

Parental Roles to the Learners' Language Development and Performance

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Abstract—This study aimed to identify the parental involvement in the language development and performance of the students. In particular, it aimed to: identify the demographic profile of parents in terms of educational attainment, socioeconomic status, and availability of learning resources at home; assess the extent of parental roles in learners' language development across five dimensions—parental involvement, quality interaction, educational support, emotional support, and language exposure; and evaluate the level of learners' language development based on vocabulary acquisition, contextual use, and expressive language. It also assesses learners' performance in speaking and writing and determine the significant relationships between parental factors and learners' language development and performance. This study involved 30 Grade 6 students and their parents from Francisco Benitez Memorial School, using a descriptive-correlational quantitative approach. Data were collected through structured questionnaires and analyzed statistically. Most parents were high school or bachelor's degree graduates, with monthly incomes between 10,000–29,999 pesos, households of 3 to 4 members, and access to the internet. Parental roles were found to be highly significant, strongly influencing language development. Learners also showed strong performance in writing and speaking, particularly in expressing ideas clearly and meaningfully. The study finds that parents' education level significantly influences learners' vocabulary acquisition but not contextual or expressive language. Other demographic factors show no significant link to language development. Learning resources affect writing but not speaking skills. Overall, demographic variables are not key drivers of language performance, highlighting the need for evidence-based strategies to enhance learners' skills. The study finds that parental roles significantly influence most aspects of language development, except vocabulary acquisition and contextual language use, leading to the rejection of the null hypothesis. However, parental roles do not significantly have relation to the learners' speaking and writing skills, so the null hypothesis is accepted. This concludes that while parental involvement supports language development, it does not directly affect speaking and writing performance. Schools are advised to create initiatives to increase parental engagement, particularly in terms of fostering expressive language. Conducting parent-child language activities and providing home learning kits might help to increase literacy at home as well. Teachers, too, should emphasize classroom-based techniques—such as assisted writing and public speaking—to help students improve their communication abilities. Future studies should look at additional elements such instructional techniques and peer pressure to better understand language performance.

Keywords— Parental roles, language development, language performance, language acquisition, parental involvement.

I. INTRODUCTION

How children developed their language skills was based on their parents who acted as the first educators in their child's

life since the interactions, support, and encouragement they give can significantly influence them. From reading together at home to engaging in critical thinking debates, parental involvement set the foundation for their children's great language, knowledge, and communication abilities. Moreover, the socio-cultural environment parents create shapes a child's drive and confidence in language-related activities by including their opinions on education and language learning.

In the early years of children's education, language development was a critical aspect of a child's overall cognitive and academic growth. Strong language skills were crucial for academic success and effective communication for learners in Grade 6, who were at the transitional stage from primary to secondary education. The importance of the involvement of the parents in encouraging children's language acquisition and performance was focused from various studies, implying that in shaping the linguistic capabilities and educational outcomes of their children was the parents' significant role.

As Grade 6 pupils are expected to show advanced language abilities as they get ready to join secondary school, knowing the connection between parental responsibilities and language development has become increasingly crucial.

This study aims to investigate how Grade 6 children' language development and performance were influenced by parental involvement. By looking at many facets of parental duties—such as assistance at home, communication styles, and approaches to language acquisition—this study sought to determine the degree of these traits that helped children perform academically in language-related courses.

Given techniques to increase parental involvement in language development and, thus, the academic performance of Grade 6 students, the results of this study would provide useful knowledge for both parents and educators.

1.1 Statement of the Problem

Specifically, it sought to answer the following questions:

1. What is the demographic profile of parents in terms of:
 - 1.1 highest educational attainment;
 - 1.2 socio economic status; and
 - 1.2.1. employment status;
 - 1.2.2. monthly household income;
 - 1.2.3. household size;
 - 1.3 availability of learning resources at home?
2. What is the extent of parental roles in terms of:
 - 2.1. parental involvement;
 - 2.2. quality interaction;
 - 2.3. educational support;

- 2.4. emotional support; and
- 2.5. language exposure?
- 3. What is the level of learners' language development in terms of:
 - 3.1. vocabulary acquisition;
 - 3.2. language used in context; and
 - 3.3. expressive language?
- 4. What is the learners' performance in terms of:
 - 4.1 speaking skills; and
 - 4.2 writing skills

II. METHODOLOGY

To carry out this research, the researcher employed a descriptive quantitative method, as it was considered the most suitable approach for addressing the study's objectives and aligning with the overall research design.

According to Jacobs (2019), the descriptive correlational research method involves collecting data to answer questions about the current state of a subject or topic. It uses structured instruments to explore the preferences, attitudes, practices, concerns, or interests of a particular sample.

Similarly, Sevilla et al. (2018) emphasized that descriptive research aims to observe and report how things are. This method allows researchers to conduct meaningful analyses relevant to the study, providing a strong foundation for drawing well-informed conclusions.

III. RESULTS AND DISCUSSION

This deals with presentation, analysis, and interpretation of the data gathered which determined the parental roles to language development and performance of Grade 6 learners.

Demographic Profile of the Parents

In this study, the demographic profile of the parents includes key factors such as their highest level of educational attainment, socio-economic status, and the availability of learning resources at home. These elements help provide context for understanding the support systems that may influence their children's language development and academic performance.

The following figure shows the frequency and percentage of the demographic profile of the parents.

Figure 1 shows the demographic profile of the parents in terms of highest educational attainment.

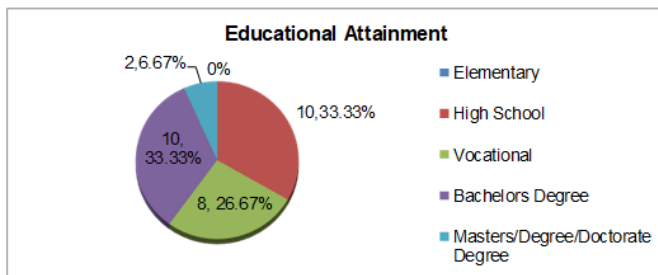


Figure 1. Demographic Profile of the Parents in terms of Highest Educational Attainment

According to the educational attainment statistics, all 30 respondents have completed at least high school, with no one claiming merely elementary school. Among them, 33.33% (10 respondents) finished high school as their greatest level of education, implying that almost one-third did not pursue additional formal education. Meanwhile, 26.67% (8 respondents) chose vocational training, indicating a preference for specialized, skill-based learning. Another 33.33% (10 respondents) earned a bachelor's degree, indicating an identical number of those who sought further education. However, just 6.67% (2 respondents) earned a master's or doctoral degree, indicating a small proportion of people who sought further education. Overall, the group has a wide educational background, with a fair mix of high school graduates, vocational graduates, and bachelor's degree holders. The low proportion of respondents with graduate-level education may reflect restricted access to further study or a desire for entering the job after finishing their undergraduate or vocational education.

Figure 2 presents the demographic profile of the parents in terms of the socio-economic status with regards to employment status.

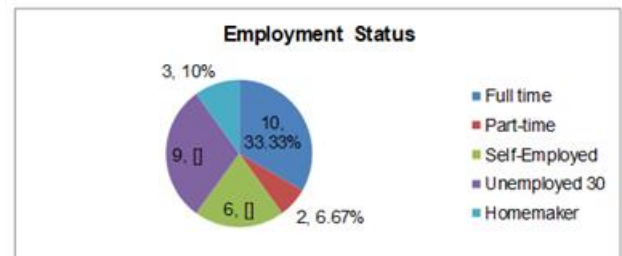


Figure 2. Demographic Profile of the Parents in terms of Socio- Economic Status with regards to Employment Status

The data on employment status shows a different distribution among the 30 respondents. A significant portion, 33.33% (10 respondents), are employed full-time, representing stable and regular work. Meanwhile, only 6.67% (2 respondents) hold part-time jobs, signifying a smaller part involved in flexible or some degree of work hours. Moreover, 20.00% (6 respondents) are self-employed, emphasizing a significant number of persons who manage their own enterprises or work independently. On the other hand, 30.00% (9 respondents) are unemployed, indicating that approximately a third of the group is not actively engaged in formal work. Lastly, 10.00% (3 respondents) are homemakers, reflecting individuals who focus on household responsibilities rather than traditional employment. Overall, the statistics show a variety of working conditions, with full-time employment being the most prevalent, followed closely by unemployment and self-employment, while part-time work and homemaking make up a lesser proportion of the group.

Figure 3 presents the demographic profile of the parents in terms of socio-economic status with regards to monthly income.

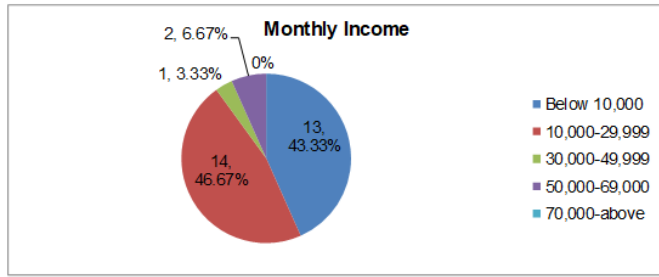


Figure 3. Demographic Profile of the Parents in terms of Socio-Economic Status with regards to Monthly Income

The data on monthly income distribution among the 30 respondents reveals that a significant portion earns relatively low wages. The largest group, comprising 46.67% (14 respondents), falls within the income range of ₱10,000 to ₱29,999, implying that roughly half of respondents receive a small wage. Meanwhile, 43.33% (13 respondents) have an income below ₱10,000, implying financial constraints for a significant section of the population. Only 3.33% (1 respondent) earns between ₱30,000 and ₱49,999, while 6.67% (2 respondents) fall within the ₱50,000 to ₱69,999 range. Notably, none of the respondents' report earning ₱70,000 or above. The bulk of respondents make less than ₱30,000 per month, indicating a lower-income category. Only a tiny minority receive greater earnings.

Figure 4 illustrates the demographic profile of the parents, specifically focusing on their socio-economic status in relation to the size of their household. This comparison helps provide insight into how family size may intersect with economic conditions in shaping the learning environment at home.

