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Emergent Adulthood as a developmental stage in Ecuador

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DEDICATORIA

El siguiente trabajo de titulación está dedicado a todos los adultos emergentes quienes se han sentido perdidos en sus carreras, han tenido dificultad en tomar decisiones, han sentido que son independientes en algunas maneras y no en otras. En general, está dedicado a quienes sienten que ya no son adolescentes, pero todavía no son adultos

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RESUMEN

La siguiente propuesta de investigación explora el tema de la adultez emergente, la cual es una etapa del desarrollo entre los 18 y 25 años de edad. Fue propuesta por Jeffrey Jensen Arnett en el año 2004. Este estudio propone la aplicación del Inventory of Dimensions of Emerging Adulthood (IDEA) en una muestra heterogénea de estudiantes de la Universidad San Francisco de Quito. La hipótesis de este estudio es que la adultez emergente existe como etapa del desarrollo en el Ecuador, pero que se limita a niveles socioeconómicos medios y altos. Se predice que los resultados van a corroborar esta hipótesis. Se concluye diciendo que la adultez emergente en el Ecuador se manifiesta pero de diferente manera comparada a otros países y culturas, ya que en este país hay mucha desigualdad económica y también se fomentan mucho los valores de sociedad colectivistas.

Palabras clave: etapa del desarrollo, adolescencia, adultez, adultez emergente

ABSTRACT

The following research proposal explores the topic of emerging adulthood, which is a developmental stage between 18 to 25 years old. It was coined by Jeffrey Jensen Arnett in 2004. This study suggests the application of the Inventory of Dimensions of Emergent Adulthood (IDEA) in a heterogeneous sample of college students at Universidad San Francisco de Quito. It is hypothesized that emergent adulthood exists as a developmental stage in Ecuador, but that it is limited to medium and high socioeconomic status. It is predicted that the results will corroborate the hypothesis. The conclusion of this study is that emerging adulthood is manifested in Ecuador but in a different way compared to other countries and cultures, since in this country there is large economic disparity and also many collectivistic values are encouraged by the society.

Key words: *developmental stage, adolescence, adulthood, emerging adulthood*

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INTRODUCTION

Lifespan development that happens from birth to death are a series of astonishing changes in human beings, which grant individuals the chance to grow, develop and form themselves in ways that differ from other living creatures. Human development has been classified in stages, which depend on physical, cognitive and social characteristics and milestones in order to be complied. There is a general trend order for these stages, which is: infancy, childhood, adolescence, adulthood and old age (Papalia, Olds, Feldman, 2010). Some theorists separate these developmental stages differently due to certain cultural, social, economic or ethnic differences. For example, some argue that there are stages that can be subdivided, such as early and middle childhood. Furthermore, other theorists claim that there are stages in between these, which have emerged under certain circumstances. This is the case for 'emergent adulthood,' a stage coined by Jeffrey Jensen Arnett in 2004, and the main focus of this research proposal.

This life stage is placed after adolescence and before adulthood and therefore it is important to mention the reasons why it emerged in between these two. In first place, adolescence is a time of important changes and transitions into adulthood. Not only are there major physical changes, but also crucial aspects such as identity formation, which comes from the independence from parents. Some theorists have divided adolescence in three sub-stages: early adolescence from 11 to 15 years old, middle adolescence between 16 to 19 years old and advanced adolescence or emergent adulthood between 20 to 25 years old (Papalia, Olds, Feldman, 2010; Arnett, 2004; Coleman & Hendry, 1999).

One of the main characteristics of this period is the identity exploration; emergent adults are constantly seeking for themselves in the world. In this process, they learn more about themselves, about their abilities and interests (Arnett, 2004). Erik Erikson in his psychosocial theory, establishes that individuals between 12 and 20 years old are in the stage

of identity versus identity confusion, where individuals want to answer the question of ‘Who am I?’, while trying to establish social and occupational identities. If they can’t achieve to establish an identity, there is an identity crisis where they confuse the roles they should have as adults (Shaffer, 2009). Therefore, the biggest challenge for adolescents is to establish an identity.

Furthermore, James Marcia’s theory about identity status is useful to understand how individuals establish or not an identity. The first of these identity statuses is identity achievement, where there is a commitment to occupation, ideologies or social roles after exploration. The second one is identity foreclosure, where there is not much prior exploration but there is a commitment to plans someone else has done in their life. The third is identity moratorium, where there is an ongoing exploration but little commitment. Finally, identity diffusion is when there is no commitment to occupation or ideologies, and also little exploration of alternatives (Papalia, Olds, Feldman, 2010; Shaffer, 2009; Coleman & Hendry, 1999; Luyckx, De Witte and Goossens, 2012). According to Arnett, individuals in this stage are in the identity moratorium stage (Arnett, 2004).

Individuals between 18 and 25 years old do not feel fully adult and therefore can’t be catalogued as adults yet. The criteria for the transition to adulthood come from anthropological, sociological and psychological studies. Most anthropological and sociological perspectives focus on marriage as “the event that marks the attainment of adult status” (Arnett, 2001, p. 133). According to sociologists, marriage leads to other role transitions such as parenthood, finishing education and having a full time job. According to psychologists, the three criteria that have been found in many countries and cultures that are markers for reaching adult status are: “accepting responsibility for oneself, making independent decisions, and becoming financially independent” (Arnett, 2007b, p. 69). Also, it is important to establish a relationship with the parents, where everyone is equally adult

(Arnett, 2001; Luyckx, De Witte and Goossens 2012). In other words, adult status and identity is linked to individualism (Arnett, 2001). Linked to these criteria, another important aspect of having reached adult status is the compliance with social norms, such as refraining oneself from behaviors such as experimenting with illegal drugs, drunk driving and shoplifting (Arnett, 1994, 1997, 2001).

The period of time after adolescence has been labeled differently by psychologists. Some of these labels are: late adolescence, young adulthood, transition to adulthood or youth. However, these labels refer to extensions of other stages, and Arnett considers this period of time to be long enough in order to be labeled as a stage (Arnett, 2000, 2004, 2007). He labeled this stage 'emerging adulthood' because it emerges in between adolescence and adulthood. 'Emerging adulthood' is preferable compared to other terms because as Arnett (2007b) states:

...it is a new term for a new phenomenon. Across industrialized societies in the past half century, common changes have taken place with respect to the lives of young people: longer and more widespread participation in postsecondary education and training, greater tolerance of premarital sex and cohabitation, and later ages of entering marriage and parenthood. As a consequence of these changes, a new period of the life course has developed between adolescence and young adulthood. Furthermore, emerging adulthood reflects the sense among many people in the late teens and early 20s worldwide that they are no longer adolescent but only partly adult, emerging into adulthood but not there yet

(Arnett, 2007b, p.70)

The following research proposal examines emerging adulthood as a developmental stage in Ecuador; its main characteristics, milestones, and specific variations depending on culture, ethnicity and socioeconomic status. It is hypothesized that emergent adulthood exists as a developmental stage in Ecuador, but that it is limited to medium and high socioeconomic status.

LITERATURE REVIEW

What is emerging adulthood?

In 1994, Jeffrey Jensen Arnett started examining US college students' conceptions of the transition to adulthood, and the criteria they considered important in order to be fully adult. He discovered that college students did not feel adults yet and therefore decided to deepen his research in the area. After almost 10 years of research and many papers published, in 2004 he coined the term 'emerging adulthood' to explain a period of time between adolescence and adulthood, which was a new stage for Americans. According to Arnett, this period happens between ages 18 to 25 years old. This is described as a different stage from adolescence and from adulthood because it has its own psychological and subjective experiences (Arnett, 2004; Tanner & Arnett, 2009; Reifman, Arnett & Colwell, 2007). The five pillars that characterize this theory are:

1. Age of identity explorations
2. Age of feeling 'in between'
3. Age of instability
4. Age of self-focus
5. Age of possibilities

(Arnett, 2004, 2007a, 2007b; Reifman, Arnett & Colwell, 2007).

With this, it can be seen that emerging adulthood is a stage itself, and is different from terms such as late adolescence, youth, young adulthood or transition to adulthood (Tanner & Arnett, 2009).

Historical basis

It is considered that emerging adulthood is “historically embedded and culturally constructed” (Tanner & Arnett, 2009, p. 39) and that there are three main factors that gave rise to this stage. First, due to economic changes, such as a shift from agrarian to industrialized production and increased GDP, there was an increase in the need of post-secondary education. This at the same time generated that more people changed careers and delayed marriages and parenthood. The second factor is the dramatic increase in educational and occupational opportunities for women, which led them to seek post-secondary education and develop their careers, instead of getting married and having children in their early twenties. The last factor that gave rise to this stage is the greater tolerance of premarital sex, which allows young people to have an active sexual life before contemplating marriage (Tanner & Arnett, 2009).

It is known that the age of first birth of a child and of first marriage has delayed over the years. For example, in the United States, the age of first marriage for men has changed from 22.8 years old in 1950, to 23.2 years old in 1970, to 26.1 years old in 1990 and to 27.2 in 2005. On the other hand, the age of first marriage for women has changed from 20.3 years old in 1950, to 20.8 years old in 1970, to 23.9 years old in 1990, to 25.1 years old in 2005 (Arnett, 2007a). Also, it is known that the median marriage age for females in industrialized countries varies from 25 to 29 years old (Arnett, 2007a).

Milestones of emerging adulthood

There are unique milestones that happen during emerging, which distinguish it from the other developmental stages. These will be discussed in the following paragraphs.

Recentering.

The experiences that happen during emerging adulthood are more integrated into each individual's identity. One of the main experiences that happens is recentering, which is the primary psychosocial task and is the task of the individual's interdependence in his or her context and how it changes over time. This task happens after the individual has explored and transitioned in different relationships, careers and contexts. In other words, it is the task of committing to enduring roles and responsibilities of adulthood like marriage, parenthood and career (Tanner & Arnett, 2009; Arnett, 2001). Recentering is a necessary task, which leads to a healthy human development and adaptation. In this stage, individuals select, identify and prioritize personal life goals. These life goals change through the different stages and the most prominent ones during emerging adulthood are friendship, academic and conduct goals, which lead to latter occupational and romantic goals during young adulthood (Tanner & Arnett, 2009).

Relationship with parents.

During emerging adulthood, individuals renegotiate relationships with their parents since they may stop receiving residential and financial support (Tanner & Arnett, 2009). Also, they may move out of their parents' houses because they go to college, they start cohabiting with a partner or they desire independence (Arnett, 2007b). At the same time, they are committing to others; such as children or partners (Tanner & Arnett, 2009). These changes symbolize a disruption in the family system, which requires that the family members adjust. The majority of the relationships between parents and emerging adults improve, since the emerging adults report greater closeness and fewer negative feelings toward their parents after they move out (Arnett, 2007b).

Personality changes.

Regarding the personality changes during emerging adulthood, there is an increase in overall maturity. Individuals become more forceful and decisive, are more goal-directed in their work efforts, have more self-control, and are more reflective, deliberate and planned. Also, they have less negative emotionality such as aggressiveness and alienation. These changes are due to the experiences that emerge during this stage, related to the establishment of careers and the commitment to interpersonal relationships and family roles (Tanner & Arnett, 2009).

Cultural and socioeconomic differences

Generally, emerging adulthood is a stage which is more common in American and Western industrialized countries (Arnett, 2000, 2004, 2007a; Reifman, Arnett & Colwell, 2007). It exists in some cultures, but not in others, or it may be manifested in different ways in different cultures. Despite the country variations, some characteristics that give rise to this stage are common among cultures. For example, there are more people seeking post-secondary education throughout the world, which leads to delayed marriage and parenthood. The acceptance of premarital sex varies according to country but overall, there is more prevalence of premarital sex (Tanner & Arnett, 2009). It is known that Europeans are postponing childbearing since they have the freedom to explore opportunities and they still don't have responsibilities associated with careers, marriage and parenthood (Douglas, 2007, cited in Tanner & Arnett, 2009). As it can be seen, globalization has spread some common practices such as post-secondary education and acceptance to premarital sex and therefore, emerging adulthood is spreading more among cultures and nations.

Latin America and socioeconomic classes.

In Latin America, most of the countries have developing economies; with some countries being more developed than others. There are high rates of poverty and socioeconomic disparities among classes. Poverty limits the opportunities available for youth since it reduces “the prospect of an extended period of exploration in the 20s” (Galambos & Martinez, 2007, p. 110). In extreme poverty conditions, individuals move from childhood to adulthood and this is the case for many Latin American countries. Statistics show that around 51.3% of South American women and 56.1% of Central American women are married by ages 20-24 and 21 to 39% of girls aged 18 or lower are married (Galambos & Martinez, 2007). These percentages are very high, limiting the existence of women to go through an emerging adulthood.

However, the other side of the coin shows a more optimistic scenario for emerging adulthood in these countries since secondary education has improved, and some of the countries are improving their economies, widening its middle class. Also, modernization has led to a shift in conceptions of sexuality and therefore to delayed parenting (Galambos & Martinez, 2007).

Some studies have shown that this stage exists in Latin America but it is a privilege reserved for the middle and upper socioeconomic classes. These studies have been conducted in Chile, Peru, Belize, Costa Rica, Honduras (Galambos & Martínez, 2007) Mexico (Fierro & Moreno, 2007), Argentina (Facio, Resett, Micocci & Mistrorigo, 2007), Colombia (Marzana, Pérez-Acosta, Marta, González, 2010). As Galambos and Martinez mention:

Arnett (2000) recognized that emerging adulthood is likely restricted to cultures whose economic situations foster the luxury and freedom to explore multiple alternatives in life, but he maintained that globalization and economic advancement will lead to emerging adulthood in developing nations.
(2007, p. 109)

In other words, the more economic development, the more widespread emerging adulthood tends to be (Tanner & Arnett, 2009). However, other theorists criticize this stage because they say it is “a description limited to a certain age cohort in certain societies at a certain historical time with particular socioeconomic conditions” (Hendry & Kloep, 2007, p. 76). Arnett himself has discussed in his papers and books that emerging adulthood is a stage reserved for middle and upper socioeconomic classes (Arnett, 2004, 2007b) and that this prolonged moratorium is a privilege for these individuals (Hendry & Kloep, 2007). Therefore, it is important to consider that the heterogeneity of this stage; it will have variations depending on factors such as culture, socioeconomic status, nationality and ethnicity (Arnett, 2007b).

Emerging Adulthood in Ecuador?

In Ecuador, there is not much investigation about emerging adulthood, but there is data about teenage pregnancy and years of schooling, both aspects of this stage. In regards to teenage pregnancy, it is known that 122,301 women between 12 and 19 years old have at least one child. From this number, 75.2% belong to a low socioeconomic class and a 56.7% have secondary education (INEC, 2011). This percentages show that in Ecuador, most of the pregnancies are from low socioeconomic status and don't have many years of schooling. In regards to years of schooling, it is known that in 2006, the average years of schooling was 7.36 and in 2010, the average was 7.85 years (Ecuador en cifras, 2010). This shows that in general, there is a very low level of schooling for Ecuadorians and that not that many people seek secondary education, let alone postsecondary education.

The purpose of the present thesis proposal is to design a study that measures emerging adulthood in an Ecuadorian population, and determine if it exists as a developmental stage in this country.

METHODOLOGY

Recruitment of participants

Firstly, the researcher will contact the professors from liberal arts classes in order to personally ask permission to administer the surveys in these classes. These classes have more than 80 students, which are from all ages, genders, socioeconomic status, ethnicities, academic backgrounds, among other characteristics. Once the professors have authorized to meet with the researcher, the researcher will hand the professor an advertisement for the study (Appendix A). If the professor agrees to administer the surveys in his class, they will agree on a date and time when the researcher can approach the class. Once the researcher approaches the class, she will ask who wants to participate in the study, and this will be done at the end of the class so that people that do not want to participate can leave the class and people that want to participate can leave once they are done with the survey.

Participants

The participants will be students from Universidad San Francisco de Quito, located in Cumbayá, a valley east of Quito, Ecuador's capital. The participants will be 250 students, evenly divided between males and half females. They will be aged 18 to 25 years old. Since they will be students from liberal arts classes at the university, they belong to different faculties and careers in undergraduate programs and also Masters in postgraduate programs.

They will be participants either single or in a relationship, but married participants and participants with children will be excluded from the study since they comply with characteristics of adulthood.

They will represent low, medium and high socioeconomic status. Most of them will be unemployed or part-time employed and very few will be employed full-time. Most of

them will be financially supported by their parents, and some of them will financially support themselves either partially or entirely.

Furthermore, the majority will belong to a mestizo ethnicity, but since the university has an Ethnic Diversity Program, there will also be a minority of other ethnicities such as indigenous and afroecuadorian.

This is a representative sample of the Ecuadorian population of youth considered to be emergent adulthoods since they represent the intended age group, are males and females, come from different careers, socioeconomic status and ethnicities.

Study Design

The study design going to be used is a survey, which is a very common design in the literature of emerging adulthood. Jeffrey Jensen Arnett, who is the psychologist who coined the term of emerging adulthood, is the first one who in 1997, designed a 40 item questionnaire to measure the criteria that people believe that are necessary for a person to be considered an adult. For each item, each participant had to indicate either 'necessary for adulthood' or 'not necessary for adulthood' (Arnett, 1997). These items were elaborated based on literature pertaining areas such as sociology, psychology and anthropology, and have to deal with the transition from adolescence to adulthood. Also, participants were asked the question: 'Do you think that you have reached adulthood?' which they had to answer with options 'yes,' 'no,' and 'in some respects yes, in some respects no.' This questionnaire has been used in other studies by Arnett (2001) and is the basis for the IDEA questionnaire, the version used in this study.

The survey employed in this study is a translation from the Inventory of the Dimensions of Emerging Adulthood (IDEA), which was designed by Reifman, Arnett and

Colwell (2007) to measure the main characteristics of emerging adulthood related to the five pillars discussed previously. The original and translated instruments are shown in Appendix C. Since the aim of this study is to quantitatively measure the degree to which emerging adulthood exists in Ecuadorian population, this study design is chosen since it helps to test the hypothesis.

Fierro and Moreno (2007) employed an extended version of the IDEA survey to Mexican and Spanish participants. In this version, they used items from the inventory Reifman, Arnett and Colwell designed, but added other items regarding notions about adulthood; its markers, starting age and responsibilities, as well as notions about adolescence; its markers and ending age. In this version, only demographic items will be included but no other items.

The main strength of a survey is that it can be applied to a large sample at the same time, it is time saving and costless. This is the opposite compared to other research designs that could be used which are qualitative in nature, such as interviews and focus groups. These are more in depth explorations of a topic and could potentially explore more deeply about the experiences of different participants as emergent adulthoods, but do not indicate the extent to which emergent adulthood exists or not as a developmental stage in the population.

Analysis of the data

Initially, data from the surveys will be tabulated into Microsoft Excel, which will be used to save raw data from the surveys.

After this, two different programs for statistical analysis will be used. These are R Commander and Minitab 14. R Commander will be used for statistical analysis such as factorial analysis and dimensionality.

Using the program Minitab 14, t-Test and ANOVA tests will be applied to observe the relationship between different demographic factors and the overall score of the IDEA inventory. For example, a t-test will be used to analyze the influence of gender (male or female) on the overall score of the IDEA inventory. Another t-test will be used to analyze the influence of education level (undergraduate or graduate) with the same construct. Furthermore, an ANOVA will be used to analyze the influence of socioeconomic status (low, medium and high) on IDEA scores. The demographic factors such as gender, education level and socioeconomic status are different independent variables that affect the dependent variable, which is the overall score on the IDEA.

Ethics

In order to adhere to the APA ethical standards of working with human participants, some procedures will be followed. These procedures come from the APA ethical principles for psychologist and code of conduct and include: beneficence and nonmaleficence, fidelity and responsibility, integrity, justice and respect for people's rights and dignity (APA, 2010; Fisher, 2009).

Data will be recollected anonymously in different liberal arts classes at USFQ. The researcher will acquire permission from deans and teachers of these classes and will explain the study to participants. In this explanation, the researcher will include details of the study and its associated risks and benefits. Following this, the researcher will give out the informed consent (Appendix B) with the IDEA survey (Appendix C) to the students that want to voluntarily participate. In order to ensure confidentiality of the participants while filling the surveys, they will be asked to seat separately in the class. All participants will fill the survey at the same time.

While participants are filling out the survey, they can ask questions about survey or the informed consent. In this case, the researcher will approach this people individually in order to answer their questions. If a participant refuses to answer an item from the survey, they can do so. Furthermore they can withdraw from the study if they wish to.

Once the participants finish filling the survey, they are going to put it on a box; this is to ensure their confidentiality. Once everyone is done with the survey, the researcher will thank everyone and leave the class. The surveys will be stored in a locked drawer and only the researcher will have the key. These will be stored for a period of seven years. Furthermore, the tabulated data on Microsoft Excel will be on a secured file with a password, which only the researcher will know.

Once the study has been completed, there are some ethical considerations to take into account. First, deception or partial disclosure will not be applied so debriefing will not be required. If participants want to receive a copy of the study, they can email the researcher; her email will be on the copy of the informed consent that the participants keep. Furthermore, raw data will be deleted from the researcher's computer in order to ensure participants' security and confidentiality.

