

**THE EFFECTS OF PARENTAL INVOLVEMENT
ON READING ACHIEVEMENT OF STUDENTS
IN GRADE TWO
IN PRIMARY SCHOOLS IN RURAL JAMAICA**

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Abstract

This study investigated the effects of parental involvement on reading achievement of 120 Grade Two attending rural schools in Jamaica. The parents of the grade two students were asked to respond to a questionnaire regarding levels of involvement in activities at school the amount of involvement in reading activities with their children at home. Parental responses were analysed in relation to the reading levels of students as measured by the Mico Diagnostic Reading Test. Results showed that students scored higher on the reading test when teachers advised parents on how to assist students with homework. Additionally, parental involvement in reading activities at home, such as supervision of homework, reading to the child and discussing what was being read with the child, monitoring the number of hours the child spent watching TV was positively related to students' reading achievement. Results are discussed in terms of the benefits of parental involvement in the reading achievement of students and the need to educate parents on the importance of engaging their children in reading activities at home.

Key Words: parental involvement, reading achievement, Grade Two students, rural primary schools, Mico Diagnostic Reading Test.