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(IJEPC)**www.ijepec.com**PERCEIVED PATERNAL PARENTING STYLE AND
SUBJECTIVE WELL-BEING AMONG UNDERGRADUATE
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Demanding parents greatly affecting the general development of their children including mental health. This study aims to study the perceived paternal parenting style and subjective well-being of undergraduates with the mediation effect of emotional intelligence. This is aligned with the third Sustainable Development Goal: good health and well-being. The study explores how paternal parenting styles, including authoritative, authoritarian, and permissive approaches, relate to emotional intelligence and subjective well-being among undergraduate students in Klang Valley, Malaysia. It addresses cultural influences, the evolving role of fathers in caregiving, and aims to fill the gap in research regarding the impact of paternal parenting styles on emotional intelligence and subjective well-being. A total of 388 undergraduates from Klang Valley were selected to participate in this study using cluster sampling. Correlation analysis revealed that undergraduates who perceived paternal parenting style as 1) authoritative is positively correlated to emotional intelligence ($r = .393, p < .01$) and subjective well-being ($r = .371, p < .01$); 2) authoritarian is negatively correlated to emotional intelligence ($r = -.136, p < .01$) and subjective well-being ($r = -.205, p < .01$); 3) permissive is negatively correlated to emotional intelligence ($r = -.238, p < .01$) and subjective well-

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being ($r = -.195$, $p < .01$). Findings also revealed that emotional intelligence as a partial mediator between perceived authoritative paternal parenting style and subjective well-being as the indirect effect shown a significant result ($\beta = .168$, $t = 3.865$, $p < 0.001$). In conclusion, the importance of paternal parenting style towards children's emotional intelligence and subjective well-being shall be highlighted to the stakeholders.

Keywords:

Emotional Intelligence, Good Health, Mediators, Parenting Style, Subjective Well-Being

Introduction

Perceived parenting style refers to the parenting approach that children or adolescents believe they learned from their parents when they were young or in adolescence (Sahni, 2022). Parenting has an impact on the general development of children and adolescents (Darling & Steinberg, 2017). The fundamental traits of parenting styles including two important notions, which are responsiveness and demandingness (Baumrind, 1995; Maccoby & Martin, 1983). With the high expectations of their parents, students reported they were having severe anxiety and depression, emotional and psychological problems which influenced the quality of students' life and learning outcomes drastically (Tuan, 2021). There were 65% of students reported that they were having high levels of happiness, while 35% were having a medium level of happiness (Bahrami et al., 2011). Moreover, a study conducted by researchers from University Technology MARA found out that despite having to deal with the demanding academic schedule, numerous assignments, and clinical rotations of each semester, most students assessed their happiness as pleasant, with 70.2 percent of students' rating (Yusof et al., 2021).

Subjective well-being is when a person likes his or her life and a good life could be defined (Diener, 2013). A predictor of subjective well-being is emotional intelligence, where students with greater emotional intelligence reported feeling better in terms of physical and mental well-being (Ghahramani et al., 2019). Students with higher emotional intelligence reported feeling better in terms of their physical and mental well-being. Furthermore, emotional intelligence is an essential element that an individual should possess which is the ability to manage emotions positively. With a high level of emotional intelligence aids in students' academic success and provides them with opportunities in their personal and professional lives (Kumar, 2022) and may also lead to greater happiness or higher subjective well-being (Ghahramani et al., 2019). A lack of emotional engagement between father and child may lead to the paternal-child relationship becoming distant.

The purpose of the current study aimed to study the three types of Baumrind's parenting style which are authoritative, authoritarian, and permissive parenting style of fathers in response to the undergraduate students' emotional intelligence and subjective well-being. Parenting styles are different across cultures and countries (Yeh, Yash & Singh, 2010). In Chinese culture, filial piety is named as "xiao" which is influenced by Confucian thought that values how one should treat their parents including respecting, pleasing, obeying, being kind to parents, letting them feel honoured, not embarrassed or trying to interfere with parents (Ge, 2021). Asian parents usually are having high expectations, controlling and being strict to their children which is

characterized as authoritarian parenting style (Rong, 2020). Thus, differences in parenting styles across cultures have a significant role towards the children's emotional health as well as well-being (Mousavi & Juhari, 2019; Sung, 2010).

