factor structure similar to the original instrument. Items 9 and 15 were removed due to factor loadings lower than .30.

---

<sup>13</sup> Interquartile range

The new structure of FESA in the Brazilian sample presented the following characteristics: 22 items divided into the following subscales (a) Work and Education (items 1, 7, 12, 13, 16, 17, and 22); (b) Children and Family (items 2, 10, 18, 19, and 23); (c) Marriage (items 3, 8, 14); (d) Church (items 4, 20, 24); and (e) Health (5, 11, 16, and 21). The original reliability scale (Cronbach's alpha) was 0.88. In Brazil, Cronbach's alpha coefficient for the five subscales ranged from .70 to .86. The full-scale Cronbach's alpha reliability was .89 (i.e., 22 items).

**Inventory of Dimensions of Emerging Adulthood (IDEA, Reifman et al., 2007; Appendix A, question 15).** IDEA subscales formed the group of dependent variables (DVs). In its original version the IDEA contains 31 items evaluating EA on a four-point rating scale (1 = *Strongly Disagree* and 4 = *Strongly Agree*). For the Brazilian version of IDEA, two items were included (item 1, item 2). Considering the importance of evaluating the factorial structure of the measure in the Brazilian sample (see Chapter II for more details), an Exploratory Factor Analysis (EFA) was performed with the 33 self-report IDEA items (31 original plus the two Brazilian items). The six factors of the original measure (Reifman et al., 2007) were maintained in the Brazilian sample. The items' loading presented some differences in each dimension, and items 10, 16, 21, and 33 were removed due to factor loadings lower than .30.

The new structure of IDEA in the Brazilian sample presented the following characteristics: 29 items divided into the following subscales (a) Identity Exploration (items 12, 24, 26, 27, and 28); (b) Experimentation/Possibilities (items 1, 2, 4); (c) Negativity/Instability (items 3, 6, 8, 9, 11, 17, and 20); (d) Self-Focused (items 5, 7, 13, 15, 19, 22, 23, and 25); (e) Feeling In-Between (items 29, 30, 31, and 32), and (f) Other-Focused (items 14, and 18). For all subscales, the higher scores represent the higher sum of the construct of EA. The original reliability scale (Cronbach's alpha) was 0.81. In Brazil, Cronbach's alpha coefficients for the six subscales ranged from .61 to .79. The full-scale Cronbach's alpha reliability was .80 (i.e., 29 items).

## Results

This section was organized in three parts. The first one contains the results of the correlation analysis developed including all variables presented on the proposed model. Afterwards, there is an explanation of the Moderated Multiple Regressions performed, including IVs, moderators, and DVs. The third part presents the results considering IDEA dimensions separately.

### Correlations among Variables of the Model

Correlations among variables in the model were tested (see Table 1). Regarding the correlation among IDEA subscales and the six adult roles, *kids* was negatively correlated with Feeling in-between ( $r = -.10, p < .05, n = 547$ ), and positively correlated with Other-focused ( $r = .23, p < 0.001, n = 547$ ). *Marital status* was negatively correlated with Feeling in-between ( $r = -.14, p < .001, n = 547$ ), and positively correlated with Other-focused ( $r = .18, p < .001, n = 547$ ). *Working* was negatively correlated with Feeling in-between ( $r = -.09, p < .05, n = 547$ ), and positively correlated with Other-focused ( $r = .09, p < .05, n = 547$ ). *Move home* was negatively correlated with Feeling in-between ( $r = -.094, p < .05, n = 547$ ).

Correlations among the IDEA subscales and SES, age, and sex were checked. *Age* was positively correlated with Other-focused ( $r = .12, p < .05, n = 542$ ), and negatively correlated with Feeling in-between ( $r = -.22, p < .001, n = 542$ ).

Correlation among IDEA subscales and FESA subscales indicated that *Work and Education* was positively correlated with Feeling in-between ( $r = .08, p < .05, n = 547$ ). *Child and Family* was positively correlated with Other-focused ( $r = .19, p < .001, n = 547$ ). *Marriage* was positively correlated with Other-Focused ( $r = .22, p < .001, n = 547$ ). *Church* was positively correlated with Other-focused ( $r = .21, p < .001, n = 547$ ). *Health* was positively correlated with Feeling in-between ( $r = .13, p < .05, n = 547$ ).

Correlation among IDEA subscales and the *No Adult perception* and *In-between perception* showed that, the *No Adult perception* was positively Feeling in-between ( $r = .15, p < .01, n = 547$ ). The *In-between perception* was positively correlated with Feeling in-between ( $r = .17, p < .001, n = 547$ ), and negatively correlated with Other-focused ( $r = -.11, p < .05, n = 547$ ).

Table 1. *Correlations among the Study Variables*

	Kids	M.St.	Inc.	Work	Concl.	Move	W.E	Child	Marri.	Chur.	Health	N.A.	I.B.	SES	Sex	Age	I.E.	Pos.	Neg.	Self	I.B.	Other
Kids	-	.29**	.04	-.04	-.08	.24**	.03	.10*	-.02	.12**	-.02	-.04	-.13**	-.18**	.14**	.25**	.04	-.05	.01	.06	-.10*	.23**
M.St.	-	-	.14**	.11**	.13**	.47**	.02	.08	.20**	.10*	-.01	-.16**	-.14**	-.15**	.13**	.32**	-.02	-.02	-.06	.05	-.14**	.18**
Inc.	-	-	-	.18**	.12**	.17**	.02	.01	.02	.04	-.01	-.05	-.11**	-.14**	-.12**	.15**	-.05	-.05	-.11**	.07	-.02	.05
Work	-	-	-	-	.15**	.10*	.01	.01	.13**	.06	-.10*	-.13**	-.07	-.10*	.08	.28**	-.05	.01	-.03	.05	-.09*	.09*
Concl.	-	-	-	-	-	.23**	-.05	-.11*	-.04	-.11*	.01	-.16**	-.05	.05	.13**	.46**	-.05	.07	.06	.10*	-.07	-.03
Move	-	-	-	-	-	-	.00	.06	.07	.01	.03	-.16**	-.12**	-.33**	.11**	.37**	.01	.01	-.02	.16**	-.09*	.06
W.E.	-	-	-	-	-	-	-	.50**	.28**	.17**	.55**	-.03	-.02	-.01	.12**	-.05	.09*	.15*	-.12**	-.17**	.08*	.02
Child	-	-	-	-	-	-	-	-	.56**	.41**	.41**	.004	-.07	.05	.12**	-.02	.09*	.12**	-.09*	.15**	.04	.19**
Marri.	-	-	-	-	-	-	-	-	-	.43**	.24**	-.05	-.09*	-.02	.15**	-.01	.01	.07	-.06	-.07	-.01	.22**
Chur.	-	-	-	-	-	-	-	-	-	-	.14**	-.11**	-.01	-.17**	.08	.02	.03	-.05	-.12**	-.03	-.05	.22**
Health	-	-	-	-	-	-	-	-	-	-	-	.01	.02	.01	.01	-.05	.08	.13**	-.07	.09*	.13**	.02
N.A.	-	-	-	-	-	-	-	-	-	-	-	-	-.49**	.11**	-.11*	-.26**	.02	.06	.10*	-.15**	.15**	-.05
I.B.	-	-	-	-	-	-	-	-	-	-	-	-	-	.09*	-.01	-.13**	.05	-.01	.05	-.03	.17**	-.11*
SES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-.01	-.06	-.01	.13**	.02	-.05	.05	-.04
Sex	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.24**	.21**	.10*	.11**	.08	.07	.04
Age	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.01	.02	.01	.17**	-.22**	.11
I.E.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.23**	.28**	.30**	.43**	.13**
Poss.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.15**	.22**	.14**	.13**
Neg.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.07	.28**	.18**
Self	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.03	.26**
I.B.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-.04
Others	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Notes. Kids = having kids (0=No, 1=Yes); M.St. = Marital status (0=No, 1=Yes); Inc. = Help with the family income (0=No, 1=Yes); Work = Working (0=No, 1=Yes); Concl.= Concluded college (0=No, 1=Yes); Move = Moved out from parental home (0=No, 1=Yes); W.E. = Work and Education, Child = Children and Family, Marri = Marriage, Chur = Church, Health, varying from 1(I do not believe this at all) to 5 (I certainly believe this); N.A.=No adult perception (0=No, 1=Yes); InB = In-between perception (0=No, 1=Yes), SES = socioeconomic status; Sex (0=Male, 1=Female); Age; I.E. = Identity Exploration, Pos. = Possibilities, Neg. = Negativity-instability, Self. = Self-focused, I.B. = In-between, Oth. = Other-focused varying from 1(I Strongly Disagree) to 4 (Strongly Agree).

\* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$



## **Model variables**

### **Dependent variables (DV)**

Moderated multiple regressions were conducted with IDEA subscales (Feeling in-between, Self-focused, and Other-focused) as DVs.

### **Independent variables (IV)**

IVs were grouped in three:

1. “Adult roles”, which contained the following categorical variables: work status (no/yes), concluding college (no/yes), having kids (no/yes), helping with the family income (no/yes), moving out of parents’ home (no/yes), and being married (no/yes).
2. FESA subscales: Work and Education, Children and Family, Marriage, Church, and Health.
3. Perceptions of adulthood: “No adult perception” (no/yes), and “In-between perception” (no/yes).

### **Moderators**

The moderators were the continuous variables SES, age, and the categorical variable sex (male/female). All categorical variables were dummy coded (0 – 1). Zero refers to answers “no”, and one to answers “yes” in the all categorical variables. For the categorical variable sex, zero refers to male and one to female. All metric variables (i.e., FESA subscales, SES, and Age) were centered. For all continuous variables, the higher mean scores indicate higher expectancies (FESA), higher SES, and older age.

### **Moderated multiple regressions**

Moderated multiple regressions were developed. In the first step, moderators were included. In the second step, IVs were included.

All possible interactions between the IVs and the moderators were tested one by one, meaning that the six adult roles, each FESA subscales’ mean-centered scores, and the Perceptions of adulthood were tested with the three moderators separately.

Statistically significant interactions observed by DV were added as a third step in the multiple regressions. Interactions statistically significant were then run on the program Modprob,

which probes interactions in SPSS, providing the identification of the interactions' direction through plots. Results were displayed for each IDEA dimension.

### Feeling In-Between

Concerning the IDEA subscale Feeling In-between, in the third step of the regression, age ( $B = -.05$ ,  $SE = .01$ ,  $t(520) = -3.59$ ,  $p < .0001$ ), sex ( $B = .22$ ,  $SE = .06$ ,  $t(520) = 3.39$ ,  $p < .001$ ), No Adult perception ( $B = .47$ ,  $SE = .10$ ,  $t(520) = 4.58$ ,  $p < .0001$ ), and In-between perception ( $B = .38$ ,  $SE = .07$ ,  $t(520) = 5.29$ ,  $p < .0001$ ) were statistically significant predictors. Therefore, being younger (low age) predicted higher mean scores of Feeling In-between; being woman predicted higher mean scores of Feeling In-between; No adult perception predicted higher mean scores of Feeling In-between; and In-between perception predicted higher mean scores of Feeling In-between. The interaction between kids and SES, and the interaction between income and age were also statistically significant,  $B = -.02$ ,  $SE = .01$ ,  $t(520) = -2.05$ ,  $p < .05$ , and  $B = .03$ ,  $SE = .01$ ,  $t(520) = 2.21$ ,  $p < .05$ , respectively (see Table 2).

Table 2.  
*Predictors of Feeling In-between Idea Subscale*

IV	B	SE	R <sup>2</sup>	R <sup>2</sup> change
Step 1: Main effects				
SES	.00	.00		
Age	-.04***	.01		
Sex	.18***	.06		
Statistics for step			.06	.06***
Step 2: Main effects				
SES	-.00	.00		
Age	-.03***	.01		
Sex	.20***	.06		
Kids	-.09	.16		
M.St.	-.11	.11		
Inc.	.09	.06		
Work	.00	.06		
Concl.	.05	.09		
Move	.04	.08		
W.E.	.04	.07		
Child	.01	.06		
Marri	-.01	.04		
Chur	-.02	.03		

Table 2.  
*Predictors of Feeling In-between Idea Subscale*

IV	B	SE	R <sup>2</sup>	R <sup>2</sup> change
Health	.12*	.06		
N.A.	.51***	.10		
InB	.40***	.07		
Statistics for step			.15	.09***
Step 3: Interactions				
SES	.00	.00		
Age	-.05***	.01		
Sex	.22***	.06		
Kids	-.34	.20		
M.St.	-.13	.11		
Inc.	.10	.06		
Work	.02	.06		
Concl.	.04	.09		
Move	-.01	.08		
W.E.	.03	.10		
Child	-.07	.09		
Marri	-.03	.07		
Chur	-.02	.03		
Health	.06	.09		
N.A.	.47***	.10		
InB.	.38***	.07		
KidsXSES	-.02**	.01		
Inc.XAge	.03**	.01		
W.E.CXSex	-.01	.14		
ChildCXSex	.17	.12		
MarriCXSex	.01	.08		
HealthCXSex	.14	.12		
HealthCXAge	.02	.01		
Statistics for step			.19	.04**

*Notes.* Step 1,  $df = 3,534$ ; Step 2,  $df = 16,521$ ; Step 3,  $df = 23, 514$ ; Kids = having kids (0=No, 1=Yes); M.St. = Marital status (0=No, 1=Yes); Inc. = Help with the family income (0=No, 1=Yes); Work = Working (0=No, 1=Yes); Concl.= Concluded college (0=No, 1=Yes); Move = Moved parent's home (0=No, 1=Yes); W.E. = Work and Education, Child = Children and Family, Marri = Marriage, Chur = Church, Health, varying from 1(I do not believe this at all) to 5 (I certainly believe this); N.A.=No adult perception (0=No, 1=Yes); InB = In-between perception (0=No, 1=Yes), SES = socioeconomic status; Sex (0=Male, 1=Female); Age.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

For the interaction kids and SES, the unstandardized simple slope for participants 1 SD below the mean of SES was  $B = -.01$ ,  $SE = .16$ ,  $t(520) = -0.95$ , *ns.*, and the unstandardized simple slope for participant 1 SD above the mean of SES was  $B = -.75$ ,  $SE = .33$ ,  $t(520) = -2.25$ ,  $p < .05$ .

These results indicated that, among those who are from high SES, having kids predicts lower mean scores of Feeling in Between. However, this was not the case for those from low SES (see Figure 2).

For the interaction income and age, the unstandardized simple slope for participants 1 SD below the mean of Age was  $B=-.05$ ,  $SE=.08$ ,  $t(520)=-.64$ , *ns.*, and the unstandardized simple slope for participant 1 SD above the mean of SES was  $B=.26$ ,  $SE=.08$ ,  $t(520)= 2.94$ ,  $p<.05$ . These results indicated that, among older individuals (high age), helping with the family income predicted higher mean scores of Feeling In-between. However, this is not the case for younger (low age) individuals (see Figure 3).

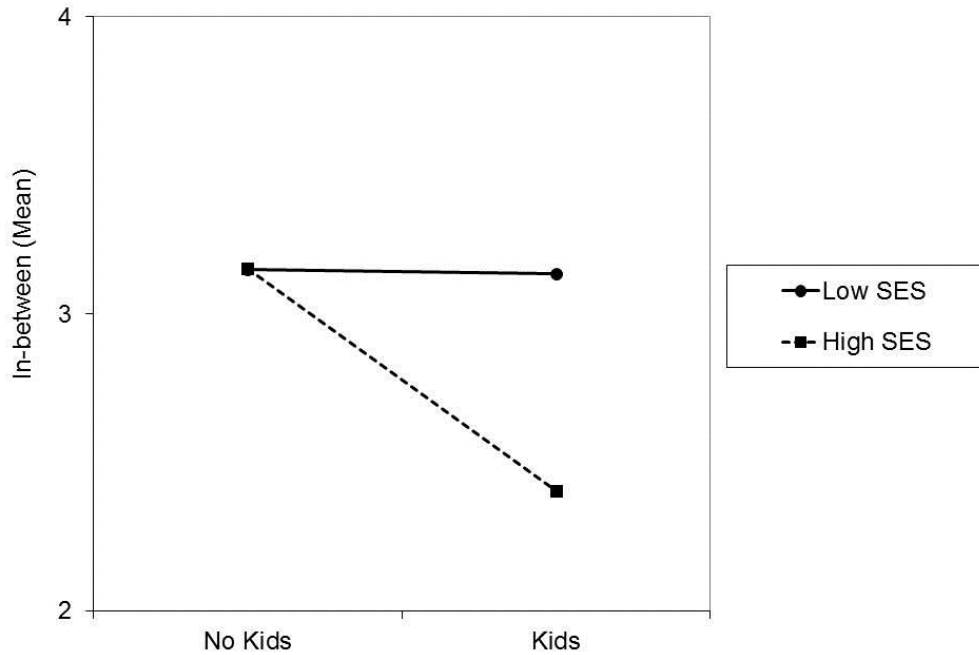


Figura 2. Plot of significant Kids X SES interaction. Solid circles = low SES; solid squares = high SES

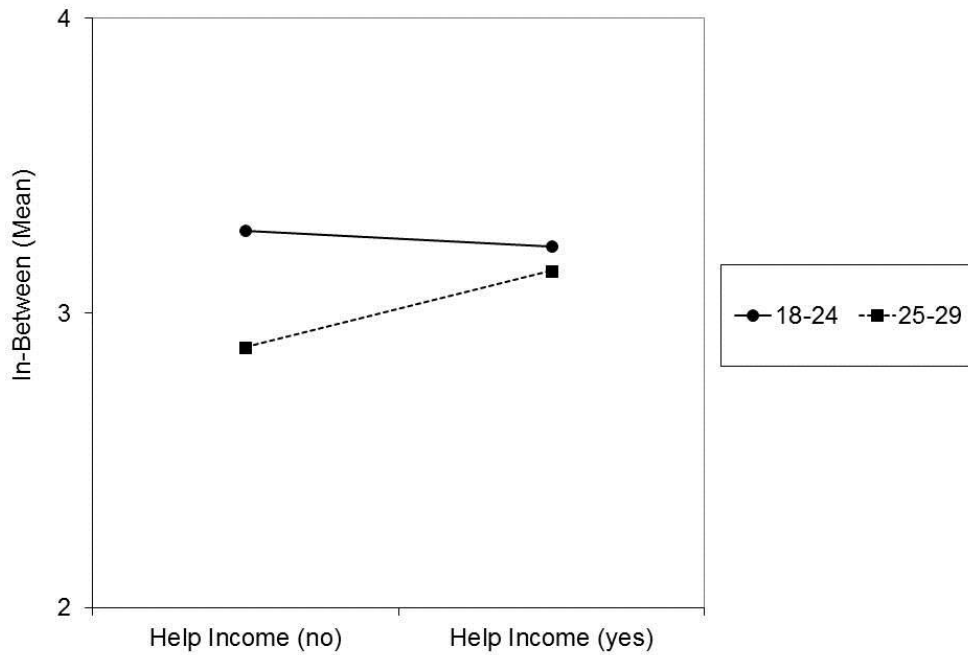


Figura 3. Plot of significant Help with the family income (Help income) X Age interaction. Solid circles = low Age (18-24); solid squares = high Age (25-29)

### Other-focused

Regarding the IDEA subscale Other-focused, in the third step of the regression kids ( $B = .70$ ,  $SE = .17$ ,  $t(520) = 4.12$ ,  $p < .0001$ ), the FESA dimension Work and Education ( $B = -.15$ ,  $SE = .08$ ,  $t(520) = -1.94$ ,  $p = .053$ ), and the FESA dimension Marriage ( $B = .10$ ,  $SE = .04$ ,  $t(520) = 2.29$ ,  $p < .05$ ) were statistically significant predictors. It means that, having kids predicted higher mean scores of Other-focused; low Work and Education expectations predicted higher mean scores of Other-focused; high Marriage expectations predicted higher mean scores of Other-focused. The interaction between the FESA subscale Church and sex ( $B = .11$ ,  $SE = .06$ ,  $t(520) = 1.89$ ,  $p = .06$ ) was statistically significant (see Table 3).

Table 3.  
*Predictors of Other-Focused Idea Subscale*

Variables	<i>B</i>	<i>SE</i>	<i>R</i> <sup>2</sup>	<i>R</i> <sup>2</sup> change
Step 1: Main effects				
SES	-.00	.00		
Age	.02**	.01		
Sex	.02	.07		
Statistics for step			.02	.02*
Step 2: Main effects				
SES	.00	.00		
Age	.01	.01		
Sex	-.06	.07		
Kids	.71***	.17		
M.St.	.20	.12		
Inc.	.02	.07		
Work	.09	.07		
Concl.	-.07	.10		
Move	-.09	.09		
W.E.	-.13	.08		
Child	.10	.06		
Marri	.11*	.04		
Chur	.06	.03		
Health	.00	.06		
N.A.	-.15	.11		

Table 3.  
*Predictors of Other-Focused Idea Subscale*

Variables	<i>B</i>	<i>SE</i>	<i>R</i> <sup>2</sup>	<i>R</i> <sup>2</sup> change
InB.	-.13	.08		
Statistics for step			.14	.12***
Step 3: Interactions				
SES	.00	.00		
Age	-.01	.01		
Sex	-.05	.07		
Kids	.67***	.17		
M.St.	.19	.11		
Inc.	.02	.07		
Work	.11	.07		
Concl.	-.08	.10		
Move	-.12	.09		
W.E.	-.15*	.08		
Child	.11	.06		
Marri	.10**	.04		
Chur	.00	.05		
Health	.01	.06		
N.A.	-.17	.11		
InB.	-.13	.08		
Inc.XAge	.03**	.02		
ChurXSex	.11*	.06		
Statistics for step			.16	.02*

*Notes.* Step 1, *df* = 3,54; Step 2, *df* = 16,521; Step 3, *df* = 18,519; Kids = having kids (0=No, 1=Yes); M.St. = Marital status (0=No, 1=Yes); Inc. = Help with the family income (0=No, 1=Yes); Work = Working (0=No, 1=Yes); Concl.= Concluded college (0=No, 1=Yes); Move = Moved parent's home (0=No, 1=Yes); W.E. = Work and Education, Child = Children and Family, Marri = Marriage, Chur = Church, Health, varying from 1(I do not believe this at all) to 5 (I certainly believe this); N.A.=No adult perception (0=No, 1=Yes); InB = In-between perception (0=No, 1=Yes), SES = socioeconomic status; Sex (0=Male, 1=Female); Age.

\**p*<.05, \*\**p*<.01, \*\*\**p*<.001

For the interaction between the FESA subscale Church and sex, the unstandardized simple slope for participants 1 SD below the mean of sex was *B* = -.01, *SE* = .05, *t*(520) = -.07, *ns.*, and the unstandardized simple slope for participant 1 SD above the mean of sex was *B* = .11, *SE* = .04, *t*(520) = 2.71, *p* < .05. This result indicated that, among females, having high Church

expectations predicted higher mean scores of Other-focused. However, this was not the case for males (see Figure 4).

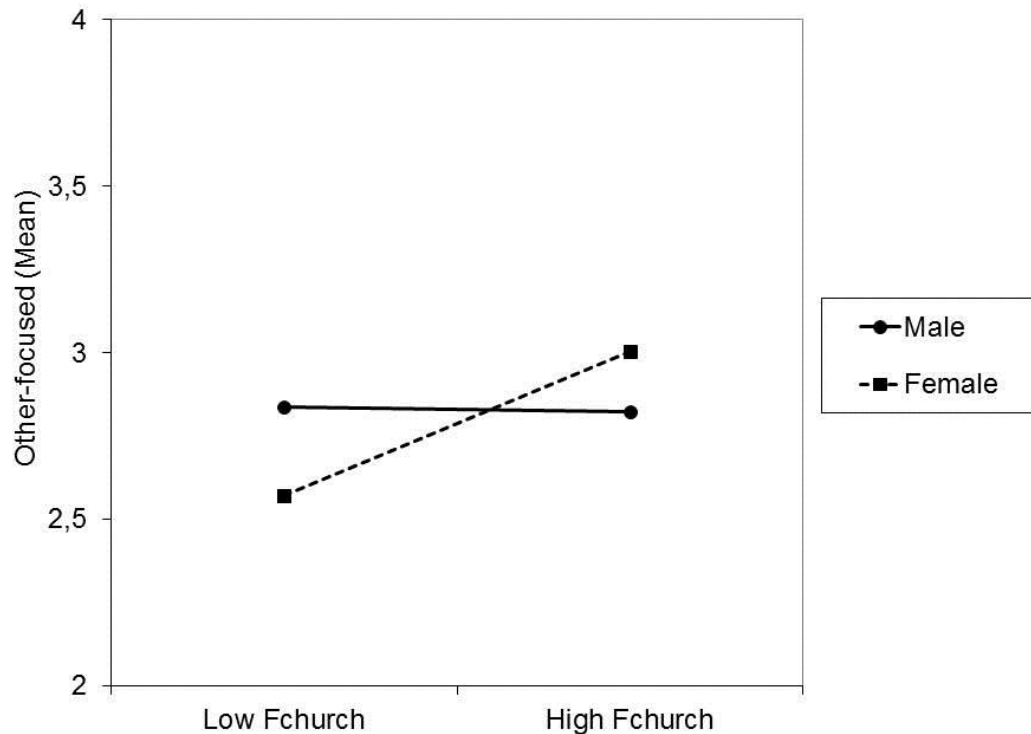


Figure 4. Plot of significant Church expectations (FChurch) X Sex interaction. Solid circles = Male; solid squares = Female.

