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Emerging adults' self-determination and psychosocial adjustment to University context in freshman year

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People weren't lying when they said that 18-24 are some weird years. I got friends engaged, friends with children, friends who don't know how to work a washing machine, and friends who out here flipping a check. I am confusion!

2/25/18, 12:54 PM



Nathan Jain
@NathanJain_

18-21 is a confusing age. I got friends getting married, some in prison, some having kids and then some still have to ask their parents to stay out past 9.30



University context

- Natural laboratory (Montgomery & Côté, 2003)
- Specific context of development (e.g., Arnett, 2016)

“In college, a person is exposed to a very wide array of alternative career goals, belief systems, and life styles”

(Waterman & Archer, 1990, p. 40)

Freshman year

- Major transitions
 - High school to University
 - Living under parents’ authority to relative independency
 - Home leaving

Adaptation period

Self-determination theory

- Basic psychological need theory (Deci & Ryan, 2000)
 - Relatedness = care for others and cared for by them
 - Competence = effective and talented
 - Autonomy = free of experiment

Satisfaction – Frustration

(Chen et al., 2015; Vansteenkiste & Ryan, 2013)

- Asymmetric relation

Satisfaction → Well-being

vs.

Frustration → Ill-being



👉 What is the link between self-determination processes and psychosocial adjustment to academic context across freshman year?

Psychosocial adjustment (Lazarus, 1966)

- Maintain a balance between personal needs and environmental constraints
- Cope with new social and emotional situations

Self-determination process ↔ Psychosocial adjustment?

Adjustment indicators

- Depression (Beck & Beamesderfer, 1974)
- Self-worth = positive or negative perception toward the self as a totality (Rosenberg, 1965)
- Psychological well-being = optimal psychological functioning (Ryff, 1989)



Hypothesis

- Emerging adults' psychosocial adjustment during freshman year is influenced by self-determination processes
- This relation is reciprocal across time

Self-determination processes ↔ Psychosocial adjustment

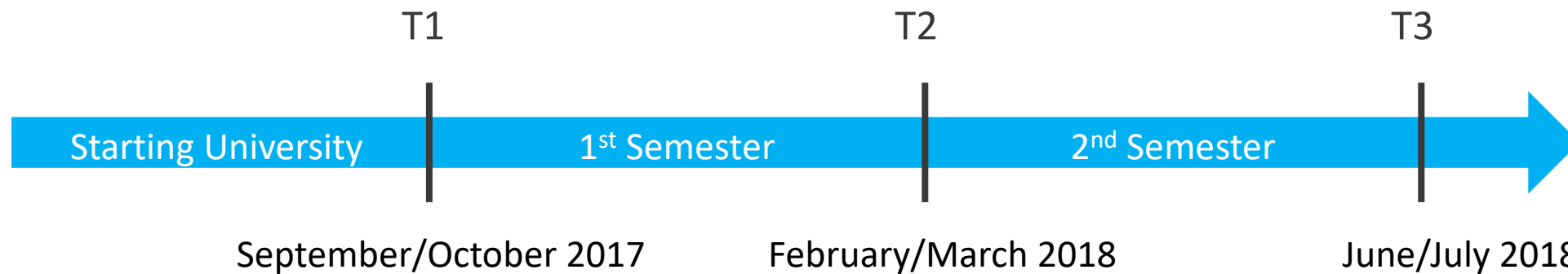
👉 Longitudinal survey

👉 Cross-lagged panel model



Longitudinal design & population

- Freshman emerging adults from different fields of study



N = 801
67% of women
 $M_{\text{age}} = 18.72$
 $SD_{\text{age}} = 0.71$

N = 134
86% of women
83% dropout rate T1 – T2

N = 51
92% of women
62% dropout rate T2 – T3



Measures



Self-determination processes

- Psychological needs satisfaction and frustration = Basic Psychological Need Satisfaction and Frustration Scale
(Chen et al., 2015; French validation in progress)

Psychosocial adjustment

- Depression = Beck Depression Inventory
(Beck & Beamesderfer, 1974; Bourque & Beaudette, 1982, for French version)
- Self-worth = global self-worth dimension of the Self-Perception Profile for College Students
(Neeman & Harter, 2012; French validation in progress)
- Psychological well-being = Scale of Psychological Well-Being
(Ryff & Keyes, 1995; Bouffard & Lapierre, 1997, for French version)

