

From Physical to Online Clinical Education: Perspectives of Clinical Nursing Instructors in Trinidad and Tobago

Alicia Charles-Stuart

ABSTRACT

Clinical nursing skills are usually developed and assessed in a clinical simulation laboratory where mannequins and other equipment are used to fine-tune skills. This study explored the experiences of clinical nursing instructors in Trinidad and Tobago as they adjusted to the abrupt transfer to the online environment during the COVID-19 pandemic. This was required to facilitate the development of clinical skills in the absence of traditional face-to-face clinical simulation laboratories. The explanatory sequential mixed method design employed allowed for the integration of quantitative and qualitative data through a joint display table which led to a greater understanding of the topic being investigated. This study aims to determine whether clinical nursing instructors were technologically prepared to use online teaching tools for the delivery of clinical skill education. It also aimed to analyze their accessibility to technology tools and instructional design support to successfully deliver clinical skills education online. The study was conducted at the three nursing schools in Trinidad and Tobago, using purposive sampling. Data was collected via an online survey and focus group and analyzed using descriptive statistics, chi-square, multiple regression, and thematic analysis. Twenty-nine clinical nursing instructors participated in the study with a convenient sample of five persons from this population participating in the focus group. The population consisted of full-time and part-time instructors. The results revealed that 68.9% of clinical nursing instructors were prepared to deliver clinical skills education in the virtual environment. Findings indicate that a robust support system is essential for clinical nursing instructors to facilitate clinical skills education online. Recommendations include monitoring and training for clinical nursing instructors to deliver online clinical skills education and continuing education programs to keep current with emerging technology. Future research could entail student outcomes after online clinical skills education and current clinical nursing instructors' pedagogy.

Keywords: Clinical Nursing Instructor, Clinical Skills Education, Clinical Simulation Laboratory, Clinical Nursing Skills

Enhancing Student Nurses' Cultural Congruence Using High-Fidelity Simulation: A Mixed

Method Study

Alisha Charles-Thomas

ABSTRACT

Migration has changed the healthcare dynamics locally, regionally, and internationally. Due to the many cultural beliefs and norms accompanying migration, student nurses are finding difficulty in practicing cultural congruence and sensitivity when caring for patients. While some aspect of cultural congruence is incorporated into the bachelor of nursing curriculum, there is a need to investigate whether the teaching methodologies used improve student nurses' ability to provide culturally sensitive care to a diverse population. This research paper used a mixed method, explanatory sequential design, to determine whether high-fidelity simulation improves student nurses' level of cultural congruence. Stratified random sampling was used to obtain the study participants, totalling thirty-two (32) participants. These were student nurses in their final year of training in the Bachelor of Science in Nursing program at an educational institution in Trinidad and Tobago. The data was collected using an online survey and a focus group session. A convenient sample of four participants was used for the focus group discussion. The data was then analyzed using descriptive statistics, paired t-tests, and thematic analysis. The quantitative and qualitative data were integrated using a joint display table. The paired t-test revealed a significant difference between the pre-test and post-test scores of four of the subscales of the survey instrument, subscale awareness and sensitivity $p = <.001$, subscale patient-centered communication $p=.022$, subscale behaviour $p = <.001$, and subscale practice orientation $p = <.001$. In one subscale, the paired T-test results showed no significant difference between the pre-test and the post-test scores subscale self-assessment $p=.148$. The students indicated in the focus group session that they felt more comfortable caring for patients from diverse groups following the high-fidelity simulation exercise. The findings of this study support the use of high-fidelity simulation as a practice tool for student nurses' improvement in cultural congruence.

Keywords: high-fidelity; cultural congruence; cultural competence; diversity; holistic

Advancing Health Equity Through Mixed Methods Research: Addressing Cancer, Diabetes, and Nutrition Education in Underserved Communities

Chimene Castor¹, Ph.D., EdD, RDN, CHES, FAND,
Serita Poindexter², Ph.D., OT,
Oganya Udenyi¹, Ph.D., RD, LDN,
Yolene Gousse³, DrPH, MPH, RN

¹ Department of Nutritional Sciences, Howard University ² Howard University Hospital, Howard University ³ Department of Pharmacy Administration & Public Health, College of Pharmacy & Health Sciences, St. John's University

ABSTRACT

Introduction: Chronic diseases such as diabetes and cancer continue to pose significant public health challenges, disproportionately affecting racial and ethnic minority populations due to systemic inequities in healthcare access, socioeconomic status, and health literacy deficiencies. Nutrition education has been recognized as an essential tool in the prevention and management of chronic diseases; however, its effectiveness is often hindered by challenges related to accessibility, cultural competence, and engagement. This research employs an exploratory sequential mixed methods research (MMR) design to investigate three interrelated public health domains: diabetes self-management, cancer health communication, and the effectiveness of nutrition education programs in underserved communities. By integrating quantitative statistical analysis, qualitative thematic exploration, and geospatial mapping, this study provides a comprehensive understanding of the structural, behavioral, and psychosocial determinants influencing chronic disease management and nutrition education outcomes. The research follows a two-phase convergent explanatory mixed methods design to triangulate findings across the three studies.

Methods and Results: The first study examines the relationship between health literacy, nutrition education, and diabetes self-management behaviors using secondary data from the National Health and Nutrition Examination Survey (NHANES) and semi-structured interviews with healthcare professionals and individuals diagnosed with prediabetes and Type 2 diabetes. The key objectives include evaluating the frequency and depth of discussions regarding diabetes risk factors, the impact of health literacy on self-care behaviors, and the role of community-based diabetes education programs in disease management. Multivariate logistic regression was applied to identify significant associations, revealing that individuals with higher health literacy levels demonstrated superior self-management behaviors, including adherence to dietary recommendations and regular engagement in physical activity. Geographic Information System (GIS) mapping further highlighted disparities in access to diabetes education programs, with urban areas showing greater availability of resources compared to rural, underserved communities (Castor, 2021). The findings emphasize the need for culturally tailored interventions to bridge literacy gaps and enhance diabetes prevention efforts. The second study explores how family discussions, digital health literacy, and social media engagement influence cancer screening behavior among Black and underserved populations. Data sources included the Health Information National Trends Survey (HINTS 5 Cycle 2) and content analysis of cancer-related discussions on American Cancer Society's social media platforms from 2019 to 2023. A qualitative thematic analysis was conducted using semi-structured interviews with healthcare providers, cancer survivors, and caregivers to investigate barriers and facilitators to cancer communication. Core

themes included cultural perceptions of cancer risk, the impact of misinformation in digital health spaces, structural and socioeconomic barriers to cancer screening, and gender disparities in health-seeking behaviors. The findings revealed that women were more proactive in initiating discussions about cancer risk and screenings, whereas men demonstrated lower engagement levels despite being aware of their vulnerability to cancer-related diseases (Poindexter, 2024). The study underscores the critical role of family discussions in increasing cancer awareness and highlights the influence of digital health literacy on screening behaviors. Additionally, the study identified a decline in trust in digital health platforms due to misinformation, particularly in post-pandemic digital spaces, which has hindered engagement with credible cancer-related health information. The third study assesses the effectiveness of community-based nutrition education programs in promoting dietary behavior change among populations in underserved communities. A quasi-experimental pre-post design was employed to measure changes in nutrition knowledge, dietary habits, and program adherence among participants from low-income communities and Title I schools in Washington, D.C., specifically targeting Wards 4, 5, 7, and 8, where food insecurity and nutrition-related chronic diseases are prevalent (Udenyi, 2022). The quantitative component of the study involved pre- and post-intervention surveys to evaluate improvements in participants' understanding of healthy eating principles, food selection, and meal planning strategies. Key outcome measures included changes in dietary intake patterns, consumption of nutrient-dense foods, and engagement with nutrition education resources. Statistical analysis, including paired t tests and regression modeling, was utilized to assess the significance of observed changes. The qualitative component included focus group discussions and semi-structured interviews with program participants, community health workers, and educators to gain deeper insights into barriers to engagement, program satisfaction, and the perceived cultural relevance of nutrition interventions. Thematic analysis identified structural challenges such as affordability, food accessibility, and cultural food preferences, as well as behavioral determinants influencing adherence to dietary recommendations. Findings revealed that while nutrition education programs positively impacted dietary behavior change, low participation rates in underserved communities remained due to economic constraints, limited access to fresh, affordable produce, and cultural misalignment of the program content.

Integration of Study Methods: The integration of findings across the three studies was conducted through joint display analysis, enabling a direct comparison of quantitative statistical trends and qualitative thematic insights. This mixed methods approach provided a comprehensive evaluation of the structural, behavioral, and systemic factors influencing diabetes self-management, cancer health communication, and the effectiveness of nutrition education programs in underserved communities. In the diabetes self management study, the integration of quantitative statistical modeling with qualitative insights from healthcare practitioners and individuals managing diabetes allowed for a deeper understanding of the barriers and facilitators of diabetes self-management. Findings highlighted that health literacy, access to diabetes education, and the frequency of family health discussions were critical determinants of disease awareness, self-management behaviors, and adherence to dietary modifications. In the cancer health communication study, the integration of survey-based statistical analysis with qualitative thematic findings revealed the significant role of health communication in cancer prevention and management. The study demonstrated that family discussions, digital literacy, and engagement with online health information were crucial in shaping preventive screening behaviors, yet gender disparities persisted, with men showing lower engagement in cancer risk discussions. The nutrition education study further demonstrated that

while community-based interventions had a positive impact on dietary behavior change, barriers related to cost, accessibility, and cultural preferences limited long-term adherence.

Discussion and Conclusion: These findings have several implications for public health practice. Culturally tailored health interventions that incorporate family-based health literacy initiatives, digital health engagement strategies, and community-driven nutrition education programs are necessary to improve health outcomes in underserved populations. The application of a mixed methods research approach facilitated a comprehensive examination of the structural, behavioral, and psychosocial determinants influencing chronic disease prevention and management. Additionally, this research highlights the need for faith-based and intergenerational health literacy models to enhance family-centered health discussions, longitudinal studies on digital health engagement to evaluate the sustainability of digital health interventions, and policy-driven initiatives to expand community-based nutrition education programs. By leveraging mixed methods research, public health practitioners can develop evidence-based, culturally tailored strategies that reduce health disparities, improve chronic disease management, and empower underserved populations with the knowledge and resources needed to achieve sustained health improvements.

Keywords: Health Equity, Cancer, Diabetes, Nutrition Education, Underserved Communities

References

- Poindexter, S. M. (2024). *The role of health literacy in black families' health history and communication about cancer* (Doctoral dissertation, Howard University). School of Communication.
- Udenyi, O. A. (2022). *Assessment and evaluation of community-based food and nutrition education in the district of Columbia* (Doctoral dissertation, Howard University, Department of Nutritional Sciences, College of Nursing and Allied Health Sciences).
- Castor, C. (2021). *A mixed methods approach to investigate the role of health literacy and various behavioral factors in the prevention of pre-diabetes and management of diabetes among black women* (Doctoral dissertation, Howard University, Department of Nutritional Sciences, College of Nursing and Allied Health Sciences).

Climate Change, Resource Insecurities, and Sexual and Reproductive Health among Adolescents: A Sequential Multi-method Qualitative Inquiry

Carmen H Logie, Aryssa Hasham, Julia Kagunda, Humphres Evelia, Clara Gachoki, Beldine Omondi, Mercy Wanjiru, Lesley Gittings, Sarah Van Borek, Peter A. Newman, Esme Fuller Thomson, Lina Taing, Isabel Sternthal, Sheri Weiser, Robert Hogg, Janet Turan

ABSTRACT

Introduction: Growing evidence supports linkages between climate change and extreme weather events (EWE), and sexual and reproductive health (SRH). Yet knowledge gaps persist regarding climate-related experiences and pathways to SRH among young adolescents (YA). We conducted a multi-method qualitative study to explore climate change-related factors and linkages with SRH among YA aged 10-14 years in Kenya.

Methods: This 6-site study was conducted in: Nairobi's urban slum Mathare; Naivasha's flower farming community; Kisumu's fishing community; Isiolo's nomadic and pastoralist community; Kilifi's coastal smallholder farms; and Kalobeyei refugee settlement. Multiple sequential qualitative methods, involving purposively sampled youth and elders in each location, included: 1) n=12 focus groups (FG) with elders, 2) n=60 YA walk-along interviews, and 3) n=12 two-day YA participatory mapping workshops (PMW). We conducted codebook template thematic analysis and integrated findings across methods, location, participant type, and gender using a mixed-methods matrix.

Results: Participants (N=297) included: adolescent interviewees (n=60; mean age: 13.4, SD: 1.5; boys: 51.4%, girls: 48.6%), elders (n=119; mean age: 60.6 years, standard deviation [SD]: 7.9; men: 48.7%, women: 51.3%), and adolescent PMW participants (n=118; mean age: 12.1, SD: 1.3; boys: 50.8%, girls: 49.2%). Narratives identified climate-related EWE increased existing resource insecurities that, in turn, were linked directly and indirectly with SRH. Food and water insecurity contributed to youth missing school, sexual violence, transactional sex, and exploitative relationships; food insecurity drove youth to run away from home. Sanitation insecurity resulted in menstruation challenges, sexual violence risks, and transactional sex. Transactional sex was linked with unplanned pregnancy and STI risks. Gender inequities increased girls' risks for violence, whereas boys were more prone to running away.

Conclusion: We found that multiple resource insecurities exacerbated by climate change may drive SRH outcomes among YA. Climate-informed interventions can consider climate change, context, and multi-level pathways to promote young adolescent SRH in Kenya.

