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PARENTING STYLES AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY UNDERGRADUATES

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ABSTRACT

This study examined parenting styles and emotional intelligence as predictors of psychological well-being among university undergraduates. A quantitative, cross-sectional survey design was adopted, involving a sample of 376 students selected through a multi-stage sampling technique. Data were collected using standardized self-report instruments measuring parenting styles (authoritative, authoritarian, and permissive), emotional intelligence, and psychological well-being. Descriptive statistics and inferential analyses, including Pearson correlation, independent samples t-test, and one-way analysis of variance (ANOVA), were employed to analyze the data. The findings revealed that emotional intelligence was not significantly related to psychological well-being among the participants. Similarly, parenting styles did not show significant relationships with psychological well-being, indicating that early parental influences may not directly predict well-being during emerging adulthood. Furthermore, no significant differences were found in psychological well-being based on gender or age. Notably, the results indicated a uniformly high level of psychological well-being among the respondents. These findings suggest that psychological well-being among university undergraduates may be influenced more by contemporary contextual factors, such as academic environment, peer relationships, and personal coping strategies, rather than by parenting styles or emotional intelligence alone. The study contributes to the existing literature by highlighting the complexity of well-being and the need for more integrative approaches in understanding its determinants. It also underscores the importance of developing holistic mental health interventions within university settings.

Keywords: psychological well-being, parenting styles, emotional intelligence, university undergraduates, mental health.

Introduction

Psychological well-being has become a central focus in contemporary psychological research, particularly within the context of university populations where students encounter diverse academic, social, and emotional challenges (Shuaib et al.,2021; Emaliana et al.,2025). The transition to university life often exposes

undergraduates to increased autonomy, academic pressures, and complex social dynamics, all of which can significantly influence their mental health and overall well-being (Iretor-Oscar et al.,2021; Ball et al.,2025). Psychological well-being, conceptualized as an individual's ability to function optimally across multiple dimensions, including self-acceptance, purpose in life, personal growth, and positive interpersonal relationships plays a critical role in determining students' academic success, resilience, and life satisfaction (Adedoja et al.,2021; Cilar Budler,2025). Consequently, identifying key predictors of psychological well-being among undergraduates remains an important area of empirical inquiry.

Among the various factors that contribute to psychological well-being, early family experiences, particularly parenting styles, have received considerable scholarly attention (Awoyemi et al.,2023; Joseph et al.,2026). Parenting styles, commonly categorized as authoritative, authoritarian, permissive, and neglectful, shape children's emotional, cognitive, and social development (Adaramoye et al.,2024; Guarderas et al.,2025). These parenting approaches influence how individuals perceive themselves, regulate emotions, and interact with others later in life (Balogun et al.,2024; Boned et al.,2025). Authoritative parenting, characterized by warmth and firm control, has often been associated with positive developmental outcomes, whereas authoritarian and permissive styles have shown mixed or less favorable associations (Vasion et al.,2023; Akanbi et al.,2024; Olayiwola-Adedoja et al.,2024a). Despite the established importance of parenting in early development, there is ongoing debate regarding the extent to which these early influences persist into emerging adulthood, particularly in diverse socio-cultural contexts such as those found in university settings (Olayiwola-Adedoja et al.,2024b; Okocha et al.,2025; Dimitrova &Zaborskis et al.,2025).

In addition to parenting styles, emotional intelligence has emerged as a significant psychological construct linked to well-being (Sun&Lyz,2022; Osiesi et al.,2025). Emotional intelligence refers to the ability to perceive, understand, regulate, and utilize emotions effectively in oneself and others (Levitats et al.,2025). Individuals with high emotional intelligence are generally better equipped to manage stress, maintain healthy relationships, and adapt to changing environments (Woime&Shato,2025). Within the university context, emotional intelligence may serve as a protective factor, enabling students to navigate academic demands and interpersonal challenges more effectively (Mohamed Hashum et al.,2025). Although numerous studies have reported positive associations between emotional intelligence and psychological well-being, findings are not always consistent, suggesting the need for further investigation (Caballero-Garcia&Ruiz,2025).