### Self-focused

Regarding the IDEA subscale Self-focused, in the third step of the regression marital status ( $B = -.30$ ,  $SE = .11$ ,  $t(520) = -2.67$ ,  $p < .05$ ), move home ( $B = .10$ ,  $SE = .04$ ,  $t(520) = 2.30$ ,  $p < .05$ ), FESA dimension Work and Education ( $B = .11$ ,  $SE = .04$ ,  $t(520) = 2.67$ ,  $p < .05$ ), FESA dimension Children and Family ( $B = .08$ ,  $SE = .03$ ,  $t(520) = 2.52$ ,  $p < .05$ ), FESA dimension Church ( $B = -.04$ ,  $SE = .02$ ,  $t(520) = -2.44$ ,  $p < .05$ ), No Adult perception ( $B = -.21$ ,  $SE = .06$ ,  $t(520) = -3.32$ ,  $p < .001$ ), and In-between perception ( $B = -.08$ ,  $SE = .04$ ,  $t(520) = -1.95$ ,  $p = .052$ ) were statistically significant predictors. Then, being single (no marriage) predicted higher mean scores of Self-focused; moving home predicted high mean scores of Self-focused; high Work and Education expectations predicted higher mean scores of Self-focused; high Children and Family expectation predicted high mean scores of Self-focused; low Church expectation predicted higher mean scores of Self-focused; No adult perception predicted higher mean scores of Self-focused; In-



between perception predicted higher mean scores of Self-focused. The interaction between Marital status and sex ( $B= .25$ ,  $SE= .12$ ,  $t(520)= 2.04$ ,  $p<.05$ ), and kids and age ( $B= -.04$ ,  $SE= .02$ ,  $t(520)=-2.09$ ,  $p<.05$ ) were statistically significant (see Table 4).

Table 4.  
*Predictors of Self-focused Idea Subscale*

Variables	<i>B</i>	<i>SE</i>	<i>R</i> <sup>2</sup>	<i>R</i> <sup>2</sup> change
Step 1: Main effects				
SES	-.00	.00		
Age	.02***	.00		
Sex	.03	.03		
Statistics for step			.03	.03***
Step 2: Main effects				
SES	-.00	.00		
Age	.01*	.00		
Sex	.01	.04		
Kids	.02	.09		
M.St.	-.11	.06		
Inc.	.03	.03		
Work	-.01	.03		
Concl.	.01	.05		
Move	.08	.04		
W.E.	.10*	.04		
Child	.08*	.03		
Marri	.00	.02		
Chur	-.04**	.02		
Health	-.02	.03		
N.A.	-.18**	.06		
InB.	-.06	.04		
Statistics for step			.11	.08***
Step 3: Interactions				
SES	-.00	.00		
Age	.01	.01		
Sex	-.02	.04		
Kids	.22	.12		
M.St.	-.30**	.11		
Inc.	.03	.03		
Work	-.01	.03		
Concl.	.00	.05		
Move	.10**	.04		
W.E.	.11**	.04		

Table 4.

*Predictors of Self-focused Idea Subscale*

Variables	<i>B</i>	<i>SE</i>	<i>R</i> <sup>2</sup>	<i>R</i> <sup>2</sup> change
Child	.08**	.03		
Marri	.00	.02		
Chur	-.04**	.02		
Health	-.02	.03		
N.A.	-.21***	.06		
InB.	-.08*	.04		
M.St.XSex	.25**	.12		
KidsXAge	-.04**	.02		
MoveXAge	-.02	.01		
InB.XAge	.02	.01		
Statistics for step			.15	.04**

*Notes.* Step 1, *df* = 3,54; Step 2, *df* = 16,521; Step 3, *df* = 20,517; Kids = having kids (0=No, 1=Yes); M.St. = Marital status (0=No, 1=Yes); Inc. = Help with the family income (0=No, 1=Yes); Work = Working (0=No, 1=Yes); Concl.= Concluded college (0=No, 1=Yes); Move = Moved parent's home (0=No, 1=Yes); W.E. = Work and Education, Child = Children and Family, Marri = Marriage, Chur = Church, Health, varying from 1(I do not believe this at all) to 5 (I certainly believe this); N.A.=No adult perception (0=No, 1=Yes); InB = In-between perception (0=No, 1=Yes), SES = socioeconomic status; Sex (0=Male, 1=Female); Age.

\**p*<.05, \*\**p*<.01, \*\*\**p*<.001

For the interaction Marital status and sex, the unstandardized simple slope for participants 1 SD below the mean of Sex was  $B = -.31$ ,  $SE = .11$ ,  $t(520) = -2.68$ ,  $p < .05$  and the unstandardized simple slope for participant 1 SD above the mean of Sex was  $B = -.05$ ,  $SE = .06$ ,  $t(520) = -.73$ , *n.s.* This result indicated that, among males, being married predicts the lower mean scores of Self-focused. However, this is not the case for female young adults (see Figure 5).

For the interaction kids and age, the unstandardized simple slope for participants 1 SD below the mean of Age was  $.47$ ,  $SE = .17$ ,  $t(520) = 2.66$ ,  $p < .05$  and the unstandardized simple slope for participant 1 SD above the mean of Age was  $.03$ ,  $SE = .09$ ,  $t(520) = .39$ , *n.s.* This result indicated that, among the younger (low age) individuals, having kids predicts higher mean scores of Self-focused. However, this is not the case for older (high age) individuals (see Figure 6).

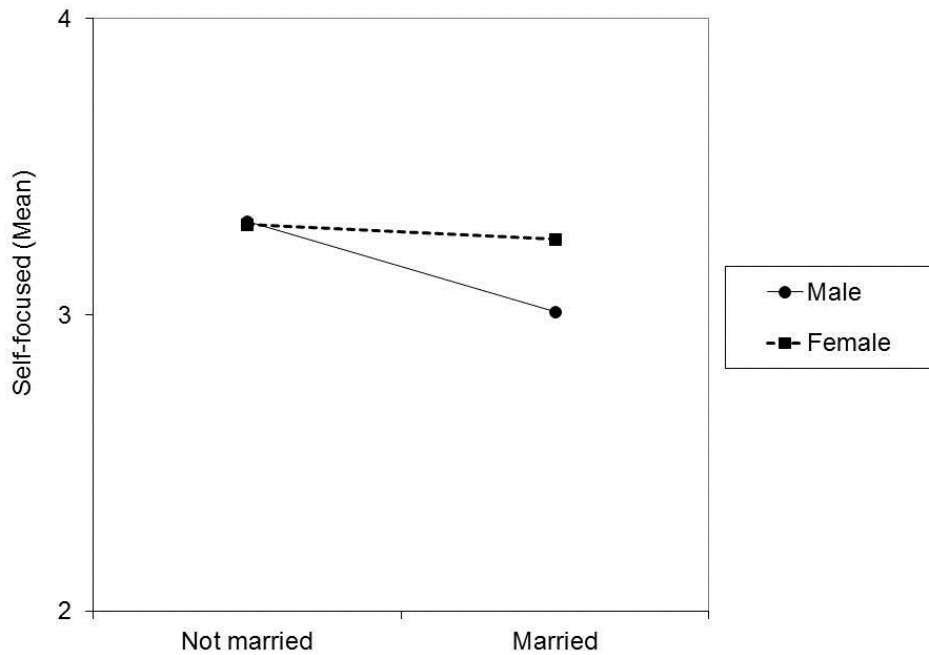


Figure 5. Plot of significant Marital status X Sex interaction. Solid circles = Male; solid squares = Female.

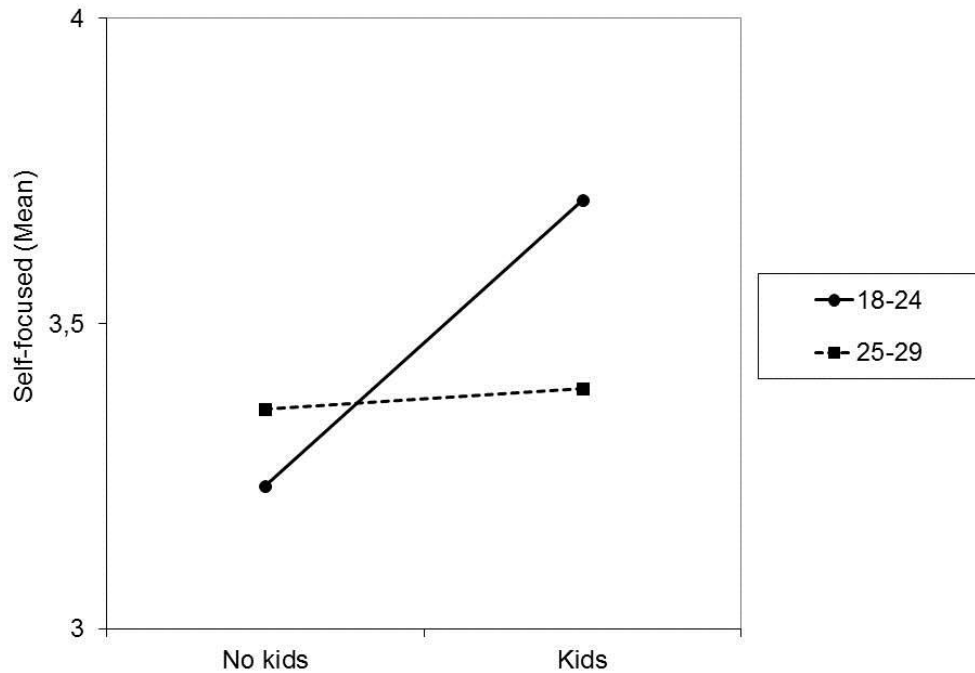


Figure 6. Plot of significant Kids X Sex interaction. Solid circles = low Age (18-24); solid squares = high Age (25-29)

## **Discussion**

The exploratory model of prediction of EA in Brazil proposed in this study investigated social markers (adult roles) and subjective markers (future expectations and perception of adulthood) influencing the EA phenomenon in Brazil. Also, an examination of SES, age, and sex as moderators of these influences was performed. Discussion will be displayed considering each IDEA dimension separately.

### **Feeling In-Between**

Being younger predicted higher mean scores of Feeling in-between. The first chapter of the present study indicated that younger individuals (18 to 24 years) presented higher frequency of not perceiving themselves as adults, or feeling “In-between” in relation to older individuals (25 to 29 years). Younger individuals may feel instability and ambivalence, considering they visualize a longer path in direction to adulthood. They are opening their process of exploring and making choices in diverse fields of their lives (e.g., love and work).

The No adult and In-between perceptions predicted higher mean scores of Feeling In-between, what may indicate that individuals who do not perceive themselves as adults are ambivalent. The Feeling in-between in young individuals may be affected by current changes on family structure, especially the dialogue and liberty in families’ relationships, which generates a new way of transition to adult life (Borges & Magalhães, 2009; Vieira & Rava, 2010; Zordan et al., 2009). The transition to adulthood might happen inside parent’s home (Camarano et al., 2004); or the beginning of adulthood might start later, because individuals are investing in higher education and struggling to find a job (Netto Fleury, 2007).

Being woman predicted higher mean scores of Feeling in-between. Parent’s monitoring towards women tend to be stronger compared to men (Romanelli, 1998). An overprotective dynamic between parents and daughters may be established, increasing their ambivalence.

Among HSES individuals, having kids predicted lower mean scores of Feeling in-between. However, this was not the case for those from low SES. In U.S., low and high SES individuals may experience EA. Both groups are trying different possibilities in love and work, face instability, and have high hopes towards the future (Arnett, 2004, 2006). Nevertheless, in case young individuals from both high and low SES experience early parenthood, they would skip the EA period, due to responsibilities e commitments demanded by this situation (Arnett,

2006). Considering the Feeling in-between is an important psychological marker of EA, it may be the case that HSES individuals who have kids present less ambivalence.

Among older individuals, helping with the family income predicted higher mean scores of Feeling In-between. However, this was not the case for younger individuals. This result reinforced that the transition to adulthood extension is associated with an elongated moratorium period of identity exploration (Demuth & Keller, 2011). Parents provide emotional and financial support to their children, while they prolong their investment in education, work, love, and travel experiences. Inside home, individuals preserve their autonomy, and may use their earnings to help with the family income and buy their own belongings (Amazarray et al., 2009; Camarano, 2006; Henriques et al., 2004; Romanelli, 1998). Consequently, although they assumed some adult roles (e.g., making independent decisions and working), the fact they sustain some dependency from parents may increase their Feeling in-between.

### **Other-focused**

Having kids and high Marriage expectations predicted higher mean scores of Other-focused, a dimension related to commitments to others and more likely to be present in young individuals by the end of their 20s (Reifman et al., 2007). Having kids might lead young individuals to skip the EA period (Arnett, 2006). In Brazil, Aquino et al. (2003) investigation indicated that adolescent pregnancy led individuals to constitute a marital union and affected negatively their education, considering the necessity of assuming responsibilities for raising the child. This result may be associated with the fact that low Work and Education expectations predicted higher mean scores of Other-focused. Parenthood may block educational and professional opportunities, decreasing expectations regarding career.

The interaction between Church and sex, indicated that, among females, having high Church expectations predicted higher mean scores of Other-focused. However, this was not the case for males. The dimension Church is associated with faith-based participation in community. Women participation in religion tended to be higher in relation to men in Chile. However, girls' expectations about faith-based participation were also more strongly associated with school-related self-efficacy, parental monitoring, and (inversely) alcohol use than boys' (McWhirter & McWhirter, 2008). The investigation developed by Nelson (2009), founded a similar tendency among women. Female college students in Romania placed greater emphasis than men on family

capacities, norm compliance, role traditions, and relational maturity (Nelson, 2009), aspects associated with commitment to others.

### **Self-focused**

Being single and high Work and Education expectations predicted higher mean scores of Self-focused. Young individuals are focused on investing in higher education and professional training, what lead them to postpone traditional adult roles (e.g. marriage and parenthood; Henriques et al., 2004; Romanelli, 1998)

However, this self-focused orientation might be also associated with their movement towards adulthood (Arnett, 2004). Individuals who did not present No Adult and In-between perceptions presented higher mean scores of Self-focused. It means that the perception of Adult status predicted higher mean scores of Self-focused. Also, moving home predicted higher mean scores of Self-focused.

High Children and Family expectations predicted higher mean scores of Self-focused. Young individuals may plan to assume these adult roles later (Arnett, 2004). In this case, Self-focused would be associated with building a successful professional path, in order to provide their children good conditions of life in the future.

Low Church expectation predicted high mean scores of Self-focused. A study about emerging adults' religious beliefs in U.S. found four categories: agnostic/atheist, deist, liberal Christian, and conservative Christian. Some results showed there was little relationship between childhood religious socialization and current religious attendance or beliefs. Participants were often skeptical of religious institution, what may be associated with individualistic values of North-American society and the self-focus emerging adults' tendency (Arnett & Jensen, 2002). Most Brazilians between 18 and 24 years have some religious affiliation (49% self-denominated Catholics and 22.6% Evangelic). There are 20% who believe in God with no institutional affiliation (Cerqueira-Santos & Koller, 2009). Despite the high rate of religious Brazilians, there is a significant percentage (20%) of young individuals who might live a self-based religiosity, beyond institutional attachment.

The interaction marital status and sex indicated that, among males, being married predicted lower mean scores of Self-focused. However, this was not the case for females. Men have freedom to explore different experiences, and parent's monitoring towards them is weaker compared to women in Brazil. For instance, a study indicated that men sexual activity inside

parent's home was encouraged in any situation before marriage. Contrary, for women, when sex before marriage was allowed, it should happen with a steady boyfriend (Romanelli, 1998).

Men are demanded to become a household and family providers (Arnett, 2010c; Santos & Kassouf, 2007). An investigation showed that men who are household presented lower levels of depression, a culture of the masculine supremacy understands this position should be executed by men. Contrary, women who were household presented higher levels of depression (Santos & Kassouf, 2007). Considering that, after an allowed period free experimentation and less parental monitoring when compared to women, men are required to assume responsibilities of a household and family provider. Following this path, they might become less focused on themselves, turning their attention to their marital commitment, what would explain the Self-focused dimension mean score decrease.

The interaction kids and age indicated that, among younger individuals, having kids predicted higher mean scores of Self-focused. However, this was not the case for older individuals. In a first view, this result sounds incoherent, since it would be expected that having kids would increase the mean scores of Other-focused, a dimension associated with commitment to others (Reifman et al., 2007). It is possible to consider that Self-focused and Other-focused represent a unity of opposites. Commitment to family and work is associated with being focused on others, but also this commitment requires individuals to be aware of what they want personally, a more self-focused attitude. For instance, a young man could be investing on professional training in order to get a better job position and, consequently be able to provide his family better conditions of living. Therefore, a self-focused attitude would be related to an other-focused goal. A previous result reinforced this idea, since high Children and Family expectations predicted higher Self-focused mean scores. In this case, self-focused would be associated to build a successful professional path, in order to provide their children good conditions of live in the future.

### **Conclusion**

The exploratory model of prediction of EA in Brazil indicated that social markers (adult roles) and subjective markers (future expectations and perception of adulthood) influenced the transition to adulthood of young Brazilians. SES, age, and sex moderated these influences.

As hypothesized, assuming adult roles decreased mean scores on the IDEA dimensions, and increased mean scores of Other-Focused. The adult roles having children, helping with the

family income, marital status, and move out from parental house were statistically significant predictors. Results indicated that young individuals who had children presented higher levels of Other-focused. And HSES individuals who had kids presented lower levels of Feeling in-between. An exception was observed when, among older individuals, helping with the family income increased levels of Feeling in-between. Young individuals by their late 20s are more likely to have assumed adult roles and contribute financially to their family. However, they may not have reached completely financial and emotional autonomy, what leads them to feel ambivalent (Amazarray et al., 2009; Camarano, 2006; Henriques et al., 2004; Romanelli, 1998).

FESA subscales Work and Education, Church, Children and Family, and Marriage were significant predictors of IDEA dimensions. Emerging adults were described as optimistic towards the future (Arnett, 2000, 2011). It was expected that high prospects in FESA dimensions would predict high levels of IDEA subscales. Results indicated that high Marriage expectation; and high Church expectations for woman increased levels of Other-focused, a counterpart of the EA dimensions (Reifman et al., 2007). Individuals with high expectations regarding marriage and religion may be oriented to commitment to others.

High Work and Education expectations increased levels of Self-focused, a dimension characteristic of EA. Individuals expecting to succeed in career may be concentrated to reach their professional goals (Arnett, 2011; Henriques et al., 2004; Romanelli, 1998). In the same direction, low Church expectations increased levels of Self-focused, what may lead individuals to be oriented to respect their own beliefs (Arnett & Jensen, 2002; Cerqueira-Santos & Koller, 2009).

High Children and Family expectations increased levels of Self-focused. The Self-focused dimension in Brazil was associated with building a foundation to adulthood (Arnett, 2004). This result was reinforced when the “perception of reaching adulthood” predicted higher levels of the Self-focused. And the “No perception of adulthood” and the “In-between perception” predicted higher levels of Feeling in between.

The proposed model of prediction of EA in Brazil indicated that participants were affected by social and subjective markers. SES, age, and sex moderated the association between IVs and VDs. Age and sex were also independent predictors. Younger individuals and women presented higher levels of Feeling in-between.

The EA phenomenon may exist in Brazil. The complexity of the process of entering into adulthood proposed by the model led to the conclusion that EA is not normative in the country.



There are social, economic, developmental, and individual characteristics of individuals affecting Brazilians' transition to adulthood.

## Chapter 6

### **Emerging adulthood in Southern Brazilians from differing socioeconomic status and their experience of transition to adulthood**

The present study was a qualitative investigation about transition to adulthood in Southern Brazilians from differing socioeconomic status (SES)<sup>14</sup>. The study's theoretical foundation was established based on the theory of emerging adulthood (EA) (Arnett, 2000, 2004). EA is a period distinct from adolescence and adulthood, characterized by the extension of the transition to adulthood of young people from industrialized societies (Arnett, 2000; Arnett & Eisenberg, 2007). Demographic and historical changes, such as the invention of the birth control pill, changes of standards of sexual morality after the sexual revolution of the 1960s and early 1970s, changes in the roles of women, and a broader range of educational and occupational possibilities, have affected this extension (Arnett, 2005).

Evidence for EA, based on demographic, subjective, and identity exploration topics has led to the definition of the characteristic features specific to this life stage (Arnett, 2000, 2004, 2011). The following five key features have been identified:

- Age of identity exploration. Young people are making crucial choices in education, work, love, and personal identity based on how their interests and preferences fit the opportunities available to them. This feature is related to the postponement of marriage and parenthood, extended temporal investment in higher education, exploration of different work activities, love relationships, and living arrangements (e.g., with friends, different partners, parents, or alone), and experiences of living in or traveling to different places.
- Age of instability. This feature reflects the feelings of instability and negativity faced by emerging adults due to their inconstant experiences while exploring different possibilities in love, work, education, and living arrangements.
- Self-focused age, because emerging adults have fewest role obligations and higher scope for deciding on their own. This feature relates to the flexibility and instability of social networks and relationships, such as family or work, that used to act as forms of social

---

<sup>14</sup> The present study did not include individuals from the contexts of extreme poverty or wealth. Consequently, the terms “low” and “high” socioeconomic status (SES) more accurately refer to “medium-low” and “medium-high” SES.

- control in other age periods. For instance, emerging adults can explore their sexual lives before marriage—a behavior that, decades ago, would have been considered taboo.
- Age of feeling in-between. Although emerging adults are moving towards adulthood, they experience themselves neither as adolescents nor as adults and present characteristics of both developmental stages.
- Age of possibilities. No matter how is their current life, emerging adults believe they will reach the life they envision. It is a period of great optimism in relation to the future. Moreover, they are able to leave their family homes and invest in different perspectives of life, which may potentially be healthier than the conditions in which they previously lived (Arnett, 2005).

As a counterpart of the five key features of EA, a dimension named “Other-Focused” has been considered. Other-Focused is associated with responsibility for and commitment to others. Individuals older than the presumed EA age range would endorse more Other-Focused experiences (Reifman, Arnett, & Colwell, 2007).

In Brazil, previous research investigating about how individuals enter into adulthood (Borges & Magalhães, 2009; Camarano et al., 2004; Camarano, 2006; Vieira, 2006) have not been conducted based on EA theory. Therefore, the present study aimed to investigate if EA exists in Brazilian young people because it has been identified in different countries and cultures (Douglas & College, 2007; Facio, Resett, Micocci, & Mistrorigo, 2007; Fuligni, 2007; Galambos & Martinez, 2007). Moreover, different environments (low and high SES) were investigated to capture contextual differences specific to Brazil, a developing country characterized by significant economic inequalities among segments of the population (PNAD, 2011).

The present study constituted the second part of a broader investigation about EA in Brazil, whose first part was a quantitative study. In the first part, univariate and multivariate statistical analyses provided information about EA in the Brazilian context. Moreover, the factorial structure of two inventories, one about EA and another about future expectations, was examined.

The second part of the study was a qualitative investigation, focused on young individuals’ interviews about the process of transition to adulthood. The goal was to examine the transition to the adulthood experience of Southern Brazilians from differing SES. Additionally, the study aimed to investigate if participants experience the EA stage, using EA key features as references. Considering these aims, the study’s expectations were twofold: (a) the transition to

adulthood from low SES (LSES) and high SES (HSES) would be different, with the notable possibility that individuals from HSES would have broader opportunities in which to explore different experiences when transitioning to adulthood, especially with regard to education and work; and (b) the main features of EA would be expressed in the participants' discourse.

## Method

### Sample and Participant Selection

The 13 participants of the qualitative study were filtered from the first study. The first study's sample included 547 Southern Brazilians (residents of Porto Alegre, Rio Grande do Sul State), aged between 18 and 29 years ( $Md = 22$  years;  $IQR^{15} = 7$ ). The original sample included 196 (35.8%) males and 351 (64.2%) females of low ( $n = 194$ ; 35.5%) and high SES status ( $n = 353$ ; 64.5%).

