



**HAL**  
open science

# Starting university in French context: Role of family environment, attachment, self-determination, and home leaving in emerging adults' psychosocial adjustment

Basilie Chevrier, Lyda Lannegrand

## ► To cite this version:

Basilie Chevrier, Lyda Lannegrand. Starting university in French context: Role of family environment, attachment, self-determination, and home leaving in emerging adults' psychosocial adjustment. 9th Conference on Emerging Adulthood, Oct 2019, Toronto, Canada. hal-03827515

**HAL Id: hal-03827515**

**<https://hal.science/hal-03827515>**

Submitted on 24 Oct 2022

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

# Starting university in French context: Role of family environment, attachment, self-determination, and home leaving in emerging adults' psychosocial adjustment

Basilie CHEVRIER & Lyda LANNEGRAND-WILLEMS

researchgate.net/profile/Basilie\_Chevrier

LabPsy EA4139, Univ. Bordeaux, France – basilie.chevrier@u-bordeaux.fr

In the French context of “race for diplomas” (Erner, 2014) where the feeling of “becoming adult” is delayed (Lannegrand-Willems et al., 2011), emerging adults particularly have to adjust to the transitional period of starting university. During emerging adulthood:

- Family environment (Picard & Marc, 1996)
- Attachment (Konrath et al., 2014)
- Self-determination (Vansteenkiste & Ryan, 2013)
- Home leaving (Kins et al., 2009)

Adjustment

### Aim of the study

Determine the relations between all these dimensions and their influence on emerging adults' psychosocial adjustment during the transitional period of starting university.

N = 1,142 freshman emerging adults (70.7% women;  $M_{age} = 18.4$ ;  $SD_{age} = 0.6$ ) recruited in different curricula.

**Family environment** – Relations with parents (Delhaye et al., 2012) + Relations with family (Olson, 1985 and Moos & Moos, 1994).

**Attachment** – Attachment representations (Collins & Read, 1990).

**Self-determination** – Motivation (Vallerand et al., 1989) + Satisfaction/frustration of the basic needs (Chen et al., 2015).

**Home leaving** – 3 indicators: living arrangement + return to family home + feeling of living at family home (see Kins et al., 2009).

**Psychosocial adjustment** – Self-worth (Neeman & Harter, 2012) + Depression (Beck & Beamsderfer, 1974) + Psychological well being (Ryff & Keyes, 1995).

### Home leaving patterns

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

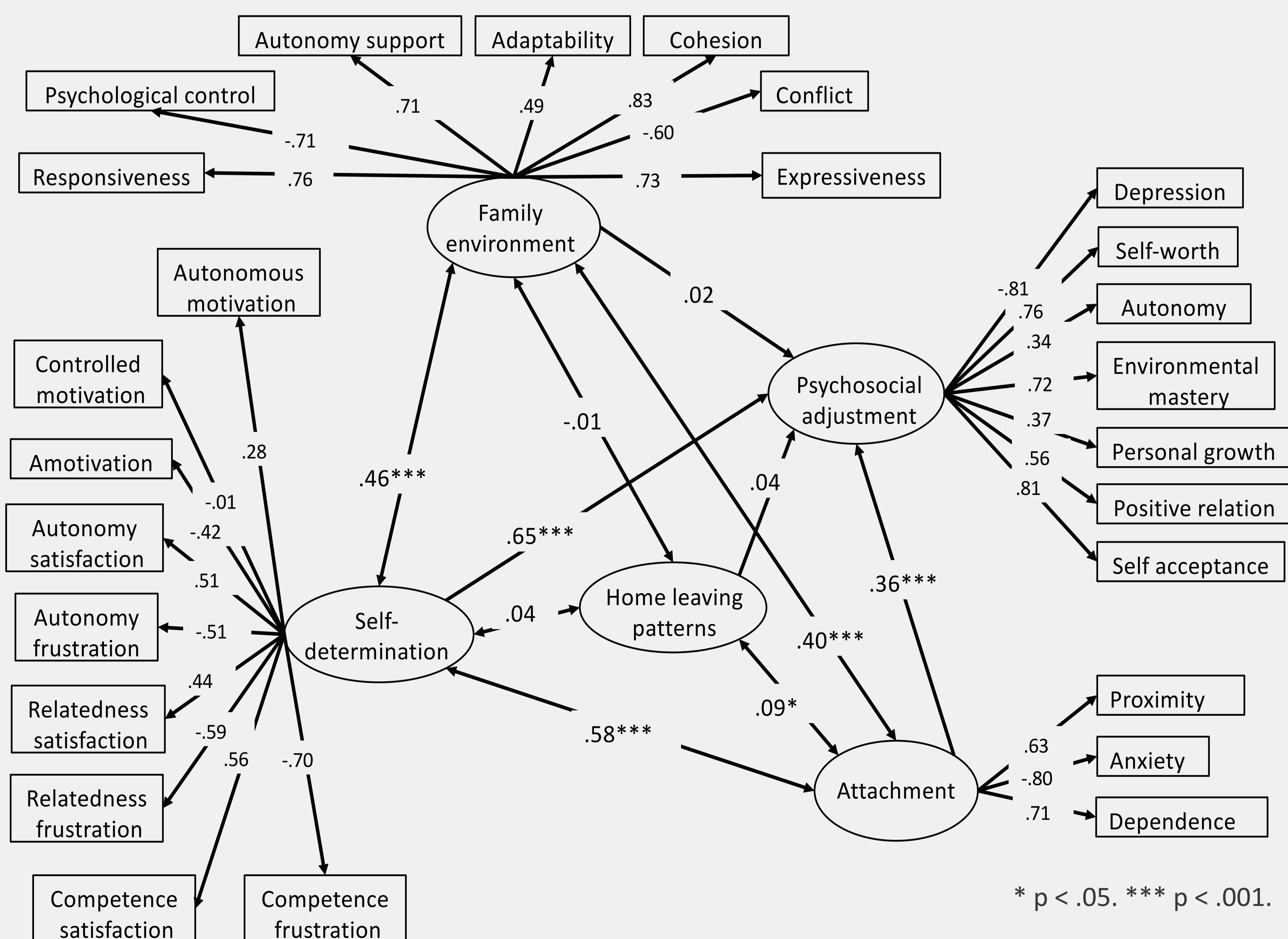
**Co-resident** / Still live with parents + still considered living at the parental home ( $n = 59.4\%$ )

**Semi-independent** / Leave the family house + go back once in two weeks + still considered living at the parental home ( $n = 22.6\%$ )

**Independent** / Leave the family house + go back in varying degree + do not considered living at the parental home ( $n = 18.0\%$ )

### Structural equation modeling

$\chi^2 (315) = 1853.28$ , CFI = .93, RMSEA = .07[.068-.074], TLI = .92, and SRMR = .08



Home leaving patterns were in line with the literature with independent pattern which go back more frequently. Attachment and self-determination directly influenced emerging adults' psychosocial adjustment whereas family environment and home leaving patterns seemed to be mediated by other variables. Attachment appeared to be a core variable in understanding emerging adults' adaptation to a new context of life.