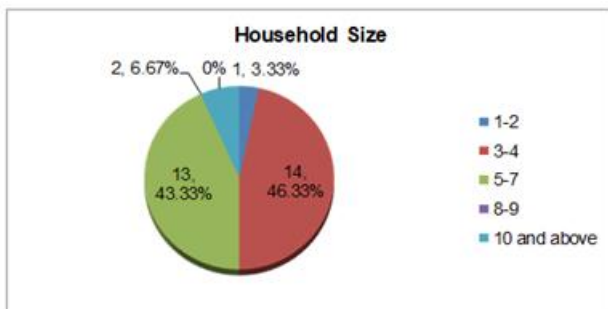


Figure 4. Demographic Profile of the Parents in terms of Socio-Economic Status with regards to Household Size

The data on household size among the 30 respondents shows that the majority live in moderately sized households. The largest group, comprising 46.67% (14 respondents), has a household size of 3 to 4 members, saying that nearly half of the respondents live in small to medium-sized families. Close behind, 43.33% (13 respondents) belong to households with 5 to 7 members, showing a significant number of larger families. Only 3.33% (1 respondent) lives alone or with just one other person, while 6.67% (2 respondents) are part of very large households with 10 or more members. Notably, no respondents reported having a household size of 8 to 9 members. Overall, the data shows that most respondents come

from families of three to seven people, with just a handful living in extremely small or very big homes.

Figure 5 presents the parents' socio-economic status in relation to the availability of learning resources at home. This highlights how economic conditions may influence access to educational materials such as books, internet, and technology.

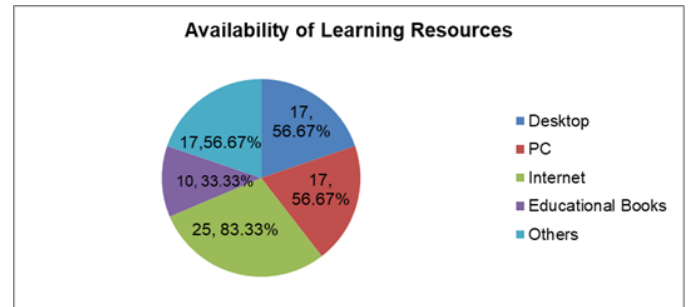


Figure 5. Demographic Profile of the Parents in terms of Socio-Economic Status with regards to Availability of Learning Resources

The data on the availability of learning resources among the respondents specifies that internet access is the most common resource, with 83.33% (25 respondents) having access to it. This implies that majority can access online learning resources and digital platforms. Meanwhile, 56.67% (17 respondents) have access to a desktop, a personal computer (PC), and other unspecified learning resources, highlighting the availability of multiple technological tools for learning. Educational books, however, are available to only 33.33% (10 respondents), showing that printed materials are less commonly used. Overall, the data reveals that most of the respondents, study through the internet, with conventional instructional texts being less common.

According to Kuhn and Pease-Alvarez (2015), an individual's socioeconomic status plays a significant role in determining the quality and quantity of learning resources available to them at home. Children from higher-status families are more likely to have access to educational materials such as books, computers, and reliable internet, which provide them with opportunities for enrichment and skill development beyond the classroom.

Access to learning resources can directly affect a child's school performance, especially in areas like communication that need regular practice. For example, children with more books and digital tools at home often become better writers by using them often. Watching educational shows and having support from parents can also improve their speaking skills. In contrast, children from lower-income families may struggle because they have fewer resources, which can lead to lower academic performance and slower language development.

Extent of Learners' Language Development

In this study, the extent of learners' language development refers to the parental involvement, quality interaction, educational support, emotional support, and language exposure.

The following table shows the statement, mean, SD, remarks, and verbal interpretation.

The table 1 shows the extent of parental roles in terms of parental involvement.

TABLE 1. Extent of Parental Roles in terms of Parental Involvement

Statement	Mean	SD	Remarks
1. Encourage me to recall important details from my lessons.	4.600	0.814	Strongly Agree
2. Ask me to explain concepts learned in school in my own words.	4.433	0.728	Agree
3. Encourage me to use what I've learned to solve real-life problems.	4.500	0.572	Strongly Agree
4. Encourage me to compare different ideas or concepts.	4.167	0.791	Agree
5. Support me in developing new ideas or projects based on what I've learned.	4.667	0.479	Strongly Agree
Weighted Mean	4.47		
SD	0.145		
Verbal Interpretation	Great Extent		

Among the statements, the highest-rated one is “Support me in developing new ideas or projects based on what I’ve learned”, having a mean score of 4.667 and a standard deviation of 0.479. This suggests that parents are highly supportive in fostering creativity and innovation in their children’s learning. The second highest-rated statement, “Encourage me to recall important details from my lessons”, gained a mean of 4.600 and a standard deviation of 0.814, showing strong parental involvement in reinforcing knowledge retention. Instead, the lowest-rated declaration is “Encourage me to compare different ideas or concepts”, the mean was 4.167, with a dispersion of 0.791 from the average. Although still falling under the “Agree” category, this suggests that parents may be slightly less engaged in prompting their children to analyze and contrast different concepts.

The data reveals a high level of parental involvement in promoting learners' language development, as reflected by the overall weighted mean of 4.47, which corresponds to a "Great Extent" verbal interpretation. This suggests that parents play an active and supportive role in fostering their children's language and cognitive skills at home.

