

ABSTRACT

Self-Concept and Academic Achievement of Jose' Marti' Graduates

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A comparison was undertaken between the Work-study programme which was pursued at the Jose' Marti' Secondary School between 1977 and 1984 and the extent to which graduates of this programme compared with graduates of the Traditional Academic Programme which succeeded it, based on the variables of Academic Achievement and Self-concept. In carrying out this investigation, academic achievement and self-concept for both groups of graduates were analyzed in order to establish whether there were significant levels of correlation between these variables. Teachers' perceptions of the Work-Study programme were also taken into consideration in order to examine the possibility that students' performances could have been influenced by these perceptions.

A Self-Concept Scale for graduates and a Perception Scale for teachers were developed and administered among a sample equally distributed between Work-Study and Traditional groups. Academic performance grades in four subject areas for both groups of graduates were compiled in order to make comparisons.

Data were compiled based on six research questions and were treated with techniques in Analysis of Variance, Pearson's Product Moment Correlation and Chi Square

analysis.

The main findings showed that:

1. Graduates of the Work-Study programme performed better academically and had higher self-concepts than graduates of the Traditional programme.
2. No significant differences existed within either group with regards to "location" (i.e. urban, rural) and "gender" for these variables.
3. Teachers had high positive perceptions of the Work-Study programme - based mainly on the indicators, "Complexity" and "Observability".
4. Moderate levels of correlation existed between Academic Achievement and Self-Concept for both groups.

The implications which such findings have for education, were identified and discussed, and recommendations which might be useful to educational practitioners were suggested.