Psychological needs satisfaction and frustration = Basic Psychological Need Satisfaction and Frustration Scale

(Chen et al., 2015; French validation in progress)

6 dimensions – 24 items

- Relatedness satisfaction (T1 Cronbach's $\alpha = .82$)
- Competence satisfaction (T1 Cronbach's $\alpha = .91$)
- Autonomy satisfaction (T1 Cronbach's $\alpha = .82$)
- Relatedness frustration (T1 Cronbach's $\alpha = .82$)
- Competence frustration (T1 Cronbach's $\alpha = .84$)
- Autonomy frustration (T1 Cronbach's $\alpha = .80$)



👉 Score of satisfaction (SAT)

👉 Score of frustration (FRUSr – reversed)

Depression = Beck Depression Inventory

(Beck & Beamesderfer, 1974; Bourque & Beaudette, 1982, for French version)

1 dimension – 13 items (T1 Cronbach's $\alpha = .80$)

☞ Score of depression (DEPr – reversed)

Self-worth = global self-worth dimension of the
Self-Perception Profile for College Students (Neeman & Harter, 2012; French validation in progress)

1 dimension – 6 items (T1 Cronbach's $\alpha = .83$)

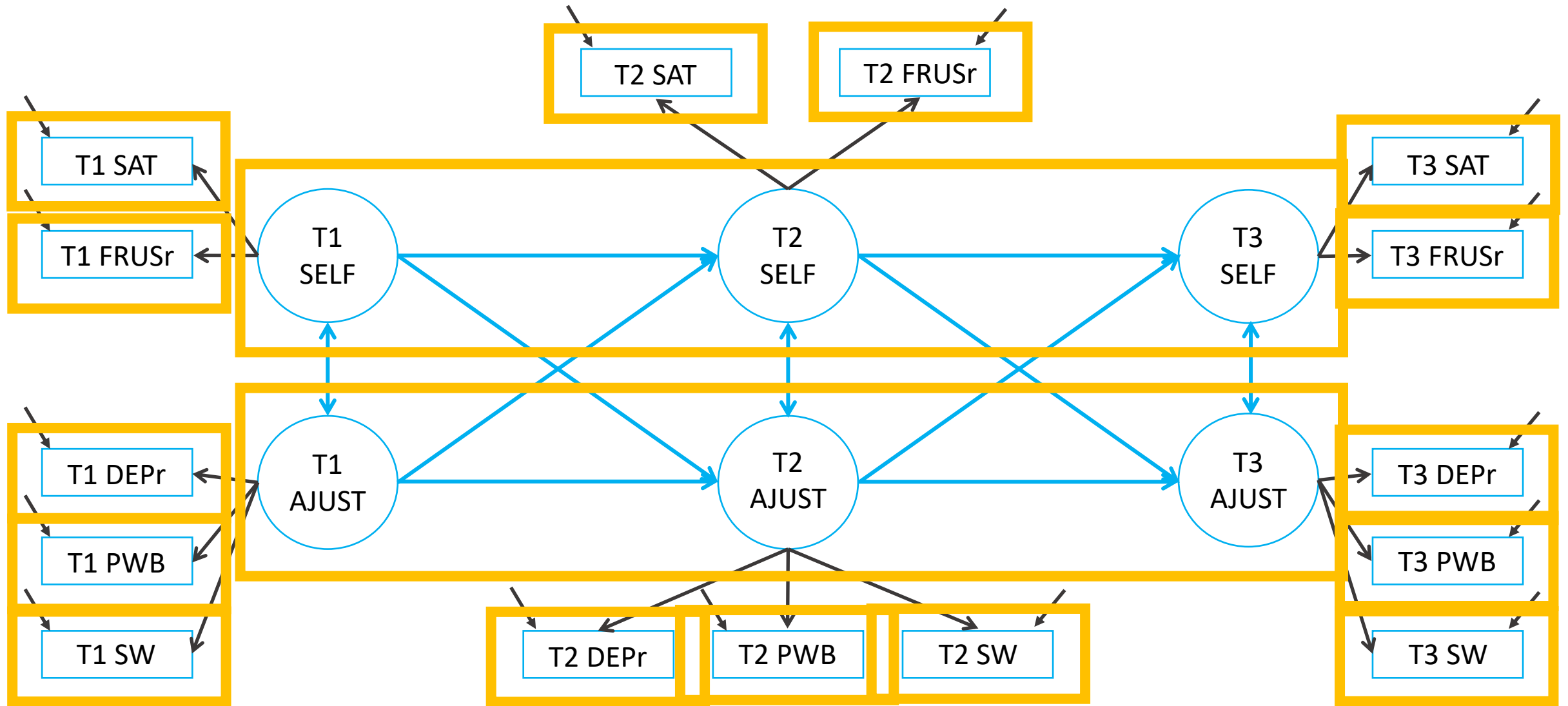
☞ Score of self-worth (SW)