ANTICIPATED RESULTS

The anticipated results of this study show the statistical values for the t-tests and ANOVA analysis performed with the raw data from the surveys. Overall, it is anticipated that emergent adulthood exists as a developmental stage in Ecuadorian population. Demographic data is shown in Table 1.

Table 1

Category	Subcategory	Number of participants
Gender	Male	125
	Female	125
Age group	18-20 years old	130
	21-23 years old	60
	24-25 years old	60
Socioeconomic status	Low	50
	Medium	110
	High	90

The results will be higher on some subscales compared to others. The subscale of Identity Exploration will have the highest scores, followed by the subscales of Feeling ‘In-Between.’ The subscale of Negativity/Instability will have average scores, as well as the Self-Focused subscale. The subscales with the lowest scores will be Experimentation/Possibilities and Other-Focused.

Results from t-tests for independent samples will show that gender will not be an influential factor in the existence of this developmental stage, males and females will report to feel as emergent adults indistinctively. There will not be statistically significant results between males and females.

Also, it is anticipated that ANOVA will show that the different age groups will have variations in the results of the survey. Mainly, the age group from 18 to 20 years old will be the one with the lowest overall score on the IDEA survey, followed by the 21 to 23 year old

age group and the 24 and 25 years old age group. The 18 to 20 year old group will have the highest score in the subscale of Identity Exploration.

Furthermore, it is anticipated that the different socioeconomic status groups will have variations in the results of the survey. Mainly, the low socioeconomic status will be the one with the lowest overall score on the IDEA survey. Medium socioeconomic status will have average scores, with the highest scores being in the subscale of Feeling “In-Between.” Finally, high socioeconomic status will have the highest overall score and the highest score in the subscales of Identity Exploration and Experimentation/Possibilities.

DISCUSSION

This study's results will be congruent with the literature of emerging adulthood, showing that in Ecuador, emerging adulthood exists as a developmental stage from 18 to 25 years old. Results will also show that this stage is different from adolescence and adulthood, that it is not late adolescence, young adulthood, youth or transition to adulthood. Results will show that in Ecuador, this stage happens from 18 to 25 years old, showing that this is a long enough period of time in order to be labeled as a stage (Arnett, 2000, 2004, 2007a, 2007b).

Furthermore, the results of the IDEA survey will show that some of the five pillars of emerging adulthood are manifested. First of all, the subscale of Identity Exploration will have high scores, which shows that as individuals are exploring their possibilities in love and work, they learn more about themselves and find out who they are and what they want from life (Arnett, 2000, 2004; Reifman, Colwell, Arnett, 2007). Next, results will show that there is a sense of being 'in between' adolescence and adulthood and therefore have not yet accepted full responsibility for themselves, don't make independent decisions or are financially independent. However, they are not dependent adolescents anymore (Arnett, 2004, 2007b).

Some of the scales will have average scores. One of this will be the subscale of Self-Focused, showing that individuals don't feel fully responsible for themselves and still depend on others to make decisions (Arnett, 2004; Reifman, Colwell, Arnett, 2007). This is probably tied to a cultural component about collectivism and having to remain close to the family throughout the life course (Galambos & Martinez, 2010). Also, the subscale of Negativity/Instability will have average scores, showing that some of these individuals don't have a life plan, but they constantly change it according to the experiences they have (Arnett, 2004).

The subscale of Experimentation/Possibilities will be the only one with low scores, showing that these individuals don't see infinite possibilities and roads to take, but rather are more focused on fixed plans (Arnett, 2004).

As seen in the anticipated results, gender will not be an influential factor in the existence of this developmental stage, since both males and females will report to feel as emergent adults. This supports the literature, which shows that since there are more opportunities for education for both genders, both males and females can openly explore their identities and therefore experience emerging adulthood equally (Galambos & Martinez, 2007). However, another part of the literature mentions that more than 50% of women are married by ages 20-24 (Galambos & Martinez, 2007), which could potentially limit the chance for women to go through this stage. More research is needed in the gender area and in specific countries to analyze specific variations in each country.

Results will vary significantly depending on socioeconomic status. As the results will show, individuals that experience emerging adulthood in Ecuador will come from wealthier families and contexts with more educational and job opportunities (Galambos & Martinez, 2007; Arnett, 2007a). This is the case for most Latin American countries, which have dramatic economic disparities that don't grant everyone to be able to live emerging adulthood and on the contrary, sometimes have to jump from childhood to adulthood (Galambos & Martinez, 2007; Facio et al., 2007; Fierro & Moreno, 2007).

As shown in the literature, this is a very particular stage, which has to consider other factors such as culture, society, ethnicity, nationality, socioeconomic status, historical time, among other factors (Hendry & Kloep, 2007; Arnett, 2004, 2007b). For example, some cultures such as Ecuador and other Latin American cultures have more collectivistic values, opposed to individualistic values such as those from North America. In Latin America, there

is “a strong family orientation, highly valuing their families as contexts of affect, trust and support” (Galambos & Martinez, 2007, p. 113), with the majority of people living with their families. In other words, it is a very heterogeneous stage, which will not be manifested equally across cultures; some aspects will exist in some cultures and not in others (Arnett, 2007b; Galambos & Martinez, 2007). This study’s possible findings contribute to the field of psychology since there is no research done in Ecuador about this emerging adulthood, and it could potentially reveal important results about how this stage could exist or not.

In conclusion, this research proposal is focused on designing a study to reveal the existence of emerging adulthood as a developmental stage in Ecuador. As the anticipated results show, emerging adulthood could potentially exist as a stage but as Ecuador is a country with great economic disparities among classes, this stage would be reserved for individuals that belong to higher socioeconomic classes. Arnett (2000) recognizes that having the freedom to explore multiple alternatives in life is a luxury, a luxury that very few individuals have. Also, considering that it is a society that emphasizes collectivistic values, some of the aspects of emerging adulthood that are present in other cultures will not be manifested in Ecuador. Finally, it is important to consider the substantial economic development that this country has had in the past years, which places more individuals in middle and high classes and grants them the chance to be in a moratorium stage.

LIMITATIONS

One of the main limitations in this study is the representativeness of the sample of participants. First, they all belong to Universidad San Francisco de Quito. This university is one of the most expensive universities in Ecuador, limiting its students to medium and high socioeconomic classes. Despite its recent expansion towards lower economic classes and other ethnic groups (for example with the Ethnic Diversity Program), the university does not equally represent all socioeconomic classes and ethnicities in Ecuador.

Another limitation in this study is the instrument used. The Inventory of the Dimensions of Emergent Adulthood is standardized in a different population, not in Ecuadorian population. For this study, this survey was translated to Spanish by the researcher; there was no professional translation process. Furthermore, there was no factorial analysis performed to the translated instrument in order to standardize it to its intended population. This issue affects the internal and external validity of this study's scores and interpretations (Cook & Beckman, 2006).

In order for this study to be replicated appropriately, this survey should be standardized using correct psychometric procedures such as factorial analysis (Evers et al, 2013).