Importantly, much of the existing literature examining the relationships among parenting styles, emotional intelligence, and psychological well-being has been conducted in Western contexts, limiting the generalizability of findings to other cultural settings. In many developing countries, including Nigeria, variations in socio-economic conditions, cultural values, and family structures may influence how parenting practices and emotional competencies affect psychological outcomes. University students in such contexts often represent a heterogeneous population,

making it essential to explore these relationships within their specific socio-cultural environments.

Furthermore, previous research has often examined parenting styles and emotional intelligence independently, with limited attention to their combined predictive influence on psychological well-being. Understanding how these variables interact to influence well-being can provide a more comprehensive perspective and inform targeted interventions aimed at promoting mental health among undergraduates. Additionally, demographic factors such as age and gender may moderate these relationships, yet findings in this regard remain inconclusive.

Against this backdrop, the present study seeks to investigate parenting styles and emotional intelligence as predictors of psychological well-being among university undergraduates. By adopting a correlational approach, the study aims to examine both the independent and combined contributions of these variables to students' well-being. The findings are expected to contribute to the existing body of knowledge by providing empirical evidence from a non-Western context and offering insights that may inform counseling practices, educational policies, and student support services. Ultimately, enhancing psychological well-being among university students is essential not only for their academic success but also for their long-term personal and professional development.

Statement of the Problem

Psychological well-being among university undergraduates has become an increasing concern in recent years due to rising academic pressures, social challenges, and the complexities associated with the transition to adulthood (Liu et al.,2025). Although university students are often perceived as being in a phase of optimal development, many experience stress, emotional instability, and difficulties in adapting to academic and social demands (Olsen et al.,2025). These challenges can adversely affect their mental health, academic performance, and overall quality of life (Catling et al.,2025). Despite the growing recognition of the importance of psychological well-being, there remains limited consensus on the key factors that significantly predict well-being among undergraduates, particularly in non-Western contexts (Dalvecchio et al.,2020).

Parenting styles and emotional intelligence have been widely identified as important determinants of psychological outcomes (Greco et al.,2025). Parenting styles shape early emotional development and behavioural patterns, while emotional intelligence influences individuals' capacity to regulate emotions and cope with stress (Xu et al.,2025). However, empirical findings on the relationship between these variables and psychological well-being remain inconsistent. Some studies report significant positive associations, while others indicate weak or non-significant relationships, suggesting that these variables may not operate uniformly across different populations and cultural settings.

Furthermore, many existing studies have examined parenting styles and emotional intelligence independently, with limited attention given to their combined predictive influence on psychological well-being. There is also a paucity of research focusing on university undergraduates in developing countries, where socio-cultural dynamics may alter these relationships. Consequently, there is a need for empirical investigation into how parenting styles and

emotional intelligence jointly predict psychological well-being among undergraduates, as well as whether demographic factors such as age and gender influence these relationships. This gap necessitates the present study.

Research Objectives

The main objective of this study is to examine parenting styles and emotional intelligence as predictors of psychological well-being among university undergraduates.

The specific objectives are to:

1. Determine the relationship between emotional intelligence and psychological well-being among university undergraduates.
2. Examine the relationship between parenting styles (authoritative, authoritarian, and permissive) and psychological well-being among university undergraduates.
3. Assess the combined predictive influence of parenting styles and emotional intelligence on psychological well-being.
4. Determine whether there is a significant difference in psychological well-being based on gender.
5. Examine whether there is a significant difference in psychological well-being based on age.
6. Assess the level of psychological well-being among university undergraduates.

Research Questions

1. Is there a significant difference in psychological well-being between male and female undergraduates?
2. Is there a significant difference in psychological well-being among undergraduates based on age?
3. What is the level of psychological well-being among university undergraduates?

Research Hypotheses

H_{01}: There is no significant relationship between emotional intelligence and psychological well-being among university undergraduates.

H_{02}: There is no significant relationship between parenting styles (authoritative, authoritarian, and permissive) and psychological well-being among university undergraduates.

Conceptual and Theoretical Framework

This study is anchored on a conceptual model that positions parenting styles and emotional intelligence as key independent variables influencing psychological well-being among university undergraduates (Yao et al.,2022; Adaramoye et al.,2025a). Psychological well-being, conceptualized as a multidimensional construct encompassing self-acceptance, personal growth, purpose in life, autonomy, environmental mastery, and positive relations, represents the outcome variable (De-Juanas et al.,2020). Parenting styles categorized into authoritative, authoritarian, and permissive are understood as early environmental factors that shape individuals' behavioural patterns, emotional regulation, and interpersonal functioning (McWhirter et al.,2023). Emotional intelligence, defined as the ability to perceive, understand, manage, and utilize emotions effectively, is conceptualized as an individual-level psychological resource that may directly enhance well-being and potentially mediate or strengthen the effects of early parental influences (Serrat, 2017). The framework assumes that both parenting styles and emotional intelligence independently and jointly contribute to variations in psychological well-being, while

demographic factors such as age and gender may moderate these relationships (Abidin et al.,2022).

The theoretical underpinning of this study draws primarily from Baumrind's Parenting Style Theory and Emotional Intelligence Theory. Baumrind's framework posits that parenting behaviours characterized by responsiveness and demandingness produce distinct developmental outcomes (Widiastuti et al.,2026). Authoritative parenting, which balances warmth and control, is generally associated with positive psychosocial adjustment, whereas authoritarian and permissive styles may lead to less optimal outcomes (Palacious et al.,2022; Adaramoye et al.,2025b). Complementing this, Emotional Intelligence Theory, as advanced by scholars such as Mayer and Salovey, emphasizes the role of emotional competencies in adaptive functioning (Salovey & Mayer,1990). Individuals with higher emotional intelligence are better able to regulate stress, maintain positive relationships, and make effective decisions, all of which are essential components of psychological well-being (King et al.,2026). Together, these theories provide a basis for understanding how both early socialization processes and acquired emotional skills contribute to individuals' mental health outcomes.

In addition, the study is informed by Ryff's Model of Psychological Well-being, which provides a comprehensive framework for understanding positive psychological functioning beyond the absence of mental illness (Babnik et al.,2021). Ryff's model highlights key dimensions of well-being that are influenced by both environmental and personal factors (Cortez-Rodriguez et al.,2023). Integrating these theoretical perspectives, the present study assumes that parenting styles shape the foundational emotional and behavioural tendencies of individuals, while emotional intelligence serves as a proximal mechanism through which individuals interpret and respond to life experiences. This integrated framework supports the examination of both direct and combined effects of parenting styles and emotional intelligence on psychological well-being, offering a holistic understanding of the factors that contribute to optimal functioning among university undergraduates.

Review of Related Literature

Psychological well-being has been widely conceptualized as a multidimensional construct encompassing self-acceptance, autonomy, environmental mastery, purpose in life, and positive interpersonal relationships (Babnik et al., 2021; Cortés-Rodríguez et al., 2023; Olayiwola-Adedoja et al.,2025a). Within the university context, psychological well-being is increasingly recognized as a critical determinant of students' academic success, resilience, and overall life satisfaction (Emaliana et al., 2025; Catling et al., 2025). Empirical studies have shown that well-being among undergraduates is influenced by a combination of personal, social, and environmental factors, including autonomy, coping capacity, and social support (De-Juanas et al., 2020; Liu et al., 2025). Despite this growing body of research, the complexity of factors influencing psychological well-being continues to generate scholarly debate, particularly regarding the relative contributions of early socialization experiences and individual psychological resources (Dimitrova & Zaborskis, 2025).

Parenting styles have been consistently identified as a foundational influence on individuals' emotional and behavioural development. Rooted in Baumrind's theory, parenting styles such as authoritative, authoritarian, and permissive differ in levels of responsiveness and control, thereby shaping developmental outcomes in distinct ways (Widiastuti et al., 2026). Research indicates that authoritative parenting is generally associated with positive psychological outcomes, including higher self-regulation, emotional stability, and well-being, whereas authoritarian and permissive styles often yield less consistent or negative outcomes (Palacios et al., 2022; Abidin et al., 2022; Olayiwola-Adedoja et al.,2025b). Furthermore, parenting practices have been shown to influence emotion regulation and interpersonal functioning through mechanisms such as family interaction patterns and support systems (Yao et al., 2022; McWhirter et al., 2023). However, evidence regarding the long-term effects of parenting styles into emerging adulthood remains mixed, with some studies suggesting diminishing influence as individuals gain independence and encounter broader social contexts (Delvecchio et al., 2020; Boned-Fustel et al., 2025).