Keywords: climate change; Kenya; youth; resource insecurity; violence

Bridging Cultures, Driving Transformation and Fostering Innovation by Mixing Populations

Keren Comberbatch

ABSTRACT

A mixed methods study was undertaken in 2024 with an aim to guide the creation of a communications toolkit for use by hearing employees of the Ministry of Justice (MOJ) and Deaf Jamaicans. The hypothesis was that a toolkit would counter the linguistic injustice routinely experienced by Deaf Jamaicans attempting to access information and services provided by the MOJ. Jamaican citizens receive information from the Ministry of Justice via spoken and written English as well as spoken Jamaican Creole. A deaf Jamaican using Jamaican Sign Language (JSL) therefore cannot easily access the information available to the public at the offices of the MOJ in Jamaica. The research question was ‘What components must be present in a toolkit that aids effective communication and service provision in public, legal settings for Deaf Jamaican citizens?’. Originally, the data collection had an explanatory sequential design with participants completing the questionnaires two days before the focus group discussions. However, the data collection became convergent as some participants completed the questionnaires immediately before the focus group and others after. Study participants were drawn from two culturally distinct populations: hearing Jamaicans and deaf Jamaicans. This QUAL + quan study with nested, convenience sampling had elements of the research design tailored for two cultural groups. Parallel focus group interview and questionnaire instruments that centred around the experiences of the hearing and those of the deaf were created. 13 hearing and 6 deaf participated in the focus groups while 8 hearing and 6 deaf completed questionnaires. A codebook was used to analyse the focus group responses. Active data dictionaries were done for the two questionnaires. Narrative and joint displays were used to integrate the qualitative and quantitative data. The study showed that MOJ employees lack knowledge of Jamaican Deaf culture and competence in JSL. Deaf citizens are unaware of the steps involved in the legal processes handled by the MOJ and the meaning of key legal jargon. A bilingual communications toolkit created to address these shortcomings would therefore facilitate effective communication and service provision at MOJ offices to Deaf people. MOJ operational procedures must be adjusted to include measures that would satisfy the communication needs of Deaf and hearing citizens. MOJ employees can provide better service to Deaf Jamaicans who now have information accessibility.

Keywords: Bridging cultures, Driving transformation, Fostering innovation

Making Learning Methodology Simple: Mixed Method-Case Study on Fundamental Mixed Method Learning Experiences

Charlotte West

ABSTRACT

Mixed methods (MM) are becoming more prevalent in multiple research fields and support many discipline-specific innovations. However, learning MM for practical use is a complex process. While clarification for successful learning, like active learning, is present (Zhou, 2023), more exploration of the fundamental experiences impacting skill development is needed to simplify learning. It is necessary to expand the understanding of teaching methodology and the experiences of acquiring practical skills, like integration, to support researchers in addressing unique disciplinary challenges. This empirical dissertation project focuses on understanding fundamental experiences that contribute to developing MM skills across higher education disciplines. The following question will be used to explore the fundamental experiences contributing to MM skill development: What are the experiences contributing to developing MM skills across multiple disciplines of users? The qualitative insights will be integrated to help address a quantitative secondary research question: What shared experiences are most impactful across disciplines for developing practical MM skills? I will use a qualitatively oriented sequential MM-case study to explore learning experiences and assess relationships. Using purposive sampling, qualitative data will be collected via semi-structured interviews, and quantitative data will be collected through online surveys. Qualitative data will be coded to identify themes of experience and impactful skills. Building from the qualitative analysis, quantitative data will be analyzed using descriptive statistics, correlations, and linear regression to explore meaningful relationships. Results will be integrated to build a holistic understanding of experiences influencing learning MM and skill development. This project anticipates expanding the clarity of fundamental learning experiences. This is pertinent as unique disciplinary challenges happen in academia, government, and public organizations. MM is an increasingly relevant option to meet the needs of many disciplines. MM users can be supported in their endeavors by simplifying the ease of learning.

Keywords: Higher Education, Fundamental Learning Experiences, Mixed Methods Skills, Case Study

Investigating the Impact of a Compressed 4-day Workweek on Employee Productivity and Organizational Commitment in a Large Jamaican Retail Chain

Theresa Stewart and Debbie Devonish

ABSTRACT

The study employs a mixed methods intervention design (Creswell & Plano Clarke, 2018) to investigate the impact of a 4-day compressed workweek on employee productivity and organizational commitment within a large Jamaican retail chain. Quantitatively, a pre-experimental design assessed statistically significant changes in productivity metrics (sales per minute, idle time, absenteeism, and customer satisfaction - Prod1) before and after implementation through document review spanning six months pre-intervention (January-June 2024) and six months post-intervention (August 2024-January 2025).

Qualitative data from semi-structured interviews with 15 purposively selected employees explored perceptions of the 4-day workweek and its impact on organizational commitment. The interview protocol was designed through the theoretical lens of social exchange theory, human capital theory, and organizational commitment theory.

Quantitative data were analyzed using descriptive statistics to characterize data distribution, and paired t-tests to assess statistically significant differences in productivity metrics post-intervention. Qualitative data underwent thematic analysis to identify patterns in employees' commitment perceptions. Following a convergent design, integration occurred through a side-by-side comparison of quantitative productivity changes and qualitative commitment themes to develop a comprehensive understanding of how employee perceptions contributed to or explained productivity changes.

The study was conducted in Jamaica, a context with unique socio-economic characteristics that influence workweek effectiveness. Ethical considerations included informed consent, confidentiality assurance, and IRB approval to ensure compliance with ethical standards.

This research contributed to the limited literature on compressed workweeks in the Caribbean context. Findings had practical implications for retail businesses in Jamaica, informing human resource strategies and operational decisions, while theoretically contributing to understanding the relationship between workweek arrangements, employee commitment, and organizational performance in developing economies.

Keywords: Compressed workweek, Employee productivity, Organizational commitment, Jamaican retail sector, Mixed methods research

Developing an Intersectionality-informed Mixed Methods Scoping Review on Black Women's Health and Wellbeing in the UK.

Jenny Douglas

ABSTRACT

Background: The racialised, classed and gendered experience of Black women in the UK extends to inequities in the provision of healthcare, as well as their access to other vital services such as employment, social care, education and housing. For the purposes of this study, we are defining Black women as African, Caribbean and Black mixed heritage women currently resident in the UK. While we know that Black women experience worse health outcomes in many areas of health, such as maternal mortality, breast cancer, diabetes, hypertension and mental health we do not know the extent of this. The health and wellbeing of Black women is under researched and there is an extant data gap in relation to these issues. There is a need to develop an extensive scoping study on the health and wellbeing of Black women.

Design and Methods: We undertook a rapid scoping study aimed at examining the health and wellbeing of Black women and exploring how racism impacted on their health. The research questions were: 1. What is the state of knowledge regarding Black women's health, especially evidence on disease prevalence, trends in disease and gaps in the evidence base. 2. What are the existing research and knowledge gaps in relation to the health and wellbeing of Black women in the UK. This paper will report on the methodology for developing a protocol for an intersectionality – informed mixed-methods scoping review using a convergent integrated approach and the PRISMA-SCR (Extension for Scoping Reviews) guidelines that aimed to bridge cultures and drive transformation. The inclusion criteria were studies with Black women aged over 16 years, UK focused, in English language and with a start date from 1960. We report on the integration of qualitative and quantitative data from academic and grey literature including community and voluntary health organisations that assisted in developing an understanding of the social, cultural and historical contexts of Black women's lives in the UK.

Conclusions and Implications: From the rapid scoping review, we aim to understand the state of knowledge regarding Black women's health, especially evidence on disease prevalence, trends in disease and knowledge gaps in the evidence in relation to the health and wellbeing of Black women in the UK. The knowledge gained will be used to develop a full scoping review that will drive transformation of health and health care policy and practice to improve the health and wellbeing of Black women in the UK.

Keywords: intersectionality-informed mixed methods, scoping review, Black women, health, wellbeing, UK

The Impact of Higher Education Training on Developing Leadership Skills Among Agricultural Extension Officers in Jamaica: A Sequential Explanatory Mixed-Methods Study

Lillieth Clarke-Sinclair

College of Agriculture, Science and Education

Delaware State University

ABSTRACT

Extension Services is critical to the development of the agricultural sector in Jamaica. Agricultural Extension Officers, who are at the forefront of these services, require strong leadership skills to effectively coordinate projects, drive change within the agricultural sector, and lead community initiatives. Comprehensive leadership programs by higher educational institutions can provide professionals with the knowledge and skills necessary to assume leadership roles. The purpose of this study is to examine the impact of higher education training programs on the leadership skills of Agricultural Extension Officers in Jamaica and to identify areas for their improvement. This study will rely upon a mixed-methods sequential explanatory design which consist of three phases: a quantitative, a qualitative, and an integration phase. In the quantitative phase, 100 Agricultural Extension Officers will be selected using clustered sampling and asked to complete a structured survey assessing their higher education training on leadership development. The survey will be designed to capture information on their training experiences, leadership skills development, attitudes and perceptions toward their training, and the application of acquired skills. Responses will be analysed using descriptive and inferential statistics to identify trends, correlations, and gaps in leadership development. The qualitative phase will use criterion sampling to select 10 trainers from the selected training institution and maximum variation sampling to select 15 extension officers to participate in individual, unstructured interviews and focus group discussions. This approach will provide deeper insights into such training programs and their leadership development processes. Finally, in the integration phase, the qualitative findings will be used to explain the quantitative results, offering comprehensive insights into how Agricultural Extension Officers' training influenced their leadership skills. The findings of this research will have significant implications for policy makers, educational institutions, and agricultural stakeholders throughout Jamaica. Highlighting the importance of higher education in developing effective leaders within the agricultural sector, the study will inform the design and implementation of training programs that can better prepare Agricultural Extension Officers for their critical roles.

Keyword: Extension officers, higher education training, leadership skills

Between Silence and Safety: A Concurrent Mixed Methods Study on Non-disclosure among Transgender People

Alexander Williams, Lester A. C. Archer

ABSTRACT

Transgender people experience violence in multiple forms such as anti-trans stigma, denial of opportunity, and discrimination. Public opinion and attitudes about transgender and gender non-conforming people have a direct impact on rates of violence. Avoiding violence may be grounded in disclosure, which is a negotiated lifelong process. Factors related to disclosure include the level of safety the individual feels in sharing certain information, probability that the reaction the individual receives will be positive, and the amount of stigma associated with their concealable identity. Transgender individuals decide how and when they disclose their identity. The purpose of this study was to understand how attitudes towards transgender people affect their decision for nondisclosure. A mixed methods study was ideal since the approach integrated the findings from interview data, as it relates to better understanding reasons for non-disclosure, with survey data as a measurement of attitudes towards transgender people. The need for advancing methodologies with mixed methods research (MMR) provides an opportunity for applying a survey methodological approach that is shaped by narrative data.

Participants ($n = 228$; transwomen = 15.4%, transmen = 32.9%, cisgender women = 18.0%, cisgender men = 9.6%) responded to a cross-sectional survey and indicated if they would volunteer for a follow-up interview. Using a concurrent design, the researchers used interview data from a purposeful, nested sample ($n = 29$; transgender men = 26, transgender women = 3) of voluntary participants. Both sets of data received equal prioritization. After separate analysis of both databases, integration was achieved by linking separate phenomenon through the research phases and aligning findings using a joint display. For narrative data analysis, we followed a four-stage process. In the first stage, the data was organized by demographic data. In the second, because of our research questions, we used deductive coding focusing on the three-dimensional narrative space (i.e., situations, temporal, and interactions). During the third stage, we applied inductive coding to help in identifying emerging concepts within each dimension. We then used the fourth stage to create themes, which we identified as *situational with some trepidation*, *transgender identity is accepted in varying degrees by family members*, and the *temporal nature of disclosure is an individualized experience*. Quantitative results from Brunner-Munzel non-parametric analysis suggest that although cisgender men have lower attitudes ($Mdn = 125$) toward transgender people than cisgender women ($Mdn = 148$), the difference was stochastically equal $BM(55.7) = 0.752, p = 0.4550$. However, the results suggest a difference between those who self-identified as being religious ($Mdn = 154$) and otherwise ($Mdn = 158$), $BM(39.9) = -4.22, p < 0.001$.

Only a few participants shared that religion was used by family members when they disclosed. Some participants shared that, once they disclosed, family members were mostly accepting, even sharing that they had a sense of knowing and not being surprised. Implications for this study include understanding societal attitudes in shaping acceptance, informing inclusive policies, and strengthening support systems for transgender people.

Keywords: integrated mixed methods, concurrent mixed methods, joint display, transgender people

Systematic Development, Implementation and Evaluation of a Stakeholder-Centric AI-Driven E-Health System: A Mixed Methods Analysis

Presenting Author: Katlego Tefo Mabote (Ms.)

Co-Author: Da-Vaugh Sanderson (Dr.)

Faculty of Engineering

University of West Indies, Mona Campus, Jamaica

katlegotmabote@gmail.com / +1 (876) 296-6174

ABSTRACT

This study addresses the urgent need for digital transformation in Jamaica's healthcare sector, which relies on outdated paper-based systems. The COVID-19 pandemic has underscored the significance of efficient and timely healthcare delivery, prompting the design, development, implementation, and evaluation of an AI-driven eHealth system for Kingston. Key research questions include examining stakeholder perceptions, usability needs, and the impact of AI-enabled eHealth systems on healthcare delivery and outcomes. The study employs a mixed-methods design, explicitly aligning quantitative and qualitative approaches. It aims to include 250 participants: 100 Patients, 50 Healthcare Professionals, 50 Allied-health Professionals, 30 IT Professionals, and 20 Health Policy-makers. In-depth focus group interviews with representatives from each stakeholder group will be conducted for system evaluation. A pilot implementation study will be executed to test feasibility and effectiveness of the system in at least two healthcare facilities across Kingston. Data collection will be conducted in multiple stages, with quantitative surveys to gather perceptions and usability needs, then qualitative interviews and focus group discussions to capture detailed, context-rich insights from diverse stakeholders. Data analysis process will employ thematic analysis for qualitative data to identify recurring patterns, themes,

and insights. For quantitative data, statistical methods such as descriptive statistics, inferential statistics, and regression analysis will be utilized to analyze participant responses and quantify system impact. By combining numerical data with rich, narrative insights, the study aims to offer a holistic understanding of stakeholder experiences and overall effectiveness of the system. Preliminary findings suggest that stakeholders with knowledge of AI have a higher acceptance of AI-driven eHealth systems and recommend the adoption of advanced technologies such as telemedicine and biometric systems to enhance data security. The research aims to optimize AI-enabled eHealth systems, influence relevant policies, and bridge innovative technology with practical healthcare delivery. Future research will explore the ethical implications of AI in healthcare and the long-term impact of generative AI on healthcare outcomes.

Keywords: Artificial Intelligence (AI); Biometrics; eHealth; Health Information System (HIS); Telemedicine

The Impact of Sudden Leadership Changes on Employee Performance in an Educational Institution.

