

ABSTRACT

An Evaluation of the Levels of Parental Involvement in Activities That Support Student Learning and How It Impacts on Student Performance

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This mixed methods case study investigated and evaluated the levels of parental involvement, both at home and at school, which resulted in improved student performance. It also sought to determine whether a correlation existed between levels of parental involvement and academic achievement. Data were collected through a survey administered to the parents or guardians of 17 students of a Standard 5 class at a primary school in Trinidad and Tobago. Other data were obtained through interviews and observations. Among the findings were that: 1) parental involvement was generally found to be high, or of an acceptable level, even in instances where parents reported several barriers to their involvement; 2) the parents/guardians who reported lower levels of involvement in their children's academic development did not display characteristics suggestive of any particular stereotype, but, rather, a combination of several factors contributed to their being less than optimally involved; 2) generally, parental involvement was paralleled by students' test scores ; and 3) the greatest barriers to parental involvement emanated from the school as a result of lack of information and communication.

Keywords: Parent child relationship; Parent participation; Academic achievement; Primary school students; Case studies; Performance factors; Trinidad and Tobago.