The objective of the study aimed to investigate the Perceived Authoritative, Authoritarian, and Permissive Parenting Styles of fathers concerning the Emotional Intelligence and Subjective Well-Being of undergraduate students. Objectives of the study included identifying the most prevalent type of perceived paternal parenting style; the level of subjective well-being and level of emotional intelligence among undergraduate students; examining the relationship between perceived paternal parenting style and subjective well-being; examining the relationship between perceived paternal parenting style and emotional intelligence among undergraduate students; to examine the relationship between emotional intelligence and subjective well-being; and to explore the mediating role of emotional intelligence in the relationship between perceived paternal parenting style and the subjective well-being among undergraduate students in Klang Valley, Malaysia.

Thus, this present study aimed to examine the following hypothesis:

- 1) Perceived Paternal Authoritative Parenting Style was hypothesized to be significantly positively correlated with Subjective Well-Being and Emotional Intelligence among undergraduate students in Klang Valley, Malaysia;
- 2) Perceived Paternal Authoritarian Parenting Style was hypothesized to be significantly negatively correlated with Subjective Well-Being and Emotional Intelligence among undergraduate students in Klang Valley, Malaysia;
- 3) Perceived Paternal Permissive Parenting Style was hypothesized to be significantly negatively correlated with Subjective Well-Being and Emotional Intelligence among undergraduate students in Klang Valley, Malaysia.

Literature Review

Two theoretical perspectives including Baumrind's Parenting Typology and Seligman's PERMA Theory of Well-Being are discussed. According to Baumrind's theory, parenting style and children's behaviour are closely related in which the development and consequences of children can vary depending on the parenting style practised (Li, 2016). Authoritarian, neglectful, permissive, and authoritative parenting styles were the three primary and distinct parenting philosophies described by Baumrind (1971). Studies found that authoritative parents can develop good emotional control, social development, and resilience in their children (Hamidreza Zakeri et al., 2010; Khosla et al., 2021). Adolescents with authoritarian parents typically scored lower on empathy, social competence, self-esteem, and self-regulation and were keener to have emotional problems such as depression (Ho, Baharudin, Yaacob, 2013; Keshavarz & Baharudin, 2009; Martinez-Escudero et al. 2020). According to studies, permissive parenting has a positive correlation with depression and a negative correlation with self-esteem in which higher self-esteem was found in children with responsive parents (permissive and authoritarian) who displayed little depression (Ho, Baharudin, Yaacob, 2013; Jinan et al., 2022; Pham & Betsy, 2019).

Well-being is a state of contentment and enjoyment characterised by low levels of distress, excellent overall bodily and mental health, a positive perspective, and high levels of life quality (APA, 2020). According to the PERMA model, which identifies traits of a flourishing being, well-being theory is suggested in the concept of self-actualization (Madeson, 2017). The term

"PERMA" refers to a well-being model proposed by Martin Seligman, a founder in the field of positive psychology. Seligman (2011) asserts that PERMA comprises five crucial pillars of well-being and happiness: positive emotions, engagement, relationships, meaning, and achievement. In the previous literature review on perceived paternal parenting style, past literature has proposed that authoritative parents have been connected to better child outcomes. According to research, authoritative parents are more likely to raise kids who are strong, self-sufficient, and sociable whereas, children receiving strong support and nurture from parents are responsible, enthusiastic, and productive (Higuera, 2019; Parish & McCluskey, 2019; Zeltser, 2021). As the outcome of having subjective well-being, past literature suggested that higher levels of subjective well-being such as life satisfaction, optimism, low negative emotions, and high positive emotions are linked to better health and longer lifespans (Headey & Yong, 2018; Lawrence et al., 2018). Goleman's five attributes of emotional intelligence include the capacity for self-motivation and resilience; the capacity for self-awareness for understanding one's strengths and weaknesses as well as how actions affect others; the capacity of exercising restraint and control when expressing emotions; the capacity to being compassionate and able to an emotional connection with others; social skills and the ability to establish trust with others (Cole, 2019; O'Neil, 2022).

