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An Exploration of Parenting Style, Parental Influence, and Relational Satisfaction

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Rationale

Many valuable relationships will exist throughout one's life, including relationships with friends and parents. Within such relationships, there is a degree of relational satisfaction, or how satisfied one is with their relationship. Parents are the first relationship a child will have in their life, and are responsible for shaping different areas of development and their future. The way that parents behave towards their children and choose to redirect their behavior will give them a glimpse into the way society works, thus positioning them as functioning members of society. Some perceive parenting to be easy. In fact it almost seems manageable and exciting before one is put into the role. Every parent wants open communication, an obedient child, a good listener and the list goes on. However, because every child has a unique personality of their own, it makes it more challenging if parents use only one method of parenting. Parenting can not be the parents criticizing their child's every move, but rather there has to be some willingness of the parent-child dyad to communicate with one another. The following will explore various reasons to study relationship satisfaction, parenting styles and parental influence.

First, it is important to study relational satisfaction because there is a lack of studies surrounding the relationships of college students. Many studies focus on adult relationships, but college students are often ignored in studies pertaining to relationships (Lyu, Hou, & Wang). Because college years are filled with transition, this time should be studied more. During this specific day and age of constant change and technological advancement, college-age students are subject to much more information and stress than other populations.

A second important issue to study is parenting styles because they have an effect on the parent-child relationship during adolescence. While parents are the first most influential person in a child's life, that is not always likely to remain the case. New friendships, romantic

relationships, mentors, or educators will come into play as the child gets older, but that does not mean that the parent will not still be a key player in the child's life. Parenting styles do have an effect on what the adolescent-parent relationship will look like. Many different factors can predict the parent-adolescent relationship that stems from different parenting styles. Conflict intensity is related to both parenting style and the level of closeness between the parent and child (Xinwen, Yiqun, Hailei, Meiping, Wenxin, & Kirby, 2018). When conflict intensity is lower between the parent and the adolescent, the adolescent-parent relationship is closer and certain parenting styles correlate to lower conflict intensity; handling conflict is a skill needed in life, so developing healthy patterns during adolescence is beneficial. Certain parenting styles also yield more emotional support for children which then fosters a closer relationship (Smetana, 1995). With the choice of a parenting style, parents are able to develop the relationship that they would like to have with their child.

Finally, there are several ways that parents' influence impacts their children. Something to consider is that certain topics are going to need specific attention. With these relationships, it can be difficult to keep communication on a positive note when topics arise that are hard to address (Pariera, 2020). Some parents use the style they were raised with while others do the complete opposite because they do not feel that the style used worked for them. Usually parents who use the authoritarian style have some struggles receiving communication from their child. For example, mounting evidence suggests that direct and forceful communication from parents is not the most effective way to deal with difficult issues during adolescence (Middleton, Pusateri, & Caughlin, 2017). Keeping in mind invitational rhetoric creates a structure with communication and when both parent and child will have reached some understanding (Pariera, 2020). Invitational rhetoric is different from traditional rhetoric in that it allows the normal tendencies to

differ from its original definition. With this communication in mind, this type of rhetoric is a way parents can gauge if their conversations are successful with their children. Therefore this study will explore parenting style, parental influence, and relational satisfaction.

Literature Review

Relational Satisfaction

Relational satisfaction is relevant and evident in all types of relationships—familial, romantic, platonic, coworking, etc. Every person in a relationship experiences some level of satisfaction in that relationship. Satisfaction is based on a number of factors and expectations which accumulate into an overall satisfaction rating. Relational satisfaction can be difficult to measure because of the number of factors that contribute to it. Satisfaction can also fluctuate within a relationship depending on what stage the relationship is in; because emotions about a relationship can vary often and dramatically, asking a person to think about their overall attitude or experience in a relationship can be difficult as people are often blinded by situational circumstances (Croyle & Waltz, 2002, p. 443). Regardless of this difficulty and ambiguity, relational satisfaction is relevant to everyone whether they realize it or not.

In order to understand the concept of relational satisfaction, it must first be broken down. A few definitions of relationship include “a connection, association, or involvement; connection between persons by blood or marriage; an emotional or other connection between people; a sexual involvement; affair” (Shamsul Alam, 2016, p. 24). Combining all of these definitions, it is evident how broad the definition of relationship is as it covers an entire spectrum of involvement and formality and implies varying levels of closeness and disclosure. However, it is most often studied in the context of romantic relationships both within and outside of marriage. (Cropley, 2008, p. 365).

Defining “satisfaction” in a communication context, this phenomenon can be described as an “affective feeling, dependent on the level of effectiveness of communication interaction between people in a relationship” (Shamsul Alam, 2016, p. 25). Satisfaction is obviously more than this in other contexts but looking at it from a communication research perspective provides a more appropriate definition.

When these two concepts are combined, there comes a full understanding of relational satisfaction. In the simplest and most effective terms, relational satisfaction is what people expect to get out of a relationship compared to what they actually get out of the relationship. Generally, the closer reality is to expectations, the higher the level of satisfaction. (Spott, Pyle, & Punyanunt-Carter, 2010). Within satisfaction, is also an element of Social Exchange theory that is apparent in relationships; people want to maximize the rewards and minimize the cost in relationships. People are constantly weighing and evaluating if a relationship is worth it. If satisfaction is low, meaning expectations are not being met or the cost is too high, one may decide to terminate the relationship. The evaluation of relationship satisfaction is done in an interpersonal context and is ultimately a measurement of positive feelings and attraction to the relationship (Yuan Wang, 2020).

