Parenting styles, coping strategies, and the expression of homesickness

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Abstract

The present study examined the role of parenting styles in the experience and expression of homesickness, and the way of coping with the feelings involved. Using a sample of 670 first year college and university students, aged 16 to 25, we tested three hypotheses: (1) authoritarian, permissive as well as uninvolved parenting are associated with the experience of homesickness, contrary to students with authoritative parents who are less likely to have feelings of homesickness; (2) students with authoritarian, permissive or uninvolved parents show their homesickness by internalizing and externalizing problems; and (3) students raised by authoritative or permissive parents use more effective coping strategies to deal with homesickness. Results indicated that students raised by authoritative and permissive parents experienced more homesickness with stronger feelings of homesickness than students raised by authoritarian or uninvolved parents. However, they hardly express homesickness by internalizing or externalizing problems when they use effective ways of coping, namely support-seeking and/or problem-solving. Students with parents endorsing an authoritarian or uninvolved parenting style, on the other hand, showed more internalizing and externalizing problems in reaction to feelings of homesickness. They also use less effective coping strategies. The results revealed the importance of a loving and accepting home environment for the development and expression of homesickness, as well as the importance of the way in which students learn to cope with their problems.

Keywords: Homesickness; Students; Coping; Expression of homesickness

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Going to college is characterized by many changes, such as moving out to live on your own, a new city, making new friends, finding your way at the university, adjusting to new situations with new routines, but also extrication from parents and missing old friends and their familiar environment (van Vliet, Stroebe, & Schut, 1998). Although many students do not confess this easily, about 60–70% of those who move to take up residency at a university develop feelings of homesickness (van Tilburg, Vingerhoets, & van Heck, 1999), of whom 7–10% develops a serious form of homesickness (Eurelings-Bontekoe, Brouwers, Verschuur, & Duijsens, 1998). Therefore, homesickness is a prevalent phenomenon among students.

What is homesickness? Several definitions are given in the literature about homesickness. There is no unambiguous definition. In this study, homesickness is defined as a negative emotional state characterized by recurrent thoughts of home, missing friends, the desire to go back to the familiar environment and often co-occurring physical complaints.

Parenting behaviour plays an important role in the emotional and social adjustment of the student and therefore in the development of homesickness (Mason, Cauce, Gonzales, Hiraga, & Grove, 1994). Two dimensions of parenting are important: the degree in which the child experiences warmth, acceptance and nurturance from parents, and the degree in which parents use restrictive control but at the same time encourage autonomy (Baumrind, 1991). These two dimensions result in four parenting styles, namely authoritative, authoritarian, permissive, and uninvolved parenting (Fig. 1).

**Homesickness and parenting style**

Going to college is often associated with distress (van Tilburg, Vingerhoets & van Heck, 1996) and the family environment can play an important role in coping with these feelings of distress. Children with authoritative parents show high self-reliance and high self-esteem. They are more likely to become more independent individuals, who are able of making their own decisions. Three aspects of authoritative parenting are important to form a buffer against homesickness. First, the acceptance and involvement of parents have a positive influence on the socialization process of the child. Second, the support and limits parents place on their child contribute to the development of a responsible, competent individual. Third, the give-and-take features of authoritative parenting make the child more cognitively and socially competent. These aspects enhance adequate functioning outside the family (Steinberg, 2001). Children with authoritarian parents however are less likely to get the chance to become autonomous. Their parents are highly controlling, highly demanding, and do not give the child the possibility to make his or her own decisions (Leung & Kwan, 1998). The result is that the child is more likely to stay dependent on his or her parents.
Strong dependence on others, in this case the parents, predicts homesickness, because the child reacts intensely to separations (Thurber, 1999). An illustration of this assumption can be found in Brewin, Furnham and Howes (1989), who found that individuals who are highly dependent on others run a greater risk to develop homesickness.

