

ABSTRACT

This study was prompted by the consistently poor academic performance of many All-Age Schools in the Common Entrance Examination for entry to High School. It was designed to investigate the relationship existing between 16 independent variables and this criterion of achievement. The independent variables were conceptualized into three groups - Home Environmental Factors, School Environmental Factors and Community Factors.

The data obtained from 480 students, 220 teachers and 24 principals were subjected to the following analytical procedures:

1. Pearson Product-Moment correlational analysis which showed that 10 of the independent variables correlated significantly with the criterion. These were Family Profile, Parental Interest, Parental Involvement, Student Interest, Student Attendance, Principal Profile, Academic Emphasis, Teacher Rating of Students, School Equipment and Community Progressiveness.
2. Student's 't' Statistics through which significant differences were discovered between the schools showing more favourable performance records in the C.E.E. and those with less favourable records on the following variables: Family Profile, Student Interest, Principal Profile ($p < .001$); Parental Interest, Parental Involvement, Student Attendance, Academic Emphasis, Teacher Rating of Students, School Equipment, Community Progressiveness ($p < .01$) and Teacher Attendance and Physical Facilities ($p < .05$).

These results indicate that both the home and the school exert significant influence on the ultimate academic performance of the school. Among the recommendations therefore is for a programme, originating in the schools, aimed at educating the parents on their role in the educational development of their children. Another major recommendation stems from the high inter-correlation between Teacher Rating of Students, Student's Interest and the Criterion. It is recommended that teacher training programmes include issues of child psychology and motivational techniques.