

**A COLLECTION OF ABSTRACTS OF RECENT DOCTORAL RESEARCH ON
THE BAHAMAS**

Compiled by Patricia Rorick

Education/Training Practices and Resources in Large Businesses in New Providence, Bahamas

Andre P. Neely
Ph.D.

Walden University, 1995

The problem of this research was to determine if deficiencies in the existence of common and major education/training practices and resources within large business organizations in New Providence seemed to be frequent enough to help account for the workforce in The Bahamas being insufficiently educated/trained.

The respondents for this study were educators/trainers, personnel administrators, and senior managers in large business organizations in New Providence, Bahamas. Data analysis was based upon data collected from 23 respondents who were qualified to participate in this study.

Data for this study were collected from the respondents through the use of a questionnaire. The respondents were asked to provide information related to the major education/training practices, resources and needs (related to education practices) in their organization.

Analysis of the data showed that deficiencies in the existence of common and major education/training practices and resources in large businesses in New Providence did not appear to be frequent enough to help to account for the workforce in The Bahamas being insufficiently educated/trained.

Paradise and Plantation: The Economy of Caribbean Discourse

Ian Gregory Strachan
Ph.D.

University of Pennsylvania, 1995

The first concern of this study is to trace the evolution of the idea of the Caribbean as Paradise and to identify those circumstances which have made the region ideal for such a conception. The second is to examine the relationship between the representation of the Caribbean as a Paradise and the material reality of the Plantation. An investigation into the ways "Paradise" and "Plantation" rebuffer/reinforce each other on the level of metaphor will also be carried out. Third, the dissertation seeks to explain how the heritage of Caribbean paradise discourse affects the economic, social and cultural life of the Caribbean today. More specifically, it considers the dynamics of tourism, its status as an extension of the plantation system, and its role as a propagator and exploiter of the paradise myth. Finally, this dissertation strives to identify an economy of Caribbean discourse which is shaped by the controlling metaphors "Paradise" and "Plantation", and the ideologies (colonizing and decolonizing) which have deployed them for the past five hundred years. The objective is to prove that Caribbean discourse, whether generated by colonizer or colonized, has been affected by notions of the region's value, the value of its people.

Chapter one, "Paradise and Imperialism" traces the evolution of the "Caribbean is paradise" metaphor between the fifteenth and late eighteenth centuries, using texts like Columbus' Journal and Defoe's *Robinson Crusoe* as signposts. Chapter two, "Emancipation and the Caribbean Wasteland," analyzes the shifts in Caribbean discourse which took place after Emancipation, when the region was no longer figured as a paradise but as a wasteland of unproductiveness, and at the turn of the century, when this unproductiveness transformed the region into a paradise once again. Chapter three, "Paradise is Plantation" uses the Bahamian case as an example of the role tourism (the modern paradise business) plays throughout the post-independent Caribbean. Chapter four, "Another Eden," examines the native response to the imperialist discourse of paradise and plantation via the theory and practice of its leading poet and playwright Derek Walcott.

Factors Influencing Secondary Students' Attitudes Towards Agriculture in New Providence, The Bahamas

Earle McClain Johnson, Sr.
Ph.D.

University of Reading, 1996

This research study is concerned with an investigation of the factors which influence 11th grade school students' attitudes toward agriculture in New Providence, The Bahamas. The study also examines, 11th grade teachers, parents, as well as group respondents interviewed (ie. COB agricultural students, COB ex-agricultural students and MOA officials) attitudes toward agriculture.

A sample of 418 11th grade school students were randomly selected from six secondary schools to whom questionnaires were administered. A sample of 60 11th grade teachers and 54 parents were interviewed by questionnaire schedules. Another sample of 12 individuals were selected for group interview which was in the form of open discussion. The analysis of the data is both qualitative and quantitative. The main analysis of the study in response to students' attitudes towards agriculture were subjected to chi-square test to establish relationships between the dependent and independent variables.

