

ABSTRACT

PERSONALITY CORRELATES OF ACHIEVEMENT AMONG JAMAICAN TEACHER TRAINEES

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This study investigates the relationship existing between Academic Achievement and selected Personality, Personal and Biographic variables which were identified from a review of literature related to academic achievement.

The sample consisted of two hundred and ten teacher trainees drawn from four teachers' colleges in Jamaica. Achievement was measured by performance, in the final year of training, on Education Theory and Practice Teaching.

The three objectives of this exploratory study were achieved using such statistical procedures as Student's 't' statistic, One-Way ANOVA followed by Scheffe's test and Stepwise Multiple Regression.

Objective 1 - The relationship between Academic Achievement and the Independent Variables. There is no significant relationship between the criterion measures and Personality and Personal Variables; the two criterion measures are significantly intercorrelated. Results of the Regression Analyses indicate that Educational Achievement, Self Concept and Locus of Control explain a significant proportion of the variance in Education (theory) Grade, while Perceived Status of Teaching,

Educational Background, Locus of Control, Neuroticism and Commitment to Teaching constitute the group of variables which significantly predict Practice Teaching grades for this sample.

Objective 2 - College Differences

Results from the One-Way ANOVA indicate significant differences among the groups on four variables: Locus of Control, Status of Teaching, Emotional Maturity and Practice Teaching.

Objective 3 - Sex Differences

The 't' statistic identified four cases in which there were significant sex differences. These differences indicate that females in this sample are significantly more neurotic and less emotionally mature than males, who have performed significantly better on both Practice Teaching and Education Theory.

Based on these findings, a number of recommendations are offered.