



**PERCEIVED PARENTAL COMMUNICATION, EMOTIONAL  
REGULATION, AND INTERPERSONAL COMMUNICATION  
COMPETENCE AMONG UNIVERSITY STUDENTS**

**A Research Project Presented to  
School of Professional Psychology  
Bahria University Islamabad, E-8 Campus**

---

**In Partial Fulfilment of the requirement of the  
Degree of Bachelor of Science  
BS Psychology**

---

**By  
Wajeeha Zafar**

**Zubaria Hoor**

**June 2024**

**SCHOOL OF PROFESSIONAL PSYCHOLOGY  
BAHRIA UNIVERSITY-ISLAMABAD CAMPUS (E-8)**

**PERCEIVED PARENTAL COMMUNICATION, EMOTIONAL REGULATION,  
AND INTERPERSONAL COMMUNICATION COMPETENCE AMONG  
UNIVERSITY STUDENTS**

**By**

**Wajeeha Zafar**

**&**

**Zubaria Hoor**

**Approved By**

---

**External Examiner**

---

**Internal Examiner**

---

**(Ms. Aimen Zafar)**  
**Supervisor**

---

**(Dr Saima Kulsoom)**  
**Principal/Head of Department**

**BAHRIA SCHOOL OF PROFESSIONAL PSYCHOLOGY**

**BAHRIA UNIVERSITY, ISLAMABAD CAMPUS (E-8)**

**APPROVAL SHEET**

**SUBMISSION OF RESEARCH PROJECT**

**Candidate's Names: Wajeeha Zafar**

**Zubaria Hoor**

**Discipline: BS psychology**

**Faculty/ Department: School of Professional Psychology**

I hereby certify that the above candidate's work including the research project has been completed to my satisfaction and that the research project is in a format of an editorial standard recognized by the faculty/department as appropriate for examination.

**Signature(s):**

**Principal Supervisor: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**The undersigned signifies that:**

1. The candidate presented at a pre-completion seminar, an overview and synthesis of major findings of the thesis and that the research is of a standard and extent appropriate for submission at a research project.
2. I have checked the candidate's research project and its scope and format. Editorial standards are recognized by the faculty/department as appropriate.

**Signature(s):**

**Dean/Head of Faculty/Department: \_\_\_\_\_**

**Date: \_\_\_\_\_**

## DECLARATION OF AUTHENTICATION

We clarify that the research work presented in this research project, to the best of my knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in any part, for any other degree at this or in any institution.

**Signature(s):**

**Wajeeha Zafar:** \_\_\_\_\_

**Zubaria Hoor:** \_\_\_\_\_

## **DEDICATION**

*This thesis is dedicated to my mother, Riffat Naheed, and my late father, Dr. Zafar Iqbal, as well as to my siblings for their encouragement, patience, and unwavering inspiration. I extend my gratitude to my teachers, particularly my schoolteacher, Ms. Ayesha Marghoob, whose guidance, and dedication have profoundly shaped my academic path. Finally, I thank all my friends who have supported me through every challenge.*

**Wajeaha Zafar**

*This thesis is dedicated to my respected parents.  
For their unconditional love, endless support, and constant encouragement*

**Zubaria Hoor**

## ACKNOWLEDGEMENTS

First and foremost, we offer our deepest thanks and praise to Almighty ALLAH, the most gracious and merciful, for creating this world filled with knowledge and wisdom. We are grateful for His guidance, blessings, and protection throughout this research project, and we seek His help in this life and the hereafter.

Our sincere appreciation goes to our supervisor, Ms. Aimen Zafar, for her consistent guidance, support, and constructive criticism throughout the research project, which has significantly enhanced its value. We also wish to express our profound gratitude to all our teachers, especially Dr. Muhammad Faran for their invaluable guidance and constant support.

We are deeply thankful to Wajeeha's and Zubaira's parents for their unwavering support, encouragement, and affection throughout this journey. They have taught us the value of hard work and dedication, and without their support, none of this would have been possible.

We extend our heartfelt gratitude and thanks to our friends, Wania Shafqat, Mustafa Rehman, and Muhammad Abdullah, for their special efforts, guidance, and immense support throughout this journey.

**Wajeeha Zafar & Zubaria Hoor**

## **THESIS REVISION CERTIFICATE**

It is to clarify that Wajeeha Zafar and Zubaria Hoor, Enrolment No. 01-171202-073, 01-171202-078 respectively, session Fall 2020 from School of Professional Psychology, Bahria University Islamabad conducted their undergraduate thesis entitled “Perceived Parental Communication, Emotional Regulation and Interpersonal Communication Competence Among University Students” under my supervision. They have revised their thesis in the light of the examiners’ suggestions, and to my satisfaction and to the best of my belief, its standard is appropriate for acceptance. Moreover, this thesis is an excellent work in terms of scope and quality for the award of the degree of BS psychology.

Supervisor: Ms. Aimen Zafar

Dated: June 25, 2024

## Table of Contents

### Contents

	<b>Page No.</b>
<b>Approval Sheet</b>	I
<b>DECLARATION OF AUTHENTICATION</b>	II
<b>Dedication</b>	III
<b>Acknowledgment</b>	IV
<b>Thesis Revision Certificate</b>	V
<b>List of Tables</b>	VIII
<b>List of Figures</b>	IX
<b>List of Appendices</b>	X
<b>Abbreviations</b>	XI
<b>Abstract</b>	XII
<b>Chapter 1</b>	
Introduction	1
Literature Review	9
Rationale	15
Conceptual Framework	17
Objectives	18
Hypotheses	18
<b>Chapter II</b>	
Method	19
Research Design	19
Sample	19
Inclusion Criteria	19
Exclusion Criteria	19
Operational Definitions	20
Measures	21
Procedure	23
Ethical Considerations	24



<b>Chapter III</b>	
Results	25
<b>Chapter IV</b>	
Discussions	37
Limitations	39
Future Recommendations	39
Implications	39
<b>References</b>	41
<b>Annexures</b>	48

## LIST OF TABLES

Table 1	Frequencies and Percentages of the demographic characteristics of sample (N=300)
Table 2	Descriptive statistics and reliability analysis of study variables (N=300)
Table 3	Pearson Product Moment Correlation among perceived parental communication, emotional regulation, and interpersonal communication competence (N=300)
Table 4	Multiple linear regression analysis with dependent variable interpersonal communication competence (N=300)
Table 5	Independent sample t-test analysis between gender on the variables of perceived parental communication, emotional regulation, and interpersonal communication competence (N=300)
Table 6	Independent sample t-test analysis between family system on the variables of perceived parental communication, emotional regulation, and interpersonal communication competence (N=300)

## **LIST OF FIGURES**

Figure 1 Conceptual framework of the study

## **LIST OF ANNEXURES**

Annexures A	Email permission for scales
Annexures B	Permission for data collection
Annexures C	Informed consent form
Annexures D	Demographic Sheet
Annexures E	Perception scale of parental communication
Annexures F	Emotional regulation questionnaire
Annexures G	Interpersonal communication competence scale
Annexures H	Plagiarism Report

## **ABBREVIATIONS**

COMPA-AE	Perception scale of parental communication
COMPAF	Perception scale of parental communication regarding father
COMPAM	Perception scale of parental communication regarding mother
CMMF	Circumplex model of marital and family
ERQ	Emotional regulation questionnaire
ICCS	Interpersonal communication competence scale
ICTs	Information and communication technologies
SPSS	Statistical package for social sciences
ES	Emotional suppression
CR	Cognitive reappraisal

## ABSTRACT

The quality of parent-child interactions plays a central role in influencing child attachment patterns, emotional regulation abilities, understanding of other perspective, developing trust and empathy, which in turn may impact how effectively they communicate with others, and forms healthy relationships as they grow up. The aim of the current research study was to identify the relationship between Perceived Parental Communication, Emotional Regulation, and Interpersonal Communication Competence among university students. A correlation study was conducted on a total of 300 university students from different public and private sector universities in Islamabad. Out of 300 participants, 52.3% were males and 47.7% were females. A set of three self-reported questionnaire were used to measure study variables, which includes perception scale of parental communication (COMPA-AE), Emotional Regulation Questionnaire (EQR) having subscales i.e. emotional suppression and cognitive reappraisal, and Interpersonal Communication Competence Scale (ICCS). The relationship between perceived parental communication regarding father, perceived parental communication regarding mother and interpersonal communication competence was found to be positively significant. The emotional regulation is positively correlated with both of its subscales i.e. cognitive reappraisal and emotional suppression. Moreover, emotional suppression was negatively significantly associated with interpersonal communication competence. Findings revealed that emotional suppression and cognitive reappraisal significantly predicted interpersonal communication competence. Furthermore, study findings demonstrated there were no significant gender and family system differences on perceived parental communication, emotional regulation, and interpersonal communication competence among university students. Based on the findings, parents can implement strategies that motivate children to communicate well, that may help them in establishing and maintaining fulfilling relationships and navigate social interactions with confidence.

*Keywords: Perceived Parental Communication, Emotional Regulation, Interpersonal Communication Competence, University Students*

## INTRODUCTION

Interpersonal Communication Competency is an important ability allowing people to successfully handle a variety of social situations. It includes knowledge regarding close familial, romantic, and professional interactions as well as an extensive variety of interpersonal communication concerns along with efficient approaches to interpersonal interaction problems. Furthermore, by putting into practice a special competency development model that consists of all three aspects of motivation, knowledge, and skill, students can interact effectively in modern rapid and complicated environments. By using this distinctive approach to investigate interpersonal communication, students are going to get better equipped to learn and apply interpersonal abilities, become more knowledgeable concerning interpersonal interaction, and be motivated to interact effectively (Lane, 2016).

A vital component of family connections is communication between parents and adults, which provides a platform for the growth of somebody's interpersonal abilities, emotional control, and general well-being. The connection between parents and their grown-up children is one of the most important relationships in the family since it changes with the passage of time and affects many facets of adult life. Good connections as well as solid familial bonds are dependent on parents and adults having successful interactions. Similarly, excessive levels of parental stress might hinder the capacity to communicate in a regular and encouraging manner, which can impact the growth of emotional control in adults. The entire family's emotional regulation environment may be impacted by the amount of stress of the parents (Crnic & Low, 2002).

In addition to this, children's attachment styles and emotional regulation skills can be influenced by parents' communication approaches, especially in times of pain or intense emotion (Davidov & Grusec, 2006). Improved emotional regulation abilities are linked to secure connection, which is nurtured by helpful and receptive parental communication.

Likewise, parents communicate standards, beliefs, and techniques for controlling and expressing emotions by means of spoken and nonverbal interaction. Encouraging kids to

comprehend and control their emotions is mostly dependent on parental communication (Eisenberg et al., 1998).

However, the impact of parental interaction on the formation of secure or insecure attachment patterns on adult interactions and behaviors may be the subject of future research., Childhood interaction from parents can shape relationship patterns that in turns can impact the capacity of a person to communicate as an adult (Koerner & Fitzpatrick, 2002). To effectively address the difficulties of parent-adult relationships and support beneficial outcomes for young adults, it is important to comprehend the interplay among perceived parental communication gaps, emotional control, and interpersonal communication ability.

