

THE IMPACT OF FAMILY PARENTING STYLES ON COLLEGE STUDENTS'
INTERPERSONAL RELATIONSHIP ABILITYYuesi Lu¹, Sujin Butdisuwan² and Piyapan Santhaweek³

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ABSTRACT

Introduction: Interpersonal relationship ability has become one of the essential qualities for college students in the 21st century. In recent years, various universities have experienced frequent incidents of personal injury and self-harm caused by interpersonal relationship problems, indicating that interpersonal relationship problems have become an issue that cannot be ignored among college students and require relevant attention (Liu Shuli, 2020). **Objective:** 1. To explore the impact of different dimensions of family parenting styles on college students' interpersonal relationship ability. 2. To explore the mediating effect of self-identity and peer trust on family parenting styles and college students' interpersonal relationship abilities. **Method:** Quantitative research. **Results:** indicate that the dimensions of care and autonomy from fathers and mothers in family parenting style have a significant positive impact on the interpersonal relationship ability of college students. The dimensions of fathers and mothers have a significant negative impact on the interpersonal relationship ability of college students. self-identity and peer trust partially mediate the relationship between family parenting style and interpersonal relationship ability of college students.

Keywords: interpersonal styles; Self-identity

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1. INTRODUCTION

The Sociology Resources Branch of China Higher Education Press surveyed 747 university students from 28 universities in China. The results showed that 59% of students exhibited interpersonal relationship barriers, with a higher incidence than other psychological problems. In recent years, various universities have experienced frequent incidents of caused by interpersonal relationship problems, indicating that interpersonal relationship problems have become an issue that cannot be ignored among college students and require relevant attention (Shuli, 2020). The college student population is in the early stages of adulthood, with their minds not yet fully mature. At the same time, they are in an important period of self-differentiation, social transformation, and life development. The external environment during this period significantly impacts the formation of a good personality among college students (Yu, 2015). According to research findings, if college students live and study in harmonious interpersonal relationships, it will help form optimistic and positive personalities and psychology, increase their self-confidence, and further improve their self-evaluation (Xuemin et al., 2018). The family is the initial environment for everyone's growth and the initial place for socialization. Parents are the main responsible persons for their children's education. The words and actions of parents, as well as the ways, attitudes, and concepts they adopt in their children's upbringing process, will profoundly impact their children's lives and various aspects. (Chinese scholars Li Gai and Fang Ping, 2007) have shown that family parenting is a comprehensive way for parents to interact with their children through their beliefs, and emotional interactions.. Therefore, to study the influence of parenting styles of fathers and mothers separately, this study explores the impact of parenting styles on the interpersonal relationship ability of college students from the perspectives of mothers and fathers. At the same time, this study explores the mediating role of to provide a theoretical basis for the formation of good interpersonal relationship ability. (Shuli, 2020).