Many different factors can affect relational satisfaction. The concept of external and internal factors must be talked about and taken into consideration when discussing things that can change the level of satisfaction one is feeling in a relationship. Stress in general is one of the most prominent determinants of relational satisfaction in relationships of any kind. Randall and Bodenmann (2017) can define stress as “the physical or psychological reaction to real or imagined demands [2] — is embedded within our social context [3], and can impact the ways in which we interact with others” (p.104). Barnes, Brown, Krusemark, Campbell, and Rogge (2007)

find that there is a strong negative association between stress and relationship satisfaction.

Stressors in this case could be external or internal and neither external nor internal stressors had a greater negative impact on relational satisfaction. Examples of external stressors could be career, money, family, housing, and safety. Internal stressors may have more to do with emotional maintenance and could be self-esteem, negative self-talk, or conflict within a relationship itself. In this sense, they can be interpersonal or intrapersonal but they are related to the relationship itself. Some issues are hard to identify as internal or external. Children, for example, are more likely to be impacted by the external and can have such an effect on emotions that they may also seem like an internal stressor. Many of these external stressors cause internal anxiety so, it is clear how there really is no such thing as a solely external or internal factor often cross over.

Stressors are tangible things whether internal or external, but another factor of relational satisfaction is emotional awareness. The study of emotional awareness on relational satisfaction is an interesting one because it often involves differences in sexes. Men and women place different emphases and importance on emotional awareness. When it comes to relational satisfaction, Croyle and Waltz (2002) find that women who had higher levels of emotional awareness reported lower levels of relational satisfaction. A possible reason for this could be that higher emotional awareness could result in higher expectations in the relationship and fewer partners are able to meet those expectations. For men, there was no correlation between emotional awareness and relational satisfaction; men are often thought to have lower levels of emotional awareness. Male-to-male relationships tend to have the highest levels of relational satisfaction but emotional awareness has not been a reported factor for these findings. Croyle and Waltz (2002) ultimately conclude that the greater the difference in emotional awareness level, the lower relational satisfaction. These findings were supported by an earlier study by Burleson and

Samter (1996) who found that people are most attracted to and form deeper connections with people who have levels of social skills that are similar to their own which includes emotional awareness. Regardless of whether the levels were higher or lower, it only mattered if they were similar in order to have a high level of emotional satisfaction.

Self-disclosure is another construct often mentioned when describing factors of relational satisfaction. Cropley and Reid (2008) found that relationships of any kind (romantic, platonic, familial) with the highest levels of relational satisfaction were when both partners perceive high closeness. Closeness is formed by proximity and self-disclosure. Barnes, Brown, Krusemark, Campbell, and Rogge (2007) support this finding because self-disclosure often entails talking about and sharing external and internal stressors; for example, sharing familial struggles with a friend, telling a spouse about hardships at work, or talking to parents about mental health. All of these stressors are difficult but when self-disclosed, makes both partners in a relationship feel closer and therefore both report higher levels of satisfaction within the relationship.

The importance of relational satisfaction is not limited. Relational satisfaction has been proven to predict the longevity of relationships. Spott, Pyle, and Punyanunt-Carter (2010) found this is most applicable to romantic relationships but also just as true for friendships. They also discovered that the longer the relationship lasted the higher the level of relational satisfaction, evidencing a strong correlation between relational satisfaction and longevity. A possible conclusion that can be drawn is that relationships take a long time to reach their full potential which should be taken into account when researching relational satisfaction. Relationship satisfaction is key to all relationships in one's life, including their relationship with their parents.

Parenting Styles

In order to fully understand the human experience, it is also important to acknowledge the roles that parents play for child success and parent-adult child relationship closeness. Looking at the factors of child success and parent-child relationship, parenting styles must be acknowledged. However, no handbook exists or designates a set of rules for parents in order to guarantee a happy, healthy, successful child. Similarly, there is not a strategic formula for how likely a child is to maintain or even create a close relationship with their parents after adolescence. The parenting style the parent implements might be related to the strength of the relationship.

Parenting style is defined as the individual or overarching activities that work to influence child behavior and wellbeing which includes aspects like socialization and competence. More specifically, competence is composed of two opposing factors relating to children—communion and agency. Communion is the need for connection to others and the want for inclusion in an adolescent's community. Agency on the other hand, refers to the need for individualization longing for independence (Baumrind, 1991). Parenting style also encompasses parental control which has two aspects—behavioral and psychological control. Behavioral control is defined as the parental attempt at regulating child behavior oftentimes through rewards/punishments, rules or disciplinary strategies. Psychological control is when a parent tries to manipulate the child's thoughts, feelings and emotions (Kuppens & Ceulemans, 2018). One of the most prominent researchers on parenting styles is Baumrind (1991) who has divided parenting styles into four types. The typology of the four parenting styles are determined by two constructs – responsiveness and demandingness.

Responsiveness is the level to which parents are available to their child's needs—both physical and emotional. Parents with high levels of responsiveness usually host high levels of warmth and acceptance towards their children including unconditional support, high levels of encouragement and praise. On the contrary, parents with low levels of responsiveness are more likely to criticize their children and be less emotionally available (Aunola, Stattin, & Nurmi, 2000; Doinita & Maria, 2015).

The concept of demandingness is characterized by the expectation that parents put onto their children, usually of maturity and responsibility. Demandingness is also associated with the level of control that parents have over their children, or at least the attempted level of control. Control can be measured by knowledge of activities and the regulation and monitoring of their children's activities (Aunola et al., 2000; Doinita & Maria, 2015; Huver, Otten, Vries & Engels, 2009). Based on levels of responsiveness and demandingness, all four types of parenting styles can be defined.

