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# Parenting Styles and Socio-Emotional Learning Among Junior High School Students: Basis for Development Programs

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**ABSTRACT**: This study examined the relationship between parenting styles and the socio-emotional learning (SEL) of junior high school students in a selected Catholic school. Specifically, it determined the respondents' demographic profiles, dominant parenting styles, and levels of SEL in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. It also examined the relationships between parenting styles and SEL and the differences in SEL when respondents were grouped according to demographic characteristics. Using a quantitative descriptive-correlational research design, the study involved 112 junior high school students. Data were collected through a structured questionnaire and analyzed using appropriate descriptive and inferential statistical tools. The findings showed that students demonstrated positive levels of the five SEL competencies, although areas for improvement included seeking help when needed, recognizing the discomfort of excluded peers, and correcting poor decisions. Significant relationships were found between specific parenting styles and selected SEL competencies. Authoritative parenting was significantly associated with four competencies, while authoritarian parenting was associated with all competencies except self-awareness. Permissive parenting was significantly associated with self-awareness and relationship skills, whereas neglectful parenting was associated with self-awareness, self-management, social awareness, and responsible decision-making. No significant differences in SEL were found according to age, sex, and family structure. However, significant differences were observed in social awareness and relationship skills across grade levels. Based on these findings, a development plan was proposed to strengthen students' SEL competencies through targeted school-based activities, parental engagement, and continuous monitoring and evaluation. The study underscores the importance of considering parenting styles and school-based support in promoting students' socio-emotional development.

**KEYWORDS:** Development Programs, Junior High School Students, Socio-Emotional Learning, Student Development, Parenting Styles

## I. INTRODUCTION

Adolescence is a developmental period during which young people learn to recognize and manage emotions, navigate changing relationships, and make increasingly complex decisions. Junior high school students encounter these tasks alongside academic demands, peer interactions, and changes in family and social contexts. Socio-emotional learning (SEL) provides a framework for understanding competencies that may support students' well-being and participation in school.

Parenting styles describe patterns of parental responsiveness and demandingness expressed through communication, guidance, discipline, and emotional support. These patterns may be associated with students' socio-emotional learning (SEL), which includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Because the present study used a descriptive-correlational design, it examined associations and did not establish causal effects.

However, not all children are raised in the same way. Some parents are nurturing and communicative, others are strict and controlling, while some offer minimal guidance due to various circumstances. These differences may lead to variations in how students manage emotions, resolve conflicts, or interact with peers.

The Philippine educational context makes student well-being and socio-emotional development relevant to school guidance, counseling, and child-protection efforts. Filipino families are diverse in their structure, caregiving arrangements, values, and resources; therefore, this study avoided treating any single family pattern as representative of all Filipino households. The practical rationale for the study was to provide school-specific evidence about students' reported parenting experiences and SEL

competencies that may inform responsive development programs. Philippine-specific prevalence figures or school-level evidence should be inserted only when verified from an authoritative source.

**Research Question**

This study aimed to determine the impact of parenting styles on the socio-emotional learning of junior high school students toward creating effective development programs.

Specifically, it sought answers to the following questions:

1. What was the demographic profile of the respondents in terms of:
    - 1.1.1 Age;
    - 1.1.2 Sex;
    - 1.1.3 Grade level; and
    - 1.1.4 Family structure?
2. What was the dominant parenting style experienced by junior high school students in terms of:
    - 2.1.1 Authoritative parenting;
    - 2.1.2 Authoritarian parenting;
    - 2.1.3 Permissive parenting; and
    - 2.1.4 Neglectful parenting (as classified by Diana Baumrind)?
3. What was the level of socio-emotional learning of junior high school students in terms of:
    - 3.1 Self-awareness;
    - 3.2 Self-management;
    - 3.3 Social awareness;
    - 3.4 Relationship skills; and
    - 3.5 Responsible decision-making (based on the framework of the Collaborative for Academic, Social, and Emotional Learning)?
4. Was there a significant relationship between parenting styles and the socio-emotional learning of junior high school students?
5. Was there a significant difference in the level of socio-emotional learning when respondents were grouped according to their demographic profile?
6. Based on the findings of the study, what effective development programs may be proposed to enhance the socio-emotional learning of junior high school students?

**II. SCOPE AND LIMITATION OF THE STUDY**

This study focused on determining the relationship between parenting styles and the socio-emotional learning of junior high school students enrolled in a selected Catholic school during the academic year 2026–2027. The respondents consisted of students from Grades 7 to 10. Specifically, the study examined four parenting styles, namely authoritative, authoritarian, permissive, and neglectful parenting, based on Baumrind's Parenting Style Theory. It also assessed the students' socio-emotional learning in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, based on the CASEL Socio-Emotional Learning Framework.

Furthermore, the study described the respondents' demographic profile in terms of age, sex, grade level, and family structure. It determined the dominant parenting style experienced by the respondents, assessed their level of socio-emotional learning, examined the relationship between parenting styles and socio-emotional learning, and identified whether significant differences in socio-emotional learning existed when respondents were grouped according to their demographic characteristics. The findings served as the basis for proposing development programs intended to enhance students' socio-emotional learning.

This study examined the relationship between parenting styles and socio-emotional learning among 112 junior high school students in Grades 7 to 10 from a selected Catholic school during the stated study period. The school's which participated in the study are Pateros Catholic School, Sto. Niño Catholic School, Sto. Tomas de Villanueva Parochial School, Colegio de Sta. Ana and Escuela Catolica de San Sebastian, Inc. The variables were the four parenting styles—authoritative, authoritarian, permissive, and neglectful—and the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Age, sex, grade level, and family structure were used as grouping variables. The study did not examine mental health, peer influence, socioeconomic status, or academic performance as explanatory variables. Because respondents came from one school and participation depended on eligibility and consent, findings should be generalized cautiously.

**FRAMEWORK**

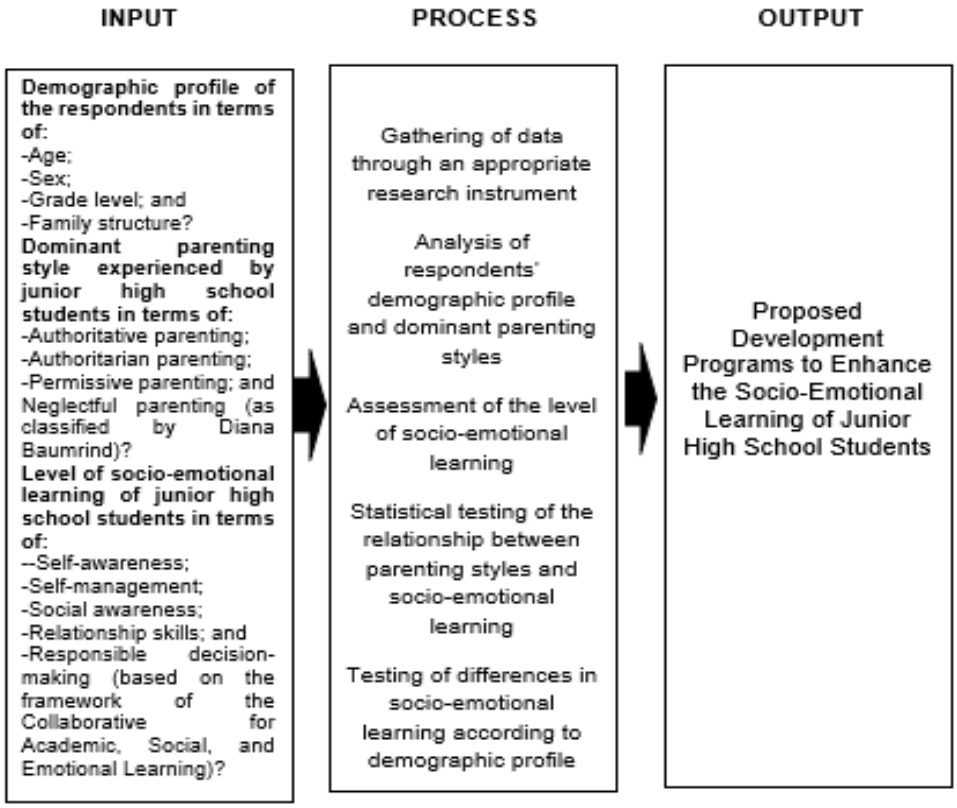



**Figure 1.** *Conceptual Framework of the Study*

The conceptual framework followed the Input-Process-Output (IPO) Model to present the systematic relationship among the variables, research procedures, and expected output of the study. The input consisted of the respondents' demographic profile in terms of age, sex, grade level, and family structure; the four parenting styles identified in Baumrind's Parenting Style Theory, namely authoritative, authoritarian, permissive, and neglectful parenting; and the five socio-emotional learning competencies based on the CASEL Framework, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The process involved gathering data from the junior high school student-respondents using an appropriate research instrument. The collected data was analyzed to describe the respondents' demographic characteristics, identify their dominant parenting styles, and determine their level of socio-emotional learning. Appropriate statistical procedures were also applied to examine the significant relationship between parenting styles and socio-emotional learning and to determine whether significant differences existed in socio-emotional learning when respondents are grouped according to their demographic profile. The results were then interpreted to identify areas that may require further development.

The output of the study was proposed development programs designed to enhance the socio-emotional learning of junior high school students. These programs were based on the empirical findings, particularly the identified socio-emotional learning needs and significant patterns observed in the data. The proposed programs may provide guidance for students, parents, teachers, guidance counselors, and school administrators in supporting students' emotional awareness, emotional regulation, empathy, interpersonal relationships, and responsible decision-making.

**Research Design**

This study employed a quantitative descriptive-correlational research design to determine the relationship between parenting styles and the socio-emotional learning of junior high school students enrolled in a selected Catholic school during the Academic Year 2026–2027. The descriptive component was used to present the demographic profile of the respondents in terms of age, sex, grade level, and family structure; identify the dominant parenting style experienced by the students in terms of authoritative, authoritarian, permissive, and neglectful parenting; and determine their level of socio-emotional learning in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Meanwhile, the correlational component was used to determine whether a statistically significant relationship exists between parenting styles and the five dimensions of socio-emotional learning. The study also examined whether significant differences

exist in the students' socio-emotional learning when they are grouped according to their demographic profile. Since the study examined variables as they naturally occur, no intervention or manipulation of the respondents' home or school environments was undertaken. The findings served as the basis for proposing development programs that address the socio-emotional learning needs identified among the respondents. The design established associations and group differences but did not determine direct cause-and-effect relationships.

**Research Instruments**

The study utilized a structured, self-administered questionnaire as the primary instrument for gathering data. The questionnaire was organized into sections corresponding to the Statement of the Problem to ensure that the information collected directly addressed the research objectives. It included items concerning the respondents' demographic profile, their experiences of parenting styles, and their socio-emotional learning competencies.