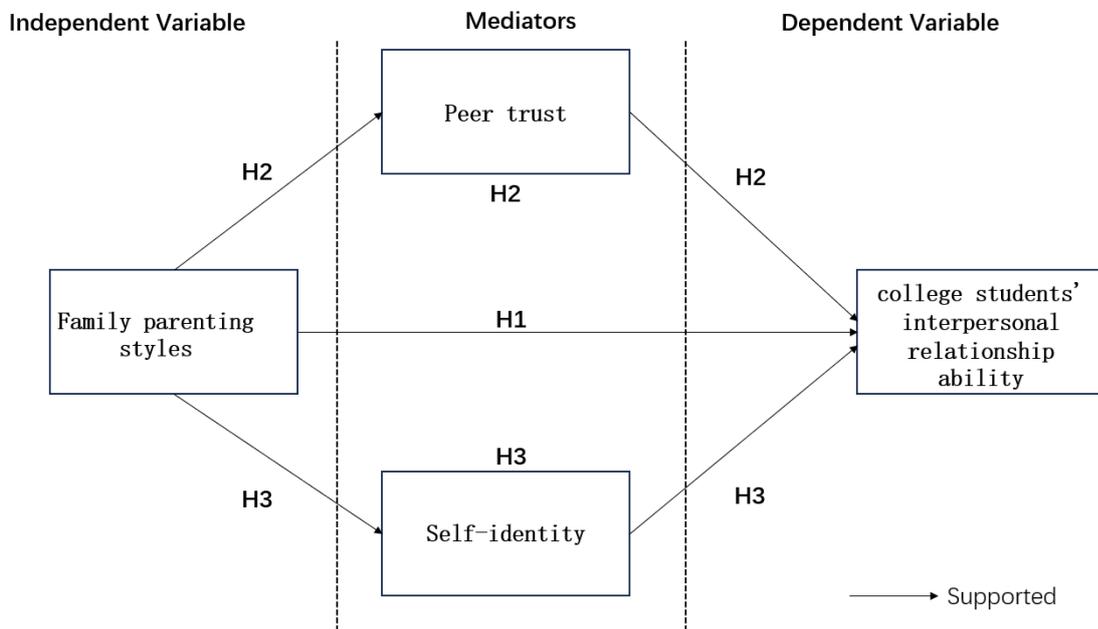
2. OBJECTIVES

1. To explore the impact of different dimensions of family parenting styles on college students' interpersonal relationship ability.

2. To explore the mediating effect of self-identity and peer trust on family parenting styles and college students' interpersonal relationship abilities.

3. CONCEPTUAL FRAMEWORK

Figure 1
Conceptual Framework



4. HYPOTHESES

H1: Family parenting style has a significant influence on college students' interpersonal relationship ability.

H2: Peer trust plays a mediating role between family parenting style and interpersonal relationship ability.

H3: Self-identity plays a mediating role between family parenting style and interpersonal relationship ability.

5. METHODOLOGY

1. Population and sample

Population This study included 23356 students from two universities in Yanshan District, Guilin, Guangxi, China: Guilin Tourism University and Nanning College of Technology. Sampling This study obtained 492 sample data through the Yamane formula (Yamane,1967) calculation. The specific numbers and percentages are shown in Table 1.

Table 1

Demographic information

Demographic information		Number	Percent
Gender	Male	201	45.9%
	Female	237	54.1%
One-child Family	Yes	76	17.4%
	No	362	82.6%
Home Location	City	84	19.2%
	Town	90	20.5%
	Rural Area	264	60.3%
Grade	Freshman	174	39.7%
	sophomore	133	30.4%
	Junior	74	16.9%
	Senior	57	13.0%
Monthly Household Income	Less than 10000	321	73.3%
	10000RMB to 30000RMB	81	18.5%
	30000RMB to 50000RMB	26	5.9%
	50000RMB to 80000RMB	3	0.7%

2. Research design

This study used quantitative research methods, and the four variables in the quantitative study adopted that has been developed. The interpersonal relationship ability of college students was measured using the Interpersonal Relationship Ability Questionnaire developed by psychologists at the University of California, Los Angeles (2003). The family parenting style was measured using the Parental Bonding Instrument (PBI) developed by Parker from the University of New South Wales in Australia based on attachment theory (Parker,1979). Self-identity was measured using the Self-identification Scale (Ochse & Plug, 1986), and peer trust were measured using the Trust Scale developed by Rempel and Holmes (1986). The specific data analysis of quantitative research uses regression analysis to explore relationship between independent and dependent variables and hypotheses testing, and bootstrap test were used to examine the mediating effect of self-identity and peer trust. This study used a commercial statistic package as data analysis tools.

3. Data collection

This quantitative study used the to distribute survey questionnaires to college students and obtain corresponding data. A total of 492 questionnaires were distributed in this study. After sorting, 54 invalid questionnaires were screened out, and the final number of valid questionnaires was 438, with an effective rate of 89.02%.

4. Data analysis

This study used to explore the impact of different dimensions of family parenting styles on college students' interpersonal relationship ability and test hypotheses; used the to explore the mediating effect of self-identity and peer trust between family parenting styles and interpersonal relationship ability of college students.

