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# Psychological Well-Being in Early Adult First-Born Children Viewed from Need for Affiliation and Authoritative Parenting

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ABSTRACT

The emerging adulthood transition in first-born children is a critical phase filled with family expectations and demands for independence, requiring optimal psychological well-being. This study aims to examine the influence of need for affiliation and authoritative parenting on psychological well-being among first-born college students. This quantitativw study involved 156 participants selected through purposive sampling, and the data were analyzed using multiple linier regression. The simultaneous test showed that need for affiliation and authoritative parenting together had a significant influence on psychological well-being, with an $R^2$ of 0.109, indicating a contribution of 10.9%. Partially, authoritative parenting had a positive and significant influence on psychological well-being, whereas need for affiliation did not show a statiscally significant influence on psychological well-being, whereas need for affiliation did not show a statistically significant influence. These findings emphasize that supportive and democratic parenting is a stronger predictor of first-born children's psychological well-being than the need for affiliation.

## 1. INTRODUCTION

Emerging adulthood is a developmental stage spanning late adolescence through the twenties, which has emerged as a consequence of social, educational, and economic changes in modern society (Arnett, 2000). Early adulthood is defined as the transitional period from late adolescence to mid-adulthood, namely at the age of 18-25 years (Arnett, 2000). Althouhgt this stage is ideally filled with exploration, firstborn children face more complex dynamics, as the transition is often made harder by the burden of expectations and heavy family responsibilities (Rahmssa & Fitriana, 2025). In terms of family structure, the firstborn occupies the position of the eldest child and is often referred to as the "child experiment" (Chandra, 2015). As the eldest, firstborns are frequently expected to be role models, to be more independent, and to help the family in various situations. According to Ryff & Keyes (1995) psychological well-being is the balance and development across various aspects of a person's psychological life, which is not merely a matter of feeling happy or not, but also involves multidimensional positive functioning encompassing aspects such as personal growth, environmental mastery, and social relationships. Psychological well-being refers to the psychological condition of each individual that is marked by positive feelings and the individual's capacity to function optimally in life, both personally and socially (Winefield et al., 2012). Improving psychological well-being can directly help reduce mental disorders, stress, and other negative psychological symptoms. In addition, psychological well-being also improves the ability to function optimally in various aspects of life, such as achieving better academic performance and building healthy social interactions (Rani et al., 2023). Individuals with a good level of psychological well-being have the capacity to manage stress and emotional pressure and to reduce the risk of depressive disorders, so that their mental health is maintained. Conversely, if an individual's psychological well-being is low, this can lead to

mental health problems such as anxiety, stress, and depression (Amatullah & Hazim, 2025). One of the main components of psychological well-being is the ability to build positive social relationships with one's social environment. Positive social interactions experienced by individuals can provide feelings of safety, support, and being valued, so that individuals feel happier (Mustikawati, 2017). The happiness experienced by first-born children is related to close, good social relationships with the family or other social relations. These positive relationships allow individuals to feel involved, valued, needed, and connected to their group or social environment. The term used to describe this outcome is the need for affiliation (Dania & Hartati, 2025).

Hill (1987) explains that the need for affiliation is a desire to interact with others that is closely related to social life, namely to obtain social support, gain attention, and engage in social comparison motivated by the wish to acquire knowledge and reduce uncertainty. The close link between social functions begins with the fulfillment of basic psychological needs, which are strongly influenced by the extent to which individuals feel emotionally connected to their social environment. In the study by Deci & Ryan (2009) Fulfillment of this aspect is important for psychological growth and the creation of individual psychological well-being. Individuals with a good level of psychological well-being generally tend to build social relationships independently, where such interactions are grounded in self-awareness. The need for affiliation will motivate individuals to make friends and tend to maintain relationships already established with others. This can be seen in warm, open attitudes and in being considerate of other people's feelings (Sari et al., 2018). Ryff (2014) states that psychological well-being is also related to the experiences individuals gain in the family environment. The family is informal education for children in learning various things such as interaction, values, morals, attitudes, and behavior. Family activities can certainly affect psychological well-being, including among first-born children (Maynard & Harding, 2010). The family environment, especially parenting, has a major influence on children's behavior (Volling, 2012). Research by Cowan et al. (2005) found that warm and supportive parenting from both parents, together with a harmonious family environment, is key to helping first-born children adapt to the arrival of a new sibling and to reducing the risk of behavioral problems. Authoritative parenting is considered the most appropriate because children from families using this approach tend to be more active, agile, friendly, and sociable (Tarrisya & Muryono, 2024). According to Baumrind (1966) Authoritative parenting is a parenting style characterized by a balance between control and warmth. Parents provide clear rules and demands while remaining responsive, supportive, and respectful of the child's needs and opinions. Research conducted by Knight et al. (2000) emphasizes that authoritative parenting that is full of warmth, with proportional supervision accompanied by explanations and open communication, has the potential to support child development by strengthening empathy, perspective-taking, and the ability to reflect within social dynamics. Furthermore, the findings of Paul & Vijayan (2024) show that authoritative parenting has a significant influence on the development of emotion regulation, particularly in first-born children. Authoritative parenting is seen as an important foundation for the formation of psychological well-being in first-born children (Delvecchio et al., 2020).

