ABSTRACT

HALL-CAMPBELL, NIAMBI. Culture in Context, A Mixed Methods Exploration of School Climate and Culturally Relevant Pedagogy Beliefs in Bahamian Secondary Education. (Under the direction of Dr. Craig C Brookins).

A number of studies examine the relation between teacher training and culturally relevant pedagogy (Buehler, Ruggles-Gere, Dallavis, and Shaw-Haviland, 2009) however; examples of the relationship between school climate and culturally relevant pedagogy are scarce in general and non-existent in a Bahamian context. Moreover, it is not clear whether the current measures of culturally relevant pedagogy developed for an American educational setting are applicable in the Bahamas. The purpose of this research was to determine Bahamian definitions of these constructs and examine them in a Bahamian context using a sequential exploratory mixed method design. Perceptions of Bahamian pedagogy were obtained through semi-structured interviews (N= 7) and a focus group to devise measures of culturally relevant pedagogy in a Bahamian context (Phases 1 and 2). In Phase 3, Bahamian secondary education teachers and administrators (N = 227) were surveyed regarding their perceptions of school climate (Hoy et al., 2002), efficacy to enact culturally relevant pedagogy and beliefs in the positive outcomes of using culturally relevant pedagogy (Siwatu, 2007). Both Bahamian and American-derived instruments were used. The major findings of the study demonstrated that culturally relevant pedagogy in a Bahamian context is a distinct construct, operationalized differently than in an American context. A new factor structure of the American derived scales was evidenced and school climate emerged as a positive predictor of culturally relevant pedagogy as measured by
both indicators. Implications for defining Bahamian education and teacher training are discussed.
Culture in Context: A Mixed Methods Exploration of School Climate and Culturally Relevant Pedagogy Beliefs in Bahamian Secondary Education

by

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A dissertation submitted to the Graduate Faculty of North Carolina State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy

Psychology

Raleigh, North Carolina

2011

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DEDICATION

I dedicate this work to the memory of my grandfathers, Hanover Hall and James A. Campbell and specifically my grandmothers Orion Johnson whose desire to learn served as inspiration and Ida O. Hall who with a third-grade education, helped to propel a nation forward, upward onward and together.
BIOGRAPHY

Niambi F. Hall-Campbell was born in Nassau, Bahamas to Franklyn Campbell and Virginia Hall-Campbell. She obtained her Bachelor of Arts degree in Psychology at the University of North Carolina - Asheville. After graduation she worked for a year as the program coordinator of an out-of-school program for placed-at-risk, African American boys called C.R.E.E.D. There she developed a keen interest in community psychology and developed a desire to use culture and context as educational tools.

Following this interest she obtained her Master’s of Science degree in Community Psychology from Florida A&M University where her thesis was the first to explore the psychometric properties of the African Self-Consciousness Scale on a sample of Bahamian college students. Upon completion of this degree she entered the Psychology in the Public Interest Program at North Carolina State University. Niambi’s interest in community psychology and the intersections of culture and context continue to spark her intellectual curiosity and serve as the conceptual foundations upon which her work is based.
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CHAPTER 1

Introduction

Educators’ beliefs regarding culturally relevant pedagogy are context specific and determined by the school climates in which they teach. Using a sequential exploratory mixed method design this proposal will test this premise using the context of the Bahamian educational system. Bahamian culture is an amalgamation of African, American, European and Caribbean cultures. Yet the pervasive legacy of colonialism in the country has created a system of formal education steeped in British imperialism that continues to influence the country’s ability to enact educational programs reflective of the broader current community.

While research examining the relationship between culture and education is scarce at best in a Bahamian context, culturally relevant pedagogy has been posited as a tool to enhance this relationship in the academic experiences of African American and other ethnic minority students in an American context (Au and Jordan, 1981; Gay, 2000, Gay and Kirkland, 2003) Although research regarding culturally relevant pedagogy has highlighted the intersection between the culture of the teachers and the students that they teach, the relationship between teachers’ beliefs in the use of this pedagogy and the context of the schools in which they teach has rarely been studied. This study examines this relationship by questioning whether Bahamian teacher’s perception of school climate, affects their belief in the positive outcomes of using culture in the classroom (Culturally Responsive Teaching Outcome Expectancy) and their belief in their ability to use culture effectively in their teaching (Culturally Responsive Teaching Self-Efficacy) (Siwatu, 2007).
What follows are the conceptual and theoretical frameworks that were used to define the goals of this study and delineate the perspective from which the research was approached. This is followed by the problem statement, which provides the impetus for the study, a brief socio-historical account of the Bahamas and an overall presentation of the Bahamian educational context. In order to properly examine school climate and culturally relevant pedagogy in the Bahamas it is imperative to fully understand the context in which Bahamian education is currently placed and therefore the context from which it emerged.

**Conceptual and Theoretical Frameworks**

The understanding of context is not only a valuable tool in conducting social science research; it is “the focus of our most significant and meaningful theories” (Jones, 1990 p. 218). Accordingly, this research does not simply examine culturally relevant pedagogy in isolation but attempts to first understand the Bahamian educational context, and concurrently attempts to understand teachers’ culturally relevant beliefs in relation to the climate of the schools in which they teach. This ecological context is best understood using Bronfenbrenner’s (1977, 1979) Ecological Framework and Bandura’s Social Cognitive Theory (1977).

The conceptions of Bronfenbrenner’s model are twofold. First ecological analysis defines human development as occurring and being affected by settings in which the subject is directly connected as well the larger social environment. Second, ecological analysis perceives these contexts to be nested within each other. The first level within this system is the individual level; here the teachers are the unit (individual) of interest. Schools are the context in which teachers’ pedagogy will be examined. Schools in the model are
microsystems, as they are the settings in which the individual teachers have direct contact. The third level of Bronfenbrenner’s model is the exosystem. Here the individual is not directly involved but the developments occurring in this system has direct impact on what the individuals, in these case teachers, are willing and or able to do. This study will examine the exosystem of school climate. School climate will be examined in the context of the Bahamian education system, which is the organization that encompasses all public secondary schools in the Bahamas and is framed by the macrosystem of Bahamian culture. Bahamian culture is located at the macrosystemic level as it encompasses all systems and is the framework or “blueprint” upon which all behaviors are built (Bronfenbrenner, 1977 p.515). This research will therefore begin by situating The Bahamas in a historical, geographical, social and economic context. This will lay the foundation for the history, present state and culture of education in the country. The function of culture and culture’s specific function in education will help to establish the benefits of culturally relevant pedagogy.

Social cognitive theory applies a behavioral change component to the ecological levels of analysis model (Bandura, 1977). Social cognitive theory purports that individual behavior and behavioral change is a function of environmental influences as well as cognitive and behavioral influences resulting in triadic reciprocal causation. Through the use of a mixed method design this research aims to identify perceptions of Bahamian culture in education and examine the environmental influence of school climate on the cognition of teacher’s culturally relevant beliefs. The implication being that this relationship may affect behavioral change in Bahamian educators.
Statement of Problem

The national average score on the Bahamian General Certificate of Secondary Education- 2007 (BGCSE), the national assessment tool for all Bahamian high school students, is a D+ and numerous incidents of violence within the schools have been reported (Farrington, 2006; The Nassau Guardian, Nov 2007). A shift in the system is needed. Culturally relevant pedagogy posits that as the “achievement gap” in the United Stated exemplifies the stratification of education by color, class and culture, culturally relevant methods must be employed in order to eliminate such educational inequity (Gay, 2000).

One of the challenges of implementing such methods in these systems is a lack of cultural congruence within the student-teacher dyad and the need to train culturally competent teachers who have the knowledge base to adopt such pedagogies. As there appears to be less cultural incongruence in regards to race in Bahamian classrooms, this research attempts to examine other factors that may contribute to teachers’ beliefs regarding culturally relevant pedagogy.

The Bahamas in Context

History. In order to fully comprehend the Bahamian educational context an understanding of the socio-historical, economic, geographical and cultural landscape of the archipelago is required. The Bahamas is a small island nation with a population of approximately 303,611 inhabitants (Dupuch, 2007). The majority of the population, 85%, is of African descent and the other 15% are predominantly of European but also Chinese, Greek, Lebanese and Jewish descent (Saunders, 1993). The original inhabitants of the islands were Arawak Indians who inherited a Tainan culture from their original lands in
South America. They later became known in The Bahamas as the Lucayans (Saunders, 1993). A “peaceful” people, their nation was wiped out by disease and exploitation after Christopher Columbus’ first landfall in the Bahamas and the Americas in 1492 (Saunders, 1993).

The first official English-speaking settlers of the country were the Eleutherans who seeking religious autonomy, fled from Bermuda in 1648 (Saunders, 1993). While these settlers unsuccessfully tried to live off the harsh Bahamian soil, future inhabitants, and the enslaved persons that they left behind took to the sea. Illegal activities conducted on the seas greatly aided the economic development of the nation and also helped to determine the racial and cultural landscape (Craton and Saunders, 1998).

This social structure began to change significantly when the end of the American Revolutionary War in 1738 brought the arrival of The Loyalists; political refugees who wished to remain allegiant to the British monarchy (Saunders, 1993). Although the English parliamentary system had been established in the country since 1729 the Loyalist and not their enslaved persons, are erroneously credited with the establishment of the first major agricultural economy in the country. They were responsible, however, for instituting the plantation system, churches, and important to the purposes of this study, schools (Craton and Saunders, 1998).

By 1738 the majority of Bahamians were Black yet the economic and political power lay mostly in the hands of the European expatriates, their descendants and to a lesser extent White Bahamians (descendants of the Loyalists and Eleutherans). The British abolishment of slavery in 1808 was followed by a formal apprenticeship for enslaved persons in 1834.
(Craton and Saunders, 1998). In this system, commonly referred to as the “truck system,” Blacks were limited to working for Whites and in many cases their former owners until the system was disbanded on August 1, 1838. While the migration of Bahamians to Florida to seek employment and the establishment of tourism in the country began to provide economic stability for those other than the elite, the strong history of impoverishment, colonialism and racism continued to stifle the Black majority well into the 20th century (Craton and Saunders, 1998). Significant change of the social order occurred in 1962 with the first general (one person-one vote) election ever to be held in the country. Majority rule would follow in 1967 and independence in 1973.

Geography. The history of the islands current populace is very much connected to the geographical location of the islands and continues to significantly affect the cultural (and therefore educational) landscape of the country (Bethel, 2006). Technically not in the Caribbean the Bahamas covers approximately 100,000 sq. miles of the North Atlantic Ocean. The archipelago is located 59 miles southeast off the coast of Florida to the north, and within 200 miles of the Turks and Caicos Islands, Cuba and Haiti to the south. While the exact number of islands rocks and cays in the archipelago is unknown, it is believed to be 2,300, of which 23-30 are inhabited (Saunders, 1993). New Providence is the most populated of the islands. It is also the island on which this study will be conducted as well as the home of the nation’s capital, Nassau. Prior to the 1990’s the other inhabited islands within the archipelago (with the exception of the second most populated island, Grand Bahama) were referenced to as the “out islands” which denoted their remoteness from Nassau as well as a lack of resources such as quality education. In an effort to bring about
inclusiveness they are now referenced as the “family islands” (Craton and Saunders, 1998).

**Economy.** As the Bahamian dollar is on par with that of the American dollar, The Bahamas boasts a relatively high standard of living. This standard, however, is precariously built on external factors as the country’s financial stability hinges on the success of tourism and banking; it’s primary and secondary industries (Saunders, 1993). Tourism is the largest employer of all Bahamians trumped only by the Bahamian government itself (Dupuch, 2007). According to the 2005/2006 Ministry of Finance’s Budget Communication presented in Parliament the unemployment rate in the country was approximately 10%.

**Culture and identity.** The fact that Bahamian culture is an amalgamation of African, American and European cultures also makes it difficult to specifically define Bahamian culture or Bahamian identity. The influx of 6,000 enslaved Africans to the islands in the late 18th century who had been rescued from the slave ships by the British Army, helped to not only ensure that the majority of the population was Black, but also helped invigorate traditional African practices; practices and traditions which had been repressed by older Black Bahamians and were unknown to the young (Dupuch, 2007).

The establishment of African culture in the Bahamas is not only important in determining the cultural context of the country but it is essential in determining the appropriate cultural context in which Bahamian education should be viewed (Hilliard, 1995). The complexity of Bahamian identity is undeniably informed by its colonial heritage and it’s ideological and physical proximity to the United States, but at its core, is Africa. These African attributes were originally maintained and have been sustained through the isolation of Africans on the islands and in remote settlements, their oral
traditions, and adherence to fictive kinships through the forced interdependence brought about through slavery (Nobles 2004; Hilliard, 1995).

In the Bahamas, as in other colonized countries, the history of the nation and its educational development are intimately related. But what maybe more unique to this country are the effects of the geographical landscape and its relation to the quality of education received. The identification of Bahamian identity as an African rooted, amalgamation of cultures also helps to provide the perspective from which cultural relevancy in the Bahamas must be viewed. These influences along with the country’s economic dependence on tourism affect the impetus (or lack thereof) for education in the nation and help to set the stage for the Bahamian educational context.

The Bahamian Educational Context from Inception to Independence

Throughout the 19th century, the desire to propagate colonialist ideals and impart religious knowledge became the motivating factor for the establishment of formal education in the country. At the time, illegal seafaring activities were the backbone of the Bahamian economy, formal education was impractical and an apprenticeship model was presumed sufficient (as cited in Turner, 1968). Heading the responsibility of “educating” the masses were religious organizations such as the Baptist and Methodist church but the most prominent were three English Missionary Societies (Masik, 1978; Ministry of Education, 1973; Turner, 1968;). While there are references to schools and schooling in the Bahamas dating back to 1721, the first record of an established school occurred in 1793. One of the missions of these societies was to provide religious knowledge to colonies too poor to support missionaries and the express purpose of these schools was to develop the “moral”
needs of the community, particularly the freed Blacks who could not afford instruction or have enslavers to provide it for them. In turn, classroom curriculums were more akin to Sunday Schools as the Christian catechism was the primary lesson (Turner, 1968).

The first Educational Act was passed in 1746 but the Government did not accept responsibility for the maintenance of schools and payment of teachers until 17 years later. Although the government was taking more responsibility, the influence of the church was undeniable and further strengthened by the Educational Act of 1816, which required that all teachers be members of the Anglican or Presbyterian Church. The Baptist with their majority Black members and the Methodist with their strong Loyalist population were also pivotal in organizing primarily Sunday school education. This year also brought the introduction of the Madras system to The Bahamas. Often subject to a shortage of teachers, this method of instruction, also known as the Monitorial System, promoted rote learning and allowed for one teacher to work with a large group of children with the assistance of monitors. It was a system that would be maintained especially in the family islands well into the next century due to the desperate need for teachers. While this study is not meant to be an extensive historical account of Bahamian schooling it is important to note that the establishment of formal education in the Bahamas was primarily to promote a continuation of Christian colonialist ideals.

*Emancipation.* For nearly a century the only consistent aspect of Bahamian education was its inconsistency. The Educational Act of 1822, for example, pulled all funding from the system citing financial constraints and the first free and open to both males and females, non-secular school that was set-up by the Governor in 1832 closed three
years later (Masik, 1976). The passing of the Emancipation Act in 1834 however brought about a stronger impetus for the government to institute education as providing order for the newly freed slaves and freeing “the minds” of those “who had been enslaved to ignorance and to the superstitions of primeval Africa” was now a priority (Peggs, as cited in Turner, 1968). The newer Educational Act of 1862 made education compulsory but the majority of Bahamians could not afford it. The few that were able to pay fees were subjected to foreign learning models in racially segregated environments (Craton and Saunders, 1998). Fundamental changes in the system were finally instituted with the arrival of another superintendent from England, George Cole, in 1867. Cole, who was considered the “Father of Bahamian education”, as the Inspector and Secretary to the Board of Education greatly influenced the system in many ways not the least of which was the training of a large number of teachers and undoubtedly passing along his colonialist ideals.

The only sustainable secondary education, although racist and elitist, was established in 1871 when the Methodist and Presbyterians founded Queens College (Craton and Saunders, 1998). Fifty–four years later, public secondary education emerged when the all-inclusive, yet competitive Government High School was opened. This institution staffed primarily by new English expatriates became a feeder institution for teachers as well as many of the nation’s future leaders giving the school a somewhat elitist reputation. The years 1915-1930 would prove to be an especially hard time for the teaching profession in the Bahamas as by the end of this 15-year period 175 teachers would have relinquished their roles leaving behind a poorly trained group.
Majority rule. The gains made in Bahamian education between World War II and majority rule were substantial. In 1945 for example, there were between 7 and 8 secondary institutions in the country and there was still a desperate need for trained teachers (MOE, 1973). To help alleviate this problem, Parliament, in 1947 requested the obtainment of 6 United Kingdom staffers, 4 to work in the family-islands and 2 to specifically train teachers in New Providence, further instituting British codes, morals and pedagogy. The much-needed Teachers College was finally opened in 1950 only to be closed seven years later. From this period to 1967 when a new Teachers College was constructed prospective teachers were trained in England.

Recognizing the need for reform the Bahamian government requested a report on the state and needs of education in 1958. Subsequently known as the Houghton Report this document compiled by the Deputy Educational Advisor to the Secretary of State for the Colonies provided a blueprint for the future development of the educational system (MOE, 1973; Turner, 1968). While the report was probably compiled without the input of any native personnel this did not prevent judgmental assertions of Bahamians’ attitudes towards education:

“Well wonder that many prosperous Bahamians seem to think education and training are far from essential either for individual or community since they themselves have prospered exceedingly without much of either. Small wonder too if humbler people have the same thought since the boom conditions of today they find they can obtain work, and lucrative work too in spite of an almost complete lack of training.” (Houghton as cited in Turner, 1968, p. 181)

Although myopic, Houghton’s statements suggest that formal education itself, was, at that time, irrelevant to the Bahamian culture due to the economic circumstances and
questionably set a precedent for the value of education within the country.

Majority rule in 1967 and the advent of independence in 1973 paved the way for a new national consciousness and value for education. Historical records were made public and exhibitions concerning Bahamian history and culture although not present in schools were presented annually. Armed with a new nationalist agenda and desire to remove the stigma of inferiority and elitism associated with non-selective secondary institutions like the competitive, Government High School and selective private institutions, The Hope Report (1968) called for a “radical reorganization” of the whole system of education. This reform was particularly focused at the secondary level and a zealous, albeit underdeveloped plan for educational reform ensued (p. 20). Education was now seen as essential for nation building as opposed to a tool for the promotion of colonialist ideals.

In 1972 the Ministry of Education published its white paper on Education entitled “Focus on the Future” which instituted the first efforts to dismantle, if only cosmetically, colonialism in education. It was in this document that the colonial history of education in the Bahamas was deemed “narrow, meager, ill-suited and irrelevant” and the process of Bahamianization, which involved the replacement of expatriates by competent natives, was implemented (Ministry of Education 1972). In conjunction with these efforts public schools in New Providence were renamed after significant Black Bahamian figures in Bahamian education.

The government followed this report two years later by publishing, “Educational Development in an Archipelagic Nation.” The most comprehensive report of its kind to date, this document would lay the foundation for educational policy for years to come, yet,
seemingly in contrast to Bahamianization, it was conducted by four non-Bahamian males (Ministry of Education, 1974). This would be the first of many contradictions within the new agenda.

Compiled over thirty years ago the assumptions and principles that guided the study then are still relevant to Bahamian education today. The first assumption was that education needed to be Bahamianized. It was assumed that a national development plan was required for the country so that Bahamian education could follow and not be overly influenced by its powerful neighbors. The report warned that simply replacing expatriate teachers with Bahamians would not achieve Bahamianization and warned against undermining “the procurement of knowledge and talent outside the Commonwealth” in this Bahamianization effort.

The second assumption of the report was that education is the medium to which the nations’ strong dependency on tourism will be alleviated. Changing Bahamian’s attitude towards education and hiring more competent teachers was purported to help achieve this. It was also assumed that development of educational policies would be done through public debate as well as input of private and public entities. The final assumptions were that funding of education would become increasingly difficult. Armed with these assumptions and the goals of reviewing progress for the White paper, this report made such an impact that they were referenced by the then Minister of Education as the foundation of his ministry’s plans in his address to the House of Assembly (Coakley, 1975).

In an attempt to locate perspectives on education after the country’s independence, Masik (1976) interviewed twelve key Bahamian education informants to determine their
perspectives regarding the direction and needs of Bahamian education. Through these interviews five main areas of concern were established:

a) Attitudes of Bahamians towards education and schooling
b) The relationship between the educational system and the Bahamian economy
c) The role of schools in the development of Family Island economies
d) The imbalance of the educational system in favor of academic over technical education
e) The effect of geography on the educational and economic development of the Bahamas

Recognizing the effects of colonialism on the educational system many of those interviewed called for an alignment of the culture of Bahamians perception of education with the economic and developmental needs of the burgeoning new country. So while a great effort was being made to “Bahamianize” education in the country the conceptual framework concerning the educational needs of the new Bahamian was unclear.

In framing the formal history of Bahamian education the essential role of the church in establishing and maintaining influence in the system must not go unrecognized. It is also important to note that the institution of formal education was more of a directive of colonial powers than the request of the people. Plagued with instability Bahamian education had a turbulent inception and consistently relied on foreign influences to help sustain it. Significant gains were nevertheless made in a relatively short period of time. The current generation of students for example has a gross secondary enrollment rate of 91% for males and females making this only the second generation of Bahamians to receive such education. (Retrieved April 27, 2009)

http://www.unicef.org/infobycountry/bahamas.html#56)
From the passing of the Emancipation Act in which the motivation to provide education was to simply and explicitly maintain a colonial order amongst the newly freed Africans to 1957 when the Bahamas had the lowest ratio of persons with a secondary education to those with a primary education (1:67) in the entire Caribbean, Bahamian education was lacking a truly Bahamian agenda. Majority rule and the establishment of an independent nation created an environment in which the goals of education were able to borrow from the newfound goals of the country. Bahamianization was purported as the new educational mandate but within this burgeoning culture persons that could effectively operationalize this concept and then explicate it within education were either few or underutilized. The result was a system that reflected a first order change in which the names of the schools and persons within them were Bahamian but the curriculums and agendas remained foreign.

*The Current System of Education*

The Ministry of Education remains the institution responsible for the education of the nation’s school aged population. In this ministry the Department of Education (DOE) is in charge of overseeing the operations of all government fully funded schools School boards are also elected for each government school to oversee the operations of secondary schools. In the Bahamas public schools are referred to as government schools and while public and private institutions receive government stipends to offset their cost, private schools are not under the jurisdiction of the DOE and in some cases offer their own curriculums (Retrieved May 6, 2008 [http://www.standrews.com](http://www.standrews.com)).
The government’s mission for all schools is:

“To provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the beliefs, attitudes, values, knowledge and skills required for work and life in an independent ever changing world.”

There are also a number of philosophies and belief statements such as an “Appreciation of the natural and cultural heritage of the Bahamas” that guide this system (Retrieved May 4, 2010 http://www.bahamaseducation.com/departments.html#Mission).

In examining the structure of education in the Bahamas the most recent status report available through the Ministry of Education was prepared in 2005 for the 18th National Education Conference by the Research Support Sub-Committee of the National Education Conference. In their general assessment of the entire Bahamian educational system they focused on six key areas:

- Coverage – access to education
- Conditions and utilization of human and physical resources
- Internal efficiency
- Inequalities
- Non-formal education
- Financing education

While the report provides some valuable information regarding the status of the system, the critical analysis needed in order to make suggestions to improve the system are absent from the report. For example, the reader is informed that approximately 68,000 male and female students between the ages of 5 and 20 are enrolled in the education system with 75% enrolled in public schools. The percentage of school-aged children in the country that are actually enrolled however is not provided.
The Conditions and Utilization of Human and Physical Resources section states “with few exceptions teachers in the public school system are trained” and that there is “from time to time” a teacher shortage but these statements are not quantified or substantiated with data (Ministry of Education, 2008 p.10). The dropout rate is listed in the report as “very low (about 1% at the secondary school level) suggesting that this is not a major problem in the educational milieu. This statistic however should be viewed in light of the fact that social promotion is currently practiced and while the report outlines the governments’ position in ending this policy, it is unclear as to how widespread or successful these initiatives were or the extent to which they were or are being actually implemented. The report also revealed that the culture of the current system is more conducive to female success as females outperformed males in their BGCSE scores and the number of females that actually wrote the examinations compared to the number of males that wrote the exams was 55% higher.

