IMPACT OF PARENTING STYLES ON EMOTIONAL WELL-BEING AMONG UNDERGRADUATE STUDENTS IN SELECTED PUBLIC UNIVERSITIES IN NAIROBI COUNTY, KENYA

MIRIAM GATHONI MWANGI

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DECLARATION

This dissertation is my original work and has not been presented to any college or university for academic credit

Signature: ……. Date: ……..
Miriam Gathoni Mwangi (MMFT/17713/0/20)

This dissertation has been presented for examination with our approval as the University Supervisors.

Signature: …….. Date: ……..
Dr. Susan Chang'orok, PhD

Signature: ……. Date: …….
Dr. Esther Gachuri, PhD

TABLE OF CONTENTS

DECLARATION ..... Error! Bookmark not defined.

TABLE OF CONTENTS ..... **iii**

DEDICATION ..... **vi**

ACKNOWLEDGEMENT ..... **vii**

ABSTRACT ..... **viii**

LIST OF TABLES ..... **ix**

LIST OF FIGURES ..... **x**

ABBREVIATIONS AND ACRONYMS ..... **xi**

OPERATIONAL DEFINITION OF TERMS ..... **xii**

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY **1**

Introduction 1

Background of the Study 1

Statement of the Problem 6

Purpose of the Study 7

Specific Objectives 7

Research Questions 8

Assumptions of the Study 8

Justification of the Study 9

Significance of the Study 9

Scope of the Study 10

Limitations and Delimitations 11

Chapter Summary 12

CHAPTER TWO: LITERATURE REVIEW 13

Introduction 13

Empirical Literature 13

Theoretical Framework 43

Conceptual Framework 48

A Synthesis of the Research Gap 50

Chapter Summary 51

CHAPTER THREE: RESEARCH METHODOLOGY 53

Introduction 53

Research Design 53

Target Population 53

Sample Size 54

Sampling Method 55

Data Collection Methods 55

Instrument Validity and Reliability 56

Pilot Testing 58

Research Procedures 58

Data Analysis 59

Ethical Consideration 59

Chapter Summary 60

CHAPTER FOUR: RESULTS AND DISCUSSION 61

Introduction 61

Response Rate and Demographic Analysis 61

Parenting Styles among Parents of Undergraduate Students 66

Level of Emotional Wellbeing among Undergraduate Students....73

Relationship between Parenting Styles and Emotional Wellbeing....78

Chapter Summary....79

CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS, AREAS FOR FURTHER RESEARCH AND CONCLUSIONS....80

Introduction....80

Summary of Findings....80

Implications....81

Conclusions....83

Recommendations....84

Areas for Further Research....85

References....87

Appendices....112

Appendix I: Introduction Letter....112

Appendix II: Informed Consent....113

Appendix III: Socio-Demographics Questionnaire....115

Appendix IV: Parental Authority Questionnaire....116

Appendix V: Warwick-Edinburgh Mental Well-being Scale....118

Appendix VI: Ethical Clearance Certificate....119

Appendix VII: PAC University Research Authorization Letter....120

Appendix VIII: NACOSTI Research Permit....121

DEDICATION

This thesis is dedicated to the steadfast cornerstones of my life: my cherished Spouse Antony Kigwi and children Lemayian Kigwi, Nemayian Sky Kigwi, and Leyian Kigwi. Your unwavering love and support helped me overcome the obstacles in my studies, and I am so grateful. This accomplishment is both yours and mine; God bless you.

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ABSTRACT

Parents can have an impact on their children's emotional health through established patterns of parental control known as parenting styles. Parents' actions shape their children's personalities in this emotional environment, which in turn affects how well they succeed academically in school. The study's overall goal was to determine the impact of parenting styles on emotional well-being among undergraduate students in selected Universities in Nairobi, Kenya. The specific objectives were; to identify the parenting styles among parents of undergraduate students in selected universities in Kenya, to determine the level of emotional well-being among undergraduate students in selected universities in Kenya, to establish the relationship between parenting styles and emotional well-being among undergraduate students in selected universities in Kenya, and to determine the intervention. The Attachment Theory and Baumrind's Pillar Theory served as guides for the investigation. This study employed a correlation research design. The target population was 100,060 undergraduate students of three selected public universities in Nairobi County. These are: University of Nairobi, Kenyatta University, and Jomo Kenyatta University of Agriculture and Technology (JKUAT). The sample size was 156 respondents. The Parental Authority Questionnaire (PAQ) was used to gather main data on parenting styles, while the Warwick-Edinburgh Mental Wellbeing Scale was used to obtain data on emotional wellbeing. SPSS version 29 was used to analyze the quantitative data and determine the mean, standard deviation, and percentages of the dataset. The results were presented as tables, frequencies, and percentages. Regression analysis was applied to determine the relationship between parenting styles and emotional wellbeing. Results showed that authoritative parenting was the most dominant parenting style (M=4.21), followed by permissive parenting style (M=4.16), while authoritarian parenting (M=1.91) and neglectful parenting (M=1.89) were the least practiced. Majority (77%) of respondents reported high levels of mental wellbeing, while 23% fell within the moderate mental wellbeing range. The overall regression model was statistically significant, $F(4, 129) = 2.919$, $p = .024$. Neglectful parenting style emerged as a statistically significant predictor of emotional wellbeing (β=-1.616, t = -2.743, p <.05). Only neglectful parenting style adversely affected the mental wellbeing of the students, while the other parental styles had no significant effect. Interventions to enhance the emotional wellbeing of university students should focus on promoting sustained parental engagement characterized by warmth, guidance, and emotional availability, even as students transition into adulthood. Programs that encourage parents to maintain supportive communication without being intrusive can help reinforce students' sense of security and self-worth. Family therapists working with university students should integrate parenting style assessments into their sessions, especially for clients struggling with emotional issues. From a policy perspective, education stakeholders should implement structured mental health initiatives at the university level that recognize the shifting parental roles in young adulthood. Another study should be conducted among students of private universities in order to confirm or refute the findings.

LIST OF TABLES

Table 1 Population Distribution....54

Table 2 Sample Size Distribution....55

Table 3 Response Rate....62

Table 4 Age Distribution of the Respondents....63

Table 5 Respondents' Year Study....64

Table 6 Descriptive Statistics of Authoritative Parenting Style Items....66

Table 8 Descriptive Statistics of Authoritarian Parenting Style Items....68

Table 9 Descriptive Statistics of Permissive Parenting Style....69

Table 10 Descriptive Statistics of Neglectful Parenting Style Item....71

Table 11 Descriptive Statistics of Emotional Wellbeing Items....73

Table 12 Descriptive Analysis of Emotional Wellbeing Composite Score....75

Table 13 Distribution of Respondents by Level of Mental Wellbeing....77

Table 14 Regression of Mental Wellbeing on Parenting Styles....78

LIST OF FIGURES

Figure 1 Conceptual Framework 49

Figure 2 Gender Distribution of Respondents 62

Figure 3 Distribution of Respondents by Religious Affiliation 64

Figure 4 Whether Parent takes Alcohol 65

Figure 5 Descriptive Summary of Parenting Style Composite Scores 72

Figure 6 Emotional Wellbeing Histogram 76

ABBREVIATIONS AND ACRONYMS

CBT	Cognitive Behavioral Therapy
DASS	Depression, Anxiety, and Stress Scale
EMS	Emotional Maturity Scale
EWI	Emotional Wellbeing Inventory
GHQ	General Health Questionnaire
ISERC	Institutional Scientific and Ethical Review Committee
JKUAT	Jomo Kenyatta University of Agriculture and Technology
NACOSTI	National Commission of Science, Technology, and Innovation
PAQ	Parental Authority Questionnaire
PASS	Perceived Academic Stress Scale
PSI	Parenting Style Inventory
PWS	Psychological Wellbeing Scale
SDQ	Strengths and Difficulties Questionnaire
SPSS	Statistical Package for Social Sciences
STEM	Science, Technology, Engineering, and Mathematics
WEMWBS	Warwick-Edinburgh Mental Well-being Scale

OPERATIONAL DEFINITION OF TERMS

Authoritarian parenting style involves raising children with low responsiveness, such as a lack of acceptance, support, and warmth, and high demandingness, including emphasis on control and supervision (Akinnawo, 2020). This study adopts the conceptualization suggested by Akinnawo (2020). In this study, authoritative parenting is used to mean parenting style characterized by high demandingness and low responsiveness.

Authoritative parenting style refers to a parenting style in which parents establish norms and enforce limits through open debate and logic, demonstrating love, helpfulness, and promotion of independence (Zhussipbek & Nagayeva, 2022). In this study, authoritative parenting is a parenting style indicated by high demandingness and high Responsiveness.

Emotional Wellbeing refers to the understanding, acknowledgment, and acceptance of emotions, along with the ability to cope effectively during periods of transition or stress (Kay, 2022). In this study, the term is used to mean involving resolving interpersonal conflict, feeling capable, and navigating stress.

Neglectful parenting is characterized by a lack of sensitivity to a child's needs. Neglectful parents are frequently apathetic, contemptuous, or even totally neglectful of their kids, placing little to no demands on them (Fadlillah & Fauziah, 2022). In this study, neglectful parenting is a style characterized by a lack of responsiveness and a lack of demandingness.

Parenting Style refers to a psychological construct that encompasses the standard strategies parents employ in raising their children (Park et al. 2023). In this study, it is an umbrella term for authoritarian parenting style, authoritative parenting style, permissive parenting, and neglect parenting styles.

Permissive Parenting refers raising children with high responsiveness (acceptance, support, and warmth) and a lack of control and supervisory demands (Ullah & Rehman, 2024). In this study, permissive parenting style is operationalized as low parental control and high parental warmth.

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter contains the study's background, problem statement, study objectives, research questions, study assumptions, and study rationale. In addition, the chapter discusses the study's relevance, scope, limits, and delimitations and ends with a summary.

Background of the Study

Parents can have an impact on their children's emotional health through established patterns of parental control known as parenting styles (Pan et al., 2021). Parenting styles are a collection of parenting actions that manifest in a variety of contexts and establish a stable environment for raising children (Akinnawo, 2020). They are also known as the emotional environment in which a parent expresses their conduct toward their children. Parents' actions shape their children's personalities in this emotional environment, which in turn affects how well they succeed academically in school (Syakhrani & Aslan, 2024). The three fundamental parenting philosophies include authoritarian; which places high expectations on children, authoritative; where the parents are nurturing, supportive and responsive, and permissive; where the parents regard their children as equals rather than as children of the parent. A fourth parenting style, known as uninvolved or neglectful parenting style, is a type of style where the parents do not meet the children’s needs beyond food, shelter, and clothing (Rafiq & Kamran, 2022).

Students going through many transitions, physiological, psychological, intellectual, and social, as well as changes in family dynamics, need to be in good emotional health (Molina et al., 2024). Mental health issues typically start in late childhood or adolescence. Therefore, in order for pupils to have thriving mental

health, emotional well-being is essential. Students who are emotionally healthy are more likely to be physically and mentally sound (Hawkins et al., 2023). They can achieve more academic success, have strong intrapersonal and interpersonal abilities, and have superior coping mechanisms while dealing with life's difficulties. Given that adolescents tend to maintain their positive well-being throughout adulthood, such beneficial characteristics may persist in the future (Akinnawo, 2020).

The approaches and parenting styles used by parents in raising their children have a significant impact on how mentally healthy those children turn out to be (Feng et al, 2021). Research on behavioral disorders has frequently concluded that parental interactions with their children are more important in causing behavioral problems than genetic and biological variables (Cooke et al., 2022; Kay, 2022; Squillaci & Benoit, 2021). Studies have also noted that supporting parenting predicted positive behavioral outcomes and academic performance (Cooke et al., 2022; Zhussipbek & Nagayeva, 2022). Researchers have also discovered a connection between students' behavioral issues and parental maltreatment (Zhussipbek & Nagayeva, 2022). This association is crucial because it demonstrates how important parental behavior during childhood is in the development of behavioral disorders in children and adults.

Globally, in some parts of Europe and also in South America, there is evidence of the permissive parenting style being used more often by parents. A study conducted in Spain, Malaysia, Portugal, and Italy found that permissive parents promote the development of strong self-esteem (Bacchini et al., 2024; Louis et al., 2021; Mu et al., 2024; Nunes et al., 2022; Zhu et al., 2021). These cultures in these countries seem to give more autonomy to the students, especially in decision-making. The adolescents in these cultures are independent thinkers, and they are expected to guide their behavior and choices mostly without parental guidance and involvement.

Many studies have consistently depicted authoritative parenting as one that yields the best self-esteem outcomes in many cultures (Khan et al., 2025).Nevertheless, Yim (2022) reports that authoritarian practices in Asian Chinese culture tend to have a positive effect on self-esteem because it is thought that students with authoritarian parents benefit from the strict discipline and that this parenting style also brings harmony to the family.

Various studies have been conducted in relation to parenting styles and emotional well-being. Pinquart and Lauk (2025), in a meta-analysis, observed that authoritarian parenting style predicted substance uptake among children. However, a report by Muhliawati and Purwadi (2023) and Nainee et al. (2021) noted that authoritarian practices in Asian Chinese culture tend to have a positive effect on self-esteem because it is thought that students with authoritarian parents benefit from the strict discipline and that this parenting style also brings harmony to the family. However, research in Western contexts often links authoritarian parenting to lower emotional well-being due to its association with high control and limited emotional responsiveness (Zhussipbek & Nagayeva, 2023). In contrast, authoritative parenting is consistently identified across cultures as the most balanced approach, fostering both high self-esteem and emotional stability (Wang & Guo, 2024)

In more serious cases, irreversible consequences such as suicide and anti-social behavior were induced, while those who can use emotion regulation strategies flexibly and appropriately tend to have better interpersonal relationships and social adaptability (Qu et al., 2024). Thus, emotion regulation among undergraduate students is of great research importance, both clinically and in theoretical guidance. Family and school education play an important role in the development of students' emotion regulation. It is widely accepted that the development of emotion regulation in

adolescents is based on positive parenting styles and schoolteacher-student relationships (Li & Zheng, 2025).

Parenting style is a key predictor of the emotional well-being of children in their future endeavors. In Pakistan, while religion and society act as a buffer zone against irresponsible parenting, studies continue to show that religion cannot compensate for the deep emotional issues surrounding the upkeep of children, especially when it comes to parenting (Khanum et al., 2023). In Indonesia, Abidin et al. (2022) noted that the social shifts in family dynamics and the internet have led to increased emotional pressure and mental problems, amplifying the need for the correct parenting style. The same is replicated in Turkey, where Çiçek (2021) noted that loneliness is a major risk factor for poor psychological and subjective well-being among university students. In Palestine, Agbaria and Mahamid (2023) noted that the multicultural dynamics and the minority status of Arab children's points have led to emotional challenges and problematic behavior that points to the crucial role of parents, who ideally should act as social models.

In the traditional African set-up, the responsibility of guiding children was left in the hands of the society (Ngesu, 2020). Society provided a framework for guidance and discipline on children, with a member of society who witnessed indiscipline to enforce corrective measures. In Nigeria, the challenge of diverse cultures, family values and modernity have pointed to the need for close parental relationships as the cure for the increasing cases of children psychiatric disorders (Nainee et al., 2024). Mwakapusya and Gwajekera (2024) also noted that in Tanzania, mostly, authoritative and authoritarian styles of parenting are used. However, other factors also influence which style of parenting was preferred. In cases where children are raised in high-risk areas, where there is poverty and low-income, parents tend to utilize authoritarian

parenting (Onduleyachaba et al., 2024). This happens because parents seek to be strict in order to keep children under control and to get them to obey given orders. In gated communities and safe neighborhoods, parents are more authoritative, however generally, authoritarian parenting is more acceptable in Tanzania as it agrees with the culture and parenting norms (Mugume, 2023).

In Kenya, paternal autonomy can have a negative and insignificant effect on students, while maternal autonomy granting can have a positive but insignificant effect on adolescents' self-esteem (Kay, 2022). Parenting styles must be culturally relevant. Whereas permissive parenting style brings positive self-esteem in some regions of the world, it does not do so especially in Kenya (Hadulo, 2022). Permissive and authoritarian parenting did not favor the Kenyan adolescents. The Kenyan society, particularly the urban population, is continuing to experience an increase in the variety of family structures. Among the most remarkable changes include an increase in cohabitation, growth of pre-marital births and more people remaining single (Opiyo, 2022). The changing family setting, particularly single motherhood, has the ability to change parenting styles and practices, which in turn have an impact on the psychological well-being of children and adolescents (Chavda & Nisarga, 2023).

University is an extremely challenging transitional period in an individual's life. In addition to the pursuit of self-identity and professional career, it is a critical time for transitioning into adult roles, which results in many undergraduate students experiencing extra academic and life pressures (Hayman et al., 2024). Post-traumatic stress disorders, eating disorders, substance dependence, social anxiety, borderline personality and depression are all associated with difficulties in emotion regulation among undergraduate students (Amini et al., 2023). Anxious students tend to use

more maladaptive strategies to cope with negative life events and failure to adapt to them can lead to anxiety, depression and pessimism (Booth et al., 2024). When undergraduate students face adversity or passive interpersonal relationships, if they suppress their emotions for a long time without being able to regulate them, they are prone to emotional disorders that affect their physical and mental health.

Statement of the Problem

Emotional wellbeing among students is a critical area of research, particularly in understanding how different parental approaches shape young people's ability to recognize, express, and regulate their emotions. Students going through many transitions; physiological, psychological, intellectual, and social as well as changes in family dynamics need to be emotionally well (Vertel et al., 2023). Pressures associated with those transitions may lead to stress, which then breeds mental health issues. Mental health issues typically start in late childhood or adolescence. Hence, emotional well-being is crucial for teenagers to have healthy mental health (Alcaide et al. 2025). Contrarily, individuals may experience a sensation of rejection and estrangement if their related demands go unmet (Park et al., 2023). Inadequate satisfaction of competence frequently results in emotions of inferiority and powerlessness, whereas inadequate satisfaction of autonomy needs often makes people feel coerced (Opiyo, 2022).

