

# Interpersonal Communication Effectiveness, Gender Differences, and Emotional Exhaustion of High School Student

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## Abstract

Effective interpersonal communication with parents plays a crucial role in providing support and minimizing emotional exhaustion among high school students. The objective of this study is to examine the relationship between interpersonal communication effectiveness and emotional exhaustion in high school students, with a specific focus on the potential moderating effect of gender. Utilizing a correlational quantitative approach and employing cluster random sampling, the study included a population of 356 high school students. Data collection involved the utilization of two scales: the Interpersonal Communication Scale (comprising 48 items with a high internal consistency of  $\alpha = 0.951$ ) and the Emotional Exhaustion Scale (consisting of 42 items with a strong internal consistency of  $\alpha = 0.931$ ). Through simple regression analysis, the findings revealed a significant negative association between interpersonal communication effectiveness and emotional exhaustion, with interpersonal communication accounting for 14.7% of the variance in emotional exhaustion. When examining the data from a gender perspective, the analysis demonstrated that female students reported higher levels of emotional exhaustion compared to their male counterparts. Further exploration indicated that the aspect of openness emerged as the primary contributor to emotional exhaustion among high school students.

**Keywords:** Interpersonal communication effectiveness, emotional exhausted, gender differences, high school student.

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## Introduction

High school students in Indonesia typically fall within the age range of 16-18 years and are in the late adolescent stage of development (Wijaya & Widiyasavitri, 2019). This stage signifies a transitional period from childhood to adulthood, accompanied by significant changes in physical, cognitive, and psychosocial aspects (Papalia, Martorell, & Feldman, 2014). High school students face various developmental tasks, including personal and social adjustments, establishing relationships with their environment, knowledge acquisition, skill development, and assuming the role of a young adult (Nugrahaini & Sawitri, 2015).

These developmental tasks can generate considerable pressure, especially for twelfth-grade high school students who face the demands of academic achievement, college preparation, and meeting parental expectations as they approach adulthood. If not adequately addressed, such pressures can lead to internal conflicts and contribute to mental and emotional disorders that affect students' cognitive abilities, emotional regulation, and physical well-being (Wibawa & Widiyasavitri, 2013). Emotional exhaustion is one such mental and emotional disorder that may manifest in high school students.

Emotional exhaustion refers to an individual's subjective feeling of helplessness resulting from the depletion of emotional resources due to the accumulation of life demands (Maslach & Leiter, 2016). It represents a primary dimension of burnout and is characterized by a decreased ability to engage in activities due to a pervasive sense of helplessness (Halbesleben & Buckley, in David, Shoss, Johnson, & Alan, 2020). Emotional exhaustion can lead to reduced enthusiasm for learning, difficulties in concentration, feelings of anxiety, sleep disturbances, and even depression among high school students (Mubasyiroh, Suryaputri, & Tjandrarini, 2017).

According to Maslach and Leiter (2016), emotional exhaustion comprises three aspects: mental, emotional, and physical. The mental aspect pertains to cognitive processes, while the emotional aspect involves affective abilities, encompassing feelings of anxiety, boredom, irritability, and dissatisfaction with achievements. The physical aspect may manifest through various physiological symptoms such as increased blood pressure, heart rate irregularities, digestive issues, respiratory problems, muscular tension, sleep disorders, headaches, excessive sweating, and easy fatigue.

The emotional and mental aspects are closely interrelated (Fernandez & Martin, 2015). Emotions, as defined by Edara (2021), represent subjective feelings of pleasure or displeasure in response to physiological stimuli, cognitive evaluations, and adaptive behaviors. Maslach and Leiter's perspective on the emotional aspect aligns with the James-Lange Two-Factor Theory, which posits that emotions arise as a result of the interpretation of external stimuli and subsequent changes in feelings. In contrast, the mental aspect primarily focuses on cognitive processes, encompassing perception, attention, memory, language, decision-making, and planning (Quadt et al., 2022).

Several factors can influence emotional exhaustion, as stated by Maslach and Leiter (2016), including task load, time pressure, role stress, and lack of social support. High school students can obtain social support through interpersonal communication with their parents. Perceived social support is closely related to warm relationships with parents, which is manifested through effective interpersonal communication between high school students and their parents (Choirunissa & Ediati, 2018). Interpersonal communication involves the exchange of verbal and nonverbal messages between at least two individuals and can occur through face-to-face interactions (DeVito, 2013).

The aspects of interpersonal communication can be explained using the humanistic model and pragmatic model approaches. The humanistic model emphasizes meaningful, honest, and satisfying individual interactions, while the pragmatic model focuses on positive behaviors displayed during communication to achieve specific communication goals (DeVito, in Andayani, 2009). This study adopts the aspects from DeVito's humanistic model approach (2015), which include openness, empathy, supportiveness, positiveness, and equality.

