Variables and Interpersonal Relationship Skills of Senior High School Students

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ABSTRACT

This study involved 316 senior high school students drawn from a total population of 1,769 and examined the relationships among self-concept, emotional intelligence, parenting style experience, and interpersonal relationship skills. A stratified random sampling technique was employed to ensure fair representation across the participating private schools. Data were collected using a researcher-developed questionnaire, which demonstrated excellent reliability with a Cronbach's alpha of 0.921 based on a pilot test conducted with thirty respondents. The data were analyzed using SPSS, employing descriptive statistics and Pearson's correlation to determine levels and relationships among the variables. Findings indicated that the majority of students exhibited moderate levels of self-concept, emotional intelligence, parenting style experience, and interpersonal relationship skills. Significant positive relationships were found among these variables, suggesting that students with higher self-concept and emotional intelligence, as well as those who experienced more positive parenting styles, tended to demonstrate stronger interpersonal relationship skills. Notably, significant differences were observed in parenting style experience when grouped by age, and in self-concept and emotional intelligence when grouped by sex.The results highlight the importance of emotional intelligence in fostering adolescents' interpersonal competence. Based on these findings, the study recommends the implementation of school- and family-based interventions aimed at strengthening students' emotional awareness, self-esteem, and parental support to further enhance their interpersonal relationships.

Keywords: Self-concept; emotional intelligence; parenting style experience; interpersonal relationship skills; senior high school students; adolescence

INTRODUCTION

Developing healthy interpersonal relationships is a vital aspect of personal and social growth, particularly during adolescence. At this stage of life, young people begin to form deeper social connections that require the ability to recognize, understand, and manage emotions in themselves and others. These abilities are central to emotional intelligence and social competence, which serve as the foundation for effective interpersonal relationship skills. Parents play a crucial role in shaping a child's early emotional development, self-concept, and social behavior. (Sharma, 2014) As a child's first teachers, parents influence how young people perceive themselves and interact with others. Supportive and nurturing parenting practices help foster confidence, emotional stability, and healthy social skills, while overprotective or neglectful parenting may hinder emotional growth and interpersonal development. When parents provide consistent guidance and emotional support, adolescents are more likely to develop positive self-esteem and emotional maturity.

Adolescents today face numerous social and emotional challenges as they navigate changing expectations, peer relationships, and personal identity. Research in the United States has shown that self-concept often declines during early adolescence but gradually improves during the mid-teen years. A negative self-concept has been associated with maladaptive behaviors, whereas a positive self-concept contributes to emotional resilience and social well-being (Child Trends, 2008). Similarly, a study conducted in Romania emphasized that emotional intelligence is a key factor in developing empathy, effective communication, and positive interpersonal relationships (Noorbakhsh, Besharat, & Zarei, 2010).

In Asian contexts, particularly in India, adolescents experience increasing social pressures and uncertainties that heighten the need for emotional intelligence and strong interpersonal skills. Emotional development, coupled with active parental involvement, helps young people manage stress, make responsible decisions, and maintain healthy relationships (Indian Journal of Psychology Science, 2013). Related studies across Asia further indicate that individuals with higher emotional intelligence demonstrate greater empathy, self-control, and cooperation, leading to more positive social interactions (Noorbakhsh, Besharat, & Zarei, 2010). Emotional intelligence has also been identified as a strong predictor of success in relationships, mental health, and academic performance (Bastian, Burns, & Nettelbeck, 2005; Fernandez-Berrocal et al., 2006; Goldenberg, Matheson, & Mantler, 2006; Lloyd et al., 2012).

In the Philippine setting, education plays a significant role in shaping students' character, self-concept, and emotional intelligence. Studies suggest that academic achievement and interpersonal competence are strengthened by positive attitudes toward learning and supportive parenting practices (Bacus, 2014). Emotional intelligence enables students to cope effectively with academic and personal challenges, while a healthy self-concept enhances confidence, motivation, and engagement in learning.

According to Erikson's psychosocial theory, adolescence is a critical developmental stage marked by rapid physical, emotional, and psychological changes. During this period, individuals strive to establish their identity, gain independence, and develop meaningful social relationships as preparation for adult roles (Erikson, as cited in *Child & Adolescent Development*, 2010; Hazen, Schlozman, & Beresin, 2008). These developmental tasks highlight the importance of understanding the factors that influence adolescents' interpersonal relationship skills.

In light of these perspectives, this study seeks to examine the relationship among self-concept, emotional intelligence, and parenting style experience in relation to the interpersonal relationship skills of senior high school students. By understanding how these variables interact, the study aims to provide insights that may help educators, parents, and school counselors design more effective programs and interventions to support students' emotional development and promote positive, healthy relationships.

The objectives of the study were: (1)to find out the degree of self-concept, emotional Intelligence, parenting style experience, and interpersonal relationship skills of the Senior High School students, (2) to determine the significant differences on these variables when they are grouped according to their demographics, and (3) to determine the significant relationships between: (a) self-concept and Interpersonal relationship skills; (b) between emotional intelligence and interpersonal relationship skills; and (c) between parenting style experience of the respondents and their Interpersonal relationship skills.