Obare (2022) noted a concerning trend where university students either indulge in alcohol, sex, or other anti-social behaviors to get affirmation, love, and warmth from peers (Obare, 2022). Concerning levels of suicide have been noted among students, with ephebophilia and the accompanying social stigma and parental neglect being cited as the main cause (Kay, 2022). There is a massive body of research on how parenting styles affect students' wellbeing all over the world (Park et

al., 2023; Opiyo, 2022; Vertel et al., 2023). Limited research on the impact of parenting styles on the emotional well-being of undergraduate students in Kenyan universities has been conducted, especially in comparison to the developed countries.

However, there remains a need for further investigation into the specific mechanisms through which these parenting styles influence emotional regulation skills among the students, particularly considering the complex interplay between parent-student interactions, socio-emotional development, and environmental factors. Additionally, recent findings highlight the importance of examining cultural and contextual factors that may moderate the relationship between parenting styles and emotional regulation outcomes, as well as the potential long-term implications for children's mental health and well-being (Vatandoost et al., 2025). Thus, there is a pressing need for comprehensive research that elucidates the nuanced effects of parenting styles on student emotional wellbeing. Hence, the current study sought to establish the impact of parenting styles on emotional well-being among undergraduate students in selected public universities in Kenya.

Purpose of the Study

The purpose of the study was to establish the impact of parenting styles on emotional well-being among undergraduate students in selected public universities in Kenya.

Specific Objectives

The study was guided by the following specific objectives:

i. To identify the dominant parenting styles among parents of undergraduate students in selected public universities in Kenya.
ii. To determine the level of emotional wellbeing of undergraduate students in selected public universities in Kenya.

iii. To establish the relationship between parenting styles and emotional wellbeing among undergraduate students in selected public universities in Kenya.

iv. To identify the intervention measures can improve emotional well-being among undergraduate students in selected public universities in Kenya.

Research Questions

The research answered the following questions:

i. Which parenting styles are dominant among parents of undergraduate students in selected public universities in Kenya?

ii. To what extent is the level of emotional wellbeing manifested among undergraduate students in selected public universities in Kenya?

iii. What is the relationship between parenting styles and emotional wellbeing among undergraduate students in selected public universities in Kenya?

iv. Which intervention measures are effective in improving the emotional wellbeing of undergraduate students in selected public universities in Kenya?

Assumptions of the Study

The study was guided by certain assumptions, including the fact that the undergraduate students had a concerning level of emotional problems, which warranted this study. Similarly, the study assumed parents of students manifest different parenting styles, including the authoritative parenting style, the authoritarian parenting style, the permissive parenting style, and the neglectful parenting style, that impact the emotional well-being of their undergraduate children. The study also presumed that undergraduate students from public universities manifested different levels of emotional problems that stemmed from dysfunctional parenting styles. Moreover, the study assumes there are interventions that are being implemented to manage the severity of emotional problems.

Justification of the Study

The Kenyan society, particularly the urban population, is continuing to experience an increase in the variety of family structures (Onyango et al., 2021). The most remarkable changes include an increase in cohabitation, growth in pre-marital births, and more people remaining single. The changing family structure, particularly the trend toward single parenthood, may have an impact on parenting practices and parenting philosophies, which in turn may have an impact on the psychosocial wellbeing of children and adolescents. Mandal et al. (2021) did a study on parenting style and adolescent psychological health in India. According to this study, authoritative parenting promotes several positive developmental outcomes in teens. Du et al. (2022) investigated the effect of parenting styles and self-esteem on subject wellbeing in Chinese medical students at the University of China. The results of this study demonstrated that parenting approaches can have an influence on the subjects' well-being, which is favorably connected with self-esteem. The findings revealed that parenting methods may impact subjects' well-being, and that subjects' well-being is positively associated with self-esteem. These studies were done elsewhere, and they reflect other contexts and therefore a need to carry out a study in Kenya.

Significance of the Study

The findings of the study are relevant to the lecturers, parents, mental health practitioners, and academic researchers. The results of this study improve the lecturers' comprehension of the connection between students' emotional well-being and their upbringing. The findings also help lecturers appreciate the challenges that students have, therefore helping them to customize counseling to meet individual needs. The findings also encourage parents to adopt successful parenting practices

that enhance students' overall performance by providing information that stakeholders in the education sector may use to assess the degree to which parenting styles influence students' emotional well-being.

The findings also have theoretical and practical implications. Theoretically, the findings affirmed the role of authoritative parenting in building secure emotional security and autonomy, which resonates with Attachment Theory outcomes (Rockwell, 2023). Similarly, the study also proved that neglectful parenting has the most damaging impact on public university students' emotional well-being, a finding that supports Baumrind's Pillar theory (Mahomed, 2022). Consequently, the study has significantly expanded the understanding of how to improve counseling services in Kenyan institutions. In practical terms, this study's findings could provide an intervention plan to increase the students' use of counseling services.

The church is a vital institution that usually provides the first point of contact for individuals and families going through crisis. Consequently, the study has implications for counseling pastors, therapists, and counselors who support their congregants needing counseling and therapeutic services. The knowledge gained from it may be used to improve therapeutic protocols for practicing counselors who are affiliated with the churches and who teach peer counselors. The findings can also trigger further research on the link between parenting styles and students' emotional well-being in Kenya.

Scope of the Study

This study aimed to determine the influence of parenting styles on emotional well-being among undergraduate students in public universities in Kenya. The current study utilized a correlational research design, which allows the researcher to explore associations between variables without any control or manipulation over

them. The students ranged in age from 20 to 24 years. The target demographic included both male and female students from Kenya's universities. The study comprised three public universities in Kenya: The University of Nairobi, Kenyatta University, and Jomo Kenyatta University of Science and Technology. The sample size was 168 participants. The choice for the three universities was based on the fact that they are the three largest universities that attract students from all parts of the country.

Limitations and Delimitations

The main technique for collecting the study's primary data was questionnaires. Information gathering was difficult since the study sought to establish the extent to which their parenting contributed to the state of their emotional health. The researcher mitigated this by explaining to the participants the significance of their participation and the aim of the study. Furthermore, the material related to clearance for academic study was also made available. The respondents' busy schedules, which they must manage in addition to their regular errands, were one of their limitations. This was lessened by conveniently scheduling data collection and the researcher's persistently contacting some of the respondents who may have been busy or sporadically unavailable.

The study was delimited to the impact of parenting styles on emotional well-being among undergraduate students in public universities in Kenya. Specifically, the study was delimited on parenting styles among parents of undergraduate students in public universities in Kenya, the level of emotional wellbeing among undergraduate students in public universities in Kenya, the relationship between parenting styles and emotional wellbeing among undergraduate students in public universities in Kenya,

and the intervention measures that could improve emotional well-being among undergraduate students in public universities in Kenya.

Chapter Summary

This chapter has covered the background of the study, problem statement, general and specific objectives, research questions, study assumptions, justification. The chapter also covers the delimitations, limitations, and relevance of the study. A review of the literature on the impact of parenting practices on undergraduate students' emotional wellbeing as well as the theoretical framework are presented in chapter two that follows.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter presents literature on parenting styles and emotional wellbeing with reference to the objectives of the study. The empirical review about the study objectives is presented at the beginning of the chapter, and is followed by theoretical framework, conceptual framework, and the summary of the literature review. The chapter concludes with a summary.

Empirical Literature

Parenting Styles among Parents of Undergraduate Students

The first objective of the study sought to identify parenting styles among parents of undergraduate students in selected public universities in Kenya. The raising of children by the parents, especially how they utilize punishment, is one of the most crucial aspects of psychosocial development (Farrington, 2021). Parenting refers to the various methods of raising a child and is crucial for instilling family values and discipline (Vertel et al., 2024). Parenting styles include permissive, authoritarian, and authoritative, according to psychologists (Francis et al., 2021). Parental warmth is the degree to which a parent accepts, responds to, or is affectionate with their child (Fuentes et al., 2022).

Parental affection comprises gestures like a smile, words of support, and an effort to understand the child's point of view (Mu et al., 2024). On the other hand, parents who do not love lack warmth, criticism, and discipline and frequently ignore their children while being insensitive to their needs (Lanjekar et al. 2022). In supervised situations, imposing high standards and expectations for children is referred to as parental control or demand (Leung et al. 2023). Parenting styles shape how children develop motivation, behavior, and well-being. There are three primary

parenting styles which include authoritarian, authoritative, and permissive (Mu et al., 2024).

In the USA, Alexander and Harris (2022) conducted a comparative study to examine the influence of different parenting styles on students' career choices. The cross-sectional study design involved 97 college students who were interviewed. Findings were that authoritative and authoritarian parenting styles contribute positively to reinforcing the choice of a correct career among college students. Interestingly, Alexander and Harris (2022) also noted that authoritarian parenting showed mixed results, with some students benefiting from structured expectations, while others experienced increased anxiety, which partially supports the present study's positive association between authoritarian parenting and career choices. This finding contrasts with permissive parenting styles, which do not support the development of confidence in making career decisions. This was a cross-sectional study design, thus opening a methodological gap, which the present study sought to bridge by using a correlational research design.

Furthermore, in the USA, Stavrulaki et al. (2021) investigated the role of authoritative parenting style and authoritarian parenting style on academic outcomes with motivation orientation, mediating the relationship. The study was conducted using 432 students. The study found that the authoritative parenting style directly influenced motivated students to achieve better academically, and conversely, the authoritarian parenting style tended to produce mixed results academically. Specifically, intrinsic motivation to accomplish tasks and identified extrinsic motivation positively predicted performance, meaning students who find personal value in learning or enjoy mastering tasks performed better academically. Conversely, external motivation, introjected motivation, and curiosity-driven learning without goal

structure led to scattered focus, therefore showing negative associations with class performance, indicating that motivation driven by external rewards, guilt, or curiosity alone did not lead to better academic performance. The study treated motivation orientation as a mediator variable, thus raising a conceptual gap. The present study will bridge the gap by identifying the dominant parenting styles among parents of undergraduate students in public universities in Kenya.

Moreover, in the United Kingdom (UK), Tsela et al. (2022) explored the parenting experiences of Latino undergraduates, focusing on how different parenting styles influence student autonomy. Using a phenomenological qualitative design, the study conducted semi-structured interviews with 101 parents. The study revealed a unique parenting approach referred to as "protective parenting," which blended authoritarian and authoritative elements. Parents emphasized obedience and respect but also showed warmth and guidance. Students reported feeling loved but sometimes struggled with making independent decisions due to deeply ingrained family expectations. A significant research gap identified was the lack of culturally specific frameworks for understanding parenting styles in minority groups. The authors recommended developing bicultural parenting models that reflect the dual pressures of traditional heritage and mainstream in the UK.

Focusing on Romania, Șițoiu and Pânișoară (2022) examined the influence of parenting styles on emotional regulation in children aged 5 to 10 years, and the conclusions were drawn by interviewing 178 parents. The purpose was to explore how different parenting styles, namely, authoritative and permissive, impact children's emotional regulation over time. Methodology involved surveys and observations of parent-child interactions. Findings revealed that authoritative parenting was positively associated with better emotional regulation skills in children, while authoritarian and

permissive styles were linked to poorer regulation. Recommendations emphasized the importance of promoting authoritative parenting practices to support children's emotional development. The previous study employed a snowball sampling technique to recruit participants, indicating a methodological limitation. The current study addresses this gap by using a stratified sampling technique to ensure a more representative and systematic selection of participants.

Across in Asia, Dev and Tripathi (2025) investigated how different parenting styles affect the emotional maturity of undergraduate students in India. Using a cross-sectional correlational design, the study surveyed 300 students from three universities in Northern India. Standardized instruments such as the Parenting Style Inventory (PSI) and the Emotional Maturity Scale (EMS) were utilized. Results showed that students from permissive households tended to exhibit lower emotional regulation, poor conflict resolution skills, and impulsiveness. In contrast, those raised by authoritative parents displayed higher emotional maturity, including better empathy, adaptability, and stress tolerance. Interestingly, students from authoritarian families showed discipline but lacked interpersonal warmth and self-expression. A key limitation of the study was its reliance on self-reported data, which could be influenced by personal bias or recall inaccuracy. The authors suggested longitudinal studies to track emotional development over time and explore causality rather than correlation.

Another study by Liu et al. (2024) investigated how parenting styles affect university students' social adaptation in the context of urban China. A mixed-methods approach was used, combining quantitative surveys of 520 students with in-depth interviews of 20 students from five major universities in Beijing and Shanghai. The study found that while authoritative parenting was increasing in prevalence due to

globalization and exposure to Western values, authoritarian parenting remained widespread, influenced by Confucian ideals of obedience and hierarchy. Students from authoritative households showed higher levels of independence, social competence, and resilience, whereas those with authoritarian parents reported lower self-confidence and less social engagement. One of the key gaps noted was the failure to distinguish between maternal and paternal roles. The researchers observed that in many families, fathers were more authoritarian while mothers leaned toward permissive or authoritative styles. The study called for more nuanced research that examines gendered dimensions of parenting and their distinct effects on young adults.

Moreover, Shengyao et al. (2024b) examined the role of parenting style on students' outcomes in China. The study interviewed 518 students. The findings showed that the authoritative parenting style led to higher academic performance. This is because the authoritative parenting style provides warmth, structure, and autonomy support, which fosters high self-efficacy and motivation. The parenting style enhanced self-efficacy, helping the students to develop academic resilience. The study sought to demystify the contribution of academic performance through the lens of parenting styles, suggesting a conceptual gap. The current study bridged the gap by identifying the dominant parenting styles among parents of undergraduate students in selected universities in Kenya.

In neighboring Malaysia, Tang and Zakaria (2022) studied the relationship between parenting style and students' psychological well-being. The correlational study design conclusions were drawn by interviewing 303 university students. Curiously, the study established that parenting style did not determine whether individuals developed positive or negative attitudes toward seeking professional psychological help. Of the four parenting styles, the study established that children

raised under the authoritarian parenting style were resistant to professional psychological support. Despite these findings, the study was designed to explore how students from different parenting styles exhibit help-seeking behavior. The present study sought to fill the gap by identifying the dominant parenting styles among parents of undergraduate students in selected public universities in Kenya.

In Turkey, a country straddling Europe, Asia, and the Middle East, Ozturk (2022) investigated the intergenerational transmission of parenting styles and its impact on emotional regulation in a sample of families spanning three generations. The study conclusions drawn by utilizing a mixed-methods approach combining surveys, observations, and family history interviews. They explored how parenting practices were passed down through generations and their implications for children's emotional development. Findings indicated that parental modeling played a crucial role in shaping children's emotional regulation skills, highlighting the need for interventions targeting both parents and grandparents to promote adaptive parenting practices. The focus of the study was to trace the intergenerational transmission of trauma, thus opening a conceptual gap. The present study filled the gap by identifying the dominant parenting styles among parents of undergraduate students in selected universities in Kenya.

Focusing on Africa, Adeyemi (2020) explored the influence of parenting styles on the academic adjustment of undergraduate students in Nigeria. The study adopted a descriptive survey design, targeting a sample of 400 undergraduate students from three public universities in Southern Nigeria. Data was collected using structured questionnaires based on Baumrind’s parenting typology: authoritative, authoritarian, permissive, and neglectful. The findings revealed that authoritative parenting was the most commonly reported style and was positively associated with

students' ability to adjust academically. Students with authoritative parents demonstrated better time management, goal setting, and stress management. Conversely, those from authoritarian or neglectful households faced greater academic and emotional challenges. The study identified a significant research gap in terms of cultural context. Specifically, it noted that the influence of traditional African values on parenting styles had not been deeply explored. The study dwelt on parental styles in academic programs, thus opening a conceptual gap. Current study compensated for the gap by examining the impact of parenting styles on emotional well-being among undergraduate students in selected

Similarly, Njenga's (2024) study focused on the psychological wellbeing of undergraduate students in Kenya and how this correlates with different parenting styles. Using a quantitative survey method, the researchers sampled 480 public secondary school students. The study used a combination of the Inventory of Parents and Peers Attachment (IPPA) and the Identity Styles Inventory (ISI-5). Findings indicated that authoritative parenting was significantly linked to higher self-esteem, emotional balance, and life satisfaction. Conversely, students raised by authoritarian or neglectful parents showed elevated levels of anxiety, depressive symptoms, and academic stress. The study pointed out a research gap in the lack of socioeconomic diversity in the sample. Most respondents came from middle- to upper-income households, which may not fully represent the parenting styles in rural or lower-income communities. Future studies were encouraged to include more representative samples and explore how economic challenges influence parenting approaches. The study involved secondary school students, thus opening a contextual gap. The present study focused on undergraduate students from public universities in Kenya.

Authoritative Parenting. An authoritative parenting style is characterized by parental responsiveness and encouraging children to achieve goals (Asanjarani et al, 2022). The parents/caregivers support the child to set expectations but also create boundaries within which the child can safely operate (Khanum et al., 2023). This process involves open communication, guidance, and encouraging role autonomy in a structured environment (Kausar & Afaq, 2024). This balanced nurturing helps build self-confidence, social responsiveness, high emotional intelligence, and higher academic attainment (Khanum et al., 2023). Looking at it holistically, this parenting style helps build resilience. This is therefore considered the most ideal and balanced way of raising children (Asanjarani et al., 2022).

Focusing on the USA, Goagoses et al. (2023) conducted a meta-analysis, synthesizing findings from various empirical studies on parenting styles and emotional regulation in children. The conclusions were drawn through systematic review and meta-analysis. Their analysis revealed consistent associations between authoritative parenting and better emotional regulation outcomes across different age groups and cultural contexts. Moreover, they identified specific parental behaviors, such as warmth and responsiveness, as key factors contributing to effective emotional regulation development. The study recommended targeted parenting interventions focusing on enhancing parental emotional support and responsiveness. Conclusions were drawn by relying on documentary evidence. The present study bridged the gap by using primary data collected from undergraduate students from public universities in Kenya.