Tamika Mills-Johnson

ABSTRACT

Leadership is essential to the performance of an educational institution. Bright Vision Technical High School experienced three sudden changes in the principal over five years with the most previous principal passing away. The impact of sudden leadership changes (unexpected shifts in leadership that occurred without warning and caused drastic transformations) in schools was not assessed. This research explored how sudden changes of the principal affect employee performance scores at Bright Vision Technical High School. It provided a statistical comparison of the relationship between sudden leadership changes and employee performance based on teacher performance appraisal criteria while examining the perceptions of employees. There was a significant positive correlation between sudden changes in leadership and overall performance of employees. It was also proven that sudden changes in leadership negatively affect employee performance. The findings corroborate the assumption of the null hypothesis that sudden changes in leadership at Bright Vision Technical High School have no significant effect on employee performance. The convergent parallel mixed methods case study design used both qualitative and quantitative methods. A pilot was conducted to test the 20 survey questions and 15 interview questions. Data was collected from surveying 45 teachers across 11 departments using stratified random sampling. Seven teachers were selected through purposive sampling for interviews and three for observations. The teachers were members of staff during the five year period and are supervised by the principal. Explanatory and thematic analysis were used to assess the correlation between sudden leadership changes and employee performance, to understand perceptions and integrate the results. The findings indicate an impact on employee performance depending on the leadership style utilized by the current and previous leaders. The significance of the impact is related to the effective management of the change and the transition phase. The tenets of the leader-member exchange theory align with the findings of the research and can help educational leaders and decision makers develop policies and frameworks to sustainably navigate the impact of sudden leadership changes that may be brought about by different phenomena within education systems.

Keywords: Leadership, sudden change, educational, performance, leadership style

The Role of Polytechnic College Libraries in Integrating Sustainable Development Goals (SDGs) into Educational Practices: A Mixed Methods Case Study

Natasha Morgan

ABSTRACT

Background:

Polytechnic colleges play a significant role in higher education, particularly in developing countries. However, research on their contribution to advancing the United Nations Sustainable Development Goals (SDGs) is limited. Polytechnic College often serve first-generation students from economically disadvantaged backgrounds, who may have limited exposure to sustainability concepts due to resource constraints. Libraries can bridge this gap by integrating SDGs into educational practices through curated learning resources, sustainability-themed workshops, and collaborations with faculty to incorporate SDG-related content into curricula.

Purpose:

This study investigates how polytechnic college libraries integrate SDGs into educational practices. Specifically, it aims to:

- **Qualitative Strand:**

1. Explore students' and faculty members' awareness and perceptions of the UN SDGs.
2. Identify how library initiatives promote SDG-related learning.
3. Examine the challenges and opportunities libraries face in fostering SDG integration.

- **Quantitative Strand:**

4. Assess the impact of library-led SDG initiatives on students' academic and professional outcomes.
5. Identify the resources and initiatives libraries need to offer to support SDG integration.

Design and Methods:

This study adopts a **Sequential Exploratory Mixed Methods design**. In the qualitative phase, *semi-structured interviews will be conducted* with seventeen (17) faculty and library staff to gain in-depth insights. These findings will inform the development of a structured questionnaire for the quantitative phase, which will be administered to a sample of sixty (60) students using a simple random sampling technique. Data integration will occur during interpretation through triangulation, where qualitative insights will contextualize and complement quantitative findings.

Expected Findings and Implications:

The study anticipates identifying the extent of SDG integration within polytechnic college libraries, key challenges, and the impact of library-led initiatives. Findings will inform policy recommendations for enhancing the role of libraries in sustainability education, particularly in resource-constrained settings. This research also contributes to global discussions on libraries as facilitators of sustainable development.

Keywords: Mixed Methods, Sustainable Development Goals, Polytechnic Colleges, Library Resources, Education for Sustainability, Higher Education

Student Voices from a One-to-One Laptop Programme in St. Vincent and the Grenadines

Dr. Nigel Scott

Education Specialist (freelance)

Vincent and the Grenadines

Email address: nigelscott3@hotmail.com; nigelscott3@gmail.com

ABSTRACT

This study used an explanatory sequential mixed methods approach to examine the impact of a one-to-one laptop initiative in the secondary schools of St. Vincent and the Grenadines (SVG), utilising the Capability Approach lens. The research questions focused on the extent to which the laptops were used and the key factors that determined how and why they were used. The quantitative data were obtained using cluster sampling (fifth formers) followed by simple random sampling of these students, yielding 360 students in all 26 secondary schools in SVG. Through the utilization of SPSS software, and descriptive and inferential statistics (including Kruskal-Wallis and Mann-Whitney tests), students reported using the laptops on average, less than two hours per week, except for IT related subjects where it was slightly higher. However, students from low Performing/Rural schools were using the laptops more than their colleagues from high performing/urban schools, both in and out of school. A subsample of four students from four different cases (school geographical locations and performance levels) were then selected for the qualitative case study phase. Qualitative data were collected utilising semi-structured interviews and identified how the laptops were used (schoolwork and personal reasons), and some of the reasons for the limited usage including limited connectivity, poor technical support and lack of training. Integrating the quantitative and qualitative data through the Capability Approach lens revealed some of the freedoms and value added by the initiative, the significant barriers that affected the programme, and provided a voice for the students who are at the heart of such initiatives but are often overlooked. The findings indicate the need for clear policies to guide these initiatives, continuous professional development for teachers to enhance their digital pedagogies, digital literacy development sessions for students, and adequate provision of technical support to both students and teachers.

Keywords: one-to-one laptops; explanatory sequential mixed methods; technology barriers, student voices; Capability Approach

The Challenges of Mixing Paradigms by Staff and Students in an Academic Institution in Jamaica

Professor Cynthia Onyefulu, Professor Shermaine Barrett, & Dr. Hope Mayne

Faculty of Education & Liberal Studies

University of Technology, Jamaica

ABSTRACT

The mixed methods paradigm is being used more in academic institutions worldwide. This is because of the advantages of a combination of the quantitative and qualitative approaches in a single study. The establishment of the association and a journal in the Caribbean have proven that the paradigm has come to stay. It is now becoming popular among lecturers and postgraduate students in academic institutions in Jamaica and beyond. However, despite its popularity, anecdotal records have shown that there are challenges being experienced by those who have used it in their studies. This study investigated the experiences of participants who used the mixed methods approach in their studies and explored solutions for improving its use. Three research questions guided the study. The explanatory mixed methods design was used and integration of both approaches was intentionally applied at the final stage when the results were reported. Twenty participants who were purposefully selected, responded to the questionnaire in the quantitative phase, while four were interviewed in the qualitative phase. Congruent findings between the two phases revealed challenges such as the lack of clarity on when and how to integrate both approaches in a single study, difficulty reporting both results, and the time and effort needed to handle both approaches. No divergent findings were found. Solutions recommended were for continuous training and more practice in using the approach. The study will contribute to knowledge and existing literature on the approach in Jamaica and will be of benefit to researchers, lecturers, and students. The study has practical implications for how mixed methods are taught and how texts are written on this approach.

Keywords: Academic Institutions, Challenges of Mixed Methods, Lecturers and Postgraduate Students, Mixed Methods Paradigm

Paulette Johnson, The Open University, United Kingdom, paulette.johnson@open.ac.uk

- **Sub-theme: Diversity, Equity, and Inclusion (DEI) through Mixed Methods**
- **Background:** The research will explore tutor perceptions of anti-racist pedagogy in a distance learning environment. Set in the context of Critical Race Theory (CRT) and drawing on African Ubuntu philosophy, this work seeks to examine issues of race inequity and equip social work educators and students with the tools necessary to be more effective in their practice.
- **Purpose:** Research question: Exploring educator perceptions of anti-racist pedagogy are we achieving the desired outcomes?
- **Design and Methods**

Critical Race Theory (CRT) scholars have begun to adopt mixed methods to illuminate issues of inequality and further social justice, allowing researchers to gather diverse types of data to gain a deeper insight into the research problem. The methodology of this study aims to utilise concepts of mixed methods research, utilising both qualitative analysis as well as quantitative critical analysis (quantcrit)(Garcia, López and Vélez, 2018). The qualitative approach leans towards capturing deep, rich observational data', and the quantitative approach, offering the benefits of hard, generalizable data(Johnson and Onwuegbuzie, 2007). A mixed methods design will make this study unique in its approach and will provide fundamental learning on how to harness the benefits of emerging theoretical frameworks whilst maintaining a transformative approach(Sweetman, Badiie and Creswell, 2010). Mixed methods research and QuantCrit offer valuable frameworks for conducting research within the realm of critical race theory. By integrating qualitative and quantitative approaches this work can uncover the complexities of racial dynamics, challenge dominant narratives, and contribute to more nuanced understandings of social inequalities.

In aiming to retain the integrity of this research and following exploration of indigenous approaches to research methodology, the African philosophy of Ubuntu and its concept of "I am because we are" informs the research epistemology. Ubuntu aligns with the physical, social, and psychological world by emphasising interconnectedness and mutual support.

Ubuntu philosophy aligns closely with Mixed Methods (MM) research by emphasising holistic understanding, relational knowledge, and the interconnectedness of human experiences. Socially, Ubuntu promotes cooperation and inclusivity, fostering a sense of belonging and collective identity, principles that parallel MM's integration of diverse perspectives. Psychologically, Ubuntu enhances individual well-being through relationships, compassion, and empathy, which mirrors MM's ability to capture complex human experiences through multiple data forms. Ubuntu's holistic worldview, which acknowledges humanity's interdependence with nature and one another, reinforces sustainability across psychological, social, environmental, and physical dimensions, values that MM research upholds by combining qualitative and quantitative insights for a more comprehensive understanding.

- **Findings** (*if available*): not available
- **Conclusions and Implications**: main outcome(s) of the research (*if available*), implications for practice, policy or further research
- **Keywords**: African Ubuntu, Critical Race Theory, Mixed Methods
- **Presentation Format**: round table

Garcia, N. M., López, N. and Vélez, V. N. (2018) ‘QuantCrit: rectifying quantitative methods through critical race theory’, *Race Ethnicity and Education*. Routledge, pp. 149–157. doi: 10.1080/13613324.2017.1377675.

Johnson, R. B. and Onwuegbuzie, A. J. (2007) ‘Toward a Definition of Mixed Methods Research’, *Journal of Mixed Methods Research*, 1(2), pp. 112–133. doi: 10.1177/1558689806298224.

Ngomane, Mungi (2019) *Everyday Ubuntu, Living better together the African way*, Penguin

Sweetman, D., Badiee, M. and Creswell, J. W. (2010) ‘Use of the transformative framework in mixed methods studies’, *Qualitative Inquiry*, 16(6), pp. 441–454. doi: 10.1177/1077800410364610.

Articulating the DEI Agenda: Leveraging A Critical, Transformative Framework in an Exemplary QOMM Bullying Study

Ingrid Hunt-Anderson, PhD.

University of the West Indies, Mona, Jamaica

Email: huntandersoni@gmail.com

ABSTRACT

The primary goals of the exemplar qualitative-oriented mixed methods (QOMM) exploratory sequential study on bullying among adolescent students in Jamaica were to understand the phenomenon from students' perspectives; and to advocate for social justice and the amplification of students' voices. This study entailed the collection of "culturally complex" data through a critical, transformative philosophical framework. As such, the dominant qualitative phase adhered to six key principles in conducting interviews, focus group discussions, doodling and observations. These principles include i) adopting a critical theoretical framework, ii) adapting the MM design to best facilitate the DIE agenda; iii) managing the power dynamics, iv) exercising transformative reflexivity, v) strengthening participants' voice and credibility, and vi) sensitizing the transformative integration and meta- inferences towards a social justice agenda. Data were collected from a multiethnic mix of 27 participants across 9 schools in the initial quantitative phase; and 279 participants across 7 additional schools in the subsequent quantitative survey. The critical, transformative approach ensured cultural authenticity and legitimization of the integrative findings and meta-inferences, better reflecting students' voices and the call for social justice interventions. The integrated findings and meta-inferences highlighted that local school communities foster socio-cultural symbols and norms that facilitate 'differences' and socio-economic inequities that promote bullying practices and marginalization among students.

Keywords: critical transformative, qualitative-oriented mixed methods, culturally complex, social justice, bullying, DEI

Transitioning Industries and Deindustrialized Communities: Case of Guyana Sugar Corporation

Shenella Benjamin, Netra Chhetri, Chair, Carola Grebitus, and Danae Hernandez-Cortes

ABSTRACT

This study examines the future of the Guyana Sugar Corporation (GuySuCo), focusing on stakeholders' perceptions of the proposed reopening and diversification of sugar estates amid their ongoing decline. With multiple estates closed, this research investigates the attributes stakeholders most value in these estates and their willingness to pay (WTP) for community revitalization. Employing a mixed-methods case study approach, the study is structured into three interrelated papers, each serving a distinct purpose. The first paper utilizes qualitative methods, drawing on semi-structured interviews with 20 key stakeholders, including former sugar workers, community members, policymakers, and industry experts. These interviews were analyzed using reflective thematic analysis to identify prevailing narratives and stakeholder priorities. The insights derived from this phase informed the design of a choice experiment (CE) for the second paper. Israel's sampling technique and purposive sampling were used to identify 300 stakeholders, all of whom completed a single questionnaire divided into the choice experiment and a perception survey. The multinomial logit and random parameter logit models estimated stakeholders' WTP for various revitalization initiatives. However, the third paper adopts a quantitative approach, applying the Mann-Whitney U independent test and weighted means to evaluate the same 300 stakeholders' perceptions of the proposed reopening of the Rose Hall Estate and the role it can play in the regional transformation plans. Findings reveal that stakeholders place significant value on the sociocultural and environmental services provided by the Rose Hall Estate, identifying these as the estate's most critical attributes. The WTP analysis indicates strong stakeholder preferences for developing housing complexes and specialty hospitals, which would generate public health jobs and foster a suburban setting conducive to agritourism. Additionally, stakeholders perceive that the Rose Hall Estate can successfully diversify into cogeneration of electricity and alternative crop production, highlighting these as viable strategies for sustainable development.

