

References

- Australian Department of Foreign Affairs and Trade. (2001). *Belize: Country information*. Retrieved March 10, 2003, from http://www.dfat.gov.au/geo/belize/belize_brief.html
- Babb, C. I. (2002). *The relationship between parental involvement in education and student achievement for primary school children in Belize*. Unpublished master's thesis, University of North Florida, Jacksonville.
- Belize Botanic Gardens. (2003). *Habitats of Belize*. Retrieved on April 4, 2003 from <http://www.belizebotanic.org/habitats.html>
- Borg, W. R., & Gall, M. D. (1989). *Educational research: An introduction* (5th ed.). New York: Longman.
- Campbell, S., Gibson, J., Holder, M., Leslie, R., Rempel, B., & Panton, F., et. al. (Eds.). (1997). *A geography of Belize: The land and its people*. Benque Viejo del Carmen, Belize: Cubola.
- Central Intelligence Agency. (2002). *The world factbook 2002: Belize*. Retrieved March 14, 2003 from <http://www.odci.gov/cia/publications/factbook/geos/bh.html>
- Central Statistical Office Ministry of Finance. (2000). *Belize national population and housing census*. Retrieved March 14, 2003, from http://www.cso.gov.bz/population_housing.html#tables
- Emulate Me. (2002). *Belize*. Retrieved March 21, 2003 from <http://www.countryreports.org/content/belize.htm>
- Government of Belize. (2000a). *Final report of the political reform commission*. Retrieved April 9, 2003 from http://www.belize.gov.bz/library/political_reform/welcome.html

- Government of Belize. (2000b). *Public sector reform: Charting the way forward-2000 and beyond*. Retrieved April 8, 2003 from http://www.belize.gov.bz/library/public_sector_reform/welcome.html
- Government of Belize. (2003a). *Ministry of education and sports overview*. Retrieved February 12, 2003, from http://www.belize.gov.bz/cabinet/c_hyde/welcome.shtml
- Government of Belize. (2003b). *Overview of the judiciary of Belize*. Retrieved April 9, 2003 from <http://www.belize-law.org>
- Humphreys, R. A. (1961). *The diplomatic history of British Honduras 1638-1901* [Electronic version]. London: Oxford University Press. Retrieved March 12, 2003 from <http://www.questia.com/PM.qst?action=openPageViewer&docId=722741>.
- Husen, T., & Postlethwaite, T. N. (Eds.). (1994). *The international encyclopedia of education* (2nd ed., Vol. 1). New York: Elsevier Science.
- Leslie, R. (Ed.). (1997). *A history of Belize: Nation in the making*. Benque Viejo del Carmen, Belize: Cubola.
- Marlow-Ferguson, R. (Ed.). (2001). *World education encyclopedia: A survey of educational systems worldwide* (Vol. 1). New York: Gale.
- Ministry of Education, Youth, and Sports. (2002). *Educational statistical digest 2000-2002*. Belize City, Belize: Author.
- National Human Development Advisory Committee. (1998). *Placing people at the centre of our development: National human development report*. Retrieved April 3, 2003 from <http://www.belize.gov.bz/library/humandevlopment/welcome.html>

Task Force on Services. (1999). *Belize's best opportunity for sustained economic growth in the medium to long terms*. Retrieved March 16, 2003 from

http://www.belize.gov.bz/library/task_force/welcome.shtml.

Appendix A

The Belizean Post-Graduation Planning Instrument

The Belizean Post-Graduation Planning Instrument

The Ministry of Education would like to know what Belizean high school students plan to do after graduation. This survey is designed to answer questions of interest to the Ministry of Education. Your responses to these questions will be combined with responses from students across Belize and will help the government make plans for the future educational needs of Belize.

1. Below are some things that you might choose to do after you complete high school. In the column on the left, check the option you would pursue if you could do anything you wanted to do. In the column on the right, check the option that you think you probably will do. The options you check in the two columns may be the same, or they may be different.

