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European Emerging Adults in the Context of Free Time and Leisure

Eric K. Layland

A thesis submitted to the faculty of  
Brigham Young University  
in partial fulfillment of the requirements for the degree of

Master of Science

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## ABSTRACT

### European Emerging Adults in the Context of Free Time and Leisure

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Research on emerging adulthood has increased over the past decade, including further investigation of the five features of emerging adulthood: (a) exploring identity, (b) instability, (c) focus on self, (d) feeling in-between, and (e) possibilities (Arnett, 2004). Despite an increased focus on this age period (i.e., 18 – 29 year olds), research has not addressed the context of free time and leisure. Trends among European emerging adults include increased delay of marriage, decreased childbirth, and general postponement of adult markers. Both the high cultural valuation of leisure and the apparent change in patterns of external markers (i.e., sustained low fertility rates, delayed age of first marriage, declining national populations) in Europe, made Europe a prime setting for studying the leisure of emerging adults. This case study reviews the features of emerging adulthood in a leisure context across European cultures. Using data collected in interviews, the content analysis illustrates the prominence of identity exploration in emerging adults of Europe compared to the four other features of emerging adulthood in a leisure context. Further cultural discourse analysis highlights leisure as a resource for accessing opportunity and a space for freely making choices. The discourse analysis also includes the reconstruction of the cultural schema regarding leisure and each of the five features of emerging adulthood.

Keywords: emerging adult, leisure, free time, Europe, identity, metaphor analysis

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### European Emerging Adults in the Context of Free Time and Leisure

Throughout much of the world, emerging adults, those between adolescence and adulthood (i.e., ages 18 years to 29 years-old) (Arnett, 2004), are postponing marriage, childbirth, commitment to the workforce, independent living, and ultimately full transition into adulthood (Arnett, 2003; Douglass, 2007; Facio & Micocci, 2003; Jones, 2011; Nelson & Chen, 2007). Across diverse cultures and groups, emerging adulthood is marked by identity exploration, instability, focus on self, feeling in-between adolescence and adulthood, self-focus, and possibilities for the future (Arnett, 2003; Nelson, 2003). Additionally, emerging adulthood is characterized by exploration of “a variety of possible life directions in love, work, and worldviews” (Arnett, 2000, p. 469). These patterns are expressed particularly in industrialized nations as young people spend more time seeking opportunities to explore their identities, discover themselves, and oscillate between jobs, relationships, and residencies before settling into an occupation, marrying, or having children (Arnett, 2000; Douglass, 2007).

As emerging adults delay transition to adulthood by postponing commitments and identity exploration, their choices have national and even continental effects (Douglass, 2007). Over a dozen nations in the European Union are projected to experience declining populations over the next 50 years (European Commission Report, 2011), causing the overall European Union population to shrink. Historically, non-replacement fertility occurred in response to widespread negative impact factors such as war, economic downturn, or natural catastrophe (Douglass, 2005). Europe was the first continent to exhibit sustained total fertility rates below the replacement level of 2.1 in the absence of said adverse events (Douglass, 2005). Both national and local governments in several European countries are faced with the decision to offer financial incentives in the form of tax breaks or monetary rewards for childbirth (Douglass,



2005). Additionally, many European nations face an unsupportable aging population. In southern Europe, the United Nations projects an increase in the percentage of the population over the age of sixty from 22% to 40% by 2050 (Douglass, 2005). Because of the disproportion of young workers to aging adults, challenges will arise in healthcare, retirement, and government finances (Douglass, 2005). Despite adverse effects associated with delaying adulthood connected to population decline and decreased fertility, these emerging adults also experience decreased depression symptoms, increased enjoyment of freedom and spontaneity, and overall increase in well-being (Arnett, 2007).

In addition to discussion of demographic patterns, studies of emerging adulthood have included research about life domains such as education, work, and romantic relationships (Lefkowitz, 2005; Luckyx, De Witte, & Goossens, 2011; Shulman & Connolly, 2013), but leisure remains an unexplored domain within this period of life. Leisure is a resource for identity formation in adolescence (Mannell & Kleiber, 1997) but has not been explored as an identity resource among emerging adults. Many emerging adults, however, describe their freedom to explore as a key aspect of this life period (Arnett, 2000). Furthermore, these young people frequently participate in leisure activities because they worry the opportunities (e.g., travel, partying, sports) will slip away as they transition into adulthood (Ravert, 2009), highlighting emerging adulthood as a specific period between adolescent and adult commitments where individuals can make choices focused on themselves and pursue both possibilities at hand. European emerging adults often choose leisure and exploratory pursuits over work and responsibility, sometimes with the encouragement of their parents (Douglass, 2005). Although some data exist illustrating leisure as a desired aspect of emerging adulthood (Ravert, 2009), no research has been conducted to understand what role leisure plays in emerging adult identity

development and progression toward adulthood. The specific phenomenon of the gap year, an extended break from school or work, often directly preceding or following university, also draws attention to Europe as a location for studying emerging adult leisure. Arnett, Kloep, Hendry, and Tanner (2011) indicated a need to study the gap year and the influence it may have on European emerging adults. Studying individuals who have taken a gap year, especially in regions where a gap year is more popular, like Northern and Western Europe, may help scholars understand the role of leisure in the lives of emerging adults. Thus, due to high cultural valuation of leisure (Alesina, Glaeser, & Sacerdote, 2006; Blanchard, 2004), projected population decline (European Commission Report, 2011), changes in external markers (Douglass, 2005), this case study focuses on Europe.

Therefore, the first purpose of this study is to provide evidence-based understanding of the five features of emerging adulthood within a leisure context in Europe. The second purpose is to explore the role of leisure in the lives of European emerging adults.

### **Literature Review**

This study examines emerging adulthood throughout Europe in connection to the five features of emerging adulthood: (a) identity exploration, (b) instability, (c) self-focus, (d) feeling in-between, and (e) possibilities within the context of free time and leisure (Arnett, 2004). An overview is included of current research in emerging adulthood, applicable European demography and culture, and leisure.

### **Emerging Adulthood**

The term emerging adulthood was first introduced as an explanation of the extended transition from adolescence to adulthood, spanning ages 18 years to 29 years old, with flexibility permitted for the upper boundary age (Arnett, 2000). Several changes in context have

contributed to the expansion of this period to separate it from adolescence and adulthood, including deferment of external markers and delay of achieving internal markers. In emerging adulthood, both external (e.g., moving out, getting married, childbearing) and internal markers (e.g., accepting personal responsibility, independent decision making, and financial independence) are used to assess the development of individuals toward adulthood (Arnett, 2004). Although emerging adults follow many different pathways to adulthood and achievement of the aforementioned markers, several universal features have been observed in this phase. Emerging adulthood is characterized by five key features: (a) identity exploration, (b) instability, (c) self-focus, (d) feeling in-between, and (e) possibilities (Arnett, 2004).

Identity exploration is characterized for young people by trying out various relationships, jobs, and experiences before committing permanently. Most emerging adults spend an extended period of time in identity moratorium, characterized by vague commitment (Orlofsky, Marcia, & Lesser, 1973) as well as high levels of exploration (Marcia, 1993). Moratorium provides a space for potential identity choices and vast variation in pathways to adulthood; as a result, young people may purposefully and consciously make navigating their identity formation an active project (Schwartz, Côté, & Arnett, 2005). Exploration of jobs, relationships, and worldviews are listed frequently as descriptors of emerging adulthood (Arnett, 2000), and each of these exploratory processes allows emerging adults to form their commitments in these areas over time.

The high level of exploration often creates instability for emerging adults. Even emerging adults who have a plan for their future frequently change and revise their plan as they gain experience and learn about themselves. Emerging adults are apt to relocate, switch jobs, try new relationships, and make many other frequent changes. This high level of exploration creates

a vast amount of change, variation, and movement in the lives of emerging adults, thus giving the period a feeling of instability.

As individuals leave adolescence and enter emerging adulthood, they have fewer obligations to parents and even siblings, yet they often have not made commitments to spouse or children, permitting them to focus almost solely on themselves. As a result, emerging adulthood is a time when individuals can focus almost entirely on themselves and their own decision making (Arnett, 2004). Emerging adults often use this self-focused time to make decisions and prepare for the future.

Emerging adults identify themselves as no longer adolescent and not yet adults, so they remain in-between. The reason for feeling so in-between is often attributed to the gradual nature of achieving internal markers of emerging adulthood, allowing emerging adults to feel both adult and not adult as they progress towards achievement of independence and responsibility (Arnett, 2004). Finally, emerging adulthood is an age of possibilities because most young people are highly optimistic about the future, even when current circumstances are far from favorable (Arnett, 2006). The period is a time for testing dreams and looking forward to the future with high expectations, regardless of background (Arnett, 2004). Cumulatively, these five features define emerging adulthood as a time when freedom is high and “many different directions remain possible” especially in areas of love, work, and worldviews (Arnett, 2000, p. 469).

Scholars have explored both positive and negative effects of these five features. Beneficial experiences in identity exploration and self-focus allow young people to spend more time selecting paths and activities they prefer (Luyckx et al., 2011; Murphy, Blustein, Bohlig, & Platt, 2010). By recognizing possibilities, they maintain a sense of optimism toward the future (Murphy et al., 2010), and studies even show an increase in well-being and self-esteem during

this period (Arnett, 2007). Other scholars point to negative effects of emerging adulthood on individuals (e.g., failure to acquire skills), families (e.g., financial burden to parents), and society (e.g., economic cost to societies through delayed entrance into workforce) (Hendry & Kloep, 2007). Increased perceived stress, risky behavior, suicide rates, and mental health issues are listed among the many challenges faced by emerging adults (Johnson, Gans, Kerr, & LaValle, 2010). Specifically in the workplace, instability in emerging adulthood has been linked to occupation-related negative psychological effects (e.g., job exhaustion and burnout) (Luyckx et al., 2011).

Although external markers of adult status and observations have at times been utilized by researchers and policy makers to understand optimal development during emerging adulthood, many young adults define their adult status on the basis of internal factors, including making independent decisions and feeling autonomous (Côté & Bynner, 2008) over external factors such as family formation or occupational commitment (Arnett, 2004). Emerging adults with a low sense of adulthood are more vulnerable to adverse effects of instability, including decreases in job dedication and increases in job exhaustion (Luyckx et al., 2011). Emerging adults do experience high levels of freedom facilitating exploration (Arnett, 2004), however, this lack of structure and direction appears to particularly affect those who feel less adult. Internal markers of adult status like sense of adulthood, independence, and achievement of identity must be considered for a full understanding of processes required for transition from emerging adulthood to adulthood.

While both internal and external markers of adult status have been examined across the world, research points to a need for understanding areas where the markers of emerging adulthood are especially apparent and observed. Studies of emerging adulthood in populations

where the phase is prominent can reveal possible patterns and outcomes to follow in regions where emerging adulthood is only recently observed (Lloyd, 2004; Nelson & Chen, 2007; Seiter & Nelson, 2011).

### **Emerging Adulthood in Europe**

Although emerging adulthood has been examined across the world (Côté & Bynner, 2008; Hendry & Kloep, 2010; Nelson & Chen, 2007; Ravert, 2009), many external trends of emerging adulthood are especially apparent in Europe, including delayed childbirth, delayed marriage, decreased fertility, and increased exploration of work and education (Douglass, 2007). Bynner (2005) examined emerging adulthood from a European perspective and found many features of emerging adulthood to be strong descriptors of societal changes among European young people. Arnett (2006) indicated emerging adulthood may be a particularly appropriate model for Europeans because of changes in demographic patterns and structural aspects such as unemployment of emerging adults and rigid educational systems.

In Europe, declining fertility rates, population decline, and increased age of first marriage are issues of national concern for numerous countries (Douglass, 2007). Fertility rates in every European country, excluding Ireland, have fallen below the replacement rate (Population Reference Bureau, 2012), and several countries are facing population decline as a result (European Commission Report, 2011). The average age when first marriage occurs in the European Union is 28.9 years old for women, 31.2 years for men (European Commission Report, 2012). Many emerging adults may be delaying commitments like marriage for an opportunity to pursue exploration and high levels of freedom (Arnett, 2006).

Several cultural differences have been explored as explanations of patterns and change unique to Europe, and cultural variations across European nations have been offered as a

contextual framework for understanding both the variety of pathways followed toward adulthood and similarities in European emerging adulthood (Douglass, 2007). For example, focus on individualization in Europe is proposed as a contributor to the features of emerging adulthood (Douglass, 2007). Individualization is the process of creating a self (i.e., settling into commitments) and often leads to extended time spent in studying, traveling and socializing before adult commitments (Douglass, 2007). Europeans still have goals of marrying, creating families, and settling into jobs, but they remain in the emerging adulthood phase longer than their parents or grandparents (Douglass, 2007). As a result, formation of families is delayed and biological time available for childbearing is reduced.

Douglass (2005) described the changes in developmental norms by saying, “Many young Europeans have added a new stage in the life cycle devoted to individuating, or creating Self, during which they aspire to study, travel and socialize before they feel ready to ‘settle down’” (p. 14). The apparent shift in sequence now places family formation after education, exploratory leisure (e.g., travel), and socializing. Some scholars believe these demographic changes may spread to the rest of the world (Douglass, 2005). European emerging adults from several nations indicated marriage and childrearing would limit their leisure, especially travel and chance to explore the world (Douglass, 2005). Many emerging adults feel part of a global youth culture as they spend free time traveling and exploring the world and capitalizing on uninhibited single life before making adult commitments (Nash, 2005). Outside of emerging adult research, several scholars have even sought to understand why leisure appears to be more culturally valued in Europe than in the United States (Alesina et al., 2006; Blanchard, 2004). This high value on exploration and prioritizing of leisure over family makes Europe an ideal location for studying emerging adulthood free time. Not only is it important to expand research of emerging

adulthood to include a diversity of cultures, but this study examines the context of leisure, an oft underrepresented domain of emerging adulthood (Buhl & Lanz, 2007).

### **Leisure Roles**

In order to expand the general understanding of emerging adulthood and the individual lives within it, it is necessary to address the understudied context of leisure and free time. Researchers must address the interplay of all developmental factors, shared experiences, and cultural imperatives in order to build a complete understanding of complex life stages and transitions (Hendry & Kloep, 2007). Many different parts of individuals' lives contribute to their choices, pathways, and constraints, including free time and leisure.

Leisure is often used as a tool for identity formation and exploration (Mannell & Kleiber, 1997), and completing identity formation has been described as a step to full adulthood (Meulemann, 2003). Duerden, Widmer, Taniguchi, and McCoy (2009) demonstrated leisure positively impacts the development of identity for youth. Because changes in identity formation have extended moratorium into emerging adulthood, the influence of leisure on identity achievement may have extended into emerging adulthood as well. Furthermore, Arnett (2000) indicated emerging adults often participate in activities or experiences because they worry opportunities will cease in adulthood. As demonstrated by Ravert (2009), these now-or-never experiences include exploration through leisure. Despite the apparent interest in leisure expressed by emerging adults, a limited number of studies have been conducted describing any aspect of leisure or free time in connection to emerging adulthood (Ravert, 2009).

Leisure and free time include freedom of choice (Mannell & Kleiber, 1997), or, more specifically, "the context of free time in combination with the expectation of preferred experience" (Kleiber, 1999, p. 11). According to Arnett (2007), an important aspect of emerging



adulthood is freedom, especially freedom to explore. Without the pressure to enter the workforce or responsibility for spouse or children, current emerging adults have the option to pursue more leisure and new experiences than those in the past. A study of emerging adults who graduated from university and entered the work force found individuals were using their free time to explore intrinsically motivating interests in hopes of finding an occupation more connected to their preferences (Murphy et al., 2010). This use of leisure time in emerging adulthood allows individuals to explore career options and possibilities through recreational pursuits.

Although research examining leisure in the emerging adult context has been limited, distinct recreation patterns for this life stage exist. A noteworthy trend of identity exploration is manifested in risky behavior (Arnett, 2000), including several forms of taboo leisure, deviant recreational behavior typically restricted by social tradition (Russell, 2005). Illegal drug use, risky sexual behavior, and binge drinking peak during emerging adulthood (Arnett, 2000). Emerging adults may use risky and traditionally unacceptable leisure like excessive partying and recreational sex to explore their identity and seek new experiences. Such taboo leisure activities have been observed in young people, but more research is needed to understand the influence of these risky behaviors on individual development in emerging adulthood. Ravert (2009) explored risk taking and now-or-never experiences among emerging adults in college. In this mixed methods study, participants described experiences they perceived to be available only during their current life stage (Ravert, 2009). Six of the eight resultant themes were directly tied to leisure including travel and adventure, social events and partying, alcohol and drug use, establishing a large number of relationships, carefree lifestyle, and sports (Ravert, 2009). Emerging adults often take advantage of leisure experiences in anticipation of an opportunity

passing (Arnett, 2000); however, it is unclear whether this slows or even impedes progress toward adult outcomes.

Another aspect of free time includes leisure as an indicator of two primary domains, life satisfaction and civic engagement (O'Connor et al., 2011). This perspective of leisure illustrates variation in emerging adulthood by showing the multiplicity of roles leisure may serve either as an enhancer (i.e., promoting civic engagement and improved life satisfaction) or inhibitor of development (i.e., exposure to risks and delay of commitment).

Arnett et al. (2011) called attention to the exploratory process of the gap year, a 1 to 3 year exploratory break between school and work or beginning university. The gap year is especially common in Northern Europe, where many emerging adults use the time to “pursue leisure, travel, and adventure while working at low-level jobs” (Arnett et al., 2011, p. 129). Little research, if any, explores the function or possible outcomes from utilizing the gap year within emerging adulthood. Studying more variables and domains may allow researchers to understand what conditions facilitate or restrict progressive identity formation (Kroger, Martinussen, & Marcia, 2010). The possible impact of leisure on developmental outcomes and identity achievement in emerging adulthood must be further examined.

In addition to the general lack of leisure research in emerging adulthood, little research directly addresses any features of emerging adulthood beyond identity exploration. Scholars have not addressed features or themes related directly to instability, self-focus, feeling in-between, or possibilities.

Therefore, the purpose of this study is first to provide evidence-based understanding of the context of leisure during emerging adulthood across diverse European cultures by examining

the five features of emerging adulthood (Arnett, 2004). The second purpose is to explore the role of leisure within the lives of European emerging adults.

### **Methods**

This field study was designed to access participants with diverse backgrounds and future pathways, and to encourage participants to express individual experience and perspectives. Qualitative research was conducted because it “allows researchers to get at the inner experience of participants, to determine how meanings are formed in and through culture, and to discover rather than test variables” (Corbin & Strauss, 2008, p. 12). Analyzing personal accounts allowed researchers to see beyond demography of Europe in order to understand emerging adulthood in a leisure context, both statistically and through analysis of intersubjective cultural understanding. While many forms of qualitative research are available, the researcher for this project subscribes to the claim by Quinn (2005), “People’s talk on a subject is the best available window into its cultural meaning for them” (p. 45), and thus a broad case study was utilized to cross-examine leisure and emerging adulthood within the population of European emerging adults. This qualitative case study allowed the participants to describe their personal leisure choices and their thoughts about the influences of these choices on the five features of emerging adulthood.

### **Sample**

Through purposive sampling, the sample was designed to include diversity in gender, age, nationality, education, occupation, and religion (see Table 1). The sample was composed of 20 male and 20 female emerging adults ( $n = 40$ ) with an average age of 23.14 years old ( $SD = 3.16$ ). All respondents qualified for the study based on the following external markers of emerging adulthood: (a) respondents had never been married, (b) never had children, and (c) were between the ages of 18 years and 30 years old. Geographically, all respondents came from

1 of 4 culturally grouped regions of Europe (i.e., Nordic, Anglo-Saxon, French-German speaking, and Mediterranean as grouped by Esping-Andersen) (as cited in Douglass, 2007). The sample did not include individuals from the fifth region, Eastern Europe, because of historical and demographic differences. All respondents were ethnically European excluding one respondent of Arabic descent.

A specific effort was made to reach emerging adults in non-university settings as suggested by Ravert (2009) because using college and university campuses as a contextual reference may limit studies by age, education level, and socio-economic status. Respondents were recruited during their free time ( $n_1 = 15$ ), during holiday travel ( $n_2 = 10$ ), at work ( $n_3 = 4$ ), and online ( $n_4 = 11$ ). This not only allowed researchers to discuss the topic of free time with respondents, but also gave researchers the opportunity to frequently conduct the interviews within the actual context of free time and leisure.

In addition to seeking participants outside the university setting, researchers purposely sought a sample of emerging adults outside of the frequently studied United States. Studying emerging adulthood outside the United States offers an alternative cultural perspective and allows for increased transferability of findings by spreading the study of emerging adulthood to diverse populations. These settings allowed researchers to collect data from a diverse sample of age, geographic and cultural backgrounds, educational levels, and socio-economic status.

All respondents were invited to participate in the study using primarily purposive sampling and then snowball sampling to increase the sample size. Several methods were used for purposively recruiting respondents including direct, in-person contact of respondents ( $n_5 = 14$ ), the use of gatekeepers within respondents' communities ( $n_6 = 12$ ), recruitment through

personal messaging on web-based social media (i.e., Couchsurfing.org) ( $n_7 = 8$ ), and finally, through snowball sampling ( $n_8 = 6$ ).

Before and during data collection, researchers communicated within personal networks to reach individuals who currently or previously lived in Europe; these individuals acted as gatekeepers by connecting researchers with individuals willing to participate in the study. The gatekeepers were often individuals whom a member of the research team already knew personally or who were disqualified for the study based on sample selection criteria described previously.

### **Data Collection**

While conducting field work, researchers conducted interviews in a variety of settings. Sixteen interviews were completed in homes of the participants or a friend, nine in cafes or parks, seven in hostels, five on trains or at stations, three at workplaces, and one at a university.

When using Couchsurfing to purposively recruit study participants, researchers used integrated web filters to seek individuals who met the sample criteria. Couchsurfing.org is an internet-based global community of travelers built on “the idea that people anywhere...want to share their homes with strangers” (Couchsurfing, 2013, para. 6). Travelers communicate with hosts through the web platform to arrange meetings or visits before meeting in person. Through this social media resource, researchers were able to seek out individuals willing to participate in an interview and, in some cases, host one or more researchers in their homes. Through this method of recruitment, the primary investigator stayed with and interviewed 10 individuals. Furthermore, through Couchsurfing, the primary investigator completed interviews with three respondents outside of a host setting.

In addition to completion of formal interviews, 18 of the 40 respondents shared leisure and free time experiences with one or more members of the research team. As described by Bernard and Ryan (2010), researchers conducted participant observations by utilizing shared experiences to create a more relaxed and ordinary environment for respondents to go about usual activities and to establish a better rapport for the face-to-face interviews. Beyond hosting the researchers, participants often spent time with one or more member of the research team by sharing meals, visiting local sites, attending sporting events, celebrating local holidays and events, watching movies, playing sports, and going out.

### **Procedure**

The research team was composed of three members with language skills in one or more language, including English, Spanish, and Italian. The researchers conducted interviews in the native language of the participants whenever possible. These language skills aided the researchers by expanding communication capabilities and eliminating potential language barriers, especially in Mediterranean regions where English proficiency is lower compared to some other regions of Europe.

Researchers collected data over a three-month period, spending roughly three weeks in the Anglo-Saxon, Nordic, French-German speaking, and Mediterranean regions. Dyadic and triadic interviews were completed in English, Spanish, or Italian and were supplemented by participant observations. Interviews were semi-structured using a validated interview schedule (see Appendix A). Participants were asked the same set of primary questions accompanied by various probing and follow-up questions in each interview. Early in the process of data collection, new themes or topics introduced in interviews were integrated into the interview schedule for further investigation in the succeeding interviews. As themes emerged in early

interviews, researchers added questions to address direct topics like alcohol in free time and the perceived role of leisure. Participants interviewed during the first week of field work articulated responses regarding these topics, so questions were added to guarantee all respondents had an opportunity to address these topics not apparent in the pilot study.

### **Pilot Study**

Researchers completed a pilot study prior to field research in order to encourage validity of the instrument and increase participant comprehension. Four European emerging adults in North America for university or holidays were interviewed and asked to assess the interview questions. None of these European emerging adults had spent more than three years living in North America and all had lived in Europe during childhood and adolescence. The initial interview schedule was reviewed, critiqued, and altered after each interview to improve clarity across cultural and language boundaries. Changes were made between each interview, so new questions could be assessed during each succeeding interview. Finally, the pilot study confirmed the questions elicit rich, thick description from participants by encouraging participants to respond in a variety of ways from personal accounts to theoretical abstractions.

Following the pilot study, a dozen individuals familiar with the study structure and target sample were asked to individually review the research questions in order to validate each question's objective and meaning. Eliminating, rewording, or adding clarifying questions to the instrument addressed any discrepancies between a reviewer's understanding and the researcher's objective. Reviewers also looked for clarity across language and cultural barriers. A primary change in the interview language included using both leisure and free time as interchangeable terms because these words often translate with the same meaning across different languages.

## **Instrumentation**

The semi-structured interview schedule allowed the participants to communicate freely about their experiences and perspectives. Questions were designed to address the experiences of emerging adulthood and the unique role of leisure within this period. To ensure quality research, triangulation of interview questions allowed different perspectives on a single topic by using diverse approaches (Flick, 2007). This was achieved by utilizing all five of the following question types in each interview: (a) situation narratives, (b) repisodes, (c) examples, (d) subjective definitions, and (e) argumentative-theoretical statements (Flick, 2007) and multiple question forms on each topic. By triangulating question types in each interview, researchers elicited responses from several different angles. Participants gave concrete (e.g., personal accounts), semi-abstract (e.g., personal abstractions), and abstract responses (e.g., theoretical postulations) creating both a rich description and diverse representations of their experiences and perceptions.

Interview questions were also designed to address each of the five features of emerging adulthood. The following are examples of questions addressing each of the features:

- Identity: How do you think free time activities influence your identity development?
- Instability: How have your free time activities changed since being a teenager?
- Focus on Self: How has free time allowed you to focus on yourself?
- Feeling in between: What types of free time activities do you do now because you believe you won't have the chance to later?
- Possibilities: What are your plans for the future?



## Data Analysis

All interviews were audio recorded and transcribed for analysis after field work concluded. Data were analyzed in a two-step process, first using content analysis and then cultural discourse analysis. NVivo, a qualitative data analysis software program, was used to enhance the data analysis process. All participant identifiers were coded with case numbers to indicate interview chronology, gender, and region (e.g., 04F-FG as fourth interview, female, French-German region).

The content analysis followed the steps recommended by Bernard and Ryan (2010) including creating a set of codes, pretesting the codes, applying the codes, creating a case-by-variable matrix, and analyzing the matrix. A codebook was created using the five features of emerging adulthood as the codes: (a) exploring identity, (b) expressing instability, (c) feeling in-between, (d) focusing on self, and (e) recognizing possibilities. All interviews were also coded for a separate contextual, thematic code of leisure for the purpose of isolating leisure-specific dialogue from the remainder of interview data.

All six codes were incorporated into a coding dictionary as modeled by Ryan (1995) (see Appendix B). To pretest the codes for reliability, the principal investigator first applied the codes to three interviews. Three secondary coders used a portion of the codebook to code the same interviews for two of the six codes each in an attempt to reach high levels of inter-rater agreeability with the principal investigator's coding. The codebook was retested and edited multiple times to improve clarity and consistency with theory tenets until all six codes achieved high levels ( $\kappa > 0.7$ ) of inter-rater agreement as measured by Cohen's kappa (Landis & Koch, 1977). The following inter-rater agreement levels were all considered to be excellent: exploring

identity ( $\kappa = 0.82$ ), expressing instability ( $\kappa = 0.79$ ), focusing on self ( $\kappa = 0.93$ ), feeling in-between ( $\kappa = 0.82$ ), recognizing possibilities ( $\kappa = 0.81$ ), and leisure ( $\kappa = 0.73$ ).

Once the codes had been tested and improved to achieve high reliability, they were applied to each transcript using the sentence as the unit of analysis. Each of the five a priori codes was applied to the full length of each transcript for all respondent text. Interviews with multiple respondents were coded as two separate transcripts, one for each individual as the primary respondent. After coding for the five features, all interviews were then coded for leisure. In order to compare the prominence of the five features of emerging adulthood within the leisure context, researchers ran cross-coding queries pairing each of the five features with leisure.

Following the content analysis, researchers used the cross-coded data to carry out a cultural discourse analysis in order to reconstruct the sample's shared cultural understanding of emerging adult leisure. This discourse analysis was composed of metaphor and reasoning analyses completed by reviewing all leisure-by-feature data line-by-line for metaphorical speech and connections between metaphors. Metaphors were isolated by looking for cultural exemplars of a specific point being addressed or made; these metaphors serve as exemplars of shared cultural understanding. Metaphor analysis is an especially appropriate process for discourse analysis because metaphors are common in ordinary speech and are used by speakers as "cultural exemplars of the point being made" (Quinn, 2005, p. 49). Reasoning in discourse is especially likely to occur in more natural speech and everyday conversation (Quinn, 2005), as was encouraged in these face-to-face, semi-structured interviews. According to Linde (1993), reasoning is typically exhibited with assertion of a proposition, followed by a sequence of supporting arguments, and ends with reiteration of the opening claim.

### **Validity Plan for Establishing Trustworthiness**

Trustworthiness can be established through the following criteria: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. Appropriate methodological techniques were used to establish each of the four criteria in a valid plan for trustworthiness (Lincoln & Guba, 1985).

**Credibility.** Researchers achieved triangulation through recruitment of respondents using multiple sampling methods including various forms of purposive and snowball sampling. This created triangulation in the recruitment process, helping to build a sample with diversity and variety of perspectives. Finally, the multiple investigators and methods of data collection including dyadic interviews, triadic interviews (i.e., 1 respondent and 2 researchers or 2 respondents and 1 researcher), and observations provided additional forms of triangulation. This reinforced credibility by allowing multiple investigators to reinforce one another's findings.

During field analysis and data collection, the primary investigator emailed brief, biweekly summaries of analysis and observations to an external researcher in the form of peer debriefs to develop credibility, as suggested by Lincoln and Guba (1985). The external researcher critiqued the analysis and responded with suggested themes from a less-biased perspective. In addition to peer debriefing, member checks were used to solidify credibility from within the project sample. Considered to be the most crucial technique for forming credibility (Lincoln & Guba, 1985), informal member checks were completed immediately following many of the interviews. Researchers summarized the interview responses and themes to the participant and then allowed the participant to comment on the researcher's summary and initial analysis. As fieldwork progressed, after each interview researchers summarized intersubjective themes and patterns from earlier interviews to participants and allowed each participant to react to these

early pieces of analysis by comparing and contrasting it to his own perspective and experience. This permitted respondents to critique and shape early stages of analysis. During the final stages of analysis, the principle investigator sent summaries of the analysis to individuals from the sample and invited them to review the excerpts for accuracy in describing and portraying the experiences of sample participants. The response rate for these member checks was 41%.

**Transferability.** According to Lincoln and Guba (1985), transferability refers to the “extent to which the findings of a particular inquiry have applicability in other contexts or with other subjects” (p. 290). Accumulation of thick, rich description is described as the primary way of ensuring transferability (Lincoln & Guba, 1985). Researchers documented field experiences through notes describing participant observations and through detailed field notes of direct observables of participants and interview settings. Interview questions were formed in a manner to encourage rich, thick description of personal accounts, perspectives, and experiences.

**Dependability.** In order for the research findings to be considered reliable, dependability must be established by demonstrating the findings could be replicated if the study were repeated with similar subjects in a similar context (Lincoln & Guba, 1985). Auditors can enhance dependability by examining the process and accuracy of data collection and documentation (Lincoln & Guba, 1985). After two weeks of data collection, an auditor visited the principal investigator in Europe to review and discuss findings from the completed interviews and ongoing data analysis. He verified justification of findings by speaking with two study participants and by comparing interview recordings, transcriptions, and notes to memos and early analysis. Following completion of the field research, the auditor continued to meet with the research team for further review of data analysis to ensure it matched original recordings, transcripts, and analysis. Furthermore, using Flick’s (2007) criteria for question triangulation, interview

questions were formed using all five types of questions in each interview. These question types allowed researchers to compare various kinds of responses against one another to create a comprehensive understanding of each individual's experiences.

**Confirmability.** Confirmability is demonstrated by the “degree to which the findings of an inquiry are determined by the subjects (respondents) and conditions of the inquiry” rather than by biases or judgments of the researcher (Lincoln & Guba, 1985, p. 290). In addition to previously mentioned informal member checks immediately following each interview, a sufficient audit trail was created by tracking and maintaining raw data, data analysis, data reconstruction and synthesis, process notes, code and theme creation, and instrument development as suggested by Halpern (1983).

## **Results and Discussion**

The analysis was broken into two complementary parts. First, a content analysis was completed to quantitatively understand the distribution of the five features within the data. Then a cultural discourse analysis was completed to systematically show evidence of the participants' shared experience and demonstrate the emergence of intersubjective cultural schema.

### **Content Analysis**

After running queries to cross-code leisure with each of the five features of emerging adulthood, new codes were created using leisure-by-feature pairings. The resulting frequencies for the code pairings are shown in the case-by-variable matrix (see Table 2). All 40 study participants discussed leisure in terms of identity exploration, and a majority of participants discussed each of the other five features. A summary of the code frequency totals and averages displays exploration of identity in leisure as the most prominent feature of emerging adulthood within a free time or leisure context, with focusing on self following as a distant second (see

Table 3). Once coded for leisure, the resulting text included just over 50% of the respondent data, or 7,966 leisure references of 15,064 total respondent references.

Considering the high frequency of leisure-by-exploring identity references ( $f = 1,260$ ), the high average frequency ( $M = 16.12$ ), and the total number of respondents referencing identity exploration in a leisure context ( $f = 40$ ), identity exploration appears to be the most salient feature of emerging adulthood for understanding free time and leisure. Exploration of identity stands out as a clear leader in frequency and presence, however, it is important to note all five features are present in the data and occur with a minimum average of five references per interview. Each of the five feature-by-leisure code pairings occurred more than 75% of the interviews.

The five features are ranked by prominence based on the average number of instances for each of the leisure-by-feature codes in the following order: (a) exploring identity, (b) focusing on self, (c) recognizing possibilities, (d) expressing instability, and (e) feeling in-between.

### **Cultural Discourse Analysis**

All data cross-coded leisure-by-feature were reviewed for the cultural discourse analysis. An intersubjective, shared, cultural schema of leisure for European emerging adults was reconstructed by examining the metaphors and reasoning used by participants during interviews (Quinn, 2005). Metaphors represent the shared knowledge evident in cultural exemplars, and reasoning signifies the shared cultural structure governing the schema (Quinn, 2005). Examining the features of emerging adulthood in the leisure context followed reconstruction of the sample's overarching shared schema of leisure.

**Leisure.** Based on the recurring metaphors across the interviews, leisure was divided into two primary metaphor classes: leisure as a resource and leisure as freedom. These two

metaphors were determined by reviewing all leisure references and isolating metaphors within respondent data. Metaphors were then grouped together resulting into the two main classes, resource and freedom. Examples of leisure as a resource and leisure as freedom were found in all 40 transcripts.

As a resource, leisure has perceived value and grants access to opportunities. Individuals in the sample gave a variety of examples of how leisure can be used as a resource for attaining or developing other objectives. A Swiss woman explains free time can be used to explore other interests and engage in culturally enriching activities like attending museums (04F-FG). She commodifies free time by describing what it can be exchanged for; the concept of leisure as an exchangeable resource for experience, attainment of goals, or even access to relationships is frequent across all interviews.

A few brief examples illustrate how other study participants perceived various forms of leisure resources. An English woman describes her leisure experience with exercise after the end of a long-term romantic relationship, “Going to the gym has allowed me to change my outlook on life and my outlook on me” (08F-AS-Lond). A young man from Sweden tells how leisure creates more space for freedom and pursuit of personal interests, “It gives me the time to do stuff I’ve never tried before...It’s allowed me a lot more leeway where I can do whatever I feel like doing when I feel like doing it” (24M-N). For a Finnish entrepreneur, free time serves as a pathway to fulfilling life’s purpose, “I personally feel like my ultimate goal is to really understand more, like understand people, understand this society and planet. And I really think that travelling really helps you do that” (25M-N). An Italian university student and English teacher states directly, “Free time has allowed me to strengthen and nurture my soul” (34F-M).

An Austrian woman suggests leisure as the sole resource for obtaining certain benefits. Through abstraction of the value of leisure, she describes what she would lose if denied free time, “If you don’t have the time to find the stuff you like, you might [end up] not liking your life at all. So if you don’t have the time to find yourself, when are you supposed to?” (32F-FG). Identifying leisure as a resource helps scholars connect leisure to the frequent description of emerging adulthood as a period marked by high levels of exploration of love, work, and worldviews (Arnett, 2004). Leisure as a resource gives emerging adults access to these exploratory experiences.

The second primary metaphor is leisure as freedom. Like freedom, particularly freedom from the perspective of an emerging adult, leisure lacks both obligation and unwanted commitment to work and relationships and allows one to pursue preferred experiences. A young man from Luxembourg puts emphasis on choice and preference, “And [in] leisure time everybody can do what he wants...Because he has the choice, the possibility to choose what he wants to do” (29M-FG). This individual sees freedom as an inherent component of leisure. As with leisure as resource metaphor, further examples help illustrate the concept of leisure as freedom. A male university student from Italy says,

I do what I want to do. I did tennis all through adolescence because I’d always done it, I kept doing it. At some point, I got tired of it, and now the activities I do are those that I like to do...Now if I don’t want to do something, I’ll stop. Like if tomorrow I didn’t want to go to the gym, I wouldn’t go anymore. (33M-M)

By referencing the more consistent nature of activities during adolescence, this respondent emphasizes the importance of freedom in emerging adult free time and leisure. It is especially salient for emerging adults because the same levels of freedom were not available in prior life



stages. A Spanish university student also connects leisure activities and freedom, “I’ll start an activity, and if I like it, I keep doing it. For example, I go running; I like it so I do it. Skiing, same thing—I started, and now I ski all the time” (39F-M).

Recognizing metaphors is an important step in reconstructing the structure of the shared cultural schema (Quinn, 2005). These metaphors display the knowledge people share; further, examining individual reasoning conveys how those individuals within the culture structure, articulate and explain complete schema (Quinn, 2005). Study participants used these metaphors of freedom and resource frequently to explain how leisure helps them to parse out resources in order to obtain goals and objectives. The following excerpt from an interview with a Swedish man demonstrates this line of reasoning:

When you have free time, you are fully free to choose what you want to do, I mean at work you have some freedom, but not fully full freedom...your free time you can choose 100% what you want to do. It’s ego-activity. I mean it’s just for you...So, free time is perfect, perfect situation where you can come back to find yourself again. Because in most work you have to adjust to many other people and compromise with yourself in some ways, in big and small ways. But when you are free to choose 100%, you can really focus on yourself...in many cases it’s when you heal yourself. You focus on yourself. (21M-N)

In accordance with typical reasoning, the dialogue begins with a proposition, backs up the claim, and then reasserts the initial proposition (Linde, 1993). In this example, the dominant metaphor, freedom, is linked to leisure as a resource of space and time used to “find yourself” or “heal yourself.” After repeated emphasis on the absoluteness of freedom in leisure, especially in comparison to work, he returns to leisure as a resource or “perfect situation” where individuals

“are free to choose 100%.” While the primary emphasis on either freedom or resources varies between individuals, the groups’ shared reasoning depicts freedom as an enabling power to manage and distribute leisure resources in order to reach objectives or pursue preferences. For this sample, leisure metaphors and reasoning are integral to understanding the metaphors directly connected to each of the five features.

All sub-metaphors connected to the five features of emerging adulthood fall within the reasoning structure with freedom and resources. In other words, each metaphor in some way describes the structure or gives an example of how free time is governed by a structure of freedom and resource use. The metaphors for each of the five features of emerging adulthood are as follows: (a) exploring identity: bonding, definition, formation, and discovery, (b) expressing instability: movement and balance, (c) focusing on self: recovery and self-sufficiency, (d) feeling in-between: sequence, and (e) recognizing possibilities: aspiration and optimization.

**Exploring identity.** A Welsh nursing student summarizes the value of leisure as a resource for directing identity when she says, “I think if it wasn’t for my free time and leisure then I probably wouldn’t be the person I am” (06F-AS). All members of the sample gave a variety of examples illustrating the value of leisure in influencing identity development. After reviewing each instance of leisure-by-exploring identity, exploring identity was divided into four primary metaphor groups: (a) leisure as bonding, (b) leisure as identity definition, (c) leisure as identity formation, and (d) leisure as identity discovery.

**Bonding.** Of the whole sample, 92.5% discuss bonding in terms of building relationships and exposure to new ideas through other people. Leisure as bonding represents the way leisure allows individuals to make meaningful connections with others. Bonding is closely connected to

what Arnett (2004) has described as exploration of love and relationships. A French respondent discusses her identity formation in terms of meeting new people:

When you go out, you meet people who like the same things. When you go to a football match or a rugby match, you know that the people who are here [are] interested in the same thing as you. You just start to speak with them and then you're like, 'Okay I have a couple friends who like the same thing as me,' which is pretty key to going out for football match or rugby match or whatever. You start going out with them. (16F-FG)

For her, an important aspect of identity is using similar leisure preferences to create new friendships. Simply by recognizing similar interests and shared experience, early bonding begins. A Swedish man illustrates how leisure can provide an immediate foundation for bonding, "I go on my bike and I see a guy on a racing bike, and I feel like we are the same kind of—I identify with this. You feel this connection with someone even though you just pass these people" (21M-N). Unlike the previous example, this man did not even need to directly interact with the other cyclists to recognize shared leisure and similar identities. By participating in the same leisure forms, he can immediately recognize commonalities in their identities, thus providing a starting point for bonding in new relationships.

Leisure also acts as a bonding agent by strengthening existing relationships. An English midwife explains, "That's all part of building a relationship with someone, if you've had shared experience and common ground and things like that. That's how you build friendships and relationships and make them strong" (02F-AS). Using specific metaphorical language, she pinpoints leisure bonding with use of the word build. A Scottish man further illustrates this point by describing a free time experience with his girlfriend,

We went to the zoo and just had a wander around and that sort of thing, and because of that we sort of bonded over the kind of strange experiences that you get when you go and look at animals in glass boxes...it builds up shared experience. It creates a bond between two people. It strengthens a bond that's already there. (11M-AS)

More than building a relationship, leisure can further bond existing relationships by allowing individuals to accumulate shared experiences. A Belgian cyclist describes how relationships bonded through leisure and travel can be especially strong, "The bond you create is unique because you share so many interesting, awesome moments. You just have to take care of each other and just help each other, and it creates a very intense friendship" (28M-FG). His comments highlight the resource value of leisure in accessing this specific type of "intense friendship."

***Identity definition.*** A second identity exploration metaphor used by 26 members of the sample is leisure as identity definition. A young Belgian man says, "I think [leisure] defines your identity. Like if you're climbing a lot, you get into climbing society, or if you have a lot of friends doing it. It kind of makes your own identity as well" (28M-FG). Like this young man, 65% of respondents discuss their identity in terms of leisure choices and preferences. Both through personal examples and general abstractions, members of the sample agree identity can be defined by leisure. A German post-graduate student echoes this idea, "I think also it basically defines you as a person. If you do an extreme sport, you might think you can distinguish yourself from ordinary people or more typical" (12M-FG). Leisure as identity definition creates distinctions between individuals.

Another way of understanding leisure identity definition is to examine the identity labels it creates. A Swedish young woman links commitment to identity definition and labels, "I think

like if you're very committed to something you get to be like a dog person or something. You feel like that's really who I am and you identify yourself with that" (23F-N). Because of her free time commitments, she sees herself as a "dog person" and recognizes how this is linked to who she is and how she identifies.

Within identity definition sub-category, 11 participants specifically express leisure as an external marker or label of identity to others. A Dutch banker says, "If you spend every weekend at a rave party then that alters how people view you, as opposed to when you spend every weekend at a museum. So definitely I think it influences mostly how people think of you" (27M-N). An English student reiterates this same idea by saying, "I think what you do kind of defines you. If you go clubbing all the time...It kind of identifies you as a party girl" (01F-AS). Identity definitions allow individuals to both make internal commitments and convey those distinctions to others.

***Identity formation.*** Usually as a result of exposure to new experiences or people, members of the sample have opportunities to make new commitments or learn new things. This process is represented metaphorically by leisure as identity formation. Ninety percent of the respondents spoke of leisure and identity in terms of identity formation. A Greek student summarizes this well,

I think it's very important to meet new people, to learn new stuff, see how they think, what they think about and then you can adapt yourself. Some things you can keep, some things are useful for you, so you can keep [them] and follow whatever you want, but also giving knowledge to others and accepting knowledge as well. That can happen both from meeting people or going new places. (10F-M)

The excerpt starts with focus on exposure to “new people,” “new stuff,” and new ways of thinking, an important theme in identity exploration. Each time the respondent encounters something new, she decides whether to adapt and integrate these ideas and experiences into her identity by keeping or committing to some, if not all, of the new ideas she is exposed to. She also recognizes the potential reciprocal nature of this experience created by “giving knowledge to others,” and thus, she offers them the same opportunity to shape their identity through exploration and commitment to new ideas and perspectives. This idea of change and adaptation is described more concretely by a Swiss woman who recently spent a year traveling alone, “What really changed me was my travel in South America. Because I came back not as a completely different person, but it really changed me a lot, just my way of thinking and seeing things” (04F-FG). Her identity had already been formed at some level, but her travel and exposure to new experiences allowed her to continue progressing and changing her identity.

Part of leisure as identity formation includes specific changes to character and personality resulting from leisure experiences. For an English woman, leisure choices directly contribute to developing character and self:

I think that however you use your free time that’s more part of your character building.

Whatever you choose to do with it is part of what’s going to make you who you are. So you know, you can use it well or not well, but you know, that’s going to be what makes you as a person. (02F-AS)

She recognizes each choice as a part of the “character building” process, as if each leisure experience is a building block working towards the actual achievement of identity formation. She also points out the freedom in choosing how to use leisure coupled with the inevitable consequence of leisure shaping a person’s identity, “that’s going to be what makes you as a

person.” Finally, leisure as identity formation can include very specific exemplars of leisure experiences providing explicit identity formation. An Irish woman gives this example, “Surfing has made me more outgoing and fun and adventurous and made me more willing to try something new even though I haven’t done it before. I suppose it’s made me more of an adventurous person” (38F-AS).

***Identity discovery.*** According to 36 members of the sample, in addition to defining self and forming identity, an important part of leisure and identity within this sample is discovering existing internal aspects of their identity or self. This primarily includes becoming more aware of preferences, discovering strengths and weaknesses, and reflecting on self, or as a handful of individuals described it, “know[ing] yourself” (18F-AS, 23F-N, 28M-FG, 38F-AS, 40M-FG).

Through various leisure experiences and activities, these European emerging adults are able to test and learn their preferences. A Finnish young man says,

When you really don’t have anyone else to tell you that you should do something, then you just have to figure out yourself what you like. So in that sense, I think it’s good to have some time off where you can really think yourself what it is that you really like to do, who you are. What you don’t like, what do you like...So having time to think of that I think is really important. (25M-N)

Free time creates a space where preferences can be reviewed and discovered. Beyond recognizing and developing preferences, leisure also allows individuals to discover their strengths and weakness. A Luxembourgian volleyball player says, “[Sports] allowed me to discover myself...It allowed me to know where my limits are or where I can go further. What I can and can’t do. What I could do” (29M-FG).

