

ABSTRACT

The Effects of School Organization, Teacher Behaviour, and Student Behaviour on the Academic Achievement of Form V Students in Trinidad.

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This dissertation examines the relationship between school environment and academic achievement of Form V students in Trinidad.

Based on researcher's previous studies, concern over high failure rates in public examinations and indiscipline among students, this project focused on school environment, defined and measured as consisting of principal behaviour, teacher behaviour, and student behaviour. Components of these variables and their items, obtained mainly in a preliminary study, were used to structure Likert-type scale, the principal instrument of the research.

Using a weighted scale, academic achievement was defined, measured, and analyzed as (a) grades and (b) number of subjects passed for (i) further studies (level one) and (ii) employment (level two) in 1989 G.C.E. (O' level), C.X.C. (basic and general proficiency levels) and national examinations (N.E.C.).

Some hypotheses tested were that differential principal, teacher, and student behaviour across schools, accounted for differential academic achievement.

Respondents in final survey were selected using random sampling technique.

Data, analyzed by computer programme (Glim) revealed the following conclusions:

(a) Principal behaviour did not differ significantly across schools, though, the academic achievements of these schools differed significantly ($P < 0.001$).

(b) School effect was significant ($P < 0.001$), high ($R^2 = 0.82\%$) and consistent regardless of mode or level of analyses. It also interacted significantly with social class ($P < 0.001$).

(c) Teacher behaviour did not differ significantly across and within schools.

(d) Student behaviour differed significantly only within schools at level two ($P < 0.05$).

(e) Combined categories of teacher behaviour, for example, use of time and use of question, affected academic achievement significantly ($P < 0.001$).

(f) Similarly, categories of student behaviour (for example, interest and perception) interacted significantly ($P < 0.001$) and

(g) Correlation between teacher-student attitude and student-teacher attitude affected academic achievement significantly ($P < 0.001$).

In terms of change in educational system, teacher training programme, and future research, the implications of these findings indicate the need for:

(a) structural changes in student selection mechanism, organization of schools and

(b) teacher evaluation in classroom. That is where the action is.