### **Perceived Parental Communication**

Perceived parental communication is defined in the following studies as the way in which person processes information about methods of communication patterns, and behaviors in parent-child relationships affects how they express themselves attitudes and behaviors on both a cognitive and emotional level (Gennari et al., 2023). Moreover, another study about perceived parental communication states that the psychological method that shapes people's ideas about communication expectations and trends by helping them recognize and make meaning from both verbal and nonverbal signals that their parents use to communicate (Cui et al., 2005). Similarly, this research shows that perceived parental communication is the individual evaluation of the suitability, efficiency, uniformity and openness of communication techniques parents employ while connecting with their young ones (Petegem et al., 2015).

Furthermore, changes in interactions among households might result from occurrences in life including getting married, parenting, as well as professional progression, which may amplify the perceived gap (Fingerman et al., 2011). Additionally, lingering disputes and unfulfilled feelings from childhood might persist into adulthood, impeding parents' capacity to communicate effectively with their older children (Umberson & Montez, 2010). In addition to causing a feeling of autonomous deprivation in older age, parental supervision and excessive safeguarding is through adolescent can result in stressful relationships (Smetana, 2017).

The psychological health of adults and relationships with their families may be significantly impacted by the perceived communication between parents. According to studies, people who believe they have difficulty communicating with their parents may experience higher levels of psychologically distressed overall, which includes feeling depressed and



anxious (Birditt et al., 2009). In addition, insufficient communication between parents and young adults can cause animosity, disconnection, and a breakdown in family unity (Suitor et al., 2011). Additionally, developing compassion and the ability to see things from other angles might help people better comprehend and value the opinions of their parents' viewpoints and methods of communication (Davis & Oathout, 1987). In the context of family, maintaining borders and fostering frequent communication helps foster openness and trust, which lowers the risk of confusion and disagreement (Fingerman & Birditt, 2011). The phenomenon of people seeing a communication gap between their parents is multifaceted and has significant effects on both personal welfare and family dynamics.

The discoveries of the current research highlight the significance of honest parent-child communication for the psychological health of teenagers. It was discovered that, in comparison to males, female participants thought that there was greater openness between the two parents. Important associations have been identified amongst the children's personal satisfaction and how they felt about interacting with their two parents (Bireda & Pillay, 2018). Moreover, Studies revealed a connection between the probability of teenage misconduct and the perceptions of parental assistance at home and at school and family communication. There weren't no appreciable variations regarding perceived degree of parent's assistance at school and communication between families based on gender or ethnicity. (Davalos et al., 2005).

Additionally, studies showed that instead of the actual communication style of parents, teenage perceptions of parental communication were a better indicator of teenage mood management. Furthermore, in households where there is detrimental parental alcohol consumption, there additionally exists a stronger correlation between perceived parental control and the management of teenage emotions. (Haverfield, & Theiss, 2023).

### **Emotional Regulation**

According to Koole (2009) individuals are regularly exposed to stimuli in daily life that can evoke emotions. These stimuli might be internal, like an upset stomach, or external, like juicy gossip about a coworker or music played in supermarkets. One may assume that people regulate their emotions nearly always because these cues rarely occasionally cause intense feelings to flare up.

The regulation of emotions, which is how we try to control the feelings we experience and the way they manifest. It's defined as, emotion regulation is the process of manipulating

one's own or other people's emotions, their antecedents, or any combination of behavioral, subjective, or physiologic factors that make up an emotional response (Gross & Munoz, 1995).

Gross and Levenson (1993) found that the control of one or more of the physiological, subjective, or behavioral aspects of an emotional reaction, or the self- or other-imposed changes of emotion antecedents, can be referred to as emotion regulation. A few instances of regulating emotions include telling a joke (regulating emotion antecedents in other), avoiding conversations that could make one angry (regulating emotion antecedents in self), expressing one's sadness over someone else's bad luck (regulating emotional responses in self), and warning a child not to act like a complainer (regulating emotional responses in other).

Emotional intensity can vary greatly, ranging from very mild to extremely strong, at times this can lead to individuals feeling overwhelmed, and they can be seen as either positive or negative, transient, or longer sustained, referred to as the emotion model (Gross, 1998a), these characteristics of emotion comprise the four processes or events in the formation of an emotional response: (1) situation, (2) attention, (3) evaluation, and (4) reaction. Based on the concept, our attention is drawn to a scenario that is psychologically meaningful, whether it is internal or external, and thus initiates the process of situation appraisal. (Boer & Doug, 2016).

There has been a significant alteration in both the types and frequency of application of various emotion regulation techniques in the early to middle adolescent stage (about ages 14–16), according to Skinner and Zimmer-Gembeck. The transitional period from early to middle adolescence appears to be particularly relevant for examining the development of emotion regulation. (Theurel & Gentaz, 2018).

People's ability to regulate their emotions is crucial because it influences how their social skills develop and lays the groundwork for their ability to adapt to society. Early infancy and adolescence are crucial times for the development of emotional regulation skills, which are shaped by approaches to parenting and parental interactions. Children's ability to control their emotions as adults and their capacity to integrate into society as adults are both directly impacted by the parenting styles of their parents. The degree to which children were attached to their parents during their early years is a predictor of their later emotional regulation skills. In addition, the mother and father will have distinct effects on their child during the initial stages of the child's life, depending on the roles they play (Zuo, 2023).

Furthermore, people have several strategies for regulating their emotions throughout the complete emotional process. However, there are two main and effective approaches that minimize emotional reactions. They are expression suppression and cognitive reappraisal. Cognitive reappraisal is a cognitive shift that modifies one's understanding of and interpretation of emotional events. The foundation of the emotional management method is cognitive reappraisal. One type of reaction adjustment is inhibition of expression; this emotion control method deals with preventing the expression of emotions that are occurring or about to occur. Expression inhibition transmits the ability to exercise self-control and initiates the process of using self-control to govern one's own mood and conduct. After conducting numerous tests and measurements, Gross discovered that the impact of two distinct emotion management techniques on emotion, cognition, and social behavior varies. (Gross, 2009).

Affect regulation theory emphasizes how caregivers' responsiveness and adjustment to infants' emotional needs influence the development of effective emotion regulation strategies. Moreover, secure attachment bonds established in infancy provide a foundation for later emotional regulation abilities. Through interactions with caregivers, infants learn to modulate their arousal levels and regulate distressing emotions. The theory highlights how early relational experiences can have a lasting impact on individuals' emotional well-being and social abilities throughout their lives, suggesting that disruptions in early attachment can lead to difficulties in emotion regulation and increased vulnerability to mental health issues later in life. (Allan N. Schore, 2012).

Dynamic systems theory posits that human development, including emotional regulation, emerges from the interaction of multiple factors within complex systems. In the context of emotional regulation, dynamic systems theory suggests that emotions and regulatory processes are dynamically influenced by individual characteristics, social interactions, and environmental contexts, leading to adaptive adjustments over time. This perspective highlights the importance of studying emotional regulation as a dynamic process that unfolds over the lifespan, rather than as a static set of skills or traits. (Thelen & Smith, 2007)

The socio-cultural theory of emotion regulation emphasizes how cultural norms, social expectations, and interpersonal relationships shape individuals' emotional experiences and regulation strategies. According to this theory, cultural values and social contexts influence which emotions are considered appropriate, how they are expressed, and the acceptability of various regulation techniques. It suggests that individuals learn emotion regulation skills

through socialization processes within their cultural and social environments. The theory underscores the importance of considering cultural diversity and social dynamics in understanding how people regulate their emotions and navigate social interactions across different cultural contexts. (Gross & Barrett, 1998).

### **Interpersonal Communication Competence**

Being able to interact with people in a variety of societal contexts in a suitable and successful manner is referred to as interpersonal communication competency. This includes abilities like effectively interpreting both spoken and nonverbal cues, paying attention with compassion, resolving problems amicably, and modifying communication tactics to account for contextual and societal differences (DeVito, 2007). Moreover, in the personal, professional, and social spheres of adult life, interpersonal communication skills are crucial. It builds closeness, comprehension, including confidence in interpersonal interactions, which paves the road towards happy bonds between loved ones and relationships. It is essential for management, teamwork, and professional development in the workplace since it helps people cooperate well, settle disputes, and establish connections with others. Furthermore, in social circumstances, interpersonal communication competency fosters compassion, collaboration, and unity among people, strengthening the bonds that bind a society together (Adler et al., 1986). Furthermore, Guerrero et al. (2017) found that actively paying attention to the viewpoints of others as well as deliberately seeking out various interpersonal interactions promote compassion and adaptation in communication.

Likewise, it must be sensitive to social differences in a society where diversity is growing. In order to minimize misconceptions and improve the efficacy of communication between cultures, it entails recognizing and valuing variations in culture, standards, and beliefs (Gudykunst & Ting-Toomey, 1988). Additionally, Interpersonal communication competency is reinforced by moral issues, which highlight the significance of integrity, truthfulness, and regard for the independence and worth of another. Openness, honesty, and a dedication to equal treatment in relationships with others are necessary components of ethical communication (Canary et al., 2003). Maintaining moral principles helps people build respect for one another, authority, and trust, which in turn strengthens the basis of their connections.

According to Bowlby's (1973) theory of attachment, people's types of attachment are shaped by their earliest interactions involving carers, especially parents. These approaches have

a consequence upon emotional control and interpersonal communication. Similarly, emotional regulation and interpersonal communication skills are impacted by disruptive familial interaction trends, which can be reflected as a perceived parental communication gap and impact people of all ages (Minuchin, 2018). Moreover, according to the theory of family systems, family dynamics and communication styles impact the behaviors of individuals within (Bowen, 1993)

In accordance with cognitive-behavioral theory, people's ideas, feelings, or behaviors are interrelated and might be changed via behavior modification strategies and cognitive restructuring. Emotional regulation and interpersonal communication skills could be hampered by perceived parental communication gaps, which can also result in unfavorable cognitive frameworks and inappropriate ways of coping (Beck, 1976).

Interpersonal communication Theory (Baxter & Montgomery, 1996) and Social Penetration Theory (Altman & Taylor, 1973) are two examples of interpersonal communication approaches that look at the way behaviors of communication affect the formation and sustaining of relationships. People's capacity to handle relationship conflicts, establish interpersonal limitations, and take part in successful self-disclosure may be impacted by a perceived communication gap with their parents.

Furthermore, according to the schema theory, people form mental frames, or schemas, in response to what they have seen, which then shape their emotions, behaviors, and judgment's. Moreover, a perceived communication gap between parents and children may result in the development of unfavorable self- or interpersonal schemas, which can affect emotional regulation and social relations (Piaget, 1952; Rumelhart, 1980). Furthermore, a person's evaluation of stressful events, methods of coping, and capacity for emotional regulation in social situations may all be impacted by a perceived parental communication gap, which can function as a persistent stressful event (Lazarus & Folkman, 1984).