Permissive parenting can also affect feelings of homesickness: the youngster experiences low control from his or her parents, which is associated with negative emotions. For example, when the child asks for attention, the parents respond negatively or inconsistently. As a consequence, the interpersonal expectations of the child decrease and the child feels unworthy of the other's love. These children develop poor social skills, are self-centred, impulsive and aggressive. Poor social skills aggravate pre-existing feelings of homesickness (Thurber & Sigman, 1998). Similarly with permissive parenting, children with uninvolved parents also perceive low control. The child may develop low interpersonal expectations and a feeling of being unworthy of the other's love (Thurber & Sigman, 1998). Uninvolved parenting means that the parents are uncontrolling and unresponsive. These parents are less able to put demands on their children and do not give any social support or warmth. Stroebe, van Vliet, Hewstone and Willis (2002) found, in a study among 482 students, that individuals who do not get social support from their parents, and who experience a stressor like relocation, are less able to cope with the demands of the new situation, which may result in homesickness.

Parenting styles, homesickness and problem behaviours

Homesickness can express itself in different ways. Thurber (1995) found, in a study among 329 campers at a residential boys’ sports camp, that depression and anxiety are both expressions of homesickness. Furthermore, he found that some boys who experience homesickness show externalizing behaviour, for example delinquency or aggression.

Authoritative parenting contributes to the development of a healthy individual, who is able to adjust to a new situation. These children develop self-reliance, high self-esteem, and social skills to make and maintain friends, perceive self-control and use effective coping strategies (Shaffer, 2000). All this is important to build up a new life when going to college, in most cases in a new town. In contrast, if children are raised by authoritarian parents with a restrictive pattern of parenting, have fewer chances to grow independent; they lack confidence in their own decision-making abilities and do not learn how to cope with stressful events. All the guidance and rules by parents might disappear when leaving home to go to college (Shaffer, 2000). These parents expect strict obedience, rarely try to explain why it was wrong what the child did, and the child does not get the chance to explore and make mistakes. Then, when moving out to take up residency at university, the youngster has to solve his own problems and must fulfil new tasks. This might lead to anxiety, because the youngster does not know how to handle it (van Tilburg et al., 1996). Restrictive and coercive parenting often results in externalizing problems (Deater-Deckard & Dodge, 1997; Mason et al., 1994).

Permissive parenting and uninvolved parenting, which are both forms of underinvolvement, are likely to lead to negative emotions and internalizing behaviour (Thurber & Sigman, 1998). Aunola, Statin, and Nurmi (2000) found that children with uninvolved parents were more depressed. Further, children with uninvolved parents perceive low self-control. Homesickness is a
reaction to a situation the individual feels little or no control of (van Tilburg et al., 1996). In contrast to Aunola et al. (2000), Baumrind (1997) found that emotional neglect and unresponsiveness are related to externalizing behaviour problems. Children of permissive and uninvolved parents show low independence, which can lead to impulsivity and aggression (Shaffer, 2000).

Parenting style and coping

Generally three types of coping are described. The first two are problem-solving and support-seeking, both active ways of coping, which is associated with more adaptive functioning. The third is called avoidance, a passive or emotion-focused way of coping, which is associated with more affective, behavioural and social dysfunction. Adolescents and young adults with parents who provide social support are more able to cope with stressful events and use active coping more frequently than adolescents and young adults with authoritarian parents. Adolescents and young adults raised by an uninvolved parenting style show high levels of passive coping (Wolfradt, Hempel, & Miles, 2003). Clark, Novak and Dupree (2002) explain this by maintaining that adolescents and young adults, who perceive support from their parents and friends, learn how to successfully develop active ways of coping. With regard to homesickness, Van Tilburg, Vingerhoets, and Van Heck (1997) found that the most effective ways of coping are by doing something fun in order to forget about homesickness, next to seeking social support. The least effective coping strategies are emoting and ruminating, which can lead to more severe feelings of homesickness (Van Tilburg et al., 1997).

The present study

In the present study we aim to test to what extent parenting styles are related to the experience of homesickness by first-year college and university students and whether there are any dissimilarities in the expression of homesickness and the way of coping between the parenting styles. This leads to the following research questions: 1) how are the four parenting styles related to the experience of homesickness, and 2) how are the four parenting styles related to the expression of homesickness. Furthermore, in the group of adolescents and young people with actual feelings of homesickness, it will be tested to what extent coping strategies are related to the different parenting styles (3) and at least, to what extent affects parenting style the feelings of homesickness and engagement in problem behaviours (4).