FUTURE RESEARCH

One of the most important areas of future research deals with the standardization of the Inventory of Dimensions of Emergent Adulthood to an Ecuadorian or Latino population. In order to do this, a correct standardization process should be followed, such as the translate-retranslate method. In this method, the researcher translated the survey from English to Spanish, then another professional in psychology and advanced level of English will translate this version in Spanish back to English. Finally, the researcher will compare the original version of the survey to the retranslated version in English and if they are similar, the researcher will use the version he translated to Spanish. In this standardization process, content evidence and internal structure should be taken into account. This includes factor analysis, where the items in the survey are intended to measure the construct of Emergent Adulthood and the different areas or pillars of this theory. This research would also improve the reliability of the study (Cook & Beckman, 2006).

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Appendix A: Advertisements

- ◆Do your students seem lost in their career choices?◆
- ◆Do you think they are immature or sometimes seem lost?◆
- ◆Have you ever considered that the instability that 18 to 25 year olds have is actually normal?◆

Help out a psychology student to find out the answer to these questions!

EMERGING ADULTHOOD AS A DEVELOPMENTAL STAGE IN ECUADOR

Interested professors contact Michelle Rothenbach at xxx@estud.usfq.edu.ec

Appendix B: Ethics



Comité de Bioética, Universidad San Francisco de Quito
El Comité de Revisión Institucional de la USFQ
The Institutional Review Board of the USFQ

SOLICITUD PARA APROBACION DE UN ESTUDIO DE INVESTIGACION

INSTRUCCIONES:

1. Antes de remitir este formulario al CBE, se debe solicitar vía electrónica un código para incluirlo, a comitebioetica@usfq.edu.ec
2. Enviar solo archivos digitales. Esta solicitud será firmada en su versión final, sea de manera presencial o enviando un documento escaneado.
3. Este documento debe completarse con la información del protocolo del estudio que debe servir al investigador como respaldo.
4. Favor leer cada uno de los parámetros verificando que se ha completado toda la información que se solicita antes de enviarla.

DATOS DE IDENTIFICACIÓN
Título de la Investigación
Emergent adulthood as a developmental stage in Ecuador (<i>Investigación en inglés</i>)
Investigador Principal <i>Nombre completo, afiliación institucional y dirección electrónica</i>
Michelle Rothenbach Stacey
Co-investigadores <i>Nombres completos, afiliación institucional y dirección electrónica. Especificar si no lo hubiera</i>
No existen co-investigadores
Persona de contacto <i>Nombre y datos de contacto incluyendo teléfonos fijo, celular y dirección electrónica</i>
Michelle Rothenbach Stacey Teléfono fijo: 3340292 Celular: 0995039558 Correo electrónico: michellerothenbach@gmail.com
Nombre de director de tesis y correo electrónico <i>Solo si es que aplica</i>
Sonja Embree Correo electrónico: sembree@usfq.edu.ec
Fecha de inicio de la investigación <i>No puede ser anterior a la aprobación del estudio</i>
26 de mayo de 2015
Fecha de término de la investigación <i>Fecha estimada</i>
16 de julio de 2015
Financiamiento <i>Datos completos del auspiciante o indicar "personal"</i>
personal

DESCRIPCIÓN DEL ESTUDIO	
Objetivo General	<i>Se debe responder tres preguntas: qué? cómo? y para qué?</i>
	Determinar si la adultez emergente existe como etapa del desarrollo en el Ecuador
Objetivos Específicos	
	<ul style="list-style-type: none"> • Conocer de qué manera se manifiestan cada uno de los 5 pilares de la adultez emergente • Determinar las variaciones de acuerdo a la cultura • Determinar las variaciones de acuerdo al nivel socioeconómico
Diseño y Metodología del estudio	<i>Explicar el tipo de estudio (por ejemplo cualitativo, cuantitativo, con enfoque experimental, cuasi-experimental, pre-experimental; estudio descriptivo, transversal, de caso, in-vitro...) Explicar además el universo, la muestra, cómo se la calculó y un breve resumen de cómo se realizará el análisis de los datos, incluyendo las variables primarias y secundarias..</i>
	<p>Este estudio será de tipo cuantitativo, ya que se va a medir, por medio de una escala, si la adultez emergente existe en el Ecuador. Originalmente, esta escala está diseñada para medir una etapa del desarrollo conocida como adultez emergente, la cual es una etapa entre aproximadamente los 18 y 25 años de edad que se da en individuos de clases sociales media y media alta, quienes tienen los recursos para extender su adolescencia y permanecer en una etapa moratoria antes de considerarse a sí mismos adultos. Debido a esto, el universo es la población ecuatoriana entre 18 y 25 años de edad. La muestra son 250 estudiantes de la Universidad San Francisco de Quito, entre 18 y 25 años de edad, hombres y mujeres, de todos los colegios académicos y de todas las clases sociales. Esta muestra se calculó en base a recomendaciones estadísticas acerca del tamaño de una muestra para que los análisis sean estadísticamente significativos. Además, los participantes de esta muestra cumplen con las características de edad que la etapa adultez emergente requiere.</p> <p>Los datos van a ser recolectados en las diferentes clases, una de cada colegio académico.</p> <p>Primeramente, se va a asegurar que los participantes estén espaciados entre sí por propósitos de confidencialidad. Después, se les va a entregar los cuestionarios y ellos van a llenarlos al mismo tiempo, en un tiempo estimado de 15-20 minutos. Al terminar, deberán colocarlos en una caja.</p> <p>El análisis de los datos se lo va a realizar inicialmente con el programa Microsoft Excel, el cual va a ser utilizado para tabular los datos de los cuestionarios. Además se va a utilizar el programa R Commander, el cual es un programa para análisis estadísticos. Se van a realizar t-tests y ANOVA, para medir la relación entre factores como género, grupo de edad y nivel socioeconómico en el puntaje de la escala. Las variables primarias son los ítems del cuestionario y los 5 pilares de la adultez emergente (exploración de la identidad, inestabilidad, enfoque en el sí mismo, etapa de sentirse en la mitad, posibilidades). De estas, la variable dependiente es la calificación en el cuestionario IDEA y la variable independiente son los niveles socioeconómicos.</p>
Procedimientos	<i>Los pasos a seguir desde el primer contacto con los sujetos participantes, su reclutamiento o contacto con la muestra/datos.</i>
	<ol style="list-style-type: none"> 1. Contacto con los Decanos para autorización de aplicar los cuestionarios en cada colegio académico. 2. Contacto con los participantes en una clase de cada colegio académico 3. Se va a pedir a los participantes que se separen en el aula, por propósitos de confidencialidad. 4. Se va a entregar los cuestionarios a los participantes con los consentimientos informados adjuntos. 5. Se va a explicar detalles del estudio, sus beneficios y riesgos asociados y los participantes que accedan a participar, van a firmar el consentimiento informado y llenar el cuestionario. Todos los participantes van a llenar el cuestionario paralelamente; al mismo tiempo. 6. Cuando los participantes terminen de llenar el cuestionario, lo van a colocar en una caja por propósitos de confidencialidad 7. Agradecimiento a los participantes 8. Tabulación y de datos 9. Redacción de resultados

Recolección y almacenamiento de los datos *Para garantizar la confidencialidad y privacidad, de quién y donde se recolectarán datos; almacenamiento de datos—donde y por cuánto tiempo; quienes tendrán acceso a los datos, qué se hará con los datos cuando termine la investigación*

Los datos serán recolectados de forma anónima en una clase de cada colegio académico de la USFQ. Mediante previa autorización de los decanos y profesores de las clases, se explicará el estudio a los participantes, se les entregará el consentimiento informado junto con el cuestionario. Los cuestionarios serán colocados en una caja por propósitos de confidencialidad y cuando todos los participantes terminen de llenarlos, se les agradecerá por su colaboración. Los cuestionarios físicos van a ser almacenados en un cajón con llave y solo la investigadora va a tener esta llave. Estos van a ser guardados por un tiempo de siete años. Por otro lado, estos cuestionarios van a ser tabulados a Microsoft Excel. Este archivo va a guardarse en el computador personal de la investigadora y va a tener una clave de acceso que solo la investigadora va a tener. Además, este archivo va a estar en una carpeta encriptada.

