

# A B S T R A C T

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## SCHOOL AND SOCIAL FACTORS IN RELATION TO ACHIEVEMENT IN THE G.C.E. EXAMINATION IN THE TURKS AND CAICOS ISLANDS

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This study was aimed at examining the relationships between certain school and social factors and achievement in the G.C.E. examination of five groups of graduates of the Turks and Caicos High School, Turks and Caicos Islands.

The subjects for the study were 44 male and 72 female graduates of the Turks and Caicos High School for the years 1974-1975, 1975-1976, 1976-1977, 1977-1978, 1978-1979.

The research was conducted during the period January 10th to April 30th 1980. During this period the researcher administered the questionnaire to the subjects for the purpose of obtaining relevant data, and collated the G.C.E. "O" Level results obtained by the subjects.

Through the processing of the data collected, statistically significant answers were sought to the following research questions:-

- (i) that certain relationships exist between certain school and social factors as teacher preparation for future career, students' perception of employment opportunities, students' perception of the importance of career-counselling.....

career-counselling, students' achievement, motivation, students' perception of exam press, students' perception of the importance of the curriculum, sex, living mode, (family structure), family size, parents' education, parents' reading habits, parents' attendance at P.T.A., parents' insistence on homework, parents' assistance with homework, parents' consultation with teachers about students' work, year of graduation, parents' occupation (SES), parents' income status and achievement in the G.C.E. examination in the Turks and Caicos Islands.

(ii) that specific relationships exist between students SES as measured by parents' occupation and achievement in the G.C.E. examination.

(iii) that variation in students' achievement in G.C.E. can be explained more by their SES than by variation in other social attributes as their sex, living mode, family size, parents' education, parents' reading habits, parents' attendance at P.T.A., parents' insistence on homework, parents' assistance with homework, parents' consultation with teachers about students' work and income status of parents, or by variation in educational factors as teacher preparation for future career, students' perception of employment opportunities, students' perception of the importance of career-counselling, students' achievement motivation, students' perception of exam press, students' perception of the importance of the curriculum, and year of graduation.

The collected data were statistically treated and analysed using varimax rotated factor matrix, correlation coefficients and step-wise multiple /regression....

regression analysis.

Significant correlation coefficients were found between achievement in the G.C.E. examination and year of graduation, students' perception of employment opportunities and students' perception of the importance of career-counselling.

Significant relationships were found from the step-wise multiple regression analysis between achievement and year of graduation, students' perception of the importance of career-counselling, sex, living mode, parents' attendance at P.T.A., parents' assistance with homework, parents' consultation with teachers about students' work and income status of parents.

It is concluded that (a) the independent variables listed above help to determine some influence on achievement, (b) that among the variables studied, some school and social factors appear to have a more substantial effect on achievement than others, and (c) that achievement in the G.C.E. "O" Level examination is on the whole at an extremely low level in the Turks and Caicos Islands.

It is recommended that (i) further research be done in this area, using broader samples and more schools, (ii) an investigation be carried out to determine the bases of student perception, (iii) an investigation be carried out to discover the reasons why school factors generally do not appear to have a substantial effect on achievement and (iv) to investigate further the effects which social factors generally appear to have on achievement.