Crossing to Asia, Nie et al. (2022) investigated the impact of the authoritative parenting style on students' outcomes. The study was conducted in China, and conclusions were drawn by interviewing 388 undergraduate students. The study found

that authoritative parenting helped students to be better communicators and more proactive in their studies. The study also observed that such students had high self-esteem and a growth mindset, enabling them to excel in their studies. Despite the findings, the study was conducted to establish the relationship between the authoritative parenting style and the students' behavior. The present study focused on seeking to understand whether there is evidence of an authoritative parenting style among undergraduate students from public universities in Kenya.

Similarly, Chandam and Yadava (2024) aimed to assess the long-term effects of parenting styles on emotional regulation and psychological well-being in emerging adults in India. The study was conducted using 200 young adults were interviewed. By following young adults, the study examined how early experiences of parenting influenced emotional regulation abilities and mental health outcomes over time. Results suggested that authoritative parenting during adolescence predicted better emotional regulation and lower levels of psychological distress in adulthood. The study emphasized the enduring impact of parenting styles on emotional development and advocated for interventions that support positive parenting practices throughout the lifespan. The study interviewed young adults, suggesting the context was wider. The present study addressed the gap by focusing on undergraduate university students from selected public universities in Kenya.

In Africa, Amadi and Chujor (2023) examined the relationship between authoritative parenting style and students' maladaptive behavior in Nigeria. The correlational study design was conducted using 400 students were interviewed. Though the study found that parenting styles were correlated with maladaptive behaviors, the study singled out the authoritative parenting style as being associated with drug addiction and maladaptive behavior. The study focused on the relationship

between authoritative parenting style and drug addiction, thus opening a conceptual gap. The current study sought to establish the impact of parenting styles on emotional well-being among undergraduate students from public universities in Kenya.

Within Kenyan context, Nelima et al. (2024) investigated the role of the authoritative parenting style on the growth of kindergarten pupils. The mixed study and descriptive survey research design was conducted using 446 participants, including pupils and teachers. The study found that the authoritative parenting style positively and significantly impacted the social and emotional growth of children. The study found that children who maintained close relationships with their parents, engaged in regular communication, and received parental encouragement toward achieving their goals demonstrated stronger emotional and social development. Additionally, the use of rewards was shown to promote positive behavior and support social growth. This study concluded by interviewing kindergarten students, thus opening a contextual gap. The present study interviewed undergraduate students from selected public universities in Kenya.

Authoritarian Parenting Style. An authoritarian parenting style is characterized by harshness, where a parent enforces high demands on children without considering children's feelings (Zhussipbek & Nagayeva, 2023). The parents operating in this dimension have their own underlying problems, which they project as insecurity on children. Because of their inner struggle, such parents struggle to express and demonstrate love, and are therefore low on warmth and responsiveness (Ullah & Rehman, 2024). The parents function as an enforcer of discipline when a deviant behavior is discovered (Zhussipbek & Nagayeva, 2023). In terms of communication, these parents engage in one-way communication, not respecting their children's feelings (Ullah & Rehman, 2024). In this style, unquestioning obedience is

demanded, and negotiation is not encouraged (Ullah & Rehman, 2024). This parenting style led to negative outcomes, including low self-esteem, difficulty in self-regulation, and poor social skills (Harahap & Daulay, 2023).

In Pakistan, Hassan et al. (2022) examined the effect of authoritarian parenting style on academic performance, with digital literacy as a moderating variable. The cross-sectional study design concluded by interviewing 720 secondary school students. The findings demonstrated that strict parental control instilled discipline and goal orientation, enabling students to achieve higher academic performance. On the other hand, the study observed that such students struggled with emotional well-being. The study findings also indicated that students with higher digital skills leveraged self-confidence for better academic performance. The cross-sectional study method sought to establish the moderating effect of digital literacy on academic outcomes among high school students, thus opening methodological, conceptual, and contextual gaps. The present study bridged the gaps by establishing the impact of parenting styles on emotional well-being among undergraduate students in selected public universities, guided by a correlational study design.

Furthermore, Onuoha et al. (2024) studied the role of authoritarian parenting style on negative emotional outcomes in Nigeria. This was a correlational study design, and conclusions were drawn by interviewing 200 undergraduate students. The study found that rigid, controlling, and emotionally distant parenting contributed to severe psychological distress, with such students entertaining suicidal thoughts. This parenting style is particularly dangerous when students are stressed. On the brighter side, the study established that students who came from such environments but had strong coping skills and adaptability were less vulnerable to the harmful effects of stress and harsh parenting. The study sought to establish the contribution of

authoritarian parenting style to emotional distress, thus raising a conceptual gap. The present study compensated for the gap by investigating the impact of the authoritative parenting style on emotional problems.

Additionally, Githinji (2025) investigated the impact of authoritarian parenting style on the behavior of children in Kenya. This was descriptive research design, and conclusions were drawn by interviewing 390 single parents. The findings study observed that, though single parents to a certain extent enforced harsh discipline among their children, the authoritarian parenting style was not dominant among single parents. The study also noted that children from homes with an authoritarian parenting style showed signs of maladaptive behaviors. The study by Githinji audited the parenting styles used by single parents, opening conceptual and contextual gaps. Again, the study was anchored on a descriptive research design, thus opening a methodological gap. The present study bridged the gaps by establishing the impact of parenting styles on emotional well-being among undergraduate students in selected universities using a correlational study design.

Permissive Parenting Style. The permissive parenting style is characterized by excessive warmth and responsiveness but does not impose rules and expectations on children, leading to imbalanced development (Yanxue & Bhaumik, 2024). Parents become too friendly to their children, thus offering little structure and therefore struggling to enforce discipline on their children (Muhliawati & Purwadi, 2023). Although this parenting style appears positive at face value, it lacks the capacity to foster autonomy and independent coping skills necessary for life beyond parental supervision (Yanxue & Bhaumik, 2024). Permissive parenting style leads to poor emotional regulation, increasing externalizing their problems and having difficulties with social interactions (Cucu, 2024). Children raised in this manner frequently

encounter challenges in managing interpersonal conflict and are less inclined to validate their competence, largely due to an ingrained sense of entitlement (Cupar et al., 2025).

In Malaysia, Muhliawati and Purwadi (2023) investigate the impact of permissive parenting style and students' interpersonal relationships. The explanatory study design was conducted using 498 secondary school students who were interviewed. The findings demonstrated that peer pressure did not disrupt behavior. However, when taken together with peer pressure, the parental style, when considered alongside peer pressure, creates an environment that fosters such behavior. The findings also suggested that even if parents were permissive, disruptive behavior was more likely when adolescents were exposed to negative peer influence. Using an explanatory study design, the study was conceptualized to investigate the mediating role of peer pressure on the relationship between students' problematic behavior, thus opening both methodological and conceptual gaps. The present study aimed to bridge the gaps by investigating the impact of parenting styles on emotional well-being among undergraduate students in selected universities, utilizing a correlational study design.

Moreover, Boateng et al. (2021) investigated the relationship between parenting style and academic outcome in Ghana. The study was conducted using a sample of 376 secondary school students. The study used convenience sampling techniques to select participants. The study showed that the permissive parenting style is a lenient, non-structured approach that neither helped nor harmed academic performance significantly. Despite the findings, the study focused on the relationship between permissive parenting style and academic outcome using secondary school students who were selected using convenience sampling techniques, thus raising

conceptual, methodological, and contextual gaps. The current study will bridge the gaps by investigating the dominant parenting styles among parents of undergraduate students in selected public universities in Kenya. Participants will be selected using a stratified sampling technique to ensure representation across relevant subgroups.

Furthermore, Mutunga et al. (2023) investigated the impact of permissive parenting orientation on student outcomes among secondary school students in Kenya. This was a descriptive survey design, and conclusions were drawn by interviewing 552 participants, including students and teachers. The study found that this parenting style did not contribute to students' discipline. This means that parents can support in promoting student discipline by deploying an authoritative parenting style, which is more structured and encourages freedom within predetermined parameters. Despite the findings, the study sought to establish the role of permissive parenting on students' discipline among secondary school students, thus opening conceptual and contextual gaps. The present study bridged the gaps by determining the evidence of permissive parenting among undergraduate students from selected public universities in Kenya.

Neglectful Parenting Style. Among the four parenting styles identified by Diana Baumrind, the permissive style is considered the most detrimental to a child's development (Fadlillah & Fauziah, 2022). The parenting style basically stems from the lack of rules and structure (Candelanza et al., 2021). This parenting style is characterized by a dearth of emotional sensitivity and involvement in the life of the child (Kannan & Chandrahasan, 2024). The parent ensures the child's basic needs are met but seldom allocates time to address the child's emotional needs (Candelanza et al., 2021). Naturally, it negatively impacts the development of the child; the child may struggle with low self-esteem, have behavioral problems, have low social skills, and

may struggle to form or sustain healthy relationships (Kannan & Chandrahasan, 2024).

In the USA, Awiszus et al. (2022), guided by a desktop study design, explored the impact of neglectful parenting style on the social development of the child. The literature synthesis revealed that such a parenting style is characterized by coldness and a lack of affection, which negatively affects the child's emotional development. Consequently, these children often become emotionally and socially insensitive, making them vulnerable to exploitative relationships due to their inability to recognize harmful cues. Neglectful parenting, which lacks structure and rarely provides guidance, results in children who cannot regulate their behavior, make informed decisions, or develop healthy coping strategies, ultimately increasing their vulnerability to risky behaviors and emotional instability. Despite the findings, this was a desktop study, with the present study providing an alternative by using a correlational study design.

In the African continent, Tom and Amah (2024) examined the impact of neglectful parenting style and school discipline. The correlational study design was conducted in Nigeria, and conclusions were drawn by interviewing 583 secondary school students. The study established that students from neglectful homes did not follow school rules, therefore undermining school discipline. The implication is that lack of structure at home and parental supervision and discipline directly contributed to students' struggle with school authority and compliance with school rules. Despite the findings, the focus of the study was to find the correlation between neglectful parenting and school discipline, suggesting a conceptual gap. Again, the study was conducted among secondary school students, suggesting a contextual gap. This study

will bridge the gaps by tracing the dominant parenting styles among parents of undergraduate students in selected universities in Kenya.

Moreover, Wambua and Okul (2024) investigated the impact of neglectful parenting on the psychological health of secondary school students in Kenya. This was a correlational study design in which the researcher interviewed 1280 participants, including students and their counselors. The findings showed that neglectful parenting was a major risk factor for unhealthy self-esteem in teenagers. This is amplified by the fact that there was a significant relationship between neglectful parenting style and the self-esteem of students; a finding confirmed by Mutunga et al. (2023). This study sought to establish whether there was a correlation between neglectful parenting style and self-esteem of secondary school students, thus limiting the conceptual and contextual gaps. The current study sought to bridge the gaps by investigating the impact of parenting styles on emotional well-being among undergraduate students in selected universities.

Levels of Emotional Well-being among Undergraduate Students

The second objective was to determine the level of emotional wellbeing among students in public universities in Kenya. According to Park et al. (2023) emotional well-being is typically thought of as a combination of positive affective states like happiness and performing at one's best in both personal and social situations. Another component of psychological well-being is the extent to which individuals feel they have significant influence over their lives and activities. Nonetheless, mental health problems are growing more common among today's students (Limone & Toto, 2022). Students have reported experiencing high levels of emotional anguish during educational teaching, which has been linked to several issues. Teenagers experience distress at a higher rate than the general population.

Academic stress, being cut off from their primary support system, and uncertainty about future performance are a few of the factors that lead to student distress (Paralkar et al., 2023).

In the USA, González-González et al. (2025) explored how emotional wellbeing influenced the social support systems of students. Employing a quantitative correlational design, the study surveyed 464 students from Spain using the Cope Inventory. The study found that students who maintained strong peer and family support networks had significantly higher emotional wellbeing scores. Conversely, those from broken families or rural backgrounds without strong social ties reported elevated stress, depression, and emotional fatigue. The research identified a gap in university-level interventions that facilitate peer mentoring and community engagement, especially for first-generation college students and those living far from home. The study was structured to establish the coping strategies used in dealing with psychological problems among young people, thus opening a conceptual gap. The present study bridged the gap by determining the level of emotional wellbeing among undergraduate students in selected public universities in Kenya.

Focusing on the students in the UK, Ponzo et al. (2020) did a study on the efficacy of the digital therapeutic mobile app BioBase in reducing stress and improving mental well-being among university students. The findings of the study were informed by data collected from a sample of 262 university students. The study employed a randomized, waitlist-controlled trial with assessments at baseline, 2 weeks, postintervention (4 weeks), and follow-up (6 weeks). This study shows the efficacy of a biofeedback digital intervention in reducing self-reported anxiety and increasing perceived well-being in UK university students. Results suggest that digital mental health interventions could constitute a novel approach to treating stress and

anxiety in students, which could be combined or integrated with existing therapeutic pathways. The study used an online therapeutic intervention to manage emotional stress among study participants, thus opening a conceptual gap. The present study bridged the gap by concentrating on the role levels of emotional wellbeing of students from undergraduate students from selected public universities in Kenya.

Sampling on studies in Asia, Kim and Shim (2025) conducted a study to explore the emotional wellbeing of students within the highly competitive educational environment of South Korea. Using a quantitative cross-sectional survey, the researchers sampled 418 secondary school students. The Emotional Wellbeing Inventory (EWI) and Perceived Academic Stress Scale (PASS) were used as instruments. Findings showed that over 58% of the students experienced moderate to high levels of emotional distress, including symptoms of anxiety and burnout. The study also found a negative correlation between academic pressure and emotional wellbeing, particularly among students in STEM fields. The study highlighted a gap in the integration of mental health services within university systems and recommended institutional-level interventions. Additionally, the authors noted a lack of longitudinal data to assess emotional wellbeing over students' academic lifespans. The study was conducted among secondary school students, thus raising a contextual gap, which the present study bridged by targeting undergraduate students from selected public universities.

Moreover, Ahmad et al. (2022) did a study on psychological well-being among university students in Malaysia. The Depression, Anxiety, and Stress Scale (DASS21) was used for data collection together with the sociodemographic questionnaire. Data was collected from 325 UniSZA students. This study used descriptive analysis to obtain accurate results. The findings of this study showed that

depression, anxiety, and stress found among UniSZA students were 34.9%, 60.9%, and 32%, respectively. Findings revealed that students who faced psychological distress possessed a relatively high tendency for depression, stress, and anxiety. Psychological distress poses negative impacts on physical, mental, and academic health. What is more worrying is that students who faced this kind of problem do not seek help or treatment because of the public stigma against mental illness. The study was conducted during the COVID-19 Pandemic, which presents a contextual limitation due to the unique psychological and social challenges of that period. In contrast, the current study was carried out during a time of relative global health stability, allowing for a more representative understanding of help-seeking behavior under normal circumstances.

Similarly, Shengyao et al. (2024) studied the relationship between psychological well-being and psychosocial factors among university students. This was a longitudinal study design conducted in Malaysia. The final sample consisted of 528 university students, with an average age of 21.59 years (*SD* = 4.64). Psychological well-being dimensions, along with learning style and methodology preferences, social skills, level of social responsibility, emotional intelligence, state and trait anxiety, empathy, and levels of self-concept were measured using a series of validated self-report scales. The results indicated that the total variance is explained by the university students' psychological well-being factors. The study findings may be used to inform new educational policies and interventions aimed at improving the psychological well-being of university students in the international context. This was a longitudinal study design; thus, opening a methodological gap which the current study bridged by undertaking a cross-sectional study.

Moreover, Khawaja and Kausar (2025) did a study on the role of campus climate in shaping emotional wellbeing of Pakistani undergraduate students. This study adopted a descriptive survey design and targeted 500 students from three major public universities in Pakistan. The Student Wellbeing Scale (SWS) was used alongside measures of campus environment, including perceived safety, inclusivity, and academic fairness. Results indicated that students who perceived the campus climate as inclusive and academically fair were more likely to report positive emotional wellbeing. Those exposed to harassment, discrimination, or rigid academic systems reported emotional exhaustion and disengagement. A major gap identified was the lack of mental health infrastructure on many campuses. The authors emphasized the need for psychosocial support systems and trained personnel to address emotional challenges among students. The study was anchored on a descriptive survey design, signaling a methodological gap. The current study addressed this gap by utilizing a correlational research design, enabling the examination of associations among the variables.

Furthermore, Ansari et al. (2024) did a study on the association of stress and emotional well-being in non-medical college students in India. The study concluded by utilizing extant literature to explore the nuanced association between stress among non-medical college students and their emotional well-being. The data set consisted of 46 eligible studies (k), comprising 26,214 participants across 20 countries. The study found an inverse and significant association between stress and emotional well-being in non-medical college students, consistent with existing literature. Significant moderation by study and demographic variables suggests substantial heterogeneity among studies, highlighting potential influences from demographics, methodologies,

and populations. The study was conducted using extant literature, thus opening a methodological gap. The study bridged the gap by using primary data.

In neighboring Tanzania, Daudi et al. (2023) investigated the level of psychological health of university students. The concurrent embedded mixed study design was concluded by interviewing 740 students. The study found a significant number of students had psychological problems, though most of them sought help when they trusted that their privacy would be maintained and the service providers were skilled. The findings also showed female students posted superior emotional health compared to their male counterparts. The study was anchored on the concurrent embedded design, thus opening a methodological gap. The present study addressed the gap by deploying a correlational study design to examine the relationships among the key variables.

In Kenya, Macharia et al. (2024) conducted a mixed-methods study to assess emotional wellbeing among undergraduate students across three public universities. A sample of 382 students responded to the General Health Questionnaire (GHQ-28). The findings revealed that female students reported higher levels of emotional distress, particularly related to financial insecurity, sexual harassment, and academic pressure. Male students, while less expressive, showed signs of emotional suppression and social isolation. A key gap identified was the limited availability of gender-sensitive counseling services. The researchers also noted that emotional wellbeing was often misunderstood or stigmatized, affecting help-seeking behavior among students. The focus of the study was to establish the link between self-worth on psychological wellbeing of university students, signaling a conceptual gap, which the current study bridged by investigating the levels of psychological well-being of undergraduate students from selected public universities in Kenya.