The findings indicate that parents have an important impact in their children's learning, particularly in supporting creativity and knowledge retention. However, there is slightly less emphasis on activities that require deeper analysis and articulation of learned concepts, which could be an area for improvement in parental engagement strategies.

Existing research consistently shows that parental involvement plays a vital role in how children acquire and develop second language (L2) skills (Cheng et al., 2023). When parents actively engage in their children's language learning process—whether by providing encouragement, resources, or opportunities to practice—they create a supportive environment that enhances language acquisition. Sampelan and Sengkey (2022) further explain that this involvement goes beyond simple academic support; it deeply influences key factors such as children’s motivation to learn, their emotional responses to challenges, the quality of their social interactions, and their overall cognitive development.

It shows the study of parental responsibilities as they support the language development of the students particularly

in terms of quality education. It appears how parents interact with school-related tasks and how their knowledge and involvement affect their child's education.

Table 2 presents data on how parental involvement contributes to learners’ language development through support for quality instruction.

TABLE 2. Extent of Parental Roles in terms of Quality Instruction

Statement	Mean	SD	Verbal Interpretation
1. Know the names of my teachers and school administrators.	4.367	0.809	Agree
2. Understand the importance of their participation in school activities.	4.600	0.621	Strongly Agree
3. Attend school meetings and events regularly.	4.333	0.711	Agree
4. Think of different ways they can support me in learning at home and school.	4.733	0.450	Strongly Agree
5. Assess the impact of my participation in school events on my learning.	4.433	0.626	Agree
Weighted Mean	4.49		
SD	0.132		
Verbal Interpretation	Agree		

Among the statements, the highest-rated one is “Think of different ways they can support me in learning at home and school”, the average mean score was 4.733, with a standard deviation of 0.450. This suggests that parents are actively exploring different techniques to help their children learn at home and at school. The second highest-rated statement, “Understand the importance of their participation in school activities”, received a mean of 4.600 and a standard deviation of 0.621, suggesting that parents strongly recognize the value of their involvement in school-related events. On the other hand, the lowest-rated statement is “Attend school meetings and events regularly”, with a mean score of 4.333 and a standard deviation of 0.711. While still falling under the “Agree” category, this indicates that parents may have challenges in consistently attending school meetings and events, possibly due to time constraints or other responsibilities. This suggests an area for improvement, where schools could implement more flexible or accessible ways to encourage greater parental participation in meetings and school activities.

The data on quality instruction indicates a strong level of parental engagement, as shown by the overall weighted mean of 4.49, which falls under the “Agree” category. This suggests that parents are actively involved in supporting and reinforcing quality teaching and learning practices at home.

The results show that parents are very crucial in helping good teaching improve the language acquisition of their children. Their knowledge of school staff, involvement in school events, and innovative ways to support learning show a great dedication to their child's education. This degree of participation confirms the importance of home-school cooperation in promoting the academic development and communication abilities of students.

According to Epstein et al. (2018), parental involvement is defined as school-related behaviors, attitudes, and/or activities

that take place at home (homework), at school (meetings, support, and/or volunteering), or in the community (assistance and/or volunteering) and have a positive effect on a child's educational outcome. Additionally, parental involvement in schools might encourage kids and teenagers to behave well.

Education begins at home, where parents serve as their children's primary educators. One of the elements that teachers must take into account while determining the causes of kids' subpar reading abilities is their home environment. Education begins at home, where parents serve as their children's primary educators. A quality education is not something that just happens. It is the result of successful instruction and learning as well as the work of educators, the school, parents, kids, and their diverse home contexts (Obeta, 2020). Students will lack a solid foundation and develop bad study habits if their family environment is inadequate.

The data reflects the extent of parental support in fostering students' language development through various forms of educational assistance. It underscores how parents play a vital role not only in encouraging their children to engage with language-related tasks but also in providing consistent guidance, supervision, and reinforcement at home. This involvement includes activities such as helping children recall and process information, encouraging the use of learned concepts in real-life situations, and supporting the development of new ideas or projects based on academic lessons. The findings suggest that such active parental participation significantly contributes to deeper understanding, improved communication skills, and overall academic growth.

The data highlights that parental involvement in children's learning processes—especially in the area of language development—plays a crucial role in shaping a more supportive and enriched educational environment. When parents engage with their children through activities like reading together, helping with homework, or simply encouraging conversation at home, they not only reinforce what is being taught at school but also create meaningful opportunities for language use and practice. This consistent support helps children develop stronger communication skills, boosts their confidence in using language, and fosters a positive attitude toward learning overall. Moreover, such involvement signals to the child that their education is valued, which can further motivate them to succeed academically.

The table 3 illustrates the extent to which learners' language development is supported through parental educational assistance.

