

## ABSTRACT

This study investigated whether or not there are significant relationships among Jamaican grade four students' gender, age, school climate, parental involvement and performance on a reading test. The sample comprised 125 grade four students from an urban primary school in Jamaica; of the sample, 75 were males and 50 were females. A parental involvement questionnaire, a school climate questionnaire and a reading performance test were used for data collection. Results indicated that the students' performance on the word recognition test and communication task was at and above their grade level while their level of performance on the reading comprehension saw the majority reading at their grade level; there were statistically significant differences in the students' performance on word recognition, reading comprehension and communication task items based on their parental involvement in favour of students whose parents were involved in their academic activities; there was a positive, statistically significant, but weak relationship between the students' parental involvement and school climate and their performance on the word recognition, reading comprehension and communication task tests, while the relationship between their gender and their performance on the reading comprehension test was positive, statistically significant, but weak; there was no relationship between their

age and their performance on the reading comprehension and communication task while there was no significant relationship between their gender and performance on word recognition and communication task.