

A number of university students have mental health issues because new and diverse stressors are emerging in conjunction with developmental and environmental pressures of being a university student. Culturally and ethnically diverse student groups might experience psychological and social difficulties associated with different cultural norms, values attitudes.

This study aimed to explore the relationship between parental and peer attachment styles in terms of cultural context as well as its relationship to psychosocial functioning among young adults (18-24 years old). Four research questions are; are there differences in the expression of psychosocial well-being among young adults across different cultural groups?; are there differences in parent-child attachment patterns and peer relationships within culturally different young adult groups? How do culturally different identities related to attachment patterns with parents and in later adult life, with peers among young adults?; do parental attachment patterns predict psychosocial well-being in culturally diverse young adult groups?; and do peer attachment patterns predict psychosocial well-being in culturally diverse young adult groups? Participants were Anglo Australian students whose parents were both born in Australia and have an English speaking background; Asian Australian students who were born in Australia or immigrated to Australia in their childhood and at the same time, whose parents are both originally from China, Hong Kong, Korea, Japan and Taiwan; and Asian international students from China, Hong Kong, Korea, Japan and Taiwan came to Australia in order to study. The research methods being used; a web-based survey; and a face-to-face semi-structured interview to understand the influence of relationships with parents and peers on psychosocial well-being in the cultural context.

As a result, most university students feel stressed about their current university life with respect to academic achievement, relationship problems, future career and pressure from parents. Students presented their histories with parents and peers coherently, without anger, passivity, idealization or derogation. However, some Asian Australian and Asian International students tend to be somewhat preoccupied with respect to attachment with parents, especially with their father and academic pressure. Asian student show more collectivistic tendency and are slightly more alienated from their parents than Australian students. We expect Asian international students might be more distressed than Australian students because of staying away from their home. However, Australian students face more distress in university life than Asian students. This study is important to develop a theoretical framework and model of psychosocial well-being for diverse cultural student groups in Australia.