### **Perceived Parental Communication and Interpersonal Communication Competence**

Recently, Arnett (2023) presented a theory of development that centers on the period known as "emerging adulthood," which spans from 18 to 25 years of age and is qualitatively distinct from both adolescence and adulthood. The idea that family socialization processes persist long into young adulthood and that these processes differ depending on the

communication environment within the family as well as the communication skills of the parents is deeply rooted in each of these study areas.

According to the social learning theory, (Bandura, 1977) individuals acquire social skills by observing and interacting with others in similar situations. Within this tradition, researchers argue that watching a model engage actions will lead to the observer imitating (or modeling) that behavior. For instance, in a family, kids can pick up a lot of communication skills and competences by copying what their parents do. Thus, modeling can be understood essentially as a communication act in which a parent or model models a behavior to convey information to a kid or observer (Walker, 1981). The behavior is then coded by the child or observer so that it can be later retrieved and used to direct social contact.

According to this research any attempt to test a comprehensive, "parent effects" model of socialization must acknowledge that children are influenced by the individual socialization efforts made by each parent, the degree to which children view their parents as competent, and parental modeling parenting behaviors that parents engage in but do not intentionally target toward their children. (Schrodt et al., 2009).

This theory suggests that younger women's parent-adolescent communication quality differs greatly with dads and moms and consistently correlates with their perception of their own competency across educational and other domains (Callahan et al., 1990). Furthermore, the basis for an effective transition throughout the future is laid by the manner with which youngsters use their interpersonal and communication skills within peer-group contact. Numerous factors appear to be implicated, according to research findings. They involve biologically determined hereditary and temperamental traits, parenting, marriage and siblings, and extra-familial impacts such as social circles, educational institutions, media, and environment. (Newell & Olsen, 2003)

### **Emotional Regulation and Interpersonal Communication Competence**

Social support theory suggests that individuals derive emotional and practical assistance from social networks, which influences their ability to regulate emotions and engage in effective interpersonal communication. For young adults, social support serves as a crucial resource for coping with stressors and regulating emotions. When young adults perceive strong social support networks, they are more likely to exhibit adaptive emotional regulation strategies and engage in open, supportive communication with others. Conversely, inadequate social support may impede emotional regulation and hinder interpersonal communication

competence, highlighting the significant role of social networks in young adults' well-being and relational functioning. (Schrecl et al., 2017).

### **Perceived Parental Communication and Emotional Regulation**

Moreover, the availability of coping mechanisms and emotional support might be impacted by the communication that occurs between parents and young adults. Alternatives for stress management and controlling emotions are provided by parents' supportive communication (Cutrona & Russell, 1990).

The ability to control one's emotions is crucial to maintaining one's mental and social well-being throughout one's lifetime. In the other hand, there's an apparent link between emotion dysregulation and several psychological problems. Developmental research indicates that a warm and loving parenting style is ideal for fostering children's and teenagers' ability to develop appropriate emotion control. Recent research indicates that perceived parental care has a notable role in protecting individuals from emotion dysregulation. Moreover, it suggests that parenting practices continue to influence an adult's abilities to manage their emotions. (Tani et al., 2018)

Being a family is the basic setting where children learn regarding emotional display standards and develop empathy for other people, thus emotional expression by parents inside the household is especially important. Additionally, this universal method of expressing emotion within the home setting adds to a generalized affective milieu which could regulate or promote the relationships among the emotionality of parents as well as of their children. (Bariola et al., 2011)

### **Literature Review**

The aim of the current study is to determine the relationship between perceived parental communication, emotional regulation, and interpersonal communication competence. Below mentioned are the studies whose aims are linked with current study:

The term "parental communication gap" describes differences or shortcomings in the ways that parents and their kids communicate. According to studies, this difference could show up as a variety of behaviors, like uneven modes of communication, a lack of emotional expressiveness, even a restricted amount of discourse. Diverse cultures, professional pressures,

stress from parents, and communication barriers between generations can all contribute to it (Vangelisti, 2021).

Furthermore, a random sample of 169 families in a different study found a strong correlation between parent-child and marital schemata for communication. The relational dimensions inventory (RDI) and the revised family communication patterns (RFCP) instrument were theoretically related to generate hypotheses. Regarding conformance orientation, the family relationship was rated highly by all three members of households headed by traditional, separate, and separate traditional couples. All three family members rated the conversational direction of family interactions as high in households led by independent and traditional couples. Couple types generally complement the many kinds of families. For instance, traditional couples encourage communication and uniformity, which leads to consensual family interaction patterns. Family members with similar family communication structures seem to agree on multiple other aspects of family life. A novel scale called family communication environment is introduced, which has the potential to assess family communication schemata. (Ritchie & Fitzpatrick, 1994).

Youths pick up valuable skills for forming and sustaining fulfilling, affectionate relationships through what they experience with their parents. As a result, teenage psychological and social readjustment is significantly influenced by parental bonding. According to this research, social skills, and relational competence plays a mediating role in the relationship among emotional adjustment and parental attachment. With information collected from a sample of 412 children aged 12 to 18, structural equation modelling was applied to determine the models as well as routes connecting concepts. There were no discernible impacts of parental attachment on relational competence or social skills within the 12 to 14 years of age group. Parental connection, by the various other hand, was only tangentially associated to social skills among those between the 15–18 age group, which therefore impacted middle adolescents' ability to form connections as well as romantic associations. In each age group, relational competence and parental connection proved important predictors of adolescents' emotional adaptation. (Engels et al., 2001)

The study examined the younger adolescents' self-perceived and independently assessed cognitive and social abilities related to disputes with parents as well as recently divorced. Forty young adolescents, ranging in age from 11 months to 15 months, served as participants in this study. Parental conflict (high vs. low) and marital status (married vs. recently divorced) comprised both independent variables in a 2x2 factorial design. Several



measures of teenage competence were dependent variables: school grades, behavioral findings, teacher-completed assessments, and teenage-completed tests of self-perceived competency. The findings suggested that the key variable linked to teenagers' individually measured degrees of interpersonal and cognitive ability seemed to relate to the amount of parental conflict instead of parent's relationship status. The most significant component revealed in relation to teenagers' self-perceived competencies in cognitive and interpersonal abilities included the relationship status of their parents. (Long et al., 1987)

(Ritchie & Fitzpatrick 1990) conducted a study on family communication patterns by measuring intrapersonal perceptions of interpersonal relationships. Using a redesigned Family Communication Pattern (RFCP) tool, a study of 308 teenage adolescents as well as the parents of them reveals consistent sequences of agreement and disagreement amongst parents and their kids along with both moms and dads. Children were prone to adopt their dad's socio-orientation along with the mom's concept-orientation perspectives in the 7 class; during 11th class, the reverse tendency is observed. These outcomes imply how the impact of interfamilial tendencies in consensus and conflict with norms of communication defining the family cannot be ignored in future research on family communication.

(Ngunan & Regina, 2016) conducted research on explaining a gap in interpersonal communication among family relationships to investigate whether each family member's propensity to interact with one another has been impacted by technology. The organized questionnaire was used as a means of gathering information on a group of one hundred respondents. According to the examination, people's continual use of information and communication technologies (ICTs) causes them to decrease their passion for interpersonal contact involving family members, creating a gulf in interpersonal interaction within family connections. Instead of engaging in ICTS which will weaken interpersonal communication between family connections, this research advises households to make a concentrated effort to embrace and integrate ICTs which will assist promote interpersonal communication within interactions with one another. Family-centered activity must be promoted as well, as they give people in the family a chance to connect with one another face-to-face without the disruption or influence of technology.

The attachment relationship between parents and children can also be impacted by how well-perceived parents communicate. According to a study, kids who thought their parents were empathic and attentive in their interactions with them were more inclined to form stable attachments, those are linked to improved emotional and social outcomes both as kids and as adults. (Bowlby, 1969)

The way that kids perceive their parents' communication might also affect how they behave. For instance, a discussion of the theories and results about the types of teenage substance abusers and the role of family structures in determining teenage competency comes after the research on 139 teenagers and parents from a largely wealthy, educated, Caucasian community made up the sample. It was discovered that children whose thought their parents had been authoritative that is, pleasant adaptable, and firm were more likely to display positive behavior's and have a greater degree of feelings of self-worth than children who thought the parents had been authoritarian or permissive styles of parenting were distinguished based on commitment and the harmony between demandingness and responsiveness. (Baumrind, 1991).

For a sample of freshmen in college, a study on the relationship between the structure of families and attachment to parents and psychological and social functioning measures was conducted (173 women and 53 men). The findings showed that a person's ability to communicate, sense of self-worth, and general well-being are highly influenced by their perceptions of their parents' communication (Kenny & Donaldson, 1991).

Research has indicated that teenagers' interpersonal interaction ability is highly influenced by the degree of parent-child communication. Teens who don't communicate well with their parents may be less competent communicators overall. They could have trouble understanding cultural signals, communicating themselves clearly, and settling disputes with others (Laursen & Collins, 2003).

Additionally, another research which has a sample size of 444 shows that teens experiences of feeling alone and alienated may be exacerbated by parents' inconsistent and unsupportive communication, which also impairs their capacity to form deep interpersonal connections (Grotevant & Cooper, 1986).

Among the primary advantages of close relationships, according to theories, is emotional support. Research shows that receiving empathetic emotional support is linked to a variety of well-being indicators. Several factors, including ethnic background, gender, and cultural variations in emotional assistance, are examined in the present investigation in the hope to determine the importance and scope of these variances. Demographic variations in the importance attributed to a partner's capacity for emotional support, the objectives or aspirations seen to be most important for emotional support scenarios, and the assessment of various methods of offering emotional support have been carefully considered. Moreover, it stresses the positive effects of emotional support in interpersonal relationships; ICC fosters the growth of closeness, contentment, and trustworthiness (Burlison, 2003).

Malkoc et al. (2019) conducted a study to investigate the impact of interpersonal emotion regulation on interpersonal competency, while accounting for emotion dysregulation. The study's sample included 342 undergraduate students (235 female, 107 male) from various departments of a private university in Turkey, with an average age of 20. Hierarchical regression analysis revealed that both interpersonal emotion regulation and emotion dysregulation predict interpersonal competency. After controlling the effect of emotion dysregulation, interpersonal emotion regulation alone accounted for 18% of the variance in interpersonal competency. Interpersonal emotion regulation had the highest contribution to interpersonal competency, followed by emotion dysregulation.

Shabbir and Ishaq (2019) conducted to predict the impact of parenting styles and emotional intelligence on communication competence among adolescents. Using convenient sampling, 200 participants were selected from fazaia Inter College E/9 in Islamabad. The findings revealed a positive correlation between emotional intelligence and communication competence. Further analysis indicated that parenting styles and emotional intelligence significantly predict communication competence in adolescents. Additionally, the results showed that adolescents' ratings of perceived parenting style, emotional intelligence, and communication competence vary by gender. However, no significant differences were found in perceived parenting style, emotional intelligence, and communication competence based on family structure (nuclear or joint) or socioeconomic status (lower, middle, or higher).

