

The Influence of Parenting Style on College Students' Interpersonal Communication Skills

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Abstract. College students' interpersonal communication skills are needed for society's development. That is because interpersonal communication skills can access information, show off themselves, and promote personal growth. In China, there are many researchers who have researched the influence of parenting style on college students' specialty, personality, and so on. However, there is little research on the effect of parenting style on college student's interpersonal communication skills. To fill some gaps in this area, this study has used an investigation through a questionnaire of college students to research the influence of parenting style on college students' interpersonal communication skills. This study has found that the fathers' parenting style has a positive impact on college students' interpersonal communication skills, the mothers' parenting style has a positive influence on college students' interpersonal communication skills, and differences in the influence of parenting styles of fathers and mothers on college students' interpersonal communication skills. From this research, what should parents do to improve interpersonal communication skills among college students? What is the current situation of interpersonal communication skills among college students? From this research, it can be known that suitable parenting styles can improve good interpersonal communication skills, which can help college students get more helpful information to better survive in society. Therefore, if college students want to develop nicely in society, parenting style really plays an important role.

Keywords: Parenting style; college student's interpersonal communication skills; development.

1. Introduction

Due to the growing demand for social needs, college students' future sustainable development is inseparable from their interpersonal communication skills. Interpersonal communication skills have a positive impact on college students' future development. College students' interpersonal communication skills have affected resource acquisition, information differences, showing off themselves, and so on. Interpersonal communication skills are improved in college students' growth process. There is a research which has pointed out that family is the microenvironment that continuously impacts individual growth and development [1]. So, in the growth process, parenting style must influence college students' interpersonal communication a lot, for it can change college students' character, words, and actions easily. Interpersonal communication skills are complex and comprise multiple elements. A report said that they have at least five competencies: interpersonal skills, moderate rejection skills, self-disclosure skills, conflict control skills, and emotional support abilities [2]. College students' interpersonal communication skills are developed from family; family education must have a strong link to children's growth. Parenting style contains parents' rearing attitude, parenting behavior, and non-verbal communication, which are closely bound up with children's development [3]. Education and psychology have researched that a good family life benefits the personality and mental health of children and also influences college students' characterization, personality formation, life philosophy, values, and worldview, directly impacting interpersonal communication skills [4]. For domestic-related research, they have explored parents' attitudes and college students' adaptability, but there are still some problems with interpersonal communication skills that still need to be discussed.

To culture college students' good interpersonal relationships, they must know the influencing factors of interpersonal communication skills. So, this paper researches the influence of parenting style on college students' interpersonal communication skills.

2. Methods

2.1. Methods

To research the parenting styles of fathers and mothers, this research has used Egna Minnen av Barndoms Uppfostran-own memories of parental rearing practices in childhood (EMBU) Inventory for Measurement of Parental Rearing Pattern, including purposes of the answer sheet, my feelings about parents' some actions [5]. It includes 66 menus divided into four grades. This scale is divided into these categories, including father's emotional warmth (FF1), father's punishing standards(FF2), father's over-interference(FF3), father's favor (FF4), father's rejection, father's method(FF5), father's over-protecting(FF6), mother's emotional warmth(MF1), mother's over-interference, mother's over-protecting (MF2), mother's rejection method(MF3), mother's punishing standards(MF4), mother's favor (MFS).

To research how college students' interpersonal communication skills are, this research has used the Wei Yuan Interpersonal Communication Assessment Questionnaire, which tests interpersonal communication ability, including the purposes of the answer sheet, whether we can take the first step to make friends with other people when we meet strangers, and so on [6]. This scale has 40 questions divided into five grades; the larger the number, the stronger the ability. This questionnaire included five dimensions: proactive communication, appropriate rejection, self-disclosure, conflict management, and emotional support.

2.2. Research Object

This research selected 102 college students from four different grades and different genders as research subjects, including 51 male students and 51 female students.