Authoritative parenting is positively related to child development, including aspects of social skills, emotion regulation, and social and cognitive development (Saragih & Fuadah, 2024). Based on the background described above, it can be concluded that the transition to early adulthood among first-born children is a critical phase that requires optimal support in social and emotional aspects in order to achieve psychological well-being. The need for affiliation is one internal factor that plays a role in encouraging individuals to form positive interpersonal relationships and obtain the social support needed to maintain psychological well-being (Baumeister & Leary, 1995). Authoritative parenting, characterized by warmth, open communication, and realistic demands, has been shown to

support emotional development and social behavior as well as to improve psychological well-being (Lestari & Yumra, 2022). Previous studies have examined the influence of authoritative parenting

and need for affiliation on psychological well-being separately, but the researchers wish to examine further the relationship between the two variables in the context of first-born children. Psychological well-being in the emerging adulthood stage has been studied several time, but to the researcher's knowledge, no study has examined it directly in firstborns. Firstborns carry greater family expectations and responsibilities that later-born children, so the dynamics of their psychological well-being may differ. In addition, authoritative parenting has generally been studied in childhood or adolescence, whereas its role in emerging adulthood, when individuals still depend on their families, has received little attention. Futhermore, internal social factors such as the need for affiliation are more often studied separately form external factors such as family support parenting, so it remains uknown how the two jointly contribute to the psychological well-being of firstborns in emerging adulthood. Major hypothesis: there is a significant influence of need for affiliation and authoritative parenting jointly on psychological well-being among first-born children in early adulthood (emerging adulthood). $H^1$: there is a significant influence of need for affiliation on psychological well-being among first-born children in early adulthood; the higher the need for affiliation, the higher the psychological well-being the individual has. $H^2$: there is a significant influence of authoritative parenting on psychological well-being among first-born children in early adulthood; the higher the authoritative parenting received, the higher the psychological well-being the individual has

## 2. METHODS

This study applies a quantitative method with a linear regression analysis approach aimed at identifying the relationships among authoritative parenting, need for affiliation, and psychological well-being in first-born children who are university students. The research data were collected by distributing a questionnaire containing three main variables, namely need for affiliation, authoritative parenting, and psychological well-being. There were 156 participants in this study. The participants consisted of male and female university students who were first-born children and not only children. All participants were in the early adulthood phase (emerging adulthood), aged 18-25 years, and were still actively pursuing higher education. In terms of the sampling technique, the participants of this study fall under non-probability sampling with specific criteria (university student status and first-born status), so it can be categorized as purposive sampling (Creswell & Creswell, 2023). The research instruments, namely the psychological well-being scale, the need for affiliation scale, and the authoritative parenting scale, were developed based on theory: the psychological well-being scale on the theory of Ryff (1989) the need for affiliation scale on affiliation theory by Schachter (1959), and the authoritative parenting scale on the parenting concept proposed by Baumrind (1966). The results of the psychometric property tests showed that all instruments used in this study had item-total validity coefficients of 0.3 or higher for each variable. For the need for affiliation variable, the item-total correlations ranged from a minimum of 0.343 to a maximum of 0.598. The authoritative parenting variable showed higher item-total correlations, ranging from a minimum of 0.345 to a maximum of 0.795. The psychological well-being variable had item-total correlations with a minimum of 0.312 and a maximum of 0.590. The Cronbach's Alpha reliability values were 0.801 for the need for affiliation scale, 0.908 for authoritative parenting, and 0.873 for psychological well-being.

# 3. RESULTS AND DISCUSSION

## Results

**Tabel 1.** Participant Demographic Data

| | **Classification** | ***n*** | **%** |
|---|---|---|---|
| Gender | Female | 123 | 78.85% |
| | Male | 33 | 21.15% |
| Semester | Semester 5 | 73 | 46.79% |
| | Semester 7 | 30 | 19.23% |
| | Semester 3 | 26 | 16.67% |
| | Semester 1 | 23 | 14.74% |
| | Semester 9 | 4 | 2.56% |
| Birth Order in the Family | 1st of 2 children | 93 | 59.61% |
| | 1st of 3 children | 52 | 33.33% |
| | 1st of 4 children | 11 | 7.05% |
| Previous Education | Public school | 101 | 64.74% |
| | Private school | 55 | 35.26% |

Based on the demographic data, the number of respondents in this study was 156. Most respondents were female, namely 123 people (78.85%), while male respondents numbered 33 people (21.15%). By semester, most respondents were in semester 5, namely 73 people (46.79%). In terms of birth order, the majority of respondents were the first of two siblings, namely 93 people (59.61%). Meanwhile, based on previous education, respondents were dominated by public school graduates, 101 people (64.74%), while private school graduates numbered 55 people (35.26%).