The first part of the questionnaire gathered information about the demographic profile of the respondents in terms of age, sex, grade level, and family structure. These variables were used to describe the participants and examine whether significant differences exist in their socio-emotional learning when grouped according to these characteristics.

The second part assessed the parenting styles experienced by the respondents, classified as authoritative, authoritarian, permissive, and neglectful, following Baumrind's Parenting Style Theory. The items were adapted from established parenting-style measures, subject to appropriate permissions and the requirements of the instrument developers. They covered relevant aspects of parental responsiveness, discipline, communication, emotional support, supervision, and behavioral expectations. The responses were scored according to the instrument's established procedures to identify the dominant parenting style among the respondents. The scoring and classification rules were specified before the actual data collection to ensure consistent interpretation.

The third part assessed the respondents' socio-emotional learning based on the five core competencies of the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The items measured students' reported abilities to recognize emotions, manage their behavior, understand other people's feelings, maintain positive relationships, and make responsible choices. The results for each competency were analyzed separately to determine the respondents' level of socio-emotional learning.

The questionnaire items were presented using a five-point Likert scale, ranging from Strongly Disagree to Strongly Agree, with corresponding numerical values from 1 to 5. The response options were clearly explained to the respondents, and the wording of the items was appropriate for their age and comprehension level. The final questionnaire was administered only after the necessary validation and reliability procedures had been completed.

**Data Gathering Procedures**

The data-gathering procedure began with the preparation and finalization of the research questionnaire, followed by the submission of a formal request for permission to conduct the study to the school administration and other appropriate authorities. After approval had been obtained, the researchers coordinated with the designated school personnel to confirm the official enrollment figures, determine the sampling allocation for Grades 7 to 10, and identify the eligible students through the approved sampling procedure.

The researchers then distributed the parental or guardian consent forms and obtain student assent before administering the questionnaire. The purpose of the study, the nature of participation, the expected procedures, and the measures for protecting confidentiality were explained in language appropriate for the students. Participation remained voluntary, and students who do not provide assent or whose parents or guardians do not provide consent were not included in the study.

Once the necessary permissions and consent requirements had been fulfilled, the questionnaire was administered during a schedule approved by the school to minimize disruption of regular classes. The researchers provided standardized instructions and clarify procedural questions without influencing the respondents' answers. Students were given sufficient time to complete the questionnaire independently and were reminded that there were no right or wrong answers to questions about their experiences and perceptions.

After administration, the completed questionnaires were collected and checked for completeness. The responses were then coded, encoded, and organized for statistical analysis. Data were examined for missing responses, inconsistent entries, and other issues that could affect the accuracy of the analysis. Appropriate statistical procedures were applied to answer each research question, and the results were interpreted in relation to the study's objectives. Finally, the findings served as the basis for proposing development programs to enhance the socio-emotional learning of junior high school students.

## III. RESULTS

This chapter presented, analyzed, and interpreted the data gathered from the 112 junior high school student-respondents regarding parenting styles and socio-emotional learning. The results were organized according to the specific objectives of the study, including the students' levels of socio-emotional learning in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; the relationships between parenting styles and socio-emotional learning; and the differences in socio-emotional learning when respondents were grouped according to age, sex, grade level, and family structure. Appropriate statistical tools were used to analyze the data, and the findings were presented in tables with corresponding narrative interpretations to provide a clear understanding of the results and their implications in relation to the research questions.

**Table 1.** *Frequency and Percentage Distribution of Respondents According to Age*

| Age | Frequency | Percentage |
|---|---|---|
| 12 | 9 | 8.0 |
| 13 | 14 | 12.5 |
| 14 | 20 | 17.9 |
| 15 | 50 | 44.6 |
| 16 | 19 | 17.0 |
| 17 and above | 0 | 0.0 |
| **Total** | **112** | **100** |

The data indicated that the largest group of respondents was 15 years old, comprising 50 respondents or 44.6% of the total 112 respondents. This was followed by those aged 16, with 19 respondents or 17.0%, and those aged 14, with 20 respondents or 17.9%. Meanwhile, 14 respondents or 12.5% were 13 years old, while 9 respondents or 8.0% were 12 years old. No respondents were aged 17 and above. Overall, the distribution showed that the respondents were predominantly 15 years old, indicating that the sample was concentrated among learners within this age group. The age distribution may reflect the respondents' grade-level composition and their stage of adolescent development.

The findings implied that the experiences, attitudes, and responses reflected in the study were primarily representative of 15-year-old learners. Therefore, the interpretation of the results and the development of any proposed interventions should consider the developmental needs, learning preferences, and level of maturity of the respondents. Although the findings may provide useful insights into the broader group of learners represented in the study, caution should be exercised when generalizing the results to older adolescents because no respondents aged 17 and above were included. This is particularly important when developing age-appropriate teaching strategies, learning activities, or student support programs.

This interpretation was consistent with UNICEF (2023), which emphasized that adolescence is a crucial developmental period during which young people acquire knowledge and skills, develop emotional competencies, and build relationships that influence their future well-being.

This supported the importance of considering learners' developmental stages when interpreting educational research findings and designing appropriate school-based interventions.

**Table 2.** *Frequency and Percentage Distribution of Respondents According to Sex*

| Sex | Frequency | Percentage |
|---|---|---|
| Male | 27 | 24.1 |
| Female | 85 | 75.9 |
| **Total** | **112** | **100** |

The data revealed that the majority of the respondents were female, comprising 85 respondents or 75.9% of the total 112 respondents. In comparison, male respondents accounted for 27 or 24.1%. This indicated that female respondents were more prominently represented in the study, outnumbering male respondents by 58 participants. The distribution suggested that the findings primarily reflected the experiences, perspectives, and responses of female learners within the selected sample.

The findings implied that the sex distribution should be considered when interpreting the overall results, particularly if the study examined learners' experiences, attitudes, behaviors, or academic performance. Since female respondents constituted a substantial majority, their responses may have a greater influence on the overall findings. Therefore, researchers should consider examining differences between male and female respondents when relevant to the research objectives and supported by the appropriate statistical analysis. However, the higher number of female respondents does not necessarily mean that females perform better or have more favorable experiences than males, as such conclusions must be based on the actual results of the study.

This finding may be contextualized by the Philippine Statistics Authority (2026), which reported sex-disaggregated population data and emphasized the importance of examining population characteristics when describing demographic patterns.

In addition, Bersoto et al. (2026), in their study of student demographic profiles, highlighted the value of analyzing sex distribution to identify patterns and inform gender-responsive educational policies and interventions.

These sources supported the importance of considering sex distribution in educational research while ensuring that conclusions remain grounded in the characteristics and findings of the specific sample.

**Table 3.** *Frequency and Percentage Distribution of Respondents According to Grade Level*

| Grade Level | Frequency | Percentage |
|---|---|---|
| Grade 7 | 15 | 13.4 |
| Grade 8 | 28 | 25.0 |
| Grade 9 | 40 | 35.7 |
| Grade 10 | 29 | 25.9 |
| **Total** | **112** | **100** |

The data revealed that the largest proportion of respondents belonged to Grade 9, with 40 respondents or 35.7% of the total 112 respondents. This was followed by Grade 10, comprising 29 respondents or 25.9%, and Grade 8, with 28 respondents or 25.0%. Meanwhile, Grade 7 had the smallest representation, with 15 respondents or 13.4%. These findings indicated that the respondents were distributed across the four junior high school grade levels, although Grade 9 learners constituted the largest group. This distribution suggested that the study's overall findings were influenced more heavily by the responses of Grade 9 learners than by those of Grade 7 learners.

The findings implied that grade-level representation should be considered when interpreting the study's results, particularly if the variables being examined may differ according to learners' educational experiences, academic demands, or developmental stages. The relatively high representation of Grade 9 and Grade 10 learners may provide useful insights into the experiences of students in the higher grade levels of junior high school. However, the smaller number of Grade 7 respondents should also be considered when drawing conclusions about the entire group. If appropriate to the research objectives, comparing responses across grade levels may help determine whether meaningful differences exist and guide the development of interventions that address the needs of learners at different stages of junior high school.

This interpretation was supported by the Department of Education (2024), which identifies Grades 7 to 10 as Key Stage 3 of the K–12 basic education curriculum. The curriculum aims to develop learners' competencies progressively and help them apply knowledge, skills, and values with increasing independence.

This highlights the importance of considering grade-level differences when interpreting learners' responses and planning educational activities that are appropriate to their respective learning needs.

**Table 4.** *Frequency and Percentage Distribution of Respondents According to Family Structure*

| Family Structure | Frequency | Percentage |
|---|---|---|
| Nuclear | 19 | 17.0 |
| Single Parent | 66 | 58.9 |
| Extended | 14 | 12.5 |
| Guardian | 13 | 11.6 |
| **Total** | **112** | **100** |

The data revealed that the majority of the respondents came from single-parent families, comprising 66 respondents or 58.9% of the total 112 respondents. This was followed by those from nuclear families, with 19 respondents or 17.0%. Meanwhile, 14 respondents or 12.5% belonged to extended families, while 13 respondents or 11.6% lived under the care of a guardian.

These findings indicated that single-parent family structures were the most prevalent among the respondents, accounting for more than half of the sample. In contrast, respondents living with guardians represented the smallest group. The distribution highlighted the diversity of family arrangements represented in the study, with a substantial proportion of learners coming from single-parent households.

The findings implied that family structure may be an important contextual factor when understanding learners' experiences, academic engagement, behavior, and access to support at home. Students from different family arrangements may have varying caregiving responsibilities, available resources, and forms of parental or guardian involvement.

However, family structure alone does not determine a learner's academic performance or well-being, as these outcomes may also be influenced by the quality of family relationships, socioeconomic circumstances, and the availability of emotional and educational support. Therefore, schools may consider strengthening home–school partnerships and providing inclusive support mechanisms that accommodate learners from different family backgrounds without making assumptions about their individual circumstances.

This finding was supported by Gementiza (2025), who examined the challenges faced by single parents in supporting their children's learning and development in Catigbian, Bohol.

The study identified financial constraints, work-related responsibilities, and emotional demands as potential challenges affecting the support available to learners from single-parent households. These findings emphasize the importance of strengthening school-based support systems and establishing responsive partnerships between teachers and caregivers.

