

## ABSTRACT

This study was designed to investigate achievement need and personal and national identity in Guyanese and Jamaican secondary school institution boys. It was prompted by a lack of comparative psychological studies of this nature between English speaking Caribbean countries. As such the study went further and sought to explore whether significant differences existed between Guyanese and Jamaican boys on all the selected variables.

Secondly, because of the importance of need for achievement and personal growth in identity, an attempt was made to investigate the relationship between these variables in the two countries and their relationship with, type of school, ethnic origin, nationality, socio-economic status, attitude to minorities.

The data was obtained from the sample of 400 15+ year old secondary school boys. This sample was made up of a Guyanese sample of 200 and a Jamaican sample of 200. Each of

these samples has sub-samples according to type of school and ethnic origin as follows

<u>Guyana</u>		<u>Jamaica</u>	
<u>Type of School</u>		<u>Type of School</u>	
Traditional High School	68	Traditional High School	65
Technical High School	72	Technical High School	68
Middle Secondary	60	New Secondary	67
Total	200	Total	200
<u>Ethnic Origin</u>		<u>Ethnic Origin</u>	
African	83	African	98
Mixed	80	Mixed	85
East Indian	70	East Indian	8
European	3	European	3
Chinese	4	Chinese	4
Other	0	Other	2
Total	200	Total	200

In stage I the samples were subjected to

- (a) 't' test to establish significant differences between these two countries.
- (b) One way and two way analysis of variance to establish significant differences between the three ethnic groups and the three types of secondary schools in each country.
- (c) Stepwise Multiple Regression Analysis to establish the best predictors of the criterion in each of these countries.

In stage 2 the national identity and personal identity were reduced to their subscales in order to establish the relationship of the subscales with the criterion and other selected variables. The data were subjected to the same

statistical analyses as in stage 1.

Firstly the Jamaican new secondary school boys displayed the highest level of need for achievement. Secondly Guyanese boys showed a stronger national identity than Jamaican boys. In both Guyana and Jamaica the technical high schools and the new secondary schools cater for the low socio-economic groups and it is these that have a poorer sense of personal identity. A poor socio-economic status leads to poor personal expectations.

Thirdly, East Indians on the whole are poorer on socio-economic status. However, in Guyana it seems as though Africans and East Indians fall into defined employment niches which are parallel to each other.

Fourthly there is indeed a relationship between need for achievement and identity. At stage two of the analysis the subscales of personal identity and national identity explained 24.8% of the variance in the Jamaica sample. This seems to suggest that in Jamaica identity is more crucial in the development of need for achievement or vice versa.