Herramientas y equipos *Incluyendo cuestionarios y bases de datos, descripción de equipos*

- **IDEA: Inventory of the Dimensions of Emerging Adulthood:** Este es un cuestionario desarrollado por Reifman, Arnett, Colwell en 2007 que mide los 5 diferentes constructos o pilares característicos de la adultez emergente. Se va a traducir la escala al español
- **Microsoft Excel:** Este programa se utilizará para tabulación y almacenamiento de los datos.
- **Minitab 14** Este programa se utilizará para análisis estadísticos.
- **R commander:** Este programa se utilizará para análisis estadísticos como el análisis factorial y dimensionalidad.

JUSTIFICACIÓN CIENTÍFICA DEL ESTUDIO

Se debe demostrar con suficiente evidencia por qué es importante este estudio y qué tipo de aporte ofrecerá a la comunidad científica.

La *adultez emergente* es un término acuñado por Jeffrey Jensen Arnett en el año 2000 que describe un periodo del desarrollo entre la adolescencia y la adultez. Los individuos que están en este periodo del desarrollo tienen entre 18 a 25 años y son individuos que ya han dejado de ser adolescentes, pero aun no llegan a ser adultos. Esta etapa se da debido a que la edad para el matrimonio y paternidad han cambiado; los individuos posponen estas actividades ya que las consideran importantes pero en la actualidad quieren enfocarse en otros intereses y actividades (Arnett, 2004; Reifman, Arnett, Colwell, 2007). Por lo tanto, la adultez emergente es una etapa del desarrollo donde se presentan los siguientes pilares:

1. Etapa de la exploración de la identidad (especialmente en el amor y el trabajo)
2. Etapa de inestabilidad
3. Etapa de más enfoque en el sí mismo
4. Etapa de sentirse en la mitad (en transición; ni adolescente ni adulto)
5. Etapa de las posibilidades (Arnett, 2004)

Reifman, Arnett y Colwell (2007) diseñaron un inventario (Inventory of the Dimensions of Emerging Adulthood-IDEA) para medir estos cinco diferentes pilares característicos de la adultez emergente. Facio, Resett, Micocci y Mistrorigo (2007) tradujeron esta escala y aplicaron el cuestionario a una población argentina. Fierro y Moreno (2007) hicieron una adaptación de esta escala y la aplicaron a una población mexicana y española. Finalmente, Marzana, Pérez-Acosta y González (2010) aplicaron entrevistas cara a cara semi-estructuradas en una población colombiana. Como se puede ver, este inventario no ha sido aplicado en una población ecuatoriana ni se ha estudiado este constructo en el país. Debido a esto, este estudio busca aplicar este estudio a una población ecuatoriana. Esto se hace para que se conozca si esta es o no una etapa válida en el país.

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DESCRIPCIÓN DE LOS ASPECTOS ÉTICOS DEL ESTUDIO

Criterios para la selección de los participantes *Tomando en cuenta los principios de beneficencia, equidad, justicia y respeto*

Para la selección de participantes, se toma en cuenta los criterios de beneficencia, equidad, justicia y respeto. Estos participantes han sido seleccionados al azar ya que se toma en cuenta una clase por cada colegio académico; para que toda la población de la Universidad San Francisco de Quito esté representada. De igual manera, no se está dejando de lado a ningún participante por género, etnia o

estatus socioeconómico. Además, todos los participantes tendrán entre 18 y 25 años de edad, lo que garantiza que puedan consentir a participar voluntariamente en el estudio y que pueden retirarse en el momento que lo deseen. Los datos que los participantes proporcionen van a ser confidenciales y son anónimos. Por último, se evitarán los riesgos potenciales que los participantes puedan tener y como se mencionó, se les va a informar a los participantes que pueden dejar de contestar el cuestionario si lo desean.

Riesgos *Describir los riesgos para los participantes en el estudio, incluyendo riesgos físico, emocionales y psicológicos aunque sean mínimos y cómo se los minimizará*

En cuanto a los riesgos, puede que los participantes se sientan incómodos al momento de llenar los cuestionarios. Además, puede que no quieran contestar algunos ítems, si les da vergüenza, ansiedad o si tienen miedo que los datos no sean confidenciales. Para evitar esto, se va a describir estos posibles riesgos en el consentimiento informado, y se va a informar a los participantes que pueden retirarse del estudio en cualquier momento. No existen riesgos físicos para los participantes.

Beneficios para los participantes *Incluyendo resultados de exámenes y otros; solo de este estudio y cómo los recibirán*

Los participantes que completen este cuestionario van a tener el beneficio de participar en un estudio que podría revelar si existe o no esta etapa. Además, ya que los individuos pertenecen a la etapa del desarrollo conocida como adultez emergente, puede que se sientan identificados con esta etapa, y se den cuenta que sus comportamientos y actitudes actuales son un reflejo de la etapa del desarrollo en la que están. Esto es beneficioso ya que van a tener una mejor introspección acerca de sí mismos y de su propio desarrollo. Los participantes que deseen recibir los resultados del estudio tendrán los datos de contacto de la investigadora para que puedan recibir esta información.

Ventajas potenciales a la sociedad *Incluir solo ventajas que puedan medirse o a lo que se pueda tener acceso*

La mayor ventaja para la sociedad es que se va a tener información de si esta etapa existe o no. Esto es una ventaja porque se desconoce de esta etapa en la sociedad, y se tiende a juzgar a los individuos de 18 a 25 años como inmaduros e indecisos; pero como sustenta la teoría, estas son características normales para los individuos en esta etapa. Debido a esto, este estudio puede cambiar las perspectivas que se tiene respecto a este grupo de personas.

Derechos y opciones de los participantes del estudio *Incluyendo la opción de no participar o retirarse del estudio a pesar de haber aceptado participar en un inicio.*

Los participantes de este estudio tienen el derecho primordial de retirarse del estudio si ya no quieren participar. Esto lo pueden hacer en cualquier punto del cuestionario; sea al inicio, medio o final. También, tienen la opción de no participar sin ser juzgados ni penalizados. También, los participantes tienen la opción de saber los resultados del estudio una vez que este ha sido terminado. Además, los participantes tienen el derecho a que se guarde absoluta confidencialidad de la información que proporcionen.

