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Vernet, Serge E. L., Ph.D.
Andrews University, 1987

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FACTORS CONTRIBUTING TO THE SUCCESSFUL COMPLETION
OF THE HAITIAN BACCALAUREAT (PART I) AND
THEIR ADMINISTRATIVE IMPLICATIONS

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Serge E. L. Vernet
December 1986
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ABSTRACT

FACTORS CONTRIBUTING TO THE SUCCESSFUL COMPLETION OF THE HAITIAN BACCALAUREAT (PART I) AND THEIR ADMINISTRATIVE IMPLICATIONS

by

Serge E. L. Vernet

Chairman: Bernard M. Lall
Title: FACTORS CONTRIBUTING TO THE SUCCESSFUL COMPLETION OF THE HAITIAN BACCALAUREAT (PART I) AND THEIR ADMINISTRATIVE IMPLICATIONS

Name of Researcher: Serge E. L. Vernet

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Date completed: December 1986

Problem

The Haitian baccalauréat* is a very difficult centralized state examination. Every year the percentage of students who pass this examination varies from 20 to 30 percent. There seemed to be a need for systematic research of the predominant factors which determine success in the Haitian baccalauréat.

Method

The purpose of this study was to look at selected factors and determine whether or not they were related to success in the Haitian baccalauréat.  

*Henceforth baccalauréat refers to baccalauréat (Part I).
baccalauréat. Three hundred and sixteen graduates in the Haitian baccalauréat for the 1984-85 school year, 150 Rhétorique's Teachers, and forty principals served as subjects in this study. The data were collected from the official records of the National Department of Education of Haiti, secondary school records, and questionnaires. The data were analyzed using BMDP2R-Stepwise Regression programs.

Findings

The results of the analysis of data for this research project are listed below:

1. Twenty-one of the thirty-six predictor variables used in this study were correlated significantly with the criterion measure, student's success, in baccalauréat, singly.

2. The best combination of variables for the prediction of student's success in the Haitian baccalauréat consists of the following:
   a. Instructional Facilities
   b. Elementary Score
   c. Mother's Profession
   d. Teacher's Conveniences
   e. Discipline
   f. Residence Location
   g. Study Hours

3. Each of the four categories of predictor variables (personal characteristics of the student, family background, school quality, and curriculum) was significantly correlated with the criterion measure. They appeared as reliable predictors of success in the Haitian baccalauréat.
4. School quality was found to be the best category of predictor variables of success in the Haitian baccalauréat.

Recommendations

It is recommended:

1. That the Ministry of Education in Haiti appoint a Curriculum Review Commission to prepare a revised curriculum.

2. That the Ministry of Education in Haiti make provision in the Haitian national budget to (a) establish enough public elementary schools, (b) equip the lycées with adequate offices for teachers and modern instructional facilities, and (c) require the same for collèges.

3. That local administrators and teachers be more accountable for optimum functioning of their schools.

4. That parents be more concerned about the needs of their children, limit family size, and share their time between them and their work.

5. That students study systematically every day, instead of cramming at the end of the school year, and not neglect their sleeping and leisure time.

6. That further study be undertaken in the area of curriculum development and comparative systems of evaluations.
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CHAPTER I

INTRODUCTION

A clear understanding of the external examination called Le baccalauréat (the state examination for the secondary-school certificate) must begin with its history. The baccalauréat was instituted in 1808 (Dictionnaire Alphabétique, 1966) when Napoléon was secularizing the French system of education. The French Revolution attacked the privileges of the church; therefore, it destroyed the financial and corporate basis of the existing educational system. The state was forced to step in to take the church's place (Anderson, 1975).

The methodology of this system of examination was inspired by the idea of a uniform curriculum and a strict centralized school administration. The desire to use education to create a new national consciousness explains many 19th-century attitudes, especially the obsession with uniformity. In secondary education the aim is to produce a homogeneous, nationally minded, educated class with schools following the same curriculum and examination programs. This orthodox view of secondary education was of greatest importance to the state because it alone forms and trains the enlightened classes of a nation. Consequently, the baccalauréat, which is basically the secondary-school leaving examination, appears to be very difficult.
A French author expressed his personal experience with this examination as follows:


(I was sixteen when I wrote my baccalauréat examination, a terrible external examination. I considered it like a devil that humiliated both the candidates and the examiners. There was then (in 1860), a science baccalauréat and a letter's baccalauréat.)

The French baccalauréat has been subject to changes. For instance, the baccalauréat was divided into two parts: baccalauréat (Part I), also named Rhétorique (equivalent of 12th grade) and baccalauréat (Part II), named Philosophie (equivalent of 13th grade). The principle of uniformity of program has been extended. The program of Rhétorique (12th grade) and Philosophie (13th grade) contains several sections and several options. The candidates may choose among twenty-eight different baccalauréats: twelve general baccalauréats and sixteen technical baccalauréats. But with this array of options, the choice is not totally free, neither is it easy (Damoiseau, 1978).

In spite of these changes, the baccalauréat remains the same in terms of principle and examination process. To repeat an idea of Damoiseau, the baccalauréat was both an institution (founded in 1808) and a ceremony. After many adventures, it has its ritual characters.

The Haitian baccalauréat is to a certain extent a copy of the old French baccalauréat, also called bachot and bac in idiomatic French. A popular old Haitian maxim says: "France has drunk and Haiti is addicted." This means Haiti, as a French-speaking country, inherited
some socio-cultural practices from France and continues to act accordingly even though France has changed. This is particularly true in education.

Soon after the independence proclamation (1804), Haiti adopted France's system of education. In 1818, Alexandre Pétion, the first president of the Republic of Haiti, founded at Port-au-Prince the first public secondary school, a school which bears his name (Lycée Alexandre Pétion). The dream of Pétion was to have the same system of secondary education as France. His motto, which he repeated very often, was: "L'instruction élève l'homme à la dignité de son être" (education elevates man to the dignity of his soul).

Certainly he had planned to have the baccalauréat himself, but he died before the realization of his dream. His successor, Boyer, appointed in 1819 a Commission de L'instruction Publique (a staff of supervisors of public education) whose role was to supervise the schools and to give the state examination. Probably at this time the Haitian baccalauréat was started.

From 1819 to 1935 eminent ministers of education worked toward the improvement of secondary education, founded additional lycées, and encouraged the establishment of private secondary schools. They also consolidated the Haitian baccalauréat (Brutus, 1979).

On March 15, 1907, a circular issued by the Ministry of Education fixed certain regulations for the organization of the baccalauréat examinations. According to these regulations, the examinations were divided into two parts—the written examinations and the oral examinations; the second part had to be passed before a jury
The curriculum and the examination procedure for secondary schools in Haiti were established by law on September 30, 1935. According to this law eligibility for graduation from lycée (public secondary school) is determined by passing two official examinations, the first at the end of Rhétorique and the second at the end of Philosophie. Successfully passing these examinations entitled the graduate to a certificate of completion of secondary studies known as the baccalauréat. Questions were prepared and mimeographed by the Direction Générale. Each paper was corrected by at least two examiners, and if there was too great a disparity between the two grades, a third examiner corrected the copy. Only students who had completed Rhétorique or Philosophie with an average of 50 percent received a certificate of successful completion of baccalauréat I and II (Cook, 1948).

From 1935 to 1963 no substantial changes in the secondary program were made. The law of 1963 brought changes in the secondary-school curriculum and the procedure of baccalauréat. The three most important changes were:

1. The scientific section, D, was added to the program. The number of sections was increased from three to four.
2. Two new subjects, Haitian Literature and Physiology of Plants, were added to the program.
3. The oral examinations which followed the successful completion of the written examinations were abolished, except for modern languages for which oral examinations were essential (République d'Haiti, Département de l'Education Nationale, 1963).
The major objective of the secondary schools of Haiti was to provide a classical secondary education. The curriculum emphasized languages, physics, chemistry, and biology as a means of qualifying for admission to a university.

A report presented in 1959 by the U.S. Operation Mission to Haiti under the supervision of George A. Dale declared:

Characteristic of Haitian secondary education is its small number of graduates. The number of candidates presenting themselves and successfully passing the examination leading to the baccalaureate degree is summarized in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Admitted</th>
<th>Passed</th>
<th>Admitted</th>
<th>Passed</th>
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<tr>
<td>1951-52</td>
<td>760</td>
<td>359</td>
<td>322</td>
<td>282</td>
</tr>
<tr>
<td>1952-53</td>
<td>790</td>
<td>405</td>
<td>345</td>
<td>265</td>
</tr>
<tr>
<td>1953-54</td>
<td>918</td>
<td>257</td>
<td>490</td>
<td>293</td>
</tr>
<tr>
<td>1954-55</td>
<td>1,082</td>
<td>454</td>
<td>392</td>
<td>274</td>
</tr>
<tr>
<td>1955-56</td>
<td>1,058</td>
<td>301</td>
<td>453</td>
<td>269</td>
</tr>
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It is indicated that this number includes the graduates from all lycées, public, private subsidized schools, and private non-subsidized schools, since the law requires that all students follow the same program and that students submit to the same examinations, under state direction. (pp. 80, 81)

More recent statistics indicate that the percentage of passed/admitted is often under 50 percent. The passed/admitted ratio is the greatest concern of this study.

The French baccalauréat had existed from the earliest days of the 19th century (1808). This external examination was one of the
principal characteristics of the French system of education. The right of conferring diplomas was reserved to the state only. That no other institution could deliver valid diplomas was one of the grand principles of French education (Archer, 1979, p. 14).

In France, the baccalauréat, which is still a formal public examination, has been subject to major reorganizations and growing pressure seeks that it become an award based on continuous assessment.

Haiti, formerly a French colony, has inherited the French system of education and, consequently, since the foundation of the first lycée in 1818 by Alexander Pétion, the concept of baccalauréat has been instituted and become effective under the administration of subsequent educational leaders. Until well into the 20th century the baccalauréat Haitien, except for some sporadic changes, has continued to perform the dual functions of maintaining the social bias of the education system in favor of an intellectual elite and of preserving the ideal of equality in education by subjecting all candidates to a common educational experience. The baccalauréat has played an important role in Haiti as a means of ensuring considerable uniformity of national standards and practices.