2.3. Research Process

In the pilot survey, 30 students were chosen from the respondents and let them sit in a classroom. Give them 15 minutes to finish the questionnaires. After they finish, ask them if they have met questions in the process of answering the questionnaire. Analyze their data. In formal investigation, we let 100 students sit in a classroom. Make it 15 minutes for them to finish the questionnaires. After they spend, analyze their data and remove irrelevant data.

2.4. Analysis Method

This study used the EMBU Inventory for Measurement of Parenting Style and the Wei Yuan Interpersonal Communication Assessment Questionnaire; they are both authoritative scales. First, the research uses Cronbach's alpha to test the reliability of the questionnaires for the EMBU and Wei Yuan Interpersonal Communication Assessment. Second, correlation analysis was used to test the correlation between parenting style and interpersonal communication skills using Pearson's simple correlation. At last, regression analysis is used to test the impact of parenting style on college students' interpersonal communication skills.

3. Results

3.1. Fathers' Parenting Styles have an Influence on College Students' Interpersonal Relationships

Table 1. Correlation analysis of father's parenting style and college student's interpersonal communication skills

interpersonal communication skills	Father's emotional warmth	Father's punishing standards	Father's over-interference	Father's favor	Father's rejection method	Father's over-protecting
active interact	0.943**	0.934**	0.890**	0.893*	0.916**	0.935**
appropriate refuse	0.923**	0.926**	0.864**	0.885*	0.904**	0.927**
self-disclosure	0.919**	0.924**	0.903**	0.925*	0.909**	0.920**
conflict management	0.913**	0.926**	0.881**	0.904*	0.902**	0.940**
emotional support	0.937**	0.919**	0.887**	0.904*	0.918**	0.915**

* $p < 0.05$ ** $p < 0.01$

Table 2. Regressive analysis of father's parenting style and college student's interpersonal communication skills.

Model	Denormalization Coefficient		Standardized Coefficient	t	P
	B	Standard Error	Beta		
(Constant)	2.629	3.817		0.689	0.493
Father's emotional warmth	0.721	0.182	0.267	3.962	<0.001
Father's punishing standards	0.703	0.265	0.177	2.656	0.009
Father's over-interference	0.219	0.329	0.032	0.665	0.508
Father's favor	0.971	0.471	0.104	2.064	0.042
Father's rejection method	1.237	0.395	0.165	3.127	0.002
Father's over-protecting	2.001	0.455	0.27	4.395	<0.001
R ²			0.972		
After adjustment R ²			0.97		
F			552.885,		P<0.001
DW Price			1.879		

* $p < 0.05$ ** $p < 0.01$

Forecast variable: (Constant), Father's emotional warmth, Father's punishing standards, Father's over-interference, Father's favor, Father's rejection method, Father's over-protecting.

b Dependent variable: college students' interpersonal communication skills.

As Table 1 shows, the father's emotional warmth, punishing standards, over-interference, favor, rejection method, and over-protecting have a positive correlation with all aspects of college student's interpersonal communication skills (0.890-0.943). As Table 2 shows, a father's emotional warmth, punishing standards, favor, rejection method, and over-protecting have a significant impact on college students' interpersonal communication skills, but fathers' over-interference has little influence on college student's interpersonal communication skills. As Tables 1 and 2 show, they have different degrees of influence on college students' interpersonal communication skills. The highest correlation data is the analysis of fathers' parenting style on college students' self-disclosure, for its data ranges from 0.903 to 0.925. The analysis of fathers' parenting style on college students' active interaction and emotional support has a higher positive correlation than appropriate refusal, conflict management, and emotional support. Fathers' over-protecting and emotional support have a high impact on college students' interpersonal communication skills. Fathers' over-interference has the lowest regressive among fathers' punishing standards, fathers' favor, and fathers' rejection methods. So, the influence of a father's emotional warmth, punishing standards, over-interference, favor, rejection method, and over-protecting are different.