**Table 5.** *Level of Authoritative Parenting Experienced by Junior High School Students*

| Indicators | Mean | SD | VI |
|---|---|---|---|
| 1. My parent/guardian explains the reasons behind family rules. *(Ipinaliliwanag ng aking magulang/tagapag-alaga ang mga dahilan sa likod ng mga alituntunin sa pamilya.* | 3.13 | 0.65 | Agree |
| 2. My parent/guardian listens to my opinion before making decisions that affect me. *(Nakikinig ang aking magulang/tagapag-alaga sa aking opinyon bago gumawa ng mga desisyong nakaaapekto sa akin.* | 3.26 | 0.73 | Agree |
| 3. My parent/guardian encourages me to express my feelings respectfully. *(Hinihikayat ako ng aking magulang/tagapag-alaga na ipahayag ang aking damdamin nang may paggalang.* | 2.77 | 0.63 | Agree |
| 4. My parent/guardian sets clear rules and allows respectful discussion about them. *(Nagtatakda ang aking magulang/tagapag-alaga ng malinaw na alituntunin at pinahihintulutan ang magalang na pag-uusap tungkol dito.* | 3.07 | 0.74 | Agree |
| 5. My parent/guardian guides me while allowing me to make age-appropriate decisions. *(Ginagabayan ako ng aking magulang/tagapag-alaga habang hinahayaan akong gumawa ng mga desisyong angkop sa aking edad.* | 3.09 | 0.41 | Agree |
| 6. My parent/guardian gives support when I have problems at school or at home. *(Binibigyan ako ng suporta ng aking magulang/tagapag-alaga kapag may problema ako sa paaralan o sa bahay.* | 2.77 | 0.77 | Agree |
| 7. My parent/guardian explains the possible consequences of my actions. *(Ipinaliliwanag ng aking magulang/tagapag-alaga ang maaaring bunga ng aking mga kilos.* | 3.47 | 0.61 | Strongly Agree |
| 8. My parent/guardian encourages me to take responsibility for my choices. *(Hinihikayat ako ng aking magulang/tagapag-alaga na panagutan ang aking mga pinipili.* | 3.00 | 0.59 | Agree |
| 9. My parent/guardian recognizes my effort even when my results are not perfect. *(Kinakalalagahan ng aking magulang/tagapag-alaga ang aking pagsisikap kahit hindi perpekto ang aking resulta.* | 3.00 | 0.59 | Agree |
| 10. My parent/guardian corrects my behavior in a calm and respectful way. *(Itinutuwid ng aking magulang/tagapag-alaga ang aking asal sa mahinahon at magalang na paraan.* | 3.04 | 0.61 | Agree |
| **General Assessment** | 3.06 | 0.29 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The results showed that junior high school students generally agreed that they experienced authoritative parenting, as reflected in the general assessment mean of 3.06 and standard deviation of 0.29. This indicated that parents or guardians were generally perceived to establish rules, provide guidance, explain consequences, and consider their children's opinions. Among the indicators, explaining the possible consequences of actions obtained the highest mean of 3.47 (SD = 0.61), verbally interpreted as Strongly Agree. This suggested that parents or guardians commonly help students understand the potential outcomes of their behavior. Meanwhile, listening to students' opinions before making decisions that affect them ranked second, with a mean of 3.26 (SD = 0.73), also interpreted as Strongly Agree. These results suggested that explaining behavioral consequences and considering children's perspectives are notable features of authoritative parenting experienced by the respondents.

In contrast, encouraging students to express their feelings respectfully and providing support when they encounter problems at school or at home received the lowest mean scores, both at 2.77, with standard deviations of 0.63 and 0.77, respectively. Although both indicators remained within the Agree category, their relatively lower means suggested that emotional expression and support during difficult situations may be areas for improvement. The other indicators, including explaining family rules, establishing clear expectations, allowing age-appropriate decisions, encouraging responsibility, recognizing effort, and correcting behavior calmly, were also rated Agree.

Overall, the findings indicated that authoritative parenting practices were generally present, although the extent to which students experienced emotional support and encouragement to communicate their feelings may vary.

These findings were consistent with Boullion et al. (2023), who found that parental warmth and affection were associated with better adolescent emotional adjustment, partly through the way adolescents regulate their emotions.

Similarly, Zapf et al. (2024) reported in their systematic review that the quality of parent–child communication was associated with adolescent mental health across several psychological outcomes. Their findings underscore the importance of open communication, listening, and emotional responsiveness in parent–adolescent relationships.

These studies supported the present findings by emphasizing that effective parenting involves not only setting rules and explaining consequences but also providing emotional support and encouraging adolescents to communicate their feelings.

**Table 6.** *Level of Authoritarian Parenting Experienced by Junior High School Students*

| Indicators | Mean | SD | VI |
|---|---|---|---|
| 1. My parent/guardian expects me to follow instructions without discussion.<br>*Inaasahan ng aking magulang/tagapag-alaga na sumunod ako sa mga utos nang walang talakayan.* | 2.91 | 0.68 | Agree |
| 2. My parent/guardian gives consequences without explaining the reason.<br>*Nagbibigay ang aking magulang/tagapag-alaga ng konsekwensiya nang hindi ipinaaliwanag ang dahilan.* | 2.91 | 0.64 | Agree |
| 3. Rules at home are enforced strictly.<br>*Mahigpit na ipinatutupad ang mga alituntunin sa bahay.* | 3.03 | 0.68 | Agree |
| 4. My parent/guardian does not usually allow me to express disagreement.<br>*Karaniwang hindi ako pinapayagan ng aking magulang/tagapag-alaga na magpahayag ng hindi pagsang-ayon.* | 3.02 | 0.58 | Agree |
| 5. Discipline at home is given more emphasis than discussion.<br>*Mas binibigyang-diin sa bahay ang disiplina kaysa sa pag-uusap.* | 3.12 | 0.65 | Agree |
| 6. My parent/guardian makes most decisions for me without asking my view.<br>*Ginagawa ng aking magulang/tagapag-alaga ang karamihan sa mga desisyon para sa akin nang hindi tinatanong ang aking pananaw.* | 3.06 | 0.47 | Agree |
| 7. My parent/guardian uses strict rules even when the situation is different.<br>*Gumagamit ang aking magulang/tagapag-alaga ng mahigpit na alituntunin kahit iba-iba ang sitwasyon.* | 2.79 | 0.72 | Agree |
| 8. My parent/guardian expects immediate obedience at home.<br>*Inaasahan ng aking magulang/tagapag-alaga ang agarang pagsunod sa bahay.* | 3.13 | 0.59 | Agree |
| 9. My parent/guardian limits my choices in school-related or personal matters.<br>*Nililimitahan ng aking magulang/tagapag-alaga ang aking mga pagpipilian sa mga bagay na may kaugnayan sa paaralan o sa sarili.* | 3.04 | 0.58 | Agree |
| 10. My parent/guardian focuses more on mistakes than on explaining how to improve.<br>*Mas nakatuon ang aking magulang/tagapag-alaga sa mga pagkakamali kaysa sa pagpapaliwanag kung paano ako gagaling.* | 2.88 | 0.67 | Agree |
| **General Assessment** | 2.99 | 0.19 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The results revealed that junior high school students generally agreed that they experienced authoritarian parenting, as reflected in the general assessment mean of 2.99 and standard deviation of 0.19. This indicated that parents or guardians were commonly perceived to emphasize obedience, strict discipline, and compliance with household rules, sometimes with limited opportunities for discussion or participation in decision-making. Among the indicators, expecting immediate obedience at home obtained the highest mean of 3.13 (SD = 0.59), followed closely by emphasizing discipline over discussion, with a mean of 3.12 (SD = 0.65). These findings suggested that the expectation of compliance and the enforcement of discipline are prominent characteristics of the parenting practices reported by the respondents.

In contrast, using strict rules even when situations differ received the lowest mean of 2.79 (SD = 0.72), although it remained verbally interpreted as Agree. This suggested that, compared with other authoritarian practices, respondents perceived relatively less emphasis on applying rigid rules regardless of circumstances. Nevertheless, the indicators concerning limited opportunities to express disagreement, making decisions without consulting the child, and focusing on mistakes rather than improvement also received agreement ratings. Overall, the findings suggested that authoritarian parenting practices were present among the respondents, particularly in relation to obedience and discipline. However, the relatively low general standard deviation indicated limited variation in the overall assessment scores, although it did not necessarily mean that every respondent experienced the same parenting practices. The findings may be further understood in light of the study by Zheng et al. (2024), which examined differences between parents' and adolescents' perceptions of authoritarian parenting and parental warmth. The researchers found that discrepancies in these perceptions were associated with adolescents' depressive symptoms, with parent–adolescent communication playing a mediating role.

This suggests that while rules, discipline, and obedience may be important aspects of parenting, maintaining open communication and understanding adolescents' perspectives are also essential. Thus, parents and guardians may benefit from balancing appropriate discipline with explanations, constructive feedback, and opportunities for respectful discussion.

**Table 7.** *Level of Permissive Parenting Experienced by Junior High School Students*

| | Indicators | Mean | SD | VI |
|---|---|---|---|---|
| 1. | My parent/guardian allows me to do what I want most of the time.<br>*Pinapayagan ako ng aking magulang/tagapag-alaga na gawin ang gusto ko sa karamihan ng pagkakataon.* | 3.00 | 0.63 | Agree |
| 2. | There are few rules that I am expected to follow at home.<br>*Kaunti lamang ang mga alituntunin inaasahang susundin ko sa bahay.* | 2.96 | 0.60 | Agree |
| 3. | My parent/guardian rarely gives consequences when I break rules.<br>*Bihira akong bigyan ng konsekwensiya ng aking magulang/tagapag-alaga kapag lumalabag ako sa alituntunin.* | 3.01 | 0.64 | Agree |
| 4. | My parent/guardian usually gives in when I insist on what I want.<br>*Karaniwang pinagbibigyan ako ng aking magulang/tagapag-alaga kapag ipinilit ko ang gusto ko.* | 3.04 | 0.64 | Agree |
| 5. | My parent/guardian gives me freedom even when guidance is needed.<br>*Binibigyan ako ng aking magulang/tagapag-alaga ng kalayaan kahit kailangan ko ng gabay.* | 2.87 | 0.61 | Agree |
| 6. | My parent/guardian allows me to decide many things without checking the details.<br>*Hinahayaan ako ng aking magulang/tagapag-alaga na magdesisyon sa maraming bagay nang hindi tinitingnan ang mga detalye.* | 3.08 | 0.65 | Agree |
| 7. | My parent/guardian does not consistently check if I follow home rules.<br>*Hindi palaging sinusuri ng aking magulang/tagapag-alaga kung sinusunod ko ang mga alituntunin sa bahay.* | 3.15 | 0.56 | Agree |
| 8. | My parent/guardian avoids correcting my behavior to prevent conflict.<br>*Iniiwasan ng aking magulang/tagapag-alaga na ituwid ang aking asal upang maiwasan ang alitan.* | 2.88 | 0.66 | Agree |
| 9. | My parent/guardian allows me to use gadgets or media with few limits.<br>*Pinapayagan ako ng aking magulang/tagapag-alaga na gumamit ng gadgets o media na may kaunting limitasyon.* | 2.99 | 0.61 | Agree |
| 10. | My parent/guardian rarely sets consequences for unfinished responsibilities.<br>*Bihirang magtakda ng konsekwensiya ang aking magulang/tagapag-alaga kapag hindi ko natatapos ang aking mga responsibilidad.* | 3.00 | 0.64 | Agree |
| | **General Assessment** | 3.00 | 0.18 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The results indicated that junior high school students generally agreed that they experienced permissive parenting, as reflected in the general assessment mean of 3.00 and standard deviation of 0.18. This suggested that parents or guardians were perceived to provide considerable freedom, impose relatively few restrictions, and inconsistently monitor or enforce household rules. Among the indicators, the statement that parents or guardians do not consistently check whether household rules are followed obtained the highest mean of 3.15 (SD = 0.56), followed by allowing students to make decisions without checking the details, with a mean of 3.08 (SD = 0.65). These findings suggested that limited monitoring and considerable independence are notable characteristics of permissive parenting experienced by the respondents.

In contrast, allowing students freedom even when guidance is needed received the lowest mean of 2.87 (SD = 0.61), followed closely by avoiding behavioral correction to prevent conflict, with a mean of 2.88 (SD = 0.66). Although these indicators received comparatively lower ratings, both remained within the Agree category. The results suggested that permissive parenting practices were generally perceived among the respondents, particularly in terms of monitoring, decision-making, and the enforcement of rules. However, the findings did not necessarily mean that all parents or guardians completely neglected their responsibilities; rather, they indicated that students perceived certain parenting practices as involving greater freedom and less consistent supervision. The findings were supported by Al-shoaibi et al. (2024), who examined parental monitoring, family conflict, and screen time among early adolescents. Their study found that greater parental monitoring was associated with lower overall screen time, including time spent playing video games and watching online videos. This evidence highlights the importance of providing adolescents with age-appropriate independence while maintaining reasonable supervision and consistent household expectations. In the context of the present study, parents and guardians may benefit from establishing clear boundaries, monitoring responsibilities, and discussing appropriate gadget use while respecting adolescents' growing need for autonomy.

**Table 8.** *Level of Neglectful Parenting Experienced by Junior High School Students*

| | Indicators | Mean | SD | VI |
|---|---|---|---|---|
| 1. | My parent/guardian is often unavailable when I need guidance. *Madalas na hindi available ang aking magulang/tagapag-alaga kapag kailangan ko ng gabay.* | 2.96 | 0.64 | Agree |
| 2. | My parent/guardian is rarely aware of my school activities. *Bihirang malaman ng aking magulang/tagapag-alaga ang aking mga gawain sa paaralan.* | 3.00 | 0.59 | Agree |
| 3. | I rarely talk with my parent/guardian about my feelings or concerns. *Bihira akong makipag-usap sa aking magulang/tagapag-alaga tungkol sa aking damdamin o mga alalahanin.* | 3.00 | 0.64 | Agree |
| 4. | My parent/guardian rarely monitors my school and home responsibilities. *Bihirang subaybayan ng aking magulang/tagapag-alaga ang aking mga responsibilidad sa paaralan at sa bahay.* | 2.96 | 0.55 | Agree |
| 5. | My parent/guardian rarely participates in matters related to my school or personal needs. *Bihirang makilahok ang aking magulang/tagapag-alaga sa mga bagay na may kaugnayan sa aking paaralan o personal na pangangailangan.* | 3.03 | 0.70 | Agree |
| 6. | My parent/guardian rarely asks about my academic progress. *Bihirang magtanong ang aking magulang/tagapag-alaga tungkol sa aking pag-unlad sa pag-aaral.* | 2.93 | 0.60 | Agree |
| 7. | My parent/guardian rarely checks whether I complete school tasks. *Bihirang tingnan ng aking magulang/tagapag-alaga kung natapos ko ang mga gawain sa paaralan.* | 3.07 | 0.63 | Agree |
| 8. | My parent/guardian is rarely available to help me solve personal problems. *Bihirang maging available ang aking magulang/tagapag-alaga upang tulungan akong lutasin ang personal na problema.* | 3.05 | 0.63 | Agree |
| 9. | My parent/guardian rarely attends school-related meetings or activities when needed. *Bihirang dumalo ang aking magulang/tagapag-alaga sa mga pagpupulong o gawaing pampaaralan kapag kailangan.* | 2.90 | 0.64 | Agree |
| 10. | My parent/guardian rarely gives guidance about my behavior or decisions. *Bihirang magbigay ng gabay ang aking magulang/tagapag-alaga tungkol sa aking asal o mga desisyon.* | 2.96 | 0.68 | Agree |
| | **General Assessment** | 2.99 | 0.19 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The results indicated that junior high school students generally agreed that they experienced neglectful parenting, as reflected in the general assessment mean of 2.99 and standard deviation of 0.19. This suggested that respondents perceived limited parental or guardian involvement in their school activities, personal concerns, and daily responsibilities. Among the indicators, the statement that parents or guardians rarely check whether students complete school tasks obtained the highest mean of 3.07 (SD = 0.63). This was followed by the limited availability of parents or guardians to help resolve personal problems, with a mean of 3.05 (SD = 0.63), and the infrequent participation of parents or guardians in matters related to school or personal needs, with a mean of 3.03 (SD = 0.70). These findings suggested that insufficient monitoring and limited involvement in students' academic and personal lives are notable concerns reported by the respondents.

In contrast, the statement that parents or guardians rarely attend school-related meetings or activities when needed received the lowest mean of 2.90 (SD = 0.64), followed by the indicator concerning limited inquiries about academic progress, with a mean of 2.93 (SD = 0.60). Although these indicators received comparatively lower ratings, all ten indicators remained within the Agree category. Overall, the findings suggested that students perceived gaps in parental guidance, communication, and involvement. However, these results represented the students' reported perceptions and should not automatically be interpreted as proof that their parents or guardians are entirely uninvolved. Work schedules, financial responsibilities, and other family circumstances may also influence the extent of parental participation.

These findings were supported by Liu et al. (2024), whose systematic review and meta-analysis of 22 studies involving 390,094 participants found a moderate negative association between parental educational involvement and adolescents' depressive symptoms. This suggests that parental participation in educational activities may be relevant not only to academic development but also to adolescents' psychological well-being.

Similarly, Gagné-Legault et al. (2024) examined parental monitoring and academic functioning and found that adolescents' perceptions of parental monitoring were significantly related to academic engagement and achievement.

These studies highlight the importance of consistent parental guidance, communication, and involvement in students' academic and personal lives. In the context of the present study, strengthening communication between parents or guardians and students, monitoring school responsibilities, and providing accessible emotional support may help address the areas of limited involvement reflected in the findings.

**Table 9.** *Level of Socio-Emotional Learning of Junior High School Students in Terms of Self-Awareness*

| Indicators | Mean | SD | VI |
|---|---|---|---|
| 1. I can identify what emotion I am feeling.<br>*Nakikilala ko kung anong emosyon ang nararamdaman ko.* | 3.06 | 0.51 | Agree |
| 2. I can identify my strengths and areas I need to improve.<br>*Nakikilala ko ang aking mga kalakasan at mga bahaging kailangan kong pagbutihin.* | 2.98 | 0.72 | Agree |
| 3. I understand how my feelings affect my actions.<br>*Nauunawaan ko kung paano nakaaapekto ang aking damdamin sa aking mga kilos.* | 2.99 | 0.56 | Agree |
| 4. I can recognize situations where I feel confident.<br>*Nakikilala ko ang mga sitwasyong nakakaramdam ako ng tiwala sa sarili.* | 2.99 | 0.65 | Agree |
| 5. I reflect on my emotions after important situations.<br>*Pinagninilayan ko ang aking emosyon pagkatapos ng mahahalagang sitwasyon.* | 2.99 | 0.62 | Agree |
| 6. I can name the reason why I feel happy, sad, angry, or worried.<br>*Natutukoy ko ang dahilan kung bakit ako masaya, malungkot, galit, o nag-aalala.* | 3.04 | 0.57 | Agree |
| 7. I can recognize how my body reacts when I feel strong emotions.<br>*Nakikilala ko kung paano tumutugon ang aking katawan kapag matindi ang aking emosyon.* | 2.88 | 0.68 | Agree |
| 8. I can identify activities or situations that make me feel stressed.<br>*Nakikilala ko ang mga gawain o sitwasyong nagdudulot sa akin ng stress.* | 2.95 | 0.64 | Agree |
| 9. I know when I need help with my feelings or behavior.<br>*Alam ko kung kailan ko kailangan ng tulong tungkol sa aking damdamin o asal.* | 3.00 | 0.66 | Agree |
| 10. I can describe what I learned from my mistakes.<br>*Nailalarawan ko ang natutuhan ko mula sa aking mga pagkakamali.* | 2.95 | 0.63 | Agree |
| **General Assessment** | 2.98 | 0.19 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The results revealed that junior high school students generally demonstrated a favorable level of self-awareness, as reflected in the general assessment mean of 2.98 and standard deviation of 0.19, verbally interpreted as Agree. This indicated that the respondents generally perceived themselves as capable of recognizing their emotions, understanding how feelings influence their actions, identifying personal strengths, and reflecting on their experiences. Among the indicators, identifying the emotions they are feeling obtained the highest mean of 3.06 (SD = 0.51). This was followed by identifying the reasons behind feelings such as happiness, sadness, anger, or worry, with a mean of 3.04 (SD = 0.57). These results suggested that recognizing and identifying emotions were relatively strong aspects of the respondents' self-awareness.

In contrast, recognizing bodily reactions during intense emotions received the lowest mean of 2.88 (SD = 0.68), followed by identifying activities or situations that cause stress and describing lessons learned from mistakes, both of which obtained means of 2.95, with standard deviations of 0.64 and 0.63, respectively. Although these indicators were also interpreted as Agree, their comparatively lower ratings suggested that recognizing physical signs of emotional experiences, identifying stressors, and reflecting on mistakes may require further development. Overall, the findings indicated that the students demonstrated a generally positive perception of their self-awareness, although opportunities remained to strengthen their ability to connect emotions with bodily responses, recognize sources of stress, and use personal experiences for self-improvement.

These findings were consistent with the Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.), which identifies self-awareness as the ability to understand one's emotions, thoughts, and values and recognize how they influence behavior. The framework also emphasizes identifying personal strengths and limitations, recognizing emotions, and developing self-confidence as important components of self-awareness.

This supported the present findings by highlighting the importance of helping students move beyond identifying their feelings toward understanding their emotional and physical responses, recognizing stressors, and learning from their experiences. Accordingly, teachers and parents or guardians may provide reflective activities, emotion-identification exercises, and guided discussions to strengthen students' self-awareness and overall socio-emotional development.