The four types of parenting are authoritarian, authoritative, permissive and neglectful (Baumrind, 1966). The types of parenting are determined based on the most prevalent parenting behaviors and patterns regarding responsiveness and demandingness, allowing for some variation that is considered normal in parenting styles (Darling, 1999).

The type of parenting style that is considered the most effective and produces the greatest outcomes in children is authoritative parenting, which is characterized by a high level of responsiveness and a high level of demandingness. These parents are considered to have a high level of control over their child but not necessarily being restrictive (Aunola et al., 2000). These parents value compromise with the child and attempt to direct child behavior in a rational manner by choosing issues and certain discipline points of control, but do not focus on enforcing

harsh restrictions on the child. Further, the authoritative parent will recognize a child's independence and own personhood while encouraging them to strive for values they see as important (Baumrind, 1966).

Permissive parenting is characterized by high levels of responsiveness but low levels of demandingness. These parents will be quite relaxed in their expectations for the child, including a lack of discipline and low expectations for the child's level of maturity (Spera, 2005). Similar to the authoritative parenting style, permissive parents are typically child-centered and understanding, but lack boundary-setting skills and discipline. According to Baumrind (1966), this parent will take an accepting response to their child's wants, desires and behaviors. This type of parent will present themselves as a resource for the child rather than a necessity for the child to use. Moreover, a permissive parent values the idea of self-regulation for the child which is defined as the child's right to live as they wish without outside interference, especially concerning personal and relational issues (Baumrind, 1966). The permissive parenting style has a certain dichotomy associated with it, as children are not required to act maturely but are able to behave autonomously and have control over their own lives (Aunola et al., 2000).

The authoritarian parenting style is associated with a high level of parental demandingness and a low level of responsiveness, which appears as very low warmth towards the child but high expectations for maturity and behavior. These parents are disciplinarians. Oftentimes authoritarian parents have low levels of trust in their child as well as low levels of involvement in the child's life. They take the approach of adult-centered parenting rather than child-centered and communication is one-sided with a lack of child input in decision making. Further, authoritarian parents have a high level of control which can cause the child to feel criticized or devalued (Aunola et al., 2000). Historically, these types of parents have been quite

traditional with their children. They value obedience as a virtue and expect that the child will follow what they believe to be right. Additionally, parents allow for virtually no compromise between the parent and child because the child should take the parent's word as law (Baumrind, 1966).

Neglectful parenting is defined as having low levels of responsiveness and low levels of warmth. This parenting style is not as much a way people parent but rather is the lack of parenting. Neglectful parents are typically uninvolved in their children's lives and offer both a lack of support as well as a lack of supervision and expectations (Aunola et al., 2000). Each of these parenting styles have been significantly researched on child wellbeing, outcome and overall success.

Parenting styles are related to both parental authority and personality. Parental authority is defined as parental regulation in four areas: moral, conventional, personal and prudential issues. Moral issues are expectations set by a pre-existing moral code that affects the wellbeing of others. Conventional issues are characterized by arbitrary expectations caused by social and societal norms. Personal issues only affect the person making the decisions or performing the action. Prudential issues concern safety or harm expectations. Based on a study from the Society of Research in Child Development, each parenting style views and acts on these issues differently. Permissive parents were found to ignore conventional issues more and treat them as personal issues, giving children the right to have jurisdiction over their own life, especially over decisions that directly affect the child. However, permissive parents were shown to take charge over issues of health and safety in their child (prudential issues). Authoritarian parents viewed both moral and conventional issues as important and subjected to parental control, refusing to grant personal jurisdiction over personal issues. Authoritative parents viewed moral issues as

more crucial than conventional issues and focused on allowing the child autonomy over decisions that were personal, within limits (Smetana, 1995). This study further promotes Baumrind's typology in relation to the demandingness of different parenting styles, and emphasizing what different parenting styles value in their children.

Similarly, personality types might be an accurate predictor of parenting styles (Huver et al., 2009). Five factors play into someone's personality: extraversion, conscientiousness, agreeability, emotional stability and openness. Literature suggests that the two most important traits in parenting styles are agreeability and extraversion, which refers to people who have frequent and quality interpersonal contact, a high capacity for joy, and seek stimulating behavior. More specifically, authoritative parents are more likely to be extraverted and agreeable. whereas authoritarian parents were more likely to be emotionally unstable and less agreeable.

Further research also indicates that there are different outcomes in children based on the parenting style they had. More specifically, parenting styles are actually able to influence adolescents' success (Aunola, et al., 2000). Achievement strategies are characterized by anticipating failure or success and investing effort into the task at hand; these two types of achievement strategies include adaptive and maladaptive. Adaptive strategies are characterized by optimism and believing that there is possibility of success and mastery. These strategies are self-enhancing and better for the user. Maladaptive on the other hand, refers to coping strategies when dealing with challenging tasks or turbulent times, like learned helplessness and task-avoidance. Furthermore, adolescents who deploy these strategies are self-handicapping by not trusting their competence to handle the task at hand. The use of adaptive or maladaptive coping have a direct relationship with parenting styles. Adolescents from authoritative parents have been found to deploy adaptive, task-oriented strategies in challenging situations. Children

from authoritarian parents were associated with maladaptive strategies, more specifically learned helplessness. With permissive parents, children were less adaptive than those from authoritative families but more adaptive than authoritarian families. Adolescents from neglectful families deployed the most severe maladaptive strategies such as passivity and task-avoidance behavior.