Relationship between Parenting Styles and Emotional Well-being

The third objective was to establish the relationship between parenting styles and emotional wellbeing. According to Rahimah and Koto (2022), parents are the main institution in control of a child's entire development. Parents' relationships with their children have a significant impact on their psychological health (Francis et al., 2021). A person's psychological well-being and academic success are significantly influenced by the parenting style they choose to use with their children (Gul et al., 2021). A study on children's academic performance and parental participation found that parental involvement had a favorable impact on academic accomplishment and aids children in developing good problem-solving skills. However, the meta-analysis also showed that parental involvement has a motivating and ambitious function in addition to having a significant positive correlation with children's academic performance (Jeynes, 2024)

Based on a sample of 4462 undergraduate students, Yao et al. (2022) studied the impact of parenting styles on undergraduate students' emotion regulation through academic performance. The study, which was conducted in China, found that male students posted superior results on emotional regulation, implying they coped with stress better than their female counterparts. The findings also showed that students from authoritative parenting homes performed better emotionally than those from overprotective parenting homes. The study also showed that academic performance was a critical pathway through which parenting style shapes emotional skills. Despite the findings, the study treated academic performance as a mediator in the relationship between parenting style and academic performance, thus opening a conceptual gap. The present study examined the relationship between parental style and emotional well-being of undergraduate students from selected public universities in Kenya.

Continuing with China, Wang et al. (2024) analyzed the connection between parenting styles and emotional problems among undergraduates. A mixed-methods approach was adopted, involving a quantitative survey of 185 students. The study found that parenting style significantly affects mental health through resilience. The findings also showed that parenting practices characterized by warmth and support were much more effective in improving child outcomes than the negative effects of rejection. The study also noted that higher resilience protected children from parental rejection and benefited more from parental warmth. Further, the study included resilience as a mediating variable in the relationship between parenting styles and emotional problems, thus raising a conceptual gap. The present study addressed the gap by investigating the relationship between parental style and emotional well-being among undergraduate students in Kenyan public universities.

Within the same continent of Asia, Tahir and Jabeen (2022) did a study on parenting styles and psychological well-being in Pakistan. The correlational research design using a sample of 240 undergraduate students. The study findings showed that although parenting styles matter, emotional intelligence plays a more crucial role in determining psychological well-being than authoritarian or authoritative parenting behaviors. Despite the findings, the study sought to establish the nexus between parenting styles and emotional health, with emotional intelligence as a mediating variable, suggesting a conceptual gap. The present study bridged the gap by examining the relationship between parenting styles and emotional well-being among undergraduate students from public universities in Kenya.

Within the same vicinity in Indonesia, Abidin et al. (2022) explored how various parenting styles influence the emotional well-being and psychological adjustment of undergraduate students in Indonesia. The study used a quantitative

correlational research design, surveying 394 teenagers. The findings showed that authoritative parenting predicted better emotional health, with the participants having better coping mechanisms, self-confidence, and a higher degree of stress tolerance. In terms of authoritarian or neglectful parenting, the study findings observed higher levels of anxiety, emotional volatility, and low self-esteem. Nevertheless, the study was conducted among adolescents, thus opening a contextual gap. The gap addressed by focusing on university undergraduate students from selected public universities in Kenya.

In Pakistan, Rashid et al. (2023) investigated the interaction between parenting style and academic outcome among university students. The descriptive cross-sectional design was used, and conclusions were drawn by interviewing 500 university students. The study found that an authoritative parenting style enhanced students' emotional health, while harsh or neglectful styles reduced it. Moreover, the findings of this study suggested that emotional stability was a prerequisite for effective learning. The field study was anchored on a cross-sectional design and conclusions drawn by collecting data from secondary school students, suggesting a contextual gap. The present study bridged the gap by grounding the field study on a correlational study design and collecting data from undergraduate university students from selected public universities in Kenya.

Focusing on Africa, Nwagwu et al. (2023) did a study on how family structure moderates the relationship between parenting styles and psychological well-being among nursing students. The cross-sectional survey design recruited 338 nursing students from Nigeria. The findings showed that the family structure provided a contextual basis for psychological well-being. The study also found that parental style projected psychological health, with the direction of the relationship being

influenced by family structure. The study adopted a cross-sectional survey design, which presents a methodological gap. The current study sought to bridge this gap by employing a correlational research design to better examine the relationships between parenting styles and emotional wellbeing.

Another study focusing on Nigeria, Akanbi et al. (2024), did a study on the influence of parenting styles and social adjustment on the psychological well-being of undergraduate working adults. The correlational research design was adopted for this study. The study findings were informed by interviewing 300 graduate students. The study revealed that social adjustment and parenting style jointly predicted the psychological well-being of undergraduate working students. Social adjustment was found to be the strongest predictor of students' psychological well-being, followed by authoritative, authoritarian, and permissive styles of parenting. It was inferred that an increase in social adjustment, authoritative parenting style, and authoritarian parenting style increased the tendency for students to display positive psychological well-being. A permissive parenting style reduced the tendency for students to exhibit negative psychological well-being. The study treated attachment style as a mediating variable in the relationship between parenting style and emotional health, thus opening a conceptual gap. The present study addressed the gap by investigating the relationship between parenting styles and emotional wellbeing among undergraduate students in public universities in Kenya.

Again, Opara et al. (2024) investigated the relationship between parenting styles and the psychological wellbeing of students. The explanatory sequential design was conducted in Nigeria and data were collected from 281 participants. The findings showed that children who have grown up in an authoritative parenting style tended to comply or conform to parental expectations and rules without resistance. The findings

also showed that an adherent parenting style did not impact the psychological wellbeing of adolescents. The study examined how children's responses to parenting styles influenced their psychological health, thereby creating a conceptual gap. The present study bridged this gap by directly investigating the relationship between parenting styles and psychological well-being.

In Kenya, Mukola (2022) investigated the impact of parenting styles on the psychological outcome of adolescents. The correlational study design was conducted by interviewing 300 primary school students. The study established that the authoritative parenting style was beneficial for developing self-esteem among pupils. The findings showed authoritative parenting, characterized by warmth, support, and reasonable control, fostered emotional well-being among students. The study findings also suggested the male gender showed superior self-esteem, meaning there are gender-based differences in confidence and self-perception, possibly influenced by cultural or social factors. Despite the findings, the study focused on self-esteem, thus limiting the scope of the psychological impact. The present study bridged the gap by investigating the relationship between parenting styles and emotional well-being of undergraduate students from public universities in Kenya.

Interventions to Improve Emotional Well-being among Undergraduate Students

The fourth objective sought to provide intervention measures for improving the emotional wellbeing undergraduate students from public universities in Kenya. Positive psychological treatments come in a variety of forms and focus on different facets of mental health. Phan-Le et al. (2022) presents a number of strategies, including the three excellent things-exercise, which promotes people to focus on and dwell on happy memories from their everyday life in order to nurture their positive feelings. According to the Broaden-and-Build Theory (Mitsea et al., 2023), the simple

act of focusing on positive things every day makes people more open to receiving more positive experiences. This helps people build healthy relationships, strengthen their resources, and become more resilient to stress, which leads to an increase in positive emotions. By starting to move away from their sometimes-unfavorable skewed perspective on themselves and others and forging relationships, those who engage in this practice may find relief from their loneliness.

In the USA, Morton et al. (2020) did a review on multimodal interventions for improving the mental health and emotional well-being of college students, and the findings were informed by data collected from 67 students. The study found that interventions such as lifestyle medicine and positive psychology helped in reducing the psychological problems students experienced. Specifically, the study findings helped in improving mental health and reducing stress, anxiety, and the severity of depression. The findings suggested that the usage of evidence-based strategies from different disciplines combined predicted positive mental health and emotional well-being compared to using single interventions. Despite the findings, the study focused on college students, thus suggesting a contextual gap, which the present study sought to fill by focusing on university students from selected public universities in Kenya.

Again, Ferrari et al. (2022) evaluated the efficacy of digital interventions in improving the emotional well-being of students in the USA. The conclusions were drawn through systematic review and meta-analysis. The study observed that digital intervention measures significantly improved the well-being of students. Specifically, acceptance and commitment therapy was particularly effective for enhancing the students' well-being. The study primarily focused on digital therapeutic interventions and relied on conclusions drawn from a systematic review and meta-analysis, thereby creating both conceptual and methodological gaps. The present study bridged these

gaps by investigating intervention measures for mitigating psychological problems among undergraduate students from public universities in Kenya through the collection and analysis of primary data.

Furthermore, Parkinson and Smith (2023) studied the efficacy of yoga therapy on emotional regulation among university students in the USA using 161 participants. The study found that yoga practice positively impacted mindfulness, interoceptive awareness, self-compassion, and spiritual intelligence. However, findings also showed that yoga was more effective when internal awareness and coping skills were also deployed at the same time. A research gap was the absence of culturally adaptive yoga models that reflect student diversity. The study also lacked data on academic performance results following the interventions. The study was limited to investigating the efficacy of yoga therapeutic interventions, suggesting a conceptual gap. The current study bridged the gaps by exploring the intervention measures used by students in managing emotional problems in Kenya among undergraduate students from selected public universities.

Across in Europe, Llamas-Díaz et al. (2022) explored the psychological well-being of adolescents in England, and conclusions were drawn through systematic review and meta-analysis. The study found that emotional intelligence helped in improving the psychological well-being of students. Again, the study showed that developing both emotional skills and personality-related EI traits leads to greater benefits. The study focused on adolescents and conclusions drawn by synthesizing extant literature, thus opening contextual and methodological gaps. The study focused on the relationship between emotional well-being and mental well-being, suggesting a conceptual gap. The present study evaluated the intervention measures towards the

improvement of emotional well-being. Conclusions were drawn by analyzing primary data collected from undergraduate students from public universities in Kenya.

In Latin America, Peixoto et al. (2022) explored the effect of mindfulness-based strategies on the academic well-being of graduate students in Brazil. The study interviewed 45 graduate students, and the findings showed that mindfulness-based strategies were effective in managing stress among graduate students. The study also observed the presence of ambivalent emotions, suggesting that students experienced both positive and negative feelings simultaneously about their academic journey. The study focused on determining the effectiveness of mindfulness-based strategies in managing psychological problems among graduate students, thus limiting the conceptual gap. The present study explored the intervention measures used to manage the severity of psychological stress among undergraduate students from Kenyan public universities.

Across in Asia, Herbert (2022) explored exercise as a therapeutic tool for managing psychological problems among university students. The study was conducted in China, and conclusions were drawn by documentary synthesis. The synthesis revealed that generally, physical exercises positively impacted the mental health of students. Specifically, the study established that aerobic exercises of low intensity improve the perceived alleviation of stress, signs of anxiety, and symptoms of depression within a week of administration. The study also found that light exercises regulated emotional processing, cardiac activity, and bodily signals directly and positively impacted the long-term health of individuals. Despite these findings, the study relied on documentary evidence to draw its conclusions, thereby creating a methodological gap. The present study sought to address this gap by utilizing primary data.

In Africa, Khedr et al. (2023) conducted a comparative study to establish the efficacy of resilience-based interventions in improving the psychological health of students. The study compared the responses of Egyptian and Saudi Arabian nursing students. The findings showed that intervention-based strategies significantly improved the grit, emotional regulation, and life satisfaction of the participating students. The findings also showed that reliance-based therapeutic strategies helped students to manage their emotions, which in turn helps in building resilience. Comparatively, the study found that the intervention was more effective in enhancing persistence and passion for goals among Saudi Arabian students compared to Egyptian students. The study was conducted using nursing students, thus opening a contextual gap. The current study addressed the gap by focusing on undergraduate students from selected public university in Kenya.

In Nigeria, Adegbolagun et al. (2022) studied the efficacy of Cognitive Behavioral Therapy (CBT) in managing the severity of psychological problems among students suffering from sickle cell disease, and conclusions were drawn by interviewing 18 students from various colleges. The findings showed that CBT therapy helped in reducing anxiety and depressive symptoms in students, so that students could experience better mental health and enhance their overall quality of life. The findings indicated that the participants adopted healthier ways of managing stressors. The study focused exclusively on students with sickle cell disease, thereby creating a contextual gap. The present study sought to address this by exploring intervention programs aimed at managing the severity of emotional problems among undergraduate students from Kenya's public universities, irrespective of their health status.

In neighboring Tanzania, Martin and Kuboja (2022) investigated the role of guidance and counseling in managing emotional problems among secondary school students. The correlation study design, which was conducted using 354 students and the findings findings demonstrated that increased or improved counseling services directly contributed to better emotional stability. The study specifically observed that guidance and counseling helped students to develop better emotional regulation and coping skills. Although the study is similar to the present study, focusing on emotional stability, it was conducted among secondary school students, thereby creating a contextual gap. In contrast, the present study focused on undergraduate students from selected public universities, addressing this gap and extending the understanding of emotional stability to the higher education context.

In Kenya, Akeyo et al. (2023) studied the efficacy of counseling intervention in managing psychological problems among secondary school students' mothers. The correlation research design and conclusions drawn by interviewing 221 student mothers. The study found that counseling therapy improved academic progression among adolescent student mothers. The findings also observed that counseling reduced stigma, builds confidence, and improves coping strategies and residence, leading to better educational retention. Despite these findings, the study was limited to adolescent student mothers, thereby creating a contextual gap. The present study addressed this gap by focusing on undergraduate students from selected public universities in Kenya without any discrimination based on parental or health status.

Theoretical Framework

The theories that guided the study are introduced in this section; The Attachment Theory and Baumrind's Pillar Theory.

Attachment Theory

The proponents of the Attachment Theory were Ainsworth and Bowlby in the year 1991. The focus of the theory is on long-term connections, which can include romantic partnerships or interactions between parents and children (Davis & Carnelley, 2023). The psychological defense of friendships and emotional attachment is what is known as the Attachment Theory. The theory goes on to say that humans have an urgent need to form bonds with individuals who love them from an early age. This implies that the attachments they form early on always had an impact on the ones they form later on (Frydman & Tena, 2023).

The theory proposed that children growing up with secure attachment develop when caregivers are responsive and supportive during distress (Jia et al., 2023). The theory highlights the significance of secure parental-child bonds, which it predicted would strongly and positively influence the children's emotional formation (Overall et al. 2022). Bowlby's assessment also suggested that positive caregiver responsiveness, warmth, and availability enhanced children's social competence, emotional competence, and long-term mental health (Opie et al., 2021). This contrasts with disorganized attachment and insecure attachment, which arise when parents and caregivers give inconsistent care or reject children under their care (Jia et al., 2023). This leads to an elevated risk of behavioral and social functioning difficulties (Anikiej-Wiczenbach et al., 2024). Insecure attachment also predisposes children to mental and emotional problems, including elevated levels of maladaptive behavior, depression, and anxiety (Overall et al. 2022).

The Attachment Theory, initially developed by John Bowlby and later expanded by Mary Ainsworth, has been influential to psychology, particularly in understanding child development and adult relationships (Khadka, 2022). However, it

has faced several criticisms. Critics argue that the Attachment Theory is rooted in Western cultural norms and may not be universally applicable (Keller, 2021). Attachment styles and parenting practices can vary significantly across cultures, and what is considered secure attachment in one culture might not hold the same significance in another (Hoenicka et al., 2022). There is concern that the theory may imply a deterministic view of relationships, suggesting that early attachment styles rigidly dictate adult relationship patterns (Keller, 2021). Critics argue that individuals can change and adapt, and that resilience can lead to the development of secure attachments later in life (Alareqe et al., 2021).

The theory tends to emphasize individualism and emotional expression, which may not hold the same relevance in collectivist or non-Western cultures where interdependence and restraint are valued (Alareqe et al., 2021). Critics argue that the theory places too much emphasis on early childhood, suggesting that early attachment styles are fixed and predictive of all future relationships (Hoenicka et al., 2022). This view underestimates the capacity for change and development across the lifespan. Bowlby's early work focused heavily on the mother-child dyad, potentially overlooking the influence of fathers, extended family, peers, and social context in a child's development.

Tools like the "strange situation" may not capture the full complexity of attachment behaviors, especially in older children and adults (Prince et al., 2021). Adult attachment interviews also rely on subjective recall, which may be biased or inaccurate. While the theory acknowledges some biological components, critics argue that it underrepresents the child's temperament and innate traits in shaping attachment (Lieneman et al., 2022). While the Attachment Theory remains a foundational concept in developmental psychology and relationship science, its applicability must be

tempered with awareness of cultural, biological, and contextual factors (Spies & Duschinsky, 2021).

The theory applied to the study as it highlights the value of a child's relationship to their caregivers (Khadka, 2022). According to the theory, even in maturity, a child's psychological development would be significantly impacted if they lose attachment to their caregivers (Prince et al., 2021). These children struggle to fit in with other people, and you may usually find them hanging out by themselves or taking care of themselves (Lieneman et al., 2022). Furthermore, children raised by distant and harsh parents always struggle with their emotions and may develop mental health issues. Children raised by responsible parents develop a deep emotional bond with them, which help them grow up to be responsible adults (Rockwell, 2023).

Baumrind's Pillar Theory

The proponents of the theory are Diana Baumrind in 1966 and Maccoby and Martin in 1983 (Mugyenyi et al. 2025). Diana Baumrind is a prominent researcher in the field of parenting, having developed the Pillar Theory. The idea aims to clarify the four primary parenting styles of permissive, authoritarian, authoritative, and neglectful (Candelanza, 2021). The four parenting styles are defined under this idea as follows: authoritarian parenting is characterized by high expectations placed on adolescents and a lack of warmth and affirmation. Further, she says that the permissive style depicts parenting behavior that is high on warmth and motivation of adolescents including lots of rewarding but very low on demands and expectations on the adolescent by the parent.