**Table 10.** *Level of Socio-Emotional Learning of Junior High School Students in Terms of Self-Management*

| | Indicators | Mean | SD | VI |
|---|---|---|---|---|
| 1. | I can manage my anger when I feel upset.<br>*Nagamamahalaan ko ang aking galit kapag ako ay nababalisa o naiinis.* | 3.08 | 0.63 | Agree |
| 2. | I try to stay calm when I face challenges.<br>*Sinisikap kong manatiling kalmado kapag humaharap ako sa mga hamon.* | 2.94 | 0.59 | Agree |
| 3. | I set personal or school-related goals.<br>*Nagtatakda ako ng mga layuning personal o may kaugnayan sa paaralan.* | 3.01 | 0.69 | Agree |
| 4. | I manage my time for school tasks and personal activities.<br>*Nagamamahalaan ko ang aking oras para sa mga gawaing pampaaralan at personal na gawain.* | 3.09 | 0.59 | Agree |
| 5. | I think about what may happen before I act.<br>*Iniisip ko muna ang maaaring mangyari bago ako kumilos.* | 2.94 | 0.63 | Agree |
| 6. | I use a helpful strategy, such as breathing or pausing, when I feel upset.<br>*Gumagamit ako ng makatutulong na paraan, tulad ng paghinga nang malalim o paghinto sandali, kapag ako ay nababalisa.* | 3.02 | 0.61 | Agree |
| 7. | I finish school tasks even when they are difficult.<br>*Tinatapos ko ang mga gawaing pampaaralan kahit mahirap ang mga ito.* | 2.97 | 0.58 | Agree |
| 8. | I follow routines that help me complete responsibilities.<br>*Sinusunod ko ang mga gawain o routine na tumutulong sa akin na matapos ang aking mga responsibilidad.* | 2.89 | 0.66 | Agree |
| 9. | I avoid saying or doing things that may hurt others when I am angry.<br>*Iniiwasan kong magsabi o gumawa ng mga bagay na maaaring makasakit sa iba kapag ako ay galit.* | 2.99 | 0.58 | Agree |
| 10. | I ask for support when I cannot manage a difficult situation alone.<br>*Humihingi ako ng suporta kapag hindi ko kayang hawakan mag-isa ang isang mahirap na sitwasyon.* | 2.96 | 0.70 | Agree |
| | **General Assessment** | 2.99 | 0.19 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The results indicated that the respondents generally demonstrated a favorable level of self-management, as reflected in the general assessment mean of 2.99 and standard deviation of 0.19, verbally interpreted as Agree. This suggested that the junior high school students generally perceived themselves as capable of regulating their emotions, managing their responsibilities, setting goals, and responding appropriately to challenging situations.

Among the indicators, managing time for school tasks and personal activities obtained the highest mean of 3.09 (SD = 0.59), followed by managing anger when upset, with a mean of 3.08 (SD = 0.63). These findings suggested that time management and anger regulation were relatively strong aspects of the respondents' perceived self-management skills.

In contrast, following routines that help them complete their responsibilities received the lowest mean of 2.89 (SD = 0.66), followed by staying calm when facing challenges and thinking about possible consequences before acting, both with a mean of 2.94. Although all indicators were interpreted as Agree, the comparatively lower ratings suggested opportunities to strengthen students' consistency in following routines, maintaining composure during difficult situations, and considering the consequences of their actions.

Furthermore, asking for support when unable to manage a difficult situation alone obtained a mean of 2.96 (SD = 0.70), indicating that seeking assistance may also be an area worth reinforcing. Overall, the findings suggested that students perceived themselves as generally capable of managing their emotions and responsibilities, but continued guidance may help them apply these skills more consistently in academic and personal situations.

These findings were supported by the Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.), which identifies self-management as the ability to regulate emotions, thoughts, and behaviors, manage stress, and work toward personal goals. This framework aligned with the respondents' ratings on emotional regulation, time management, and goal setting. In addition, a systematic review by Smith et al. (2022) examined school-based self-management interventions and their potential to improve students' classroom behavior and academic outcomes.

In light of these findings, teachers and parents or guardians may reinforce self-management through consistent routines, time-management activities, goal-setting exercises, and strategies such as pausing and deep breathing before reacting. Providing students with opportunities to practice these skills may help them become more consistent in managing emotions, completing responsibilities, and making thoughtful decisions.

**Table 11.** *Level of Socio-Emotional Learning of Junior High School Students in Terms of Social Awareness*

| | Indicators | Mean | SD | VI |
|---|---|---|---|---|
| 1. | I can recognize how others may feel in different situations.<br>*Nakikilala ko kung ano ang maaaring maramdaman ng iba sa iba't ibang sitwasyon.* | 2.93 | 0.56 | Agree |
| 2. | I show respect to people who are different from me.<br>*Nagpapakita ako ng paggalang sa mga taong naiiba sa akin.* | 3.11 | 0.69 | Agree |
| 3. | I show concern for classmates who need help.<br>*Nagpapakita ako ng malasakit sa mga kaklasang nangangailangan ng tulong.* | 2.92 | 0.52 | Agree |
| 4. | I listen carefully when others are speaking.<br>*Nakikinig ako nang mabuti kapag may nagsasalita.* | 3.07 | 0.74 | Agree |
| 5. | I try to treat others with fairness and kindness.<br>*Sinisikap kong tratuhin ang iba nang makatarungan at may kabutihan.* | 3.01 | 0.46 | Agree |
| 6. | I notice when a classmate feels left out or uncomfortable.<br>*Napapansin ko kapag ang isang kaklase ay nalilimutan o hindi komportable.* | 2.87 | 0.75 | Agree |
| 7. | I try to understand the situation of classmates who have problems.<br>*Sinisikap kong maunawaan ang sitwasyon ng mga kaklasang may problema.* | 3.01 | 0.53 | Agree |
| 8. | I respect classmates' different opinions during discussions.<br>*Iginagalang ko ang iba't ibang opinyon ng mga kaklase sa talakayan.* | 3.00 | 0.66 | Agree |
| 9. | I follow classroom expectations that help everyone feel safe and respected.<br>*Sinusunod ko ang mga inaasahang asal sa klase upang maramdaman ng lahat ang kaligtasan at paggalang.* | 2.96 | 0.64 | Agree |
| 10. | I avoid making fun of others because of their background, ability, or appearance.<br>*Iniiwasan kong pagtawanan ang iba dahil sa kanilang pinagmulan, kakayahan, o hitsura.* | 3.02 | 0.60 | Agree |
| | **General Assessment** | 2.99 | 0.17 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The results indicated that the respondents generally demonstrated a favorable level of social awareness, as reflected in the general assessment mean of 2.99 and standard deviation of 0.17, verbally interpreted as Agree. This suggested that the junior high school students generally perceived themselves as capable of respecting others, recognizing different perspectives, and interacting considerately with their classmates. Among the indicators, showing respect to people who are different from them obtained the highest mean of 3.11 (SD = 0.69), followed by listening carefully when others are speaking, with a mean of 3.07 (SD = 0.74). These findings suggested that respect for individual differences and attentive listening were relatively strong aspects of the respondents' perceived social awareness.

In contrast, noticing when a classmate feels excluded or uncomfortable received the lowest mean of 2.87 (SD = 0.75), followed by showing concern for classmates who need help, with a mean of 2.92 (SD = 0.52). Although all indicators were interpreted as Agree, these comparatively lower ratings suggested that recognizing subtle emotional and social cues and responding to classmates who may need support could benefit from further development. Overall, the findings indicated that the students perceived themselves as generally respectful and considerate of others, although opportunities remained to strengthen empathy, awareness of social exclusion, and sensitivity to the needs of their peers.

These findings were consistent with the framework of social and emotional learning described by the Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.), which identifies empathy, perspective-taking, respect for diversity, and concern for others' feelings as essential components of social awareness. Moreover, Cipriano et al. (2023), in a meta-analysis of school-based social and emotional learning interventions involving students from kindergarten through Grade 12, found that these programs were associated with improvements in students' social-emotional skills, peer relationships, behavior, and school climate.

These findings implied that teachers and parents or guardians can help strengthen students' social awareness through cooperative learning, classroom discussions about diverse perspectives, peer-support activities, and lessons that encourage empathy and inclusion. Such activities may help students become more attentive to classmates who feel excluded, recognize when others need assistance, and contribute to a respectful and supportive school environment.

**Table 12.** *Level of Socio-Emotional Learning of Junior High School Students in Terms of Relationship Skills*

| | Indicators | Mean | SD | VI |
|---|---|---|---|---|
| 1. | I express my thoughts clearly when talking with others.<br>*Malinaw kong ipinahahayag ang aking mga kaisipan kapag nakikipag-usap sa iba.* | 2.94 | 0.67 | Agree |
| 2. | I cooperate with classmates during group activities.<br>*Nakikipagtulungan ako sa mga kaklase sa mga gawaing pangkat.* | 2.95 | 0.57 | Agree |
| 3. | I try to resolve conflicts in a peaceful way.<br>*Sinisikap kong lutasin ang alitan sa mapayapang paraan.* | 3.12 | 0.68 | Agree |
| 4. | I ask for help when I need support.<br>*Humihingi ako ng tulong kapag kailangan ko ng suporta.* | 2.85 | 0.54 | Agree |
| 5. | I maintain friendships that are respectful and supportive.<br>*Pinananatili ko ang pagkakaibigang may paggalang at suporta.* | 2.98 | 0.75 | Agree |
| 6. | I use respectful words when I disagree with someone.<br>*Gumagamit ako ng magagalang na salita kapag hindi ako sumasang-ayon sa isang tao.* | 2.99 | 0.55 | Agree |
| 7. | I listen to others' ideas during group work.<br>*Nakikinig ako sa ideya ng iba habang gumagawa sa pangkat.* | 2.97 | 0.69 | Agree |
| 8. | I apologize when I hurt someone or make a mistake.<br>*Humihingi ako ng paumanhin kapag nakasakit ako o nagkamali.* | 3.06 | 0.57 | Agree |
| 9. | I share responsibilities during group activities.<br>*Nakikibahagi ako sa mga responsibilidad sa mga gawaing pangkat.* | 3.03 | 0.68 | Agree |
| 10. | I seek help from a trusted person when a conflict becomes difficult to handle.<br>*Humihingi ako ng tulong sa taong pinagkakatiwalaan kapag mahirap nang harapin ang alitan.* | 3.10 | 0.63 | Agree |
| | **General Assessment** | 3.00 | 0.17 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The results indicated that the respondents generally demonstrated a favorable level of relationship skills, as reflected in the general assessment mean of 3.00 and standard deviation of 0.17, verbally interpreted as Agree. This suggested that the junior high school students generally perceived themselves as capable of maintaining positive relationships, cooperating with classmates, communicating respectfully, and managing interpersonal conflicts. Among the indicators, trying to resolve conflicts peacefully obtained the highest mean of 3.12 (SD = 0.68), followed by seeking help from a trusted person when a conflict becomes difficult to handle, with a mean of 3.10 (SD = 0.63). These findings suggested that peaceful conflict resolution and recognizing when to seek assistance were relatively strong aspects of the respondents' perceived relationship skills.

In contrast, asking for help when support is needed received the lowest mean of 2.85 (SD = 0.54), followed by expressing thoughts clearly when talking with others, with a mean of 2.94 (SD = 0.67). Although all indicators were interpreted as Agree, these comparatively lower ratings suggested that students may benefit from additional opportunities to practice expressing their needs, communicating their thoughts clearly, and seeking support when necessary. Overall, the findings indicated that the respondents perceived themselves as generally capable of maintaining positive peer relationships and resolving disagreements respectfully, although continued guidance may strengthen their communication and help-seeking skills.

These findings were supported by Cipriano et al. (2023), whose meta-analysis of 424 studies involving more than 575,000 students found that school-based social and emotional learning interventions were associated with improvements in social-emotional skills, peer relationships, behavior, and school climate.

Similarly, CASEL identifies effective communication, cooperation, constructive conflict resolution, and seeking or offering help as essential components of relationship skills.

These findings implied that teachers and parents or guardians can further support students by providing structured group activities, role-playing exercises for resolving disagreements, guided communication practice, and a classroom environment where asking for help is encouraged. Such activities may help students strengthen their ability to express themselves clearly, cooperate with peers, and maintain respectful and supportive relationships.

**Table 13.** *Level of Socio-Emotional Learning of Junior High School Students in Terms of Responsible Decision-Making*

| | Indicators | Mean | SD | VI |
|---|---|---|---|---|
| 1. | I think about possible consequences before making decisions.<br>*Iniisip ko ang maaaring mangyi bunga bago ako gumawa ng desisyon.* | 3.03 | 0.45 | Agree |
| 2. | I choose actions that are safe and respectful.<br>*Pinipili ko ang mga kilos na ligtas at may paggalang.* | 2.93 | 0.64 | Agree |
| 3. | I consider how my decisions may affect other people.<br>*Isinasaalang-alang ko kung paano maaaring makaapekto sa iba ang aking mga desisyon.* | 2.99 | 0.65 | Agree |
| 4. | I compare possible choices before solving a problem.<br>*Inihahambing ko ang mga posibleng pagpipilian bago lutasin ang isang problema.* | 2.93 | 0.55 | Agree |
| 5. | I take responsibility for my actions.<br>*Tinatanggap ko ang pananagutan sa aking mga kilos.* | 2.92 | 0.76 | Agree |
| 6. | I ask myself if a choice is right or fair before I act.<br>*Tinatanong ko ang aking sarili kung tama o makatarungan ang isang pagpipilian bago ako kumilos.* | 3.02 | 0.48 | Agree |
| 7. | I consider school rules before making decisions in class or on campus.<br>*Isinasaalang-alang ko ang mga alituntunin ng paaralan bago gumawa ng desisyon sa klase o sa paaralan.* | 3.02 | 0.78 | Agree |
| 8. | I ask advice from a trusted person when I am unsure about a decision.<br>*Humihingi ako ng payo sa isang pinagkakatiwalaan kapag hindi ako siguradó sa isang desisyon.* | 2.96 | 0.44 | Agree |
| 9. | I choose not to join actions that may harm myself or others.<br>*Pinipili kong huwag sumali sa mga gawaing maaaring makasakit sa akin o sa iba.* | 3.18 | 0.69 | Agree |
| 10. | I try to correct my action when I realize I made a poor decision.<br>*Sinisikap kong itama ang aking kilos kapag napagtanto kong hindi maganda ang naging desisyon ko.* | 2.77 | 0.55 | Agree |
| | **General Assessment** | 2.97 | 0.19 | **Agree** |

Legend:
3.25 – 4.00 Strongly Agree (SA) — 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) — 1.00 – 1.74 Strongly Disagree (SD)

The results indicated that the respondents generally demonstrated a favorable level of responsible decision-making, as reflected in the general assessment mean of 2.97 and standard deviation of 0.19, verbally interpreted as Agree. Based on the framework of the Collaborative for Academic, Social, and Emotional Learning (CASEL), responsible decision-making involves making caring and constructive choices about personal behavior and social interactions while considering ethical standards, safety, consequences, and the well-being of oneself and others. Among the indicators, choosing not to participate in actions that may harm oneself or others obtained the highest mean of 3.18 (SD = 0.69). This was followed by thinking about possible consequences before making decisions, with a mean of 3.03 (SD = 0.45). These results suggested that avoiding harmful actions and considering possible outcomes were relatively strong aspects of the respondents' perceived decision-making skills.

In contrast, trying to correct one's actions after realizing that a poor decision has been made received the lowest mean of 2.77 (SD = 0.55). This was followed by taking responsibility for one's actions, with a mean of 2.92 (SD = 0.76), and choosing actions that are safe and respectful and comparing possible choices before solving a problem, both with a mean of 2.93. Although all indicators were interpreted as Agree, these comparatively lower ratings suggested that students may benefit from further opportunities to practice accountability, evaluate alternative solutions, and correct mistakes constructively. Overall, the findings indicated that the students generally perceived themselves as capable of making responsible choices, although strengthening their ability to reflect on poor decisions and take corrective action remains important.

These findings aligned with the CASEL framework, which emphasizes evaluating the consequences of actions, considering safety and ethical standards, identifying solutions to problems, and reflecting on one's role in promoting personal and collective well-being. Furthermore, Cipriano et al. (2023) found that school-based social and emotional learning interventions were associated with improvements in students' social-emotional skills, behavior, and school functioning.

These findings implied that teachers and parents or guardians may strengthen responsible decision-making by engaging students in scenario-based discussions, problem-solving activities, and reflection exercises that encourage them to evaluate choices, accept responsibility, and identify ways to correct mistakes. Through these opportunities, students may develop greater accountability and become more thoughtful in making decisions that affect themselves and others.

**Table 14.** *Relationship Between Authoritative Parenting and the Socio-Emotional Learning of Junior High School Students*

| Parenting Styles | Level of Socio-emotional Learning | R-value | N | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Authoritative parenting | Self-awareness | 0.230 | 112 | 0.015 | Significant | Reject the Ho |
| | Self-management | 0.204 | 112 | 0.031 | Significant | Reject the Ho |
| | Social awareness | 0.193 | 112 | 0.042 | Significant | Reject the Ho |
| | Relationship skills | 0.232 | 112 | 0.014 | Significant | Reject the Ho |
| | Responsible decision-making | 0.158 | 112 | 0.095 | Not Significant | Accept the Ho |

The results showed that authoritative parenting had a significant relationship with four of the five dimensions of socio-emotional learning among the 112 junior high school students. Specifically, authoritative parenting was significantly and positively related to self-awareness (\(r = 0.230\), \(p = 0.015\)), self-management (\(r = 0.204\), \(p = 0.031\)), social awareness (\(r = 0.193\), \(p = 0.042\)), and relationship skills (\(r = 0.232\), \(p = 0.014\)). Since all four p-values were below the 0.05 level of significance, the null hypothesis was rejected for these dimensions. The positive correlation coefficients indicated that higher ratings of authoritative parenting tended to be associated with higher levels of these socio-emotional learning competencies. However, the correlations were relatively weak, suggesting that authoritative parenting was associated with these competencies but did not account for all the differences in students' socio-emotional learning.

In contrast, the relationship between authoritative parenting and responsible decision-making was not statistically significant (\(r = 0.158\), \(p = 0.095\)). Because the p-value exceeded 0.05, the null hypothesis was not rejected for this dimension. Although the correlation was positive, the evidence was insufficient to conclude that authoritative parenting was significantly associated with responsible decision-making in this sample. Overall, the findings suggested that authoritative parenting was significantly associated with students' self-awareness, self-management, social awareness, and relationship skills, but no statistically significant relationship was established with responsible decision-making.

These findings were consistent with Ratliff et al. (2023), who reported that supportive parent-adolescent relationships were associated with adolescents' emotion regulation and adjustment, including prosocial behavior.

The results also highlighted that the relationship between parenting and socio-emotional development may differ across specific competencies. Therefore, parents and guardians may be encouraged to maintain open communication, provide emotional support, establish clear expectations, and allow their children to express opinions and feelings. Teachers may complement these efforts by providing classroom activities that strengthen self-awareness, emotional regulation, empathy, and positive peer relationships. However, because the present findings were correlational, they established associations rather than prove that authoritative parenting causes improvements in socio-emotional learning.

**Table 15.** *Relationship Between Authoritarian Parenting and the Socio-Emotional Learning of Junior High School Students*

| Parenting Styles | Level of Socio-emotional Learning | R-value | N | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Authoritarian parenting | Self-awareness | 0.079 | 112 | 0.409 | Not Significant | Accept the Ho |
| | Self-management | 0.302 | 112 | 0.001 | Significant | Reject the Ho |
| | Social awareness | 0.199 | 112 | 0.036 | Significant | Reject the Ho |
| | Relationship skills | 0.218 | 112 | 0.021 | Significant | Reject the Ho |
| | Responsible decision-making | 0.251 | 112 | 0.008 | Significant | Reject the Ho |

The results indicated that authoritarian parenting had a statistically significant relationship with four of the five dimensions of socio-emotional learning among the 112 junior high school students. Specifically, authoritarian parenting was significantly and positively related to self-management (\(r = 0.302\), \(p = 0.001\)), social awareness (\(r = 0.199\), \(p = 0.036\)), relationship skills

(\(r = 0.218\), \(p = 0.021\)), and responsible decision-making (\(r = 0.251\), \(p = 0.008\)). Since these p-values were below the 0.05 level of significance, the null hypothesis was rejected for these four dimensions. The strongest relationship was observed between authoritarian parenting and self-management, although the correlation remained modest in magnitude. These results suggested that higher ratings of authoritarian parenting tended to be associated with higher reported levels of self-management, social awareness, relationship skills, and responsible decision-making in this sample.

In contrast, the relationship between authoritarian parenting and self-awareness was not statistically significant (\(r = 0.079\), \(p = 0.409\)). Because the p-value exceeded 0.05, the null hypothesis was not rejected for this dimension. Although the correlation was positive, the result did not provide sufficient evidence of a statistically significant association between authoritarian parenting and self-awareness among the respondents. Overall, the findings indicated that authoritarian parenting was significantly associated with several dimensions of socio-emotional learning, but not with self-awareness. These relationships should be interpreted cautiously, as correlation does not establish that authoritarian parenting causes changes in students' socio-emotional competencies. The findings may be interpreted in light of the systematic review and meta-analysis by Goagoses et al. (2023), which found that negative parenting dimensions, including authoritarian parenting, were generally associated with greater emotion dysregulation among children and adolescents. However, the review also reported variation across studies, indicating that parenting and emotional outcomes may differ according to context and measurement.

This provided an important perspective when interpreting the present results: although authoritarian parenting showed positive correlations with several socio-emotional learning dimensions, these associations did not necessarily mean that strict or controlling parenting improves socio-emotional development. The findings may reflect the particular characteristics of the respondents and how parenting and socio-emotional learning were measured. Parents and guardians may therefore be encouraged to combine reasonable rules and expectations with emotional support, respectful communication, and opportunities for children to develop independence and accountability.