However, the meagerness of success for secondary education reflects a traditional attitude that the baccalauréat is for an intellectual elite. It may also reflect the fact that few children continue the elementary school program long enough to gain sufficient skill in reading and writing to undertake the academic rigors of the classical secondary program. Other important concerns are the overloaded curriculum and the traditional system of examination.
Having set the historical background of the baccalauréat and the current trends of this traditional type of examination, the problem of its value is raised automatically in the context of academic evaluation in general and the external examination in particular.

**Theoretical Discussion**

The concept of an examination has existed since the beginning of the world. It belongs to prehistory. The most trusted document about prehistory is the Bible. The first mention of an examination is found in the story of creation in the book of Genesis (Gen 2:16, 17 KJV). Adam and Eve had to take a test which would determine their own destiny and the destiny of the planet earth. They had no choice; they had to take this examination. One’s everyday activities consist of repeated examinations. Yet, some people—among them students, parents, educators, psychologists, and scholars—are against the idea of examination and testing. In France, Australia, Greece, Haiti, and all other countries where the State External Examination is practiced, there are protests against the application of the external examination. The following quotations give examples of these objections:

When attention turned to school-leaving examinations in the post-war period there was a strong feeling among those responsible for determining policy that external examinations were an unmitigated evil from which pupils in secondary schools should be shielded as much as possible. (Bruce, 1969, p. 1)

L'examen ne doit plus être qu'un des rouages d'une orientation continue qui irait de la maternelle à la fin de la scolarité apportant toute l'aide et toutes les passerelles nécessaires au meilleur développement de l'élève. (Ferran, 1978, p. 42)

(The exam should be no more than one of the works of a continuous orientation that would go from the kindergarten to the end of schooling, bringing all necessary helps for the best development of the student.)
The adherents of learning without examination think that the student should not be under the pressure of testing, that the student learns inherently without the shower of examinations that is practiced in many schools. These tests, quizzes, and final examinations that frighten the students interfere with the process of learning. The reformers of the examination process suggest continuous assessment and automatic promotion as a means of evaluation.

An examination was the form of evaluation which raised the most long-standing, numerous and varied criticisms. Examinations, which mean a series of written or oral testings where a passing grade was required for obtaining a certificate of successful completion of a program of study, should not be confused with the formative tests which were a process of teaching-learning experience (Mothe, 1978).

The major roles of examinations were (1) a measure of achievement which provide criteria for judging standards of performance by students, and (2) a means of evaluating the instrumental, social, and economic roles of the educational system. In these contexts the teacher within the school was subordinated to the examination system (Kelly, 1971).

That is not to say that an exam should be the most important event of the teaching process, as in some classrooms where the teacher has more testing than teaching. But testing and evaluating are integral parts of the teaching-learning experience. To train the student with the experience of the external examination is to apply the Deweyian concept of education as "preparation for life" (Ehlers, 1981).

There are two kinds of evaluation: (1) formative evaluation
and (2) summative evaluation. Formative evaluation may be considered as a continuous assessment which takes place during the period of learning. Formative evaluation is a means of teaching. It cannot be used for the purpose of control, it is segmental, and it cannot test the acquired knowledge as a whole. To use continuous assessment to replace final and external examinations is to confuse process and results.

The adherents of the abolition of the baccalauréat, both in France and in Haiti, do not measure the consequences that such a decision may have on the future of the French system of education.

The baccalauréat is a way to test the output. In other words, it is the summative evaluation. It is the comprehensive examination, necessary to verify if the task has been done and if the objectives have been reached. It is indispensable in helping the learner to come up with a real synthesis of his knowledge after the secondary cycle of studies (Zais, 1976).

The baccalauréat is the part of the French people's culture from which they cannot depart. It can be modified and modernized, but it cannot be abolished without sacrificing the best element of the superior French education as expressed by the following:

La valeur référentielle du baccalauréat demeure constante. On s'est attaqué à cette citadelle sans jamais parvenir à l'abattre. (Ferran, 1978, p. 43.)

(The referential value of the baccalauréat remains constant. They have attacked this citadel, but they were never able to pull it down.)

In spite of criticisms and reforms the baccalauréat is and remains the first year of college in France. Indeed, one has attempted to take this last value of baccalauréat away, but these attempts have
been unsuccessful. The problem is that the baccalauréat, even though devalued, remains precious for French people. Because of this attachment, they perpetuate it; they widen it (Ferran, 1978).

American education with its lot of standardized tests is moving back to the state external examination in the search for excellence. In the United States, when a student graduates from high school, he receives a diploma awarded by the school. Diplomas may differ widely in significance, but not so much as may be imagined, and the differences can generally be reliably estimated because many schools make extensive use of the same standardized tests (Bruce, 1969). "American teachers are encouraged to do more than place the food before their pupils; they must find out by testing whether they have digested it" (p. 116).

Reforms in the system of education in the United States aimed at controlling educational outputs include increased requirements for high-school graduation and college admission, tougher grading policies, and more standardized testing of student performance. This is clearly stated in the following recommendations of the U.S. National Commission on Excellence in Education (1983):

"Standardized tests of achievement (not to be confused with aptitude tests) should be administered at major transition points from one level of schooling to another and particularly from high school to college or work. (p. 28)

Nevertheless, the baccalauréat has been, in the last decades, subject to major reorganization. Growing pressure seeks to make it also become an award based on continuous assessment of the program. One reason for this push is the meagerness of the results. "In France, from 1950-1975, the percentage of success varies from 23 to 65 percent" (Ferran, 1978). "In Haiti, from 1951-1981, the percentage of success
oscillates from 28 to 51 percent" (Institut Haïtien de Statistique, 1954, 1982).

Speaking about the effect of the Certificate of Secondary Education examination system in improving education for the English secondary, modern-school student, Wolf (1971) expressed the fact that a set of examinations existed which were appropriate for students in secondary, modern schools. These examinations seemed to introduce a sense of purpose which had not been present heretofore. More important, however, students could obtain a Certificate of Secondary Education. Those who held this certificate had a greater chance of obtaining better jobs at higher salaries.

Broadfoot (1985), in a research project focusing on existing developments in assessment and examination procedures in France, observed that in France, as in many other industrialized societies, the educational assessment was dominated by the need for examinations to provide for standardized curricula and for the attestation of professional competence.

Therefore, the responsibility of educational administrators in this issue of the baccalauréat, as expressed by Ferran (1978), was not to find a way to abolish this state examination, but to isolate and classify the factors that would contribute to its successful completion.

**Problem Statement**

*Le Baccalauréat Haitien Première Partie* (The Haitian Secondary School State Examination, Part I) is a very difficult centralized state examination given to all senior secondary-school students (12th graders) to validate the end of their secondary-school studies. Very few
students pass this examination. In 1956, when the researcher passed this examination, only 18 percent succeeded. Since then, the percentage of students who have passed this exam has varied from 20 to 44 percent. Parents and community people wonder what determines the success of those who pass the exam. Is it pure chance? Or does it depend on the quality of the school attended? Teachers and administrators are very concerned about the predominant factors in the achievement of Haitian senior high-school students in baccalauréat.

The failure of thousands of students in baccalauréat may be a factor in the underdevelopment of Haiti. Because of the importance given to this state examination, those who do not pass it are, in fact, excluded from further studies and cannot find a good remunerative job. Therefore, a scientific research of the predominant factors which determine success in baccalauréat is a necessity for the socioeconomical development of Haiti.

**Purpose of the Study**

As far as can be ascertained, no research has been undertaken to determine the predominant factors affecting the success of senior high-school students in baccalauréat in Haiti. It was the intent of the researcher in preparing this study to explore diverse influences on the successful completion of the Haitian baccalauréat. From the data gathered from state and school records, questionnaires, and interviews, an attempt was made to reach conclusions as to the predominant influences on the learning of Haitian senior high-school students.

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^1Henceforth baccalauréat refers to baccalauréat (Part I).
Significance of the Study

Every year after the results of the baccalauréat are announced, the media has produced articles, comments, and reflections about the disaster of this exam. On July 1981 a broadcast address from the Minister of Education in Haiti analyzed the problem and concluded with the idea that the quality of secondary schools had a significant relationship with the achievement in baccalauréat. But it was just a philosophical speculation. An empirical study of the indicators of success on baccalauréat will provide a useful initial profile for the improvement of the system of the state examination practice in Haiti.

Since 1976 the problem of reform of the Haitian system of education has been discussed. This reform started with elementary education. Needless to say, a study with a view to identify the factors contributing to the successful completion of secondary-school education will make an important contribution to the reform of Haitian secondary-school system.

This study represents a preliminary effort to provide a comprehensive view of the development of a better system of education in Haiti. Its practical significance lies in its ability to facilitate the designing of a viable model for effective changes, existing educational purposes, and practice. It should serve as a catalyst to sensitize educators and students to the implications and necessity of educational reform in Haiti.

Operationalization

In terms of operationalization, the dependent and independent variables of this study were measured by valid information gathered
from government records, from secondary-school records, and from interviews and questionnaires which were developed and validated.

One dependent and thirty-six independent variables were included in this study; there were also two extraneous variables.

**Dependent Variable**

The one dependent variable is the academic achievement of candidates on baccalauréat.

**Independent Variables**

The thirty-six independent variables may be grouped into four main factors, each of which have sub-indicators.

1. **Personal characteristics of the student**
   a. Age
   b. Sex
   c. Elementary background
   d. Personal study habits
   e. Religion
   f. Health

2. **Family background**
   a. Location of residence (capital or province)
   b. Parents' marital status
   c. Number of siblings
   d. Father's religion
   e. Mother's religion
   f. Father's education
   g. Mother's education
   h. Father's profession or occupation
   i. Mother's profession or occupation
   j. Family social class (upper, middle, lower)
   k. Family income

3. **School quality**
   a. Instructional facilities
   b. Teacher's conveniences
   c. Student's conveniences
   d. Administrative facilities
15

e. Class size
f. Homework frequency
g. Principal's relationship with faculty
h. Principal's relationship with parents and students
i. Supervision of instruction by the principal
j. Discipline
k. Management
l. Homogeneity of academic background
m. Hours of teaching
n. Teacher's academic level
o. Teaching quality

4. Curriculum

a. Suitability of the curriculum to the Haitian society
b. Suitability of the curriculum to the Haitian student
c. Validity of the curriculum content
d. Consistency between curriculum content and baccalauréat examination

Extraneous Variables

Two extraneous variables were considered:

1. Intelligence. The effect of intelligence was excluded from this study because Haitian schools do not keep record of students' IQs. Moreover, it was impossible to find the IQ test appropriate to the milieu and capable of giving unbiased results.

2. Anxiety. It was presumed that the atmosphere of the exam is such that the candidates are not unduly frightened. The chance of error, due to inherent student anxiety, was minimized through random sampling.

Hypotheses

The following hypotheses were tested:

Hypothesis 1

There is a simple linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—(No. Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
1) and each independent variable considered individually, as listed below:

2. Age
3. Sex
4. Elementary score
5. Personal study hours
6. Student's religion
7. Health
8. Location of residence
9. Parents' marital status
10. Number of siblings
11. Father's religion
12. Mother's religion
13. Father's education
14. Mother's education
15. Father's profession
16. Mother's profession
17. Family social class
18. Family income
19. Instructional facilities
20. Teacher's conveniences
21. Administrative facilities
22. Class size
23. Homework frequency
24. Relationship between principal and faculty
25. Relationship between principal and parent, and between principal and student
26. Supervision by the principal
27. Discipline
28. Management
29. Homogeneity of academic background
30. Hours of teaching
31. Teacher's academic level
32. Teaching quality
33. Suitability of the curriculum to the Haitian society
34. Suitability of the curriculum to the Haitian student
35. Validity of the curriculum content
36. Consistency between curriculum content and baccalauréat examination

Hypothesis 2

There is a significant multiple-linear correlation between successful completion of the Haitian baccalauréat—the dependent
variable—and a selected subset of the thirty-six independent variables (to be determined by Stepwise Regression).

Hypothesis 3

There is a significant multiple-linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and the following categories of independent variables:

1. Personal characteristics of the student (age, sex, elementary score, personal study hours, student's religion, health)

2. Family background (location of residence, parents' marital status, number of siblings, father's religion, mother's religion, father's profession, mother's profession, social class, family income)

3. School quality (instructional facilities, student's conveniences, teacher's conveniences, administrative facilities, class size, homework frequency, relationship between principal and faculty, relationship between principal and parents, and between principal and students, supervision by the principal, discipline, management, homogeneity of academic background, hours of teaching, teacher's academic level, teaching quality)

4. Curriculum (suitability of the curriculum to the Haitian society, suitability of the curriculum to the Haitian student, validity of the curriculum content, and consistency between curriculum content and baccalauréat examination).

Research Question

As a corollary of the three preceding hypotheses, the best category of variables predicting success in baccalauréat was sought.
Delimitations

The scope of this study was delimited to all graduates from the external examination over the nine departments of the Republic of Haiti. There are two categories of graduates: (1) those so-called élèves réguliers (regular students), who have attended classes consistently during the school year in an accredited secondary school; and (2) those so-called élèves libres (free students), who wrote the state examination a second time without attending classes regularly in an accredited school but who have studied under the supervision of a teacher. This study was limited to the first category because it was more feasible to measure the independent variables.

Definition of Terms

The baccalauréat, also called bachot and bac in idiomatic French. Secondary-school leaving examination. The baccalauréat is divided into two parts: (1) the baccalauréat (Part I)—state examination given after the class of Rhétorique to sanction the completion of this class; and (2) the baccalauréat (Part II)—state examination given after the class of Philosophie to sanction the completion of this class. The certificates given in recognition of the successful completion of these examinations are called also baccalauréat (Part I) and baccalauréat (Part II) (Dictionnaire Alphabétique, 1966).

Rhétorique. Name given to one of the secondary studies, equivalent to 12th grade.

Philosophie. Class where they teach philosophy as a major topic and afterwards the students pass the second part of the
baccalauréat. It is called also classe terminale which is the equivalent of 13th grade.

Lycée. Name given to public secondary schools in Haiti.

Collège. Name given to private secondary schools in Haiti.

Private School. A school run financially and administratively by a proprietorship or by a partnership.

Subsidized Private School. A private school recognized as beneficial for the community and that receives a monetary assistance, as granted by the government.

Non-Subsidized Private School. A private school which is self-supporting and operates with only the tuition and fees coming from the students.

Denominational School. A school run by a religious organization.

Subsidized Denominational School. A denominational school which receives a subsidy from the state in addition to what it receives from the church and the students.

Non-Subsidized Denominational School. A denominational school which operates with tuition, fees, and subsidies from the church.

Convenience. Anything that increases comfort or makes work less difficult (American Heritage Dictionary, 1986).

Teacher's Conveniences. Anything in schools that may facilitate the teacher's work such as teacher's office, faculty lounge, instructional facilities.

Student's Conveniences. Anything in schools that may facilitate
the learning process such as instructional facilities, student's lounge, books, playground.

**Organization of the Study**

Chapter I introduces a brief history of both the French and Haitian baccalauréat. It discusses the value of an external examination (i.e., the baccalauréat), identifies the problem to be addressed, and states the purpose and the significance of this study. Hypotheses and delimitations are stated. Important terms are defined. The organization of this study is delineated.

Chapter II presents an extensive review of the related literature, including the concept of external examinations in general and the baccalauréat in particular, the system of education in France and in Haiti, the different variables of this study, and the role of administrators in the related findings of previous studies.

Chapter III discusses the methodology to be used for deriving the predictive correlational relationships, the data, the methods for obtaining such, and an outline of the statistical analysis to be utilized.

Chapter IV presents the results of the correlational studies and the factors identified in the inquiry as contributing to the student's success in baccalauréat.

Chapter V draws conclusions, makes recommendations, and discusses the role of administrators of different ranks in the implementation of these recommendations. Suggestions are made concerning the accountability of "administrators" in the implementation of recommendations coming from research projects in education.
CHAPTER II

REVIEW OF RELATED LITERATURE

The literature and research findings related to the topic extend between two extremes: (1) a very limited amount of literature about the baccalauréat and (2) an unlimited amount of literature concerning examinations and academic achievement. Therefore, the literature reviewed for this study focused on the following:

1. Secondary-School Examinations
2. The Baccalauréat and the System of Education in France
3. The Baccalauréat and the System of Education in Haiti
4. Literature Related to the Variables of This Study
5. Role of Educational Administrators in High-School Achievements in General and Baccalauréat in Particular.

Secondary-School Examinations

The New English Dictionary on Historical Principles (1897) defines examination, "the process of testing, by questions, oral or written, the knowledge or ability of pupils, or of candidates for office degrees." Bruce (1969) dated the concept of examination all the way back to biblical times. He stated that "the Garden of Eden concept of a pass/fail examination has been paramount during the last 20 years and only recently the idea of candidates who pass has become acceptable again" (p. 1).
In his article, "Fault-il Supprimer les Examens," published in Le Français dans le Monde, Mothe (1978) observed that examinations were a form of evaluation which raised numerous and varied criticisms. Even the abolition of examination practice had been proposed. Examinations, which mean a series of written or oral testings where a passing grade is required for obtaining a certificate of successful completion of a program of study, should not be confused with the formative tests which are a process of teaching-learning experience. These types of testing, called continuous assessment, were usually accepted. On the contrary, external examinations have raised many objections over the centuries and those culminated in 1968 in Europe. These critiques formulated by docimologistes (psychometrics) can be listed in three categories:

1. Lack of reliability—the examinations were unable to measure with accuracy what they pretend to measure—the knowledge of a student.

2. Lack of validity—the information derived from an examination was not effective.

3. Reactivity—examinations were capable of producing damage both for the students and for society.

However, Mothe concluded his article by showing the necessity for remediation. His suggestion was not to abolish examinations but to find a way to make them more useful and operational (pp. 14-16).

A research project conducted by Asayehgn (1982) with 1,500 randomly selected Ethiopian 12th-grade students who had to take an external examination concluded: "Students who were more anxious about passing the highly-selective Ethiopian School Leaving Certificate
Examination were more alienated than those less anxious, suggesting that this test is a cause of alienation."

Kelly (1971), in an article entitled "A Reappraisal of Examinations," expressed some relevant ideas concerning the importance of examinations. Below is a summary of his ideas:

One of the features of discussions on examinations was how quickly they became polarized. To the "liberal," examinations were the antithesis of education—sometimes to be tolerated, always to be suspected. To the "realist," examinations formed the backbone of education, acting as a carrot-cum-stick to give it purpose.

In general terms, the major roles of examinations were (1) as measures of achievements which provide criteria for judging standards of performance by students (and hence teachers and schools) and as targets acting as incentives for their efforts; (2) as a selection mechanism for placing students in schools, universities, and employment; and (3) as a means of evaluating the instrumental, social, and economic roles of the educational systems. In these contexts the teacher within the school was subordinate to the examination system (p. 119).

In Australia (1969), a committee appointed to review the system of public examinations for Queensland secondary schools made some relevant recommendations for the assessment of student achievements:

1. In a general consideration of external examinations, the committee reviewed the arguments in favor of their retention.

2. It was recommended that because of the rising student retention rate in secondary schools, the five years of secondary education should be regarded as a whole instead of in two stages as it exists,
and that the two boards should be replaced by a statutory Board of Secondary-School Studies.

3. With regard to public examinations, it was recommended that the examinations for the Junior Certificate should be replaced by school assessment.

Fiks (1972) proposed objective testing as a good way to improve secondary education in West Africa. In his study a proposal was presented that would provide objective test results from the yearly school certificate, General Certificate of Education examinations in Nigeria, as a computer-generated feedback of information to individual schools and the ministries of education. Absolute, positive, and normative analyses would be presented for syllabi topics within each subject matter, and for each subject matter as a whole. The purpose of this scheme was to provide successive and pyramidal improvement of classroom teaching in weak topics and subjects without awaiting curriculum reforms or changes in educational philosophy.

Speaking about the effect of the Certificate of Secondary Education examination system in improving education for the English, modern-secondary school student, Wolf (1971) expressed the fact that a set of examinations exist appropriate for students in modern-secondary schools. These examinations seemed to introduce a sense of purpose which had not been present heretofore. More important, however, students could obtain a Certificate of Secondary Education. Those who held this certificate had a greater chance of obtaining better jobs at higher salaries.
Broadfoot (1985), in a research project focusing on recent developments in assessment and examination procedures in France, observed that in France, as in many other industrialized societies, the early history of educational assessment was dominated by the need for examinations to provide for standardized curricula and for the attestation of professional competence. During the 19th century, however, these concerns gradually gave way to an increasing emphasis on the role of examinations in the regulation of competition for places within the new, more flexible social order. With the expansion of educational provisions in the 20th century, this role now predominates. Pressures for greater democracy and opportunity in education have resulted in a radical restructuring of the traditionally elitist educational system.

From the above literature related to the secondary-school examination, it can be deduced that there is a need for modernizing the traditional system of a school-leaving examination. However, the concept of external examination is a good incentive for secondary-school excellence.

The Baccalauréat and the System of Education in France

The baccalauréat, the state secondary-leaving examination, is inseparable from the whole French system of education. Moehlman (1963) stated, "The French place emphasis primarily upon the spiritually and intellectually complete individual, the honnête homme, who is regarded as the measure of all things and who can cope with challenges through his education in a culture générale." Culture is a synthesis of all
different subject matters mastered by an individual. Moehlman (1963), continuing his comments about the French system of education, said:

The French schools stress the use of the individual's sensitivity and intellect as a means of measure and proportion in human living. They combat the fragmentation of the individual knowledge through early specialization. The French say, "il faut, de tout pour faire un monde" (a diversity of people is needed to make up the world). (p. 20)

The French system, aimed at producing a generally well-educated citizenry together with a competent professional elite, worked out very well and was imitated in parts of the world.

Broadfoot (1985) observed: "Recent changes in educational assessment in France reflect pressures to modernize the French educational system to align it with prevailing democratic and egalitarian values and to respond to the economy's vocational training needs."

The idea of reforming the French system of education was related to the change of the baccalauréat. Indeed, Prost (1983, cited by Broadfoot, 1985) expressed this idea in the following terms: "The baccalauréat too, whilst still a formal public examination, has been subject to major reorganization and there is growing pressure for it also to become an award based on continuous assessment" (p. 3).

The baccalauréat as a type of external examination is practiced not only in France and French-speaking countries, but in many other European countries such as the Federal Republic of Germany and the Netherlands, to mention only two. Christ (1978) cited changes in the baccalauréat in Germany. He observed that the reform of secondary schools started in Germany in 1972 has produced changes in the curriculum already. There was a need for uniformity of the program, and a
unified baccalauréat across the country was a way to come up with this result.

Miles (1953) observed that secondary education in France served a much smaller proportion of youth than was the case with American secondary education. The French secondary curriculum was geared to a different clientele, upon whom were imposed standards of intellectual achievement much higher than those in the American high school. It was particularly true that for those in the lycées and collèges classiques, the acquisition of a secondary education is a matter of social prestige, of which the baccalauréat is the symbol par excellence. The pressing need for reform in secondary education sprang from three basic factors: (1) an emphasis on the intellect; (2) the role of social prestige in the persistence of the classical tradition; and (3) the development of an encyclopedic curriculum.

Commenting about the baccalauréat in France, Halls (1976) stated: "Public interest in the examination is intense. Examination questions are published and commented upon in the newspapers. The results and their attendant scandals achieve banner headlines" (p. 35).

Moody (1978) reported that the requirement for entrance into any institution of higher education remained the baccalauréat, the most durable feature of French schooling. But this door was no longer narrow: "In 1809, the first year of operation, 32 candidates presented themselves for the test; in June 1976, 325,345 passed; this number represents an increase of 350 percent in the last twenty years" (p. 20).

Wanner (1975) observed that French officials have consistently believed that their national heritage of liberté, égalité, et fraternité
and the general principles of democratic government have their imperatives in the field of education. In many ways French educators had fulfilled this responsibility quite successfully even before existing reforms were implemented. However, the 1960s and the early 1970s have seen in France, as in many other countries, serious challenges to the method of transmitting and passing on this cultural heritage. A root cause of the problem has been the highly selective and elitist nature of French education. Yet the emphasis in French education is gradually changing; consequently, from placing pressure on young people to meet norms anonymously predetermined by ministerial decision, to encouraging school authorities to recognize and respect individual differences and talents and to respond to them in constructive ways. At the same time, every effort is being made to maintain traditionally high standards of teaching and scholarship.

The Baccalauréat and the System of Education in Haiti

As mentioned above, the system of education in Haiti, to a certain extent, was a reproduction of the system of education in France, including the baccalauréat. However, the system of education in Haiti is more conservative than that of France.

Nale (1959), in a study conducted for the U.S. Department of Education, has given some information about the sociocultural situation of Haiti. Important points taken from this document and summarized here are relevant to this study.

Culturally, the people are predominantly French. Traditionally, sons and daughters of Haitian leaders have gone to France for
higher education. Many professional people are graduates of French universities, and French publications predominate in the bookstores. Vacations and travel in France are largely sought, for French culture is respected and looked upon as something to be attained or imitated. Although internally most people speak and understand Creole, French is the official language of instruction. Therefore many children commence their education in a foreign language rather than in their mother tongue (Creole). At the same time, published material in Creole is very limited. Haiti is therefore faced with a situation in which French is the official language; in which reading materials in Creole, the mother tongue of the people, are scarce; and in which the country's geographical area is predominantly Spanish-English speaking.

Secondary education in Haiti is exclusively urban. Dale (1959) reported that "during 1955-56 there were 53 secondary schools with a total enrollment of 11,671 students to serve a population of over three million" (p. 67). Thirty years later, this number had increased to more than 100,000 students. Eligibility for graduation from a lycée is determined by passing the baccalauréat. Dale wrote: "Successfully passing these examinations entitles the graduate to a certificate of completion of secondary studies, sometimes known as the baccalauréat" (p. 69). One of the characteristics of Haitian secondary education was the small number of graduates. According to a report presented by Dale (1959) and statistics of the Department of Education in Haiti, the number of candidates presenting themselves and successfully passing the examination leading to the baccalauréat was low. The ratio
admitted/passed varied from 28 to 51 percent for a period of 35 years (Institut Haitien de Statistique, 1982).

Since 1982 much has been done by the Ministry of Education in Haiti to reform the system of education and to make it more suitable to the needs of the country. Very little of the literature about this reform is available in U.S. libraries. Consequently, most of the literature reviewed for this section is taken from the Haitian libraries.

A pamphlet published by the République d'Haiti, Ministère de l'Éducation Nationale (1985) gave information and statistics which showed the following picture of education in Haiti in 1985:

1. The educational politics of Haiti is defined in the Constitution of 1983 (articles 149-205-206) where it is stated that education is the business of the state. Elementary education is compulsory and is given free by the state. It is also stipulated that the principle of equal opportunity is for everyone, as expressed in the objectives of educational planning.

2. The school year begins in October and ends in June. There are 165 class days.

3. The educational reform is defined in other bylaws such as: (a) bylaw of March 1982 which fixes the statute of the teacher; (b) bylaw of October 1984 reorganizing l'Institut Pédagogique National.

4. The program of study for secondary education required thirty hours a week for the classes of 6e (7th grade) and 5e (8th grade). But thirty-five hours for the classes of 4e (9th grade), 3e (10th grade), 2e (11th grade), 1e or Rhétorique (12th grade), and Philosophie (13th grade). The number of subjects for each grade varied between ten
and thirteen, depending on the grade and the section. The example of Rhétorique section C is given below.

**TABLE 1**

**PROGRAM OF STUDY**

**RHÉTORIQUE, SECTION C**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Hours a Week For the School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>French language and literature</td>
<td>4</td>
</tr>
<tr>
<td>Haitian literature</td>
<td>3</td>
</tr>
<tr>
<td>History and geography</td>
<td>3</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
</tr>
<tr>
<td>English language</td>
<td>3</td>
</tr>
<tr>
<td>Spanish language</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

Tables 2, 3, 4, and 5 present statistics regarding secondary school (République d'Haiti, Ministère de l'Education Nationale, 1984, 1985).

The tables mentioned above indicate that (1) during the period 1976-84 there were in Haiti about ten times more private secondary schools than public secondary schools, (2) the numbers of candidates who succeeded in baccalauréat was less than 50 percent during the last six years, and (3) there were not enough private secondary-school teachers (see tables 2 and 3).

As a consequence of the lack of private secondary school teachers, Dale (1959) observed that secondary school teachers divided
### Table 2

**Number of Haitian Secondary Schools (1976-84)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Public</th>
<th>%</th>
<th>Private</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>199</td>
<td>21</td>
<td>10</td>
<td>178</td>
<td>90</td>
</tr>
<tr>
<td>1977-78</td>
<td>200</td>
<td>22</td>
<td>11</td>
<td>178</td>
<td>89</td>
</tr>
<tr>
<td>1978-79</td>
<td>203</td>
<td>22</td>
<td>11</td>
<td>181</td>
<td>89</td>
</tr>
<tr>
<td>1979-80</td>
<td>205</td>
<td>24</td>
<td>12</td>
<td>181</td>
<td>88</td>
</tr>
<tr>
<td>1980-81</td>
<td>228</td>
<td>24</td>
<td>10</td>
<td>204</td>
<td>89</td>
</tr>
<tr>
<td>1981-82</td>
<td>244</td>
<td>25</td>
<td>10</td>
<td>219</td>
<td>90</td>
</tr>
<tr>
<td>1982-83</td>
<td>290</td>
<td>26</td>
<td>9</td>
<td>264</td>
<td>91</td>
</tr>
<tr>
<td>1983-84</td>
<td>314</td>
<td>26</td>
<td>8</td>
<td>288</td>
<td>92</td>
</tr>
</tbody>
</table>

### Table 3

**Number of Secondary-School Teachers (1976-84)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Public</th>
<th>%</th>
<th>Private</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>3,324</td>
<td>621</td>
<td>19</td>
<td>2,703</td>
<td>81</td>
</tr>
<tr>
<td>1977-78</td>
<td>3,833</td>
<td>645</td>
<td>17</td>
<td>3,188</td>
<td>83</td>
</tr>
<tr>
<td>1978-79</td>
<td>3,873</td>
<td>645</td>
<td>17</td>
<td>3,228</td>
<td>83</td>
</tr>
<tr>
<td>1979-80</td>
<td>3,907</td>
<td>679</td>
<td>17</td>
<td>3,228</td>
<td>83</td>
</tr>
<tr>
<td>1980-81</td>
<td>4,034</td>
<td>730</td>
<td>18</td>
<td>3,304</td>
<td>82</td>
</tr>
<tr>
<td>1981-82</td>
<td>4,239</td>
<td>807</td>
<td>19</td>
<td>3,432</td>
<td>81</td>
</tr>
<tr>
<td>1982-83</td>
<td>5,367</td>
<td>803</td>
<td>15</td>
<td>4,564</td>
<td>85</td>
</tr>
<tr>
<td>1983-84</td>
<td>5,267</td>
<td>990</td>
<td>19</td>
<td>4,277</td>
<td>81</td>
</tr>
</tbody>
</table>
### TABLE 4
**NUMBER OF SECONDARY-SCHOOL STUDENTS (1976-84)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Public</th>
<th>%</th>
<th>Private</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>55,816</td>
<td>13,776</td>
<td>25</td>
<td>2,040</td>
<td>75</td>
</tr>
<tr>
<td>1977-78</td>
<td>72,651</td>
<td>14,458</td>
<td>20</td>
<td>58,193</td>
<td>80</td>
</tr>
<tr>
<td>1978-79</td>
<td>80,860</td>
<td>15,474</td>
<td>19</td>
<td>65,386</td>
<td>81</td>
</tr>
<tr>
<td>1979-80</td>
<td>87,680</td>
<td>18,341</td>
<td>21</td>
<td>69,339</td>
<td>79</td>
</tr>
<tr>
<td>1980-81</td>
<td>96,596</td>
<td>17,293</td>
<td>18</td>
<td>79,303</td>
<td>82</td>
</tr>
<tr>
<td>1981-82</td>
<td>98,570</td>
<td>15,868</td>
<td>16</td>
<td>82,702</td>
<td>84</td>
</tr>
<tr>
<td>1982-83</td>
<td>117,081</td>
<td>19,253</td>
<td>16</td>
<td>97,828</td>
<td>84</td>
</tr>
<tr>
<td>1983-84</td>
<td>134,278</td>
<td>19,376</td>
<td>14</td>
<td>114,902</td>
<td>86</td>
</tr>
</tbody>
</table>

### TABLE 5
**NUMBER OF STUDENTS WHO SAT FOR AND PASSED THE BACCALAUREAT (PART I)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Admitted</th>
<th>Number Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>7,650</td>
<td>1,639</td>
<td>21.4</td>
</tr>
<tr>
<td>1980-81</td>
<td>9,335</td>
<td>2,133</td>
<td>22.8</td>
</tr>
<tr>
<td>1981-82</td>
<td>8,553</td>
<td>3,196</td>
<td>37.4</td>
</tr>
<tr>
<td>1982-83</td>
<td>9,866</td>
<td>4,414</td>
<td>44.7</td>
</tr>
<tr>
<td>1983-84</td>
<td>11,723</td>
<td>2,208</td>
<td>18.8</td>
</tr>
<tr>
<td>1984-85</td>
<td>13,340</td>
<td>3,120</td>
<td>23.4</td>
</tr>
</tbody>
</table>
their time between two or more schools. They were overloaded, they did not belong to any school, and as a result the quality of their teaching decreased. This is in contrast with the situation existing for teachers who staffed the denominational schools. Teachers in these schools regard their teaching duties as full-time career obligations, and hence, they did not divide their time among additional jobs. Thus these schools obtained better results in baccalauréat.

Commenting on the meagerness of the yearly results of the Haitian baccalauréat, Toussaint (1985) observed that the causes of the failure of students in baccalauréat were sought every year after the proclamation of the results by the National Department of Education. He mentioned the following probable reasons for the low rate of success:

1. Lack of control by the National Department of Education
2. Lack of adequate supervision
3. Lack of qualified school principals
4. Lack of qualified teachers
5. Lack of training schools for teachers

Fardin (1984), in his article "La Catastrophe du Bac," stated that the disaster of the bac created many complaints from parents, students, teachers, school principals, and specialists in education. The following reasons have been suggested:

1. Lack of qualified schools
2. Disintegration of the family nucleus
3. Resignation of parents from their responsibilities of raising their children.
4. Lack of qualified teachers
5. Inadequacy of the curriculum to fit the Haitian society
6. Communication problems due to the language of instruction
7. Socioeconomic problems
8. Class overload
9. Inadequate school facilities.

The same author proposed the elimination of the Haitian bac-
calauréat, but, he observed, it should be replaced by another type of
external examination. By and large, he concluded, the baccalauréat was
not the cause for the failure. The cause should be sought in the
Haitian system of education and in the quality of teaching that was
offered to the students.

In spite of criticisms, the baccalauréat remains precious for
Haitian people because of the historical and academic value that they
rightly or wrongly attribute to this system of examination. As a matter
of fact, André Pétion (1910), Minister of Education for the State of
Haiti, in a speech delivered before the Senate and the Parliament,
expressed that the Haitian baccalauréat was an institution which
contributed to enhance and to maintain a high level for the secondary
studies. After the external examinations a certificate of completion
of secondary studies was delivered to the student and it was a
requirement to enter college.

Petit-Frère (1980), in his book L'Education Haitienne en Ques-
tion, cited six characteristics of Haitian education:

1. Inefficiency of educational facilities appropriate to
Haitian milieu
2. Lack of instructional facilities
3. Lack of qualified teachers
4. Lack of adequate administrative structure at different levels
5. Maladjustment of the curriculum
6. Poor methods of teaching.

An article ("Une Annee Scolaire pas comme les Autres," 1986), published in the Haiti Observateur reported that a professor of social sciences whose name was not revealed declared that the Haitian system of education has numerous problems. Speaking about the baccalauréat examinations which sanction the secondary studies in Haiti, he said: "The failure registered every year should not be considered as students' failure, but as the failure of a system of education" (p. 5).

The disastrous results of the baccalauréat registered for the last three decades were the consequences of the system of education. De Ronceray (1979) observed that "one of the major problems of disadvantaged children in Haiti and that affected their academic achievement was the nutritional deficiency" (p. 69).

Berger (1981), in his thesis "Causes et Solution de l'Échec des Élèves au Baccalauréat Haitien," concluded that the following were the causes of failure in the Haitian baccalauréat:

1. Poor nutrition
2. Overloaded curriculum
3. Low wages of teachers
4. Inadequate training of teachers
5. Students' poor characteristics
Vernet (1964) underlined the following indicators of students' failure in the baccalauréat in his article published by Conviction:

1. Poor self-concept and a psychotic fear of examinations
2. Lack of control by the National Department of Education
3. Desire of parents and students to skip some classes in order to finish as soon as possible
4. Inadequacy of the curriculum

Literature Related to the Variables of This Study

A significant amount of literature and research findings relevant to the variables included in this study have been reviewed. The following examples are given:

The Thesaurus Dictionary (1930) defined achievement "a successful action, an act of finishing and completion, the getting through to the end." The concept of achievement is involved in every domain of life, particularly in education. Everyone wants to succeed. One desires to know the factors that contribute to success in school. Research projects deal with achievement. The following examples are related to secondary education.

Polydorides (1984), in "Factors Affecting Student Achievement in Greek Educational System," sought to find what variables affected student achievement the most in order to improve the rate of success. Denoyer (1984) introduced the plan created by Princeton City School District Staff and Parents for monitoring student achievement. Tom (1984) found that when teachers were asked to suggest causes for the successes and failure of students, they cited causes internal to the
student more often for success than failure, and teacher-related causes more frequently for failure than success.

The U.S. Government is very concerned about poor achievement in American schools and calls for nationwide consciousness of the danger and the necessity to seek a solution. Senator Lugar, in a National Forum on Excellence in Education (1983), declared:

Few Americans understand the extent to which our nation is at risk. While our ability to compete on an international scale has diminished, our commitment to national defense and social programs and the costs for such programs have increased. The solution to this general predicament lies in the competition of ideas and ideals and in the maximization of freedom of trade and the laws of comparative advantage. This solution implies reform of the nation's schools. (p. 28)

Al-Thubaiti (1984) selected schools in the western part of Saudi Arabia and found that school social system and family background accounted for 94.3 percent of the variance in academic achievement. Lindemann (1984), in comparing academic environment and student academic achievement, suggested early and longitudinal student evaluation and teacher inservice training programs in order to improve student achievement. Allocca (1985), using school records, questionnaires, interviews, and student attitude measures, explored the factors affecting academic achievement in a large high school. He found the following: (1) school quality, (2) socio-economic background, (3) student's negative attitude, and (4) teacher's background.

In reviewing the literature related to the dependent variable, Successful Completion of Secondary Education, one finds that achievement is frequently correlated with certain independent variables such as: socioeconomic status, curriculum, elementary background, etc. Therefore, the literature related to the independent variables was
reviewed and sources are cited in the following pages.

Gray (1981), in his research project "A Competitive Edge: Examination Results and the Probable Limits of Secondary School Effectiveness," demonstrated that when the social background variable was controlled, school effects on attainment emerge. Students attending the "more effective" secondary schools gained a competitive edge in terms of public examination results. Glossop (1980) found that intelligence and social background related significantly to examination performance.

Maffei (1979), in a national survey of high-school mathematics teachers, reported as causes of recent decline in the mathematics achievement of public high-school students: poor elementary background, poor study habits, and others. He concluded:

(1) Students have a weak mathematical background when they enter high school and poor study habits in high school compound the problem; (2) Minimum academic standards are not set by teachers. Yet, administrators do not encourage teachers to set minimum academic standards; (3) Students are more frequently absent from class than in the past. (p. 3).

The curriculum may have an effect on student achievement. Baylis (1983), comparing the effects of a "block" vs. a "non-block" scheduled developmental semester on student performance, concluded that "Post-test scores showed statistically significant advantages in attitudes, learning behaviors, and learning anxiety for the block group over the non-block group" (p. 4). Eshiwani (1983) identified the following factors as having a negative effect on student performance: "streaming effect, large class size, poor school facilities, the lack of preparation or homework, the lack of sound and efficient leadership in the school administration, the inadequate amount of time allocated..."
to teaching and learning, and teacher characteristics" (p. 31). Parental marital status was a factor in measuring the socioeconomic background of a child. The effect of this factor on student achievement was often disregarded. But the parental marital status might significantly affect student performance. Dawson (1981), in a study which was actually a review of literature, cited research projects that reported the following conclusions:

(1) Children from one-parent households have lower levels of socioeconomical development and academic achievement; (2) Students from two-parent families have higher reading comprehension than do students from one-parent families; (3) Boys are more affected by divorce and manifest more "acting out" behavior than girls; (4) Low income, which is the characteristic of one-parent families, is a factor of poor academic performance. (p. 5)

The socioeconomic background was also considered an indicator of academic performance. Waweru (1982) conducted a research project with the intent of studying the influence of socioeconomic background in pupils' achievement in Embu District, Kenya. Findings indicated that (1) children were more interrupted in their education in rural than in urban areas, and a significant difference in interruption rate in rural areas existed due to socioeconomic factors; (2) children's educational performances were affected either positively or negatively by home living conditions, teachers, and school administration, as well as by parental and student attitudes toward learning; (3) parents' ability to expend money on education was a sign of their economic status; (4) socioeconomic factors had a total influence on educational interruption and consequently affected the performance of the interrupted pupil; and (5) pupil's education could be interrupted by as many as nine separate factors.
It could be deduced that the socioeconomic background of a student may affect his performance in the classroom and on national examinations. Sanguinetti (1983) studied educational production by correlating levels of academic achievement with three independent variables: student's family background, student's mental ability, and school quality. To examine family background and school quality, information was gathered from schools in Argentina, Bolivia, Brazil, Colombia, Mexico, Paraguay, and Peru. Regression analysis of individual students by country, grade, and sex using reading comprehension and science scores revealed a strong correlation between family factors such as parent educational background and academic achievement, but did not show a strong correlation between academic achievement and school factors.

Heyneman and Loxley's (1983) study on the effect of primary-school quality on academic achievement across 29 high- and low-income countries concluded that children who attend primary school in countries with low per capita income earned substantially less after similar amounts of time in school than did pupils in high-income countries. At the same time, the lower the income of the country the weaker the influence of pupils' social status on achievement. Conversely, in low-income countries the effect of school and teacher quality on academic achievement in primary school was comparatively greater. From these data, which were more representative of the world's population of school children than those used in previous studies, it was possible to conclude that the predominant influence on student learning was the quality of the schools and teachers to which children were exposed.
Razikin (1986), in his dissertation "Selected Malaysian Secondary Schools in Social Context: A Secondary Analysis of School Type, Student Background and Teacher Characteristics and Their Influence on Academic Achievement," reported the following major findings: (1) school quality was significantly associated with achievement; (2) student self-motivation was positively and significantly associated with achievement, but daily time spent watching television was found to have a negative effect; (3) father's income, representing socioeconomic status, was significantly associated with achievement; and (4) supportive family relationships also contributed positively toward school performance.

Role of Educational Administrators in High-School Achievement in General and Baccalauréat In Particular

Educational administration might seem to be only remotely related to achievement. However, as the executive agency, the school administration was the essential factor related to academic performance. Although researchers might suggest fine ideas about ways of improving school achievement, if the recommendations are not implemented, the studies are useless. Eshiwani (1983), in a study about factors influencing school achievement in Kenya, stated: "A close examination of schools which consistently perform well will reveal that these are schools with sound and efficient leadership" (p. 34). Honig (1985) said:

The risks of undertaking widespread reforms of education are great, but risks of doing nothing are greater. Educators now face the crucial task of translating general ideas of excellence into widespread improvements in the quality of instruction and student performance. . . . The most important district-
level strategy for school improvement is developing a workable system for holding principals accountable. (pp. 675, 681)

Miles (1953), talking about the administrative implications of reform in the French secondary education, observed that the reform of secondary education for educational administration in France was mainly negative and centered in the paralyzing effects of overcentralization. In educational administration on the secondary level, the local administrator had never been allowed to take the initiative. One consequence of this organization was the limited role the administrative head of a secondary school played. He was inclined to confine his attention to administrative routine and paperwork. The overcentralized system of education in France encouraged a mechanical system of supervision, a static philosophy of education, and a professional complacency that made the process of educational change slow and cumbersome. The French secondary-school administrator should completely review his thinking and his concept of the duties and responsibilities of leadership if French secondary education is to keep pace with the times.

Koeppe (1983), in a study about school board and staff, observed that "to maintain a good school system a school board should expect from its administrators certain attitudes and behaviors, among them the first is: administrators should consider the students' interest above all else" (p. 7). Riester (1984) conducted a research project on the effects of administrative leadership on student achievement and found a positive correlation between the level of program implementation and student achievement. Results showed that achievement gains were greater for schools that put great emphasis on ADL (Achievement Directed Leadership). Purkey and Smith (1982), in their study on school effec-
tiveness, stated: "Two elements in particular appear to be common to effective schools: high expectations for student achievement on the part of school staff members, and strong instructional leadership on the part of the school principal or another staff member."

Summary

This chapter has reviewed literature about the school as well as the environmental effects on educational performance. It has been found that: (1) An external national examination (baccalauréat) where it was administered, might be a good incentive for school performance; (2) school quality might contribute to success in baccalauréat; (3) other factors, like family background, performance in elementary school, and curriculum, might also contribute to the successful completion of the secondary-school leaving examination; and (4) administrative leadership is essential in the implementation of any good recommendation on the behalf of student achievement.
CHAPTER III

METHODOLOGY

Overview

This study was an empirical inquiry. The researcher intended to identify, through a stratified random sample of graduates from the 1984-85 school year, the most important factors affecting successful completion of the baccalauréat in Haiti.

This inferential research made possible, through the analysis of a valid random sample, the statement of some general assumptions applicable to all senior high-school students in Haiti.

An attempt was made to develop and hypothesize the relationships between successful completion of the baccalauréat and different independent variables grouped under the following headings:

1. Personal Characteristics of the Students
2. Family Background
3. School Quality
4. Curriculum

Population and Sample Size

The population used in this study included the 3,120 graduates on Haitian baccalauréat for the 1984-85 school year. The actual sample used for this study consisted of 316 graduates, representing about 10 percent of the whole population.
The sample size was large enough to guarantee a high level of power of .99. Indeed, the criterion of significance was set at the 0.05 level and a conventional value of gamma corresponding to a medium sample ($\sigma = .5$) was specified. Welkowitz, Ewen, and Cohen (1982) maintained that this value is considered meaningful for a situation in which data does not allow for the estimate of an exact value of gamma.

The value of delta corresponding to a power of .99 is ($\sqrt{3.9}$). Therefore, the minimum subjects needed to guarantee a power of .99 would be,

$$V = \left(\frac{\sqrt{3.9}}{.5}\right)^2 = 60.8$$

The sample size is representative of the population as indicated by tables 6-11. These tables show that the distribution of the student sample in the different categories of the schools located in both the capital and the provinces is proportionately close to that of the student population (see map of Haiti, appendix D).

**TABLE 6**

**HAITIAN SECONDARY SCHOOLS DISTRIBUTED IN CATEGORIES (LYCEES AND COLLEGES) AND LOCATIONS (CAPITAL AND PROVINCES)**

<table>
<thead>
<tr>
<th></th>
<th>Whole Set</th>
<th>LYCEES</th>
<th></th>
<th>COLLEGES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Port-au-Prince</td>
<td>County</td>
<td>Province</td>
<td>Total</td>
</tr>
<tr>
<td>192</td>
<td>26</td>
<td>8</td>
<td>18</td>
<td>166</td>
<td>125</td>
</tr>
</tbody>
</table>
TABLE 7
SAMPLE OF HAITIAN SECONDARY SCHOOLS DISTRIBUTED
IN CATEGORIES (LYCEES AND COLLEGES) AND
LOCATIONS (CAPITAL AND PROVINCES)

<table>
<thead>
<tr>
<th>Sample</th>
<th>LYCEES</th>
<th>COLLEGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Port-au-Prince</td>
<td>Port-au-Prince</td>
</tr>
<tr>
<td>Set</td>
<td>Total</td>
<td>County</td>
</tr>
<tr>
<td>76</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

TABLE 8
HAITIAN SECONDARY SCHOOLS DISTRIBUTED IN
PORT-AU-PRINCE COUNTY AND PROVINCES

<table>
<thead>
<tr>
<th>Whole Set</th>
<th>Port-au-Prince County</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>192</td>
<td>133</td>
<td>59</td>
</tr>
<tr>
<td>100%</td>
<td>69%</td>
<td>31%</td>
</tr>
</tbody>
</table>

TABLE 9
SAMPLE OF HAITIAN SECONDARY SCHOOLS DISTRIBUTED
IN PORT-AU-PRINCE COUNTY AND PROVINCES

<table>
<thead>
<tr>
<th>Whole Set</th>
<th>Port-au-Prince County</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>54</td>
<td>21</td>
</tr>
<tr>
<td>100%</td>
<td>72%</td>
<td>28%</td>
</tr>
</tbody>
</table>
TABLE 10
GRADUATES OF HAITIAN BACCALAUREAT (PART I) 1984-85 DISTRIBUTED IN PORT-AU-PRINCE COUNTY AND PROVINCES

<table>
<thead>
<tr>
<th>Whole Set</th>
<th>Port-au-Prince County</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,120</td>
<td>2,683</td>
<td>437</td>
</tr>
<tr>
<td>100%</td>
<td>86%</td>
<td>14%</td>
</tr>
</tbody>
</table>

TABLE 11
SAMPLE OF GRADUATES OF HAITIAN BACCALAUREAT (PART I) 1984-85 DISTRIBUTED IN PORT-AU-PRINCE COUNTY AND PROVINCES

<table>
<thead>
<tr>
<th>Whole Sample</th>
<th>Port-au-Prince County</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>316</td>
<td>267</td>
<td>49</td>
</tr>
<tr>
<td>100%</td>
<td>84%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Instrumentation

The principal sources of information for both the dependent and the independent variables were: (1) the archives of the National Department of Education and (2) records of accredited secondary schools. Access to these documents was given to the researcher by the Directeur Général de l'Enseignement Secondaire et ses Inspecteurs.

The scores obtained by the students in baccalauréat (the dependent variable or criterion measure), and the secondary schools attended by the students were taken from these documents. The baccalauréat examinations are trustworthy and consistent because (1) the exam procedure is consistent--the choice of the tests is done by a commission...
of qualified teachers; and (2) the exams are graded by qualified teachers. To avoid a bias in correction of answer papers, each paper is corrected twice (when a great disparity occurs between the two examiners, a third examiner corrects the paper). The final grade of each student is obtained by computing the arithmetic mean of the two appropriate scores (Cook, 1948).

The data-gathering instruments for the independent variables were questionnaires that were developed and validated for this study. These questionnaires were addressed to three different categories of people:

1. Student's Questionnaire (F1-F4) which contained information about (a) student characteristics; (b) family background; (c) school quality; and (d) curriculum.
2. Principal's questionnaire (S1) which contained information about (a) school quality and (b) curriculum.
3. Teacher's questionnaire (S2) which contained information about (a) school quality and (b) curriculum.

Validity of Responses

Rummel (1964) stated that many times respondents fail to recall information as accurately as they should, or they unconsciously or deliberately exaggerate or grossly underestimate. Some discrepancies may be identified or corrected by checking independent sources.

The independent variables grouped under the headings (1) Personal Characteristics of the Student and (2) Family Background were
double checked where practical through the government and school records.

The variables pertaining to school quality and curriculum were measured through answers given by three different individuals. The final evaluation was the mean of the three answers as illustrated by the figure 1.

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Teacher</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-existent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Poor</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3. Acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Good</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5. Excellent</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Mean \( \frac{2 + 4 + 5}{3} = \frac{11}{3} \approx 3.5 \) round 4

Fig. 1. Evaluation of instructional facilities.

For the student the instructional facilities of the school were poor. For the teacher, they were good. But for the principal who wanted to overestimate his school, they were excellent. But the mean identified the most accurate answer, the instructional facilities were just good.

To test the questionnaires, a sample of four Haitians holding the baccalauréat (Part I and Part II) certificate, students who were attending Andrews University, were utilized for pilot testing. Feedback from them contributed to the improvement of the questionnaires.

Selection of Sample

With the aid of a table of random numbers provided by the computer, a stratified random sampling technique was used to select 500
students with their score from the official record of the National Department of Education of Haiti.

All graduates of baccalauréat (Part I) are expected to attend the Philosophy class or baccalauréat (Part II). Therefore, the researcher expected to meet the selected graduates in the school where they were enrolled during the 1985-86 school year. It is important to mention that all secondary schools in Haiti do not have the class of Philosophy. So, from the official list provided by the National Department of Education, the researcher was able to distribute every student in the school where he/she was attending the Philosophy class.

After the completion of the distribution, the researcher was ready to collect the data for the independent variables through questionnaires and interviews in forty different secondary schools having a philosophy class and located in the county of Port-au-Prince and some provinces.

Collection of Data

To collect data pertaining to independent variables the following procedures were followed:

1. The researcher personally visited each of the selected secondary schools. Questionnaires containing information needed about personal characteristics of the student, family background, characteristics of the school attended in Rhétorique, and curriculum of this school were hand-delivered to the students. Questionnaires containing information needed about characteristics of concerned secondary schools and curriculum of these schools were hand-delivered to the teachers and the principals.
2. The respondents were asked to fill out the questionnaires and return them to the principal. They were personally collected from the principals.

3. The researcher was available either in the office of the principal or in the classroom to clarify any questions on the instrument.

4. In addition to the information provided through the questionnaires, the researcher interviewed the principal and three or four teachers of every school visited.

5. Several follow-up visits were made to secure returns from the respondents. As a result of this persistent effort, 316 completed questionnaires from the students were obtained; answers from 150 teachers (60% of Rhétorique's teachers of the forty schools visited), and forty principals were secured. The 316 students who returned their questionnaires attended the Rhétorique class in seventy-five different secondary schools.

Statistical Treatment

Though the experiment of this study is correlational, the experimental design—which is mostly similar—is shown in figure 2.

The most appropriate design is the Randomized Control Group Post-test-only Design, since there was no pre-test. This includes the last two groups in the Solomon Design which controls for testing as main effect and interaction.

Within the limits of confidence stated by the tests of significance randomization can most suffice without the pretest. Actually almost all the agricultural experiments in the Fisher (1925, 1935) tradition are without pretest. . . . The complex elaborations typical of the Fisher factorial designs can be extended by adding other groups with other Xs. (Campbell, 1963)
Random Group $R\times X$ (Treatment) $O_2$ (Achievement)
Exposed to the independent variable quality school

Random Group $R\ast$ (No Treatment) $O_2$ (Achievement)
Non-exposed to quality control

To be repeated with each IV

Fig. 2. Solomon Design

Since the researcher had no direct control over the variables, a statistical treatment was used. In this study the events measured and manipulated had already occurred. The students had already attended schools, they had learned, and they had already written their examination and received their scores. Thus this research project was quasi-experimental. The Multiple Regression Analysis technique was used. The relationship among the variables was treated as additive. The additional proportion of the total variable was measured in the dependent variable (student's scores in baccalauréat), explained by each independent variable. The value of achievement scores, as the dependent variable was expressed by the relationship $Y = F(x)$, where $F(x)$ was a function of the independent variables on which information was obtained. The Multiple Regression equation gave an estimate of the change expected in the dependent variable as each factor increased by one unit. The stepwise selection was used to identify the predictors of successful completion of baccalauréat.
Hypotheses

For statistical testing the following hypotheses are stated in the null form:

**Hypothesis 1**

There is no simple linear correlation between successful completion of the Haitian baccalauréat—the dependent variable (No. 1)—and each independent variable considered individually, as listed below:

2. Age  
3. Sex  
4. Elementary score  
5. Personal study hours  
6. Student's religion  
7. Health  
8. Location of residence  
9. Parents' marital status  
10. Number of siblings  
11. Father's religion  
12. Mother's religion  
13. Father's education  
14. Mother's education  
15. Father's profession  
16. Mother's profession  
17. Family social class  
18. Family income  
19. Instructional facilities  
20. Student's conveniences  
21. Teacher's conveniences  
22. Administrative facilities  
23. Class size  
24. Homework frequency  
25. Relationship between principal and faculty  
26. Relationship between principal and parent, and between principal and student  
27. Supervision by the principal  
28. Discipline  
29. Management  
30. Homogeneity of academic background  
31. Hours of teaching  
32. Teacher's academic level  
33. Teaching quality  
34. Suitability of the curriculum to the Haitian society  
35. Suitability of the curriculum to the Haitian student  
36. Validity of the curriculum content  
37. Consistency between curriculum content and baccalauréat examination.
Hypothesis 2

There is no significant multiple-linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and a selected subset of the thirty-six independent variables (to be determined by Stepwise Regression).

Hypothesis 3

There is no significant multiple-linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and the following categories of independent variables:

1. Personal characteristics of the student (age, sex, elementary score, personal study hours, student's religion, health)

2. Family background (location of residence, parents' marital status, number of siblings, father's religion, mother's religion, father's education, mother's education, father's profession, mother's profession, family social class, family income)

3. School quality (instructional facilities, student's conveniences, teacher's conveniences, administrative facilities, class size, homework frequency, relationship between principal and faculty, relationship between principal and parents, and between principal and students, supervision by the principal, discipline, management, homogeneity of academic background, hours of teaching, teacher's academic level, teaching quality)

4. Curriculum (suitability of the curriculum to the Haitian society, suitability of the curriculum to the Haitian student, validity
of the curriculum content, and consistency between curriculum content and baccalauréat examination)

Research Question

Among the following categories of predictors:

1. Personal Characteristics of the Student
2. Family Background
3. School Quality
4. Curriculum

which one is the best indicator of success in baccalauréat in Haiti?

Data Analysis

The collected data required for this study were collated and prepared for processing. The data were then analyzed using RMDP2R-stepwise regression program. Details of analyses and findings are given in chapter four.
CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this chapter was to present the findings of the various analyses which were done with the data gathered for the dependent and the independent variables. The objective of this study was to determine whether the thirty-six measures previously identified as independent variables could be used singly or in combination to predict success in baccalauréat in Haiti.

