

ABSTRACT

The Relationship Between Father-Absence, Self-Concept And Academic Achievement of Standard Four Pupils In Central Trinidad

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This study sought to compare Trinidadian primary school children from father-absent and father-present homes (family structure) on academic achievement, self-concept and race.

Academic achievement and self-concept scores were obtained from four Standard Four primary school students enrolled in one school. Forty-three students were interviewed.

Results indicated a low correlation ($r_{pb} = 0.042$) between primary school students' academic achievement and family structure and that school success was closely related to parental involvement. While a low correlation ($r_{pb} = 0.24$) was found between primary school girls' level of self-concept and family structure, a modest correlation ($r_{pb} = 0.47$) was found for primary school boys.

Although a low correlation (0.30) was found between academic achievement and self-concept of primary school children, this was statistically significant at the 5% level of confidence. A modest correlation (0.40) was found between academic achievement and self-concept of primary school children from father-present homes, but a very low correlation (0.09) was found for primary school children from father-absent homes.

Primary school students of East Indian and Mixed descents differed significantly in academic achievement at the 5% level of confidence, but primary school students of African and East Indian descents did not differ significantly in academic achievement.