The literature reviews have shown that there is a close relationship between perceived parenting style and subjective well-being (Shenaar-Golan & Goldberg, 2019; Wu, et al, 2022; Yadav, et al., 2021). Perceived parenting style and emotional intelligence are positively correlated suggesting that good child-rearing techniques may help teenagers develop emotional skills (Abdollahi et al., 2013; Alegre, 2011; Priya & Jaswanti, 2020). Past research indicated that Father's authoritative parenting style and emotional intelligence were positively and significantly correlated (Adekeye et al., 2015; Shabbir & Ishaq, 2019; Shalini & Acharya, 2013). Relationship between emotional intelligence and subjective well-being with findings indicating a significantly positive relationship between emotional intelligence and subjective well-being. (Extremiera et al., 2020; Gascó, Villanueva, & Plumed, 2018; Sánchez-Álvarez, Extremiera & Fernández-Berrocal, 2016). The findings demonstrated that emotional intelligence had both direct and indirect effects on the association between parenting style and happiness (Mohammadi & Firoozi, 2016).

Methods

Design And Sampling

The quantitative research method was used in this study. This was a cross-sectional study. Cross-sectional studied the relationship between the outcome and exposure in the sample where the data source was obtained from questionnaires. The sample of this study consisted of 388 undergraduate students from two different public and private universities respectively in Klang Valley, Malaysia. In addition, the study utilized cluster sampling: 1) Undergraduate students in Selangor were randomly selected out of fourteen states in Malaysia; 2) The Klang Valley area, which is Kuala Lumpur and Selangor was chosen and the samples were taken from the public university and private university from these two districts; 3) There were 30% and 70% of undergraduates were drawn from public universities and private universities, respectively.

Procedures and Measures

The research questionnaire had four major sections. Firstly, a consent form to participate in the study was obtained from each respondent, followed by their demographic data. The following

section of the questionnaire consisted of the Perceived Parenting Style Scale (PPSS) created by Divya and Manikandan (2013) which was made up of 30 items to examine the participants' perceived paternal parenting style. Each category had 10 items, each of which generated a response on a five-point Likert scale rated from 1- "Never" to 5- "Always", accessing categories of perceived parenting style such as authoritative, authoritarian, and permissive. The highest standardized score among the three-parenting style indicated that the respondent was perceiving having a higher score in that particular parenting style. This measure was reliable with Cronbach's alpha values of .856 on an authoritative scale; .805 on an authoritarian scale; and .799 on a permissive scale. Schutte's (1998) emotional intelligence scale developed by Salovey and Mayer (1990) is consisted of 33 items to measure six factors, including positive affect, pleasant emotions in others, own joyful feelings, non-verbal emotions, and emotional management. The instrument used a Likert scale of five-point rated from 1- "Strongly disagree" to 5- "Strongly agree". Scores were summed up and respondents were classified into high, moderate, and low levels of emotional intelligence. This measure was reliable with Cronbach's alpha value of .914 in this study. The Subjective Happiness Scale (SHS) was developed by Lyubomirsky and Lepper (1999) to measure one's subjective happiness. SHS is a short four-item instrument, with a Likert scale of seven-point rated from 1- not a very happy person to 7- a very happy person in which a higher score indicates an individual having a higher level of happiness. This measure was reliable with Cronbach's alpha value of .658 in this study.