Openness entails a willingness to convey messages, respond honestly and spontaneously, and acknowledge the truth and accountability of the conveyed message. Empathy refers to the ability to understand and share others' experiences from different perspectives, both conveyed verbally and non-verbally. Supportiveness is characterized by direct responses, descriptive rather than evaluative feedback, professionalism, open-mindedness, respect for differing views, and a willingness to revise decisions when necessary. Positiveness encompasses a positive attitude towards oneself and others, including an interest in and enjoyment of the communication process, as well as providing positive encouragement such as praise, appreciation, or demonstrating interest. Equality entails accepting that the messages conveyed by communicants are equally valuable and important, fostering mutual respect, and avoiding demands or imbalances.

Previous studies have examined interpersonal communication and its influence on emotion regulation (Choirunissa & Ediati, 2018), adolescent mental health (Santrock, 2019), and juvenile delinquency (Rini, 2020). However, this study specifically focuses on empirically establishing the relationship between interpersonal communication and emotional exhaustion, as well as exploring the role of

gender differences among high school students, a topic that has received limited attention in Indonesia.

## Method

This research adopts a correlational quantitative method to examine the variables of communication effectiveness, emotional exhaustion, and the role of gender differences.

### *Participants*

The study involved a population of 356 students from SMA Negeri X in Purworejo, consisting of six classes majoring in Mathematics and Natural Sciences, three classes majoring in Social Studies, and one class majoring in Language. The population characteristics include enrollment as twelfth-grade high school students in the 2022/2023 academic year, aged between 17 and 20 years, and still having parents. The research sample was determined using a cluster random sampling technique, resulting in six selected classes comprising 199 students who were asked to complete the research scale.

### *Measuring Instruments*

Data collection involved the use of measuring instruments, including the Interpersonal Communication Scale, which was developed based on the humanistic model approach from DeVito (2015). The scale consists of aspects such as openness, empathy, supportiveness, positiveness, and equality. The second measuring instrument used was the Emotional Exhaustion Scale, which aimed to assess the emotional exhaustion experienced by high school students. This scale was developed based on the aspects outlined by Maslach and Leiter (2016), including mental, emotional, and physical dimensions. Both scales employed a Likert scale format with four answer options: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The items were arranged with a mix of favorable and unfavorable directions to prevent stereotypical responses.

To test the scales, a total of 63 participants from two classes were selected on October 24, 2022. The researcher compiled the Interpersonal Communication Scale and the Emotional Exhaustion Scale into a booklet format, which was printed and distributed to the research subjects. Permission to test the measuring instruments was obtained with proof of letter number 210/UN7.F11/PP/X/2022. The

researcher coordinated with the counseling guidance teacher and the subject teacher in advance to determine the class schedules suitable for administering the test measuring instruments. During the test, the researcher, accompanied by the counseling guidance teacher, entered the designated classes according to the predetermined schedule. The measuring instruments were distributed, and the researcher provided instructions as a guide for completing the test scales. Before filling out the scales, high school students were given the opportunity to agree or disagree to participate as research subjects by signing an informed consent sheet located at the beginning of the test scale booklet, in accordance with research ethics. The researcher then observed and monitored the process of scale completion by the high school students.

Internal consistency tests were conducted to assess reliability, and corrected item-total correlation was used to evaluate the validity of the measuring instruments during the field studies. The results are presented in Table I.

Table I  
*Instruments Reliability and Validity*

Measuring Instrument	Number of Items	Cronbach's Alpha	Item Validity
Adolescent-Parent Interpersonal Communication Scale	48	.951	.338 - .763
Emotional Exhaustion Scale	42	.931	.313 - .657

The results of the scale tryout analysis revealed that the Adolescent-Parent Interpersonal Communication Scale underwent three rounds, resulting in the removal of 12 items, leaving 48 valid items ( $\alpha = 0.951$ ). Similarly, the Emotional Exhaustion Scale went through two rounds, with six items dropped, resulting in 42 valid items ( $\alpha = 0.931$ ). These valid items were subsequently organized into the final scale for data collection purposes. The research data collection process took place from October 24 to November 1, 2022, following the researchers' acquisition of permission supported by a letter numbered 211/UN7.F11/PP/X/2022. The distribution of scales for research followed the same procedure as the initial tryout process, involving the researcher entering prearranged classes, distributing the scales, providing instructions for completion, emphasizing the importance of informed

consent, and supervising the filling process until its completion.

### *Data Analysis*

The data analysis in this study encompassed assumption tests and hypothesis tests, both conducted using the Statistical Packages for Social Sciences (SPSS) version 26.0 computer program. The assumption tests included normality and linearity tests, aimed at determining whether the data collected during the research activities exhibited normality and linearity. The results of the assumption tests served as a reference for determining the appropriate type of hypothesis analysis. Simple regression analysis was employed as the hypothesis test in this study, as the assumption test results indicated that the data followed a normal distribution and exhibited linearity. Additionally, the researchers performed further analysis to examine the impact of gender and evaluate the influence of each aspect of interpersonal communication, as outlined by DeVito (2015), on the occurrence of emotional exhaustion.

## **Result**

### *Descriptive Statistic and Item Correlation*

A total of 199 high school students voluntarily participated as research subjects in this study. The demographic data of the research subjects are presented in Table 2. According to Table 2, the research subjects predominantly consisted of female students, with the majority of them being 17 years old. These students were enrolled in six different classes, specializing in Mathematics and Natural Sciences (MIPA), Social Studies (IPS), and Language (Bahasa). Descriptive analysis conducted by the researchers revealed that the scores for the adolescent-parent interpersonal communication variable ranged from 75 to 125, with a mean of 138.92 and a standard deviation (SD) of 17.18. The scores for the variable of emotional exhaustion ranged from 70 to 133, with a mean of 99.05 and an SD of 11.45. Further details of the descriptive statistics can be found in Table 3.

**Table 2**  
*Demographic Data of Research Subjects*

Demographic Data	Category of Research Subjects	N	%
Gender	Male	72	36.2
	Female	127	63.8
Age	17 years old	158	79.4
	18 years old	38	19.1
	19 years old	3	1.5
Class	XII MIPA 3	35	17.6
	XII MIPA 4	36	18.1
	XII MIPA 5	36	18.1
	XII MIPA 6	33	16.6
	XII IPS 3	31	15.6
	XII IBB	28	14.1

**Table 3**  
*Descriptive Statistics of Research Variables*

Variable	N	Number of items	Min	Max	Mean	SD
Adolescent-Parent Interpersonal Communication	199	48	82	187	138.92	17.18
Emotional Exhaustion	199	42	70	133	99.05	11.45

### *Categorization Norm*

The descriptive statistics results were utilized to classify adolescent-parent interpersonal communication and emotional exhaustion into four categories. According to Azwar (2019), categorization is employed to assign individuals into groups based on specific levels and continuums that correspond to the measured attributes.

Table 4

*Categorization Norm of the Total Score of Research Variables*

Category	Adolescent-Parent Interpersonal Communication		Emotional Exhaustion	
	F	(%)	F	(%)
Very high	26 students	13.1	0	0
High	146 students	73.4	58 students	29.1
Low	26 students	13.1	137 students	68.8
Very low	1 students	.5	4 students	2
Total	199 students	100	199 students	100

#### *Normality Test*

The normality test is utilized to assess whether the distribution of scores for variables X and Y follows a normal distribution. A significance value of  $p > .05$  (Latipah, 2014) is considered indicative of a normal distribution. The Kolmogorov-Smirnov method, implemented in the SPSS 26.0 application, is employed for the normality test. The results of the normality test indicate that the adolescent-parent interpersonal communication effectiveness variable has a value of .060, with a significance value of .083 ( $p > .05$ ), while the emotional exhaustion variable has a value of .061, with a significance value of .066 ( $p > .05$ ). Based on these findings, it can be concluded that the data for each variable follows a normal distribution.

Table 5

*Normality test*

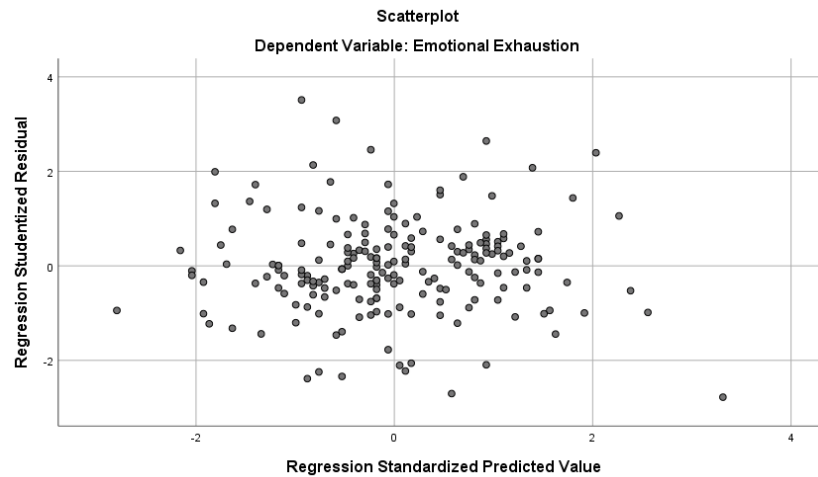
	Kolmogorov-Smirnov		Sig.
	Statistics	df	
Adolescent-Parent Interpersonal Communication	.060	199	.083
Emotional Exhaustion	.061	199	.066

#### *Heteroscedasticity Test*

Figure 1 illustrates the outcomes of the heteroscedasticity test conducted via a scatterplot, with ZPRED plotted on the X-axis and SRESID on the Y-axis. The figure reveals scattered dots distributed irregularly both above and below the 0 line on the Y-axis. Consequently, based on these findings, it can be inferred that no evidence of heteroscedasticity exists in this regression test.