Similarly, parenting styles have a direct affect on child behavior. Children who were raised in authoritarian households were shown to have poorer behavioral outcomes especially when it comes to internalizing and externalizing problems. They were also more likely to have maladaptive behavioral profiles which has been shown to lead to rule-breaking, delinquency, social isolation, or mental health issues. In contrast, children with authoritative parents were found to have the best behavioral conduct and adaptive strategies which indicate that the child has higher self-esteem, behavioral regulation and even lower substance abuse issues (Kuppens & Ceulemans, 2018; Lorence, Hidalgo, Pérez-Padilla, & Menéndez, 2019). Each parenting style has significant existing research on the outcome of children and their parent profiles but lack research on how parenting style affects the adult or post-adolescent parent-child relationship.

Parent-Child Relationship

The parent-child relationship is ever-changing and growing and has many aspects that affect its quality. The time children start college or leave the home is considered to be the transformation into adulthood. Adolescents during this time are in an “in-between” stage. Emerging adults during the transition to adulthood are trying to gain more autonomy and become independent people at a time where they still may rely on their parents for financial support and sometimes emotional support. The transition into college comes with new challenges like boundary setting and having a changing relationship with their parents (Scheinfeld & Worley, 2018).

Parental social support has been regarded in both negative and positive ways. For one, having social support is key to an emerging adult's wellbeing. However, when the support giver interferes with the autonomy of the receiver, social support has negative effects on the emerging adult (Schwarz, Trommsdorff, Albert, & Mayer, 2005). Further, this transition from adolescent to adulthood can be explained by the Relationship Turbulence theory, which emphasizes the importance of relationship changes and the effect of transitions. When this theory is applied to emerging adult parent-child relationships, it oftentimes is an issue of privacy and disclosure. The challenge lies within a parent's journey on how to stop parenting a child and begin to parent a young adult who longs for more independence. Disclosure refers to the sharing of private information and if the child is not sure of what stories they want to share with the parent or what sort of emotional support they want from the parent, it can be challenging to define the relationship (Scheinfeld & Worley, 2018). Emerging adults' parental uncertainty is correlated with a higher level of irritation with parental behaviors and viewing them more negatively.

When it comes to the frequency of parent involvement, it was found that 44% of emerging adults involve their parents in major decisions in their lives, even though the parent was not involved in every aspect of their decision. More specifically, parents were involved in different categories of decision making. Fifty three percent of emerging adults used their parents in a consulting way, where the parent is expected to offer advice but not force the child to make a decision based on that advice (Pizzolato & Hicklen, 2011). One of the most important pieces of the parent-child relationship is communication.

Types of Communication

Regardless of where someone comes from or what language they speak, their way of communication can be displayed in many different forms. If one were to search different types of

communication, they would come up with the most commonly understood forms such as non-verbal, verbal, formal, and informal. However, it is not just about knowing what they are, but discovering the role of types of communication styles in successful relationships (Pariera, 2020). Another aspect to consider are the different mediums that are being used as forms of communication. For example, text messages, phone calls and face-to face interactions are a part of how the current world communicates and therefore, different types of communication may be affected by this.

Communication is related to what someone is feeling; feeling anger, fear, or enjoyment, they each have their own way of being communicated. Regardless, people are expressing their emotions in their communication and getting a response. Communication skills develop as one is immersed in society and receives feedback from their interaction with others. Determining how successful communication is in relationships is dependent on the outcome or standard that is set between two individuals (Pariera, 2020). Expectations are valuable for fostering relationships, which is closely linked to making communication more successful.

Intrapersonal and interpersonal communication might come to mind when thinking about verbal communication. Intrapersonal means communicating internally with one's self whereas interpersonal is dyadic communication between people. Keep in mind that with every form of communication there is a positive and negative side. Emotions are what dictate what is to be communicated next. If one thinks about what they are going to say, there is a likelihood that it will be communicated effectively. In addition, keeping in mind who the audience is, could be the deciding factor as to how they communicate with someone, "A warm interpersonal style can strengthen expectations as well as increase perceptions of improvement" (He, 2018, p. 54). Non-verbals speak louder than words; a smile, a raise of an eyebrow, a small gesture like a wave

can leave an impact. When verbal and non-verbal communication are both used it creates a more meaningful and clear message. Some cultures use gestures to communicate rather than a verbal response which could look like either a head nod or bow to show receiving the original message in a positive manner.

Being able to identify the relationships and differences in families is important because it provides confidence to parents that they are influencing their children. Even if their child does not end up participating in the same activities as them, it is interesting to see if there is a correlation between the two. The way parents communicate may play a role in their child's choices of activities.

According to Pariera (2020) regarding freedoms in relationships, such as expressing emotions, asking questions, openness and honesty, sharing stories, being given choices, expressing opinions, not trying to change the person's view, and nothing being off limits. Each of these strategies refer to a behavior that promotes the sharing of ideas or feelings within the context of the conversation (Pariera, 2020). Influence as a whole holds great impact and contributes to one's development over time. Through different types of communication there can be ways to achieve this.

A variety of parenting styles occur in the home which include permissive, authoritative, and authoritarian. All of these have their own way of influencing their child's personality and actions. This study will help gain a better understanding on how children are influenced by their parents' seeking a relationship between highschool activities. Although this is not high stakes, it provides insight on how a child is influenced in the home. Whether or not they get along with their parents could impact what choices they make in the future. The way a parent communicates will stay with their child for a long time. A child is likely to use the methods of their parents used

in their own parenting. All children are likely to remember their upbringing and the consequences they received while being raised in their home. As a result of the exploration of previous research, the following research questions are formulated:

(RQ1) Is there a relationship between academic success and platonic relational satisfaction of college students?