Among the statements, the highest-rated one is "Understand the importance of their involvement in my education", attaining a mean score of 4.700 with a corresponding standard deviation of 0.466. This suggests that parents highly recognize the significance regarding their part in their children's academic achievement. The second highest-rated statements, both with a mean of 4.533, are "Assist me with my homework or school projects when needed" and "Evaluate different resources (e.g., books, online materials) to support my learning", indicating that parents are actively engaged in providing academic assistance and selecting appropriate learning materials. On the other hand, the lowest-

rated statement is "Know the subjects and topics I am currently studying", which has a standard deviation of 4.367 along with a standard deviation of 0.718. While still categorized under "Agree", this suggests that parents may be slightly less familiar with the specific subjects their children are learning compared to other aspects of educational support. This indicates an opportunity for improvement, where parents need to become more active in monitoring their children's curriculum and academic achievement to further enhance their support.

TABLE 3. Extent of Parental Roles in terms of Educational Support

Statement	Mean	SD	Verbal Interpretation
1. Know the subjects and topics I am currently studying	4.367	0.718	Agree
2. Understand the importance of their involvement in my education.	4.700	0.466	Strongly Agree
3. Assist me with my homework or school projects when needed.	4.533	0.681	Strongly Agree
4. Evaluate different resources (e.g., books, online materials) to support my learning.)	4.533	0.629	Strongly Agree
5. Review and discuss my grades and teacher feedback to help me improve.	4.400	0.724	Agree
Weighted Mean	4.51		
SD	0.106		
Verbal Interpretation			Very Great Extent

The data on educational support reflects a very great extent of parental involvement, as indicated by the overall weighted mean of 4.51, which falls under the "Strongly Agree" category.

The data show that parents play a significant role in supporting their children's language development. Their active participation in school activities, thoughtful review of learning materials, and responsiveness to teacher feedback all contribute to creating a positive learning environment at home. This strong parental involvement is key to building students' confidence, deepening their understanding, and boosting their overall academic performance.

Kaplan Toren (2025) underscores the importance of fostering trust between parents and teachers to enhance student outcomes. It suggests that school-based family counselors should focus on building and maintaining these trustful relationships, emphasizing both the professional capabilities of teachers and their interpersonal skills.

Erdem and Kaya (2020) stated that there is a strong and significant correlation between parental participation and educational accomplishments. Education is one of the key tasks to guide young people to become valuable members in society and the instruction unofficially starts at home. The home serves as the primary educational institution for children, playing a pivotal role in shaping their personality development.

The level of emotional support provided by parents plays a significant role in children's language acquisition.

The table 4 illustrates the extent of parental roles in terms of emotional support.

TABLE 4. Extent of Parental Roles in terms of Emotional Support

Statements	Mean	SD	Verbal Interpretation
1. Ask me about my day regularly.	4.333	0.884	Agree
2. Care about my emotions and well-being in school.	4.633	0.669	Strongly Agree
3. Motivate me to participate in school activities because of their emotional support.	4.633	0.556	Strongly Agree
4. Can identify when I struggle in school.	4.300	0.988	Agree
5. Have positively impacts my school performance through their emotional support.	4.467	0.629	Agree
Weighted Mean	4.47		
SD	0.183		
Verbal Interpretation	Great Extent		

Among the statements, the highest-rated ones are “Care about my emotions and well-being in school” and “Motivate me to participate in school activities because of their emotional support,” both with a mean score of 4.633 and standard deviations of 0.669 and 0.556, respectively. This connotes that parents are highly supportive in ensuring their children's emotional well-being and in encouraging active participation in school activities. On the other hand, the lowest-rated statement is “Can identify when I struggle in school,” with a mean score of 4.300 and a standard deviation of 0.988. While still categorized under “Agree,” this suggests that parents may have some difficulty recognizing when their child is facing academic or emotional challenges. This highlights a potential area for improvement, where parents could further strengthen their attentiveness to their child's struggles and provide additional support when needed.

The data on emotional support indicates a great extent of parental involvement, with an overall weighted mean of 4.47, categorized under “Agree.”

The research indicates that the motivation and well-being of students, which are fundamental elements of effective language development, are greatly influenced by emotional support from parents. Learners are more likely to participate in learning activities and speak well when they feel emotionally safe and supported. The close emotional link between home and school helps the child to develop academically more holistically.

Parental involvement in schoolwork helps expedite their children's advancement. According to Noor et al (2020), the environment has a tremendous impact on development of human nature, loving and caring behavior, and sharing tendencies.

According to Li et al (2023), a good home learning environment fosters social connection, attention, and activities that support the development of positive attitudes toward learning as well as the acquisition of social, emotional, intellectual, linguistic, and physical abilities.

The table 5 shows how children’s language development is influenced by parental participation in language exposure.

Among the statements, the highest-rated ones are “Speak to me in our native language at home” and “Feel that increasing exposure to both Filipino and English language would benefit my bilingual abilities”, both with a mean score

of 4.667 and standard deviations of 0.547 and 0.606, respectively. This suggests that parents strongly prioritize the use of their native language at home while also recognizing the benefits of bilingual exposure for their children’s language development. On the other hand, the lowest-rated statements, both with a mean score of 4.500, are “Explain to me why it is important for me to be exposed to multiple languages” and “Notice how I speak each language depending on the person I am talking to,” with a standard deviation of 0.682 for each. While still categorized under “Strongly Agree,” this suggests that parents could further enhance their role in explicitly discussing the value of multilingualism and in observing how their child adapts their language use in different social contexts.

