

ABSTRACT

The Relationship between the Socialization of Lower Sixth Form Students and the Variation in Academic Performance at the Unit 1 Examination of the Caribbean Proficiency Examination (CAPE) in Trinidad and Tobago

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This study is an exploratory study that seeks to investigate the relationship between the socialization of Lower sixth form students and the variations in their academic performance at the Unit 1 CAPE examination. The subjects of this study included 136 Lower sixth form students from a stratified random sample of four secondary schools from the Education District of St George East, Trinidad and Tobago. Each student completed a questionnaire administered by the researcher. Secondary data included examinations results for the 2011 CSEC English Language and Mathematics subjects and the 2012 Unit 1 CAPE subjects.

Quantitative methods included both descriptive statistics and inferential statistics. Descriptive statistics, Pearson's Chi-square, Independent Samples T-Tests, One-Sample T-test and Pearson's Correlation Coefficient, were used to examine each individual school in the study. At the All School level of analysis inferential statistics such as ANOVA and Stepwise multiple regression together with Descriptive statistics, Pearson's Chi-square, Independent Sample T-Test, and Pearson's Correlation Coefficient were utilized.

The findings of each school revealed variations with the level of significance among the independent variables. Variations also existed between the four schools. At the All Schools level of analysis, the data revealed a mean difference in sex/gender and academic performance. Stepwise regression of sex/gender, as a predictor variable when combined with socioeconomic status, race/ethnicity, peer group and parental involvement showed a strong positive correlation with Lower sixth form students' academic performance. Parental involvement when combined with sex/gender, socioeconomic status, race/ethnicity and peer group also showed a strong positive correlation between Lower sixth form students' academic performance. Finally, descriptive statistics at the All Schools level revealed a race/ethnicity mean score difference in academic performance. Afro-Trinbagonian students were performing below the level of the other ethnic groups in the study.

Keywords: Valentine Smith; socialization; academic performance; Lower sixth form students.