6. RESULTS

Based on the direct impact of different dimensions of family parenting styles on the interpersonal relationship ability of college students. which includes demographic variables such as gender, whether a child is in the family, type of family location, grade, and monthly family income. Model 2 adds to Model 1. The data analysis results can be seen from Table 2

Table 2

The impact of parenting style on interpersonal relationship ability

		Dependent Variable : Interpersonal Relationship Ability	
		Model 1	Model 2
Control Variable	Gender	0.180***	0.109**
	whether one-child in family	0.129**	0.068
	Home Location	-0.226***	-0.107**
	Grade	0.116*	0.054
	Family's Monthly Income	0.117*	0.106**
Independent Variable	Care (M)		0.298***
	Encourage		0.274***
	Autonomy (M)		-0.241***
	Control (M)		
GFI	R ²	0.143	0.519
	Adjusted R ²	0.133	0.51
	ΔR^2	0.143	0.375
	F	14.441***	57.754***

*P<0.05 ; **P<0.01 ; ***P<0.001

According to Model 1, a regression analysis was conducted on the relationship between the interpersonal relationship ability of college students and demographic variables (gender, whether only one child in the family, type of family location, grade, and monthly family income). The R² was 0.143, indicating that demographic variables can explain 14.3% of college students' interpersonal relationship ability changes.

The model passed an F-test ($F=14.441$, $p<0.001$), indicating that demographic variables have a significant impact on the interpersonal relationship ability of college students.

According to Model 2, the caring dimension, encouraging autonomy dimension, and controlling dimension of the mother's parenting style were added to Model 1, and the F-value changed significantly ($p<0.001$), indicating that each dimension of the mother's parenting style has explanatory power for the model. In addition, R^2 increased from 0.143 to 0.519, indicating that various dimensions of a mother's parenting style have a 37.6% explanatory power on the interpersonal relationship ability of college students. The regression coefficient of the mother's care dimension was 0.298, with a significance level of 0.001, indicating that the mother's care dimension has a significant positive impact on the interpersonal relationship ability of college students. The regression coefficient of the mother's encouraged autonomy dimension was 0.274, with a significance level of 0.001, indicating that the mother's encouraged autonomy dimension has a significant positive impact on the interpersonal relationship ability of college students. The regression coefficient of the mother's control dimension was -0.241, with a significance level of 0.001, indicating that the mother's control dimension significantly negatively impacts the interpersonal relationship ability of college students.

Based on the stratified regression analysis the direct impact of different dimensions of father's parenting style on the interpersonal relationship ability of college students. The independent variable in Model 1 is the control variable, which includes demographic variables such as gender, whether only one child is in a family, type of family location, grade, and monthly family income. Model 3 adds the caring, encouraging autonomy, and control dimensions of the father's parenting style to Model 1. The data analysis results can be seen in Table 3:

Table 3

The impact of father's on interpersonal relationship ability

		Dependent Variable : Interpersonal Relationship Ability	
		Model 1	Model 3
Control Variable	Gender	0.180***	0.090*
	whether one-child in family	0.129**	0.108**
	Home Location	-0.226**	-0.165***
	Grade	0.116*	0.078*
	Family's Monthly Income	0.117*	0.021
	Care		0.232***
Independent Variable	Encourage autonomy (F)		0.341***
	Control (F)		-0.242***
	R ²	0.143	0.507
GFI	Adjusted R ²	0.133	0.497
	ΔR^2	0.143	0.363
	F	14.441***	55.057***

*P<0.05 ; **P<0.01 ; ***P<0.001

According to Model 3, the caring dimension, encouraging autonomy dimension, and controlling dimension of father's parenting style were added to Model 1, and the F-value changed significantly ($p<0.001$), indicating that each dimension of father's parenting style has explanatory power for the model. In addition, R² increased from 0.143 to 0.507, indicating that various dimensions of father's parenting style have a 36.4% explanatory power on the interpersonal relationship ability of college students. The regression coefficient of father's care dimension was 0.232, with a significance level of 0.001, indicating that the father's care dimension has a significant positive impact on the interpersonal relationship ability of college students. The regression coefficient of father's encourage autonomy dimension was 0.341, with a significance level of 0.001, indicating that the father's encourage autonomy dimension has a significant positive impact on the interpersonal relationship ability of college students. The regression coefficient of father's control dimension was -0.242, with a significance level of 0.001, indicating that the father's control dimension has a significant negative impact on the interpersonal relationship ability of college students.

The test findings from research are shown in table 5. Table 4 The indirectly impact of mother's parenting styles to interpersonal relationship ability of college students through mediating variables.