(RQ2) Is there a relationship between parenting style and parent-child relationship satisfaction?

(RQ3) Is there a difference between father's top activity and child's top activity?

Methods

Participants

Participants in this study consisted of 182 undergraduate and graduate students at a Midwestern university. Of the sample evaluated in this study, 147 participants answered the sex demographic question; 29 participants (19.7%) were male and 118 (80.3%) were female. The mean age of respondents was 24 ($r=18-62$). Concerning the participants' year in college, 14 (9.6%) participants were freshmen, 16 (11%) participants were sophomores, 30 (20.5%) participants were juniors, 51 (28%) participants were seniors, 25 (13.7%) participants were graduate students, and three (2.1%) participants noted other circumstances. Regarding the GPA of participants, the mean was 3.95 ($r=2.5-4.0$). Concerning community of upbringing, 18 (12.5%) participants grew up in an urban setting, 96 (66.7%) participants in a suburban setting and 30 (20.8%) in a country setting. With reference to racial ethnicity, 122 (85.3%) participants identified as Caucasian/White, five (3.5%) respondents identified as African American/Black, six (4.2%) identified as Hispanic/Latino, seven (4.9%) identified as Asian/Pacific Islander, one (0.7%) respondent as Native American and two (1.4%) participants identified as multiethnic. In

terms of religion, 128 (89.5%) participants were Christian, one (0.7%) participant was Hindu, one (0.7%) participant was Muslim, 12 (8.4%) reported no religion, and one (0.7%) was in an other religion. Regarding parental marital status, 123 (86%) respondents reported married parents, three (2.1%) reported single and never married parents, and 17 (11.9%) reported divorced parents.

Procedure

Participants in this study were asked to fill out an online questionnaire regarding relationship satisfaction, academic success, parenting style, parent-child relationship, parental influence, and communication style. Participants were selected using convenience sampling from the comprehensive list of student email addresses in the student directory. Email recipients were selected based on alphabetization of their last name. Individuals whose last names began with letters K - O and letter Z received an invitation to take the survey. Additional colleagues and relatives of researchers were hand-selected by researchers to receive the email invitation and a link was posted on researchers' social media accounts. Recipients of the email indicated their consent by clicking on a link embedded in the email. The link opened a new window for the questionnaire, a survey created through the Qualtrics website.

Use of the Qualtrics program ensured confidentiality and anonymity, since the researchers neither viewed nor collected identifying information about the participants during the processes of data collection and analysis. Email recipients were informed that clicking the link to the Qualtrics survey indicated their consent to the researcher's study and use of the resulting data. The Qualtrics program automatically assigned each respondent a number corresponding to the order of survey completion. Since this system is a discrete and indistinct measure of

participation, the data remained confidential and anonymous throughout the duration of the research processes.

Relational Satisfaction

The Relational Assessment Scale instrument used was developed by Hendricks (1988). Survey respondents were asked a series of questions regarding their relational satisfaction with their closest friend (non-romantic relationships). Answers were moderated according to five point Likert-type scales that appropriately measured each variable. Participants indicated their satisfaction level (1 = extremely dissatisfied; 5= extremely satisfied) with communication and openness, resolving conflict and arguments, degree of affection and caring, intimacy and closeness, their role in the relationship, their friends' role in the relationship, and overall satisfaction in the relationship. For example, “Please indicate your satisfaction level with the communication and openness in your relationship”. The alpha reliability for the overall scale was .86.

Academic Success

The Academic Success Scale instrument developed by Stafford (1988) asked respondents to indicate their degree of agreement (1 = strongly disagree; 5 = strongly agree) with statements which asked about constructs of academic enjoyment, academic satisfaction, and overall academic success. Some questions include, “I find real enjoyment in being a student,” “I consider being a student rather unpleasant” and “I am satisfied with my current academic performance.” The alpha reliability for the overall scale was .84.

Parenting Style

The Parenting Style Scale was developed by Robinson, Mandelco, Olsen and Hart (1995). Thirty statements which operationalized the parenting styles of authoritative,

authoritarian and permissive were listed. Using a five point Likert-type scale, respondents were asked the frequency of parenting style behaviors they experienced from their parents in high school, including that parents “Explained reasons for their expectations,” “Reminded me that they are the parent” and “ Ignored my bad behavior” (1 = “Never”; 5 = “Always”). The following alpha reliabilities were reported for the different parenting styles: authoritative = .91, authoritarian = .86, permissive = .75.

Parent-Child Relationship

The Parent-Child Relationship Survey was developed by Fischer and Corcoran (2007). Twenty four statements operationalized the relationship between child and father in positive affect, father involvement, communication and anger were listed. Twenty four statements operationalized the relationship between child and mother in positive affect, resentment, identification and communication were listed. Respondents were asked their level of agreement on statements about their current relationship with their father including “I trust my father,” “I spend a lot of time with my father,” “My father listens to me” and “I get angry at my father” (1 = “Strongly disagree”; 5 = “Strongly agree”). Using a five point Likert-type scale, respondents were asked their level of agreement on statements about their current relationship with their mother including “When I am away from home, I miss my mother,” “I resent my mother,” “I would like to be like my mother” and “My mother listens to me” (1 = “Strongly disagree”; 5 = “Strongly agree”). The following alpha reliabilities were reported for father relationship: positive affect = .93, involvement = .94, communication = .89. The following alpha reliabilities were reported for mother relationship: positive affect = .94, resentment = .61, identity = .84, and communication = .88.