Although the Education Act of the Bahamas requires a yearly report from the Minister of Education regarding the state of education in the country, a report has not been reported since 1995. Private constituents like the Coalition have therefore conducted reports regarding the state of education for Educational Reform (Farrington, 2007). This Coalition is comprised of key stakeholders in the business sector, primarily the tourism industry (e.g. Bahamas Hotel Association, Bahamas Hotel Employers Association, Bahamas Chamber of Commerce), who were concerned with the “…education crisis in the Bahamas” and “…the crippling shortage of qualified Bahamians to fill jobs.” Having first compiled a report in 2005 demonstrating school failure, Bahamian Youth- The Untapped Resource, 2007 was a
similar such report. While some argue that the methodology used misrepresents the goal of these examinations, evidence of academic strife is clear. Due to a lack of empiricism the results of this report appear to be biased to the perspectives of Coalition members. The restructuring of the original Government High School and Bahamianization, for example, are used as historical antecedents of the current academic failure yet the evidence to suggest that there is a direct correlation between the two is anecdotal at best (Farrington, 2007).

Receiving over $300 million dollars in the national budget, the largest of any ministry, education is clearly a priority in The Bahamas. Academic achievement as outlined above, however, is still an issue. While it appears that small improvements are being made much of the criticism was placed on the Ministry of Education.

Empirical research regarding student performance on BGCE’s however, reveal that school climate constructs may factor into the results. Using an ecological approach Collie-Patterson (1999) interviewed 1,036 students and 52 teachers from both public and private Bahamian institutions and found that prior achievement in combination with respondents’ attitudes toward school, socioeconomic status and parental involvement predicted 60% of the variation in students BGCSE math scores.

Also reflective of the culture of the system of education Collie-Patterson (1999) found that students reported a lack of trust in their relationship with teachers. Related to the results of the survey but not specifically measured by the survey Collie-Paterson additionally points to a shortage of trained teachers, non-required professional development programs, and environments in which teachers are afraid to exercise authoritative positions in the classroom as possible factors in academic achievement.
In the summer of 2008 one of the country’s oldest news publications, The Nassau Guardian conducted a special five part series on “the state of the Bahamian education system” which addressed some of the issues outlined in Collie-Patterson’s research. The first installment in the series highlighted the issue of violence in the schools. Fatal incidents of gang violence marred the 2007-2008 school year and prompted demands by both parents and teachers to place armed police officers in the classrooms. While these requests were denied an increased police presence was placed on public school campuses and programs such as TAPS (Transitional Alternative Program for Students) were instituted. In developing this reportedly successful pilot program, which lasted for a little more than 3 months in the summer of 2007, program organizers and school psychologist interviewed “both model and at-risk” students who jointly listed parental involvement as a key component in student success. As a result, the Ministry of Education has made efforts to increase parental involvement in schools and instituted parent contracts in conjunction with the student code of conduct as well as homework policies, which inform parents about students’ additional learning requirements.

The second addition to the series highlighted new educational approaches being used by elementary teachers and the Ministry of Education (Guardian, August 18th 2008 p. A10). While one of the more interesting installments of the Education System Series, Part III focused on the relationship between Bahamian education and industry, in particular the tourism industry. The Summer Industry Internship is a program conducted by the Bahamas Hotel Association along with the Ministry of Education and the Ministry of Tourism with the aim of exposing both private and public school teachers to the vast opportunities and needs
within the Bahamian tourism industry.

The fourth installment in the series addressed the physical resources needed within the education system and the fact that many of the nations schools especially those in the family islands require substantial amounts of infrastructure development while the final installment addressed future plans for the system. Included in those plans was mention of the magnet program to be implemented in the fall of 2008 along with a work-study vocational program for 12th graders. In discussing the development of a 10-year National Education Plan, the director of Education mentioned improved in-service teacher training and creating stronger school-community ties. In this effort focus groups inviting community input have been conducted in order to create a “sense of ownership” of the schools.

The current system of education in The Bahamas is structurally similar to the system of pre-independence and suffers programmatically from some of the same issues. These include the need for stronger community ties, lack of professional development and lack of physical resources. Newer challenges include incidents of violence on school grounds, lack of trust between students and teachers and the need for consistent quantifiable data. These challenges are important to note as they help to explain the prevailing school climate within the Bahamian system.

Influences. Some Bahamian scholars have attempted to frame the problems in education by looking at the combined effects of the colonization of the British Empire and tourism on the social infrastructure of The Bahamas (McCartney, 1974; Strachan, 2000). Strachan for example argues that the countries reliance on tourism as its main source of income has forced Bahamians to assume a false national identity. An identity based upon
the lucrative and commercial myth of the country as an island paradise; a myth perpetuated to accommodate the vacation fantasies of the over 1 million, mostly American tourists, that visit the country each year.

Arguing that this American influence has expanded into the arena of Bahamian education, Urwick (2002) conducted a case study in which the Bahamas was used as a model of educational transfer. Through the use of document analysis and interviews (the selection process of which was not identified) Urwick (2002) concluded that that the countries colonial history as well as geographical proximity to the United States has created a system in which the rejection of British colonial influence lead to the virtual wholesale adaptation of American educational policies.

This adaptation occurred as the result of a number of factors, the first of which was a weak tradition for formal education in the country, as outlined above, leaving room for foreign models to take hold. Majority rule helped to strengthen this tradition primarily through the provision of scholarships to American and Canadian universities. Additionally, the College of The Bahamas in its infancy only offered associate degrees to be completed in the U.S. and a number of U.S. colleges had campuses on New Providence. The result was a populace educated primarily through American systems. In fact, the first Minister of Education in the majority rule government, Livingston Coakley, was a product of Northwestern University who admired the “economic relevance” of the American education system (Urwick, 2002, p.169).

This consequently affected the structure of secondary education in The Bahamas as evidenced through the elimination of the Common Entrance Exams, the implementation of
Junior High Schools, the adaptation of American team sports, Grade Level Assessment Test and the use of American teaching career models. Even though proximity to the U.S., easier access to American instructional text and strong media influence affect the Americanization of Bahamian education, this foreign system has been voluntarily adopted, further calling into question the authentic culture of Bahamian education and the true definition of a culturally relevant system.

From this historical review of the Bahamian educational context it is clear that “The curriculum in the public and private sector never permitted nor provided for people of African ancestry to know their reality” (Craton and Saunders, 1998). Majority rule advocated for the Bahamianization of social systems within the country but the failure to explicitly operationalize Bahamianization lead to the replacement of one colonial power (British and Christian) with an imperial power (American) instead of the creation of an authentic and culturally relevant system. On the Ministry of Education’s webpage the development of tourism in the late 1950’s is mentioned (along with “internal self-governance”) as providing advancements in education and it is clear that those within the tourism industry continue to contribute to the dialogue regarding the direction of Bahamian education (Retrieved May12, 2010 from http://www.bahamaseducation.com/departments.html).
Culturally relevant theorists (Gay, 2000, Gay and Kirkland, 2003, Milner, 2006; Ladson-Billings 1995, Tyler et al., 2006) have specifically expressed the need to prepare teachers in the American school systems who are majority White, middle class and female to engage culturally relevant pedagogy within their schools. Previous research, however, has demonstrated that wholesale application of American-derived theoretical models to the Bahamian context is problematic (Hall-Campbell, 2003). It is therefore important for researchers to identify and develop pedagogical models and research instruments that are culturally relevant and applicable in the Bahamian educational context.

The objective of this literature review is to briefly examine the construct of culture and its symbiotic relation with the pedagogical practices in schools. This analysis will provide the theoretical framework for the variables of interest in this study: school climate, Bahamian culturally responsive teaching self-efficacy and outcome expectancy, and the American-derived variables of culturally responsive teaching self-efficacy and outcome expectancy. Arguments regarding the use of each construct as well as the rationale for the study are also provided.

**Culture Defined**

Nobles (2004) defines 'culture as the process which “gives a people a general design for living and patterns for interpreting their reality” (p.229). This general design infuses all things and is indistinguishable from the everyday occurrences in the life of a people, yet all people and all systems have a distinguishable culture. This is partly because all peoples
have distinct historical, linguistic and psychological experiences that, according to Diop (1991), help to shape and define their culture. A number of researchers however have theorized that there is a shared cultural connection of all people of African descent (Kambon, 1989; Jones, 2003). Kambon (1989) argues that this connection is an innate one that derives from the African Self-Extension Orientation found within the melanin of all Black persons while others make more of a reference to psychosocial variables like attitudes, beliefs and a shared worldview (Grills and Longshore, 1996; Jones, 2003; Myers, 1987). Unfortunately empirical measures that could operationalize and test these commonalities across the Diaspora are few at best and even those that claim to have worldwide Diasporic utility have been proven to be only moderately reliable (Hall-Campbell, 2003).

Employing less tacit definitions, those in the fields of education and educational anthropology (Erickson, 1987; Hollins, 1996) acknowledge culture as the frame through which we create meaning and understanding while proposing that culture in schools be conceptualized in three ways. Hollins (1996) specifically ties definitions of culture to pedagogy and conceptualizations of school learning. First, she defines culture in terms of the tangible observable elements such as artifacts and behaviors including rituals, celebrations and food habits. The second definition describes culture conceptually as a set of behaviors and perspectives of the world influenced by shared socio-political and regional factors. The final and most abstract include the elements of the first and second definition while adding, “affect, behavior and intellect” (p.3).
In his seminal article regarding school culture Erikson (1987) uses an anthropological perspective to define culture as “a system of ordinary, taken-for-granted meanings and symbols with both explicit and implicit content that is, deliberately and non-deliberately, learned and shared among group members of a naturally bonded social group” (p.12). Culture then, does not denote the behavior itself; rather it is the lens through which the behavior is understood. Viewing culture in this manner Erickson uses three conceptualizations of culture to explain the ways in which cultural knowledge is shared. The first conception perceives cultural knowledge as pieces of information belonging to members of a social group. No individual member obtains all of the knowledge therefore collaboration is required to form the whole. The second conception views culture as larger pieces of intergenerational knowledge organized in the form of symbols of shared meaning across the group. The third conceptualization of culture views cultural knowledge as produced and changed through conflicts, this conception includes the fragmentation of knowledge and symbols but emphasizes that cultural knowledge can be created and shared within one generation. Erickson argues that recognizing the manner in which we organize or frame our behavior in school settings allows us to become conscious of the choices and assumptions that we make regarding schooling. This information provides insight into changing behavior, making us conscious of “…the limitations of our own cultural lenses…” (p. 15).

In examining school culture in its relation to culturally relevant pedagogy this study takes into account Nobles definition of culture as the element which provides a blueprint for
life, Hollins’ perceptions of culture as having distinct elements and Erickson’s conceptualizations of the manner in which cultural knowledge is transferred and perceived. By clearly explicating the definition of culture, its role in schooling becomes more evident.

*The role of schooling.* Although the primary function of schools is to impart practical and intellectual knowledge to student’s schools also function as socializing agents that both explicitly and inadvertently indoctrinate students to larger socio-cultural perspectives and social structures (Anyon, 1981; Boykin, 1982; Hlliard, 1995; Hollins, 1996; Lewis, 2003; Singleton & Linton, 2006 Pollock, 2008). Whether examining the relationship between the school context and student achievement or focusing more directly on the role that schools play in student socialization these studies help to explicate this role.

*Cultural maintenance.* One such critical piece is Anyon’s (1981) study regarding curriculums and social class. Through her examination of four different types of public schools Anyon was able to classify the social class of the schools based solely on teachers’ pedagogy and interpretations of the standardized curriculums. Four distinct school systems were recognized in her study; working, middle, professional and artistic and executive elite class schools. Working class and elite schools were distinguished by recognizing that students at working class schools are taught to be workers as they are rewarded for following rules even over and above getting the right answers. Students at elite schools however are encouraged to not only learn how to think as, those at professional class schools are, but they are expected to be and become creators of knowledge and managers of knowledge systems. The culture of expectation is different, separate and unequal.
Cultural hegemony. Lewis (2003), much like Anyon argues that schools maintain the social structure of the mainstream but also suggest that the culture of schools and the system of education in the United States is so pervasive that to a large extent the culture of the school shapes and defines the identities of those within the system. She notes that while, students and teachers bring their culture to classroom settings, and schools have a culture of their own that specifically affect the racial identity of African American children. Through specifically examining the relationship between the culture of schools and the racial identity of African American students she surmised that the schools were acting as radicalizing agents by helping to socially construct the student’s perception of their racial selves (Lewis, 2003; and O’Connor, Lewis and Muller, 2007). Lewis examined this context by conducting ethnographic research in a diverse urban, homogenous suburban and a bi-cultural (Spanish language) elementary school. Through participant observations, formal (n= 85) and informal interviews with school personnel, parents and children she found that while the context in which race was being made differed, the methods by which it was constructed were the same across school settings. It is also important to note that while the methods prescribed in each of the schools was similar in each context; contextual distinctions were observed as spaces themselves can have specific racial ascriptions.

The cultural transmission of mainstream values in schools occurs with teachers whose personal culture is aligned with that of the mainstream as well as racial minority teachers or teachers whose personal culture is not aligned with the mainstream. Tyson (2003) for example found that even well intentioned African American teachers fell prey to the stereotypes of “uncivilized black persons” (p.333) and tried to address them in their
pedagogy and classroom management. As teachers in their training are taught to uphold the values of the mainstream, they transmit these messages to African American children because they believe that these messages will allow their students to achieve academically (Tyson, 2003). Unfortunately, the socially constructed nature of race and its negative evaluation of African American’s and Black culture are also transmitted through these messages producing the opposite of the intended academic results.

In summary culture can be encapsulated as the lens through which our perceptions are colored. Culture frames the variables of this study, the context in which the study occurs and the conceptual framework, which guides the study, therefore an explanation of how this construct is conceptualized and operationalized is imperative. Also while schools are nested within larger social contexts and are affected by these macrosystemic structures they play integral roles in the maintenance, promotion and creation of culture. Schools reflect and create the cultures that they are embedded in and the extent to which they do so affects the behaviors of those within the schools.

*School Culture*

Because culture is such an elusive construct it may be expected that quantitative measures prove more problematic than qualitative ones but methodological challenges of examining school culture are evidenced in ethnographies as well. In their examination of inclusive school cultures Nind et al. (2004) cited concerns regarding the collection and analysis of culture. They included the dilemma of changing a culture by studying it, understanding the nested structure of school cultures and recognizing the impact of external factors e.g. government mandates on the internal culture of the school.
Some of the problems regarding the measurement of culture, specifically school culture are related to a lack of conceptual distinction between the constructs of school climate and school culture. Often misused interchangeably within the literature, the constructs of school culture and school climate differ conceptually in their origin and use. Both concepts, however, aim to determine the effects of environmental conditions on the behavior of those within the school (Hoy, 1990; Schoen and Teddlie, 2008; Van Houtte, 2005). The Multilevel Multidimensional Model of School Culture (Schoen and Teddlie, 2008) conceptualizes school culture as a multidimensional-multilevel construct in which school climate is nested in the second level of the model as shown in Figure 1.
Figure 1. The Multilevel Multidimensional Model of School Culture (Schoen and Teddlie, 2008)
Schoen and Teddlie (2008) developed this model through an intensive three-phase study. In the first stage an extensive content analysis was conducted in the fields of sociology, psychology, business management and education to determine their conceptualization of school culture. Once completed the second phase involved designs and descriptions of school cultures and the final phase determined how school cultures affect school success.

Using Schien’s (1992) levels of organizational culture and associated research methods, they were able to classify manifestations of culture into three levels: artifacts, espoused beliefs and basic assumptions. Artifacts are associated with symbolic representations of culture. These are the tangible elements that are determined using an anthropological perspective and qualitative, (i.e. observation) methodologies. Espoused Beliefs is the second level of the model. Here is where one examines attitudes regarding the school that affect behavior or school climate, using psychology, sociology and more quantitative methods. Basic Assumptions form the base of the model and explores the intangible elements of culture as described by Erickson (1987) and Nobles (2004). These tacit understandings are also associated with anthropology, observation and loosely structured interviews. From this model school climate was perceived to be a dimension of school culture as demonstrated in Figure 2, which was adapted from the work Schien (1992).
Figure 2. Levels of school culture using Schein’s Theory of Organizational Culture (Schien 1992).
Having thoroughly reviewed the literature, Schoen and Teddlie (1998) configured a multi-level multidimensional model of school culture in which they felt most models of school culture fell. The first dimension, Professional Orientation, regards the extent to which teachers are actively and perceptually engaging in professional development. This dimension also includes teachers’ sense of self-efficacy. Dimension two is the factor most associated with macro-systemic influences and is labeled organizational structure. Formally this dimension concerns administrative and teaching staff and the creation of policies and procedures while informally it addresses how the rules are and should be adhered to as well as who follows them. Quality of the Learning Environment is the third dimension and refers to the intellectual rigor of the students and their ability to apply their knowledge. The final dimension of the model concerns the efforts made to support students learning experiences and achievement. Examples of elements in this dimension include the availability of tutorial services and the extent of parental involvement. Figure 1 demonstrates how the dimensions of the model fit with each other and align with the levels of culture. School culture is therefore distinguished as the elements of beliefs, values, norms, expectations, tacit knowledge, ceremonies and traditions shared by members of the school setting (Burrello and Reitzug, 1993; Higgins-D’Allessandro and Sadh, 1998; Mattingly, 2007; Sahin, 2004).

In keeping with social cognitive theory the purpose of the literature review on school culture is to determine the relationship between the contexts of the environment on the behavior of the individual (Bandura, 1977). Sahin (2004) investigated the correlation between school culture and principals’ leadership styles. Using an irregular sampling
method 50 principals (5 females and 45 males) and 950 teachers (646 females and 304 males) in 50 primary schools in Turkey were surveyed. The researcher developed the 5 point Likert Scales of School Principal Leadership Styles and School Culture, 24 items of which relate to transformational leadership; and 12-items which relate to transactional leadership. In keeping with Dimension II of the Multidimensional Model of School Culture the Transformational Leadership ($\alpha = .96$) examines the promotion of organization dedication and high staff performance while Transactional Leadership, refers to hierarchal delegation of assignments and rewards. The School Culture Scale ($\alpha = .94$) comprised of four subscales Cooperative Culture, Educational Development Culture, Social-Educational Development Culture and Traditional Culture the internal consistencies ranging from $\alpha = .94$ to $\alpha = .54$.

Sahin (2004) found that both teachers and principals agreed that leadership styles were more transformational than transactional but principles reported the school culture to be more positive than the teachers did. Transformational leadership style was positively correlated with overall school culture as well as the dimensions of school culture and transactional leadership style was positively correlated with the educational development of school culture thereby demonstrating the effect of school leadership on perceptions of school culture.

*School Climate*

School climate is the consistent, common perceptions, beliefs and values of school members that generally affect behavior in school. When school climate is perceived specifically as a dimension of school culture, as in this study, it is defined as espoused
beliefs (Koth, Bradshaw & Leaf, 2008; Mattingly, 2007; Schoen and Teddlie, 2008). Hoy et al. (2002), building on the organizational development work of Haplin and Croft (1962), help to define the construct by distinguishing school climate into two different frameworks, organizational health and organizational openness. Healthy climate organizations are self-sustaining organizations in which school members have strong, beneficial, respectful relationships with each other as well as the larger community while open organizations primarily concern the relationships between the teachers and principals. Open (as opposed to closed) school climates foster frank but mutually respectful interactions between the two, teachers are not micromanaged yet achievement occurs and maintains top priority.

As diverse as the definitions of school climate are the level of analysis at which school climate should be assessed is an even more contentious issue (Koth et al., 2008; Hoy et al., 2002; Van Horn, 2003). Van Horn and the majority of school climate researchers for example argue that the construct should be analyzed using the school level theory (Anderson, 1982). This perspective surmises that school climate is a property of the school rather than the individuals within the school. That is, the climate of the school is located within the school and experienced as members of the school interact with the organization (Van Horn, 2003).

Using the school level-theory to assess school climate, Hoy et al (2002) had 97 geographically diverse high schools (grades 9-12 and grades 10 – 12) respond to their survey of the Organizational Climate Index (for high schools). Here school climate is purported to be comprised of four dimensions: 1) institutional vulnerability (relationship between the school and the community), 2) collegial leadership (relationship between
principals and teachers), 3) professional teacher behavior (relationship amongst teachers, administrators and staff) and 4) achievement press (teacher, parent and principle expectations and pressure for academic achievement). Results indicated that the subscales of the schools were only moderately related. Achievement Press for example was positively related to collegial leadership ($r = .32$, $p < .05$) and professional teacher behavior ($r = .49$, $p < .05$) but unrelated to institutional vulnerability ($r = -.05$, ns). This particular finding may be due to the fact that all of the factors concerning institutional vulnerability were negative in nature suggesting that outside forces only negatively affect the environment of the school. Future studies must take this into account.

Specifically examining the role of school climate in academic achievement and teacher commitment Hoy, Tarter and Bliss (1990) surveyed a sample of 872 teachers from 58 different schools using the Organizational Climate Descriptive Questionnaire – Rutgers Second (OCDQ-R), and the Organizational Health Inventory (OHI). The High School-Proficiency Test was used to assess academic achievement, which correlated with three organizational health variables after controlling for socio economic status. All of the health variables along with four of the five climate variables correlated with organizational commitment as measured by the Organizational Commitment Questionnaire.

More specifically, healthy and open schools have teachers that accept the goals of the school, are willing to expend additional efforts on the school’s behalf and have a desire to remain in the school. When regression analyses were conducted to determine the influence of SES, health and climate on student achievement and teacher commitment 75% of the variance for student achievement was explained ($R = .87$, $p < .01$) and 42% of the
variance for teacher commitment was explained ($R = .65$, $p < .05$) and while SES (beta = .57, $p < .01$) and one of the OHI variables (Academic emphasis beta = .31 $p < .05$) made significant contributions to student achievement none of the independent variables were significant predictors of teacher commitment. Health and climate measures explained significant amounts of variance in organizational commitment ($R = .65$ $p < .05$ and $R = .57$, $p < .01$), thus, the climate measures appear to be more robust measures. Future iterations of these scales combined measures of health and climate to form a more cohesive measure but the relationship between the sound environments; student and teacher outcomes, had been established.

Summary of Research on School Culture and Climate

The purpose of the literature review of school culture and school climate was to define these variables as distinct conceptions of the same construct. With school climate referencing more of the attitudes, norms and values of the school that affect behaviors that are more tangible than the tacit understandings, artifacts, symbols and celebrations that define school culture. The multidimensional model of school culture was presented in order to frame the dimensions of school culture and the level upon which school climate is located. The debate within the literature as to how school climate should be measured was provided along with the description of the school climate measure that this study will employ. School culture and school climate as a correlate of and effective predictor of positive school outcomes has also been demonstrated.

Culturally Relevant Pedagogy

For the purposes of this study Ladson-Billings’ (1995,1995 and 2000) theory of
Cultural Relevant Pedagogy (CRP) will be employed to represent the standard operationalization of culture in the classroom with the understanding that other terms such as culturally responsive pedagogy are conceptually synonymous (Morrison, Robbins and Rose 2008). Through a multi-phased three-year ethnographic study of eight exemplar teachers of African American students, Ladson-Billings (1994, 1995 and 1995) used a grounded theory approach to create this pedagogical theory. By taking into account both the micro-analytical factors of the teacher-student interpersonal context and teacher-student expectations as well as the macro-analytical factors of the institutional and societal context she demonstrated a comprehensive, ecological approach to the role of culture in schools, focusing specifically on that which is effective.

Ladson-Billings (1995) defines culturally relevant pedagogy (CRP) as that which addresses student achievement and helps students to accept and affirm their cultural identity, while developing critical perspectives that challenge inequities which schools (and other institutions) perpetuate (p. 469). Culturally relevant teachers use their teaching to advocate for social justice and in doing so challenge conventional notions of their roles and beliefs as teachers and the roles and capabilities of their students. They are fluid in conceptions of their relationships with their students and the student’s relationships with each other. This fluidity is also displayed in their perceptions of learning and knowledge as they challenge their students’ epistemology.