Keywords: GuySuCo, stakeholders, diversification, revitalization, choice experiment, community development

Teachers' Perceptions of Integrating Social and Emotional Learning in Jamaican Primary Schools: An Explanatory Mixed Methods Study

Dr Sharline Cole (University of the West Indies, Mona)

Professor Michael Wigelsworth (Manchester Institute of Education)

Professor Loraine Cook (University of the West Indies, Mona)

Dr Therese Ferguson-Murray (University of the West Indies, Mona)

Dr Rohan McCalla (George Brown and Sheridan College, Canada and is an Adjunct lecturer in Research at UWI Mona, Jamaica)

Pastor Bruce Fletcher (Operation Save Jamaica)

ABSTRACT

The increase in youth violence is a global health concern. In Jamaica anti-social behaviours continue to be a challenge in some schools. The increase in violence negatively impacts the social, emotional and cognitive development of students. Skills in Social and Emotional Learning (SEL) can reduce anti-social behaviours and the incidences of violence in schools. Having an effective and sustained SEL programme can enhance the requisite skills to cope, manage their emotions, and effectively navigate social situations which will contribute to improved overall academic success. This sequential explanatory mixed research examined teachers' perceptions on integrating SEL in the curriculum of Jamaican primary schools. A total of 280 teachers participated in the quantitative phase participated based on convenience while 28 teachers were purposively selected to participate in the qualitative phase based on the results. Teachers completed online surveys via Qualtrics and based on the quantitative findings five schools were selected, representing 28 teachers who participated in focus group discussions. A joint display was used integration of the quantitative and qualitative findings. All ethical guidelines were adhered to, and the Ministry of Education and Youth disseminated the survey to the schools. The findings revealed that 39% of teachers felt that SEL should be a priority in the schools while 89% reported that SEL contributes to students' positive attitudes about self. The lack of time, specialized knowledge and finances are considered barriers in integrating SEL in the curriculum and delivering SEL in primary schools. SEL should be structured and be timetabled for it to be integrated and sustained. Taking into consideration the barriers and challenges in incorporating SEL in primary schools SEL can be integrated into lessons across the curriculum, for example building on interpersonal skills such as communication and teamwork through group sports in Physical Education or promoting self-awareness skills through reflective writing in English.

Keywords: Explanatory Sequential, Social and Emotional Learning, Primary, Jamaica

Exploring the Quality of Jamaican Higher Education Institutions: Mixed Methods research among Multiple Stakeholder Groups

Susan A. Muir, Tashieka Burris-Melville, Lena Davis, Tanya Graham, and Dujon Dunn

ABSTRACT

Remote online learning during the pandemic affected service quality in Higher Education Institutions (HEIs). Numerous studies on service quality detailing student satisfaction and loyalty failed to include other stakeholder perspectives. Mixed methods studies are needed to provide decision makers with a broader understanding of HEI quality, particularly in low- and middle-income countries. This study aims to explore the quality of HEIs in Jamaica through the evaluation of stakeholder perceptions and the identification of factors influencing satisfaction among four distinct groups: Students, faculty, employed graduates of HEI, and employers of HEI graduates. The study employs an exploratory sequential design, guided by three research questions. The qualitative phase will be used to modify instruments in the quantitative phases. Four distinct sampling methods will be used to gather data from four stakeholder groups. For the quantitative strand, the intended sample is 1000 HEI students, 1000 HEI graduates, 420 faculty members, and 292 Employers of HEI graduates while the qualitative strand included 40 students, 20 HEI graduates, 10 faculty members, and 12 employers of graduates over seven focus group sessions. Thematic analysis was used to assess the qualitative data as well as the findings were employed to inform the quantitative instrument. There are several common themes from the four stakeholder groups, including the desire for more practical learning than theory, the expressed need for improved work readiness, as well as diverse preferences for learning modes (typically, hybrid instruction and face-to-face classes). Notably, there is more dissatisfaction among internal stakeholders (students and faculty) than external stakeholders (employers and graduates) and more satisfaction among external stakeholders than internal stakeholders. The study findings are anticipated to assist decision-makers in higher education institutions, in strategic management, curriculum planning, and design. Additionally, it is expected to serve as a valuable resource for employers, parents, accreditation agencies, and government policymakers.

Keywords: higher education institutions, quality, stakeholder satisfaction, mixed methods, low- and middle-income countries

ChatGPT in Jamaican Higher Education: Perceptions of Faculty Use

Susan A. Muir, Jonathan Masters, Zavier Jackson, Obberlee Sutton, Briana Taylor and Nathan White

ABSTRACT

ChatGPT is becoming prevalent in many higher education institutions (HEIs) worldwide. There are a growing number of studies about the perceptions of students towards the use of ChatGPT in HEIs using technology acceptance theoretical frameworks, such as the Unified Theory of Acceptance and Use of Technology (UTAUT) model. Yet, there are limited studies about the perceptions of faculty about use of ChatGPT and other innovative Generative Artificial Intelligence tools. Research suggests that there are mixed perceptions among students and faculty about the use of ChatGPT in HEIs. Moreover, there is limited knowledge about the perceptions of HEI stakeholders about the use of faculty utilizing ChatGPT in Jamaican HEIs. This exploratory study aims to investigate the technology acceptance of ChatGPT in Jamaican HEIs by faculty (to leverage it as a teaching tool and to use it for syllabus development, assessment, and research) as well as the perceptions held by faculty and students concerning the use of faculty members utilizing ChatGPT in Jamaican HEIs. The study employs a convergent parallel design, guided by three research questions. Data will be collected from two stakeholder groups using convenience and purposive sampling. The research instruments include semi-structured interviews of faculty members and online surveys of students. Both instruments have items that are adapted from the UTAUT2 model. Thematic analysis will be used to evaluate the qualitative data, while quantitative data will be analysed using cross-tabulations and multiple regression. Based on previous research, we expect perspectives of faculty and students about the use of GenAI tools to differ; results will be shared at the conference. The study findings are anticipated to assist decision-makers in higher education institutions, in strategic management, curriculum planning, and research management. Additionally, it could serve as a valuable resource for HEI educators and students as well as developers and government policymakers.

Keywords: Generative Artificial Intelligence, ChatGPT, Higher Educational Institutions, Technology Acceptance, UTAUT2

The Role of Recency Testing and Linkage to Care in Enhancing Viral Suppression in Guyana

Tariq Jagnarine
University of Guyana,

ABSTRACT

Recency testing, a cutting-edge surveillance tool, identifies individuals recently infected with HIV to enable targeted interventions. This pilot study evaluates the effectiveness of recency testing in Guyana from February to May 2022, its integration with linkage to care strategies, and subsequent treatment outcomes in 2023.

To assess the role of recency testing in identifying recent infections, linking newly diagnosed individuals care, and achieving long-term viral suppression.

This observational study included 120 individuals newly diagnosed with HIV across Regions 4 and 5. Recency testing was conducted using samples processed at the National Public Health Reference Laboratory (NPHRL). Of the confirmed cases, 23 were identified as recent infections after verification. All participants were linked to care and initiated on dolutegravir (DTG)-based antiretroviral therapy (ART). Viral load measurements were recorded at baseline, six months, and one year. Quantitative data were analyzed using chi-square and logistic regression to assess associations between recency status, care linkage, and treatment outcomes. Ethical approval was obtained, ensuring participant confidentiality and informed consent.

Baseline viral loads ranged from 704 to 1,820,000 copies/mL. Following treatment, viral loads demonstrated reductions of 80–95% at six months. By the one-year mark, 95% of participants achieved viral suppression below 1,000 copies/mL. Statistical analyses revealed significant associations between recency status and treatment outcomes, emphasizing the importance of prompt linkage to care in achieving viral suppression.

Recency testing proved instrumental in identifying individuals at high risk, facilitating rapid linkage to care, and optimizing treatment outcomes. These findings underscore the potential of integrating recency testing into routine HIV programs as a tool for improving epidemiological tracking, addressing gaps in care, and contributing to global HIV elimination goals.

Keywords: Recency testing, Linkage to care, Enhancing viral suppression, Guyana

Evaluation and Analysis of Community-focused Food and Nutrition Education in the District of Columbia

Oganya Anita Udenyi

ABSTRACT

Background: Socioeconomically disadvantaged minority groups face greater food insecurity and diet-related illnesses. The National Institute on Minority Health and Health Disparities reports that in 2021, 20% of Black and African American households, 16% of Hispanic and Latino households, and 7% of white households experienced food insecurity. Health outcomes in the United States have improved, but state-level burdens vary. In the District of Columbia, 55% of adults are overweight, while in predominantly African American areas the rate is 72%. Nutrition equity and nutrition education programs are critical to increasing access to healthy foods and improving health outcomes

Purpose: Assessing and evaluating the accessibility of nutrition education programs for food justice in Washington, D.C. The objective is to determine the number and type of food and nutrition education programs available and accessible to Residents and to answer research question: Do Residents of the District of Columbia have access to food and nutrition education program?

Design and Methods: A methodological triangulation and mixed methods technique to combine qualitative and quantitative approaches and draw conclusions from data analysis was used. A systematic literature review conducted in the first phase; second phase involved key informant interviews with 10 nutrition educators. Inclusion criteria were nutrition educators aged 22-55 years, with effective communication skills and providing education in an NGO in DC. The third phase involved development of a 39-item questionnaire administered via Qualtrics, tested for validity in a pilot study. A total of 120 food and nutrition organizations were recruited for the quantitative analysis using a food learning locator application. Qualitative data from key informant interviews were analyzed using NVivo 12. Reliability and validity were tested using Cronbach alpha and Bartlett tests, while quantitative data were analyzed using descriptive statistics and Mann-Whitney test conducted using SPSS v28 to analyze the quantitative data. Data analyzed from qualitative and quantitative research were integrated together consistent with sequential mixed method study design supported with evidence from the literature review.

Findings: Study results suggest that although D.C. residents have access to food and nutrition education programs ($M = 8.71$, $SD = 2.31$), these programs are disproportionately distributed ($M =$

4.47, SD = 4.12). Of the 50 respondents, 56.7% of nutrition education programs occurred in Title 1 schools, primarily targeted students from low-income families, very high-needs schools in Wards 5 and 7, and in Wards 8 and 4. The highest prevalence of obesity (72%) was found in Wards 7 and 8, predominantly African American communities.

Conclusions and Implications: The study examined D.C.'s nutrition education programs and revealed unequal distribution. Non-governmental organizations in D.C should use the Community Logic Education Model for inclusive programs.

Key words: food justice, nutrition education, programs, mixed methods, community-based

Using Mixed Methods to Examine Readiness to Online Learning During the Pandemic at a Dental School in Jamaica

Valrie J. McKenzie

ABSTRACT

The literature review reveals that while leadership in virtual or online environments has been explored, studies in dental education, especially prior to the COVID-19 pandemic, are less common. Richardson et al. (2015) highlighted this gap, noting the under researched nature of educational leadership in online learning and recommending further study of the complex technological evolutions affecting schools (p. 1, para. 2). Other studies have addressed related areas: Linjawi and Alfadda (2018) investigated online readiness and leadership challenges in health professions education; Verma et al. (2023) and Lynch et al. (2019) examined leadership and leadership challenges in online learning; and Palatta (2018) proposed professional learning communities as a change management strategy for dental education. Despite these contributions, research on dental educational leadership in remote environments and online readiness in dental education within Jamaica and the Caribbean remains scarce. Additionally, these studies predominantly originate from two geographic regions—the Middle East and North America—and utilize traditional methods of inquiry which indicate the limited use of the mixed-methods approach. To achieve a full understanding of leading and learning in the dental education online environment the mixed method approach is being used as it will provide a holistic picture of the phenomenon under study. Therefore, this research is designed to address gaps and augment the existing body of knowledge, specifically within the Jamaican/Caribbean context.

Keywords: Mixed Methods, Readiness to Online Learning, Pandemic, Dental School in Jamaica

Biography. Valrie J. McKenzie is a student on the Doctor of Philosophy in Educational Leadership & Management at the Faculty of Education & Liberal Studies (FELS), University of Technology, Jamaica. She is also a member of the Mixed Method International Research Association – Caribbean Chapter. Her research focus is dental educational leadership and online learning

Creating Self-Regulated Student Teachers: A Mixed Methods Study to Strengthen Student Teachers' Awareness and Learning Skills

Yassanne Garraway

ABSTRACT

It is well documented that for student teachers to be effective educators, they must become self-regulated learners (SRL). As self-regulated learners, teachers can develop critical skills to support their students in fostering equitable and inclusive learning environments. Mastery of SRL strategies empowers teachers to help students—especially those from marginalized communities—take ownership of their learning, thereby addressing educational disparities. This study examines the impact of my Self-Regulated Learning Awareness and Development (SRLAD) intervention, which teaches student teachers SRL strategies to enhance their academic performance and instructional practices.

This practical action research employed a concurrent mixed-methods design to assess the intervention's effectiveness. The quantitative phase involved a pretest/posttest and the Motivated Strategies for Learning Questionnaire (MSLQ), which measures motivation, cognitive strategies, and resource management. The qualitative phase analyzed student teachers' reflective journals and 1:1 semi-structured interviews, offering insight into their experiences with the intervention. The study was conducted with an intact class of 33 undergraduate student teachers enrolled in a science course within the Early Childhood and Primary Education degree programs at the University of Guyana, Berbice campus.

To ensure rigor, data collection occurred simultaneously, and findings were integrated through triangulation. Statistical analysis revealed a significant improvement in academic performance ($t(32) = -11.096, p < .001, d = 5.9$). Thematic analysis of reflective journals and semi-structured interviews confirmed increased self-motivation, strategic learning practices, and confidence in applying SRL techniques. Participants recognized that consistently using SRL strategies enhanced their learning and enabled them to teach these skills to their students.

These findings support the integration of the SRLAD intervention as a mandatory study skills course for first-year student teachers at the University of Guyana. Fostering self-regulated learning initiatives contributes to more reflective, autonomous educators who can empower their students to become independent learners.

Keywords: Mixed-Methods Research, Self-Regulated Learning, Academic Performance, Student Teachers, Equity and Inclusion, Science Education

Integrating the Socio-Ecological and Diffusion of Innovation Models: A Framework for Digital Health Intervention Adoption

Authors: Yolene, Gousse, DrPH, MPH1, Raidah H. Nasiri, BS1; Robert Steptoe, MSW2; Dawn Douglas, LMSW2; Joanne Camille, PhD3; Chimene Castor, Ph.D., EdD, MS. RDN, LDN, CHES, FAND4 Institutions: 1) St. John's University, Department of Pharmacy Administration and Health Sciences, Queens, New York, U.S. 2) AIDS Center for Queens County (ACQC), Jamaica, NY, U.S. 3) New York University Langone, Department of Behavioral Health, Brooklyn, NY, U.S. 4) Howard University, Department of Nutritional Sciences, Washington, DC, United States Corresponding Author: Yolene, Gousse, DrPH, MPH gousse@stjohns.edu

ABSTRACT

Background: The Socio-Ecological Model (SEM) and Diffusion of Innovation (DOI) theory are pivotal in guiding public health interventions. However, the adoption and dissemination of digital health interventions, especially among marginalized populations, remain challenging. This study proposes an integrated SEM-DOI framework, merging SEM's multi-level approach with DOI's adoption stages, to address these barriers.