**Tabel 2**. Normality Test

| **Variabel** | **N** | **Sig. (2-tailed)** | **Kriteria** | **Keterangan** |
|---|---|---|---|---|
| Need for Affiliation | 156 | 0,051 | Sig. > 0,05 | Normally distributed |
| Authoritative Parenting | 156 | 0,200 | Sig. > 0,05 | Normally distributed |
| Psychological Well-Being | 156 | 0,200 | Sig. > 0.05 | Normally distributed |

Source: JASP

Based on the results of the normality test, the need for affiliation variable obtained a significance value of 0.051, the authoritative parenting variable 0.200, and the psychological well-being variable 0.200. All variables have significance values greater than 0.05, so it can be concluded that the data for each variable are normally distributed. Thus, the research data have met the assumption of normality and can be used for subsequent parametric analysis.

Tabel 3. Model Summary

| Model | R | $R^2$ | Adjusted $R^2$ | RMSE |
|---|---|---|---|---|
| M1 | 0,331 | 0,109 | 0,098 | 6,847 |

Source: JASP

Based on the *model summary* table, an R value of 0.331 was obtained with an R Square of 0.109. This result shows that the need for affiliation and authoritative parenting variables together can explain 10.9%, while the remaining 89.1% is influenced by other factors such as personality, life experiences, social environment, and others.

Tabel 4. ANNOVA Test Results

| Model | Sum of Squares | Df | Mean Square | F | P |
|---|---|---|---|---|---|
| Regression | 880,8 | 2 | 440,41 | 9,395 | <0,001 |
| Residual | 7171,9 | 153 | 46,88 | | |
| Total | 8052,7 | 155 | | | |

Sumber: JASP

The ANOVA test results show an F value of 9.395 with a significance value of $p < 0.001$. Because the significance value is smaller than 0.05, the regression model in this study is declared fit and can be used in this analysis. This indicates that the need for affiliation and authoritative parenting variables together have an influence on psychological well-being.

**Tabel 5**. Multiple Linear Regression Test Results

| Variable | B | Std. Error | Beta | T | p | Remarks |
|---|---|---|---|---|---|---|
| Constant | 55.640 | 5.339 | - | 10.421 | <0.001 | Significant |
| Need for affiliation | -0.038 | 0.116 | -0.025 | -0.327 | 0.744 | Not Significant |
| Authoritative Parenting | 0.255 | 0.059 | 0.333 | 4.331 | <0.001 | Significant Positive |

Source: JASP

Based on the results of the assumption tests, the need for affiliation variable shows a significance value of 0.744 (>0.05), so it has no significant effect on psychological well-being. Meanwhile, the authoritative parenting variable has a significance value of <0.001 with a regression coefficient of 0.255, so it can be concluded that authoritative parenting has a positive and significant effect on psychological well-being.

**Tabel 6.** Multicollinearity Test

| Variable | Tolerance | VIF | Remarks |
|---|---|---|---|
| Need for affiliation | **0.987** | 1.013 | No multicollinearity |
| Authoritative Parenting | **0.987** | 1.013 | No multicollinearity |

The multicollinearity test results show that all variables have Tolerance values > 0.10 and VIF < 10. Therefore, it can be concluded that there is no multicollinearity problem in the research model.

**Discussion**

This study aims to examine the influence of need for affiliation and authoritative parenting on the psychological well-being of first-born children who are university students in the early adulthood phase (emerging adulthood). The results of the major hypothesis test in this study prove that need for affiliation and authoritative parenting simultaneously have a significant effect on psychological well-being, as indicated by a coefficient of determination (R square) of 0.19 and an R value of 0.331. These values mean that need for affiliation and authoritative parenting together are able to explain 10.9% of psychological well-being among the participants of this study. This finding is in line with the view of Ryff (1989) who explicitly states that psychological well-being is a multidimensional variable consisting of six dimensions, namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Need for affiliation represents an internal factor in the form of an individual's motivational drive to establish social relationships, while authoritative parenting represents an external factor in the form of the quality of parenting the individual receives from parents. The existence of this simultaneous effect can also be understood through the framework of the ecological theory of development (Bronfenbrenner, 1994) which affirms that an individual's psychological development is the result of interaction between individual characteristics and environmental systems, from the family to broader factors. In this regard, authoritative parenting lies within the family factor, while need for affiliation lies within the individual characteristics factor. Research by Chaudhry et al. (2024) conducted on university students provides empirical support, concluding that students' psychological well-being is significantly influenced by a combination of rational family support and individual social capacity.