In conjunction with and addition to Ladson-Billings’ focus on the relationship of cultural relevance to pedagogy, Gay (2000) references culturally responsive teaching. While this concept like CRP includes having a culturally diverse knowledge base, diverse
curriculum content and the use of diverse delivery of the content for multi-cultural classrooms, she also expounds upon the importance of creating “action oriented” classrooms in which teachers have knowledge about student’s diverse backgrounds, use this knowledge in instruction and work cooperatively with students to achieve goals. Culturally responsive teaching also recognizes that differences in ethnicities and cultures give way to differences in communication styles and competently account for them. Persons of African descent for example may communicate interactively using call and response patterns but this communication style is often misconstrued as being disruptive and either squelched or punished (Gay, 2001). Culturally responsive teaching purports that a culturally responsive teacher would recognize this communication style and interpret them in ways that optimally benefit culturally diverse learners. The argument that this study will attempt to make is that while Bahamian teachers may be able to effectively decipher these communication styles as cultural and valuable they may not feel efficacious in their ability to engage this communication style with students due to the climate of their schools. They may even personally communicate in this manner but think it inappropriate or ineffective in the classroom setting.

This cultural compartmentalization is one of the challenges of multicultural education and also one of the challenges in assessing the benefits of these curriculums in academic achievement (Banks, 1995; Delpit, 1995; Smith Maddox, 1998). Using data from the National Education Longitudinal Survey, Smith- Maddox attempted to evaluate the student, family school and teacher dimensions of culture and their relation to academic achievement. While limited to the questions of the survey she found that cultural and
structural factors are useful in explaining the racial and ethnic differences in student achievement.

Components of cultural relevancy. Implementing aspects of culturally relevant pedagogy into his classroom of pre-service teachers, Milner (2006) was able to develop a typology of developmental interactions that proved beneficial in increasing efficacy toward teaching diverse student populations. The qualitative methods used to obtain these findings began with the researcher taking notes, making observations and recognizing thematic patterns within class discussions. Students were given class assignments that required them to use sentence stems to address the issues emerging in their journal entries. Following this they were interviewed and provided with open-ended questionnaires that provided feedback and were used as assessments.

Through a series of readings, assignments and class discussions students were convinced of the need to be culturally adept and open to the goals of the course. This facilitated an awareness of themselves as cultural and racial beings that brought these perspectives into their everyday interactions and even into their prospective classrooms. This awareness was also achieved through the critical reflections of the teachers, and considered another developmental typology. It was important to note that these reflections did not occur in isolation but evolved relationally through a reflection of themselves as teachers, their relationship with students and the communities in which they and their students interact. A specific list of questions was generated to tap into these different elements. The third developmental typology was the bridging of theory and practice. Here the lived experiences that the pre-service teachers were having in their internship classes
combined with the experiences of the people of color in the classrooms. With an almost completely racially homogenous group of white, middle class females, Milner found that these typologies allowed participants to report increased efficacy in their ability to teach in diverse settings. Unfortunately pre-test measures were not conducted so the specific growth of the participants could only be subjectively determined.

In an effort to better operationalize culturally relevant pedagogy as it relates to teachers’ actual classroom practices, Morrison, Robbins and Rose (2008) conducted a review of research studies that examined classroom based examples. As the researchers also employed Ladson-Billings theoretical conceptualization of the construct the specific terms “culturally relevant” and “culturally responsive” were used to search six online databases, resulting in a collection of (3 quantitative, 42 qualitative) 45 studies. Each study was initially coded according to Ladson-Billings three tenets of culturally relevant pedagogy- High Expectations, Cultural Competence and Critical Consciousness; additional analysis created subcategories of the three initial codes. Although certain actions had the potential of being cross coded the goal of the project was to provide an information rich text that a wide range of teachers would find accessible as opposed to creating a prescriptive instructional manual in which actions are perceived to occur in isolation.

Culturally relevant teachers displaying high expectations presented challenging curriculums and helped students achieve success in the following five ways:

1. Modeling, scaffolding and clarification of the challenging curriculum
2. Using students strength starting points
3. Investing and taking personal responsibility for students’ success, going above and beyond
4. Creating and nurturing cooperative environments

5. Having high behavioral expectations

Examples included instituting morning circle, classmate interviews and assemblies to create nurturing cooperative environments. Allowing students to use their knowledge of colloquial language was found as an example of using students’ strength starting points.

The tenet of cultural competence was detailed as building on students’ funds of knowledge and encouraging relationships between school and communities. Reshaping the prescribed curriculum was also identified as a component of cultural competency and described as “integrating non-mainstream content into the traditional, Eurocentric curriculum.” (p.437). Examples included teachers using works by authors of color but it should be noted that an author’s race does not signify the multicultural application of their work. In addition cultural competency in a Bahamian context would include, as oppose to exclude mainstream content in an effort to counteract traditional colonial curriculums.

The final tenet of critical consciousness included the use of critical literacy strategies, engaging students in social justice work, making explicit the power dynamics of mainstream society and sharing power in the classroom. Examples included a number of dynamic practices from empowering students to critically dissect text to reveal hidden curriculums to allowing students to participate in the creating of syllabi. Of the three tenets Critical Consciousness was the least demonstrated.

An important factor to note about the majority of the cases reviewed in this study is the homogeneity of the students in these teacher’s classrooms. Studies are needed to determine how teachers in multicultural classrooms, like those in the Bahamas
with significant Haitian populations, navigate cultural competent parameters like encouraging relationships between school and communities when multiple communities are represented within one class. Another challenge for teachers in the Bahamas is addressing the power and class dynamics of mainstream society when their students, based on race and country of origin, are homogenous to those within the mainstream.

**Summary of Research on Culturally Relevant Pedagogy**

Culturally relevant teachers are those who are able to not only infuse their diverse knowledge of ethnicities, learning and communications styles into the classroom through their curriculum and instruction but they are able to infuse this understanding of diversity into their relationship with students in caring and meaningful ways. The specific elements of this pedagogy are manifested in a number of ways but generally include high academic expectations, cultural competence and critical consciousness. Engaging culturally relevant pedagogy also begins with the core recognition of one’s self as a cultural being and the ability to reflect on cultural understandings from an inter and intra-personal perspective.

**Alternative Models of Cultural Relevancy**

Although the multiculturalism seems to be purported most dominantly as the solution to the achievement gap in American education there have been a number of theories to challenge the notion of cultural incongruence between students and teachers as the cause of poor academic achievement for minority students (Erickson, 1987; Ogbu, 1987; Ogbu and Fordham, 1986). In a Bahamian context, these alternatives are of particular interest as teachers and students are often members of the same racial if not ethnic cultural group. Erickson’s (1987) specific critique of cultural relativist theories is the assumption that a
mismatch between the culture of the students and the culture of the teachers causes communication difficulties that result in poor academic performance for minority children. Cultural anthropological explanations of culturally congruent theories explain the success of these models stemming from the fact that the children with culturally similar teachers are not forced to navigate through social differences in their efforts to learn and can therefore focus solely on cognition (Erikson, 1987). The factors describing what makes a teacher culturally similar to the student, however, are not clearly outlined. The sociolinguistic viewpoint (Hymes, 1972 as cited in Erikson, 1987) makes this distinction more clearly as it focuses specifically on the linguistic distinctions between teacher and student as being the source of the cultural communication problem. Erikson argues that these are cultural determinist positions that (rather simplistically) imply that the presence of cultural congruence equals success and the absence of it determines failure. While examples of both statements can be verified both viewpoints seem to occur on an individual level of analysis ignoring the macrosystemic influence of the school and the school climate on the actions of the teacher.

Providing yet another perspective, Ogbu’s (1987) perceived labor market explanation postulates that minority students fail academically because there is no economic incentive for them to achieve in school. They perceive the racist structure of America as contributing to an inescapable pattern of poverty. Students perceive the lack of opportunity presented in their environments and from their parents and conclude that they have no chance of being successful economically. Ogbu’s theory accounts for the school success of minority immigrant populations as being related to the immigrants’ steadfast
belief in the American dream. While the American dream is of little direct consequence to this study the lack of economic incentive for students to achieve in school does apply. From the history of education in the Bahamas it was demonstrated that the economic system of the country was based off industries that did not require formal education. This is still the case, as tourism remains the country’s primary industry. While a few positions in higher-level management are made available and may require tertiary education, low-level entry jobs (i.e. car-hops) are more easily obtainable and provide adequate to high compensation rates when considering built in gratuities. In countries in which Black student academic failure may not be as easily attributed to communication differences between the teacher and the student, more systemic analysis to determine the source of miscommunication and academic failure is required.

Teaching Self-Efficacy and Outcome Expectancy

According to Bandura’s sense of self-efficacy theory (1977, 1986, 1997) teacher self-efficacy refers to a teacher’s belief in their ability to perform specific teaching related task in a specific environmental context. Outcome expectancy, which also extends from this theory, is “a person’s estimate that a given behavior will lead to certain outcomes” (p. 193) In an effort to quantitatively measure pre-service teachers efficacy in their ability to effectively enact culturally relevant practices and belief in the positive impact of these practices can make, Siwatu (2006a, 2007) developed a set of culturally relevant-competencies, the Culturally Responsive Teaching Self-Efficacy (CRTSE) and the Culturally Responsive Teaching Outcome Expectancy (CRTOE) scales. Through an
intensive, multi-disciplinary literature review the components were grouped into the following four major categories: curriculum and instruction, classroom management, student assessment and cultural enrichment (see Table 6).

Siwatu (2007) tested the scales using a sample of 275 pre-service teachers attending a midwestern university. The results from this overwhelmingly White, female majority sample demonstrated that these pre-service teachers’ highest CRTSE scores were displayed in their ability to allow students to feel valuable in the classroom setting and construct healthy interpersonal relationships with students. They were least efficacious in their ability to communicate with English Language Learners. Their CRTOE scores were highest in the perception that interpersonal teacher-student relationships can be built through trusting their students.

Looking more specifically at the relationship between teaching efficacy and school culture Deemer (2004, N= 99) examined the relationship between high school teacher’s teaching efficacy, instructional practices and classroom goal orientation. In reference to school culture and teaching efficacy, teachers completed the Mastery school culture questionnaire (MCULT) (N = 6, \( \alpha = .71 \)) which examines the degree to which teachers are encouraged to learn and explore new techniques in ideologically and physically supportive environments, and the Performance school culture questionnaire (PCULT) (N = 7, \( \alpha = .67 \)), which determines the extent to which resources are rationed to teachers in competitive environments both of which are taken from the larger Patterns of Adaptive Learning Survey (PALS) (Midgely et al., 1997). Using the Teacher Efficacy Scale (Gibson and Dembo, 1984) an association was found between personal teaching efficacy (TEFF) and mastery-
oriented school culture (MCULT) \( r = .29, p < .05 \) but no significant correlation between performance school culture (PCULT) and personal teaching efficacy (TEFF).

In this study measures of school culture questioned “teachers’ perceptions of what goals are emphasized in their school for teachers” (p.78). Using Schoen and Teddlie’s (2008) framework, this measurement of “goals” would place the MCULT and PCULT at the second level of analysis and therefore make them measures of school climate rather than school culture. Using this framework these results suggest that when teachers perceive schools to be healthy and open they also feel efficacious in their teaching abilities.

Demonstrating the relationship between culture and what teachers deem as valuable in the education setting Tyler et al., (2006) presented 62 elementary school teachers with four written hypothetical scenarios of students who excelled in four different learning styles. Communalism \( (\alpha = .84) \), which referenced a preference for learning in conjunction with others and Verve \( (\alpha = .75) \), which referenced a learning style that prefers to work on multiple things at once with a variety of activity to occur during learning, were classified as Afro-cultural themes. Competition \( (\alpha = .81) \), working to outperform another and Individualism \( (\alpha = .81) \), working alone were classified as Euro-cultural themes. Teachers were asked to read each scenario and rate the classroom motivation of each student based on the children’s perceived interest, task persistence, attention level, task engagement and effort. Results revealed that while achievement and classroom motivation scores for all scenarios scored above the median, teachers perceived students displaying mainstream cultural values as more motivated and achievement oriented. These finding are valuable to the purposes of this study as they display teacher’s cultural values in a classroom
environment, which has implications for their belief in the positive outcomes of using culture in the classroom (outcome expectancy). As this research pointed out, teachers may personally endorse the cultural values of their students but feel restricted to express mainstream values as outside forces such as school leadership or legislation, e.g. No Child Left Behind may mandate particular/stringent definitions of achievement.

Teachers Self-Efficacy and outcome expectancy constructs are based off the Social Cognitive Theory and therefore must include the importance of the context in their definition. Teaching Self-Efficacy then is teachers’ ability to enact a specific behavior in a specific context while outcome expectancy refers to the belief that specific behaviors will lead to specific outcomes (Gibson and Dembo, 1984). Both constructs have been proven to be relevant in the context of schools and correlated to school culture (Deemer, 2004; Tyler et al., 2006).

Summary of Teaching Self-Efficacy and Outcome Expectancy

Culturally relevant pedagogy posits the cultural incongruence occurring between the cultural heritage of the teacher and the cultural heritage of the student to be problematic. In a Bahamian context these two cultures are more often than not, aligned. The culture of the environment in which teachers engage these students however is less examined and may therefore be the level of analysis at which the cultural incongruence occurs.

Positive school climates have been consistently correlated with school effectiveness and teaching efficacy while culturally relevant pedagogy has been consistently correlated to positive academic outcomes specifically for students of color. The relationship between
school climate and teacher’s belief in their ability to enact this pedagogy (culturally responsive teaching efficacy) and their belief that enacting this pedagogy will bring positive outcomes in the classroom (culturally responsive outcome expectancy) however has never been examined.

Purpose of the Study

The main goals of this research were to 1) determine Bahamian definitions of culturally relevant pedagogy 2) develop culturally responsive scenarios that reflect the use of Bahamian pedagogy 3) examine the relations between the constructs of school climate, culturally relevant outcome expectancy and culturally relevant teaching efficacy, in secondary Bahamian education. As this study employed a sequential mixed methodology each goal of the study was enacted within a specific phase. The first two phases of the study were qualitative in nature and used to inform the third and final quantitative phase. The following research questions and hypotheses were used to specifically address the goals of the study:

Phase 1 - Research Question 1: What are Bahamian perceptions of culturally relevant pedagogy?

Phase 2 - Research Question 2: How are the perceptions of Bahamian Culturally Relevant Pedagogy indicated?

Phase 3 – Research Question 3: Can Bahamian Teaching Outcome Expectancy (BTOE), Bahamian Teaching Self Efficacy (BTSE), Culturally Responsive Outcome Expectancy (CRTOE) and Culturally Responsive Teaching Self Efficacy (CRTSE)) and
Organizational Climate Index (for high schools) (OCI) be valid indicators in a Bahamian sample?

**Hypothesis 3.1** Bahamian Teaching Outcome Expectancy (BTOE) and Bahamian Teaching Self Efficacy (BTSE) will be valid indicators for a Bahamian sample.

**Hypothesis 3.2** The Culturally Responsive Outcome Expectancy (CRTOE) and the Culturally Responsive Teaching Self Efficacy (CRTSE) will be valid scales for a Bahamian sample.

**Hypothesis 3.3** The Organizational Climate Index (for High Schools) will be a valid scale for a Bahamian sample.

Research Question 4: Can the Can Bahamian Teaching Outcome Expectancy (BTOE), Bahamian Teaching Self Efficacy (BTSE), Culturally Responsive Outcome Expectancy (CRTOE) and Culturally Responsive Teaching Self Efficacy (CRTSE), the Organizational Climate Index (for high schools) be reliably measured in a Bahamian sample?

**Hypothesis 4.** The CRTOE, CRTSE and OCI will display moderate to high levels of reliability in a Bahamian sample.

Research Question 5: Is School Climate (OCI) a predictor of culturally responsive pedagogy in a sample of Bahamian teachers and administrators as measured by the following indicators and scales?

1. Bahamian Teaching Outcome Expectancy (BTOE),
2. Bahamian Teaching Self Efficacy (BTSE),
3. Culturally Responsive Outcome Expectancy (CRTOE) and
4. Culturally Responsive Teaching Self Efficacy (CRTSE)

**Hypothesis 5.1** OCI will be a significant predictor of BTOE in this sample of Bahamian teachers and administrators.

**Hypothesis 5.2** OCI will be a significant predictor of BTSE in this sample of Bahamian teachers and administrators.

**Hypothesis 5.3** OCI will be a significant predictor of CRTOE in this sample of Bahamian teachers and administrators.

**Hypothesis 5.4** OCI will be a significant predictor of CRTSE in this sample of Bahamian teachers and administrators.

Research Question 6. Does the order in which one completes the culturally responsive scales effect their mean scores on these scales?

**Hypothesis 6.** There will be no mean difference between participants based on order of scale completion.

*Significance of the Study*

The study is significant because it is unprecedented in both the American and Bahamian context. Many efforts are made to improve teacher effectiveness and it is even seemingly in vogue within the United States to use teacher quality as the sole barometer of student success (Retrieved from: http://articles.latimes.com/2010/sep/28/local/la-me-0928-obama-schools-20100928/2 on November 9, 2010). This study aims to advance that conversation in the Bahamas by incorporating school climate as a factor that affects teacher’s pedagogy and therefore
student success. Moreover this study is significant as it aims to make explicit that which was vaguely identified as the Bahamianization of Bahamian education. The information gained through defining Bahamian definitions of culturally relevant pedagogy can aid in the development of teaching education programs in the Bahamas and subsequently provide a blueprint for critically conscious education throughout the Region.

Assumptions

The study makes the assumption that both the teachers and administrators in Bahamian secondary education identify and are familiar with the precepts of Bahamian culture.
CHAPTER 3
Method

This research was conducted using a sequential mixed method exploratory design, which is a methodology in which the results of one type of analysis are used to inform the development of another type of analysis or collection of additional data. Both types of data, qualitative and quantitative are then used to answer one question (Tashakorri and Teddlie, 2003). The study was conducted in three phases to determine Bahamian definitions of culturally relevant pedagogy and examine the relationship between beliefs regarding culturally responsive teaching self-efficacy and culturally responsive outcome expectancy as measured in an American and Bahamian context and School Climate. In Phases 1 and 2 qualitative data were collected and analyzed to develop two teaching scenarios through which Bahamian Teaching Self-Efficacy (BTSE) and Bahamian Teaching Outcome Expectancy (BTOE) could be examined. Phase 3 was designed to test the relationship between BTOE and BTSE and the American defined variables of Culturally Responsive Teacher Self-Efficacy (CRTSE) and Culturally Responsive Teacher Outcome Expectancy (CRTOE), and school climate (Organizational Climate Index (for high schools).

In Phase 1 semi-structured interviews with key informants within the Bahamian education system were conducted. These interviews were used to develop a set of classroom scenarios that reflect the use of Bahamian culturally responsive and non-culturally responsive teaching methods in the classroom. Phase 2 involved the refinement of these scenarios with a focus group of Bahamian public secondary high school teachers. In Phase 3, participants’
(teachers and administrators) responses to the scenarios were used to provide a nominal score for two variables: Bahamian Teaching Self-Efficacy and Bahamian Teaching Outcome Expectancy. Phase 3 also examined the relationship between these two variables, CRTSE, CRTOE and school climate as measured by the Organizational Climate Index (for high schools) - OCI. The methods used for each phase of this study are described separately below. The Institutional Review Board of North Carolina State University approved all research methods.

**Phase 1 Participants**

Eight semi-formal interviews were conducted with key informants of Bahamian education and culture in order to identify definitions of culturally responsive teaching that are pertinent in a Bahamian context. The group consisted of six women and two men ranging in age, background and classroom teacher experience. Individuals working in government agencies, higher education, public and former private school teachers, as well those in the businesses sector were included. Previous qualitative research concerning the Bahamian system of education used Hunter’s Reputation Selection procedure to identify key figures in the field (Hunter, 1953; Masik, 1976). The researcher used her educational network in the Bahamas to identify these key informants. They were then recruited through, emails, phone calls and personal visits. Each key informant was then asked to identify other influential persons in the cultural and educational system of The Bahamas. These persons were then asked to nominate 5 persons until no new names were generated (Cresswell and Clark, 2007). All of the Phase 1 participants were nominated by each other
except for the participant who currently works within the Bahamian education system. Her perspective was particularly sought to ensure the currency of the data.

Data Collection

Interview protocol. Over a two-month period the researcher traveled to locations (on the island of New Providence) identified by the interviewee to conduct all interviews in person. Participants were informed of the voluntary and confidential nature of the interview and told that they could refrain from answering any question or cease the interview at any time. Although the researcher took field notes, permission was granted to digitally record the audio from each session. This information remained in the sole possession of the researcher. Each interview ranged in length from 40 – 75 minutes. Probing questions were used to obtain more information regarding answers as well as for clarification purposes. In the spirit of Freire’s indigenous education and the use of grounded theory, participants were not provided with definitions of any of the constructs under question (Freire, 1970). Instead they were asked to define for themselves what culturally relevant pedagogy in a Bahamian context should be and look like for a Bahamian teacher. Each interviewee was thanked verbally for their participation and sent a written thank you card. All of the interviews were transcribed by the researcher using the field notes taken during the interviews and the supplemental audio files. The transcribed interviews were then emailed back to participants to confirm their accuracy.

Phase 2 Participants

The focus group participants were comprised of five female secondary education teachers representing three different high schools and four subject areas. All of these
teachers were Bahamian except for the one, who had the most teaching experience in the Bahamas, and was from another Caribbean island. These teachers were recruited during the summer of 2009 by phone and traveling to the actual school grounds to ask teachers if they were willing and available to participate in the focus group. Once approximately 10 teachers confirmed interest, they were informed of the specific date, time and location of the focus group. Teachers were contacted again a day before the scheduled focus group to re-confirm their participation and remind them of the time and location. The focus group took place in the afternoon in a centrally located, private office building. As the participants arrived for the focus group they were asked to sign in and re-confirm their contact information. They were informed that all information shared within the focus group would be done so anonymously, confidentially and exclusively for the purposes of the research. They were also reminded of the voluntary nature of the study and their option to refrain or discontinue at any time.

*Focus group protocol.* The focus group session lasted 88 minutes and was audio recorded. At the start of the session participants were asked to introduce themselves by stating where they taught, the length of time they had been teaching and their subject area. Each scenario was then individually discussed with the participants until a consensus was reached regarding the degree to which it was a plausible and accurate representation of a scenario that would occur in a Bahamian classroom. This process produced four classroom scenarios, two of which were subsequently turned into the Culturally Responsive Bahamian Teaching Scenarios and used as independent variables in Phase 3 of this research study (see Table 1).
Phase 3

Phase 3 of this study used the four teaching scenarios developed in Phases 1 and 2 as well as previously developed measures to quantitatively test the relationship between school climate and culturally responsive pedagogy. A battery of questionnaires was administered to Bahamian secondary public school teachers and administrators. Each battery included a demographic questionnaire, Bahamian Classroom Scenarios, and questionnaires measuring school climate and culturally responsive pedagogy.

Teachers that participated in the first two phases were excluded from participating in Phase 3 in order to minimize potential threats to the validity of the study. Teachers and administrators in the final phase were recruited using three main events all hosted by the Ministry of Education (MOE). The first was the Summer Subject Professional Development Program in which teachers from all over the country convened on New Providence to participate in trainings regarding their particular subject matter. The researcher obtained permission to attend these sessions through an upper level administrator at the Ministry of Education (MOE). Each subject had a lead coordinator that the researcher contacted by phone and or email to inform them about the project and request time during their session to recruit participants. Once permission was obtained, and a time and date confirmed, the researcher traveled to the location of the training to give a five-minute presentation of her research project. Participants who choose to complete the test battery were informed that the survey was voluntary, confidential and given a copy of a signed (by the researcher) informed consent sheet with the researchers contact information. Teachers took between 30 - 45
minutes to complete the entire battery. Once completed participants returned the surveys to a sealed box and were thanked for their participation.

The Teachers Training Institute took place on the campus of the College of the Bahamas in late July 2009. Participants were principals and vice-principals of secondary education schools throughout the Bahamas.

The researcher obtained permission to give a short presentation of her study and request participation from the coordinator of the program. As the schedule of the training did not allow for the participants to complete the surveys on site they were given permission to complete the surveys overnight. The researcher then returned to the training the next day where she directly collected the completed surveys from participants.