	Effect Type	Effect	BootSE	95% Confidence Interval	
				BootLLCI	BootULCI
Care (M)→Peer	Total Effect	0.401	0.03	0.341	0.46
Trust→Interpersonal	Direct Effect	0.236	0.029	0.18	0.292
Relationship Ability	Indirect Effect	0.165	0.024	0.121	0.215
Encourage autonomy	Total Effect	0.373	0.031	0.313	0.433
(M)→Peer	Direct Effect	0.221	0.028	0.166	0.275
Trust→Interpersonal	Indirect Effect	0.152	0.022	0.11	0.196
Relationship Ability					
Control (M)→Peer	Total Effect	-0.334	0.029	-0.392	-0.276
Trust→Interpersonal	Direct Effect	-0.194	0.026	-0.245	-0.142
Relationship Ability	Indirect Effect	-0.14	0.022	-0.187	-0.099
Care (M)→Self-	Total Effect	0.401	0.03	0.341	0.46
identity→Interpersonal	Direct Effect	0.283	0.031	0.233	0.343
Relationship Ability	Indirect Effect	0.118	0.018	0.083	0.156
Encourage autonomy	Total Effect	0.373	0.031	0.313	0.433
(M)→Self-	Direct Effect	0.241	0.032	0.178	0.304
identity→Interpersonal	Indirect Effect	0.132	0.02	0.095	0.173
Relationship Ability					
Control (M)→Self-	Total Effect	-0.334	0.029	-0.392	-0.276
identity→Interpersonal	Direct Effect	-0.219	0.029	-0.277	-0.162
Relationship Ability	Indirect Effect	-0.115	0.018	-0.151	-0.081

M=Mother

As shown in Table 5, regarding peer trust as the mediating variable, the direct effect [0.180,0.292] and indirect effect [0.121,0.215] of mother's caring dimension on college students' interpersonal relationship ability in 95% confidence interval do not include 0, indicating the existence of a mediating effect, and peer trust plays a partial mediating role in it.

Regarding peer trust as the mediating variable, the direct effect [0.166,0.275] and indirect effect [0.110,0.196] of the mother's encourage autonomy dimension on college students' interpersonal relationship ability in the 95% confidence interval do not include 0, indicating The direct effect of mothers encouraging autonomy on college students' interpersonal relationship ability is 0.221, the indirect effect mediated by peer trust is 0.152, and the total effect on college students' interpersonal relationship ability is 0.373.

Regarding peer trust as the mediating variable, the direct effect [-0.245, -0.142] and indirect effect [-0.187, -0.099] of the mother's control dimension on college students' interpersonal relationship ability in the 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which peer trust plays a partial mediating role. Among them, the direct effect of the mother's control dimension on college students' interpersonal relationship ability is -0.194, the indirect effect through peer trust is -0.14, and the total effect on college students' interpersonal relationship ability is -0.334.

Regarding self-identity as the mediating variable, the direct effect [0.233,0.343] and indirect effect [0.083,0.156] of a mother's caring dimension on college students' interpersonal relationship ability in a 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which self-identity plays a partial mediating role. Among them, the direct effect of the mother's caring dimension on college students' interpersonal relationship ability is 0.283, the indirect effect through self-identity is 0.118, and the total effect on college students' interpersonal relationship ability is 0.401.

Regarding self-identity as the mediating variable, the direct effect [0.178,0.304] and indirect effect [0.095,0.173] of mothers encourage autonomy dimension on college students' interpersonal relationship ability in a 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which self-identity plays a partial mediating role. Among them, the direct effect of mothers encouraging autonomy on college students' interpersonal relationship ability is 0.241, the indirect effect through self-identity as an intermediary is 0.132, and the total effect on college students' interpersonal relationship ability is 0.373.

Regarding self-identity as the mediating variable, the direct effect [-0.277, -0.162] and indirect effect [-0.151, -0.081] of mother's control dimension on college students' interpersonal relationship ability in 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which self-identity plays a partial mediating role. Among them, the direct effect of the mother's control dimension on college students' interpersonal relationship ability is -0.219, the indirect effect through self-identity as the intermediary is -0.115, and the total effect on college students' interpersonal relationship ability is -0.334.

Table 5

The indirectly impact of father's parenting styles to interpersonal relationship ability of college students through mediating variables.