In addition to parenting styles, emotional intelligence has emerged as a significant predictor of psychological well-being. Emotional intelligence, defined as the ability to perceive, understand, and regulate emotions, plays a crucial role in adaptive functioning and stress management (Salovey & Mayer, 1990; Serrat, 2017). Individuals with higher emotional intelligence tend to demonstrate better coping strategies, stronger interpersonal relationships, and improved psychological adjustment (Levitats et al., 2025; Woime & Shato, 2025). Empirical evidence further suggests that emotional intelligence contributes positively to academic performance and subjective well-being among university students (Caballero-García & Ruiz, 2025; Mohamed Hashim et al., 2025). Nonetheless, some studies report inconsistent findings, indicating that the relationship between emotional intelligence and well-being may be influenced by contextual and individual differences (King et al., 2026). Consequently, there is a growing need to examine emotional intelligence alongside other determinants, such as parenting styles, to provide a more comprehensive understanding of psychological well-being among undergraduates.

Methodology

This study employed a quantitative approach using a cross-sectional survey design to examine the predictive influence of parenting styles and emotional intelligence on psychological well-being among university undergraduates in Federal University, Oye-Ekiti, Nigeria. The choice of a cross-sectional design was appropriate given the study's objective to explore relationships among variables at a single point in time without manipulation. This design also allowed for the application of inferential statistical techniques to determine the extent to which parenting styles and emotional intelligence predict variations in psychological well-being, as well as to examine differences

across demographic variables such as age and gender.

The target population for the study comprised undergraduates enrolled in Federal University, Oye-Ekiti, Nigeria. Participants were selected using a multi-stage sampling procedure to ensure adequate representation across different demographic characteristics. Initially, faculties or departments were selected through stratified sampling, after which students were randomly drawn from selected units. A total of 376 respondents participated in the study, providing sufficient statistical power for the analyses conducted. The sample included both male and female students within varying age ranges, thereby allowing for the examination of demographic differences in psychological well-being.

Data was collected using standardized self-report instruments designed to measure the key variables of the study. Parenting styles were assessed using a structured scale that categorized parental behaviour into authoritative, authoritarian, and permissive dimensions. Emotional intelligence was measured using a validated scale capturing individuals' ability to perceive, understand, and regulate emotions effectively. Psychological well-being, the dependent variable, was assessed using a multidimensional instrument aligned with established theoretical frameworks, capturing aspects such as autonomy, personal growth, and positive relationships. All instruments demonstrated acceptable levels of internal consistency, with reliability coefficients meeting established thresholds (0.70). In addition, a demographic section was included to obtain information on participants' age and gender.

The data collection process adhered to ethical standards for research involving human participants. Approval was obtained from relevant institutional authorities prior to the commencement of the study. Participants were informed about the purpose of the research, and their consent was obtained before participation. They were assured of confidentiality and anonymity, and participation was entirely voluntary. Questionnaires were administered in a controlled setting, and respondents were given adequate time to complete the instruments without coercion or undue influence.

Data analysis was conducted using appropriate statistical software. Descriptive statistics, including means and standard deviations, were used to summarize the characteristics of the sample and the distribution of study variables. Inferential statistics were employed to test the study hypotheses. Pearson product-moment correlation analysis was used to examine the relationships between emotional intelligence, parenting styles, and psychological well-being. Independent samples t-test was conducted to determine whether there were significant differences in psychological well-being based on gender, while one-way analysis of variance (ANOVA) was used to examine differences across age groups. All hypotheses were tested at a significance level of 0.05. The analytical approach ensured a comprehensive examination of both relational and group differences, thereby

providing robust empirical evidence for the study.