The National Education Summit (NES) occurred in mid July 2009 in a large hotel on the Western end of New Providence. Approximately six weeks before the National Education Summits’ start the researcher contacted the Acting Director of Education to volunteer her services in exchange for the opportunity to recruit participants. Following this interaction she was directed to the NES Conference Coordinator who granted permission to setup a recruitment table during the conference. On the opening morning of the conference the Director alerted summit attendants to the researchers’ presence in the lobby and invited them to participate in the study. For two subsequent days of the conference the researcher along with an assistant set-up a table in the lobby area of the conference. On the table was a brief synopsis of the study’s purpose along with copies of the survey. During session breaks the researcher interacted with attendants and requested secondary education teachers and
administrators to take a survey and place completed surveys in a sealed box located on the researchers table.

Participants at each data collection site were told that the researcher was conducting a study regarding the use of Bahamian culture in Bahamian secondary education. They were informed about instructional issues, the anonymity and voluntary nature of the study as well as provided with an informed consent cover sheet. Surveys were collected by the researcher and placed in a sealed box accessible by the researcher only.

**Measures**

Teachers and administrators were administered a 12 page test-battery to assess their individual socio-demographic characteristics, the self-reported characteristics of their school, their culturally responsive pedagogy beliefs and perception of their school climate.

*Demographic Questionnaire.* The researcher developed this questionnaire to obtain information on individual level variables such as subjects’ age, gender, race and place of birth as well as information pertaining to their teacher training. As full reports regarding the status of education in The Bahamas are limited, questions regarding school level variables were also added. Questions regarding school size and presence of an active and involved PTA are examples of such items. Some items merged school level and individual level variables to determine the extent to which school and individual teacher demographics are correlated. Examples of such questions included the socioeconomic status of the teacher, the presence of a Junior Junkanoo group and the extent of one’s involvement in extra-curricular activities.
**Bahamian Teaching Outcome Expectancy Indicator.** This indicator consisted of one question asking teachers and administrators to rate their belief in the positive impacts of enacting the Culturally Responsive Bahamian Teaching Scenarios (see Table 1). One scenario provides an example of culturally relevant pedagogy in the Bahamas in an instructional situation while the other scenario uses an example of interpersonal interactions.

A 10-point Likert scale ranging from 0 – *entirely uncertain* to 10 – *entirely certain*, demonstrated that those who scored higher on the scale have stronger beliefs regarding the positive outcomes of using Bahamian pedagogy as demonstrated in the scenario on classroom and student outcomes.

**Bahamian Teaching Self-Efficacy Indicator.** This indicator consisted of one question asking teachers and administrators to rate their belief in their ability to perform the actions of the teacher in the Culturally Responsive Bahamian Teaching Scenarios (see Table 1). One scenario provides an example of culturally relevant pedagogy in the Bahamas in an instructional situation while the other scenario uses an example of interpersonal interactions. A 10-point Likert scale ranging from 0 – *no confidence at all* to 10 - *completely confident* demonstrated that those who scored higher on the scale believe they are more efficacious in their ability to enact either Bahamian pedagogy as demonstrated in the scenario.

**Culturally Responsive Teaching Outcome Expectancy (CRTOE) (Siwatu, 2007).** This 26-item scale measured Bahamian secondary educators’ belief in the positive impacts of using culturally responsive practices as identified in an American context on classroom and student outcomes. Using a Likert scale ranging from 0-*entirely uncertain* to 100-*entirely certain*, participants rated the degree to which they believed culturally responsive
pedagogy would lead to a specific outcome. Sample items included “Using culturally familiar examples will make learning new concepts easier” Participants who scored higher have stronger beliefs in the positive effects of culturally responsive approaches to teaching.

_Culturally Responsive Teaching Self-Efficacy (CRTSE) (Siwatu, 2007)._ This 40-item scale measured Bahamian secondary educators’ belief in their ability to effectively enact the competencies associated with a teacher that endorses and practices a culturally responsive pedagogy in an American context. Participants were asked to use a 100-point Likert scale ranging from 0- _no confidence at all_ to 100 _completely confident_, to measure their degree of confidence in this belief. Those who scored higher on the scale were more efficacious in their ability to enact culturally responsive pedagogies. Sample items included “I am able to identify the diverse needs of my students.”

_Organizational Climate Index (for High Schools) (Hoy, Smith and Sweetland, 2002)._ This 27-item scale measured the health and openness of school climate along four factors. These factors were as follows:

- Institutional Vulnerability (4 items; $\alpha = .87$) examined the degree to which indirect members of the school including parents and community members can directly affect school policy. Items included “Teachers feel pressure from the community”.
- Collegial Leadership (7 items, $\alpha = .94$) measured the degree to which principles set and achieve goals while respecting needs of teachers.
- Professional Teacher Behavior (7 items, $\alpha = .88$) examined interpersonal relations between teachers and their commitment to students.
Achievement Press (8 items, $\alpha = .92$), the final subscale, determined members of the schools commitment to academic excellence. Sample items included “Students respect others’ who get good grades.” Items are scored on a 4-point Likert scale ranging from 1 - rarely occurs to 4-very rarely occurs.

1 For the purposes of this study the 30 item version of this scale was employed.
CHAPTER 4
Results

The results presented here reflect the sequential mixed method study conducted to determine Bahamian perceptions and examples of culturally responsive pedagogy and examine the relationship between school climate and culturally responsive pedagogy in Bahamian secondary education. The study was conducted in three sequential phases as the results from each phase were used to inform the phase following. Phases 1 and 2 of the study were qualitative in nature and guided by a singular research question each. Phase 3 was comprised the quantitative analysis of this design.

Results related to the research question for Phase 1

Research Question 1: What are Bahamian perceptions of culturally relevant pedagogy?

While this research question was generally addressed throughout the qualitative analysis, the specific question analyzed for the interviews conducted in Phase 1 was: “What is the profile of a culturally relevant Bahamian teacher?” The first step in this analysis involved the researcher and a research assistant reviewing the transcripts to confirm the interpretation of the data (LeCompte, 2000). Each transcript was then open coded by both the researcher and assistant by typing a label or labels next to each section of the transcribed interview. Once these open codes were agreed upon, they were reviewed by the researcher to create revised codes based on culturally responsive scales and culturally relevant pedagogy (Bartlett and Payne, 1997; Ladson-Billings, 1995; Siwatu, 2007) (See Appendix C).
Using the culturally relevant pedagogy as a framework four revised codes emerged from the data:

1. Cultural Knowing
2. Ability to design culturally relevant curriculum
3. Acknowledgement of cultural differences between the student’s home and school culture
4. Ability to minimize cultural incongruence

In the next step of the interview data analysis three graduate students were briefed on the research and asked to code the transcripts using the revised codes. Each coder highlighted quotes from each interview and independently decided which of the four a priori codes they felt best suited each quote. Similar to the Morrison et al. (2008) study, many of the revised codes overlapped but this was to be expected considering the absence of mutual exclusivity in the construct. Quotes required a minimum of two votes to be assigned a specific code.

Cultural knowing. Throughout the interviews the need for the educator to be fully grounded in all things Bahamian emerged as a salient theme. It was not taken for granted that having Bahamian heritage was enough to qualify one with this knowledge. Participants referenced the need for the teacher to know general facts about Bahamian life as well as the nuances of Bahamian culture. Names have been changed to protect participants anonymity.

- I think the person should have a good deep knowledge of the Bahamas, physical Bahamas for one thing to start with, know the islands as basic as being able to name the islands, to know something about the political system…basic knowledge about
aspects of how do we earn our living and all… What are the demographics, what’s the population? What’s the population of Andros? - Paula

- I think that[s] very, very important and you should know about Bahamian culture and Bahamian life and you should know about history so you could identify with your class because they should have some Bahamianess about them even though they might be so different. - Georgia

- They use a Bahamian perspective drawn on the wisdom of generations that celebrates their difference from the rest of the world. – Dylan

- Recognize our context [and] understand our context before we even start to train our teachers. We need to design an educational system that fits our context. We are importing an educational system. – Kelly

Design culturally relevant curriculum.. The ability to incorporate this grounding into class curriculums was also identified as a specific skill that culturally relevant Bahamian teachers would possess. Here participants emphasized the desire to distinguish Bahamian educational methods from an American one and infuse the lessons with this cultural knowing:

- ...And the teacher ought to be able to transmit that and I use that advisedly that, if he is to transmit that whether he is teaching things cultural or whether he is teaching whatever. – Adam

- I think it would be someone who would do their best to ensure that everything they teach is somehow Bahamian in nature and try to infuse their lesson plans with one thing Bahamian. –Eve

- Teaching life skills such as hard work, discipline differing (grat_ ?), hard-work, gives cultural info that they can draw on to interpret their work uniquely.-Dylan

- We need to design an educational system that fits our context. –Kelly
- ...not be a teacher who would have the children dress up as Indians for the American Thanksgiving or celebrating February as Black History Month when in the Bahamas every month is Black History Month. - Nadene

**Acknowledgement of cultural differences.** Within this parameter ideas regarding teachers’ ability to navigate the communities in which the students come from and how this affects their academic experiences were expressed. This was especially true in regards to language and teachers’ ability to use Bahamian Creole in beneficial ways within the classroom. Cultural issues related to socioeconomic class were also presented within this theme but they often overlapped with the theme that follows. Statements pertaining to this theme were as follows:

- He [the teacher] has to transmit things other than what they put on the blackboard. – Adam

- …we need to make (clear) we have to know that there is a place for dialect… I believe that the teacher should be able to help his or her students to get a firm grip on Standard English because the point is your whole thing is ability to communicate and you’re not going to be able to communicate widely if you speak only Bahamian Creole. – Paula

- In the Bahamas the number of person raised speaking English are relatively small. – Kelly

**Minimize cultural mismatch.** The final parameter addressed the need for teachers to create a seamless connection between the various cultural perspectives within the classroom whether they are the personal cultural and background of the teacher or that of the students.

- …foreign teachers, people who don’t belong to the culture can be taught… I feel if they’re not natives even if they’re native speakers of Bahamian Creole they should have linguistics courses so they understand how the languages operate in order
to be able to use them effectively in their classrooms to the benefit of the students instead of just standing back and saying “oh don’t say that that’s bad English. –Adam

- …be aware that all students learn differently realize that when they come home to teach (after being trained abroad) and how best to impart that knowledge to them. –Eve

- …have middle class teachers who have had more and who have been better educated than the child’s parents you must never look down on these children or their parents… - Georgia

Results related to the research question for Phase 2

Research Question 2: What are indicators of culturally relevant pedagogy in a Bahamian context?

The Culturally Responsive Bahamian Teaching Scenarios represent the indicators of culturally relevant pedagogy in the Bahamas. The teaching scenarios were designed to simulate a situation in which a teacher does and does not use Bahamian culture to (1) provide instruction, and (2) to interact with students. Using a total of four scenarios, two depicted a hypothetical secondary education teacher who provides instruction in a distinctly Bahamian and culturally responsive manner and the other depicted a teacher who instructs students in a culturally non-descript manner. The other two scenarios demonstrated hypothetical teachers’ interpersonal interactions with students; one whose interpersonal interactions with students were distinctly Bahamian and culturally responsive in nature and the other whose interpersonal interactions were culturally non-descript (See Table 1). In order to reduce gender bias in behavioral interpretations teachers in each of the scenarios were given a gender-neutral name. Each scenario was also approximately 90 words in
length to maintain brevity and not discourage participants from answering all of the questions within the battery (Tyler et al. 2005).

Phase 2 of the study involved the use of a focus group comprised of five current educators in Bahamian secondary schools to confirm the face validity of the Culturally Responsive Bahamian Teaching Scenarios. The scenarios demonstrated that a culturally relevant teacher in the Bahamas is well grounded in Bahamian culture and able to incorporate this knowledge throughout their curriculum while incorporating the appropriate use of Bahamian dialect. This teacher believes in the ability of all students and demonstrates this in ways that extends beyond the classroom. In referencing the actions of the teachers in the Culturally Responsive Bahamian Teaching Scenarios some participants added how they personally enact culturally relevant pedagogy within their classrooms:

- There was a time when you could go to the classroom and just teach. Sometimes you have to just close the textbook and have a lesson on just sex. As a math teacher, sometimes…it doesn’t matter the subject now and days or the discipline. I have to teach you life skills.

- I think even knowing where the kids live and knowing about their area helps and helps your environment. I try to instill that it’s not where you come from… but where you are going.

While the participants of the focus group were able to highlight the differences in operationalizing culturally relevant pedagogy in the Bahamas they also acknowledged the challenges of incorporating Bahamian culture into curriculums at the secondary level. Comments regarding Gene, the instructional culturally relevant teacher, and the feasibility of
replicating Gene’s actions highlighted these challenges, e.g. “It has to be something where you are thinking about it now and making a unit plan.”
### Distinctly Reflective of Bahamian Culture

**Instructional Scenario 1** - Gene is a secondary English teacher who believes that all students can learn and all students bring knowledge to the classroom. Gene shares this belief with the students and encourages them to be critical in their thinking. Gene uses a group approach to learning and encourages students to help each other with assignments. Gene is well versed in Bahamian studies and tries to incorporate Bahamian culture in all aspects of the curriculum. This includes everything from decorating the classroom with various Bahamian images, to using various Junkanoo themes as writing prompts. Gene also uses a mixture of standardized English and Bahamian dialect to communicate with students. Gene feels that Bahamian dialect is a part of the student’s culture and uses it in her teaching as a tool to help students develop language skills but she also teaches standardized English.

**Interpersonal Scenario 3** - Taylor maintains formal relationships with students and does not deviate from classroom roles. Students in this class stand when authorities enter and greet them by name. Taylor develops connections with some of the students in the class and recognizes that some students do not feel comfortable interacting with their teacher outside of these roles. Taylor attends Parent Teachers Association meetings and primarily meets student’s parents at these venues. When students are experiencing behavioral problems Taylor has them stand outside the classroom or report to the office, something to ensure that the student is removed from the class and not distracting other students.

### Not Reflective of Bahamian Culture

**Instructional Scenario 2** - Leslie is a secondary English teacher who recognizes that students have different levels of ability and feels that some children will be able to learn and others will not. As such Leslie maintains a classroom environment in which the teacher and the textbooks are the instructional authorities. Recognizing the competitive nature of society, the emphasis is placed on individual achievement as opposed to group-work and students are rewarded as such. Bahamian dialect is not allowed in Leslie’s class. Leslie while well versed in Bahamian dialect does not speak it and does not allow the students to use it in their writing or general conversation within the classroom. Leslie believes that using Bahamian dialect in the classroom is inappropriate and can be confusing for students who are there to learn standardized English skills.

**Interpersonal Scenario 4** - Madison interacts with students in her homeroom class on multiple levels and in various venues. Students in Madison’s class for example are often encouraged to attend various church and cultural events with their teacher. Madison actively maintains relationships with all of the students in the classroom and tries to periodically contact their parents. Madison tries to involve the larger community into the classroom by often referencing local issues or inviting local persons into the class. When students in this class display behavioral problems Madison addresses the issue directly by disciplining the student in the classroom. If more is needed the student is referred to the main office.
Results related to the research questions for Phase 3

The results of the Phase 3 presented here, are the culmination of the qualitative work conducted in Phase 1 and Phase 2 of the study. Because these scales have never been used with a Bahamian population the demographic analyses were followed by Confirmatory and Exploratory Factor Analyses conducted on the Organizational Climate Index (for high schools), the Culturally Responsive Outcome Expectancy (CRTOE) and Culturally Responsive Teaching Self Efficacy (CRTSE) scales to assess their factor structure and validity. Cronbach Alpha’s followed to examine their reliability. The convergent validity of the Bahamian Teaching Outcome Expectancy indicator (BTOE) and the Bahamian Teaching Self Efficacy indicator (BTSE) were assessed using Pearson Correlation Coefficients. Multiple regression analysis were conducted to determine the role of school climate on culturally responsive pedagogy, and finally, a multivariate analysis of variance (MANVOA) was conducted to determine whether or not the order in which a respondent is administered the culturally responsive test has an effect on participant responses.

Phase 3 Participants

Two hundred and twenty-six (226) Bahamian secondary school teachers and administrators participated in the Phase 3. Demographic data was collected on the individual participants and the schools in which they worked. Both the individual and school characteristics are provided at the beginning of the results section.

The majority of the sample was female (n = 172, 77.5%) and teachers (n = 167, 77%). Administrators comprised 23% (n = 50) of the sample. With the exception of those under 30 years of age (37 or 16.7%) the participants were relatively evenly split according to the next
three higher age groups: 30 and 40 (66 or 29.7%), 40-50 (54 or 24.3%) and over 50 (65 or 29.3%). When asked to report how they primarily identified the vast majority (n =172, 78.5%) chose Bahamian. (See Table 2)
Table 2  
Demographic Characteristics of Phase 3 Participants  \((N=226)\)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>(n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>50</td>
<td>23</td>
</tr>
<tr>
<td>Teacher</td>
<td>167</td>
<td>77</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>22.5</td>
</tr>
<tr>
<td>Female</td>
<td>172</td>
<td>77.5</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 30</td>
<td>37</td>
<td>16.7</td>
</tr>
<tr>
<td>30-40</td>
<td>66</td>
<td>29.7</td>
</tr>
<tr>
<td>40-50</td>
<td>54</td>
<td>24.3</td>
</tr>
<tr>
<td>Over 50</td>
<td>65</td>
<td>29.3</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>Bachelors</td>
<td>122</td>
<td>56.5</td>
</tr>
<tr>
<td><strong>Institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caribbean</td>
<td>28</td>
<td>13.3</td>
</tr>
<tr>
<td>American</td>
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<td>25.7</td>
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<tr>
<td>Other</td>
<td>18</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Island Raised</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Providence</td>
<td>122</td>
<td>60.7</td>
</tr>
<tr>
<td>Family Island</td>
<td>79</td>
<td>39.3</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bahamian, Black Caribbean and /or African</td>
<td>172</td>
<td>78.5</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Teaching Experience (years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-5</td>
<td>49</td>
<td>22.4</td>
</tr>
<tr>
<td>6-12</td>
<td>44</td>
<td>20.1</td>
</tr>
<tr>
<td>13-25</td>
<td>58</td>
<td>26.5</td>
</tr>
<tr>
<td>25-35</td>
<td>42</td>
<td>19.2</td>
</tr>
<tr>
<td>Over 35</td>
<td>26</td>
<td>11.9</td>
</tr>
<tr>
<td><strong>Countries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bahamas Only</td>
<td>174</td>
<td>77</td>
</tr>
<tr>
<td>Caribbean</td>
<td>24</td>
<td>10.6</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English and Literature</td>
<td>16</td>
<td>8.7</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>48</td>
<td>26.1</td>
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<tr>
<td>Art and Music</td>
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<td>17.4</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>19.0</td>
</tr>
<tr>
<td><strong>Subjects Taught</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English and Literature</td>
<td>20</td>
<td>10.5</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Art and Music</td>
<td>16</td>
<td>8.4</td>
</tr>
</tbody>
</table>
School characteristics (teacher reported). Questions regarding characteristics of participants’ school were also obtained from participants, as formal records regarding this information were not available. In order to maintain the anonymity of participants there are no items that can tie responses to any specific school. The majority of the sample had between 13-25 years of teaching experience (n = 58 and 26.5 %), 49 (22.4%) of those sampled had been teaching for only 5 years or less and 77.6% of the total sample had only ever taught in the Bahamas. The majority of the sample currently taught math and science.

Results regarding the respondents’ perceived percentage of students in their schools that were either foreigners or born to foreign parents were varied. Thirty percent of respondents reported that 0-20% of their students fell into this category while another 32% stated that 31%-50% of their students were foreigners or born to foreign parents. In terms of participation in cultural activities 60.2% of respondents were at schools that participated in Junior Junkanoo (see Table 3) but when asked if they were personally involved in any extracurricular activities such as Junior Junkanoo an extracurricular activity that engages students in Bahamian culture, that specifically engage students in Bahamian culture although 54.9% reported not being personally involved (see Table 2).
Table 3

Demographics of Participant Reported Characteristics. (N=226)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Experience (years)</td>
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<td></td>
</tr>
<tr>
<td>0-5</td>
<td>49</td>
<td>22.4</td>
</tr>
<tr>
<td>6-12</td>
<td>44</td>
<td>20.1</td>
</tr>
<tr>
<td>13-25</td>
<td>58</td>
<td>26.5</td>
</tr>
<tr>
<td>25-35</td>
<td>42</td>
<td>19.2</td>
</tr>
<tr>
<td>Over 35</td>
<td>26</td>
<td>11.9</td>
</tr>
<tr>
<td>Countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bahamas Only</td>
<td>174</td>
<td>77</td>
</tr>
<tr>
<td>Caribbean</td>
<td>24</td>
<td>10.6</td>
</tr>
<tr>
<td>Teach</td>
<td></td>
<td></td>
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<tr>
<td>English and Literature</td>
<td>16</td>
<td>8.7</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>48</td>
<td>26.1</td>
</tr>
<tr>
<td>Art and Music</td>
<td>32</td>
<td>17.4</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>19.0</td>
</tr>
<tr>
<td>Subjects Taught</td>
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<td></td>
</tr>
<tr>
<td>English and Literature</td>
<td>20</td>
<td>10.5</td>
</tr>
<tr>
<td>Math and Sciences</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Art and Music</td>
<td>16</td>
<td>8.4</td>
</tr>
<tr>
<td>Other</td>
<td>81</td>
<td>42.6</td>
</tr>
<tr>
<td>Foreign Born (%)</td>
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<td></td>
</tr>
<tr>
<td>0-10</td>
<td>34</td>
<td>17.5</td>
</tr>
<tr>
<td>11-30</td>
<td>56</td>
<td>28.9</td>
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<td>31-50</td>
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<tr>
<td>Over 50</td>
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<td>15.5</td>
</tr>
<tr>
<td>Jr. Junkanoo</td>
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<tr>
<td>Yes</td>
<td>136</td>
<td>63.3</td>
</tr>
<tr>
<td>No</td>
<td>79</td>
<td>36.7</td>
</tr>
</tbody>
</table>

Results related to the proposed research questions and hypotheses for Phase 3

Research Question 3: Are the following instruments valid measures for a Bahamian sample?

1. Bahamian Teaching Outcome Expectancy indicator (BTOE)
2. Bahamian Teaching Self Efficacy indicator (BTSE)
3. Culturally Responsive Outcome Expectancy (CRTOE)
4. Culturally Responsive Teaching Self Efficacy (CRTSE)
5. Organizational Climate Index (for High Schools) (OCI)

Hypothesis 3.1 The Bahamian Teaching Outcome Expectancy indicator (BTOE) and the Bahamian Teaching Self Efficacy indicator (BTSE) will be valid indicators of culturally responsive pedagogy for a Bahamian sample.

Correlation coefficients were computed on the composite mean scores of the four dependent variables (BTOE, BTSE, CRTOE, CRTSE) and the independent variable (OCI). Significant correlations were found between all of the scales. The correlation between Bahamian Teaching Efficacy (BTSE) and Bahamian Outcome Expectancy (BTOE) was significant and the strongest correlation of the five scales ($r = .716, p < .01$). Most important to the convergent validity of the BTOE and BTSE questions was their correlation to the previously validated CRTOE and the CRTSE scales. Confirming this validity BTOE significantly correlated with Culturally Responsive Outcome Expectancy (CRTOE) ($r = .273, p < .01$) and BTSE significantly correlated to CRTSE ($r = .355, p < .01$). As indicated in previous studies CRTOE and CRTSE were positively correlated with each other ($r = .530, p < .01$) (Siwatu, 2007). With regard to the OCI subscales; institutional vulnerability was the only one to not correlate with any of the dependent variables while the mean school climate score correlated significantly with all of the dependent variables (see Table 4).
**Table 4**

**Correlations Between Four Dependent Variables**

<table>
<thead>
<tr>
<th></th>
<th>BTOE</th>
<th>BTSE</th>
<th>CRTOE</th>
<th>CRTSE</th>
<th>OCI</th>
<th>CL</th>
<th>AP</th>
<th>PTB</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTOE</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BTSE</td>
<td>.716**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRTOE</td>
<td>.273**</td>
<td>.299**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRTSE</td>
<td>.271**</td>
<td>.355**</td>
<td>.530**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCI</td>
<td>.194**</td>
<td>.285**</td>
<td>.263**</td>
<td>.208**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>.164*</td>
<td>.235**</td>
<td>.243**</td>
<td>.186**</td>
<td>.841**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP</td>
<td>.122</td>
<td>.260**</td>
<td>.258**</td>
<td>.243**</td>
<td>.742**</td>
<td>.511**</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTB</td>
<td>.076</td>
<td>.152*</td>
<td>.200**</td>
<td>.173*</td>
<td>.787**</td>
<td>.553**</td>
<td>.496**</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>.116</td>
<td>.020</td>
<td>-.056</td>
<td>-.127</td>
<td>.069</td>
<td>-.040</td>
<td>-.201**</td>
<td>-.213**</td>
<td>-</td>
</tr>
</tbody>
</table>

*p-value ≤ 0.05 level; **p-value ≤ 0.01.