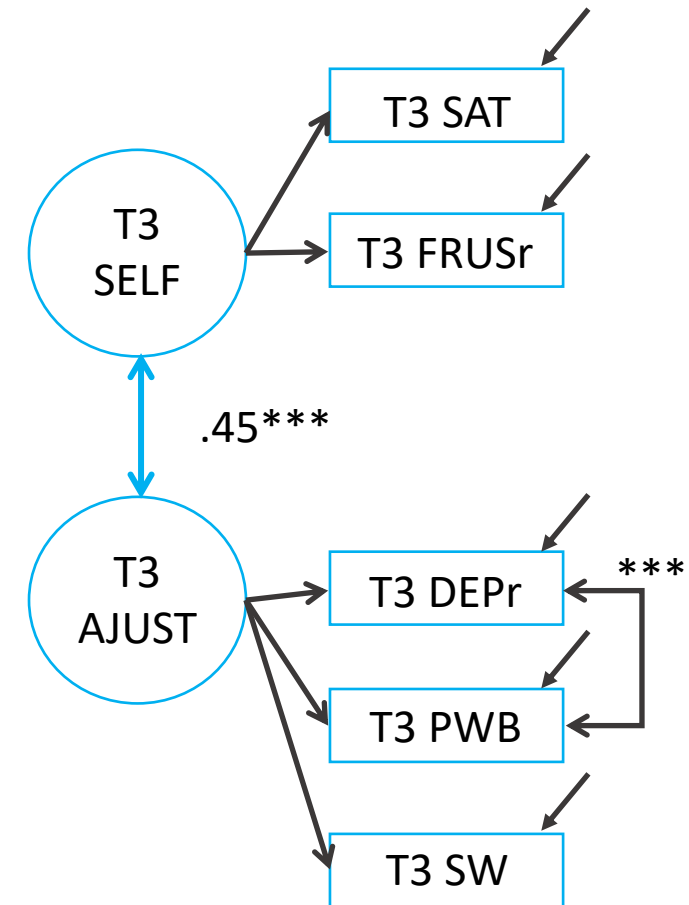
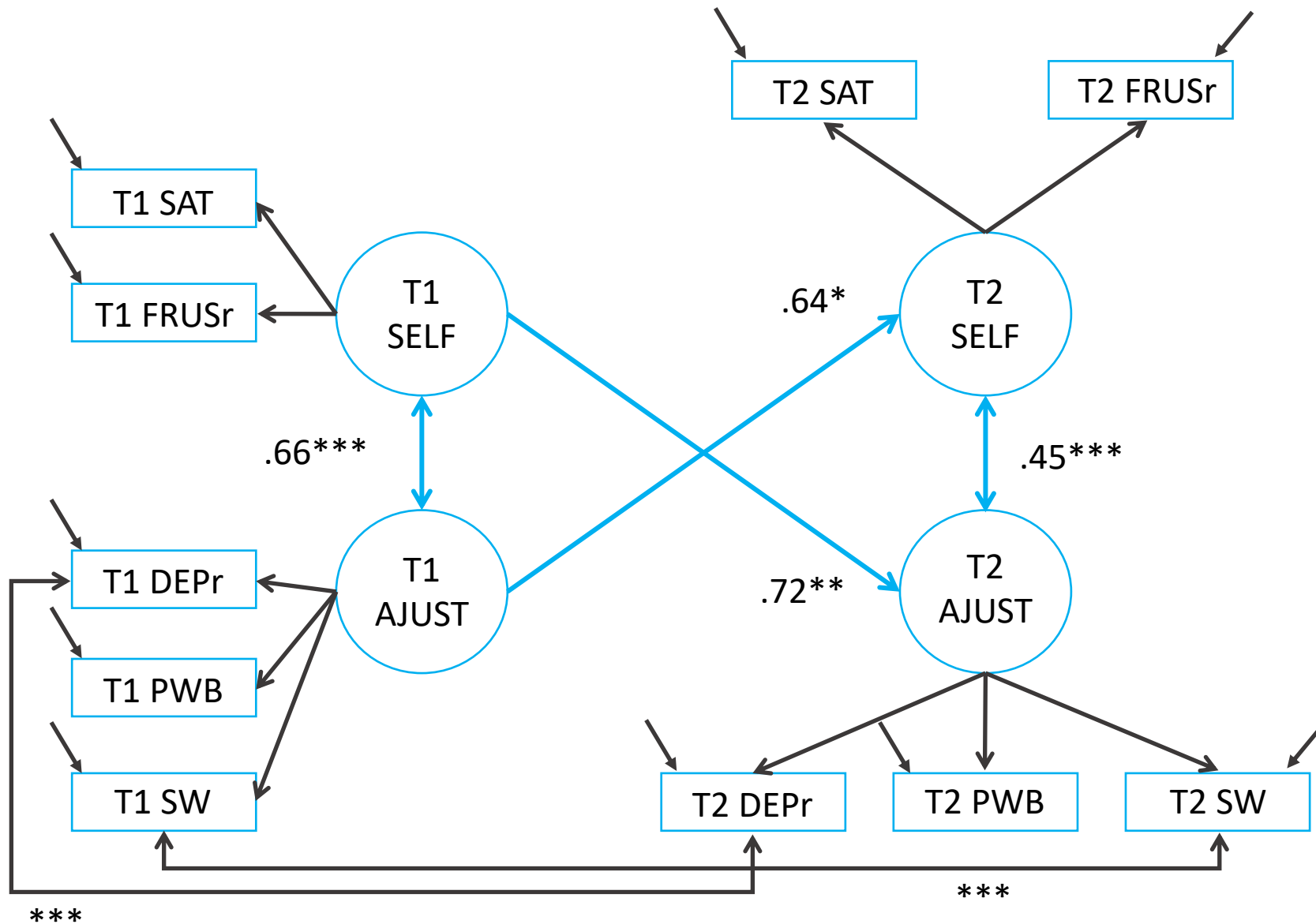
Psychological well-being = **Scale of Psychological Well-Being** (Ryff & Keyes, 1995; Bouffard & Lapierre, 1997, for French version)