Method

Procedure

Participants were first-year students from both college and university aged 16 to 25 years. These students came from different educational backgrounds, to increase the generalizability of our
findings. The studies involved were educational sciences, psychology, economics, technical education, biology, study of law, mathematics and physics. To collect data, we first contacted teachers who lecture first-year students. They were asked for permission to have their students fill out questionnaires. This would take approximately 15–20 min. When the teachers agreed, the students were asked to fill out a questionnaire during a course. To maintain the privacy of the participant no name was put on the questionnaire. Only one student refused to fill out the questionnaire. So, we received 705 of the 706 questionnaires, which imply a response rate of almost 100%. Twelve questionnaires had too many missing values, so they were excluded from the sample. Moreover, 23 students were excluded, as they all were older than 25 years and most of them left home already some years ago. Taking this into account, 35 of the 705 questionnaires were excluded from the sample. The final sample size was 670.

Participants

The participants were 670 first-year students from colleges in Arnhem and Nijmegen, and from the Radboud University Nijmegen. Of the 670 students involved in this study 255 were male (38.1%) and 414 female (61.8%) with a mean age of 19. Among the different educational tracks the students were enrolled in, educational sciences (26.6%), psychology (16.7%), and technical education (15.2%) were over-represented in the sample. Considering their living situations, most of the students were living with both parents (53%). The other students lived in a students’ house (27.5%), with a landlady (7.2%), with a partner (4.6%), friend (3%), or with other family members than their parents (1.3%). Only 3.4% of the students lived in a different situation than mentioned here. All students, except for the students who still lived with their parents, did not live with their parents anymore since more than 5.56 months (SD = 12.85). The mean time to travel to their parents was 56 min, with a standard deviation of 101.08.

Measures

Homesickness: The experience of homesickness is defined as a negative emotional state characterized by recurrent thoughts of home, missing friends, the desire to go back to the familiar environment and sometimes co-occurring physical complaints. Homesickness was measured by asking the students the following question: ‘how often did you experience homesickness in the last four weeks’, which had to be answered on a five-points-scale (1 = ‘not’ to 5 = ‘very often’).

Parenting style: To assess parenting style, the Parenting Style Inventory II (PSI-II), was administered (cf. Darling & Toyokawa, 1997). They defined parenting style as ‘a constellation of attitudes towards the child that are communicated to the child and that, taken together, create an emotional climate in which the parents’ behaviours are expressed’. The 15-items Parenting Style Inventory consists of three subscales: demandingness, emotional responsiveness and psychological autonomy granting. The subscale psychological autonomy was left out, because the four parenting styles from Baumrinds model use only responsiveness and demandingness as dimensions of parenting style. Participants answered on a five-points-scale (1 = ‘strongly disagree’ to 5 = ‘strongly agree’), on items like ‘My parents do not want to burden me to tell me their troubles’, ‘My parents take a lot of time just talking to me’, ‘When I do something wrong, my parents do not punish me’ and ‘My parents really expect me to follow family rules’. High
scores (4 or 5) on demandingness and low scores (1 or 2) on emotional responsiveness refer to an authoritarian parenting style, high scores on both subscales refer to authoritative parenting. A high score on emotional responsiveness and a low score on demandingness refer to permissive parenting. Uninvolved parenting shows low scores on the two subscales. The reliabilities (Cronbach’s alpha) of demandingness and emotional responsiveness were 0.63 and 0.77, respectively.

**Problem behaviours**: The expression of homesickness was measured using the subscale ‘behaviour and emotions’ of the Nijmegen Problem Behaviour List (Scholte, Vermulst & de Bruyn, 2001). Two subscales were distinguished: internalizing and externalizing symptoms. Examples of items regarding internalizing symptoms are ‘I blame myself for everything’, ‘I become anxious if I do not know what is expected’ and ‘I prefer being alone rather than being with others’, which had to be answered on a five-points-scale (1 = ‘strongly disagree’ to 5 = ‘strongly agree’). Examples of externalizing symptoms are: ‘I fight a lot’, ‘I threaten others with violence’ and ‘I cheat other people’. Alphas of these scales were 0.82 for internalizing symptoms and 0.81 for externalizing symptoms.