Results

Demographic Data of the Respondents

Table 1: Socio-Demographic Characteristics of Respondents N = 376

Characteristics		Frequency	Percentage (%)
Gender	Male	198	52.7
	Female	178	47.3
Age (years)	16-20	196	52.1
	21-25	175	46.5
	26 and above	5	1.3

Table 1 reveals demographic information about the respondents. There is an imbalance in the gender distribution among the respondents, with 188 males representing 47.0% and 212 females representing 53.0%. There are more female respondents than male respondents included in the study. The table also shows the frequency distribution of the respondents' ages. It shows that the respondents between the age ranges of 10-13 years are 64, which represent 16.0%; those within the age range of 14-17 years are 172 in number, representing 43.0%; while the respondents at 22 years and above are 164, representing 41.1% of the entire sample. The majority of the participants fall between the age ranges of 14 and 17 years.

Hypothesis One: There is no significant relationship between emotional intelligence and psychological well-being among university undergraduates

Table 2: Descriptive statistics and correlation between emotional intelligence and social competence among university undergraduates

Variables	N	Mean	SD	r	Sig
Emotional intelligence	376	70.27	2.26	.002	.963
Psychological wellbeing	376	45.44	2.22		

Table 2 contains descriptive statistics and the correlation between emotional intelligence and psychological well-being among university undergraduates. As shown in Table 4.2, emotional intelligence is not significantly correlated with psychological well-being ($r = .002$; $p > .05$). This result indicates that there is no relationship between emotional intelligence and psychological well-being. According to this research, undergraduate students' psychological well-being is unaffected by emotional intelligence. Hence, hypothesis one is accepted. There is no significant relationship between emotional intelligence and psychological well-being among university undergraduates**.**

Hypothesis Two: There is no significant relationship between parenting styles and Psychological well-being among university undergraduates

Table 3: Descriptive statistics and correlation of parenting styles and psychological Wellbeing among university undergraduates

Variables	N	Mean	SD	1	2	3	4
Psychological wellbeing	376	45.44	2.217	1.00			
Authoritative parenting	376	14.05	1.068	-.036	1.00		
styles	376	14.05	.959	.065	-.057	1.00	
Authoritarian parenting	376	14.10	.933	.029	.307*	.147*	1.00
styles							
Permissive parenting styles							

Table 3 contains descriptive statistics and the correlation between parenting styles and psychological well-being among university undergraduates. Table 3 divides parenting styles into three categories: authoritative, authoritarian, and permissive. The results show that these parenting styles are not significantly correlated with psychological well-being. Table 3 reveals that there is no significant relationship between psychological well-being and authoritative ($r = -0.36$, $p > 0.05$), authoritarian ($r = 0.065$, $p > 0.05$), and permissive ($r = 0.029$, $p > 0.05$) parenting. The evidence indicates that there is no relationship between parenting styles and psychological well-being. Hypothesis two is therefore accepted. This conclusion implies that there is no significant relationship between parenting styles and psychological well-being among university undergraduates.

Research Question One: Is there no significant difference in the level of psychological
Well-being among male and female undergraduates**?**

Table 4:4: T-test showing the significant difference in the level of psychological well-being among male and female university undergraduates

Variables	N	X	SD	T	df	P	Remark
Male	196	45.23	2.102	.803	374	.371	NS
Female	180	45.67	2.321				

The results presented in Table 4 indicate a t-value of 0.803, accompanied by 374 degrees of freedom, and a p-value exceeding 0.05. Since the p-value is greater than 0.05, it indicates that there is no significant difference in psychological well-being between male and female university undergraduates. This finding suggests that gender does not influence psychological

well-being, as the mean score for males does not significantly differ from that of females.

Research Question Two: Is there no significant difference in psychological well-being among university undergraduates based on age

Table 5: Analysis of Variance showing the significant difference in psychological well-being among university undergraduates based on age

Psychological wellbeing	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.279	2	11.279	2.303	.130
Within Groups	1831.434	373	4.807		
Total	1842.713	376			

According to the analysis of variance in Table 5, there is no significant difference in the level of psychological well-being among university undergraduates based on age. The F-ratio (F (2, 373) = 2.303, P > .05) further affirms the non-significance of the findings. Hence, there is no significant difference in psychological well-being among university undergraduates based on age.

Research Question Three: What is the level of psychological wellbeing among university undergraduates?