The third style of parenting is the neglectful or uninvolved parenting (Mahomed, 2022). In this, there is no warmth given to an adolescent, and no expectations are placed on an adolescent; the parent is basically uninvolved in any

parenting. Finally, she describes the authoritative parenting style in which the parent sets high expectations for the adolescent to follow and meet. In this style, the parent keeps affirming and encouraging the child to achieve these set expectations (Ware, 2024). This one is the most recommended parenting style. The main issue with Baumrind's Pillar Theory is that it does not explicitly acknowledge the fact that capable parents, even those with a high degree of control, must constantly make decisions about when and how to step in. Baumrind's theory has come under fire for having too many generalizations and an unduly idealized portrayal of authoritative parenting. Subsequent studies on parenting philosophies went back to the topic of parenting dimensions and stressed the situational aspect of parenting choices.

However, the theory is not without its criticisms. One major limitation is its cultural bias. The original research was conducted in Western, middle-class, predominantly white families, which raises questions about the universality of its conclusions (Fadlillah & Fauziah 2022). In some cultures, authoritarian parenting, often viewed negatively in Western contexts, may be associated with desirable outcomes, such as respect for authority and strong academic performance, particularly in collectivist societies. Thus, the theory may not fully account for the diversity in parenting practices across different cultural settings. Another critique concerns the theory’s simplification of complex parenting dynamics (Mahomed et al., 2022). Real-life parenting is often fluid and situational rather than fitting neatly into fixed categories. Parents may exhibit different styles depending on the context, the child’s temperament, or the stage of development. This suggests that the rigid classification in Pillar Theory might overlook the nuances and adaptability present in actual parenting behavior.

The theory tends to focus more on parental behavior while underemphasizing the role of the child in shaping parent-child relationships (Ayub et al., 2025). Modern developmental psychology acknowledges that parenting is a bidirectional process, where children's traits and behaviors also influence parenting style, a dynamic not sufficiently addressed in Baumrind's Model (Jokhio & Soomro, 2022). While Baumrind's Pillar Theory remains a cornerstone in parenting research due to its clarity and empirical support, it requires contextual and cultural sensitivity and an appreciation of the dynamic nature of parent-child interactions (Mahomed et al., 2022). Ongoing research has continued to build upon and refine the theory to better capture the complexities of parenting in diverse and changing societies.

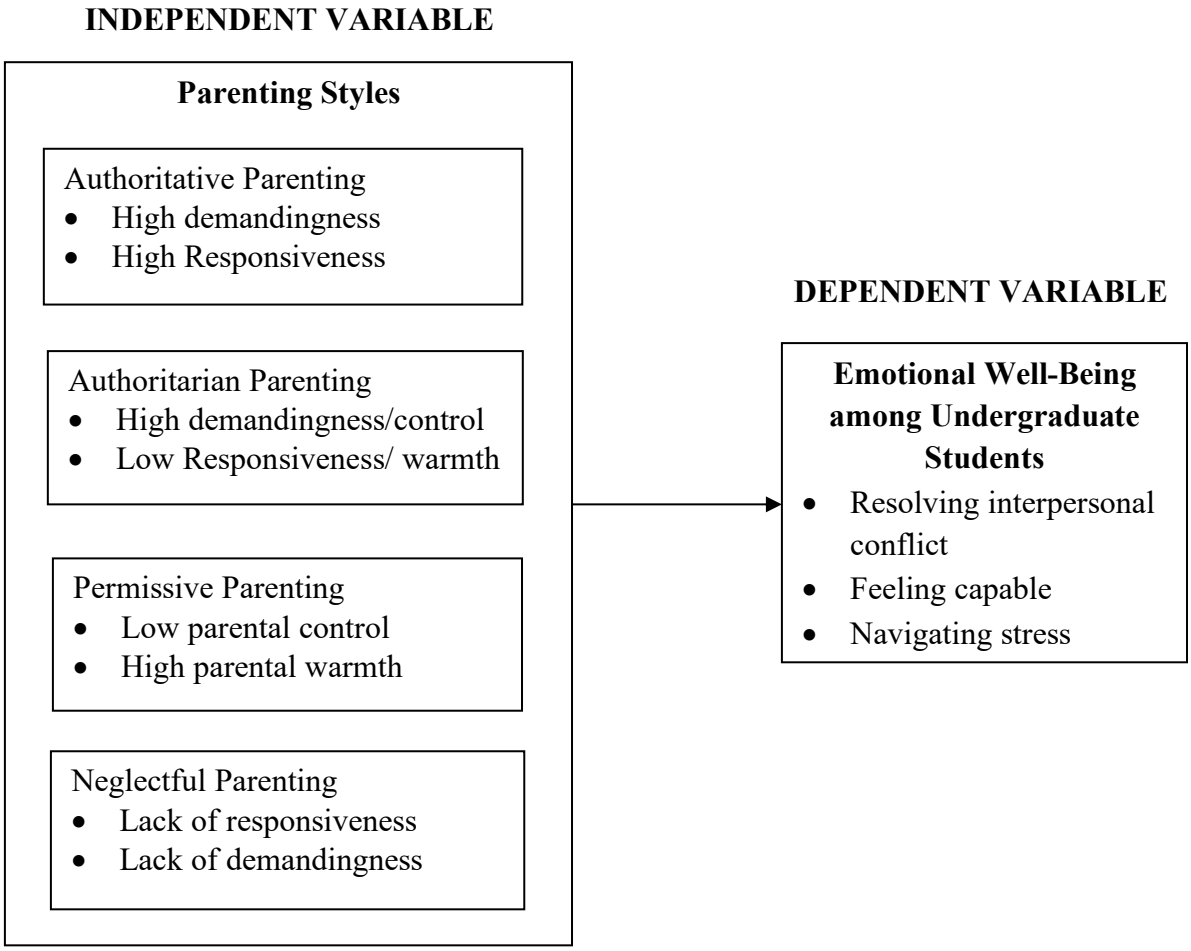
Baumrind's Pillar Theory is applicable to the current study as it can be effectively applied to understand the impact of parenting styles on the emotional well-being of university students (Tahir & Jabeen, 2022). As students transition to adulthood, the influence of their upbringing continues to shape their behavior, coping strategies, and emotional health. By applying Baumrind's Theory to university setting, educators and administrators can better understand the diverse backgrounds of their students and provide tailored support to enhance their emotional well-being and academic success (Dimovski et al., 2024). Educating students about the impact of their upbringing on their current behaviors and emotional health can promote self-reflection and encourage them to seek help or adopt healthier coping mechanisms.

Conceptual Framework

Salawu et al. (2023) noted that a conceptual framework illustrates the potential links or associations between variables and research inquiries. Furthermore, Perano et al. (2023) elucidated that a conceptual framework offers an abridged account of the phenomena being investigated, along with either visual representations or graphical

demonstrations of key variables involved in the study. Figure 1 shows the researcher-based conceptual framework that was used for this study. In the framework, the researcher explains the relationship between independent and dependent variables.

Figure 1 ***The Conceptual Framework***



Source: The researcher (2026).

According to the conceptual framework above, the independent variable is parenting styles. According to Rauh and Renée (2023), parenting style is a method for categorizing and measuring the quality and kind of contact between parents and their children. The dependent variable is emotional well-being, which is defined as resolving interpersonal conflict, feeling capable, coping with stress, and having a good sense of self. A change in the independent variable will cause a change in the dependent variable, implying that a change in parenting practices will affect the emotional well-being of various students at the selected institutions.

A Synthesis of the Research Gap

Though existing studies have made major scholarly contributions regarding the role of parenting on emotional outcomes, the paucity of literature that addresses parenting and emotional wellbeing. Studies like Amadi and Chujor's (2023) treated parenting as an independent variable affecting drug addiction, while Mukola (2022) used parental attachment as shaping self-esteem. In the same vein, Mutunga et al. (2023) examined parenting as an independent variable influencing school discipline. Others, like Wang et al. (2022), introduced resilience as a mediating variable; Muhliawati and Purwadi (2023) introduced peer pressure, the same as Tahir and Jabeen (2022), who introduced emotional health. Thus, none of the studies evaluated the nexus between parenting style and emotional well-being.

The sampled studies also revealed a contextual gap that needed to be addressed. The majority of studies, like Hassan et al. (2022), Kim and Shim Njenga's (2024), and Tom and Amah's (2024), focused on secondary school students. Moreover, Abidin et al. (2022) and Chandam and Yadava (2024) recruited adolescents in public places, even as Khedr et al. (2023) focused on nursing students.

Nelima et al. (2024) focused on kindergarten children, while Githinji (2025) specifically focused on children from single-parent homes. Moreover, Ahmad et al. (2022) linked parenting and psychological well-being in the context of the COVID-19 pandemic. It can therefore be summarized that there was a need to undertake a study that addresses the nexus between parenting and the emotional well-being of undergraduate university students.

Lastly, the synthesized studies revealed methodological gaps that needed to be addressed. For example, Alexander and Harris (2022) supported their field study using a cross-sectional study design, and Awiszus et al. (2022)'s study was grounded on a desktop study design. In the same vein, Khawaja and Kausar (2025) was conducted using a descriptive study design, Daudi et al. (2023) structured using a concurrent mixed study design, and Shengyao et al. (2024's study relied on a longitudinal study. Others like Ansari et al. (2024), Goagoses et al. (2023), and Herbert (2022) relied on existing studies. Based on the heightened gaps, the present study examined the relationship between parenting and emotional well-being among undergraduate students using a correlation study method and utilizing primary data.

Chapter Summary

This chapter summarizes the existing studies on the relationship between parenting styles and emotional well-being. The study was based on the Attachment Theory, which focuses on long-term connections, such as those between parents and children or romantic ties between partners. The chapter also includes the conceptual framework that demonstrates how independent and dependent variables interact with one another. The reviewed studies focused on parenting styles and emotional health in industrialized nations with education systems that differed from Kenya's. This leaves a knowledge gap that the current study sought to fill by investigating how

parenting styles affect undergraduate students' emotional wellbeing at selected Kenyan public universities. The next chapter presents the methodology that was utilized in achieving the objectives of the study.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter presents the methodology that was used to address the study objectives. The methodology presents the research design, target population, sampling procedure and sample size, research instruments, pilot study, validity and reliability of the research instruments, data collection procedures, data analysis techniques, and ethical considerations.

Research Design

This study utilized a correlational research design, which allows the researcher to explore associations between variables without any control or manipulation over them. Correlation measures the strength and direction of these relationships, whether positive or negative (Ali, 2022). This research design was significant to the current study as it enabled the researcher to investigate intricate phenomena involving numerous variables at once and comprehend the potential connections and relationships between them. Because the data from correlational studies was directly acquired from real-world circumstances, it helped inform public policy.

Target Population

The study population comprised undergraduate students from the University of Nairobi, Kenyatta University, and Jomo Kenyatta University of Science and Technology. The study further targeted students from the first year to the fourth year in Nairobi County from the selected universities. Together, the three universities have a total of 100,060 undergraduate students (Commission for University Education, 2024). Table 1 shows how the population was distributed across the three universities.

Table 1 ***Population Distribution***

University	Target population	Sample ratio
University of Nairobi	34,059	34%
Kenyatta University	35,067	35%
JKUAT	30.934	31%
Total	**100,060**	**100%**

Source: Commission for University Education (2024)

Sample Size

The study used Yamane's (1967) formula for sample size calculation at an 8 percent margin. The Yamane formula is used when there is a finite population and when there is limited prior information on population variability (Hasan et al. 2024). The Yamane formula is preferred as it is based on a standardised statistical formula, eliminating human subjectivity, and has been widely adopted by researchers (Mohanasundaram & Harsha, 2024). The preference is driven by the need to make data manageable, accurate, and within budget, while managing time constraints (Hasan et al. 2024). The Yamane formula and the computation of the sample size are shown below:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n represents the sample size, N is the population size (100,060), and e (.08) is the margin of error.

n=100,060 /1+100060 (0.07^2)

n=156

The distribution of the sample across the three selected public universities is presented in table 2.

Table 2 ***Sample Size Distribution***

Universities	Population	Percentage	Sample Size Distribution
University of Nairobi	34,059.00	34.04	53
Kenyatta University	35,067.00	35.05	55
JKUAT	30,934.00	30.92	48
Total	**100,060.00**	**100**	**156**

Source: Researcher (2025)

Sampling Method

Stratified sampling was used. This is whereby the total population of undergraduate students was sampled first by the name of the university, and thereafter, simple random sampling was applied to recruit the students from each school in proportion to the population size in each university. As shown below, the University of Nairobi commanded 34.04% of the entire population, informing a sample of 53 participants. Kenyatta University controlled 350.5%, therefore 55 participants were assigned, and JKUAT commanded 30.92% of the entire population, therefore attracting 48 participants. Stratified random sampling was important because it produced a more representative sample of a population, which leads to more accurate results.

Data Collection Methods

The following three instruments were used to gather data. Section A, the Socio-Demographic, has items that clarify the details of the respondents, such as their age, the academic year, and whether the parents took alcohol. The study adopted adapted items from the Parental Authority Questionnaire (PAQ) by Buri (1991), with the self-developed items for neglectful parenting added to meet the study objectives. The inventory has 20 items distributed between neglectful parenting, permissive

parenting, authoritarian parenting, and authoritative parenting, with each dimension having 5 items. The samples of questions in this inventory include “My parents set clear rules and explained the reasons behind them" and “My parents rarely explained their decisions; I was just expected to obey.” “My parents often gave in to my wishes to avoid conflict,” and “My parents often forgot to follow through on commitments made to me.” The items will be answered using a 5-point Likert scale with “strongly agree” scored as 1 and “strongly disagree” scored as 5.The Warwick-Edinburgh Mental Well-being Scale (WEMWBS), which is attributed to Tennant et al. (2007), is a self-report questionnaire designed to measure mental well-being in adults. It includes 14 positively worded items that assess various aspects of mental health, such as life satisfaction, positive emotions, and functioning. distinguishes it from other assessments that primarily measure mental illness. Examples of items in this inventory include “I’ve been feeling optimistic about the future," “I’ve been feeling able to bounce back after difficulties," and "I've been feeling that I belong to a community." The participants will be guided to answer the items using a five-point Likert scale, ranging from “none of the time,” which is scored as 1, to "all of the time,” scored as 5.

Instrument Validity and Reliability

Instrument validity is the extent to which an instrument measures what it is supposed to measure (Spoto et al., 2025). Instrument validity ensures that the instrument used in data collection measures the right thing and fits the age groups of the population (Mohamad et al. 2022). It helps a researcher to obtain meaningful findings that address the research problem and are aligned with the purpose of the study and the study objective (Spoto et al., 2025). This study was concerned with content validity, ensuring that the instruments used cover all the constructs being used

(Aksah et al., 2023). This was achieved by using the adapted PAQ covers, authoritative parenting, authoritarian parenting, and permissive parenting, and supplemented with the self-developed neglectful parenting portion. The study also used the Warwick-Edinburgh Mental Well-being Scale to establish the mental well-being of the students. Construct validity was established by using validated instruments.

Instrument reliability measures the extent to which an instrument obtains the same result when the test is repeated under the same conditions (Kennedy, 2022). It seeks to establish whether the different alpha scores are caused by the changes of the variable being measured rather than the conditions under which the study is being conducted (Cruchinho et al., 2024). By eliminating the inconsistencies occasioned by the conditions of the study, the study is able to achieve high reliability, enhancing the summary of the findings and recommendations (Corneille & Gawronski, 2024). This study established internal inconsistency, which helped in establishing that the instrument accurately measures the underlying concepts (Revicki, 2024). The study used validated instruments, which were further supported by the results obtained from the pilot study.

The study used instruments that were validated in Pakistan and the USA. Hassan et al. (2022) validated the PAQ in Pakistan using a sample of 720 secondary school students. The authoritative parenting style posted a Cronbach alpha score of .92, and the permissive parenting style, while the authoritarian parenting style yielded a Cronbach alpha score of .88. The WEMWBS was validated by Wei et al. (2022) in the USA using a sample of 553 participants, including adults and children. The validity test results yielded a Cronbach test result of .89 for students and a Cronbach alpha score of .91 for adults. The implication is that the respective validation test gave

strong internal consistency as they yielded r > 0.7 and higher, as recommended by Kennedy, who recommended a threshold score of .07.

Pilot Testing

This was done using a small sample of 16 students from Technical University of Kenya representing 10 percent of the sample size. According to Teresi et al. (2022), social sciences piloting should be carried out in at least 10% of the sample. This was done to ensure that the questions were well formulated, and the questionnaire would collect the desired information; hence, the results from the pilot process were directed at the modification of this data collection tool. The main purpose of the pilot test was to assess the appropriateness of the research tools in addressing the study objectives and hence increase the likelihood of success in the main study. Necessary changes were made to the study tools for purposes of reliability after the pilot test. To avoid data contamination, the pilot study sample was not included in the final analysis.

Research Procedures

To commence the process of data collection, the researcher first obtained a letter of data collection from Pan Africa Christian University's Institutional Scientific & Ethics Review Committee ISERC, which allowed the researcher to apply for a permit from NACOSTI. After obtaining the permit from the NACOSTI, the researcher liaised with the selected university administration to obtain permission to collect the data from the institutions. The researcher met the target respondents and explained to them the purpose of the research and the ethical considerations to be observed. Afterwards, the researcher distributed the questionnaires with the help of research assistants and then picked them up two weeks. The data collection took a period of two weeks, after which the collected data proceeded to data analysis.

Data Analysis

A quantitative analysis of the study's data was conducted. The data obtained was entered into and assessed using SPSS version 29. The quantitative data was analyzed using SPSS's descriptive statistics tool to yield the mean, standard deviation, and percentages, which was subsequently presented using tables, frequencies, and percentages. To determine the correlation between the independent and dependent variables, regression analysis was utilized. Regression analysis helps in understanding the relationships between variables. It allows researchers to quantify how changes in one or more independent variables affect a dependent variable. In this study, mental wellbeing was regressed on parenting styles based on the following regression equation:

$MW=\beta_0 + AtvP x\beta_1 + AtnP\ x\beta_2 + PmsP\ x\beta_3 + NglP\ x\beta_4 + \varepsilon$

Where.