Identity discovery also includes reflecting on experiences and choices as discussed by this individual, “[Free time] has allowed you to be yourself. It has allowed you to move forward as a person. It’s allowed you to ask yourself questions, rather than being in a situation where you’re too busy to do that” (05M-AS). Free time permits individuals to look at themselves and reflect and question their choices, opinions, and preferences, and then to move forward with more decisions.

Exploring identity is considered by some scholars to be the most central feature of emerging adulthood (Arnett, 2004). Additionally, the previous content analysis revealed exploring identity to be the most prominent feature in a leisure context. The importance of identity exploration in emerging adulthood is further demonstrated by the rich metaphorical language participants use to describe their experiences with identity and leisure.

**Expressing instability.** When compared to identity exploration, references to instability in leisure were less frequent ( $f = 31$ ), but clear cultural exemplars emerged. The two main metaphor types are leisure as movement and leisure as balance. Of the 31 participants with responses coded as leisure-by-instability, all used the mobility metaphor, and 25 used the balance metaphor.

Much like Arnett’s description of instability through relocation of residency (Arnett, 2004), instability in leisure is marked by movement or change in location, especially in travel. Study participants frequently describe their leisure in terms of the travel they have done or hope to do. A few examples will demonstrate the mobile nature of leisure for these European emerging adults. A young German recently returning from a gap year described his travels:

I went to New Zealand for seven months and after that I did one week in Australia and one month in Thailand and Cambodia and one week in Dubai, so I came back at mid of



April this year... Then I decided to do this second trip, the smaller trip through Europe.

And I started end of June in Munich. (40M-FG)

Like this individual, the travel and movement is often conducted in a solid block or gap year.

For other members of the sample, the travel was more spread out. An Austrian art student describes her travels from the past five or six years,

Traveling around—well maybe start with the tour around the world. So we went to Japan, to Australia, New Zealand. To the States, which means L.A. and New York, of course. England I've been. Germany, I've been; the Netherlands I've been; Croatia, I've been; Hungary, I've been; Kenya, I've been, got awfully sick down there. (32F-FG)

Even members of the sample who have had no or little opportunity to travel still hope to have access to opportunities to see the world and visit many places, such as one Swedish young woman, "I would like to go to America. And I would like to go to England and Spain and just travel around the world... and see new places and just not be stuck here but to see the world" (23F-N).

The second metaphor in instability, leisure as balance, is manifested by the effort of emerging adults in the sample to create equilibrium between their obligations (e.g., work, school, family) and their free time. Some individuals express the metaphor of balance by explaining free time and leisure are filled in whenever possible, "[I] worked, and then as well traveled every now and then taking time to go travel a couple months here and there" (17F-AS). For others, the balance is achieved by creating lengthy blocks of free time and leisure following blocks of work or school "Actually after high school, I took a gap year and I went to Peru because I'm half Peruvian, and I wanted to learn a bit the culture and how people live there" (13F-FG), or "I think after university I will spend a few years traveling and do little jobs to enjoy life" (29M-FG).

Others still find ways to create harmony between obligations and free time by balancing both at the same time. A Dutch man observes the impact of creating a leisure balance,

If you have a lot of leisure during your studies then you chill a bit more and then that affects how you study. And if you have less leisure during work career then that affects how you work as well. (27M-N)

Although he does not make a claim as to the positive or negative influence of leisure on work or education, his word choice implies creation of life-balance including the impact of leisure.

Though different approaches are taken to create the balance, participants share the idea of seeking balance between the openness of leisure and the structure of obligation and responsibility. Considering instability as a main feature of emerging adulthood (Arnett, 2004), leisure may be a valuable tool for helping emerging adults navigate frequently changing circumstances, responsibilities, and futures. The participants in this sample are able to create a sense of balance or reclaim some stability by exerting control over their lives via leisure.

**Focusing on self.** Focusing on self is represented by two dominant leisure metaphors, recovery and self-sufficiency. Of the 38 respondents who describe focusing on self in leisure, 28 use the recovery metaphor, and 33 use the self-sufficiency metaphor. Metaphors related to focusing on self are impacted by freedom and commitments. Specific obligations create a need for recovery, while generally low levels of commitment permit enhancement of self-sufficiency and independence.

Recovery in free time is primarily discussed in terms of recovery from school or work. Common language highlighting recovery includes “winding down,” “relaxing,” “forgetting,” and “recovery.” For 64% of respondents using recovery metaphors, leisure takes the form of escapism. This can include releasing stress as this French woman proposes, “I think in sport, if

you had a hard day at work and you just do sport it takes everything that you had during the whole day where it was hard then you get [to] just let everything go” (13F-FG). In addition to releasing stress, free time activity, specifically social drinking, helps one English administrative assistant escape her worries by forgetting them,

When I’m out and I’m drunk with my friends I have a fantastic time—really happy, there’s not a worry in the world...it’s all forgotten when you’re out with your friends and socializing and drinking. It’s just a way of letting go and chilling out. (08-F-AS)

Others recognize the value of leisure in going beyond escaping and actually initiating a recovery process. A Swedish factory worker describes his free time as “time to recharge and think of something else” (24M-N), and a Swiss woman says, “Everyone needs their free time to recover and have some time for myself” (04F-FG). These two recognize power in leisure to rebuild energy and recuperate from losses specifically incurred at work. In emerging adulthood, when individuals are faced with new responsibilities and mounting pressure to both make commitments and become increasingly independent, leisure and free time offers a chance to release tension and escape stress.

The general lack of commitment to others associated with emerging adulthood (Arnett, 2004) is experienced by members of this sample. As one English woman succinctly states, “Free time means not being committed to anything” (01F-AS). This understanding of inherent freedom in leisure predicates leisure as self-sufficiency. Of respondents discussing independence in leisure, sixteen others share this idea of free time as no commitment, and all members of the sample discuss the implicit freedom accompanying leisure. These low commitment levels permit certain amounts of independence. As one Spanish student said, “I do a lot more [leisure] because the more you grow—and mature—the more freedom your parents

give you, and the more things you can do by yourself” (36M-M). As the obligations to parents decrease, he believes his independence increases. An English school teacher describes how her free time increases her self-sufficiency in terms of independence,

Especially like when I went to America, when I came back I felt more independent. And I felt more sure of who I was as a person because...I was being independent and traveling across America by myself. Then I came home feeling more confident and just feeling more independent. (07F-AS)

According to the respondent, the independence she experiences while traveling transfers back to her life at home allowing her to be more self-sufficient.

Further, high levels of freedom give emerging adults the chance to learn how to handle new responsibilities. An Italian woman discusses her growth from adolescence to emerging adulthood, highlighting leisure as a key area of change, “Now I have more free time, and I can manage my life how I want to” (34F-M). Elsewhere in her interview, she describes how residency, work, and education seem relatively constant, but when the quantity of her free time increased, her overall ability to make choices and manage her life increased with it. As this group of emerging adults discusses topics related to focusing on self, it is not just about serving self but also about learning how to manage life, responsibilities, and independence. These psychological markers related to self-focus are often considered to be more salient for achieving adult status than external markers like marriage and commitment to workforce (Arnett, 2004).

**Feeling in-between.** Although leisure and free time inherently include expected levels of freedom, emerging adults recognize restrictive aspects of leisure. In particular, leisure as a sequence is especially salient for respondents who recognize their increase in free time since adolescence as a unique feature of emerging adulthood, one that will inevitably decrease as they

transition fully into adulthood. All 33 interviews cross-coded leisure-by-feeling in-between included this metaphor. As an example, a Finnish young man recognizes emerging adults have unique freedom to explore because they are neither adolescent nor adult:

People are really [free] for the first time. They are free to try different kinds of activities. And yet they are not tied to things that come like later marriage and stuff like that, so it's the perfect time for like experimenting and different things. (25M-N)

By living in this space between commitments, these emerging adults are able to capitalize on opportunities to explore and live in the moment. They do, however, experience the natural progression towards adult commitments and changing patterns and choices in leisure. Because of the finite nature of leisure, many emerging adults choose to pursue certain activity forms before adult commitments approach. A Swedish university student recognizes upcoming obligations attached to his future career, "I did that skateboard thing because I felt like I can't skate board when I'm a lawyer when I'm 40. It's not going to look good, so I was like 'Okay I have to do it now,'" (22M-N). An English woman foresaw the responsibilities accompanying parenthood and explains,

Young adulthood is the time where anything that you want to do before you settle down with a family, you should do it in that time. Because if you want to go see the world, it might be a bit tricky to do it with a handful of toddlers. So if you want to do it, do it while you're still young. (07F-AS)

Both of these emerging adults are aware of the culturally accepted sequence of leisure and have made leisure choices in accordance with expectations of future restrictions.

Others recognize specific types of leisure they will need to reduce or discontinue before transitioning into adulthood. Some participants even note specific ages when they should move

on from these leisure activities. An English student says, “Once you hit the 30 mark, that’s when you want to stop doing that—stop partying. I think that’s the age, 30 probably,” (01F-AS).

Although the exact age varies slightly, many respondents describe a specific age when leisure needs to change, often without being prompted. Another English woman compares leisure in adulthood to leisure in emerging adulthood:

And then I think your thirties is when you start to think about being serious and doing things like whether you want to settle down or not. So, yeah, I’d say around 30. And I’ve only got 7 years left of partying. It’s not that long really, is it? That’s why I go out so much—trying to intake as much as I can. (08F-AS)

This woman notes the forthcoming leisure restrictions, and, like 25 others in the sample, feels a sense of urgency to maximize her leisure before she must follow the sequence and choose whether to mirror her choices to social expectations.

Although emerging adults recognize changes and see a social order for leisure type and time, they do not believe leisure will be lost entirely. Rather, as a part of the sequence, the changes occur in the nature and availability of free time. An Italian university student expresses his understanding of leisure as sequence, “It’s not like I’ll be able to go run with little babies but maybe we can do something together like go on walks or visit other places, cities, museums, or go to the lake,” (33M-M). Emerging adulthood exists because it is distinct from adolescence and adulthood (Arnett, 2004). Respondents in this sample perceive a certain sequential appropriateness to their leisure choices and habits distinct from both adolescence and adulthood. It should be noted, however, this assertion is based on their perception and not actual measure of differences or leisure constraints.

**Recognizing Possibilities.** Within the data coded for recognizing possibilities, respondents discuss leisure using two primary metaphors, aspiration and optimization. Leisure as aspiration includes goals, dreams, hopes, and plans or as Arnett (2004) described possibilities, “high hopes and great expectations” (p. 16). For these emerging adults, leisure exists as a symbol of what they have yet to accomplish. One Spanish young man shares his dream of seeing the world, “My goal would be to travel and discover the world, discover new things... different languages, cultures, lifestyles. Different things, unique and new things that can open doors; that can shape me” (36M-M). Across the sample, individuals perceive leisure as something to be achieved and pursued. A young Belgian refers to a goal he set and then accomplished in leisure, “I had this really big dream to do a big bike trip...it sounded very reasonable, kind of smart to take a gap year to develop myself, find my interests, and just find out what I wanted to study” (28M-FG). Leisure was not a part of his goal, but the actual goal itself. A final example of an Austrian street artist illustrates the aspiration to make an impact, even with leisure. When speaking about her motivation for doing street art, she explains,

You know people run all the time, they work, they don't see all the beauty in life...You can change exactly that. By just doing something simple like taking a spray can or anything, you don't have to vandalize the stuff. But you know, you can change it. You can change the world basically. (32F-FG)

These three emerging adults and the remainder of the sample share the understanding that leisure is made up of goals, dreams, and aspirations.

The second metaphor, optimization, includes making the most of situations and capitalizing on leisure opportunities. The sample recognizes the unique period they have with high levels of freedom and subscribe to the notion that emerging adulthood is a time to maximize

the use of their free time. An English woman in her mid-twenties refers to holidays she anticipates going on, “I think to myself, now is a good time to do them because you don’t know if you’ll get the opportunity again” (02F-AS). She identifies the need to use free time to capitalize on opportunities as they are available, rather than delaying or denying possibilities. Part of optimization includes making the most of less-than-perfect situations. After realizing he was stuck in America for several months, a Norwegian university student decided to take advantage of the opportunity to travel and utilize free time, “I had the plane ticket back four months after, so I decided to just stay there and learn some English and think about what I wanted to do further with my life” (20M-N). He pursued the opportunity to create a positive leisure experience out of a difficult situation and utilized his unexpected free time to reflect on his future. This individual in particular spoke often of using alone time in leisure to think about the future and reconsider what path or direction he was taking. He, like the others in the sample, recognizes opportunities to maximize his free time thus creating positive experiences.

In emerging adulthood, the age of possibility includes optimism about the future and denotes the phase as a time for testing plans and seeking dreams (Arnett, 2004). Even in leisure, emerging adults seek to capitalize on this testing ground as they optimistically transform unfavorable circumstances into positive experiences and maximize their available free time to seek to accomplish their dreams.

### **Exposition**

In a period when change is one of the few things an emerging adult can be guaranteed, leisure and free time provide individuals with a resource for exerting control over their circumstances and reclaiming of ownership of their lives. As discussed in the section on focusing on self, members of the sample use leisure and free time to explore independent



decision making and assume responsibility for decision making. Because free time is primarily an individual's responsibility, it encourages emerging adults to make decisions and take responsibility for at least a portion of their choices. Although emerging adults have been criticized for being narcissistic and selfish, their free time serves more purpose than self-indulgence or slothful revelry. Many members of this sample optimize their free time to not only adapt to responsibility but also to reflect on current life trajectories and reevaluate life plans. The inherent freedom in free time makes it an appealing arena for directing high levels of exploration, both through exposure to new experiences and internal reflection.

Free time may also serve as an explanation of persistent changes in demographic markers of adult status like marriage and childbearing. Without prompting from researchers, participants brought up age 30 as a time when leisure would decrease concurrently with increased responsibility. Perhaps these individuals are pursuing leisure now because of the perception that available free time will be greatly reduced by acceptance of responsibilities like work and family. Social and economic pressure to produce an income and provide for a family may be accompanied by social pressure to reduce leisure. These individuals react by using their leisure time in emerging adulthood to maximize positive experiences before entering what they perceive to be a more restricted stage of life. Much like Ravert (2009) observed, the perception of now-or-never experiences is dominated by the perception that leisure and free time are limited by life stage and accompanying obligations or responsibilities.

### **Conclusion**

Through the content analysis, this study verifies the presence and ranks the prominence of the five features of emerging adulthood in leisure in Europe. Using the cultural discourse analysis of this sample to reconstruct a cultural understanding of leisure, researchers were able to

explain the perceived meaning and value of leisure for individual emerging adults. These findings create a base for understanding the importance of emerging adult leisure and free time by describing and providing evidence of broad, shared themes.

Emerging adults follow a variety of different pathways toward adulthood. Recognizing how leisure helps emerging adults increase self-sufficiency, establish identity, and achieve aspirations may be especially valuable in distinguishing emerging adults who flourish during the period versus those who flounder. As suggested by the accounts of emerging adults in this study, leisure is not only enjoyable but serves to help individual emerging adults explore and commit to an identity, manage their lives, establish balance, and realize aspirations. Certain types of leisure or free time activities may be particularly beneficial for encouraging flourishing and successful development, but members of this sample see clear benefit in their lives as a result of choices they make in their free time.

### **Implications**

This study sought to answer calls for qualitative research of emerging adulthood identity formation (Kroger et al., 2010), research related to leisure and development in emerging adulthood (Ravert, 2009), and research with more diversity of sample and culture (Buhl & Lanz, 2007; Ravert, 2009). The findings support previous research indicating the universality of the five features of emerging adulthood (Arnett, 2004; Nelson, 2003) and examined the role of leisure in individual lives of emerging adults. This study also supports literature indicating identity exploration as the central feature in emerging adulthood (Arnett, 2004). The primary line of reasoning that freedom is an enabling power for utilizing leisure as a resource parallels well with early emerging adult studies suggesting freedom to explore love, work, and worldviews as an integral aspect of emerging adulthood (Arnett, 2000, 2003, 2004).

Furthermore, the results of this study are in agreement with Duerden et al. (2009) and Mannel and Kleiber (1977) regarding leisure as a source of identity formation.

Findings from this study provide insight into the leisure culture shared by this group of European emerging adults, thereby contributing to the body of cross-cultural data in emerging adulthood. This study also contributes foundationally to research regarding leisure of emerging adults by addressing the leisure context from a broad, qualitative view. The results of this study cannot be generalized to other cultures throughout the world or outside of this study, but the findings of this study have potential for transferability to the broader European population and other similar cultures.

The study was designed to develop evidence-based understanding of the five features of emerging adulthood in a leisure context. As findings suggest, all five features of emerging adulthood are present in the leisure of these European emerging adults. Thus, the data present a need for further research of free time and leisure of emerging adults, both in Europe and elsewhere, so a more comprehensive understanding of leisure of emerging adults can be developed through triangulation of studies in multiple settings and populations. Results may have implications for other cultures, both in developed and developing nations. Because metaphors were analyzed rather than leisure types, results may be applicable to groups of emerging adults in a variety of settings and socio-economic levels who may engage in different types of leisure.

This study was also designed to help understand the role of leisure in the lives of European emerging adults. Results of this study reveal important understanding in the cultural value of leisure as a resource for individual development in emerging adults. Leisure providers and educational programmers working directly with European emerging adults may be able to

tailor free time and leisure opportunities to complement the aspirations and anxieties of this population, ideally assisting them in their personal growth and identity formation and addressing the inherent concerns regarding approaching adult commitments (e.g., marriage, permanent residency, parenthood, career). Policy makers may want to pay special attention to leisure as a facilitator of identity development, independence, and achievement of aspiration. By creating environments for positive leisure experiences, policy makers may facilitate increased opportunity for individual psychological and social development. Educators and university faculty in particular may be in prime position to offer leisure experiences and opportunities facilitating development and progress toward adulthood through free and discretionary time.

### **Future Research**

This study addressed only a minute portion of emerging adult research in a leisure context. The study focused primarily on broad, shared understanding without addressing differences between cultures or other demographic markers such as gender, age, or education level. Further research would be especially important in examining the individual regions and countries of Europe in addition to considering the more expansive shared schema explored in this study. Researchers recognize our efforts to remain broad and inclusive resulted in overlooking individual and regional differences. We are confident that larger, more comprehensive sampling, perhaps of a quantitative nature, will be more suited to identify more distinct patterns and relationships by controlling for social indicators like gender, age, and nationality.

Because this study was designed to allow open dialogue and broad analysis, no specific analysis of leisure forms or types was included. Future research addressing leisure activities and types in emerging adulthood could reveal whether certain leisure forms act more or less effectively as resources for development. Additionally, comparative studies may reveal differences in

patterns of leisure use between cultural groups, ages, gender, and socio-economic status.

Findings from this study focus on freedom in leisure, but do not address constraints to leisure.

Future research addressing constraints and navigation of barriers to leisure could provide additional insight into the processes of negotiating freedom in leisure.

Finally, this study provides evidence of leisure as a resource for identity exploration and individual development, but does not compare leisure and free time to other previously studied domains for development in emerging adulthood. Further research should compare leisure as a resource to other important life domains including romantic relationships, work, and education.

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Table 1  
*Sample Demographics*

Demographic Marker	Male	Female	Total <sup>a</sup>
<b>Age<sup>b</sup></b>			
19–21	8	7	15
22–24	5	7	12
25–27	3	4	7
28–30	4	2	6
<b>Region<sup>c</sup></b>			
Anglo-Saxon	3	9	12
French-German	8	4	12
Nordic	7	1	8
Mediterranean	2	6	8
<b>Education</b>			
No University	8	2	10
Trade School	1	2	3
Some University	4	8	12
University Completed	3	6	9
Some Post-grad	2	2	4
Post-grad completed	2	--	2
<b>Occupation</b>			
None	4	1	5
Student	3	2	5
Employed Student	5	7	12
Intern	--	2	2
Part-Time	3	2	5
Full-Time	5	6	11
<b>Religion</b>			
None	8	7	15
Christianity	11	10	21
Islam	--	1	1
Judaism	--	1	1
Atheism	1	--	1
Spirituality	--	1	1

<sup>a</sup> $n = 40$  (20 male, 20 female) for all demographics

<sup>b</sup>Age rounded to nearest whole year.

<sup>c</sup>Region breakdown provided by Esping-Andersen (as cited in Douglass, 2007, p. 104).

Table 2  
*Comprehensive Content Analysis: Case-by-Variable Matrix*

Case	Identity	Instability	Focus on Self	In-Between	Possibilities	Leisure
01-AG-Lond(F)	24	3	5	9	2	249
02-AG-Lond(F)	25	--	13	8	8	158
03-FG-Lond(M)	15	2	2	2	4	126
04-FG-Lond(F)	6	7	14	3	11	125
05-AG-Lond(M)	24	5	5	7	11	149
06-AG-Card(F)	13	4	8	6	1	75
07-AG-Blac(F)	17	10	15	7	9	211
08-AG-Blac(F)	28	9	15	20	24	400
09-M-Edin(F)	32	14	--	1	6	141
10-M-Edin(F)	26	1	--	2	--	126
11-AG-Edin(M)	23	--	5	1	2	107
12-FG-Edin(M)	20	7	9	3	3	121
13-FG-Edin(F)	2	2	3	--	--	84
14-FG-Edin(M)	15	6	12	--	3	247
15-AG-Belf(M)	18	--	3	4	3	119
16-FG-Belf(F)	36	2	3	7	8	217
17-AG-Dubl(F)	61	7	14	--	2	279
18-AG-Dubl(F)	60	19	14	6	25	325
19-AG-Lime(F)	35	2	5	--	1	137
20-N-Olso(M)	14	9	7	2	1	122
21-N-Stoc(M)	38	10	21	5	12	352
22-N-Stoc(M)	56	4	16	16	2	220
23-N-Stoc(F)	37	4	4	5	--	128
24-N-Stoc(M)	12	--	19	1	3	160
25-N-Hels(M)	58	14	19	13	20	358
26-N-Hels(F)	31	3	5	9	5	157
27-N-Amst(M)	12	9	8	16	3	133
28-FG-Brug(M)	85	19	35	12	47	324
29-FG-Luxe(M)	32	2	14	2	2	128
30-FG-Vien(M)	20	4	6	6	5	180
31-FG-Vien(M)	27	6	8	--	--	160
32-FG-Vien(F)	29	14	16	2	33	254
33-M-Flor(M)	41	--	12	3	4	290
34-M-Sien(F)	56	--	5	8	--	269
35-M-Savo(M)	31	--	8	4	--	142
36-M-Nice-(M)	39	12	2	--	12	125
37-M-Mars(F)	45	--	14	--	4	246
38-AG-Mars(F)	29	3	12	8	7	162
39-M-Tarr(F)	17	--	4	2	--	209
40-FG-Olnh(M)	71	15	15	21	24	451
Total	1260	228	395	221	307	7966

*Note.* Feature columns signify the frequency for leisure-by-feature pairings.

Table 3  
*Leisure-by-Feature Sample Summary Matrix*

	Exploring Identity	Expressing Instability	Feeling In- Between	Focusing On Self	Recognizing Possibilities
Respondents	40	31	33	38	33
Frequency	1260	228	221	395	307
Mean Frequency	31.45	5.70	5.53	9.88	7.68
Mean Percent <sup>a</sup>	16.12%	3.84%	3.35%	5.30%	4.07%

<sup>a</sup>Mean percent indicates the portion of leisure dialogue coded for each of the five features.