What I want to do (Check only one)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | Go to university directly |
| <input type="checkbox"/> | Go to 6 th form, then to university |
| <input type="checkbox"/> | Go to 6 th form, then go to work |
| <input type="checkbox"/> | Go to CET, then go to work |
| <input type="checkbox"/> | Go to work directly after high school |
| <input type="checkbox"/> | Stay home without paid employment |
| <input type="checkbox"/> | Become a full-time homemaker & parent |
| <input type="checkbox"/> | Other (Specify) _____ |
| <input type="checkbox"/> | I have not decided yet |

What I will probably do (Check only one)

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

2. If what you *want to do* is different from what you will *probably do*, check the most likely reason for this difference: If what you want to do is the same as what you will probably do, skip to question #4.

- _____ I might not be able to afford my first choice.
 _____ I might not qualify academically for my first choice.
 _____ My parents' preferences are different from mine.
 _____ Other (specify) _____

3. What training or additional study would you like to pursue after high school?

Please continue on the other side

4. What career or job do you most want to pursue?

5. If you intend to go to university, check the choice you are most likely to make:

University of Belize

a university in the United States (specify) _____

a university in the United Kingdom (specify) _____

another university (specify) _____

6. Place a check in front of the form you are in right now:

3rd form

4th form

7. Place a check in front of your gender:

Male

Female

8. Place a check in front of the label that best describes your ethnicity:

Mestizo _____ Creole

Maya _____ Garifuna

East Indian _____ German/Dutch

Arab _____ Chinese

Multi-racial _____ Other

9. Your school name: _____

If you have any further comments regarding the questions on this instrument, please write them here.

Upon completion please return this form to your teacher!

Thank you for your time and participation!

Appendix B
IRB Approval

22 January 2003

MEMORANDUM

TO: Don Creamer 0302
Cathryn Turrentine 0250
Samuel Clay Adams 0302

FROM: David M. Moore

SUBJECT: IRB EXEMPTION APPROVAL – “A Descriptive Study of Belizean High School Students’ Postsecondary Plans” – IRB # 03-030

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of January, 21 2003.

Appendix C

Informed Consent for Participants

Please read this sheet before completing *The Belizean Post-Graduation Planning Instrument*.

- Your class has been selected to participate in a research project. The purpose of this research is to learn what Belizean high school students plan to do after they complete the 4th form, so that your school, the University of Belize, and the Ministry of Education can make better plans for the future. All you need to do is complete this questionnaire, which takes most students 10 minutes or less. In fact, it will probably take more time to read this page than to answer the questions on the questionnaire.
- You are not required to fill out the questionnaire at all, and if you do decide to fill it out, you may choose to skip any questions that you do not feel comfortable answering. Nevertheless, I hope you will choose to participate in this study so that we can learn more about Belizean high school students. Completing this questionnaire should not involve any risks for you. All of the questions are simple ones, and none of them asks for very personal information.
- Your responses will be treated anonymously. You should NOT write your name anywhere on the paper. I only want to learn how Belizean students as a group answer these questions, so I do not need to know which student gives each answer.
- This research has been reviewed and approved by representatives from the Ministry of Education and the University of Belize, and by a group of researchers at my university in the United States, whose responsibility is to protect participants in research projects, such as yourself. Each of these reviewers has decided that this study is safe for you to participate in, if you choose to do so.

Thank you for taking the time to read this set of disclaimers and to complete the questionnaire!

Samuel Clay Adams
Researcher
Virginia Polytechnic Institute and State University

Appendix D

Letter to Teachers

Teachers:

I am a graduate student completing a master's degree in higher education at Virginia Tech in the United States. For my thesis research I am surveying third- and fourth form students to learn of their post-graduation plans. Your class has been selected for participation in this study. The Ministry of Education and the Belizean Association of Principals of Secondary Schools (BAPSS) have approved this study.

Please distribute this questionnaire to your students and say the following:

The questionnaire you are about to complete will provide the Ministry of Education and the University of Belize important information on the educational opportunities that Belizean students need. Please read the pink form before completing the questionnaire.

Thank you for your help in conducting this valuable research. When you have collected all the completed questionnaires, please return them to the person who gave them to you.

Appendix E

Letter to General Managers and Principals

Dear General Manager,

I am a graduate student in Higher Education at Virginia Polytechnic Institute and State University (Virginia Tech) in the United States. Last summer I visited Belize to learn about your education system. Your colleague Mrs. Carol Babb was a gracious host for our group while we were in Belize.