Seguridad y Confidencialidad de los datos *Describir de manera detallada y explícita como va a proteger los derechos de participantes*

La información que los participantes provean será recolectada de manera anónima y será confidencial. Al terminar los cuestionarios, los participantes deberán colocarlos en una caja, no entregarlos a la investigadora. Una vez que todos los participantes hayan llenado el cuestionario, la investigadora agradecerá su participación y se llevará la caja sellada. Estos cuestionarios van a ser almacenados en un cajón con llave y solo la investigadora va a tener esta llave. Estos van a ser guardados por un tiempo de siete años. Por otro lado, estos cuestionarios van a ser tabulados a Microsoft Excel. Este archivo va a guardarse en el computador personal de la investigadora y va a tener una clave de acceso que solo la investigadora va a tener. Además, este archivo va a estar en una carpeta encriptada.

Además, los datos obtenidos serán utilizados únicamente con fines académicos y siempre van a ser anónimos. Un número se va a asignar a cada cuestionario para su identificación.

Consentimiento informado *Quién, cómo y dónde se explicará el formulario/estudio. Adjuntar el formulario o en su defecto el formulario de no aplicación o modificación del formulario*

El consentimiento informado estará adjunto al cuestionario. Será leído en voz alta y explicado a los participantes previamente a que llenen al cuestionario. Esto se hará en el mismo salón en el que

literatura									
Revisión de avances por director	10/Julio								
Redacción de capítulo 3: Metodología y diseño de la investigación	11/Julio								
Redacción de capítulo 4: Análisis de datos	11/Julio								
Redacción de capítulo 5: Conclusiones	12/Julio								
Revisión de tesis por director	16/Julio								

CERTIFICACIÓN:

1. Certifico no haber recolectado ningún dato ni haber realizado ninguna intervención con sujetos humanos, muestras o datos. Sí () No ()
2. Certifico que los documentos adjuntos a esta solicitud han sido revisados y aprobados por mi director de tesis. Sí () No () No Aplica ()

Firma del investigador: _____ (con tinta azul)

Fecha de envío al Comité de Bioética de la USFQ: _____



Comité de Bioética, Universidad San Francisco de Quito

El Comité de Revisión Institucional de la USFQ
The Institutional Review Board of the USFQ

Formulario Consentimiento Informado

Título de la investigación: Emergent Adulthood as a developmental stage in Ecuador

Organización del investigador Universidad San Francisco de Quito

Nombre del investigador principal Michelle Rothenbach Stacey

Datos de localización del investigador principal Teléfono fijo: 3340292

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Co-investigadores No existen co-investigadores

DESCRIPCIÓN DEL ESTUDIO

Introducción *(Se incluye un ejemplo de texto. Debe tomarse en cuenta que el lenguaje que se utilice en este documento no puede ser subjetivo; debe ser lo más claro, conciso y sencillo posible; deben evitarse términos técnicos y en lo posible se los debe reemplazar con una explicación)*

Este formulario incluye un resumen del propósito de este estudio. Usted puede hacer todas las preguntas que quiera para entender claramente su participación y despejar sus dudas. Para participar puede tomarse el tiempo que necesite para decidir si lo hace.

Usted ha sido invitado a participar en una investigación sobre la existencia de una etapa del desarrollo en el Ecuador. Una etapa del desarrollo es un periodo de tiempo establecido en la vida de los seres humanos (por ejemplo niñez, adultez, vejez, etc)

Propósito del estudio *(incluir una breve descripción del estudio, incluyendo el número de participantes, evitando términos técnicos e incluyendo solo información que el participante necesita conocer para decidirse a participar o no en el estudio)*

Este estudio es una investigación para determinar si la adultez emergente existe en el Ecuador. Este es un término que describe un periodo del desarrollo entre la adolescencia y la adultez en el cual los individuos tienen entre 18 a 25 años y son individuos que ya han dejado de ser adolescentes, pero aun no llegan a ser adultos. Lo que este estudio busca es aplicar el Inventory of the Dimensions of Emerging Adulthood-IDEA en una población ecuatoriana.

Este estudio cuenta con 250 participantes como su muestra.

Descripción de los procedimientos *(breve descripción de los pasos a seguir en cada etapa y el tiempo que tomará cada intervención en que participará el sujeto)*

Primeramente, se le entregará el cuestionario y usted, si accede a participar en el estudio, debe llenarlo. Al terminar, debe colocar su cuestionario dentro de la caja. El tiempo aproximado en completar estos pasos es de 15 a 20 minutos.

Riesgos y beneficios *(explicar los riesgos para los participantes en detalle, aunque sean mínimos, incluyendo riesgos físicos, emocionales y/o psicológicos a corto y/o largo plazo, detallando cómo el investigador minimizará estos riesgos; incluir además los beneficios tanto para los participantes como para la sociedad, siendo explícito en cuanto a cómo y cuándo recibirán estos beneficios)*

Los riesgos a los que usted se puede enfrentar incluyen: incomodidad al llenar el cuestionario, no querer contestar algunos ítems por vergüenza, ansiedad o miedo a que los datos se divulguen. Estos riesgos van a ser minimizados ya que la información que se divulgue en el cuestionario va a ser estrictamente confidencial y va a ser guardada de manera segura para asegurar su privacidad y anonimato.

Además, al participar en este estudio, usted va a tener el beneficio indirecto de colaborar en una tesis académica de una estudiante y va a ayudar al desarrollo de la psicología en el Ecuador. La mayor ventaja para

Consentimiento informado *(Es responsabilidad del investigador verificar que los participantes tengan un nivel de comprensión lectora adecuado para entender este documento. En caso de que no lo tuvieran el documento debe ser leído y explicado frente a un testigo, que corroborará con su firma que lo que se dice de manera oral es lo mismo que dice el documento escrito)*

la sociedad es que se va a tener información de si esta etapa existe o no. Esto es una ventaja porque se desconoce de esta etapa en la sociedad, y se tiende a juzgar a los individuos de 18 a 25 años como inmaduros e indecisos; pero como sustenta la teoría, estas son características normales para los individuos en esta etapa. Debido a esto, este estudio puede cambiar las perspectivas que se tiene respecto a este grupo de personas. Finalmente, puede que este estudio esclarezca las perspectivas que se tienen respecto a los individuos dentro de la etapa de adultez emergente y normalice esta etapa como parte de las etapas de la vida. No existen beneficios directos asociados a este estudio.

Si usted desea obtener los resultados de este estudio, puede contactar a la investigadora.

Confidencialidad de los datos *(se incluyen algunos ejemplos de texto)*

Para nosotros es muy importante mantener su privacidad, por lo cual aplicaremos las medidas necesarias para que nadie conozca su identidad ni tenga acceso a sus datos personales:

- 1) La información que nos proporcione se identificará con un código que reemplazará su nombre y se guardará en un lugar seguro donde solo el investigador y el director de la investigación tendrán acceso.
- 2) Su nombre no será mencionado en los reportes o publicaciones.
- 3) La información que usted provea será recolectada de manera anónima y será confidencial. Al terminar los cuestionarios, deberá colocarlos en una caja, no entregarlos a la investigadora. Estos cuestionarios van a ser almacenados en un cajón con llave y solo la investigadora va a tener esta llave. Estos van a ser guardados por un tiempo de siete años. Por otro lado, estos cuestionarios van a ser tabulados a Microsoft Excel. Este archivo va a guardarse en el computador personal de la investigadora y va a tener una clave de acceso que solo la investigadora va a tener. Además, este archivo va a estar en una carpeta encriptada.
- 3) El Comité de Bioética de la USFQ podrá tener acceso a sus datos en caso de que surgieran problemas en cuando a la seguridad y confidencialidad de la información o de la ética en el estudio.