Results

A total of 388 respondents participated in the study. 68.0% of the respondents reported dominant style that their fathers adopted was the authoritative parenting style; 20.9% of respondents reported that their fathers adopted the permissive parenting style, followed by 11.1% of the respondents reported their fathers adopted the authoritarian parenting style. Besides, most of the respondents (69.6%) reported having a moderate level of emotional intelligence, while 15.2% of respondents reported having low and high emotional intelligence. 78.6% of respondents reported having moderate levels of subjective well-being. 12.1% of respondents reported having high levels of subjective well-being, whereas 9.3% of the respondents reported having low levels of subjective well-being.

The Relationship between Perceived Paternal Parenting Style and Emotional Intelligence

Findings indicated a significantly negative relationship between perceived authoritarian paternal parenting style and emotional intelligence ($r = -.136, p < .01$); a significant positive relationship between perceived authoritative paternal parenting style and emotional intelligence ($r = .393, p < .01$); a significantly negative relationship between perceived permissive paternal parenting style and emotional intelligence ($r = -.238, p < .01$). Moreover, results indicated a significant positive relationship between emotional intelligence and subjective well-being ($r = .443, p < .01$).

The Relationship between Perceived Paternal Parenting Style and Subjective Well-Being

Findings indicated a significantly negative relationship between perceived authoritarian paternal parenting style and subjective well-being ($r = -.205, p < .01$); a significant positive relationship between perceived authoritative paternal parenting style and subjective well-being ($r = .371, p < .01$); a significant negative relationship between perceived permissive paternal parenting style and subjective well-being ($r = -.195, p < .01$).

Table 1: Relationships between Perceived Paternal Parenting Styles, Emotional Intelligence and Subjective Well-Being

Variable	Emotional Intelligence	Subjective Well-Being
Authoritarian	-.136**	-.205**
Authoritative	.393**	.371**
Permissive	-.238**	.158**
Emotional Intelligence	-	-.443**

** $p < .01$ ***The Mediating Role of Emotional Intelligence in the Relationship between Perceived Paternal Parenting Style and the Subjective Well-Being***

Findings revealed that emotional intelligence as a partial mediator between perceived authoritative paternal parenting style and subjective well-being as the indirect effect showed a significant result ($\beta = .168$, $t = 3.865$, $p = .000$). Findings showed an insignificant indirect effect of authoritarian paternal parenting style on subjective well-being through emotional intelligence ($\beta = -.006$, $t = .220$, $p > .001$) and an insignificant indirect effect of permissive paternal parenting style on subjective well-being through emotional intelligence ($\beta = -.051$, $t = 1.435$, $p > .001$).

Table 2: Indirect effect of Perceived Paternal Parenting Style on Subjective Well-Being

Relationship	Path Coefficient	t-value	Confidence Interval (BC)		p-value
			LL	UL	
Authoritative paternal parenting style → emotional intelligence → subjective well-being	0.168	3.865**	0.093	0.262	<0.001
Authoritarian paternal parenting style → emotional intelligence → subjective well-being	-0.006	0.220	-0.063	0.052	0.826
Permissive paternal parenting style → emotional intelligence → subjective well-being	-0.051	1.435	-0.123	0.019	0.151

