

RISK AND RESILIENCE IN YOUNG UNIVERSITY STUDENTS: EXAMINING PARENTING STYLE, EMOTIONAL INTELLIGENCE AND WELL-BEING

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This is to certify that this is the work of the researcher, based on personal study and research, and that all material and sources used in the preparation of this research have been acknowledged.

Signed by.....*Glenys Connolly*.....

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Abstract

University students ($N = 638$; 251 male, 387 female) completed a questionnaire designed to tap attitudes toward paternal and maternal parenting and to assess for emotional intelligence (EQ), well-being, and exposure to stressful life events (risk). Exploratory factor analysis and confirmatory factor analysis were employed to identify and to confirm three parenting styles (authoritative, authoritarian, permissive) and four EQ factors (independence, easygoing, empathy, concentration). Path analysis, via structural equation modelling (SEM) was used to investigate the structural relationships (mediated by the EQ factors) between perceived parenting styles and reported well-being. Differences in the posited models as a function of both gender and stress levels were examined. Models that tested for gender and stress level differences were significantly different when considering perceptions of maternal parenting style. Significant paths in the models identified the maternal authoritative style of parenting and the EQ factors of independence, easygoing and empathy as resilience factors. As hypothesised, the authoritative style of parenting was positively correlated with EQ and well-being. The authoritarian style of parenting was negatively correlated with EQ and well-being, but only for females. It was concluded that the permissive style of parenting had the more negative influence on EQ and well-being. Proactive approaches to child development which feature an authoritative style of parenting are likely to promote well-being in young people and impact positively on mental health.