As a result of that trip I have decided to conduct the research for my master's thesis in Belize. Mrs. Carol Babb has generously agreed to assist me in this project. I hope you will be willing to assist me as well.

I propose to study the post-secondary plans of Belizean third- and fourth form students, using the attached instrument. To complete my study I need your help to distribute and collect these questionnaires to the third- and fourth form students at your school. Attached you will find a letter to your teachers briefly explaining this research to them. When your students have completed the questionnaires, please return them to Mrs. Babb, who will mail them to me.

This study has been reviewed and approved by Mr. Cordell Hyde of the Ministry of Education, and by Dr. Martin Cuellar of the University of Belize. My hope is that the government, the university, and you will find the results of this study helpful as you plan for the future of your school.

Thank you for your support and cooperation in this important research.

Sincerely,

Samuel Clay Adams
Graduate Student – Higher Education Student Affairs
Assistant Residence Director

Appendix F

Student Comments from the *Belizean Post-Graduation Planning Instrument*

- 1) It's not that my parents are forcing me to go to a university right away, but they think it would help me find a job quicker. The faster I finish the better. But I want to stay in school the longest I can. I'm scared to go out looking for a job.
- 2) I would like to go to UB and pursue a course in which I would earn a bachelor's degree in nursing, however, my mother (with whom I live) does not agree with my choice because she believes I am too young to be on my own in a place from home. I am 16 years old; I have to live with that choice however.
- 3) In number one you don't have anything about a holiday before further studies, I mean I would like to take at least two years holiday after high school before moving up (58).
- 4) I would like to know if this institution provide any job training or career after someone has graduated from high school email at(114).
- 5) I do not have many but the only one is I am concerned with is about scholarships to attend the University of Belize (118).
- 6) If students which wanted to go to a university in the United States or the United Kingdom, and doesn't have the money will there be a possibility of a scholarship or any financial support from the government or elsewhere (155)?
- 7) Is the ministry of education going to provide scholarships for us after we graduate? What will you do to ensure that our generation gets the best education possible?
- 8) We need more student loans (19X) !
- 9) According to the Ministry of Education they state that there will be free education, as far as I'm concerned there is nothing free in our country "Belize". When you talk about free education I think that you should state what you really mean. Before saying something to any now you should know what you are going to say. I feel that they don't know what the word that was strongly stated "Free" means. Thank you (259).
- 10) According to the Ministry of Education, it states that these are free education however, when applying for loan, too much is recommended and required. Education rates are increasing, so I think that if education rates were lowered and given at a reasonable price, more people would be aiming for the highest education possible (262).
- 11) I really don't want to go to college my family expects me to go, but I want to go to the Beauty College. I definitely won't waste the money there. Thank you (269).
- 12) If a student can not afford to get to 6th form or even university what can he or she do besides getting a loan (295).
- 13) This survey is irrelevant because the organization does not assist us financially in pursuing further tertiary studies (310).
- 14) I would study in Belize if there was a better chance of me being able to make good money with a degree from here and if the country was more developed or developing rather than going down hill with heavy coime [?], accidents and political scandals where someone can loose their job just by what political party they voted for regardless of how hard they worked in life for that job (336).

Appendix G

Samuel Clay Adams

Current Address:

2110 Pritchard Hall
Blacksburg, Virginia
24060
(540) 232-4447
E-mail: saadams2@vt.edu

Permanent Address:

133 Cedar Road
Chesapeake, Virginia
23322
(757) 436-1931

- Objective** Successfully obtain a challenging position that provides opportunities for growth in the field of student affairs, specifically orientation programs.
- Education** **M.A. Ed., Higher Education Student Affairs**, Expected Date of Graduation, May 2003
Virginia Polytechnic Institute & State University (Virginia Tech), Blacksburg, VA
Thesis: "A Descriptive Study of Belizean High School Students' Postsecondary Plans"
- B.S., Business Management**, May 2001
Virginia Tech, Blacksburg, VA
- B.A., Interdisciplinary Studies**, December 2000
Virginia Tech, Blacksburg, VA
- Professional Experience** **Assistant Residence Director, Graduate Assistant, Residential and Dining Programs**
Virginia Tech, Blacksburg, VA, August 2002 – May 2003
- Supervise administrative performance of 29 Resident Advisors
 - Emergency response on-call duties for entire on campus housing population (8900) residents
 - Conduct judicial hearings for university rules and regulation violations
 - Co-instruct the Introductory to Residence Education course (1st year Resident Advisor training)
 - Advise the Pritchard Hall Council
- National Orientation Directors Association (NODA) Internship, Dean of Students Office**
Duke University, Durham, North Carolina, June – August 2002
- Assisted Director in the planning and implementation of all aspects of Orientation
 - Developed and coordinated Transfer Student Orientation
 - Directed and coordinated the new student "Welcome Packet" program
 - Edited and reviewed all Orientation publications
 - Worked with university faculty/staff developing the Duke Summer Reading Program
 - Provided additional support and assistance to Judicial Affairs, Leadership, and Greek Life offices
- Graduate Teaching Assistant and Academic Advisor, Center for Interdisciplinary Studies**
Virginia Tech, Blacksburg, VA, January 2002 – May 2002
- Co-instructed *Engendering Masculinity* (Junior Level Course)
 - Prepared lesson plans, lectured, and facilitated discussions
 - Graded assignments and posted results on secured class web-site
 - Held 10 office hours per week for classroom and academic advising of undergraduate students
 - Academically advised a total of thirty students
- Graduate Assistant for Orientation & Parent Programs, Dean of Students Office**
Virginia Tech, Blacksburg, VA, May 2001 – May 2002
- Assist with the recruitment, selection, and training of the New Student Orientation Team
 - Manager of morning Check-In process for both students and parents (800-1000 people/day)
 - Worked with the development and evaluation of Parents Day 2001
 - Developed orientation informational materials
 - Worked with day to day office operations, including database management

Director of Business and Finance for the Association of Student Development (ASD), 2002/03

- Oversaw all financial transactions of the organization
- Developed budget for committees and record keeping of all financial movement
- Conducted all financial transactions for ASD annual Drive-In Conference (\$2,500)

International Field Study, Belize, Central America, May 2002

- Studied an alternative educational paradigm
- Research study on Student Affairs at the University of Belize

Virginia Tech New Student Orientation Team Leader, Dean of Students Office, Summer 1999

- Trained and directed four new orientation leaders
- Delivered university core values speech at every opening ceremony (800-1000 people a day)
- Performed Master of Ceremony duties for nightly closing ceremonies
- Nightly on-call responsibilities

Presentations Lombardi, R., & Adams, S. C. (November, 2002). *Creating a Successful Summer Reading Program*, National Orientation Directors Association National Conference, Baltimore, Maryland.

Adams, S. C., & Colbert, D. (April, 2002) *Leadership and Diversity: Building a Foundation for Success*, Residence Hall Federation Leadership Retreat, Harrisonburg, Virginia.

Adams, S. C. (July, 2002). *Leadership and Teambuilding*, National Association of Student Personnel Administrators (NASPA) Multicultural Undergraduate Fellows Program (MUFP) 2002 Summer Leadership Program, Duke University, Durham, North Carolina.

Adams, S. C., & Colbert, D. (April, 2002) *Leadership and Diversity: Building a Foundation for Success*, Virginia Tech Leadership Institute, Blacksburg, Virginia.

Adams, S. C. (March, 2002). *VT Video*, National Orientation Directors Association Region VIII conference, George Washington University, Washington D. C.

Adams, S. C. (March, 1999). *VT Video*, National Orientation Directors Association Region VIII conference, Pennsylvania.

Professional Memberships American College Personnel Association
National Orientation Directors Association
Association of Student Development
Chi Sigma Alpha (National Student Affairs Honor Society)
Higher Education Research Collaborative

Honors Eagle Scout (1992)
Phi Beta Delta, International Scholars Honor Society (2003)
Founding member of Chi Sigma Alpha, Alpha Chapter (2002)
Gamma Sigma Alpha, National Greek Honor Fraternity (2000)
Charter member: Delta Sigma Phi fraternity, Kappa Delta Chapter at Virginia Tech (1998)

Activities Interdisciplinary Studies Alumni Advisory Committee
Public Relations Chair for Chi Sigma Alpha
Delta Sigma Phi fraternity – Kappa Delta Chapter 1998-present
National Association for the Advancement of Colored People