Lindsey (2021) conducted a study to investigate adolescents' self-reported use of emotion regulation (ER) strategies with parents and friends, and its relation to internalizing and externalizing behaviors. The study involved 185 children aged 13–14 years (91 girls, 94 boys), who completed three surveys to assess their ER strategies with mothers, fathers, and best friends. Regression analysis showed that adolescents' self-reported ER with mothers, fathers, and friends each independently contributed to parent reports of youth internalizing and externalizing behaviors. Self-reported ER strategies with mothers and fathers were not related to internalizing behavior. However, adolescents who reported higher levels of affective suppression and cognitive reappraisal with their mothers and fathers received lower parental ratings of externalizing behavior.

Rafiq et al., (2022) conducted a study to investigate the relationship between the quality of the parent-child relationship and emotional regulation, as well as interpersonal difficulties, among university students. Using a correlation research design, the quantitative study included

300 university students, both male and female, aged 18 to 25 years, selected through stratified random sampling from private and public universities. The findings revealed that a positive parent-child relationship is associated with better emotional regulation and fewer interpersonal difficulties among students. Conversely, the study also indicated that negative or less satisfying relationships with parents are linked to greater emotional and relational challenges.

Hajizadeh et al., (2012) conducted a study aimed to investigate the relationship between family communication patterns and the sense of competence among pre-university students in Bandar Abbas city. The sample consisted of 278 pre-university students, selected through multi-stage random sampling. The results indicated a significant relationship between family communication patterns, specifically conversation orientation, and various components of the sense of competence, including general, physical, familial, and social competence. However, the conformity orientation component was found to have a significant relationship only with the general sense of competence, with no significant relationship observed with the other components.

## **Rationale**

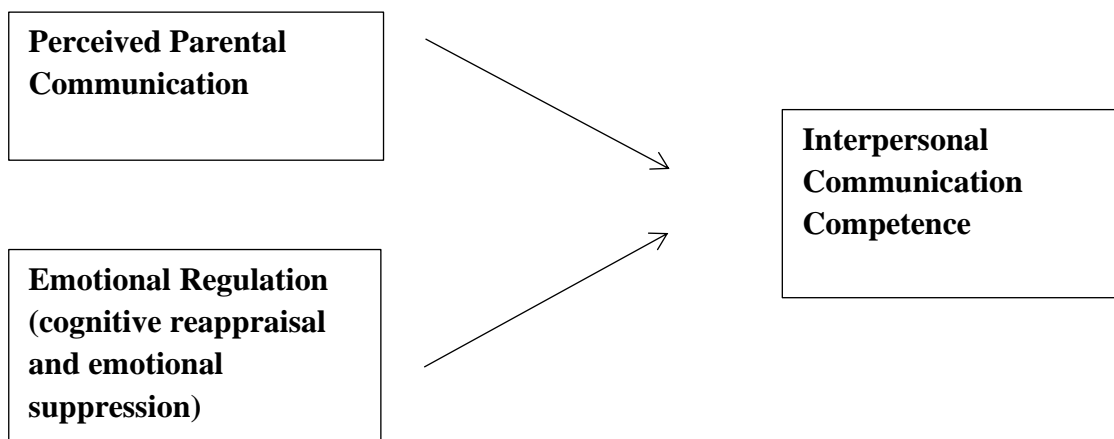
Understanding the interplay between perceived parental communication, emotional regulation, and interpersonal communication competence is crucial for university students during developmental stage where they transition from adolescence to adulthood. Strong parental communication provides vital support for emotional regulation and fosters healthy interpersonal relationships. However, as university students navigate this transition, they may encounter influences from individuals who do not model healthy behaviors, impacting their mental well-being. By examining these variables, we can identify ways to enhance parental support systems and provide students with the skills necessary to navigate university life effectively, promoting their mental health and overall well-being. Encouraging students to develop healthy and effective communication with their parents, fostering trust, and facilitating open dialogue about daily challenges and concerns can further strengthen this support network, enhancing students' resilience and well-being.

Primarily, creating and keeping up connections in a variety of settings including the societal, professional, and private realms requires effective interaction. A person's interactions and abilities can be greatly shaped by their perceptions about their parent's ways of communicating and their potential for emotion regulation that in turn affects the overall level of their relationships with them. Furthermore, there is a strong correlation between psychological well-being and managing emotions, with low emotional regulation associated with increased anxiety, depression, stress, and various mental wellness problems. Such obstacles might make it harder to interact effectively, which emphasizes how crucial is the need to comprehend the fundamental mechanics. Further study indicates that emotional management techniques and methods of communication are frequently handed down throughout generations, highlighting the long-lasting impact of these components. Through examining these events in adulthood, we might learn more about how these patterns of behavior could be sustained or changed as time passes.

Lastly it is becoming more and more important to comprehend the elements that go into good interpersonal communication in current quickly changing social environment, which is marked by a variety of communication channels and a greater focus on emotional intelligence. Effectively managing interactions with others and building meaningful connections are essential for achievement in personal as well as professional life. Because of the evolving dynamics of families and the growing emphasis on psychological wellness and health, studies

concerning parental communication on young adult regulation of emotions are especially pertinent nowadays. To improve interpersonal skills and general well-being in this demographic, treatments and assistance techniques which uncover those components which promote positive communication practices and emotional regulation in young adults can be informed by the results of the present study.

## Conceptual Framework



*Fig 1: Conceptual framework of study variables*

## **Objectives**

The current study aims to measure.

1. To find out the relationship of Perceived Parental Communication and Interpersonal Communication Competence among university students.
2. To find out the relationship between Emotional Regulation and Interpersonal Communication Competence in university students.
3. To find out the predictive relationship between Perceived Parental Communication, Emotional Regulation, and Interpersonal Communication Competence among university students.
4. To find out the gender and family system (nuclear and joint) differences among Perceived Parental Communication, Emotional Regulation, and Interpersonal Communication Competence in university students.

## **Hypothesis**

1. There would be a relationship between Perceived Parental Communication, and Interpersonal Communication Competence among university students.
2. There would be a relationship between Emotional Regulation (Cognitive Reappraisal and Emotional Suppression), and Interpersonal Communication Competence among university students.
3. Perceived Parental Communication and Emotional Regulation and its subscales Cognitive Reappraisal and Emotional Suppression will predict Interpersonal Communication Competence among university students.
4. There will be gender and family system (nuclear and joint) differences in Perceived Parental Communication, Emotional Regulation, and Interpersonal Communication Competence among university students.



## METHOD

### Research Design

The research design used in current study was Correlation Research Design, as it aims to find the relationship between perceived parental communication, emotional regulation, and interpersonal communication competence among university students.

### Participants

The present study was conducted on the students at various government and private universities of Islamabad, Pakistan. Through convenient sampling technique both male (n=157) and female (n=143) were taken as participants. The sample size was designed using G power (version 3.1.9.7). Therefore, 300 university students of Islamabad participated in this study by completing anonymous surveys in hard form.

### *Inclusion Criteria*

The population for current study was university students. The inclusion criteria are as follows.

1. The participants include students of undergraduate and postgraduate level from government and private universities of Islamabad.
2. Both male and female participants were included.

### *Exclusion Criteria*

1. The students with any physical disabilities or diagnosed mental illness were excluded from study.
2. The respondents who have either one or both parents deceased were excluded from the study.
3. The participants whose parents are separated, divorced, or widowed were also excluded from the research study.
4. The respondents whose parents are currently residing overseas were not included in the study.

## **Operational Definitions**

### ***Perceived Parental Communication***

Perceived parental communication refers to the exchange of positive and negative communication patterns, sharing personal problems, intimacy issues both from child and parents' perspectives, being responsive and balancing open minded attitude with privacy. Perceived Parental communication refers to four dimensions of parent child communication (mother and father) such as parental confidence/sharing, children confidence/sharing, emotional support/affective expression, and negative communication patterns. According to manual the person who scores high on perceived parental communication scales is more likely to have good communication with parents (Portugal & Alberto 2019).

### ***Emotional Regulation***

The ERQ is based on Gross's process model of emotion regulation, which outlines how emotions develop over time and identifies different types of emotion regulation strategies that can be employed at various stages of this process. This model categorizes emotion regulation strategies into two groups: antecedent-focused and response-focused. Antecedent-focused strategies, such as cognitive reappraisal, are activated before the emotional experience begins. In contrast, response-focused strategies, like expressive suppression, are utilized after the emotional process has started (Gross & John, 2002).

Higher scores on each scale i.e. cognitive reappraisal and emotional suppression indicate greater use of the corresponding ER strategy by an individual.

### ***Interpersonal Communication Competence***

Interpersonal communication competence refers to the perception or assessment of an individual's ability to effectively manage interpersonal relationships in communication settings. The ICCS is based on the conceptual frame of ten different dimensions of communication such as self-disclosure, empathy, social relaxation, assertiveness, alter centricism, interaction management, expressiveness, supportiveness, immediacy, environmental control. (Rubin & Martin 1994)

The higher score on interpersonal communication competence scale indicates good interpersonal communication competence of an individual.

## Measures

For this study various instruments were used to measure and collect data, it consisted of informed consent, demographic sheet, Perception Scale of Parenting Communication (COMPA-AE), Emotional Regulation Questionnaire (ERQ), and Interpersonal Communication Competence Scale (ICCS).

### *Informed Consent*

Informed consent consists of brief and significant information about our research. Participants were allowed to withdraw at any stage without any penalty. They were informed that all the information collected would be kept confidential and anonymous. Additionally, they were requested to provide accurate information and were assured that it would only be used for academic and research purposes.

### *Demographic Sheet*

The demographic sheet include age, gender, nationality, religion, educational level, university, marital status, physical illness, diagnosed psychological illness, parents living status, current marital status of parents, question about parents currently reside, majority of childhood spend with whom and family system.

### ***Perception Scale of Parenting Communication (COMPA-AE) (Portugal, Beja & Camacho, 2016)***

COMPA-AE is a five-point Likert scale (1= Never, 5 = Always) having 2 versions: COMPA-AE regarding FATHER and COMPA-AE regarding MOTHER with 17 items in each dimension. The COMPA-AE reported sound psychometric properties. The coefficient of internal consistency of COMPA-AE mother's version is Cronbach's  $\alpha = .923$  and father's version  $\alpha = .934$ . Each dimension also had acceptable Cronbach's alpha values, COMPA-AE father version subscales values are parental confidence/sharing  $\alpha = .832$ , Children Confidence/sharing  $\alpha = .900$ , Emotional support/affective expression  $\alpha = .867$  similarly COMPA-AE mother version subscales values are parental confidence/sharing  $\alpha = .806$ , Children Confidence/sharing  $\alpha = .898$ , Emotional support/affective expression  $\alpha = .830$  except for the dimension negative communication patterns (mothers' version  $\alpha = .551$ ) and (father's version  $\alpha = .442$ ).

Details of COMPA-AE regarding father and mother subscales are as follows:

Parental confidence/sharing, 5,6,7,9 and 10 items

Children confidence/sharing, 1,2,4,14 and 16 items

Emotional support/affective expression, 8,11,13,15 items

Negative communication patterns, inverted items 3,12,17.

Mean score on the COMPA-AE regarding father and mother can be calculated by adding the scores on the items in the subscales and dividing the sum by the number of items in each subscale. Hence, the COMPA-AE yields four subscales score that range between 1-5, with higher scores reflecting good parent child communication.