MW = Mental Wellbeing

β_0 = Constant

AtvP = Authoritative Parenting Style

AtnP = Authoritarian Parenting Style

PmsP = Permissive Parenting Style

NglP = Neglectful Parenting Style

$\beta_1\beta_2\beta_3\beta_4$ = Constant

ε = Standard error.

Ethical Consideration

A copy of the introduction letter was received from Pan Africa Christian University's Registrar of Academic Affairs, Institutional Scientific and Ethical

Review Committee (ISERC) as well as research permission from the NACOSTI. After this, data collection commenced. The research guaranteed voluntary involvement and informed consent, enabling individuals to participate freely. The researcher ensured that participants received sufficient information about the research procedures. The confidentiality and identity of the subjects was safeguarded throughout the study, and transparent communication was maintained. The researcher ensured confidentiality by using good data collection and storage practices. In presenting the results, the study truthfully depicted the findings and observations within their appropriate context. Ensuring consent to participate in the study involved obtaining the signature of the participant as well as the researcher's consent. To ensure anonymity, the researcher removed sheets that contained name identifiers.

Chapter Summary

This chapter presented the research design, target population, sampling procedure and sample size, research instruments, pilot study, validity and reliability of the research instruments, data collection procedures, data analysis techniques, and ethical considerations. The next chapter presents the findings from the analysis of data obtained from the field.

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction

The general objective of the study was to establish the impact of parenting styles on emotional well-being among undergraduate students in selected public universities in Kenya. This chapter presents the results and discussions of the study. The first section of the chapter analyzes the response rate and demographic results of the study. The rest of the chapter is organized in line with the specific objectives. These were: to identify parenting styles among parents of undergraduate students in selected universities in Kenya; to determine the level of emotional wellbeing among undergraduate students in selected universities in Kenya; to establish the relationship between parenting styles and emotional wellbeing among undergraduate students in selected universities in Kenya; and to identify the intervention measures which can improve emotional well-being among undergraduate students in selected universities in Kenya. The findings are discussed in light of theoretical and empirical literature.

Response Rate and Demographic Analysis

This section analyzes the response rate as well as the demographic profile of respondents, such as gender distribution, age distribution, respondents' religion, year of study, and whether the parents drank alcohol.

Response Rate

Response rate is a critical indicator of data quality and the representativeness of research findings. The response rate of the students involved in the study is presented in Table 3.

Table 3 ***Response Rate***

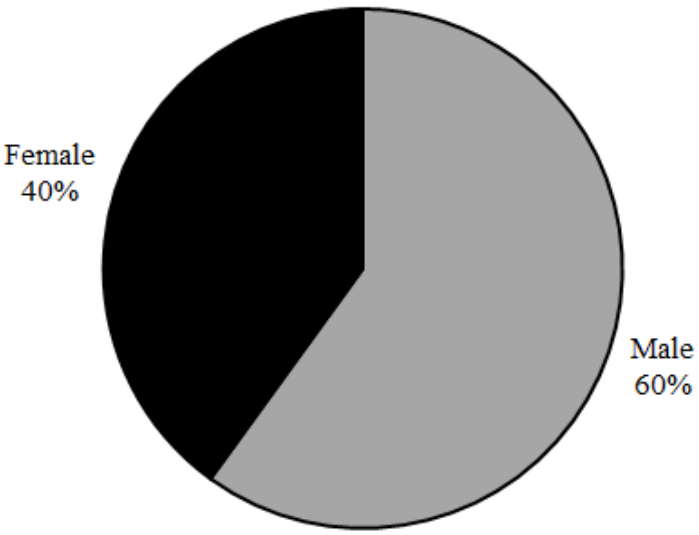
Category	Frequency	Percent
Successful responses	135	86.5%
Non-respondents	21	13.5%
Total	156	100.0%

The response rate is shown in Table 3 above. Out of a total of 156 students contacted for the study, 135 (86.5%) successfully responded, while 21 (13.5%) did not respond. This response rate compares favourably with findings of a systematic review by Meyer et al. (2022), which found that the average response rate for the majority of social science studies is 70%. This high response rate indicates strong participation and suggests that the data collected is likely to be representative of the target population, enhancing the reliability and generalizability of the study's findings.

Gender of Respondents

The distribution of respondents by gender is presented in Figure 2 below.

Figure 2 ***Gender Distribution of Respondents***



Out of the 135 respondents, 60% were male and 40% were female, indicating adequate representation of respondents in the study by gender, although the majority of the respondents were male. This finding is consistent with a study by Varghese and Simon (2023) which found that majority of respondents in their study (77.2%), were male as compared to 22.8% female.

Age of Respondents

Table 4 presents the age distribution of respondents, ordered from the most to the least represented age bracket.

Table 4 ***Age Distribution of the Respondents***

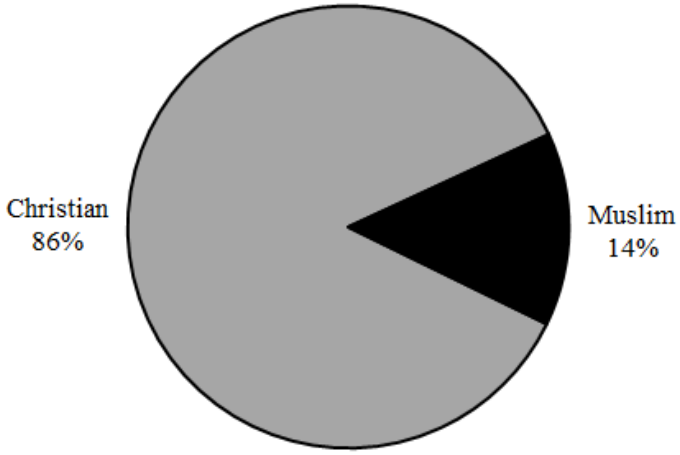
Age bracket	Frequency	Percent
18 years and below	35	25.9%
19-22 years	54	40.0%
23-26 years	25	18.5%
27 and above	21	15.6%
Total	135	100.0%

Table 4 shows the age distribution of respondents. Most of the respondents were aged 19–22 years, accounting for 40% of the respondents, followed by those aged 18 years and below with 25.9% respondents. Respondents aged 23–26 years comprised 18.5% of the respondents, while the least represented group was those aged 27 and above, with 15.6% of the respondents. This finding suggests that majority (84.4%) of the respondents were below the age of 25 years. This is in line with research by Mehari et al. (2024) which reported that students in their study were in the age range of between 18-25 years.

Religion of Respondents

Figure 3 displays the religious affiliation of the respondents.

Figure 3 ***Distribution of Respondents by Religious Affiliation***



A majority of respondents identified as Christians, comprising 85.9% of the sample, while 14.1% identified as Muslims. This indicates that the respondent pool was predominantly Christian, which is in line with the notion that Christians account for the majority of the population of Kenya. This finding is in line with demographic profile of Kenya which, according to Gathogo (2022), indicates that more than 80% of Kenyans practice Christianity.

Respondents' Year of Study

Table 5 shows the distribution of respondents by year of study.

Table 5 ***Respondents' Year Study***

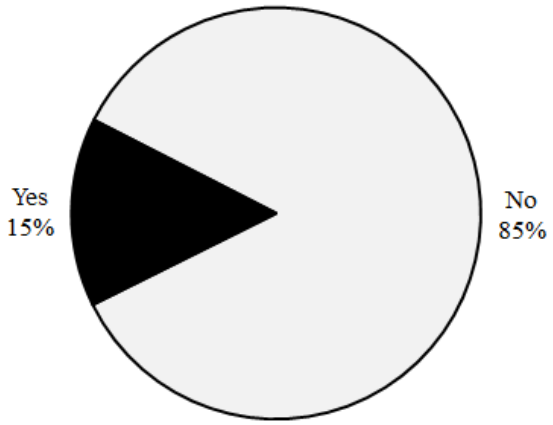
Kindly indicate your year of study	Frequency	Percent
First year	26	19.3%
Second year	57	42.2%
Third year	34	25.2%
Fourth year	18	13.3%
Total	135	100.0%

Table 5 shows respondents' year of study. According to the findings, 42.2% of the sample of respondents were in their second year, followed by third-year students at 25.2%. First-year students accounted for 19.3% of the participants, while fourth-year students represented the smallest proportion at 13.3%. This spread across different stages of undergraduate education enriched the study by capturing a range of experiences and perspectives on parenting styles and emotional well-being.

Whether the Parent Takes Alcohol

Figure 4 presents the respondents' views on whether their parents took alcohol.

Figure 4 ***Whether the Parent Took Alcohol***



According to the findings, 85.2% of the respondents reported that their parent did not drink alcohol, while 14.8% indicated that their parents did. This finding suggests that most students in the sample come from households where alcohol consumption by parents was not a prominent factor, which may contribute positively to stable home environments and, by extension, healthier emotional well-being. This is in contrast to news media reports that according to Obare (2022), students in universities indulge in alcohol and other antisocial behaviors. This implies that students' engagement in such delinquency may be due to other factors such as peer pressure rather than parental modelling.

Parenting Styles among Parents of Undergraduate Students

The first objective of the study was to identify the parenting styles among parents of undergraduate students in selected universities in Kenya. This section presents descriptive analysis of the four parenting styles namely:

Descriptive Analysis of Authoritative Parenting style

Table 6 presents the descriptive statistics for items measuring the authoritative parenting style, ordered from the highest to the lowest mean score.

Table 6 ***Descriptive Statistics of Authoritative Parenting Style Items***

Item	Mean	Std. Deviation
My parents encouraged me to express my thoughts and feelings	4.28	.991
My parents set clear rules and explained the reasons behind them	4.23	.719
My parents praised my efforts and accomplishments	4.23	.907
My parents provided guidance while allowing me to make my own choices	4.18	.898
My parents listened to my opinions when making decisions that affected me	4.15	.830
Authoritative parenting composite score	4.21	.869

Table 7 shows descriptive statistics of authoritative parenting style Items. Most of the respondents agreed that their parents encouraged them to express their thoughts and feelings, as this item had the highest mean score of 4.28 with a standard deviation of 0.991. The second highest mean score, 4.23 (SD = 0.719), was associated with the perception that parents set clear rules and explained the rationale behind them, indicating both structure and communication in parenting practices. Another item with a mean score of 4.23 but a slightly higher variability (SD = 0.907), showed

that many respondents experienced praise from their parents for their efforts and accomplishments. The item on parents providing guidance while allowing independent decision-making followed closely with a mean of 4.18 (SD = 0.898), reflecting a balance between support and autonomy. The item that received the lowest mean score, though still relatively high (M=4.15, SD = 0.830), related to parents listening to their children's opinions during decision-making processes. The composite score for the authoritative parenting style was 4.21 (SD = 0.869), indicating that on aggregate, respondents generally experienced a high level of authoritative parenting.

The findings agree with Goagoses et al. (2023), Șițoiu and Pânișoară (2022), and Chandam and Yadava (2024), who highlight the positive association between authoritative parenting and emotional regulation. The high mean scores reported for parental behaviors such as encouraging expression of thoughts and feelings, setting clear rules with explanations, offering praise, and providing guidance while promoting autonomy aligning with Chavda and Nisarga (2023) notion of core characteristics of authoritative parenting namely, warmth, communication, and structured support. The findings are further consistent with Ozturk (2022), who emphasized the role of parental modeling in shaping emotional outcomes. Although regional variations exist, the Kenyan context in this study aligns more with global patterns that Hadulo (2022) and Kay (2022) observed as affirming the benefits of authoritative parenting on the emotional well-being of university students.

Descriptive Analysis of Authoritarian Parenting Style

Table 8 presents the descriptive statistics for items assessing the authoritarian parenting style, organized from the highest to the lowest mean score.

Table 7 ***Descriptive Statistics of Authoritarian Parenting Style Items***

Item	Mean	Std. Deviation
My parents believed children should be seen and not heard	2.14	1.099
My parents enforced strict rules that I was expected to follow without question	1.92	.908
My parents rarely explained their decisions and over nurturing my emotional needs	1.78	.745
My parents often used punishment to control my behavior	1.87	1.024
My prioritized discipline over nurturing my emotional needs	1.85	.764
Authoritarian parenting style composite score	1.91	.908

Table 8 presents the descriptive statistics of authoritarian parenting style items. The mean score for the item "My parents believed children should be seen and not heard" was 2.14 (SD = 1.10), indicating relatively low agreement. The item "My parents enforced strict rules that I was expected to follow without question" had a mean of 1.92 (SD = 0.91), while "My parents rarely explained their decisions and over nurturing my emotional needs" recorded a lower mean of 1.78 (SD = 0.75). The item "My parents often used punishment to control my behavior" had a mean of 1.87 (SD = 1.02), and "My parents prioritized discipline over nurturing my emotional needs" had a mean of 1.85 (SD = 0.76). Overall, the composite score for authoritarian parenting style was low, with a mean of 1.91 (SD = 0.91), suggesting that respondents generally did not perceive their parents as authoritarian. The finding contrasts with Opiyo (2022) study that recognizes authoritarian parenting marked by high control and low warmth as still prevalent in certain cultural contexts, including parts of East

Africa such as Tanzania. However, the Kenyan context may be shifting, particularly among university students from urbanized or middle-class families who are more likely to experience less authoritarian parenting. The low endorsement of authoritarian traits in this sample agrees with Hadulo (2022) and Kay (2022), who found that authoritarian parenting style is counterproductive to the well-being of young people.

Descriptive Analysis of Permissive Parenting style

Table 9 presents the descriptive statistics for items assessing the permissive parenting style, ranked from the highest to the lowest mean score.

Table 8 ***Descriptive Statistics of Permissive Parenting Style***

Item	Mean	Std. Deviation
My parents often gave in to my wishes to avoid conflict	4.33	.746
My parents considered themselves more as my friends than authority figures	4.21	.772
My parents prioritized my happiness over discipline or structure	4.20	.948
My parents rarely imposed strict rules or consequences for my actions	4.14	.767
My parents allowed me to make my own decisions, even when I was very young	3.93	1.121
Permissive parenting composite score	4.16	.871

Table 9 indicates the descriptive statistics of permissive parenting style. The item with the highest mean score was the tendency of parents to give in to their children's wishes to avoid conflict, with a mean of 4.33 (SD = 0.746), indicating strong agreement among respondents and relatively low variability. The second highest item, with a mean of 4.21 (SD = 0.772), showed that many respondents experienced their parents more as friends than authority figures. Following closely

was the perception that parents prioritized the child's happiness over discipline or structure, with a mean of 4.20 (SD = 0.948), reflecting relatively high agreement but with slightly more variability. The item regarding the lack of strict rules or consequences had a mean score of 4.14 (SD = 0.767), suggesting that many respondents experienced lenient discipline. The lowest mean score in this category was 3.93 (SD = 1.121), indicating that fewer respondents strongly agreed that their parents allowed them to make their own decisions even when they were very young, and the responses to this item were the most varied. The overall composite score for permissive parenting was 4.16 (SD = 0.871), suggesting a generally high but somewhat inconsistent presence of permissive parenting behaviors among respondents.

The findings align with Alcaide et al. (2025) who reported that in some European and South American contexts, permissive parenting can foster strong self-esteem. However, the findings diverge from literature that associates permissive parenting with poorer emotional regulation outcomes, as shown by Șițoiu and Pânișoară (2022) and Goagoses et al. (2023), who advocate for authoritative parenting as more beneficial for emotional development. Moreover, Hadulo (2022) and Kay (2022) noted that permissive parenting does not favor Kenyan adolescents, suggesting a cultural mismatch between permissive parenting and the emotional well-being needs of university students in Kenya. Therefore, while the findings reflect a common experience of permissive parenting, they raise concerns about its potential negative implications in the Kenyan context.

Descriptive Analysis of Neglectful Parenting style

Table 10 presents the descriptive statistics for items measuring the neglectful parenting style, arranged from the highest to the lowest mean score.

Table 9 ***Descriptive Statistics of Neglectful Parenting Style Item***

Item	Mean	Std. Deviation
My parents often seemed too busy to spend time with me	2.27	1.179
My parents did not pay much attention to my needs or interests	1.97	.873
My parents allowed me to manage on my own without guidance	1.81	.854
My parents rarely checked in on my feelings or experiences	1.70	.795
My parents often forgot to follow through on commitments made to me	1.69	.844
Neglectful parenting composite score	1.89	0.909

Table 10 shows descriptive statistics of neglectful parenting style items. The findings presented indicate generally low levels of perceived neglectful parenting among respondents. The highest-rated item was “My parents often seemed too busy to spend time with me” with a mean score of 2.27 (SD = 1.18), suggesting mild agreement. This was followed by “My parents did not pay much attention to my needs or interests” (M = 1.97, SD = 0.87) and “My parents allowed me to manage on my own without guidance” (M = 1.81, SD = 0.85). Lower mean scores were recorded for “My parents rarely checked in on my feelings or experiences” (M = 1.70, SD = 0.80) and “My parents often forgot to follow through on commitments made to me” (M = 1.69, SD = 0.84). The composite score for neglectful parenting was relatively low (M = 1.89, SD = 0.91), indicating that respondents generally did not perceive their parents as neglectful. The findings suggest that most respondents did not experience neglectful parental style consistent with the trend observed by Kay (2022) and Opiyo (2022) in urban Kenyan settings, where family structures are evolving but still uphold some degree of parental presence.

Descriptive Summary of Parenting Style Composite Scores

Figure 5 provides a descriptive summary of the composite mean scores for the four parenting styles assessed in the study, ordered from the highest to the lowest.