Mentoring and Communication Support Scale

Shapiro, Haseltine and Rowe are ones who advanced this scale in 1978. However, in 1989, Hill, Bahniuk, Dobos, and Rouner further developed the instrument. According to this instrument, there are fifteen statements that are either, career mentoring, coaching, collegial social, or collegial tasks. By using this instrument the survey was able to include and measure the influence parents have on their children. This was also in likert scale form that was out of five. There are 15 items that are using this likert scale. In the survey, seven of them were used ranging from strongly agree (5) to strongly disagree (1). The items are then grouped into four factors: (a) Collegial Task Support contains four items that reflect a reciprocal collaborative relationship focused on sharing and exchanging work assignments and ideas; (b) Career Mentoring contains four items that represent a personal and intense patronage relationship with someone of higher rank; (c) Coaching Mentoring contains three items that represent a focus on teaching the rules and goals of the organization and/or profession, including organizational politics; and (d) Collegial Social Support contains four items that measure a reciprocal friendship relationship focused on sharing and exchanging personal problems and confidences. Within these categories, statements were used such as “I work well with my parent(s) to come to a conclusion,” “My parent(s) show interest in what I am involved in,” “I gain confidence through my parent(s) perspective.” The statements that are provided make it is easier to gauge the influence the parent has on their child.

Results

The first research question sought to identify if there was a relationship between academic success and relational satisfaction of college students. A Pearson correlation was calculated examining the relationship between participants' Relational Satisfaction and Academic

Success (Table 1.1). A negligible correlation that was not significant was found ($r(136) = .098, p > .05$). Relational Satisfaction is not related to Academic Success.

The second research question sought to identify if there is a relationship between perceived parenting styles and parent-child relationship satisfaction. A Pearson Correlation Coefficient was calculated for the relationship between parenting style and their relationship with their parents. A positive substantial significant correlation was found between authoritative parenting style and parent-child relationship satisfaction ($r(128) = .595, p < .001$). Authoritative parents have more positive relationships with their adult children (Table 2.1). A small but definite significant negative correlation was found between authoritarian parenting style and parent-child relationship satisfaction ($r(127) = -.348, p < .001$). Authoritarian parents have more negative relationships with their children (Table 2.2). A slight correlation that was not significant was found between permissive parenting style and parent-child relationship satisfaction ($r(125) = .063, p > .05$). Permissive parenting style is not related to parent-child relationship satisfaction (Table 2.3).

The third research question sought to identify if the participants' father influenced their children's choices of school activity. Differentiating this statement will result in finding out if there is a correlation between them, and determine if they are significant. The participants indicated what their father's top highschool activity was as well as their own. A Pearson correlation coefficient was calculated for the relationship between the two activities. There is a very slight significant correlation found between the two variables ($r(90) = .306, p < .003$), which is indicating that there is a significance between the father's activity in high school and their child's highschool activity.

Discussion

Academic Success to Relational Satisfaction

The first research question in this study explored the relationship between academic success and relational satisfaction of college students. Practically, a college student's academic success was found to have no significant effect on their relational satisfaction with their closest platonic friend. A number of reasons would exist for this but ultimately, academic success, which was not calculated with GPA, did not seem to have any significant effect on the friendship relational satisfaction of a student taking college courses.

These findings partially support the literature of Caz and Tanyeri (2018) who studied academic performance and life satisfaction. Relational satisfaction is one aspect of life satisfaction, but life satisfaction is a broader construct. Caz and Tanyeri also studied academic performance rather than academic success. Academic performance is based more on GPA while academic success is relative to the individual and what they consider to be successful. Using these slightly different but related constructs, they found that academic performance had no significant effect on life satisfaction, which partially supports the present findings. However, there was a high correlation between academic performance and life satisfaction (both were generally high or low) which could suggest that life satisfaction and academic performance have some other factor that would cause them to correlate. Researchers found that overall, females had higher levels of both academic performance and life satisfaction than these levels of their male counterparts (Caz & Tanyeri, 2018). From these findings, the researchers suggest the possibility that sex could a determinate factor for both academic performance and life satisfaction which would cause them to have a strong correlation. As for why women would have higher academic performance and life satisfaction than their male counterparts is not explored in the study.

Other studies have found that academic performance does have a significant relationship with certain factors but there is still no link to life satisfaction (Ergene, 2011). Possible links or lack thereof, makes sense because it is possible that these two factors are in conjunction with one another but it is unclear if academic success is impactful enough to affect overall life satisfaction. Ergene (2011) suggests that academic performance could have a significant effect on areas of life satisfaction but these sub constructs should be studied more specifically rather than be included with overall life satisfaction. For example, academic performance could have a direct impact on daily stress levels which could in turn contribute to overall life satisfaction. When determining direct implications from academic performance, daily stress level or another specific factor could be studied. Ergene's findings warranted the present study's exploration of academic success and relational satisfaction amongst college age students with platonic friends.

The findings of this present study do not support the literature of Bean and Bradley (1986) who found that GPA had a direct influence on the satisfaction of students. However, a significant relationship was only found for female students, which only partially supports the present results because Bean and Bradley studied satisfaction in general rather than a specific form of satisfaction (relational in the current study). While this does not support the current study where no significant relationship between academic success and relational satisfaction was found, it does partially support the literature of Ergene (2011) because there is an assumption that GPA or academic performance does effect satisfaction of life in some way, it is just not specified what those areas are.

