

Leaving family home for starting university:
How is home-leaving related to family
environment and attachment?

Home-leaving

- Ambivalence of feeling between **need for independence** and **desire to remain connected**

(Goldscheider & DaVanzo, 1986; Kins et al., 2014)

- Three different patterns (Kins et al., 2009)

- **Co-resident** = Still live with their parents
- **Semi-independent** = Left the family household + Go back frequently + Not assume all responsibilities
- **Independent** = Left the family house + Assume all responsibilities

 **Independency = Not mean autonomy**

- Still under **parents' authority**, especially during the freshman year (Cicchelli, 2002)
- Student's living place as a "**nest extension**" (van de Velde, 2008)
- **More frequent returns** at the beginning of the university years (Cicchelli & Erlich, 2000)



Family environment

- **Parents-child** relationship and **family** relationships
 - Gradual **redefinition** (Aquilino, 2006): from a **hierarchical** to a **reciprocal** order (Grotevant & Cooper, 1986; Rice et al., 1995)
 - Difficult balance between **distance** and **proximity** (Kins et al., 2014)

• **Living away**
Greater independence, mutual support, and respect

vs.

Co-residing
More willing to see the negative aspects

(Flanagan et al., 1993)



- Positive relationships = **Desire to stay at home** (Lanz & Tagliabue, 2007)

👉 Family household as a protective factor against emerging adulthood instability (Cook et al., 2018)

Attachment representations

- **Attachment representations** = Systematic patterns of expectations, needs, emotional regulation, and social behavior in relationships with others (Ainsworth et al., 1978)
- Three attachment styles (Collins & Read, 1990; Kins et al., 2012)
 - **Secure** = Comfortable in intimate situations + Able to depend on others + Not worried about being rejected
 - **Avoidant** = Feel uncomfortable with closeness or dependence on others
 - **Anxious** = Preoccupation about others' availability and of being unloved
- **Secure attachment**
 - **Positive adaptation** towards life events (Seiffge-Krenke, 2006)
 - Better experience of home-leaving (Maysel, 2004)
 - Adequately respond to **events of separation** (Kins et al., 2012)

} Insecure attachment



 Particularly activated when emerging adults leave the family home (Larose & Boivin, 1998)

Objectives

- Analyze the different forms of **home-leaving** at the beginning of the freshman year
- Investigate the relationship with **family environment** and **attachment**

 Person-oriented approach



(1) Profiles of home-leaving, family environment, and attachment



(2) Configuration combining home-leaving, family environment, and attachment profiles

Method

Participants

- **1,142 freshman emerging adults** (70.67% women; $M_{age} = 18.43$; $SD_{age} = 0.57$)

Measures

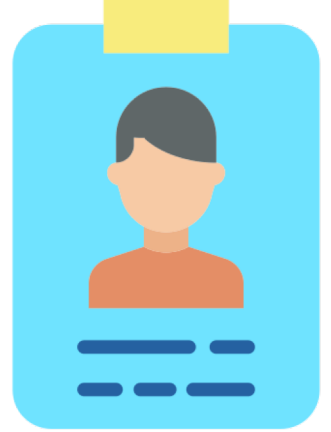
- **Home-leaving** Based on Kins et al. (2009) and Mendonça & Fontaine (2013)
 - Living arrangement
 - Frequency of stay over at the parental home
 - Consider to still living at the parental home
- **Family environment**
 - Parents-child relationship = Leuven Adolescent Perceived Parenting Scale (Soenens et al., 2004; Delhayé et al., 2012, for French version)
 - Family relationships = Adaptability dimension of the Family and Adaptability Cohesion Evaluation Scale (Olson, 1985; Vandeleur et al., 1999, for French version) + Family Relationship Index (Moos & Moos, 1994; Untas et al., 2011, for French version)
- **Attachment**
 - **Adult Attachment Scale** (Collins & Read, 1990; Brisset, 2009, for French version)



Profiles of home-leaving, family environment, and attachment



Home-leaving patterns



$L^2 = 30.42$, $df = 27$, $p = .29$; BIC = 6389.42; entropy = .87

Co-resident

$n = 59.37\%$

- Live with their parents ($p = .91$)
- Still consider living at the parental home ($p = .72$)