Derechos y opciones del participante *(se incluye un ejemplo de texto)*

Usted puede decidir no participar y si decide no participar solo debe decírselo al investigador principal o a la persona que le explica este documento. Además aunque decida participar puede retirarse del estudio en cualquier momento, sin que ello afecte los beneficios de los que goza en este momento.

También, usted tiene la opción de saber los resultados del estudio una vez que este ha sido terminado.

Usted no recibirá ningún pago ni tendrá que pagar absolutamente nada por participar en este estudio.

Información de contacto

Si usted tiene alguna pregunta sobre el estudio por favor llame al siguiente teléfono: 0995039558 que pertenece a Michelle Rothenbach, o envíe un correo electrónico a michellerothenbach@gmail.com

Si usted tiene preguntas sobre este formulario puede contactar al Dr. William F. Waters, Presidente del Comité de Bioética de la USFQ, al siguiente correo electrónico: comitebioetica@usfq.edu.ec

Comprendo mi participación en este estudio. Me han explicado los riesgos y beneficios de participar en un lenguaje claro y sencillo. Todas mis preguntas fueron contestadas. Me permitieron contar con tiempo suficiente para tomar la decisión de participar y me entregaron una copia de este formulario de consentimiento informado. Acepto voluntariamente participar en esta investigación.

Firma del participante	Fecha
Firma del testigo <i>(si aplica)</i>	Fecha
Nombre del investigador que obtiene el consentimiento informado: Michelle Rothenbach	
Firma del investigador	Fecha

Appendix C: Instruments

Views of Life Survey

- First, please think about this time in your life. By “time in your life,” we are referring to the present time, plus the last few years that have gone by, and the next few years to come, as you see them. In short, you should think about a roughly five-year period, with the present time right in the middle.
- For each phrase shown below, please place a check mark in one of the columns to indicate the degree to which you agree or disagree that the phrase describes this time in your life. For example, if you “Somewhat Agree” that this is a “time of exploration,” then on the same line as the phrase, you would put a check mark in the column headed by “Somewhat Agree” (3).
- Be sure to put only one check mark per line.

Is this period of your life a...	Strongly Disagree (1)	Somewhat Disagree (2)	Somewhat Agree (3)	Strongly Agree (4)
1. time of many possibilities?				
2. time of exploration?				
3. time of confusion?				
4. time of experimentation?				
5. time of personal freedom?				
6. time of feeling restricted?				
7. time of responsibility for yourself?				
8. time of feeling stressed out?				
9. time of instability?				
10. time of optimism?				
11. time of high pressure?				
12. time of finding out who you are?				

13. time of settling down?				
14. time of responsibility for others?				
15. time of independence?				
16. time of open choices?				
17. time of unpredictability?				
18. time of commitments to others?				
19. time of self-sufficiency?				
20. time of many worries?				
21. time of trying out new things?				
22. time of focusing on yourself?				
23. time of separating from parents?				
24. time of defining yourself?				
25. time of planning for the future?				
26. time of seeking a sense of meaning?				
27. time of deciding on your own beliefs and values?				
28. time of learning to think for yourself?				
29. time of feeling adult in some ways but not others?				
30. time of gradually becoming an adult?				
31. time of being not sure whether you have reached full adulthood?				

Scoring Instructions

<i>Subscale</i>	<i>Items to Average</i>
Identity Exploration	12, 23, 24, 25, 26, 27, 28
Experimentation/Possibilities	1, 2, 4, 16, 21
Negativity/Instability	3, 6, 8, 9, 11, 17, 20
Other-Focused	13, 14, 18
Self-Focused	5, 7, 10, 15, 19, 22
Feeling "In-Between"	29, 30, 31

IDEA: Inventario de las Dimensiones de la Adulthood Emergente (Traducción)

- Primeramente, por favor piense en el momento actual de su vida. Con esto, nos referimos al tiempo presente y los últimos años que han pasado, y los próximos pocos años que vendrán, como usted se los imagine. En otras palabras, debe pensar en un tiempo estimado de cinco años, con el presente justo en la mitad.
- Para cada frase que se muestra abajo, por favor marque con un check en una de las columnas para indicar si está de acuerdo o en desacuerdo que la frase describe este momento en su vida. Por ejemplo, si está “Algo de Acuerdo” que esta es una “etapa de exploración,” entonces en la misma línea que la frase, usted debería poner un check en la columna que diga “un poco de acuerdo” (3)
- Asegúrese de poner solamente un check por línea

Este periodo de su vida es una...	Totalmente en desacuerdo (1)	Algo en desacuerdo (2)	Algo de acuerdo (3)	Totalmente de acuerdo (4)
1. ¿etapa de muchas posibilidades?				
2. ¿etapa de exploración?				
3. ¿etapa de confusión?				
4. ¿etapa de experimentación?				
5. ¿etapa de libertad personal?				
6. ¿etapa de sentirse restringido?				
7. ¿etapa de responsabilidad por ti mismo/a?				
8. ¿etapa de sentirse estresado?				
9. ¿etapa de inestabilidad?				
10. ¿etapa de optimismo?				
11. ¿etapa de mucha presión?				
12. ¿etapa de descubrir quién eres?				
13. ¿etapa de establecerse?				
14. ¿etapa de responsabilizarse por otros?				
15. ¿etapa de independencia?				
16. ¿etapa de opciones abiertas?				
17. ¿etapa de imprevisibilidad?				
18. ¿etapa de compromisos hacia otros?				
19. ¿etapa de autosuficiencia?				
20. ¿etapa de muchas preocupaciones?				
21. ¿etapa de probar cosas nuevas?				
22. ¿etapa de enfocarse en ti mismo/a?				
23. ¿etapa de separarse de los padres?				

24. ¿etapa de definirte a ti mismo/a?				
25. ¿etapa de planificar el futuro?				
26. ¿etapa de buscar un propósito?				
27. ¿etapa de decidir acerca de tus propias creencias y valores?				
28. ¿etapa de aprender a pensar por ti mismo?				
29. ¿etapa de sentirse adulto en algunas maneras pero no en otras?				
30. ¿etapa de gradualmente convertirte en adulto?				
31. ¿etapa de estar inseguro acerca de haber alcanzado completamente la adultez?				

Instrucciones de calificación:

<i>Subescala</i>	<i>Ítems para promediar</i>
Exploración de la identidad	12, 23, 24, 25, 26, 27, 28
Experimentación/Posibilidades	1, 2, 4, 16, 21
Negatividad/Inestabilidad	3, 6, 8, 9, 11, 17, 20
Enfoque en otros	13, 14, 18
Enfoque en el si mismo	5, 7, 10, 15, 19, 22
Sentirse “en la mitad”	29, 30, 31