Note. ** $p < .01$, BC = Bias Corrected, UL = Upper Level, UL = Lower Level

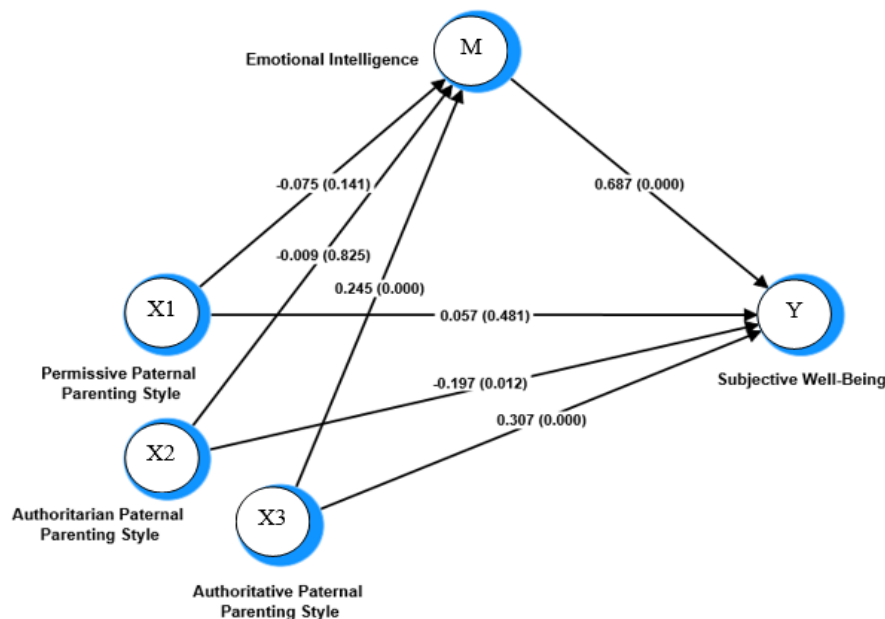


Figure 1: Mediation Model

Discussion

This study indicated that the most prevalent type of perceived paternal parenting style was authoritative (Ho & Jaafar, 2022; Rangarajan et al., 2020). For many populations, the authoritative parenting style is considered an ideal style of parenting (Baumrind, 1971; 1968; Steinberg et al., 1991). Besides, it may be due to the modern parents' use of modern parenting style which is said to be more involved and flexible, giving more attention towards their children's psychological and mental well-being as well as nurturing their opinions, interests and boosting their level of confidence (Cameron, 2022). The World Happiness Index (2022) showed that Malaysia was classified at a moderate level of happiness (5.71). It could be explained that Malaysians are generally optimistic, and most Malaysians are satisfied with their lives despite the pandemic and economic crisis (Ministry of Economy, 2022). Zaremohzzabieh et al. (2019) have proved that the factors affecting youth's happiness in Malaysia are education ($\beta = 0.18$, $p < 0.01$), economic opportunities ($\beta = -0.14$, $p < 0.01$), and social and family environment ($\beta = 0.52$, $p < 0.001$) which were significantly correlated with and had a direct effect to happiness. In consistence with the previous studies (Andi, 2011; Ramachandran et al., 2018) which proposed that the majority of adolescents having moderate to high emotional intelligence exhibit excellent social, emotional, and cognitive development. According to Ngah et al. (2009), highly emotional intelligence individuals experience greater satisfaction because of the ability to think and plan creatively as well as often being motivated by themselves. Studies also revealed that developing social skills and emotional intelligence both strengthen access to social supports and serve as prerequisites for overall well-being (Guerra-Bustamante et al., 2019; Janin et al., 2022; Valenti et al., 2021).

The results were consistent with several findings (Manuel & Asuquo, 2021; Shenaar-Golan & Goldberg, 2019; Özpehriz, 2020) that reported that authoritative paternal parenting style was the significant predictor of adolescents' subjective well-being. Having a favourable impression of their authoritative father who is high in responsiveness, supportive and giving emotional

support was beneficial to adolescents' optimism and their ability to deal with their own emotions and attitudes in terms of positive and negative as well as to promote adolescents' psychological and mental well-being. Research findings show that adolescents tend to have greater motivation, confidence, and high efficacy belief, eventually accomplishing greater success in academic achievement (Hayek et al., 2022; Khan & Ilyas, 2020; Rego, 2015).

Besides, results indicated a significantly negative relationship between perceived authoritarian paternal parenting style and subjective well-being ($r = -.205, p < .01$). Findings also in line with previous studies (Lavasani et al., 2011; Sultan & Javed, 2020) who reported that authoritarian parents are not particularly sentimental nor affectionate, they make strict rules and are being harsh to their children when they did not follow their standards and rules while overlooking children's viewpoints and needs which may significantly hit their self-esteem and caused them to have a low sense of self-evaluation and self-worth as well as discourage creativity (Pham & Ng, 2019; Sharma & Pandey, 2015). Peng et al. (2021) stated that parental rejection and over-protection had negative effects on adolescent's mental health by lowering their self-esteem. The previous finding in India (Ramesh et al., 2022) identified that the authoritarian paternal parenting style is associated with high-stress levels leading to depression.