Objectives: 1) Develop an integrated SEM-DOI framework to enhance digital health intervention adoption. 2) Apply the SEM-DOI framework to a community-based intervention addressing Metabolic Syndrome (MetS) in an underserved population during the COVID-19 pandemic.

Methods: A mixed-methods pilot study with a convergent parallel design was conducted in Queens, NY, in collaboration with St. John's University and the AIDS Center of Queens County. The priority population included a sample of 35 individuals with Type II diabetes and/or hypertension. Quantitative data were collected through medical charts abstraction assessing health outcomes and technology usage, while qualitative data were gathered via focus groups exploring barriers and facilitators to telehealth adoption. Participants were selected using purposive sampling to ensure representation of the priority population. Quantitative data were analyzed using descriptive and inferential statistics, and qualitative data were examined through thematic analysis. Findings from both data sets were integrated during interpretation to provide comprehensive insights.

Results: The integrated SEM-DOI model addressed individual and community-level determinants of health behavior change in digital health contexts. Preliminary findings indicated increased user engagement, improved adoption rates of health-promoting behaviors, and positive trends in MetS-related outcomes. Smart-device integration supported health monitoring but revealed disparities in digital access. Aligning DOI's elements, such as relative advantage and complexity, with SEM's multi-level determinants could enhance adoption rates, user engagement, and MetS outcomes.

Conclusion: The SEM-DOI framework could be used for designing and disseminating digital health interventions. Its application to MetS interventions highlights its potential to reduce disparities through equity-driven, culturally tailored strategies. Future research should validate the framework across diverse populations and address systemic barriers to ensure sustainable implementation. Implications: This framework underscores the importance of adaptable, equity-focused public health strategies for addressing emerging challenges in digital health. Keywords: Socio-Ecological Model, Diffusion of Innovation, Digital Health Intervention, Metabolic Syndrome, Mixed-Methods Research

Transformational Leadership: Inspiring Innovation and Empowering Teams for Success

Alecia Walters-Archie and Camielle Michael-Patterson

Abstract

This paper uses the literature to explore how researchers utilise mixed method studies to analyse the use of the transformative power of leadership in fostering innovation and empowering teams for success. It examines various leadership styles, with a particular focus on transformational leadership and its impact on organisational culture, employee motivation, and overall workplace performance. Leadership that transforms promotes follower motivation and performance more than transactional leadership; nevertheless, effective leaders use a mixture of both leadership styles (Yukl, 2006). By analysing case studies and theoretical frameworks, the paper highlights the key attributes of effective leaders and offers practical insights for developing leadership skills in today's dynamic and competitive environment. Through analysing various case studies and theoretical frameworks, this paper will seek to identify key attributes that are common among effective leaders, such as emotional intelligence, strategic vision, and their ability to foster collaboration. It is important that leaders can connect with their teammates on a personal level; therefore, these key attributes equip them with strategic vision, which provides direction and purpose. In today's dynamic and competitive landscape, it is important that leaders can build and maintain team synergy and foster problem-solving capabilities to promote personal and professional growth and success. The intent of this paper is to outline the critical role of leadership in shaping a company's goals and objectives and highlight the transformative capabilities of leaders who motivate, inspire and empower their team for organisational success.

Keywords: transformational leadership, empowering, innovation, collaborative, success

A Mixed Methodology Examination of Nondisclosure of Gender Identity among Transgender people

Alex Williams and Lester A. C. Archer

ABSTRACT

While interest in the issues of transgender people has increased within the past decade, subgroups of the transgender population who remain understudied include transgender people of colour. One area understudied is disclosure among transpeople. The researchers aim to add to the understanding of transgender (tPOC) and their decisions to disclose or conceal their gender identity. Research Questions

1. What are the narratives of transgender POC as it relates to disclosing gender identity?
2. Are there differences in attitudes towards transgenders between non-transgender people who rate themselves high on femininity and those high on masculinity?
3. What is the relationship between attitudes towards transgender people and religiosity?
4. How do the results from the qualitative and quantitative data help to bring understanding to transgender people of color and (non-)disclosure behavior?

A convergent mixed methods design will utilize nonprobabilistic, convenience sampling strategy followed by a nested sample of respondents for the qualitative strand. Sample size (N = 180) for effect size (.25) and power (.80). determined from G*Power (3.1.9.7) a priori analysis. Inclusion criteria self-identified as tPOC and volunteered to be in follow-up interviews. Survey will be used to measure attitudes towards trans persons. Once respondents consent, they will begin. No incentives provided. Before exiting the survey, participants are offered to leave contact information if they want to participate in a follow up semi-structured interviews. The Brunner-Munzel test will examine possible differences between those who score high on femininity and those high on masculinity. Point biserial tests the association between religiosity and attitudes towards transgenders. Statistical analysis will be conducted using Jamovi (v. 2.4). For qualitative strand, semi-structured interviews and inductively-oriented. Transcription of recordings and anonymization of data. Data will then be coded and examined for emerging themes. Data from both databases will be examined and the emerging themes and measures will be incorporated. Quantitative data is ongoing and should be available for the conference presentation. After some preliminary examination of the qualitative data, the results suggest that tPOC narratives suggest that common reasons for nondisclosure (or concealment) include a threat to the safety, fear of

discrimination, and being treated differently. For some family members have been supportive, as well as colleagues in their work spaces. Disclosure is an active yet cautious decision. Disclosure can be situational. The importance of this study is highlighted through the information that participants share as transgender people of color. A better understanding can be gained through these individuals' stories in order to remedy larger social issues surrounding race and gender.

Keywords: disclosure, transgender, transgender people of color, femininity, masculinity

Integrating Qualitative Coding and Categorical Data Residuals for Innovative Mixed Methods Self-Forgiveness Research

Amanda K. Thomas, Loren L. Toussaint, Jon R. Webb , Colwick M. Wilson

ABSTRACT

In the context of mixed methods research there are few applied studies demonstrating, the usefulness of the initial qualitative phase of exploratory sequential designs, to examine residuals and clarify the systematic error produced during follow up statistical analyses. Purpose: Using dialectical pluralism as a philosophical guide, we describe the mixing, merging, iterative, nesting, embedding, quantitizing and sequencing methodologies we used to integrate qualitative and quantitative methods. We applied these strategies to the numerical and textual data we collected via convenience sampling of 1123 participants in Trinidad and Tobago using an online self- forgiveness survey. In the first multi-method qualitative study we analyzed digitized responses in NVivo v. 15 via analytic triangulation of open, invivo, frequency, and analytic coding and cross case synthesis. This led to the development of categorical variables classifying the types of interpersonal offenses, offense victims and offenders' forgiveness seeking orientations. In the follow up quantitative study we applied a multivariate methodology to test the categorical variables created during the first qualitative phase and decompose interactive associations. Hierarchical three-way log linear analyses in R, were used to fit, estimate and compare different interpersonal offenses models. Qualitative findings led to theoretical expansion of the relational theory of harm based on demographics, events, actions, processes and a typology of offenses. The models representing two way interactions and all main effects were statistically significant. The meta integration of residuals and coding results led to visual joint displays providing cell specific explanations of the lack of fit between the different interpersonal offenses models. Conclusions and Implications: Through methodological innovation this study substantiated the relational theory of harm among adults living in Trinidad and Tobago with important implications for healthy interpersonal relationships and restorative self- forgiveness interventions for victims and offenders.

Keywords: exploratory sequential mixed methods designs, integration, residuals, self-forgiveness research, Trinidad and Tobago.

Hear the Principals' Cries, We Are Stressed – A Mixed-methods Exploration of School Principals' Well-being in Jamaica.

Ann-Marie Wilmot

ABSTRACT

The well-being of school principals has become a critical focus in educational research, particularly given the consistent challenges of school leadership within the Caribbean context. These challenges include increased administrative and leadership demands, heightened accountability requirements from various stakeholders, and concerns that their safety and security are at risk. This study employed a mixed-methods approach with a sequential design and five major research questions to guide the development of the interview questions. It combined survey data from sixty-four Jamaican school principals with in-depth focus group interviews to examine, among other matters, their perceptions of well-being and their strategies for achieving and maintaining it. The presentation will share some highlights from the quantitative phase of the study, foregrounding principals' understanding of wellbeing, their perceptions of it, and the practices they currently employ to achieve and maintain wellbeing. It will make salient connections between the development of a wholesome culture of principals' wellbeing and school leadership effectiveness. Drawing from the data, I will present a framework of evidence-based wellbeing imperatives designed to support school leaders' wellbeing and enhance educational outcomes. The presentation concludes with practical recommendations for how policy-makers and educational administrators can achieve this culture, along with the intended future directions for the next phase of the research.

Keywords: Wellbeing, principal, leadership, social, stress

Advancing Mixed Methods Research in Healthcare: Insights from Delta State, Nigeria

Blessing O. Josiah, Santhi N.S, and Timothy Wale Olasebikan

ABSTRACT

Delta State, Nigeria, faces significant challenges in healthcare financing, accessibility, and quality, impacting its progress toward Universal Health Coverage (UHC). This research evaluates healthcare utilization, financing mechanisms, accessibility, user satisfaction, and government investments over the past seven years to identify systemic gaps and propose actionable solutions. A mixed-methods approach was employed, combining quantitative surveys of 1,191 residents across six Local Government Areas (LGAs) with qualitative interviews of 23 participants. Data collection spanned March to June 2024. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data underwent thematic analysis. Government healthcare budgets from 2018–2024 were also reviewed.

Results

1. Healthcare Utilization and Preferences:

- A total of 39.00% of respondents prefer to use public hospitals; 24.90% prefer private facilities; and 36.10% equally prefer both.
- Public healthcare facilities were used by 92.53% of respondents in the past five years, with affordability (89.99%) and accessibility (59.53%) driving preference.
- Private facilities were preferred for effectiveness (58.5%) and infrastructure quality (50.5%), staff quality (53.65%) and value for money (53.15%). highlighting disparities in service delivery between public and private providers.

2. Accessibility and Challenges:

- While 75.20% live within an hour of a public facility, only 14.69% know emergency service numbers.
- Key challenges include poor facility maintenance (75.05%), staffing shortages (73.47%), inadequate supplies & equipment (73.22%), ineffective administration (72.80%) and high cost (60.29%).
- Suggested solutions include increasing staffing (89.84%), renovating facilities (93.12%), and subsidizing costs (92.44%).

3. User Satisfaction:

- Positive rating of the quality of healthcare structure (58.54%), services (43.07%), and outcomes (56.34%), falls below 78% global benchmark.
- Satisfaction levels are influenced by socio-economic factors such as annual expenditure, employment status, family size, and gender.

- Qualitative interviews reveal dissatisfaction with equipment availability, staffing levels, and program awareness.

4. Healthcare Financing:

- Out-of-pocket payments dominate (80.6%), creating financial burdens for 66.73% of users.
- Only 19.82% are comfortable with this payment method, while 81.79% express interest in improved health insurance coverage.
- Public dissatisfaction with government healthcare initiatives is high, with only 20–30% expressing positive views on funding utilization and project management.
- The majority express dissatisfaction with aspects like government funding (61.63%), funds management (79.76%), proximity of projects (68.43%), management of projects (62.05%), as well as project benefits (60.30%), health programs impact (60.29%), and facility management (65.74%).

5. Government Healthcare Financing:

- The healthcare budget increased by 152%, from ₦18.96 billion in 2018 to ₦47.84 billion in 2024 but remained below the Abuja Declaration’s target of allocating 15% of the budget to health.
- Capital spending on infrastructure peaked at 89.78% in 2023 but showed inconsistent trends in other areas like insurance programs.
- Residents report poor infrastructure quality despite increased funding.

Delta State’s healthcare system possess critical gaps in financing mechanisms, accessibility, user satisfaction, and government investments. Recommendations include expanding insurance coverage to reduce out-of-pocket payments, enhancing infrastructure through targeted investments, increasing staffing levels and training programs, promoting transparent administration practices, and aligning healthcare projects with global public health priorities like UHC and SDG-3 goals.

Keywords: Healthcare Accessibility and Utilization; Healthcare Financing; User Satisfaction; Delta State Nigeria; Universal Health Coverage

When Fire Ketch Yu Pickney Shut Fit: Performance, Agency, Survival & Freedom Technologies among LGBT+ Jamaicans

Carla K. Moore

ABSTRACT

Promoting human rights is an important approach to Lesbian, Gay, Bisexual, Transgender and others (LGBT+) freedom, and is often utilised by Jamaican LGBT+ organisations. However, LGBT+ Jamaicans have other strategies for survival and freedom. Unfortunately, no one ever asks what Jamaica can teach the world about being queer. Prevailing ideas about LGBT+ freedom are dominated by white Europeans and North Americans. Black Jamaican strategies may be excluded, since they were shaped by African peoples - before, during, or after trans-Atlantic slavery. This project will examine how LGBT+ Jamaicans understand and create spaces of survival and freedom.

Questions:

- 1) How do LGBT+ Jamaicans understand and use survival and freedom technologies?
- 2) Can those technologies be connected to the pre and post-colonial survival and freedom technologies of African peoples?
- 3) How does the use of varying technologies impact Jamaica's LGBT+ movement and community?

This work utilises a decolonised methodology that prioritises self-determination of research participants (Smith, 2012); and a mix of research methods to ensure integrity of data, and mitigate inequity created by unequal power relationships between researcher and participant (Abrams, 2016, 1). 'Liming' (Santana et al, 2019) – is an inclusive, culturally affirming Caribbean methodology. Participants and researchers meet at a social event (lime), 'have access to each other's knowledge and experiences, and can draw on each other for their critique and reflection' (107). 'Ole talk' is the data collection method in which participants and researchers share and comment on each other's experiences using storytelling, performance, and humour. Engaging rumours for research is novel, but work which diversifies beyond the 'received reality' of the 'west' must seek new sources of information, including that 'held by discredited people' and 'dismissed as "lore" and "gossip" (Morrison, 1984, 388). Participants' understandings of longstanding rumours about, and social friction within, the LGBT+ community will be analysed to triangulate for evidence of freedom and survival technologies at work.

Method 1: Semi-structured interviews with LGBT+ Jamaicans of 1-2 hours exploring how they create spaces of freedom and survival, and views of longstanding rumours about the community. Purposive sampling: will be used to collect data from four sub-groups that represent the population (Lavrakas, 2008) (n = 40)

Groups: A. Not aligned with the LGBT+ movement; B. Excluded by systemic barriers; C. Excluded by negative biases; D. Core LGBT+ movement.

Method 2: Liming with LGBT+ Jamaicans from groups A-D, participant observation of performances of the 'self' in key spaces, using 'Ole Talk' to understand freedom technologies and understandings of rumours and social friction.

Purposive sampling was used to identify five of the most common rumours about the LGBT+ community, and a mix of spaces frequented by LGBT+ persons with varying levels of acceptance. (n = 20).

Spaces: 1. Assumed homophobic; 2. Assumed mixed-acceptance; 3. Assumed queer- accepting

IMPACT: This PhD will support government and civil society organizations to develop inclusive gender, health, and development programmes; strengthen Jamaica's LGBT+ movement and expand global debates around equality.

Key Words: Technology, Performativity, Feminist Standpoint Theory, Critical Race Theory, Queer Studies

Keywords: Technology, Performativity, Feminist Standpoint Theory, Critical Race Theory, Queer Studies

Navigating Complexity in Qualitatively Driven Case Study-Mixed Methods Research

Cheryl Poth, Lia M. Daniels, Charlotte V. West, and Ava Becker

ABSTRACT

Mixed methods research often grapples with complexity, particularly in optimizing integration opportunities between qualitative and quantitative perspectives. This challenge is even more pronounced in designing qualitatively driven case study–mixed methods (CS-MM) research, where practical guidance remains scarce. Addressing this gap, this presentation illustrates the application of Kallemeyn et al.'s (2020) four conceptualizations of complexity—phenomenon, design, practice, and paradigm—in a qualitatively driven CS-MM study. Our methodological aim is to demonstrate how a single research problem can be approached through each conceptualization, offering a roadmap for addressing complexity. We draw upon interdisciplinary teamwork to investigate an instrumental case within an undergraduate teacher education course—a large, introductory language and literacy class. The study focuses on integrating the perspectives of students, the instructor, and teaching assistants to explore the holistic impact of an instructional intervention: the (re)design of course assessments to intentionally support student well-being. Data collection spanned multiple methods and time points. Qualitative data using semi-structured interviews captured the instructor's perspectives at four stages, while teaching assistants' insights were gathered after the course's conclusion. Quantitative data, collected via online surveys, documented students' well-being throughout the course in relation to assessment experiences. This work highlights the transformative potential of designing higher education courses and assessments that prioritize student well-being. Furthermore, our exploration of integration procedures across the four conceptualizations serves as an essential reference for researchers using or planning qualitative-driven CS-MM designs. By operationalizing the four conceptualizations, we provide novel insights for navigating the inherent complexities of CS-MM research settings and maximize the value of integration in mixed methods research.

Keywords: case-study mixed methods, integration, complexity

Author-Inspired Strategies for Fostering Inclusion and Equity in Mixed Methods Research Publishing.

Cheryl Poth, Tarid Wongvorachan, Farha Shariff, Danny Dufresne

ABSTRACT

This study advances author-inspired strategies for fostering inclusion and equity in mixed methods research publishing. Editors have a pivotal role to play in advancing intentional strategies to foster diversity, equity, and inclusivity (DEI). For example, editors can significantly influence the inclusion of diverse authors, ensure equitable support, and promote fair and constructive interactions between editors and authors. The ongoing challenge is that editors of mixed methods publications lack evidence-based insights to inform their strategies. Our study examines authors' experiences of editorial efforts to uphold a commitment to DEI during the development of a mixed methods publication.

An online questionnaire consisting of 43 items incorporating both quantitative and qualitative elements was used to generate a holistic understanding of the authors' experiences and perspectives. Specifically, we focus on authors' involvement in the handbook development, their relevant expertise in mixed methods research, and their views on DEI during the handbook creation process. Our findings (N=23 authors) shed light on the influential author-editor interactions and offer empirical evidence for impactful strategies as described by the authors involved in the edited mixed methods publication. For this presentation, we will focus on three strategies: Seek diversified authorship configurations, Action equity-centred editorial practices, and Leverage emerging technologies for interactions. We will discuss practical implications for each of the strategies for navigating the multifaceted, dynamic, and interdependent nature of the modern academic publishing ecosystem. This ecosystem is composed of various key players representing nested systems, each influencing and interacting with the other. Elevating authors' perspectives in our discussions of editorial practices can promote the inclusion of diverse contexts in mixed methods research publications.

Keywords: editorial practices, mixed methods publications, diversity, equity and inclusion

The Challenges of Transformational Change in Postcolonial Organisations: A Mixed Methods Analysis

Corent McDonald

ABSTRACT

Background: Transformation of organisations are imperatives of global organisations with many embracing transformative strategies to maintain relevance and financial viability. Most engage in planned change involving: systems, policies, procedures and people. However, researchers cite cases where employees - the most critical component of change - are treated merely as ‘cogs in a wheel’. Studies have found that many postcolonial organisations while recognising the need for change, continue to be held ‘hostage’ by constrictive hierarchical and bureaucratic structures. Purpose: The studies aimed to examine transformational change within an elaborated Caribbean social theory framework and set against structural-psycho-socio-cultural dynamics and their influences on employees’ cognitive-emotional appraisal.

Design and Methods: Qualitative studies of two Jamaican organisations comprised face-to-face interviews with twenty randomly selected employees as well as focus groups. Data was analysed through qualitative data analysis and quantitatively through correspondence analysis.

Findings: Findings were juxtaposed and were consistent across both organisations. Variances were also found specifically in the areas of leadership, communication, and negative contexts. In both organisations, employees were found to have experienced high levels of psychological challenges - strained emotional connections, lack of mental wellbeing, hostility and conflict – which has implications for the transformation initiative.

Conclusions: The study concludes that the organisation’s cultural norms, structure and context will influence the level of transformation that will be experienced and further questions whether self-agency, is an important feature, during transformation.

Implications: This study has implications for the future transformation of postcolonial organisations, thus suggesting that although planned, it is invariably constrained by attendant transformation factors – structure, leadership myopia and negative power, communication and trust, and feelings of helplessness.

Keywords: Transformation, Structure, Culture, Emotions, Leadership

An Analysis of the Relationship Between Principals' Leadership Styles and Teacher Motivation in New Providence

Elvis Nurse and Desiree L. Williams

ABSTRACT

Principals' leadership styles can make a difference in the school environment because it influences teacher motivation. This explanatory sequential mixed-methods study aims to examine the relationship between principals' leadership styles and the level of motivation of primary school teachers in New Providence, The Bahamas. Responses were received from a random stratified sample of 247 teachers to determine the relationship between principals' leadership style and teacher intrinsic and extrinsic motivation and whether this was dependent on the years of experience, qualifications, gender, or age of principals and teachers. Semi-structured interviews were conducted with 12 teachers to further examine teachers' perceptions about the influence of principals' leadership styles on intrinsic and extrinsic motivation. The study also assessed whether there was a difference between principals' leadership styles based on years of experience, qualifications, gender, age, and whether there was a difference between the self-reported leadership styles of principals and those reported by teachers. The descriptive results indicated that while principals used both transformational and transactional leadership styles, the transformational leadership style was the more dominant leadership style and teachers were more intrinsically motivated. Independent sample t-tests indicated that while there was no difference between the self-reported transformational leadership style of principals there were differences between the self-reported transactional and laissez-faire leadership styles of principals as reported by teachers. The results of the multiple linear regression analyses indicated that a combination of transformational and transactional leadership styles and the gender of principals predicted teachers' extrinsic motivation but did not affect their intrinsic motivation. This study filled an important knowledge gap in the literature on leadership styles and can begin meaningful conversations with policy makers about the significance of principals' leadership styles and teacher motivation. Institutional leaders can support teachers' motivation through mental health opportunities and professional development for teachers and principals.

Keywords: transformational leadership style; transactional leadership style; laissez-faire leadership style; motivation; Multifactor Leadership Questionnaire

Perceptions of Elder Abuse in Jamaica: The Case of Elder Abandonment in Public Hospitals

Dunstan Bryan

ABSTRACT

Jamaica is undergoing demographic transition, making Long-Term Care (LTC) for the elderly a requirement for social protection and public health policy. A pressing issue within LTC is the phenomena of abandonment of elderly persons in public hospitals, i.e. "hospital related social cases." In 2022, approximately 250 such cases were reported, contributing to reduced hospital bed turnover rates, overcrowding, and potential poor patient outcomes. There is significant public interest with a notable nuance expressed in a newspaper article, where a woman defended leaving her elderly relative in a hospital for 6 years. her defence included the appropriateness for LTC, the family's inability to cope and comeuppance. This scenario raises questions about the prevalence of such views, particularly in the Jamaican context of rising dependency ratios, high prevalence of Non-Communicable-Diseases, increasing poverty, and the high incidence of matrifocality. The article also highlights a potential policy dissonance between the public and policy makers, suggesting divergent perspectives on the nature, scope, and context of hospital related social cases. This study employs a parallel convergent mixed methods design to explore these perspectives. Quantitatively, it constructs perception composite variables of ageing, LTC, elder abuse and hospital related social cases through the lens of seven theoretical frameworks. Qualitatively, it examines the perceptions of key policymakers in the public health system on these said issues. The analysis of the congruence or divergence of these perceptions will explore the understanding of the issues of elder abuse and its relationship to hospital related social cases in Jamaica. The findings from the research will provide information for the creation of a more robust evidenced based LTC policy and address the complexities of elder care in a transitioning demographic and socio-economic landscape in a Small Island Developing State (SIDS) like Jamaica.

Keywords: Elder Abuse, Social Cases, Long-Term Care, Perception and Policy

Exploring the Evolving Role of Complexity in Mixed Methods Research to Inform Future Directions

Emma Bullock and Cheryl Poth

ABSTRACT

The growing interest in and use of complexity within mixed methods research reflects the field's increasing recognition of and engagement with real-world problems that are dynamic, interconnected, and multifaceted. By emphasizing complexity, this presentation aims to catalyze dialogue, collaboration, and new insights across disciplines, further solidifying the role of mixed methods as a vital tool for navigating today's intricate research landscapes. We begin by situating the longstanding complexity foundations in the field by describing Greene's (2007) argument that mixed methods inquiry is well-suited for capturing the "multidimensionality" of complex systems and processes. We draw upon Kalleyman et al. (2020)'s four conceptualizations of complexity within mixed methods research to examine past and current uses within the field . 1. Phenomenon complexity focuses on studying dynamic, multifaceted phenomena embedded in real-world contexts. Mixed methods excel at capturing their interconnected and evolving nature. 2. Design complexity highlights the intricacy of integrating diverse methodologies, data sources, and analytic approaches to address complex research questions. 3. Practice complexity examines challenges in conducting mixed methods, such as managing diverse teams, coordinating data collection, and addressing stakeholder interests. 4. Paradigm complexity explores philosophical integration, such as pragmatism or dialecticism, to accommodate multiple epistemologies and worldviews. While these categories offer valuable insights, they also present limitations and practical dilemmas, warranting further clarification and refinement to guide future mixed methods researchers in their use of complexity. We conclude with a discussion of some nuanced categories to guide researchers to make the case that complexity is a powerful tool for studying complex systems, processes, and environments.

Keywords: complexity, complex systems, mixed methods design, paradigm

Adult Online Distance Students' Social Support, Expectation, Readiness and Linkages to Commitment to Learning

Gaile Gray-Phillip

ABSTRACT

Universities offer online learning to increase access to persons who may not be able to attend face-to-face classes. When bombarded with demands from work, family obligations, fixed assignment deadlines and unforeseen technology failure, adult online distance (AOD) students may not be able to commit to learning online, eventually resulting in academic dishonesty or dropout. This study sought to answer the main question: How do AOD students' social support, expectation of the flexibility of distance learning, and technology contingency readiness influence their commitment to learning? Ethical approval was obtained from The University of the West Indies Mona Campus Research Ethics Committee. An explanatory sequential mixed methods design was used to gather data from students enrolled with The University of the West Indies Global Campus. Quantitative responses from 197 students and qualitative responses from five students were analysed. Points of integration were done at the design, methods level and interpretation and reporting levels. The findings suggested that technology contingency readiness has a significant positive influence on commitment to learning. Although the quantitative findings suggested that social support and expectation of flexibility do not influence commitment to learning, the qualitative findings suggest that they impact students' ability to commit to learning. The findings suggest that a linear combination of social support, expectation of flexibility, and technology contingency readiness, statistically influences students' commitment to learning. The study concluded that AOD students' ability to commit to learning could be enhanced by advising first-time students of the importance of getting support, creating student support networks so students can seek advice/motivation/console, thereby alleviating the adverse impact of stress on their wellbeing, and granting incoming students an opportunity to test their readiness for online studying and get clarification on what is expected of them as an AOD student.

Keywords: social support; technology contingency readiness; students' expectation of flexibility; commitment to learning; online distance learning

Exploring Mixed Methods Research: From Questions to Ethical Practice

Leah Garner-O'Neale and Leemoy Weaver

ABSTRACT

About the workshop: This workshop focusses on crafting research questions associated with MMR, discusses some of the challenges of data collection and explores ethical considerations in MMR. Participants will gain practical insights and engage in activities that may enhance their ability to design and implement ethical mixed methods studies. Learning objectives:

At the end of this introductory MMR workshop, participants should be able to:

- differentiate among quantitative, qualitative and mixed methods questions
- formulate research questions suitable for MMR studies
- identify and address challenges in data collection associated with the basic MMR designs
- recognise and evaluate common ethical challenges in MMR
- apply ethical principles to MMR scenarios.

Expected level: Graduate Students, Early to Intermediate researchers.

Style: The workshop will assume basic understanding of MMR designs. New researchers are recommended to take the 'Exploring the Fundamentals of Mixed Methods Research' workshop prior to taking this one.

Workshop format: Facilitator led discussions to introduce the concepts; small group exercises to apply concepts to real-life examples (participants can bring their own projects/issues), collaborative discussions to share experiences and solutions to challenges and cases study analysis. Recap of basic designs and overview of workshop objectives, crafting research questions, addressing data collection challenges, ethical considerations, question and answer and workshop wrap-up.

Suggested readings:

- Creswell, J. and Plano Clarke, V (2018). *Designing and Conducting Mixed Methods Research* (3rd ed.). CA: Sage

Keywords: research questions, mixed methods research, data collection, ethics

Exploring the Fundamentals of Mixed Methods Research

Leemoy Weaver and Leah Garner-O'Neale

ABSTRACT

About the workshop: Mixed methods research (MMR) has grown regionally and internationally and is now widely recognized as the third research approach. It is primarily defined as the integration of quantitative and qualitative research approaches in a single investigation in such a way that both approaches help to reduce some of those weaknesses in using either method alone. This workshop will introduce participants to MMR and three core design options that can be applied to any area of investigation. It will also emphasize how integration occurs within these design options.