Table 4.6: Descriptive statistics showing the level of psychological well-being among university undergraduates

Psychological wellbeing	Frequency	Percentage (%)
Low	0	0.0
Moderate	0	0.0
High	376	100.0
Total	376	100.0

Table 7 shows the level of psychological well-being as expressed by the university undergraduates. Results show that all respondents expressed a high level of psychological well-being, as indicated by the diagnostic instrument administered to them, with a score of 376. The study's results show that all the university undergraduates had high psychological well-being, as indicated by their responses to the diagnostic tool.

Discussions

The present study examined parenting styles and emotional intelligence as predictors of psychological well-being among university undergraduates. Contrary to expectations, the findings revealed that emotional intelligence was not significantly related to psychological

well-being. This result diverges from a substantial body of literature that identifies emotional intelligence as a key determinant of adaptive functioning, stress management, and overall well-being (Salovey & Mayer, 1990; Serrat, 2017). Previous empirical studies have consistently reported positive associations between emotional intelligence and psychological well-being, suggesting that individuals with higher emotional competencies are better equipped to regulate emotions and maintain psychological balance (Caballero-García & Ruiz, 2025; Levitats et al., 2025). However, the present finding aligns with emerging evidence indicating that the relationship between emotional intelligence and well-being may not always be direct or significant, particularly when contextual or environmental factors are not accounted for (King et al., 2026). It is possible that other mediating or moderating variables, such as stress exposure, coping strategies, or social support systems, may influence this relationship among university students. Additionally, the uniformly high levels of psychological well-being observed among participants may have limited variability, thereby weakening the strength of the relationship.

Similarly, the study found no significant relationship between parenting styles (authoritative, authoritarian, and permissive) and psychological well-being among undergraduates. This finding contrasts with earlier research emphasizing the long-term influence of parenting practices on emotional and psychological development (Abidin et al., 2022; Palacios et al., 2022). Parenting styles have traditionally been linked to outcomes such as self-regulation, emotional stability, and social competence, which are foundational to well-being (Widiastuti et al., 2026; McWhirter et al., 2023). However, the absence of a significant relationship in this study may reflect the developmental stage of the participants. As individuals transition into emerging adulthood, the direct influence of parental behaviours may diminish, giving way to other contextual factors such as peer relationships, academic experiences, and personal autonomy (Delvecchio et al., 2020; Dimitrova & Zaborskis, 2025). This interpretation is consistent with studies suggesting that while parenting styles shape early developmental trajectories, their effects may weaken over time as individuals become more independent and exposed to diverse social environments (Boned-Fustel et al., 2025). Cultural context may also play a role, as variations in family structures and social expectations can influence how parenting practices are internalized and expressed in later life.

The findings further indicated that there were no significant differences in psychological well-being based on gender or age. This suggests that psychological well-being may be relatively stable across these demographic groups within the study population. Although some studies have reported gender differences in emotional expression and coping behaviours, which may influence well-being (Portengen et al., 2025), others have found minimal or no differences, particularly in university settings where students may share similar experiences and stressors (De-Juanas et al., 2020). Similarly, while developmental theories suggest that

age-related differences in cognitive maturity and social awareness may affect well-being, the lack of significant variation in this study may indicate that the sampled age groups share comparable developmental characteristics. This finding is consistent with research highlighting that contextual factors such as academic environment and social support may exert a stronger influence on well-being than demographic variables alone (Liu et al., 2025; Olayiwola-Adedoja et al.,2025c).

An important finding of the study is the uniformly high level of psychological well-being reported among all participants. While this may suggest a generally positive state of mental health among the respondents, it also raises methodological considerations. The lack of variability in psychological well-being scores may have contributed to the non-significant relationships observed in the study. This ceiling effect limits the ability to detect meaningful differences or associations among variables. It is also possible that social desirability bias influenced participants' responses, particularly in self-report measures of well-being. Nonetheless, the finding aligns with some research indicating that university students may exhibit resilience and adaptive functioning despite facing academic and social challenges (Greco et al., 2025).

Overall, the findings of this study highlight the complexity of psychological well-being and suggest that neither parenting styles nor emotional intelligence alone may be sufficient predictors in the context examined. Instead, psychological well-being appears to be influenced by a broader set of interacting factors, including environmental, cultural, and individual variables. These results underscore the need for more integrative research approaches that consider multiple determinants of well-being simultaneously. Future studies should explore potential mediating and moderating mechanisms, such as social support, resilience, and academic stress, to provide a more comprehensive understanding of psychological well-being among university undergraduates.