Appendix A  
Interview Schedule

Background Questions:

1. Do you feel like an adult? Why?
  - 1a. What do you think it feels like to be an adult?
  - 1b. What is required for adulthood?
  - 1c. When will you feel like an adult?
2. What have you spent your time doing since completing high school or equivalent?
  - 2a. What experiences have you had in work/employment?
  - 2b. What educational experiences have you had?
  - 2c. Where have you lived?
3. Would you please describe your family?
  - 3a. Where did your family live while you were growing up?
  - 3b. What support does your family offer you?
  - 3c. What are their expectations for you?
  - 3d. How did your family spend free time together when you were growing up?  
What does your family do now during free time?
4. What are your plans for the future?
  - 4a. What are your plans for dating and relationships?
    - 4b. What are your plans for marriage and children?
  - 4c. What are your plans for work and employment?
  - 4d. Where do you plan to live?
  - 4e. How long do you expect it to take to achieve these plans?

4f. What do you think you should be doing or accomplishing during this time in your life?

### Leisure

1. When I say free time, what does that mean to you?
  - 1a. What value does free time have in your life?
  - 1b. Does your free time ever overlap with your work, school, or relationships? How?
2. Would you please describe what free time activities you do regularly?
  - 2a. Why do you choose these types of free time activities?
  - 2b. When you are with your friends, what do you do for fun?
  - 2c. How have your free time activities changed since being a teenager (since adolescence)?
  - 2d. What specific free time activities do you hope to do in the future?
3. What do you feel limits your free time?
  - 3a. How do you expect your free time to change as you get older?
  - 3b. How do you think your free time might change when you start your own family?
4. What types of free time activities do you do now because you believe you won't have the chance to later?
  - 4a. Why won't you be able to do these types of activities later?
  - 4b. When do you think young people should stop or do less of these types of activities?
5. How does free time allow you to explore new experiences?
  - 6a. What types of free time activities do feel you are most committed to?
6. When I say the word identity, what does that word mean to you?



- 7a. How do you think free time activities influence your identity development?
- 7b. Would you give a few examples of free time experiences that have contributed to your identity since completing high school?
7. How have free time activities allowed you to change?
8. Please give me an example from the past week when you spent free time with others.
  - 8a. Please give me an example of a free time activity you did alone.
  - 8b. How do free time activities allow you to relate to other people?
  - 8c. How has free time allowed you to focus on yourself?
  - 8d. Think of a specific friendship and give an example of when free time affected your relationship.
  - 8e. How do you choose who you will do your free time activities with?
9. Think of other young people from your culture, how do their free time activities compare to your own?
  - 9a. Explain how cultural expectations may affect free time.
  - 9b. How has your culture affected your free time?
  - 9c. How are your free time activities different from individuals in other cultures?
  - 9d. How do your free time activities compare to Americans of your age?
  - 9d. Do you ever participate in activities that are considered unacceptable or unusual in your culture?
10. What influence has technology had on free time?
  - 10a. What influence has social media had on your free time?
11. What role does alcohol play in free time and leisure?

12. Considering the age period of 18 to 29 years old, what do you think the role of leisure is during that period?

## Appendix B

## Codebook

<b>Mnemonic</b>	<b>EXID</b>
Short Description	Exploring Identity
Detailed Description	Use of time as a means to explore new experiences and commit further to an identity. Identity exploration is often expressed in terms of trying new things and experiences with the final achievement of identity expressed through commitment after exploration. Exploration of identity is characterized by gaining a broad range of life experiences. Expression of newness or exploration is important. Trying out different ways of living and different options for love and work. Emerging adults often make use of time to explore and gain experience while they still have high levels of freedom. Finding their place as an individual both based on their perception and the perception of others. Includes not only learning what one is good at or likes, but what one fails at or dislikes. It's a mix of both success and failure.
Inclusion Criteria	Something about the activity must create a new experience or denote exploration (could be new people, new activity, new location, new culture, etc.). Also includes descriptions of identity in general. Exploration of relationships can also be included such as meeting new people and getting to know them or what they are like.
Exclusion Criteria	Repetition or simply listing of leisure forms (must include an aspect of newness or difference) or straightforward descriptions without mention of exploration, trying something new, etc. does not count, however, a list of leisure forms as preceded by a phrase or sentence describing exploration, learning, or desire to try the activities or get better at them, would be included. Examples or stories from age periods prior to emerging adulthood should not be coded such as identity shaping experiences in adolescence.
Typical Exemplars	Travel as means of exploration, using leisure to learn about oneself, discovery of self and identity, trying out different jobs, visiting new countries or cultures, trying new sports, meeting new people through travel, sport, or student organizations, exploring relationships both romantic and platonic, trying new things such as hobbies, coursework, exposure to cultures, jobs; Exploration of work options as a means to prepare for future career.
Atypical Exemplars	Learning about oneself through leisure time spent on the internet in chat rooms, exploration of identity through reading books, traveling with strangers.
Close but no	Identity exploration experiences from high school. Describing leisure without any reference to newness, exploration, identity, or novelty.
<b>Mnemonic</b>	<b>INBTWN</b>
Short Description	Feeling In-Between

Detailed Description	Feeling in-between arises from emerging adults being between adolescence, when most people live in their parents' homes and are required to attend secondary school, and young adulthood, when most people have entered marriage and parenthood and settled on an occupational path. Emerging adulthood exists between the restrictions of adolescence and the responsibilities of adulthood. Expression of feeling in-between is important because emerging adults feel neither adult nor adolescent. Feeling in-between refers to the notion that informants may feel they are waiting to make adult commitments until later. Many times this is expressed as feeling both adult and not adult at the same time. The feeling of not yet being an adult is often due to the fact that the criteria considered important for becoming an adult are gradually accomplished such as financial independence, responsibility for self, and independent decision making.
Inclusion Criteria	References to waiting for a certain age or time period to make choices or changes in their lives. Often includes expression of feeling between adolescence and adulthood; but may include only expressions of being post-adolescent or before adult commitment, not always both. This is most often expressed as feeling before adulthood as in not yet committed to responsibilities of adulthood. Often demarcated by referencing to the time period of "now."
Exclusion Criteria	Retrospective references to adolescence
Typical Exemplars	Waiting until a specific age for adult responsibility, continuing certain types of leisure behavior (drinking, partying, going out, etc.) until a later time.
Atypical Exemplars	Feeling between relationships and dating
Close but no	Looking forward to the future
<b>Mnemonic</b>	<b>FOCSELF</b>
Short Description	Focusing on Self
Detailed Description	Focusing on self refers to the tendency of emerging adults to meet their own needs first because they typically owe responsibility to few other people. Unlike adolescence, they no longer have to answer to parents rules or advice in the same way they did before. Both big and small decisions are primarily left up to the individual emerging adult even if he seeks advice and counsel of others. Any description of the speaker focusing on his/her own needs or generalizations about the age period as a time to focus on the self. It is not only things done solo/alone, but is in reference to putting one's own needs and desires ahead of other responsibilities or obligations. It is often in reference to decisions making, both monumental and minute. The goal of self-focus is self-sufficiency in preparation for adult responsibility and commitment.
Inclusion Criteria	Putting the self before others or responsibilities, meeting own needs first, putting others or responsibilities second, referring to a time when the individual won't be his own priority, selfishness, protection of self, development of sense of self, or in short, meeting one's own needs or

	desires. This also refers to establishment of independence. The individual making choices or decisions because no one else can truly tell him what he wants.
Exclusion Criteria	Individual experience undertaken out of obligation or necessity, such as living alone and spending every evening alone despite the desire to be in relationships and have friends to be with.
Typical Exemplars	Time to be selfish, me-time, taking care of oneself, spending time alone, reflection on oneself, making decisions for oneself.
Atypical Exemplars	Breaking up with girl/boyfriend to focus on self; efforts to become financially independent
Close but no	Simply doing things individually or alone with no connection other factors of focus on self.

**Mnemonic****INSTA**

Short Description

Expressing instability

Detailed Description

Although many emerging adults do have a plan for their future, frequent changes to this plan as a result of exploration, growth, and opportunity constitute instability. Frequent changes in jobs, partners, education, and residency signify instability. This is marked by change, both abrupt and continuous. Instability refers to the variation in a single emerging adult's life and to the period as a whole. May also encompass unsurety and doubt specifically about where they will be in the future.

Inclusion Criteria

Includes description of changes in individuals personal environment such as relationships, work, education, residency, hobbies that are both planned or unexpected. Because their plans are constantly changing and being revised this can include doubt about the individual's life within their sphere of control such as choices about future residency or career even as near as one month in the future.

Exclusion Criteria

Doubt or description of change in arenas outside the individuals control are not included. This could include change or instability in the economy, politics, family issues. Change or instability that will be experienced in future stages of life such as changes in parenthood.

Typical Exemplars

Changing jobs, school, residencies. Unsurety about the future.

Atypical Exemplars

Adoption and abandonment of hobbies or leisure.

Close but no

Unsurety about answering a question. Instable life due to parenting obligations and changing needs of children (i.e., non-emerging adult issues)

**Mnemonic****POSS**

Short Description

Recognizing Possibilities

Detailed Description

Emerging adults have very open futures because they have increased levels of freedom and have yet to test the many dreams they plan to realize. Recognition of opportunities and possibilities refers to the optimistic attitude about the future or the present even when current circumstances aren't ideal. Also refers to the many opportunities emerging adults encounter. Emerging adulthood is a time for individuals

	to make changes about themselves and their circumstances that may have been out of their control during adolescence. The individuals income, education, home environment are no longer determined by the family of origin and parents, but now by the emerging adult himself. This is a time about optimism, the future, and change.
Inclusion Criteria	Description of things going well despite less than perfect situations. May be in the form of optimism even if circumstances surrounding the period aren't clear. Possibilities also refers to an acknowledgment of the current options and opportunities available to the individual or to others around them. May include opportunities to learn through leisure or free time. This includes past, present, or future opportunities.
Exclusion Criteria	Reference to opportunities they wish they had but didn't receive. Exploration of identity may blur with this section, in some instances the transcript portion may be both, but exploring identity is different than recognizing opportunities to do something in the future. Every instance of exploration is not recognizing possibilities, an association with optimism, changing from the past, or looking forward to the future is important.
Typical Exemplars	Opportunity to travel, looking forward to a new relationship, positive attitude about negative circumstances, optimism about what the future holds.
Atypical Exemplars	Opportunities to make a big change in relationships or residency
Close but no	Opportunities an individual isn't offered or is denied. Exploring identity; changing preferences as a result of identity exploration.

**Mnemonic****LEISURE**

Short Description

Leisure Forms &amp; Types

Detailed Description

Leisure for this study is defined as "the context of free time in combination with the expectation of preferred experience." Leisure forms are all non-work, non-school, free time based activities pursued with no obligation.

Inclusion Criteria

Must be freely chosen and not associated with any duty or obligation to participate. Any mention of any type of leisure should be included as an individual code. Description of leisure or free time activities past, present, or future. Any discussion of free time without specific mention of an activity or form. Abstractions about value, nature, or purpose of free time.

Exclusion Criteria

Any activities completed specifically for school assignments, employment obligations, or other activities without a level of perceived freedom.

Typical Exemplars

Going out, drinking, partying, sports, reading, going to the gym, hanging out with friends or family, traveling, meeting new people, surfing the internet, sex, playing pool, watching tv, gambling, listening to music

Atypical Exemplars

Participating in political parties, doing the dishes, cleaning, religious practice

Close but no

Having an enjoyable job

Appendix C - Prospectus

Emerging Adulthood Across Europe: The Two-edged Sword of Leisure

### **Introduction**

“Go see the world and have some fun before you don’t have the chance. Avoiding responsibility? No. But, postponing responsibility? Yes,” said Lars Petersen, student interviewee for a university newspaper (Jones, 2011, p. 4). Throughout much of the world, emerging adults, individuals ages 18 to 29 years old between adolescence and adulthood (Arnett, 2004), are postponing marriage, childbirth, commitment to the workforce, independent living, and ultimately their full transition into adulthood (Arnett, 2003; Douglass, 2007; Facio & Micocci, 2003; Jones, 2011; Nelson & Chen, 2007). Emerging adulthood is characterized by exploration of “a variety of possible life directions in love, work, and worldviews” (Arnett, 2000, p. 469). These patterns are expressed particularly in industrialized nations as young people spend more time seeking opportunities to explore their identities, discover themselves, and oscillate between jobs, relationships, and residencies before settling into an occupation, marrying, or having children (Arnett, 2000; Douglass, 2007). As emerging adults delay transition to adulthood by postponing commitments and identity formation, their choices have national and even continental effects (Douglass, 2007).

Over a dozen nations in the European Union are projected to experience declining populations over the next 50 years (European Commission Report, 2011) causing the overall European Union population to shrink (European Commission Report, 2006). Nations across Europe will face declines in family formation and population as young men and women delay typical external markers of adulthood (Douglass, 2005). Despite adverse effects associated with delaying adulthood such as population decline and decreased fertility, these emerging adults experience decreased depression symptoms, increased enjoyment of freedom and spontaneity, and overall increase in well being (Arnett, 2007).



Many factors contribute to the emerging adulthood phase, but leisure is an unexplored domain within the context of emerging adulthood. Leisure is a resource for identity formation in adolescence (Mannell & Kleiber, 1997) but has not been explored as an identity resource among emerging adults. Many emerging adults, however, describe their freedom to explore as a key aspect of this life period (Arnett, 2000). These young people frequently participate in leisure activities because they worry the opportunities will slip away as they transition into adulthood (Ravert, 2009). European emerging adults often choose leisure and exploratory pursuits over work and responsibility, sometimes with the encouragement of their parents (Douglass, 2005). Although some data exist illustrating leisure as a desired aspect of emerging adulthood (Ravert, 2009), no research has been conducted to understand what role leisure plays in emerging adult identity development and progression toward adulthood. This study examines the potentially two-sided role leisure plays in emerging adulthood throughout Europe.

### **Purpose of the Study**

The purpose of the study is to provide evidence-based understanding of the function of leisure during emerging adulthood across diverse European cultures in relation to the five features of emerging adulthood: identity exploration, instability, self-focus, feeling in-between, and possibilities (Arnett, 2004).

### **Problem Statement**

The problem of the study is to investigate the role of leisure during the period of emerging adulthood across multiple European cultures.

### **Justification for the Study**

While emerging adulthood has been examined across the world (Côté & Bynner, 2008; Hendry & Kloep, 2010; Nelson & Chen, 2007; Ravert, 2009), many external trends of emerging

adulthood are especially apparent in Europe including delayed childbirth, delayed marriage, decreased fertility, and increased exploration of work and education (Douglass, 2007). While these factors may be noteworthy in the United States, the duration and magnitude of these changes in Europe has created greater potential impact. Fifty years ago, demographic conversation was often dominated by fear of population explosion, but sustained and sub-replacement total fertility rates have entirely changed this perspective. Historically, non-replacement fertility occurred in response to widespread negative impact factors such as war, economic downturn, or natural catastrophe (Douglass, 2005). Europe was the first continent to exhibit sustained total fertility rates below the replacement level of 2.1 in the absence of said adverse events (Douglass, 2005). The European Union predicts a declining population in over a dozen member nations over the next 50 years (European Commission Report, 2011), contributing to the overall decrease in the European Union population (European Commission Report, 2006). Both national and local governments in several European countries are faced with the decision to offer financial incentives in the form of tax breaks or monetary rewards for childbirth (Douglass, 2005).

Another impact on European population change is increasing longevity accompanied by decreasing fertility. Many European nations face the issue of an unsupportable aging population. In southern Europe, the United Nations projects an increase in the percentage of the population over the age of sixty from 22% to 40% by 2050 (Douglass, 2005). Because of the disproportion of young workers to aging adults, challenges will arise in healthcare, retirement, and government finances (Douglass, 2005). While immigration can sometimes alleviate the changing population trends, unlike the United States and some other developed nations, no European nation self-

identifies as an immigrant society; therefore, immigration is not likely to be a solution for the population issues at hand (Douglass, 2005).

Not only are people living longer and having fewer children, but they are putting off marriage. Average first age of marriage in the European Union is now 28.9 years old for women and 31.2 years old for men (European Commission Report, 2012). Douglass (2005) described the changes in developmental norms by saying, “Many young Europeans have added a new stage in the life cycle devoted to individuating, or creating Self, during which they aspire to study, travel and socialize before they feel ready to ‘settle down’” (p. 14). The apparent shifts in sequence now place family formation after education, exploratory leisure (e.g., travel), and socializing. Some scholars believe these demographic changes may spread to the rest of the world (Douglass, 2005). Hendry and Kloep (2007) encouraged scholars to avoid approaches to emerging adulthood limited to age stages in an effort to go beyond descriptions and more directly seek explanations of development. Additionally, they urged researchers to address the interplay of developmental factors, individual experiences, and cultural imperatives in order to build understanding of complex life stages and transitions (Hendry & Kloep, 2007). Many different parts of individuals’ lives contribute to their choices, pathways, and constraints including free time and leisure. The impact of leisure during this phase needs to be assessed in order to understand how it may be influencing development and progression into adulthood.

The only study available to the researcher specifically addressing leisure focused on the now-or-never attitude of college students and resultant, often risky, leisure behavior (Ravert, 2009). In this study, students at a Midwestern university were first asked how often they do something now because they feel they will not have the chance later and then asked what those activities were (Ravert, 2009). Ravert (2009) summarized responses with eight primary themes

listed in order of frequency: (a) travel/adventure, (b) social events, (c) alcohol/tobacco/drug use, (d) relationships, (e) carefree lifestyle, (f) sports/action, (g) academic/career, and (h) independence/personal expression. Of these categories, the first six directly included leisure activities such as road trips, all night parties, drinking games, dating around, “blowing off responsibilities for fun”, spending money for fun, sky diving, and car surfing many other examples (Ravert, 2009, p. 384-385). Although the students’ responses were frequently related to leisure, no interpretation or analysis of leisure’s impact has been conducted. Through prior research, education, work, and relationships have been explored extensively (Johnson, Gans, Kerr, & LaValle, 2010; Murphy, Blustein, Bohlig, & Platt, 2010; Luyckx, De Witte, Goossens, 2011), but leisure has been neglected despite past studies demonstrating the impact of leisure on development in other life periods (Kleiber, 1999). Researchers will attempt to fill this gap in the literature by gathering data on the role, meaning, and impact of leisure in emerging adulthood.

Leisure is positively associated with adolescent identity development (Duerden, Widmer, Taniguchi, & McCoy, 2009), but there are no studies showing any assessment of the impact of leisure in emerging adulthood. Because studies have shown identity exploration continues well into emerging adulthood (Arnett, 2004), it is imperative for researchers to examine the role and influence of leisure on identity development in emerging adulthood. Ravert (2009) called for research to assess how leisure in emerging adulthood may help emerging adults in the developmental processes of recentering and movement toward establishing self. The proposed study is designed to address the possible dual role of leisure as a contributor or inhibitor of optimal progression toward adulthood as manifested through identity achievement and commitment to adult responsibilities and roles. Emerging adults tend to follow one of two pathways, default individualization or developmental individualization (Schwartz, Côté, &

Arnett, 2005). Default individualization refers to those who follow the flow of common trends and take the path of least resistance while developmental individualization includes continual and deliberate growth (Schwartz et al., 2005). Research indicates emerging adults may diverge in their use of leisure and attitude; some emerging adults take advantage of physical, social, and intrapersonal growth opportunities while others adopt a *carpe diem* or “live for the moment” attitude (Ravert, 2009, p. 393). This framework indicates a need to study the potential influence of leisure on divergent pathways in emerging adulthood.

This study will allow researchers to understand how emerging adults perceive the purpose of leisure in their current life stage and in future adulthood. Results may provide further insight into the withdrawal of emerging adulthood from marriage, childbearing, and parenthood. The study will potentially allow researchers to examine what attitudes and processes emerging adults experience before committing to adulthood. Professionals and scholars may use this information to create increased opportunity for earlier and more accessible exposure to attitude shaping leisure processes, thus facilitating progress toward adulthood. Parenthood and family may be able to exist at the same time as leisure, and this research will allow scholars to understand the perceived transitional changes in leisure and leisure constraints between emerging adulthood and young adulthood.

### **Delimitations**

The study will be delimited to the following:

1. Twenty-four participants, mixed male and female, between the ages of 18 years and 29 years old, never-married, without children, who are European residents.
2. Eastern Europe will be excluded from this study based on divergent post-communist influences and because of restrictions of time and funding.

3. One-on-one interviews and group interviews will be conducted by the principal investigator and two undergraduate researchers.
4. Formal interviews, informal interviews, and informal group interviews will either be video recorded, audio recorded, and/or documented through field notes. All interviews and field memos will be transcribed throughout the course of the study and analyzed daily using NVivo qualitative software.
5. The data will be collected between June and August, 2012.

### **Limitations**

The study will be limited by the following:

1. The participants will be selected through purposive, convenience, and snowball methods, and thus cannot be generalized beyond the sample.
2. The participants will potentially speak a variety of native languages (e.g., Norwegian, Swedish, Danish, Finnish, Icelandic, Welsh, German, Dutch, French, Italian, Spanish, Portuguese, and Greek), and not all interviews will be conducted in each participant's native language. This may result in limited communication and loss of meaning.
3. Interviews will be conducted in English, Spanish, and Italian. All non-English interviews will be translated by researchers, who may not speak participant languages natively. All analysis will be completed in English. As a result, some meaning may be lost or altered through translation processes.
4. The principal investigator is from the United States and may have different perspectives on definitions and meaning of leisure and emerging adulthood.

### **Assumptions**

The study is based on the following assumptions:

1. The environmental influences of each participant in the study will be unique to the individual.
2. The responses of participants may vary with their time spent in emerging adulthood.
3. The participants are aware and conscious of their choices and preferences in leisure.

### **Definition of Terms**

The following terms are defined to clarify their use in this study:

1. *Emerging Adulthood*: distinct life period between adolescence and young adulthood, spanning age 18 years to 29 years; characterized by several key features: identity exploration (e.g., trying new experiences), instability (e.g., changing employment frequently), self-focus (e.g., avoiding responsibility for others), feeling in-between (e.g., being neither adult nor adolescent), and possibilities (e.g., new opportunities) (Arnett, 2004).
2. *Fertility Rate*: expressed in this proposal as the total fertility rate (TFR); it is the “average number of children that would be born to a woman by the time she ended childbearing if she were to pass through all her childbearing years,” ages 15-49 years old (Haupt & Kane, 1998, p. 15).
3. *Hostel*: a supervised, inexpensive, overnight travel lodging, usually intended for younger travelers, sometimes called a youth hostel (Hostel, n.d.).
4. *Leisure*: according to Kleiber, (1999), “leisure is the context of free time in combination with the expectation of preferred experience” (p. 10).

5. *Taboo Leisure*: leisure including deviant recreational behavior typically restricted by social tradition (Russell, 2005), this may include but is not limited to recreational drug use, vandalism, sexuality, and binge drinking.



### **Literature Review**

The purpose of the study is to provide evidence-based understanding of the function of leisure during emerging adulthood across diverse European cultures in relation to the five features of emerging adulthood: identity exploration, instability, self-focus, feeling in-between, and possibilities (Arnett, 2004). The following topics will be considered in this literature review: (a) emerging adulthood as a part of the life course, (b) identity status and capital, (c) the role of leisure, and (d) characteristics of emerging adulthood in Europe.

### **Emerging Adulthood**

In emerging adulthood, both external and internal markers are used to assess the development of individuals (Arnett, 2004). External markers commonly include (a) leaving the parents' household, (b) marrying or cohabitating, (c) childbearing or parenting, (d) finishing education, and (e) committing to the workforce (Arnett, 2004). Internal markers are conceived by each individual and frequently include accepting responsibility for one's actions, making independent decisions, and becoming financially independent (Arnett, 2004). Using these markers as indicators of emerging adulthood allows researchers to study developmental and growth behaviors during this phase.

Traditionally, life course has been divided into infancy, early childhood, childhood, adolescence, and adulthood (Erikson, 1968). The term emerging adulthood was first introduced as an explanation of the extended transition from adolescence to adulthood, spanning ages 18 years to 29 years old with flexibility allowed with the upper boundary age (Arnett, 2000). Until Arnett proposed this additional stage, the progression from adolescence to adulthood was described only as a transition between phases (Hogan, 1978). Noticeable delay of the completed transition into adulthood, however, gave scholars reason to examine emerging adulthood as a

new phase in individual and family life course rather than just a brief period of transition (Arnett, 2000). Several changes in context have contributed to the expansion of this period to separate it from adolescence and adulthood including the deferment of external markers (e.g., marriage, parenthood) and delay of achieving internal markers (e.g., responsibility, independence).

Unlike adolescence and adulthood, behavior and experiences in emerging adulthood appear to be characterized more by heterogeneity than homogeneity. Adolescence is characterized by puberty, enrollment in secondary school, residence with parents, and participation in a school-based peer culture (Arnett, 2000). Likewise, reaching adulthood is marked by several external indicators including settling into a career, marriage, and childbearing (Arnett, 2000). Emerging adulthood is more defined by its contextual heterogeneity than uniformity; the late teenage years through the twenties are marked by variable amounts of education, change in work, numerous romantic relationships, and several residencies (Arnett, 2000). This high level of contextual variance is what separates emerging adulthood from adolescence and adulthood. It is because of this instability and constant change emerging adulthood must be examined as a period of unique development and distinct context. Events and experiences in this phase are unique from adolescence and adulthood; therefore, domains in emerging adulthood should not be left unstudied.

Despite evidence supporting emerging adulthood, critics have argued it is culturally specific, economically driven, and biologically unsound (Arnett, Kloep, Hendry, & Tanner, 2011; Hendry & Kloep, 2010). Many scholars, however, have conducted research and demonstrated the processes of emerging adulthood occur in many cultures throughout the world including religious minorities (Nelson, 2003), American ethnic minorities (Arnett, 2003), aboriginal groups (Cheah & Nelson, 2004), developing countries (Nelson, 2009), newly

industrialized countries (Nelson & Chen, 2009; Seiter & Nelson, 2011), and a diversity of developed nations (Buhl & Lanz, 2007; Facio & Miccoci, 2003; Frisén & Wängqvist, 2010). Some studies have compared cultures and nations identifying both common traits and variability in emerging adulthood between populations (Buhl & Lanz, 2007; Douglass, 2007). Hendry and Kloep (2010) concluded economic and structural factors limit the emerging adult stage to those who are privileged by class standing. Arnett (2003) explained certain ethnic minorities more frequently experience low socioeconomic status and early parenthood, and thus cultural criteria for adulthood differs. Many adolescents and emerging adults of lower SES have adult responsibilities thrust upon them, often in the form of parenthood (Arnett, 2003). Structural barriers associated with lower SES do not negate the trends of emerging adulthood but rather allow emerging adulthood to take a different shape. Finally, critics suggest social changes in emerging adulthood must be accompanied by physical and biological development. Little research has been conducted specifically in this area, but scientists have shown noteworthy changes in brain matter and function between adolescence and emerging adulthood (Giedd et al., 1999; Gotgay et. al, 2004) suggesting physiological changes may occur between adolescence and emerging adulthood. The lens of emerging adulthood in the future may serve as a context for discovery of biological and physical transitions occurring in the early to mid twenties. Because all arguments have not been entirely settled, all three criticisms of emerging adulthood give reason for continued study of the diverse experiences of emerging adults throughout the world.

Although emerging adults follow many different pathways to adulthood, several themes have been observed in this phase. Emerging adulthood is characterized by five key features: (a) age of identity explorations, (b) age of instability, (c) self-focused age, (d) age of feeling in-between, and (e) age of possibilities (Arnett, 2004, p. 8). Identity exploration is characterized by

young people trying out various relationships, jobs, and experiences before committing permanently. Frequent changes in jobs, partners, education, and residency signify instability. Because emerging adults identify themselves as neither adolescent nor adult, they remain in-between. Emerging adults are in a self-focused age because they experience more freedom than they have during adolescence or will in adulthood. Finally, emerging adulthood is an age of possibilities because most young people are highly optimistic about the future even when current circumstances are far from favorable (Arnett, 2006). Cumulatively, these five features define emerging adulthood as a time when freedom is high and “many different directions remain possible” especially in areas of love, work, and worldviews (Arnett, 2000, p. 469).

The effects of these five features have been explored by scholars. Some scholars claim emerging adulthood has positive effects on young men and women (Arnett, 2007). Young people are able to spend more time self-selecting paths and activities they prefer (Luyckx et al., 2011; Murphy et al., 2010), and they maintain a sense of optimism toward the future (Murphy et al., 2010). Studies even show an increase in well being and self-esteem during this period (Arnett, 2007). Other scholars point to adverse effects on individuals (e.g., failure to acquire skills), families (e.g., financial burden to parents), and society (e.g., economic cost to societies through delayed entrance into workforce) (Hendry & Kloep, 2007). Instability in emerging adulthood has been linked to occupation-related negative psychological effects (Luyckx et al., 2011). Increased perceived stress, risky behavior, suicide rates, and mental health issues are listed among the many challenges faced by emerging adults (Johnson et al., 2010).

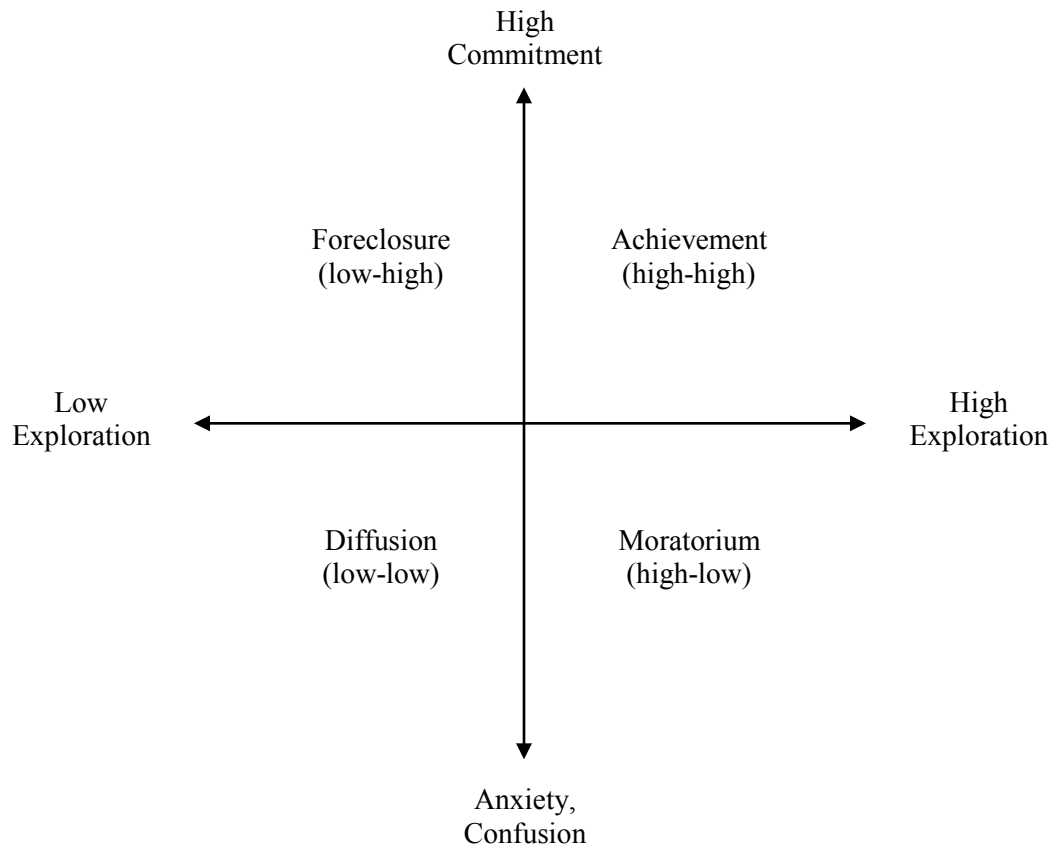
In addition to external markers of adulthood, psychological markers have become increasingly valuable. Many adults are defining their adult status on the basis of internal factors including making independent decisions and feeling autonomous (Côté & Bynner, 2008) over

external factors such as family formation or occupational commitment (Arnett, 2004). Emerging adults with a low sense of adulthood (i.e., cognition of identity capital acquisition) are more vulnerable to adverse effects of instability including decreases in job dedication and increases in job exhaustion (Luyckx et al., 2011). Emerging adults do experience high levels of freedom facilitating exploration (Arnett, 2004), however, this lack of structure and direction appears to particularly effect those who feel less adult. Nelson and Barry (2005) completed a study showing emerging adults who feel like an adult score higher on overall identity achievement than those who do not. Obtaining a true sense of adulthood through identity capital acquisition appears to be the primary factor in progressing toward and reaching adulthood.

### **Identity Exploration**

One of the five afore mentioned features of emerging adulthood is the age of identity exploration. According to Erikson (1956), at the end of adolescence individuals are often faced with an identity crisis. This identity crisis is resolved as individuals settle into one of four identity statuses determined by the level of commitment and exploration (Marcia, 1993). High levels of exploration accompanied by high commitment indicate identity achievement (Marcia, 1993) (see Figure 1). Identity achievement encapsulates an individual's commitment to both occupational and ideological choices, whereas identity diffusion and moratorium indicate failure to commit (Orlofsky, Marcia, & Lesser, 1973). Emerging adulthood is characterized by high amounts of exploration (Arnett, 2004), and as a result, most emerging adults spend an extended period of time in moratorium. Early ego identity scholars postulated identity achievement as a precursor to adulthood (Erikson, 1956; Marcia, 1967; Orlofsky et al., 1973), and modern theorists agree identity must be viable and stabilized in order for emerging adults to make adult commitments (Schwartz et al., 2005). It can thus be assumed individuals who have yet to reach

identity achievement have, in some way, failed to enter adulthood. Adolescence comes to an end, but because identity achievement has not been established, emerging adults continue the process of identity formation.



*Figure 1.* Identity Formation Status, exploration by commitment: This figure illustrates the different identity statuses as indicated by level of exploration and commitment according to the identity status theory developed by Marcia (Kleiber, 1999).

Scholars often refer to the identity status of emerging adults as moratorium (Arnett, 2000). Moratorium is an identity status characterized by vague commitment and contradictory needs (Orlofsky et al., 1973) as well as high levels of exploration (Marcia, 1993). Extended moratorium is often used by emerging adults to attain identity before entering adulthood (Arnett, 2000). Moratorium in emerging adulthood is shaped by constraint (Hendry & Kloep, 2007). In

some cases, young people choose to prolong moratorium, but they can also be constrained to remain in moratorium if barriers prevent them from achieving identity, gaining independence, and transitioning to adulthood (Hendry & Kloep, 2007). These barriers may include high cost of living, high levels of unemployment, or need for more education. The period of identity exploration is often shaped by how effectively they use this time to gain experience (Hendry & Kloep, 2007). Emerging adulthood provides a period full of potential identity choices and vast variation in pathways to adulthood; as a result, young people may purposefully and consciously make navigating their identity formation an active project (Schwartz et al., 2005). Young people also spend this time deciding and evaluating what values and roles will make up adulthood (Côté & Bynner, 2008). Young men and women searching for jobs no longer spend their time seeking only a pay check but wander between jobs in search of an occupation expressing their identity (Arnett, 2006). Exploration of jobs, relationships, and worldviews are listed frequently as descriptors of emerging adulthood (Arnett, 2000), and each of these exploratory learning processes allows emerging adults to develop their identities in these areas (e.g., occupation, relationships, family) over time. Identity achievement, however, is reached at different times in each life domain (Kroger & Haslett, 1991). Past research has been focused on the domains of work, education, and relationships. The unique process of identity development through leisure should be studied within the context of emerging adulthood.

### **Leisure Roles**

Leisure is often a tool of identity formation (Mannell & Kleiber, 1997), and completing identity formation has been described as a step to full adulthood (Meulemann, 2003). Duerden et al. (2009) demonstrated leisure, especially adventure recreation, positively impacts the development of identity. Because changes in identity formation have extended high levels of

exploration associated with moratorium into emerging adulthood, the positive impact of leisure on identity achievement may have extended into emerging adulthood as well. Furthermore, Arnett (2000) indicated emerging adults often participate in activities or experiences because they worry opportunities will cease when they transition into adulthood. As demonstrated by Ravert (2009), these now-or-never experiences include exploration through leisure. A limited number of studies have been conducted describing any aspect of leisure in the context of emerging adulthood (Ravert, 2009). Research could reveal the role of leisure in emerging adulthood, and whether leisure contributes to the delay or stimulation of identity formation or occurs in reaction to it.

Leisure includes freedom of choice (Mannell & Kleiber, 1997), or more specifically, “the context of free time in combination with the expectation of preferred experience” (Kleiber, 1999, p. 11). Some may consider leisure to be restricted to recreational activities, but from a scholarly perspective diverse leisure events occur as a part of freely chosen pursuits. As Arnett (2007) indicated, a large part of emerging adulthood is freedom, especially freedom to explore. Emerging adults have used this freedom to seek out more diverse experiences than what many others may traditionally perceive as leisure. Without the pressure to enter the workforce or responsibility for spouse or children, emerging adults now have the option to pursue more leisure and new experiences than young people have been afforded in the past. A study of emerging adults who had graduated from university and entered the work force found individuals were using their free time to explore intrinsically motivating interests in hopes of finding an occupation more connected to their preferences (Murphy et al., 2010). This use of leisure time in emerging adulthood allows individuals to explore career options and possibilities through recreational pursuits.



While research examining leisure in the emerging adult context has been limited, distinct recreation patterns for this life stage do exist. Taboo leisure includes deviant recreational behavior typically restricted by social tradition (Russell, 2005). A noteworthy trend of identity exploration is manifested in risky behavior (Arnett, 2000), including several forms of taboo leisure. Illegal drug use, risky sexual behavior, and binge drinking peak during emerging adulthood (Arnett, 2000). Emerging adults may use risky and traditionally unacceptable leisure like partying and recreational sex to explore their identity and seek new experiences. Such taboo leisure activities have been observed in young people, but more research is needed to understand the influence of these risky behaviors within the context of emerging adulthood.

An alternative view from a positive development perspective claims leisure has been included as an indicator of two primary domains: life satisfaction and civic engagement (O'Connor et al., 2011). This perspective of leisure further illustrates the instability and variation in emerging adulthood by showing the multiplicity of roles leisure may serve either as an enhancer (i.e., promoting civic engagement and improved life satisfaction) or inhibitor of development (i.e., exposure to risks and delay of commitment). Furthermore, Ravert (2009) explored risk taking and now-or-never experiences among emerging adults in college. In this mixed methods study, participants described experiences they perceived to be available only during their current life stage (Ravert, 2009). Six of the eight resultant themes were directly tied to leisure including travel and adventure, social events and partying, alcohol and drug use, establishing a large number of relationships, carefree lifestyle, and sports (Ravert, 2009). Emerging adults often take advantage of leisure experiences in anticipation of an opportunity passing (Arnett, 2000); however, it is unclear whether this slows or even impedes progress toward adult outcomes.

Kroger, Martinussen, and Marcia (2010) specifically indicated a need for more research assessing the qualitative changes of meaning making processes in relation to identity formation. Arnett et al. (2011) called attention to the exploratory process of the gap year, a one to three year exploratory break between school and work or beginning university. The gap year is especially common in Northern Europe where many emerging adults use the time to “pursue leisure, travel, and adventure while working at low-level jobs” (Arnett et al., 2011, p. 129). No research exists exploring the function or possible outcomes from utilizing the gap year. They proposed studying more variables and domains will allow researchers to understand what conditions may facilitate or restrict progressive identity formation (Kroger et al., 2010). The possible effects of leisure on developmental outcomes and identity achievement in emerging adulthood must be further examined.

### **Emerging Adulthood in Europe**

From its outset, emerging adulthood was considered to be culturally constructed and specific (Arnett, 2000). Since its initial proposal (Arnett, 2000), emerging adulthood has been studied in a variety of cultures in several countries including but not limited to Wales (Hendry & Kloep, 2010), Belgium (Luyckx et al., 2011), Sweden (Frisén & Wängqvist, 2010), Romania (Nelson, 2009), the United Kingdom, Canada (Côté & Bynner, 2008), the United States (Arnett, 2000, 2007; Ravert, 2009), India (Seiter & Nelson, 2011), Argentina (Facio & Micocci, 2003), and Australia (Bell & Lee, 2005). Efforts have been made to understand how emerging adulthood may be different in Europe than the United States (Buhl & Lanz, 2007). Studies of emerging adulthood in areas where the phase is especially apparent can reveal possible patterns and outcomes to follow in regions where emerging adulthood is only recently developing. Bynner (2005) examined emerging adulthood from a European perspective and found many

features of emerging adulthood to be strong descriptors of societal changes among European young people. In Europe, emerging adulthood is exhibited by pathways to adulthood including progressive steps toward adulthood using personal, financial, social, and cultural resources (Bynner, 2005). Arnett (2006), in addition, indicated emerging adulthood may be a better model for Europeans than Americans. Not only is it important to address new life domains in emerging adulthood, but scholars call for expansion of emerging adult studies to a diversity of cultures (Buhl & Lanz, 2007).

In Europe, declining fertility rates, population decline, and increased age of first marriage are issues of national concern for numerous countries (Douglass, 2007). Fertility rates in every European country, excluding Iceland, have fallen below the replacement rate (Population Reference Bureau, 2011), and several countries are facing population decline as a result (European Commission Report, 2011, 2006). In Norway, between 1995 and 2004, the age of first marriage for women increased at a rate of six months each year from 27.5 years to 32.08 years (Douglass, 2007). In Spain, 95% of emerging adults lived with their parents in 2005 (Douglass, 2007). These are a just a few examples demonstrating the dramatic and clearly expressed external markers of European emerging adulthood. Broad European and regional culture has been suggested as a scope for understanding both the diversity and similarities of emerging adulthood in Europe; these cultural differences have been described using the role of the government, the individual, and the family in supporting emerging adults (Douglass, 2007). Buhl and Lanz (2007) claimed, "Comparing emerging adulthood across different European countries allows us to detect similarities and specificities of this period" (p. 441).

In the United States, the median age of first marriage is 26.5 years for women and 28.4 years for men (U.S. Census Bureau, 2009); in comparison, the average age at first marriage in

European Union is several years later, 28.9 years old for women, 31.2 years for men (European Commission Report, 2012). Several cultural differences have been explored as explanations of the patterns and changes unique to Europe. Focus on individualization in Europe is proposed as a contributor to the features of emerging adulthood (Douglass, 2007). Individualization is the process of creating a self and often leads to extended time spent in studying, traveling and socializing before adult commitments (Douglass, 2007). Europeans still have goals of marrying, creating families, and settling into jobs, but they remain in the emerging adulthood phase longer than their parents or grandparents (Douglass, 2007). As a result, formation of families is delayed and biological time available for childbearing is reduced. Some European nations have either considered or actually offered monetary incentives for young adults to have children even if they do not marry (Douglass, 2005). Finally, recent studies have shown less than one third of European baby boomers feel their children will be better off than they are (European Commission Report, 2007). Many people worry about the future young adults in Europe face and wonder if their instability will contribute to their unhappiness. The formation and stability of strong families in Europe are threatened by delayed marriage and childbirth and inability to reach full adulthood.

Cultural variations across European nations have been explored as a contextual framework for understanding both the variety of pathways followed and the similarity of trends in outcomes in European emerging adulthood (Douglass, 2007). In northern Europe, Nordic socialist regimes give individuals high levels of financial support (Douglass, 2007). In addition to monetary entitlement, emerging adults are seen as independent from parents and family and are thus encouraged to seek autonomy, self-reliance, and responsibility (Douglass, 2007). Nordic young people are among the youngest to leave home in Europe where they often rely on

government support to find housing and unemployment compensation (Douglass, 2007). Many young people there live with friends or cohabitate before marriage (Douglass, 2007). In French- and German-speaking countries, welfare is directed to families rather than individuals (Douglass, 2007). Youth specialize early by selecting occupational programs early in their education, and the typical order of events is work before children (Douglass, 2007). In Anglo-Saxon nations, the government offers little economic support, but rather allows the market to rule itself (Douglass, 2007). Despite early departure from parental homes and completion of education, these emerging adults still display patterns of delayed parenthood (Douglass, 2007). High stratification between social classes indicates stronger representation of upper classes in emerging adulthood in the United Kingdom (Douglass, 2007). Finally, in the Mediterranean region, emphasis is placed on familial rather than governmental support (Douglass, 2007). These nations tend to have high youth unemployment rates and latest home leaving and education completion ages (Douglass, 2007). Despite enduring stereotypes of large families in this region, marriage is extremely delayed and children are postponed even later (Douglass, 2007). Both cultural differences between regions and broad, overarching similarities across regions may exist in leisure patterns and meaning.

Douglass (2005) reported European emerging adults from several nations indicated marriage and childcare would limit their leisure, especially travel and chance to explore the world. In Eastern Europe, parents even encourage their emerging adult children to experience the freedom they were never able to experience as youth; many emerging adults feel part of a global youth culture as they spend free time traveling and exploring the world and capitalizing on uninhibited single life (Nash, 2005). This high value on exploration and prioritizing of leisure over family makes Europe an ideal location for studying emerging adulthood leisure.

Additionally, Arnett (2006) proposed European emerging adults will continue to resist the rigid European education system. Commonly across Europe, adolescents select a career path through educational programs by the age of 15 (Arnett, 2006). As the process of identity development stretches further into emerging adulthood, young Europeans are likely to try different educational and career paths despite the highly structured education systems in many countries (Arnett, 2006). Emerging adults will seek both education and employment to match their identity needs (Arnett, 2006). This resistance to traditional educational pathways serves to augment the exploratory emphasis of emerging adulthood. Numerous factors such as the educational structures listed previously may contribute to the spread and prevalence of European emerging adulthood. Efforts have been made to understand contrasting European experiences between the life domains of work, family, and education, but the role of leisure in European emerging adulthood has not been specifically addressed (Buhl & Lanz, 2007).

The social and population effects in Europe associated with delaying adult roles are vast and more widespread (Douglass, 2007) in comparison to the United States where the population is stable and the fertility rate is nearer the replacement level (Population Bureau, 2011). Additionally, the variety of cultures in Europe contributes to emerging adulthood in unique ways, but similar patterns are seen through all European regions despite diversity (Douglass, 2007). Emerging adults in southern Europe receive significant amount of support from familial resources, and those in northern Europe are often subsidized by the government for several years of emerging adulthood (Arnett, 2006). These factors make it possible for more young people to explore their identities and worldviews even if they have not been afforded opportunities because of socioeconomic limitations. Additionally, the range of social classes in Europe is much

narrower than in the United States, potentially reducing variation in emerging adulthood (Arnett, 2006).

### **Summary**

Scholars have continued to call for studies to understand diverse cultures, especially in Europe, in order to understand the commonalities of emerging adulthood among different countries and regions (Arnett, 2007, 2006; Douglass, 2007). Scholars indicate cross-national studies in Europe will allow scientists to understand “communality and specificity” of the various paths to adulthood (Buhl & Lanz, 2007, p. 443). Focusing on Europe, where emerging adulthood trends are increasingly apparent will help increase understanding of this phase as it develops in other nations and cultures throughout the world.