TABLE 5. Extent of Learners’ Language Development in terms of Language Exposure

Statement	Mean	SD	Verbal Interpretation
1. Speak to me in our native language at home.	4.667	0.547	Strongly Agree
2. Explain to me why it is important for me to be exposed to multiple languages.	4.500	0.682	Strongly Agree
3. Encourage me to use our native language when speaking with family members.	4.600	0.770	Strongly Agree
4. Notice how I speak each language depending on the person I am talking to.	4.500	0.682	Strongly Agree
5. Feel that increasing exposure to both Filipino and English language would benefit my bilingual abilities.	4.667	0.606	Strongly Agree
Weighted Mean	4.59		
SD	0.085		
Verbal Interpretation	Very Great Extent		

The data on language exposure reflects a very great extent of parental involvement, as indicated by the overall weighted mean of 4.59, which falls under the “Strongly Agree” category.

The results show that regular exposure to both native and second languages helps parents significantly shape children's language ability. Daily communication, focus on multilingual relevance, and awareness of language use trends all help to promote language development in significant, practical ways. A major factor in the child's confidence and ability to use several languages is this rich home linguistic setting.

According to Bryce (2019), when parents actively engage in their children's home instruction, it positively impacts their academic achievement and leads to improved performance in school.

Barrueco, Smith, and Stephens (2016) emphasizes that meaningful parent engagement—especially in families where English is not the primary language—is essential for promoting young children's long-term academic and social success. Linguistically responsive treatments accept that kids' natural language skills drive language evolution (Holmes, 2019). Linguistically responsive therapies encourage the

child's mother tongue and its use for acquiring English or a second language. Simonsmeier and Kohlmeier (2021) claim that improving children's native language ability results in good English learning. English may be used with the native tongue. Tunkiel & Bus (2022) found that reading picture books in the first language at home before rereading them in the second language in kindergarten benefited story comprehension and second language vocabulary learning. This approach supports the idea that understanding a story in the first language can facilitate learning new words when the same book is later read in the second language. Storytelling also fosters social interaction and cultural identity, crucial for linguistic confidence. Because of their impact on native language development, parents' linguistic reactions can significantly affect their children's English (or other second language) growth.

Level of Learners' Language Development

In this study, learners' language development is measured by their vocabulary acquisition, how they use language in different contexts, and their ability to express themselves clearly.

This illustrates how well learners see their capacity to absorb, comprehend, and apply new terminology in various settings. Included are abilities like remembering, explaining, applying, comparing, and assessing terminology.

The table 6 shows the level of learners' language development in terms of vocabulary acquisition.

TABLE 6. *Level of Learners' Language Development in terms of Vocabulary Acquisition*

Statement	Mean	SD	Verbal Interpretation
1. Recall the meaning of newly learned vocabulary words.	4.233	0.679	Agree
2. Explain the meaning of new vocabulary words in my own words.	4.167	0.747	Agree
3. Use new vocabulary words correctly in a sentence.	4.300	0.750	Agree
4. Compare similar words and explain their slight differences.	4.233	0.817	Agree
5. Evaluate whether a word is used correctly in a sentence.	4.333	0.661	Agree
Weighted Mean	4.25		
SD	0.063		
Verbal Interpretation	Great Extent		

Among the statements, the highest-rated is "Evaluate whether a word is used correctly in a sentence", with a mean score of 4.333 and a standard deviation of 0.661. This suggests that learners are relatively confident in assessing the correct usage of vocabulary in context. On the other hand, the lowest-rated statement is "Explain the meaning of new vocabulary words in my own words," with a mean score of 4.167 and a standard deviation of 0.747. While still under the "Agree" category, this suggests that learners may find it slightly more challenging to paraphrase and articulate the meaning of new words independently. This highlights a potential area for improvement, where strategies such as discussion-based learning or contextual word analysis could be reinforced to strengthen vocabulary comprehension and usage.

Generally, the data on vocabulary acquisition indicates a great extent of proficiency, with an overall weighted mean of 4.253, categorized under "Agree."

The data suggest that students are significantly improving their vocabulary abilities, particularly in terms of word use recognition, application, and assessment. Slightly lower mean scores in explaining and comparing vocabulary, on the other hand, point to a possible need for more concentrated teaching or enrichment activities in higher-order vocabulary abilities. This underlines the need of regular vocabulary growth tactics in classroom teaching and at home to enhance linguistic competency even more.

To establish a truly conducive and effective learning environment, Epstein et al. (2018) emphasized the importance of strong collaboration between parents and educators. They argued that when schools and families work together as partners, it creates a more cohesive support system for students, both academically and emotionally. This partnership allows for better communication, shared goals, and consistent reinforcement of learning strategies at home and in the classroom. By aligning expectations and staying actively engaged in a child's educational journey, parents and teachers can more effectively address individual student needs, encourage academic achievement, and foster a sense of belonging and motivation in the student.

The data provides a detailed assessment of learners' comprehension and practical use of language across a variety of contexts. It examines their ability to distinguish between formal and informal language styles, adapt their vocabulary choices to fit different audiences, and effectively compose messages that are appropriate for a range of social and communicative situations. This comprehensive evaluation helps to capture how well learners navigate the complexities of language use in real-life interactions.

The table 7 presents the level of learners' language development in terms of language used in context.

TABLE 7. *Level of Learners' Language Development in terms of Language Used in Context*

Statement	Mean	SD	Verbal Interpretation
1. Recognize words that are formal and informal.	4.300	0.702	Agree
2. Understand when to use different words depending on who I am talking to.	4.400	0.814	Agree
3. Write short messages using the right words for a formal or informal situation.	4.300	0.651	Agree
4. Notice when someone is using formal or informal language.	4.233	0.568	Agree
5. Decide if my words are appropriate for different situations.	4.300	0.702	Agree
Weighted Mean	4.31		
SD	0.089		
Verbal Interpretation	Great Extent		

Among the statements, the highest-rated is "Understand when to use different words depending on who I am talking to," with a mean score of 4.400 and a standard deviation of 0.814. This suggests that learners are relatively aware of how

to adjust their language based on their audience, demonstrating a solid understanding of contextual language use. Conversely, the lowest-rated statement is “Notice when someone is using formal or informal language,” attaining a mean score of 4.233 and which has a standard deviation of 0.568. While still under the “Agree” category, this suggests that learners may have slightly more difficulty identifying formality in others’ speech. This area could be strengthened through more exposure to real-life conversations, role-playing exercises, and discussions on linguistic nuances in different social settings.

The data on language use in context indicates a great extent of proficiency, with an overall weighted mean of 4.31, categorized under “Agree.”

The learners have demonstrated a good knowledge of language usage in context and the capacity to identify and utilize formal and informal language as required. Though there is opportunity to improve their ability to identify contextual language usage in others, their answers show that they can communicate well in many social settings. Ongoing exposure to a range of communication situations, combined with consistent, supervised practice, can significantly enhance learners’ expressive language skills. Engaging in diverse interactions—such as conversations, group discussions, and presentations—allows students to apply what they’ve learned in real-life contexts. When supported by guidance and feedback from teachers or adults, these experiences help build confidence, refine language use, and foster more holistic language development over time.

The data provides a well-rounded view of Grade 6 learners’ expressive language skills, highlighting how they share their thoughts, feelings, and ideas. It looks at their choice of words, how they express emotions, their participation in discussions, their ability to adjust tone and volume depending on the situation, and their use of meaningful comments—offering a clear understanding of how they communicate both in the classroom and everyday life.

The table 8 presents the level of learners’ language development in terms of expressive language.

TABLE 8. Level of Learners’ Language Development in terms of Expressive Language

Statement	Mean	SD	Verbal Interpretation
1. Remember simple words and phrases to express my thoughts.	4.333	0.758	Agree
2. Explain how I feel using words.	4.567	0.568	Strongly Agree
3. Ask and answer questions clearly in a conversation.	4.467	0.629	Agree
4. Recognize when I need to speak louder or softer depending on the situation.	4.500	0.630	Strongly Agree
5. Give feedback to a classmate about how they express their ideas.	4.333	0.661	Agree
Weighted Mean	4.44		
SD	0.070		
Verbal Interpretation			Great Extent

Among the statements, the highest-rated is “Explain how I feel using words,” with a mean score of 4.567 and a standard

deviation of 0.568. This suggests that learners are confident in expressing their emotions verbally, which is essential for effective communication and emotional intelligence.

On the other hand, the lowest-rated statements are “Remember simple words and phrases to express my thoughts” and “Give feedback to a classmate about how they express their ideas,” both with a mean score of 4.333 and standard deviations of 0.758 and 0.661, respectively. While still rated positively, these results indicate that learners might need further support in recalling and structuring their thoughts clearly and in providing constructive feedback to peers. Encouraging more interactive discussions and guided feedback activities may help improve these areas.

The data on expressive language indicates a great extent of proficiency, with an overall weighted mean of 4.44, categorized under “Agree.”

Particularly in emotional expressiveness, changing voice tone, and conversational clarity, the students show a great degree of expressive language ability. In both academic and social settings, these abilities are crucial. On the other hand, regular vocabulary growth and feedback-giving may help to improve their expressive skills even more. These results highlight the need of designing classroom activities that encourage dynamic conversation and expressive communication.

Level of Learner’s Performance

In this study, learners’ performance refers to the speaking and writing skills based on criteria. It presents an assessment of Grade 6 students’ performance in two important language areas—Speaking Skills and Writing Skills. These abilities are crucial indicators of students’ overall language development, as they reflect not only their grasp of vocabulary and grammar but also their ability to express ideas clearly and effectively. Together, these skills provide a comprehensive view of the students’ communication competence, which is essential for academic success and everyday interactions.

It shows the frequency, percentage, standard deviation, and verbal interpretation.

The table 9 presents the level of learners’ performance in terms of speaking skills.