**Coping**: Coping was measured using the questionnaire ‘coping with homesickness’ (Van Tilburg et al., 1997). Coping exists of three subscales, namely problem-solving (active coping), avoidance (passive coping) and support-seeking (active coping). Examples of items regarding the subscale problem-solving are ‘talking to someone about your feelings’ and ‘showing your feelings’. Examples of the subscale avoidance are ‘seeking distraction as much as possible’ and ‘fantasizing that you stayed in your old environment’. Examples of the subscale support-seeking are: ‘trying to find support from friends or family’ and ‘talking to someone who can possibly help’. All these items had to be answered on a four-points-scale (1 = ‘not at all’ to 4 = ‘very’). The alphas for the three subscales, in the same order as mentioned before, were 0.91, 0.83 and 0.89.

**Results**

First, we tested how the four parenting styles were related to feelings of homesickness. A total of 228 students reported to have authoritative parents, 137 students authoritarian parents, 171 students permissive parents, and 123 students uninvolved parents. An ANOVA showed that parenting style was significantly related to homesickness ($F (1,668) = 2.79$, $p < 0.05$). Post-hoc tests showed that students, raised by parents with an authoritative ($M = 1.42$, $SD = 0.80$) or permissive parenting style ($M = 1.47$, $SD = 0.85$) experienced feelings of homesickness more often in the past four weeks than students raised by an authoritarian ($M = 1.31$, $SD = 0.66$) or uninvolved ($M = 1.24$, $SD = 0.60$) parenting style.

Second, homesickness was positively correlated to internalizing symptoms. When students experienced more feelings of homesickness, they reported more internalizing problems ($r(670) = 0.26$, $p < 0.05$). Concerning externalizing behaviour, no significant correlation was found with homesickness ($r(670) = -0.06$). Furthermore, parenting style was related to externalizing as well as internalizing problems. Students with authoritarian or uninvolved parents showed more externalizing and internalizing problems compared to students with parents with an authoritative or permissive parenting style (Table 1). The same analyses, excluding the students
living at home, showed comparable results. The same conclusion can be drawn when excluding students aged 22 to 25.

Third, we tested whether students, raised by different parenting styles, showed different ways of coping with feelings of homesickness. Three ways of coping were examined, in particular problem-solving, avoidance and support-seeking. From the correlations between homesickness and coping it can be concluded that all three ways of coping are positively related to homesickness. Participants adopting a problem-solving coping style ($r = 0.17, p < 0.05$), an avoidance coping style ($r = 0.32, p < 0.05$), or a support-seeking coping style ($r = 0.26, p < 0.05$) report higher levels of homesickness. Findings of an ANOVA showed that problem-solving and support-seeking are related to parenting styles. Students with authoritative or permissive parents used problem-solving and support-seeking more often to help them cope with their feelings of homesickness than students with parents using an authoritarian or uninvolved parenting style (Table 2). The same analyses, excluding the students living at home, showed comparable results. The same conclusion can be drawn when excluding students aged 22 to 25.

Moreover, we tested to what extent parenting styles affect the homesickness and subsequent engagement in internalizing problem behaviours. Six multiple regression analyses showed that homesickness does not have a mediating effect on the relation between parenting styles and the expression of homesickness by internalizing symptoms (Table 3). For students who experienced homesickness the last four weeks this means that parenting styles as well as experienced feelings of homesickness affect internalizing symptoms.

Pearson correlations demonstrated that the magnitude of feelings of homesickness is related with coping strategies. In addition, we tested whether parenting styles affect internalizing and externalizing problems through specific coping strategies. This was tested in a subsample of participants who indicated recent feelings of homesickness. As can be seen in Table 4, we found no multivariate associations between coping strategies and problem behaviours. This means that coping cannot be seen as a mediating variable.
The present study examined to what extent parenting styles affect the experience and expression of homesickness by first-year college and university students, and the ways of coping with the feelings involved. Compared to most research concerning homesickness, which were mainly

