

## ABSTRACT

### **How Fathers [sic] Involvement Impacts on Student Academic Achievement in Three Primary Schools in an Educational District in Trinidad and Tobago**

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This study sought to gain in-depth knowledge and understanding of how fathers' involvement in the educational experiences of their children influenced the children's academic achievement. It further sought to determine whether socio-economic status was a crucial factor in the fathers' involvement. Data were collected through interviews held with three fathers, their children, and the children's five teachers. The findings revealed that: 1) both parents and teachers believed that father involvement is crucial to the academic performance of children; 2) the fathers' view that they neglected themselves in order to provide their children with material resources and quality time contrasted with the views of the teachers regarding the societal realities of father involvement; 3) despite the involvement of their fathers, children had opted not to adopt them as role models; 4) the fathers were of the view that communication between fathers and children is vital; 5) the children were socialized according to the pertinent lived experiences of their fathers; 6) the fathers' methods of instilling discipline were based upon their own beliefs; and 7) there was a general consensus on the need for support systems to assist fathers in developing parenting skills.

**Keywords:** Parent student relationship; Fathers; Academic achievement; Primary school students; Parent attitudes; Case studies; Trinidad and Tobago