The findings of this present study also do not support the literature of Bucker, Nuraydin, Simonsmeier, Schneider, and Luhmann (2018) who found a significant relationship between subjective well-being and academic achievement. Once again, subjective well-being is different

from relational satisfaction but they do have some overlapping contents. Satisfaction could be included in well-being but obviously there is a difference when the construct expands to personal well-being and relational satisfaction which changes from intrapersonal to interpersonal. The argument could be made that academic achievement (or success) affects well-being on an intrapersonal level but as the findings of the present study suggest, does not extend to the interpersonal level. The conclusion could be drawn that the effects of academic achievement do not extend to the interpersonal level because people choose to be in relationships with people who share the same or similar level of academic achievement as they do. Therefore, if students are surrounded by people with similar feelings and attitudes toward their academic performance it would not be a factor either positively or negatively; it becomes neutral.

Parenting Style and Parent-Child Relationships

The second research question explored the influence of parenting style on parent-child adult relationship satisfaction. Determining the relationship between parenting style and parent-child relationship served to find if how a participant perceived their parents' parenting style had any indication as to what the relationship with their parent would look like post-adolescence or during their college years. A significant relationship was found between parenting style and parent child relationship satisfaction which supports the hypothesis that certain parenting styles are more effective at maintaining a positive parent-child relationship into adulthood. Authoritative parents are more likely to have a positive relationship with their children into adulthood which makes sense because the authoritative parenting style is associated with strong communication from both parties as well as love and support from the parents. Authoritarian parents are less likely to have a positive relationship with their children which makes sense because authoritarian parents are characterized by implementing intense boundaries

and rules with low relational warmth. The relationship between permissive parenting style and parent-child relationship was not significant.

The findings of this study supports the literature of Xinwen et al., (2018) which states the reason for the quality of parent-child relationships is directly related to how cohesive or conflicting the parent-child relationship is. The study found that children from authoritative households had the highest levels of cohesion and conflicts experienced were of low intensity. Children from authoritarian households were found to have the lowest levels of cohesion and the highest intensity of conflicts, which makes sense because of the nature of each parenting style. Authoritative parents value compromise with their children which results in lower conflict levels whereas authoritarian parents' approach is more punitive which creates higher levels of conflict between parent and child (Baumrind, 1966).

The findings of this study also supports the literature of Bibi, Chaudhry, Awan, and Tariq (2013) who found children's strength of their social relationships with their peers are often influenced by the relationship they have with their parents. Further, parents who use the authoritative parenting style are found to have better social relationships with their children which in turn influences their children to have better social relationships outside the home. These results agree with the findings of the present study in that authoritative parenting results in more positive parent-child relationships. The results make sense because supportive, loving, and compromising parents produce psychologically and mentally healthy children with more positive relationships.

Finally, findings from the present study supports the literature of Pizzolato and Hicklen (2011) who his study measured the relationship between parent and child during the child's college years and found that during the transition from high school to college, there is a new

phase of parent-child relationship that begins. Characterizing this phase is decreased conflict, increased closeness and communication, and a shift to a more friendship-oriented relationship over parent-child relationship. The present study found that constructs of open communication and decreased resentment are key to authoritative parenting and having a positive parent-child relationship, which supports the findings of Pizzolato and Hicklen (2011). Both studies emphasize the importance of having open communication between parents and child as well as having a decreased number and intensity of conflicts.

However, these findings disagree with the research of Steele and McKinney (2019) whose findings state that there is a significant connection between parenting styles and the relationship that the child had with their parent, it differs on the view of permissive parenting. According to the study, permissive parenting is associated with a more positive parent-child relationship and lower levels of mental health issues. In the present study, there was no significant relationship found between permissive parenting style and parent-child relationship, which means that permissive parenting style has not been found to be associated with any sort of implication of the relationship between parent and child. Similarly, the findings of the present study disagree with the literature of Uji, Sakamoto, and Adachi (2014) who determined a significant relationship between permissive parenting style and parent-child relationship and mental health issues.

Child's Interests and Parents influence

The third research question focused on the relationship between a parent's top activity in and their child's top activity in, to see if there was any correlation between the top activities results. A significant result was found regarding the difference between a father's activity and their child. One factor in whether a parent has influence over their child could be the relational

maintenance that is being used in the home (Aloia & Warren, 2019). The time that is being spent with one's child increases the likelihood that they would share with them activities that likely will be of interest in the future. Fathers often spend less time with children, so when they do, it may have a more significant meaning to the child. In addition, the possibility exists that the knowledge of knowing that a parent has participated in specific activity in the past, may provide incentive for children to follow in their parents footsteps.

Many parents have an expectation or desire for their children to follow in their footsteps, and may use a certain style of communication to influence their child's decision. Parents disclosing their ideas to their children can impact their thinking in the future. Reasons for this might be a sense of letting their parents down if they do not choose what they had envisioned, or a sense of disobedience in that they did not meet the standard that the parent set. Neither of those scenarios may be true, but it is something to reflect on while examining the findings of this study. Needless to say, the goal for parents is to create an environment that helps their children be exposed to new perspectives on things rather than forcing them to think a certain way about their future and possibilities (Pariera & Turner, 2020).

Important to note is that the way parents communicate with their child has a great impact on them at all stages of life, and it is important for both of them to have a foundation to work from. When there is a sense of wellbeing in the relationship it creates a space that provides freedom for difficult topics. Both the parent and the child feel a sense of security which opens up the conversation to things that each considers to be valuable (Pariera & Turner, 2020).

