

ABSTRACT

The research explores teacher perception and expectation as correlates of student performance in a sample of New Secondary Schools in rural, small town and urban areas in Jamaica. This embodied an investigation into:-

- (i) the relationship between teacher perception of themselves in terms of self-perception and teaching competence to influence students' level of performance and self concept.
- (ii) the relationship between teacher perception of themselves and their school.
- (iii) the relationship between teacher perception and students' self concept.
- (iv) the relationship between students' perception of themselves, their teacher, their school, their teacher perception and expectation of them and their own performance.
- (v) significant differences among students according to school areas on the selected variables of perception of teacher and teacher expectation, perception of their school and their performance.
- (vi) significant differences in teacher perception and expectation according to qualification of teacher and location of school.

Data were collected through questionnaires, interviews and recorded grades of students, using a sample of three hundred and sixty students and one hundred and twenty five teachers, drawn from fifteen New Secondary Schools. Responses to the questionnaires and the recorded grades of students were subjected to statistical computation at the Computer Centre of the University of the West Indies, Mona.

The statistical computation used were:

- (i) Means and Standard Deviation for both samples
- (ii) Pearson's Coefficient Correlation Matrix for both samples
- (iii) One-way Analysis of Variance - followed by Scheffe's Post Hoc Procedure on both samples.

FINDINGS.

The results of the computed statistics revealed:-

- (i) a significant relationship between teacher perception and expectation and student self concept and academic performance but revealed no significant relationship between teacher perception and expectation and student vocational performance and sporting activities.
- (ii) a significant relationship between teacher perception of themselves and their school.
- (iii) No significant difference in teacher perception and expectation according to qualification of teacher and location of

school.

The specialist trained teachers had higher perception of themselves than did trained teachers of academic subjects and as well had higher perception of their school and their student and higher expectation for student performance. Students vocational performance, however, was not significantly different from their academic performance.

- (iv) No significant difference among students according to school location on perception of their school, and their teacher although students in rural schools perceive their teacher more highly than students in other areas.
- (v) Significant difference among students according to school location on performance level in academic and vocational subjects but not in sports.

The implications which the findings have for education and the limitations are identified and discussed and some recommendations for improvement in the New Secondary Schools have been made.