Hypothesis 3.1 was confirmed as the Bahamian Teaching Outcome Expectancy indicator (BTOE) and the Bahamian Teaching Self Efficacy indicator (BTSE) are valid indicators for a Bahamian sample.

**Hypothesis 3.2** The Culturally Responsive Outcome Expectancy (CRTOE) and the Culturally Responsive Teaching Self Efficacy (CRTSE) will be valid scales for a Bahamian sample.

A Confirmatory Factor Analysis using Mplus® was conducted to test the scale structure of the CRTOE and CRTSE. Previous studies on the CRTOE and CRTSE scales demonstrated that they were one-factor models with no subscales (Siwatu, 2007). A variety of fit indices were used to assess model fit. The first index to be used was the ratio of the chi-square to degrees of freedom ($\chi^2$/df) in which values less than 2.0 indicate good fit (Hair, Anderson, Tatham, & Black, 1995); as this index is susceptible to sample size additional...
criteria regarding model fit were also used (Tabachnick & Fidell, 2001). These included the comparative fit index (CFI) (Bentler, 1990) and the Tucker and Lewis Index (TLI) in which coefficients closer to 1.0 indicate a good fit and values above .90 indicate an acceptable fit. The final index used is the root mean square error of approximation (RMSEA; Browne & Cudeck, 1993) for which values less than .05 indicates good fit, values between .05 and .08 indicate adequate fit and values above .08 indicate poor fit. The overall fit for the CRTOE and CRTSE scales were inadequate with $\chi^2(299, N=212) = 899.782$ ($\chi^2/df = 3.00$, CFI = .699, TLI = .673, RMSEA = .097) and $\chi^2(888, N=212) = p = .00$ ($\chi^2/df = 3$, CFI = .722, TLI = .707, RMSEA = .103) respectively as demonstrated in Table 6.
Table 5

Fit Indices for the CRTOE and CRTSE Derived from Confirmatory Factor Analysis

<table>
<thead>
<tr>
<th>Variables</th>
<th>CRTOE</th>
<th>CRTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit Indices</td>
<td>Null</td>
<td>Null</td>
</tr>
<tr>
<td>$\chi^2$</td>
<td>299</td>
<td>888</td>
</tr>
<tr>
<td>Df</td>
<td>900</td>
<td>779</td>
</tr>
<tr>
<td>$\chi^2$/Df</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CFI</td>
<td>0.699</td>
<td>0.722</td>
</tr>
<tr>
<td>TLI</td>
<td>0.673</td>
<td>0.707</td>
</tr>
<tr>
<td>RMSEA</td>
<td>0.097</td>
<td>0.103</td>
</tr>
</tbody>
</table>

Hypothesis 3.2 was not confirmed as the Culturally Responsive Outcome Expectancy (CRTOE) and the Culturally Responsive Teaching Self Efficacy (CRTSE) as one-factor models are not valid scales for a Bahamian sample and the confirmatory factor analysis for disproved the a priori hypothesis of the one-dimensional structure of both scales. A principle component factor analysis was therefore conducted on both scales in which Cattel’s (1966) scree test and Kaiser’s (1960) criterion of eigenvalues greater than one rule were used to evaluate the appropriate factor structure for these models and determine which questions loaded together that could be summed to create factor scores for use in additional analyses (DeCoster, 1998). This criteria and a varimax rotation produced a three-factor solution for the CRTOE scale:

Factor One: Student Strengths

Factor Two: Adapting Curriculum

Factor Three: Ecological Influence.
Table 6

Summary of Items and Factor Loadings for Varimax Orthogonal Three-Factor Solution for the Culturally Responsive Outcome Expectancy Scale (N = 212)

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor Loading</th>
<th>Communality</th>
</tr>
</thead>
<tbody>
<tr>
<td>crtce 25 Using culturally familiar examples will make learning new concepts easier.</td>
<td>.764</td>
<td>.612</td>
</tr>
<tr>
<td>crtce 23 Helping students from diverse cultural backgrounds succeed in school will increase their confidence in their academic ability</td>
<td>.764</td>
<td>.678</td>
</tr>
<tr>
<td>crtce 17 Assessing student learning using a variety of assessment procedures will provide a better picture of what they have learned</td>
<td>.721</td>
<td>.573</td>
</tr>
<tr>
<td>crtce 26 When students see themselves in the pictures (e.g., posters of notable African Americans, etc.) that are displayed in the classroom they develop a positive self-identity.</td>
<td>.641</td>
<td>.479</td>
</tr>
<tr>
<td>crtce 24 Students’ academic achievement will increase when they are provided with unbiased access to the necessary learning resources</td>
<td>.639</td>
<td>.462</td>
</tr>
<tr>
<td>crtce 18 Using my students’ interests when designing instruction will increase their motivation to learn</td>
<td>.637</td>
<td>.554</td>
</tr>
<tr>
<td>crtce 22 Students’ self-esteem can be enhanced when their cultural background is valued by the teacher</td>
<td>.609</td>
<td>.452</td>
</tr>
<tr>
<td>crtce 19 Simplifying the language used during the presentation will enhance English Language Learners comprehension of the lesson</td>
<td>.573</td>
<td>.376</td>
</tr>
<tr>
<td>crtce 9 Revising instructional material to include a better representation of the students’ cultural group will foster positive self-images</td>
<td>.489</td>
<td>.489</td>
</tr>
<tr>
<td>crtce 10 Providing English Language Learners with visual aids will enhance their understanding of assignments</td>
<td>.444</td>
<td>.319</td>
</tr>
<tr>
<td>crtce 20 Simplifying the language used during the presentation will enhance English Language Learners comprehension of the lesson</td>
<td>.425</td>
<td>.256</td>
</tr>
<tr>
<td>crtce 11 Students will develop an appreciation for their culture when they are taught about the contributions their culture has made over time</td>
<td></td>
<td>.31</td>
</tr>
<tr>
<td>crtce 3 Students will be successful when instruction is adapted to meet their needs</td>
<td>.686</td>
<td>.516</td>
</tr>
<tr>
<td>crtce2 Incorporating a variety of teaching methods will help my students to be successful</td>
<td>.679</td>
<td>.504</td>
</tr>
<tr>
<td>crtce 7 Connecting my students’ prior knowledge with new incoming information will lead to deeper learning</td>
<td>.666</td>
<td>.491</td>
</tr>
</tbody>
</table>
Table 6 - Continued

crtoe 8 Matching instruction to the students’ learning preferences will enhance their learning
   .616 .512

crtoe 4 Developing a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students
   .542 .406

crtoe 6 Understanding the communication preferences (e.g., the value of eye-contact; protocol for participating in a conversation) of my students will decrease the likelihood of student-teacher communication problems
   .539 .345

crtoe 1 A positive teacher-student relationship can be established by building a sense of trust with students
   .504 .305

crtoe 14 Changing the structure of the classroom so that it is compatible with my students’ home culture will increase their motivation to come to class
   .674 .483

crtoe 21 Encouraging students to use their native language will help them to maintain their cultural identity
   .661 .573

crtoe 12 Conveying the message that parents are an important part of the classroom will increase parent participation
   .628 .508

crtoe 16 Student attendance will increase when a personal relationship between the teacher and students has been developed
   .597 .467

crtoe 15 Establishing positive home-school relations will increase parental involvement
   .589 .488

crtoe 5 Acknowledging the ways that the school culture is different from my students’ home culture will minimize the likelihood of discipline problems
   .546 .452

crtoe 13 The likelihood of student-teacher misunderstandings decreases when my students’ cultural background is understood
   .43 .515 .532

Eigenvalues 8.023 2.33 2.005
% of variance 19.59 14.92 13.02

Note. Boldface indicates highest factor loadings

These factors accounted for 19.59%, 14.92% and 13.02% of the variance in this scale in which three items double loaded (See Table 7). A three-factor solution also emerged for the CRTSE scale:

Factor One: Interpersonal Instruction

Factor Two: Cross-Cultural Capabilities
Factor Three: Ecological Incorporation

These factors accounted for 22.40%, 18.74% and 14.40% of the variance and twelve items double loaded.

Table 7

Summary of Items and Factor Loadings for Varimax Orthogonal Three-Factor Solution for the Culturally Responsive Teaching Self-Efficacy Scale (N = 212)

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor loading</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>crtse 14 use my students' prior knowledge to help them make sense of new information</td>
<td>.721</td>
<td>.402</td>
<td>.685</td>
<td></td>
</tr>
<tr>
<td>crtse 38 use the interests of my students to make learning meaningful for them</td>
<td>.715</td>
<td></td>
<td></td>
<td>0.668</td>
</tr>
<tr>
<td>crtse1 adapt instruction to meet the needs of my students.</td>
<td>.699</td>
<td></td>
<td></td>
<td>0.645</td>
</tr>
<tr>
<td>crtse 11 use a variety of teaching methods</td>
<td>.696</td>
<td></td>
<td></td>
<td>0.656</td>
</tr>
<tr>
<td>crtse40 design instruction that matches my students’ developmental needs</td>
<td>.695</td>
<td></td>
<td></td>
<td>0.615</td>
</tr>
<tr>
<td>crtse 7 assess student learning using various types of assessments</td>
<td>.688</td>
<td></td>
<td></td>
<td>0.638</td>
</tr>
<tr>
<td>crtse36 explain new concepts using examples that are taken from my students’ everyday lives</td>
<td>.680</td>
<td></td>
<td></td>
<td>0.597</td>
</tr>
<tr>
<td>crtse26 help students to develop positive relationships with their classmates</td>
<td>.679</td>
<td></td>
<td></td>
<td>0.553</td>
</tr>
<tr>
<td>crtse39 implement cooperative learning activities for those students who like to work in groups</td>
<td>.678</td>
<td>.451</td>
<td></td>
<td>0.693</td>
</tr>
<tr>
<td>crtse37 obtain information regarding my students’ academic interests</td>
<td>.669</td>
<td>.441</td>
<td></td>
<td>0.657</td>
</tr>
<tr>
<td>crtse 9 obtain information about my students’ home life</td>
<td>.664</td>
<td></td>
<td></td>
<td>0.598</td>
</tr>
<tr>
<td>crtse21 obtain information about my students’ academic weaknesses</td>
<td>.630</td>
<td></td>
<td></td>
<td>0.525</td>
</tr>
<tr>
<td>crtse32 help students feel like important members of the classroom</td>
<td>.540</td>
<td></td>
<td></td>
<td>0.33</td>
</tr>
<tr>
<td>crtse 30 model classroom tasks to enhance English Language Learner’s understanding</td>
<td>.523</td>
<td>.515</td>
<td></td>
<td>0.551</td>
</tr>
</tbody>
</table>

82
<p>| Task                                                                 | CRTSE 13 | CRTSE 24 | CRTSE 3 | CRTSE 20 | CRTSE 28 | CRTSE 18 | CRTSE 22 | CRTSE 29 | CRTSE 27 | CRTSE 41 | CRTSE 34 | CRTSE 33 | CRTSE 19 | CRTSE 35 | CRTSE 25 | CRTSE 23 |
|----------------------------------------------------------------------|---------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Help make learning meaningful                                       | .521    | .402    | .454   | .639    |         |         |         |         |         |         |         |         |         |         |         |         |
| Communicate with parents regarding their child's educational progress | .517    | .401    |        | .562    |         |         |         |         |         |         |         |         |         |         |         |         |
| Determine whether my students like to work alone or in a group       | .502    | .484    | .502   |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Develop a personal relationship with my students                    | .452    |         | .43    |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes |         | .741    |       | .709    |         |         |         |         |         |         |         |         |         |         |         |         |
| Greet English Language Learners with a phrase in their native language | .678    |         | .512   |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Praise English Language Learners for their accomplishments using a phrase in their native language | .675    |         | .479   |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Design a lesson that shows how other cultural groups have made use of mathematics |         | .665    |       | .593    |         |         |         |         |         |         |         |         |         |         |         |         |
| Revise instructional material to include a better representation of cultural groups |         | .659    |       | .665    |         |         |         |         |         |         |         |         |         |         |         |         |
| Teach students about their cultures' contributions to society        |         |         | .637   |         | .511    |         |         |         |         |         |         |         |         |         |         |         |
| Gather data about how my students like to learn                       |         |         | .609   |         | .617    |         |         |         |         |         |         |         |         |         |         |         |
| Identify ways that standardized tests may be biased towards culturally diverse students |         | .608    |       | .408    | .561    |         |         |         |         |         |         |         |         |         |         |         |
| Design a classroom environment using displays that reflects a variety of cultures |         | .589    |       | .452    |         |         |         |         |         |         |         |         |         |         |         |         |
| Use examples that are familiar to students from diverse cultural backgrounds |         | .479    |       | .576    | .591    |         |         |         |         |         |         |         |         |         |         |         |
| Structure parent-teacher conferences so that the meeting is not intimidating for parents |         | .449    |       | .568    | .568    |         |         |         |         |         |         |         |         |         |         |         |
| Identify ways that standardized tests may be biased towards linguistically diverse students |         | .495    |       | .4      |         |         |         |         |         |         |         |         |         |         |         |         |         |</p>
<table>
<thead>
<tr>
<th>Table 7 -Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>crtse31</strong> communicate with the parents of English Language Learners regarding their child's achievement</td>
</tr>
<tr>
<td><strong>crtse5</strong> identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture</td>
</tr>
<tr>
<td><strong>crtse6</strong> obtain information about my students' cultural background</td>
</tr>
<tr>
<td><strong>crtse15</strong> identify ways how students communicate at home may differ from the school norms</td>
</tr>
<tr>
<td><strong>crtse4</strong> determine whether my students feel comfortable competing with other students</td>
</tr>
<tr>
<td><strong>crtse12</strong> develop a community of learners when my class consists of students from diverse backgrounds</td>
</tr>
<tr>
<td><strong>crtse6</strong> implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture</td>
</tr>
<tr>
<td><strong>crtse10</strong> establish positive home-school relations</td>
</tr>
<tr>
<td><strong>crtse17</strong> obtain information about my students' cultural background</td>
</tr>
<tr>
<td><strong>crtse2</strong> adapt instruction to meet the needs of my students.</td>
</tr>
<tr>
<td><strong>crtse8</strong> obtain information about my students' home life</td>
</tr>
<tr>
<td><strong>Eigenvalues</strong></td>
</tr>
<tr>
<td><strong>% of variance</strong></td>
</tr>
</tbody>
</table>

*Note. Boldface indicates highest factor loadings.*
Hypothesis 3.3 The Organizational Climate Index (for High Schools) will be a valid scale for a Bahamian sample.

The OCI has been demonstrated to be a four-factor model and this is the model that was tested also using MPLUS (Hoy et al., 2002). The overall fit for the full OCI model scale was adequate [$\chi^2 (402, N= 209) 3807.839) (\chi^2/df =9.47, CFI=. 951, TLI =. 926, RMSEA = .135)]]. The fit of each subscale was also assessed revealing adequate models for this population. The overall fit of the achievement press (AP) subscale was poor ($\chi^2 (20, N =209) 209.259) p< .00 (\chi^2/df = 10.46, CFI =. 713, TLI= .598, RMSEA = .213). The overall fit of the collegial leadership (CL) subscale however was better $\chi^2 (14, N =209) 67.395) p< .00 (\chi^2/df =4.81, CFI =. 951, TLI= .926, RMSEA = .135) Stronger fit indices were found for professional teaching behavior (PTB) $\chi^2 (14, N =209) 39.701) p< .00 (\chi^2/df = 2.84, CFI = .985, TLI = .977, RMSEA = .094) and institutional vulnerability (IV) $\chi^2 (5, N = 209) 16.522) p< .00 (\chi^2/df = 3.31 CFI= .924, TLI = .977, RMSEA= .094). In conclusion Hypothesis 3.3 was confirmed (see Table 9).
Research Question 4: Can Culturally Responsive Outcome Expectancy (CRTOE) and Culturally Responsive Teaching Self Efficacy (CRTSE), the Organizational Climate Index (for high schools) and their resulting subscales be reliably measured in a Bahamian sample?

Hypothesis 4. The CRTOE, CRTSE and OCI and their subscales will display moderate to high levels of reliability in a Bahamian sample.

The CRTOE and the CRTSE both displayed high levels of reliability at .90 and .96. Their resulting subscales also demonstrated strong reliability with the new CRTOE subscale of ecological influence expressing the lowest alpha at .764. Cronbach Alpha internal consistency estimates of reliability were then computed for the four subscales of the Organizational Climate Index. Satisfactory levels of reliability were found for collegial leadership, .83, professional teaching behavior, .88, and achievement press, .70. Institutional vulnerability displayed a moderately low level of reliability at .58. The alpha for the total OCI scale was moderately high at .87. Hypothesis 4 was confirmed as the scales within the sample achieved moderate to high levels of reliability (see Table 9).
### Table 9

*Cronbach Alpha’s for CRTOE, CRTSE, OCI and subscales. (N=226)*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Current Alphas</th>
<th>Previous Alphas</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRTOE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Scale</td>
<td>0.9</td>
<td>.95</td>
</tr>
<tr>
<td>Student Strengths</td>
<td>0.848</td>
<td></td>
</tr>
<tr>
<td>Adapting Curriculum</td>
<td>0.759</td>
<td></td>
</tr>
<tr>
<td>Ecological Influence</td>
<td>0.764</td>
<td></td>
</tr>
<tr>
<td>CRTSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Scale</td>
<td>0.96</td>
<td>.96</td>
</tr>
<tr>
<td>Interpersonal Instruction</td>
<td>0.905</td>
<td></td>
</tr>
<tr>
<td>Cross-Cultural Capabilities</td>
<td>0.888</td>
<td></td>
</tr>
<tr>
<td>Ecological Incorporation</td>
<td>0.875</td>
<td></td>
</tr>
<tr>
<td>OCI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Scale</td>
<td>0.87</td>
<td>.94</td>
</tr>
<tr>
<td>Collegial Leadership</td>
<td>0.83</td>
<td>.94</td>
</tr>
<tr>
<td>Professional Teaching Behavior</td>
<td>0.88</td>
<td>.88</td>
</tr>
<tr>
<td>Achievement Press</td>
<td>0.7</td>
<td>.92</td>
</tr>
<tr>
<td>Institutional Vulnerability</td>
<td>0.58</td>
<td>.87</td>
</tr>
</tbody>
</table>

Research Question 5: Is School Climate (OCI) a predictor of culturally responsive pedagogy in a sample of Bahamian teachers and administrators as measured by the following indicators and scales?

1. Bahamian Teaching Outcome Expectancy (BTOE),
2. Bahamian Teaching Self Efficacy (BTSE),
3. Culturally Responsive Outcome Expectancy (CRTOE) and
4. Culturally Responsive Teaching Self Efficacy (CRTSE)

Four multiple regression analyses were conducted to determine how well school climate predicts culturally relevant pedagogy. Bivariate correlations were therefore run among each
dependent variable and the demographic variables to determine the control variables to be used in the regression analysis.

**Hypothesis 5.1.** OCI will be a significant predictor of BTOE in this sample of Bahamian teachers and administrators.

Bahamian Teaching Outcome Expectancy (BTOE) was significantly correlated with six demographic variables including, the participants role as a teacher or administrator (ROLE), years teaching (YRTEACH), currently teaching math or science (MSTEACH), age (AGE), having at least bachelors degree (BACH), participating in school related extra-curricular activities (EXTRA), having taught outside The Bahamas (OUTBAH) and having taught in the Caribbean (TCARIB) (see Table 10).
In order to determine the ability of school climate (OCI) to predict BTOE in a Bahamian sample a multiple regression analysis was conducted. In this analysis school climate (OCI) and the aforementioned variables, with the exclusion of age because of its high correlation with years teaching (r = .756 p<. 001), were used as the predictor variables with BTOE as the criterion. Having taught in the Caribbean and outside the Bahamas was also excluded from the model because of their reference to events that took place in the past. In the first analysis the demographic variables accounted for a significant portion of the variance in BTOE, \( R^2 = .12 \), adjusted \( R^2 = .09 \), \( F (5,186) = 4.700, p< .001 \) but only participants who had obtained at least a bachelors degree were significantly more likely to have higher Bahamian Teaching Outcome Expectancy (BTOE).

A second analysis was conducted to examine whether school climate (OCI) predicted BTOE over and above these demographic variables. School climate accounted for a significant proportion of the BTOE variance after controlling for the effects of the

---

**Table 10**

*Correlations Between BTOE and Demographic Variables and Subscales*

<table>
<thead>
<tr>
<th></th>
<th>BTOE</th>
<th>ROLE</th>
<th>YRTEACH</th>
<th>MSTEACH</th>
<th>AGE</th>
<th>BACH</th>
<th>EXTRA</th>
<th>OUTBAH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTOE</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROLE</td>
<td>-.218**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YRTEACH</td>
<td>.161*</td>
<td>-.402**</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSTEACH</td>
<td>-.157*</td>
<td>.189**</td>
<td>-.133</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td>.227**</td>
<td>-.404**</td>
<td>.756**</td>
<td>-.165*</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH</td>
<td>.220**</td>
<td>-.267**</td>
<td>.314**</td>
<td>-.058</td>
<td>.249**</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXTRA</td>
<td>.178*</td>
<td>-.177*</td>
<td>.095</td>
<td>-.240**</td>
<td>.093</td>
<td>-.013</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>OUTBAH</td>
<td>.145*</td>
<td>-.151*</td>
<td>.246**</td>
<td>-.066</td>
<td>.256**</td>
<td>.224**</td>
<td>.066</td>
<td>-</td>
</tr>
<tr>
<td>TCARIB</td>
<td>-.165*</td>
<td>.153*</td>
<td>.085</td>
<td>-.095</td>
<td>-.027</td>
<td>-.068</td>
<td>-.011</td>
<td>-.134</td>
</tr>
</tbody>
</table>

*p-value \leq 0.05 level **p-value \leq 0.01. See Legend
demographic variables \( R^2 \) change = .03, \( F(1,180) = 5.30, p = .023 \). That is, school climate is a better predictor of Bahamian Teaching Outcome Expectancy (BTOE) than participants’ demographic factors but having a bachelors degree remained a significant predictor (see Table 14). Hypothesis 5.1 was confirmed.

**Hypothesis 5.2.** OCI will be a significant predictor of BTSE in this sample of Bahamian teachers and administrators.

With the exception of having taught in the Caribbean, Bahamian Teaching Self Efficacy (BTSE) was significantly correlated with the same demographic variables as BTOE (See Table 11). These demographic variables were therefore placed in a multiple regression to also determine the affect of school climate on BTSE. In the first model five demographic characteristics were used as predictor variables and BTSE was the criterion. This model was significant, \( R^2 = .15 \), adjusted \( R^2 = .13 \), \( F(5,186) = 6.583, p< .001 \) but possessing at least a bachelors degree (BACH) and not teaching math or science (MSTEACH) were the only demographic characteristics within this model to significantly predict Bahamian Teaching Self Efficacy beliefs (BTSE). The addition of school climate (OCI) to the model revealed that while the aforementioned variables remained significant predictors school climate was more of a factor in determining teachers BTSE than any demographic characteristic, \( R^2 \) change = .41, \( F(1,180) = 9.139, p = .003 \) (see Table 14). Hypothesis 5.2 was confirmed.
Table 11

Correlations Between BTSE and Demographic Variables.

<table>
<thead>
<tr>
<th></th>
<th>BTSE</th>
<th>ROLE</th>
<th>YRTEACH</th>
<th>MSTEACH</th>
<th>AGE1</th>
<th>BACH</th>
<th>EXTRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTSE</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROLE</td>
<td>-0.224**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YRTEACH</td>
<td>0.146*</td>
<td>-0.402**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSTEACH</td>
<td>-0.269**</td>
<td>0.189**</td>
<td>-0.133</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGE1</td>
<td>0.272**</td>
<td>-0.404**</td>
<td>0.756**</td>
<td>-0.165</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH</td>
<td>0.219**</td>
<td>-0.267**</td>
<td>0.314**</td>
<td>-0.058</td>
<td>0.249**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EXTRA</td>
<td>0.204**</td>
<td>-0.177*</td>
<td>0.095</td>
<td>-0.240**</td>
<td>0.093</td>
<td>-0.013</td>
<td>1</td>
</tr>
<tr>
<td>OUTBAH</td>
<td>0.151</td>
<td>-0.151</td>
<td>0.246**</td>
<td>-0.066</td>
<td>0.256**</td>
<td>0.224**</td>
<td>0.066</td>
</tr>
</tbody>
</table>

*p-value ≤ 0.05 level; **p-value ≤ 0.01. See Legend

Hypothesis 5.3. OCI will be a significant predictor of CRTOE in this sample of Bahamian teachers and administrators.

Culturally Responsive Teaching Outcome Expectancy significantly correlated with more demographic variables than any other dependent variable. The negative correlations amongst the variables show that the higher a participants score on the CRTOE, the more likely they were to be administrators (ROLE; r= -.178, p≤ .01), but the less likely they were to teach math and or science (MSTEACH; r= -.188 p≤ .01), think that less than fifty percent of their students were foreign born or born to foreign parents, (FBORN; r= -.217, p≤ .01) or make less than $49,000/year (PINCOME49; r= -.147, p≤ .05). Participants CRTOE scores were, however, related to their participation in extracurricular activities (EXTRA; r= .229, p≤ .05), having taught outside of the Bahamas, (OUTBAH, r= .140, p≤ .05) and teaching subjects other than English and literature, math and science or art and music, (TOTHER, r= .147, p≤ .05) (see Table 13).
Table 12

Correlations Between CRTOE and Demographic Variables

<table>
<thead>
<tr>
<th></th>
<th>CRTOE</th>
<th>ROLE</th>
<th>MSTEACH</th>
<th>EXTRA</th>
<th>OUTBAH</th>
<th>TABROAD</th>
<th>TOTHER</th>
<th>FBORN</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRTOE</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROLE</td>
<td>-.178**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSTEACH</td>
<td>-.188**</td>
<td>.189**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXTRA</td>
<td>.229**</td>
<td>-.177*</td>
<td>-.240**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTBAH</td>
<td>.140*</td>
<td>-.151*</td>
<td>-.066</td>
<td>.066</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TABROAD</td>
<td>.140*</td>
<td>-.036</td>
<td>-.139*</td>
<td>.073</td>
<td>.682**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTHER</td>
<td>.147*</td>
<td>-.145*</td>
<td>-.244**</td>
<td>.095</td>
<td>.079</td>
<td>.171*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FBORN</td>
<td>.147*</td>
<td>.170*</td>
<td>.066</td>
<td>-.024</td>
<td>-.102</td>
<td>.019</td>
<td>-.013</td>
<td>.020</td>
</tr>
</tbody>
</table>

*p-value ≤.05 level;**p-value ≤.01. See Legend

As in the previous regression models variables pertaining to past experiences were excluded. The first multivariate regression model for CRTOE therefore included ROLE, MSTEACH, EXTRA, TOTHER, FBORN and PINCOMEL49 (See Table 6) as the predictor variables. This model as a whole was a significant predictor of CRTOE, $R^2 = .13$, adjusted $R^2 = .10$, $F(6,153) = 3.186$, $p < .001$ but only participating in an extra-curricular activity (EXTRA) proved to be a singular significant predictor. This demographic would remain a significant predictor in the second model with the inclusion of school climate that accounted for more of the variance within CRTOE than any of these demographic characteristics, $R^2$ change = .04, $F(1,152) = 6.699$, $p = .011$ (see Table 14). Hypothesis 5.3 was confirmed.

Hypothesis 5.4. OCI will be a significant predictor of CRTSE in this sample of Bahamian teachers and administrators.

Culturally Relevant Teaching Self Efficacy differs in its correlations from its Bahamian counterpart (BTSE) with the findings that Administrators (ROLE; $r = -.200$, $p ≤$
.01) that were not raised in Nassau (NPRAISED; \( r = -0.189; p \leq .01 \)) were more likely to score higher on the CRTSE. Those who do not teach math and science (MSTEACH \( r = -0.258, p \leq .01 \)), participate in extracurricular activities that involve Bahamian culture (EXTRA; \( r = 0.247, p \leq .01 \)) or have taught outside the Bahamas were more likely to have higher CRTSE scores. (see Table 13)
Table 13

Correlations Between CRTSE and Demographic Variables and Subscales

<table>
<thead>
<tr>
<th></th>
<th>CRTSE</th>
<th>ROLE</th>
<th>MSTEACH</th>
<th>EXTRA</th>
<th>OUTBAH</th>
<th>TABROAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRTSE</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROLE</td>
<td>-.200*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSTEACH</td>
<td>-.258**</td>
<td>.189**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXTRA</td>
<td>.247**</td>
<td>-.177*</td>
<td>-.240**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTBAH</td>
<td>.167*</td>
<td>-.151*</td>
<td>-.066</td>
<td>.066</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TABROAD</td>
<td>.137*</td>
<td>-.036</td>
<td>-.139*</td>
<td>.073</td>
<td>.682**</td>
<td>1</td>
</tr>
<tr>
<td>NPRAISED</td>
<td>-.189**</td>
<td>.157*</td>
<td>-.021</td>
<td>-.032</td>
<td>.033</td>
<td>-.05</td>
</tr>
</tbody>
</table>

*p-value ≤.05 level; **p-value ≤.01.

The multivariate regression analysis of these variables demonstrated a significant model in which the inclusion of not teaching math or science, participating in extra-curricular activities that engage Bahamian culture and not being raised in New Providence were significant predictors of CRTSE. These variables remained significant in model 2 with the addition of school climate but school climate still proved to be more of a factor in predicting CRTSE than the correlated demographic variables $R^2$ change = .02, $F(1,169) = 3.973$, $p=.000$ (see Table 14), Hypothesis 5.4 was confirmed.
**Table 14**

*Summary of Hierarchical Regression Analysis for Variables Predicting Culturally Responsive Pedagogy (N=212)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Block 1</th>
<th>Block 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
</tr>
<tr>
<td>ROLE</td>
<td>-0.435</td>
<td>0.277</td>
</tr>
<tr>
<td>YRTEACH</td>
<td>0.001</td>
<td>0.01</td>
</tr>
<tr>
<td>MSTEACH</td>
<td>-0.34</td>
<td>0.248</td>
</tr>
<tr>
<td>BACH</td>
<td>0.602*</td>
<td>0.235</td>
</tr>
<tr>
<td>EXTRA</td>
<td>0.387</td>
<td>0.213</td>
</tr>
<tr>
<td>OCI</td>
<td>0.599*</td>
<td>0.26</td>
</tr>
</tbody>
</table>

R²Δ .025*
R² 0.115

<table>
<thead>
<tr>
<th>Variable</th>
<th>Block 1</th>
<th>Block 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
</tr>
<tr>
<td>ROLE</td>
<td>-0.366</td>
<td>0.284</td>
</tr>
<tr>
<td>YRTEACH</td>
<td>0.005</td>
<td>0.01</td>
</tr>
<tr>
<td>MSTEACH</td>
<td>-0.726**</td>
<td>0.254</td>
</tr>
<tr>
<td>BACH</td>
<td>0.580*</td>
<td>0.241</td>
</tr>
<tr>
<td>EXTRA</td>
<td>0.416</td>
<td>0.218</td>
</tr>
<tr>
<td>OCI</td>
<td>0.799**</td>
<td>0.264</td>
</tr>
</tbody>
</table>

R²Δ .041**
R² 0.154

*p-value<.05 level;**p-value<.01
### CRTOE

| Variable | Block 1 | | Block 2 | | |
|----------|---------|---|---------|---|
| ROLE     | B  | SE  | β   | B  | SE  | β   |
| MSTEACH  | -1.261 | 1.556 | -0.066 | -0.981 | 1.532 | -0.051 |
| EXTRA    | 3.393* | 1.351 | 0.202 | 3.083* | 1.332 | 0.184 |
| TOTHER   | 1.477 | 1.816 | 0.064 | 1.243 | 1.785 | 0.054 |
| FBORN    | -0.065 | 0.04 | -0.129 | -0.058 | 0.04 | -0.115 |
| PINCOMEL49 | 0 | 1.311 | -0.144 | -2.358 | 1.288 | -0.137 |
| OCI      | 4.304* | 1.663 | 0.2 |

R² = 0.13

R² ∆ = 0.037*

### CRTSE

| Variable | Block 1 | | Block 2 | | |
|----------|---------|---|---------|---|
| ROLE     | B  | SE  | β   | B  | SE  | β   |
| MSTEACH  | -4.693* | 2.087 | -0.167 | -4.133 | 2.088 | -0.147 |
| EXTRA    | 5.233** | 1.82 | 0.213 | 4.867** | 1.814 | 0.198 |
| NPRAISED | -5.598* | 1.778 | -0.185 | -4.466* | 1.764 | -0.179 |
| OCI      | 4.366* | 2.19 | 0.146 |

R² = 0.158

R² ∆ = 0.019*

*p-value ≤ .05 level; **p-value ≤ .01
Research Question 6. Does the order in which one completes the culturally responsive scales effect their mean scores on these scales?

Hypothesis 6. There will be no mean difference between participants based on order of scale completion.

The results of the MANOVA (Table 15) accepted the null hypothesis as there was no significant difference in the mean scores of participants based on them completing the Bahamian indicators (i.e., Bahamian Teaching Outcome Expectancy (BTOE) and Bahamian Teaching Self Efficacy (BTSE)) before the American scales (i.e. Culturally Responsive Outcome Expectancy (CRTOE) and Culturally Responsive Teaching Self Efficacy (CRTSE)), and the reverse administration of these scales.

| Table 15 |

MANOVA Comparing the Mean Differences Between Participants on BTOE, BTSE, CRTOE and CRTSE Across Order of Scale Completion

<table>
<thead>
<tr>
<th>Experimental Code</th>
<th>BTOE M(SD)</th>
<th>BTSE M(SD)</th>
<th>CRTOE M(SD)</th>
<th>CRTSE M(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahamian Indicators First</td>
<td>7.89(1.49)</td>
<td>8.24(1.52)</td>
<td>80.99(8.51)</td>
<td>81.35(9.94)</td>
</tr>
<tr>
<td>American Scales First</td>
<td>8.04 (1.41)</td>
<td>8.03(1.52)</td>
<td>81.86(9.08)</td>
<td>78.51(13.42)</td>
</tr>
<tr>
<td>F</td>
<td>0.574</td>
<td>0.979</td>
<td>0.521</td>
<td>3.07</td>
</tr>
<tr>
<td>P</td>
<td>0.450</td>
<td>0.324</td>
<td>0.471</td>
<td>0.081</td>
</tr>
<tr>
<td>$H^2$</td>
<td>0.003</td>
<td>0.005</td>
<td>0.002</td>
<td>0.014</td>
</tr>
</tbody>
</table>
CHAPTER 5

Discussion

The sequential exploratory design of this research is reflected in the three main goals. The goals of the qualitative Phases 1 and 2 were to determine perceptions of Bahamian culture in education and to create teaching scenarios that reflect the use of Bahamian culture in Bahamian secondary education. The third goal was embedded in Phase 3 of the study, which was designed to use the products of Phase 1 and 2, i.e., the teaching scenarios, to examine the relation between school climate, culturally relevant outcome expectancy and culturally relevant pedagogy beliefs in secondary Bahamian education.

The goals of the qualitative phases of this study were met as evidenced in the establishment of perceptions of culturally responsive pedagogy in Bahamian contexts and the development of the Bahamian Responsive Outcome Expectancy and Teaching Self-Efficacy indicators. Goal 3 was specifically addressed through the establishment of a significant relationship between school climate and culturally responsive beliefs. In addition new factor structures and reliability estimates of the Culturally Responsive Outcome Expectancy and Teaching Self Efficacy scales were produced and the Organizational Climate Index (for high schools) was established as a valid and reliable measure for this Bahamian sample. What follows is a discussion of these findings as they relate to the research on culturally relevant pedagogy, the limitations of the study, and implications for future research and teaching practice in the Bahamas.
Capturing a Culturally Relevant Pedagogy for the Bahamas

**Goal 1:** Determine Bahamian definitions of culturally relevant pedagogy. Culturally relevant pedagogy in the Bahamas is expressed differently from culturally relevant pedagogy as enacted in an American context; this was the major finding of Phase 1 of the study. Phase 1 was conducted through seven semi-structured interviews with educational and cultural stakeholders who all, except for one, had experience as a Bahamian secondary educator. The primary purpose of the interviews was to solicit definitions of Bahamian culturally relevant pedagogy that would subsequently be used to create the Bahamian Culturally Responsive Teaching Scenarios (Phase 2.)

Four main themes emerged from the interviews that capture Bahamian Culturally Relevant Pedagogy: 1) cultural knowing, 2) design culturally relevant curriculum, 3) acknowledge cultural difference and 4) minimize cultural incongruence. While these themes are in keeping with culturally relevant pedagogy as expressed throughout the literature (Ladson-Billings, 1995; Gay, 2000, Singleton and Linton 2006; Siwatu, 2007), the cultural specificity of these themes to a Bahamian context emerges in the text of the interviews and are incorporated into the Bahamian Cultural Scenarios.

Cultural knowing, according to one interviewee speaks to the need for educators to express a “Bahamianess” about them. That is to have a deep knowledge base of all things Bahamian and to be able to “use a Bahamian perspective” as manifested in a manner free of the dominant cultural influence of the United States of America. An influence that respondents thought permeated the Bahamian educational system.
The theme of design culturally relevant curriculum references the need for teachers in the Bahamas to incorporate this cultural knowing into their curriculums while acknowledge cultural differences highlights Bahamian elements through, for example, the call to embrace Bahamian Creole as a valid language for use with students. When referencing the cultural incongruence these educational and cultural stakeholders identified ways to assist students in navigating the differences between their home and neighborhood culture versus the culture that may be associated with being successful at school. For example, one respondent stated:

- You have to do your best to understand their problems without making them feel like they are any less than, say, that two parent family with more love and nurturing.

The Problematic of Cultural Incongruence. One of the assumptions upon which this study was base was that the problem of cultural incongruence would be less of an issue in a Bahamian context because of the shared racial and native heritage of the majority of teachers and students. The results of the qualitative findings began to break this assumption down and highlight that while racial differences within the Bahamian classroom may not have been a salient issue, there was a recognized difference between the home culture of the students and the cultures that they experienced in the classroom. Themes from the qualitative data bear this out. When cultural incongruence between teachers and students were referenced they concerned differences in socio-economic status as well as differences in the use of Bahamian Creole. One female interviewee mentioned these socio-economic differences specifically by stating:

-… middle class teachers who have had more and who have been better educated than the child’s parents you must never look down on these children or their parents.
Although only one key informant specifically made reference to class differences between the teacher and the students, these comments highlighted the possibility of difference in the Bahamian classroom. They were also consistent with the findings from Phase 3 which found that 53.8% of teachers and administrators reported making more than $49,000 annually while 58% felt that the average annual income of their students’ families was less than $25,000. Participants reporting their annual family income to be above $49,000 were also correlated with Culturally Responsive Teaching Outcome Expectancy (CRTOE).

The qualitative data made little to no direct reference to the possibility that the home culture of the students could be that of an immigrant population. This is a particularly interesting finding as the majority of respondents in Phase 3 (38.1%) also stated that they thought 31% - 50% of the students in their school were either foreign born or had foreign born parents. This variable was not a significant predictor of any of the culturally responsive indicators or scales but it was negatively correlated with Culturally Responsive Teaching Outcome Expectancy suggesting that participants are less likely to believe in the positive outcomes of using cultural within their pedagogy when teaching immigrant students.

Within the current literature on culturally relevant pedagogy, racial differences between teachers and students are of major concern and seemingly the impetus for culturally relevant pedagogy training models in pre-service teacher trainings (Cooper, 2007; Delpit, 1995; Ladson-Billings, 2000; Milner, 2006; Siwatu, 2007). Some studies however, did examine the impacts of socio-economic differences, and the challenges of employing culturally relevant pedagogy in multi-cultural classrooms (Anyon, 1981, Milner, 2006).
It may be useful for culturally relevant training programs in a Bahamian context to do the same and focus specifically on class and ethnic differences, as these appear to be more salient in a Bahamian context (Hall-Campbell, 2003).

**Goal 2 Develop indicators of culturally relevant pedagogy for the Bahamas.** The themes identified in Phase 1 of the study were used to develop two Bahamian Culturally Responsive Teaching Scenarios, one instructional and the other interpersonal in nature and two culturally non-descript scenarios. It is important to note that the two culturally non-descript scenarios were not analyzed for the purposes of this study. In Phase 2, a focus group with five females who currently teach in Bahamian secondary education was conducted to establish the face validity of the Bahamian Culturally Responsive Teaching Scenarios. The responses provided by these teachers confirmed and expanded upon the previously established dimensions of culturally relevant teaching. These include the ability of teachers to engage culture with students both inside and outside the classroom as well as to infuse the curriculum, classroom environment and classroom management styles with elements from Bahamian culture. For example, teachers need to be able to navigate the use of Bahamian dialect within the classroom while effectively navigating Standard English skills. So while Phase 1 of the study initially defined the attributes of a culturally relevant Bahamian teacher as context specific, Phase 2 of the study confirmed that these attributes are also enacted in contextually specific ways through the Bahamian Culturally Responsive Teaching Scenarios.

While the face validity of the Bahamian Culturally Responsive Teaching Scenarios was established through the conduct of the focus group the Bahamian Teaching Outcome Expectancy (BTOE) and the Bahamian Teaching Self Efficacy (BTSE) indicators were
created to assess the scenarios. Convergent validity for these questions was established through the significantly positive correlations of BTSE and CRTSE, and BTOE and CRTOE. The fact that these constructs are only moderately correlated further emphasizes that while American and Bahamian conceptions of culturally relevant pedagogy are similar they are operationalized differently.

In conclusion, for Goal 1 and Goal 2, the results of the qualitative analysis of this study demonstrate that there is indeed a pedagogy that is uniquely Bahamian and that this pedagogy is enacted in ways shaped by the Bahamian context. These findings are consistent with Social Cognitive Theory (Bandura, 1986), which emphasizes the relationship between context and behavior. In the Bahamas this is exemplified through the colonial and American cultural hegemony that continues to exist within the educational system (Anyon, 1981; Bandura, 1986; Craton and Saunders, 1998; Erickson, 1987; Hollins, 1996, Nobles, 2004; Urwick, 2002). As demonstrated through the historical account of Bahamian education, the precedent of education in the country was to indoctrinate as oppose to empower its citizens (Craton and Saunders, 1998). One interviewee who received his formal education before Bahamian independence vividly recalled his indoctrination:

- …there was a time, when I was being educated where all our points of reference were British. Very little attention was paid to things Bahamian. In fact, things Bahamian were ignored, regarded as inferior, although never said. We taught English history and even in terms of economics we knew coal came from New Castle but we didn’t we know much about conch and lobster. – Adam

Having experienced an educational system that disregarded the context of the people in it, it seems logical that modern definitions of Bahamian pedagogy should celebrate and specifically focus on that which is distinctly local.
The findings of Phase 1 and 2 of the study reconfirm Hollins’ (1996) conceptions of culture as being defined by regional factors and having observable elements. They also speak to Erikson (1987) and Nobles (2004) ideas that culture is not simply the actual behavior but the lens through which the behavior is understood. This is exemplified most prominently in the cultural knowing theme in which “knowing” that which is Bahamian and being able to express this knowing was articulated,

- teachers should be immersed in Bahamian culture and I don’t mean in a shallow way, immersed and assimilate Bahamian culture, and if he is foreign have an ability to assimilate and understand Bahamian culture. – Adam

They also echoed the sentiments that culture is intergenerational (Hollins, 1996).

- They use a Bahamian perspective drawn on the wisdom of generations that celebrates their difference from the rest of the world. – Dylan

Like Tyson (2003) who found that even African American teachers succumbed to the stereotypes of the underachieving, lazy Black students, participants in this study also seemed to recognize the numerous societal influences that would prevent a Bahamian (or non-Bahamian) teacher from infusing their pedagogy with as many Bahamian references as possible and therefore promote this as a specific need.

The Bahamas is a small, relatively young country, still on the precipice of determining who they are, and who they want to become. All of the respondents within the interviews questioned how culture was being defined within this research but they all specifically referenced the need for Bahamian culture, in its various manifestations, to be deeply embedded within the pedagogy of Bahamian teachers. The expressed need for this cultural heritage to be manifested through Bahamian educators may be explained as
participants recognizing the cultural hegemony persistent within systems of education. There may be a desire to define that which is uniquely Bahamian separate from the influence of American educational transfer as evidenced in the appropriation of American textbooks, evaluations and large populace educated in American universities (Urwick, 2002). The pervasive reach of tourism throughout the country’s social milieu, demonstrated in the make-up of the Bahamas Coalition for Education Reform members, may also be a factor (Strachan, 2000). Research has alluded to the inhibitive effects of the geographical landscape of the Bahamas on the development of a cohesive Bahamian identity (Bethel, 2006). As the Bahamian system of education progresses into the 21st century and a more global world, the need to solidify this identity is becoming increasingly strong and is reflected within the qualitative results of this study.

Determining the Relationship Between School Climate and Culturally Responsive Pedagogy Beliefs

Goal 3. Examine the relationship between the constructs of school climate, culturally relevant outcome expectancy and culturally relevant teaching efficacy, in secondary Bahamian education. To evaluate the psychometric properties of the Culturally Responsive Teaching Outcome Expectancy (CRTOE) and Culturally Responsive Teaching Self-Efficacy (CRTSE) scales for this Bahamian sample a confirmatory factor analysis was run in which the previously established one-dimensional factor structure of these scales revealed poor model fits (Tabachnick and Fidell, 2001). A principle component analysis was subsequently run and resulted in a three-factor model for each of the scales. Students’ strengths, adapting curriculum and ecological influence emerged as the three subscales for the CRTOE.
Students’ strengths referenced a teacher or administrators’ beliefs that using the strengths that students bring to the classroom as the backbone of an instructional strategy would have positive outcomes (e.g. “Using my students’ interests when designing instruction will increase their motivation to learn”). Adapting curriculum and ecological influence refers to the importance of adapting standard curriculums to meet the learning styles and cultural needs of students. And finally, ecological influence recognizes the positive influence of students’ ecological communities on classroom outcomes. It should also be noted that these three new subscales align perfectly with the themes discovered in Phase 1 of the study as identified in Table 16.
Table 16.

Conceptual Similarity of Competencies, Themes and Subscales.

<table>
<thead>
<tr>
<th>Culturally Relevant Competencies</th>
<th>Phase 1 Interview Themes</th>
<th>CRTOE subscales</th>
<th>CRTSE subscales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>Cultural Knowing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Instruction</td>
<td>Design Culturally Relevant Curriculum</td>
<td>Student Strengths</td>
<td>Interpersonal Instruction</td>
</tr>
<tr>
<td>Student Assessment</td>
<td>Acknowledge Cultural Difference</td>
<td>Adapting Curriculum</td>
<td>Cross-Cultural Capabilities</td>
</tr>
<tr>
<td>Cultural Enrichment</td>
<td>Minimize Culturally Incongruence</td>
<td>Ecological Influence</td>
<td>Ecological Incorporation</td>
</tr>
</tbody>
</table>

Interpersonal instruction, cross-cultural capabilities and ecological incorporation emerged as the three subscales for the CRTSE scale. They referenced a teacher or administrators belief in their efficacy to provide instruction that demonstrates knowledge of and caring for the students as individuals, navigate and incorporate the various cultures with which their students are coming from and their ability to incorporate the ecological influences on the students into the classroom (e.g. identify ways that the values, norms and practices within the school culture is different from the students’ home culture).

Both the Culturally Responsive Teaching Self Efficacy and Outcome Expectancy scales were based on Siwatu’s (2006 as cited in Siwatu, 2007) Culturally Responsive Teaching Competencies, which were developed through a thorough interdisciplinary literature review of culturally relevant pedagogy. Each of the competencies was categorized into four main types:
- Classroom Management- incorporates the use of images and designs in keeping with student’s culture.
- Curriculum and Instruction – Uses students’ culture to make lessons relevant to students lives and connects to their lived experiences.
- Student Assessment - Multiple ways to demonstrate learning are accepted.
- Cultural Enrichment - Allow students to hold onto their culture language and keep their heritage.

The subscales developed in this study reflect these competencies and help to confirm the presence of multiple factors within the scales (see Table 6). Also aiding this effort are previous studies conducted on the CRTOE and CRTSE, which acknowledged the possibility of the scales being multi-dimensional when used on samples of in-service as opposed to pre-service teachers (Siwatu, 2007). While the possibility of emergent subscales has been discussed, they have not been explored as they were in this study therefore making the creation of such subscales an addition to the literature. This line of research suggests that this may be due to the fact that in-service teachers have a wealth of experiences on which to base the answers to the proposed questions and have experienced the “developmental changes” necessary to distinguish the nuances within the model (Siwatu, 2007 p.1096). These developmental changes were also suspected to better highlight the specific differences between the CRTOE and CRTSE which occurred as the correlation between the two was less with this sample of experienced teachers and administrators. Despite the factor structure changes identified in this study each of the scales and their subscales demonstrated good internal consistency with this Bahamian sample.
For the Organizational Climate Index (for high schools) the confirmatory factor analysis revealed an adequate model fit and moderate to high levels of reliability across the full measure (OCI) as well as the four subscales collegial leadership (CL), achievement press (AP), professional teaching behavior (PTB) and institutional vulnerability (IV). Amongst the subscales for the OCI, institutional vulnerability displayed the lowest level of reliability (.58). Questions for this subscale inquire about the negative influences that communities may have on workings of the school.

Unlike the ecological influence and ecological incorporation subscales of the CRTOE and CRTSE in which higher scores indicate interacting with the larger community or incorporating its positive influence. e.g. “Select citizen groups are influential with the board”, and as such all items on this scale are reversed scored (Hoy et al. 2002). As this research pointed out, teachers may report high culturally responsive pedagogy beliefs but may feel restricted to mainstream values as outside forces such as school leadership or legislation, e.g. social promotion policies, may mandate achievement standards. The more experience participants had in Bahamian schools the more they recognized the influence of these external factors.

Having established the validity, reliability and appropriate factor structure of the scales the relationship between school climate and culturally responsive pedagogy could be assessed. As hypothesized, school climate was established as a significant predictor of all the culturally responsive scales. This finding adds to the literature, as the relationship between school climate and culturally relevant pedagogy has never before been examined in a Bahamian or American context and confirms previous research which suggest that when
teachers perceive schools to be healthy and open they also feel efficacious in their teaching abilities (Deemer, 2004; Tyler et al., 2006). Apparently that efficacy extends to culturally relevant teaching.

In the Bahamian context Bahamian Teaching Outcome Expectancy and Bahamian Teaching Self Efficacy were correlated with the same demographic factors. Administrators consistently scored lower than teachers on all of the culturally relevant scales. Across both indicators, teachers, and participants that had obtained at least a bachelors degree, were more likely to have higher scores than those without these characteristics and not teaching math or science was a significant predictor of BTSE. It should be noted however that school climate (OCI) accounted for more of the variance in BTSE (41%) than in any other dependent variable. This suggest that while teachers believe in their ability to use Bahamian teaching strategies their belief in their ability to do so will be positively influenced by a healthy an open school climate.

The teachers who participated in Phase 3 of this study were actively engaged in the classroom on a daily basis while the primary duties of the administrators in the study did not involve classroom duties. The administrators, therefore, were not directly engaged in classroom activities demonstrated in the Bahamian Culturally Responsive Teaching scenarios. For this reason, administrators were responding based upon past experiences and this may have resulted in lower BTOE and BTSE results.

These findings also suggest that the academic subject being taught may influence culturally relevant pedagogy beliefs. This data showed that math and science teachers reported lower scores on CRTSE and CRTOE. Although a number of studies have
demonstrated the use of culturally relevant pedagogy by math and science teachers, comparisons between their scores and the scores of teachers in other subject areas have not been made (Morrison et al., 2008). In Siwatu’s construction of the Culturally Relevant Teaching Competencies he references searching various education, psychology and anthropology fields for examples of culturally relevant practices but missing from his descriptions of the search are examples specifically from mathematics and science. This limitation should be taken into consideration when interpreting these results.

The findings from this study also suggest that teachers who interact with students in Bahamian cultural settings outside of the classroom are more likely to feel efficacious in their ability to use it in within the classroom. They are also more likely to recognize the positive outcomes of using culturally relevant pedagogy. Although the majority of respondents stated that they did not participate in extracurricular activities, those who did cited activities that ranged from the religious to the athletic. This is consistent with a study on pre-service teachers by Cooper (2007) which found that engaging in specific “cultural immersion” activities with students outside of the classroom helped to build interpersonal relationships that aided in academic achievement inside the classroom.

The relationship between school climate and culturally responsive teaching outcome expectancy and culturally responsive teaching self efficacy demonstrated similar findings in that school climate, even when controlling for demographic characteristics, is a significant predictor of CRTOE and CRTSE. As with Bahamian Teaching Outcome Expectancy, participants that were, teachers, those that did not teach math or science and those participating in an extra-curricular activity that incorporated the use of Bahamian culture
obtained higher scores. Unique to CRTOE, however, was the findings that only, participating in extra-curricular activities that incorporated the use of Bahamian culture is a significant predictor even after accounting for the variance consumed by school climate.

The demographic characteristic to uniquely predict CRTSE were not teaching math or science, participating in extra-curricular activities that incorporated the use of Bahamian culture and not being raised in New Providence. Having taught outside the Bahamas and having taught abroad were positively correlated with CRTSE only but they were not entered into the regression model because they reference activities that occur in the past. These results suggest that the more lived experiences participants have outside of the Bahamas the more efficacious they feel in their ability to express American conceptions of culturally relevant pedagogy. This finding confirms the distinctions made on Phases 1 and 2 of the study but it also adds to the literature regarding culturally relevant teaching efficacy and reiterates the importance of being context specific. The final analysis for Phase 3 of the study also confirmed the hypothesis by failing to find a significant difference between the mean scores of participants based on the sequence in which they completed their culturally responsive pedagogy questionnaires.

Limitations

The major limitations of the qualitative phases of the study concerned the small sample size in each phase. Greater numbers at both phases could have helped to improve the depth and scope of the Bahamian culturally responsive scenarios and indicators. In using an exploratory design, random selection of individuals for Phase 1 was difficult to achieve especially when selecting key informants for interviews, considering the specificity required.
A convenience sample of teachers also comprised the focus group participants of Phase 2 of the study which was limited by only having one group to validate the scale.

Also limiting the study was the fact that definitions of culturally relevant pedagogy in the Bahamas and the development of these indicators were all made by persons residing on the island of New Providence. Technically the indicators should carry the disclaimer of identifying culturally relevant pedagogy in the context of New Providence as the daily interactions of a teacher in a secondary school in the capital city of Nassau are sure to be different from that of a teacher on family islands in which there maybe only one high school or even an all-age school. The challenge of truly including all of the islands within the archipelago in addressing issues of education has consistently presented a challenge for the system due the geographical lay of the land thereby limiting the external validity of the results (Maksik, 1978; Sanders, 1993).

A small sample size (N=227) was also a limitation that affected Phase 3 of the study, which could have benefited from greater effect sizes and power with a larger number of participants. The fidelity of Phase 3 was also challenged, as all participants did not receive the surveys in similar settings. While all participants were given the same synopsis and instructions regarding the study, the amount of time allotted to participants in the professional development trainings was limited as opposed to those who received the surveys at the National Education Summit. Many of these subjects took the surveys home with them and brought them back completed the next day.

Within Phase 3, there were also limitations, with the measurement of BTOE and BTSE, which was done using only one question each, thus preventing the establishment of
reliability and factor indices or the potential for multidimensionality as was the case with the
CRTSE and CRTOE. Having been created from the interview data of seven persons and
confirmed by one focus group the extent to which these scales fully capture the complexity
of Bahamian culturally relevant pedagogy is also limited.

Even with the CRTOE and CRTSE, which were normed on slightly larger data sets,
the makeup of the constructs can be questioned. Culturally relevant pedagogy is difficult to
define as suggested by the many terms used to describe this method of educating (e.g.
culturally congruent teaching, culturally responsive, culturally sensitive and or equity
pedagogy) and maybe even more difficult to operationalize (Gay, 2000; Ladson-Billings,
1997; Morrison et al., 2008; Siwatu, 2007). There are those who may even argue that
culturally relevant pedagogy is a dynamic process that defies measurement on a static and
linear scale (Ladson-Billings, 1994; 1995b).

Finally, Schoen and Teddlie (2008) suggest that questions regarding teacher’s ability
should be framed in the third person to ask what teachers at their school do, rather than ask
teachers to rate their personal abilities. She suggests that teachers will inflate their personal
efficacy scores in order to avoid the perception of incompetence. This along with collecting
data on school climate on an individual level of analysis as oppose to the school level as
previous studies suggest as optimal, may also prove to have negative impacts on this study’s
findings, specifically the interpretation of culturally responsive belief scores and the validity
of the school climate scores (Anderson, 1982). It should be noted however that information
regarding the specific schools at which participants were located was specifically absent
from the test battery in order to protect their privacy. In a community as small as New
Providence asking someone to list the school at which they work along with the other demographic questions could have been perceived as indirect identifiers and prohibit willingness to participate.

**Future Research and Implications for Bahamian Education**

Future studies should improve upon the original work initially, by addressing the current limitations. Increasing the sample size of survey participants to approximately 490 and collecting quantitative data at the school level would not only improve the power of the findings but also allow for the use of higher level statistical models such as hierarchical regression modeling. As teachers operate within nested models results could be extrapolated from the individual to the classroom and school levels and allow for a greater application. The needs of the family islands are unique and often overlooked; future studies must include analysis of school climate and culturally responsive pedagogy ideals throughout the archipelago.

All of the research cited in this work regarding the use of culturally responsive practices (Delpit, 1995; Jones, 2003; Ladson Billings, 1995; Milner, 2006; Siwatu, 2007) call for the examination of the function of culture in a cross-cultural context. The multi-disciplinary nature of the study has implications in the fields of psychology and education but also anthropology, Africana and specifically Bahamian studies. One of the most tangible and readily available implications of the study is the benefit that the information can provide to pre-service as well as in-service Bahamian teachers. Developing programs that allow teachers to more fully connect with their own culture and in turn the culture of their students
within the classroom could positively benefit Bahamian students and move toward the further development of a distinct Bahamian pedagogy. As the Bahamas becomes an increasingly diverse nation these results also demonstrate the need to incorporate the culture of the foreign students into these trainings. Noticeably missing from Bahamian conceptions of culturally relevant pedagogy was the social justice component that is such an important element of the theory and its implementation in American school systems (Ladson-Billings, 1994, 1995, 1998, 2000). As participants were allowed to create their own visions of culturally relevancy future studies should introduce teachers and administrators to this element of the construct to determine how it would be interpreted in the Bahamas.

For current teachers these programs could be as simple to implement as administrators encouraging and rewarding, through recognition or responsibility, teachers who participate in extra-curricular activities. These programs could even be subject specific to target math and science teachers who seem to score lower in their culturally responsive teaching efficacy and outcome expectancy beliefs. For pre-service teachers, the cultural immersion programs that are advocated for by proponents in the United States could be modeled so that the Bahamian culture that they are immersed in can be translated into their teaching. One teacher in Phase 3, for example, cited organizing an after school marine biology program in which students learn the ecology of the Bahamian mangroves by actually experiencing them. Activities such as these are doubly beneficial as they allow teachers to participate in extra-curricular activities that can be easily incorporated into classroom instruction.
Such immersion program could also help to address the problem of cultural incongruence that was evidenced in the study. Teachers and administrators in Bahamian education may have for cultural and ethnic similarities to their students than teachers in an American context but a divide between the backgrounds of them and the students remain. These differences seem to be based on socioeconomic factors therefore the same attention must be given to acknowledging and addressing classism in Bahamian education as is racism is in the education of students of color in the American context from which this study was initiated.

While this study does not directly address student achievement the implications for improved academic outcomes are evident and needed. The alarming low average for students completing the Bahamas General Certificate Examination calls for every aspect of the Bahamian education model to be examined. This study demonstrates that school climate is a significant predictor of teacher’s culturally relevant pedagogy beliefs which has been demonstrated to affect student outcomes so stands to reason that school climate also directly effects student academic outcomes. Planning and implanting interventions to address these academic problems will be time consuming and costly but a number of the suggestions from this study can be relatively easily implemented and can begin to acknowledge the problem of achievement in a systemic manner.
Conclusion

The vestiges of colonialism and undercurrent of American cultural imperialism are present within Bahamian systems of education and the need to create climates in which indigenous models are incorporated and celebrated is apparent. Within this model students are not merely receptors of information but co-creators in their liberation. By expanding upon the process and work developed in Phase 1 and Phase 2 of this study a critically conscious Bahamian model of education could be developed that could serve as a model for former colonized Caribbean nations (Freire, 1970). Future research should also recognize that teachers as individuals work within systems as students learn within systems, cultures and climates of education. The narrow focus therefore on teacher evaluations or preparing teachers as singular units needs to be evaluated. The time has come when the aim can no longer be to simply try to develop culturally relevant teachers, a paradigm shift which endeavors to create culturally relevant schools and systems of education must now be the focus.
References


Appendix A  
Informed Consent Form for Interviews

This research is being conducted by Niambi Hall-Campbell, a doctoral student in the Psychology in the Public Interest Program at North Carolina State University. The information obtained through this survey will be used towards the completion of her dissertation project concerning perceptions of Bahamian secondary schools and teachers’ pedagogy.

The specific goals of this research are as follows:

- Examine the constructs in the Bahamian educational system.
- Examine appraisal and expectancy scores in secondary Bahamian education.
- To begin to identify key variables that can contribute to the further development of teacher education curriculum in The Bahamas.
- To begin to identify variables that can contribute to school effectiveness research in The Bahamas.

Your participation is requested as you are considered a key informant regarding Bahamian culture and education. While your real name will not be used in this study, an alias may be assigned in the reporting of the results. Please note that all of your answers are anonymous and confidential. While you are encouraged to answer all questions, you are free to skip any questions or discontinue the survey and focus group at any time. By signing your name below you will be giving consent to participate in the survey and focus group and allow your answers to be used. Should you have any question regarding the information collected, process or subsequent results of this research you are free to contact the researcher at 242-327-5997. If you feel your rights as a participant in research have been violated during this study, you may contact Dr. David Kaber, Chair of the NCSU IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/515-3086) or Mr. Matthew Ronning, Assistant Vice Chancellor, Research Administration, Box 7514, NCSU Campus (919/513-2148).

Thank you for your time and participation.

________________________________________
Please sign and date here
Appendix B
Interview Protocol

1. For the record you please state who you are and your role in Bahamian culture and or Bahamian education as well as your own personal educational history?

2. What are the key components of Bahamian culture? Not only what we do but also why we do what we do?

3. Is it important to use Bahamian culture in educating Bahamian youth. Why or why not?

4. Culturally Relevant Pedagogy addresses culture in four components how do or how could schools infuse Bahamian culture into the following educational areas:
   a. Instruction, Teaching styles – Bahamian dialect used or encouraged
   b. Curriculum and Content – Learn about Bahamians
   c. Classroom Management- Discipline styles
   d. Classroom Environment- the setting

5. Is the culture of The Bahamian education system conducive to the cultural needs and learning styles of Bahamian children? Taking into account the history of education in the country?

6. What is the profile of a culturally relevant Bahamian teacher? What role should dialect play in the schools?
# Appendix C
Revised Codes Used to Create Culturally Relevant Bahamian Teaching Scenarios

<table>
<thead>
<tr>
<th>Alias</th>
<th>Revised Code: Cultural Knowing</th>
</tr>
</thead>
</table>
| Adam  | teachers should be immersed in Bahamian culture and I don’t mean in a shallow way, immersed and assimilate Bahamian culture,  
I think you learn culture almost by osmosis, you absorb it; but, yes, I think the culture can be taught,  
And make that a part of what they have to give to young people.  
The Bahamian teacher ought to know his or her subject whatever it is they are teaching: maths, psychology but teachers should be immersed in Bahamian culture and I don’t mean in a shallow way, immersed and assimilate Bahamian culture, and if he is foreign have an ability to assimilate and understand Bahamian culture |
| Dylan | Use Bahamian perspective to draw on wisdom of generations  
They use a Bahamian perspective drawn on the wisdom of generations that celebrates their difference from the rest of the world. |
| Paula | I think the person should have a good deep knowledge of the Bahamas, physical Bahamas for one thing to start with. They should have a deep knowledge of Bahamian creole the teacher must appreciate what the Bahamas is all about the teacher has to take the global view and see the concentric circles of Bahamian identity  
think that very very important and you should know about Bahamian culture and Bahamian life and you should know about history so you could identify with your class  
I think the person should have a good deep knowledge of the Bahamas, physical Bahamas for one thing to start with  
know what are the islands as basic as being able to name the islands, to know something about the political system …basic knowledge about aspects of how do we earn our living and all this what are the demographics, what’s the population, what’s the population of Andros  
the teacher must appreciate what the Bahamas is all about,  
even if they’re native speakers of Bahamian Creole they should have linguistics courses so they understand how the languages operate….the teacher has to take the global view and see the concentric circles of Bahamian identity  
I think the person should have a good deep knowledge of the Bahamas, physical Bahamas for one thing to start with. You know what are the islands as basic as being able to name the islands, to know something about the political system.  
the teacher must appreciate what the Bahamas is all about, appreciate who and her charges are, where they come from, what their personal goals may be so those two aspects….because they should have some Bahamianess about them even though they might be so different….very important and you should know about Bah cult and about Bah life and you should know about history so you could identify with your class  
VERY aware and comfortable with our culture and the distinction between us and the United States and any other culture for that matter. |
<table>
<thead>
<tr>
<th>Alias</th>
<th>Revised Code: Cultural Knowing - Continued</th>
</tr>
</thead>
</table>
| Georgia | I think that very, very important and you should know about Bahamian culture and Bahamian life and you should know about history so you could identify with your class  
*because they should have some Bahamianess about them even though they might be so different*  
*important to make them feel that you are a part of this society and you empathize with their positions without making them feel you know, what I'm trying to say is, they have to feel that you are a part of them*  
*very important and you should know about Bah cult and about Bah life and you should know about history so you could identify with your class*  
*VERY aware and comfortable with our culture and the distinction between us and the United States and any other culture for that matter.*  
*the teacher has to take the global view and see the concentric circles of Bahamian identity* |
| Nadene | That would be a teacher who celebrates independence  
*a teacher who is VERY aware and comfortable with our culture* |
| Kelly | recognize our context our context understand our context before we even start to train our teachers. We need to design an educational system that fits our context. We are importing an educational system. |
| Eve | do their best to ensure that everything they teach is somehow Bahamian in nature *try and to infuse their lesson plans with one thing Bahamian.*  
*ensure that everything they teach is somehow Bahamian in nature* |

* Each font type *italic*, plain and **bold** represents the same coder.
<table>
<thead>
<tr>
<th>Alias</th>
<th>Revised Code Design Culturally Relevant Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>Teachers should be immerse in Bahamian culture and I don’t mean in a shallow way immersed and assimilate Bahamian culture and if he is foreign have the ability to assimilate. Important to have cultural grounding. We have been shaken loose in our culture but in another time we grew up more grounded in the culture <em>and the teacher ought to be able to transmit that and I use that advisedly that if he is to transmit that whether he is teaching things cultural or whether he is teaching whatever And make that a part of what they have to give to young people.</em></td>
</tr>
<tr>
<td>Dylan</td>
<td>try to bring the world into the classroom from what they study on paper to what they face in streets in homes and communities Teaching life skills such as hard work, discipline differing (grat_?), hard-work, gives cultural info that they can draw on to interpret their work uniquely. develop values which assist in nation building and people building, I guess.</td>
</tr>
<tr>
<td>Paula</td>
<td>And I think the teacher has to take the global view and see the concentric circles of Bahamian identity should have a deep knowledge of Bahamian Creole but in articulating and being able to get the children to articulate with their wider identity as citizens of the world</td>
</tr>
<tr>
<td>Gail</td>
<td>They should have some Bahamianess about them</td>
</tr>
<tr>
<td>Nadene</td>
<td>It would be a teacher who is VERY aware and comfortable with our culture and the distinction between us and the United States and any other culture for that matter not be a teacher who would have the children dressed up as Indians and puritans for the American thanksgiving or celebrating February as black history month when in the Bahamas every month is black history month</td>
</tr>
<tr>
<td>Kelly</td>
<td>We need to design an educational system that fits our context. We need to design a system that works for us Perhaps that’s why COB works because it was designed for Bah people</td>
</tr>
<tr>
<td>Eve</td>
<td>I think it would be someone who would do their best to ensure that everything they teach is somehow Bahamian in nature try and to infuse their lesson plans with one thing Bahamian. Even if they use a Bahamian song that they would be knowledgeable in their content area and know aspects of Bahamian culture of their content areas for a long time teachers who don’t know anything about the Bahamas have been teaching they have the knowledge and have to be able to impart it effectively to Bahamian students Bahamian song that they would be knowledgeable in their content area and know aspects of Bahamian culture</td>
</tr>
</tbody>
</table>

* Each font type italic, plain and bold represents the same coder.
<table>
<thead>
<tr>
<th>Alias</th>
<th>Revised Code - Acknowledge cultural differences</th>
</tr>
</thead>
</table>
| Adam  | *He has to transmit things other than what they put on the blackboard.*  
important to have that cultural grounding first so that you can be anchored in your own native culture and the teacher ought to be able to transmit that and I use that advisedly that if he is to transmit that whether he is teaching things cultural or whether he is teaching whatever  
*He has to transmit things other than what they put on the blackboard.* |
| Dylan | Teaching life skills such as hard work discipline differing hard work gives cultural info that they can draw on to interpret their work uniquely.  
*Teachers would try to bring the world into the classroom from what they study on paper to what they face in streets in homes and communities and not focusing on exams and cultivate passion and learning in classroom* |
| Paula | I believe that the teacher should be able to help his or her students to get a firm grip on standard English because the point is your whole thing is ability to communicate and you’re not going to be able to communicate widely if you speak only Bahamian Creole. |
| Georgia | have middle class teachers who have had more and who have been better educated than the child’s parents you must never look down on these children or their parents so  
they have to feel that you are a part of them. The teacher has to be a part of society,  
teachers who went into the public schools who had middle class upbringing and some of the students who came to the school had to go through such terrible experiences |
| Nadene | Proud to be Bahamian |
| Kelly | that the language we speak on a daily basis is not English. The language that Bahamians speak on a daily basis that it is Bahamian Creole you have to teach English as a second language and if you teach English as a second language in primary school then you solve problem of the people for whom language is their second language  
In the Bahamas number of person raised speaking English are relatively small. |
| Eve   | we need to make (clear) we have to know that there is a place for dialect |

* Each font type *italic*, plain and **bold** represents the same coder.
<table>
<thead>
<tr>
<th>Alias</th>
<th>Minimize cultural incongruence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>Assimilate and understand Bahamian culture. Nobody had to teach me manners… assimilated it <em>and if he is foreign have an ability to assimilate and understand Bahamian foreign teachers, people who don’t belong to the culture can be taught.</em></td>
</tr>
<tr>
<td>Dylan</td>
<td><em>someone that can learn from their students not afraid of students voice understand that students want to have relationship with adults understand that fulfillment in life is love of life and love of place</em></td>
</tr>
<tr>
<td>Paula</td>
<td>There are people who don’t know you wouldn’t believe this but who could hardly name a member of the national cabinet and what their portfolio is in the cabinet I feel if they’re not natives even if they’re native speakers of Bahamian Creole they should have linguistics courses so they understand how the languages operate in order to be able to use them effectively in their classrooms to the benefit of the students instead of just standing back and saying “oh don’t say that that’s bad English. I tell you there are Bahamians who hardly know where the United States ends and the Bahamas begins but anyway. help his or her students to get a firm grip on standard English because the point is your whole thing is ability to communicate and you’re not going to be able to communicate widely if you speak only Bahamian Creole. <em>use them effectively in their classrooms to the benefit of the students</em></td>
</tr>
<tr>
<td>Georgia</td>
<td>The teacher has to be part of the Bahamian society and not to say or do things to make them feel that their at a different level below you. <em>its very important to make them feel that you are a part of this society and you empathize with their positions…or do things to make them feel that their at a different level below you.</em> So I think teacher should try to identify with student from any other background…. You have to do your best to understand their problems without making them feel like they are any less than say that two parent family with more love and nurturing as a teacher you have to accept the children on a level and not look down on them not to resent them and try to be fair</td>
</tr>
<tr>
<td>Nadene</td>
<td>and January 10th for majority rule that would not be a teacher who would have the children dressed up as Indians and puritans for the American thanksgiving or celebrating February as black history month as in the Bahamas every month is black history month</td>
</tr>
<tr>
<td>Kelly</td>
<td>The British education system has nothing to the society we are living in. but we STILL don’t recognize that the language we speak on a daily basis is not English knowledge and have to be able to impart it effectively to Bahamian students be aware that all students learn differently realize that when they come home to teach (after being trained abroad) and how best to impart that knowledge to them In the wider world this is the accepted way of teaching but there is nothing wrong so in a formal setting standard English is ok. <em>let them know (when to use it) and have teachers that can speak proper English</em> In the classroom you should answer in formal English but in general discussions you can know that dialect is accepted. Letting them know what is appropriate when and where is important.</td>
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</tbody>
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*Each font type italic, plain and bold represents the same coder.*
Appendix D
Letter of Request to Bahamian School Administrator

Ministry of Education
Thompson Blvd.
Nassau, Bahamas

William Barr
District Superintendent

Greetings Mr. Barr,

I am Niambi Hall-Campbell a Bahamian, psychology, doctoral candidate at North Carolina State University. My dissertation research concerns the use of Bahamian culture in education and my participants are secondary public education teachers and administrators. The immediate goal of this research is to examine the relationship between school climate and culturally relevant pedagogy in Bahamian secondary education to ultimately add to the development of school effectiveness research in the Bahamas. Both school climate and culturally relevant pedagogy have proven to be important variables in the academic success of African American youth and this research aims to expand that work to a Bahamian context.