In addition, results indicated a significantly negative relationship between perceived permissive paternal parenting style and subjective well-being ($r = -.195, p < .01$) in line with other findings (Francis et al., 2020; Lavasani et al., 2011). These findings reported that perceived permissive paternal parenting styles lead to a lower level of adolescents' subjective well-being. Permissive parents who are supportive, not setting rules, are too lenient and tend to give freedom for children to act based on their desires. The results of the investigation done by Fatmawati and Maryam (2020) showed that adolescents' attachment to their fathers was highly influenced by permissive parenting which was reported to develop an anxious-preoccupied style of attachment to others. Individuals with anxious-preoccupied attachment seek relatedness and closeness with others. They tend to be anxious and afraid of being neglected (Kim, 2020). Previous literature stated that a permissive parenting style might satisfy the adolescents' intense demand for autonomy, independence, and the formation of power, which could be a factor in improving adolescents' well-being (Marikutty & Joseph, 2016).

Findings on authoritative paternal parenting style and emotional intelligence were consistent with the previous study (Argyriou et al., 2016; Batool & Bond, 2015; Isha & Mamat, 2019; Salimynezhad et al., 2015; Sarkhoni & Varaki, 2016) demonstrated a significant positive relationship between authoritative parenting style and emotional intelligence. It could be seen that kids with authoritative parenting styles outperformed kids with authoritarian and permissive parenting styles in terms of emotional intelligence because children whose parents have an authoritative parenting style understand the rationale behind their rules (Devi & Uma, 2013). Additionally, Adekeye et al. (2015) justified those children who have parents that listen to them and let them participate in decision-making are better equipped to handle stress and have positive social connections.

Besides that, perceived authoritarian paternal parenting style indicated a negative significant relationship with emotional intelligence ($r = -.136, p < .01$). This result was consistent with others (Argyriou et al., 2016; Cameron et al., 2020; Khan, 2019; Nastas & Sala, 2012; Ye, 2022). Adolescents of authoritarian parents may demonstrate a narrow range of emotions or develop emotional rigidity or inflexibility due to the limited options for emotional expression

at home which indicates a sign of low emotional intelligence (Farrell, 2015). As a result, adolescents' motivation, decision-making skills and confidence will be influenced by authoritarian parents who are too strict and only permit them to do one thing and always insist on doing particular things as well as being overprotective.

Furthermore, perceived permissive paternal parenting style indicated a significantly negative relationship with emotional intelligence ($r = -.238, p < .01$). This finding was also in line with the other works of literature (Reyes-Wapano, 2021; Yadav et al., 2021). According to Wischerth et al. (2016), permissive parenting might harm the development of emotional intelligence because of limiting challenging emotional experiences and the degree to which parents directly encourage emotional development. Yadav et al. (2021) concluded that the least impact on the growth of emotional intelligence among kids was the permissive parenting style. Permissive parents demonstrate a lack of demands and discipline in managing their kids' behaviour, resulting a significantly more challenging to regulate children's behaviours and establish limits in children's environments leads to their kids being less aware of the socially appropriate behaviours and having behavioural issues and worse impulse and emotional control (Baumrind & Black, 1967; Das, 2022; Li, 2019).

Results indicated a significant positive relationship between emotional intelligence and subjective well-being ($r = .443, p < .01$) which was consistent with other findings (Extremera et al., 2020; Gawali, 2020; Ghahramani et al., 2019; Gowindasamy, 2018; Llamas-Díaz et al., 2022; Rema & Ritu, 2021; Schutte & Malouff, 2011; Wang et al., 2018). Emotional intelligent individuals often use adaptive methods in problem-solving, handling stress and controlling their emotions, and better interpersonal relationships than people with lower emotional intelligence (Gawali, 2020; Kazmi, 2019; Ramachandran et al., 2020; Szczygie & Mikolajczak, 2017). Studies also prove that emotional intelligence plays an important role as a coping mechanism in hindering people from falling into depression (Koçak, 2021; Yahya, 2020). Therefore, these factors protect adolescents from unpleasant situations and thus enhance their well-being. As a result, the current study hypothesis stated that there is a relationship between emotional intelligence and subjective well-being among undergraduate students in Klang Valley, Malaysia was accepted.

There was a mediating effect exists in the indirect effect of perceived authoritative paternal parenting style and subjective well-being with emotional intelligence as the mediator ($p < .001$). Nitzl, Roldan, and Cepeda (2016) stated that when the indirect effect is significant, then the mediating effect will exist. Thus, the results showed that the perceived authoritative paternal parenting style was related to the subjective well-being both directly and indirectly. However, this study examined the role of emotional intelligence as the mediator between perceived paternal parenting style and subjective well-being. Therefore, it provided preliminary evidence that an authoritative paternal parenting style was associated with subjective well-being and partially mediated by emotional intelligence. This result was consistent with the past studies (Huang et al., 2019; Joseph et al., 2021; Manuel & Asuquo, 2021; Olutope et al., 2019; Wu et al., 2021).

Past studies have generally demonstrated that adolescents who perceive having authoritative paternal parenting experience higher subjective well-being than another style of parenting (Delvecchio et al., 2020; Manuel & Asuquo, 2021). As compared to other parental styles, studies indicated that emotional intelligence had a bigger impact on self-esteem (Fakunmoju,

2021). Therefore, the studies showed that a higher level of self-confidence and self-esteem indicated a higher level of happiness (Maili, 2022; Yap et al., 2021). According to Ho et al. (2019), parents who adopted an authoritative parenting style toward their children often generated a supportive setting for their children's healthy development that encouraged them to develop their abilities in thinking and creativity. Additional research studies showed that emotional intelligence is positively linked with critical thinking and creativity (Afshar & Rahimi, 2014; Tan et al., 2021; Volchegorskaya et al., 2020). Therefore, adolescents who perceived having authoritative paternal parenting predicted a greater level of bonding with their father contributed to a higher level of emotional intelligence and thus predicted a high level of subjective well-being in adolescents (Aniemeka et al., 2020).

Conclusion

In conclusion, the current study objectives were achieved. Different paternal parenting styles act as the element that influences undergraduates' subjective well-being. Perceiving fathers adopting an authoritative parenting style indicated a higher level of emotional intelligence and subjective well-being; Perceiving fathers adopting either an authoritarian or permissive parenting style indicated a lower level of emotional intelligence and subjective well-being. Besides, these findings added to the literature on modern parenting by suggesting that emotional intelligence plays a mediating role in the relationship between perceived authoritative paternal parenting style and subjective well-being. Therefore, current findings provided enlightening to the parents, educators, and other relevant authorities such as counsellors to become more conscious of the importance of paternal parenting style towards adolescents' emotional intelligence and subjective well-being, educate them about the importance of emotional intelligence, as well as how it could affect their subjective well-being which can be raised by using these findings to establish specific improvement strategies.

The current study utilized a self-administered survey method to collect data in which response bias occurred. To minimize response bias, future researchers can employ various strategies such as ensuring clear and concise survey instructions, maintaining anonymity to encourage honest responses, and verifying the willingness of participants to engage in the study. Moreover, current study utilised a cross-sectional quantitative methodology which could not analyse behaviours over time the cause and effect or establish a cause-or-effect relationship. Future research could incorporate qualitative methods such as interviews or focus groups to gain deeper insights into the experiences and perceptions of participants regarding paternal parenting styles, emotional intelligence, and subjective well-being.

Conflict of Interest

The authors have no conflicts of interest to declare.

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