

ABSTRACT

The Influence of Parental Involvement on Reading Performance of 10 Children at a School in the East St. George District of Trinidad

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This case study sought to determine the influence of parental involvement on the acquisition of reading skills. Data were collected via interviews and telephone calls with 9 parents, as well as from observation and pre- and post-testing of 10 students from a primary school in the St. George East Education District of Trinidad. Results indicated that parental involvement can be a useful supplement to the learning and development of students, especially in the acquisition of reading skills.

Keywords: Reading ability; Case studies; Reading level; Reading development; Parent student relationship; Primary school students; Trinidad and Tobago