The bulk of the literature on emerging adulthood neglects leisure as a contributor to identity. Exploration of identity has been connected to leisure in past studies, but not in the context of emerging adulthood. This study, however, may fill this gap in the literature by providing qualitative, cross-national data focused on leisure as a meaning making resource for identity formation. The impact of identity exploration and delayed transition to adulthood appears to impact European fertility, family formation, and identity achievement. As a result, it is imperative to explore the unstudied domain of leisure within the context of European emerging adulthood.

In response to the call for study of diverse domains in identity formation and cross-national research on emerging adulthood, the purpose of this study is to first describe leisure patterns and then investigate the potentially influential role of leisure among emerging adults in European nations.

## Methods

The purpose of the study is to provide evidence-based understanding of the function of leisure during emerging adulthood across diverse European cultures in relation to the five features of emerging adulthood: identity exploration, instability, self-focus, feeling in-between, and possibilities (Arnett, 2004). The conduct of the study includes the following organizational steps: (a) selection of subjects, (b) procedure, (c) pilot study, (d) instrumentation, (e) data analysis, and (f) validity plan for establishing trustworthiness.

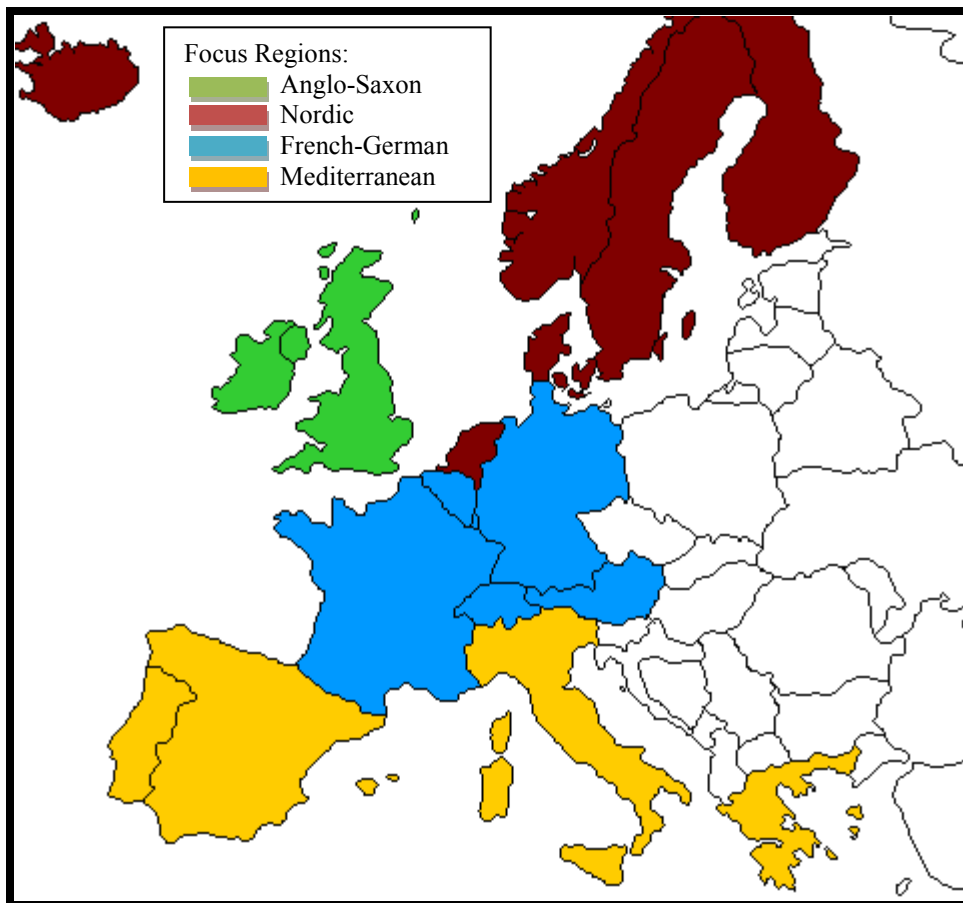
According to Corbin and Strauss (2008), qualitative research should be conducted because it “allows researchers to get at the inner experience of participants, to determine how meanings are formed in and through culture, and to discover rather than test variables” (p. 12). This field study is designed to allow participants to express individual experience as they progress through the stage of emerging adulthood. Analyzing these personal accounts will allow researchers to see beyond statistical demography of Europe in order to understand the perceived role leisure might have for individuals living behind the numbers. Additionally, the meaning of leisure may vary between cultures, and this cross-cultural qualitative assessment will allow regionally grouped samples to express how their experiences are both unique and shared. Finally, the influence of leisure during emerging adulthood remains unexplored and a qualitative study will allow the participants to express the important themes and variables for future study.

### Selection of Subjects

All of the subjects will be invited to participate in the study using primarily purposive sampling and then snowball sampling to increase the sample size. The researchers will recruit study participants through personal contacts. These contacts will help recruit participants through their personal networks and connections. The main criteria for sample selection include:



(a) subjects must be European; (b) subjects' nationalities must be included in one of the four indicated culturally grouped regions of Europe (Nordic, Anglo-Saxon, French-German speaking, and Mediterranean as grouped by Esping-Andersen) (as cited in Douglass, 2007, p. 104) (see Figure 2); (c) subjects in each region will include at least three males and three females, with a total of six subjects from each region ( $n = 24$ ); (d) subjects will not be married, formerly married, nor have children; (e) subjects must have a minimum and maximum age of 18 to 30 years, respectively.



*Figure 2:* Four focus regions of Europe, indicating which countries are in each region. The groupings are based on Esping-Andersen's division based on welfare regime. Although Netherlands is not geographically Nordic, it is grouped due to democratic regime and behavioral similarities as indicated by Esping-Andersen (as cited in Douglass, 2007).

Prior to arriving in Europe, the principal investigator will use personal networks to contact individuals living in Europe via email and Facebook. Potential participants will be selected based on external markers of emerging adulthood (e. g. never-married, childless, between the ages of 18 years-30 years old). These participants will be asked to recruit more participants to the study from their own network of friends, family, and acquaintances using the same subject criteria. If researchers need more subjects than are available through these pre-arranged interviews, the principal investigator, while in Europe, will use convenience sampling to recruit additional subjects during his stay at hostels in each European region. Potential subjects will be invited to participate after the basic purpose of the study and their minimum commitment of a one hour interview has been explained. All participants must meet the criteria listed above.

Because studies in the past have overly focused on universities as a contextual setting for emerging adults, a specific effort will be made to reach students in non-university settings. After assessing the now-or-never attitude and resultant leisure behavior of students at a Midwestern university, Ravert (2009) called for studies of emerging adults outside the United States and the university context. Studies outside the United States offer an alternative cultural perspective and allow for increased transferability of findings by spreading the study of emerging adulthood to diverse populations. Using college and university campuses as a contextual reference may limit studies by age, education level, and socio-economic status. Studying emerging adults throughout Europe in their homes and at leisure will allow researchers to use an alternative setting to the previously limited university context. These settings may allow researchers to collect data from a more diverse sample of age, education, and socio-economic status as called for by Ravert (2009).

The sample will be comprised of individuals from four regions of Europe but will not include Eastern Europe, the fifth region included by Douglass (2007). Eastern European countries do exhibit similar patterns of increased age of first marriage and especially decreased fertility rates (Douglass, 2007). Delay in age of childbearing, however, is not a dominant issue in much of Eastern Europe (Douglass, 2007). Unique historical and political circumstances resulting from post-socialist reform illustrate distinct differences in the formation of such patterns and associated familial attitudes (Douglass, 2007). As a result, Eastern Europe is not a target region for sample selection in this study. Finally, researchers will intentionally avoid including Latter-day Saint (LDS) emerging adults in the sample. Research has shown LDS culture contributes to an emerging adult period characterized by shorter duration and increased structure in comparison to most Western cultures (Nelson, 2003).

**Protection of Subjects.** All data collection activities will be approved by Brigham Young University's Institutional Review Board (IRB). Formal interview participants will complete the written consent form for interviews (see Appendix C-1). Group interview participants will complete a separate written consent form (see Appendix C-2). All audio or video recordings of formal interviews will be completed only after completion of the consent form. Recruit scripts will be used in countries where English proficiency is expected to be less common (e.g., Italy and Spain) in addition to the consent forms (see Appendix C-3). Informal interview participants will give oral consent before being interviewed and recorded (see Appendix C-4). Researchers will follow IRB-approved protocols for protecting the study participants, and confidentiality of data will be ensured. The names of all participants will be coded, and participant information and responses will only be made available to the researchers and the thesis committee members.

**Procedure**

Data collection will take place over a 10-week period from 11 June 2012 to 15 August 2012 (see Appendix C-5). The principal investigator will launch the study in the Anglo-Saxon region, beginning in England. There he will complete participant observations, formal dyadic interviews, and if necessary, informal groups and dyadic interviews will be used to supplement the data collected through formal interviews. These secondary methods will serve as a contingency plan if formal interviews do not yield enough data or responses from the sample. Formal interviews will follow more closely the interview schedule (see Appendix C-6) and will include all pre-arranged interviews. Participants in formal interviews will be asked all questions. As stated previously, if more data is needed than is collected in the pre-arranged formal interviews, the researcher will conduct informal groups and dyadic interviews. Informal group and dyadic interviews will be more flexible and not all questions will be asked of each participant. Informal interviews will be structured as topic-focused conversation. These participants will be recruited through convenience and purposive sampling while traveling through hostels, between cities, and during leisure activities. Roughly two weeks will be spent in the Anglo-Saxon region, and a minimum of six subjects will be interviewed during the duration of the stay. Following the Anglo-Saxon region, the researcher will travel to the Nordic region for two weeks. There he will repeat the process of participant observations, formal interviews, and informal group and dyadic interviews. The same process will be repeated for two weeks in the French- and German- speaking region.

When the principal investigator reaches the Mediterranean region, he will be joined by two secondary researchers. The field research team will be comprised of the principal investigator and two student researchers with proficient skills in at least one non-English

European language. Throughout the remainder of the field research, the research team will divide the responsibilities of participant observations, formal interviews, and informal interviews. Secondary researchers will conduct interviews in the native language of the participants whenever possible. The researchers with special language skills will aid the principal investigator by expanding communication capabilities and eliminating potential language barriers Mediterranean region where English proficiency is less common than in French-German speaking, Nordic, and Anglo-Saxon regions. If interviews were only conducted in English in all regions, it could create a barrier to diversifying levels of education and socio-economic status (i.e., English speakers in the Mediterranean region are often more educated than those without English proficiency).

The research team will travel through hostels in the Mediterranean region for three weeks seeking additional subjects for the sample through snowball and convenience sampling as described previously. As the research team spends time immersed in the leisure atmosphere of hostels, they will seek out European emerging adults traveling through the hostels and invite them to participate in the research through interviews. During the same period, formal interviews pre-arranged through personal networking and purposive sampling will be conducted in Italy and Spain. The research team will continue in participant observations as they become a part of the emerging adult travel culture in Europe. Because many Europeans vacation on the Mediterranean coast during the summer, researchers expect to collect a sample of diverse nationalities including individuals from the different regions of Europe who are traveling through this region (Boissevain, 1996).

**Pilot Study**

Based on a pilot study of four native Europeans in North America, a list of several interview questions was created and validated. The principal investigator conducted interviews with European emerging adults from each of the four regions of Europe. Students were contacted through personal contacts of the principal investigator and asked to participate in a one hour interview and review of interview questions. This pilot study confirmed the questions are easy to understand and allow participants to adequately express themselves. After each interview, the principal investigator transcribed, analyzed, and reviewed each interview in an effort to validate the questions. Redundant questions were eliminated, and additional questions were added to represent themes expressed by participants but not directly addressed in the interview schedule. Those questions failing to address the purpose of the study were adjusted or eliminated in order to create a set of questions matching the research problem. Questions were adjusted after each interview to better match the goals of the research and to increase ease of understanding across cultural and lingual differences. Each participant in the pilot study was asked to review the questions with the principal investigator after the interview in order to assess clarity and validity of the instrument. All confusing questions were eliminated or reworded as suggested by pilot study participants. Changes were made between each interview, so new questions could be assessed during the following interview. Finally, the pilot study confirmed the questions will elicit rich, thick description from participants.

In addition to the pilot study, 12 individuals who are either Americans with knowledge of the study and European culture or Europeans living in North America were asked to review the research questions in order to validate the questions' intentions and meaning. These individuals read each question and explained what they thought the question was asking for. Any

discrepancies between the reviewers and the researcher were addressed by eliminating, rewording, or adding clarifying questions to the instrument.

### **Instrumentation**

Before the interviews, participants will complete a brief demographic questionnaire (see Appendix C-7). The interviews will be conducted in the native language of the subject when possible, but the majority of interviews will be completed in English. Field notes will be taken during all interviews and observations. Participant based observations will include visits to recreation sites such as hostels, restaurants, tourist sites, and outdoor venues. Researchers will observe and describe how individuals are spending their free time including descriptions of conversation, appearance, body language, setting, and other non-verbal characteristics. Additionally, informal interviews may be completed while traveling on airplanes, trains, buses, and by foot. The variety of data collection methods will provide multiple sources for collecting thick and rich description.

The formal interviews will be semi-structured to allow the participants to communicate freely about their experiences and perspectives. The questions are designed to address the experiences of emerging adulthood and the unique role of leisure within this period. According to Flick (2007), triangulation promotes quality research by incorporating different perspectives on a single issue by using several methods or approaches. Specifically, when conducting interviews, triangulation can be achieved when at least three of five question types are utilized (Flick, 2007). These question types include (a) situation narratives, accounts of personal experiences, (b) repisodes, “regularly occurring situations,” (c) examples, abstractions from concrete situations, (d) subjective definitions, personal perception or explanation of terms, and

(e) argumentative-theoretical statements, “explanations of concepts and their relations” (Flick, 2007, p. 62).

The criteria for episodic interview triangulation are met by the following interview questions, displayed as a sample of the full interview (see Appendix C-6). All five types of interview questions will be employed in the interview schedule in order to promote quality research (Flick, 2007). By triangulating question types in each interview, researchers are able to elicit responses from several different angles. Participants will be able to give concrete, semi-abstract, and abstract responses in order to create both a rich description and diverse representations of their experiences and perceptions.

1. When I say the free time, what does that mean to you? (subjective definition)
  - 1a. What value does free time have in your life? (argumentative-theoretical statements)
  - 1b. Please compare your free time to other important parts of your life.  
(argumentative-theoretical statements)
  - 1c. If you could eliminate other priorities, how would your free time activities change? (situation narrative)
  - 1d. Does your free time ever overlap with your work, school, or relationships? How?  
(situation narrative)
2. Would you please describe what free time activities you do regularly? (reepisode)
  - 2a. Why do you choose these types of free time activities? (situation narrative)
3. Would you please tell me what you have done during your free time over the last few years? (example)
  - 3a. When you are with your friends, what do you do for fun? (situation narrative)



3b. How have your free time activities changed since being a teenager (since adolescence)? (example)

3c. What specific free time activities do you hope to do in the future? (example)

The interview is semi-structured to include both target questions, indicated by number, and follow up probing questions, indicated by number and letter. Researchers expect some participants to offer responses to probing questions when answering target questions.

Informal dyadic and group interviews will be more spontaneous and flexible, but researchers will still seek to guide discussions toward the topic areas addressed in the formal interviews. As the researchers interact with other emerging adults, they will take opportunities to invite these young people to participate in the study. This may include talking to a group of friends at a hostel, engaging in conversation on an extended train ride, or interacting with others at a recreational venue. These types of interactions will comprise the informal interviews and act to supplement the data collected through formal interviews. Many of these interviews will not be recorded, but memos and field notes will be used to accurately document the data. During informal interviews, researchers may not be able to ask all questions listed for the formal interviews (see Appendix C-7).

### **Data Analysis**

The study will use a qualitative data analysis (QDA) as outlined by Corbin and Strauss (2008). Initial data cleaning and analysis will take place each morning during field research by the primary investigator using an NVivo software package. Data cleaning will be completed through spot checks and review of data for illegible or unclear notes, miscoded data, and correction of any other recognizable errors in field notes or transcriptions. During the latter half of data collection, analysis will be conducted by the full research team consisting of the principle

investigator and two undergraduate students working as secondary researchers. The researchers will continue data analysis in Fall semester 2012 at Brigham Young University. The data will be coded using open, axial, and then selective coding. Emerging themes will be identified using open coding as researchers review interview transcripts and look for broad, general themes in relation to leisure. They will further analyze and code the data through line-by-line coding in search of more specific themes. Then, axial coding will be used to identify patterns and relationships between themes as researchers review line-by-line codes completed during open coding. Finally, during selective coding researchers will identify the most prominent thematic elements and patterns discovered through axial coding. Researchers will review the data with these specific themes and patterns in mind in order to draw out the core variable. During data processing, constant comparison should be used in order to compare incidents for similarities and differences (Corbin & Strauss, 2008). This will allow for differentiation into themes and identification of the unique properties of each theme (Corbin & Strauss, 2008). Researchers will carry out constant comparison by categorizing incidents, responses, and observations into themes as described in the previous coding process, and each time a new theme is uncovered, researchers will return to previously processed data to reanalyze with the new emerging themes in mind.

### **Validity Plan for Establishing Trustworthiness**

In qualitative research, establishing trustworthiness is a way of persuading the audience the research is worth paying attention to (Lincoln & Guba, 1985). According to Lincoln and Guba (1985), trustworthiness can be established through the following criteria: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. Appropriate methodological techniques will be used to establish each of the four criteria in a valid plan for trustworthiness.

**Credibility.** Credibility is achieved by establishing “confidence in the ‘truth’ of the findings of a particular inquiry” (Lincoln & Guba, 1985, p 290). Triangulation allows researchers to validate individual pieces of information against at least one other source (Lincoln & Guba, 1985). Using Flick’s (2007) criteria for question triangulation, interview questions were formed using at least three types of questions in each episodic interview. These question types allow researchers to compare various kinds of responses against one another in order to create a comprehensive understanding of each individual’s experiences. The interview schedule was created by incorporating all five types of questions in order to encourage a diversity of response types from participants. This will help facilitate a fuller understanding of participant experiences and perspectives. In addition, triangulation will be achieved through recruitment of informants using multiple sampling methods including purposive sampling through personal networking, convenience sampling at hostels, recreation venues, and during travel, and then snowball sampling through individuals in the sample. Through multiple sampling methods, researchers can validate participant responses by comparing the participants from each sampling group. Finally, the multiple investigators and methods of data collection including formal interviews, informal dyadic interviews, informal group interviews, and observations will provide additional forms of triangulation. This will reinforce credibility by allowing multiple investigators to reinforce the findings of each other investigator.

Credibility can also be developed through peer debriefing and members checks (Lincoln & Guba, 1985). During field analysis and data collection, biweekly the primary investigator will email brief summaries of analysis and observations to Mikale Williamson, another graduate student in the RMYL Department, who is not involved in the data collection process. She will critique the analysis and respond to suggested themes using her perspective from outside the data

context. Her position as a peer outside the data collection processes who is neither junior nor senior to the principal investigator makes her an ideal individual for peer debriefing (Lincoln & Guba, 1985). In addition to peer debriefing, member checks will be used to solidify credibility from within the project sample. Considered to be the most crucial technique for forming credibility (Lincoln & Guba, 1985), informal member checks will be completed immediately following all formal interviews. Researchers will summarize the interview responses to the participant and allow the participant to comment on the researcher's summary and initial analysis. Later during final stages of analysis, the principle investigator will send portions of the analysis to individuals from the sample and allow them to review the excerpts for accuracy in representing and portraying the experiences of sample participants.

**Transferability.** According to Lincoln and Guba (1985), transferability refers to the “extent to which the findings of a particular inquiry have applicability in other contexts or with other subjects” (p. 290). It is the investigators task to “provide the data base that makes transferability judgments possible” (Lincoln & Guba, 1985, p. 316). Accumulation of thick, rich description is described as the primary way of ensuring transferability (Lincoln & Guba, 1985). The principal investigator and secondary researchers will document field experiences through notes describing both participant and non-participant observations and through detailed descriptions of study participants and setting. Interview questions have been formed in a manner to encourage rich, thick description.

**Dependability.** In order for the research findings to be considered reliable, dependability must be established by demonstrating the findings could be replicated if the study were repeated with similar subjects in a similar context (Lincoln & Guba, 1985). Dependability is reached by addressing stability, consistency, and predictability (Lincoln & Guba, 1985). Auditors can

enhance dependability by examining the process and accuracy of data collection and documentation (Lincoln & Guba, 1985). The external auditor for this study will be Dr. Hill, an RMYL faculty member, who is not involved directly in the data collection process. After two weeks of data collection, Dr. Hill will visit the principal investigator in the field to review and discuss findings from the completed interviews and ongoing QDA. He will verify all findings can be justified either by speaking with study participants or by comparing interview recordings, transcriptions, and notes to memos, coding, and analysis. Following completion of the field research, Dr. Hill will continue to meet with the research team weekly for further review of data analysis to ensure it matches original recordings, transcripts, and field notes. The research team will create an audit trail through interview and observation notes, memos, and daily journals. Emergent themes will be documented through NVivo software and researchers' journals.

**Confirmability.** Confirmability is demonstrated by the “degree to which the findings of an inquiry are determined by the subjects (respondents) and conditions of the inquiry” rather than by biases or judgments of the researcher (Lincoln & Guba, 1985, p. 290). An adequate audit of the products of data, findings, and analysis will serve to establish confirmability (Lincoln & Guba, 1985). A sufficient audit trail will be created by tracking and maintaining raw data, data reduction and analysis, data reconstruction and synthesis products, process notes, materials relating to intentions and dispositions, and instrument development instrumentation as suggested by Halpern (1983).

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## Appendix C-1

INFORMED CONSENT TO BE A RESEARCH SUBJECT  
European Emerging Adult Research

Eric Layland, a graduate student in the department of Youth & Family Recreation at Brigham University, is conducting a research study with the help of his thesis committee, Dr. Brian Hill, Dr. Stacy Taniguchi, and Dr. Larry Nelson., to determine the role of leisure and free time during emerging adulthood across diverse European cultures.

## PROCEDURES:

Your participation in this research will involve a meeting with one or two researchers to participate in one or more of the following data gathering procedures.

- 1) Participants will be asked to participate in a brief demographic survey which will take about 5 minutes.
- 2) Participants will be asked to participate in an interview (approximately 1 hour) regarding family, leisure, and identity that will be audio taped and perhaps videotaped.
- 3) Participants may be contacted for brief follow-up interviews or communication via email for up to one year following the initial interview.
- 4) Participants will be asked to participate in leisure experiences with the researchers that may be videotaped or photographed (approximately 1-3 hours).

Total participation in this study is expected to last about one hour for interviews, and up to three hours more for shared leisure experiences, if desired. Follow up communication will include no more than a 30 minute commitment. In total, an individual should not expect to spend more than four and half hours in this study.

## RISKS/DISCOMFORTS:

No known physical risks are associated with participating in this study. Any fears regarding the confidentiality of your information are normal and will be respected. Given the efforts that will be taken to maintain confidentiality (see below), few organizational or relational risks will be associated with this research. Potential organizational risks may be involved with the opportunity costs of your spending time in the research and loss of privacy.

## BENEFITS:

There are no known benefits to individuals participating in this study. The impact of the on society includes a contribution to a significant gap in literature concerning emerging adults and leisure time. This project will inform society of the purpose and role of leisure and how emerging adults interpret its value and meaning.

## CONFIDENTIALITY:

Your identity and your responses will remain confidential and will not be revealed in published or unpublished results of this study. Interviews will only be recorded with your permission and will not be transcribed using actual names.

**WITHDRAWAL:**

Participation in this research is voluntary with no penalty for non-participation or withdrawal. You may refuse to answer any survey or interview question. The researchers will not influence you to provide more information than you feel comfortable sharing. In addition, you may choose to withdraw from this study at any time.

