

Smith, Lilla

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The Possible Relationship Between Foreign/Local Orientation,

Academic Achievement and Self-Reliance

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The influences that home environment and personality might exert upon academic achievement and foreign/local orientation were investigated. Subjects consisted of 165 male and 143 female (total = 308) students attending the sixth form in secondary high schools and pre-university students attending community colleges. Results indicate that parental attitudes, independence training, self-concept, achievement and self-reliance appear to be reliable predictors of foreign/local orientation while achievement motivation, socio-economic status and self-reliance appear to be the best indicators of academic success. Females scored significantly higher on academic achievement than their male counterparts but males scored higher in their motivation to succeed on academic examinations. The scores of students attending single-gender schools were higher on academic achievement than students attending co-ed schools. Students attending co-ed schools, however, scored higher than their counterparts attending single gender schools on foreign/local orientation. Results are discussed in terms of parental, societal and governmental responsibilities to students.