

Parental Involvement and Its Relationship to Learners Study Habits and Interpersonal Socialization Skills in Edukasyong Pantahanan at Pangkabuhayan (EPP) Classes

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Abstract—This study aimed to determine the relationship between parental involvement and learners' study habits and interpersonal socialization in Edukasyong Pantahanan at Pangkabuhayan (EPP) classes. Specifically, it examined levels of parental involvement, learners' study habits and learners' interpersonal socialization. It also tested the significant relationship between parental involvement in learners' study habits and interpersonal socialization. The study utilized a quantitative research method employing a descriptive-correlational design. The respondents were EPP teachers from public elementary schools in Santa Cruz, Laguna. A researcher-made questionnaire was used as the primary data-gathering instrument. The weighted mean and standard deviation were used to analyze the data and determine the level of variables, while the Pearson Product-Moment Correlation Coefficient (r) was utilized to test the significant relationship between variables. In the conduct of the study, the level of parental involvement as perceived by the Learners in terms of parental supervision, communication with teachers, monitoring, and support for school activities was found to be high, with all indicators obtaining high weighted means. The level of learners' study habits in EPP Classes in terms of time management, note-taking, and goal setting was also found to be high. Furthermore, the level of learners' interpersonal socialization in EPP Classes in terms of peer collaboration, respect and teamwork, and learning interaction was found to be high. There was no significant relationship between parental involvement and learners' study habits in EPP Classes that leads to the acceptance of the hypothesis. This implies that although parents are generally involved in their children's education, their contribution to the educational environment of learners does not directly influence how they develop their study habits. There is a significant relationship between parental involvement and learners' interpersonal socialization in EPP Classes that results in the rejection of the hypothesis. This indicates that parental engagement plays an important role in shaping how learners interact with others, communicate, and participate in group activities. It is recommended that schools strengthen structured home-school partnerships by providing parent education programs and consistent communication systems, while teachers integrate strategies that explicitly develop learners' study habits alongside collaborative classroom activities. Parents are also encouraged to extend their involvement beyond supervision by actively guiding their children in building effective study routines, while future researchers may explore additional factors that influence learners' academic behaviors.

Keywords— Parental Involvement, Learners Study Habits, Learners Interpersonal Socialization, Significant Relationships, Quantitative Research.

I. INTRODUCTION

Education is more than just learning subjects in school, it is a continuous process of developing a learner's knowledge, skills, attitudes, and values. In the Philippines, education is considered a shared responsibility between schools and families, where parents are recognized as the first teachers of their children. This partnership is especially evident in the elementary level, where learners begin to form the foundation of lifelong habits, attitudes, and values.

Parental involvement refers to the participation of parents in their child's learning process, including communication, support, and guidance in academic and social matters (Otani 2020). It includes actions such as encouraging positive behavior, engaging in conversations about school activities, monitoring study time, and fostering a supportive learning atmosphere at home.

Another important concept in the learning journey of learners is study habits. Study habits are the consistent practices and routines that students develop to learn effectively. These behaviors allow learners to maximize their performance and adapt to academic challenges (Credé, 2018). Well-developed study habits reflect a student's discipline, persistence, and strategic approach to learning.

Alongside study habits, students must also learn how to relate to others in a positive way. Interpersonal socialization refers to the process of interacting with peers, teachers, and other individuals in ways that build communication skills, cooperation, and mutual respect. It encompasses the development of social roles, identity, and values through interactions within families, peers, and communities (Liu et al. 2020).

Within Edukasyong Pantahanan at Pangkabuhayan (EPP) classes, students are trained not only in practical and technical skills but also in responsibility, cooperation, and discipline. Qualities that are often reinforced at home through parental guidance. The role of parents goes beyond providing resources. It extends to guiding, motivating, and nurturing their children's growth in both academic and social relationships (Department of Education [DepEd], 2019)

The connection between parental involvement, study habits, and interpersonal socialization highlights the holistic

nature of education, especially in EPP Classes. When parents take an active role, students are more likely to develop discipline in their studies and confidence in their social interactions. Academic success is often supported by good study habits, while healthy socialization builds the confidence and motivation needed to continue learning.

Thus, this study was conducted to determine the relationship between parental involvement and learners' study habits and interpersonal socialization in EPP classes. It aims to assess parental involvement in terms of parental supervision, communication with teachers, monitoring, and support for school activities, and examine how these relate to learners' time management, note-taking, goal setting, peer collaboration, respect and teamwork, and learning interaction.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study sought to determine the relationship between parental involvement, study habits, and interpersonal socialization of learners. Specifically, it aimed to answer the following questions:

1. What is the level of parental involvement as perceived by the Learners in terms of:
 - 1.1 Parental Supervision;
 - 1.2 Communication with Teachers;
 - 1.3 Monitoring; and
 - 1.4 Support for School Activities?
2. What is the level of Learners Study Habits in EPP classes in terms of:
 - 2.1 time management;
 - 2.2 note taking; and
 - 2.3 goal setting?
3. What is the level of Learners Interpersonal Socialization in EPP classes in terms of:
 - 3.1 Peer Collaboration;
 - 3.2 Respect and Team Work; and
 - 3.3 Learning Interaction?
4. Does Parental Involvement significantly correlate to the Learners Study Habits in EPP Classes?
5. Does Parental Involvement significantly correlate to the Learners Interpersonal Socialization in EPP Classes?

II. METHODOLOGY

The study utilized a quantitative research method employing a descriptive-correlational design. The respondents were EPP teachers from public elementary schools in Santa Cruz, Laguna. A researcher-made questionnaire was used as the primary data-gathering instrument. Data were analyzed using the weighted mean and standard deviation to determine the level of variables, while the Pearson Product-Moment Correlation Coefficient (r) was used to test the significant relationship between variables.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions determine how parental involvement influences the study habits and

interpersonal socialization of learners in Edukasyon Pantahanan at Pangakabuhayan (EPP) classes.

Level of Parental Involvement

In this study, the level of parental involvement was described in terms of parental supervision, communication with teachers, monitoring, and support for school activities was determined by the mean and standard deviation.

Table 1 shows the level of parental involvement as perceived by the learners in terms of parental supervision. The results revealed an overall weighted mean of 3.97 (SD = 0.81), verbally interpreted as High, indicating that parents generally demonstrate active supervision and involvement in their children's academic responsibilities.

The results indicate that parents actively supervise and support their children's academic activities. Among the indicators, "check their child's homework and projects" obtained the highest mean (4.08), suggesting that parents are highly attentive in monitoring their children's schoolwork and academic progress. This is followed by "ensure their child completes assigned school tasks," "remind their child about school deadlines," and "ensure their child brings necessary school materials" (all 3.98), which reflect consistent parental guidance and support in helping learners fulfill their school responsibilities. Meanwhile, "encourage their child to review lessons at home" received the lowest mean (3.84), although still interpreted as agree, indicating that some parents may provide less emphasis on home lesson review compared to other supervisory practices.

Table 1. Level of Parental Involvement as Perceived by the Learners in terms of Parental Supervision

Statements	Mean	SD	Remarks
The parents of the learners...			
... ensure their child completes assigned school tasks.	3.98	0.81	Agree
... check their child's homework and projects.	4.08	0.84	Agree
... remind their child about school deadlines.	3.98	0.86	Agree
... ensure their child brings necessary school materials.	3.98	0.76	Agree
... encourage their child to review lessons at home.	3.84	0.76	Agree
Weighted Mean	3.97		
SD	0.81		
Verbal Interpretation	High		

This implies that parents play an important role in guiding learners toward academic responsibility and preparedness. Their active supervision helps learners become more disciplined, organized, and focused on their school-related tasks. However, the slightly lower rating in reviewing lessons at home suggests that learners may still need additional encouragement in developing independent study habits outside the classroom.

Moreover, the slightly lower rating in encouraging review of lessons suggests that while parents are effective in ensuring task completion, there may be less emphasis on deeper academic reinforcement such as reviewing or advanced preparation. This highlights a potential area for improvement, where parental involvement can extend beyond compliance to enrichment of learning.

In summary, the findings suggest that parental supervision is a strong factor in promoting responsibility and academic compliance among learners, although there is still room to strengthen its role in enhancing deeper learning behaviors.

Table 2. Level of Parental Involvement as Perceived by the Learners in terms of Communication with Teachers

Statements	Mean	SD	Remarks
The parents of the learners...			
... communicate with the teacher regarding their child's performance.	3.96	0.85	Agree
... respond to teacher messages promptly.	4.04	0.82	Agree
... attend parent-teacher conferences.	3.92	0.80	Agree
... ask about their child's academic progress.	3.92	0.89	Agree
... inform the teacher about concerns affecting their child's learning.	3.86	0.77	Agree
Weighted Mean	3.94		
SD	0.83		
Verbal Interpretation	High		

Table 2 shows the level of parental involvement as perceived by the learners in terms of communication with teachers. The results revealed an overall weighted mean of 3.94 (SD = 0.83), verbally interpreted as High, indicating that parents generally maintain active communication with teachers regarding their children's academic performance and school-related concerns.

The results indicate that parents actively communicate with teachers regarding their children's academic performance and school concerns. Among the indicators, "respond to teacher messages promptly" obtained the highest mean (4.04), suggesting that parents are responsive and attentive to school communication. This is followed by "communicate with the teacher regarding their child's performance" (3.96), which reflects parents' interest in monitoring their children's academic development. Meanwhile, "attend parent-teacher conferences" and "ask about their child's academic progress" both obtained a mean of 3.92, indicating that parents consistently participate in school-related discussions and inquiries. On the other hand, "inform the teacher about concerns affecting their child's learning" received the lowest mean (3.86), although still interpreted as agree, suggesting that some parents may be less likely to openly communicate personal or learning-related concerns with teachers.

This implies that parents recognize the importance of maintaining communication with teachers to support their children's learning and academic progress. Their responsiveness and involvement strengthen the partnership between home and school, which contributes positively to learners' educational experiences. However, the slightly lower rating in informing teachers about concerns affecting learning suggests that stronger parent-teacher collaboration may still be encouraged to address learners' specific needs more effectively.

However, while the overall level is high, the data may also suggest that communication is more reactive (e.g., responding to messages) rather than proactive (e.g., initiating discussions about learning strategies). Strengthening proactive communication could further enhance student outcomes.

Table 3. Level of Parental Involvement as Perceived by the Learners in terms of Monitoring

Statements	Mean	SD	Remarks
The parents of the learners...			
... monitor their children's attendance regularly.	4.06	0.83	Agree
... ensure their child arrives at school on time.	4.10	0.79	Agree
... follow up on missed assignments.	3.98	0.76	Agree
... are aware of their child's classroom behavior.	3.80	0.80	Agree
... monitor their child's participation in class activities.	4.02	0.84	Agree
Weighted Mean	3.99		
SD	0.81		
Verbal Interpretation	High		

Table 3 presents the level of parental involvement as perceived by the learners in terms of monitoring. The overall weighted mean of 3.99 with a standard deviation of 0.81 is verbally interpreted as "High," indicating that parents are generally active in supervising and guiding their children's academic responsibilities and school-related activities.

Among the indicators, the statement "ensure their child arrives at school on time" obtained the highest mean of 4.10, interpreted as "Agree." This implies that parents prioritize punctuality and school attendance as part of their responsibilities. Similarly, "monitor their children's attendance regularly" received a mean of 4.06, showing that parents are attentive to their children's presence in school. The statement "monitor their child's participation in class activities" also garnered a high mean of 4.02, reflecting parental awareness of their children's engagement in learning activities.

On the other hand, the statement "are aware of their child's classroom behavior" obtained the lowest mean of 3.80, although still interpreted as "Agree." This may indicate that while parents maintain communication regarding school matters, they may have limited direct information about their children's day-to-day classroom conduct. Meanwhile, "follow up on missed assignments" received a mean of 3.98, suggesting that parents moderately supervise their children's completion of academic tasks.

This implies that parental monitoring plays a preventive and corrective role in learners' academic development. By consistently checking attendance, assignments, and participation, parents help learners stay accountable and avoid academic negligence. Monitoring also allows parents to detect early signs of academic or behavioral difficulties, enabling timely intervention.

In EPP classes, where participation and hands-on activities are essential, monitoring ensures that learners remain engaged and prepared. It also reinforces the importance of responsibility, punctuality, and active involvement in class tasks.

Table 4 presents the level of parental involvement as perceived by the learners in terms of support for school activities. The overall weighted mean of 4.00 with a standard deviation of 0.84 is verbally interpreted as "High," indicating that parents actively support and encourage their children's participation in various school-related programs and activities.

Table 4. Level of Parental Involvement as Perceived by the Learners in terms of Support for School Activities

Statements	Mean	SD	Remarks
The parents of the learners...			
... encourage participation in school programs.	4.08	0.84	Agree
... support their child's involvement in group activities.	3.92	0.89	Agree
... provide the materials needed for school projects.	3.98	0.79	Agree
... motivate their child to join academic activities.	3.94	0.86	Agree
... cooperate with school initiatives and activities.	4.06	0.81	Agree
Weighted Mean	4.00		
SD	0.84		
Verbal Interpretation	High		

This suggests that learners generally perceive their parents as supportive of their educational and co-curricular engagement. Among the indicators, the statement "encourage participation in school programs" obtained the highest mean of 4.08, interpreted as "Agree." This implies that parents strongly encourage their children to become involved in school events and activities that contribute to their personal and academic development. Similarly, "cooperate with school initiatives and activities" received a mean of 4.06, reflecting that parents are willing to collaborate with the school in achieving educational goals and promoting learner welfare.

The statement "provide the materials needed for school projects" garnered a mean of 3.98, indicating that parents generally provide the necessary resources to support their children's academic tasks and requirements. Meanwhile, "motivate their child to join academic activities" obtained a mean of 3.94, showing that parents encourage learners to participate in activities that enhance their knowledge and skills.

On the other hand, the statement "support their child's involvement in group activities" received the lowest mean of 3.92, although it is still interpreted as "Agree." This may suggest that while parents support participation, some learners may experience limited encouragement or opportunities to engage in collaborative or extracurricular group activities.

This implies that parental support enhances learners' motivation, confidence, and willingness to participate in school activities. When parents show interest and help, learners feel valued and are more likely to engage actively in classroom tasks. In EPP classes, where learners often require materials and active participation in projects, parental support becomes a crucial factor in successful task completion.

Furthermore, support for school activities fosters a positive attitude toward learning. Learners who feel supported are more confident in expressing themselves, participating in group activities, and completing tasks.

Level of Learners' Study Habits in EPP Classes

In this study, the level of learners' study habits was described in terms of time management, note taking and goal setting and was determined by the mean and standard deviation.

Table 5 presents the level of learners' study habits in terms of time management in EPP classes as influenced by parental involvement. The overall weighted mean of 3.89 with a standard deviation of 0.82 is verbally interpreted as "High,"

indicating that learners generally demonstrate effective time management practices in completing their academic responsibilities.

Table 5. Level of Learners' Study Habits in terms of Time Management in EPP Classes

Statements	Mean	SD	Remarks
Through parental involvement, the learners...			
... submit tasks on time.	4.02	0.86	Agree
... completes assignments within the given schedule.	3.82	0.77	Agree
... uses class time productively.	3.88	0.84	Agree
... prioritize academic tasks.	3.96	0.82	Agree
... manages multiple tasks effectively.	3.78	0.78	Agree
Weighted Mean	3.89		
SD	0.82		
Verbal Interpretation	High		

The results revealed that parental involvement positively contributes to learners' ability to organize and manage their school tasks efficiently. Among the indicators, the statement "submit tasks on time" obtained the highest mean of 4.02, interpreted as "Agree." This implies that learners can meet deadlines and complete requirements punctually, possibly due to parental guidance and supervision. Similarly, the statement "prioritize academic tasks" received a mean of 3.96, showing that learners recognize the importance of giving attention to school-related responsibilities before other activities.

The statement "uses class time productively" garnered a mean of 3.88, indicating that learners are generally able to focus and utilize their time effectively during class activities. Meanwhile, "completes assignments within the given schedule" obtained a mean of 3.82, suggesting that most learners can manage their schedules to accomplish academic tasks on time.

On the other hand, the statement "manages multiple tasks effectively" received the lowest mean of 3.78, although still interpreted as "Agree." This may indicate that some learners' have trouble balancing several academic responsibilities simultaneously, especially when faced with numerous school requirements and activities.

The results indicate that learners have developed relatively effective time management skills. This suggests that they can organize their schedules and balancing different academic tasks. Such skills are essential for maintaining academic performance and avoiding delays in task completion.

This implies that time management is a foundational skill that supports academic success. Learners who can plan and prioritize their tasks are more likely to complete assignments efficiently and reduce academic stress. However, the slightly lower ratings in managing multiple tasks suggest that learners may still face challenges when dealing with complex or overlapping responsibilities.

Table 6 presents the level of learners' study habits in EPP classes in terms of note-taking as influenced by parental involvement. The overall weighted mean of 4.04 with a standard deviation of 0.85 is verbally interpreted as "High," indicating that learners generally practice effective note-taking habits during classroom instruction and learning activities.

Table 6. Level of Learners' Study Habits in EPP Classes in terms of Note-Taking

Statements Through parental involvement, the learners...	Mean	SD	Remarks
... takes down important notes during lessons.	4.04	0.85	Agree
... organizes notes properly.	3.86	0.85	Agree
... refers to notes during activities.	4.22	0.86	Strongly Agree
... writes key points from discussions.	4.08	0.82	Agree
... keeps notebooks complete and updated.	4.02	0.86	Agree
Weighted Mean	4.04		
SD	0.85		
Verbal Interpretation	High		

This result revealed that parental involvement positively influences learners in developing organized and responsible study practices. Among the indicators, the statement “refers to notes during activities” obtained the highest mean of 4.22, interpreted as “Strongly Agree.” This implies that learners highly value their notes as references in accomplishing classroom tasks and activities. It also indicates that learners recognize the importance of reviewing and utilizing their notes to better understand lessons and improve performance.

The statement “writes key points from discussions” received a mean of 4.08, showing that learners actively identify and record important information during lessons. Similarly, “takes down important notes during lessons” obtained a mean of 4.04, suggesting that learners consistently engage in note-taking as part of their learning process. Meanwhile, “keeps notebooks complete and updated” garnered a mean of 4.02, indicating that learners maintain organized and updated records of their lessons and activities.

On the other hand, the statement “organizes notes properly” received the lowest mean of 3.86, although still interpreted as “Agree.” This may suggest that while learners regularly take notes, some may still encounter difficulties in arranging and managing their notes systematically for easier review and study.

The results indicate that learners actively engage in note-taking as part of their learning process. This suggests that they recognize the importance of recording key information and using it to support understanding and retention.

In EPP classes, note-taking is particularly important because learners must follow specific procedures and instructions. Having written references ensures accuracy and reduces errors during practical activities.

Table 7 presents the level of learners' study habits in EPP classes in terms of goal setting as influenced by parental involvement. The overall weighted mean of 4.05 with a standard deviation of 0.82 is verbally interpreted as “High,” indicating that learners generally demonstrate positive goal-setting practices in their academic activities.

The results revealed that parental involvement plays an important role in motivating learners to establish and pursue educational goals. Among the indicators, the statement “monitors personal academic progress” obtained the highest mean of 4.18, interpreted as “Agree.” This implies that learners are aware of their academic standing and regularly evaluate their performance to determine areas for

improvement. Similarly, “shows effort in improving performance” received a mean of 4.14, indicating that learners exert effort and determination in enhancing their academic achievement.

Table 7. Level of Learners' Study Habits in EPP Classes in terms of Goal Setting

Statements Through parental involvement, the learners...	Mean	SD	Remarks
... sets academic goals.	4.06	0.83	Agree
... shows effort in improving performance.	4.14	0.85	Agree
... monitors personal academic progress.	4.18	0.77	Agree
... strives to meet academic targets.	3.90	0.83	Agree
... demonstrates persistence in completing tasks.	3.96	0.77	Agree
Weighted Mean	4.05		
SD	0.82		
Verbal Interpretation	High		

The statement “sets academic goals” garnered a mean of 4.06, showing that learners can establish targets and objectives related to their studies. Meanwhile, “demonstrates persistence in completing tasks” obtained a mean of 3.96, suggesting that learners continue to work on academic responsibilities despite challenges or difficulties encountered.

On the other hand, the statement “strives to meet academic targets” received the lowest mean of 3.90, although still interpreted as “Agree.” This may indicate that while learners set academic goals, some may experience challenges in consistently achieving their desired targets due to academic pressure, time limitations, or other responsibilities.

The results indicate that learners are motivated and capable of setting clear academic objectives. This suggests that they are not only focused on completing tasks but also on achieving specific outcomes.

This implies that goal setting promotes self-regulation and persistence. Learners who set goals are more likely to stay focused, monitor their progress, and adjust their strategies to achieve desired outcomes.

In EPP classes, goal setting helps learners improve their skills, complete projects successfully, and achieve better performance.

Level of Learners' Interpersonal Socialization in EPP Classes

In this study, the level of learners' interpersonal socialization were described in terms of peer collaboration, respect and teamwork and learning interaction and was determined by the mean and standard deviation.

Table 8 shows the level of learners' interpersonal socialization in EPP Classes in terms of peer collaboration. The results revealed an overall weighted mean of 4.00 (SD = 0.82), verbally interpreted as High, indicating that learners generally demonstrate positive collaboration skills during group activities.

The results indicate that learners actively participate and interact with their peers in classroom tasks. Among the indicators, “participate actively in group work” obtained the highest mean (4.12), suggesting that learners are highly engaged when working in groups. This is followed by “listens to others' opinions” and “cooperates during group tasks” (both 4.04), which reflect learners' ability to respect and work

harmoniously with their classmates. Meanwhile, “shares ideas with classmates” (3.96) and “peers during activities” (3.82) received slightly lower means, although still interpreted as high, indicating that some learners may still be developing confidence in expressing ideas and interacting freely with peers.

Table 8. Level of Learners’ Interpersonal Socialization in EPP Classes in terms of Peer Collaboration

Statements	Mean	SD	Remarks
Through parental involvement, the learners...			
... participate actively in group work.	4.12	0.79	Agree
... shares ideas with classmates.	3.96	0.80	Agree
... peers during activities.	3.82	0.79	Agree
... listens to others’ opinions.	4.04	0.82	Agree
... cooperates during group tasks.	4.04	0.87	Agree
Weighted Mean	4.00		
SD	0.82		
Verbal Interpretation	High		

This implies that learners possess essential collaborative skills such as participation, cooperation, and active listening, which are important in building positive social relationships. However, the slightly lower ratings in sharing ideas suggest that there is still room to enhance learners’ confidence and communication skills in group settings. In the context of classroom learning, particularly in activity-based subjects, these skills are crucial for effective teamwork and successful task completion.

Table 9. Level of Learners’ Interpersonal Socialization in EPP Classes in terms of Respect and Teamwork

Statements	Mean	SD	Remarks
Through parental involvement, the learners...			
... shows respect toward classmates.	4.12	0.79	Agree
... follows classroom rules.	3.82	0.79	Agree
... accept different opinions respectfully.	3.98	0.86	Agree
... contribute positively to team activities.	4.30	0.78	Strongly Agree
... avoid conflicts during group work.	3.92	0.82	Agree
Weighted Mean	4.03		
SD	0.83		
Verbal Interpretation	High		

Table 9 shows the level of learners’ interpersonal socialization in EPP Classes in terms of respect and teamwork. The results revealed an overall weighted mean of 4.03 (SD = 0.83), verbally interpreted as High, indicating that learners generally demonstrate positive attitudes toward respect and teamwork in classroom interactions.

The results indicate that learners exhibit strong cooperation and respect when working with others. Among the indicators, “contribute positively to team activities” obtained the highest mean (4.30), interpreted as Strongly Agree, which suggests that learners are highly engaged and willing to take active roles in group tasks. This is followed by “shows respect toward classmates” (4.12), reflecting learners’ ability to maintain positive relationships. Meanwhile, “accept different opinions respectfully” (3.98) and “avoid conflicts during group work” (3.92) also received high ratings, indicating that learners are generally capable of managing differences and maintaining harmony within groups. However, “follows

classroom rules” obtained the lowest mean (3.82), suggesting that while learners show respect and teamwork, consistency in rule-following may still need reinforcement.

This implies that learners have developed essential interpersonal values such as respect, cooperation, and teamwork, which are important for creating a positive and productive learning environment. The strong performance in contributing to team activities suggests that learners are not only passive participants but are actively involved in achieving group goals. However, the slightly lower rating in following classroom rules indicates a need for continuous guidance in reinforcing discipline alongside teamwork.

In classroom settings, particularly in collaborative and activity-based learning, these skills are crucial for successful group performance. Learners who respect others and contribute positively are more likely to engage effectively in tasks and build stronger peer relationships.

Table 10. Level of Learners’ Interpersonal Socialization in EPP Classes in terms of Learning Interaction

Statements	Mean	SD	Remarks
Through parental involvement, the learners...			
... participates in class discussions.	3.96	0.82	Agree
... asks relevant questions during lessons.	3.88	0.79	Agree
... responds when called upon.	4.02	0.84	Agree
... engages in classroom activities.	4.12	0.84	Agree
... interacts appropriately with teachers and peers.	4.06	0.76	Agree
Weighted Mean	4.01		
SD	0.81		
Verbal Interpretation	High		

Table 10 shows the level of learners’ interpersonal socialization in EPP Classes in terms of learning interaction. The results revealed an overall weighted mean of 4.01 (SD = 0.81), verbally interpreted as High, indicating that learners actively engage in classroom interactions and participate in the learning process.

The results indicate that learners demonstrate positive interaction behaviors during class activities. Among the indicators, “engages in classroom activities” obtained the highest mean (4.12), showing that learners are actively involved in performing tasks and participating in learning experiences. This is followed by “interacts appropriately with teachers and peers” (4.06) and “responds when called upon” (4.02), which reflect learners’ confidence and ability to communicate effectively within the classroom. Meanwhile, “participates in class discussions” (3.96) also showed a high level of engagement. However, “asks relevant questions during lessons” obtained the lowest mean (3.88), suggesting that learners may still be developing confidence or critical thinking skills needed to initiate questions.

This implies that learners are generally active participants in classroom interaction, demonstrating responsiveness, engagement, and appropriate communication. These skills are essential in promoting meaningful learning, as interaction allows learners to clarify ideas, express understanding, and collaborate with others. The slightly lower rating in asking questions indicates an area for improvement, as questioning is an important component of deeper learning and critical thinking.

In classroom settings, especially in activity-based subjects, active learning interaction enhances understanding and participation. Learners who engage in discussions and activities are more likely to develop confidence, communication skills, and academic competence.

Significant Relationship Between Parental Involvement and Learners Study Habits in EPP Classes

In this study, the significant relationship between parental involvement and learners study habits were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 11 presents the correlation between parental involvement and learners study habits in EPP Classes. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=50) for each relationship.

The findings reveal that all computed p-values are greater than the 0.05 level of significance, indicating that there is no statistically significant relationship between parental involvement and learners' study habits in terms of time management, note-taking, and goal setting.

In terms of parental supervision, the Pearson correlation coefficients with time management ($r = .076$), note-taking ($r = .077$), and goal setting ($r = .065$) indicate very weak positive relationships. However, the corresponding significance values (.600, .596, and .653) are all higher than .05, which means that the relationships are not significant. This suggests that parental supervision, although present, may not directly influence the learners' study habits in the areas measured.

Table 11. Significant Relationship Between Parental Involvement and Learners Study Habits in EPP Classes

Parental Involvement		Learners Study Habits		
		Time Management	Note-Taking	Goal Setting
Parental Supervision	Pearson Correlation	.076	.077	.065
	Sig. (2-tailed)	.600	.596	.653
	N	50	50	50
Communication with Teachers	Pearson Correlation	.210	.032	.110
	Sig. (2-tailed)	.144	.832	.446
	N	50	50	50
Monitoring	Pearson Correlation	.023	.140	.010
	Sig. (2-tailed)	.876	.333	.945
	N	50	50	50
Support for School Activities	Pearson Correlation	.008	.067	.140
	Sig. (2-tailed)	.954	.643	.333
	N	50	50	50

Note * $p < .05$

For communication with teachers, the correlation coefficients with time management ($r = .210$), note-taking ($r = .032$), and goal setting ($r = .110$) also indicate weak positive relationships. Among these, communication with teachers and time management showed the highest correlation coefficient, but the significance value of .144 is still greater than .05. Therefore, the relationship remains statistically insignificant. This implies that communication between parents and teachers

may not strongly affect learners' study habits in EPP classes. Similarly, monitoring showed very weak positive correlations with time management ($r = .023$), note-taking ($r = .140$), and goal setting ($r = .010$). The significance values of .876, .333, and .945 further confirm that the relationships are not significant. This indicates that parental monitoring alone may not be a determining factor in shaping learners' study habits.

Lastly, support for school activities also demonstrated very weak positive relationships with time management ($r = .008$), note-taking ($r = .067$), and goal setting ($r = .140$). Since all significance values (.954, .643, and .333) are greater than the required .05 level, the relationships are not statistically significant. This suggests that although parents support school-related activities, such support may not necessarily translate into stronger study habits among learners.

The results reveal that there are no significant relationships between parental involvement and learners study habits, as all p-values are greater than 0.05. This means that different dimensions of parental involvement parental supervision, communication with teachers, monitoring, and support for school activities do not have a statistically significant connection with learners' time management, note-taking, and goal setting. This implies further that although parents may be involved in various school-related activities, such involvement does not directly relate to improved study habits among learners.

Overall, the results imply that while parental involvement remains important, it should be complemented with structured interventions within the school, such as study skills training, time management programs, and teacher-led guidance, to effectively enhance learners' study habits.

Table 12. Significant Relationship Between Parental Involvement and Learners' Interpersonal Socialization in EPP Classes

Parental Involvement		Learners Interpersonal Socialization		
		Peer Collaboration	Respect and Teamwork	Learning Interaction
Parental Supervision	Pearson Correlation	.328*	.035	.060
	Sig. (2-tailed)	.020	.811	.678
	N	50	50	50
Communication with Teachers	Pearson Correlation	.147	.107	.132
	Sig. (2-tailed)	.308	.459	.359
	N	50	50	50
Monitoring	Pearson Correlation	.127	.139	.127
	Sig. (2-tailed)	.378	.337	.378
	N	50	50	50
Support for School Activities	Pearson Correlation	.214	.063	.390*
	Sig. (2-tailed)	.136	.665	.005
	N	50	50	50

Note * $p < .05$

Table 12 presents the correlation between parental involvement and learners' interpersonal socialization in EPP

Classes, showing Pearson correlation coefficients (r-values), p-values, and sample size (N = 50) for each relationship.

The findings reveal that some aspects of parental involvement have significant relationships with learners' interpersonal socialization, while others do not show statistically significant associations.

In terms of parental supervision, the results indicate a significant positive relationship with peer collaboration ($r = .328$, $p = .020$). Since the p-value is less than the 0.05 level of significance, the relationship is considered statistically significant. This implies that learners who experience greater parental supervision tend to collaborate better with their peers. Parental guidance and supervision may help learners develop cooperative behaviors, communication skills, and positive interactions with classmates. However, parental supervision showed no significant relationship with respect and teamwork ($r = .035$, $p = .811$) and learning interaction ($r = .060$, $p = .678$), as the p-values are greater than .05.

For communication with teachers, the correlation coefficients with peer collaboration ($r = .147$), respect and teamwork ($r = .107$), and learning interaction ($r = .132$) indicate weak positive relationships. However, all significance values (.308, .459, and .359) are greater than .05, which means that the relationships are not statistically significant. This suggests that communication between parents and teachers may not directly influence the interpersonal socialization skills of learners in EPP classes.

Similarly, monitoring revealed weak positive relationships with peer collaboration ($r = .127$), respect and teamwork ($r = .139$), and learning interaction ($r = .127$). Since all p-values (.378, .337, and .378) are higher than .05, the relationships are not significant. This indicates that parental monitoring alone may not strongly affect learners' social behaviors and interactions in the classroom.

On the other hand, support for school activities demonstrated a significant positive relationship with learning interaction ($r = .390$, $p = .005$). Because the p-value is lower than .05, the relationship is statistically significant. This implies that learners whose parents actively support school activities tend to participate more actively in classroom discussions, group work, and other learning interactions.

Parental encouragement and participation in school-related activities may help learners become more confident and socially engaged during classroom learning experiences. However, support for school activities did not show significant relationships with peer collaboration ($r = .214$, $p = .136$) and respect and teamwork ($r = .063$, $p = .665$).

These findings imply that while certain forms of parental involvement, such as supervision and active support for school activities, can positively influence specific aspects of learners' interpersonal socialization, not all types of involvement yield the same effect.

Overall, the findings indicate that certain dimensions of parental involvement are significantly related to learners' interpersonal socialization in EPP classes. Specifically, parental supervision significantly influences peer collaboration, while support for school activities significantly affects learning interaction. These findings suggest that

parental involvement can contribute positively to the development of learners' social and interpersonal skills, particularly in collaborative and interactive learning environments.

IV. CONCLUSION AND RECOMMENDATIONS

There is no significant relationship between parental involvement and learners' study habits in EPP Classes. Therefore, the null hypothesis is accepted. This implies that study habits may be more influenced by internal learner factors or school-based strategies rather than parental involvement alone. Study habits are shaped more by teachers' guidance, classroom practices and the learners' own motivation and self-discipline. It concludes that learners may develop study habits independently over time, regardless of the level of parental support they receive. While parental involvement is important, it may not be the sole or strongest factor in influencing academic behaviors, particularly those that require personal responsibility and self-regulation.

There is a significant relationship between parental involvement and interpersonal socialization in EPP Classes that leads to the rejection of the null hypothesis. This indicates that certain parental practices such as supervision and support for school activities contribute to improving learners' social interaction and collaboration skills. This concludes that social skills are strongly influenced by the touch, love, support and care of parents. Where children first learn how to communicate, cooperate, and build relationships. It also emphasizes that parental involvement contributes not only to academic support but also to the development of learners' social competence and communication skills with other people.

In the formulated conclusions from the findings, it was recommended that:

School Administrators may implement programs that promote stronger home-school collaboration and provide parent training sessions focused on developing learners' study skills and academic discipline.

Teachers may design learning strategies that strengthen study habits such as guided note-taking activities, structured goal-setting tasks, and time management training to complement parental involvement at home.

Parents are encouraged to continue their high level of involvement, especially in supervision and support for school activities, while also extending their involvement toward encouraging independent study habits such as structured time management and consistent review of lessons.

Learners are encouraged to further develop self-regulated learning skills by practicing consistent study routines, improving note organization, and setting clear academic goals independent of parental supervision.

Future Researchers may explore other factors influencing study habits in EPP Classes, such as motivation, learning environment, or teacher strategies, to further understand why parental involvement does not significantly affect study habits in this study.

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