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Preparing for the Transition to Adulthood: Intrapersonal Strengths, Uncertainties, & Economic Contexts

An SRCD-ISSBD Joint Symposium at the **26th Biennial Meeting of International Society for the Study of Behavioural Development (ISSBD),** June 19th-23rd, 2022.

Attendees of the 26th Biennial Meeting of International Society for the Study of Behavioural Development (ISSBD), June 19th-23rd, 2022 are invited to attend an SRCD-ISSBD joint symposium, “Preparing for the Transition to Adulthood: Intrapersonal Strengths, Uncertainties, & Economic Contexts,” chaired by Nancy E. Hill, Ph.D., Harvard University, USA.

Presentations

Cohort differences in the development of civic engagement from mid- to late adolescence

Buchmann, M.

University of Zurich, Jacobs Center for Productive Youth Development

Grütter, J.

University of Konstanz, Empirical Educational Research

Inter-relations between academic engagement, aspirations, and race-related experiences and beliefs

Hughes D. L.

New York University, USA

The Significance of Identity Belongingness and Sense of Community in School and Work Settings for

Muslim American Youth's Wellbeing

Cheah C.S.L., Gürsoy H., Zong X.

Department of Psychology, University of Maryland, Baltimore County, U.S.A.

Career ready? Preparing young people for an uncertain future

Schoon I., Henseke G.

University College London

Integrative Abstract

The transition from adolescence to adulthood marks a significant milestone in human development. As youth launch from the families and establish themselves, their life opportunities are broadened or constrained by numerous ecological, economic, and sociocultural factors. Theories of the transition to adulthood indicate outline 5 key markers of adulthood: finishing one's education, finding a job, leaving home, finding a life partner, & becoming a parent (Settersten & Ray, 2010). Compared to the middle of the 20th century, today, youth are reaching these markers at a later age (Aronson, Callahan, & Davis, 2015; Hill & Redding, 2021). These trends are evident across regions of the world but are especially true in urban areas and industrialized countries and for those who continue their educational training post high school (Hill & Redding, forthcoming). Numerous studies show that youth often seek to complete their education and start their career prior to reaching (e.g., Lee, Wickrama, O'Neal, & Prado, 2018). However, completing one's education and starting a career is often dependent the societal factors, including economic opportunities, generational history, and racial and ethnic context.

Uncertainty, anxiousness, and loneliness are hallmarks the late adolescence and early adult years. Youth worry about their ability to provide for themselves and make meaning contributions to society. While that are adept as honing their aspirations, now they must make and embark on plan to succeed. Whereas the focus on the transition to adulthood is often on when youth reach the markers, we need to understand what youth need and how to equip them for their future.

To this end, this set of papers focuses on adolescents and young adults as they develop the skills and dispositions they need to succeed. Together, these papers focus on identity development and a sense of belonging, inspiring civic engagement and social justice, navigating career uncertainties, and fostering educational and career aspirations. This set of papers examines how the development of these skills and

dispositions interacts with context—the economy, across generation, and racial/ethnic/religious contexts. These studies represent populations from three nations (UK, Switzerland, and the United States) and each examines diversity within their national contexts.

Specifically, Buchmann and Grütter examines how, in the context of growing individualization and delaying adulthood, relate to the development of civic engagement by comparing across two generations of Swiss youth (aged 15-18). Hughes longitudinal study of ethnicity diverse high school students (4 ethnic groups in the US) examines the interrelations and trajectories among aspirations and academic engagement, along with the impact youths' race-related beliefs and experiences on their aspirations and engagement. Cheah, Gürsoy, & Zong examines Muslim-American young adults (ages 16-27) experiences with discrimination and its impact on sense of belonging and wellbeing. Finally, Schoon and Henseke, examines career uncertainties as they relate ambitions, and career related activities among a longitudinal sample of UK young adults (age 16-25). Together, these papers inform us on the ways in which context and psychosocial resources interact and influence youths' as they come of age.

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