Based on the results of the assumption tests, the need for affiliation variable shows a regression coefficient of -0.038 with a significance value of 0.744 ($p>0.05$). This result statistically indicates that need for affiliation has no significant effect on psychological well-being among first-born children in early adulthood, so the first minor hypothesis is rejected in this study. The rejection of $H^1$ does not mean that social relationships are unimportant for psychological well-being; rather, it enriches understanding by distinguishing between the desire to affiliate as a motivation and the quality of affiliation that is actually realized in real life. Baumeister & Leary (1995) in their belongingness hypothesis affirm that the need to be accepted and to be part of a group is a universal basic human need. However, they also emphasize that the fulfillment of this need will only have a positive impact on psychological well-being if the relationships formed are positive, stable, and caring. In other words, a high need for affiliation that is not accompanied by the fulfillment of quality relationships does not directly improve psychological well-being. This explanation is supported by research by Demir & Metin (2010) which found that among university students, friendship quality, characterized by intimacy, trust, and social support, is far stronger in predicting psychological well-being than the mere frequency of or desire for socializing. This is relevant to the context of first-born children who are university students, where the transition to the university environment brings new and not easy social dynamics. A high desire to affiliate may not be optimally fulfilled because of environmental constraints. The Self-Determination Theory (SDT) perspective developed by Deci & Ryan (2009) provides a sharper theoretical framework for understanding this finding. SDT distinguishes between *relatedness*, that is, the feeling of being closely and genuinely connected to others as a fulfilled basic psychological need, and the need for affiliation, which better describes the motivation or drive to connect. In SDT, actually fulfilled relatedness is one of three basic psychological needs (together with autonomy and competence) that directly drive psychological growth and well-being. Conversely, need for affiliation as an unfulfilled motivation can be neutral or even counterproductive if the desire is not successfully realized in real relationships. This argument is reinforced by the research of Chen et al. (2014) which shows that among young adults, the actual and meaningful fulfillment of relatedness consistently predicts psychological well-being,

whereas unfulfilled affiliation motivation can instead give rise to frustration and social anxiety.

In contrast to the findings on the need for affiliation variable, the assumption test results for the authoritative parenting variable show a positive and highly significant effect on psychological well-being. This is shown by a regression coefficient (B) of 0.255 with $t = 4.331$ and a significance of $p < 0.001$, as well as a standardized beta coefficient (β) of 0.333. This result means that every one-unit increase in the authoritative parenting score is followed by an increase in psychological well-being of 0.255 points, assuming the other variables in the model remain constant. Thus, the second minor hypothesis (H2) in this study is accepted, and authoritative parenting is proven to be a significant predictor of the psychological well-being of first-born children in early adulthood. This finding has a very strong theoretical basis. Baumrind (1966) as the originator of the classification of parenting styles, defined authoritative parenting as a parenting approach that integrates two main dimensions, namely responsiveness (warmth, sensitivity to the child's needs, and emotional support) and demandingness (setting clear standards, proportional supervision, and realistic expectations of maturity). The combination of these two dimensions creates a parenting environment conducive to optimal psychological development, because children gain a sense of security from parental warmth while also learning competence and independence from the structure that is applied. Research by Pinquart (2016) on university students found that individuals perception of the authoritative parenting they received in childhood significantly predicts emotion regulation ability and the level of psychological well-being in young adulthood. Children raised with authoritative parenting learn to manage frustration, delay gratification, and respond to conflict constructively, with skills that are greatly needed when they enter a pressure-filled university environment. The standardized beta coefficient ($\beta = 0.333$) shows that, of the two predictor variables in this study, authoritative parenting is a far more dominant contributor to psychological well-being than need for affiliation. This suggests that the parenting experiences received by first-born children in childhood leave a strong and lasting mark that persists into early adulthood, consistent with the developmental trajectory perspective, which holds that the quality of parenting in the early years of life forms a relatively stable psychological foundation (Masten & Cicchetti, 2010).

## 4. CONCLUSION

Based on the results of the study, it can be concluded that, simultaneously, there is a significant influence of need for affiliation and authoritative parenting on the psychological well-being of first-born children in emerging adulthood with a contribution of 10.9%. However, when viewed in general, only authoritative parenting was proven to have a positive and significant influence on psychological well-being. This shows that parenting quality that combines warmth and clear standards is a strong factor for the emotional development of first-born children. Thus, authoritative parenting plays a more dominant role than need for affiliation in forming stable psychological well-being among first-born children in early adulthood who are university students.

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