

**AN ANALYSIS OF SELECTED VARIABLES AND THEIR
RELATIONSHIP TO THE ACADEMIC ACHIEVEMENT OF
A SAMPLE OF UWI MONA'S 1996 UNDERGRADUATES**

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ABSTRACT

An Analysis of Selected Variables and their Relationship
to the Academic Achievement of a Sample of UWI,
Mona's 1996 Undergraduates

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This investigation sought primarily to determine whether there were significant differences among students at the University of the West Indies [UWI], Mona on degree performance and on a number of selected variables, and to identify which of these variables explained a significant proportion of variance in degree performance.

A sample of 154 former undergraduate students of UWI, Mona was randomly selected from the cohort of 1996 graduating students and subdivided into groups by age, faculty, sex, enrolment status and matriculation category. Members of the sample completed an 88 Item self administered questionnaire which sought information on aspects of their university experience such as stress level, stress impact, approaches /responses to academic life, satisfaction with quality of teaching/ institutional facilities and study habits. Students' biographical data, CXC CSEC/O-level performance, English language proficiency status, A- level qualifications and matriculation status sourced from student records completed the data required for the analyses.

The data were subjected to t-test, ANOVA, Multiple Regression and Chi-Square analyses.

Findings indicate that young adults, social science and full time students displayed a significantly higher level of degree performance than their counterpart groups, while young adults, traditionally matriculated, those pursuing pure and applied science courses, and registered full time significantly outperformed their counterparts in their pre university CXC CSEC/O-level qualifications generally and in CXC CSEC/O-level English language. Pure and applied science students experienced significantly higher levels of stress than social science students and also viewed their experiences significantly more negatively than the latter group. Both arts and education and social science students had a significantly more positive perception of the quality of teaching at university than did pure and applied science students.

Approaches/ Responses to Academic Life emerged as the variable explaining the greatest degree of variance in degree performance, followed by A-level General Paper, Stress Impact, Enrolment Status, and CXC CSEC/O-level performance, with the last two mentioned accounting for an equal amount of the explained variance in degree performance.

The findings have the potential to inform current policy and practice at UWI, Mona, particularly regarding the admissions process, English language policy and stress management. Recommendations are made for additional institutional research.

Keywords: Ingrid Ann Marie McLaren; predictors; academic achievement; degree performance; UWI, Mona