

Investigating the Relationship between Parental Involvement and Student Academic Achievement in Barbados

Ian A Marshall*, David Browne and Claudette Fongkong-Mungal

School of Education, University of the West Indies, Cave Hill Campus, Barbados

This study investigated the nature and strength of the relationship between parental involvement and student academic achievement, the relationship between parental involvement and active engagement of students and the extent to which parental involvement predicted Student Proximal Academic Outcomes as measured by active engagement of students. Parental involvement and student proximal academic outcomes were measured by Hoover-Dempsey and Sandler's model (1995, 1997, and 2005) and student academic achievement was measured using a standardized test, Barbados Secondary School Entrance Examination (B.S.S.E.E.). The sample was a cohort of 160 1st form students. The results indicated that there was no relationship between parental involvement and student academic achievement; however, there were significant positive relationships between parental involvement and student proximal academic outcomes.

Keywords: Parental Involvement, Modeling, Instruction, Encouragement Reinforcement, Student Proximal Academic Outcomes, Active Engagement, Barbados.

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