3.2. Mothers' Parenting Styles have an Influence on College Students' Interpersonal Relationships.

Table 3. Correlation analysis of mother's parenting style and college student's interpersonal communication skills

interpersonal communication skills	Mother's emotional warmth	Mother's punishing standards	Mother's over-interference	Mother's favor	Mother's rejection method
active interact	0.952**	0.928**	0.929**	0.926*	0.893**
appropriate refuse	0.927**	0.914**	0.901**	0.921*	0.885**
self-disclosure	0.925**	0.932**	0.927**	0.913*	0.925**
conflict management	0.925**	0.926**	0.917**	0.921*	0.904**
emotional support	0.943**	0.926**	0.923**	0.912*	0.904**

* p<0.05 ** p<0.01

Table 4. Regressive analysis of mother's parenting style and college student's interpersonal communication skills

Model	Denormalization Coefficient		Standardized Coefficient	t	P
	B	Standard Error	Beta		
(Constant)	-0.451	3.633		0.124	0.902
Mother's emotional warmth	0.738	0.196	0.305	3.767	< 0.001
Mother's over-interference	0.687	0.262	0.188	2.62	0.01
Mother's rejection method	1.27	0.344	0.218	3.691	< 0.001
Mother's punishing standards	1.013	0.335	0.183	3.025	0.003
Mother's favor	1.081	0.488	0.116	2.216	0.029
R ²			0.97		
After adjustment R ²			0.968		
F					614.534, P<0.001
DW Price					1.742

* p<0.05 ** p<0.01

Forecast variables: (Constant), Mother's emotional warmth, Mother's over-interference, Mother's rejection method, Mother's punishing standards, Mother's favor.

b Dependent variable: college students' interpersonal communication skills.

As Table 3 shows, the mother's emotional warmth, punishing standards, over-interference, favor, rejection method, and over-protecting have a positive correlation with all aspects of college student's interpersonal communication skills. As Table 4 shows, a mother's emotional warmth, punishing standards, favor, rejection method, and over-protecting have a significant influence on college students' interpersonal communication skills, and mothers' over-interference has a great influence on college students' interpersonal communication skills. As Tables 3 and 4 show, they also have different degrees of impact. The highest positive correlation analysis is the mother's parenting style and college students' emotional support, the data of which ranges from 0.904 to 0.943. The appropriate refusal has the most minor positive correlation with the mother's parenting style. The mother's emotional warmth and mother rejection method has a higher regressive among the mother's favor, mother's over-interference, and mother's punishing standards. The mother's favor has the lowest regressive among the mother's over-interference and the mother's punishing standards. So, from the data, the mother's emotional warmth, punishing standards, over-interference, favor, rejection method, and over-protecting have different influences on college students' interpersonal communication skills.

3.3. Differences in the Influence of Parenting Styles of Fathers and Mothers on College Students' Interpersonal Communication.

In Table 2, the regressive analysis of the father's parenting style and college student's interpersonal communication skills, the father's emotional warmth, and over-protecting have a positive regressive with the college student's interpersonal communication skills, for their data much more minor than

0.01. Fathers' punishing standards, fathers' favor, and fathers' rejection methods have less positive regressive effects on college student's interpersonal communication skills. The data on the father's over-interference is 0.508, which is the least positive regression with the college student's interpersonal communication skills.

As Table 3, the regressive analysis of the mother's parenting style and the college student's interpersonal communication skills, the mother's emotional warmth, and the mother's rejection method have a high positive regressive with the college student's interpersonal communication skills. Mothers' punishing standards and mothers' favor have a lower positive impact on the students' interpersonal communication skills. The data of the mother's over-interference is 0.01.

