

ABSTRACT

Home and School Correlates of Social  
Adjustment Among Jamaican  
Grade 11 Students

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This investigation is an attempt to determine the type and extent of any relationships existing between certain home influence variables -- family life style, number of siblings, parental emphasis on success and parent-child interaction; certain school influence variables -- peer group influence, teacher-student interaction, academic emphasis, school climate, parental emphasis on success and measures of control, and social adjustment of students (the criterion measure).

The investigation examines sex and school type differences.

Two hundred and fifty Grade 11 students from five Corporate Area high schools in Jamaica constituted the sample.

Correlation matrices were computed and employed in the analysis of interrelationship between home influence factors, school influence factors and social adjustment. Stepwise multiple regression was used to identify the dependent variables which contributed most to the explanation of variance of social adjustment. 't' tests of difference were used to investigate possible sex differences. One way

analysis of variance and Tukey's post hoc analysis were used to measure differences between school types.

Significant relationships emerged between social adjustment and

- a) family life style
- b) school climate
- c) peer group influence
- d) parent-child interaction
- e) teacher-student interaction.

Parent-child interaction and family life style stood out as the best predictors of social adjustment while school climate emerged as the second best for the sample overall, the male and female subsamples.

Boys experienced significantly higher peer group influence, had more siblings and experienced stronger measures of control than girls. Girls experienced more healthy school climate and enjoyed stronger teacher-student interaction than boys.

Family life styles of students attending the Traditional High school for girls were significantly higher than that of those attending the Technical High school and Co-educational High school.

Other significant findings on the relationships among the independent variables are explained in the text.

Implications and recommendations emanating from these and other findings are offered.