EXPECTATIONS, PARENTING APPROACH, AND OUR THRIVING LEARNERS

by:
Joni G. Bernardo
Teacher II, Bangal Elementary School

In a scenario where learners with different abilities, varied skills, and wide spectrum of personalities meet in a single classroom, there is one aspect of each learner’s life that could either be beneficial or detrimental to their academic performance—expectations.

Expectations, be them low or high, specific or general, affect a learner’s progress. These expectations may come from parents, teachers, coaches, tutors, or peers, but as far as the study is concerned, the ones that are set by parents have the most impact on the learner outcomes. This means that what the learners do and how they perform more likely depend on the expectations set by their parents.

Moreover, the expectations that come from the learners’ parents may also depend on the type of parenting they apply at home. Although there may be varying types of parenting in which parents may resort to, ‘hands-on’, ‘hands-off’ parenting approach has been in focus to determine the difference in learners and their outcome. Hands-on approach to raising children necessitates considerable parental attention and participation. Children must know that their parents are watching their behavior and making clear and fair rules for the children. On the other hand, hands-off, also called helicopter parenting, emphasizes learning through experience. It keeps the greater philosophical facts—every person must learn to take care of himself—in mind. This parenting approach is seen in parents who are passive and have few expectations. Although both approaches have their particular pros and cons, the expectations set by parents and the learners’ outcome, especially in their teenage years relatively depend on it.

Based on the recent study, learners with high expectations from their significant others have a positive impact on their actual academic performance. They are also less likely to drop out
of school. High mother and teacher expectations have a generative effect on youth outcomes, while those low mother and teacher expectations have a disruptive effect. Meanwhile, hands-off parents think that they are providing their children with “independence training” that will help them learn to fend for themselves and be independent and self-reliant.

This therefore widens every educator’s view that learners differ from each other, whether by the types of parents they have, the type of parenting they abide by at home, or by the expectations their environment set for them. Whatever their difference maybe, giving them what their physical or psychological need all start from understanding and knowing what they can do and what they actually do.

References:


