

A COLLECTION OF ABSTRACTS OF RECENT DOCTORAL RESEARCH ON THE BAHAMAS

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<https://doi.org/10.15362/ijbs.v12i0.55>

PERCEIVED SOCIAL SUPPORT AND ADULT ATTACHMENT STYLES: RELATIONSHIP WITH VIEW OF SELF, VIEW OF OTHERS AND HELPING TENDENCIES

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Detroit, Michigan

May, 1999

Two studies examined the generalizability of attachment – based findings on perceived social support and adult attachment styles by comparing their relative ability to predict self-esteem, view of others and helping variables in Bahamian samples. In study 1, the derivation of attachment styles and the links between perceived support and attachment style and self-esteem and retrospective accounts of early relationships with parents provided support for the cross-cultural validity of these constructs. However, neither perceived support nor attachment style was related to view of others as trustworthy, levels of cynicism and attitudes toward persons with psychological disorders or AIDS victims. For the most part, significant findings were replicated in Study 2. Study 2 also used a vignette design to more directly assess helping attitudes and behaviors. Both perceived support and attachment style were related to likelihood of being burdened by helping persons depicted in vignettes and high perceived support individuals viewed interpersonal help as likely to be more effective than medical support. For each of their shared variables, with the exception of likelihood of being burdened, the unique variance of perceived support was greater than that of adult attachment style. The results are discussed in terms of the limited predictive sphere of perceived support and attachment style, the importance of contextualizing the helping situation and possible directions of future research on these issues.

HOLLYWOOD FILMS, REFLECTIVE PRACTICE AND SOCIAL CHANGE IN TEACHER EDUCATION: A BAHAMIAN ILLUSTRATION

Faith J. Butler, Ph.D.
McGill University, 2000

This qualitative inquiry explores the use of Hollywood films depicting teachers (teacher-films) as an approach to reflective practice and social change with 60 undergraduate students in a teacher education programme in The Bahamas. In order to facilitate critical reflection on the pre-service teachers' perceptions of teaching, on themselves as teachers, and on their teaching experience, a module comprised of five teacher-films (*To Sir With Love*, *Blackboard Jungle*, *Stand and Deliver*, *The Prime of Miss Jean Brodie*, and *SARAFINA!*) is designed and employed. The depictions of teaching are deconstructed as a means of introducing the complexity of teaching as well as unveiling the relevance of the life of a teacher. Central to the study is exploring how prospective teachers "read" these films and what insights prospective teachers gain from the films.

The study generates four main data sources: 1) transcriptions of audio-taped group discussions with the pre-service teachers, 2) the pre-service teachers' written responses to questionnaires relating to the teacher-films, 3) reflective journals kept by the pre-service teachers, and 4) the pre-service teachers' written responses to the entire teacher-film module. The analysis of the data is presented in two parts. First, the pre-service teachers' overall response to the teacher-film module is detailed. Next, their close reading of teaching and learning as portrayed in two of the films, *The Prime of Miss Jean Brodie* and *SARAFINA!*, is discussed. A number of themes that emerge within the data such as the role, influence, and power of teachers are explored.

This inquiry has revealed how teacher-films can be utilized within teacher education to prompt neophyte teachers to examine their identity as teachers, to scrutinize their perceptions and assumptions, as well as to stimulate questions with regard to the perplexities of teaching. Film pedagogy also has potential to heighten awareness of vital issues of teaching such as race, class, and gender, to provoke self-study, and prompt social change. In addition, educators and researchers can learn much by examining pre-service teachers' responses to popular screen images of teachers as well as other popular culture images of teachers. This information can be used to design teacher education curricula that more adequately prepare neophyte teachers for the challenges of teaching.

AN EXPLORATORY STUDY OF FACTORS INFLUENCING CAREER CERTAINTY AND INDECISION OF HIGH SCHOOL STUDENTS IN THE BAHAMAS

Karen Denise Thompson, Ph.D.
University of South Carolina, 2001

The purpose of the study was to examine the confidence level in career decision-making of Bahamian adolescents in the high schools in Nassau, Bahamas, investigating factors that influence one's level of confidence in career decision-making, and to compare means of Bahamian sample with the high school norms group of the Career Decision Scale (CDS). The study sample consisted of 385 11th and 12th graders from three high schools (two private and one public) in Nassau, Bahamas. The Career Decision Scale was administered along with a demographic survey to examine 13 factors which might measure the effects and/or interaction effects of influences on confidence in career decision-making. A factorial design was used.

Five MANOVAs and the appropriate follow-up statistics (Tukey's Honestly Significant Difference post hoc tests) were used to determine differences and interaction effects among the variables measuring the level of career decision-making skills. Additionally, the means of the sample group and the high school norm group were examined by using independent t-tests.

The findings of the study indicated that there were significant differences among grade level, type of school, post-secondary plans, a visit to the school guidance counselor, BJC examination passes, and parents' occupation, and one three-way interaction among gender, type of school and grade level. Compared to high school norm group, the Bahamian high school students demonstrated more certainty and less indecision in career decision-making. Based on the findings of the study the researcher concluded that for Bahamian adolescents, the type of school, the grade level, a visit to the school guidance office, BJC passes, and parents' occupation were significant factors that influenced one's level of confidence in career decision-making. A replication of the study with a larger sample size or from more high schools throughout The Bahamas would reveal a more accurate status of adolescents' confidence in career decision-making as well as the influences that were significant in determining the level of confidence in career decision-making.

PREDICATE MARKING IN THE BAHAMIAN BASILECT: AN INTEGRATED APPROACH

Helean Arlesa McPhee, Ph.D.
University of the West Indies, 2002

This thesis examines predicate marking in Bahamian Creole data, paying particular attention to Tense, Aspect and Modal Markers, using an integrated approach. The integrated approach assumes interaction between semantics, discourse and syntax, yet insists on maintaining clear distinctions between these levels in linguistic analysis. It also assumes that semantics is basic in linguistic analysis. The integrated approach produces results which indicate a general lack of correspondence between the levels of semantics, syntax and discourse. For example, the semantic Modal *go* is treated by speakers as a syntactic predicator, and a Tense marker at the level of discourse. Similarly, a lack of correspondence was found with the semantic Tense marker *bin* and the semantic Aspect marker *don* and the semantic Modals *hafta*, *gata*, *kyan*, *kud*, *na* and *iyng*. Given these observations, a simple Tense-Aspect order is proposed for pre-predicate markers at the level of syntax. Nevertheless, the question is raised as to whether syntactic pre-predicate markers co-occur at all in Bahamian. In addition, the thesis measures the adequacy of its description against data cited in competing descriptions of related varieties such as Guyanese and Jamaican. Descriptions proposed for these languages are also assessed on the basis of their ability to successfully account for the Bahamian data. The tentative conclusion is that the description proposed for Bahamian is more successful in accounting for data across the various varieties than is any competing description.

A STUDY OF THE RELATIONSHIP OF HOST COUNTRY SOCIO-ECONOMIC CONDITIONS AND FOREIGN DIRECT INVESTMENT INFLOWS.

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Argosy University, 2002

155 of the 207 countries in the world are classified by the World Bank as developing, 54 of which have gross national incomes (GNIs) of between \$756 and \$2,995, and 63 countries with GNIs of \$755 or less. Added to this is the United Nations' estimate that some 2.8 billion people live on less than \$2 a day. Development remains an enduring quest yet an elusive goal for most of the world. The road to development that was once paved with trade restrictions and economic insulation has given way to the opening of country borders to international trade and foreign capital. Foreign investment, particularly foreign direct investment (FDI) is seen as crucial to ensuring economic advancement. Notwithstanding the efforts to attract FDI by the developing world, however, most FDI flows to the developed world, which in 2000 received some 80% of the \$1,270.8 billions of the world's FDI with 95% of FDI inflows and 99% of FDI stocks going to the top 30 host countries. This paper seeks to identify what socio-economic characteristics of host countries may be influential in attracting FDI to developing countries. A selection of seventeen socio-economic variables spanning the 30-year period 1970 – 1999, from ten developing countries – five from Asia and five from Latin America -- is used in the OLS regression framework specifically to find out firstly, whether and what socio-economic factors influence FDI flows to the developing world generally, secondly, whether there is a difference in the variables that may influence FDI flows to different regions of the developing world, and thirdly, whether the variables that may influence FDI flows differ from country to country. Testing fifteen hypotheses, it was found that socio-economic conditions of a country do influence FDI flows and there is a difference in the variables that influence FDI flows to different regions of the world. Moreover, the variables that influence FDI inflows vary from country to country. Consequently, attempts to apply a uniform model of host country characteristics designed to prepare countries to attract FDI are likely to be ineffective. Given the challenges of attracting FDI, developing countries should not rely solely on foreign direct investment to fulfill their economic growth and development needs. Further, developing countries should expend their efforts on determining compatibility between the needs and the conditions of their respective countries with the needs and expectations of specific foreign investors.

FINANCIAL RESOURCE ALLOCATION DECISION-MAKING IN PUBLIC HIGHER EDUCATION IN THE COMMONWEALTH OF THE BAHAMAS: A COLLECTIVE CASE STUDY.

Adrilla Horton-Wallace, Ph.D.
Kent State University, 2002

The purpose of this study was to determine the strategies utilized in the financial resource allocation process in public higher education in The Commonwealth of The Bahamas. Specifically, current budgetary strategies used at the state and institutional levels were examined to identify agreement or disagreement between the two levels and to determine the decision-making model.

The literature on budget allocation identified several budgeting approaches to financial resource allocation decision-making in higher education. These methods could be classified under two major models: the politically rational and objectively rational budgeting models. Merson and Qualls (1979) suggested decisions related to allocations of resources in a college or university were among the most important decisions of administrators and governing boards. To make these decisions responsibly, a well-articulated process of resource allocation is needed. For Sizer (1982), this process is a rational one, as it must be consistent with the university's development plan and mission.

Rational decision-making, like most present-day problem-solving approaches, has its base in Dewey's (1910) analysis of reflective thought. This analysis identified five logically distinct steps involved in reflection: the occurrence of a difficulty (identifying a problem), its location and definition (determining its nature), suggestion of a possible solution, analysis of the suggestions, further observation and experiment leading to its acceptance or rejection. But the rationality in this process is only a conceptual attempt to exclude individual views or experiences in decision-making. In keeping with this underlying belief in an individual's ability to act in isolation of personal experiences, several other scholars developed and defined Dewey's analysis.

This study was designed to determine the budgetary strategies used in public higher education in The Commonwealth of The Bahamas, and the decision-making model underlying the process. The results showed a politically rational decision-making model at work throughout public budgeting and within higher education institutions, with minimal consideration given to objective analysis. Incremental line item budgeting resulted in financial constraints for institutions and created frustration between state and institutions; yet little effort seemed to be directed at alternative, non-government sources of funding. However, the need for alternative sources of funding was expressed throughout the study. There was a general call for efficiency from state administrators; accountability was assured through the expenditure reporting mechanisms contained in the budget. Also no strategic connection between allocations and plans and no clarity in the role that higher education can and should play in galvanizing the nation forward was evident. These findings also supported findings of Smith (1995) and Williams (1999) about the efficacy of political and rational decision-making in resource allocation in higher education institutions.