

Title: Perceived Parenting Style and Emotion Regulation in College Students
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Emotion regulation plays a significant role in an individual's welfare, as it affects people's life socially and psychologically. Previous research shows that a positive parenting style is an indicator of emotion regulation in children and adolescence. However, very few studies have examined the relationship between parenting style and emotion regulation in college students. This research aimed to examine the relationship between received parenting style, emotion regulation strategies, and emotion dysregulation in college students. A total of ninety-five participants completed a questionnaire including the Parental Bonding Instrument (PBI), the Emotion Regulation Questionnaire (ERQ), and the Difficulties in Emotion Regulation Scale (DERS). Different subscales and divisions in the three scales were investigated. It was hypothesized that high paternal and maternal care would be positively correlated with the emotion regulation strategy, cognitive reappraisal, and negatively correlated with the emotion regulation strategy, expressive suppression, and divisions in emotion dysregulation. On the contrary, it was hypothesized that maternal and paternal overprotection would be negatively related to cognitive reappraisal and positively to expressive suppression and divisions in emotion dysregulation. Using hierarchical multiple regression analyses, results exhibited that maternal and paternal care would be positively linked to cognitive reappraisal, while only maternal care was negatively related to cognitive reappraisal and emotion dysregulation. The findings show that parenting style is influential to emotion regulation in early adulthood. Future research can strengthen the current findings and investigate more about other possible variables that might be an influence on emotion regulation.

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