**Table 16.** *Relationship Between Permissive Parenting and the Socio-Emotional Learning of Junior High School Students*

| Parenting Styles | Level of Socio-emotional Learning | R-value | N | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Permissive parenting | Self-awareness | 0.257 | 112 | 0.006 | Significant | Reject the Ho |
| | Self-management | -0.037 | 112 | 0.699 | Not Significant | Accept the Ho |
| | Social awareness | 0.080 | 112 | 0.400 | Not Significant | Accept the Ho |
| | Relationship skills | 0.313 | 112 | 0.001 | Significant | Reject the Ho |
| | Responsible decision-making | 0.030 | 112 | 0.757 | Not Significant | Accept the Ho |

The results indicated that permissive parenting had a statistically significant relationship with two of the five dimensions of socio-emotional learning among the 112 junior high school students. Specifically, permissive parenting was significantly and positively related to self-awareness (\(r = 0.257\), \(p = 0.006\)) and relationship skills (\(r = 0.313\), \(p = 0.001\)). Since both p-values were below the 0.05 level of significance, the null hypothesis was rejected for these dimensions. The stronger of the two relationships was observed with relationship skills, suggesting that higher ratings of permissive parenting tended to be associated with higher reported relationship skills among the respondents. These results indicated that permissive parenting may be associated with how students understand their emotions and maintain relationships with others, although the correlations alone did not establish a causal relationship.

In contrast, the relationships between permissive parenting and self-management (\(r = -0.037\), \(p = 0.699\)), social awareness (\(r = 0.080\), \(p = 0.400\)), and responsible decision-making (\(r = 0.030\), \(p = 0.757\)) were not statistically significant. Because these p-values exceeded the 0.05 level of significance, the null hypothesis was not rejected for these three dimensions. The results did not provide sufficient statistical evidence of a relationship between permissive parenting and students' self-management, social awareness, or responsible decision-making in this sample. Overall, the findings suggested that the association between permissive parenting and socio-emotional learning varied across dimensions, with significant positive relationships observed only for self-awareness and relationship skills.

The findings may be understood in relation to research emphasizing that parenting practices and adolescents' socio-emotional development can vary across individuals and contexts. Deb et al. (2026), in a critical review of parenting styles and adolescent socio-emotional learning, highlighted that the relationships between parenting approaches and specific competencies, including self-awareness and relationship skills, are not always uniform across settings.

This perspective was relevant to the present results, in which permissive parenting was significantly associated with self-awareness and relationship skills but not with the other three dimensions. Therefore, parents and guardians may maintain warmth and open communication while also providing appropriate guidance, consistent boundaries, and opportunities for children to

practice self-regulation and responsible decision-making. Teachers may complement these efforts through activities that promote emotional reflection, cooperation, and problem-solving. Since the study was correlational, recommendations sh ould be viewed as practical considerations rather than evidence that permissive parenting directly produces particular socio-emotional outcomes.

**Table 17.** *Relationship Between Neglectful Parenting and the Socio-Emotional Learning of Junior High School Students*

| Parenting Styles | Level of Socio-emotional Learning | R-value | N | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Neglectful parenting | Self-awareness | 0.207 | 112 | 0.029 | Significant | Reject the Ho |
| | Self-management | 0.307 | 112 | 0.001 | Significant | Reject the Ho |
| | Social awareness | 0.268 | 112 | 0.004 | Significant | Reject the Ho |
| | Relationship skills | 0.184 | 112 | 0.052 | Not Significant | Accept the Ho |
| | Responsible decision-making | 0.244 | 112 | 0.010 | Significant | Reject the Ho |

The results indicated that neglectful parenting had a statistically significant relationship with four of the five dimensions of socio-emotional learning among the 112 junior high school students. Specifically, neglectful parenting was significantly and positively related to self-awareness (\(r = 0.207\), \(p = 0.029\)), self-management (\(r = 0.307\), \(p = 0.001\)), social awareness (\(r = 0.268\), \(p = 0.004\)), and responsible decision-making (\(r = 0.244\), \(p = 0.010\)). Since these p-values were below the 0.05 level of significance, the null hypothesis was rejected for these four dimensions. The strongest relationship was observed between neglectful parenting and self-management, followed by social awareness. These positive correlations indicated that higher ratings of neglectful parenting tended to be associated with higher reported levels of these socio-emotional competencies in the present sample. However, the results should not be interpreted as evidence that neglectful parenting improves socio-emotional learning.

In contrast, the relationship between neglectful parenting and relationship skills was not statistically significant (\(r = 0.184\), \(p = 0.052\)). Since the p-value was slightly above the 0.05 significance threshold, the null hypothesis was not rejected for this dimension. Although the correlation was positive, there was insufficient statistical evidence to establish a significant relationship between neglectful parenting and relationship skills among the respondents. Overall, the findings suggested that neglectful parenting was statistically associated with four dimensions of socio-emotional learning, while no significant relationship was established with relationship skills. Because the analysis was correlational, these findings identified associations rather than causal effects.

These findings should be interpreted cautiously in light of research on parenting and adolescent self-regulation. In their meta-review, Robson et al. (2023) emphasized that self-regulation develops through interactions with parents, teachers, and peers, while also noting that neglectful parenting has been associated with difficulties in adolescents' self-regulatory development.

This differed from the positive correlations observed in the present study and reinforced the need not to interpret the results as evidence that neglectful parenting benefits socio-emotional learning. Differences in respondents, measurement, and context may contribute to the observed associations. Therefore, parents and guardians should be encouraged to provide consistent guidance, emotional support, and appropriate supervision, while teachers can help students strengthen emotional regulation, empathy, and responsible decision-making through structured socio-emotional learning activities.

**Table 18.** *Difference in the Level of Socio-Emotional Learning When Respondents Are Grouped According to Age*

| Demographic | Level of Socio-emotional Learning | F-value | df | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Age | Self-awareness | 0.359 | 111 | 0.837 | Not Significant | Accept the Ho |
| | Self-management | 1.537 | 111 | 0.197 | Not Significant | Accept the Ho |
| | Social awareness | 1.101 | 111 | 0.360 | Not Significant | Accept the Ho |
| | Relationship skills | 1.146 | 111 | 0.339 | Not Significant | Accept the Ho |
| | Responsible decision-making | 1.153 | 111 | 0.336 | Not Significant | Accept the Ho |

The results indicated that there was no statistically significant difference in the socio-emotional learning of junior high school students when grouped according to age across all five dimensions. For self-awareness, the computed F-value was 0.359, with a p-value of 0.837. Similarly, self-management obtained an F-value of 1.537 (\(p = 0.197\)), social awareness obtained 1.101 (\(p = 0.360\)), relationship skills obtained 1.146 (\(p = 0.339\)), and responsible decision-making obtained 1.153 (\(p = 0.336\)). Since all p-values exceeded the 0.05 level of significance, the null hypothesis was not rejected for each dimension. These results suggested that the observed differences in students' socio-emotional learning across age groups were not statistically significant in this sample.

The findings implied that age alone may not sufficiently explain variations in students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Other factors, such as family interactions, parenting practices, peer relationships, and school experiences, may also be relevant to students' socio-emotional development. However, these factors were not tested in this particular analysis and should be considered possible areas for further investigation rather than established explanations. Overall, the results suggested that socio-emotional learning support may be beneficial across the different age groups represented in the study, rather than being directed toward a particular age group based solely on these findings.

These findings may be considered alongside the study by Fiesta et al. (2025), which examined the socio-emotional learning profiles of 1,600 public junior high school students in Manila and reported differences in some competencies across age groups.

Although that study identified age-related variations, the present study found no statistically significant differences across age groups in any of the five dimensions. This difference highlighted that age-related patterns may vary depending on the sample, setting, and measures used. Consequently, teachers and school administrators may consider providing socio-emotional learning activities for students across all age groups while monitoring individual needs rather than assuming that age alone determines students' competencies.

**Table 19.** *Difference in the Level of Socio-Emotional Learning When Respondents Are Grouped According to Sex*

| Demographic | Level of Socio-emotional Learning | T-value | df | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Sex | Self-awareness | 1.264 | 110 | 0.209 | Not Significant | Accept the Ho |
| | Self-management | 1.430 | 110 | 0.155 | Not Significant | Accept the Ho |
| | Social awareness | 0.520 | 110 | 0.604 | Not Significant | Accept the Ho |
| | Relationship skills | 1.084 | 110 | 0.281 | Not Significant | Accept the Ho |
| | Responsible decision-making | -0.740 | 110 | 0.461 | Not Significant | Accept the Ho |

The results indicated that there was no statistically significant difference in the socio-emotional learning of students when grouped according to sex across all five dimensions. For self-awareness, the computed t-value was 1.264, with a p-value of 0.209. Self-management obtained a t-value of 1.430 and a p-value of 0.155, while social awareness recorded a t-value of 0.520 and a p-value of 0.604. Similarly, relationship skills yielded a t-value of 1.084 and a p-value of 0.281, and responsible decision-making obtained a t-value of −0.740 and a p-value of 0.461. Since all p-values were greater than the 0.05 level of significance, the null hypothesis was not rejected for each dimension. This meant that the study did not find sufficient statistical evidence of differences in self-awareness, self-management, social awareness, relationship skills, or responsible decision-making between male and female respondents.

The findings implied that, within the sample, students of different sexes demonstrated comparable levels of socio-emotional learning across the five competencies. Therefore, school-based activities designed to strengthen these skills may be provided to both male and female students, while still considering individual differences in their needs and experiences. However, the absence of statistically significant differences did not establish that all students have identical socio-emotional abilities; rather, it indicated that the observed differences were not statistically significant in this analysis.

This interpretation was consistent with the broader evidence reviewed by Cipriano et al. (2023), whose meta-analysis of 424 studies involving more than 575,000 students found that school-based social and emotional learning interventions can improve students' social-emotional skills, peer relationships, and school functioning. Although their findings do not specifically establish that male and female students have similar SEL levels, they support the value of providing structured SEL opportunities to students across the school population.

**Table 20.** *Difference in the Level of Socio-Emotional Learning When Respondents Are Grouped According to Grade Level*

| Demographic | Level of Socio-emotional Learning | F-value | df | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Grade Level | Self-awareness | 1.684 | 111 | 0.175 | Not Significant | Accept the Ho |
| | Self-management | 2.288 | 111 | 0.083 | Not Significant | Accept the Ho |
| | Social awareness | 7.993 | 111 | 0.000 | Significant | Reject the Ho |
| | Relationship skills | 2.714 | 111 | 0.048 | Significant | Reject the Ho |
| | Responsible decision-making | 0.616 | 111 | 0.606 | Not Significant | Accept the Ho |

The results showed that grade level was significantly associated with differences in students' socio-emotional learning in two dimensions: social awareness and relationship skills. For social awareness, the computed F-value was 7.993, with a reported p-value of 0.000, indicating a statistically significant difference among grade levels. The p-value should be reported as $p < .001$ rather

than p = .000. Relationship skills also showed a significant difference, with an F-value of 2.714 and a p-value of 0.048, which is below the 0.05 significance level. Therefore, the null hypothesis was rejected for these two dimensions. These findings suggested that students' social awareness and relationship skills may vary across grade levels.