To include young individuals from varied SES, different types of institutions were targeted in the process of recruiting participants: (a) two technology courses; (b) three universities; (c) two courses focused on preparing students of LSES for university entrance exams; and (d) two schools that work with young individuals and adults with limited or no previous education (e.g., people with writing and reading difficulties and with solving basic math problems).

The 13 participants of the qualitative study were randomly selected according to the following criteria: (a) two age groups (one between 18 and 24 years old and other between 25 and 29 years old), and (b) different SES (high and low). Afterwards, four groups of analysis were formed among participants: (1) HSES, 18 to 24 years, consisting of one female and two males; (2) HSES, 25 to 29 years, consisting of three females and one male; (3) LSES, 18 to 24 years, consisting of two females and one male; and (4) LSES, 25 to 29 years, consisting of one female and two males.

The LSES and HSES criteria were developed to investigate the transition to adulthood in different economic contexts, in light of Brazil's being a country affected by economic disparities (PNAD, 2011). Additionally, the EA phenomenon is more likely to be present among young individuals from medium and high SES (Arnett, 2011; Galambos & Martínez, 2007; Henriques et

---

<sup>15</sup> Interquartile range

al., 2004), meaning that economic inequalities affect young Brazilian individuals' transition to adulthood. The age criterion was included to address the necessity of expanding research to the study of younger and older groups to identify when results were more associated to general developmental trends of late adolescence or adulthood (Arias & Hernandez, 2007). Furthermore, both male and female participants were recruited to investigate how the processes of entering into adulthood for men and women might be affected by gender-specific social conditions and expectations (Zulato-Barbosa & Rocha-Coutinho, 2012). It was generally considered important to account for SES, age, and sex as criteria to establish variability among participants' profiles; in the present research, the criterion SES was specifically emphasized.

### **Instrument**

The instrument was a semi-structured interview. Qualitative research questions focused on participants' processes of transition to adulthood were developed. The interview (Appendix B) included two parts.

The first part was composed of four elements: (a) a description of peer characteristics, (b) a life trajectory assessment, (c) a life span line drawing, and (d) a description of social expectations. Participants were asked to describe their peers' characteristics, which served as an indirect source of information about the participants—i.e., an analogy for how participants thought about and perceived lives. The life trajectory assessment invited participants to think about their lives some years ago, at the current moment, and in the coming years. For the life span line, participants were asked to point out moments they would like to emphasize; these pictures<sup>16</sup> allowed them to explore their personal experiences and identify in which period of their lives they thought they were. Regarding social expectations, participants were asked to describe what people in their social networks (e.g., society, family, and peers) expected from them.

The second part of the interview focused on participants' work experiences and future perspectives. The emphasis on work experiences built upon the fact that financial independence has been implicated in different countries as one of the most important criteria in establishing that adulthood has been reached (Arnett, 2011; Nelson, 2009), and working is one of the ways to reach this goal. Regarding future perspectives, EA has been described as a period of optimism.

---

<sup>16</sup> The life span lines drawn by participants were not analyzed in the present study.

Emerging adults tend to have good expectations of the future (Arnett, 2007). However, these expectations can be inflated and can generate frustration (Arnett, 2011).

### **Procedures**

Participants were contacted by e-mail and invited to contribute to the second study of the dissertation. The research group had their electronic contact information registered from their participation in the first study. E-mails were systematically sent until the four groups were populated. Participants interested in contributing to the study were then contacted by phone.

Three psychology students were trained to develop the interviews. They were also trained in qualitative methods and participated in the process of developing the semi-structured interview. Afterwards, pilot interviews were applied and analyzed, and necessary changes were incorporated. Then, three new pilot interviews were developed and filmed with a focus on improving interviewers' posture. Finally, the definitive interviews happened at the university or at participants' homes.

### **Data Analysis**

Thematic analysis was chosen as the method of analysis. Thematic analysis is an accessible qualitative method that enjoys theoretical flexibility; it is possible to use thematic analysis in different areas by virtue of its ability to provide detailed and complex accounting of data (Braun & Clarke, 2006). The focus of thematic analysis is searching for themes to analyze and report patterns within the data. A theme captures something important about data in relation to research questions. The criterion to choose a theme is based on research goals, not on quantity or prevalence of content in the interviews (Braun & Clarke, 2006).

Thematic analysis is not attached to a specific theory or epistemology. This characteristic differs from other qualitative methods, such as conversation analysis (CA), interpretative phenomenological analysis (IPA), discourse analysis (DA), grounded theory (GT), or narrative analysis (Braun & Clarke, 2006).

In the present study, thematic analysis was applied consistently with a contextualist approach (Bronfenbrenner, 1988; Tudge, 2008), which recognizes the individual's process of making meaning as being influenced by the broader social context. The epistemology of the study was essentialist or realistic, i.e., considering motivations, experiences, and meanings to be theorized in a straightforward way. Because language was considered to be a source of

articulation of meaning and experience (Braun & Clarke, 2006), themes were grouped by linguistic similarity.

### **Process of Analysis**

The qualitative analysis was developed by a deductive (or “top down”) process, based upon the theoretical background of the EA perspective. Specifically, the five EA main features (Arnett, 2000) and its counterpart (Reifman et al., 2007) comprised the themes of analysis: (a) Age of identity exploration, (b) Age of instability, (c) Self-focused age, (d) Age of feeling in-between, (e) Age of possibilities, and (f) Other-Focused.

The present qualitative analysis focused on participants’ collective experience of transition to adulthood. Cases were analyzed horizontally, and each person’s discourse was considered as an expression of the group experience, based on categories defined a priori. The effort did not investigate each participant’s interview separately, nor did it identify the presence or absence of categories in his or her individual discourse. Additionally, it was not developed through an inductive process of analysis, which would have considered participants’ idiosyncratic experience and introduced the possibility of creating new categories.

The program NVivo (version 10) was used in the process of categorizing data. The first author and two coders analyzed the interviews. Initially, the first author read all interviews to have a general view of all participants’ experiences. Next, the first author selected paragraphs that expressed participants’ personal experiences and opinions and coded them with respect to the six themes of analysis.

Afterwards, two coders participated in the process of categorizing the data. These coders were selected based on their familiarity with topics related to youth and transition to adulthood, albeit outside the context of EA theory. They accessed the entire content of the interviews and were guided to analyze the selected paragraphs and code them considering the six themes of analysis. The concordance coefficient among coders was calculated for each category using Cohen’s Kappa coefficient ( $K$ )<sup>17</sup>: Identity Exploration,  $K=.5$ ; Age of instability,  $K=.5$ ; Self-focused age,  $K=.5$ ; Age of feeling in-between,  $K=.5$ ; Age of possibilities,  $K=.3$ ; and Other-focus,  $K=.4$ . The general Kappa coefficient was  $K=.4$ . Subsequently, the first author included SES as an aspect to be analyzed.

---

<sup>17</sup> Kappa values were classified as follows: sufficient (.40 to .60); good (.60 to .75), and excellent (above .75; Robson, 1995).

Coders received a definition of each category of analysis based on EA theory (Arnett, 2000, 2004, 2011) to be coded. Additionally, rules to discriminate among categories were established by the first author (see Table 1).



Table 1. *Coders' Guidance*

Code	Description	Rules
Identity exploration	People are moving toward making crucial choices in love and work, trying to integrate their interests and preferences with the opportunities available	<ol style="list-style-type: none"> <li>1. Description of experiences participants have had in fields such as romantic relationships, education, and work</li> <li>2. Exploratory experiences of leisure, partying, traveling, and use of legal and illegal drugs.</li> </ol>
Instability	This feature refers to the feeling of instability and negativity faced by emerging adults due to their inconstant experiences (e.g., in love and work) while exploring different possibilities	<ol style="list-style-type: none"> <li>1. Experiences of feeling pressured; facing instability or precarious situations at work</li> <li>2. Experiences of depression, anxiety, and family problems</li> <li>3. Expression of feelings of suffering.</li> </ol>
Self-focused	Considering they have fewer commitments (e.g., they are not married, they do not have a stable job), they have more opportunities for making decisions independently	<ol style="list-style-type: none"> <li>1. Situations of focusing and acting on concrete personal goals. Although it might express participants' future expectations, it is different from Possibilities because it does not necessarily express an optimistic view</li> <li>2. Personal interests are a priority.</li> </ol>
Feeling in-between	Emerging adults feel neither entirely like adolescents nor entirely like adults and present characteristics of both life stages, even though they are on their way toward reaching adulthood	<ol style="list-style-type: none"> <li>1. Although participants assume some adult roles, they do not feel independent financially or emotionally.</li> </ol>
Possibilities	No matters how their current lives are, they believe they will reach the lives they envision	<ol style="list-style-type: none"> <li>1. Optimistic view of the future</li> <li>2. Prospection of less concrete plans. It is different from Self-focused because participants are not necessarily acting to reach this goal.</li> </ol>
Other-Focused	Other-Focused is a counterpart to the five features of emerging adulthood and is associated with a responsibility for and commitment to others	<ol style="list-style-type: none"> <li>1. Participants present a discourse of provision for or care towards others;</li> <li>2. Experiences of assuming responsibilities at work.</li> </ol>

*Note.* Categories' descriptions were based on EA theory. Rules were developed by the first author to guide coders concerning distinctions between categories.

## Results

The results are presented and consider each category of analysis and its subcategories. First, a brief explanation of general results is given. Subsequently, paragraphs extracted from interviews are used to exemplify participants' discourses.

### Feeling in-between ( $K = .5$ )

Participants acknowledged conflict between emotional and financial independence, which led them to feel in-between. They were investing in studying and working at different activities. Participants who counted on their families' financial support did not feel completely independent. However, when they used their own incomes to buy things, without asking for parental funding, they had the opportunity to live autonomously. In the case that participants started working earlier, they felt they did not have the chance to explore different experiences by their 20s. Consequently, they allowed themselves to explore this later, in their late twenties, which brought them back to the feeling of being "In-between," similar to becoming adolescents again. Additionally, in some cases, emotional dependence led them to feel ambivalent as they demanded parents' advice for making decisions—a behavior that might become permanent throughout life. Additionally, feeling in-between was associated with resistance to assuming adult roles. Parents' resistance to accepting children's emotional independence was also observed in their tendency to provide their children financial support whenever it was needed. For some LSES individuals, there was a feeling of being responsible for taking care of their parents, although they still felt emotional dependence from them. Below, several paragraphs document participant discourses in subcategories.

#### *Having your own money as a source of independence and autonomy*

"It was very good receiving my own money. I felt an atmosphere of "independence", not completely, since I was living with my mom and I could not support myself alone. But I thought: "I can walk with my own legs, I don't need to ask my mom or my daddy". It was important for me to do what I wanted to do. Beyond the emotional independency, that I already have, I had the financial independency, not totally, but I could feel the taste" (Interview 9, HSES, 18-24, male).

#### *Emotional dependency*

"(...) financial independency yes, but emotional independency I guess I'll never have. While I can, I'll have my mother as a reference to talk about emotional and affective themes" (Interview 1, HSES, 25-29, female).

#### *Resistance to become adults*

"Actually I think that people by their 26-27 years who think that life is playing soccer and after having a beer, in my opinion things are not like this. Leisure is a part of life, but working

is for sure something very important on people's lives, it is necessary. Personally, economically, and socially, people are developing themselves for that. Although we might resist a little bit, there is nothing we can do. (...) I'm married, I don't have kids, I don't ask my parents' help, but when I look an adolescent riding a skate in a Tuesday afternoon I think: "I want to get my skate!"... It's not easy" (Interview 13, HSES, 25-29, male).

*Assuming responsibilities during adolescent, and experimenting some exploration later*

"(...) I didn't have this stage, then when I was 23 I lived a period I should have live much before. What was very good in some aspects, but It was also a bit destructive, because it was supposed to be a period of settle in, I should be dedicated to my studies and my professional life, and I was partying for a while, because although I was enjoying it I always had too many responsibilities, what blocked my adolescence" (Interview 12, LSES, 25-29, male).

*After breaking a loving relationship, becoming "adolescent again"*

"...I used to cohabite with my girlfriend... last year we broke up and after that I lived a little bit of my adolescence again, I was a bit more agitated" (Interview 3, LSES, 25-29, male).

*Parents reinforcing the feeling In-between*

"Actually I depend on my parents considering my mom pays the power bill, water, telephone; she buys things... buys the food. But all the rest, clothes, transportation... Those were things I started to pay, because if I let my mom to decide she would give money also for these things" (Interview 1, HSES, 25-29, female).

## **Identity exploration (K=.5)**

Participants described their process of exploring professional and educational experiences, experimenting with different romantic relationships, and traveling abroad. Coders agreed on these topics. However, Coder 1 and Coder 2 categorized some paragraphs as related to the Negativity-instability category. Coder 2 also associated some paragraphs with the Self-focused category, specifically when topics referred to concrete plans associated with becoming an adult. Paragraphs below express participants' experiences.

*Enjoying life, hanging out with friends and participating on diverse activities*

"Most of them are in a steady love relationship, we play soccer together, they do internship... humm... what else... they are studying and also having fun... We hang out together too, we go to each other's house, or we go to a pub, something like that... Singing, playing the guitar, talking about silly things..." (Interview 9, HSES, 18-24, male).

"... then we went to the beach together in 2010. There were more people, we were 15 people. We went to the beach at night, I remember. That day I drunk to feel really drunk... They bought alcohol. No one had ever tried Absinth. And we bought two Absinth bottles, I mean, I don't know if you already tried, but it's the worst thing ever. I mean, it's good, but you drink that and "Byeeee", you are out of space! And we were there for five days. It was very good" (Interview 10, LSES, 18-24, male).

"Then everything became a party you understand, I had broken with my boyfriend, I started working, my salary was too low, but at least it was something, and I was partying Tuesday, Friday, Saturday, everyone was single, it was crazy (Interview 5, LSES, 18-24, female)".

*Exploring diverse work experiences*

“... I already worked as a Samba producer with a friend, it was good, we promoted parties in the city, it was very good, I always liked this cultural thing... I worked in a University Center of Culture and Art that you can find all over Brazil (...) ... but it didn't work too much, because at that period the coordinator was a corrupt and he got all money for him and blocked projects... (...) I've already worked selling electronic devices, I used to fix and sell computers. But everything before starting my Masters, then I gave up everything” (Interview 13, HSES, 25-29, male).

*Experiences abroad*

“In 2006 something very important happened, I traveled to Germany alone. I lived there for three months; I worked in an internship in my field there. I don't speak German, I didn't speak at that time, but I traveled anyway, I like to take risks. I could speak English, so everything was ok. And it was very important for my personal and emotional development, I could feel more self-confident regarding my profession, because I went there to learn but I was teaching lots of people” (Interview 2, HSES, 25-29, female).

“... in 2007 I did a touristic trip with some colleagues of work. I was disappointed with me considering the way I was doing college course, I could not do it. Then I thought 'I don't know what I do'. Then I decided to travel, I went to Europe. and there I realized I'd like to spend some time living abroad (...) I went abroad with an expectation; in a sense of testing myself... there was an existential value, which were my limits, just like if I was starting again. But I realized that frequently I was fragile and feeling alone. Then I could not do so many things, I didn't go far as I wanted, although it was possible. And it was things that I still had to solve own my own. But it was very important” (Interview 7, LSES, 25-29, male).

*Diverse residential status*

“This year my boyfriend was living here, he was also from a city close to Porto Alegre. This year I lived for a while with a friend of my grandmother, and also with some girls I didn't know before, but it didn't work. (...) and then I moved to an old woman house for two or three years, I guess. Then in 2005 I had a more fixed house, but in 2004 for it was more itinerant” (Interview 4, LSES, 25-29, female).

*Exploring love*

“Well, he was from another state, he came to Porto Alegre to work in a company, where my cousin was also working. Then I met him, and we were hanging out for two months, it was almost a date” (Interview 5, LSES, 18-24, female).

**Instability (K=.5)**

Participants described their feelings of negativity and instability in relation to their professions (e.g., work and college, insecure labor activities, humiliation at work, anxiety when demanded to apply something new at work), romantic relationships, angst of doing “nothing,” family expectations, and frustration regarding plans that did not work. Coder 2 associated paragraphs related to Negativity-instability with the categories Self-focused, Identity exploration, Possibilities, and Other-Focused.

*Insecurity*

“(...) because alone It was like if you were too vulnerable, a feeling that anything will attack you, or that you are going to do something wrong. I don’t know, that’s the feeling, that you are not secure, that you are not in your house, that you are not with people who protect you” (Interview 11, HSES, 18-24, female).

*Working for family financial instability*

“I pointed out when I started the College as something important, because my goal was always to study. Then when I started College I was just able to do one semester and I had to interrupt when things went bad. I had to work, I had to attend three years of course to prepare myself for the selection exam to study at the public University, and eliminate some of our family costs. I interrupted College for one year and I was working in this period. I worked a lot, in plural areas...” (Interview 8, HSES, 18-24, female).

*Insecurity regarding educational path: “it might be too late to study”*

“I’m still at College. And then, maybe, I feel guilty for that. Because, since the beginning, I had a goal, and they started later but they already concluded College. So it bothers me, considering my age” (Interview 8, HSES, 18-24, female).

*Insecurity at work*

“I worked in some jobs that, after that, I arrived home crying, because I didn’t like what I was doing, but I had to do. So I worked 10 hours every day, including Saturday, even 12 hours. And although you work with people, you also work for someone” (Interview 8, HSES, 18-24 female).

“My boss says something that I think it’s very wrong, at work she says like this, what might be true, she says ‘No one is irreplaceable’, anyone can be replaced. That makes me feel so sad. I mean, it bothers me, it’s not like this. So it means that I don’t make any difference? I mean, I replace you for someone else and ‘goodbye for you’. I think that’s something wrong she says (Interview 10, LSES, 18-24, male).

*Insecurity for leaving parents’ home*

“2011 was a year with so many changes. I left my parents’ home, I started the Masters, I started... well, without noticing I already had my own house to take care of. So it was everything, things that were demanding too much of me, a commitment of hours and emotion. I suffered a lot, I was very stressed because everything happened together. I thought I could not make it, but I did it. And 2011 is over, and things will be calmer this year” (Interview 2, HSES, 25-29, female).

*Low SES insecurity*

“People around me are by their 18-29 years and are from low socioeconomic status... Actually we work to survive, we have our family, we don’t have time to be dedicated to studies, most of people around me are like this... in the company where I work it’s like this, they don’t have too many expectations... well, they might have, but it’s much more complicated... (...) It’s a job for having food at home, it’s not a work that will bring you a better professional expectation, of seeing beyond and having possibilities, having a personal business. But I can see beyond, but people who I work with can’t” (Interview 6, HSES, 25-29, female).

*Insecurity when parents’ cannot provide assistance*

“Then in January I was very agitated, thinking about what I would do, what I would do. I wanted to live this stage, but I could not support myself financially alone, because my mom could not help me and my father even less. I had to pay the rent, my food, and I had to live with my own earnings and I was very agitated, very anxious with that. And some time before I looked for a psychiatric assistance, I think when I came back from Bahia. I was in treatment

for a while with him, it was a tuff period, a kind of short, then I felt better and it was great” (Interview 12, LSES, 18-24, male).

*Frustration with plans that did not happen*

“(…) Because I was frustrated about doing plans and what I was planning did not happen. It making me feels very anxious. It was very difficult for me, because I’ve been always a determined person, I thought ‘I’ll do this and that… and in six months I’ll do that’. And expressing that I don’t know what is going to happen with my life is very hard” (Interview 12, LSES, 18-24, male).

*Anxiety due to not knowing what to do*

“I think that what made things more complicated, the two hardest things were not working and moving to Porto Alegre, because I was the whole day without doing anything, without meeting people, and without expectations. I was thinking ‘what am I going to do?’. Last year I was like this, but I think I did some progression this year. Before I didn’t know what to do” (Interview 5, LSES, 18-24, female).

*Insecurity about assuming responsibilities at work for the first time*

“The internship is very good because there is lots of practice. I a fear it (….) I feel like I won’t remember what I have to do. But when you are there and you do things you feel so well” (Interview 11, HSES, 18-24, female).

*Family’s expectation*

“But I think that our family expects more of us. Not more than what we can get, but more than what we expect to do at that moment. Ahm… and you know, there is always a demanding atmosphere. When we are at College they start asking when we are going to start working, if we will start a post-graduation course, masters, if we won’t have kids and get married… (….) Actually I think they expect we’ll follow a pattern, that you’ll have success in your profession, that you can deal with everything, that you’ll become a good mom, that you’ll have a good marriage, summarizing, that you’ll become a super-man or a super-woman” (Interview 2, HSES, 25-29, female).

*Sharing insecurity with parents*

“Today my mom called me and she asked me what I was doing, then I told her, ‘mom, this week I am doing a paper for my course of specialization’. Then she said: ‘Yes, studying is necessary’. And I said: ‘Studying is necessary, but getting money too’. That’s how things are, you know” (Interview 5, LSES, 18-24, female).

### **Other-Focused (K=4)**

Participants described their dedication to family, work, and society. In relation to family, dedication was associated with financial support. In one case, early maternity led the participant to quit her studies to dedicate time to her child. Additionally, this participant chose to raise her adolescent sister and worked in an insecure job to have money. In other cases, Other-Focused was associated with dedication to partners and parents, in the latter case pursuant to the parents’ own aging. There was also dedication to society, following behaviors that might contribute to a better environment. Some participants exemplified that through religion, Spiritism and Catholicism.

*Helping with the family income*

“I think that if I was not working or studying, what would I be doing? Would I be at home as a vagabond? Just eating, getting fat, you know, like a nerd all day in front of the computer? I like to work. When I was a child I remember my mom, I have this example of her... for some time my mom was working in two jobs. She would conclude one and go directly to the other. She would go home and sleep two hours, and then she would start her work day again. Then, for a period she was really without money, and then I looked at her and I asked: ‘would you like me to work in these jobs, too?’” (Interview 10, LSES, 18-24, male).

“Just me and my mom live in the house, so I help her. I give money for her every month. She bought a washing machine 2 months ago, and I’ll help her to pay” (Interview 10, LSES, 18-24, male).

“... I never had time to think about doing my own things. It was like this, I interrupted studies to work, because I didn’t have time for both, or you do one thing or the other. If I could not enter at College at that time, I should do something else. Then I helped a lot my family, we were facing difficulties. So that’s what happened. And my younger sister used to work at the same place I was working, a store. Even when I started College I kept on working in this store. I used to bring books to study there, and sometimes I was reprehended because I should not read at my job, I should work” (Interview 8, HSES, 18-24, female).

*Supporting family members*

“... I want to develop my potential, that’s very important! Investing in things I like, it’s also something important (...). And I’ll add my siblings here, I’ll help them with things they need, I want to be a reference for them” (Interview 9, HSES, 18-24, male).

“My wife is a bit older than me, so I’ll follow more her professional choices than mine, in case she moves to another state. My life changed radically” (Interview 13, HSES, 25-29, male).

“Another challenge is the fact that my parents are becoming older, what is inevitable, they are getting older... they are definitely getting older. And it has been difficult. My father is too exigent and my mom has a healthy problem. It’s going to demand me a lot as a son, this process of mediating our relationship. So, if I’d think about my concerns, about my life, they are a kind of indirect. My parents are getting older, and they demanding more of me” (Interview 13, HSES, 25-29, male).

“I can see that most of people’s energy is for fun and parties, mainly among single people. For sure they have much more fun than me, they go out more often, they know more people. I don’t, I don’t go out frequently, I don’t have money and I don’t have time, I have other focus, for instance, my family. I work six hours every day, and the rest of the day I prepare sweets and I sell to companies and people” (Interview 6, HSES, 25-29, female).

“Frequently I became my father’s provider, supporting him financially and emotionally. It’s a complicated relationship, since I’d like him to assume his role as a father” (Interview 12, LSES, 18-24, male).

*Focusing on the family and interrupting studies*

“No, I studied one semester at the College, but I didn’t have money to continue. I needed to build a structure, and even at home I didn’t have structure to study. I have a kid, I have my sister... then I didn’t focus too much on my own life, I focused on them, at least until they have some directions, a ‘north’ in their lives, I think it’s going to be like this. And I can’t let my son

alone, so I'm dedicated to them, all money I receive I spend with them, not with me". (Interview 6, HSES, 25-29, female).

*Self-focused after a other-focused period*

"After they can do things on their own it will be much easier for me to be focused on my personal priorities" (Interview 6, HSES, 25-29, female).

*Helping society*

"I think if I don't do bad things I'm already doing my part, being nice, educated, even on the transit. It's not too much doing a favor for you, for instance, helping you with this research. It's a value I have, I'm not individualist" (Interview 9, HSES, 18-24, male).

