

A B S T R A C T

MEASUREMENT AND RELATIONSHIP BETWEEN INTELLIGENCE AND BEHAVIOUR PATTERNS AMONG JAMAICAN CHILDREN

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Motivation for this research was prompted by the need to identify suitable instruments for the measurement of intelligence and behaviour and to investigate their relationship in ten and eleven year olds.

Research questions probed the suitability of the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Revised Behavior Problem Checklist (RBPC) in Jamaica and local patterns of student functioning.

The total sample of 386 children consisted of two major target groups of Normal (N) and Behaviour Disordered (BD) children, and dichotomous subgroups created by sex, age, family size, residence location, parental occupation and school type differences.

Major findings were as follows:

- i) Item and scale analyses supported the use of the WISC-R with minor adjustments pending development of Jamaican intelligence tests.
- ii) Factor analysis identified four major subscales of the RBPC but correlations yielded a substantial relationship between

the current and the U.S. factor structure thus supporting its use in Jamaica. Local norms are necessary however.

- iii) Student's 't' revealed no significant RBPC differences for age, sex and family size but elevated behaviour disorder was linked significantly with Primary school attendance, poor residential setting, and lower skilled mothers.
- iv) Student's 't' on WISC-R dimensions revealed highly significant differences, with large family size, poor residence location, lower skilled parents and Primary school placement linked with depressed intellectual functioning.
- v) WISC-R subgroup score pattern analysis yielded no significant pattern such as Verbal-greater-than-Nonverbal functioning. Differential diagnosis based on pattern analysis seems unsupported.
- vi) Product moment correlations yielded only low negative correlations between intelligence and behaviour disorder, with Attention Problem achieving significant values with all areas of intellectual functioning.
- vii) Major findings generally support local use of the instruments and demand intervention when interactional effects of behavioural functioning and socio-environmental factors depress intellectual performance.