5 dimensions – 15 items

- Autonomy (T1 Cronbach's $\alpha = .55$)
- Environmental mastery (T1 Cronbach's $\alpha = .54$)
- Personal growth (T1 Cronbach's $\alpha = .45$)
- Positive relationships (T1 Cronbach's $\alpha = .51$)
- Self-acceptance (T1 Cronbach's $\alpha = .65$)

☞ Score of psychological well-being (PWB)





$\chi^2 (83) = 155.16$; CFI = .91; RMSEA = .14[.10-.17]; TLI = .89; SRMR = .12

* $p < .05$; ** $p < .01$; *** $p < .001$

Results

- Within-time relations at each time
- Cross-lagged relations between T1 and T2
- No stability relations
- No relations between T2 and T3

No significant results = Sample size? Others related variables?

 Collecting new data



Perspectives?

👉 Freshman year: numerous transitions

Family environment

- Relation with parents
 - Play a part in the adulthood transition (Bidart & Pellissier, 2007)
 - From hierarchical to mutual relation (Grotevant & Cooper, 1986; Rice, FitzGerald, Whaley, & Gibbs, 1995)
- Home leaving
 - Allow to acquire independency and self-sufficiency (Kins & Beyers, 2010)



Family environment ↔ Self-determination processes ↔ Psychosocial adjustment?