### ***Emotional Regulation Questionnaire (ERQ) Gross & John 9/03***

The ERQ is a 10-item scale, with a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) consisting of 10-item, consisting of two subscales. All the subscales have acceptable psychometric properties. The coefficient of internal consistency of ERQ cognitive reappraisal  $\alpha > .70$  and expressive suppression  $\alpha > .70$ .

Details of subscales are as follows.

Cognitive Reappraisal: 1, 3, 5, 7, 8, 10 items

Emotional Suppression: 2, 4, 6, 9 items

The total scores on ERQ scales are calculated by adding the scores on all items of a particular subscale.

Cognitive Reappraisal: Sum of scores of 1, 3, 5, 7, 8, 10 items

Emotional Suppression: Sum of scores of 2, 4, 6, 9 items

### ***Interpersonal Communication Competence Scale (ICCS) Rubin and Martin (1994)***

ICCS consists of 30 items on a six-point Likert-type scale that ranges from “almost always” (5) to “almost never” (0), with 24 positive and six reverse-coded items. The coefficient of internal consistency of subscales includes self-disclosure  $\alpha = .63$ , empathy  $\alpha = .49$ , social relaxation  $\alpha = .63$ , assertiveness  $\alpha = .72$ , interaction management  $\alpha = .41$ , altercentrism  $\alpha = .49$ , expressiveness  $\alpha = .46$ , supportiveness  $\alpha = .43$ , immediacy  $\alpha = .45$ , and environmental control  $\alpha = .60$ .

It has 10 subscales whose details are as follows.

Self-Disclosure: 1,2,3 items.

Empathy: 4,5,6 items.

Social Relaxation: 7,8,9 items.

Assertiveness: 10,11,12 items.

Altercentrism: 13,14,15 items.

Interaction Management: 16,17,18 items.

Expressiveness: 19,20,21 items.

Supportiveness: 22,23,24 items.

Immediacy: 25,26,27 items.

Environmental Control: 28,29,30 items.

The total score on ICCS score can be calculated by adding the scores of all 30 items, before summing the scores, recode certain items (5 = 1, 4 = 2, 3 = 3, 2 = 4, 1 =5). Recoded items are 5, 9, 11, 13, 20, and 30. Sum the scores of all 30 items to get an overall ICC score. To get the sum of subscales sum score of the three items, the first three are self-disclosure, the next three empathy, then social relaxation, assertiveness, altercentrism, interaction management, expressiveness, supportiveness, immediacy, and environmental control. The higher score indicates good interpersonal communication competence.

## **Procedure**

The approval was taken from the authors of the original scales which are used in research study. The permission from different universities was taken for data collection. Initially the pilot study was conducted on 15 participants through a Questionnaire and reliability of all the scales was good, no problems were encountered by the participants during this regarding measures. After pilot study the actual data collection begins, data was collected from the participants who were willing, after signing the consent form, demographic sheet was presented that collects the information regarding age, gender, marital status, if participant have any physical or mental illness, parents living status, current marital status of parents, question

about parents currently reside, majority of childhood spend with whom and family system. After that three questionnaires were administered. The participants were presented with consent form first with clear guideline and purpose of the study and also ensuring that this particular study is for educational purpose and all the responses will be confidential and the identity of every participant would be hidden, and they can leave the study at any time if they feel so, as it is solely on voluntary basis. The questionnaire was filled in hard form. Data collection was face to face, to ensure their willingness to give the responses. A total of five including consent form, demographic sheet along with three scales, were presented to participants.

Around 110 questionnaires were discarded because of exclusion criteria. Hence our study has a sample of 300 university students. Data collection went briskly but along with that certain issues were also faced by us in terms of entry into the institution despite having the proper letters for collecting the data from the participants. After collection data was entered in software called IBM Statistical Package for Social Sciences (SPSS) version 27.0.

### **Ethical Considerations**

- Informed consent was presented to the participants to confirm their willingness to be part of the study. Moreover, to confirm whether they would fall into the criteria of study in terms of age range.
- Confidentiality of study participants was ensured that their responses, identity will be confidential, and all information will be used for educational purposes.
- The actual purpose was mentioned in a consent form, and they were briefed regarding the purpose and objectives of the study.
- The participants have all right to withdraw themselves from the study at any time if they feel so. It is completely voluntary based study, and no penalties would be imposed.

## **RESULTS**

Following the completion of data collection and data entry, Statistical package for social sciences (SPSS-IBM Version 27) was used to conduct statistical analysis. Descriptive statistics were used to complete frequency, mean and percentages for demographic variables. Cronbach Alpha reliability was used to look for reliability of measure and their subscales. Pearson Product-moment correlation was used to measure the strength of relationship between variables. Multiple linear regression was used to measure the causal relationship between variables. The Independent sample t-test was used to measure the difference between two groups.

**Table 1***Frequencies And Percentage of The Demographic Characteristics of Sample (N=300)*

<b>Demographics</b>	<b>(n)</b>	<b>(%)</b>	<b>M</b>	<b>SD</b>
<b>Age</b>			21.00	1.69
<b>Gender</b>				
Male	157	52.3%		
Female	143	47.7%		
<b>Education</b>				
Undergraduate	283	94.3%		
Postgraduate	17	5.7%		
<b>Family system</b>				
Joint	106	35.3%		
Nuclear	194	64.7%		

*Note.* n = no of participants, M = Mean, SD = Standard Deviation, % = percentage

Table 1 illustrates the demographic characteristics of the sample. The average age of the participants was found to be 21.00 years with a standard deviation of 1.69. In the total sample of 300 participants, 157 individuals (52.3%) were male participants, while 143 individuals (47.7%) were female participants. The majority of 283 (94.3%), participants were undergraduate students, and 17 (5.7%) participants were post graduate students. The family system of the participants shows that 194 participants (64.7%) belonged to nuclear family and about 106 participants (35.3%) belonged to joint family system.



When asked about during the childhood with whom did they spend the majority of their time, 193 participants (64.3%) reported that they spent it with their both parents, 70 participants (23.3%) reported that they spent it with their mothers only, 4 participants (1.3%) reported that they spent it with their fathers only, whereas 16 participants (5.3%) reported that they spent it with their grandparents, 2 participants (0.7%) reported that they spent it with their guardians, 8 participants (2.7%) reported that they spent it in boarding school while 7 participants (2.3%) reported it as others.

**Table 2**

*Descriptive statistics and Reliability Analysis of Perceived Parental Communication, Emotional Regulation and Interpersonal Communication Competence (N =300)*

Scale	k	M	SD	Range	$\alpha$
COMPA					
COMPAF	17	53.41	12.62	17-79	.88
COMPAM	17	61.41	11.25	22-80	.86
ERQ	10	45.28	10.75	10-70	.76
Cognitive Reappraisal	6	27.27	7.13	6-42	.71
Emotional Suppression	4	18.01	5.37	4-28	.62
ICC	30	99.28	12.59	54-129	.73

*Note.* M = Mean, SD = Standard Deviation,  $\alpha$  = Cronbach's Alpha, k = no of items, COMPA = Perception Scale of Parenting Communication, COMPAF = Perception scale of parenting communication regarding father, COMPAM = Perception scale of parenting communication regarding mother, ERQ = Emotional Regulation Questionnaire, ICC = Interpersonal Communication Competence.

Table 2 shows the descriptive statistics and reliability analysis of the Perceived Parental Communication, Emotional Regulation and Interpersonal Communication Competence scales including their sub-scales. The Cronbach alpha of two scales of COMPA i.e. COMPAF and COMPAM are good (0.88, 0.86) respectively, which indicates the good internal consistency. For the ERQ wholescale, the alpha is (0.76) a good internal consistency along with the good reliability of subscales such as Cognitive Reappraisal (0.71). Low reliability of Emotional Suppression (0.62) can be attributed to the low item number as explained by Clark and Watson (2019); coefficient alpha measures internal consistency rather than homogeneity, they are not very useful in determining a scale's one-dimensionality. In addition, because they are

essentially a function of two parameters: scale length and the average interitem correlation they are even ambiguous and imperfect indicators of internal consistency.

Similarly, for the ICC wholescale, the alpha is good (0.73) a good internal consistency.

### *Product Moment Correlation Analysis*

It was hypothesized that there is likely to be a relationship between perceived parental communication, emotional regulation, and interpersonal communication competence among university students. Pearson Product Moment correlation analysis was carried out to investigate the relationship between perceived parental communication, emotional regulation, and interpersonal communication competence among university students.

**Table 3**

*Pearson Product Moment correlation analysis among Perceived parental communication, Emotional regulation, and Interpersonal communication competence (N=300)*

Variables	M	SD	1	2	3	4	5	6
1. COMPAF	53.41	12.62	-	.304**	.044	.094	-.038	.136*
2. COMPAM	61.41	11.25		-	.006	.068	-.078	.144*
3. ER	45.28	10.75			-	.897**	.809**	-.040
4. Cognitive reappraisal	27.27	7.13				-	.466**	.061
5. Emotional Suppression	18.01	5.37					-	-.162**
6. ICC	99.28	12.59						-

*Note.* \* $p < .05$ , \*\* $p < .01$ ; COMPAF = Perception scale of parenting communication regarding father, COMPAM = Perception scale of parenting communication regarding mother, ER = Emotional regulation, ICC = Interpersonal Communication Competence.

Table 3 showed that the COMPAF was found to be significantly positively correlated with COMPAM and ICC, while it showed a non-significant association with emotional regulation (ER) and ER subscale cognitive reappraisal, whereas it shows a nonsignificant association with ER subscale emotional suppression.

COMPAM showed a significantly positive association with ICC while it showed a non-significant association with ER subscale cognitive suppression. Whereas it is non-significantly correlated with ER subscale cognitive reappraisal.

The ER was found to be significantly positively correlated with its both subscales i.e. Cognitive reappraisal and Emotional suppression. While it showed a non-significant association with ICC.

Cognitive reappraisal was found to be significantly positively correlated with emotional suppression while it showed a non-significant association with ICC. Whereas the emotional suppression was found to be negatively significantly associated with ICC.

**Table 4**

*Multiple linear regression analysis with dependent variable interpersonal communication competence. (N=300)*

	B	S. E	$\beta$	p	95% CI
Constant	90.61	5.26		<.001	[80.25, 100.97]
COMPAF	.086	.059	.086	.146	[-.030, .202]
COMPAM	.101	.066	.090	.130	[-.030, .231]
Emotional Regulation	.	.	.	.	.
Cognitive reappraisal	.264	.113	.150	.020	[.041, .487]
Emotional suppression	-.518	.150	-.221	<.001	[-.813, -.233]

$R^2 = .07$ ,  $F = 5.51$

*Note.* CI = Confidence Interval, COMPAF = Perception scale of parenting communication regarding father, COMPAM = Perception scale of parenting communication regarding mother

Table 4 illustrates the multiple regression which was computed to predict the impact of COMPAF scale, COMPAM scale, ER scale having subscales i.e. cognitive reappraisal and emotional suppression, on Interpersonal communication competence among university students. The R value of .70 indicates that the predictors explained 70% variances in the outcome variables with  $F = 5.51$ ,  $p < .00$ . The findings revealed that cognitive reappraisal and emotional suppression significantly predicted interpersonal communication competence. Model is fit for data  $F = (5.51, p < .00)$ .