Peterson and Rollins (1987) study related to parents' and child's choice is on the influence that parents had on their child's ideologies regarding their spirituality. Within individuals and the interpersonal system, communication is what conditions both of these things.

The structure within the family unit is important to how a family addresses certain situations in the home. A child should feel secure and in a safe place to bring any concern up with their parents. Peterson and Rollin (1987) address how parents embed certain rules into their child's mind that have greater influence than mass media. They use the example of how they should "tell the truth at all times." That being said, this should provide support for how influential things that parents tell their children are, and may eventually be passed to their own children.

Limitations

All studies have limitations and this study was no exception. The first limitation of this study is the fact that participant's parenting style was self-reported; participants were asked to share their perception of the parenting style they were raised with. To make the parenting style be completely accurate, there would have had to be an observer who watched the parents and child interact or ask the parent to report their parenting style on the questionnaire. The second limitation is that GPA was not included in the instrument of academic success. Some participants would indicate that their personal success is based on their GPA and yet, that was not taken into account when measuring academic success as a whole. GPA was asked as a demographic question but because of the separation from academic success it was not able to be used as an indicator. A third limitation of this study is that the topic choices should have provided specific answers that they could choose from rather than allow for the participant to fill in the blank, resulting in 18 activity choices. Although this created a variety of ideas and information, it could have been more streamlined if they were given options rather than list on their own, and then provide a text box for the others. Given the information that was recorded, an important part that is missing are the stories behind why people actually chose their high school activity.

Implications

This research can be used by a variety of people to benefit society. First, parents can use this information to encourage other parents to adopt the authoritative parenting style in hopes of creating a more positive parent-child relationship after adolescence and during college. A healthy parent-child relationship will allow for the parent to provide guidance and advice for the child. Furthermore, this research could also be used by parents to help understand the influence that they will have on their child and encourage them to be a positive influence.

Secondly, not only the parents of college students but the students themselves could find the findings of this study to be useful. Students could use this information to reflect on how their parents have influenced them positively or negatively. Students could also analyze communication with their parents as well as with their peers. Looking at relational satisfaction impact based on academic success, findings suggest there is no correlation which could be of interest to a college student because of the influence their parents may have had on them.

This research could also be used by counselors to help mediate and understand the relationship between parents and their children through both parenting styles and influence. Counselors could find this research helpful when talking to college students. Academic success is one of the main stressors of a college student and knowing that students' academic success is not affecting the satisfaction of their closest platonic relationship could provide insight. Counselors may want to know that students seem to not allow academic success to affect their relational satisfaction which could have positive or negative effects on the wellbeing of the student.

In terms of future research, further studies on parenting style and parent-child relationship would be beneficial, including research on how different cultures approach parenting

and their expectation for a relationship with the child during college. Future research could also encompass information from the perspective of parents, as it would be beneficial to take into consideration what parenting style parents believed they used, and what they think their relationship with their child is currently. In terms of influence, it would be beneficial to determine whether the daughter listens more to the mother's advice or father's advice and vice versa if the participant were a son. Narrowing down which parent the influence is directly coming from would be worth researching because that could give insight to who has more influence in the family. As far as academic success, research could be furthered by studies specifically attempting to determine what contributes to a student's academic success. In this present study, academic success was measured with only subjective statements asking about overall satisfaction and performance within the academic setting. Further research could be done to determine what students are identifying as factors of said satisfaction and performance; it could also be beneficial to compare satisfaction with objective factors such as GPA or grades and exam scores.

In conclusion, this study focuses on key aspects of a college student's life-including the relationship they have with their parents, their overall relationship satisfaction, their academic performance, and influence of the activities. Maintaining a healthy and positive relationship is crucial to other parts of the child's life, and the authoritative parenting style is one way to help create a positive relationship. Academic success is important for a college student as it is an external stressor that could negatively affect overall life satisfaction and subjective well-being, which could have an effect on interpersonal relationships as an external stressor. Finally, a parent's influence holds a great impact in their child's life and can affect how both the child and parent communicate in the future.

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Appendix

Table 1.1

Correlations

		RelationalSat	AcademicSuccess
RelationalSat	Pearson Correlation	1	.098
	Sig. (2-tailed)		.251
	N	140	138
AcademicSuccess	Pearson Correlation	.098	1
	Sig. (2-tailed)	.251	
	N	138	139

Table 2.1

Correlations

		AuthoritativePS	ParentRelationshipOverall
AuthoritativePS	Pearson Correlation	1	.595**
	Sig. (2-tailed)		<.001
	N	135	130
ParentRelationshipOverall	Pearson Correlation	.595**	1
	Sig. (2-tailed)	<.001	
	N	130	131

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2.2

Correlations

		AuthoritarianPS	ParentRelationshipOverall
AuthoritarianPS	Pearson Correlation	1	-.348**
	Sig. (2-tailed)		<.001
	N	134	129
ParentRelationshipOverall	Pearson Correlation	-.348**	1
	Sig. (2-tailed)	<.001	
	N	129	131

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2.3

Correlations

		PermissivePS	ParentRelation shipOverall
PermissivePS	Pearson Correlation	1	.063
	Sig. (2-tailed)		.480
	N	132	127
ParentRelationshipOverall	Pearson Correlation	.063	1
	Sig. (2-tailed)	.480	
	N	127	131

Table 3.1

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	314.464 ^a	240	<.001
Likelihood Ratio	190.762	240	.992
Linear-by-Linear Association	8.544	1	.003
N of Valid Cases	92		

a. 272 cells (100.0%) have expected count less than 5. The minimum expected count is .01.