

## ABSTRACT

School Effectiveness - A Study of Some Related  
Variables in the Primary Schools of Tobago.

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The purpose of this study is to examine the relationships of the variables - school location, quality of school climate and pupils' performance - to each other as measures of school effectiveness. The study was done in an effort to add some measure of empiricism to the local debate which contends that some schools are more effective than others in that they consistently produce higher levels of pupils' achievement. Pupils achievement is measured by (1) percentage success rate on the Common Entrance Examination, and (2) percentage allocation to either Junior Secondary or five/seven year schools. The population investigated was the Education Division - Tobago. The purposeful sample consisted of eight schools - four urban and four rural. Data collection involved opinionnaires and search of official documents. The data was analysed using chi square procedure with  $p = .05$ . The study produced several findings. School location - rural/urban - is significantly related to some sub-tests of quality of school climate; it is independent of length of teachers' experience; and strongly related to pupils performance.

All sub-tests of quality of school climate are significantly related to length of teachers' experience except degree of humanism. Overall school quality is not predictive as a measure of school effectiveness. Some sub-test of quality of school climate are significantly related to pupils' performance. Schools do show differential effectiveness. Differences in variables do contribute to differences in pupils' performance. Generalization of findings to other settings may not be appropriate without more indepth research.

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