	Effect Type	Effect	Boot SE	95% Confidence Interval	
				BootLLCI	BootULCI
Care (F)→Peer	Total Effect	0.335	0.031	0.275	0.395
Trust→Interpersonal Relationship Ability	Direct Effect	0.193	0.027	0.14	0.246
	Indirect Effect	0.142	0.024	0.095	0.191
Encourage autonomy (F)→Peer	Total Effect	0.357	0.028	0.302	0.411
	Direct Effect	0.18	0.028	0.125	0.235
	Indirect Effect	0.176	0.027	0.126	0.231

Trust→Interpersonal Relationship Ability					
Control (F)→Peer	Total Effect	-0.345	0.031	-0.407	-0.284
Trust→Interpersonal Relationship Ability	Direct Effect	-0.208	0.027	-0.261	-0.154
	Indirect Effect	-0.138	0.023	-0.184	-0.094
Care (F)→Self-identity→Interpersonal Relationship Ability					
	Total Effect	0.335	0.031	0.275	0.395
	Direct Effect	0.211	0.031	0.151	0.272
	Indirect Effect	0.123	0.019	0.088	0.163
Encourage autonomy (F)→Self-identity→Interpersonal Relationship Ability					
	Total Effect	0.357	0.028	0.302	0.411
	Direct Effect	0.246	0.028	0.191	0.302
	Indirect Effect	0.11	0.018	0.078	0.148
Control (F)→Self-identity→Interpersonal Relationship Ability					
	Total Effect	-0.345	0.031	-0.407	-0.284
	Direct Effect	-0.223	0.031	-0.284	-0.163
	Indirect Effect	-0.122	0.019	-0.163	-0.087

F=Father

As shown in Table 6, regarding peer trust as the mediating variable, the direct effect [0.140,0.246] and indirect effect [0.095,0.191] of father's caring dimension on college students' interpersonal relationship ability in a 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which peer trust plays a partial mediating role. The direct effect of father's care on college students' interpersonal relationship ability is 0.193, the indirect effect mediated by peer trust is 0.142, and the total effect on college students' interpersonal relationship ability is 0.335.

Regarding peer trust as the mediating variable, the direct effect [0.125,0.235] and indirect effect [0.126,0.231] of father's encourage autonomy dimension on college students' interpersonal relationship ability in 95% confidence interval do not include 0, indicating the existence of mediation effect, and peer trust plays a partial mediating role in it. The direct effect of fathers encouraging autonomy on college students' interpersonal relationship ability is 0.180, the indirect effect mediated by peer trust is 0.176, and the total effect on college students' interpersonal relationship ability is 0.357.

Regarding peer trust as the mediating variable, the direct effect [-0.261, -0.154] and indirect effect [-0.184, -0.094] of father's control dimension on college students' interpersonal relationship ability in 95% confidence interval do not include 0, indicating the existence of the mediating effect, and peer trust plays a partial mediating role in it. The direct effect of father's control on college students' interpersonal relationship ability is -0.208, the indirect effect mediated by peer trust is -0.138, and the total effect on college students' interpersonal relationship ability is -0.345.

Regarding self-identity as the mediating variable, both the direct effect [0.151,0.272] and the indirect effect [0.088,0.163] of a father's caring dimension on college students' interpersonal relationship

ability in a 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which self-identity plays a partial mediating role. The direct effect of father's care on college students' interpersonal relationship ability is 0.211, the indirect effect through self-identity is 0.123, and the total effect on college students' interpersonal relationship ability is 0.335.

Regarding self-identity as the mediating variable, the direct effect [0.191,0.302] and indirect effect [0.078,0.148] of the father's encourage autonomy dimension on college students' interpersonal relationship ability in 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which self-identity plays a partial mediating role. The direct effect of fathers encouraging autonomy on college students' interpersonal relationship ability is 0.246, the indirect effect through self-identity is 0.110, and the total effect on college students' interpersonal relationship ability is 0.357.

Regarding self-identity as the mediating variable, the direct effect [-0.284, -0.163] and indirect effect [-0.163, -0.087] of the father's control dimension on college students' interpersonal relationship ability in a 95% confidence interval do not include 0, indicating the existence of a mediating effect, in which self-identity plays a partial mediating role. Among them, the direct effect of the father's control dimension on college students' interpersonal relationship ability is -0.223, the indirect effect through self-identity as the intermediary is -0.122, and the total effect on college students' interpersonal relationship ability is -0.345.