Semi-independent

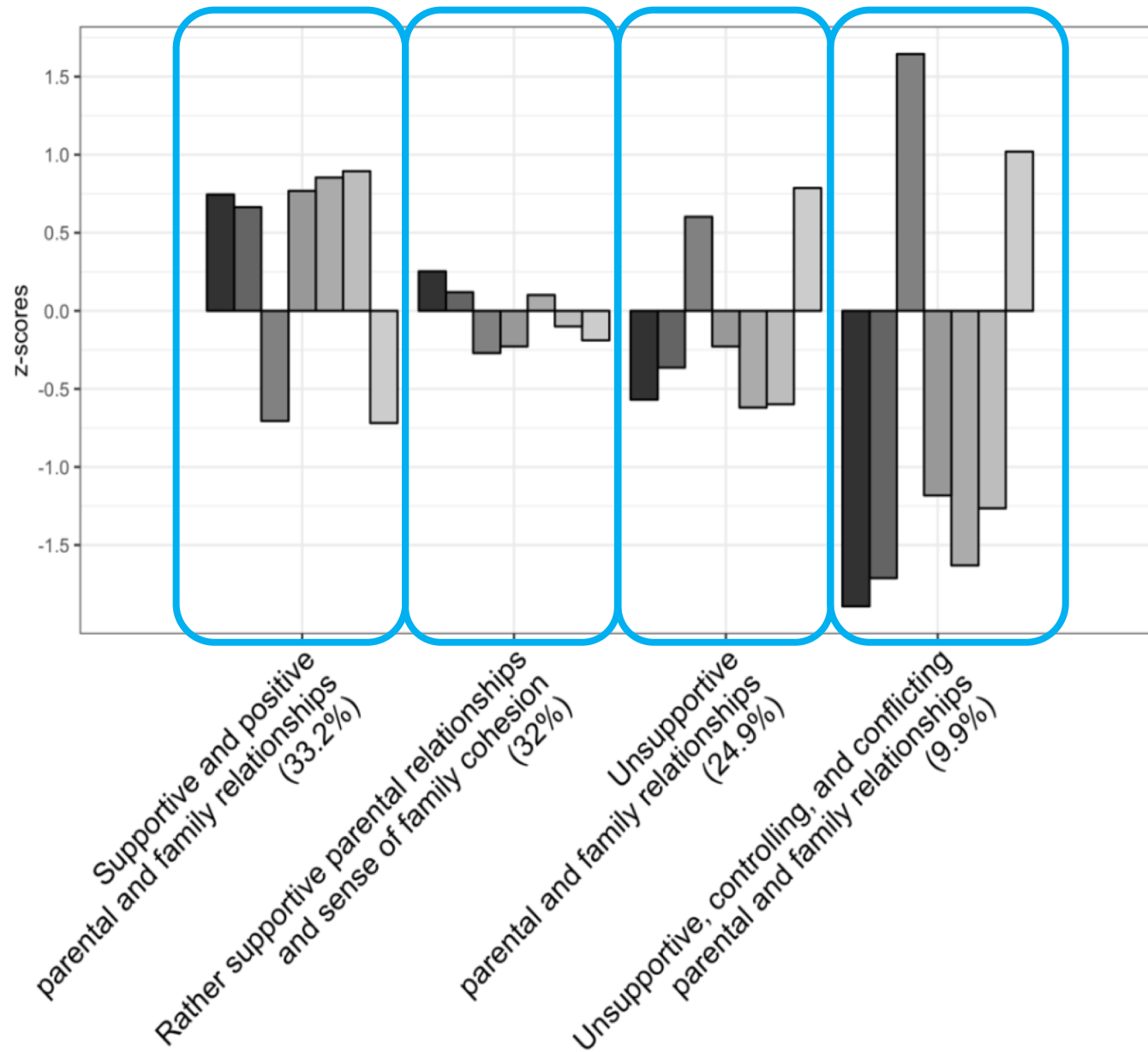
$n = 22.59\%$

- Live alone ($p = .51$)
- Stay over at family home one in two weeks ($p = .63$)
- Still consider living at the parental home ($p = .54$)

Independent

$n = 18.04\%$

- Live alone ($p = .60$)
- Stay over at the family home in varying degree: one a month ($p = .28$), one in two months ($p = .28$), occasionally to never ($p = .20$)
- Not still consider living at the parental home ($p = 1.00$)