**Concerns:**

If you have any concerns or questions at any time during this study, you may contact:

Eric Layland, Brigham Young University Marriott School of Management, Student,  
Department of Recreation Management and Youth Leadership

Email: [elayland@byu.edu](mailto:elayland@byu.edu)

001-602-312-2136

Dr. Brian J. Hill, Brigham Young University Marriott School of Management, Professor,  
Department of Recreation Management and Youth Leadership.

Email: [Brian\\_Hill@byu.edu](mailto:Brian_Hill@byu.edu)

001-801-422-1287

To discuss concerns that cannot be discussed directly with the principal investigator or to discuss your rights as a participant in research projects, you may contact IRB administrator at (801) 422-1461, A-285 ASB, Brigham Young University, Provo, UT, 84602, [irb@byu.edu](mailto:irb@byu.edu).

I have read, understood and received a copy of the above statement of Informed Consent and desire of my own free will and volition to participate in this study.

\_\_\_\_\_  
Participant's Name (printed)

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Signature

\_\_\_\_\_  
Date

**In Italian:****CONSENSO INFORMATO DA UN SOGGETTO DI RICERCA**  
Europeo della ricerca Adulti Emergenti

Eric Layland, uno studente laureato presso il Dipartimento di Youth& Recreation Famiglia presso allo Brigham Young University, sta conducendo uno studio di ricerca con l'aiuto del suo comitato di tesi, il dottor Brian Hill, il dottor Stacy Taniguchi, e il dottor Larry Nelson., per determinare il ruolo di svago e tempo libero durante l'età adulta emergendo in diverse culture europee.

**PROCEDURE:**

La vostra partecipazione a questa ricerca coinvolgerà un incontro con uno o due ricercatori a partecipare ad una o più delle seguenti procedure di raccolta dati.

- 1) I partecipanti saranno invitati a partecipare ad un breve sondaggio demografico che durerà circa 5 minuti.
- 2) I partecipanti saranno invitati a partecipare ad un colloquio (circa 1 ora) per quanto riguarda famiglia, tempo libero, e l'identità che sarà registrazioni audio e forse videoregistrate.
- 3) I partecipanti possono essere contattati per brevi interviste di follow-up o di comunicazione via e-mail per un massimo di un anno dopo il colloquio iniziale.
- 4) I partecipanti saranno invitati a partecipare a esperienze per il tempo libero con i ricercatori che possono essere filmate o fotografate (circa 1-3 ore).

Partecipazione totale in questo studio dovrebbe durare circa un'ora per le interviste, e fino a tre ore in più per le esperienze condivise per il tempo libero, se lo si desidera. Follow-up della comunicazione comprenderà non più di un impegno di 30 minuti. In totale, un individuo non deve aspettarsi di spendere più di quattro ore e mezza in questo studio.

**RISCHI E ALTRI DISTURBI:**

Nessun rischio noti fisici sono associati alla partecipazione a questo studio. Tutti i timori per quanto riguarda la riservatezza delle tue informazioni sono normali e saranno rispettati. Considerati gli sforzi che verranno adottate per mantenere la riservatezza (vedi sotto), sono pochi i rischi organizzativi o relazionali saranno associati a questa ricerca. I rischi potenziali organizzativi possono essere coinvolti con i costi opportunità del vostro tempo spesa nella ricerca e la perdita di privacy.

**VANTAGGI:**

Non ci sono noti i benefici per chi partecipa a questo studio. L'impatto sulla società del comporta un contributo ad una lacuna importante nella letteratura riguardante adulti emergenti e tempo libero. Questo progetto informerà la società di scopo e il ruolo del tempo libero e come gli adulti emergenti interpretano il suo valore e significato.

**RISERVATEZZA:**

La tua identità e le tue risposte rimarranno confidenziali e non verranno rivelate nei risultati pubblicati o inediti di questo studio. Interviste sarà registrata con il vostro permesso e non sarà trascritto utilizzando i nomi reali.

**RECESSO:**

La partecipazione a questa ricerca è volontaria senza alcuna penalità per la mancanza partecipazione o ritiro. Si può rifiutare di rispondere a qualsiasi sondaggio o domanda intervista. I ricercatori non influenzerà di fornire più informazioni rispetto si sente comodo dividere. Inoltre, puoi scegliere di recedere dal presente studio in qualsiasi momento.

**Preoccupazioni:**

Se c'è l'hai dubbi o domande in qualsiasi momento durante questo studio, è possibile contattare:

Eric Layland, Brigham Young University School of Management Marriott, Studente,  
Dipartimento di Management e Leadership Youth Recreation  
Email: [elayland@byu.edu](mailto:elayland@byu.edu)  
001-602-312-2136

Dr. Brian J. Hill, Brigham Young University Marriott School of Management,  
Professore, Dipartimento di Management e Leadership Youth Recreation.  
Email: [Brian\\_Hill@byu.edu](mailto:Brian_Hill@byu.edu)  
001-801-422-1287

Per discutere di problemi che non possono essere discussi direttamente con il ricercatore principale o per discutere i propri diritti come partecipante a progetti di ricerca, è possibile contattare l'amministratore IRB a (801) 422-1461, A-285 ASB, Brigham Young University, Provo, UT, 84602, [irb@byu.edu](mailto:irb@byu.edu).

Ho letto, compreso e ricevuto una copia della dichiarazione di cui sopra del consenso informato e il desiderio di mia spontanea volontà e la volontà di partecipare a questo studio.

\_\_\_\_\_  
Nome dell Partecipante (printed)

\_\_\_\_\_  
Firma dell Partecipante

\_\_\_\_\_  
Data

\_\_\_\_\_  
Firma dell Ricircatore

\_\_\_\_\_  
Data



**In Spanish:****CONSENTIMIENTO INFORMADO PARA SER SUJETO DE INVESTIGACIÓN**  
Estudio de los adultos emergentes europeos

Eric Layland, estudiante de posgrado del Departamento de la Recreación Familiar y Juvenil de la Universidad Brigham Young está realizando un estudio de investigación con la ayuda de su comité de tesis, Dr. Brian Hill, Dr. StayTaniguchi, y Dr. Larry Nelson, para determinar la función del ocio y el tiempo libre durante la entrada a la edad adulta a través de distintas culturas europeas.

**PROCEDIMIENTO:**

Su participación en esta investigación incluirá una reunión con uno o dos de los expertos para poder participar en uno o más de los procedimientos investigadores a seguida:

- 1) Se le pedirá que complete una breve encuesta demográfica que durará aproximadamente 5 minutos.
- 2) Se le pedirá que participe en una entrevista (durando aproximadamente 1 hora) que tratará de la familia, el ocio, y la identidad. Esta entrevista será grabada en audio y tal vez en video.
- 3) Es posible que participantes sean contactados para entrevistas de seguimiento breves o por correo electrónico hasta dentro de un año después de la entrevista inicial.
- 4) Se le pedirá que participe en actividades de ocio con los investigadores que podrán ser grabados en audio o video (duración de aproximadamente 1 a 3 horas).

En total, participación en este estudio durará aproximadamente 1 hora de entrevista, y hasta 3 más de las actividades de ocio, si desea participar en ellas. Cualquier comunicación de seguimiento no sobrepasará más de 30 minutos. Por completo, participantes durarán no más de cuatro horas y media en este estudio.

**RIESGOS/MALESTARES**

No existe ningún riesgo físico conocido asociado con participación en este estudio. Cualquier duda con respecto a la confidencialidad de información es normal y será considerada. A causa de gran esfuerzos para mantener la confidencialidad (véase más adelante), cualquier riesgo de organización o relación es mínimo. Puede haber un riesgo potencial asociado a la coste de oportunidad de pasar tiempo en la investigación y la pérdida de privacidad.

**BENEFICIOS**

No existe ningún beneficio para los participantes de este estudio. El impacto de su participación incluye una contribución a la sociedad en cuanto a la brecha crítica en la literatura sobre los entrantes a la edad adulta y el tiempo libre. Este proyecto proveerá información sobre el propósito y el papel del ocio y como los adultos nuevos interpretan su valor y significado.

**CONFIDENCIALIDAD**

Su identidad y respuestas seguirán siendo confidenciales y no se revelarán en los resultados de este estudio, publicado o no. Las entrevistas solamente serán grabadas con su permiso y no serán transcritas con su nombre verdadero.

**RETIRO**

Participación en este estudio es voluntaria y no incluye ningún castigo por la falta de participación o el retiro. Tiene el derecho de negar la contestación de cualquier encuesta o pregunta. Los investigadores no influirán proporcionar más información de lo que siente cómodo para usted. Además, puede elegir a retirarse del estudio en cualquier momento.

**PREOCUPACIONES**

Si tiene una preocupación o pregunta en cualquier momento durante el estudio, favor de contactar a:

Eric Layland, Brigham Young UniversityMarriottSchool of Management, Student,  
Department of Recreation Management and YouthLeadership  
Email: [elayland@byu.edu](mailto:elayland@byu.edu)  
001-602-312-2136

Dr. Brian J. Hill, Brigham Young UniversityMarriottSchool of Management, Professor,  
Department of Recreation Management and YouthLeadership.  
Email: [Brian\\_Hill@byu.edu](mailto:Brian_Hill@byu.edu)  
001-801-422-1287

Para discutir una inquietud que no sea discutible directamente con el investigador principal o para discutir sus derechos como participante en proyectos de investigación, favor de contactar al administrador IRB a (801) 422-1461, A-285 ASB, Brigham Young University, Provo, UT, 84602, [irb@byu.edu](mailto:irb@byu.edu).

Yo he leído, entendido, y recibido un ejemplar de la declaración de consentimiento informado arriba y deseo de mi propia voluntad participar en este estudio.

\_\_\_\_\_  
Nombre de participante

\_\_\_\_\_  
Firma de participante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de investigador

\_\_\_\_\_  
Fecha

Appendix C-2  
Group Interview Informed Consent

INFORMED CONSENT TO BE A RESEARCH SUBJECT  
European Emerging Adult Research

Eric Layland, a graduate student in the department of Youth & Family Recreation at Brigham University, is conducting a research study with the help of his thesis committee, Dr. Brian Hill, Dr. Stacy Taniguchi, and Dr. Larry Nelson., to determine the role of leisure and free time during emerging adulthood across diverse European cultures.

**PROCEDURES:**

Your participation in this research will involve a meeting with one or two researchers to participate in one or more of the following data gathering procedures.

- 1) Participants will be asked to participate in a brief demographic survey which will take about 5 minutes.
- 2) Participants will be asked to participate in an interview (approximately 1 hour) regarding family, leisure, and identity that will be audio taped and perhaps videotaped.
- 3) Participants will be asked to participate in a group interview (approximately 1 hour) and one or more other participants that will be audio taped and perhaps videotaped.
- 4) Participants may be contacted for brief follow-up interviews or communication for up to one year following the initial interview.
- 5) Participants will be asked to participate in leisure experiences with the researchers that may be videotaped or photographed (approximately 1-3 hours).

Total participation in this study is expected to last about one hour for interviews, and up to three hours more for shared leisure experiences, if desired. Follow up communication will include no more than a 30 minute commitment. In total, an individual should not expect to spend more than four and half hours in this study.

**RISKS/DISCOMFORTS:**

No known physical risks are associated with participating in this study. Any fears regarding the confidentiality of your information are normal and will be respected. Given the efforts that will be taken to maintain confidentiality (see below), few organizational or relational risks will be associated with this research. Potential organizational risks may be involved with the opportunity costs of your spending time in the research and loss of privacy.

Also, because group interviews include discussion of personal opinions, extra measures will be taken to protect each participant's privacy. The researcher will begin the group interview by asking the participants to agree to the importance of keeping information discussed in the interview confidential. He will then ask each participant to verbally agree to keep everything discussed in the room confidential and will remind them at the end of the group not to discuss the material outside.

Only the researcher will have access to the data collected. Any tapes and transcripts of the interviews will be destroyed after one year or at the end of the study.

**BENEFITS:**

There are no known benefits to individuals participating in this study. The impact of the on society includes a contribution to a significant gap in literature concerning emerging adults and leisure time. This project will inform society of the purpose and role of leisure and how emerging adults interpret its value and meaning.

**CONFIDENTIALITY:**

Your identity and your responses will remain confidential and will not be revealed in published or unpublished results of this study. Interviews will only be recorded with your permission and will not be transcribed using actual names.

**WITHDRAWAL:**

Participation in this research is voluntary with no penalty for non-participation or withdrawal. You may refuse to answer any survey or interview question. The researchers will not influence you to provide more information than you feel comfortable sharing. In addition, you may choose to withdraw from this study at any time.

**Concerns:**

If you have any concerns or questions at any time during this study, you may contact:

Eric Layland, Brigham Young University Marriott School of Management, Student,  
Department of Recreation Management and Youth Leadership

Email: [elayland@byu.edu](mailto:elayland@byu.edu)

001-602-312-2136

Dr. Brian J. Hill, Brigham Young University Marriott School of Management, Professor,  
Department of Recreation Management and Youth Leadership.

Email: [Brian\\_Hill@byu.edu](mailto:Brian_Hill@byu.edu)

001-801-422-1287

To discuss concerns that cannot be discussed directly with the principal investigator or to discuss your rights as a participant in research projects, you may contact IRB administrator at (801) 422-1461, A-285 ASB, Brigham Young University, Provo, UT, 84602, [irb@byu.edu](mailto:irb@byu.edu).

I have read, understood and received a copy of the above statement of Informed Consent and desire of my own free will and volition to participate in this study.

\_\_\_\_\_  
Participant's Name (printed)

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Signature

\_\_\_\_\_  
Date

**In Italian:****CONSENSO INFORMATO DA UN SOGGETTO DI RICERCA**  
Europeo della ricerca Adulti Emergenti

Eric Layland, uno studente laureato presso il Dipartimento di Youth & Recreation Famiglia presso allo Brigham Young University, sta conducendo uno studio di ricerca con l'aiuto del suo comitato di tesi, il dottor Brian Hill, il dottor Stacy Taniguchi, e il dottor Larry Nelson., per determinare il ruolo di svago e tempo libero durante l'età adulta emergendo in diverse culture europee.

**PROCEDURE:**

La vostra partecipazione a questa ricerca coinvolgerà un incontro con uno o due ricercatori a partecipare ad una o più delle seguenti procedure di raccolta dati.

- 1) I partecipanti saranno invitati a partecipare ad un breve sondaggio demografico che durerà circa 5 minuti.
- 2) I partecipanti saranno invitati a partecipare ad un colloquio (circa 1 ora) per quanto riguarda famiglia, tempo libero, e l'identità che sarà registrazioni audio e forse videoregistrate.
- 3) I partecipanti possono essere contattati per brevi interviste di follow-up o di comunicazione via e-mail per un massimo di un anno dopo il colloquio iniziale.
- 4) I partecipanti saranno invitati a partecipare a esperienze per il tempo libero con i ricercatori che possono essere filmate o fotografate (circa 1-3 ore).

Partecipazione totale in questo studio dovrebbe durare circa un'ora per le interviste, e fino a tre ore in più per le esperienze condivise per il tempo libero, se lo si desidera. Follow-up della comunicazione comprenderà non più di un impegno di 30 minuti. In totale, un individuo non deve aspettarsi di spendere più di quattro ore e mezza in questo studio.

**RISCHI E ALTRI DISTURBI:**

Nessun rischio noti fisici sono associati alla partecipazione a questo studio. Tutti i timori per quanto riguarda la riservatezza delle tue informazioni sono normali e saranno rispettati. Considerati gli sforzi che verranno adottate per mantenere la riservatezza (vedi sotto), sono pochi i rischi organizzativi o relazionali saranno associati a questa ricerca. I rischi potenziali organizzativi possono essere coinvolti con i costi opportunità del vostro tempo spesa nella ricerca e la perdita di privacy.

Inoltre, poiché focus group includono la discussione delle opinioni personali, misure supplementari saranno prese per proteggere la privacy di ciascun partecipante. Il ricercatore inizierà il focus group, chiedendo ai partecipanti ad accettare l'importanza di mantenere le informazioni discusse in focus group riservato. Egli ha poi chiedere ad ogni partecipante di accettare verbalmente di tenere tutto discusso nella stanza riservata e li ricorderà alla fine del gruppo non per discutere del materiale al di fuori.

Solo il ricercatore avrà accesso ai dati raccolti. Tutti i nastri e le trascrizioni di focus group saranno distrutti dopo un anno o alla fine dello studio.

**VANTAGGI:**

Non ci sono noti i benefici per chi partecipa a questo studio. L'impatto sulla società del comporta un contributo ad una lacuna importante nella letteratura riguardante adulti emergenti e tempo libero. Questo progetto informerà la società di scopo e il ruolo del tempo libero e come gli adulti emergenti interpretano il suo valore e significato.

**RISERVATEZZA:**

La tua identità e le tue risposte rimarranno confidenziali e non verranno rivelate nei risultati pubblicati o inediti di questo studio. Interviste sarà registrata con il vostro permesso e non sarà trascritto utilizzando i nomi reali.

**RECESSO:**

La partecipazione a questa ricerca è volontaria senza alcuna penalità per la mancanza partecipazione o ritiro. Si può rifiutare di rispondere a qualsiasi sondaggio o domanda intervista. I ricercatori non influenzerà di fornire più informazioni rispetto si sente comodo dividere. Inoltre, puoi scegliere di recedere dal presente studio in qualsiasi momento.

**Preoccupazioni:**

Se c'è l'hai dubbi o domande in qualsiasi momento durante questo studio, è possibile contattare:

Eric Layland, Brigham Young University School of Management Marriott, Studente,  
Dipartimento di Management e Leadership Youth Recreation  
Email: [elayland@byu.edu](mailto:elayland@byu.edu)  
001-602-312-2136

Dr. Brian J. Hill, Brigham Young University Marriott School of Management,  
Professore, Dipartimento di Management e Leadership Youth Recreation.  
Email: [Brian\\_Hill@byu.edu](mailto:Brian_Hill@byu.edu)  
001-801-422-1287

Per discutere di problemi che non possono essere discussi direttamente con il ricercatore principale o per discutere i propri diritti come partecipante a progetti di ricerca, è possibile contattare l'amministratore IRB a (801) 422-1461, A-285 ASB, Brigham Young University, Provo, UT, 84602, [irb@byu.edu](mailto:irb@byu.edu).

Ho letto, compreso e ricevuto una copia della dichiarazione di cui sopra del consenso informato e il desiderio di mia spontanea volontà e la volontà di partecipare a questo studio.

\_\_\_\_\_  
Nome dell Partecipante (printed)

\_\_\_\_\_  
Firma dell Partecipante

\_\_\_\_\_  
Data

\_\_\_\_\_  
Firma dell Ricicratore

\_\_\_\_\_  
Data

**In Spanish:****CONSENTIMIENTO INFORMADO PARA SER SUJETO DE INVESTIGACIÓN****Estudio de los adultos emergentes europeos**

Eric Layland, estudiante de posgrado del Departamento de la Recreación Familiar y Juvenil de la Universidad Brigham Young está realizando un estudio de investigación con la ayuda de su comité de tesis, Dr. Brian Hill, Dr. Stacy Taniguchi, y Dr. Larry Nelson, para determinar la función del ocio y el tiempo libre durante la entrada a la edad adulta a través de distintas culturas europeas.

**PROCEDIMIENTO:**

Su participación en esta investigación incluirá una reunión con uno o dos de los investigadores para poder participar de uno o más de los procedimientos investigadores a seguida:

- 1) Se le pedirá a los participantes que completan una breve encuesta demográfica que durará aproximadamente 5 minutos.
- 2) Se le pedirá a los participantes que participen en una entrevista (durando aproximadamente 1 hora) que tratará de la familia, el ocio, y la identidad. Esta entrevista será grabada en audio y tal vez en video.
- 3) Se le pedirá a los participantes que participen en una entrevista de grupo focal (aproximadamente 1 hora)
- 4) Es posible que participantes sean contactados para entrevistas de seguimiento breves o por correo electrónico hasta dentro de un año después de la entrevista inicial.
- 5) Se le pedirá a los participantes que participen en actividades de ocio con los investigadores que podrán ser grabados en audio o video (duración de aproximadamente 1 a 3 horas).

En total, participación en este estudio durará aproximadamente 1 hora de entrevista, y hasta 3 más de las actividades de ocio, si usted desea. Cualquier participación en comunicación de seguimiento no sobrepasará más de 30 minutos. Por completo, participantes durarán no más de 4 ½ horas en este estudio.

**RIESGOS/MALESTARES**

No existe ningún riesgo físico conocido asociado con participación en este estudio. Cualquier duda con respecto a la confidencialidad de información es normal y será considerada. A causa de gran esfuerzos para mantener la confidencialidad (véase más adelante), cualquier riesgo de organización o relación es mínimo. Puede haber un riesgo potencial asociado a la coste de oportunidad de pasar tiempo en la investigación y la pérdida de privacidad.

Además, debido a la discusión de opiniones personales en las entrevistas de grupos medidas adicionales se tomarán para proteger la privacidad de cada participante. El investigador iniciará la entrevista pidiendo a los participantes que reconozcan la importancia de mantener la confidencialidad de la información discutida en las entrevistas de grupos. Luego pedirá a cada participante que verbalmente afirme mantener esa confidencialidad y al final recordará a los participantes que no deben discutir la información del grupo fuera de la sala.

Sólo el experto tendrá acceso a los datos recogidos. Todas las grabaciones y transcripciones de las entrevistas de grupos serán destruidos al final del estudio o después de un año.

**BENEFICIOS**

No existe ningún beneficio para los participantes de este estudio. El impacto de su participación incluye una contribución a la sociedad en cuanto a la brecha crítica en la literatura sobre los entrantes a la edad adulta y el tiempo libre. Este proyecto proveerá información sobre el propósito y el papel del ocio y como los adultos nuevos interpretan su valor y significado.

**CONFIDENCIALIDAD**

Su identidad y respuestas seguirán siendo confidenciales y no se revelarán en los resultados de este estudio, publicado o no. Las entrevistas solamente serán grabadas con su permiso y no serán transcritas con su nombre verdadero.

**RETIRO**

Participación en este estudio es voluntaria y no incluye ningún castigo por la falta de participación o el retiro. Tiene el derecho de negar la contestación de cualquier encuesta o pregunta. Los investigadores no influirán proporcionar más información de lo que siente cómodo para usted. Además, puede elegir a retirarse del estudio en cualquier momento.

**PREOCUPACIONES**

Si tiene una preocupación o pregunta en cualquier momento durante el estudio, favor de contactar a:

Eric Layland, Brigham Young UniversityMarriottSchool of Management,  
Student, Department of Recreation Management and YouthLeadership  
Email: [elayland@byu.edu](mailto:elayland@byu.edu); 001-602-312-2136

Dr. Brian J. Hill, Brigham Young UniversityMarriottSchool of Management, Professor,  
Department of Recreation Management and YouthLeadership.  
Email: [Brian\\_Hill@byu.edu](mailto:Brian_Hill@byu.edu); 001-801-422-1287

Para discutir una inquietud que no sea discutible directamente con el investigador principal o para discutir sus derechos como participante en proyectos de investigación, favor de contactar al administrador IRB a (801) 422-1461, A-285 ASB, Brigham Young University, Provo, UT, 84602, [irb@byu.edu](mailto:irb@byu.edu).

Yo he leído, entendido, y recibido un ejemplar de la declaración de consentimiento informado arriba y deseo de mi propia voluntad participar en este estudio.

\_\_\_\_\_  
Nombre de participante

\_\_\_\_\_  
Firma de participante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de investigador

\_\_\_\_\_  
Fecha



## Appendix C-3

## Verbal Recruitment Script

My name is \_\_\_\_\_, a student from the Department of \_\_\_\_\_ at Brigham Young University. I would like to invite you to participate in my research study about leisure in emerging adulthood. You may participate if you are a European between the ages of 18 and 29.

As a participant, you will be asked to spend some time with me answering a few questions.