The mother's over-interference style has a significant impact on college students' interpersonal communication skills, but the father's over-interference style doesn't have a positive effect on the college students' interpersonal communication skills. In China, most parents are male lead outside and female lead inside; some mothers even quit their jobs for their children's growth. So compared to fathers, mothers have more time accompanying children, mothers' over-interference affects children's choices a lot, and fathers' over-interference affects them a little. So, the parenting styles of fathers and mothers on college students' interpersonal communication are different. As mothers, reduce over-interference, choose the right rejection method and punishing standards, show big favor, and show positive emotional warmth to children. As fathers, they should also choose the right rejection method and punishing standard, show big favor, show positive emotional warmth to children, and, most importantly, spend some time with children. The children must have good interpersonal communication skills after they enter society

4. Discussion

4.1. Current Situation of Interpersonal Communication Skills among College Students.

It can be known that the average score of college students' interpersonal communication skills is 3.89, which is high data. This data has proven that college students have an active attitude toward making friends with other people. Due to the one-child policy, most contemporary college students may be the only child so they can get more favor from the father and mother and have better interpersonal community skills than in multiple-child families. However, in general, college students have good interpersonal community skills. Having good interpersonal communication skills means that college students will have good psychology and overcome more academic issues. Some scholars have proven that parenting style influences learning behavior [7]. This also affects the problem-solving capacity; parenting style is so important.

4.2. What should Parents do to Improve Interpersonal Communication among College Students?

From the data, in the question of "if parents interfere with what you do," about 43.14% of college students choose "usually," 39.22% choose "always," in the question of "if parents punish me when I make small mistakes," 36.27% college students choose. Usually, 45.1% choose always; in the problem of "my parents always decide which clothes I should wear," 43.14% of college students choose generally, 40.2% choose always, and so on. A scholar has pointed out that most Chinese parents are more inclined towards authoritarianism instead of authoritative parenting, which is related to Chinese traditional culture, such as respect for authority, admiration level, and emphasis on filial piety [8]. Chinese traditional culture has influenced parenting styles a lot. These questions have shown us that most parents still need to have the right parenting styles. In some research, an upbeat parenting style has a good influence on college students' specialty; a negative parenting style has a bad influence on college students' specialty [9-10]. In this research, parents should give children their own space so they can overcome problems by themselves, create their own dressing styles, and so on. These ways can help them become more confident in making friends and showing themselves generously on some occasions. As Table 2 shows, a father's emotional warmth, punishing standards,

favor, rejection method, and over-protecting have a significant impact on college students' interpersonal communication skills, but fathers' over-interference has little influence on college student's interpersonal communication skills. So, in the fathers' parenting style, fathers should pay more attention to their punishing standards, over-protecting, emotional warmth, favor, and rejection methods. As Table 4 shows, a mother's emotional warmth, punishing standards, favor, rejection method, and over-protecting have a significant influence on college students' interpersonal communication skills, and mothers' over-interference has a great influence on college students' interpersonal communication skills. So, in the mother's parenting style, mothers should pay more attention to emotional warmth, rejection methods, over-interference, favor, and punishing standards. Having a good parenting style can help college students develop good interpersonal communication skills and help them better adapt to the developed society.

5. Conclusion

This research has three results and two discussions. Three results: the fathers' parenting styles have an influence on college students' interpersonal relationships; the mothers' parenting styles have an influence on college students' interpersonal relationships; and differences in the influence of parenting styles of fathers and mothers on college students' interpersonal communication skills. Two discussions: the current situation of interpersonal communication skills among college students and what should be done to improve interpersonal communication among college students. Parenting style has a positive influence on college students' interpersonal communication skills. Good interpersonal communication skills need a good parenting style.

This study fills some gaps in domestic research, lets more parents know the importance of parenting style, and makes the wrong parenting style into the right parenting style. So, college students' interpersonal communication skills can be improved a lot in order to adapt to the developed society, show off themselves, access more information, promote their growth, and so on.

In future studies, it will do research on the parenting style of college students from all over the world and collect more data to prove the authenticity of the research. To make more parents know the importance of parenting styles really does have a positive impact on college students' interpersonal community skills.

This study has researched parenting style and college students' interpersonal communication skills, but it does not consider other factors, such as whether the family is single-parent or whether the parents are healthy or not. It also does not have enough data to prove whether it is accurate worldwide.

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