"I want share knowledge about Spiritism with people... that's very nice. It's not a religion, it's a philosophy. And it's very important for me, I got better as a person!" (Interview 6, HSES, 25-29, female).

"In 10-20 years, I want to have enough money to build an institution to help people. That's the history of my family; my grandfather built lots of things and helped lots of people. And I expect I don't have to work in the future, I want to have a business that will give me enough money to do that, helping people, doing things that transform communities" (Interview 12, LSES, 18-24, male).

*Commitment to work*

"That's what I say to everyone who never worked: 'start working'. We learn how to deal with people, and you understand things better. At least it was like this with me. I became more empathic (...). I abandoned my 'small world'. Sure, I'm still centered on me, but my world became broader, it's not just around me. We have deadlines to respect at work, we have goals, we have to deal with students' parents, with students, with the boss" (Interview 1, HSES, 25-29, female).

"Well, it's time to work, it's not time to take vacations. People say: "but won't you take vacations?". No, I won't take vacations! It's time to work, later we'll rest" (Interview 13, HSES, 25-29, male).

*Commitments of adulthood*

"What represents adulthood is that you have fewer possibilities, you have fewer chances to choose. An adult has more sense of responsibility, more commitments. I can't make a decision today without thinking before. And today I feel this stability, because I don't have so many options to choose" (Interview 3, LSES, 25-29, male).

### **Possibilities (K=.3)**

Participants articulated high expectations regarding success in their professional careers. However, they voiced preference for being able to balance work and leisure time, especially with respect to traveling. Additionally, they described expecting to have enough money through their professional activities to be able to buy what they would need. Participants had an optimistic perspective of the future, believing their plans could be realized, although they might be unrealistic. Coder 1 and the first author presented a high level of agreement regarding the category Possibilities, although some overlap between



Possibilities and Self-focused was present. Coder 2 overlapped Possibilities with the Self-focused and Other-Focused categories. Coder 2 also considered a pessimistic view of the future as associated with Possibilities, which overlapped with the category Negativity-instability.

*Assuming responsibilities and having time to enjoy life*

“Everyone wants to have a good life, money, being happy, finding a love partner... or not, some people want to be single and enjoy it. I think that most of people want to enjoy life with lots of money. I think this is the general goal. And the person who enjoys more and works less is the happiest” (Interview 11, HSES, 18-24, female).

“People want to have professional success and a good socioeconomic status; and also they want to follow social patterns, such as having a house and building a family. But also not removing the idea that young people want to travel and to know different countries. (...) So, in the future I want to have success in my career, having a family, and travelling around the world, knowing people, cultures. And I expect always study, because we should never stop studying, no?” (Interview 8, HSES, 18-24, female).

*Optimism*

“I already have a plan B. I’ll give up everything, I’ll get the money I have, I’ll take my backpack and travel. Then I can work with anything, a manual job for instance. I don’t know; I cook well, I can wash (...) then if nothing works, I’ll always know how to do something that someone needs” (Interview 1, HSES, 25-29, female).

“I’ll register here professional stability. And of course, being happy! Is it worth it having professional stability and not being happy? And I want to make new friends. And I want to be healthy, psychologically and physically. Well and, I don’t know... helping to build a better world!” (Interview 9, HSES, 18-24, male).

“If nothing works, I’ll find a way to make things work. And if it’s too difficult, I can do other things. (...) we can find new opportunities. At some point things will work out!” (Interview 9, HSES, 18-24, male).

*Working and autonomy*

“I think people want to succeed at work and became independent. They want to be autonomous to live their lives, not mattering if they are successful in their career or not. What they really want is autonomy” (Interview 13, HSES, 25-29, male).

*Illusory optimism*

“I think we think everything is going to be solved in a magic way, and the answers will come easily, and you’ll have a comfortable and independent situation” (Interview 12, LSES, 18-24, male).

### **Self-focused ( $K=.5$ )**

Self-focused was related to participants’ experiences of being focused and invested in concrete plans. Additionally, participants were self-focused in considering their opportunities to choose among multiple options guided by their own feelings because some participants did

not have long-term commitments. The process of leaving the parental home and contributing to the family income was described as a way of exerting autonomy. It was also possible to see the Self-focused and Other-Focused categories as a unit of opposites and reflective of the participants' identity-based choices.

*Things depend on me*

"It's a moment when I have to be dedicated to my studies. I have to be dedicated because things depend on me. (...) Currently, I have lots of things to do. I'm less dedicated to my family and friends. They invite me to hang out, but I refuse. (...) Currently things depend on me, and if I want to have the answers I need, If I want to have success. (...) And I want to have kids and a family, but now I can't see it". (Interview 1, HSES, 25-29, female)

*Concrete plans*

"Currently I'm focused on my profession. I have to be dedicated. I want to become a member of the Federal Police, that's what really matters for me now, my priority. But for the rest of my life, my priority is being happy, that's very important" (Interview 9, HSES, 18-24, male).

"I'm planning my next trip. I want to do a course to teach adults, because it's difficult for me teaching adults. So I'm searching for that. And my bosses are supporting me to plan my trip. However, they'd like me to go to Canada, but I want to go to England. (...) So I'm really working on it, sending e-mails for different schools in England. Actually, it's a course in Cambridge" (Interview 1, HSES, 25-29, female).

"I want to conclude my Masters with success. And then I'll invest in my own business. I still want to do a course after the Masters. (...) And I also want to invest more in my own house, because I could not to be dedicated to that this year, what made me feel a bit guilty. (...) My boyfriend did that for us this year. But we talked and we knew it would be like this this year" (Interview 2, HSES, 25-29, female).

"Bah, I can't stand the traffic jams. So I decided that in four years I'll be living in a better neighborhood. Where I live now is far from everything! So I plan to live in a better neighborhood, closer to downtown" (Interview 10, LSES, 18-24, male).

*Identity based choices*

"They ask me: how long for you to graduate?" Actually I don't know, and I'm not worried with that. I'm worried on being approved on disciplines. So they have this expectation regarding my graduation's conclusion. (...) And I think they expect me to marry/cohabit with my boyfriend. (...) And also my family see me as an independent person who does what she wants, and I work hard to reach my goals" (Interview 1, HSES, 25-29, female).

"I'd like to live alone for a while. I've heard that people who are very independent, I mean, who live alone and do everything alone, they face difficulties to share a life with someone. I can't see myself getting married, having kids, at least now (...). Especially nowadays, that we don't have to be worried about that until our forties, you know. I want to travel a lot and learn many new things" (Interview 1, HSES, 25-29, female).

"I'm living my life and changing opinion. (...) Lots of things happen, and I can change my mind. (...) I say 'I don't want study psychology anymore', I'll do something else, and I'll start another project. But I'm coherent with my priority that is my self-realization, you know. It means doing the best I can, and doing something I consider dignified, important, creative... something that satisfies me" (Interview 7, LSES, 25-29, male).

“For me it’s important having my own space. Last February I started living alone again. (...) I realized that I can really think about me and do whatever I want. And of course, the consequences are mine, but I can do what I want, with or without coherence” (Interview 12, LSES, 18-24, male).

*Self-focused as financial Independence*

“I wanted to start working soon, having my money, being independent, and doing things I’ve always wanted. I think I’ve been always moved by my independency, my financial independency, I mean, materially. That’s what moves me, when you don’t have to depend on anyone” (Interview 2, HSES, 25-29, female).

*Self-focused as making decision on your own*

“I left that job, I didn’t have a good salary, and I started again. But I was more conscious of what I wanted to do. So this concern about what I wanted to do was the starting of my adult life. Because paying my bills has a meaning in a sense of reaching adulthood, I mean, to become an adult you need to pay your bills. But for me it doesn’t mean too much, for me the most important is becoming able to make decisions on your own and assume the consequences for what you do” (Interview 3, LSES, 25-29, male).

*Self-focused attitude as a consequence of reaching autonomy*

“Well, my job led me to be far from home most of the time, totally. I work from 08:30am to 6:30pm, and after I go to College. And then I go home to sleep. So I’m far from my mom for some time already, I guess 2 or 3 years. I never lived with my father. Well, I think it happens when people become emotionally independ, because we don’t have the same attachment with our family. (...) And if something happens, I don’t ask for my mom’s support, because I have capacity to solve the problem” (Interview 10, LSES, 18-24, male).

“Stop working in my family’s hotel was reaching freedom regarding plural things in my life, I mean, things I fear and barriers I see. And I started thinking that now I wanted to try everything in life, considering I’m free, that I cut the tie with my family, with that job, with that stability. Now I can do whatever I want” (Interview 12, LSES, 18-24, male).

*Self-focused as a consequence of multiple options young individuals have*

“Oh man, my challenge is being focused, I’m not focused. And I think it’s related to a characteristic of our generation, because you see so many things and you don’t know what you want. You see so many nice things happening, and not always you match with that, and then you ask yourself, “was it what I wanted?” (Interview 12, LSES, 18-24, male).

### **Overlap among categories (General K=4)**

Overlapping among different categories was identified. The Identity Exploration and Self-focused categories overlapped when a participant expressed doing identity-based, professional choices. Such participants did not have long-term commitments and felt comfortable shifting jobs frequently:

*Exploring work experiences – Identity Exploration and Self-focused*

“Before, it used to interfere much more. Before, I used to stay three months in a job, and if it wasn’t what I wanted, I just gave up. However, it was a view of one who was not satisfied” (Interview 3, LSES, 25-29, male).

Overlapping between the Feeling in-between and Self-focused categories was also observed. For instance, a subcategory called “Resistance to assuming adult roles” included the following paragraph:

*Resistance to assuming adult roles - Feeling in-between and Self-focused*

“... My boyfriend bought an apartment—an apartment above his mom’s apartment. And he did not directly invite me to live with him, but he kind of said indirectly that he would like it... but I was very clear and honest with him that I would not like to live there with him considering that while I live in my parents’ home, I can save money and can be focused on my trip” (Interview 1, HSES, 25-29, female).

The participant was focused on saving money to travel while staying longer at her parents’ home. Although she was committed to her boyfriend, she did not feel as if she were ready to live with him, thereby expressing ambivalence. The participant was investing in a long-term relationship, but she did not want to cohabit with her boyfriend or become his “wife.” She preferred staying at her parents’ house and maintaining the role of “daughter,” a self-focused attitude.

Participants’ prospective views generated an overlap between the Self-focused and Possibilities categories. While generating future plans and expectations, individuals were self-focused on reaching their goals. However, to discriminate among categories, Possibilities was viewed as being associated with an optimistic view of the future or a prospection of less concrete plans. It means that, although the Possibilities and Self-focused categories could contain future plans, they were differentiated when the first author defined that abstract future plans would refer to Possibilities and concrete future plans in execution would refer to Self-focused.

The category Negativity-instability included feeling overloaded, pressured, and stressed at work, which led individuals to manifest depression and anxiety symptoms. In some cases, Negativity-instability was also associated with family and personal problems. However, this category frequently overlapped with others. It overlapped with the Identity exploration category when participants described experimenting with diverse experiences in work, education, and love, leading them to have unclear ideas of what their future would be in these fields. The Possibilities category overlapped with Negativity-instability when participants presented an optimistic view of the future and less concrete future plans, which

was a source of frustration and instability when their expectations were not met. The category Feeling in-between also was associated with Negativity-instability because participants expressed their ambivalence concerning their process of reaching complete autonomy due to family problems. For instance:

*Ambivalence of an LSES participant: "I'm the father of my father"- Feeling in-between and Negativity-instability*

"I moved alone again because before I was at my mom's house for a while. However, here, it was remarkable because I was in this apartment for two years, and in the beginning, my father was living with me. After he left for another state, I felt as if I were more the father of my father than the son of my father. Before, he and I lived together in another state. Then, we returned, and he did not give any news for one year. And, in reconciliation, we lived together again. However, then he left and let me be alone again, and again I had a feeling that my father was my son" (Interview 12, LSES, 18-24, male)

The Self-focused and Other-Focused categories overlapped. For instance, one participant had not planned to have a child, although she described, in a more self-focused way, that having a family was one of her main personal goals. Currently, she was devoted to raising her child, and she lacked time to dedicate to education and work. At the same time, her commitment to her family after having the baby constituted an Other-Focused behavior. The same participant expressed an overlap between the Other-Focused and In-between categories. She shifted from dependency on parents to dependency on a husband, expressed in the following paragraph:

*Moving from parental dependency to spousal dependency - Other-Focused and In-between*

"Well, I moved from dependency on my parents to dependency on my husband because I can't support myself alone, considering the apartment rent, my kid in private school, I can't. I don't see myself as dependent on him because although he earns more than me, much more actually, I don't depend totally on him. I also buy things for the house, we share, and then I feel independent" (Interview 6, HSES, 25-29, female).

Another participant expressed this overlap between the Other-Focused and Feeling in-between categories. He realized that, although he assumed the adult role "financial independence," he missed his parents' emotional support. At the same time, he felt the need to take care of his mother, which demanded him to act as an "adult."

*Emotional dependency: "the father of my mom"*

"... When do you become an adult? When you pay your bills? That's great, but financially, I am an adult, but I still feel a strong affective dependency, not in the sense of missing someone to take care of me—my parents divorced when I was a child. It is an affective dependency

because I miss having them close to me, especially my mom. However, it is also a paradox because the dependency I'm talking about is of taking care of her, and for that I need to be an adult, and I don't need them financially, but of course, if I need them, they'll be there. Father and mother" (Interview 3, LSES, 18-24, male).

### Discussion

The results indicated that the main features of EA were expressed in participant discourses and that they were interconnected dimensions. Additionally, in Brazil, the transition to adulthood presented different characteristics according to each participant's SES.

Regarding the six categories of analysis based on EA theory (Arnett, 2000, 2011), all were expressed in participants' discourses. Although the categories presented particular characteristics, they frequently overlapped with each other. The Kappa coefficient per category and the total Kappa coefficient were moderate (.4 - .6), communicating that categories overlapped and might need to be more clearly defined. However, the overlapping process might also express the EA concept of dynamicity and proximity to the participants' complex realities.

Some aspects of the overlapping processes among categories were observed. The Identity Exploration category referred to the diverse experiences lived by participants in areas such as love, education, work, and travel. Young individuals have broader opportunities for exploring diverse fields of their lives, especially considering they are less likely to have assumed long-term commitments, which allows them to be able to change their minds and try out new things (Arnett, 2000, 2011). The present study reinforced that HSES individuals are more likely to have a more extended period of time in which to explore diverse fields (e.g., work, love, education, traveling; Arnett, 2011; Demuth & Keller, 2011; Galambos & Martínez, 2007; Henriques et al., 2004) than LSES individuals. Similar to what has been found in other studies, the results indicated that individuals from LSES families experienced demands to start working earlier to help with the family income (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Dreissig, Junqueira, Rodrigues, & Jacoby, 2005; Guimarães & Romanelli, 2002; Marques, Neves, & Neto, 2002; Sarti, 1996).

The atmosphere of young individuals' identity exploration was also associated with a Self-focused orientation. This feature was related to the fact that, currently, individuals are forced to play more active and agentic roles in organizing their lives (Demuth & Keller, 2011). For instance, work and educational choices are identity-based, considering how emerging adults wish to find jobs that match their identities, rather than just to make money.

Additionally, children and adults present clearer institutional ties (e.g., school, long term jobs) when compared to individuals in transition to adulthood (Arnett, 2006; Henriques et al., 2004). For instance, decades ago, sex before marriage was not allowed at parent's house. These aspects fortify individuals' persistence to respect personal beliefs and reach personal goals.

The optimistic view represented by the Possibilities category has been defined as one of EA's features (Arnett, 2000; 2011), and it was expressed in the discourse of participants from both low and high SESs (Arnett & Tanner, 2011). Despite LSES individuals' also presenting optimistic orientations towards the future, they described their paths toward reaching their goals as challenging, considering they were demanded to support their families financially and emotionally.

The Feeling in-between and Self-focused categories were also associated. A participant was ambivalent regarding moving out of her parents' home and living with her steady boyfriend. The participant seemed to express the tendency of young, HSES Brazilians to extend their stays at the parents' homes (Bem & Wagner, 2006; Borges & Magalhães, 2009). Despite the fact they have established professional lives, have completed college, and in some cases, have achieved financial conditions sufficient for building their own lives, they would rather live with their parents. They tend to be self-focused in their personal goals, as reflected by high investment in professional training, difficulty with insertion into the job market, low value attributed to individual independence, diminished or neutralized intergenerational conflict, and parental ambivalence regarding the process by which children leave home (Henriques et al., 2004).

Among Brazilians, the Self-focused and Other-Focused categories were expressed as a unit of opposites. When describing concrete goals, participants were Self-focused and willing to achieve their personal expectations. However, some participants expressed Self-focused attitudes to achieve Other-Focused plans (e.g., having children, getting married, having a stable job).

An overlap between the Other-Focused and In-between categories was also observed. One participant shifted from dependency on parents to dependency on her husband. When depending on her husband and being dedicated to her family, she expressed an Other-Focused attitude. At the same time, she expressed Feeling in-between and did not recognize herself as autonomous. This might be explained by the fact that, although she had assumed traditional adult roles (e.g., marriage, having children, and working), her perception of reaching

adulthood was affected by her economic dependence on her husband, which did not provide her complete autonomy. As observed in other young mothers (Aquino et al., 2003), her early pregnancy blocked her investment in higher education, and consequently, her chances to have a decent job decreased. Her current situation diverged from current social expectations of women's investment in their education and professional careers (Zulato-Barbosa & Rocha-Coutinho, 2012), which may have led her to feel ambivalent. Overlap between Feeling in-between and Other-Focused was also identified when a participant assumed the adult role of "financial independence" while still missing his parents' emotional support.

Moving past a discussion of the six categories of analysis, another challenging element of the analysis was participant SES. The present study did not recruit individuals experiencing extreme poverty or extreme wealth. Consequently, participants were from medium-low and medium-high SES, which most likely made the differences between them more tenuous. Moreover, it was especially interesting to identify that the first study's SES classification was not always sufficient for categorizing participants' real economic situations, a limitation intrinsic to national economic classifications. When including all age groups and all Brazilian regions, the measure's precision was affected (Pereira, 2004). This limitation was observed in the present study when, in some cases, a participant was classified with a HSES but reported LSES within his or her discourse. The same happened with a participant classified as LSES whose discourse belonged to a HSES individual. It might also be associated with the fact that participants' SES conditions might have shifted from one period to the other, meaning that, although a participant currently presented as having HSES, previously he or she belonged to a LSES family. In other cases, a participant was from a LSES when disregarding his or her family's financial, despite the family's overall economic conditions otherwise suggesting a classification of HSES.

Furthermore, both low and high SES individuals have been described as experiencing the EA stage in the U.S. (Arnett, 2011). There, LSES individuals enter into adulthood one or two years earlier than people from HSES, and they experience a shorter transition period with different characteristics. For instance, while HSES individuals make educational changes, LSES individuals make job changes (Arnett, 2006), with the latter group's transition between secondary school and the adult role also lasting about six years. However, in Brazil, a different process of transition to adulthood was observed between low and high SES individuals. Participants of LSES tend to start working earlier to help contribute to the family income, and their educational paths were less stable. Frequently, they have to interrupt studies



due to commitments to their jobs or families. Consequently, they tend to reach autonomy earlier, becoming responsible for paying their own bills and supporting their families financially and emotionally. However, after some years of investment in their families, they allow themselves to live a period in which they can explore diverse experiences, such as enjoying life with friends, traveling, and studying. Therefore, the experience of EA would be lived by them later, based on their own process of reaching autonomy.

In contrast, HSES individuals were not found to experience demands to work earlier to help generate family income, and an extended period of exploration tended to be offered to them from adolescence. It might be said that LSES individuals in Brazil, different from their U.S. counterparts, may experience the EA stage well after HSES individuals. At the same time, some similarities between low and high SES groups in Brazil also have been shown to hold true in the U.S.: e.g., both groups experiment with different possibilities in love and work, face instability, and present high hopes toward the future (Arnett, 2004).

### **Conclusion**

The five main EA features and their counterpart, Other-Focused, were observed in Southern Brazilians' experiences. Some contextual particularities were identified. The Feeling in-between, Negativity-instability, Possibilities, and Identity Exploration categories were similar to their original definitions in EA theory. However, the Self-focused and Other-Focused categories presented differences.

Originally, the Self-focused category related to few role obligations and a high degree of autonomous decision making for young individuals (Arnett, 2000, 2004 2011), aspects also observed in Brazil. Nevertheless, in the Brazilian context, Self-focused was also related to pursuing personal plans, especially regarding work, education, and family. Participants were Self-focused in their future commitments, moving forward to adulthood in a process of building a foundation for their adult lives (Arnett, 2004). Self-focused was also expressed in terms of future expectation. Some participants expressed a willingness to be Self-focused on their own choices after an Other-Focused period, especially in cases when participants faced demands to be dedicated to their families by their twenties or earlier.

The Other-Focused category was different for low and high SES individuals. HSES participants tended to be Other-Focused by their late twenties after an extended moratorium period (Arnett, 2011; Demuth & Keller, 2011; Galambos & Martínez, 2007; Henriques et al.,

2004). On the other hand, LSES participants tended to be Other-Focused by their early twenties, due to the necessity to support their families financially and emotionally.

Contextual particularities regarding SES were especially observed in the Self-focused, Other-Focused, and Identity Exploration categories. In Brazil, HSES individuals were more likely to experience EA features in accord with what has been observed in industrialized countries (Arnett, 2000, 2011). However, LSES individuals presented a divergent trend because their opportunities to be Self-focused and invested in Identity Exploration would happen after an Other-Focused period.

The present study employed a deductive (i.e., “top down”) process of analysis based upon the theoretical background of the EA perspective (Arnett, 2000, 2004, 2011). In future analyses, an inductive process may be developed. It would be interesting to select four cases and to define a posteriori themes strongly linked to the data itself. Participants’ experiences may be organized into a “relevant thematic organogram,” connecting different elements related to participant discourses.

## General Conclusion

The extension of the transition to adulthood presented in industrialized societies has been observed in Brazil. Adult roles, social markers traditionally associated with adulthood, have been postponed (Arnett, 2011; Demuth & Keller, 2011; Galambos & Martínez, 2007; Henriques et al., 2004) and were not exclusive markers of adulthood in Brazil. “Being responsible for yourself” was chosen as the most important criterion to reach adulthood, while getting married and having kids were classified in the last positions. Almost 50% of the total sample registered the “Feeling in-between”, an important subjective marker of emerging adulthood (EA).

These characteristics may indicate the existence of EA in Brazil (Arnett, 2000; 2011). The theory, primary developed in U.S., impacted researchers all over the world. Positive critics considered that the EA construct was a theoretical update of classical theories of transition to adulthood, based upon characteristics of currently industrialized countries. In Brazil, in parallel to EA proposal, researchers of Systemic Family Therapy were discussing the prolongation of young individuals staying at the parental house. The called “empty nest syndrome” became the “full nest” (Borges & Magalhães, 2009; Henriques et al., 2004; Vieira & Rava, 2010; Zordan et al., 2009), and new family structures were observed. Young individuals did not need to move out from parental house to have an active sexual live; couples had the opportunity to choose between getting married or cohabiting, and planning or not to have children; families were composed of remarried and homosexual couples (Branden, 2000; Carter & McGoldrick, 2001; Costa, 2007; Zordan et al., 2009).

In parallel to EA, the influence of a globalized world in the transition to adulthood was discussed by scholars. Technological tools provided interaction among people from diverse cultures and countries (Jensen, 2012). A new logic of communication appeared, affecting people’s way of thinking and behaving. Hedonism, individualism, and immediateness were terms frequently associated with young individuals in Western societies, also named the Generation Y (Howe & Strauss, 2007). Young individuals were making identity-based work and educational choices, and they wished to find a job that matches their character. They were searching for an ideal love partner. They believed people should usufruct life pleasures, especially while transitioning to adulthood. Young individuals wanted to explore diverse experiences in love, work, leisure, and travelling (Arnett, 2000, 2004, 2011; Henriques et al., 2004).

Negative critics towards EA considered developmental classifications as limited to envision the diversity of human being process of transition to adulthood in different countries and cultures (Castro, 1996; Margullis & Urresti, 2008). Infancy and adolescence are not normative in every context, or do not even exist. In Brazil, child labor led children to be engaged in work activities without being physically and psychologically prepared for them (Dutra-Thomé, Cerqueira-Santos, & Koller, 2011). They do not experience the infancy of Human Development Psychology books.