**Table 5**

*Independent sample t-test analysis between gender on the variables of perceived parental communication, emotional regulation, and interpersonal communication competence. (N = 300)*

variable	Male (N = 157)		Female (N = 143)		<i>t</i>	<i>P</i>	95%, CI		<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
COMPAF	52.59	13.05	54.31	12.12	-1.17	.24	-4.57	1.14	-.136
COMPAM	60.22	10.61	62.72	11.80	-1.92	.06	-5.04	.048	-.223
ER	45.88	11.26	44.61	10.15	1.02	.30	-1.16	3.70	.118
Cognitive reappraisal	27.62	7.26	26.88	6.99	.902	.36	-.878	2.36	.104
Emotional Suppression	18.26	5.75	17.73	4.92	.854	.39	-.687	1.74	.098
ICC	99.48	13.16	99.06	11.98	.285	.77	-2.44	3.27	.033

*Note.* CI = Confidence Interval, COMPAF = Perception scale of parenting communication regarding father, COMPAM = Perception scale of parenting communication regarding mother, ER = Emotional Regulation, ICC = Interpersonal Communication Competence.

Table 5 illustrated the independent sample t-test. There is no significant difference found between gender and perceived parental communication, emotional regulation, and interpersonal communication competence.



**Table 6**

*Independent sample t-test analysis between family systems on the variables of perceived parental communication, emotional regulation, and interpersonal communication competence. (N = 300)*

variable	Joint (N = 106)		Nuclear (N = 194)		<i>t</i>	<i>P</i>	95%, CI		<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
COMPAF	53.48	12.11	53.37	12.93	.069	.945	-2.84	3.05	.008
COMPAM	61.04	11.01	61.61	11.40	-	.669	-3.23	2.07	-.051
					.428				
ER TOTAL	44.45	10.99	45.73	10.61	-	.331	-3.86	1.30	-.119
					.975				
Cognitive reappraisal	27.06	7.45	27.38	6.97	-	.725	-2.05	1.42	-.044
					3.58				
Emotional Suppression	17.38	5.08	18.35	5.50	-	.129	-2.21	.283	-.180
					1.52				
ICC	99.21	11.52	99.32	13.16	-	.941	-2.99	2.77	-.009
					.074				

*Note.* CI = Confidence Interval, COMPAF = Perception scale of parenting communication regarding father, COMPAM = Perception scale of parenting communication regarding mother, ER = Emotional Regulation, ICC = Interpersonal Communication Competence.

Table 6 illustrated the independent sample t-test. There is no significant difference found between family systems and Perceived Parental Communication, Emotional Regulation, and Interpersonal Communication Competence.

## DISCUSSIONS

The present research was set out to look at the relationships between Emotional Regulation, Interpersonal Communication Competence, and Perceived Parental Communication among university students. Additionally, the current study aimed to investigate gender and family system (nuclear and joint) differences among Perceived Parental Communication, Emotional Regulation, and Interpersonal Communication Competence among university students. Different analyses were performed to test these hypotheses.

The first hypothesis of the present research was there would be a relationship between Perceived Parental Communication and Interpersonal Communication Competence among university students. The hypothesis has been supported by the present study (See Table 3) which showed that the COMPA-AE (regarding father) and COMPA-AE (regarding mother) was found to be significantly positively correlated with ICC (Koesten et al., 2004) Correlational analyses revealed a significant relation between family communication patterns and perceived interpersonal competence in interpersonal relationships both for same-sex friends and romantic partners. Additionally, multiple regression analyses indicated that concept-orientated family communication patterns significantly predicted whether a young person develops the interpersonal competence necessary for man-aging interpersonal relationships

The second hypothesis was that there would be a relationship between Emotional Regulation (cognitive reappraisal and emotional suppression) and Interpersonal Communication Competence among university students. The hypothesis been supported (See table 3) the findings revealed that ER was found to be significantly positively correlated with it's both subscales (cognitive reappraisal and emotional suppression). While it showed a negative significant association with ICC. This has been supported by literature. The findings of the study were that the usage of emotion management techniques differed by age, gender, and cultural background, according to the findings of the study. The usage of cognitive reappraisal has been demonstrated to be significantly antecedence by inner self-awareness (self-reflection and insight). Even when extraversion and neuroticism's effects were

considered, the utilization of emotion management techniques persisted in predicting well-being outcomes. Greater suppression of expression usage indicated higher levels of negative well-being outcomes, whereas greater cognitive reappraisal use predicted higher levels of good well-being outcomes. (Haga et al., 2009)

Moreover, another study finding was that positive affect, thriving, emotional coping, instrumental coping skills, and cognitive reappraisal (CR) were all favorably correlated among these concepts; negative affect had a negative correlation with these concepts. ES has been shown to be adversely correlated with instrumental and emotional coping, and positively correlated with negative affect. Neither CR nor ES were substantially correlated with academic performance. (Vally & Ahmed, 2020)

Another hypothesis proposed that perceived parental communication and emotional regulation and its subscale (Cognitive reappraisal and Emotional suppression) will predict interpersonal communication competence among university students. The findings partially supported this hypothesis. While perceived parental communication did not emerge as a significant predictor of interpersonal communication competence, emotional regulation was found to be a significant predictor. These findings are supported by Lopes et al. (2005) that confirm that emotional regulation abilities are significantly related to the quality of social interactions in college students. Further on Lopes et al. (2003) also supports the findings with its claim that ability to manage emotions is linked to satisfaction in social relationship.

Further on cognitive reappraisal, a subscale of emotional regulation was found to be significantly and positively predicting the interpersonal communication competence while another subscale, emotional suppression was found to be a significantly negative predictor, this finding is indeed with Gross and John (2003) which shows Reappraisal is associated with greater positive emotions and better interpersonal functioning, while suppression is linked to worse interpersonal functioning and lower well-being.

## **Conclusion**

The objective of the present investigation was to investigate the connections among university students perceived parental communication, emotional regulation (cognitive reappraisal and emotional suppression), and interpersonal communication competence. The findings confirmed a strong correlation among perceived parental communication and interpersonal communication competence. Furthermore, regression analysis reveals that both subscales of emotional regulation (cognitive reappraisal and emotional suppression), significantly predicted interpersonal communication competence.

## **Limitations**

The findings of this research might not apply to every young adult worldwide because it concentrated upon a particular demographic and geographic region. Furthermore, the questions asked by participants were personal, so there is a possibility that participants might not have provided honest answers.

One significant limitation of this study is the timing of data collection, which occurred at the end of the semester when most universities were conducting final exams. This period is typically characterized by heightened stress and fatigue among students. These factors can significantly affect students' emotional regulation and interpersonal communication competence. Exam-related stress and fatigue might lead to increased emotional instability and reduced communication effectiveness, thereby potentially skewing the results of the study. As a result, the findings may not accurately reflect the students' typical levels of emotional regulation and communication competence under normal circumstances.

The participants had to rate their responses on a self-reported questionnaire which may lead to social desirability as they may give answers that seem to satisfy demand characteristics.

## **Future Recommendations**

Longitudinal studies can be conducted to understand how perceived parental communication, emotional regulation, and interpersonal communication competence evolve over time and influence each other.

Use more diverse and randomized sampling methods to increase the representativeness and generalizability of the findings.

Additional variables can be explored in future research such as academic performance, mental health status, and peer relationships to understand their interaction with parental communication and emotional regulation.

Ensure the measurement tools are validated for the Pakistani context or develop culturally sensitive tools to enhance the reliability and validity of the results.

## **Implications**

The findings of this study explore the way we comprehend the role early familial interactions play in forming a person's communication skills. Through this knowledge, parents

can implement strategies that help kids communicate well, that may help them with their future interpersonal interactions. Furthermore, as people with effective emotional regulation are more capable of conveying oneself and resolving difficulties in a positive way, their interpersonal interactions may improve. Additionally, students with stronger interpersonal communication skills may make it simpler to fit in at school, build lasting relationships, and work well with teachers and other students. Furthermore, by comprehending the correlation between these characteristics in college students, tactics to support resilience and psychological wellness in this demographic could be developed.

## References

- Adler, R. B., Rosenfeld, L. B., Towne, N., & Scott, M. (1986). *Interplay: The process of interpersonal communication* (p. 504). New York, NY: Holt, Rinehart, and Winston.
- Altman, I., & Taylor, D. A. (1973). Social penetration: The development of interpersonal relationships.
- Arnett, J. J. (2023). *Emerging adulthood: The winding road from the late teens through the twenties*. Oxford University Press.
- Birditt, K. S., & Fingerman, K. L. (2003). Age and gender differences in adults' descriptions of emotional reactions to interpersonal problems. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 58(4), P237-P245.
- Bowlby, J. (1973). *Separation, anxiety and anger in Attachment and loss. volume II*. (pp. 429-p). London: The Hogarth Press.
- Bowen, M. (1993). *Family therapy in clinical practice*. Jason Aronson.
- Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*.
- Baxter, L. A., & Montgomery, B. M. (1996). *Relating: Dialogues and dialectics*. Guilford Press.
- Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56–95.  
<https://doi.org/10.1177/02724316911111004>
- Burleson, B. R. (2003). The experience and effects of emotional support: What the study of cultural and gender differences can tell us about close relationships, emotion, and interpersonal communication. *Personal Relationships*, 10(1), 1–23.  
<https://doi.org/10.1111/1475-6811.00033>

- Bireda, A. D., & Pillay, J. (2018). Perceived parent–child communication and well-being among Ethiopian adolescents. *International Journal of Adolescence and Youth*, 23(1), 109–117. <https://doi.org/10.1080/02673843.2017.1299016>
- Cutrona, C. E., & Russell, D. W. (1990). Type of social support and specific stress: Toward a theory of optimal matching.
- Callahan, C. M., Cornell, D. G., & Loyd, B. (1990). Perceived competence and parent-adolescent communication in high ability adolescent females. *Journal for the Education of the Gifted*, 13(3), 256–269. <https://doi.org/10.1177/016235329001300306>
- Clark, L. A., & Watson, D. (2019). Constructing validity: New developments in creating objective measuring instruments. *Psychological Assessment*, 31(12), 1412–1427. <https://doi.org/10.1037/pas0000626>
- Cui, M., Conger, R. D., & Lorenz, F. O. (2005). Predicting change in adolescent adjustment from change in marital problems. *Developmental Psychology*, 41(5), 812–823. <https://doi.org/10.1037/0012-1649.41.5.812>
- Canary, D. J., Cody, M. J., & Manusov, V. L. (2003). *Interpersonal communication: A goals-based approach*. Bedford/St. Martin's 3rd ed.
- Crnic, K., & Low, C. (2002). Everyday stresses and parenting. *Handbook of parenting practical issues in parenting*, (5), 242.
- Davalos, D. B., Chavez, E. L., & Guardiola, R. J. (2005). Effects of perceived parental school support and family communication on delinquent behaviors in latinos and white non-latinos. *Cultural Diversity & Ethnic Minority Psychology*, 11(1), 57–68. <https://doi.org/10.1037/1099-9809.11.1.57>
- Davidov, M., & Grusec, J. E. (2006). Untangling the links of parental responsiveness to distress and warmth to child outcomes. *Child development*, 77(1), 44-58.
- Davis, M. H., & Oathout, H. A. (1987). Maintenance of satisfaction in romantic relationships: Empathy and relational competence. *Journal of personality and social psychology*, 53(2), 397.
- DeVito, J. A., & DeVito, J. (2007). *The interpersonal communication book*.
- Eisenberg, N., Cumberland, A., & Spinrad, T. L. (1998). Parental socialization of emotion. *Psychological inquiry*, 9(4), 241-273.