Learning objectives: At the end of this introductory MMR workshop, participants should be able to:

- identify three core designs in MMR,
- differentiate among the three core designs in MMR,
- discuss how integration can occur in MMR
- apply the three core research designs to selected research scenarios,
- critique three published articles to establish the application of MMR techniques,
- receive consultation on their own MMR projects (selected participants).

Expected level: Graduate Students, Early to Intermediate researchers. Prior experience with MMR is not a prerequisite. The workshop will assume basic understanding of both qualitative and quantitative methods.

Style: Exercise-based (audience participation) & Consultation (participants can bring their own projects/issues)

Workshop format: Introduction to MMR; Overview of MMR basic designs; Group activity and interaction with MMR basic designs; Summary and Closure.

Suggested readings:

- Creswell, J. (2019). *A Concise Introduction to Mixed Methods Research* (2nd ed.). CA: Sage
- Johnson, R.B., Onwuegbuzie, A.J., & Turner, L.A. (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1, 112-133.

Keywords: Mixed Methods Research, core designs, integration

Student Enrollment in the University Space: An Explanatory Sequential Mixed Methods Study on Recruitment Strategies

Lisa Yarde

ABSTRACT

Discussions about the humanities center around the relevance of the discipline and the value, or lack of, it contributes to the contemporary world (Belfiore, 2015). Challenges facing the humanities focus, particularly, on low student enrollment (Bivens-Tatum, 2015). The discipline of Linguistics at the major university in Barbados has been experiencing continuous decline in its student enrollment since 2014. Within this context, it was important to garner a broader understanding of why Barbadian students were not enrolling in the BA Linguistics and to determine what could be done to increase interest in the programme that would result in increased enrollment.

The purpose of the study was two-fold:

1. To understand the factors influencing the decline in student enrollment in Linguistics
2. To identify strategies aimed at increasing student enrollment in the BA Linguistics

Main Research Question:

What are the factors influencing the decline in Barbadian student enrollment in the Bachelor of Arts, Linguistics?

Sub-Questions

1. How do Barbadian students' perceptions of the BA Linguistics major at The UWI, Cave Hill Campus relate to the level of student enrollment in Linguistics?
2. To what extent do Barbadian students' choice to pursue the BA Linguistics reflect the influence of social factors?
3. How do the Campus recruitment strategies help to explain the level of student enrollment in the BA Linguistics major?

The study used an Explanatory Sequential Mixed Methods design to gain a more comprehensive understanding of the factors contributing to the continuous decline in student enrollment in the discipline of Linguistics. In phase one of the research a survey, which used a structured questionnaire to collect data from 104 undergraduate students at the Cave Hill Campus – 14 were enrolled in the BA Linguistics and 90 in other disciplines, was conducted. Semi-structured interviews facilitated the qualitative data collection conducted in phase 2 with six participants. Data were analyzed quantitatively using Microsoft Excel 365 and presented using graphs and tables while the qualitative data were analyzed using content analysis and themes. The findings revealed that students:

1. were unfamiliar with BA Linguistics and perceived it to lack relevance and value.

2. who pursued the BA Linguistics were intrinsically motivated.
3. were not impacted by the tools and strategies employed by the university as it related to recruitment.

Conclusions and Implications

Barbadian students’:

- view of Linguistics was lacking value and marketability, with misconceptions that it was mainly for teachers or multilingual individuals.
- choice of major is influenced by factors such as career goals, interest in the field, potential earnings and marketability.
- felt that the Campus’ recruitment strategies had little influence on their choice of the BA Linguistics.

The study could be extended beyond Barbadian students to have a wider reach, including the point of views from members of Faculty and to ascertain whether the source of the decline in student enrollment and recruitment is similar across disciplines.

Keywords: Explanatory Sequential Mixed Methods, student enrollment, transformation, innovation

Youth Resilience in the Face of Crisis: A Mixed Method Study of the Influence of School Climate in Selected Secondary Schools in Jamaica and Guyana

Michele Small Bartley

ABSTRACT

Caribbean adolescents face significant vulnerabilities due to numerous stressors, crises, and risks due to socioeconomic challenges and an education system that often prioritizes academic achievement over social-emotional learning. Many students lack the essential skills to navigate complex social realities and successfully transition to adulthood. The COVID-19 pandemic further exacerbated these challenges, highlighting the need to understand factors supporting resilience. School climate – the “quality of school life” (Cohen, 2009) representing supportive relationships, school safety, clarity of expectations, fairness of rules, and supportive disciplinary practices, plays a vital role in mitigating risk factors and fostering resilience, yet many Caribbean schools struggle to provide consistently supportive school climate. The study examined the influence of school climate on student resilience in Jamaica and Guyana before and during the COVID-19 pandemic using an explanatory sequential mixed-methods design integrating quantitative and qualitative data collected from a sample of secondary school students (grades 10-13). Quantitative analysis revealed a statistically significant relationship between school climate and resilience, with a decline in school climate scores during the pandemic. School type (performance levels) also significantly impacted resilience levels. Specific school climate dimensions emerged as predictors of resilience and self-esteem, although these predictors differed between the two constructs. Qualitative data analysis illuminated the coping mechanisms employed by students and highlighted the protective factors that contributed to students’ ability to navigate the challenges they faced. The analysis also revealed notable capacity for resilience among some students, who were motivated by a strong desire to generally succeed and benefited from supportive home environments. The integration of quantitative and qualitative findings underscores the critical importance of fostering positive school climates to build resilience among Caribbean adolescents, providing crucial insights for the development of effective education and youth policies and programmes designed to support adolescents successful transition to adulthood.

Keywords: Crisis, Stressors, Risks, School Climate, Resilience, COVID-19, Self-esteem

Mixed Methods, Critical Race Theory and African Ubuntu Philosophy

Paulette Johnson

ABSTRACT

Critical Race Theory (CRT) scholars have begun to adopt mixed methods to illuminate issues of inequality and further social justice, allowing researchers to gather diverse types of data to gain a deeper insight into the research problem. The methodology of this study aims to utilise concepts of mixed methods research, utilising both qualitative analysis as well as quantitative critical analysis (quantcrit)(Garcia, López and Vélez, 2018). The qualitative approach leans towards capturing deep, rich observational data', and the quantitative approach, offering the benefits of hard, generalizable data(Johnson and Onwuegbuzie, 2007). A mixed methods design will make this study unique in its approach and will provide fundamental learning on how to harness the benefits of emerging theoretical frameworks whilst maintaining a transformative approach(Sweetman, Badiee and Creswell, 2010). Mixed methods research and QuantCrit offer valuable frameworks for conducting research within the realm of critical race theory. By integrating qualitative and quantitative approaches this work can uncover the complexities of racial dynamics, challenge dominant narratives, and contribute to more nuanced understandings of social inequalities. In aiming to retain the integrity of this research and following exploration of indigenous approaches to research methodology, the African philosophy of Ubuntu and its concept of "I am because we are" informs the research epistemology. Ubuntu aligns with the physical, social, and psychological world by emphasising interconnectedness and mutual support. Physically, it advocates for the shared management of resources, fostering sustainability and communal well-being. Socially, it promotes cooperation and inclusivity which nurtures a sense of belonging and collective identity. Psychologically, Ubuntu enhances individual well-being by affirming the value of relationships, compassion and empathy, thus fostering resilience and positive mental health (Ngomane, 2019) Ubuntu's holistic worldview integrates humanity's interdependence with nature and with one another, encompassing a world of psychological, social, environmental and physical sustainability. Ubuntu philosophy is complementary to Mixed Methods (MM) in that it emphasises holistic understanding and relational knowledge (the way in which things interconnect). MM and Ubuntu encourage inclusiveness and shared perspectives, aligning with the MM approach of integrating diverse data, and Ubuntu finds strength in diversity as does MM in capturing multiple and different form of data.

Keywords: Critical Race Theory, Ubuntu Philosophy, social work, Mixed methods

Conducting Mixed Methods with Youth Participatory Action Researchers: Lessons Learned from an Adult Research Partner

Peggy Shannon-Baker

ABSTRACT

Youth have a lot to say about their lives. Yet many researchers do not work with youth as co-researchers or support youth's research into their own experiences. This gap may be due to researchers lack of comfortability and self-efficacy in supporting youth researchers. Purpose: The purpose of this methodological paper is to present the lessons learned by the author in supporting a youth action research team in conducting mixed methods research on their experiences of burnout in school. This paper is not based on an empirical study but is instead a reflection on the author's work as an adult facilitator and researcher partner with the action research team. The youth conducted a qualitatively oriented mixed methods research study under this guidance. The youth collected online and live quantitative survey responses, researcher self-observation and journaling, individual and focus group interviews, and research team notes and debriefing discussions. The youth then analyzed their quantitative data descriptively and their qualitative data using thematic analysis. They then chose to represent their findings in a variety of formats including making dioramas, infographics, and pamphlets as well as writing an op ed article and talking to elected officials about their research. This methodological paper shares several lessons I learned in facilitating youth action researchers in conducting mixed methods. These lessons include meeting youth where they are in their understanding of research (e.g., what it entails, what it looks like), teaching youth researchers and adult facilitators about the action research process in ways that center youth decision-making and ownership of the research, and identifying how to choose appropriate data analysis practices and finding representation formats based on their data and audience. This paper will support adults who aim to help facilitate youth in conducting research on their experiences.

Keywords: Youth participatory action research, action research, youth-led research, mixed methods research, lessons learned

Exploring the Prevalence and Limitations to the Use of Manipulatives in Jamaican Primary School Mathematics: A Path to Strengthening Foundations

Ramona Rhodes-Grierson

ABSTRACT

Persistent underperformance in mathematics remains a challenge for Jamaican primary school students. The 2024 Primary Exit Profile (PEP) results show that 60% of students achieved proficiency or higher in mathematics (Jamaica Information Service, 2024), but significant gaps persist. This study examines the impact of mathematical manipulatives on conceptual understanding in key topics such as fractions, number operations, and geometry across grades 1 to 6, with a focus on implementation barriers. The study follows a convergent mixed-methods design, addressing five research questions:

Quantitative Strand:

1. How common is the use of manipulatives among Jamaican primary school teachers, and how does their frequency and type vary across schools?
2. What challenges and support do teachers report when using manipulatives, and how do these differ by region or school type?

Qualitative Strand:

3. How do teachers perceive the effect of manipulatives on student engagement and understanding?

Convergent (Mixed) Strand:

4. How do teachers' observations of manipulative use align with their views on student engagement and understanding?
5. How do reported challenges and observed practices compare to the availability of resources for manipulatives in Jamaican primary schools?

The study collects quantitative data from a stratified random sample of 368 teachers across 117 schools in Jamaica's six educational regions. Classroom observations and semi-structured interviews with 12 purposively selected teachers provide qualitative insights. Descriptive statistics analyze the quantitative data gathered from teacher surveys, focusing on the prevalence, frequency, and types of manipulatives, while inferential statistics, including chi-square tests and regression analysis, examine relationships between key variables, such as access to resources, teacher experience, and the impact of manipulatives on student engagement and understanding. Additionally, thematic analysis explores teachers' experiences and challenges. Conducted over one school term, the study incorporates both urban and rural schools. The findings will inform evidence-based recommendations for teacher training, resource allocation, and policy development to enhance mathematics education in Jamaica.

Keywords: manipulatives, teachers' perception, barriers to implementation.

Exploring Mixed-Method Historical Research in Indigenous Land Reforms in Post-Colonial Guyana (1966–Present)

Shammane Joseph

ABSTRACT

Background: Since its independence in 1966, Guyana has faced ongoing challenges in securing legal recognition and protection for Indigenous land rights. Despite constitutional guarantees, Indigenous communities continue to struggle to protect their ancestral lands. Although the Amerindian Peoples Act of 2006 marked a significant advancement, it has been criticized for not fully addressing the complexities of traditional land tenure systems and failing to provide comprehensive protections. As a result, the land rights of Indigenous peoples remain uncertain and contentious. The aim of this study is twofold:

- To explore the evolution of Indigenous land reforms in Guyana from 1966 to the present, emphasizing key milestones and setbacks.
- To assess the role of mixed-methods research in bridging cultural divides, fostering significant reforms, and encouraging innovation in policy development related to Indigenous land rights.

Design and Methods: This research utilizes a mixed-methods approach, integrating qualitative and quantitative methodologies to offer a comprehensive analysis:

- Archival Research: A thorough examination of government documents and policies. Papers, and historical records will trace the progression of land reform legislation and Indigenous rights initiatives.
- Interviews: Conducting comprehensive interviews with Indigenous leaders, policymakers, and scholars to gather a wide array of perspectives on the challenges and successes of land reform initiatives.
- Participatory Mapping: Collaborative mapping exercises with Indigenous communities will document land use patterns and tenure systems, ensuring that the data remains culturally relevant and rooted in local knowledge.
- Data Analysis: Qualitative data will be examined through thematic coding, whereas quantitative data will be evaluated using statistical methods. This approach will facilitate a thorough understanding of the impact of land reforms.

Keywords: Indigenous Land Rights, Mixed Methods Research, Participatory Mapping, Guyana, Postcolonial Reforms

The Blended Learning Approach and TVET Trainees' Engagement: A Mixed Methods Study

Shaune Lee Monteith-Brown and Elvis Nurse

ABSTRACT

The rapid transition from face-to-face to online learning accelerated by the COVID-19 pandemic led to the adoption of blended learning in TVET. However, the transition was not seamless for institutions, instructors or trainees at the leading TVET Agency in Jamaica. The study assessed the relationship between the blended learning approach and TVET trainees' engagement and examined instructors' and trainees' perceptions of blended learning in TVET programmes. The quantitative arm of the study tested two hypotheses (1) the correlation between trainees' engagement levels and the blended learning approach and (2) the statistical difference between trainees' mean level of engagement. The qualitative arm focused on understanding instructors' and trainees' perceptions of blended learning implementation. An explanatory sequential mixed methods design was utilised, with multi-stage cluster sampling for the quantitative arm (323 trainees) and purposive sampling for the qualitative arm (six instructors and 12 trainees). Quantitative data were collected through a survey (paper-based questionnaires) and qualitative data through semi-structured interviews. Quantitative data were analysed using Pearson Correlation and One-Way ANOVA, while qualitative data were analysed using the Interpretative Phenomenological Analysis (IPA) approach. The findings indicated a moderate to strong positive correlation between trainees' engagement levels and the implementation of the blended learning approach and no significant difference between the mean levels of trainee engagement. Instructors and trainees expressed similar views on their perception of the transition, noting challenges and successes. The findings suggest that TVET Institutions should implement the blended learning approach, as a moderate to strong positive correlation was found between the research variables. Additionally, policymakers and management should develop or update policies to provide guidelines for implementing the blended learning approach in TVET programmes.

