

ABSTRACT

The Effects of Parents' Non-Involvement in Their Children's Schooling at a Primary School in South-West Port of Spain

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This case study sought to determine the actual and perceived significance of schooling to parents in a rural community, with specific reference to the parents' attitudes to involvement or non-involvement in the schooling of their children. Data were collected through interviews held with two parents, a First Year teacher, and a Standard 3 teacher of students at a primary school in Trinidad, as well as through observations and discussions. Data were collected through the analysis of documents and visual material. The findings revealed that while the parents did not give much assistance with their children's schoolwork, the teachers desired that the parents become involved since they believed that it would contribute to the enhancement of the children's performance. The teachers also affirmed that parental involvement could assist teachers in implementing the syllabus more effectively, since the students would not engage in disruptive behaviour knowing that their parents could visit the school unannounced.

Keywords: Parent attitudes; Parent student relationship; Parent participation; Primary school students; Case studies; Trinidad and Tobago