Family environment profiles



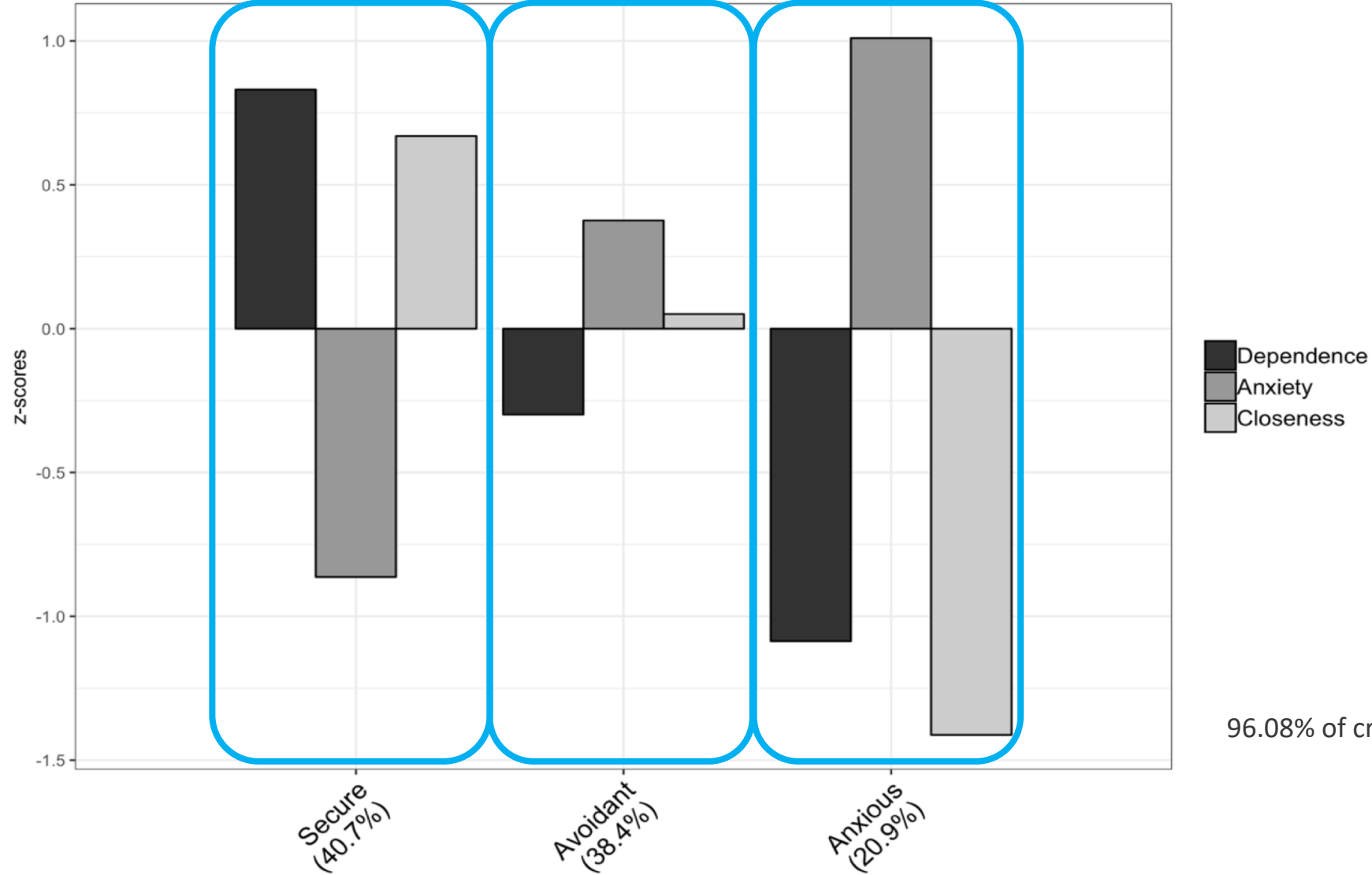
- Responsiveness
 - Autonomy support
 - Psychological control
 - Adaptability
 - Cohesion
 - Expressiveness
 - Conflict
- Parents-child relationship
- Family relationships

Wilks' Lambda = 0.09, $\chi^2(21) = 2562.2, p < .001$

95.69% of cross-validated grouped cases correctly classified

N = 1092

Attachment profiles



Wilks' Lambda = 0.15, $\chi^2(6) = 1081.6, p < .001$

96.08% of cross-validated grouped cases correctly classified

N = 1123

Configuration combining
home-leaving, family
environment, and attachment
profiles





Configurations combining home-leaving, family environment and attachment

36 configurations = 3 home-leaving × 4 family environment × 3 attachment

LR- $\chi^2 = 117.52$, $df = 28$, $p < .001$

👉 3 configuration types

- Semi-independent × Supportive and positive parental and family relationships × Secure

($f_o = 53$, $f_e = 32.45$, $z = 3.66$, $p < \alpha^*$)

- Co-resident × Unsupportive, controlling, and conflicting parental and family relationships × Anxious

($f_o = 26$, $f_e = 13.87$, $z = 3.27$, $p < \alpha^*$)

- Independent × Unsupportive, controlling, and conflicting parental and family relationships × Anxious

($f_o = 12$, $f_e = 4.02$, $z = 3.98$, $p < \alpha^*$)

👉 1 configuration antitype

- Co-resident × Supportive and positive parental and family relationships × Anxious

($f_o = 25$, $f_e = 45.59$, $z = -3.11$, $p < \alpha^*$)

Results – Discussion

- Home-leaving

- Specificity of the **independent pattern** = Stay over more frequently
- Stay over to **regain childhood comfort** (Galland, 2013)



- Family environment

- Parents-child relationship and family relationships **go together**
- Usefulness of **considering both** (Cook et al., 2018; Johnson et al., 1999)

- Attachment

- **More anxiety** in insecure profiles
- Associated with **dysfunctional separation-individuation process** (Kins et al., 2012)



Considering university entrance as a specific period

Results – Discussion

- Configurations
 - Crossing **positive and negative facets** of each construct considering the university context
 - **Semi-independent** with more **supportive and positive family environment** and **secure attachment** than co-resident and independent



👉 Future research = How does home-leaving evolve over the university years in links with family environment and attachment?

Thank you for your attention



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Questions or suggestions?



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