Chronological limits do not reach the complexity of developmental phenomena. Some scholars proposed the concepts of stages should be abandoned, focusing on processes and mechanisms of developmental change (Kloep & Hendry, 2011). However, developmental classifications are convenient as theoretical systematization. They may be used as a reference to understand the process of changes and continuities in human life (Arnett, 2007; Arnett & Tanner, 2011), without omitting biological, social, cultural, and psychological processes influencing human development. A contextual perspective challenges us to consider plural ways of transitioning to adulthood, and even plural ways of thinking about Psychology considering contexts other than Western societies (Jensen, 2012). EA is not a universal phenomenon, and is more likely to be present in young individuals from medium and high SES contexts industrialized countries (Arnett, 2011; Galambos & Martínez, 2007).

In Brazil, the transition to adulthood is affected by contextual peculiarities. Currently, Brazil is a member of BRIC (Brazil, Russia, India, and China), group of countries in advanced economic development. Although the country's economic progress is expected to benefit young individuals' transition to adulthood, it is not immediately followed by social changes. For instance, young Brazilians insertion at the job market is blocked by their lower levels of education and professional training (Câmara et al., 2004; Lopes, 2012).

In view of Brazilian context, the present study investigated the transition to adulthood in Southern Brazilians and aimed to examine whether or not the phenomenon of EA exists (Arnett, 2004, 2007; Arnett, & Eisenberg, 2007) in the country. The *first study*, "*Southern Brazilians from differing SES: Demographic characteristics, perceptions of adulthood, technology access, educational status, and work status*", indicated that EA may exist in individuals from both SES groups. However, HSES individuals presented higher percentage of "Feeling in-between" compared to LSES individuals. HSES individuals are more likely to live an extended moratorium of identity exploration, what leads them to explore diverse fields of life counting on family and institutional support (e.g., work, love, education, travel; Arnett,

2011; Demuth & Keller, 2011; Galambos & Martínez, 2007; Henriques et al., 2004). Also, the greater access to technology the HSES group presented makes its members more similar to the EA stage. LSES individuals presented a tendency to assume adult roles earlier. They were more likely to start working to help in family income, what affected negatively their educational path, considering they presented higher levels of failing at school.

The *second study*, “*The Adaptation of the Inventory of the Dimensions of Emerging Adulthood (IDEA) to a Brazilian Portuguese Version*”, identified Brazilian contextual aspects influencing the factorial structure of the instrument. Brazil is a predominant catholic country, characterized by giving high importance to family, similarly to other Latin and Asian countries; what would explain the reason why the items “separating from parents” and “planning for the future” migrated from Factor Identity Exploration to the Factor Self-focused. Differently from U.S., in Brazil people are not necessarily expected to leave parental home to study, what may influence the strong tie they establish with their family (Facio & Micocci, 2003; Facio et al., data; Fuligni, 2007), leading them to prolong their staying at home (Féres-Carneiro et al, 2004; Veiga, 1998).

The items “Optimism”, “Open choices”, and “Trying out new things” did not load significantly in any factor. The Brazilian context difficulties (e.g., economic inequalities, difficulties to find a job, and fewer educational opportunities; Câmara et al., 2004; Lima, 2005; Lima & Minayo-Gomes, 2003) may generate a less optimistic view of reality and fewer opportunities of exploring different options of choices, when compared to countries with higher economic stability.

The IDEA may be improved by a review of its original structure. The Factor Identity Exploration’s items did not adjust to the original definition of Identity Exploration on EA theory (Arnett, 2000, 2004, 2011), associated with action of exploring diverse experiences. In Brazil, the Factor Identity Exploration was related to psychological self-exploration. In addition to this, the item “Optimism”, characteristic the EA feature Possibilities, may be better adjusted in the Factor Experimentation/Possibilities, due to its original definition.

The *third study*, “*The Adaptation of the Future Expectation Scale for Adolescents (FESA) to a Brazilian Portuguese Version*”, indicated a new structure of factors in Brazil. The Factor “Children’s future” became “Children and Family”, and was associated with future expectations regarding the process of building a family. The Factor “Marriage and family” became “Marriage”, and was exclusively associated with expectation of having a partner and getting married. The current diversity of family structures (Borges & Magalhães, 2009; Vieira

& Rava, 2010; Zordan, Falcke, & Wagner, 2009), and some couples' option of not having children (Costa, 2007) was considered to maintain this new structure.

The Factor Church and community became "Church". In Brazil the conception of community is frequently associated with poorer environments. Considering the sample was composed of LSES and HSES participants, it might be the case these two items did not correspond to all participants' reality. However, items related to religiosity were maintained in the Factor Church, probably due to fact Brazil is a predominant Catholic country and religiosity may be present in low and high SES contexts.

The *fourth study*, "*Emerging Adulthood in Southern Brazilians: Adult Roles, Perceptions of Adulthood, Socioeconomic Status, and Sex*", pointed out differences among Adulthood-status groups, gathered by participants' perceptions of adulthood. No-adults and Emerging adults were more likely to experience EA. They presented higher mean scores of Negativity-instability and Feeling in-between compared to the Adults group, dimensions associated with the EA experience (Arnett, 2000, 2004, 2011). The Adults group presented higher mean scores of Self-focused. Self-focused in Brazil was related to pursuing personal plans (e.g, regarding work, education, and family). Participants would be Self-focused in their future commitments, moving forward to adulthood, in a process of building a foundation for their adult lives (Arnett, 2004).

SES groups' comparisons indicated that low and high SES individuals may present dissimilar paths in direction to adulthood. The LSES group presented lower mean scores of Possibilities compared to the HSES group, a dimension associated with exploring diverse experiences (e.g., in love and work). The LSES group trend to assuming adult responsibilities earlier probably blocks their opportunities of exploring diverse fields (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996). Differently, HSES individuals experience an extended moratorium of identity exploration, supported by their families and other institutions (Arnett, 2011; Galambos & Martínez, 2007; Henriques et al., 2004).

Females' higher mean scores of Negativity-instability may be affected by their disadvantage when competing with men in the job market (e.g., low salaries), despite their higher educational levels (Ikeda, 2000; PNAD, 2011). Females' higher levels of Identity exploration, dimension associated with psychological self-exploration, may reflect that (a) culturally, women are more encouraged to explore and express feelings than men; (b) currently, women have the opportunity to choose life paths beyond marriage and having

children, what lead them to be aware of and loyal to their own beliefs and values (Zulato-Barbosa & Rocha-Coutinho, 2012); (c) a stronger pressure with reference to body appearance towards women may lead them to psychological self-exploration due to concerns of attaining media beauty standards (Arnett, 2010c; Ballentine & Ogle, 2005; Massoni, 2004).

Interactions effects between Adulthood-status groups, SES, and Sex were also identified. Results indicated that the LSES group may have contradictory feelings in their transition to adulthood. They are demanded to assume adult responsibilities earlier than HSES individuals (Arnett, 2011; Barros & Santos, 1996; Campos & Francischini, 2003; Guimarães & Romanelli, 2002; Marques et al., 2002; Sarti, 1996), what may lead them to be Other-focused. However, this situation impairs their educational path, and they tend to be distant of social expectations of attaining higher educational and professional levels, what may increase their Feeling in-between. Interactions also indicated that HSES men may be affected by higher social expectations in relation to work and education. They are pressured by the social demands of becoming a household and a family provider (Santos & Kassouf, 2007), what increased their levels of Negativity-instability compared to LSES men. At the same time, this social pressure leads them to be more likely than LSES men to be professionally skilled and become a household and a family provider, what may increase their Other-focused.

The *fifth study*, “*A Model of Prediction of Emerging Adulthood in Brazil: Social and Subjective Markers Moderated by Socioeconomic Status, Age, and Sex*” identified that social markers (adult roles) and subjective markers (future expectations and perception of adulthood) influenced Southern Brazilian’s transition to adulthood. SES, age, and sex moderated these influences.

Being younger predicted higher levels of Feeling in-between. Younger individuals are beginning their process of transition to adulthood, what may lead them to feel ambivalence regarding their adolescence and adult roles they are expected to assume. Being woman increased levels of Feeling in-between, what may be explained by an overprotective dynamic between parents’ and daughters in Brazil (Romanelli, 1998). Perceptions of No Adult and In-between increased levels of Feeling in-between. New family structures and freedom young individuals have inside parent’s home are possible explanations for it. The transition to adulthood may happen inside the parental house, or may start later, and they do not feel completely adults (Camarano et al., 2004; Netto Fleury, 2007).

The adult role having kids, and high Marriage and Church expectations predicted higher levels of Other-focused. Parenthood and high expectations regarding marriage and

religion reflected individuals' orientation to be committed to others (Arnett, 2006; Aquino et al., 2003; McWhirter & McWhirter, 2008; Nelson, 2009).

The dimension Self-focused in Brazil was associated with gradually becoming an adult (Arnett, 2004), and also with a more individualistic orientation. In the first case, High Children and family expectations and Perception of reaching adulthood predicted higher levels of Self-focused. It may be influenced by the fact that Brazil is a predominant catholic country, characterized by a sense of family obligations, similarly to other Latin countries (Facio et al., 2007; Facio & Micocci, 2003).

The Self-focused individualistic orientation was observed when mean scores of Self-focused were predicted by high Work and Education expectations, and low Church expectations. Individuals expecting to succeed in career may be concentrated to reach their professional goals (Arnett, 2011; Henriques et al., 2004; Romanelli, 1998). Individuals with low Church expectations may be oriented to respect their own beliefs, not relying on religious affiliation (Arnett & Jensen, 2002; Cerqueira-Santos & Koller, 2009). These results pointed out that young Brazilians are also guided by individualistic values, characteristic observed in the North-American society (Arnett & Jensen, 2002).

The sixth, study "*Emerging adulthood in Southern Brazilians from differing socioeconomic status and their experience of transition to adulthood*", identified the presence of the five main EA features and its counterpart, Other-focused, in Southern Brazilians' experience. Some contextual particularities were identified.

Originally, the category Self-focused is related to fewest role obligations and high scope for young individuals to decide on their own (Arnett, 2000, 2004 2011), aspects also observed in Brazil. Nevertheless, in the Brazilian context, Self-focused was also related to pursuing personal plans, especially regarding work, education, and family. Participants were Self-focused in their future commitments, moving forward to adulthood, in a process of building a basis for adulthood (Arnett, 2004).

In Brazil, HSES individuals were more likely to experience the EA features in harmony with has been observed in industrialized countries (Arnett, 2000, 2011). However, LSES individuals presented a divergent trend. Their opportunity to be Self-focused and invest in their Identity Exploration would happen after an Other-focused period.

Developmental stages are social and cultural constructions. The called "adulthood" does not have a biological marker, and is specially defined by contextual influences. Adulthood is defined by activities individuals are expected to be engaged in and ways they are expected to



behave. There are social markers regarding the necessity of individuals to assume adult roles (e.g., get married, have children, and reach financial independence); and subjective markers associated with the process of reaching psychological maturity (e.g., making independent decisions, being responsible for his/her choices).

The present investigation pointed out that EA was more likely to be present in HSES contexts in Brazil. LSES individuals presented a divergent trend. After some years of investment in their families, they allow themselves to live a period in which they can explore diverse experiences (e.g., hanging out with friends, traveling, and studying). Therefore, the experience of EA would be lived by them later, based on their own process of reaching autonomy. At the same time, similarities between low and high SES groups in Brazil also have been shown to hold true in the U.S.: e.g., both groups experiment with different possibilities in love and work, face instability, and present high hopes toward the future (Arnett, 2004).

The EA perspective may be useful to guide public policies. The theory discusses aspects affecting young individuals in the group level. In Brazil, youth population from differing SES may be benefited by institutional support to manage the challenge of transition to adulthood proposed through EA approach, taking into account: (a) the insecurity due to emerging adults instability in diverse fields (e.g., love, family and profession); (b) the lack of education, professional opportunities, and family and institutional support, especially in LSES contexts; (c) the plurality of paths of life offered to emerging adults to choose, away from social demands for assuming adult roles (e.g., getting married, having kids, having a stable job); (d) the fewest role obligations and higher scope for deciding on their own, what provides them a feeling of empowerment and insecurity, simultaneously.

## References

- Amazarray, M. R., Dutra-Thomé, L., Souza, A. P. L., Poletto, M., & Koller, S. H. (2009). Aprendiz *versus* trabalhador: Adolescentes em processo de aprendizagem [Apprentice versus worker: Adolescents in apprenticeship process]. *Psicologia: Teoria e Pesquisa*, 25, 329-338. doi: 10.1590/S0102-37722009000300006
- Amazarray, M.R., Dutra-Thomé, L., & Seibel, B.L. (*in press*). Orientação de projetos profissionais na adolescência: A importância do contexto [Professional projects' orientation during adolescence]. In L. F. Habigzang, E.D.B. Schirò, S. H. Koller (Eds.), *Trabalhando com adolescentes*. Porto Alegre: Artmed.
- Amazarray, M. R., & Koller, S. H. (2011). Assédio moral e violência psicológica: Riscos sutis no processo de inserção dos jovens no mercado de trabalho [Moral harassment and psychological violence: Risks in the insertion of youth at the job market]. In L. F. Habigzang & S. H. Koller (Eds.), *Violência contra crianças e adolescentes: Teoria, pesquisa e prática* (pp. 137-146). Porto Alegre: Artmed.
- Amazonas, M. C. L. A., Damasceno, P. R., Terto, L. M. S., & Silva, R. R. (2003). Arranjos familiares de crianças de camadas populares [Family arrangements for children in a low-income group]. *Psicologia em Estudo*, 8 (special number), 11-20. Retrieved from <http://www.scielo.br/pdf/%0D/pe/v8nspe/v8nesa03.pdf>
- Aquino, E. M. L. et al. (2003). Adolescência e Reprodução no Brasil: A heterogeneidade dos perfis sociais [Adolescence and reproduction in Brazil: The heterogeneity of social profiles]. *Cad. Saúde Pública* [online], 19, 377-388. <http://dx.doi.org/10.1590/S0102-311X2003000800019>
- Arias, D.F., & Hernandez, A.M. (2007). Emerging adulthood in Mexican and Spanish youth: Theories and realities. *Journal of Adolescent Research*, 22, 476-503. doi DOI: 10.1177/0743558407305774
- Arnett, J. J. (1998). Learning to stand alone: The contemporary American transition to adulthood in cultural and historical context. *Human Development*, 41, 295-315. doi: 10.1159/000022591
- Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480. doi: 10.1037/0003-066X.55.5.469
- Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57, 774-783. doi: 10.1037//0003-066X.57.10.774

- Arnett, J. J. (2003). Conceptions of the transition to adulthood among emerging adults in American ethnic groups. *New Directions in Child and Adolescent Development*, 100, 63-75. doi: 10.1177/002204260503500202
- Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. New York, NY: Oxford University Press.
- Arnett, J. J. (2005). The developmental context of substance abuse in emerging adulthood. *Journal of Drug Issues*, 35, 235-254. doi: 10.1177/002204260503500202
- Arnett, J.J. (2006). The case for emerging adulthood in Europe: A response to Bynner. *Journal of Youth Studies*, 11, 11-123. doi: 10.1080/13676260500523671
- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1, 68–73. doi: 10.1111/j.1750-8606.2007.00016.x
- Arnett, J. A. (2010a). Media. In J.J. Arnett (Ed.), *Adolescence and Emerging Adulthood: A cultural approach* (pp. 255-275). New Jersey: Prentice Hall.
- Arnett, J. (2010b). The self. In J.J. Arnett (Ed.), *Adolescence and Emerging Adulthood: A cultural approach* (pp. 146-173). New Jersey: Prentice Hall.
- Arnett, J. (2010c). Gender. In J.J. Arnett (Ed.), *Adolescence and Emerging Adulthood: A cultural approach* (pp. 120-145). New Jersey: Prentice Hall.
- Arnett, J. J. (2011). Emerging adulthood(s): The cultural psychology of a new life stage. In J. A. Lene, (Ed.), *Bridging cultural and developmental approaches to psychology: New synthesis in theory, research, and theory* (pp. 255-275). Oxford: University Press.
- Arnett, J.J., & Eisenberg, N. (2007). Introduction to the special section: Emerging adulthood around the world. *Child Development Perspectives*, 1, 66–67. doi: 10.1111/j.1750-8606.2007.00015.x
- Arnett, J.J., & Jensen, L.A. (2002). A congregation of one: Individualized religious beliefs among emerging adults. *Journal of Adolescent Research*, 17, 451-467. doi: 10.1177/0743558402175002
- Arnett, J.J., & Jensen, L.A. (2012). Going Global: New Pathways for Adolescents and Emerging Adults in a Changing World. *Journal of Social Issues*, 68, 473–492. doi: 10.1111/j.1540-4560.2012.01759.x
- Arnett, J.J., & Tanner, J.L. (2011). Themes and Variation in Emerging Adulthood across Social Classes. In J.J. Arnett, M. Kloep, L.B, Hendry, J.L. Tanner (Eds), *Debating Emerging Adulthood: stage or process* (pp. 31- 50). Oxford: University Press.

- Atak, H., & Çok, F. (2008). The Turkish version of Inventory of the Dimensions of Emerging Adulthood (The IDEA). *International Journal of Humanities and Social Sciences*, 3(7), 148-154. Retrieved from <http://www.waset.org/journals/ijhss/v3/v3-7-65.pdf>
- Badger, S., Nelson, L.J., & Barry, C.M. (2006). Perceptions of the transition to adulthood among Chinese and American emerging adults. *International Journal of Behavioral Development*, 30, 84-93. doi: 10.1177/0165025406062128
- Ballentine, L. W., & Ogle, J. P. (2005). The Making and Unmaking of Body Problems in Seventeen Magazine, 1992–2003. *Family and Consumer Sciences Research Journal*, 33, 281–307. doi: 10.1177/1077727X04274114
- Bardagi, M. P., Lassance, M. C. P., & Paradiso, A. C. (2003). Trajetória acadêmica e satisfação com a escolha profissional de universitários em meio de curso [University students' academic trajectory and satisfaction with career choice in the middle of the course]. *Revista Brasileira de Orientação Profissional* [online], 4(1/2), 153-166. Retrieved from [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S1679-33902003000100013&lng=pt&nrm=iso](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1679-33902003000100013&lng=pt&nrm=iso)
- Barros, R. P., & Santos, E. C. (1996). Consequências de longo prazo do trabalho precoce [Long term consequences of precocious work]. In A. Fausto & R. Cervini (Eds.), *O trabalho e a rua: Crianças e adolescentes no Brasil urbano dos anos 80* (pp.56-61). São Paulo: Cortez.
- Barry, C.M., Nelson, L., Davarya, S., & Urry, S. (2010). Religiosity and spirituality during the transition to adulthood. *International Journal of Behavioral Development*, 34, 311-324. doi:10.1177/0165025409350964
- Bem, L. A., & Wagner, A. (2006). Reflexões sobre a construção da parentalidade e o uso de estratégias educativas em famílias de baixo nível socioeconômico [Reflexions on parenthood and educative strategies in families with low socioeconomic status]. *Psicologia em estudo*, 11(1), 63-71. Retrieved from <http://www.scielo.br/pdf/pe/v11n1/v11n1a08.pdf>
- Borges, C. C., & Magalhães, A. S. (2009). Transição para a vida adulta: Autonomia e dependência na família [Transition to the adult life: autonomy and dependence]. *Psico*, 40(1), 42-49. Retrieved from <http://revistaseletronicas.pucrs.br/ojs/index.php/revistapsico/article/viewFile/3993/4140>
- Branden, N. (2000). *La psicologia del amor romântico* [The romantic love psychology]. Barcelona: Paidós.
- Brasil (1990). *Estatuto da Criança e do Adolescente – Lei Federal 8069/1990* [Adolescent

- and Children Statute, Federal Law]. Brasília: Diário Oficial da União.
- Brasil (2005). *Decreto 5598/2005*. Brasília: Diário Oficial da União.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101. doi 10.1191/1478088706qp063oa
- Bronfenbrenner, U. (1979). Toward an experimental ecology of human development. *American Psychologist, 32*(7), 513-531.
- Bronfenbrenner, U. (1988). Interacting systems in human development. Research paradigms: Present and future. In N. Bolger, A. Caspi, G. Downey, & M. Moorehouse (Eds.), *Persons in context: Development process* (pp. 25-49). New York: Cambridge Press.
- Bronfenbrenner, U. (1993). The ecology of cognitive development: Research models and fugitive findings. In R. Worriak, & K. Fischer (Eds.), *Development in context: Acting and thinking in specific environments* (pp. 3-44). Hillsdale, NJ: Erlbawn.
- Bronfenbrenner, U. (1995). Developmental ecology: Through space and time. In P. Moen, G. H. Elder, & K. Luscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 619-647). Washington, DC: American Psychological Association.
- Bronfenbrenner, U., & Evans, G. W. (2000). Development science in the 21<sup>st</sup> century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development, 9*(1), 115-125.
- Bronfenbrenner, U. (2005). The bioecological theory of human development. In U. Bronfenbrenner (Org.), *Making human beings humans* (pp. 3-15). Thousand Oaks: SAGE.
- Câmara, S. G., Sarriera, J. C., & Pizzinato, A. (2004). Que portas se abrem no mercado de trabalho para os jovens em tempos de mudança [Which doors are open to youth in times of change?]. In J. C. Sarriera, K. B. Rocha, & A. Pizzinato (Eds.), *Desafios do mundo do trabalho* (pp. 73-114). Porto Alegre: EDIPUCRS.
- Camarano, A. A. (2006). *Transição para a vida adulta ou vida adulta em transição?*[Transition to adulthood or adulthood in transition?]. Rio de Janeiro: Instituto de Pesquisa Econômica Aplicada (Ipea).
- Camarano, A. A., Mello, J. L., Pasinato, M. T., & Kanso, S. (2004). Caminhos para a vida adulta: As múltiplas trajetórias dos jovens brasileiros [Paths in direction to adulthood: Brazilian youth's multiple trajectories]. *Última década* [online], 21, 11-50. doi: 10.4067/S0718-22362004000200002

- Campos, H. R., & Francischini, R. (2003). Trabalho infantil produtivo e desenvolvimento humano [Child productive labor and development]. *Psicologia em Estudo*, 8, 119-129. doi: 10.1590/S1413-73722003000100015.
- Carter, B., & McGoldrick, M. (2001). *As mudanças no ciclo de vida familiar: uma estrutura para a terapia familiar* [The Changing Family Life Cycle]. Porto Alegre: Artmed.
- Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annals of the American Academy of Political and Social Science*, 591, 98-124.
- Casal, C. L. F., & Farias, L. S. (2005). Família, adolescência e juventude: Desafios e aprendizados da rede solidária de defesa social [Family, adolescence, and youth: Challenges and learnings from a solidary group of social defense]. In C. Rique & N. Lima (Eds.), *Juntando saberes e construindo práticas* (pp. 57-64). Recife: Bagaço.
- Castro, L. R. (1996). O lugar da infância na modernidade [Infancy in modern times]. *Psicologia: Reflexão e Crítica*, 9(2), 307-335.
- Catalano, R. F., Berglund, M. L.; Ryan, J., Lonczak, H. S., & Hawkins, D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Prevention and Treatment*, 5, 1-106. doi: 10.1177/0002716203260102
- Cerqueira-Santos, E., & Koller, S. H. (2009). A dimensão social psicossocial da religiosidade entre jovens brasileiros [Psychosocial dimension of religiosity among Brazilian youth]. In M. C. Lobório & S. H. Koller (Eds), *Adolescência e juventude: Risco e proteção na realidade brasileira* (pp. 133-154). São Paulo: Casa do Psicólogo.
- Chaudhary, N., & Sharma, N. (2007). India. In J.J.Arnett (Ed.), *International encyclopedia of adolescence* (pp. 442-459). New York: Routledge.
- Codo, W. (1992). *O que é alienação?* [What is alienation?]. São Paulo: Brasiliense.
- Costa, G. (2007). *O amor e seus labirintos* [Love and its labyrinths]. Porto Alegre: Artmed.
- Costanzi, R. N. (2009). *Trabalho decente e juventude no Brasil* [Decent work and youth in Brazil]. Brasília: Organização Internacional do Trabalho. Retrieved from [http://www.oitbrasil.org.br/sites/default/files/topic/youth\\_employment/pub/trabalho\\_decente\\_juventude\\_brasil\\_252.pdf](http://www.oitbrasil.org.br/sites/default/files/topic/youth_employment/pub/trabalho_decente_juventude_brasil_252.pdf)
- Costello, A.B., & Jason W.O. (2005). Best Practices in Exploratory Factor Analysis: Four recommendations for getting the most from your analysis. *Practical Assessment, Research and Evaluation*, 10 (1/9).

- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297–334. doi:10.1007/bf02310555
- Dell'aglio, D. D., Koller, S. H., Cerqueira-Santos, E., & Colaço, V. F. R. (2011). Revisando o Questionário da Juventude Brasileira: Uma nova Proposta [Reviewing the Brazilian youth questionnaire: A new proposal]. In D. D. Dell'Aglio & S. H. Koller (Eds.), *Adolescência e juventude: Vulnerabilidade e contextos de proteção* (pp. 259-270). São Paulo: Casa do Psicólogo.
- Demuth, C., Keller, H. (2011). Culture, Learning, and Adult Development. In Hoare, C. (Ed). *Handbook of Adult Development and Learning*. Oxford: Oxford University Press [chapter 22].
- Douglass, C.B., & College, M.B. (2007). From duty to desire: Emerging adulthood in Europe and its consequences. *Child Development Perspectives*, 1, 101-108. Doi: 10.1111/j.1750-8606.2007.00023.x
- Dutra-Thomé, L. D., Cassep-Borges, V., & Koller, S. H. (2009). A juventude brasileira no mundo do trabalho: Proteção e vulnerabilidade social [Brazilian youth at the job market: Protection and social vulnerability]. In S. H. Koller & R. M. C. Libório. (Eds.), *Adolescência e juventude: Risco e proteção na realidade brasileira* (pp. 265-292). São Paulo: Casa do Psicólogo.
- Dutra-Thomé, L.D., Queiroz, A., T., & Koller, S.H. (2010). Inserção laboral juvenil: contexto e opinião sobre definições de trabalho [Labor insertion of youth: the context and their opinion about work definitions]. *Paidéia*, 20(46), 175-185. Retrieved from <http://www.scielo.br/pdf/paideia/v20n46/04.pdf>
- Dutra-Thomé, L., Cerqueira-Santos, E., & Koller, S H. (2011). Exploração sexual e trabalho na adolescência: um estudo de caso [Sexual exploitation and labor during adolescence: A case study]. *Universitas Psychologica*, 10 (3), 881-896. ISSN 1657-9267
- Elvas, S., & Moniz, M.J.V. (2010). Sentimento de comunidade, qualidade e satisfação de vida [Community feeling, quality of life and life satisfaction]. *Análise Psicológica*, 3(XXVIII), 451-464. Retrieved from <http://www.scielo.oces.mctes.pt/pdf/aps/v28n3/v28n3a06.pdf>
- Erikson, E. H. (1950). *Infância e sociedade* [Childhood and Society]. Rio de Janeiro: Zahar.
- Erickson, E. H. (1968). *Identidade: Juventude e crise* [Identity: Youth and Crises]. Rio de Janeiro: Zahar.

- Facio, A., Resett, S., Micocci, F., & Mistrorigo, C. (2007). Emerging adulthood in Argentina: An age of diversity and possibilities. *Child Development Perspectives, 1*, 115–118. doi: 10.1111/j.1750-8606.2007.00025.x
- Facio, A., & Micocci, F. (2003). Emerging adulthood in Argentina. *New Directions for Child and Adolescent Development, 100*, 21-31.
- Fuligni, A. J. (2007). Family obligation, college enrollment, and emerging adulthood in Asian and Latin American families. *Child Development Perspectives, 1*, 96-100. doi: 10.1111/j.1750-8606.2007.00022.x
- Galambos, N. L., & Martínez, M. L. (2007). Poised for emerging adulthood in Latin America: A pleasure for the privileged. *Child Development Perspectives, 1*, 119-114. doi: 10.1111/j.1750-8606.2007.00024.x
- Goldscheider, F. & Goldscheider, C. (1994). Leaving and returning home in 20th century America. *Population Bulletin, 48*(4), 2-4.
- Gonçalves, C. M. (1997). *A influência da família no desenvolvimento vocacional de adolescentes e jovens* [The influence of family in the vocational development of adolescents and youth] (Unpublished master's thesis). Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Lisboa.
- Guerreiro, M. D., & Abrantes, P. (2005). Como tornar-se adulto: Processos de transição na modernidade avançada [How to become an adult: transitional processes in advanced modernity]. *Revista Brasileira de Ciências sociais* [online], 20, 157-175. doi: <http://dx.doi.org/10.1590/S0102-69092005000200008>
- Guimarães, R. M., & Romanelli, G. (2002). A inserção de adolescentes no mercado de trabalho através de uma ONG [The inclusion of adolescents of lower classes in the job market through an ONG]. *Psicologia em Estudo, 7*, 117-126. doi: 10.1590/S1413-73722002000200014
- Hayton, J. C., Allen, D. G., & Scarpello, V. (2004). Factor retention decisions in exploratory factor analysis: A tutorial on parallel analysis. *Organizational Research Methods, 7*, 191–207. doi: 10.1177/1094428104263675
- Henriques, C. R., Jablonski, B., & Feres-Carneiro, T. (2004). A “Geração Canguru”: algumas questões sobre o prolongamento da convivência familiar [“Kangaroo generation”: some questions about the prolonging of family cohabiting]. *Psico, 35* (2), 195-205.
- Horn, J. L. (1965). A rationale and test for estimating the number of factors in factor analysis. *Psychometrika, 30*, 179–185. doi:10.1007/BF02289447



- Howe, N., & Strauss, W. (2007). The next 20 years: How customer and workforce attitudes will evolve. *Harvard Bus Rev*, 85(7-8), 41-52. Retrieved from [http://www.hixson-inc.com/workplace/Solutions/generations\\_howestrauss.pdf](http://www.hixson-inc.com/workplace/Solutions/generations_howestrauss.pdf)
- Ikeda, M. (2000). *Remuneração por gênero no mercado de trabalho formal: diferenças e possíveis justificativas*. Retrieved from Banco nacional do desenvolvimento (BNDS) website:  
[http://www.bndes.gov.br/SiteBNDES/export/sites/default/bndes\\_pt/Galerias/Arquivos/conhecimento/Td/Td-82.pdf](http://www.bndes.gov.br/SiteBNDES/export/sites/default/bndes_pt/Galerias/Arquivos/conhecimento/Td/Td-82.pdf)
- Instituto Brasileiro de Geografia e Pesquisa [Brazilian Institute of Geography and Statistics] (2008). Pesquisa Nacional por Amostra de Domicílios (PNAD) [Brazilian Household Survey]. Rio de Janeiro: IBGE.
- Instituto Brasileiro de Geografia e Pesquisa (2011) [Brazilian Institute of Geography and Statistics]. Pesquisa Nacional por Amostra de Domicílios (PNAD) [Brazilian Household Survey]. Rio de Janeiro: IBGE.
- Jacques, M.G.C. (2003). Abordagens teórico-metodológicas em saúde/doença mental e trabalho [Theoretical and methodological approaches on mental health/disease and work]. *Psicologia e Sociedade* [online], 15, 97-116. doi: <http://dx.doi.org/10.1590/S0102-71822003000100006>
- Jensen, L. A. (2012). Bridging universal and cultural perspectives: A vision for developmental psychology in a global world. *Child Development Perspectives*, 6, 98-104. doi: 10.1111/j.1750-8606.2011.00213.x
- Kaiser, H. F. (1960). The application of electronic computers to factor analysis. *Educational and Psychological Measurement*, 20, 141–151. doi: 10.1177/001316446002000116.
- Keniston, K. (1971). *Youth and dissent: The rise of a new opposition*. New York: Harcourt Brace Jovanovich.
- Kernerman, L. (2007). *Password: k dictionaries, English Dictionary for Speakers of Portuguese*. São Paulo: Martins Fontes.
- Kloep, M., & Hendry, L.B. (2011). A systemic approach to the transitions to adulthood. In J.J. Arnett, M. Kloep, L.B. Hendry, J.L. Tanner (Eds), *Debating Emerging Adulthood: stage or process* (pp. 53-75). Oxford: University Press.
- Levinson, D. J. (1978). *The seasons of a man's life*. New York: Ballantine.
- Leonard, K.C., & Scott-Jones, D.A. (2010). Belief-Behavior Gap? Exploring religiosity and sexual activity among High School seniors. *Journal of Adolescent Research*, 25, 578-600. doi: 10.1177/0743558409357732

- Lima, S. M., & Minayo-Gomes, C. (2003). Modos de subjetivação na condição de aprendiz: Embates atuais [Forms of subjectivation among learners: current conflicts]. *História, Ciências e Saúde* [online], 10, 931-53. doi: <http://dx.doi.org/10.1590/S0104-59702003000300007>
- Llanos, R. A., Orozco, C. M., & Garcia, O. S. (1999). Relationship between the social networks and the family dynamics of low-income working women. *Journal of Community Psychology*, 27, 243-255. doi: 10.1002/(SICI)1520-6629(199905)27:3<243::AID-JCOP1>3.0.CO;2-A
- Lopes, E.A.B. (2012). Reestruturação produtiva e transformações recentes no mercado de trabalho: mudanças no mercado de trabalho no Brasil e em Goiás dos anos 90 [Productive restructuring and recent job marked transformations: Job market changes in Brazil and Goiás]. *Revista de Administração da UEG*, 3(1), 118-138. Retrieved from [http://www.prp.ueg.br/revista/index.php/revista\\_administracao/article/view/1185/pdf](http://www.prp.ueg.br/revista/index.php/revista_administracao/article/view/1185/pdf)
- Lopez et al. (2011). Depressão e qualidade de vida em jovens de 18 a 24 anos no sul do Brasil [Depression and quality of life in young adults aged 18 to 24 years in southern Brazil]. *Rev Psiquiatr Rio Gd Sul* [online], 33,103-108. doi: <http://dx.doi.org/10.1590/S0101-81082011005000001>.
- Macek, P., Bejcek, J., & Vanickova, J. (2007). Contemporary Czech emerging adults: Generation growing up in the period of social changes. *Journal of Adolescent Research*, 22, 444-475. doi: 10.1177/0743558407305417
- Margulis, M., & Urresti, M. (2008). La juventud es más que una palabra [Youth is more than just a word]. In M. Margullis (Ed.), *La juventud es más que una palabra: Ensaio sobre cultura y juventud* (pp.13-30). Buenos Aires: Biblos.
- Marques, M. E., Neves, M. de A., & Neto, A. C. (2002). *Trabalho infantil: A infância roubada* [Child labor: The stolen infancy]. Belo Horizonte: Segrac.
- Martins, H. H. T. S. (2000). A juventude no contexto da reestruturação produtiva [Youth in the context of productive restructuring]. In H. W. Abramo, M. V. Freitas, & M. P. Sposito (Eds.), *Juventude em Debate* (pp.17-40). São Paulo: Cortez.
- Massoni, K. (2004). Modeling Work: Occupational Messages in Seventeen Magazine. *Gender & Society*, 18, 47-65. doi: 10.1177/0891243203259133
- McWhirter, E. H., & McWhirter, B. T. (2008). Adolescent future expectations of work, education, family, and community: Development of a new measure. *Youth & Society*, 40, 182-202. doi: 10.1177/0044118X0831425

- Meyers, L. S., Gamst, G., & Guarino, A. J. (2006). *Applied multivariate research: design and interpretation*. Thousand Oaks, CA: Sage Publications.
- Ministério da Educação [Ministry of Education] (2011). *Programa Universidade para Todos* [Program University for All]. Retrieved from <http://siteprouni.mec.gov.br>
- Nelson, L.J. (2009). An examination of emerging adulthood in Romanian college students. *International Journal of Behavioral Development*, 33, 402–411. doi: 10.1177/0165025409340093
- Netto Fleury, M. M. (2007). Baile de calle: Jóvenes entre proyectos de recreación y trabajo [Street dance: Young people between recreation projects and work]. *Ultima década*, 15, 27-48. doi: 10.4067/S0718-22362007000200003
- Nurmi, J. E. (1991). How do adolescents see their future? A review of the development of future orientation and planning. *Developmental Review* [online], 11, 1-59. doi: [http://dx.doi.org/10.1016/0273-2297\(91\)90002-6](http://dx.doi.org/10.1016/0273-2297(91)90002-6)
- Oliveira, B. R. G., & Robazzi, M. L. C. C. (2001). O trabalho na vida dos adolescentes: Alguns fatores determinantes para o trabalho precoce [Work in the life of adolescents: Factors determining early start in the work market]. *Revista Latino-americana de Enfermagem* [online], 9, 83-89. doi: <http://dx.doi.org/10.1590/S0104-11692001000300013>
- Organização das Nações Unidas. (1989). *Convenção sobre os Direitos da Criança* [Convention on the Rights of the Child]. Retrieved from <http://childrensrightsportal.org/convention/text/>
- Papalia, D. (2006). *Desenvolvimento Humano* [Human Development]. Porto Alegre: Artmed.
- Pereira, V.R. (2004). *Métodos Alternativos no Critério Brasil para Construção de Indicadores Sócio-Econômico: Teoria da Resposta ao Item* (Master's thesis). Programa de Pós-Graduação em Engenharia Elétrica, Rio de Janeiro. Retrieved from [http://www.maxwell.lambda.ele.puc-rio.br/5253/5253\\_1.PDF](http://www.maxwell.lambda.ele.puc-rio.br/5253/5253_1.PDF)
- Pochmann, M. (2009). O trabalho na crise econômica no Brasil: Primeiros sinais [Working during economic crises in Brazil: First signs]. *Estudos Avançados* [online], 23 (66), 41-52. Retrieved from <http://revistas.usp.br/eav/article/view/10408/12118>
- Ramos, S. G., & Lima, E. R. (1996). O secundarista e o processo de escolha da profissão [High school students and the process of choosing a profession]. *Revista Brasileira de Estudos Pedagógicos*, 185(77), 191-219. Retrieved from <http://rbep.inep.gov.br/index.php/RBEP/article/viewFile/260/262>

- Reifman, A., Arnett, J. J., & Colwell, M. J. (2007). Emerging Adulthood: Theory, assessment and application. *Journal of Youth Development*, 2(1).
- Robson, C. (1995). *Real word research: A resource for scientist and practitioner-researchers*. Oxford: Blackwell.
- Romanelli, G. (1998). O relacionamento entre pais e filhos em famílias de camadas médias [Relationships parents and children: middle class families]. *Paidéia (Ribeirão Preto)* [online], 8, 123-136. Retrieved from [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0103-863X1998000100010&lng=en&nrm=iso](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0103-863X1998000100010&lng=en&nrm=iso)
- Santos, M.J., & Kassouf, A.L. (2007). Uma investigação dos determinantes socioeconômicos da depressão mental no Brasil com ênfase nos efeitos da educação [An investigation of socioeconomic influences on mental health in Brazil emphasizing its effects on education]. *Economia Aplicada* [online], 11, 5-26. doi: <http://dx.doi.org/10.1590/S1413-80502007000100001>
- Sarriera, J. C., Silva, M. A., Kabbas, C. P., & Lopes, V. B. (2001). Formação da identidade ocupacional em adolescentes [Occupational identity formation in adolescents]. *Estudos de Psicologia* [online], 6, 27-32. doi: <http://dx.doi.org/10.1590/S1413-294X2001000100004>
- Sarti, C. A. (1996). *A família como espelho* [The Family as a mirror]. São Paulo: Autores Associados.
- Schwartz, S. J., & Pantin, H. (2006). Identity development in adolescence and emerging adulthood: The interface of self, context, and culture. In A. Columbus (Ed.), *Advances in psychology research* (pp. 1-40), Hauppauge, NY : Nova SciencePublishers.
- Schmidt, J.P. (2010). O comunitário em tempos de público não estatal [The communitarian in times of the not state-owned public institution]. *Avaliação (Campinas)* [online], 15, 9-39. doi: <http://dx.doi.org/10.1590/S1414-40772010000100002>
- Seginer, R. (2000). Defensive pessimism and optimism correlates of adolescent future orientation: A domain-specific analysis. *Journal of Adolescent Research*, 15, 307-326. doi: 10.1177/0743558400153001
- Seginer, R. (2008). Future orientation in times of threat and challenge: How resilient adolescents construct their future. *International Journal of Behavioral Medicine*, 32, 272-282. doi: 10.1177/0165025408090970

- Seiter, L.N., & Nelson, L. (2011). An Examination of Emerging Adulthood in College Students and Nonstudents in India. *Journal of Adolescent Research*, 26, 506-536, doi:10.1177/0743558410391262
- Silva, R.C., & Simon, C.P. (2005). Sobre a diversidade de sentidos de comunidade [About the diversity of community meanings]. *Psico*, 36 (1), 39-46. Retrieved from <http://revistaseletronicas.pucrs.br/ojs/index.php/revistapsico/article/viewFile/1373/1073>
- Sparta, M., & Gomes, W.B. (2005). Importância Atribuída ao Ingresso na Educação Superior por Alunos do Ensino Médio [Importance of Higher Education in High School Students' Perceptions]. *Revista Brasileira de Orientação Profissional*, 6, 45 - 53. Retrieved from <http://www.ufrgs.br/museupsi/lafec/16.pdf>
- Sparta, M., Bardagi, M.P., & Andrade, A.M.J. (2005). Exploração vocacional e informação profissional percebida em estudantes carentes [Vocational exploration and perceived career information in low-income students]. *Aletheia* [online], 22, 79-88. Retrieved from <http://pepsic.bvsalud.org/pdf/aletheia/n22/n22a08.pdf>
- Tudge, J. R. H. (2008). A teoria de Urie Bronfenbrenner: Uma teoria contextualista? [Urie Bronfenbrenner's theory: a contextualist approach?]. In L. V. C. Moreira, & A. M. A. Carvalho (Eds.), *Família e educação: Olhares da psicologia* (pp. 209-231). São Paulo: Paulinas.
- Vaitsman, J. (1997). Pluralidade de mundos entre mulheres urbanas de baixa renda [Women's plural worlds in low income contexts]. *Revista de Ciências sociais*, 40(3), 303-319. Retrieved from <http://revistaseletronicas.pucrs.br/ojs/index.php/revistapsico/article/viewFile/1373/1073>
- Veiga, A. (1998, July). Os boas-vidas [Les bon vivant]. *Veja*, 31 (29), 80.
- Vieira, J. M. (2006). *Reflexões sobre a transição para a vida adulta: O caso do Estado de São Paulo* [Reflections about transition to adulthood: The São Paulo state case]. Trabalho apresentado no XV Encontro Nacional de Estudos Populacionais, Minas Gerais.
- Vieira, S., & Rava, A.C. (2010). Ninho cheio: uma nova etapa do ciclo vital familiar? [The full nest: a new stage of the family life cycle?]. *Barbarói* [online], 33, 118-134. Retrieved from [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S0104-65782010000200008&lng=pt&nrm=iso](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S0104-65782010000200008&lng=pt&nrm=iso)
- Watarai, F., & Romanelli, G. (2005). *Trabalho e identidade de adolescentes do sexo masculino de camadas populares* [Work and identity in male adolescents from low socioeconomic status]. In 1th Simpósio Internacional do Adolescente, São Paulo (SP).

- Way, N. (2011). *Deep secrets: Boys' friendships and the crisis of connection*. Cambridge, MA: Harvard University Press.
- Wyman, P., Cowen, E., Work, W., & Kerley, J. (1993). The role of children's future expectations in self-system functioning and adjustment to life stress: a prospective study of urban at-risk children. *Developmental Psychology*, 5, 649-661. doi: <http://dx.doi.org/10.1017/S0954579400006210>
- Zordan, E.P., Falcke, D., & Wagner, A. (2009). Casar ou não casar? Motivos e expectativas com relação ao casamento [To marry or not to marry? Motives and expectations in relation to marriage]. *Psicologia em Revista*, 15, 56-76. doi 10.5752/P.1678-9563.2009V15N2P56
- Zulato-Barbosa, P., & Rocha-Coutinho, M. L. (2012). Ser mulher hoje: a visão de mulheres que não desejam ter filhos [Being a woman nowadays: The perception of women who do not want to have children]. *Psicologia & Sociedade*, 24(3), 577-587. Retrieved from <http://www.ufrgs.br/seerpsicsoc/ojs2/index.php/seerpsicsoc/article/view/3471/2096>

## **ANEXOS**

**ANEXO A**  
**QUESTIONÁRIO SOBRE A JUVENTUDE BRASILEIRA**  
**BRAZILIAN YOUTH QUESTIONNAIRE**



# 1. Termo de Consentimento Livre e Esclarecido

## Termo de Consentimento Livre e Esclarecido

Pesquisa: Aduldez emergente em jovens estudantes de diferentes níveis socioeconômicos: trajetórias laborais e perspectivas de futuro

Pesquisadora responsável: Luciana Dutra Thomé

Orientadora: Sílvia Helena Koller

1- Você está sendo convidado(a) a participar desta pesquisa, que tem como objetivo investigar o processo de entrada na vida adulta de jovens da região metropolitana de Porto Alegre.

2- Participantes: 600 jovens entre 18 e 29 anos.

3- Ao participar deste estudo, você estará contribuindo com informações relevantes sobre sua vida. Para tal, você se disponibiliza a responder um questionário digitalizado sobre a Juventude Brasileira e dois inventários: o primeiro sobre a entrada na vida adulta e o segundo sobre perspectivas futuras. Para completar o questionário leva-se cerca de uma hora. A pesquisa abrange temas que podem trazer lembranças e sentimentos desconfortáveis. Por este motivo, a pesquisadora e a equipe do estudo estão disponíveis para que você possa falar livremente o que quiser, contatando-nos ao vivo, por telefone e/ou e-mail.

4- Você tem a liberdade de se recusar a participar do estudo e pode, ainda, se recusar a continuar participando em qualquer fase da pesquisa, sem qualquer prejuízo para você. Solicitamos sua colaboração em completar o roteiro de perguntas, garantindo assim o melhor resultado para a pesquisa. Sempre que quiser você pode pedir mais informações sobre o estudo e esclarecer dúvidas através dos contatos dos pesquisadores.

5- Convite para seguir a participação no estudo: ao responder o questionário digitalizado você poderá ser contatado(a) para participar da etapa qualitativa da investigação. Nesta fase, serão realizadas entrevistas abertas, nas quais você falará livremente sobre aspectos do seu processo de entrada na vida adulta, com ênfase na trajetória laboral e perspectivas futuras. Os itens presentes neste termo, no que tange à livre participação no estudo, confidencialidade, riscos e desconfortos, benefícios e pagamento, seguem também válidos para esta etapa.

6- Os procedimentos nessa pesquisa obedecem aos Critérios da Ética na Pesquisa com Seres Humanos conforme a Resolução n.196/96 do Conselho Nacional de Saúde. Nenhum dos procedimentos utilizados oferece riscos à sua dignidade e/ou complicações legais, talvez, apenas, a lembrança de alguns eventos diante da temática abordada.

7- Confidencialidade: todas as informações coletadas nesse estudo são estritamente confidenciais. As gravações e os relatos de pesquisa serão identificados com um código, e não com o seu nome. Apenas um dos membros do grupo de pesquisa terá conhecimentos dos dados.

8- Benefícios: ao contribuir com esta pesquisa você não deverá ter nenhum benefício direto, mas sua participação poderá constituir um momento de reflexão e autoconhecimento. Além disso, esperamos que essas informações sejam utilizadas em benefício da juventude brasileira, de forma a oferecer orientações voltadas para a melhoria da qualidade de vida dos jovens.

9- Pagamento: você não terá nenhum tipo de despesa por participar desta pesquisa, bem como nada será pago por sua participação.

10- Para esclarecer dúvidas, por favor, entre em contato com os pesquisadores através do telefone 51-33085150 e do E-mail [lucianaduth@gmail.com](mailto:lucianaduth@gmail.com)

**1. Após ler o Termo de Consentimento Livre e Esclarecido, responda abaixo:  
Tendo em vista os itens acima apresentados, eu, de forma livre e esclarecida,  
manifesto meu interesse em participar da pesquisa.**

a. Sim, aceito participar da pesquisa

b. Não, não aceito participar da pesquisa

## 2. Dados biossociodemográficos

### 2. Por favor, coloque abaixo a data de hoje:

DD MM AAAA  
□ / □ / □

### 3. Como você teve acesso à esta pesquisa?

- a. EJA
- b. Curso Técnico / Contrato de aprendizagem
- c. Curso Técnico
- d. Curso tecnólogo
- e. Universidade
- f. Indicação de um amigo
- g. Outro

Indique o nome da instituição na qual você teve acesso à pesquisa:

### 4. Por favor, complete os dados abaixo:

Bairro onde mora:

Cidade/município:

Estado:

País:

Endereço de email:

### 5. Sexo

- a) Masculino
- b) Feminino

### 6. Qual a sua data de nascimento?

mês/dia/ano DD MM AAAA  
□ / □ / □

### 7. Cor

- a. Branca
- b. Negra
- c. Parda
- d. Amarela
- e. Indígena

## 8. Estado Civil

- a. Solteiro
- b. Casado
- c. Mora junto
- d. Separado/divorciado
- e. Viúvo
- Outro (especifique)

## 9. Com quem você mora? (Marque mais de uma resposta se for o caso)

- a. Pai
- b. Mãe
- c. Pastro
- d. Madastra
- e. Irmãos
- f. Avó
- g. Avô
- h. Tios
- i. Pais adotivos
- j. Filhos
- k. Companheiro
- l. Marido/esposa
- m. Amigos
- n. Sozinho (a)
- Outro (especifique)

## 10. Por favor, registre o número de (caso não haja, registre o número zero)

Quantas pessoas moram na sua casa INCLUINDO VOCÊ?