TABLE 9. Level of Learners’ Performance in terms of Speaking Skills

Scores	Frequency (f)	Percentage (%)	Verbal Interpretation
21-25	2	6.67	Excellent
16-20	14	46.67	Good
11-15	12	40.00	Satisfactory
6-10	2	6.67	Needs Improvement
1-5	0	0	Unsatisfactory
N=30		100%	
Weighted Mean			18
Standard Deviation			3.71
Verbal Interpretation			Good

The analysis showed that most students scored between 16 and 20, with 14 students—or 46.67% of the group—falling into this range. This means nearly half of the learners performed well within the middle to upper score levels. The next largest group, making up 40% of the students, scored between 11 and 15, indicating that a significant number are

performing at a moderate level. Smaller groups appeared at both ends of the spectrum: only two students (6.67%) scored in the higher 21-25 range, and another two students (6.67%) fell within the lower 6-10 bracket. Notably, no students scored in the lowest range of 1-5, which suggests that all learners showed at least a basic level of skill. Overall, this distribution reflects a generally positive trend, with most students achieving moderate to good results.

From Table 9, the level of learners' performance in terms of speaking skills is reflected by a weighted mean score of 18, indicating a generally solid level of ability in this area. The standard deviation of 3.71 suggests some variation in performance among the students, meaning that while many are performing well, there are differences in skill levels within the group. Overall, the verbal interpretation of these results is categorized as "Good," showing that, on average, the learners demonstrate competent speaking skills, though there may still be room for improvement to reach higher levels of proficiency.

According to Safwat and Sheikhy (2014), active and meaningful communication between parents and children significantly promotes language acquisition and speech fluency. These results highlight the need for parental participation in improving speaking skills, especially during crucial developmental periods like Grade 6, when kids are expected to use language with more complexity in social and academic settings.

The table 10 shows the level of learners' performance in terms of writing skills.

TABLE 10. Level of Learners' Performance in terms of Writing Skills

Scores	Frequency (f)	Percentage (%)	Verbal Interpretation
21-25	1	3.33	Excellent
16-20	10	33.33	Good
11-15	18	60.00	Satisfactory
6-10	1	3.33	Needs Improvement
1-5	0	0	Unsatisfactory
N=30		100%	
Weighted Mean		16.9	
Standard Deviation		3.06	
Verbal Interpretation		Satisfactory	

It was found that most of the students' scores belong to the bracket 11-15 comprises of 18 or sixty percent (60%). Followed by 16-20 represented by 10 or thirty-three-point thirty-three percent (33.33%). Both brackets of 21-25 and 6-10 are represented by two (2) or three-point thirty-three percent (3.33%). It also depicts that nobody got a raw score ranging from 1-5.

Table 10 presents the learners' performance in writing skills, revealing a weighted mean score of 16.9. This suggests that, on average, students are meeting expected standards in their writing abilities. The standard deviation of 3.06 indicates some variability among the students' scores, showing that while many performed at a satisfactory level, there were differences in the quality of performance across the group. The verbal interpretation of "Satisfactory" reflects that learners generally demonstrate adequate skills to effectively convey their thoughts in written form. However, the results

also imply that there is room for improvement to help more students reach higher levels of proficiency in writing.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the study concludes that the profile of the parents' highest educational attainment has a significant relationship to language development of learners as to vocabulary acquisition but not significant to language used in context and expressive language. On the other hand, demographic profile such as employment status, monthly income, household size, and availability of learning resources has no significant relationship to language development of learners. Therefore, the null hypothesis is accepted. This means that the findings may guide educators in designing more focused programs that prioritize parental involvement in language development.

The profile of the parents—including highest educational attainment, employment status, monthly income, and household size—do not have a significant relationship with learners' speaking and writing skills, but with significant relationship to availability of learning resources with learners' writing skills. In addition, no significant relationship was found between learning resources and speaking skills. Therefore, the null hypothesis is being accepted for all other demographic factors of learners' performance in speaking and writing skills. This means that based on the data, there is no strong or reliable connection between them. These demographic variables may not be the primary drivers of language performance of the learners. It also implies that learner's performance should focus less on these demographic aspects and more on evidence-based strategies that directly affect learner's performance.

The study found that parental roles have significant relationship to language development but not quality interaction to vocabulary acquisition and language exposure to language used in the context. Thus, the null hypothesis for parental roles and learners' language development is rejected. This means that this is a strong indicator that parental roles greatly affect the language development of the learners. Parents play a crucial part in learners' overall language development, reinforcing the idea that parental involvement such as support in learning activities, encouragement, and engagement positively affect their children's language development.

The study reveals that parental roles do not have a significant relationship with learners' performance in speaking and writing skills leading to decision to accept the null hypothesis. This means that parental roles do not directly affect learners' speaking and writing skills. This reinforces the idea that while parental role is valuable, skill development in speaking and writing may require targeted educational approaches, practice-based interventions, and exposure to structured language learning environments to yield meaningful improvements.

Based on the conclusion above the following recommendation will be offered:

1. The availability of learning resources at home is linked to writing skill development. Parents should ensure that

learners have access to books, writing materials, and digital learning tools.

2. As quality interaction, educational, and emotional support from parents greatly impact language skills, learners should actively participate in activities like workshops, training, and parent-child reading to strengthen these connections.
3. Considering parental factors like job, income, and family size don't greatly affect speaking and writing skills, teachers should focus on classroom strategies. These can include speech practice, group discussions, writing exercises, and interactive language activities to improve students' communication.

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