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## The Influence of Parental Involvement on the Acquisition of Filipino Language Skills in Early Childhood Education

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### ABSTRACT

The study explored parental involvement in children's Filipino language learning. Filipino language competence and cultural identity are vital to children's development, so the study examines parental participation, types of involvement, and issues in helping their children acquire language. In a mixed-methods study, parents were asked about their language-related activities, such as speaking Filipino, helping with schooling, and using educational materials. Parents engage moderately in informal activities like everyday discussions and media consumption but less in systematic language teaching like grammar correction and instructional resources. Parents struggle with their children learning Filipino due to time, language, and resource constraints. These findings highlight the importance of parents in children's language development and the therapies and resources to promote parental participation. Educational programs can assist families teach Filipino to their children, encouraging bilingualism and cultural identity in the Philippines by addressing challenges and leveraging parents' strengths. Family engagement in language learning is stressed in this study.

### INTRODUCTION

Language acquisition is a multifaceted process that profoundly influences children's cognitive, social, and academic growth (Sun, 2023). In multilingual cultures such as the Philippines, the acquisition of the Filipino language is essential, since it enhances communication and cultivates cultural identification and affiliation (Lising & Bautista, 2022). Nonetheless, despite the significance of Filipino language proficiency, numerous children have difficulties in its acquisition, especially in environments where English predominates. This study examines the influence of parental involvement on children's acquisition of the Filipino language, analyzing the many aspects of parental engagement, the forms of involvement, and the obstacles encountered by parents.

Parental engagement is acknowledged as a vital element in children's linguistic development (Epstein, 2018). Studies demonstrate that parental involvement in children's learning, especially in language acquisition, enhances vocabulary development, fluency, and overall language competency (Tamis-LeMonda *et al.*, 2004). Parents operate as key linguistic models for their offspring, and their engagement can manifest in several ways, including daily dialogues, homework assistance, and involvement in cultural activities. An influential parental involvement can foster a language-rich learning environment, enhancing the skills children develop in educational settings (Pasaribu, 2021).

The Philippine educational system emphasizes the importance of bilingualism, with Filipino and English as the official languages. This bilingual context presents unique challenges for children learning Filipino, especially if their home environment predominantly uses English or other languages. According to the Department

of Education (DepEd) in the Philippines, children's proficiency in Filipino is essential for their success in academic settings, where instruction is often conducted in both languages (DepEd, 2018). However, a number of issues, such as their own inadequate Filipino proficiency and unfamiliarity with efficient teaching methods, may make many parents feel unprepared to assist their children's Filipino language development.

The current literature highlights the significance of parents in offering emotional support and participating in targeted educational methods that facilitate language development. Informal activities, like shared reading, storytelling, and discussions about the importance of learning Filipino, can enhance children's language ability (Nguyen & Phillips, 2022). Furthermore, engagement with Filipino media, such as television programs and films, has demonstrated the ability to enhance language proficiency by offering children contextual language application and cultural allusions (Reusora *et al.*, 2024). Notwithstanding these benefits, studies reveal that numerous parents encounter difficulties in these domains, hindering their efficacy as language facilitators.

The complexities of parental engagement in language development are diverse. Research has identified time constraints, parents' poor proficiency in the target language, and challenges in obtaining educational resources as substantial obstacles to effective engagement (Kelty & Wakabayashi, 2020). Many parents find that juggling job and family obligations provides scant opportunity for language-related activities, impeding their capacity to assist their children's learning at home. Moreover, the absence of excellent Filipino language materials and resources exacerbates their challenges, particularly in a largely English-speaking community.

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This study seeks to elucidate the role of parental participation in the acquisition of the Filipino language, highlighting its importance in children's educational achievements. This research aims to elucidate the essential role of families in language development by analyzing the types of involvement, the frequency of participation in language-related activities, and the obstacles faced by parents, thereby informing educators, policymakers, and community leaders. Furthermore, the data will identify areas where interventions can be instituted to better equip parents with essential tools and methods to improve their children's Filipino language proficiency.

Ultimately, understanding the dynamics of parental engagement in language acquisition might facilitate the development of more successful educational practices and policies, fostering bilingualism and cultural identity in the Philippines. This study aims to clarify the intricate relationship between parental participation and children's proficiency in the Filipino language, so contributing to the broader discourse on language education in multilingual contexts.

### Objectives

This study aimed to explore the influence of parental involvement on the acquisition of Filipino language skills among children in early childhood education. Specifically, the study determined the level of parental involvement in the Filipino language learning process at home. The study highlighted many forms of parental participation that influence a child's acquisition of Filipino language skills and the problems parents encounter in helping their children's language development. Based on the findings, intervention is proposed to address the challenges the parents face when supporting their children's language acquisition.

### MATERIALS AND METHODS

The study utilized a descriptive research design with a mixed-methods approach. This design allowed for the integration of both quantitative and qualitative data, providing a more holistic understanding of the research problem. The quantitative aspect involved gathering numerical data to determine the level of parental involvement, while the qualitative aspect helped to explore the personal experiences, challenges, and attitudes of the parents.

A survey was conducted utilizing a standardized questionnaire aimed at assessing multiple markers of parental participation. The quantitative data facilitated the statistical examination of patterns and trends in parental involvement. Focus group discussions (FGDs) and in-depth interviews were done to obtain comprehensive and intimate insights into the experiences and obstacles encountered by parents. This supplied more comprehensive contextual information that enhanced the quantitative results.

The study encompassed parents of elementary school students in Pili West District who actively assisted their

children in learning Filipino. A sample of 150 parents was chosen to represent various socioeconomic backgrounds and educational attainments for the poll. Twenty parents participated in focus groups, and ten were interviewed to gain further insights into their life. Purposive sampling identified parents of Filipino children in school who have language acquisition difficulties. This sampling approach was selected to guarantee that participants possessed pertinent experiences that may enhance the study.

A number of instruments were devised to collect quantitative and qualitative study data. Tools were created to address parental participation and language learning issues. Quantitative data was collected using a standardized questionnaire with Likert scale and multiple-choice questions. It has numerous sections: The frequency and nature of parental actions that aid Filipino language learning are investigated. This included daily Filipino discussions, assignment help, Filipino educational materials, and cultural activities. A piece on parents' struggles to teach their children Filipino. These included time constraints, poor Filipino skills, difficulty finding learning resources, and juggling work and family. The questionnaire assessed involvement frequency and perceived difficulty severity using a 5-point Likert scale from "1 - Strongly Disagree" to "5 - Strongly Agree".

Focus groups and in-depth interviews employed survey data and interview protocols. A guide employed open-ended inquiries to provoke profound reflections and experiences. The subjects of the interview were as follows: Parental Perspectives: Parents' perspectives on Filipino language instruction and their influence on their children's language acquisition. Experiences in parental language acquisition: achievements and obstacles. Challenges: The examination focuses on parental time, linguistic confidence, and educational resources.

Two methodologies were employed to poll 150 individuals. For individuals who favored direct interaction or lacked digital access, surveys were conducted in person during school events or parent meetings. For individuals with internet access but constrained time, parental engagement was adaptable through an online questionnaire. Parents received clear instructions to complete the questionnaire, and data collection occurred over a period of four weeks. The qualitative data was gathered via focus group discussions and in-depth interviews. Three focus group discussions were conducted, each comprising 6 to 8 parents. The 90-minute discussions occurred in the school auditorium. Facilitators trained in the methodology directed the sessions utilizing the interview framework while permitting open dialogue. Ten interviews with parents provided enhanced insights into specific challenges and distinct perspectives. The interview, lasting 30 to 45 minutes, was conducted either in person or via video call.

All qualitative data collection was documented (with consent) and transcribed for analysis. Descriptive statistics were used to analyze quantitative data regarding parental engagement and problems, including means, frequencies,

and percentages. Trends in parental participation and the intensity of challenges were assessed using Likert scale data. Mean scores for various parental involvement indicators were calculated to ascertain the activities in which parents participated the most and the least. Thematic analysis was employed to identify, examine, and present themes within qualitative data. The software was employed to analyze FGD and interview transcripts to discern parental engagement, barriers, and attitudes toward language acquisition. The study revealed parental time limitations, linguistic insecurity, informal education, and challenges in maintaining children’s engagement in Filipino.

The research adhered to stringent ethical guidelines to safeguard participants’ rights. All participants were informed of the study’s objectives, data collection techniques, and their rights. A consent document was necessary prior to the survey, focus group discussions, or interviews. The results report contained no personally identifiable information. Secure data storage inhibited unauthorized access. Participation in the study was optional, and individuals might withdraw at any moment without consequence.

**RESULTS AND DISCUSSION**

**Table 1:** Level of parental involvement in the Filipino language learning process

Indicator	Mean	Verbal Description
1. Parents frequently converse with their children in Filipino.	3.8	High Level of Involvement
2. Parents read Filipino books or stories to their children.	3.45	Moderate Level of Involvement
3. Parents use Filipino language educational materials (e.g., apps, games).	2.9	Moderate Level of Involvement
4. Parents help children with Filipino language homework.	3.6	High Level of Involvement
5. Parents encourage children to watch Filipino TV shows or movies.	3.75	High Level of Involvement
6. Parents participate in Filipino cultural activities with their children (e.g., festivals, events).	2.8	Moderate Level of Involvement
7. Parents engage their children in storytelling using Filipino.	3.5	Moderate Level of Involvement
8. Parents use Filipino language during family meals and gatherings.	3.2	Moderate Level of Involvement
9. Parents consistently correct and guide their children in Filipino pronunciation and grammar.	2.7	Low Level of Involvement
10. Parents regularly discuss the importance of learning Filipino with their children.	3.4	Moderate Level of Involvement

*Legend: 3.50 – 4.00: High Level of Involvement; 2.50 – 3.49: Moderate Level of Involvement; 1.50 – 2.49: Low Level of Involvement; 1.00 – 1.49: Very Low Level of Involvement*

Presented in Table 1 is the level of parental involvement in the Filipino Language Learning Process of their children. Table 2 illustrates parental involvement across several activities, highlighting the most favored categories and identifying areas that may require additional help. Filipino

conversations were the predominant form of parental involvement (80%), succeeded by promoting children’s viewership of Filipino television and films (73%) and assisting with Filipino language assignments (70%). Engagement in Filipino Cultural Events (43%) and the

**Table 2:** Different Types of Parental Involvement

Theme/Type of Parental Involvement	Frequency	Percentage (%)
1. Conversing with Children in Filipino	120	80%
2. Helping with Filipino Language Homework	105	70%
3. Reading Filipino Books or Stories	95	63%
4. Encouraging Children to Watch Filipino TV Shows/Movies	110	73%
5. Using Filipino Language Educational Materials (e.g., apps)	80	53%
6. Participating in Filipino Cultural Events	65	43%
7. Storytelling in Filipino	90	60%
8. Correcting Pronunciation and Grammar	70	47%
9. Discussing the Importance of Learning Filipino	100	67%
10. Engaging in Filipino Conversations During Meals	85	57%

Correction of Pronunciation and Grammar (47%) were less prevalent.

Table 3 presents the challenges encountered by parents when supporting their children’s language acquisition. Lack of Time to Engage in Language Activities was the

most frequent challenge (73%), followed by Difficulty Balancing Work and Language Support (67%) and Limited Proficiency in Filipino (63%). Less frequent challenges included Limited Support from Schools (40%) and Lack of Cultural Immersion Opportunities (37%).

**Table 3:** Challenges encountered by Parents when supporting their children’s language acquisition

Challenges	Frequency	Percentage (%)
1. Lack of Time to Engage in Language Activities	110	73%
2. Limited Proficiency in Filipino Language	95	63%
3. Limited Access to Filipino Learning Materials	85	57%
4. Difficulty Balancing Work and Language Support	100	67%
5. Lack of Confidence in Teaching Filipino	70	47%
6. Inconsistent Exposure to Filipino at Home	65	43%
7. Difficulty Sustaining Children's Interest in Learning	90	60%
8. Limited Knowledge of Effective Teaching Strategies	75	50%
9. Limited Support from Schools	60	40%
10. Lack of Cultural Immersion Opportunities	55	37%

**Discussion**

**Level of Parental Involvement**

Research indicates that parental involvement in the development of the Filipino language is inconsistent. Average ratings indicate moderate to high parental involvement in various domains, reflecting active engagement and potential for improvement.

Parents promote the viewing of Filipino television and films (3.75), assist with Filipino language assignments (3.6), and communicate in Filipino (3.8). These activities facilitate language acquisition for youth by promoting regular and informal engagement. These activities facilitate language acquisition for youth by promoting regular and informal engagement. However, structured language instruction, such as grammar correction and pronunciation guidance, remains limited, reflecting broader challenges in language education implementation. A similar pattern was observed in the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) in Indigenous communities, where teachers and parents encountered significant difficulties in providing structured language support due to unpreparedness, lack of resources, and implementation gaps (Berame, *et al.*, 2023). Likewise, research on qawa'id nahwu learning in Arabic education has shown that while informal language exposure plays a role in language acquisition, structured learning approaches significantly enhance reading and comprehension skills (Amir, 2023). This suggests that Filipino language instruction may benefit from a balanced approach, integrating both informal engagement and structured linguistic guidance to improve proficiency.

Filipino parents engage in reading to their children (3.45), narrating Filipino tales (3.5), and participating in Filipino cultural events (2.8). Although structured practice may be limited, these gatherings familiarize youth with Filipino literature and traditions. The utilization of Filipino by

parents during family meals (3.2) and conversations regarding Filipino acquisition (3.4) indicate a consistent emphasis on the language inside the household.

Instruction in the Filipino language (2.9) and the rectification of children’s pronunciation and grammar (2.7) are rather infrequent. Statistics indicate that parents may informally promote their children’s language development but are less inclined to correct grammar or utilize formal educational resources.

The findings indicate that parents facilitate children’s acquisition of Filipino via interactions, television, and academic assignments. Nonetheless, the limited engagement in structured activities such as grammatical correction, educational resources, and cultural events indicates enhanced parental assistance is necessary. Educators and language advocates should engage parents in organized support programs that provide resources and strategies for enhanced language participation.

Research indicates that although numerous parents emphasize the use of Filipino in daily conversations, formal language instruction holds lesser significance within the home environment. This discrepancy may impair Filipino children’s pronunciation and grammar, which are essential for academic achievement. Encourage parents to cultivate these skills through applications, games, and grammar exercises.

The findings support the research of parental language acquisition. Tamis-LeMonda *et al.* (2004) discovered that parental narratives and dialogues enhance children’s language development. Li (2015) asserts that informal activities such as viewing television or participating in cultural events facilitate youth engagement with language and culture, hence enhancing fluency and cultural identity. Limited involvement in technical language learning, such as grammatical correction, corroborates research indicating that casual language exposure is advantageous;

yet, structured literacy and technical skill training are essential for language acquisition (Budiman *et al.*, 2023). This indicates that parents require further assistance in instructing their children on grammar and pronunciation (UNICEF Philippines, 2021).

To facilitate healthy language development, parents should participate in both informal and structured activities (Eden, 2024). Parents possessing resources and expertise to offer structured language assistance may enhance their children's proficiency in Filipino.

### Types of Parental Involvement

Table 2 indicates that parents encourage the Filipino language among their children at varying rates. Conversations in Filipino (80%) and encouraging children to view Filipino television episodes and films (73%) are the predominant types of engagement, suggesting that informal, quotidian interactions such as dialogue and media consumption facilitate language development in children. Assisting with Filipino language assignments (70%) and emphasizing the need to learn Filipino (67%) indicate that numerous parents offer greater formal academic assistance.

The high frequency of parents engaging in daily conversations in Filipino demonstrates the significance of everyday language use in children's language acquisition. One parent mentioned: "We try to speak to our children in Filipino at home, especially during meals or when we're doing things together. It's important for them to feel comfortable using our language."

The utilization of Filipino language instructional materials such as applications (53%) and engagement in Filipino cultural events (43%) seldom suggests a diminished dependence on external resources or activities for language development. Although parents may encourage language development via media and assignments, they are less inclined to rectify pronunciation and grammar (47%).

Frequent Filipino conversations and media consumption underscore the necessity for continuous exposure to colloquial language. Research indicates that frequent exposure to naturalistic situations enhances children's linguistic abilities. Zainal and Rahmat (2020) discovered that informal interactions enhance second-language vocabulary and fluency.

A significant proportion of parents assist with school assignments and engage in discussions about learning Filipino, indicating they offer structured academic support. Epstein (2018) asserts that parental engagement in homework enhances children's academic achievement, especially in language development.

The minimal utilization of teaching materials and participation in cultural events indicates that parental involvement may be enhanced. This aligns with previous research indicating that cultural heritage and community-centered educational practices significantly enhance language acquisition and identity formation. For example, Montales (2025) emphasized that integrating cultural

narratives and traditions within educational programs fosters deeper engagement with heritage languages, as observed in efforts to revitalize Bicolano heritage through the Pinaggikanan approach. This suggests that incorporating community-driven initiatives into Filipino language education could address the gaps in parental engagement and cultural immersion (Montales, 2025). While, Hernandez and Gupta (2024) assert that cultural and social events facilitate the connection between language acquisition and cultural identity in youth, enhancing linguistic skills and a sense of belonging.

The inadequate pronunciation and grammatical correction indicate that parents may not prioritize formal language mechanics. Studies indicate that even informal feedback on speech and grammar enhances linguistic precision (Saito, 2021). Initiatives that inform parents about the advantages of providing such feedback may assist children in acquiring linguistic rules (Kelty & Wakabayashi, 2020).

The frequent occurrence of these activities facilitates social interactionist language acquisition (Vygotsky, 1978), in which language is acquired from more proficient speakers. Media, particularly instructional television, facilitates language acquisition in children when integrated with parent-child interaction (Reusora *et al.*, 2024).

Many parents assist their children with Filipino assignments. One parent stated, "I assist my child with their Filipino homework whenever it arises." I am often unfamiliar with the rules, which complicates matters; nonetheless, we acquire knowledge together.

This indicates that parents actively promote academic pursuits despite their limited linguistic abilities. This corroborates Epstein (2018)'s findings that parental engagement in homework enhances children's academic achievement, especially in language development. This provides a collaborative learning opportunity that may enhance familial bonds and augment linguistic abilities. Epstein's idea of overlapping domains of influence posits that collaboration between home and school is crucial for language development. Parental assistance with homework influences children's academic achievement, particularly in language subjects (Jeynes, 2012). These activities occur infrequently, indicating missed opportunities. Cultural capital theory (Bourdieu, 2011) posits that parents engaged in cultural and educational activities enhance their children's language acquisition environment beyond the classroom.

These findings underscore the significance of informal, quotidian interactions and media exposure in language acquisition, advocating for the utilization of educational resources and engagement in cultural events to enhance growth.

### Different Types of Parental Involvement

Table 3 enumerates the challenges parents encounter while instructing Filipino. Constraints encompass insufficient time for language practice (73%), inadequate proficiency in Filipino (63%), and challenges in balancing

job with language support (67%). Language obstacles and insufficient resources hinder parents in reconciling everyday obligations with language assistance. Preserving children's engagement in learning (60%) and supplying Filipino educational resources (57%) are significant concerns.

Insufficient school help (40%) and limited opportunities for cultural immersion (37%) were reported less frequently, suggesting that although external aid and cultural experiences are valued, several parents perceive their primary challenges as time, skills, and resources.

Parents identified time constraints as their primary concern. A parent stated, "I work extended hours, and by the time I return home, I possess minimal energy for language activities." I wish I had further time to assist. Research by Kang *et al.* (2020) demonstrates that socio-economic factors and time constraints may restrict parental engagement in schooling. Inadequate parental engagement in language activities may hinder children's language development, reducing Filipino practice and interaction.

The linguistic competencies of parents constituted an additional concern. One parent stated, "I lack fluency in Filipino, making it challenging to instruct my child." I am concerned about imparting erroneous information to children. Chavez *et al.* (2023) assert that parents with insufficient verbal confidence or proficiency may encounter difficulties in fostering their children's language development. Parents could forgo language activities, so neglecting opportunities for reinforcing the home tongue. Numerous parents find it challenging to reconcile employment with language assistance. A parent remarked, "Balancing work, household responsibilities, and other obligations makes it challenging to dedicate time to assist my child with Filipino." Orange (2020) identified that parental employment obligations impede their engagement in their children's academic and linguistic advancement. The pressure of balancing work and family hinders consistent parental engagement.

Access to educational resources is an additional grievance expressed by parents. The parent stated, "It is challenging to locate quality Filipino books or applications for my child." The predominance of English content impedes their Filipino proficiency. This corroborates research indicating that high-quality educational resources are crucial for language acquisition (International Literacy Association, 2019). If Filipino-language materials are overwhelmed by English-language resources, parents may find it challenging to offer varied and stimulating learning experiences.

Parents expressed concerns regarding the engagement of children in linguistic activities. One parent stated, "It is challenging to maintain my child's engagement." They enjoy English cartoons and games. Peace-Hughes (2022) discovered that maintaining the engagement of youth in learning a minority language is challenging, particularly when they have greater exposure to English. English media and entertainment may divert children from

Filipino, complicating parents' efforts to engage them in language activities (Swider-Cios *et al.*, 2023).

Numerous parents questioned their proficiency in teaching Filipino. "As I am not an educator, I am uncertain if my actions are appropriate," remarked a parent. Determining the method of instruction is challenging. Research such as Puccioni (2015) indicates that parental self-efficacy is crucial for educational engagement. Parents lacking confidence in their pedagogical abilities may forgo systematic language education in favor of television viewing.

Parents require more flexible and accessible methods to facilitate language learning, as 73% and 67% report insufficient time and difficulties in balancing work with language support. Kang *et al.* (2020) identified time poverty as a significant barrier to school engagement. Educational institutions and communities may provide brief, accessible language exercises or applications for parents with constrained time availability. Policies promoting work-life balance that facilitate family engagement may also assist children in language acquisition.

The lack of ability and confidence in teaching Filipino, at 63% and 47% respectively, indicates the necessity for programs aimed at enhancing parents' language skills and instilling self-assurance. Chavez *et al.* (2023) and Puccioni (2015) discovered that parental linguistic proficiency and self-efficacy promote children's language acquisition. Community language classes or online tutorials may assist parents in facilitating their children's language acquisition. The limited availability of Filipino-language learning resources (57%) indicates a need for enhanced distribution and accessibility. This corroborates the findings of the International Literacy Association (2019) that language acquisition necessitates high-quality, culturally pertinent resources. Schools, libraries, and publishers might provide additional Filipino-language books, applications, and multimedia content tailored to various age groups and interests to assist parents in facilitating their children's language development.

Competition with English-centric media and entertainment hinders 60% of parents from maintaining their children's engagement in Filipino. Peace-Hughes (2022) demonstrates how exposure to a dominant language may adversely affect the preservation of minority languages. Educational institutions and media producers should partner to develop more captivating, high-quality Filipino-language applications, programs, and games to engage children and enhance the enjoyment of language acquisition.

Merely 40% of schools give limited assistance, while 37% provide no opportunities for cultural immersion, indicating a potential need for enhanced external support. Bejarin and Quezada (2024) suggest that schools may adopt a more proactive approach by offering Filipino language seminars or organizing family engagement events. Bourdieu's (1986) theory of cultural capital advocates for the endorsement of cultural immersion activities, such as Filipino festivals or language camps, to

enhance linguistic proficiency within a culturally vibrant and engaging framework.

Parents have numerous challenges in facilitating their children's acquisition of the Filipino language, including time constraints, inadequate language proficiency, lack of enthusiasm, and limited access to educational resources. The findings indicate that schools, communities, and legislators must enhance resources, implement flexible programs, and cultivate supportive settings to enable parents to serve as language facilitators. Increased Filipino-language media, parental language assistance, and culturally immersive events could aid children's language acquisition.

## CONCLUSION

The results indicate that parents are moderate to high in their engagement in facilitating their children's acquisition of the Filipino language. They participate in activities such as speaking with children in Filipino, assisting with Filipino homework, and promoting media consumption in Filipino. Nevertheless, opportunities for enhancement encompass the utilization of educational resources, rectifying grammatical and pronunciation errors, and engaging in Filipino cultural events. These practices are essential for enhanced language acquisition and profound cultural engagement. Parents frequently encounter problems such as time limitations, insufficient skills in Filipino, and the struggle to balance employment with language assistance. Parents also express challenges in maintaining children's engagement in learning and obtaining suitable Filipino educational resources. These problems underscore the necessity for better organized and accessible support mechanisms for parents to properly facilitate their children's language development. The study underscores the significance of both informal and formal parental engagement, indicating that while routine interactions are advantageous, organized language learning activities are also essential for holistic language proficiency, particularly in grammar and pronunciation.

## Recommendation

Educational institutions must provide parents workshops on efficient language instruction methodologies, grammar correction tactics, and the use of educational resources, including applications or games, to enhance children's linguistic abilities. Filipino language classes for parents should be offered to enhance their fluency. Enhance the accessibility of Filipino language materials, encompassing books, applications, and multimedia content, customized for various age demographics. Cooperation among educational institutions, libraries, and publishers can facilitate parental access to resources that enhance both informal and formal language acquisition. Develop concise, captivating linguistic exercises that parents may include into their daily activities. These may encompass rapid language games, Filipino podcasts, and conversation prompts that families can utilize during meals or commutes. Furthermore, educational institutions and

communities must to facilitate cultural events, language camps, and virtual immersion programs to enhance the connection of children and parents to the Filipino language and culture. Engagement in these activities can improve language acquisition and cultural identity. Educational institutions ought to enhance support mechanisms by providing family engagement initiatives, home language resources, and fostering teacher-parent collaboration to empower parents in effectively aiding their children's language acquisition. Continuous feedback and support for parents will enhance home-school collaborations in language acquisition. Foster the creation and dissemination of superior Filipino-language media, including educational television programs, interactive games, and YouTube channels, to render the acquisition of Filipino enjoyable and captivating for children, thereby sustaining their interest in the language amidst the dominance of English media.

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