Quantos têm: até 5 anos

entre 6 e 14 anos

entre 15 e 24 anos

acima de 25 anos

## 11. Quem são as pessoas que mais contribuem para o sustento na sua casa?

- a. Você mesmo
- b. Todos
- c. Outros (especifique)

## 12. Você sabe qual a renda mensal do seu domicílio?

- a. não
- b. sim (por favor, registre a renda média em valor bruto)

### 13. Quantos dos itens marcados você possui em sua casa?

	0	1	2	3	4	4 ou +
a. Banheiro	ja	ja	ja	ja	ja	ja
b. Quartos	ja	ja	ja	ja	ja	ja
c. Aparelho de vídeo cassete ou dvd	ja	ja	ja	ja	ja	ja
d. TV a cores	ja	ja	ja	ja	ja	ja
e. Rádio/aparelho de som	ja	ja	ja	ja	ja	ja
f. Máquina de lavar roupa	ja	ja	ja	ja	ja	ja
g. Geladeira	ja	ja	ja	ja	ja	ja
h. Computador	ja	ja	ja	ja	ja	ja
i. Aspirador de pó	ja	ja	ja	ja	ja	ja
j. Empregada (doméstica/mensalista)	ja	ja	ja	ja	ja	ja
k. Automóvel	ja	ja	ja	ja	ja	ja

### 14. Você ou sua família recebe algum tipo de bolsa ou auxílio (bolsa escola, bolsa alimentação, etc.)?

	Recebe?	Que tipo?
.	<input type="text" value="6"/>	<input type="text" value="6"/>

Outra (especifique)

### 3. Aduldez Emergente

#### 15. IDEA:

**Inventário de Dimensões da Aduldez Emergente. Siga as instruções:**

**1) Por favor, pense sobre o momento atual de sua vida**

**2) Some a este momento os últimos anos que se passaram, e os próximos anos que estão por vir. Como você os vê? Você deve pensar num intervalo de cerca de cinco anos, com o tempo presente bem no meio.**

**3) Para cada frase apresentada abaixo, marque sua resposta em uma das colunas para indicar o grau em que você concorda ou discorda que a frase descreve este período em sua vida.**

**Por exemplo, se você “Concorda em parte” que este é um “período de exploração”, então na mesma linha desta frase, você irá marcar na coluna “Concorda em parte” (3).**

	Discordo Fortemente	Discordo em parte	Concordo em parte	Concordo Fortemente
1. tempo de muitas possibilidades?	1	2	3	4
2. tempo de descobertas?	1	2	3	4
3. tempo de confusão?	1	2	3	4
4. tempo de experimentação?	1	2	3	4
5. tempo de liberdade pessoal?	1	2	3	4
6. tempo de se sentir limitado?	1	2	3	4
7. tempo de se responsabilizar por si mesmo?	1	2	3	4
8. tempo de se sentir estressado?	1	2	3	4
9. tempo de instabilidade?	1	2	3	4
10. tempo de otimismo?	1	2	3	4
11. tempo de muita pressão?	1	2	3	4
12. tempo de descobrir quem você é?	1	2	3	4
13. tempo de consolidar projetos de vida?	1	2	3	4
14. tempo de responsabilidade por outros?	1	2	3	4
15. tempo de independência?	1	2	3	4
16. tempo de escolhas em aberto?	1	2	3	4
17. tempo de imprevisibilidade?	1	2	3	4
18. tempo de compromissos com os outros?	1	2	3	4
19. tempo de auto-suficiência?	1	2	3	4
20. tempo de muitas preocupações?	1	2	3	4
21. tempo de tentar coisas novas?	1	2	3	4
22. tempo de focar em si mesmo?	1	2	3	4
23. tempo de se separar dos pais?	1	2	3	4

24. tempo de definir a si mesmo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. tempo de planejar para o futuro?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. tempo de buscar um senso de significado?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. tempo de decidir sobre suas próprias crenças e valores?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. tempo de aprender a pensar por si mesmo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. tempo de se sentir adulto em alguns aspectos mas não em outros?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. tempo de gradualmente se tornar um adulto?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. tempo de não ter certeza se você atingiu completamente a vida adulta?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. tempo de se preparar para a vida adulta?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. tempo de definições profissionais?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. Quais dos itens abaixo é/são os MAIS importantes para um(a) jovem alcançar a vida adulta? Marque mais de um se necessário.**

- a. Finalizar os estudos
- b. Casar
- c. Ter um filho (a)
- d. Sair da casa dos pais
- e. Assumir responsabilidades por si mesmo
- f. Fazer decisões independentes
- g. Tornar-se financeiramente independente
- h. Tornar-se uma pessoa que tem mais consideração pelos outros
- i. Tornar-se capaz de cuidar dos próprios pais
- j. Outro (especifique)

**17. De todos os critérios para atingir a vida adulta que foram citados acima, qual você acha que é o MAIS importante? Marque apenas uma opção.**

- a. Finalizar os estudos
- b. Casar
- c. Ter um filho (a)
- d. Sair da casa dos pais
- e. Assumir responsabilidades por si mesmo
- f. Fazer decisões independentes
- g. Tornar-se financeiramente independente
- h. Tornar-se uma pessoa que tem mais consideração pelos outros
- i. Tornar-se capaz de cuidar dos próprios pais
- j. Outro

## 18. Você acha que atingiu a vida adulta?

sim

não

em parte sim, em parte não

Por quê?

## 4. Perspectivas Futuras e Auto-estima

### 19. Escala de Expectativas Futuras de Adolescentes (FESA)

Nós gostaríamos de conhecer algumas das suas expectativas em relação ao futuro.

Sigas as seguintes instruções:

1) Leia a frase à esquerda, iniciando pela frase número 1

2) Em seguida, marque à direita o quanto você GOSTARIA que isso acontecesse

#### No futuro...

	Definitivamente não(1)	Provavelmente não(2)	Não sei(3)	Provavelmente sim(4)	Definitivamente sim(5)
1) ... alcançarei o nível de educação que eu quero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) ... darei a meus filhos um lugar seguro para viver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) ... me casarei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) ... irei à missa ou a outros serviços religiosos regularmente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) ... terei uma alimentação saudável	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) ... encontrarei um bom trabalho	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) ... encontrarei um trabalho estável	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) ... casarei antes de completar 30 anos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) ... serei um líder na minha comunidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) ... terei filhos(as)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) ... terei uma boa saúde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) ... saberei o que quero fazer com a minha vida	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) ... irei adquirir as coisas que quero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) ... meu casamento durará para sempre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) ... realizarei trabalho voluntário na minha cidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) ... terei uma vida longa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) ... encontrarei um trabalho de que eu goste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) ... meus filhos terão uma vida longa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) ... dedicarei tempo para minha família	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) ... participarei de muitas atividades religiosas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) ... praticarei esportes ou algum tipo de exercício regularmente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) ... sempre terei recursos suficientes para viver e me alimentar bem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23) ... meus filhos(as) terão paz em suas vidas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24) ... cultivarei a fé em meus filhos(as) e/ou sobrinhos (as)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**20. Marque o número que corresponde a sua opinião sobre as seguintes afirmações:**

	Nunca(1)	Quase nunca (2)	Às vezes(3)	Quase sempre(4)	Sempre(4)
a. Sinto que sou uma pessoa de valor como as outras pessoas	10	10	10	10	10
b. Eu sinto vergonha de ser do jeito que sou	10	10	10	10	10
c. Às vezes, eu penso que não presto para nada	10	10	10	10	10
d. Sou capaz de fazer tudo tão bem como as outras pessoas	10	10	10	10	10
e. Levando tudo em conta, eu me sinto um fracasso	10	10	10	10	10
f. Às vezes, eu me sinto inútil	10	10	10	10	10
g. Eu acho que tenho muitas boas qualidades	10	10	10	10	10
h. Eu tenho motivos para me orgulhar na vida	10	10	10	10	10
i. De modo geral, eu estou satisfeito(a) comigo mesmo(a)	10	10	10	10	10
j. Eu tenho uma atitude positiva com relação a mim mesmo (a)	10	10	10	10	10

**21. Marque o número que corresponde a sua opinião sobre as seguintes afirmações  
A SEU RESPEITO:**

	Não é verdade (1)	É dificilmente verdade(2)	É moderadamente verdade(3)	É totalmente verdade(4)
a. Se estou com problemas, geralmente encontro uma saída	10	10	10	10
b. Mesmo que alguém se oponha eu encontro maneiras e formas de alcançar o que quero	10	10	10	10
c. Tenho confiança para me sair bem em situações inesperadas	10	10	10	10
d. Eu posso resolver a maioria dos problemas, se fizer o esforço necessário	10	10	10	10
e. Quando eu enfrento um problema, geralmente consigo encontrar diversas soluções	10	10	10	10
f. Consigo sempre resolver os problemas difíceis quando me esforço bastante	10	10	10	10
g. Eu acho que sou capaz de fazer coisas tão bem quanto a maioria das pessoas	10	10	10	10
h. Tenho facilidade para persistir em minhas intenções e alcançar meus objetivos	10	10	10	10
i. Devido as minhas capacidades, sei como lidar com situações imprevistas	10	10	10	10
j. Eu me mantenho calmo mesmo enfrentando dificuldades porque confio na minha capacidade de resolver problemas	10	10	10	10
k. Eu geralmente consigo enfrentar qualquer adversidade	10	10	10	10

## 22. Use a seguinte escala para indicar suas chances de:

	Muito baixas(1)	Baixas(2)	Cerca de 50% (3)	Altas(4)	Muito altas(5)
1) ... alcançar o nível de educação que quer	jñ	jñ	jñ	jñ	jñ
2) ... dar a seus filhos um lugar seguro para viver	jñ	jñ	jñ	jñ	jñ
3) ... casar	jñ	jñ	jñ	jñ	jñ
4) ... ir à missa ou a outros serviços religiosos regularmente	jñ	jñ	jñ	jñ	jñ
5) ... ter uma alimentação saudável	jñ	jñ	jñ	jñ	jñ
6) ... encontrar um bom trabalho	jñ	jñ	jñ	jñ	jñ
7) ... encontrar um trabalho estável	jñ	jñ	jñ	jñ	jñ
8) ... casar antes de completar 30 anos	jñ	jñ	jñ	jñ	jñ
9) ... ser um líder em sua comunidade	jñ	jñ	jñ	jñ	jñ
10) ... ter filhos(as)	jñ	jñ	jñ	jñ	jñ
11) ... ter uma boa saúde	jñ	jñ	jñ	jñ	jñ
12) ... saber o que quer fazer com a sua vida	jñ	jñ	jñ	jñ	jñ
13) ... adquirir as coisas que quer	jñ	jñ	jñ	jñ	jñ
14) ... seu casamento durar para sempre	jñ	jñ	jñ	jñ	jñ
15) ... realizar trabalho voluntário na sua cidade	jñ	jñ	jñ	jñ	jñ
16) ... ter uma vida longa	jñ	jñ	jñ	jñ	jñ
17) ... encontrar um trabalho de que você goste	jñ	jñ	jñ	jñ	jñ
18) ... seus filhos terem uma vida longa	jñ	jñ	jñ	jñ	jñ
19) ... dedicar tempo para sua família	jñ	jñ	jñ	jñ	jñ
20) ... participar de muitas atividades religiosas	jñ	jñ	jñ	jñ	jñ
21) ... praticar esportes ou algum tipo de exercício regularmente	jñ	jñ	jñ	jñ	jñ
22) ... sempre ter recursos suficientes para viver e se alimentar bem	jñ	jñ	jñ	jñ	jñ
23) ... seus filhos(as) terem paz em suas vidas	jñ	jñ	jñ	jñ	jñ
24) ... cultivar a fé em seus filhos(as) e/ou sobrinhos (as)	jñ	jñ	jñ	jñ	jñ
25) ... ter sua casa própria	jñ	jñ	jñ	jñ	jñ
26) ... ter uma família	jñ	jñ	jñ	jñ	jñ
27) ... ser respeitado em sua comunidade	jñ	jñ	jñ	jñ	jñ
28) ... ter amigos que lhe darão apoio	jñ	jñ	jñ	jñ	jñ

## 5. Educação I

### 23. Qual é o grau de instrução de seu pai e da sua mãe?

	Pai	Mãe
a. Analfabeto	€	€
b. Sabe ler, mas não foi à escola	€	€
c. Fundamental incompleto (1º grau)	€	€
d. Fundamental completo (1º grau)	€	€
e. Médio incompleto (2º grau)	€	€
f. Médio completo (2º grau)	€	€
g. Superior incompleto (universitário)	€	€
h. Superior completo (universitário)	€	€
i. Pós-Graduação	€	€
j. Não sei	€	€

### 24. Você está estudando atualmente?

- |  |   |
|--|---|
| <input type="checkbox"/> a. Sim, estou no Ensino Fundamental     | <input type="checkbox"/> e. Não, pois tive de interromper os estudos        |
| <input type="checkbox"/> b. Sim, estou no Ensino Médio / Técnico | <input type="checkbox"/> f. Não, pois concluí o Ensino Fundamental          |
| <input type="checkbox"/> c. Sim, estou na Faculdade/Tecnólogo    | <input type="checkbox"/> g. Não, pois concluí o Ensino Médio                |
| <input type="checkbox"/> d. Sim, estou no Pós-graduação          | <input type="checkbox"/> h. Não, pois concluí a Faculdade/Técnico/Tecnólogo |

## 6. Educação II

**25. Se você está no Ensino Fundamental/Médio/Técnico, sua instituição educacional é...**

- a. Pública
- b. Particular

**26. Se você está no Ensino Superior (tecnólogo/universidade)...**

- a. Concluiu o Ensino Médio em instituição pública e cursa o Ensino Superior em instituição pública
- b. Concluiu o Ensino Médio em instituição pública e cursa o Ensino Superior em instituição particular
- c. Concluiu o Ensino Médio em instituição particular e cursa o Ensino Superior em instituição pública
- d. Concluiu o Ensino Médio em instituição particular e cursa o Ensino Superior em instituição particular

**27. Em qual série/etapa/semestre/ano escolar você está?**

**28. Qual o turno em que você frequenta sua instituição educacional?**

- a. Manhã
- b. Tarde
- c. Integral
- d. Noite

**29. Por favor, marque a opção que corresponde a sua opinião sobre as seguintes afirmativas**

	Discordo totalmente(1)	Discordo um pouco(2)	Não concordo nem discordo (3)	Concordo um pouco(4)	Concordo totalmente(5)
a. Eu me sinto bem quando estou na minha escola/curso técnico/tecnólogo/universidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Gosto de ir para minha escola/curso técnico/tecnólogo/universidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Gosto da maioria dos meus professores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Quero continuar meus estudos na minha escola/curso técnico/tecnólogo/universidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Posso contar com meus professores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Posso contar com técnicos da minha escola/curso técnico/tecnólogo/universidade(orientador, coordenador)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Confio nos colegas da minha escola/curso técnico/tecnólogo/universidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Educação e Trabalho

### 30. Você já foi reprovado?

a. não

b. sim (por favor, especifique quantas vezes)

### 31. Em relação a sua vida escolar, responda:

Você já foi expulso de alguma escola?

Quantas vezes?

Por quê?

Marque uma por linha:

Outro motivo por ter sido expulso (especifique)

### 32. Marque TODAS as opções a seguir que estão relacionadas com a sua situação de trabalho remunerado:

- a. Nunca trabalhei
- b. Já trabalhei mas não trabalho atualmente
- c. Estou trabalhando
- d. Estou procurando trabalho
- e. Não estou procurando trabalho
- f. Trabalho em comércio (em loja, mercados, etc.)
- g. Trabalho na rua (vendendo coisas, reciclagem, catação, engraxate, vigiando ou limpando carros )
- h. Trabalho em casa (cuidando de crianças, limpando, passando, etc)
- i. Trabalho na agricultura, pecuária ou pesca
- j. Trabalho na área administrativa (office-boy, secretária, informática, etc.)
- k. Trabalho em indústria/fábrica
- l. Trabalho com carteira assinada
- m. Não trabalho com carteira assinada
- n. Trabalho em outros lugares (especifique)

### 33. Você alguma vez já teve que parar de estudar para trabalhar?

a. não

b. sim

**34. Se você trabalha atualmente:**

a. Qual a sua renda mensal média proveniente de seu trabalho atualmente em reais?

b. Quantas horas por dia você dedica ao trabalho?

## 8. Tempo Livre e Acesso à Tecnologia

**35. O que você costuma fazer quando não está estudando ou trabalhando? (marque mais de uma resposta se for o caso)**

- |  |  |
|--|--|
| <input type="checkbox"/> a. Praticar esportes          | <input type="checkbox"/> g. Namorar                            |
| <input type="checkbox"/> b. Jogar/brincar              | <input type="checkbox"/> i. Descansar                          |
| <input type="checkbox"/> c. Passear                    | <input type="checkbox"/> j. Navegar na Internet                |
| <input type="checkbox"/> d. Assistir TV                | <input type="checkbox"/> k. Ir a festas                        |
| <input type="checkbox"/> e. Ouvir ou tocar música      | <input type="checkbox"/> l. Cinema ou teatro                   |
| <input type="checkbox"/> f. Desenhar/pintar/artesanato | <input type="checkbox"/> m. Ler livros, revistas ou quadrinhos |
| <input type="checkbox"/> n. Outros (especifique)       |  |

**36. Você tem (marque todos que se referem a sua situação)**

- a. Celular pré-pago
- b. Celular de conta (pós-pago)
- c. Acesso à televisão com canais abertos
- d. Acesso à televisão por assinatura
- e. Acesso à internet

**37. Se você tem internet, você acessa a partir de:**

- a. Casa
- b. Escola /Técnico/Tecnólogo/Universidade
- c. Lan House, Cybercafé
- d. Trabalho
- e. Outro (especifique)

**38. Com que frequência você utiliza a Internet:**

- a. não utilizo
- b. uma ou duas vezes por mês
- c. apenas aos finais de semana
- d. de um a dois dias por semana
- e. entre três e cinco dias por semana
- f. todos os dias

**39. Em média, quando você se conecta, quanto tempo fica conectado:**

- a. Não me conecto à Internet
- b. Menos de meia hora
- c. De meia a uma hora
- d. De uma a três horas
- e. De três horas a cinco horas
- f. Mais de cinco horas

**40. Se você usa a Internet, você a utiliza para: (Marque mais de uma resposta se necessário)**

- a. Me comunicar com as pessoas (e-mail, orkut, facebook, msn, etc.)
- b. Baixar músicas, jogos, filmes
- c. Fazer trabalhos da escola / faculdade / curso
- d. Navegar em sites de meu interesse
- e. Fazer/escrever blogs
- f. Jogar
- g. Comprar coisas
- h. Trabalhar
- i. Outra atividade (especifique)

**41. Você participa de alguma das atividades abaixo? (Marque mais de uma resposta se for o caso)**

- a. Grêmios estudantis ou diretório acadêmico
- b. Grupo de escoteiros ou bandeirantes
- c. Grupo ou movimentos religiosos
- d. Grupos musicais (coral, bandas, etc.)
- e. Grupo de dança, teatro ou arte
- f. Grupos ou movimentos políticos
- g. Grupo de trabalho voluntário
- h. Equipe esportiva
- i. Não participo
- j. Outras (especifique)



## 9. Drogas

**42. Você tem algum amigo próximo que usa drogas?**

a. não

b. sim

**43. Se você respondeu sim na questão anterior, marque qual tipo de droga ele/ela utiliza (pode marcar mais de uma resposta):**

a. drogas lícitas (bebida alcoólica, cigarro)

b. drogas ilícitas (maconha, crack, cocaína, cola, etc)

**44. Você tem algum familiar que usa drogas?**

a. não

b. sim

**45. Se você respondeu sim na questão anterior, marque qual tipo de droga ele/ela utiliza (pode marcar mais de uma resposta):**

a. drogas lícitas (bebida alcoólica, cigarro)

b. drogas ilícitas (maconha, crack, cocaína, cola, etc)

**46. Quanto a você, responda às questões abaixo. Caso você nunca tenha experimentado a droga, deixe o espaço "idade" em branco.**

**Tipo:**

	Já experimentou ao menos uma vez na vida?	Que idade você tinha quando usou pela 1ª vez?
a. Bebida alcoólica	<input type="text" value="6"/>	<input type="text" value="6"/>
b. Cigarro comum	<input type="text" value="6"/>	<input type="text" value="6"/>
c. Maconha	<input type="text" value="6"/>	<input type="text" value="6"/>
d. Cola, solventes, thinner, lança-perfume, acetona	<input type="text" value="6"/>	<input type="text" value="6"/>
e. Cocaína	<input type="text" value="6"/>	<input type="text" value="6"/>
f. Crack	<input type="text" value="6"/>	<input type="text" value="6"/>
g. Ecstasy	<input type="text" value="6"/>	<input type="text" value="6"/>
h. Remédio para emagrecer sem receita médica	<input type="text" value="6"/>	<input type="text" value="6"/>
i. Anabolizante	<input type="text" value="6"/>	<input type="text" value="6"/>
j. Remédio para "ficar doído"	<input type="text" value="6"/>	<input type="text" value="6"/>
k. Chá para "ficar doído" / ácido	<input type="text" value="6"/>	<input type="text" value="6"/>
l. Outra	<input type="text" value="6"/>	<input type="text" value="6"/>

Outra (especifique)

**47. Se você já experimentou alguma das substâncias citadas na QUESTÃO ANTERIOR, responda qual foi a primeira substância que você usou**

**48. Caso você já tenha experimentado alguma droga, responda às questões abaixo:**

**Tipo:**

	Usou no ÚLTIMO ANO?	Usou no ÚLTIMO MÊS?
a. Bebida alcoólica	<input type="text" value="6"/>	<input type="text" value="6"/>
b. Cigarro comum	<input type="text" value="6"/>	<input type="text" value="6"/>
c. Maconha	<input type="text" value="6"/>	<input type="text" value="6"/>
d. Cola, solventes, lança-perfume, thinner, acetona	<input type="text" value="6"/>	<input type="text" value="6"/>
e. Cocaína	<input type="text" value="6"/>	<input type="text" value="6"/>
f. Crack	<input type="text" value="6"/>	<input type="text" value="6"/>
g. Ecstasy	<input type="text" value="6"/>	<input type="text" value="6"/>
h. Remédio para emagrecer sem receita médica	<input type="text" value="6"/>	<input type="text" value="6"/>
i. Anabolizante	<input type="text" value="6"/>	<input type="text" value="6"/>
j. Remédio para "ficar doidão"	<input type="text" value="6"/>	<input type="text" value="6"/>
k. Chá para "ficar doidão" / ácido	<input type="text" value="6"/>	<input type="text" value="6"/>
l. Outra	<input type="text" value="6"/>	<input type="text" value="6"/>

Outra (especifique)

**49. Se você consome drogas (lícitas ou ilícitas), você o faz quando: (Marque mais de uma resposta se for o caso)**

- a. Está sozinho
- b. Está com amigos
- c. Está com algum familiar
- d. Está com o(a) namorado(a)
- e. Outros. Quem?

**50. Você já pensou em parar de usar alguma droga (lícita ou ilícita)?**

- a. não
- b. sim

### 51. Já tentou (de fato) parar de usar alguma substância?

- a. Nunca tentei parar, pois nunca usei nenhuma substância regularmente
- b. Nunca tentei parar, apesar de usar ou já ter usado regularmente alguma substância
- c. Sim, já tentei parar (então preencha a tabela abaixo)

### 52. Em relação à tentativa de parar de usar drogas, por favor, responda:

	A – Tentou parar	B – Conseguiu parar de usar
1. Álcool	<input type="text" value="6"/>	<input type="text" value="6"/>
2. Tabaco	<input type="text" value="6"/>	<input type="text" value="6"/>
3. Solventes	<input type="text" value="6"/>	<input type="text" value="6"/>
4. Maconha	<input type="text" value="6"/>	<input type="text" value="6"/>
5. Cocaína	<input type="text" value="6"/>	<input type="text" value="6"/>
6. Crack	<input type="text" value="6"/>	<input type="text" value="6"/>
7. Outra	<input type="text" value="6"/>	<input type="text" value="6"/>

Se outra (especifique)

### 53. Se você já tentou parar de usar drogas, alguém ajudou você nesta tentativa? (Marque mais de uma resposta se for o caso)

- a. Tentei sozinho
- b. Tentei com um amigo/grupo de amigos
- c. Alguém da igreja
- d. Alguém de escola
- e. Alguém do hospital, posto de saúde ou comunidade terapêutica
- f. Alguém da família
- g. Outros (especifique)

## 10. Sexualidade I

**54. Onde você obtém informações sobre sexo? Marque a opção que corresponde a frequência:**

	Nunca(1)	Quase nunca(2)	Às vezes(3)	Quase sempre (4)	Sempre(5)
a. Família	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Amigos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Escola (professores, funcionários, coordenadores diretores, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Líderes religiosos (padre, pastor, pai de santo, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Organização não governamental (ONG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Televisão	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Rádio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Jornal, revista ou livro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**55. Você já teve relações sexuais (transou) alguma vez?**

a. não

b. sim

## 11. Sexualidade II

### 56. Se você respondeu SIM à questão anterior, responda:

a. Quantos anos você  
tinha "na primeira vez"?

b. Quantos anos o(a)  
parceiro(a) tinha?

c. Com quem foi?

d. A primeira relação  
sexual foi desejada ou foi  
forçada?