7. DISCUSSIONS

This study starts with the interpersonal relationship problems faced by college students and, through reviewing and organizing relevant literature combined with actual situations, proposes that various dimensions of family parenting styles are used as independent variables, and self-identity and peer trust are used as mediating variables. College students' interpersonal relationship ability is used as the dependent variable. The study explores the direct impact of family parenting styles on college students' interpersonal relationship ability and the mediating effect of self-identity and peer trust. A conceptual framework for the study is established, and based on this, three hypotheses are proposed. Through specific data collection and analysis, the results of this study are as follows:

1) To explore the impact of different dimensions of family parenting styles on college students' interpersonal relationship ability.

Based on the Regression analysis, the dimension of care and encouraging autonomy from fathers and mothers in family parenting styles has a significant positive impact on the interpersonal relationship ability of college students. In contrast, the dimension of control from fathers and mothers significantly negatively impacts the interpersonal relationship ability of college students. This result is consistent with previous research (Min,2012; Haiyan,2015), which suggests that a warm, understanding, caring, and encouraging autonomy parenting style is more conducive to developing interpersonal relationship ability. Overcontrolled and dominant parents are prone to highly restraining their children, curbing their self-awareness, causing them to lack confidence and become timid, which is not conducive to the development of interpersonal relationship ability. Parents adopt a caring and warm parenting style, creating a warm and trusting atmosphere in the family, which is conducive to cultivating children's sense of

security and trust, helping to stabilize their emotions, and reducing social anxiety (Xiyang, 2024). Encouraging autonomy parenting style can help cultivate children's confidence, sense of responsibility, and independence, and positively impact their interpersonal relationship ability. Children who are excessively controlled by parents lack independent thinking and decision-making abilities and autonomy in interpersonal communication and are prone to lacking communication skills, making it difficult to independently cope with various situations in communication, resulting in social anxiety (Wu Chunxia, 2023).

2) To explore the mediating effect of self-identity and peer trust between family parenting styles and the interpersonal relationship ability of college students.

Based on the Bootstrap test above, self-identity and peer trust partially mediate the relationship between family parenting styles and the interpersonal relationship ability of college students. (Gao Yuanxia, 2021). Trust is the foundation of interpersonal relationships, and college students with high levels of peer trust are more willing to share experiences and feelings. This openness is more conducive to establishing connections, generating friendships, and forming healthy interpersonal relationships. This research result supports the conclusions of several other studies on peer trust and interpersonal relationships, which indicate that family parenting styles have a certain impact on the interpersonal trust of college students (Ma Changzheng, 2011). The higher the level of peer trust, the less distress in interpersonal relationships (Qianchen, 2019).

9. RESEARCH RECOMMENDATIONS

1. Implication of the Study

Interpersonal relationship ability has become one of the essential qualities that modern college students must possess. College students with strong interpersonal relationship abilities are likelier to gain social experience and access resources in future employment and entrepreneurship. By utilizing these resources, they have an advantage in social competition. Therefore, family parenting styles that are more conducive to developing interpersonal relationship ability should be paid more attention to and implemented. Parents need to maintain regular communication with their children, care about their thoughts and feelings, listen to their children's opinions, sincerely express their own opinions, and provide appropriate guidance and assistance. Secondly, it encourages children's autonomy and reduces their control over them. Parents should consciously guide their children to participate in family activities and specific things, encourage children to make their own choices and decisions, let them participate in practice, think in practice, solve problems in practice, gain experience and lessons in practice, and fully respect their children's choices and opinions. At the same time, in parenting methods, it is important to avoid high control over children, reduce constraints on them, and encourage the development of their self-awareness.

2. Recommendations for Future Research

Due to limitations in time and resources during the study, there are still shortcomings. Firstly, the sample distribution is not extensive enough, with the sample concentrated in two universities in Yanshan District, Guilin City, without geographical division. The third reason is that this study mainly examined the impact of family parenting style on the interpersonal relationship ability of college students,

as well as the mediating role of self-identity and peer trust, without considering other influencing factors. Future research can attempt to expand on existing theoretical models to discover effective moderating variables or incorporate other mediating variables into the model.

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