MISSING LINK:
PARENTS COMMITMENT AND INVOLVEMENT IN THE SCHOOL

by:
Rosalyn C. Flores
Teacher III, Orani National High School Parang - Parang

Parents are the first teacher of their children. Parenthood is therefore a job that has the child as its primary object of attention and action. But parenting also has real consequences for parents themselves.

Parent child relationships and parenting processes are emerging as potential life course determinants of health. Parenting is socially patterned and could be one of the factors responsible for the negative effects of social inequalities in health, both in childhood and adulthood.

Therefore, the results were consistent with those of studies suggesting that parenting is a mediator of the impact of socioeconomic factors on other outcomes of importance for children: mental health, delinquency and educational achievement.

Parenting is socially patterned, and could be one of the factors responsible for the deleterious effects of childhood poverty and low socioeconomic status (SES) on health in childhood and beyond. Parenting would be a potential representative of possible opportunity for interventions in fighting the social issues and problems of our millennial now a days.

While the community members are informed of school policies, they, especially the parents, are not most of the time involved in supporting the learning of the students. Parental perception of educational outcomes and parental practices, which are shaped by the family’s socioeconomic status, determine parent-child relations and the way the child is brought up.
There are some good parenting practices to learn in achieving quality in a child’s learning process that we can adapt as support system; aspirations; community engagement; parenting; moral and emotional support; providing resources and learning experiences; and specific parent participation activities in school.

It enlightens us teachers to focus the goals and characteristics of the teaching-learning activities being implemented in the classroom to the experiences, values and aspirations of the communities to make it more relevant. Supporting links between schools and communities can lead to clear educational outcomes; improved student performance and competency levels of school-community interaction.

The parents with better educational background can certainly help their children with homework and provide them with appropriate cognitive stimulation; more likely one of the important factors like parents’ beliefs and behaviors that may function as important determinants of children’s academic development. Children whose parents have different beliefs and behaviors may have different perceptions of their intellectual abilities, choose different activities, and have different goals. For example, some children invest most of their time developing their intellectual skills while others devote themselves to building athletic or artistic skills.

Hence, children’s success is affected not only by the transmission of a biological endowment from their parents, but also by the available resources that their parents invest in them. Less economically advantaged families have reduced access to funds to purchase cognitively stimulating materials and experiences; therefore their children have fewer resources available for their growth in the critical developmental periods of their lives.

The family process perspective, on the other hand, places much more emphasis on parents’ psychological well-being and parenting practices. The association between household income and children’s development is mediated by the family context.
Always remember that as a parent, we are often the recipients of unconditional love, they gain skills. It is every parent’s significant role we must educate our children and we are the very facet in their development.

References:

