
Bridging the Gap: The Role of Resource Availability and Parental Involvement to the Learners' Language Proficiency in Filipino

Dianara Lyka D. Aranas* & James L. Paglinawan**

**Graduate Student, Central Mindanao University*

***Faculty, Central Mindanao University*

ABSTRACT

This research investigates the impact of resource availability and parental involvement on learners' language proficiency in Filipino among students at Bukidnon National High School. Recognizing the critical role of Filipino as the national language in communication and cultural identity, the study aims to address the challenges faced by students in achieving high proficiency levels. Utilizing a descriptive survey research design, data were collected from Grade 10 students regarding their perceptions of resource availability, parental involvement, and language proficiency. The findings reveal a very high level of resource availability, particularly in learning materials and teacher support, which positively correlates with students' language proficiency. Conversely, parental involvement, while moderate, significantly influences language skills, particularly through the home learning environment and communication with the school. The study highlights the interplay between these factors, suggesting that both adequate resources and active parental engagement are essential for enhancing language proficiency. Based on these findings, the research recommends enhancing educational resources, strengthening teacher support, promoting parental engagement, implementing community programs, and establishing regular assessment mechanisms. By fostering a collaborative approach among educators, parents, and the community, the study aims to contribute valuable insights for improving language proficiency in Filipino, ultimately supporting students' academic success and cultural identity.

KEYWORDS: *Academic success, Language proficiency, Filipino, resource availability, parental involvement, educational strategies, cultural identity, student engagement*

INTRODUCTION

Language proficiency in Filipino is essential for students in the Philippines, as it serves as a critical medium for communication, academic success, and cultural identity. Filipino, being the national language, is not just a subject in school; it is a vital tool that connects diverse communities across the archipelago. Proficiency in Filipino enables learners to engage effectively in their studies, participate in social interactions, and express their thoughts and emotions clearly. Moreover, it fosters a sense of belonging and pride in their cultural heritage. However, many students struggle to achieve high proficiency levels due to various factors, including limited access to resources and varying degrees of parental involvement in their education. Research indicates that these challenges can significantly impact learners' ability to communicate and perform academically (Garcia & Lee, 2021).

Despite the importance of Filipino language proficiency, problems remain in understanding how different environmental factors influence students' language development. A study by Bautista et al. (2019) highlights that cultural factors and educational resources play significant roles in shaping language skills among Filipino students. However, limited research focuses on how resource availability and parental involvement affect learners' proficiency in Filipino. This study aims to fill this gap by examining the relationship between these variables and their collective impact on students' language skills.

Resource availability encompasses the educational materials, technology, and support systems learners can access in their learning environments. Studies have shown that students perform better academically with ample resources—such as books, digital tools, and extracurricular programs (Jones & Reyes, 2019). For example, access to libraries and language learning applications can enhance vocabulary acquisition and comprehension skills. Conversely, parental involvement refers to the active participation of parents in their children's education, which can include helping with homework, encouraging reading at home or engaging in school activities. Research consistently shows that children with more involved parents achieve higher academic outcomes (Smith, 2020). Parental engagement can take many forms —attending school meetings, discussing schoolwork at home, or fostering a positive attitude toward education.

The interplay between resource availability and parental involvement is crucial for understanding learners' language proficiency in Filipino. When resources are lacking but parental support is vital, students may still excel; however, if both resources and parental involvement are insufficient, learners will likely face significant challenges in developing their language skills. This study will explore these dynamics further by analyzing how these variables influence each other and contribute collectively to students' proficiency levels. Students studying languages for professional purposes often demonstrate higher proficiency levels due to better access to resources and supportive environments Heidrich and Kraemer (2018). Similarly, a study by Ai et al. (2021) highlighted that motivation—often influenced by parental support—plays a critical role in language acquisition. In local contexts, research by Nisperos (2018) indicates that cultural factors also significantly impact language learning outcomes among Filipino students. Furthermore, Tana (2021) noted that the Filipino-only policy in schools has improved literacy levels among high school students.

Additionally, studies conducted by Ramos et al. (2022) reveal that community-based programs to enhance parental engagement have positively influenced children's language skills. These programs often provide workshops for parents on effective teaching strategies at home. Another study by Delos Santos (2020) emphasizes the role of teacher training in equipping educators with the skills needed to involve parents actively in the learning process.

The Study of Trujillo (2020) found that active participation in class discussions significantly boosts language proficiency among students across various contexts. Panmei and Waluyo (2021) also observed that improved proficiency leads to higher academic grades. Another study by Sahragard (2009) noted that students with excellent language skills tend to perform better academically overall.

Moreover, research conducted by Macado and Diano (2021) showed no significant difference in language proficiency among students from various academic strands. However, it highlighted that STEM students excelled at developing academic literacy through focused

linguistic skills training. This suggests specialized programs can enhance language learning outcomes based on student interests.

The primary objective of this study is to determine the impact of resource availability and parental involvement on learners' language proficiency in Filipino among students at Bukidnon State University. Specifically, the study aims to assess the level of resource availability as perceived by students studying Filipino, focusing on three key areas: the availability of learning materials, which evaluates access to textbooks, reference materials, and other educational resources necessary for effective language learning; teacher support and guidance, which examines the perceived assistance provided by educators in facilitating language acquisition; and access to technology, which investigates the availability and utilization of technological tools such as computers and online resources that aid in learning Filipino.

The study evaluates parental involvement and its correlation with learners' proficiency levels in using the Filipino language. This includes analyzing the home learning environment to understand how it supports language learning through practices like reading together or encouraging language use; assessing communication between parents and the school regarding students' progress in Filipino; and exploring parents' attitudes towards education and their children's language learning. Finally, the study aims to determine if there is a significant correlation between resource availability and parental involvement with learners' language proficiency in Filipino. By addressing these objectives, the research provides valuable insights to inform educational strategies and policies to enhance language proficiency among students at Bukidnon National High School for the School Year 2024-2025.

OBJECTIVES OF THE STUDY

To determine the resource availability and parental involvement in learners' language proficiency in Filipino among students of Bukidnon National High School. Specifically, it seeks to answer the following questions:

1. What is the level of resource availability experienced by the students in terms of:
 - a. Availability of Learning Materials;
 - b. Teacher Support and Guidance; and
 - c. Access to Technology?
2. What level of parental involvement do students experience in terms of:
 - a. Home Learning Environment;
 - b. Communication with School; and
 - c. Attitude Towards Education and Language Learning?
3. What is the level of the language proficiency of students in Filipino?
4. Is there any significant relationship between resource availability and language proficiency in Filipino?
5. Is there any significant relationship between parental involvement and language proficiency in Filipino?

METHODOLOGY

The study used a descriptive survey research design, a quick way to gather information by asking people about their opinions. This research will take place at Bukidnon National High School, focusing on Grade 10 students enrolled in school 2024-2025. The survey questions were patterned on work by authors such as Monte (2006) et al., Misiran et al. (2018), Alberto et al. (2016), and Lartec et al. (2014).

The researcher will follow proper guidelines while collecting data. A printed survey was given to the respondents. Before starting, participants received a brief explanation of the study's purpose, what data to collect, and any risks or benefits. Their participation was voluntary and confidential. This ensures that participants understand their rights regarding informed consent and privacy. Once the consent forms and demographic information were collected and checked for completeness, data collection began. The data was analyzed using weighted mean, standard deviation, and correlation analysis to conclude the findings.

RESULTS AND DISCUSSION

Table 1. Summary of Mean Scores of Resource Availability

Parameter	Mean	Descriptive Rating	Qualitative Interpretation
Availability of Learning Materials	3.88	Agree (A)	Very Highly Available
Teacher Support and Guidance	4.19	Agree (A)	Very Highly Available
Access to Technology	3.81	Agree (A)	Very Highly Available
Overall Mean	3.96	Agree (A)	Very Highly Available

Legend:

Range	Descriptive Meaning	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Highly Unavailable
1.51-2.50	Disagree (D)	Unavailable
2.51-3.50	Neutral (N)	Moderately Available
3.51-4.50	Agree (A)	Very Highly Available
4.51-5.00	Strongly Agree (SA)	Extremely Highly Available

The data in Table 1 reveals a strong perception of resource availability among Grade 10 students at Bukidnon National High School, with mean scores ranging from 3.81 to 4.19 across various parameters. Specifically, the availability of learning materials scored a mean of 3.88, teacher support and guidance received the highest mean of 4.19, and access to technology was rated at 3.81. All these scores fall within the "Agree" category, indicating that students perceive these resources as highly available and essential for fostering an effective learning environment (Jones & Reyes, 2019).

This positive assessment of resource availability is crucial, as it aligns with existing literature that emphasizes the role of educational resources in enhancing student performance and language proficiency (Nisperos, 2018). The overall mean score of 3.96 further underscores the students' confidence in the support they receive, suggesting that the school environment is conducive to learning. Such findings highlight the importance of maintaining and improving resource availability, as it directly correlates with students' academic success and their ability

to achieve high language proficiency in Filipino, as indicated in the study's objectives (Heidrich & Kraemer, 2018).

Table 2. Summary of Mean Scores of Parental Involvement

Parameter	Mean	Descriptive Rating	Qualitative Interpretation
Home Learning Environment	3.06	Neutral (N)	Moderate
Communication with School	3.06	Neutral (N)	Moderate
Attitude Towards Education and Language Learning	3.81	Agree (A)	High
Overall Mean	3.31	Neutral (N)	Moderate

Legend:

Range	Descriptive Meaning	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low
1.51-2.50	Disagree (D)	Low
2.51-3.50	Neutral (N)	Moderate
3.51-4.50	Agree (A)	High
4.51-5.00	Strongly Agree (SA)	Ver High

Table 2 presents the data on parental involvement, revealing a mixed perception among Grade 10 students at Bukidnon National High School. The mean scores for the home learning environment and communication with the school are 3.06, which falls within the "Neutral" category, indicating a moderate level of parental involvement. In contrast, the attitude towards education and language learning scored higher at 3.81, categorized as "Agree," suggesting that while parents may not be actively engaged in their children's educational processes, they maintain a positive outlook towards education (Garcia & Lee, 2021).

This moderate level of parental involvement is significant, as it reflects the potential for improvement in how parents engage with their children's learning experiences. Research indicates increased parental involvement can lead to better academic outcomes and enhanced student language proficiency (Delos Santos, 2020). The findings suggest that while students feel supported in terms of their parents' attitudes towards education, there is an opportunity for schools to foster more robust communication and collaboration with families, which could ultimately contribute to improved language proficiency in Filipino, as highlighted in the study's objectives (Panmei & Waluyo, 2021).

Table 3. Mean Score of Learners' Language Proficiency in Filipino

Parameter	Mean	Descriptive Rating	Qualitative Interpretation
Learners' Language Proficiency in Filipino	4.06	Agree (A)	High

Legend:

Range	Descriptive Meaning	Qualitative Interpretation
1.00-1.50	Strongly Disagree (SD)	Very Low
1.51-2.50	Disagree (D)	Low
2.51-3.50	Neutral (N)	Moderate
3.51-4.50	Agree (A)	High
4.51-5.00	Strongly Agree (SA)	Ver High

Table 3 illustrates the learners' language proficiency in Filipino, with a mean score of 4.06, categorized as "Agree," indicating a high level of proficiency among Grade 10 students at

Bukidnon National High School. This positive assessment suggests that students feel confident in their language skills, essential for their overall academic success and effective communication (Bautista et al., 2019). The high proficiency level aligns with the study's objectives, emphasizing the importance of resource availability and parental involvement in enhancing language learning outcomes.

The findings from Table 3 are particularly relevant regarding resource availability and parental involvement. As indicated in the introduction, the availability of learning materials and teacher support significantly contributes to students' language proficiency (Nisperos, 2018). The correlation between resource availability and language proficiency, as highlighted in the study, suggests that the supportive educational environment provided by the school, combined with positive parental attitudes, plays a crucial role in fostering high language proficiency in Filipino among students (Heidrich & Kraemer, 2018). This underscores the need for continued efforts to enhance resources and parental engagement to sustain and improve language learning outcomes.

Table 4. Intercorrelations between Resource Availability and Learners' Language Proficiency

	Variable	Pearson's r	p-values
ALM	- LLP	.399**	.000
TSG	- LLP	.467**	.000
AT	- LLP	.325**	.000
Overall - RA	- LLP	.472**	.000

Note: N=207, *p<0.001

Legend: ALM=Availability of Learning Materials; TSG=Teacher Support and Guidance; AT=Access to Technology; RA= Resource Availability; LLP=Learners' Language Proficiency

Table 4 presents the intercorrelations between resource availability and learners' language proficiency in Filipino, providing valuable insights into how different aspects of resource availability relate to students' language skills. The data shows several significant correlations, with Pearson's r values indicating varying degrees of relationship between the variables. For instance, the availability of learning materials (ALM) has a correlation of 0.399 with learners' language proficiency (LLP), which is statistically significant ($p < 0.001$). This suggests a moderate positive relationship, indicating that as the availability of learning materials increases, so does the students' language proficiency.

Teacher support and guidance (TSG) shows an even stronger correlation with language proficiency, with a Pearson's r of 0.467, also significant at $p < 0.001$. These finding underscores teacher involvement's critical role in enhancing students' language skills, aligning with previous research emphasizing teacher support's importance in academic achievement (Garcia & Lee, 2021). Additionally, access to technology (AT) correlates 0.325 with LLP, which, while still positive, indicates a weaker relationship than the other two variables. This suggests that while access to technology is beneficial, it may not be as directly impactful on language proficiency as the availability of learning materials and teacher support.

The overall resource availability (RA) strongly correlates with learners' language proficiency, with a Pearson's r of 0.472, indicating that a comprehensive approach to resource availability significantly contributes to language learning outcomes. These findings highlight the

importance of providing resources and ensuring they are effectively utilized in the educational process. The data suggests that enhancing resource availability, mainly through learning materials and teacher support, could improve students' language proficiency, reinforcing the need for targeted educational strategies that address these areas.

Table 5. Intercorrelations between Parental Involvement and Learners' Language Proficiency

Variable	Pearson's r	p-values
HLE - LLP	.466**	.000
CS - LLP	.488**	.000
ATTELL - LLP	.306**	.000
Overall - PE - LLP	.476**	.000

Note: N=207, *p<0.001

Legend: HLE= Home Learning Environment; CS= Communication with School; ATTELL= Attitudes Towards Education and Language Learning; PE= Parental Involvement; LLP=Learners' Language Proficiency

Table 5 presents the intercorrelations between parental involvement and learners' language proficiency in Filipino, revealing significant relationships that underscore the importance of parental engagement in the educational process. The data indicates that the home learning environment (HLE) has a Pearson's r value of 0.466 with learners' language proficiency (LLP), which is statistically significant ($p < 0.001$). This suggests a strong positive correlation, indicating that a supportive home learning environment is associated with higher language proficiency among students. This finding aligns with the introduction's assertion that parental involvement is crucial for academic success, as children with more engaged parents tend to achieve better outcomes (Smith, 2020).

Communication with the school (CS) shows an even stronger correlation with LLP, with a Pearson's r of 0.488, also significant at $p < 0.001$. This highlights the critical role of effective communication between parents and educational institutions in fostering language skills. Students will likely perform better academically when parents actively engage with the school, whether attending meetings or discussing schoolwork. The attitudes towards education and language learning (ATTELL) correlate 0.306 with LLP, which, while positive, indicates a weaker relationship than the other two variables. This suggests that while positive attitudes towards education are beneficial, they may not have as direct an impact on language proficiency as the more active forms of parental involvement.

The overall parental involvement strongly correlates with learners' language proficiency, with a Pearson's r of 0.476, indicating that comprehensive parental engagement significantly contributes to language learning outcomes. These findings emphasize the necessity of fostering parental involvement in various forms, particularly in creating a conducive home learning environment and maintaining open lines of communication with schools. By enhancing these aspects of parental engagement, educational strategies can be developed to support students' language proficiency more effectively, reinforcing the idea that active parental participation is a critical factor in academic success.

CONCLUSION AND RECOMMENDATIONS

The study reveals that resource availability and parental involvement significantly influence learners' language proficiency in Filipino among Bukidnon National High School students. The data indicates a very high level of resource availability, particularly in learning materials and teacher support, which correlates positively with students' language proficiency. Additionally, parental involvement, especially in creating a supportive home learning environment and maintaining communication with the school, also shows a strong positive relationship with language proficiency. These findings underscore the importance of a collaborative approach involving educational resources and active parental engagement to enhance students' language skills.

To build on these findings, several recommendations can be made. First, schools should continue to improve the availability and accessibility of learning materials, including textbooks, digital resources, and extracurricular programs that focus on language development. This can be achieved through partnerships with local libraries and educational organizations. Second, professional development programs should be implemented to equip teachers with practical strategies for supporting students' language acquisition, fostering a positive learning environment, and utilizing available resources to enhance language instruction.

Furthermore, schools should actively promote parental involvement by organizing workshops and informational sessions that educate parents on supporting their children's language learning at home. This includes strategies for creating a conducive home learning environment and the importance of regular communication with teachers. Community-based initiatives that enhance parental engagement in education can also be beneficial, providing parents with resources and training on effective teaching strategies to support their children's language development. Lastly, schools should establish a system for regularly assessing the impact of resource availability and parental involvement on student's language proficiency, including surveys, academic performance tracking, and feedback mechanisms to ensure that strategies are practical and to make necessary adjustments.

By adopting these recommendations, educational stakeholders can create a more supportive and effective learning environment that fosters language proficiency among students, ultimately leading to improved academic outcomes and a deeper appreciation for the Filipino language.

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