

THE ROLE OF PARENTS TO PUPIL'S ACADEMIC PERFORMANCE

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Based on past research Tárraga et al. (2017), it was posited that parents who are positively involved in their children's schooling results to better academic performance of the pupil. The positive influence of the parents to the child's academic performance by being actively engaged improves the child's cognitive competence. In addition, when the parents are supportive and has positive interactions with the teacher and the school, it creates a stronger student-teacher relationship.

Cognitive competence is the degree in which the pupil believes that he has the necessary cognitive skills to become successful in performing his school tasks and completing them. These tasks include reading, writing, and mathematics. The performance on these tasks are affected by what Bandura (1977) posits - that a child's perception and expectations are influenced by his immediate surroundings. The aspects of the child that are inclined to this include the child's performance accomplishments, mediated reinforcement, verbal encouragements, and emotional guidance.

The positive influence of parents to the child's academic performance is characterized closeness and lack of dependency and conflict. Closeness is defined as the level of warmth and open communication between the parents, teachers, and student. Dependency is being over-reliant of the child to the teacher or to the parents, or the parents to the teacher. Conflict, on the other hand, is the presence of friction in the interactions among the three. In a positive influential learning environment surrounding the teacher, parents, and student, the atmosphere of openness, warmth, and fruitful interaction is evident.

With this kind of learning environment, the role of the parents as supposed positive influencers coupled with the positive reinforcements provided by the teacher can result to a favorable academic achievement of the pupil. Thus, it is highly recommend that parents be oriented and guided on such active and positive involvement to their child's learning.

References:

Bandura A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*.84:191-215.

Tárraga, V., García, B., and Reyes, J. (2017). Home-based family involvement and academic achievement: a case study in primary education. *Educ. Stud*.44, 361-375.