

## ABSTRACT

This study investigated the relationships existing between academic performance, academic self concept and selected Biographic, Environmental and Personality Variables, all of which were identified from a review of literature, pertaining to academic achievement. The sample consisted of 210 Jamaican Fifth Form (Grade 11) students, and achievement was measured by performance in the Cambridge General Certificate of Education Ordinary level examinations and the Caribbean Examinations Council's General Level examinations.

The four objectives of this exploratory study were achieved using such statistical procedures as Student's 't' statistic, Pearson's Product Moment Correlation and Stepwise Multiple Regression Analysis.

OBJECTIVE 1: - The relationship between Academic Self Concept and performance.

Academic Self Concept was the strongest correlate of Academic Performance for the total sample, the urban, rural and female sub samples.

OBJECTIVE 2: - Results from the Regression Analyses to determine the variables which explain variance in Academic Self Concept.

The major results of the Regression analyses indicate that the variables Self Acceptance, Dominance, Authoritarianism, Sylbism and Locus of Control contribute significantly to the explanation of variance in Academic Self Concept.

OBJECTIVE 3: - Results from the Regression Analyses to identify those independent variables which improved the prediction in Performance achieved by Academic Self Concept.

The variables so identified are: -

- (1) School Anxiety
- (2) Authoritarianism
- (3) Socio-economic status

OBJECTIVE 4: - Subgroup differences, male vs. female, urban vs. rural and co-educational vs. single-sex schools.

- (a) Significant sex differences emerged for the variables Locus of Control and Academic Performance (males > females) and Neuroticism and Need for Achievement (females > males).
- (b) A significantly higher score on School Anxiety was obtained from students attending co-educational schools than for those in single-sex schools.
- (c) Rural and urban students differed significantly on two variables, School Anxiety and Performance (rural > urban).