Figure 5 ***Descriptive Summary of Parenting Style Composite Scores***

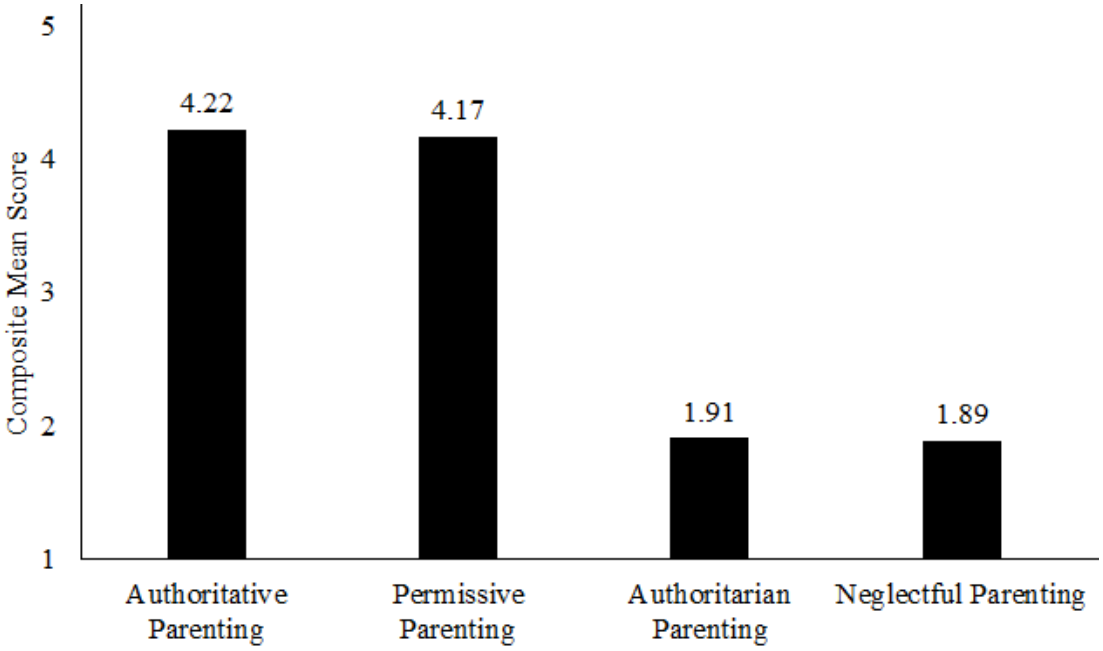


Figure 5 reveals that authoritative parenting was the dominant parenting style (M=4.21), followed by permissive parenting style (M=4.16), while authoritarian parenting (M=1.91) and neglectful parenting (M=1.89) were the least practiced. The finding that authoritative parenting was the most manifest style (M = 4.21) aligns with Goagoses et al. (2023) and Șițoiu and Pânișoară (2022) and Chandam and Yadava (2024), who consistently highlight authoritative parenting as the most beneficial for children's emotional regulation and psychological well-being across cultures. The high presence of permissive parenting (M = 4.16) is also reflected in studies like Alcaide et al. (2025), which found permissive parenting to be linked with high self-esteem in specific cultural contexts, although this style has been shown to have mixed outcomes and less consistency compared to authoritative parenting. The

comparatively much lower scores for neglectful and authoritarian parenting styles support Hadulo (2022) and Kay (2022) report that permissive and authoritarian styles are least preferred. The findings corroborate existing research emphasizing authoritative parenting as the most positively impactful style (Chavda & Nisarga, 2023).

Level of Emotional Wellbeing among Undergraduate Students

The second objective of the study was to determine the level of emotional wellbeing among undergraduate students in selected universities in Kenya. This section presents descriptive analysis of emotional wellbeing items and interprets emotional wellbeing scores.

Descriptive Analysis of Emotional Wellbeing Items

Table 11 presents the descriptive statistics of items measuring emotional wellbeing, ordered from the highest to the lowest mean score.

Table 10 ***Descriptive Statistics of Emotional Wellbeing Items***

Item	Mean	Std. Deviation
I've been feeling happy	3.80	.710
I've been feeling relaxed	3.79	.716
I've been feeling good about myself	3.79	.805
I've been feeling cheerful	3.78	.772
I've been feeling that I belong to a community	3.77	.872
I've been feeling confident	3.76	.815
I've been feeling that my life has meaning	3.76	.755
I've been feeling close to other people	3.75	.666
I've been feeling able to bounce back after difficulties	3.72	.740
I've been feeling interested in new things	3.69	.770
I've been feeling that I have a lot of energy	3.68	.800
I've been feeling loved	3.68	.732
I've been thinking clearly	3.64	.770
I've been feeling optimistic about the future	3.43	.730
Emotional wellbeing composite score	3.72	.761

Table 11 presents descriptive statistics of emotional wellbeing Items. Results show that respondents most frequently reported feeling happy, with a mean score of 3.80 (SD = 0.710), indicating a generally positive emotional state. This was closely followed by feeling relaxed (M = 3.79, SD = 0.716) and feeling good about oneself (M = 3.79, SD = 0.805), suggesting consistent levels of self-acceptance and emotional calmness. Cheerfulness (M = 3.78, SD = 0.772) and a sense of community belonging (M = 3.77, SD = 0.872) also featured prominently, reflecting positive social and affective experiences. Confidence and a sense of life meaning both had mean scores of 3.76, with standard deviations of 0.815 and 0.755 respectively, indicating moderate to high emotional stability and purpose. Feeling close to others, it scored slightly lower at 3.75 (SD = 0.666), while the ability to recover from difficulties had a mean of 3.72 (SD = 0.740), reflecting resilience. Interest in new things (M = 3.69, SD = 0.770) and feeling energetic (M = 3.68, SD = 0.800) showed lower yet still positive emotional engagement. Feeling loved matched this at 3.68 (SD = 0.732) and thinking clearly followed at 3.64 (SD = 0.770). The lowest scoring item was optimism about the future, with a mean of 3.43 (SD = 0.730), suggesting that while most emotional wellbeing indicators were strong, future outlook was comparatively weaker. The overall emotional wellbeing composite score was 3.72 (SD = 0.761), indicating a generally positive emotional wellbeing among respondents.

The findings are consistent with Park et al. (2023) view that well-being encompasses positive affective states like happiness, self-acceptance, and functioning well socially. The reported mean scores such as happiness (M = 3.80), feeling relaxed (M = 3.79), and sense of belonging (M = 3.77) demonstrate emotional stability, self-worth, and social connection, which are key elements of psychological well-being.

However, the relatively lower optimism about the future (M = 3.43) echoes concerns raised by Paralkar et al. (2023) and Limone and Toto (2022) who highlight that despite signs of well-being, university students commonly face stressors such as uncertainty about their futures. This nuanced picture also aligns with Shengyao et al. (2024) and Ansari et al. (2024), who found that emotional well-being varies depending on multiple psychosocial factors. While the findings suggest generally good emotional health, the noted drop in future outlook points to latent stress.

Descriptive Analysis of Emotional Wellbeing Composite Score

Table 12 presents a descriptive summary of the emotional wellbeing composite score, providing insight into the central tendency, dispersion, and distribution of data. Scores can range from 14 to 70, with higher scores indicating better mental well-being. Low mental well-being ranges from 14-30, moderate mental well-being ranges from 31-50, and high mental well-being ranges from 51-70 in line with Warwick-Edinburgh Mental Well-being Scale scoring procedures (Tennant et al., 2007).

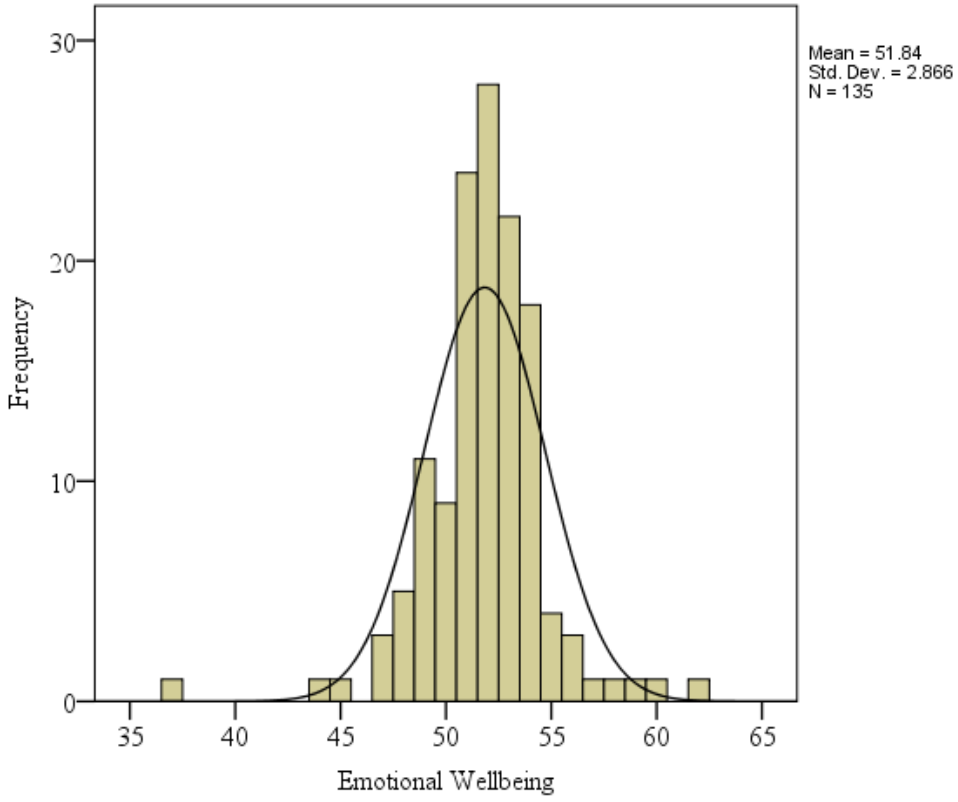
Table 11 ***Descriptive Analysis of Emotional Wellbeing Composite Score***

			Statistic	Std. Error
Emotional Wellbeing	Mean		51.84	.247
	95% Confidence Interval for Mean	Lower Bound	51.35	
		Upper Bound	52.32	
	5% Trimmed Mean		51.86	
	Median		52.00	
	Variance		8.212	
	Std. Deviation		2.866	
	Minimum		37	
	Maximum		62	
	Range		25	
	Interquartile Range		2	

Skewness	-.682	.209
Kurtosis	6.144	.414

Table 12 presents descriptive analysis of emotional wellbeing composite score. The mean emotional wellbeing score was 51.84 (SE = 0.247), with a 95% confidence interval ranging from 51.35 to 52.32, indicating a high level of precision in estimating the average score. The median score was 52.00, aligning closely with the mean and supporting the conclusion of a relatively symmetrical distribution. The standard deviation was 2.866, with a variance of 8.212, indicating moderate variability among respondents. The observed scores ranged from a minimum of 37 to a maximum of 62, giving a range of 25, and the interquartile range was relatively narrow at 2, showing that most scores clustered near the center. A visual illustration of the distribution of the scores is presented in Figure 6.

Figure 6 ***Emotional Wellbeing Histogram***



The distribution depicted in Figure 6 suggests that respondents experienced moderate to high mental wellbeing. This finding aligns with Park et al. (2023) conceptualization of emotional well-being as a combination of positive affect and optimal functioning in social and personal domains. The relatively high central tendency and low variability in the current findings imply a more stable emotional state among respondents, possibly reflecting effective coping mechanisms or contextual protective factors.

Levels of Emotional Wellbeing

Table 13 presents the distribution of respondents based on their level of mental wellbeing.

Table 12 ***Distribution of Respondents by Level of Mental Wellbeing***

Category	Frequency	Percent
Low mental well-being	0	0%
Moderate mental well-being	31	23%
High mental well-being	104	77%
Total	135	100.0%

Table 13 presents the distribution of respondents by level of mental wellbeing. A significant majority (77%) of respondents reported high mental wellbeing, while 23% fell within the moderate mental wellbeing range. Notably, none of the respondents were categorized as having low mental wellbeing, indicating that all participants reported at least a moderate level of mental wellbeing. The findings contrast with studies by Limone and Toto (2022), and Paralkar et al. (2023) that highlighted rising psychological distress among university students globally. The

finding diverges from Ahmad et al. (2022) who found high prevalence rates of depression, anxiety, and stress among students, suggesting the existence of contextual differences in empirical studies.

Relationship between Parenting Styles and Emotional Wellbeing

The third objective of the study was to establish the relationship between parenting styles and emotional wellbeing among undergraduate students in selected universities in Kenya. Multiple linear regression analysis was used to test this objective. Table 14 presents the model summary, ANOVA statistics and the regression coefficients.

Table 13 ***Regression of Mental Wellbeing on Parenting Styles***

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288[a]	.083	.055	2.791

a. Predictors: (Constant), Neglectful Parenting, Authoritative Parenting, Permissive Parenting, Authoritarian Parenting

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90.946	4	22.737	2.919	.024[b]
	Residual	1004.755	129	7.789		
	Total	1095.701	133			

a. Dependent Variable: Emotional Wellbeing

b. Predictors: (Constant), Neglectful Parenting, Authoritative Parenting, Permissive Parenting, Authoritarian Parenting

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	56.602	3.675		15.402	.000
	Authoritative Parenting	-.349	.673	-.046	-.519	.605
	Permissive Parenting	.190	.624	.027	.304	.762
	Authoritarian Parenting	-.552	.681	-.073	-.809	.420
	Neglectful Parenting	-1.616	.589	-.251	-2.743	.007

a. Dependent Variable: Emotional Wellbeing

Table 14 shows regression of mental wellbeing on parenting styles. The regression model yielded an R Square of 0.083, indicating that approximately 8.3% of the variance in emotional wellbeing was explained by the combination of the four parenting styles. The overall regression model was statistically significant, F (4, 129) = 2.919, p = .024, which indicates that at least one of the parenting styles significantly predicted emotional wellbeing. In Table 13 above, neglectful parenting emerged as the only statistically significant predictor of emotional wellbeing (β=-1.616, t = -2.743, p <.05). The other three parenting styles: authoritative (β=-.349, t=-.046, p>.05), authoritarian (β= -.552, t=-.073, p>.05), and permissive (β=.190, t=-.027, p>.05) did not significantly predict emotional wellbeing. The results showed that only neglectful parenting significantly predicted emotional well-being in an adverse way, in keeping with Baumrind's Pillar Theory as discussed by Candelanza (2021) and Mahomed (2022) who describe neglectful parenting as the least supportive style due to its lack of warmth and involvement.

Chapter Summary

This chapter has presented and interpreted the results of the study. The results and findings of the study have been reported thematically in line with the study purpose and objectives. This comprised descriptive analysis of item statistics, composite scores, as well as regression analysis to draw inferences from the study findings. The results have been presented in figures and tables. The study findings were compared and contrasted with theoretical and empirical literature. In the next chapter, the key findings of the study are summarized and implications discussed.

CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS, AREAS FOR FURTHER RESEARCH AND CONCLUSIONS

Introduction

This chapter begins by summarizing the major findings of the study. The chapter provides a summary of the study results for each objective. This is followed by a discussion of the practical and theoretical implications of the study. Conclusions are then drawn from which key policy and practice recommendations are made. The recommendations comprise intervention measures which can improve emotional well-being among undergraduate students in selected universities in Kenya. The last section of the chapter proposes areas for further research.

Summary of Findings

The first objective of the study was to identify parenting styles among parents of undergraduate students in selected universities in Kenya. Results showed that authoritative parenting was the most manifest parenting style (M=4.21), followed by permissive parenting style (M=4.16), while authoritarian parenting (M=1.91) and neglectful parenting (M=1.89) were the least practiced. Respondents' parents encouraged them to express their thoughts and feelings, set clear rules and explained the reasons behind them, praised their efforts and accomplishments, and provided guidance while allowing them to make their own choices.

The second objective of the study was to determine the level of emotional wellbeing among undergraduate students in selected universities in Kenya. The mean emotional wellbeing score was 51.84 (SE = 0.247), with a 95% confidence interval ranging from 51.35 to 52.32, indicating a high level of precision in estimating the average score. The median score was 52.00, aligning closely with the mean and supporting the conclusion of a relatively symmetrical distribution. The standard

deviation was 2.866, with a variance of 8.212, indicating moderate variability among respondents. The observed scores ranged from a minimum of 37 to a maximum of 62, giving a range of 25. A significant majority (77%), of respondents reported high mental wellbeing, while 23% fell within the moderate mental wellbeing range.

The third objective of the study was to establish the relationship between parenting styles and emotional wellbeing among undergraduate students in selected universities in Kenya. Regression analysis yielded an R Square of 0.083, indicating that approximately 8.3% of the variance in emotional wellbeing was explained by the combination of the four parenting styles. The overall regression model was statistically significant, F (4, 129) = 2.919, p = .024, which indicates that at least one of the parenting styles significantly predicted emotional wellbeing. In Table 14, neglectful parenting emerged as the only statistically significant predictor of emotional wellbeing (β=-1.616, t = -2.743, p <.05). The other three parenting styles: authoritative (β=-.349, t=-.046, p>.05), authoritarian (β= -.552, t=-.073, p>.05), and permissive (β=.190, t=-.027, p>.05) did not significantly predict emotional wellbeing.

Implications

The findings of this study provide significant theoretical implications, particularly when viewed through the lens of the Attachment Theory. The predominance of authoritative parenting, characterized by emotional responsiveness, reasoning, and autonomy support, aligns with the secure attachment outcomes proposed by Rockwell (2023) and Ainsworth (1991). According to the theory, such emotionally attuned parenting fosters trust and psychological security, forming a solid foundation for later emotional well-being. The high levels of emotional well-being reported among the respondents affirm the argument by Opie et al. (2021) that secure early attachments are positively correlated with favorable developmental outcomes.