<table>
<thead>
<tr>
<th>Problem-solving</th>
<th>Authoritative</th>
<th>Authoritarian</th>
<th>Permissive</th>
<th>Uninvolved</th>
<th>F</th>
<th>Scheffe contrasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>2.67</td>
<td>2.41</td>
<td>2.67</td>
<td>2.14</td>
<td>9.70*</td>
<td>Av, Per &gt; At, Un</td>
</tr>
<tr>
<td>SD</td>
<td>0.92</td>
<td>0.96</td>
<td>0.91</td>
<td>0.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Avoidance       |              |               |            |            | 1.44 |                  |
| M               | 1.61         | 1.56          | 1.71       | 1.70       |      |                  |
| SD              | 0.68         | 0.63          | 0.71       | 0.75       |      |                  |

| Support-seeking |              |               |            |            | 10.86*| Av, Per > At, Un |
| M               | 2.13         | 1.83          | 2.27       | 1.82       |      |                  |
| SD              | 0.82         | 0.77          | 0.85       | 0.77       |      |                  |

Note. Av = authoritative, Per = permissive, At = authoritarian, Un = uninvolved.
Av, Per > At, Un: students with parents using an authoritative or permissive parenting style showed higher scores than students with authoritarian or uninvolved parents according to Sheffe post-hoc tests.
* p < 0.01.

Table 3
Multiple regression analysis of the role of parenting styles and homesickness on internalizing problems

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Internalizing symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uninvolved</td>
<td>0.16*</td>
</tr>
<tr>
<td>Permissive</td>
<td>0.02</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>0.19*</td>
</tr>
<tr>
<td>R²</td>
<td>0.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Internalizing symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uninvolved</td>
<td>0.19*</td>
</tr>
<tr>
<td>Permissive</td>
<td>0.01</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>0.21*</td>
</tr>
<tr>
<td>Homesickness</td>
<td>0.28*</td>
</tr>
<tr>
<td>R²</td>
<td>0.12</td>
</tr>
<tr>
<td>R² change</td>
<td>0.08</td>
</tr>
</tbody>
</table>

Note: Only students scoring 2 or higher on homesickness are included in these analyses (N = 248). Parenting styles are included in the equation as dummies.
* p < 0.01.

Discussion

The present study examined to what extent parenting styles affect the experience and expression of homesickness by first-year college and university students, and the ways of coping with the feelings involved. Compared to most research concerning homesickness, which were mainly
focused on children, this study is focused on adolescents and young adults, of whom a high percentage leaves home to go to college or university. This coincides with many changes in the personal and social lives of adolescents and young people, which in some cases lead to feelings of homesickness. The role of parenting styles and coping strategies in the experience and expression of homesickness are examined.

Parenting styles play an important role in the social and emotional development of students. Findings of our study showed that students with authoritative or permissive parents experience higher levels of homesickness compared to students with parents with an authoritarian or uninvolved parenting style. Students with parents who use an authoritative or permissive parenting style have in common that they experience warmth and acceptance and perceive social support from their parents. Apparently because they grew up in a loving and accepting environment, they will miss their family when they leave home, experience a desire to go home, feel lonely and think about home a lot. These results can be confirmed by previous findings on homesick conscripts, who had problems with the separation from their parents, if they have a strong emotional bond with their parents and suffered from homesickness earlier in life (Eurelings-Bontekoe, Vingerhoets, & Fontijn, 1994), and by van Vliet et al. (1998) reporting that the absence of a trusted person plays an important role in the development of homesickness, especially when missing family and friends.

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We found, as we expected, that students raised by an authoritarian or uninvolved parenting style are the ones showing more internalizing and externalizing problems. This is supported by the study of Aunola et al. (2000), who found that adolescents and young adults from authoritarian and uninvolved parents were more depressed compared to adolescents and young adults with authoritative or permissive parents. In most studies the focus lies on internalizing problems as an expression of homesickness, mostly differentiated in anxious and depressive symptoms. Exceptions are the two studies of Thurber. In one study it was found that homesickness expresses itself mainly in internalizing problems, however, sometimes also in externalizing problems such as delinquency...
Thurber (1995) explains that it is possible that these boys show externalizing problems to attract attention from the cabin leaders. In another study of Thurber & Sigman (1998) it was found that the adolescents in their sample expressed homesickness in internalizing as well as in externalizing problems. The reason that Thurber found a significant relation between homesickness and externalizing problems, which is in contrast to the results of our study, may be found in the age-difference. The sample used in Thurber’s study is much younger than the students in our study. It is possible that the older students internalize their problems more often, because they have already learned to control their feelings.