After this interview your name will be coded into a number and no-one will be told about any information you share with me today.

If you would like to participate in this research study, please give me the answers to some basic questions about yourself on this demographics form, then I will ask you more in-depth questions.

I am going to record your voice, because it can help us interpret what you are saying. No one other than the researchers will listen to the recording of the interview.

Do you have any questions now?

If you have questions later, you can contact me using the information at the bottom of the consent form I will ask you to sign.

**In Italian:**

## Reclutamento Script verbale

Il mio nome è Layne Watson, sono una studentessa del Dipartimento di Antropologia presso la Brigham Young University. Vorrei invitarti a partecipare nel mio studio, una ricerca sulla tempo libero in età adulta emergente. Si può partecipare se sei un europeo di età compresa tra i 18 ei 29 anni.

Come partecipante, verrà chiesto di trascorrere del tempo con me rispondendo ad alcune domande.

Dopo questa intervista il tuo nome verrà codificato in un numero e nessuno sarà raccontato tutte le informazioni che condividete con me oggi.

Se vuoi partecipare a questo studio di ricerca, mi diresti le risposte ad alcune domande di base su di te su questa forma demografia, affinché posso chiederdomande più approfondite.

Ho intenzione di registrare la tua voce, perché può aiutarci a interpretare quello che stai dicendo. Altro che i ricercatori uno sarà ascoltare la registrazione dell'intervista.

C'è l'hai qualche domande ora?

Se avete domande successive, è possibile contattarmi utilizzando le informazioni in fondo al modulo di consenso che ti chiederai di firmare.

**In Spanish:**

## Guión de Contratación Verbal

Mi nombre es \_\_\_\_\_, un estudiante del Departamento de \_\_\_\_\_ a la Universidad Brigham Young. Me gustaría invitarlos a participar en mi estudio de investigación sobre el ocio en la edad adulta emergente. Usted puede participar si usted es un europeo entre las edades de 18 y 29.

Como participante, se le pedirá que pasar algún tiempo conmigo contestando algunas preguntas.

Después de esta entrevista su nombre se codifica en una serie y nadie se le informará sobre cualquier información que usted comparte conmigo hoy.

Si a usted le gustaría participar en este estudio de investigación, por favor dame las respuestas a algunas preguntas básicas acerca de ti mismo en este formulario los datos demográficos, entonces le voy a preguntar más a fondo las preguntas.

Voy a grabar su voz, porque puede ayudarnos a interpretar lo que está diciendo. Nada menos que a los investigadores una va a escuchar la grabación de la entrevista.

¿Tiene alguna pregunta ahora?

Si usted tiene preguntas posteriores, puede ponerse en contacto conmigo usando la información en la parte inferior del formulario de consentimiento que se le pedirá que firme.

## Appendix C-4

## Verbal Consent Script

My name is \_\_\_\_\_. I am a student from Brigham Young University. I would like to invite you to participate in my research study about leisure in early adulthood by spending some time with me in conversation about your leisure and free time. You may participate if you are a European between the ages of 18 and 29 years old.

After this conversation your name will be coded into a number and no-one will be told about any information you share with me today.

I am going to record your voice, because it can help us interpret what you are saying. No one other than the researchers will listen to the recording of the interview.

Do you have any questions now? If you have any questions later please contact me at the following email address: [erikeith@gmail.com](mailto:erikeith@gmail.com)

**In Italian:**

## Consento Orale

Il mio nome è Layne Watson, sono una studentessa del Dipartimento di Antropologia presso allo Brigham Young University. Vorrei invitarti a partecipare nel mio studio, una ricerca sulla tempo libero in età adulta emergente. Si può partecipare se sei un europeo di età compresa tra i 18 ei 29 anni.

Come partecipante, verrà chiesto di trascorrere del tempo con me rispondendo ad alcune domande.

Dopo questa intervista il tuo nome verrà codificato in un numero e nessuno sarà raccontato tutte le informazioni che condividi con me oggi.

Se volete partecipare a questo studio di ricerca, per favore mi dia le risposte ad alcune domande di base su di te su questa forma demografia, affinché posso chiedere le domande più approfondite.

Ho intenzione di registrare la tua voce, perché può aiutarci a interpretare quello che stai dicendo. Altro che i ricercatori, nessuno ascolterà la registrazione dell'intervista.  
C'è l'hai qualche domande ora?

Se avete domande successive, è possibile contattarmi utilizzando le informazioni in fondo al modulo di consenso che ti chiederemmo di firmare.

**In Spanish:**

## Guión del consentimiento oral

Mi nombre es \_\_\_\_\_. Soy un estudiante de la Universidad Brigham Young. Me gustaría invitarlos a participar en mi estudio de investigación sobre el ocio en la edad adulta temprana de pasar algún tiempo conmigo en la conversación acerca de su ocio y tiempo libre. Usted puede participar si usted es un europeo entre las edades de 18 y 29 años de edad.

Después de esta conversación su nombre se codifica en una serie y nadie se le informará sobre cualquier información que usted comparte conmigo hoy.

Voy a grabar su voz, porque puede ayudarnos a interpretar lo que está diciendo. Nada menos que a los investigadores una va a escuchar la grabación de la entrevista.

¿Tiene alguna pregunta ahora? Si usted tiene alguna pregunta más tarde por favor póngase en contacto conmigo en la dirección de correo electrónico siguiente: [erikeith@gmail.com](mailto:erikeith@gmail.com)

## Appendix C-5

## Outline of Data Collection

<b>Date</b>	<b>Region/Country</b>	<b>Formal Interviews</b>	<b>Informal Interviews</b>	<b>Language Team</b>
<b>June 11-26</b>				
	<i>Anglo-Saxon</i>			
June 11-19	England	X	X	
June 20-23	Scotland	X	X	
June 23-26	Ireland	X	X	
<b>June 27-July 14</b>				
	<i>Nordic</i>			
July 27-July 1	Finland	X	X	
July 2-7	Sweden	X	X	
July 8-10	Denmark	X	X	
July 11-14	Netherlands	X	X	
<b>July 15-24</b>				
	<i>French/German</i>			
July 15-17	France	X	X	
July 18-21	Switzerland	X	X	
July 22-24	Austria	X	X	
<b>July 25-Aug 8</b>				
	<i>Mediterranean</i>			
July 25-31	Italy	X	X	X
Aug 1-3	France <sup>a</sup>		X	X
Aug 4-8	Spain	X	X	X
Aug 9-12	France	X	X	X
Aug 13-15	Germany	X	X	X

*Note.* The dates, country, and methods for each area are displayed. Color coordinates with the map shown previously.

<sup>a</sup>France is not part of the Mediterranean region, but provides a good location for recruiting Europeans on holiday on the way to data collection in Spain.

## Appendix C-6

## Interview Schedule

## Background Questions:

1. Do you feel like an adult? Why?
  - 1a. What do you think it feels like to be an adult?
  - 1b. What is required for adulthood?
  - 1c. When will you feel like an adult?
2. What have you spent your time doing since completing high school (German/Swiss system is different- reword)?
  - 2a. What experiences have you had in work/employment?
  - 2b. What educational experiences have you had?
  - 2c. Where have you lived?
3. Would you please describe your family?
  - 3a. Where did your family live while you were growing up?
  - 3b. What support does your family offer you?
  - 3c. What are their expectations for you?
  - 3d. How did your family spend free time together when you were growing up?  
What does your family do now during free time?
4. What are your plans for the future?
  - 4a. What are your plans for dating and relationships?
    - 4b. What are your plans for marriage and children?
  - 4c. What are your plans for work and employment?
  - 4d. Where do you plan to live?



4e. How long do you expect it to take to achieve these plans?

4f. What do you think you should be doing or accomplishing during this time in your life?

### Leisure

1. When I say the free time, what does that mean to you?
  - 1a. What value does free time have in your life?
  - 1b. Please compare your free time to other important parts of your life.
  - 1c. If you could eliminate other priorities, how would your free time activities change?
  - 1d. Does your free time ever overlap with your work, school, or relationships? How?
2. Would you please describe what free time activities you do regularly?
  - 2a. Why do you choose these types of free time activities?
3. Would you please tell me what you have done during your free time over the last few years (varies based on how long the individual has been in emerging adulthood)?
  - 3a. When you are with your friends, what do you do for fun?
  - 3b. How have your free time activities changed since being a teenager (since adolescence)?
  - 3c. What specific free time activities do you hope to do in the future?
4. What do you feel limits your free time?
  - 4a. What can other people around your age do to avoid these limits?
  - 4b. How do you expect your free time to change as you get older?
  - 4c. How do you think your free time might change when you start your own family?
5. What do you plan to do in the next five years?

- 5a. How will your free time change during this period?
- 5b. What types of free time activities do you do now because you believe you won't have the chance to later?
- 5c. Why won't you be able to do these types of activities later?
- 5d. When do you think young people should stop or do less of these types of activities? When will you stop?
6. How does free time allow you to explore new experiences?
  - 6a. What types of free time activities do feel you are most committed to?
7. When I say the word identity, what does that word mean to you?
  - 7a. How do you think free time activities influence your identity development?
  - 7b. Would you give a few examples of free time experiences that have contributed to your identity since completing high school?
8. Would you say your free time has offered you any opportunities (or new experiences)?
  - 8a. What opportunities?
9. How have free time activities allowed you to change?
  - 9a. How have these changes affected who you are?
10. Please give me an example from the past week when you spent free time with others.
  - 10a. Please give me an example of a free time activity you did alone.
  - 10b. How do free time activities allow you to relate to other people?
  - 10c. How has free time allowed you to focus on yourself?
  - 10d. How has free time allowed you to improve relationships?
  - 10e. Think of a specific friendship and give an example of when free time affected your relationship.

- 10f. How do you choose who you will do your free time activities with?
11. Think of other young people from your culture, how do their free time activities compare to your own?
- 11a. Explain how cultural expectations may affect free time.
- 11b. How has your culture affected your free time?
- 11c. How are your free time activities different from individuals in other cultures?
- 11d. Do you ever participate in activities that are considered unacceptable or unusual in your culture?
12. What influence has technology had on free time?
- 12a. What influence has social media had on your free time?

**In Italian:**

## Intervista e Focus Domande Gruppo

## Sfondo Domande:

1. Ti senti come un adulto? Perché?
  - 1a. Ti senti come un adulto?
  - 1b. Che cosa è richiesto per l'età adulta?
  - 1c. Quando ti senti come un adulto?
2. Come hai speso il tuo tempo facendo da quando ha completato la scuola superiore?
  - 2a. Quali esperienze di lavoro hai avuto?
  - 2b. Quali esperienze educative hai avuto?
  - 2c. Dove hai vissuto?
3. Descriveresti la tua famiglia?
  - 3a. mentre ti stavi crescendo, dove è vissuto la famiglia?
  - 3b. Quale supporto la tua famiglia ti offre?
  - 3c. Quali sono le loro aspettative per voi?
  - 3d. Com'è trascorso il tempo libero insieme quando ti stavi crescendo? Ora che fa la tua famiglia nel tempo libero?
4. Quali sono i tuoi progetti per il futuro?
  - 4a. Quali sono i tuoi piani per fidanzarti o crescere gli rapporti?
    - 4b. Quali sono i tuoi piani per il matrimonio ei figli?
  - 4c. Quali sono i tuoi piani per il lavoro e l'occupazione?
  - 4d. Dove pensi di vivere?
  - 4e. Quanto tempo ti aspetti di prendere per raggiungere questi piani?
  - 4f. Cosa pensi ti dovrebbe fare o compiere in questo periodo nella tua vita?

## Tempo Libero

1. Quando dico il tempo libero, cosa significa per te?
  - 1a. Che valore ha il tempo libero nella tua vita?
  - 1b. Confrontesti il tuo tempo libero con altre parti importanti della tua vita.
  - 1c. Se ti potesse eliminare le altre priorità, come sarebbe libera la tua cambiamento di orario?
  - 1d. Il tuo tempo libero mai si sovrappongono con il tuo lavoro, scuola o relazioni?  
Come?
2. Descriveresti quali attività del tempo libero fai regolarmente?
  - 2a. Perché hai scelto questo tipo di attività di tempo libero?
3. Mi diresti cosa hai fatto durante il tuo tempo libero nel corso degli ultimi anni (varia in base a quanto tempo la persona è in età adulta emergente)?
  - 3a. Quando sei con i tuoi amici, cosa fai per divertimento?
  - 3b. Come sono le tue attività per il tempo libero cambiato da essere un adolescente (fin dall'adolescenza)?
  - 3c. Quali specifiche attività per il tempo libero speri di fare nel futuro?
4. Quale cose limitano il tuo tempo libero?
  - 4a. Cosa fanno altre persone intorno a te e la tua età per evitare questi limiti?
  - 4b. Come ti aspetti e il tuo tempo libero di cambiare quando ti invecchi?
  - 4c. Come pensi che il tuo tempo libero può cambiare quando si avvia la propria famiglia?
5. Cosa hai intenzione di fare nei prossimi cinque anni?

- 5a. Come modificirai il tempo libero in questo periodo?
- 5b. Quali tipi di attività del tempo libero fai ora, perché credi che non avrai la possibilità piu tardi?
- 5c. Perché non ti sarai in grado di fare questi tipi di attività in seguito?
- 5d. Quando pensi che i giovani dovrebbero fermare o fare a meno di questi tipi di attività? Quando ci si ferma?
6. Come fa il tempo libero ti permette di esplorare nuove esperienze?
- 6a. Che tipo di attività di tempo libero ti senti più collegati?
7. Quando dico la parola identità, cosa significa quella parola significa per te?
- 7a. Come pensi che il tempo libero influenza il tuosviluppo dell'identità?
- 7b. Vuoi dare alcuni esempi d'esperienze per il tempo libero che hanno contribuito alla tua identità, dato che la maturità?
8. Diresti che il tuo tempo libero ti hai offerto qualche opportunità o nuove esperienze?
- 8a. Quale opportunità?
9. Come sono le attività di tempo libero vi ha permesso di cambiare?
- 9a. Come questi cambiamenti hanno influenzato chi sei?
10. Mi diresti un esempio dalla settimana scorsa, quando hai passato il tempo libero con gli altri.
- 10a. Mi diresti un esempio di attività di tempo libero che hai fatto da solo.
- 10b. Come il tempo libero ti permetti di relazionarti con altre persone?
- 10c. Come è il tempo libero ti hai permesso di concentrarsi su te stessi?
- 10d. Come è il tempo libero ti hai permesso di migliorare le relazioni?

- 10e. Pensa di un'amicizia particolare e dare un esempio di quando il tempo libero influenzato il tuo rapporto.
- 10f. Come scegli con chi fai le tue attività per il tempo libero?
11. Pensate ad altri giovani provenienti da tua cultura, confronto le loro attività per il tempo libero al tuo?
- 11a. Spiega come aspettative culturali possono influenzare il tempo libero.
- 11b. Come ha il tempo libero influenzato la vostra cultura tuo?
- 11c. Come sono le tue attività di tempo libero diverso da individui in altre culture?
- 11d. Ti capita mai di partecipare ad attività che sono considerate inaccettabili o inusuali nella tua cultura?
12. Quale influenza ha avuto tecnologia sul tuo tempo libero?
- 12a. Quale influenza ha avuto social media sul tuo tempo libero?

**In Spanish:**

## Preguntas para la entrevista y grupo focal

## Preguntas historiales:

1. ¿Te sientes como un adulto? Por qué?
  - 1a. ¿Cómo crees que se siente ser un adulto?
  - 1b. ¿Qué se requiere para ser un adulto?
  - 1c. ¿Cuándo te sentirás como adulto?
2. ¿Qué has hecho con su tiempo desde completar el bachiller?
  - 2a. ¿Qué experiencia tiene en el trabajo?
  - 2b. ¿Qué experiencia tiene en la educación?
  - 2c. ¿Dónde has vivido?
3. Por favor describe tu familia.
  - 3a. ¿Dónde vivía tu familia durante tu niñez?
  - 3b. ¿Qué tipo de apoyo recibes de tu familia?
  - 3c. ¿Cuáles son las expectativas que tienen para tí?
  - 3d. ¿Cómo pasaban el tiempo libre juntos durante tu niñez?  
Y ¿qué hace tu familia ahora durante su tiempo libre?
4. ¿Qué planes tienes para el futuro?
  - 4a. ¿Qué planes tienes en cuanto a las relaciones románticas?
  - 4b. ¿Qué planes tienes en cuanto al matrimonio y una familia propia?
  - 4c. ¿Qué planes tienes en cuanto al trabajo y el empleo?
  - 4d. ¿Dónde piensas vivir?
  - 4e. ¿En cuánto tiempo crees que podrás lograr estos planes?



- 4f. ¿Qué crees que debes de estar haciendo o logrando durante este tiempo de tu vida?

### El ocio

1. ¿Qué piensas cuando escuchas el término tiempo libre?
  - 1a. ¿Qué valor tiene el tiempo libre en tu vida?
  - 1b. Por favor compara el tiempo libre con otras partes importantes de tu vida.
  - 1c. Si pudieras eliminar otras prioridades, ¿cómo cambiarían tu actividades de ocio?
  - 1d. ¿Traslapa el tiempo libre con tu trabajo, tu estudios o tus relaciones? Explica.
2. Por favor describe las actividades con las que llenas tu tiempo libre.
  - 2a. ¿Por qué escoges estos tipos de actividades de ocio?
3. ¿Podrías describir lo que has hecho en tu tiempo libre durante los últimos años (varía según el tiempo que el individuo ha estado en la adultez emergente)?
  - 3a. Cuando estás con tus amigos, ¿qué hacen para divertirse?
  - 3b. ¿Cómo se han cambiado tus actividades de ocio desde tu juventud?
  - 3c. ¿Cuáles son algunas actividades de ocio que esperas hacer en el futuro?
4. ¿Qué limita tu tiempo libre?
  - 4a. ¿Qué pueden hacer otros de tu edad para evitar estos límites?
  - 4b. ¿Cómo crees que cambiará tu tiempo libre en el futuro?
  - 4c. ¿Cómo crees que cambiará tu tiempo libre cuando comiences tu propia familia?
5. ¿Qué planeas hacer durante los próximos 5 años?
  - 5a. ¿Cómo cambiará tu tiempo libre durante este período?
  - 5b. ¿Qué tipos de actividades de ocio haces ahora porque crees que no tendrás la posibilidad más adelante?

- 5c. ¿Por qué crees que no podrás participar en estas actividades más adelante?
- 5d. ¿Cuándo crees que los adultos jóvenes deben dejar de hacer estos tipos de actividades, o hacerlas con menos frecuencia? ¿Cuándo las dejarás de hacer?
6. ¿Cómo te permite el tiempo libre explorar experiencias nuevas?
- 6a. ¿A qué tipo de actividades de ocio te comprometes más?
7. ¿Qué entiendes por la palabra identidad? ¿Qué significa para tí?
- 7a. ¿En qué manera influyen las actividades de ocio al desarrollo de tu identidad?
- 7b. ¿Podrías dar algunos ejemplos de actividades de ocio que han influido a tu identidad desde completar el bachiller?
8. ¿Dirías tú que tu tiempo libre te ha otorgado oportunidades y experiencias nuevas?
- 8a. ¿Qué oportunidades?
9. ¿Cómo han permitido las actividades de ocio que tú cambiaras?
- 9a. ¿Cómo te han afectado estos cambios como persona?
10. Por favor dame un ejemplo de como has pasado tu tiempo libre con otras personas durante la semana pasada.
- 10a. Por favor dame un ejemplo de una actividad de ocio que has hecho solo.
- 10b. ¿Cómo permiten las actividades de ocio que relaciones con otras personas?
- 10c. ¿Cómo ha permitido el tiempo libre que pudieras enfocarte en ti mismo?
- 10d. ¿Cómo ha permitido el tiempo libre que mejoraras tus relaciones?
- 10e. Piensa en una relación específica y dame un ejemplo de un tiempo en que el tiempo libre afectó esa relación.
- 10f. ¿Cómo escoges con quién hacer tus actividades de ocio?

11. ¿Cómo crees que las actividades de ocio tuyas comparan con las de otros adultos emergentes de tu cultura?
  - 11a. Dame un ejemplo de como las expectativas culturales afectan al tiempo libre.
  - 11b. ¿Cómo ha afectado tu cultura al uso de tu tiempo libre?
  - 11c. ¿Cuáles son algunas diferencias entre las actividades de ocio tuyas y las de otros individuos de tu cultura?
  - 11d. ¿Participas tú en algunas actividades que se consideran inaceptables o extrañas en tu cultura?
12. ¿Qué influencia ha tenido la tecnología sobre el uso del tiempo libre?
  - 12a. Qué influencia ha tenido el medio social sobre el uso de tu tiempo libre?

## Appendix C-7

## Demographic Questions:

**Survey:**

Name (First &amp; Last): \_\_\_\_\_

Age: \_\_\_\_\_

Date of Birth (DD/MM/YYYY): \_\_\_\_\_

What is your country of birth? \_\_\_\_\_

What is your hometown? \_\_\_\_\_

Where do you currently live? \_\_\_\_\_

How many years have you lived there? \_\_\_\_\_

What is your native language? \_\_\_\_\_

How many years of postsecondary education have you completed? \_\_\_\_\_

Where? \_\_\_\_\_

What religion do you identify with? \_\_\_\_\_

What is your current relationship status?

- Never married or cohabitated
- Single (previously cohabitated)
- Divorced/Separated
- Widowed
- Married
- Cohabitating (not married)

Do you feel you have reached adulthood?

- Yes
- No
- In some respects yes, in some respects no

**In Italian:**

Domande demografiche:

**Sondaggio:**

Nome (e Cognome): \_\_\_\_\_

Indirizzo e-mail: \_\_\_\_\_

Età: \_\_\_\_\_

Genere (con un cerchietto): Maschio Femmina

Data di nascita (GG / MM / AAAA): \_\_\_\_\_

Qual è il tuo paese di nascita? \_\_\_\_\_

Qual è la tua città? \_\_\_\_\_

Dove vive attualmente? \_\_\_\_\_

Quanti anni hai vissuto? \_\_\_\_\_

Qual è la tua lingua madre? \_\_\_\_\_

Qual è stato il livello più recente di scuola completato? \_\_\_\_\_

Quanti anni di istruzione post-secondaria hai completato? \_\_\_\_\_  
Dove? \_\_\_\_\_

Che religione ti identifichi con? \_\_\_\_\_

Qual è il tuo stato attuale rapporto?

- Non sposate o cohabitated
- singola (in precedenza cohabitated)
- Divorziato / Separato
- Vedovo
- Sposato
- conviventi (non sposato)

Pensi di aver raggiunto l'età adulta?

- Sì
- No
- Per certi versi sì, per certi versi non

**In Spanish:**

## Preguntas demográficas

**Encuesta:**

Nombre (primer y apellido): \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

Edad: \_\_\_\_\_

Sexo (encierre en un círculo):      Macho      Hembra

Fecha de nacimiento: \_\_\_\_\_

País de nacimiento: \_\_\_\_\_

Ciudad natal: \_\_\_\_\_

Dónde vive actualmente? \_\_\_\_\_

Por cuánto tiempo ha vivido en este sitio? \_\_\_\_\_

Lengua natal: \_\_\_\_\_

Nivel de educación completado más recientemente: \_\_\_\_\_

Cuántos años de educación postsecundaria ha completado? \_\_\_\_\_

Dónde? \_\_\_\_\_

Con qué religión te identificas? \_\_\_\_\_

Cuál es tu estado de relación actual?

- Nunca casado/a o cohabitado/a
- Soltero/a (previamente cohabitado/a)
- Divorciado/a o separado/a
- Viudo/a
- Casado/a
- Cohabitado/a

Siente como ha llegado a la edad adulta?

- Sí
- No
- En algunas maneras, sí, en otras no