METHODS

This study utilized causal-comparative and descriptive-correlational research designs to describe students' psychosocial characteristics, to find our the differences in these variables when the respondents are grouped according to their demographics, and to examine the pairwise relationships among self-concept, emotional intelligence, parenting style experiences, and interpersonal relationship skills. The design was appropriate because it allowed the researcher to observe naturally occurring conditions without manipulating variables. The descriptive component provided a clear profile of the respondents, while the correlational component explored whether meaningful associations existed among the major variables.

The participants were 316 senior high school students selected through stratified random sampling from a population of 1,769. Stratification ensured that each school was proportionately represented in the sample. The number of respondents per school was determined using Cochran's formula and proportional allocation techniques.

Data were gathered using a researcher-developed questionnaire consisting of three major sections: the socio-demographic profile, measures of self-concept, emotional intelligence, and parenting style, and an assessment of interpersonal relationship skills. All items were presented using a five-point Likert scale. Content validity was established by experts in education and research, while reliability was tested through a pilot study involving 30

students from non-participating schools. The instrument yielded a Cronbach's alpha of 0.921, indicating excellent reliability.

Permission to conduct the study was obtained from school administrators, after which the researcher personally administered the questionnaires. Completed forms were retrieved, checked for completeness, coded, and encoded for analysis. Data were processed using Microsoft Excel and SPSS. Descriptive statistics such as frequency, percentage, and mean described the respondents' characteristics and levels of each variable. Inferential statistics, including t-test, ANOVA, and Pearson's r correlation, were used to determine significant differences and relationships, with a 0.05 significance level.

RESULTS

The study involved 316 senior high school students from seven private schools. The majority of the respondents were female. In terms of age, most students were 16 years old and below, followed by those aged 17–18 years, while only a small proportion were 19 years old and above. Most respondents were affiliated with the Catholic religion and were enrolled in both Catholic and non-Catholic private schools.

The degree of self-concept of the respondents, measured in terms of self-image, self-confidence, and self-esteem, was found to be moderate. The overall mean score for self-concept was 2.95, which was verbally interpreted as "sometimes," indicating that healthy self-concept was manifested once in a while. Among the components, self-image and self-confidence were both rated as "sometimes" manifested, while self-esteem obtained the lowest mean and was interpreted as "rarely" manifested.

With respect to emotional intelligence, the respondents demonstrated a generally moderate level. The overall mean score was 3.29, verbally interpreted as "sometimes." The intrapersonal component registered the highest mean and was interpreted as "often," while adaptability and stress management were both rated as "sometimes" manifested.

The degree of parenting style experience among the respondents was also moderate, with an overall mean of 2.84, interpreted as "sometimes." Authoritative and authoritarian parenting styles were reported as occasionally experienced, while permissive parenting style was rated lowest and interpreted as "rarely" manifested.

In terms of interpersonal relationship skills, the respondents showed a relatively high level. The overall mean score was 3.41, which was verbally interpreted as "often." Communication skills and social responsibility were frequently manifested, whereas empathy was manifested occasionally.

Inferential analysis revealed no significant differences in the degree of self-concept, emotional intelligence, parenting style experience, and interpersonal relationship skills when respondents were grouped according to age, school religious affiliation, and students' religious affiliation. However, significant differences were observed when grouped according to sex for both self-concept ($t = 0.381$, $p< .05$) and emotional intelligence ($t = 2.769$, $p = .006$). A significant difference in parenting style experience was also found when respondents were grouped by age ($F = 3.888$, $p = .021$), particularly between students aged 16 years and below and those aged 19 years and above, as indicated by the Tukey HSD post hoc test.

Correlation analysis showed a low but statistically significant relationship between self-concept and interpersonal relationship skills ($r< .40$, $p = .000$). Emotional intelligence exhibited a marked and statistically significant relationship with interpersonal relationship skills ($r = .422$, $p = .000$). Parenting style experience demonstrated a negligible and non-significant relationship with interpersonal relationship skills ($r = .155$, $p> .05$).

DISCUSSION

This study examined how self-concept, emotional intelligence, and parenting style experience are related to the interpersonal relationship skills of senior high school students. The findings highlight the important role of emotional and psychological factors in adolescents' social development and offer valuable insight into how

young people navigate relationships during a critical stage of growth. It is important to note, however, that the relationships identified in this study are correlational in nature. While meaningful associations were found among the variables, these results should not be interpreted as evidence of direct cause-and-effect relationships. Rather, they reflect patterns of interconnection among personal, emotional, and social factors that influence adolescents' interpersonal functioning.

The results showed that students' self-concept was generally moderate, with self-esteem emerging as the weakest component. This finding reflects the vulnerability commonly experienced during adolescence, a period marked by identity exploration and heightened sensitivity to social evaluation. Although students demonstrated some degree of confidence and positive self-image, the relatively low level of self-esteem suggests lingering feelings of insecurity and self-doubt. This observation aligns with Erikson's psychosocial theory, which characterizes adolescence as a stage of identity formation where struggles with self-worth are common. The low but significant relationship between self-concept and interpersonal relationship skills further suggests that students who feel more positive about themselves tend to engage more effectively with others, even if the influence of self-concept on social interaction is modest.