Se a resposta da questão "c" for "Outro" especifique

### 57. Você já transou com:

a. Meninas/mulheres

b. Meninos/homens

c. Ambos os sexos

### 58. Você usou camisinha na primeira relação sexual?

a. sim

b. não

### 59. NO ÚLTIMO ANO, nas suas transas, você teve: (Marque mais de uma resposta se for o caso)

Parceiro(a) FIXO(a).  
Quantos?

Parceiro(a) NÃO-FIXO(a).  
Quantos(as)?

Dos FIXOS, quantos eram  
esposa/marido?

Dos FIXOS, quantos eram  
namorado  
(a)/companheiro(a)?

### 60. NO ÚLTIMO ANO, com que frequência você ou seu parceiro usou camisinha?

a. Nunca

b. Poucas vezes

c. Muitas vezes, mas não em todas

d. Sempre

**61. NO ÚLTIMO ANO, nas vezes em que você NÃO USOU camisinha, por que motivo você não usou? (Marque mais de uma resposta se for o caso)**

- a. Não tinha camisinha
- b. Não tinha dinheiro para comprar
- c. Não gosto
- d. Camisinha machuca/incomoda
- e. Não acho que seja importante
- f. Não lembrei de colocar
- g. Estava sob efeito de álcool
- h. Estava sob efeito de drogas
- i. Meu parceiro(a) não aceita
- j. Porque confio no meu parceiro(a)
- k. Porque usa anticoncepcional (pílula)
- l. Outro motivo (especifique)

**62. NO ÚLTIMO ANO, nas vezes em que você USOU camisinha, por que motivo você usou? (Marque mais de uma opção se for o caso e, se você não usou camisinha, não marque nenhuma)**

- a. Para evitar doenças
- b. Para evitar AIDS
- c. Para evitar gravidez
- d. Porque o (a) parceiro (a) exigiu
- e. Porque é importante usar
- f. Porque dizem que é bom usar
- g. Porque é mais limpo (higiene)
- h. Não sei
- i. Outros (especifique)

**63. Atualmente, você possui algum parceiro FIXO [namorado(a), companheiro(a), esposa/marido]:**

- a. sim
- b. não

**64. Pense na ÚLTIMA vez em que você transou com um parceiro fixo e com um não-fixo. Nestas relações, você ou seu parceiro(a) usou camisinha?**

Com parceiro FIXO (namorado(a), companheiro(a),  
esposa/marido)

Com parceiros NÃO-FIXOS

**65. No ÚLTIMO MÊS, você carregou camisinha com você alguma vez?**

a. não

b. sim

Se a resposta foi SIM, quantos dias você carregou camisinha com você?

**66. Onde você costuma pegar camisinha? (Marque mais de uma se for o caso)**

- a. Não costumo pegar camisinha
- b. Busco/recebo na Rede/SUS
- c. Compro na farmácia/supermercado
- d. Compro de vendedores ambulantes
- e. Busco/recebo em instituições ou ONGs
- f. Ganho de conhecidos ou amigos
- g. Troco por objetos/favores

**67. Você já teve alguma Doença Sexualmente Transmissível/DST (doença que se pega através de sexo e pode gerar corrimento, coceira, ardência ou feridas nos órgãos sexuais)?**

a. não

b. sim

c. não sabe

Se SIM, quantas vezes? Quais doenças?

**68. Alguma vez você já fez sexo em troca de dinheiro, favores ou vantagens?**

a. não

b. sim

Em geral, com que frequência você faz/fazia sexo em troca de dinheiro, favor ou vantagem? (Resposta única)

**69. Se você respondeu SIM à questão anterior, nas vezes em que você fez sexo por dinheiro, favor ou vantagem, com que frequência você usou camisinha?**

a. Nunca

b. Poucas vezes

c. Muitas vezes, mas não em todas

d. Sempre

**70. Você usa algum método para evitar gravidez?**

a. não

b. sim



## 12. Sexualidade III

**71. Se você respondeu SIM na questão anterior, diga qual método que você utiliza para evitar a gravidez. Marque mais de uma resposta se precisar.**

- a. Camisinha
- b. Coito interrompido (interromper a transa antes do orgasmo masculino)
- c. Pílula anticoncepcional
- d. Injeção / Implante / Adesivo / Anel vaginal
- e. Tabela / ritmo / calendário
- f. DIU
- g. Outro (especifique)

**72. Onde você/sua parceira costuma obter anticoncepcionais? (Marque mais de uma se for o caso)**

- a. Não costumo obter anticoncepcionais
- b. Busca/recebe na Rede/SUS
- c. Compra na farmácia
- d. Compra de vendedores ambulantes
- e. Busca/recebe em instituições para meninos(as) em situação de rua
- f. Busca/recebe em ONG
- g. Ganha de conhecidos
- h. Troca por objetos/favores
- i. Não sabe
- j. Outros locais (especifique)

## 13. Gravidez I

### 73. Você já engravidou alguém/esteve grávida?

a. não

b. sim

## 14. Gravidez II

**74. Se você marcou SIM à questão anterior, responda às seguintes questões:**

- a. Quantas vezes?      b. Que idade tinha quando engravidou/ficou grávida na primeira vez?      c. A sua gravidez foi planejada?      d. Quantos filhos(as) vivos(as) você tem?      e. Com quantas pessoas você já teve filho?

**75. Alguma das situações abaixo ocorreu com você em consequência da PRIMEIRA gravidez? (+ de 1 resposta)**

- a. Interrompeu os estudos
- b. Casou ou foi morar junto com o pai/mãe da criança
- c. Precisou começar a trabalhar
- d. Precisou parar de trabalhar
- e. Família não aceitou a gravidez
- f. Família ou parceiro(a) sugeriu fazer aborto
- g. Parou de fumar
- h. Parou de usar drogas
- i. Não precisou mais ter que cuidar dos irmãos menores
- j. Passou a ser mais respeitada(o) dentro de casa
- k. Terminou o namoro/relação
- l. Nenhuma das respostas anteriores

**76. Durante a ÚLTIMA gravidez, você/sua parceira fizeram algum exame médico para acompanhar a gravidez?**

- a. não
- b. não sabe
- c. sim (especifique quantas vezes)

**77. Com quem moram seus filhos hoje? (Marque mais de uma resposta se for o caso).**

- a. Com ambos os pais
- b. Apenas comigo
- c. Apenas com o pai/mãe
- d. Avós paternos
- e. Avós maternos
- f. Outro parente
- g. Abrigos
- h. Família adotiva
- i. Na rua
- j. Não sei

**78. Você/sua parceira já teve algum aborto?**

- a. não
- b. sim
- c. não sabe

**79. Caso você tenha marcado SIM na questão anterior, responda às seguintes questões:**

Quantas vezes

Quantos foram naturais

Quantos foram provocados

## 15. Comunidade e Sociedade

**80. Identifique situações que você já viveu FORA DE CASA, na coluna 1 (A). A seguir, nas opções em que você marcou SIM, responda às questões das colunas B, C e D:**

	A. Já aconteceu?	B. Em geral, com que frequência esta situação acontecia?	C. Em geral, o quão ruim foi para você esta situação?	D. Indique quem fez isto com mais frequência?
a. Ameaça ou humilhação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Soco ou surra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Agressão com objeto (madeira, cinto, fio, cigarro, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Mexeu no meu corpo contra a minha vontade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relação sexual forçada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Se na coluna D você marcou a opção "Outro", especifique abaixo qual o tipo de situação e com quem ocorreu:

<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>

**81. Entre os eventos abaixo, indique quais os que já aconteceram em sua vida, e escolha o número que mais representa o quão ruim foi esta situação para você:**

	A - Já aconteceu?	B – O quão ruim foi?
a. O nível econômico da minha família baixou de uma hora para outra	<input type="text" value="6"/>	<input type="text" value="6"/>
b. Alguém em minha casa esteve desempregado	<input type="text" value="6"/>	<input type="text" value="6"/>
c. Meus pais se separaram	<input type="text" value="6"/>	<input type="text" value="6"/>
d. Já estive internado em instituição (abrigo, orfanato)	<input type="text" value="6"/>	<input type="text" value="6"/>
e. Já fugi de casa	<input type="text" value="6"/>	<input type="text" value="6"/>
f. Já morei na rua	<input type="text" value="6"/>	<input type="text" value="6"/>
g. Já dormi na rua	<input type="text" value="6"/>	<input type="text" value="6"/>
h. Já trabalhei na rua	<input type="text" value="6"/>	<input type="text" value="6"/>
i. Alguém da minha família está ou esteve preso	<input type="text" value="6"/>	<input type="text" value="6"/>
j. Sofri algum acidente grave	<input type="text" value="6"/>	<input type="text" value="6"/>
k. Alguém muito importante pra mim faleceu	<input type="text" value="6"/>	<input type="text" value="6"/>
l. Já passei fome	<input type="text" value="6"/>	<input type="text" value="6"/>
m. Meu pai/mãe casou de novo	<input type="text" value="6"/>	<input type="text" value="6"/>
n. Meu pai/minha mãe teve filho com outros parceiros	<input type="text" value="6"/>	<input type="text" value="6"/>
o. Já fui assaltado(a)	<input type="text" value="6"/>	<input type="text" value="6"/>
p. Já cumpri medida socio-educativa sem privação de liberdade	<input type="text" value="6"/>	<input type="text" value="6"/>
q. Já estive privado de liberdade (Instituição fechada)	<input type="text" value="6"/>	<input type="text" value="6"/>
r. Já fui levado para o Conselho Tutelar	<input type="text" value="6"/>	<input type="text" value="6"/>
s. Já tive problemas com a justiça	<input type="text" value="6"/>	<input type="text" value="6"/>
t. Já tive problemas com a polícia	<input type="text" value="6"/>	<input type="text" value="6"/>

**82. Em algum momento da sua vida você já se envolveu em situações ilegais?**

a. não

b. sim

**83. Caso tenha respondido sim à questão anterior, marque todas as situações ilegais em que já se envolveu:**

- a. Envolvimento em brigas com agressão física/violência contra pessoas
- b. Destruição de propriedade
- c. Envolvimento em pichação
- d. Assaltou alguém
- e. Roubou algo
- f. Vendeu drogas
- g. Outra (especifique)

**84. Ao longo da vida, sofro ou sofri preconceito:**

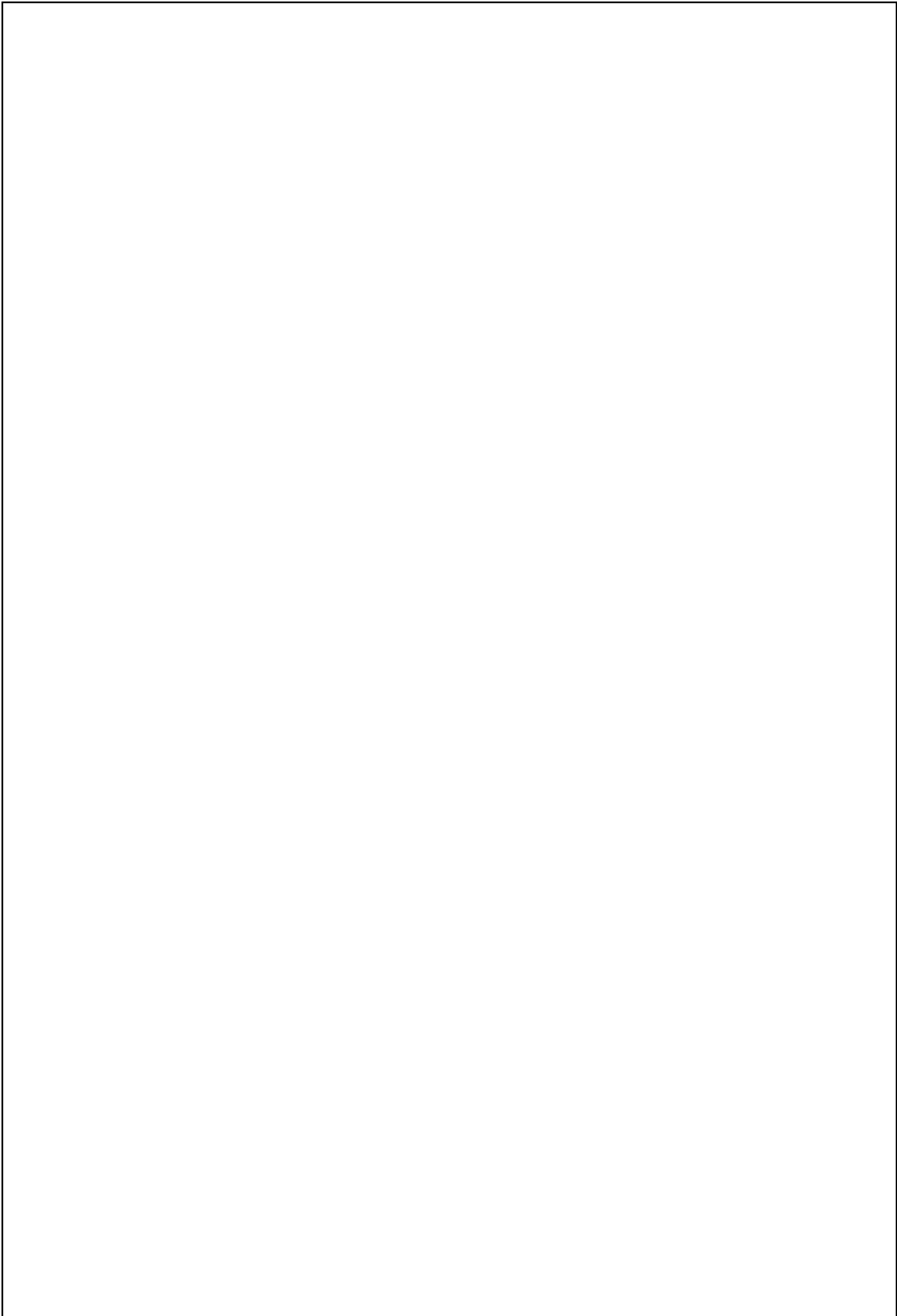
	Nunca(1)	Quase nunca(2)	Às vezes(3)	Quase sempre(4)	Sempre(5)
a. Por morar onde moro (bairro, favela)	jñ	jñ	jñ	jñ	jñ
b. Pelo fato de ser homem ou ser mulher	jñ	jñ	jñ	jñ	jñ
c. Pela cor da minha pele	jñ	jñ	jñ	jñ	jñ
d. Por estudar em uma determinada escola	jñ	jñ	jñ	jñ	jñ
e. Por causa do trabalho dos meus pais	jñ	jñ	jñ	jñ	jñ
f. Por causa do meu nível socioeconômico	jñ	jñ	jñ	jñ	jñ
g. Por causa da minha religião	jñ	jñ	jñ	jñ	jñ
h. Por causa da minha aparência física	jñ	jñ	jñ	jñ	jñ
i. Por ser deficiente	jñ	jñ	jñ	jñ	jñ
j. Pelas minhas escolhas sexuais	jñ	jñ	jñ	jñ	jñ
k. Por ter a idade que eu tenho	jñ	jñ	jñ	jñ	jñ
l. Por causa do meu trabalho	jñ	jñ	jñ	jñ	jñ

**85. Você já pensou em se matar?**

- a. não
- b. sim (especifique quantas vezes)

**86. Marque o número correspondente a sua opinião sobre as seguintes afirmações:**

	Nunca(1)	Quase nunca(2)	Às vezes(3)	Quase sempre(4)	Sempre(5)
a. Eu sinto que pertencço a minha comunidade/bairro	jñ	jñ	jñ	jñ	jñ
b. Eu posso confiar nas pessoas da minha comunidade/bairro	jñ	jñ	jñ	jñ	jñ
c. Eu me sinto seguro na minha comunidade/bairro	jñ	jñ	jñ	jñ	jñ
d. Eu posso contar com meus vizinhos quando preciso deles	jñ	jñ	jñ	jñ	jñ
e. Eu posso contar com alguma organização/instituição comunitária quando preciso	jñ	jñ	jñ	jñ	jñ
f. Minha comunidade/bairro tem melhorado nos últimos cinco anos	jñ	jñ	jñ	jñ	jñ





## 16. Saúde, Religião e Família

**87. Você tem alguma doença crônica (diabetes, AIDS, câncer, insuficiência renal, outra)?**

a. não

b. sim (especifique qual)

**88. Você tem algum problema psicológico/psiquiátrico/neurológico?**

a. não

b. sim (especifique qual)

**89. Se você respondeu sim na questão anterior, já procurou algum tipo de auxílio/tratamento?**

a. não

b. sim

**90. Você tem algum tipo de deficiência:**

a. não

b. sim

**91. Caso tenha respondido SIM a questão anterior, registre qual:**

a. visual

b. auditiva

c. física

d. outra (especifique)

**92. A qual serviço de assistência à saúde você recorre? (pode marcar mais de um)**

a. SUS – Sistema Único de Saúde

b. Plano de Saúde

c. Atendimento Particular

d. Outros

### 93. Com que frequência você acessa o serviço de saúde?

- a. Não tenho acesso aos serviços de saúde
- b. De uma a três vezes por mês
- c. Uma vez por mês
- d. De 2 a 4 vezes a cada seis meses
- e. Uma vez a cada seis meses
- f. Uma vez ao ano

### 94. Com relação à sua religião/doutrina/crença, você se considera: (Marque mais de uma se for o caso)

- a. Não acredito em Deus (ateu)
- b. Sem religião (mas acredito em Deus)
- c. Católico
- d. Protestante
- e. Evangélica
- f. Espírita
- g. Umbandista
- h. Candomblé
- i. Outro (especifique)

### 95. Por favor, marque o número que mais corresponde a sua opinião sobre as seguintes afirmativas:

	Nunca(1)	Quase nunca (2)	Às vezes(3)	Quase sempre(4)	Sempre(5)
a. A religião/espiritualidade tem sido importante para a minha vida	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Costumo freqüentar encontros, cultos ou rituais religiosos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Costumo fazer orações no dia-a-dia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Costumo ler livros sagrados no dia-a-dia (Bíblia, Alcorão, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Costumo agradecer a Deus pelo que acontece comigo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Peço ajuda a Deus para resolver meus problemas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Costumo fazer orações quando estou em momentos difíceis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Busco ajuda da minha instituição religiosa (igreja, templo, etc.) quando estou em dificuldades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Sigo recomendações religiosas na minha vida diária	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**96. Agora vamos falar um pouco das suas relações com a família, especialmente entre você e seus pais (mãe, madrasta, pai, padrasto, ou outras pessoas que cuidam ou cuidaram de você).**

**Ao responder estas questões, pense em diferentes momentos que a sua família passou e nas diferentes pessoas com quem você mora/morou.**

	Discordo totalmente(1)	Discordo um pouco(2)	Não concordo nem discordo (3)	Concordo um pouco(4)	Concordo totalmente(5)
a. Costumamos conversar sobre problemas da nossa família	ja	ja	ja	ja	ja
b. Meus pais raramente me criticam	ja	ja	ja	ja	ja
c. Raramente ocorrem brigas na minha família	ja	ja	ja	ja	ja
d. Quando estou com problemas, posso contar com a ajuda dos meus pais	ja	ja	ja	ja	ja
e. Sinto que sou amado e tratado de forma especial pelos meus pais	ja	ja	ja	ja	ja
f. Meus pais em geral sabem onde eu estou	ja	ja	ja	ja	ja
g. Nunca sou humilhado por meus pais	ja	ja	ja	ja	ja
h. Meus pais raramente brigam entre eles	ja	ja	ja	ja	ja
i. Meus pais dão atenção ao que eu penso e ao que eu sinto	ja	ja	ja	ja	ja
j. Meus pais conhecem meus amigos	ja	ja	ja	ja	ja
k. Eu me sinto aceito pelos meus pais	ja	ja	ja	ja	ja
l. Meus pais me ajudam quando eu preciso de dinheiro, comida ou roupa	ja	ja	ja	ja	ja
m. Costumo conversar com meus pais sobre decisões que preciso tomar	ja	ja	ja	ja	ja
n. Meus pais sabem com quem eu ando	ja	ja	ja	ja	ja
o. Eu me sinto seguro com meus pais	ja	ja	ja	ja	ja

**97. Identifique situações que VOCÊ já viveu COM SUA FAMÍLIA, relacionadas aos eventos na coluna 1 e a seguir responda às questões (caso marque que o evento não ocorreu, não é necessário responder as questões B, C e D):**

### 1. Tipo de situação

	A. Já aconteceu?	B. Em geral, com que frequência esta situação acontecia?	C. Em geral, o quão ruim foi para você esta situação?	D. Indique quem fez isto com mais frequência?
a. Ameaça ou humilhação	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
b. Soco ou surra	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
c. Agressão com objeto (madeira, cinto, fio, cigarro, etc.)	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
d. Mexeu no meu corpo contra a minha vontade	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
e. Relação sexual forçada	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

Se você colocou a alternativa outros, especifique o tipo de situação e a pessoa:

## 17. Opinião e contato

**98. Neste espaço você pode colocar o que achou deste questionário e/ou mencionar algo que considera importante e/ou que não foi perguntado:**

**99. Gostaríamos de ficar com seu contato para, posteriormente, podermos contatá-lo para divulgar os resultados da pesquisa e, se for de seu interesse, convidá-lo a participar da segunda etapa do estudo. Essas informações são sigilosas e restritas à Equipe de pesquisa. Agradecemos sua contribuição!**

Nome:

Endereço:

CEP/Código Postal:

**100. Indique um ou mais amigos para participar do estudo, registrando NOME, TELEFONE e E-MAIL:**

## 18. Agradecimentos

Muito obrigada pela atenção!

A Equipe de pesquisa está disponível através dos seguintes contatos:

Telefone: (51) 3308-5150

E-mail: [lucianaduth@gmail.com](mailto:lucianaduth@gmail.com)

## ANEXO B

### SEMI-STRUCTURED INTERVIEW

#### Rapport

We are developing a research about “transition to adulthood” and we would like to talk to you about it. We would like to know some information about you, so we are going to ask you some questions and we would like you to talk about them freely. Take your time. It’s important to register that the information you share with us are confidential and no data that can identify you will be used, as registered on the Consent Form. So, let’s start? Well, I would like you to tell me about:

#### First Part:

1) (Analogy) I’d like you to imagine you are observing people around who are about your age and living the same period of life you are living:

- i. How would you describe them?
- ii. What are they doing?
- iii. What are their activities?
- iv. What do you think about their thoughts and behavior?
- v. What are they expecting from their future?

2) I would like you think about your life in the past (2-5 years ago), the present time (what’s happening now) and the next years (2-5 years). Please, think about things that happened, important experiences that come into your mind.

3) (Metaphor) Now that you thought about your life, I’d like you to make a drawing, marking the situations that you’d like to emphasize, like a life span line.

- a. I’d like you to observe the picture you created
- b. Where do you think you are right now?
- c. What have you notice on the way?
- d. What are the most important points?
- e. Explore specific points and ordinary points
- f. What will happen subsequently?

4) (Social network) What the expectations other people have in relation to you? / asking person as an observant of others: what would they describe

## **Second Part: focused on work career and future perspectives**

### **Work**

- a) I'd like you describe briefly your work career (different professional experiences, since the first one to the latest)
- b) How is/was for you the experience of working?
- c) Which were the reasons for you start working?
- d) Do you think your work can provide you independence from your family/partners (financial and emotional). Can you tell me your personal experience?

### **Future perspectives**

- a) What are your future plans?
- b) What are your priorities?
- c) What is principal challenge in the future?
- d) And how are you going to reach these goals you defined as priority?
- e) What do you think you are going to do if for some reasons those goals turn out not to be possible to reach?