All categories of students had neutral attitudes towards agriculture, and would not register for agriculture as a course of study or a career. Male and female students of all levels of ability and students of different levels of ability perceived agriculture being too manual; friends wanted them not to get involved; teachers did not encourage them and they lacked agricultural knowledge. Students of different ability levels were unsure about opportunities or prominent persons' involvement in agriculture. They perceived that other professions had higher status. Above and below-average ability students' parents preferred them to pursue careers other than agriculture.

Bahamian students were found to have exceptionally and unrealistically high aspirations. Students, according to their ability, were most strongly attracted to modern sector, mid/high status "managerial" positions as a result of the optional courses taught at school.

Students' self-efficacies for specific occupations predicted their willingness to consider occupations. The range of occupations students feel efficacious was related to the range of occupations they considered but not to their aptitude. Both boys and girls reported greater self-efficacy and willingness to consider occupations dominated by their own gender, with girls showing a greater tendency to reject occupations dominated by the opposite sex. Students of different levels of ability have greater self-efficacy and willingness for professional careers rather than nonprofessional careers, excluding repairer of electronic equipments.

Female students according to their ability perceived agriculture should not be sex-stereotyped, and should be open to both genders.

Parents had positive attitudes towards agriculture, and supported agriculture among their children. The non-professional occupations of parents, brothers and sisters did not influence students' career aspirations for Professional Occupations.

The results tend to suggest that teachers and senior school administrators did not foster agriculture among secondary school students. They perceived that teaching, agriculture and tourism were important for The Bahamas, and that the Bahamian government was not serious about agriculture.

Group respondents had a positive attitude towards agriculture. They perceived that opportunities exist in agriculture, and adequate money can be generated from it.

**Civil Service Reform Trends in Public Personnel Management: Experiences From
The Commonwealth Of The Bahamas**

Carolyn Claralean Rolle
PhD.

Florida International University, 1996

This study has explored the potential for implementing a merit-based public personnel system in The Bahamas, a former British colony in The Commonwealth Caribbean. Specifically, the study evaluated the use of merit-based public personnel management practices in areas of recruitment, selection, promotion, training and employee development and performance evaluation. Driving forces and barriers which impact merit system successes and failures as well as strategies for institutionalizing merit system practices are identified. Finally the study attempted to apply the developmental model created by Klingner (1996) to describe the stage of public personnel management in The Bahamas. The data for the study was collected through in-depth interviews with expert observers.

Constructing Realities: Learning to Write at The College of The Bahamas

Earla Carey-Baines
PhD.

Washington State University, 1997

This dissertation is the result of a research project that examined the teaching and learning of writing in the first college-level English course students are required to take at the College of the Bahamas. The project was designed to explore the ways in which the writing behaviours of students – their writing processes and their written products—were influenced by the strategies and practices used to teach writing in the undergraduate writing classroom.

The project was guided by two questions: (1) What are the instructional strategies used to teach writing in the first college-level English course students are required to take? (2) How do such strategies influence the writing behaviors of students? To explore possible answers, the project was divided into two studies. In the first study, faculty responsible for teaching the course described the series of strategies and activities they used to teach writing. In the second, students enrolled in the course described the writing strategies they used to produce the essays required for the course. My findings indicated that: (1) students had used the instruction they had received to construct a concept of writing unique to the instructional context; (2) classroom writing instruction had influenced the writing behavior of students; and (3) students had learned to write in accordance with the ways writing had been defined by the strategies and activities used to teach writing in the undergraduate writing classroom.

The project was grounded in symbolic interaction which emphasizes the importance of language and social interaction in understanding and explaining human behavior. According to this theory, human behavior is understood best by examining the social context within which interaction takes place and out of which meaning as constructed, realities are shaped, and behaviors enacted. Consistent with the research focus and with symbolic interaction's methodological requirement of "getting inside" the individual, data were collected by qualitative research methods such as observations, interviews, and the collection of documents.

Faculty and Student Perceptions of Teaching Styles: Do Teaching Styles Differ for Traditional and Nontraditional Students?

Evelyn McCollin
Ph.D.

University of Southern Mississippi, 1998

The influx of adult learners in collegiate classrooms suggests the need to examine the extent to which college faculty employ adult learning principles in their classrooms. The primary purpose of this study was to determine if there were a difference between college faculty's and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. A secondary purpose was to determine if a relationship existed between the criterion variable of teaching styles of instructors, as indicated by PALS and the predictor variables of instructors' age, gender, nationality, years of teaching experience, work status, educational level, and type of course facilitated. The relationship between the criterion variable of teaching styles, as indicated by APALS and students' variables of age, gender, course taken, academic major, length of attendance, part-time or full-time status was also investigated.

Participants in the study were 84 faculty and 585 students at College of the Bahamas. The student sample consisted of 243 traditional students (under age 25) and 342 nontraditional students (25 years and over). Instructors' teaching styles were measured by the Principles of Adult Learning Scale (PALS) and an adapted form of the PALS instrument, the Adapted Principles of Adult Learning Scale (APALS), measured students' perceptions of their instructors' teaching styles. The Instructor Information Form and the Student Information Form were used to collect personal data on the instructor and student.

An independent measures t-test and multiple regression analysis were used to analyze the data. The findings revealed that there was a statistically significant difference ($p < .05$) between instructors' perceptions of their teaching styles and students' perceptions of their instructors' teaching styles. Students rated instructors as more teacher-centered than instructors rated themselves. Multiple regression analysis revealed a significant relationship ($p < .05$) between instructor predictor variables and PALS' score and there was a significant relationship between students' predictor variables and the APALS' score. Further analysis of the predictor variables indicated that 27.2% of the variance in the instructors' PALS' score was explained by the instructors' educational level and type of course taught. The results also revealed that 14% of the variance in the students' APALS score was explained by the students' academic major and type of course taken.

The study has implications for faculty development workshops in adult learning principles and teaching styles. Conclusions and recommendations are included.

The Anglican Church and Bahamian Cultural Identity: The Role of Church-sponsored Education, Prayer Book Liturgy and Anglo-Catholic Rituals in the Development of Bahamian Culture, 1784-1900

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University of Edinburgh, 1998

The arrival and settlement of the Loyalists and their slaves in The Bahamas in 1784 effected a social, economic and cultural revolution in this British Colony.

With the establishment of the Dioceses of Barbados and Jamaica in 1824, there dawned on The Bahamas, a part of the Diocese of Jamaica until 1861, a process of Anglicisation hitherto unknown. As the *raison d'être* of its established Episcopal form of Church Government and in anticipation of slave emancipation in 1834, the Anglican Church was charged with the responsibility of preparing slaves in the British West Indies for responsible citizenship. The method employed was a process of civilisation and conversion. The means were the 1662 Book of Common Prayer and Church-sponsored English education.

Through its educational system, however, the Church launched an assault on the culture and the identity of the Bahamian masses. By means of this system the hierarchically structured world view of the English was substituted for the slaves' traditional West African world view. This initiated a process of destabilisation and trivialisation which could not but undermine Bahamian cultural identity.

Yet, the meeting of the Evangelical and the Tractarian traditions in the Anglican Church in The Bahamas, and the Anglo-Catholic rituals which followed in the wake of the Tractarian Movement and climaxed by 1900 were able to accommodate powerful religious symbols originating in the African past.

Through its education, liturgy and Anglo-Catholic rituals, therefore, the Anglican Church facilitated and nurtured a Bahamian cultural identity which was consistent with both traditional West African religious culture and the evolving tradition of Bahamian Anglicanism.

The Literacy Experiences of Family Island Participants in the Bahamian Adult Literacy Program

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Ph.D.

University of Alberta, 1998

The purpose of this study was to examine the Bahamas Adult Literacy Movement (BALM) program through the experiences of Family Island learners as perceived by them, their tutors, and program coordinators. The participants included four coordinators, 18 tutors and 20 adult learners from four selected Family Islands. Data were collected using questionnaires, interviews and program and coordinator documents. Data were analyzed qualitatively by identifying themes across data sources.

Four major themes emerged: participatory stances, program influence, instructional initiatives and evaluation. The results of the study indicated that participants were motivated to participate in a literacy program for personal gratification purposes. Participants believed that their improved reading and writing skills allowed them to become more actively involved in their communities. They also believed that their increased self-confidence, as a result of their involvement in a program, had a positive affect on their lives. The findings also suggest that regardless of the instructional methodology chosen by the organizers, participants indicated that they felt that their literacy abilities had increased. However, the results also indicated that evaluation was a short-coming of program offerings as there was little evidence indicating that either formal or informal evaluation was conducted within local programs or by BALM organizers.

The study suggests possible adaptations to BALM offerings in order to effectively meet learners' needs. Recommendations for future research are also presented.

The Promised Is'land: Reconstructing History and Identity Among the Black Seminoles of Andros Island, Bahamas

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Ph.D.

University of Florida, 1999

The Seminole Indians of Florida have been the focus of a substantial amount of anthropological and historical research that acknowledges the presence of Africans among the Seminoles in Florida, and in Oklahoma and Texas where both peoples were forced to migrate during the Indian Removal. None of them, however, makes more than cursory reference to those who fled to The Bahamas, the Black Seminoles. Africans escaping enslavement on the plantations of Georgia and the Carolinas began seeking sanctuary in Florida among the Seminole Indians in the early 18th century. They became allies against land-grabbing European Americans and slave catchers—both European and Native American. Their harmonious coexistence led the Africans to adopt the name “Black Seminoles”. Although the Africans had escaped the plantations, they could not avoid the persistent harassment of European Americans who threatened their return to enslavement. A small number of them ultimately escaped once again, sailing for the “Promised is’Land” of Andros in The Bahamas. This ethnohistorical study provides insight into both the historical and the contemporary culture and identity of the unique community of Black Seminole descendents on Andros Island, Bahamas, and closes a void in the anthropological and historical records. The potential long-run benefit to the field of anthropology is that it will stimulate investigations of the dynamic cultural interaction of Native Americans and Africans in the African Diaspora, a subject which has been sorely neglected. Native Americans and Africans suffered similar fates at the hands of colonizing Europeans throughout the Americas and the Caribbean. Discovering the nature and scope of contacts between Native Americans and Africans in the African Diaspora, and how these affected the configuration and formation of cultural identity, is critical to an understanding of oppressed peoples of the world and to the analysis of cultural adaptation and social change.

The Effects of the Four Selected Components of Opportunity to Learn on Mathematics Achievement of Grade 12 Students in New Providence, Bahamas

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University of Southern Mississippi, 1999

The purpose of this study was to determine if a single dimension of opportunity to learn could be identified using four selected components of teachers' characteristics, students' characteristics and classrooms' characteristics; and to determine if each of the four components of opportunity to learn (OTL) was related to mathematics achievement as measured by the results of the June 1999, Bahamas General Certificate of Secondary Education mathematics examination.

The primary sample of the study consisted of 1015 Grade 12 students from six public and six private schools in New Providence, Bahamas. Of the 1015 students included in the sample, a complete data set was available for 463 students. The secondary sample in this study consisted of 52 mathematics teachers who taught the participating students in the tenth, eleventh or twelfth grade. Two data sets were used to analyze the data.

The findings of this study indicated that the model-data fit was reasonable, indicating that there was a relationship between opportunity to learn and three selected components of teachers' characteristics, students' characteristics and schools' characteristics. The fourth component, classrooms' characteristics, was not significantly related to OTL.

Each of the four components of school, student, teacher, and classroom were significantly related to mathematics achievement as measured by the Bahamas General Certificate of Secondary Education mathematics examination. When taken individually, course taking, teaching strategies, professional development, educational background, affiliation, strength of climate, recognition, commitment, accomplishment, socioeconomic status, attitude toward school, and student's prior ability were significantly related to mathematics achievement. However, when taken individually, manipulative use, parental involvement, and years of teaching experience were not significantly related to mathematics achievement. Furthermore, professional development, attitude toward school, strength of climate, recognition, and accomplishment were negatively related to mathematics achievement.

In terms of effect size, the results of this study show that students' characteristics made the largest contribution to mathematics achievement followed by classrooms' characteristics, schools' characteristics, and then teachers' characteristics. Although each of the components of the schools' characteristics taken individually were significantly related to mathematics achievement, the set of schools' characteristics explained only about 12% of the variability in mathematics achievement. The set of students' characteristics (with parental involvement not significant) explained about 60% of the variability; classrooms' characteristics (with manipulative use not significant) explained about 36% of the variability; and teachers

characteristics (with years of teaching experience not significant) explained about 8% of the variability in mathematics achievement.

Schools continually seek to improve instruction and student performance in mathematics throughout the Commonwealth of the Bahamas. This research includes 15 implications and recommendations for the Bahamian school administrators and policy makers, teachers, students, and parents.

**International Academic Relations and Small Nation States: A Case Study of Selected
British, American and Canadian Initiatives in Bahamian Higher Education**

Joan Dorrell Vanderpool
Ph.D.

University of Toronto, 1999

The transformation of educational legacies from a colonial past and the adaptation of policies and practices from recently formed academic relationships abroad are discernible features of higher education development in The Bahamas since political independence was attained in 1973. An ongoing exercise in Bahamian higher education therefore involves sustaining old and establishing new relationships with larger nations.

Bahamian international academic relationships contribute to the development of a viable higher education system and a number of higher education opportunities. However, they can also challenge and impose limitations on the creation of indigenous educational policies and practices and weaken the identities of emerging local institutions. In this thesis these contributions and challenges are explored using qualitative and quantitative research approaches. A survey of local perceptions of external influences on the development of Bahamian higher education was conducted along with a multiple case study of initiatives that reflect British, American and Canadian influences during the 25 year period, 1973 to 1998.

The initiatives include; transformation of bank training and education from British models of the 1970's to today's programs in banking at The College of The Bahamas; the evolution of a part-time extension program from America into a Bahamas-based university college; and the selection of Canada as one foreign study destination, among many options, selected by Bahamian students seeking higher education. All initiatives were analyzed across typical higher education functions to assess the extent to which they offer opportunities for productive strategies of development including domestic relevance, linkages with regional and other higher education jurisdictions, and allow for counter-penetration into cultures of initiating countries. Literature reviews and a country study that includes an overview of higher education in The Bahamas, serve as contexts for research findings. Suggested ways of enhancing British, American and Canadian academic relations with The Bahamas are offered based on prevailing issues, foundations and theoretical orientations.

Survey findings reveal that participants perceive benefits from fostering international linkages but they also value the development of The Bahamas' own unique approach to higher education. From a Bahamian perspective, academic relations are based on individually asserted needs for and strong national obligations to provide locally and internationally recognized standards of achievement in higher education. Meanwhile, the Bahamas' larger partners in academic relations seek international linkages establishing offshore extension, exchange and research programs, or facilities abroad and the recruitment of potential students to help increase enrollment and perceived levels of internationality at home. Findings suggest that the strategic value of international academic relations of either side is linked to both prestige and expedience.

However, it is apparent that even though academic relationships between small and large nations appear to be potentially beneficial and interdependent, they are not always reciprocal or collaborative. This might be because multidimensional and interrelated issues, foundations and theoretical orientations circumscribe these relationships. In addition, such relationships are rooted in the intellectual, cultural, political and economic traditions of the countries involved.

When Diaspora's Discriminate: Identity Choices and Anti-Immigrant Sentiment in The Bahamas

Tiffany Jeanell Lightbourn
Ph.D.

University of Michigan, 2000

This study examines the relationship between inclusiveness of social identity (personal, national, regional or racial) and attitudes toward Haitian immigrants in the Bahamas as a real world case to investigate how identity may influence prejudice toward outgroups. Self categorization and its consequences for intergroups behavior have a long history in social psychology (Sherif & Sherif, 1953; Tejfel & Turner, 1986; Duckit, 1992; Verkuyten & Hagendoorn, 1998). Social identities represent a shift in the self-concept such that I becomes we, and the self is categorized into more inclusive social units (Brewer, 1991). One hypothesis is that as social identity becomes more inclusive, individuals become more tolerant of outsiders (Gaertner, 1989; 1993) To test this hypothesis the author conducted an experimental survey of the relationship between Bahamian natives' social identity and anti-Haitian sentiment. Participants included 297 Bahamian college students from three schools (a private college, a community college and a vocational-technical institute). Participants were randomly assigned to one of four conditions and primed to think of specific social identities—diasporic (pan-African/Black), regional (Caribbean), national (Bahamian) or individual—and then examined about their perceptions and attributions regarding the Haitian outgroup. The regional and racial primes were difficult to initiate or sustain in this survey. The small portion of the sample who did think of themselves in a superordinate way (Black or Caribbean) reported lower mean levels of prejudice and higher mean levels of threat. Most of the sample identified themselves as Bahamians or Individuals. Regression analyses revealed that thinking about the self nationally (Bahamian) increased the likelihood of endorsing anti-Haitian attitudes and emotions, and harsher immigration policies. For 8 of the 11 outcomes where there was an initial relationship between identity and our prejudice measures, this association was mediated by threat. For these variables (cultural and citizenship rights, positive stereotypes, negatives emotions, anti-Haitian affect, Haitian-American affect, Haitian familiarity and repatriation policy) the threat elicited by thinking about Haitians through the national lens led to greater prejudice. These results suggest that intergroup hostility is a function of how people conceive of themselves and the threats they feel immigrants pose to their country.

An Assessment of Computer Usage Within the Bahamian Public School System and Recommended Guidelines Towards the Development of a Strategic National Computer Plan

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Ed.D.

Florida International University, 2000

Computers have dramatically changed the way we live, conduct business, and deliver education. They have infiltrated the Bahamian public school system to the extent that many educators now feel the need for a national plan. The development of such a plan is a challenging undertaking, especially in developing countries where physical, financial, and human resources are scarce. This study assessed the situation with regard to computers within the Bahamian public school system, and provided recommended guidelines to the Bahamian government based on the results of a survey, the body of knowledge about trends in computer usage in schools, and the country's needs.

This was a descriptive study for which an extensive review of literature in areas of computer hardware, software, teacher training, research, curriculum, support services and local context variables was undertaken. One objective of the study was to establish what should or could be relative to the state-of-the-art in educational computing. A survey was conducted involving 201 teachers and 51 school administrators from 60 randomly selected Bahamian public schools. A random stratified cluster sampling technique was used.

This study used both quantitative and qualitative research methodologies. Quantitative methods were used to summarize the data about numbers and types of computers, categories of software available, peripheral equipment, and related topics through the use of forced-choice questions in a survey instrument. Results of these were displayed in tables and charts. Qualitative methods, data synthesis and content analysis, were used to analyze the non-numeric data obtained from open-ended questions on teachers' and school administrators' questionnaires, such as those regarding teachers' perceptions and attitudes about computers and their use in classrooms. Also, interpretative methodologies were used to analyze the qualitative results of several interviews conducted with senior public school system's officials. Content analysis was used to gather data from the literature on topics pertaining to the study.

Based on the literature review and the data gathered for this study a number of recommendations are presented. These recommendations may be used by the government of the Commonwealth of The Bahamas to establish policies with regard to the use of computers within the public school system.