Conclusion

This study examined the predictive roles of parenting styles and emotional intelligence on psychological well-being among university undergraduates. The findings revealed that neither emotional intelligence nor parenting styles (authoritative, authoritarian, and permissive) significantly predicted psychological well-being. Additionally, no significant differences were observed in psychological well-being across gender and age groups. These results suggest that psychological well-being among undergraduates may be influenced by factors beyond early family experiences and individual emotional competencies.

The absence of significant relationships may be attributed to the developmental stage of the participants, as emerging adults tend to rely more on peer networks, academic environments, and personal autonomy rather than parental influence. Furthermore, the uniformly high levels of psychological well-being reported by participants indicate a potential ceiling effect, which may have

limited the variability required to detect meaningful associations.

Overall, the study contributes to the growing body of literature by highlighting the complexity of psychological well-being and the need to consider a broader range of contextual and individual factors. It underscores the importance of adopting multidimensional approaches in understanding well-being among university students. Future research should focus on integrating additional variables such as social support, resilience, and academic stress to provide a more comprehensive understanding of psychological well-being in this population.

Recommendations

Based on the findings of this study, several recommendations are proposed to enhance psychological well-being among university undergraduates. Firstly, university administrators and policymakers should prioritize the development of comprehensive mental health programs that address a wide range of psychosocial factors beyond emotional intelligence and parenting background. Interventions should incorporate components such as stress management, peer support systems, and resilience-building strategies to better support students' well-being.

Secondly, counselling services within universities should be strengthened and made more accessible to students. Counsellors should adopt holistic approaches that consider students' current environmental and academic challenges rather than focusing solely on past family experiences. Regular mental health awareness campaigns can also help reduce stigma and encourage students to seek support when needed.

Also, educators should integrate well-being-focused practices into the academic environment by fostering supportive classroom climates and promoting positive student engagement. This can help create a sense of belonging and enhance students' overall psychological functioning.

Finally, parents and guardians should be encouraged to maintain supportive relationships with their children even during their university years, as ongoing emotional support may still play a role in students' adjustment. These combined efforts can contribute to a more supportive ecosystem that promotes students' psychological well-being.

Limitations of the study

Despite its contributions, this study is not without limitations. One major limitation is the use of a cross-sectional research design, which restricts the ability to establish causal relationships among the variables. The findings therefore reflect associations at a single point in time and may not capture changes in psychological well-being or its predictors over time.

Another limitation relates to the reliance on self-report measures, which may be subject to response biases such as social desirability and inaccurate self-assessment. Participants may have overreported positive attributes, particularly psychological well-being, which

could explain the uniformly high scores observed in the study. This potential ceiling effect may have limited the variability required to detect significant relationships.

Additionally, the study focused on a specific population of university undergraduates, which may limit the generalizability of the findings to other groups such as adolescents, non-students, or individuals from different cultural contexts. The sampling procedure, although systematic, may also not fully capture the diversity of experiences within the broader student population.

Finally, the study did not account for other important variables such as social support, academic stress, and socioeconomic status, which may significantly influence psychological well-being. These limitations should be considered when interpreting the findings.

Implications of Findings

The findings of this study have important theoretical, practical, and policy implications. Theoretically, the results challenge existing assumptions about the direct influence of parenting styles and emotional intelligence on psychological well-being, particularly in the context of emerging adulthood. This suggests the need to refine existing models by incorporating additional contextual and developmental factors that may better explain variations in well-being.

Practically, the findings highlight the importance of focusing on current environmental influences rather than relying solely on early life experiences when addressing students' mental health. University support systems should therefore emphasize present-day challenges such as academic pressure, peer relationships, and coping strategies. This shift in focus can lead to more targeted and effective interventions for improving student well-being.

From a policy perspective, the study underscores the need for higher education institutions to invest in comprehensive mental health services and student support programs. Policies should promote inclusive and supportive learning environments that enhance students' psychological functioning.

Overall, the findings suggest that promoting psychological well-being among undergraduates requires a multifaceted approach that integrates individual, social, and institutional factors.

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