Keywords: blended learning; engagement; mixed methods; technology; training

Advancing Affirming Mixed Methods Approaches within the Caribbean: A Critical Interrogation

Talia Esnard, Ato Rockcliffe, Shakeisha Wilson, Margaret Nakhid-Chatoor and Camille Nakhid

ABSTRACT

While there are many opportunities for mixed or combined methodologies, they are often couched within hegemonic ontological and epistemological considerations that limit the possibility for diverse standpoints and knowledges. In such cases, inherent biases and boundaries emerge, with a silencing of lived and observed pluralities across spaces and places. This stifling of Caribbean Research Methodologies such as an Affirming Methodologies framework is evident in the Global South and the Caribbean where dominant external and foreign Western and Eurocentric knowledge frameworks and research practices remain. To address the above, we deliberate on the possibilities and challenges of employing affirming practices within mixed methods research. We ask: How can we promote more equitable and culturally relevant approaches to knowledge construction and sharing within mixed methods applications? The paper represents a reflective and thoughtful engagement of the philosophical underpinnings of mixed methodology research to assess the knowledge canons that exist and inform research practices within the Caribbean. Using the broader parameters of mixed methods, the paper weighs in on the attention to Caribbean knowledge, practices, and histories and the possibilities for grounding transformative efforts within affirming research considerations. We advance a proposal for Affirming Methodologies as a concept and a process within mixed methods research that centers on: (i) historicized and contextualized research, (ii) local and Indigenous knowledge and voices within the research process, (iii) the understanding and measurement of shared knowledge, experience, practice and exchange, and, (iv) the involvement of community members within transformative practice. We draw on these deliberations therefore to champion the necessity of diverse, inclusive and equitable practices within academic research and to speak to the possibilities for affirming mixed methods research that both (i) ground and elevate local and Indigenous knowledges and practices and (ii) advance social justice and transformative practice within Caribbean communities.

Keywords: Affirming Methodologies; Caribbean; Mixed Methodology; Social Justice; Transformation

Assessing Teachers Test Development Skills in Community Colleges. A Case Study Mixed Methods Research.

Tamecia Adams-Robinson

ABSTRACT

There are three core areas that teachers should be competent to ensure effective teaching and learning; knowledge of content, methodology and assessment. Over the decades, it has been observed that more emphasis is placed on content and methodology and not the latter. As a result research has shown that teachers are inadequately prepared to assess their students whether they are pre-service, in-service or teacher educators. One of the most popular methods of assessment used by teachers is tests. For decisions made from the interpretation of test scores or any method of assessment to be valid, teachers must be competent in the development of such. The purpose of this research will be to assess teachers' competencies in test development at community colleges. The research seeks to understand the factors contributing to teachers' competencies in test construction, outline how teachers go about constructing tests for coursework and examinations and to assess whether coursework and examinations developed by teachers reflect competencies in test construction. The study will use a case study mixed methods with a concurrent design. For the quantitative phase data will be collected using a questionnaire from 198 teachers across five community colleges that will be selected using quota proportional sampling. For the qualitative phase, data will be collected from 41 participants who will be selected using purposive criterion sampling. Data collection methods will include focus groups discussions, semi-structured interviews, observations and content analysis. The findings will be analysed using the SPSS software, thematic and content analysis. Data collection for this study will commence in the year 2025. The findings from the study will benefit teachers, community colleges, other tertiary institutions, and the Council of Community Colleges of Jamaica (CCCJ). Information will be ascertained about teachers' competencies in assessment development which can facilitate the necessary training needs for the teachers and enhance quality assurance at the institutions.

Keywords: teachers, test development, community colleges, assessment, competencies

Teacher Perceptions of School Facilitation of Student involvement in Transition Planning of Students with Disabilities

Wendy Cavendish and Deborah Perez

ABSTRACT

Disparate high school graduation rates are consistently reported in the U.S. for students with disabilities (NCES, 2023). Research demonstrates the importance of students' participation in educational decision-making (Pounds & Cuevas, 2019) as critical to improving graduation and post school outcomes, and teachers play a role in providing students these opportunities (Cavendish et al., 2020). The purpose of this study was to examine teacher perceptions of school facilitation of student involvement in transition related planning. This convergent mixed methods study examined teacher perceptions via the Student Involvement Survey (SIS; Cavendish, 2006) and teacher interviews (n= 31 teachers from two high schools in a large urban district). The quantitative data analysis included a Rasch model of the SIS, including item statistics related to levels of agreement and disagreement with particular survey items. Analysis of variance procedures were used to examine differences between teachers across schools. The qualitative analysis included 2-level coding using the constant comparison method. Data integration focused on deductive coding of interview responses into the SIS item areas of agreement and disagreement. The SIS data adhered to Rasch's model of expectations; the measure was held to be unidimensional and sufficient to explain patterns of item/person responses (Bond & Fox, 2001). The reliability estimates were .90 and .91, respectively. No statistically significant differences were found across schools. Items statistics revealed high agreement with items related to compliance with legal provisions related to student involvement in transition planning and low levels of agreement with items related to student choice and support of students' educational and transition goals. However, the qualitative data revealed differences across the schools related to levels of student choice provided. **Conclusions and Implications:** The facilitation of student voice in transition planning is critical to increase more equitable outcomes in graduation. Implications for practice are provided.

Keywords: transition, student choice, students with disabilities, Rasch model

Are we Differentiating? An Investigation into Science Teachers' Practices and Perceptions of DI

Yassanne Garraway and Dharshanie Rampersaud

ABSTRACT

Differentiated instruction (DI) is a teaching approach where educators tailor their lessons to meet the diverse learning needs of students. Recently, the Ministry of Education (MOE) in Guyana has urged teachers at all education levels to differentiate their instruction to improve learning outcomes. In response, this explanatory mixed-method research study was conducted to examine the practices and perceptions of science teachers regarding differentiated instruction. The sample consisted of six science teachers who were purposively selected for the study. Initially, quantitative data were collected using an observational checklist to assess how these teachers implemented DI. The data were analyzed using descriptive statistics, showing that the teachers primarily differentiate instruction based on students' readiness. Subsequently, qualitative data were gathered to explore the teachers' perceptions of DI. This data was coded and categorized into themes, indicating that the teachers employed DI in their lessons because they believe it is crucial to address the varying abilities of their students. However, the teachers' differentiated practices were limited due to time constraints in preparing lesson plans and a lack of available resources. Therefore, it is recommended that the National Education and Research Development (NECRD) organize continuous professional development sessions to train teachers in implementing differentiated instruction strategies, particularly in differentiating by learning profile and student interest.

Keywords: Differentiated instruction, student readiness, Science teachers, teaching and learning

Creating Self-Regulated Student Teachers: Strategies to Strengthen Student Teachers' Awareness and Learning Skills

Yassanne Garraway-Lashley

ABSTRACT

It is well documented in literature that student teachers must become self-regulated learners to be effective teachers. As self-regulated learners, teachers can pass these vital skills to their students. The aim of this study is to determine if my self-regulated learning awareness and development (SRLAD) intervention which focuses on teaching student teachers SRL strategies, could impact their academic performance. The literature reviewed shows that SRL strategies can be successfully taught to adult learners through interventions. This study is a practical action research that utilizes a concurrent mixed-method research design. Quantitative data from a pretest/posttest and pre/post MSLQ and qualitative data from student reflective journals were collected simultaneously. The findings were then triangulated to answer the three research questions. Participants were thirty-three (33) undergraduate teachers reading for their degree in Early childhood and Primary education at the University of Guyana, Berbice campus. Data collected were analyzed using descriptive statistics such as mean and standard deviation and inferential statistics such as the repeated measures t-test and ANOVA. Major findings showed that student teachers were self-motivated and were able to select, assess, evaluate, and use appropriate SRL strategies to suit their learning needs and context. Hence, my SRLAD intervention had a meaningful impact on the academic performance of student teachers since they recognized the numerous benefits of incorporating SRL strategies to aid their learning and academic performance. They also realized that by consistently incorporating SRL strategies into their learning, they could become self-regulated learners and, more importantly, teach these skills to their students. As such, my SRLAD intervention should be a mandatory study skill course for all first-year student teachers at the University of Guyana.

Keywords: Self-Regulated Learning, Academic Performance, Student teachers

Exploring the Possibilities and Challenges of Artificial Intelligence for Teaching and Learning: Jamaican Pre-service Teachers' Perspectives

Tashane Haynes-Brown and Paul Parkes

ABSTRACT

Artificial intelligence (AI) is widely recognized as being primarily responsible for technological change in the Fourth Industrial Revolution (4IR). With considerable progress with Generative AI emerging in recent times, teachers are being asked not to fear the advancement of AI but to capitalize on the technology to enhance the teaching-learning process. This quantitative study used an online survey to explore the perspectives of 257 pre-service teachers regarding the possibilities and challenges of using AI in teaching and learning in Jamaica. Ethical approval was received from the university's ethical review board. The data revealed that pre-service teachers generally consider AI to be advantageous for teaching and learning and have been utilizing AI tools for their own learning. Teachers also indicated a strong intention to use AI as a teaching tool when they enter the classroom. However, concerning their assessment of what they considered ethical use of AI the data suggest that teachers are somewhat unclear on what connotes ethical versus unethical practices. The findings from this study are of significance for teacher education as we consider how to prepare our teachers for an AI integrated future in the classroom.

Keywords: Artificial intelligence, pre-service teachers, perspectives, ethics, intentions to use

Music Life Arts, FiWiWay

Marcia Ashley

ABSTRACT

This study explores the oral approaches to learning, creating, performing, and making music within Trinidadian steel bands, Jamaican popular musicians, and African Jamaican drummers, aiming to identify and systematize oral learning processes. The two phases of the study involve interviews with musicians, composers, band members, and teachers, gathered through qualitative methods. In the second phase of this mixed-methods study, additional data was collected through observations and fieldwork to supplement the initial qualitative findings. Data from both phases will be analyzed using thematic analysis and integrated to provide a comprehensive understanding of the role of oral traditions in music pedagogy and practice. The implications of this research point to the value of integrating oral learning methods into contemporary music education, with potential benefits for teaching practices in Jamaica and the Caribbean. By emphasizing community-based learning and oral communication, this study offers a framework for enhancing music education in these regions.

Keywords: Oral Learning, Music Pedagogy, Caribbean Music

Evaluating the Impact of a 4-day Compressed Workweek on Employee Productivity and Commitment in a Retail Chain, Jamaica

Theresa Stewart

ABSTRACT

The four-day workweek has gained recent traction, with potential benefits for employee well-being and productivity. However, research on the effectiveness of compressed workweeks in the Caribbean context, particularly within the retail sector, is limited. This study investigates the impact of a compressed four-day workweek (CWW) on employee productivity and commitment within a large Jamaican retail chain. It aims to assess quantitatively and qualitatively the change in employee productivity and satisfaction resulting from the CWW implementation and identify potential mediating factors, such as job satisfaction, in the relationship between the CWW and employee intention to leave.

RQ 1: What is the impact of a compressed 4-day workweek on employee satisfaction and their intention to leave the job?

RQ2a: How does the implementation of a compressed four-day workweek impact employee productivity in a retail establishment?

RQ2b: How does the implementation of a compressed four-day workweek impact employee productivity perception in a retail establishment?

An intervention mixed methods design will be employed, adopting a pragmatic research paradigm. This approach is chosen for its flexibility and its emphasis on producing knowledge that can be used to inform action and improve outcomes. Quantitative data will be collected through pre- and post-intervention surveys to assess changes in employee satisfaction, intention to leave, and productivity measures (sales per minute, absenteeism, customer satisfaction).

Qualitative data will be gathered through semi-structured interviews with a purposive sample of employees. This will employ a phenomenological design, allowing for an in-depth exploration of participants' perceived productivity and their experiences since the implementation of the CWW.

Quantitative data will be analyzed using descriptive statistics, paired t-tests, regression analysis, and mediation analysis. The study is expected to be completed in four months. Findings will be presented upon data analysis. This research will contribute to the understanding of the effects of CWWs on employee productivity and commitment in the Jamaican retail sector. The findings will inform evidence-based workforce management strategies and potentially influence broader discussions on how businesses in the Caribbean can adopt innovative approaches to staffing, improving work-life balance, all while ensuring consistent productivity.

Keywords: compressed workweek, mixed methods, intervention study, pre-experimental, productivity, work-life balance, retail, organizational commitment

An Analysis of the Relationship Between Principals' Leadership Styles and Teacher Motivation in New Providence

ABSTRACT

Principals' leadership styles can make a difference in the school environment because they influence teacher motivation. This explanatory sequential mixed-methods study examined the relationship between principals' leadership styles and the level of motivation of primary school teachers in New Providence, The Bahamas.

In the quantitative phase, the multifactor leadership rater form (MLQ 5X) was combined with the Work Extrinsic Intrinsic Motivation Survey (WEIMS) and administered to a stratified random sample of 247 teachers. The MLQ 5X leader form survey was administered to a total population sample of 21 principals. In the qualitative phase, semi-structured interviews were conducted with a purposive sample of 12 teachers to further understand teachers' perceptions about the influence of principals' leadership styles on motivation. Quantitative data were analyzed using multiple linear regression analysis, independent sample t-test, and One-Way ANOVA while qualitative data were analyzed using thematic analysis. The results were integrated using joint display analysis.

The quantitative results indicated that while principals used both transformational and transactional leadership styles, the transformational leadership style was the dominant leadership style, and teachers were more intrinsically motivated. Independent sample t-tests indicated that while there was no difference between the self-reported transformational leadership style of principals there were differences between the self-reported transactional and laissez-faire leadership styles of principals as reported by teachers. The multiple linear regression analyses indicated that a combination of transformational and transactional leadership styles and the gender of principals predicted teachers' extrinsic motivation but did not affect their intrinsic motivation.

The main themes that emerged from qualitative findings were leadership influence on teacher intrinsic and extrinsic motivation, and organizational support for teachers. **These themes provided contextualized insights into the quantitative data using joint display analysis.**

This study underscores the importance of leadership styles and suggests that principals can enhance teacher motivation by adopting transformational leadership practices.

Keywords: transformational, transactional, laissez-faire leadership style; MLQ 5X, WEIMS, motivation