- Engels, R. C. M. E., Finkenauer, C., Meeus, W., & Deković, M. (2001). Parental attachment and adolescents' emotional adjustment: The associations with social skills and relational competence. *Journal of Counseling Psychology, 48*(4), 428–439. <https://doi.org/10.1037/0022-0167.48.4.428>
- Fingerman, K. L., Cheng, Y. P., Tighe, L., Birditt, K. S., & Zarit, S. (2011). Relationships between young adults and their parents. In *Early adulthood in a family context* New York, NY: *Springer New York*. (pp. 59-85).
- Fingerman, K. L., & Birditt, K. S. (2011). Relationships between adults and their aging parents. In *Handbook of the psychology of aging Academic Press*. (pp. 219-232).
- Fitzpatrick, M. A., & Ritchie, L. D. (1994). Communication schemata within the family: Multiple perspectives on family interaction. *Human Communication Research, 20*(3), 275–301.
- Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2017). *Close encounters: Communication in relationships*. Sage Publications.
- Gennari, M., Gozzoli, C. F., & Tamanza, G. (2023). Assessing family relationships through drawing: The Family Life Space. *Frontiers in Psychology, 15*.
- Gudykunst, W. B., Ting-Toomey, S., & Chua, E. (1988). *Culture and interpersonal communication*. Sage Publications.
- Gross, J. J., & Muñoz, R. F. (1995). Emotion regulation and mental health. *Clinical Psychology: Science and Practice, 2*(2), 151–164. <https://doi.org/10.1111/j.1468-2850.1995.tb00036.x>
- Gross, J. J., & Levenson, R. W. (1993). Emotional suppression: Physiology, self-report, and expressive behavior. *Journal of Personality and Social Psychology, 64*(6), 970–986. <https://doi.org/10.1037/0022-3514.64.6.970>
- Gross, J.J. (2009) *Handbook of Emotion Regulation*. Guilford Press, New York
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology, 85*(2), 348–362. <https://doi.org/10.1037/0022-3514.85.2.348>

- Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, *39*(3), 281–291.  
<https://doi.org/10.1017/s0048577201393198>
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology: Journal of Division 1, of the American Psychological Association*, *2*(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Grotevant, H. D., & Cooper, C. R. (1986). Individuation in family relationships: A perspective on individual differences in the development of identity and role-taking skill in adolescence. *Human Development*, *29*(2), 82–100.
- Haga, S. M., Kraft, P., & Corby, E.-K. (2009). Emotion regulation: Antecedents and well-being outcomes of cognitive reappraisal and expressive suppression in cross-cultural samples. *Journal of Happiness Studies*, *10*(3), 271–291.  
<https://doi.org/10.1007/s10902-007-9080-3>
- Haverfield, M. C., & Theiss, J. A. (2023). Comparing enacted and perceived parental communication as predictors of adolescents' emotion regulation in families with harmful versus non-harmful parental alcohol use. *Alcoholism Treatment Quarterly*, *41*(1), 114–135. <https://doi.org/10.1080/07347324.2022.2112001>
- Hajizadeh, H., Refahi, Z., Bordbar, F., & Haghighi, H. (2012). Relationship between family communication patterns with creativity and the sense of competence of the pre-university male students in Bandar Abbas. *Education, Psychology*
- Koerner, F. A., & Mary Anne, F. (2002). Understanding family communication patterns and the International Communication Association, *26*(1), 36-65.
- Kenny, M. E., & Donaldson, G. A. (1991). Contributions of parental attachment and family structure to the social and psychological functioning of first-year college students. *Journal of Counseling Psychology*, *38*(4), 479–486.  
<https://doi.org/10.1037/0022-0167.38.4.479>
- Koesten, J., & Anderson, K. (2004). Exploring the influence of family communication patterns, cognitive complexity, and interpersonal competence on adolescent risk behaviors. *Journal of Family Communication*, *4*(2), 99–121.  
[https://doi.org/10.1207/s15327698jfc0402\\_2](https://doi.org/10.1207/s15327698jfc0402_2)

- Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. *Springer publishing company*.
- Lane, S. D. (2016). *Interpersonal communication: Competence and contexts* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315506173>
- Laursen, B., & Collins, W. A. (2003). Parent--Child Communication During Adolescence. In *The Routledge handbook of family communication* (pp. 357–372).
- Lindsey, E. W. (2021). Emotion regulation with parents and friends and adolescent internalizing and externalizing behavior. *Children (Basel, Switzerland)*, 8(4), 299. <https://doi.org/10.3390/children8040299>
- Malkoç, A., Gördesli, M. A., Arslan, R., Çekici, F., & Sünbül, Z. A. (2019). The relationship between interpersonal emotion regulation and interpersonal competence controlled for emotion dysregulation. *International Journal of Higher Education*, 8(1), 69. <https://doi.org/10.5430/ijhe.v8n1p69>
- Minuchin, S. (2018). Restructuring the family. In *Families and Family Therapy* (pp. 106–120). Routledge.
- Ngunan, A. I. P., & Regina, O. E. (2016). Digital divide: A gap in interpersonal communication amongst nigerian family relationship. *GSTF Journal on Media & Communications (JMC)*, 3, 1–7. <https://doi.org/10.7603/s40874-016-0003-y>
- Piaget, J., & Cook, M. (1952). The origins of intelligence in children *New York: International Universities Press*.8(5)
- Portugal, A. P. M., & Alberto, I. M. M. (2019). Parent–child communicational characteristics: A comparison study between subjects from post-divorce and intact nuclear families. *Journal of Divorce & Remarriage*, 60(7), 566–582. <https://doi.org/10.1080/10502556.2019.1627163>
- Rafiq, A., Yousaf, A., Afzal, T., Imdad, K., Hameed, A., & Batool, I. (2022). Quality of parent-child relationship, emotional regulation and interpersonal difficulties in university students: Quality of parent-child relationship, emotional regulation and interpersonal

- difficulties. *Pakistan BioMedical Journal*, 127–132.  
<https://doi.org/10.54393/pbmj.v5i5.453>
- Ritchie, L. D., & Fitzpatrick, M. A. (1990). Family communication patterns: Measuring intrapersonal perceptions of interpersonal relationships. *Communication Research*, 17(4), 523–544.
- Rubin, R. B., & Martin, M. M. (1994). Development of a measure of interpersonal communication competence. *Communication Research Reports: CRR*, 11(1), 33–44.  
<https://doi.org/10.1080/08824099409359938>
- Rumelhaer, D. (1980). Schemata: The building blocks of cognition. *Theoretical issues in reading comprehension*.
- Schore, A. N. (2012). Affect regulation and the origin of the self: The neurobiology of emotional development. *Psychology Press*.
- Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. *Current opinion in psychology*, 15, 19-25.
- Sutor, J. J., Gilligan, M., & Pillemer, K. (2011). Conceptualizing and measuring intergenerational ambivalence in later life. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 66(6), 769-781.
- Sander L. Koole (2009) The psychology of emotion regulation: An integrative review, *Cognition and Emotion*, 23:1, 441, <https://doi.org/10.1080/02699930802619031>
- Schrodt, P., Ledbetter, A. M., Jernberg, K. A., Larson, L., Brown, N., & Glonek, K. (2009).
- Shabbir, F., & Ishaq, K. (2019). Impact of Perceived Parenting Style and Emotional Intelligence on Communication Competence among Adolescents. *ARC Journal of Psychiatry*, 4(3), 1–21.
- Thelen, E., & Smith, L. B. (2007). Dynamic systems theories. In *Handbook of Child Psychology*. Wiley. <https://doi.org/10.1002/9780470147658.chpsy0106>
- Theurel, A., & Gentaz, E. (2018). The regulation of emotions in adolescents: Age differences and emotion-specific patterns. *PloS One*, 13(6), e0195501.  
<https://doi.org/10.1371/journal.pone.0195501>

- Tani, F., Pascuzzi, D., & Raffagnino, R. (2018). The relationship between perceived parenting style and emotion regulation abilities in adulthood. *Journal of Adult Development, 25*, 1–12.
- Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of health and social behavior, 51*(1), S54-S66.
- Vangelisti, A. L. (2021). The Routledge handbook of family communication (A. L. Vangelisti, Ed.; 3rd ed.). *Routledge*. <https://doi.org/10.4324/9781003043423>
- Vally, Z., & Ahmed, K. (2020). Emotion regulation strategies and psychological wellbeing: Examining cognitive reappraisal and expressive suppression in an Emirati college sample. *Neurology, Psychiatry, and Brain Research, 38*, 27–32. <https://doi.org/10.1016/j.npbr.2020.09.001>
- Van Petegem, S., Soenens, B., Vansteenkiste, M., & Beyers, W. (2015). Rebels with a cause? Adolescent defiance from the perspective of reactance theory and self-determination theory. *Child Development, 86*(3), 903–918. <https://doi.org/10.1111/cdev.12355>
- Zuo, Y. (2023). The Association between Parent-Child Relationship and Emotional Regulation. *Journal of Education, Humanities and Social Sciences, 22*, 518-522. <https://doi.org/10.54097/ehss.v22i.12517>

**ANNEXURES**

**ANNEXURE-A**

On Mon, Dec 4, 2023, 1:43 PM Alda Patrícia Marques Portugal <[alda.portugal@staff.uma.pt](mailto:alda.portugal@staff.uma.pt)> wrote:

Dear Zubaria Hoor,

Thank you for your interest in the COMPA-AE scale (for individuals older than 18 years). I appreciate your enthusiasm to access the scale. Unfortunately, the COMPA-AE scale is currently not available in English. However, I am willing to undertake the translation from Portuguese to English, and thereafter, you can proceed with the translation into your preferred language. How does that sound?

Kindly let me know if this plan suits you.

Best regards,

Alda Portugal, Ph.D





## Permission required for the use of

**ERQ** Inbox



**Wajeeha zafar** 09/11/2023

to gross@stanford.edu ▾



Dear Sir,

Hope you are keeping well. I am a student of BS (Professional Psychology) Semester 7 at Bahria University Islamabad, Pakistan. As a part of my final year thesis, I am currently working on a Research Project (non-funded) under the supervision of Ms Aimen Zafar Butt (Senior lecturer). The title of my research study is "Perceived Communication Gap Between Parents and Young Adults, It's Impact On Their Emotional Regulation and Interpersonal Communication Competence ". In this reference, I found the tool Emotional Regulation Questionnaire (ERQ) Gross & John 9/03. I found this measure to be very relevant for the current research project. I request you to grant me permission to use this tool for the current research project and send me the original scale. I would be highly obliged and grateful for this act of kindness. Due to limited time, it is humbly requested that you reply as soon as possible. Thanking you in anticipation, awaiting your reply.