Figure 1  
 Heteroscedasticity Test



Linearity Test

The linearity test is employed to ascertain the linearity of the relationship between the two research variables. If the significance value of  $p < .05$  (Latipah, 2014), both variables are considered linear. The linearity test results indicate that the effectiveness of adolescent-parent interpersonal communication and emotional exhaustion yield a coefficient value of  $F = 36.48$ , with a significance value of  $p = .000$  ( $p < .05$ ). These findings suggest a linear relationship between the two variables.

Table 6  
 Linearity Test

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Between groups	(Combined)	12511.087	69	181.320	1.740	.003
	Linearity	3802.932	1	3802.932	36.486	.000
	Deviation from linearity	8708.155	68	128.061	1.229	.159
Within groups		13445.506	129	104.229		
Total		25956.593	198			

### *Hypothesis Testing*

The researcher conducted a Pearson correlation test to examine the relationship between the two variables. This test was also utilized to assess the relationship between variable Y and each aspect of variable X. The analysis results are presented in Table 7. It is noteworthy that both variables exhibit a significant value of ( $p = 0.000$ ;  $p < 0.01$ ), with a Pearson correlation value of  $-.383$ . These findings indicate a significant negative correlation between adolescent-parent interpersonal communication and emotional exhaustion. A negative correlation implies that as the value of adolescent-parent interpersonal communication increases in students, the value of emotional exhaustion decreases, and vice versa.

### *Linear Regression Test*

To determine the influence of the adolescent-parent interpersonal communication variable on the occurrence of emotional exhaustion, the researcher conducted a simple linear regression test. The R-square value obtained from SPSS indicates that adolescent-parent interpersonal communication accounts for 14.7% (.147) of the variability in emotional exhaustion. These results are presented in Table 8.

Table 7  
Correlation Test

		Correlations						
		Y_Total	X_Total	X_1	X_2	X_3	X_4	X_5
Y_Total	Pearson							
	Sig.							
	N	199						
X_Total	Pearson	-.383**						
	Sig.	.000						
	N	199	199					
X_1	Pearson	-.414**	.585**					
	Sig.	.000	.000					
	N	199	199	199				
X_2	Pearson	-.282**	.882**	.448**				
	Sig.	.000	.000	.000				
	N	199	199	199	199			
X_3	Pearson	-.313**	.873**	.386**	.736**			
	Sig.	.000	.000	.000	.000			
	N	199	199	199	199	199		
X_4	Pearson	-.273**	.873**	.441**	.690**	.666**		
	Sig.	.000	.000	.000	.000	.000		
	N	199	199	199	199	199	199	
X_5	Pearson	-.400**	.893**	.450**	.758**	.768**	.697*	
	Sig.	.000	.000	.000	.000	.000	.000	
	N	199	199	199	199	199	199	199

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

X\_1 = Openness Dimension

X\_2 = Empathy Dimension

X\_3 = Supportiveness Dimension

X\_4 = Positiveness Dimension

X\_5 = Equality Dimension

Table 8  
Simple Linear Regression Test Model Summary

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.383 <sup>a</sup>	.147	.142	10.604

a. Predictors: (Constant), Adolescent-Parent Interpersonal Communication

Based on the ANOVA table below, the significance value obtained is ( $p = 0.000$ ;  $p < 0.01$ ). This result indicates that the regression equation model is significant.

Table 9  
Simple Linear Regression Test ANOVA

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1	3802.932	33.817	.000 <sup>b</sup>
	Residual	197	112.455		
	Total	198			

- a. Dependent Variable: Emotional Exhaustion
- b. Predictors: (Constant), Komunikasi Interpersonal Remaja-Orang Tua

The researcher also included a coefficient table (Table 10) and discovered that the regression equation for this study is  $Y = 134.483 - .255X$ . In Table 10, the constant value (a) of 134.483 is presented, indicating that when the value of adolescent-parent interpersonal communication reaches 0, the value of emotional exhaustion will be 134.483. The value of  $-.255X$  signifies that for every unit increase in adolescent-parent interpersonal communication, there will be a decrease in emotional exhaustion by .255 units. These results indicate a significant influence of adolescent-parent interpersonal communication on the occurrence of emotional exhaustion.

Table 10  
Simple Linear Regression Test Coefficients

Model	Coefficients				
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	134.483	6.140		21.902	.000
Adolescent-Parent Interpersonal Communication	-.255	.044	-.383	-5.815	.000

- a. Dependent Variable: Emotional Exhaustion

Further analysis based on gender was also conducted to see the difference in the level of emotional exhaustion in male and female students. Table 11 below shows the R Square value for female students is .197. This result shows that high school students-parent interpersonal communication affects emotional

exhaustion in female students by 19.7%.

Table 11  
Simple Linear Regression Test Model Summary Based on Gender (Female)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Female	.444 <sup>a</sup>	.197	.191	10.191

- a. Predictors: (Constant), Adolescent-Parent Interpersonal Communication  
b. Dependent Variable: Emotional Exhaustion

The significance value obtained based on Table 12 is ( $p = 0.000$ ;  $p < 0.01$ ), so it can be concluded that the regression equation model is significant.

Table 12  
Simple Linear Regression Test ANOVA Based on Gender (Female)

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3192.851	1	3192.851	30.742	.000 <sup>b</sup>
	Residual	12982.503	125	103.860		
	Total	16175.354	126			

- a. Dependent Variable: Emotional Exhaustion  
b. Predictors: (Constant), Adolescent-Parent Interpersonal Communication

Table 13 shows that the regression model equation based on female gender is  $Y = 138.942 - .273X$ .

Table 13  
Simple Linear Regression Test Coefficients Based on Gender (Female)

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	138.942	6.952		19.986	.000
Adolescent-Parent Interpersonal Communication	-.273	.049	-.444	-5.545	.000

- a. Dependent Variable: Emotional Exhaustion

The researcher also conducted an analysis based on the gender of male students. Table 14 shows the R Square value for male students is .117, where this result means that adolescent-parent interpersonal communication affects the occurrence of emotional exhaustion in male students by 11.7%.

Table 14  
Simple Linear Regression Test Model Summary Based on Gender (Male)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Female	.342 <sup>a</sup>	.117	.104	10.532

a. Predictors: (Constant), Adolescent-Parent Interpersonal Communication  
b. Dependent Variable: Emotional Exhaustion

Table 15 shows that the significance value obtained is ( $p = 0.003$ ;  $p > 0.01$ ), so the regression equation model is abnormal.

Table 15  
Simple Linear Regression Test ANOVA Based on Gender (Male)

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1026.693	1	1026.693	9.256	.003 <sup>b</sup>
	Residual	7764.807	70	110.926		
	Total	8791.500	71			

a. Dependent Variable: Emotional Exhaustion  
b. Predictors: (Constant), Adolescent-Parent Interpersonal Communication

The regression equation model derived from Table 16 is  $Y = 131.889 - .262X$ . Analyzing the results based on gender, it can be concluded that adolescent-parent interpersonal communication has a greater impact on the occurrence of emotional exhaustion in female students (19.7%) compared to male students (11.7%).

To further investigate the effect of each dimension of interpersonal communication on emotional exhaustion, the researchers conducted additional analysis using simple regression analysis. The Pearson correlation values between the five dimensions of adolescent-parent interpersonal

communication and emotional exhaustion were found to be significant ( $p = 0.000$ ;  $p < 0.01$ ), indicating a significant relationship between the five dimensions and emotional exhaustion (refer to Table 7 for the correlation test). Building upon the results in Table 7, the researchers proceeded to analyze the R-squared values and regression equation models for each dimension.

Table 16  
*Simple Linear Regression Test Coefficients Based on Gender (Male)*

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	131.889	11.834		11.144	.000
Adolescent-Parent Interpersonal Communication	-.262	.086	-.342	-3.042	.003

a. Dependent Variable: Emotional Exhaustion

Table 11 below shows the correlation value between variables is .414. The  $R^2$  value is .172, which means that the dimension of openness has an effect of 17.2% in causing emotional exhaustion, and the other 82.8% is caused by other independent factors.

Table 17  
*Multiple Linear Regression Test of Openness Dimensions on Emotional Exhaustion*

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.414 <sup>a</sup>	.172	.167	10.44692

a. Predictors: (Constant), Openness

Based on the analysis result listed in Table 18, the significance value obtained is ( $p = .000$ ,  $p < 0.01$ ). These result indicate that the regression model equation in this study is significant.

**Table 18**

*Multiple Linear Regression Test of Openness Dimensions on Emotional Exhaustion ANOVA*

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4456.374	1	4456.374	40.832	.000 <sup>b</sup>
	Residual	21500.219	197	109.138		
	Total	25956.593	198			

a. Dependent Variable: Emotional Exhaustion

b. Predictors: (Constant), Openness

The regression equation model table based on the results in Table 13 is  $Y = 138.593 - 1.982X$ . The five aspects of interpersonal communication have a significant influence on emotional exhaustion. The table of analysis results of other aspects will be displayed in Table 20 and so on.

**Table 19**

*Multiple Linear Regression Test of Openness Dimensions on Emotional Exhaustion ANOVA*

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	138.593	6.233		22.235	.000
Openness	-1.982	.310	-.414	-6.390	.000

a. Dependent Variable: Emotional Exhaustion

The table below shows a correlation value between the equality dimension and emotional exhaustion of .400 with an R2 value of .160. This result shows that the equality dimension contributes 16% in causing emotional exhaustion.



Table 20

*Multiple Linear Regression Test of Equality Dimensions on Emotional Exhaustion*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400 <sup>a</sup>	.160	.156	10.522

a. Predictors: (Constant), Equality

In accordance with table 21, the regression model equation in this study is significant, as proven by the significance value obtained of ( $p = .000$ ,  $p < 0.1$ ).

Table 21

*Multiple Linear Regression Test of Equality Dimensions on Emotional Exhaustion ANOVA*

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4147.993	1	4147.993	37.469	.000 <sup>b</sup>
	Residual	21808.600	197	110.704		
	Total	25956.593	198			

- a. Dependent Variable: Emotional Exhaustion  
b. Predictors: (Constant), Equality

Based on the Table 22, it can be seen that the regression equation model obtained is  $Y = 131.710 - 1.269X$ .

Table 22

*Multiple Linear Regression Test of Equality Dimensions on Emotional Exhaustion ANOVA*

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	131.710	5.388		24.444	.000
Equality	-1.269	.207	-.400	-6.121	.000

- a. Dependent Variable: Emotional Exhaustion

The correlation value between the supportiveness dimension and emotional exhaustion obtained is .313. This dimension affects the occurrence of emotional exhaustion by 9.8% (.098).

Table 23

*Multiple Linear Regression Test of Supportiveness Dimensions on Emotional Exhaustion*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.313 <sup>a</sup>	.098	.093	10.903

a. Predictors: (Constant), Supportiveness

Table 24 shows the significance value obtained is ( $p = .000$ ,  $p < 0.1$ ). These results indicate that the regression equation model is significant.

Table 24

*Multiple Linear Regression Test of Supportiveness Dimensions on Emotional Exhaustion ANOVA*

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2538.982	1	2538.982	21.359	.000 <sup>b</sup>
	Residual	23417.611	197	118.871		
	Total	25956.593	198			

a. Dependent Variable: Emotional Exhaustion

b. Predictors: (Constant), Supportiveness

Based on table 25, it can be seen that the regression equation model is  $Y = 124.596 - .784X$ .

Table 25

*Multiple Linear Regression Test of Supportiveness Dimensions on Emotional Exhaustion ANOVA*

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	124.596	5.582		22.320	.000
Supportiveness	-.784	.170	-.313	-4.622	.000

a. Dependent Variable: Emotional Exhaustion

The empathy dimension affects the occurrence of emotional exhaustion by 8% (R Square of .080).  
The correlation between these two variables listed in Table 26 below.

Table 26

*Multiple Linear Regression Test of Empathy Dimensions on Emotional Exhaustion*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.282 <sup>a</sup>	.080	.075	11.01187

a. Predictors: (Constant), Empathy

Table 27 shows the significance value obtained is ( $p = .000$ ,  $p < 0.1$ ). These results indicate that the regression equation model is significant.

Table 27

*Multiple Linear Regression Test of Empathy Dimensions on Emotional Exhaustion ANOVA*

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2068.105	1	2068.105	17.055	.000 <sup>b</sup>
	Residual	23888.488	197	121.261		
	Total	25956.593	198			

a. Dependent Variable: Emotional Exhaustion

b. Predictors: (Constant), Empathy

Table 28 shows that the empathy dimension and emotional exhaustion have a regression equation model is  $Y = 122.515 - .754X$ .

Table 28

*Multiple Linear Regression Test of Empathy Dimensions on Emotional Exhaustion ANOVA*

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	122.515	5.736		21.357	.000
Empathy	-.754	.183	-.282	-4.130	.000

a. Dependent Variable: Emotional Exhaustion

Table 29 shows that the positiveness dimension has an R Square value of .075. This figure means that the positiveness dimension affects the occurrence of emotional exhaustion by 7.5%.

Table 29

*Multiple Linear Regression Test of Positiveness Dimensions on Emotional Exhaustion*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273 <sup>a</sup>	.075	.070	11.042

a. Predictors: (Constant), Positiveness

Based on the results listed in table 30, it can be seen that the significance value between the two variables is ( $p = .000$ ,  $p < 0.1$ ), so the equation model of the two variables is significant.

Table 30

*Multiple Linear Regression Test of Positiveness Dimensions on Emotional Exhaustion ANOVA*

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1936.491	1	1936.491	15.882	.000 <sup>b</sup>
	Residual	24020.102	197	121.929		
	Total	25956.593	198			

a. Dependent Variable: Emotional Exhaustion

b. Predictors: (Constant), Positiveness

The table below shows the regression equation model of positiveness dimensions and emotional exhaustion is  $Y = 117.512 - .622X$ .

Table 31

*Multiple Linear Regression Test of Positiveness Dimensions on Emotional Exhaustion ANOVA*

Coefficients					
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	117.512	4.700		25.005	.000
Positiveness	-.622	.156	-.273	-3.985	.000

a. Dependent Variable: Emotional Exhaustion

After analyzing the five dimensions of high school students-parents interpersonal communication in relation to emotional exhaustion, it can be concluded that the dimension of openness exhibits the highest influence on emotional exhaustion in students. Among the five dimensions, the strength of their impact on emotional exhaustion is ranked as follows: openness, equality, supportiveness, empathy, and positiveness.

## Discussion

The results of the data analysis revealed a significant negative correlation coefficient ( $r_{xy} = -0.383$ ,  $p < 0.05$ ) between the effectiveness of interpersonal communication between high school students and parents and the variable of emotional exhaustion. This correlation coefficient supports the research hypothesis, indicating a significant negative relationship between the two variables. The findings suggest that higher effectiveness of interpersonal communication between high school students and parents is associated with lower levels of emotional exhaustion, while lower effectiveness of communication is linked to higher levels of emotional exhaustion. Thus, one of the research objectives regarding the correlation between the effectiveness of interpersonal communication and emotional exhaustion in high school students has been empirically answered.

These research findings align with DeVito's (2015) theory, which emphasizes the influential role of interpersonal communication on an individual's emotional state. Santrock (2019) further supports this idea by highlighting that interpersonal communication between adolescents and parents has an impact on adolescents' mental well-being. Effective interpersonal communication provides adolescents with a sense of acceptance, value, and love, which helps reduce the occurrence of emotional exhaustion. Adolescents with low emotional exhaustion are better equipped to handle life pressures, perform well academically, and be more productive in their school and academic tasks.

Based on Sugiyono's (2018) categorization, the correlation coefficient value of  $-0.383$  falls within the low interval. This suggests that the effectiveness of interpersonal communication between high school students and parents is not the sole factor influencing the occurrence of emotional exhaustion. The coefficient of determination (R Square) value of  $0.147$  indicates that the effectiveness of interpersonal

communication contributes 14.7% to the occurrence of emotional exhaustion, while the remaining 85.3% can be attributed to other factors not examined in this study, such as mindfulness (Li, Wong, & Kim, 2017), social support (Li et al., 2018), self-efficacy (Muis, Nasution, Azhar, & Radiman, 2018), and students' resilience (Lee, Richards, & Washburn, 2021).

Regarding the categorization of the two variables, the effectiveness of interpersonal communication between high school students and parents was predominantly classified as high, while emotional exhaustion was more dominant in the low category. Specifically, 68.8% of the research subjects fell into the low level of emotional exhaustion, 2% in the very low category, and 29.1% in the high category. No research subjects were categorized as experiencing very high emotional exhaustion. The low categorization of emotional exhaustion indicates that high school students in the study did not experience physical, mental, or emotional decline due to task load, time pressure, role stress, or lack of social support. In other words, these students did not exhibit symptoms characterized by extreme fatigue, psychosomatic issues, feelings of being unappreciated, denial of emotions, boredom, impatience, irritability, or withdrawal.

The low emotional exhaustion observed in the subjects can be influenced by various factors. High school students with good mindfulness (Li, Wong, & Kim, 2017), self-efficacy (Muis, Nasution, Azhar, & Radiman, 2018), emotion regulation (Choirunnisa & Ediati, 2018), resilience (Lee, Richards, & Washburn, 2021), and social support from teachers and peers (Li et al., 2018) tend to experience lower emotional exhaustion. Additionally, according to Chen, Green, and Williams (2021), emotional exhaustion can also be influenced by the demands of responsibilities, personal problem-solving capacity, communication skills, information reception and expression, trust-building abilities, and stability in relationships with others.

Although the majority of subjects fell into the low category of emotional exhaustion, the presence of 58 subjects in the high category is significant. This indicates that almost one-third of the total number of subjects, who are in the twelfth grade of high school, experience high emotional exhaustion. This substantial number highlights the prevalence of emotional exhaustion among high school students. The high emotional exhaustion can be attributed to the lack of support from parents, including affection and positive emotional expression, which can be conveyed through effective interpersonal

communication between high school students and their parents.

Previous studies have shown a significant negative relationship between support and emotional exhaustion (Lee et al., 2022). Support, in this context, refers to the positive relationship between adolescents and parents, facilitated through effective communication processes (Li, Xue, Wangshuai, Gong, & Zhiming, 2018; Chen & Green, 2021). Unresolved symptoms of emotional exhaustion can affect academic performance (Li et al., 2018), lead to sleep disturbances (Li et al., 2020), and contribute to depression (Mubasyiroh et al., 2017). High school students categorized as having high emotional exhaustion may experience a decline in mental, emotional, and physical well-being, which can subsequently impact their academic achievements due to impaired learning abilities.

Further analysis revealed that gender plays a role in influencing the emotional exhaustion experienced by high school students. Female students exhibited higher emotional exhaustion rates (19.7%) compared to male students (11.7%). This finding addresses the research objective regarding the moderating role of gender in the two research variables. Previous studies have reported similar findings, indicating that female students experience higher levels of stress compared to male students. Women are often considered more vulnerable and responsive to life's challenges, including those related to school activities or the achievement of developmental tasks (Goff, 2011; Rohmatillah & Kholifah, 2021).

Regarding the categorization of the effectiveness of interpersonal communication between high school students and parents, the majority of research subjects (73.4%) were classified as having high effectiveness. This suggests that the process of conveying and receiving messages between high school students and their parents, both verbally and non-verbally, to achieve mutual understanding, can occur successfully. The positive outcomes of effective communication include improved social relationships between high school students and parents, a more positive attitude toward the communication process, a desire to continue communicating, and high school students feeling supported by their parents, thus reducing the likelihood of experiencing emotional exhaustion.

The finding that the majority of high school students in the twelfth grade demonstrate high effectiveness in interpersonal communication with their parents can be influenced by various factors.

Individuals with good emotion regulation abilities are likely to exhibit good interpersonal communication effectiveness with their parents. Effective emotion regulation promotes emotional stability and helps prevent or reduce emotional exhaustion in adolescents (Choirunnisa & Ediati, 2018). Additionally, Irianto et al. (2018) suggest that adolescents who have developed a positive self-identity are more effective in interpersonal communication with their parents. This indicates that low effectiveness of interpersonal communication with parents can impact adolescents' self-identity. Adolescents who lack nurturing or supportive figures in their parents may experience blurred or diminished self-identity.

DeVito (2015) asserts that effective interpersonal communication is characterized by openness, empathy, a supportive attitude, positivity, and equality. These five aspects are interrelated and support the effectiveness of ongoing communication. Further analysis of these aspects revealed a significant negative relationship between all five aspects of interpersonal communication (DeVito, 2016) and emotional exhaustion in twelfth-grade high school students. Among these aspects, openness made the highest contribution to the occurrence of emotional exhaustion, accounting for 17.2%. The contributions of the other aspects to emotional exhaustion were as follows: equality (16%), supportiveness (9.8%), empathy (8%), and positiveness (7.5%).

The finding that openness, as the aspect of interpersonal communication, primarily influences emotional exhaustion aligns with the research by Windarwati et al. (2022), which found a negative relationship between conversation orientation and academic burnout. Conversation orientation refers to communication within families that prioritize openness, thereby fostering support, attentiveness, honesty, self-esteem, and the courage to express opinions (Pramono et al., 2017).

Openness is also crucial due to its close association with individual mental health. Research by Luo and Hancock (2020) indicates that openness is an important predictor of psychological well-being in individuals. Furthermore, Soputan and Mulawarman (2021) found that high school students' openness on social media can affect their level of psychological well-being. This finding further supports the notion that openness extends beyond family communication and can encompass communication with peers and through social media.



This study has some limitations. First, the number of subjects deviated from the initial plan due to illness, permission issues, or students being involved in school competitions. Consequently, the number of subjects who completed the booklet did not align with the initial planning. Second, the data collection process required substantial coordination with the subject teachers, resulting in approximately 20 to 30 minutes being allocated to distribute and assist in filling out the booklets in each class. Third, the expert judgment process was conducted by a single individual, which may have led to the oversight of unsuitable items due to the absence of differing perspectives from other experts. Fourth, the Adolescent-Parent Interpersonal Communication Effectiveness Scale Blueprint did not proportionally determine the number of students and parents as communicators and communicants, and the item randomization process lacked systematicity.

On the other hand, this study also possesses several strengths. First, the availability of subjects facilitated the research process, as there were many students who met the research criteria, distributed across multiple classes. This ensured that researchers encountered no difficulties in recruiting subjects. Second, both the university and the school were cooperative in facilitating the research, allowing for a swift research permit acquisition process and enabling researchers to promptly commence data collection by coordinating with teachers. Third, the utilization of the emotional exhaustion variable, which is still uncommon in the Indonesian context, particularly in the field of education, adds novelty and diversity to research in educational psychology.

## **Conclusion**

The hypothesis of this study is supported, revealing a significant negative relationship between high school parent-student interpersonal communication effectiveness and emotional exhaustion in high school students. Notably, the effectiveness of high school student-parent communication has a stronger impact on emotional exhaustion among female students compared to male students. Furthermore, the aspect of openness emerges as the primary contributor to emotional exhaustion. These findings provide valuable recommendations for high school students, particularly females, to enhance their positive relationships with parents by fostering open communication. Openness in parent-student communication helps students feel valued, accepted, and loved, thereby reducing the

likelihood of emotional exhaustion and improving academic performance. Future researchers may explore the dynamics of adolescent-parent interpersonal communication and its association with emotional exhaustion in greater depth using qualitative methods. Additionally, employing specific measurement tools to differentiate father-adolescent and mother-adolescent communication, as well as clearly defining the roles of adolescents and parents as communicants or communicators, can yield clearer and more accurate results.

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