In contrast, no statistically significant differences were found in self-awareness (F = 1.684, p = 0.175), self-management (F = 2.288, p = 0.083), or responsible decision-making (F = 0.616, p = 0.606), because their p-values exceeded 0.05. Thus, the null hypothesis was not rejected for these three dimensions. The findings indicated that the observed differences in these competencies across grade levels were not statistically significant in this sample. Overall, grade level may be relevant to some aspects of socio-emotional learning, particularly social awareness and relationship skills, but the results did not establish that grade level causes these differences.

These findings may be compared with Fiesta et al. (2025), who examined the socio-emotional learning profiles of 1,600 public junior high school students in Manila and reported differences in overall SEL competencies across grade levels, with Grade 7 students demonstrating the highest overall competencies and a gradual decline in higher grade levels.

Although the present study identified significant differences specifically in social awareness and relationship skills, the findings of Fiesta et al. support the importance of considering grade level when examining students' socio-emotional development. Consequently, schools may provide developmentally appropriate activities that strengthen perspective-taking, empathy, communication, cooperation, and conflict resolution, while ensuring that SEL support remains available to students at every grade level.

**Table 21.** *Difference in the Level of Socio-Emotional Learning When Respondents Are Grouped According to Family Structure*

| Demographic | Level of Socio-emotional Learning | F-value | df | p-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Family Structure | Self-awareness | 2.399 | 111 | 0.072 | Not Significant | Accept the Ho |
| | Self-management | 1.199 | 111 | 0.314 | Not Significant | Accept the Ho |
| | Social awareness | 1.052 | 111 | 0.373 | Not Significant | Accept the Ho |
| | Relationship skills | 1.783 | 111 | 0.155 | Not Significant | Accept the Ho |
| | Responsible decision-making | 0.519 | 111 | 0.670 | Not Significant | Accept the Ho |

The results indicated that there was no statistically significant difference in students' socio-emotional learning when grouped according to family structure across all five dimensions. For self-awareness, the computed F-value was 2.399, with a p-value of 0.072. Self-management obtained an F-value of 1.199 and a p-value of 0.314, while social awareness recorded an F-value of 1.052 and a p-value of 0.373. Similarly, relationship skills yielded an F-value of 1.783 and a p-value of 0.155, and responsible decision-making obtained an F-value of 0.519 and a p-value of 0.670. Since all p-values were greater than the 0.05 level of significance, the null hypothesis was not rejected for each dimension. These findings indicated that the study did not establish statistically significant differences in the five socio-emotional learning competencies among students from different family structures.

The findings implied that students' socio-emotional learning competencies were not significantly differentiated by family structure in this sample. Therefore, schools may continue providing socio-emotional learning activities to all students, regardless of whether they live in nuclear, single-parent, extended, or guardian-led households. However, this result did not mean that family relationships and home experiences are unimportant. Rather, family structure alone may not adequately represent the quality of support, communication, and interaction experienced by students. These aspects may be considered in future research to develop a more comprehensive understanding of the factors associated with socio-emotional learning.

This interpretation can be considered alongside Jiang et al. (2025), who examined family functioning and adolescent adjustment among 7,318 students and highlighted the importance of family cohesion, adaptability, and interpersonal competence in adolescent adjustment.

Their findings suggest that understanding students' socio-emotional development may require examining the quality of family interactions and support, rather than relying on family structure alone. Accordingly, schools may collaborate with parents, guardians, and other caregivers to encourage supportive communication and strengthen students' socio-emotional competencies across different household arrangements.

This study examined the relationship between parenting styles and the socio-emotional learning of junior high school students. Specifically, it focused on the five dimensions of socio-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. It also determined whether significant differences existed in students' socio-emotional learning when grouped according to age, sex, grade level, and family structure. The study involved 112 respondents.

The findings revealed the following:

**1. Level of Socio-Emotional Learning**. The students generally demonstrated an Agree level of socio-emotional learning across the five dimensions. Their responses indicated that they practiced identifying emotions, managing their behavior, respecting others, maintaining relationships, and making responsible decisions. However, some indicators, particularly asking for help when support was needed, recognizing when classmates felt uncomfortable or excluded, and correcting poor decisions, received comparatively lower mean scores. These areas may require additional attention through classroom and guidance activities.

**2. Relationship Between Parenting Styles and Socio-Emotional Learning**. The results showed varying patterns of relationships between parenting styles and the different dimensions of socio-emotional learning. Authoritative parenting had significant positive relationships with self-awareness, self-management, social awareness, and relationship skills, but not with responsible decision-making. Authoritarian parenting was significantly associated with self-management, social awareness, relationship skills, and responsible decision-making, but not with self-awareness. Permissive parenting had significant positive relationships with self-awareness and relationship skills, while its relationships with self-management, social awareness, and responsible decision-making were not statistically significant. Neglectful parenting showed significant positive statistical associations with self-awareness, self-management, social awareness, and responsible decision-making, but not with relationship skills. These associations should not be interpreted as evidence that less supportive parenting practices improve socio-emotional learning.

**3. Differences According to Age**. The findings showed no statistically significant differences in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making when students were grouped according to age. All reported p-values were greater than the 0.05 level of significance.

**4. Differences According to Sex**. No statistically significant differences were found between male and female students across the five dimensions of socio-emotional learning. All reported p-values exceeded the 0.05 level of significance.

**5. Differences According to Grade Level**. Significant differences were found in social awareness and relationship skills when students were grouped according to grade level. However, no statistically significant differences were found in self-awareness, self-management, and responsible decision-making. These results suggested that social awareness and relationship skills warrant particular attention in grade-level development activities.

**6. Differences According to Family Structure**. The findings revealed no statistically significant differences in the five dimensions of socio-emotional learning when students were grouped according to family structure. This indicated that the study did not establish significant differences among the represented household arrangements based on the reported statistical results.

**7. Proposed Development Programs**. Based on the findings, a proposed development plan was formulated to enhance students' socio-emotional learning. The plan included activities for self-awareness, self-management, social awareness, relationship skills, responsible decision-making, grade-level enrichment, parent and guardian engagement, and monitoring and evaluation. It included specific objectives, implementation schedules, estimated budget allocations, and SMART expected outcomes.

Based on the findings of the study, the following conclusions were drawn.

The junior high school students demonstrated socio-emotional learning across the five competencies, suggesting that they possessed developing skills in recognizing emotions, managing behavior, understanding others, maintaining relationships, and making responsible decisions. Nevertheless, the comparatively lower ratings of selected indicators suggested that opportunities for further improvement remained, particularly in help-seeking, recognizing the emotional needs of peers, and learning from poor decisions.

The results also revealed that parenting styles had varying relationships with the different dimensions of socio-emotional learning. Some parenting styles were significantly associated with several competencies, while other relationships were not statistically significant. These findings indicated that the relationship between parenting styles and socio-emotional learning was not uniform across all competencies. However, because the study examined statistical associations, the findings did not establish that a particular parenting style directly causes improvements or difficulties in students' socio-emotional development.

Furthermore, age, sex, and family structure were not associated with statistically significant differences in the students' socio-emotional learning based on the analyses conducted. Grade level, however, showed significant differences in social awareness and relationship skills. This suggested that these two competencies may benefit from additional attention through developmentally appropriate school activities, although further analysis would be needed to determine which grade levels differ from one another.

Overall, the study highlighted the value of considering parenting practices and school experiences when examining students' socio-emotional learning. The findings provided a basis for strengthening collaboration among students, parents,

teachers, guidance counselors, and school administrators. The proposed development programs may serve as a practical response to the identified needs, subject to implementation, monitoring, and evaluation.

In light of the findings and conclusions of the study, the following recommendations are offered in accordance with the significance of the study to the identified stakeholders.

**Students**. Students are encouraged to participate actively in socio-emotional learning activities that develop self-awareness, emotional regulation, empathy, communication, and responsible decision-making. They may practice identifying their emotions, reflecting on their behavior, respecting differences, resolving disagreements peacefully, and seeking help from trusted adults when necessary. These activities may help them better understand how their home environment and interactions with parents or guardians relate to their emotional and social behaviors. Students should also be encouraged to recognize that their socio-emotional development can be supported by positive relationships and appropriate guidance both at home and in school.

**Parents.** Parents are encouraged to reflect on their parenting approaches and promote supportive, respectful, and consistent interactions with their children. They may practice active listening, provide appropriate guidance and boundaries, acknowledge their children's emotions, and encourage age-appropriate independence and responsible decision-making. Parents and guardians may also participate in school-based orientations or family engagement activities that explain the importance of socio-emotional learning. These initiatives may help families better understand how parenting practices are associated with children's socio-emotional development without assuming that one parenting style alone determines a child's behavior.

**Teachers and Guidance Counselors**. Teachers and guidance counselors are encouraged to integrate socio-emotional learning activities into classroom instruction, homeroom guidance, and counseling programs. Particular attention may be given to social awareness and relationship skills because significant differences were observed in these dimensions across grade levels. Activities such as empathy exercises, cooperative learning, active listening, peer collaboration, conflict-resolution role-playing, and responsible decision-making scenarios may be used to strengthen students' competencies. Guidance personnel may also monitor students who demonstrate difficulty seeking help, recognizing others' feelings, or managing interpersonal conflicts and provide appropriate support when needed.

**School Administrators**. School administrators are encouraged to consider adopting the proposed development programs as a basis for a school-based socio-emotional learning initiative. The plan may include the eight proposed components covering the five SEL competencies, grade-level enrichment, parent and guardian partnership, and monitoring and evaluation. Administrators may allocate appropriate resources, coordinate with guidance personnel and teachers, and establish mechanisms for monitoring implementation. They may also organize family engagement activities that encourage consistent communication between home and school. Program effectiveness should be assessed through baseline and post-program measures, observation checklists, attendance records, and stakeholder feedback before the school determines whether the activities should be continued or expanded.

**Future Researchers**. Future researchers may use the present study as a reference for further investigating the relationship between parenting styles and socio-emotional learning among junior high school students. They may conduct similar studies involving larger samples, different school settings, or students from other grade levels to determine whether the findings are consistent across populations. Researchers may also examine other factors, such as parent-child communication, family functioning, peer relationships, school climate, and access to guidance services. Qualitative interviews with students and parents may provide deeper insights into how parenting experiences relate to socio-emotional development. Future studies may also evaluate the proposed development programs using pretest-post test designs or comparison groups to determine whether participation is associated with measurable improvements in students' SEL competencies.

Finally, the proposed development programs may be reviewed and refined based on the needs of the school and the results of future evaluations. Through coordinated efforts among students, families, teachers, guidance counselors, school administrators, and researchers, socio-emotional learning may be more consistently supported across home and school environments.

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