Emotional intelligence emerged as the strongest factor associated with interpersonal relationship skills. Students who were more aware of their emotions and better able to regulate them demonstrated stronger communication skills, greater empathy, and higher levels of social responsibility. This finding is consistent with previous research identifying emotional intelligence as a key contributor to social competence and relationship quality. Emotional awareness and regulation appear to help students manage conflicts, respond sensitively to others, and maintain healthy interactions. However, the moderate levels observed in adaptability and stress management suggest that while students may recognize their emotions, they may still struggle to cope effectively with pressure and change. This points to the need for targeted interventions that strengthen coping strategies and emotional resilience.

Parenting style experience showed only a negligible relationship with interpersonal relationship skills, a finding that may seem inconsistent with literature emphasizing the role of parenting in social development. This result suggests that during adolescence, interpersonal skills may be more directly shaped by factors beyond the family, such as peer influence, school climate, and individual emotional competencies. At the same time, the significant age-related differences in parenting style experience indicate that adolescents' perceptions of parental behavior change as they grow older. This underscores the importance of parents adjusting their approaches over time, providing appropriate guidance while gradually allowing greater autonomy.

The absence of significant differences in interpersonal relationship skills across most socio-demographic variables suggests that these skills are not strongly determined by age, religion, or school affiliation. Instead, interpersonal competence appears to be more closely linked to internal psychological resources, particularly emotional intelligence. The observed differences according to sex in self-concept and emotional intelligence further indicate that male and female students may experience and express emotions differently, highlighting the importance of gender-sensitive guidance and counseling programs.

Finally, the findings highlight the relevance of cultural context in understanding adolescents' emotional and social development. Parenting practices and emotional expression are deeply influenced by cultural values and norms, which may shape how adolescents interpret parental behaviors and manage their emotions. In cultural settings where family interdependence, respect for authority, or emotional restraint are emphasized, adolescents' interpersonal behaviors may develop differently compared to more individualistic contexts. Incorporating cultural considerations therefore adds depth and contextual relevance to the interpretation of the findings.

Overall, the study emphasizes that while self-concept and parenting experiences remain important, emotional intelligence plays a central role in shaping adolescents' interpersonal relationship skills. Future research that examines mediating or moderating variables—such as peer relationships, school climate, and teacher–student interactions—using longitudinal or mixed-methods designs may provide deeper insight into how these relationships develop over time and help clarify the pathways through which adolescents build effective social relationships.

CONCLUSION AND RECOMMENDATIONS

This study concludes that senior high school students generally demonstrate moderate levels of self-concept, emotional intelligence, and parenting style experience, while exhibiting relatively strong interpersonal relationship skills. Among the variables examined, emotional intelligence emerged as the most influential factor in shaping students' ability to communicate effectively, demonstrate empathy, and act with social responsibility. Students who were more emotionally aware and capable of managing their emotions tended to form healthier and more positive interpersonal relationships.

Although self-concept showed only a low but significant relationship with interpersonal relationship skills, its role remains important, particularly during adolescence when self-esteem is still developing. The findings indicate that students with a more positive view of themselves are better equipped to engage socially, even if the influence is less pronounced than that of emotional intelligence. Parenting style experience, while showing a negligible direct relationship with interpersonal relationship skills, continues to play a foundational role in adolescents' development, especially as parental influence evolves with age.

Overall, the results suggest that adolescents' interpersonal relationship skills are shaped more by internal emotional competencies than by socio-demographic factors. Emotional intelligence, in particular, serves as a critical resource that enables students to navigate social interactions, manage stress, and adapt to the demands of school and peer relationships.

Based on the findings and conclusions of this study, it is recommended that schools prioritize programs and interventions that strengthen students' emotional intelligence, particularly in the areas of stress management, emotional regulation, and adaptability. Guidance and counseling services should implement structured activities such as group counseling, emotional skills workshops, and peer-support programs to help students better understand and manage their emotions.

Efforts should also be made to enhance students' self-concept, especially self-esteem. Teachers and school administrators are encouraged to foster supportive classroom environments that promote positive feedback, confidence-building activities, and opportunities for student engagement. Regular counseling sessions and mentoring programs may help students develop a healthier self-image and stronger sense of self-worth.

Parents are encouraged to remain actively involved in their children's emotional and social development by adopting balanced and responsive parenting approaches. Schools, in collaboration with Parent-Teacher Associations, may organize parenting seminars and workshops to help parents understand how their parenting practices influence adolescents' emotional well-being and social behavior.

Finally, future researchers are encouraged to expand this study by exploring additional factors that may influence interpersonal relationship skills, such as peer relationships, school climate, and digital social interactions. Longitudinal and mixed-method studies may provide deeper insights into how self-concept, emotional intelligence, and parenting influences evolve over time. Through coordinated efforts among schools, families, and guidance professionals, adolescents can be better supported in developing the emotional and interpersonal skills necessary for healthy personal and social functioning.

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