Teachers will be recruited to complete the quantitative aspect of this project but before this occurs I am in need of 5-6 secondary education teachers to participate in a focus group regarding Bahamian education. In an effort to gain a cross section of New Providence schools I have identified C.C. Sweeting, H.O. Nash, Government High School, D.W. Davis and R.M. Bailey as institutions that I would like to participate in the study. I have been in contact with Mr. Black and Mrs. Sears regarding volunteering with the summer workshop programs and conducting my research and they have both been very helpful and accommodating. Mrs. Sears suggested that I also contact you in regards to the focus groups as you maybe able to contact the principles of the aforementioned schools and ask them to allow one of their teachers to attend the focus group. The details of the focus group are as follows:
Date: June 16th
Time: 11am – 1pm.
Location: Health Care Dimensions
East Ave. Centerville
(Directly behind Centerville Food Store and adjacent to Roberts Furniture)
Lunch will be provided.
The collection of this data is essential to the summation of my research and your assistance in this matter would be greatly appreciated. I will also call regarding this letter. Please also feel free to contact me should you have additional questions.

Thank You

Niambi Hall-Campbell
This research is being conducted by Niambi Hall-Campbell, a doctoral student in the Psychology in the Public Interest Program at North Carolina State University. The information obtained through this survey will be used towards the completion of her dissertation project concerning perceptions of Bahamian secondary schools and teachers’ pedagogy.

The specific goals of this research are as follows:

- Examine the constructs in the Bahamian educational system.
- Examine appraisal and expectancy scores in secondary Bahamian education.
- To begin to identify key variables that can contribute to the further development of teacher education curriculum in The Bahamas.
- To begin to identify variables that can contribute to school effectiveness research in The Bahamas.

Your participation in this focus group is requested as you are considered experts in the Bahamian secondary education classroom experience. While your real name will not be used in this study, an alias maybe assigned in the reporting of the results. Please note that all of your answers are anonymous and confidential. While you are encouraged to answer all questions, you are free to skip any questions or discontinue the survey and focus group at any time. By signing your name below you will be giving consent to participate in the survey and the focus group and allow your answers to be used. Should you have any question regarding the information collected, process or subsequent results of this research you are free to contact the researcher at 242-327-5997. If you feel your rights as a participant in research have been violated during this study, you may contact Dr. David Kaber, Chair of the NCSU IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/515-3086) or Mr. Matthew Ronning, Assistant Vice Chancellor, Research Administration, Box 7514, NCSU Campus (919/513-2148).

Thank you for your time and participation.

Please sign and date here
Good Morning and thank you for attending this focus group concerning examples of Culturally Relevant Teaching in Bahamian secondary education. From the Informed Consent form you know that the ultimate goal of this study is to add to the school effectiveness research on Bahamian education. As teachers and administrators working in the classroom your opinions are valued as you are the experiential experts in this field.

I will be presenting you with four different teaching scenarios. Each scenario will be paired and placed into two categories. The first category concerns Bahamian culture in classroom instruction and the other concerns Bahamian culture in student/teacher interpersonal relations.

We will discuss each scenario separately using the following questions:

- Does this teacher’s actions demonstrate knowledge and understanding of Bahamian culture?
- What actions does this teacher display that demonstrate Bahamian culture?
- Does this teacher display any actions that are not in keeping with your perceptions of Bahamian culture?
- Can you provide examples of how this teacher could be more culturally relevant?
Appendix G
Informed Consent Form for Survey Administration

This research is being conducted by Niambi Hall-Campbell, a doctoral student in the Psychology in the Public Interest Program at North Carolina State University. The information obtained through this survey will be used towards the completion of her dissertation project concerning perceptions of Bahamian secondary schools and teachers’ pedagogy. The specific goals of this research are as follows:

- Examine the constructs in the Bahamian educational system.
- Examine appraisal and expectancy scores in secondary Bahamian education.
- To begin to identify key variables that can contribute to the further development of teacher education curriculum in The Bahamas.
- To begin to identify variables that can contribute to school effectiveness research in The Bahamas.

As a participant please note that all of your answers are anonymous and confidential. While you are encouraged to answer all questions, you are free to skip any questions or discontinue the survey at any time. By signing your name below you will be giving consent to participate in the survey and allow your answers to be used. Should you have any question regarding the information collected, process or subsequent results of this research you are free to contact the researcher at 242-327-5997. If you feel you have not your rights as a participant in research have been violated during this study, you may contact Dr. David Kaber, Chair of the NCSU IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/515-3086) or Mr. Matthew Ronning, Assistant Vice Chancellor, Research Administration, Box 7514, NCSU Campus (919/513-2148).

Thank you for your time and participation.

Please sign and date here
**Instructional Statement**

The following test battery includes a demographic questionnaire, Bahamian Classroom Scenarios, and questionnaires measuring attitudes regarding your school and teaching. The results of this study will be used to begin to determine variables integral to school effectiveness research in The Bahamas. Please carefully read the instructions for each questionnaire before you proceed. Please answer ALL of the questions in the order in which they are listed.
Demographic Questionnaire

INSTRUCTIONS: Please read all of the following question carefully, check the response, which best represents you and write in answers where appropriate. Only provide one response per question and do not leave any blanks.

1. Are you a:
   ___ administrator
   ___ teacher

2. How long have you been teaching? _________

3. Have you taught outside The Bahamas? ___ yes      ___no

3a. If yes, please list the other countries in which you have taught.
   1. ____________  2. ____________
   3. ____________  4. ____________

4. Please list the Bahamian islands that you have taught on
   1. ____________  2. ____________
   3. ____________  4. ____________

4a. Which subjects do you currently teach?___________________________

4b. Which subjects have you taught?______________________________

5. Gender
   ___ Male
   ___ Female

6. Age (years)
   ___ Under 25 ___ 25-30
   ___ 30-40 ___ 40-50
   ___ 50-60 ___ Over 60

7. How do you self-identify?
   ___ African      ___ Black
   ___ Bahamian    ___ Caribbean

   Other (Specify)_________________________________________________________________

8. On which Bahamian island were you primarily raised? ________________
9. Where did you receive your teaching degree?
   ____ College of The Bahamas
   ____ University of the West Indies
   ____ An American institution ______ A satellite campus of an American institution in The Bahamas
   ____ A Canadian institution
   ____ A British institution
   Other (please specify location of school) ________________________________

10. What is the population of your school?
    ____ Under 200 students   ____ Over 200 students
    ____ Over 300 students   ____ Over 400 students
    ____ Over 500 students   ____ Over 600 students

11. Does your school participate in Junior Junkanoo?
    ____ Yes   ____ No

12. Are you involved in any extra-curricular activities such as Junior Junkanoo that concerns engaging students with Bahamian culture?
    ____ Yes   ____ No
    If so please list ________________________________

13. Does your school have an active and involved Parent Teacher Association?
    ____ Yes   ____ No

14. What would you estimate the average annual income level of your student’s families to be?
    ____ Less than 25,000
    ____ $25,000-$49,999
    ____ $50,000-$74,999
    ____ $75,000 or more
**Instruction Scenarios**

**Scenario 1**
Gene is a secondary English teacher who believes that all students can learn and all students bring knowledge to the classroom. Gene shares this belief with the students and encourages them to be critical in their thinking. Gene uses a group approach to learning and encourages students to help each other with assignments. Gene is well versed in Bahamian studies and tries to incorporate Bahamian culture in all aspects of the curriculum. This includes everything from decorating the classroom with various Bahamian images, to using various Junkanoo themes as writing prompts. Gene also uses a mixture of standardized English and Bahamian dialect to communicate with students. Gene feels that Bahamian dialect is a part of the student’s culture and uses it in her teaching as a tool to help students develop language skills but she also teaches standardized English.

**Scenario 2**
Leslie is a secondary English teacher who recognizes that students have different levels of ability and feels that some children will be able to learn and others will not. As such Leslie maintains a classroom environment in which the teacher and the textbooks are the instructional authorities. Recognizing the competitive nature of society, the emphasis is placed on individual achievement as opposed to group-work and students are rewarded as such. Bahamian dialect is not allowed in Leslie’s class. Leslie while well versed in Bahamian dialect does not speak it and does not allow the students to use it in their writing or general conversation within the classroom. Leslie believes that using Bahamian dialect in the classroom is inappropriate and can be confusing for students who are there to learn standardized English skills.
Instructions for Instructional Scenarios
Circle how confident you are in your ability to successfully enact the behavior in each scenario. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 10 (completely confident).

Scenario 1 (Gene)
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Instructions for Instructional Scenarios
Circle your belief in the positive outcomes of each of the teaching scenarios using a 10 point Likert scale ranging from 0 – entirely uncertain to 10 – entirely certain. Higher scores indicate a belief that students in this teachers’ class will experience more positive outcomes while lower scores indicate the belief that students in this teacher’s class will experience less positive outcomes

Scenario 1 Gene _______
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Scenario 2 Leslie _______
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Relationship Scenarios

Scenario 3
Taylor maintains formal relationships with students and does not deviate from classroom roles. Students in this class stand when authorities enter and greet them by name. Taylor develops connections with some of the students in the class and recognizes that some students do not feel comfortable interacting with their teacher outside of these roles. Taylor attends Parent Teachers Association meetings and primarily meets student’s parents at these venues. When students are experiencing behavioral problems Taylor has them stand outside the classroom or report to the office, something to ensure that the students is removed from the class and not distracting other students.

Scenario 4
Madison interacts with students in her homeroom class on multiple levels and in various venues. Students in Madison’s class for example are often encouraged to attend various church and cultural events with their teacher. Madison actively maintains relationships with all of the students in the classroom and tries to periodically contact their parents. Madison tries to involve the larger community into the classroom by often referencing local issues or inviting local persons into the class. When students in this class display behavioral problems Madison addresses the issue directly by disciplining the student in the classroom. If more is needed the student is referred to the main office.
Instructions for Relationship Scenarios
Circle how confident you are in your ability to successfully enact the behavior in each scenario. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 10 (completely confident).

Scenario 3 (Taylor)
Confidence Rating
0 1 2 3 4 5 6 7 8 9 10
No Confidence
At All

Scenario 4 (Madison)
Confidence Rating
0 1 2 3 4 5 6 7 8 9 10
No Confidence
At All

Instructions for Relationship Scenarios
Circle your belief in the positive outcomes of each of the teaching scenarios using a 10 point Likert scale ranging from 0 – entirely uncertain to 10 – entirely certain. Higher scores indicate a belief that students in this teachers’ class will experience more positive outcomes while lower scores indicate the belief that students in this teachers class will experience less positive outcomes.

Scenario 3 (Taylor)
Entirely Uncertain Uncertain Uncertain Certain Certain Certain
Very Somewhat Not Too Somewhat Very Completely
Uncertain Uncertain Uncertain Certain Certain Certain

Scenario 4 (Madison)
Entirely Uncertain Uncertain Certain Certain Certain Certain
Very Somewhat Not Too Somewhat Very Completely
Uncertain Uncertain Uncertain Certain Certain Certain
Appraisal Inventory

Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to teaching. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 100 (completely confident). Remember that you may use any number between 0 and 100.

I am able to:

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1. _______ adapt instruction to meet the needs of my students.
2. _______ obtain information about my students’ academic strengths.
3. _______ determine whether my students like to work alone or in a group.
4. _______ determine whether my students feel comfortable competing with other students.
5. _______ identify ways that the school culture (e.g., values, norms, and practices) is different from my students’ home culture.
6. _______ implement strategies to minimize the effects of the mismatch between my students’ home culture and the school culture.
7. _______ assess student learning using various types of assessments.
8. _______ obtain information about my students’ home life.
9. _______ build a sense of trust in my students.
10. _______ establish positive home-school relations.
11. _______ use a variety of teaching methods.
12. _______ develop a community of learners when my class consists of students from diverse backgrounds.
13. _______ use my students’ cultural background to help make learning meaningful.
14. _______ use my students’ prior knowledge to help them make sense of new information.
15. _______ identify ways how students communicate at home may differ from the school norms.
16. _______ obtain information about my students’ cultural background.
17. _______ teach students about their cultures’ contributions to science.
18. _______ greet English Language Learners with a phrase in their native language.
19. _______ design a classroom environment using displays that reflects a variety of cultures.
Cont.
Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to teaching. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 100 (completely confident). Remember that you may use any number between 0 and 100.

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<th>I am able to:</th>
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<td>20. ______ develop a personal relationship with my students.</td>
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<td>21. ______ obtain information about my students’ academic weaknesses.</td>
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<td>22. ______ praise English Language Learners for their accomplishments using a phrase in their native language.</td>
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<td>23. ______ identify ways that standardized tests may be biased towards linguistically diverse students.</td>
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<td>24. ______ communicate with parents regarding their child’s educational progress.</td>
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<td>25. ______ structure parent-teacher conferences so that the meeting is not intimidating for parents.</td>
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<td>26. ______ help students to develop positive relationships with their classmates.</td>
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<td>27. ______ revise instructional material to include a better representation of cultural groups.</td>
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<td>28. ______ critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.</td>
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<td>29. ______ design a lesson that shows how other cultural groups have made use of mathematics.</td>
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<td>30. ______ model classroom tasks to enhance English Language Learner’s understanding</td>
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<td>31. ______ communicate with the parents of English Language Learners regarding their child’s achievement.</td>
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<td>32. ______ help students feel like important members of the classroom.</td>
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<td>33. ______ identify ways that standardized tests may be biased towards culturally diverse students.</td>
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<td>34. ______ use a learning preference inventory to gather data about how my students like to learn.</td>
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<td>35. ______ use examples that are familiar to students from diverse cultural backgrounds.</td>
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<td>36. ______ explain new concepts using examples that are taken from my students’ everyday lives.</td>
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<td>37. ______ obtain information regarding my students’ academic interests.</td>
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<td>38. ______ use the interests of my students to make learning meaningful for them.</td>
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<td>39. ______ implement cooperative learning activities for those students who like to work in groups.</td>
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40. _______ design instruction that matches my students’ developmental needs.
41. _______ teach students about their cultures’ contributions to society.
Expectancy Inventory

Read each statement below and rate your degree of certainty that the behavior will lead to the specified outcome. You may indicate your certainty by rating each statement on a scale of 0 (entirely uncertain) to 100 (completely certain). The scale below is for reference only: you do not need to use only the given values. You may assign ANY number between 0 and 100 as your degree of certainty.

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1. ______ A positive teacher-student relationship can be established by building a sense of trust in my students.
2. ______ Incorporating a variety of teaching methods will help my students to be successful.
3. ______ Students will be successful when instruction is adapted to meet their needs.
4. ______ Developing a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students.
5. ______ Acknowledging the ways that the school culture is different from my students’ home culture will minimize the likelihood of discipline problems.
6. ______ Understanding the communication preferences (e.g., the value of eye-contact; protocol for participating in a conversation) of my students will decrease the likelihood of student-teacher communication problems.
7. ______ Connecting my students’ prior knowledge with new incoming information will lead to deeper learning.
8. ______ Matching instruction to the students’ learning preferences will enhance their learning.
9. ______ Revising instructional material to include a better representation of the students’ cultural group will foster positive self-images.
10. ______ Providing English Language Learners with visual aids will enhance their understanding of assignments.
11. ______ Students will develop an appreciation for their culture when they are taught about the contributions their culture has made over time.
12. ______ Conveying the message that parents are an important part of the classroom will increase parent participation.
13. ______ The likelihood of student-teacher misunderstandings decreases when my students’ cultural background is understood.
Read each statement below and rate your degree of certainty that the behavior will lead to the specified outcome. You may indicate your certainty by rating each statement on a scale of 0 (entirely uncertain) to 100 (completely certain). The scale below is for reference only: you do not need to use only the given values. You may assign ANY number between 0 and 100 as your degree of certainty.

14. ______ Changing the structure of the classroom so that it is compatible with my students’ home culture will increase their motivation to come to class.
15. ______ Establishing positive home-school relations will increase parental involvement.
16. ______ Student attendance will increase when a personal relationship between the teacher and students has been developed.
17. ______ Assessing student learning using a variety of assessment procedures will provide a better picture of what they have learned.
18. ______ Using my students’ interests when designing instruction will increase their motivation to learn.
19. ______ Simplifying the language used during the presentation will enhance English Language Learners comprehension of the lesson.
20. ______ The frequency that students’ abilities are misdiagnosed will decrease when their standardized test scores are interpreted with caution.
21. ______ Encouraging students to use their native language will help them to maintain their cultural identity.
22. ______ Students’ self-esteem can be enhanced when their cultural background is valued by the teacher.
23. ______ Helping students from diverse cultural backgrounds succeed in school will increase their confidence in their academic ability.
24. ______ Students’ academic achievement will increase when they are provided with unbiased access to the necessary learning resources.
25. ______ Using culturally familiar examples will make learning new concepts easier.
26. ______ When students see themselves in the pictures (e.g., posters of notable African Americans, etc.) that are displayed in the classroom they develop a positive self-identity.
School Context Scales – School Climate Scale

Directions: This part of the questionnaire is designed to help us gain a better understanding of the kinds of things that create the climate of your school. Please indicate how strongly you agree or disagree with the frequency ratings ranging from (1) Very Frequently Occurs to (4) Rarely Occurs for each of the school climate statements below by placing an X under the rating indicator you select. Your answers are confidential.

1) Very Frequently Occurs, 2) Often Occurs, 3) Sometimes Occurs, 4) Rarely Occurs

1. The principle explores all sides of the topic and admits that other opinions exist. 1 2 3 4

2. A few vocal parents can change school policy 1 2 3 4

3. The principle treats all faculty members as his or her equal. 1 2 3 4

4. The learning environment is orderly and serious. 1 2 3 4

5. The principle is friendly and approachable. 1 2 3 4

6. Select citizen groups are influential with the board. 1 2 3 4

7. The school sets high standards for academic performance 1 2 3 4

8. Teachers help and support each other 1 2 3 4

9. The principle responds to pressure from parents 1 2 3 4

10. The principle lets faculty know what is expected from them. 1 2 3 4

11. Students respect others who get good grades. 1 2 3 4

12. Teachers feel pressure from the community. 1 2 3 4

13. The principal maintains definite standards of performance. 1 2 3 4

14. Teachers in this school believe that their students have the ability to achieve academically. 1 2 3 4

15. Students seek extra work so they can get good grades. 1 2 3 4

16. Parents exert pressure to maintain high standards. 1 2 3 4
17. Students try hard to improve on previous work.

18. Teachers in this school exercise professional judgment.

19. Academic achievement is recognized and acknowledged by the school.

20. The principal puts suggestions made by faculty into operation.

21. Teachers respect the professional competence of their colleagues.


23. The interactions between faculty members are cooperative.

24. Students in this school can achieve goals that have been set for them.

25. Teachers accomplish their jobs with enthusiasm.

26. The school is vulnerable to outside pressure.

27. The principal is willing to make changes.

28. Teachers go the extra mile with their students.

29. Teachers provide strong social support for colleagues.

30. Teachers are committed to students.
Appendix G
Legend

<table>
<thead>
<tr>
<th>Role</th>
<th>Are you a teacher or administrator?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Gender (1=female, 0=male)</td>
</tr>
<tr>
<td>yrstech</td>
<td>Years of Teaching Experience</td>
</tr>
<tr>
<td>othercountry</td>
<td>Taught in Country Other than The Bahamas</td>
</tr>
<tr>
<td>caribcountry</td>
<td>Taught in Caribbean</td>
</tr>
<tr>
<td>taught1</td>
<td>Taught Abroad 1=Yes; 0=No</td>
</tr>
<tr>
<td>ELteach</td>
<td>English and Literature Teachers</td>
</tr>
<tr>
<td>MSciteach</td>
<td>Math and Science Teachers</td>
</tr>
<tr>
<td>AMteach</td>
<td>Art and Music Teachers</td>
</tr>
<tr>
<td>Tother</td>
<td>Teach &quot;other&quot; subjects</td>
</tr>
<tr>
<td>ELtaught</td>
<td>Taught English and Lit</td>
</tr>
<tr>
<td>AMtaught</td>
<td>Taught Art and Music</td>
</tr>
<tr>
<td>MSCtaught</td>
<td>Taught Math and Science</td>
</tr>
<tr>
<td>Othertaught</td>
<td>Taught other subjects</td>
</tr>
<tr>
<td>Age</td>
<td>Participants age</td>
</tr>
<tr>
<td>BAC</td>
<td>Primarily Identify as Black African and/or Caribbean</td>
</tr>
<tr>
<td>Otheridentity</td>
<td>Identity as something other than Bahamian Black African and/or Caribbean</td>
</tr>
<tr>
<td>NPRaised</td>
<td>Born and raised primarily in New Providence 1 - Yes 0 - Family Islands</td>
</tr>
<tr>
<td>Assoc</td>
<td>Highest Degree Obtained - Associates</td>
</tr>
<tr>
<td>Bach</td>
<td>Highest Degree Obtained - At least a Bachelors</td>
</tr>
<tr>
<td>CaribInst</td>
<td>Obtained degree from a Caribbean Institution</td>
</tr>
<tr>
<td>AmerInst</td>
<td>Obtained degree from a American Institution</td>
</tr>
<tr>
<td>OtherInst</td>
<td>Obtained a degree from an institution outside America and the Caribbean</td>
</tr>
<tr>
<td>SchoolPop</td>
<td>Estimated Student Population</td>
</tr>
<tr>
<td>Fborn</td>
<td>Estimate of Foreign Born or students with foreign born parents</td>
</tr>
<tr>
<td>Jrjunk</td>
<td>School participates in Junior Junkanoo</td>
</tr>
<tr>
<td>Extra</td>
<td>Individual participates in extra-curricular activities that incorporate Bahamian culture</td>
</tr>
<tr>
<td>PTA</td>
<td>School has an active and involved PTA</td>
</tr>
<tr>
<td>Pincomel49</td>
<td>Participants family income is Less than $49K/year</td>
</tr>
<tr>
<td>PincomeO75</td>
<td>Participants family income is over $75k/year</td>
</tr>
<tr>
<td>Imputation_</td>
<td>Imputation Number</td>
</tr>
<tr>
<td>Age_mean_1</td>
<td>Age</td>
</tr>
<tr>
<td>Pincome_mean_1</td>
<td>What would you estimate the average annual income level of your student’s families to be?</td>
</tr>
<tr>
<td>Fincome_mean_1</td>
<td>What is your family’s average annual income level?</td>
</tr>
</tbody>
</table>