

ABSTRACT

The purpose of this study was to examine the relationship certain variables might have with performance of students in the New Secondary School. A selected group of Grade 11 students was chosen and only performance in English Language and Mathematics was considered.

Both English Language and Mathematics were measured by a 30 item instrument designed by the investigator which is similar to the Secondary School Certificate Examination of the Ministry of Education.

The data obtained from 238 students were treated by the following analytical procedures:

- (1) One way Analysis of Variance and Scheffe's Test which showed no significant difference between Socio-economic Status and performance in both English Language and Mathematics.
- (ii) Student's "t" statistic showed no significant difference between the sexes and performance in English Language. Significant difference in performance in Mathematics was however, observed as the males performed significantly better than the females
- (iii) Pearson Product Movement correlational analysis

which showed that parental encouragement, teacher-pupil relationship and English Language correlated significantly with Mathematics while Socio-economic status and teacher-pupil relationship correlated significantly with English Language.

From these findings the following trends were identified:

- (1) Teacher-pupil relationship and parental encouragement are key factors in students' performance.
- (2) There is a marked difference in the performance of the males in Mathematics as compared with the females' performance in Mathematics.
- (3) Students' academic performance in English Language is also influenced by socio-economic status.

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