Regards,  
Wajeeha Zafar



**James Gross** 09/11/2023

to me ▾



You're welcome to use the **ERQ**, which you may find on our website, URL below.

—

James J. Gross, Ph.D.  
Ernest R. Hilgard Professor of Psychology  
Professor of Philosophy (by courtesy)  
Bass University Fellow in Undergraduate Education

Department of Psychology  
Stanford University  
Stanford, CA 94305-2130  
Tel: (650) 723-1281  
Email: [gross@stanford.edu](mailto:gross@stanford.edu)  
Website: <http://spl.stanford.edu>



## Permission required for the use of ICCS

Inbox



**Wajeeha zafar** 10/11/2023

to mmartin@wvu.edu



Dear Sir,

Hope you are keeping well. I am a student of BS (Professional Psychology) Semester 7 at Bahria University Islamabad, Pakistan. As a part of my final year thesis, I am currently working on a Research Project (non-funded) under the supervision of Ms Aimen Zafar Butt (Senior lecturer). The title of my research study is "Perceived Communication Gap Between Parents and Young Adults, It's Impact On Their Emotional Regulation and Interpersonal Communication Competence ". In this reference, I found the Interpersonal Communication Competence Scale (ICCS). I found this measure to be very relevant for the current research project. I request you to grant me permission to use this tool for the current research project and send me the original scale. I would be highly obliged and grateful for this act of kindness. Due to limited time, it is humbly requested that you reply as soon as possible. Thanking you in anticipation, awaiting your reply.

Regards,  
Wajeeha Zafar



**Matthew Martin** 10/11/2023

to me



Hello - here is the measure with the original studies - good luck with your research - Matt Martin

**From:** Wajeeha zafar <[wajeehazafar201@gmail.com](mailto:wajeehazafar201@gmail.com)>

**Sent:** Friday, November 10, 2023 7:08 AM

**To:** Matthew Martin <[Matt.Martin@mail.wvu.edu](mailto:Matt.Martin@mail.wvu.edu)>

**Subject:** Permission required for the use of ICCS

[Show quoted text](#)



99+



**ANNEXURE-B**



**Bahria University**  
Discovering Knowledge

18-Dec-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Ms. Wajeaha Zafar** Enrollment No. 01-171202-073 is a student of BS Psychology (7<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on "**Perceived communication gap between parents and young adults, emotional regulation and interpersonal communication competence among University students**" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

**Aimen Zafar Butt**  
Senior Lecturer  
Bahria School of Professional Psychology (BSPP)  
Bahria University  
E-8 Islamabad



18-Dec-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Ms. Zubaria Hoor** Enrollment No. 01-171202-078 is a student of BS Psychology (7<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on **"Perceived communication gap between parents and young adults, emotional regulation and interpersonal communication competence among University students"** under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

**Aimen Zafar Butt**  
Senior Lecturer  
Bahria School of Professional Psychology (BSPP)  
Bahria University  
E-8 Islamabad

**ANNEXURE-C**

**Informed Consent Form**

We, Wajeeha Zafar and Zubaria Hoor are students of BS in the Department of Professional Psychology, Bahria University, Islamabad. We are conducting research under the supervision of Ms. Aimen Zafar. You are invited to take part in this research study. A set of questionnaires will be given to you to fill up. Approximately 15 to 20 minutes will be required to complete the questionnaires. The questionnaires are including the questions about parent child communication, emotions and your communications with others.

You are requested to answer the following questions with honesty as your answers will affect the outcome of the study. It is ensured that the responses will be kept anonymous and the data you provide will only be used for research purposes and under strict confidentiality. Your participation is voluntarily, and you have right to withdraw from participation at any time without giving the reason. Nothing bad will happen to you as a result. If you have any query regarding study or participation you may ask.

Your cooperation will be highly appreciated.

**Signature of Researcher**

---

Date: \_\_\_\_\_

**Signature of Participant**

---

Date: \_\_\_\_\_

**ANNEXURE-D**



**Demographic Information Sheet****Sr. No:** \_\_\_\_\_**Age (in years):** \_\_\_\_\_**Gender:**  Male  Female**Nationality:** \_\_\_\_\_**Religion:** \_\_\_\_\_**Educational Level:**

- a) Undergraduate      b) post-graduate

**University:** \_\_\_\_\_**Department & Semester:** \_\_\_\_\_**Marital status:**

- a) Single      b) Committed      c) Married      d) Divorced

**Do you have any physical illness:**

- a) Yes      b) No

**(If yes, please specify):** \_\_\_\_\_**Have you been diagnosed with psychological illness:**

- a) Yes      b) No

**(If yes, please specify):** \_\_\_\_\_**Is your father currently alive?**

- a) Yes    b) No

**Is your mother currently alive?**

- a) Yes    b) No

**Current marital status of your parents:**

- a) Married    b) Divorced    c) Separated    d) Widowed

**Where do your parents currently reside?**

- a) Living together    b) Living Abroad    c) Deceased  
d) Other (Please specify) \_\_\_\_\_

**During your childhood, with whom did you spend the majority of your time?**

- a) Both parents    b) Mother only    c) Father only    d) Grandparents    e) Guardians  
f) Boarding school    g) Others (Please specify) \_\_\_\_\_

**Family System:**

- a) Joint    b) Nuclear

**ANNEXURE-E**

## PERCEPTION SCALE OF PARENTAL COMMUNICATION

### COMPA-AE REGARDING FATHER

Below, you will find several statements about **parent-child communication**. Please, read each one and mark with a cross (X) the option that best describes your communication with your **FATHER** (this is, you should indicate if each statement occurs Never, Rarely, Sometimes, Many times, Always).

	1 - Never	2 - Rarely	3 - Sometimes	4 - Many times	5 - Always
1. I talk with my father about my friends and some things of daily life					
2. I talk with my father when I feel upset.					
3. Me and my father got upset with each other.					
4. I talk with my father about my personal problems.					
5. My father tells me stories about when he was my age and how was his education.					
6. My father tells me what is right and what is wrong.					
7. My father tries to understand what I say to him.					
8. My father cares about how I feel.					
9. I need to listen my father regarding the important decisions of my life.					
10. My father enjoys talking to me.					
11. I like to kiss and hug my father.					
12. When I have a problem, I prefer not to tell my father.					
13. My father tells me he likes me.					
14. When I have some doubts or worries (for example, work related, intimacy, political issues), I talk with my father.					
15. I try to bring some joy to my father when he feels down and/or sad.					
16. I talk more with my father than anyone else.					
17. I find it difficult to believe in what my father tells me.					

**COMPAA-AE REGARDING MOTHER**

Below, you will find several statements about **parent-child communication**. Please, read each one and mark with a cross (X) the option that best describes your communication with your **MOTHER** (this is, you should indicate if each statement occurs Never, Rarely, Sometimes, Many times, Always).

	1 - Never	2 - Rarely	3 - Sometimes	4- Many times	5 - Always
1. I talk with my mother about my friends and some things of daily life					
2. I talk with my mother when I feel upset.					
3. Me and my mother got upset with each other.					
4. I talk with my mother about my personal problems.					
5. My mother tells me stories about when she was my age and how was her education.					
6. My mother tells me what is right and what is wrong.					
7. My mother tries to understand what I say to her.					
8. My mother cares about how I feel.					
9. I need to listen my mother regarding the important decisions of my life.					
10. My mother enjoys talking to me.					
11. I like to kiss and hug my mother.					
12. When I have a problem, I prefer not to tell my mother.					
13. My mother tells me she likes me.					
14. When I have some doubts or worries (for example, work related, intimacy, political issues), I talk with my mother.					
15. I try to bring some joy to my mother when she feels down and/or sad.					
16. I talk more with my mother than anyone else.					
17. I find it difficult to believe in what my mother tells me.					

**ANNEXURE-F**

## EMOTIONAL REGUALTION

We would like to ask you some questions about your emotional life how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem like one another, they differ in important ways. For each item, please answer using the following scale:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Strongly disagree</b>			<b>Neutral</b>			<b>Strongly agree</b>

1. \_\_\_\_\_ When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.
2. \_\_\_\_\_ I keep my emotions to myself.
3. \_\_\_\_\_ When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.
4. \_\_\_\_\_ When I am feeling positive emotions, I am careful not to express them.
5. \_\_\_\_\_ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
6. \_\_\_\_\_ I control my emotions by not expressing them.
7. \_\_\_\_\_ When I want to feel more positive emotion, I change the way I'm thinking about the situation.
8. \_\_\_\_\_ I control my emotions by changing the way I think about the situation I'm in.
9. \_\_\_\_\_ When I am feeling negative emotions, I make sure not to express them.
10. \_\_\_\_\_ When I want to feel less negative emotion, I change the way I'm thinking about the situation.

**ANNEXURE-G**





- \_\_\_\_\_ 18. In conversations with friends, I perceive not only what they say but what they don't say.
- \_\_\_\_\_ 19. My friends can tell when I'm happy or sad.
- \_\_\_\_\_ 20. It's difficult to find the right words to express myself.
- \_\_\_\_\_ 21. I express myself well verbally.
- \_\_\_\_\_ 22. My communication is usually descriptive, not evaluative.
- \_\_\_\_\_ 23. I communicate with others as though they're equals.
- \_\_\_\_\_ 24. Others would describe me as warm.
- \_\_\_\_\_ 25. My friends truly believe that I care about them.
- \_\_\_\_\_ 26. I try to look others in the eye when I speak with them.
- \_\_\_\_\_ 27. I tell people when I feel close to them.
- \_\_\_\_\_ 28. I accomplish my communication goals.
- \_\_\_\_\_ 29. I can persuade others to my position.
- \_\_\_\_\_ 30. I have trouble convincing others to do what I want them to do.

**ANNEXURE-H**

## wajeeha

## ORIGINALITY REPORT

**11** %  
SIMILARITY INDEX

**9** %  
INTERNET SOURCES

**5** %  
PUBLICATIONS

**5** %  
STUDENT PAPERS

## PRIMARY SOURCES

<b>1</b>	<a href="http://www.ncbi.nlm.nih.gov">www.ncbi.nlm.nih.gov</a> Internet Source	<b>1</b> %
<b>2</b>	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet Source	<b>1</b> %
<b>3</b>	<a href="http://hdl.handle.net">hdl.handle.net</a> Internet Source	<b>1</b> %
<b>4</b>	<a href="http://www.grafiati.com">www.grafiati.com</a> Internet Source	<b>1</b> %
<b>5</b>	Submitted to Higher Education Commission Pakistan Student Paper	<b>1</b> %
<b>6</b>	<a href="http://www.arcjournals.org">www.arcjournals.org</a> Internet Source	<b>1</b> %