From the standpoint of Baumrind's Pillar Theory, the findings confirm and extend the framework's applicability to the Kenyan context by revealing that authoritative and permissive parenting styles were the most manifest, while authoritarian and neglectful styles were minimally practiced. However, it is noteworthy that only neglectful parenting significantly predicted emotional well-being, and negatively so, despite the higher prevalence of authoritative and permissive styles. This suggests that while positive parenting may support healthy development, it is the absence of parenting through neglectfulness that exerts the most damaging impact on emotional well-being. This provides empirical support for Baumrind's classification of neglectful parenting as the most detrimental style and affirms Mahomed's (2022) assertion that uninvolved parenting erodes both emotional and cognitive development.

Theoretically, this study contributes to existing literature by localizing and contextualizing Western-developed theories of parenting and child development to an African university setting, providing evidence that both the Attachment Theory and the Baumrind's Pillar Theory are broadly applicable but not without contextual nuance. The finding that neglectful parenting is the only significant predictor underscores the enduring damage of insecure attachment and emotional detachment, thereby affirming Rockwell (2023) hypothesis that early caregiver unavailability translates to long-term socio-emotional challenges. However, the relatively weak predictive power of the overall model suggests that emotional well-being in young adulthood is multi-faceted and not solely attributable to parenting, a critique that aligns with evolving perspectives by Alcaide et al. (2025) that advocate for ecological and situational approaches to understanding parenting outcomes. The study thus expands the knowledge base by reinforcing classical theories while also challenging

their universality, prompting the need to consider more dynamic and culturally grounded models of parenting and emotional development in emerging adulthood.

Conclusions

The findings of the study lead to the conclusion that authoritative parenting is the most prevalent style among parents of undergraduate students in Kenyan universities, closely followed by permissive parenting. This reflects a parenting trend that balances structure with growing independence, which is developmentally appropriate given that university students are young adults. At this stage, parents may shift from direct control to more supportive and consultative roles, which explains the relatively high experiences of permissive parenting style. The low levels of authoritarian and neglectful parenting suggest that harsh discipline and emotional detachment are less common in this age group, possibly because parents recognize the need to respect their children's autonomy while maintaining emotional connection. This shift toward autonomy-supportive parenting mirrors broader societal changes in parenting practices during late adolescence and early adulthood.

In terms of emotional wellbeing, the study concludes that the overall state of emotional well-being was high. The balanced distribution and moderate variability in wellbeing scores signal that most students are coping well with university life, likely due in part to the supportive parenting styles they have experienced. While authoritative parenting has traditionally been linked with positive outcomes, the increased permissiveness observed in this context may not necessarily reflect parental laxity but rather a deliberate strategy to empower young adults to make independent decisions.

Regression results lead to the conclusion that while parenting styles collectively have a significant relationship with emotional wellbeing; only neglectful

parenting was a significant negative predictor. This underlines the critical importance of continued parental engagement, even in young adulthood. The absence of involvement and support still poses a major risk to emotional health, reinforcing the idea that emotional detachment remains harmful regardless of age. The lack of predictive power for authoritative, authoritarian, and permissive styles suggests that while nurturing parenting continues to matter, its expression evolves to accommodate the developmental needs of young adults, and its influence is potentially intertwined with a wider range of factors in determining emotional wellbeing.

Interventions to enhance the emotional wellbeing of university students should focus on promoting sustained parental engagement characterized by warmth, guidance, and emotional availability, even as students transition into adulthood. Programs that encourage parents to maintain supportive communication without being intrusive can help reinforce students' sense of security and self-worth.

Recommendations

The following interventions are proposed:

i. The study established that emotional wellbeing scores ranged from 37 to 62. Students in the moderate range (23%) should be particularly targeted for interventions that promote emotional self-care.

ii. Neglectful parenting was found to be the only significant negative predictor of emotional wellbeing ($\beta = -1.616$, $p < .05$). University Counsellors should thus prioritize support for students who may be at risk of low emotional wellbeing due to neglectful parenting. Early identification through psychosocial assessments and the provision of tailored therapeutic interventions can help mitigate the emotional impact of neglectful parenting backgrounds.

iii. Since the regression model indicated that 8.3% of the variance in emotional wellbeing was explained by parenting styles, family therapists working with university students should integrate parenting style assessments into their sessions, especially for clients struggling with emotional issues.

iv. From a policy perspective, education stakeholders should implement structured mental health initiatives at the university level. Policies should also recognize the shifting parental roles in young adulthood, as reflected in the relatively high prevalence of permissive parenting (M = 4.16), and should promote university-family partnerships that reinforce emotional support structures for students.

v. Given that 23% of students reported only moderate levels of emotional wellbeing despite a generally high mean score, educators and policy makers should develop and implement policies that embed mental health education within university curricula and student development programs.

Areas for Further Research

Retrospectively, the present research was constrained by a number of limitations that are acknowledged here as offering grounds for future research:

i. The research established that over 90% of the variability in emotional wellbeing of the students was not explained by parenting styles. This is an indication that students' emotional wellbeing is a complex concept that cannot be adequately explained by parenting style alone. Therefore, future study should develop a more complex model that takes into account other factors other than parenting styles into the regression equation.

ii. Whereas the present study has quantified the parenting styles and level of emotional wellbeing as well as effect sizes, the use of quantitative methodologies limited access to nuanced insights that qualitative approaches would yield. A

future study should adopt a mixed methods design to corroborate the quantitative findings with qualitative insights.

iii. The present study was conducted within the context of public universities, thereby limiting the generalizability of the research findings. Therefore, a follow up study should be conducted among students of private universities in order to confirm or refute the empirical evidence.

iv. Future research should expand the sample to include parents of the undergraduate students to enhance the robustness of the conclusions.

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Appendices

Appendix I: Introduction Letter

Miriam Gathoni
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI

Dear Respondent,

RE: Permission to Collect Data for Academic Research

My name is Miriam Gathoni, a master's student at Pan Christian University. In compliance with the university requirement for graduation, I am required to conduct a field study within my academic program. I am therefore doing a study on the impact of parenting styles on emotional well-being among undergraduate students in selected public universities in Kenya. I am therefore requesting permission to undertake the study within your institution.

The study will interview the student and the undergraduate community, and the study will be restricted to establishing the impact of parenting styles on emotional well-being among undergraduate students in selected public universities in Kenya. The data given will exclusively be used to achieve this scholarly objective. The researcher undertakes to maintain confidentiality and anonymity.

Looking forward to your favorable response.

Yours Faithfully,

Miriam Gathoni

Appendix II: Informed Consent

My name is Miriam Gathoni Mwangi (Masters student at Pan Africa Christian University). I am conducting research on "Impact of parenting styles on emotional well-being among undergraduate students in selected universities, Kenya." The research aims to gather crucial information on the topic, which may help policymakers can improve the situation.

Procedures to be followed

The involvement in the survey will involve filling in questionnaires. If there is anything that is not clear, you can ask for clarification. Participation is also voluntary, and you may decline to answer any question that may appear disturbing.

Discomforts and Risks

If participating in the research makes you feel uncomfortable, you can return the questionnaire. The filling of the questionnaire is expected to take about 15 minutes.

Benefits and Rewards

The involvement in the research is voluntary and does not provide any incentives or benefits. The participants may, however, brainstorm on the survey topic and understand various aspects of the subject.

Confidentiality and Privacy

The filling of the questionnaires will be done in private places as chosen by the participants. The questionnaires will use codes rather than the actual names of the respondents.

Statement by the Respondents

The above statements have been read to me, and I understand the procedures of the study. I have been allowed to make all the queries concerning the process, and I have

voluntarily accepted to participate. I am aware of my right to withdraw from the interview and skip questions that I feel uncomfortable with.

- -

Signature of the participant Date

Statement from the Researcher

I have read and explained the research procedures to the participants and she/he understands the process, benefits, and risks that will be involved in the survey.

- -

Signature of the interviewer Date

Appendix III: Socio-Demographics Questionnaire

Instructions: ***Please tick the appropriate answer***

1. Gender

    a) Male ( )   b) Female ( )

2. Age

    a) 19-22 [ ]   b) 23-26 [ ]   c) 27 and above [ ]

3. Kindly indicate your religion

    -

- - -

4. Kindly indicate your year of study (tick)

    a) First year [ ]   b) Second year [ ]

    c) Third year [ ]   d) Fourth year

5. Does your parent take alcohol? Yes [ ]   No [ ]
6. Please, indicate the frequency/quantity of parental alcohol uptake.

    Daily []   Weekly []   weekends only [ ]   On big occasions only [ ]

7. Do you take alcohol? Yes [ ]   No [ ]
8. If you have indicated that you take alcohol, in number 7 above, please indicate Frequency/quantity of alcohol uptake.

    Daily []   Weekly []   weekends only [ ]   On big occasions only [ ]

Appendix IV: Parental Authority Questionnaire

Instructions: Circle the number on a 5-point scale (1 being strongly disagree, 5 being strongly agree) that most accurately represents how each of the following statements applies to you, your mother, and your father. Make sure nothing is left out. 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree.

Statements	**1**	**2**	**3**	**4**	**5**
Authoritative parenting					
My parents encouraged me to express my thoughts and feelings.					
My parents set clear rules and explained the reasons behind them.					
My parents listened to my opinions when making decisions that affected me.					
My parents provided guidance while allowing me to make my own choices.					
My parents praised my efforts and accomplishments.					
Authoritarian Parenting					
My parents believed children should be seen and not heard.					
My parents enforced strict rules that I was expected to follow without question.					
My parents rarely explained their decisions; I was just expected to obey.					
My parents prioritized discipline over nurturing my emotional needs.					
My parents often used punishment to control my behavior.					
Permissive Parenting					

My parents allowed me to make my own decisions, even when I was very young.					
My parents often gave in to my wishes to avoid conflict.					
My parents considered themselves more as my friends than as authority figures.					
My parents rarely imposed strict rules or consequences for my actions.					
My parents prioritized my happiness over discipline or structure.					
Neglectful Parenting					
My parents often seemed too busy to spend time with me.					
My parents did not pay much attention to my needs or interests.					
My parents allowed me to manage on my own without guidance.					
My parents rarely checked in on my feelings or experiences.					
My parents often forgot to follow through on commitments made to me.					

Interpretation:

- Higher scores in each category indicate a stronger perception of that parenting style. For example, high scores in authoritative parenting suggest a supportive and nurturing upbringing, while high scores in authoritarian parenting may indicate a more controlling environment.

Appendix V: Warwick-Edinburgh Mental Well-being Scale

This consists of 14 items that measure mental well-being, focusing on positive aspects of mental health.

Instructions: Please indicate how often you have experienced the following statements over the past two weeks. Use the following scale: 1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Often, and 5 = All of the time.

Statement	**1**	**2**	**3**	**4**	**5**
I've been feeling optimistic about the future.					
I've been feeling close to other people.					
I've been feeling relaxed.					
I've been feeling able to bounce back after difficulties.					
I've been feeling good about myself.					
I've been feeling that I have a lot of energy.					
I've been thinking clearly.					
I've been feeling confident.					
I've been feeling loved.					
I've been feeling interested in new things.					
I've been feeling cheerful.					
I've been feeling that my life has meaning.					
I've been feeling happy.					
I've been feeling that I belong to a community.					

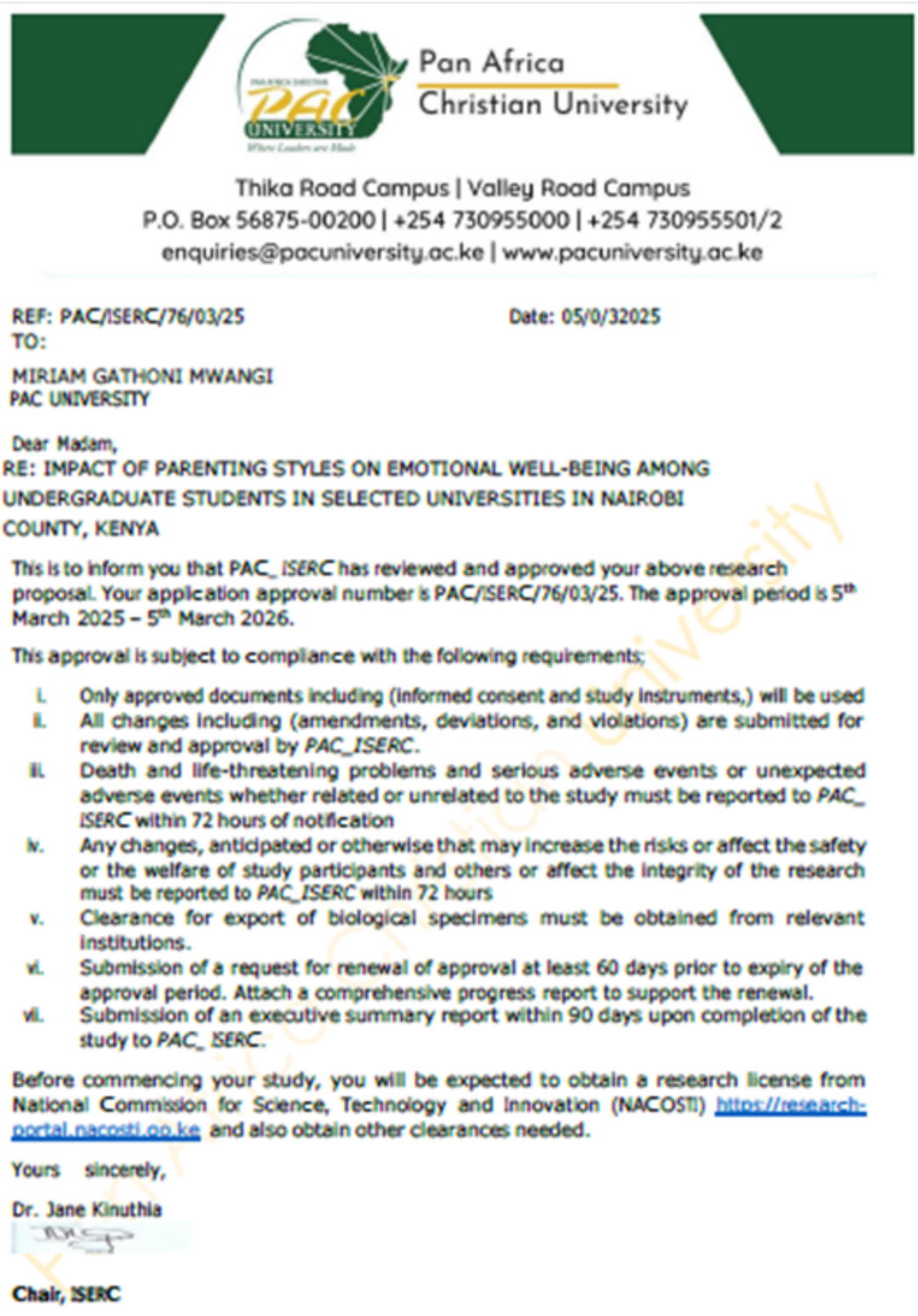
Scoring:

- **Total Score**: Sum the responses for all 14 items.
- **Range**: Scores can range from 14 to 70, with higher scores indicating better mental well-being.

Interpretation:

- **14-30**: Low mental well-being
- **31-50**: Moderate mental well-being
- **51-70**: High mental well-being

Appendix VI: Ethical Clearance Certificate



Pan Africa Christian University

Thika Road Campus | Valley Road Campus
P.O. Box 56875-00200 | +254 730955000 | +254 730955501/2
enquiries@pacuniversity.ac.ke | www.pacuniversity.ac.ke

REF: PAC/ISERC/76/03/25 Date: 05/0/32025

TO:

MIRIAM GATHONI MWANGI
PAC UNIVERSITY

Dear Madam,

RE: IMPACT OF PARENTING STYLES ON EMOTIONAL WELL-BEING AMONG UNDERGRADUATE STUDENTS IN SELECTED UNIVERSITIES IN NAIROBI COUNTY, KENYA

This is to inform you that PAC_ *ISERC* has reviewed and approved your above research proposal. Your application approval number is PAC/ISERC/76/03/25. The approval period is 5th March 2025 – 5th March 2026.

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consent and study instruments,) will be used
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *PAC_ISERC*.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *PAC_ ISERC* within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or the welfare of study participants and others or affect the integrity of the research must be reported to *PAC_ISERC* within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to *PAC_ ISERC*.

Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Jane Kinuthia

Chair, ISERC

Appendix VII: PAC University Research Authorization Letter

Pan Africa Christian University

Thika Road Campus Valley Road Campus
P.O. BOX 56875 - 00200 +254 730955000 +254 730955501/2
enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke

Office of the Registrar Academic Affairs

5th March 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE LETTER FOR MWANGI MIRIAM GATHONI REG. NO: MMFT/17713/0/20

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Masters of Arts in Marriage and Family Therapy.

She is at the final stage of the programme and she is preparing to collect data to enable her finalize on the thesis. The thesis title is ***"Impact of Parenting Styles on Emotional Well-Being Among Undergraduate Students in Selected Universities In Nairobi County, Kenya"***

We kindly request that you allow her obtain a research permit so as to proceed and collect data to inform her research from Students in Selected Universities in Nairobi County, Kenya.

Warm Regards,

PAN AFRICA CHRISTIAN UNIVERSITY
REGISTRAR
P. O. Box 56875 - 00200.
TEL: 0721 932050/ 0734 400694
NAIROBI-KENYA

Dr. Lilian Vikiru
Registrar Academic Affairs
Pan Africa Christian University
Lumumba Drive, Roysambu, off Kamiti Rd, off Thika Rd
P.O Box 56875-00200, Nairobi, Kenya
Email: registrar.aa@pacuniversity.ac.ke
Website: www.pacuniversity.ac.ke

Appendix VIII: NACOSTI Research Permit



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 781885

Date of Issue: 20/March/2025

RESEARCH LICENSE

This is to Certify that Ms., Miriam Gathoni Mwangi of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: IMPACT OF PARENTING STYLES ON EMOTIONAL WELL-BEING AMONG UNDERGRADUATE STUDENTS IN SELECTED UNIVERSITIES IN NAIROBI COUNTY, KENYA for the period ending : 20/March/2026.

License No: NACOSTI/P/25/417052

781885

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions