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Influence of Parental Involvement and Classroom Environment on Socio-Emotional Learning Among Elementary School Students

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ABSTRACT

This study aimed to determine the domain of parental involvement and classroom environment that significantly predicts the students' socio-emotional learning at elementary schools in Lapaz, Agusan del Sur. The research employed a quantitative descriptive-correlational research design, utilizing a survey questionnaire as the primary data-gathering tool. The respondents were the randomly selected 169 Grade VI pupils through a stratified random sampling technique. The data collected were analyzed using statistical methods such as mean, Pearson r , and multiple regression analysis. The results showed that parental involvement, classroom environment, and socio-emotional learning were perceived at high levels. Moreover, both parental involvement and classroom environment have a significant relationship with socio-emotional learning. Furthermore, the dimensions of parental involvement namely, parental love and guidance, parent-teacher communication, and parental satisfactory were significant predictors of socio-emotional learning. Meanwhile, the dimension of classroom environment namely, student cohesiveness, teacher support, cooperation, and innovation were the significant predictors of socio-emotional learning. These results highlighted the essential role of parents and learning environment in fostering a high level of socio-emotional learning among students.

INTRODUCTION

Socio-emotional learning (SEL) in the elementary level is a critical component of learners' holistic development, as it shapes their ability to manage emotions, build positive relationships, and make responsible decisions. It reflects not only how learners interact within the classroom but also how they cope with challenges and adapt to their learning environment. Learners with strong socio-emotional competencies tend to demonstrate better engagement, cooperation, and academic performance, while those with weak SEL often exhibit behavioral problems, low self-esteem, and difficulty in social interaction (O'Connor *et al.*, 2023; Tinnes-Vigne *et al.*, 2025).

Globally, concerns regarding students' socio-emotional development have intensified, particularly with the increasing prevalence of emotional distress, behavioral issues, and weak peer relationships among school-aged children. Factors such as limited parental support, ineffective classroom environments, and lack of structured SEL programs contribute to these challenges (Mahoney *et al.*, 2020; UNICEF, 2021). In the Philippine context, similar issues are evident in public elementary schools, where constraints in teacher capacity, absence of culturally responsive SEL frameworks, and varying levels of parental involvement affect learners' emotional and social development (Baria, 2022; Butal, 2024).

In La Paz District Elementary Schools, teachers have observed that many Grade VI learners experience

difficulties in emotion regulation, peer relationships, and self-confidence. These challenges are often manifested through low participation, strained interactions with classmates, and signs of emotional fatigue. Such conditions suggest that learners' socio-emotional learning may be influenced by both family-related factors and school-based environments, particularly the extent of parental involvement and the quality of the classroom setting.

Parental involvement plays a vital role in shaping children's socio-emotional development by providing emotional support, guidance, and reinforcement of positive behaviors. When parents actively engage through communication with teachers, participation in school activities, and consistent guidance at home, learners are more likely to develop confidence, resilience, and social competence (Epstein, 2018; Ma *et al.*, 2024). Similarly, a positive classroom environment characterized by teacher support, student cohesiveness, involvement, and equitable practices fosters a safe and engaging space where learners can develop meaningful relationships and emotional skills (Castro *et al.*, 2025; Korpershoek *et al.*, 2020).

Socio-emotional learning, as the outcome variable, encompasses essential competencies such as task articulation, peer relationships, and self-regulation. These competencies enable learners to express ideas clearly, interact effectively with peers, and manage their emotions in academic and social contexts. The development of

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these skills is influenced by both home and school environments, highlighting the importance of examining multiple contributing factors simultaneously rather than in isolation.

Given these conditions, this study aims to determine the influence of parental involvement and classroom environment on the socio-emotional learning of Grade VI learners in selected elementary schools in La Paz, Agusan del Sur. Specifically, it examines the domains of parental involvement and classroom environment in relation to learners' socio-emotional competencies, with the goal of providing insights for improving school practices and strengthening home-school collaboration to support students' holistic development.

LITERATURE REVIEW

Parental Involvement

Parental involvement is widely recognized as a critical factor in shaping learners' socio-emotional development and academic outcomes. Studies consistently show that when parents actively participate in their children's education through guidance, communication, and support, learners develop stronger emotional stability and positive learning behaviors. According to Ma *et al.* (2024), parental engagement fosters emotional regulation and social competence by creating a supportive home environment that reinforces positive interactions and coping strategies. Similarly, Epstein (2018) emphasized that consistent parental involvement strengthens children's emotional development through modeling behaviors such as empathy, responsibility, and self-awareness.

Recent empirical studies further confirm that parental involvement significantly enhances children's motivation, discipline, and academic engagement. For instance, a study published by E-Palli Publishers found that parental participation in educational activities improves students' attitudes toward learning, increases school attendance, and promotes positive behavior (Alam *et al.*, 2025). This suggests that parental involvement not only supports academic achievement but also contributes to learners' emotional and behavioral development. In another E-Palli study, Garcia and Ancheta (2022) reported that despite parents recognizing their role in children's learning, actual involvement levels may vary, indicating the need for structured programs that encourage consistent parental engagement.

Moreover, parental involvement operates as a multidimensional construct that includes emotional support, academic assistance, and participation in school-related activities. Durlak *et al.* (2020) highlighted that when parents collaborate with schools, learners experience improved socio-emotional skills and academic success. This aligns with the findings of Jones *et al.* (2021), who noted that strong home-school partnerships create a consistent support system that enhances learners' emotional well-being and social competence.

Classroom Environment

The classroom environment plays a significant role in promoting socio-emotional learning by providing a space where learners feel safe, supported, and engaged. A positive classroom climate characterized by teacher support, student cohesiveness, and inclusive practices fosters emotional security and encourages active participation. According to Korpershoek *et al.* (2020), well-structured and supportive classroom environments reduce disruptive behavior and enhance students' academic and social outcomes. Similarly, Castro *et al.* (2025) emphasized that relational aspects of the classroom, particularly teacher-student and peer interactions, are strong predictors of socio-emotional development.

Teacher support, as a key component of classroom environment, influences learners' engagement and emotional well-being. Afzal *et al.* (2021) argued that supportive teacher-student relationships promote trust, motivation, and a sense of belonging, which are essential for socio-emotional growth. Likewise, Jennings and Frank (2020) highlighted that emotionally responsive teachers create inclusive classrooms that encourage empathy, cooperation, and emotional regulation among learners.

In addition, student cohesiveness and peer interaction contribute significantly to the classroom environment. Research by Wentzel and Muenks (2020) demonstrated that positive peer relationships enhance students' engagement and socio-emotional competence. Furthermore, cooperative learning strategies, such as group activities and peer collaboration, strengthen social bonds and promote emotional development (Gillies, 2021). These findings indicate that classroom environments that prioritize collaboration and inclusivity are more effective in fostering socio-emotional learning.

Socio-Emotional Learning

Socio-emotional learning (SEL) is a fundamental aspect of education that equips learners with the skills necessary to manage emotions, build relationships, and make responsible decisions. According to O'Connor *et al.* (2023), SEL encompasses core competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are essential for learners' overall development and contribute to both academic success and personal well-being.

Empirical evidence suggests that SEL programs significantly improve learners' emotional regulation, social behavior, and academic performance. Cipriano *et al.* (2023) found that structured SEL interventions enhance students' ability to manage emotions and interact positively with others. Similarly, Mahoney *et al.* (2020) emphasized that integrating SEL into classroom instruction improves both academic achievement and classroom climate.

Moreover, SEL is closely linked to students' ability to articulate tasks, maintain peer relationships, and regulate

their behavior. Zheng *et al.* (2023) explained that self-regulation enables learners to control their emotions and behaviors, leading to better academic and social outcomes. Likewise, Shao *et al.* (2024) found that peer relationships serve as a mediator between motivation and academic achievement, highlighting the importance of social interaction in learning.

Synthesis

The reviewed literature highlights that teacher feedback and peer support are significant factors. The reviewed literature demonstrates that parental involvement and classroom environment are significant determinants of socio-emotional learning. Parental engagement provides emotional support and reinforces positive behaviors at home, while the classroom environment offers opportunities for interaction, collaboration, and guided learning. Both factors interact to influence learners’ ability to develop essential socio-emotional competencies such as self-regulation, peer relationships, and task articulation. However, existing studies often examine these variables independently, resulting in limited understanding of their combined effects on socio-emotional learning. This gap highlights the need for integrated research that examines how parental involvement and classroom environment simultaneously influence learners’ socio-emotional development. Thus, the present study addresses this gap by investigating the predictive influence of these variables on the socio-emotional learning of elementary pupils.

MATERIALS AND METHODS

This study employed a quantitative research design using a correlational approach to determine the relationship between parental involvement, classroom environment, and the socio-emotional learning of elementary learners. The respondents of the study were the selected Grade VI pupils from elementary schools in La Paz, Agusan del Sur. A structured questionnaire was utilized as the primary data collection instrument to measure the variables of the study. Parental involvement was assessed in terms of parental love and guidance, parent–teacher communication, participation in school activities, and parental satisfaction. Classroom environment was measured through its dimensions, namely student cohesiveness, teacher support, involvement, task orientation, cooperation, innovation, and equality. Socio-emotional learning was measured in terms of task articulation, peer relationship, and self-regulation. The questionnaire items were adapted from established instruments and modified to suit the context of elementary learners.

Prior to data collection, the researcher secured the necessary approvals from the Schools Division Superintendent, school heads, and other concerned authorities. Ethical considerations were strictly observed, including informed consent and assent, confidentiality, and voluntary participation of the respondents. The questionnaires were administered personally by the researcher, and clear instructions were provided to

ensure accurate responses. The respondents were given sufficient time to complete the instrument in a conducive environment. Collected data were checked, organized, and encoded for analysis.

The data were analyzed using appropriate statistical tools. Mean was used to determine the levels of parental involvement, classroom environment, and socio-emotional learning among learners. Pearson product–moment correlation coefficient was applied to examine the significant relationship between parental involvement and socio-emotional learning, as well as between classroom environment and socio-emotional learning. Furthermore, multiple linear regression analysis was employed to identify the extent to which parental involvement and classroom environment predict learners’ socio-emotional learning. All statistical analyses were conducted using a significance level of 0.05.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of parental involvement and classroom environment on learners’ socio-emotional learning. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

where:

Y = Socio-emotional learning of learners

α = Constant or intercept

β_1 = Regression coefficient of Parental Involvement

β_2 = Regression coefficient of Classroom Environment

X₁ = Parental Involvement

X₂ = Classroom Environment

ϵ = Error term

This equation was used to determine the extent to which parental involvement and classroom environment significantly predict the socio-emotional learning of Grade VI learners.

RESULTS AND DISCUSSION

The level of parental involvement perceived by the learners is presented in Table 2. The results revealed that learners demonstrated a generally high level of parental

Table 1: Level of Parental Involvement of Learners

Indicators	Mean	Description
Parental Love and Guidance	3.58	Strongly Agree
Parent–Teacher Communication	3.49	Agree
Participation in School Activities	3.43	Agree
Parental Satisfaction	3.30	Agree
Overall Mean	3.45	Agree
Overall Mean	3.40	High

Table 2: Level of Classroom Environment of Learners

Indicators	Mean	Description
Student Cohesiveness	3.55	Strongly Agree
Teacher Support	3.62	Strongly Agree
Involvement	3.51	Strongly Agree
Cooperation	3.47	Agree
Innovation	3.49	Agree
Equality	3.32	Agree
Overall Mean	3.50	Strongly Agree

involvement, as reflected by the overall mean of 3.45 (Agree). Among the indicators, parental love and guidance obtained the highest mean (3.58, Strongly Agree), followed by parent-teacher communication (3.49, Agree) and participation in school activities (3.43, Agree), while parental satisfaction had the lowest mean (3.30, Agree). These findings suggest that parents frequently provide emotional support and guidance that help learners develop confidence and positive behavior. However, the relatively lower mean in parental satisfaction implies that some parents may still have concerns regarding school services or communication processes.

The level of classroom environment of learners is shown in Table 2. The findings indicated that learners exhibited a high level of classroom environment with an overall mean of 3.50 (Strongly Agree). Among the indicators, teacher support obtained the highest mean (3.62, Strongly Agree), followed by student cohesiveness (3.55, Strongly Agree) and involvement (3.51, Strongly Agree), while innovation had the lowest mean (3.32, Agree). This implies that learners benefit from a supportive and collaborative classroom atmosphere where teachers provide guidance and peers interact positively. However, innovation,

Table 4: Relationship Between Classroom Environment and Socio-Emotional Learning

Variables	r-value	p-value	Decision
Classroom Environment vs SEL	0.52	0.000	Significant (Moderate)

as guidance, communication, and participation in school activities contribute to the development of learners' emotional regulation, peer relationships, and task articulation.

The predictive influence of parental involvement and classroom environment on socio-emotional learning is presented in Table 7. The results revealed that the regression model is statistically significant, with an R² value of 0.48, indicating that 48% of the variance in socio-emotional learning is explained by the combined influence of parental involvement and classroom environment. Among the predictors, classroom environment obtained a higher beta coefficient ($\beta = 0.41, p = 0.000$) compared

although still high, may require further enhancement to promote creativity and critical thinking among learners.

The level of socio-emotional learning of learners is presented in Table 3. The results revealed that learners demonstrated a high level of socio-emotional learning, with an overall mean of 3.46 (Agree). Among the indicators, peer relationship obtained the highest mean (3.52, Strongly Agree), followed by self-regulation (3.45, Agree), while task articulation had the lowest mean (3.41, Agree). These findings indicate that learners generally possess positive social interactions and emotional control, which are essential for their overall development. However, the slightly lower mean in task articulation suggests that learners may need further support in expressing and organizing their ideas effectively during

Table 3: Level of Socio-Emotional Learning of Learners

Indicators	Mean	Description
Task Articulation	3.41	Agree
Peer Relationship	3.52	Strongly Agree
Self-Regulation	3.45	Agree
Overall Mean	3.50	Agree

academic tasks.

The relationship between parental involvement and socio-emotional learning of learners is presented in Table 5. The results revealed that there is a significant relationship between parental involvement and socio-emotional learning, as reflected by the computed r-value of 0.48 with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a moderate positive correlation, suggesting that as parental involvement increases, learners' socio-emotional learning also improves. This implies that parental practices such

to parental involvement ($\beta = 0.35, p = 0.000$), indicating that classroom environment is the stronger predictor of learners' socio-emotional learning.

These findings suggest that while both variables significantly influence socio-emotional learning, the role of the classroom environment is more pronounced. This implies that factors such as teacher support, student cohesiveness, and classroom practices have a greater impact on learners' emotional and social development. However, parental involvement remains a significant contributor, highlighting the importance of collaboration between home and school in enhancing learners' socio-emotional competencies.

Table 5: Domains of Parental Involvement and Classroom Environment as Predictors of Socio-Emotional Learning

Variables	t-value	p-value	Interpretation
Parental Involvement	4.82	0.000	Significant
Classroom Environment	5.37	0.000	Significant
R ²	0.48		

The results indicate that both parental involvement and classroom environment significantly predict socio-emotional learning. Therefore, the null hypotheses stating that no indicators of parental involvement and classroom environment can predict socio-emotional learning are rejected.

CONCLUSIONS

This study concludes that parental involvement and classroom environment significantly influence the socio-emotional learning of elementary learners. The findings revealed that learners generally experience a high level of parental involvement and classroom environment, indicating the presence of supportive home practices and positive classroom conditions that foster learners' emotional and social development. Among the components of parental involvement, parental love and guidance were found to have stronger contributions to learners' socio-emotional learning, while parent-teacher communication, participation in school activities, and parental satisfaction showed relatively lesser influence. In terms of classroom environment, teacher support and student cohesiveness emerged as the most influential factors, highlighting the importance of supportive teacher-student relationships and positive peer interactions in enhancing socio-emotional competencies. The results further confirmed that both parental involvement and classroom environment are significantly related to and predictive of learners' socio-emotional learning, with classroom environment demonstrating a stronger predictive influence. These findings underscore the importance of both home and school factors in shaping learners' ability to regulate emotions, build relationships, and engage meaningfully in learning tasks. However, the study was limited to selected Grade VI learners in public elementary schools in La Paz, Agusan del Sur, and did not consider other possible influencing factors such as socioeconomic status, individual learner differences, and school leadership practices.

Despite these limitations, the study provides relevant insights that can be used by educators, school administrators, and parents in designing interventions that strengthen parental involvement and improve classroom environments. It is recommended that schools implement strategies that enhance teacher support, promote student collaboration, and encourage active parental participation to sustain and improve learners' socio-emotional learning.

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