What we did not expect was that students raised by permissive parents do not show more problems when they experience feelings of homesickness. This study shows that the way students are raised by their parents affects the development of homesickness and the way they express feelings of homesickness. Students raised by loving, accepting and supporting parents, report more and stronger feelings of homesickness, but they do not express homesickness by internalizing as well as externalizing problems. One explanation for the fact that students with authoritative or permissive parents do not express homesickness by internalizing or externalizing symptoms can be that these students developed better social skills to make friends and maintain friendships and therefore perceive more support from friends, and as a consequence do not feel alone.

Another explanation for the result that students with authoritative or permissive parents, who experience more feelings of homesickness but do not express homesickness by internalizing or externalizing problems, can be found in the way of coping with problems, which is also examined in this study. As expected, students subjected to an authoritative or permissive parenting style use more effective coping strategies, namely problem-solving and support-seeking. Students raised by loving and accepting parents, and who perceive support from their parents, learn how to cope with problems successfully, including homesickness. These results confirm previous findings that perceived parental warmth was positively associated with active coping (Wolfradt et al., 2003). This is also confirmed by the study of Clark et al. (2002), who found that adolescents and young adults with parents who encourage their children to be autonomous, use less passive ways of coping. They also found that adolescents and young adults, who experience support from their parents, learn how to cope successfully with their problems and use more active coping strategies.

Further, students raised by parents with an authoritarian or authoritative parenting style are the ones who use effective coping strategies, such as problem-solving and support-seeking. A possible explanation can be that, because both parenting styles are controlling, these students have learned to control their own behaviour and therefore are more capable to cope with high pressures, whereas students with permissive parents cannot handle the pressure caused by strong feelings of homesickness, and as a result do not know how to cope with them. This is confirmed by the study of Thurber and Weisz (1997), who found that children who perceived low control, give up and do not actively try to decrease the feelings of homesickness.

In general, it is important to be able to recognize homesickness in an earlier stage and not to neglect students who express their feelings of homesickness by externalizing problems. Noteworthy is that the combination of parenting styles resulting in the expression of homesickness and coping strategies all point to the importance of parents’ responsiveness when raising children, for the development of homesickness and the way students cope with their problems.
One limitation of this study is that the expression of homesickness is divided into internalizing and externalizing problems. It might be interesting for further research to examine whether there are any differences between anxious and depressive symptoms, because the literature shows different results concerning anxiety and depression. Thurber (1995) found, in a study among 329 campers at a residential boys’ sports camp, that depression and anxiety are both expressions of homesickness, but they do not necessarily coexist. Interestingly, the younger boys reported more anxiety, whereas the older boys were more likely to report more depression. However, Fisher and Hood (1987) found that only anxiety symptoms, somatic symptoms and obsessional symptoms are related to homesickness and depression is not. Although the students with homesickness in that study reported more depression prior to their leaving home and taking up residency at university, depression was not sensitive to this transition. Further limitation is our cross-sectional design, which means that the data were collected at one point in time and no conclusions can be drawn about causality. It is worth noting that the data were obtained from a single source (adolescent and young adult self-reports). The reason we obtained data concerning parenting from the adolescents perspective was because adolescent’s outcomes, like homesickness, are more dependent of the experience of parenting from the adolescent and young adult perspective than from the parent perspective (Steinberg, Lamborn, Dornbusch, & Darling, 1992). The limitation is that we cannot answer the question of whether authoritative parenting and permissive parenting leads to homesickness or that students experiencing homesickness perceive their parents as more authoritative or permissive. Future studies can benefit from gathering multi-informant data on parenting (as well as homesickness).

Nonetheless, the results of this study suggest that parenting styles play a relevant role in the development of homesickness and the way students express their feelings of homesickness. Also, the way students cope with their problems is related to the way they have been raised by their parents. Some of the results are surprising especially the finding that students who experience love and warmth from their parents are the ones showing the strongest feelings of homesickness. Maybe it can be seen as a healthy process of obtaining autonomy as long as the feelings of homesickness do not express themselves in internalizing or externalizing problems. It is possible that homesickness than means that there is a strong emotional relationship between parents and child and these children are better able to build up meaningful relationships when they extricate from home.

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