Data Summary

For a better understanding of the significant findings of this study demographic data and information are provided in tables 12 to 17 (for more information as needed, see appendix B).

TABLE 12

DATA PERTAINING TO THE DEPENDENT VARIABLE

<table>
<thead>
<tr>
<th>Range</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalauréat Score (50% - 82%)</td>
<td>(56.29%)</td>
</tr>
</tbody>
</table>
### TABLE 13

DATA PERTAINING TO THE VARIABLES
STUDENT’S PERSONAL CHARACTERISTICS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Range</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Age</td>
<td>(16 - 30)</td>
<td>20</td>
</tr>
<tr>
<td>3. Elementary Score</td>
<td>(50% - 98%)</td>
<td>70%</td>
</tr>
<tr>
<td>5. Study Hours</td>
<td>(1 - 9)</td>
<td>5.41</td>
</tr>
</tbody>
</table>

### TABLE 14

DATA PERTAINING TO THE VARIABLE
NUMBER OF SIBLINGS

<table>
<thead>
<tr>
<th>Number of Siblings</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 - 2)</td>
<td>38</td>
</tr>
<tr>
<td>(3 - 4)</td>
<td>96</td>
</tr>
<tr>
<td>(5 and more)</td>
<td>182</td>
</tr>
<tr>
<td>Total of Respondents</td>
<td>316</td>
</tr>
</tbody>
</table>

### TABLE 15

DATA PERTAINING TO THE VARIABLE
PARENTS’ EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>15</td>
<td>44</td>
</tr>
<tr>
<td>Elementary</td>
<td>101</td>
<td>138</td>
</tr>
<tr>
<td>Secondary</td>
<td>138</td>
<td>97</td>
</tr>
<tr>
<td>College</td>
<td>55</td>
<td>32</td>
</tr>
<tr>
<td>Total*</td>
<td>311</td>
<td>309</td>
</tr>
</tbody>
</table>
TABLE 16
DATA PERTAINING TO THE VARIABLE
PARENTS' PROFESSION

<table>
<thead>
<tr>
<th></th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physician</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2. Teacher</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>3. Lawyer</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>4. Manager</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>5. Pastor</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>6. Businessman</td>
<td>31</td>
<td>--</td>
</tr>
<tr>
<td>Petty Trading Woman</td>
<td>--</td>
<td>127</td>
</tr>
<tr>
<td>7. Government Worker</td>
<td>73</td>
<td>24</td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craftsman/woman</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Farmer</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>Nurse</td>
<td>--</td>
<td>10</td>
</tr>
<tr>
<td>Military</td>
<td>7</td>
<td>--</td>
</tr>
<tr>
<td>Engineer</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Unspecified</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total*</td>
<td>297</td>
<td>284</td>
</tr>
</tbody>
</table>

TABLE 17
DATA PERTAINING TO THE VARIABLE
RESIDENCE LOCATION

<table>
<thead>
<tr>
<th></th>
<th>Port-au-Prince County</th>
<th>Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>257</td>
<td>59</td>
</tr>
</tbody>
</table>

School Quality

Variables pertaining to this cluster were measured through information given by 316 students, 150 teachers, and forty principals.

*Notice a difference in the number of respondents due to omissions in the questionnaire. For instance, students raised by single parents filled the information for only one parent.
on a five-point scale basis. For mean and standard deviation of each variable see appendix B.

Curriculum

Variables pertaining to the curriculum cluster were also evaluated through information given by 316 students, 150 teachers, and forty principals on the five-point scale basis. For mean and standard deviation see appendix B.

All respondents were asked to comment on the validity of the curriculum. A summary of the answers given by ninety percent of the respondents is reported below:

The respondents observed:

1. The secondary curriculum in Haiti was out-of-date and needed to be changed.

2. The Ministry of Education in Haiti have to develop a new curriculum, in order to make it suitable to the needs of the country. The curriculum and the system of education has a great impact on the poor results in the Haitian baccalauréat.

3. Among the changes expected, they cited:
   a. Changes in the number of subjects
   b. Changes in the number of options
   c. Changes in the system of supervision by the Department of Education to ensure uniformity in the implementation of the curriculum

Data Analysis

The BMDP2R Stepwise Regression program was used to determine:

1. The correlation between the dependent variable and each
independent variable considered individually

2. The significance of the correlation existing between the dependent variable and a selected subset of independent variables

3. The relationship between the dependent variable and each of the following categories of independent variables: (1) Personal Characteristics of the Student, (2) Family Background, (3) School Quality, and (4) Curriculum

4. Which of the above categories can be considered as the best indicator of success in baccalauréat in Haiti

Section I

Hypothesis 1

There is no simple linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and each of the independent variables considered individually.

In the first step the zero-order matrix (table 18) was considered. It showed that the thirty-six independent variables were either positively or negatively correlated with student score in the Haitian baccalauréat, the criterion measure.

To facilitate the computer analysis, the variables 6, 9, 11, 12, 15, and 16 are divided into subsets as appeared in the questionnaires (see appendix A). These sets of variables were presented in all tables of this chapter as follows:

6. Student's religion
   a. Catholic
   b. Protestant
   c. Adventist
   d. Other
<table>
<thead>
<tr>
<th>Predictor Variables</th>
<th>Strength of Correlation with Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.314</td>
</tr>
<tr>
<td>Sex</td>
<td>-0.042</td>
</tr>
<tr>
<td>Elementary score</td>
<td>0.231</td>
</tr>
<tr>
<td>Study hours</td>
<td>-0.140</td>
</tr>
<tr>
<td>Student's religion</td>
<td></td>
</tr>
<tr>
<td>a. Catholic</td>
<td>0.140</td>
</tr>
<tr>
<td>b. Protestant</td>
<td>-0.095</td>
</tr>
<tr>
<td>c. Adventist</td>
<td>-0.061</td>
</tr>
<tr>
<td>d. Other</td>
<td>0.016</td>
</tr>
<tr>
<td>Health</td>
<td>0.067</td>
</tr>
<tr>
<td>Residence location</td>
<td>0.190</td>
</tr>
<tr>
<td>Parents' marital status</td>
<td></td>
</tr>
<tr>
<td>a. Married</td>
<td>0.044</td>
</tr>
<tr>
<td>b. Separated</td>
<td>-0.103</td>
</tr>
<tr>
<td>c. Divorced</td>
<td>0.083</td>
</tr>
<tr>
<td>Number of siblings</td>
<td>-0.175</td>
</tr>
<tr>
<td>Father's religion</td>
<td></td>
</tr>
<tr>
<td>a. Catholic</td>
<td>0.045</td>
</tr>
<tr>
<td>b. Protestant</td>
<td>-0.099</td>
</tr>
<tr>
<td>c. Adventist</td>
<td>-0.013</td>
</tr>
<tr>
<td>d. Other</td>
<td>0.105</td>
</tr>
<tr>
<td>Mother's Religion</td>
<td></td>
</tr>
<tr>
<td>a. Catholic</td>
<td>0.048</td>
</tr>
<tr>
<td>b. Protestant</td>
<td>-0.053</td>
</tr>
<tr>
<td>c. Adventist</td>
<td>-0.010</td>
</tr>
<tr>
<td>d. Other</td>
<td>0.036</td>
</tr>
<tr>
<td>Father's education</td>
<td>0.216</td>
</tr>
<tr>
<td>Mother's education</td>
<td>0.208</td>
</tr>
<tr>
<td>Father's profession</td>
<td></td>
</tr>
<tr>
<td>a. Physician</td>
<td>0.106</td>
</tr>
<tr>
<td>b. Teacher</td>
<td>-0.005</td>
</tr>
<tr>
<td>c. Lawyer</td>
<td>-0.006</td>
</tr>
<tr>
<td>d. Manager</td>
<td>-0.037</td>
</tr>
<tr>
<td>e. Pastor</td>
<td>-0.032</td>
</tr>
<tr>
<td>f. Businessman</td>
<td>0.114</td>
</tr>
<tr>
<td>g. Government worker</td>
<td>0.017</td>
</tr>
<tr>
<td>h. Other</td>
<td>-0.054</td>
</tr>
<tr>
<td>Mother's profession</td>
<td></td>
</tr>
<tr>
<td>a. Physician</td>
<td>0.112</td>
</tr>
<tr>
<td>b. Teacher</td>
<td>0.048</td>
</tr>
<tr>
<td>c. Lawyer</td>
<td>0.159</td>
</tr>
<tr>
<td>d. Manager</td>
<td>0.165</td>
</tr>
</tbody>
</table>

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Student's family's social class</td>
<td>0.102</td>
</tr>
<tr>
<td>18. Student's family income</td>
<td>0.201</td>
</tr>
<tr>
<td>19. Instructional facilities</td>
<td>0.373</td>
</tr>
<tr>
<td>20. Student's conveniences</td>
<td>0.286</td>
</tr>
<tr>
<td>21. Teacher's conveniences</td>
<td>0.347</td>
</tr>
<tr>
<td>22. Administrative facilities</td>
<td>0.189</td>
</tr>
<tr>
<td>23. Class size</td>
<td>0.089</td>
</tr>
<tr>
<td>24. Homework frequency</td>
<td>0.106</td>
</tr>
<tr>
<td>25. Principal's relationship with the faculty</td>
<td>0.171</td>
</tr>
<tr>
<td>26. Principal's relationship with parents and students</td>
<td>0.068</td>
</tr>
<tr>
<td>27. Supervision by the principal</td>
<td>0.185</td>
</tr>
<tr>
<td>28. Discipline</td>
<td>0.100</td>
</tr>
<tr>
<td>29. Management</td>
<td>0.199</td>
</tr>
<tr>
<td>30. Homogeneity of academic background</td>
<td>0.112</td>
</tr>
<tr>
<td>31. Hours of teaching</td>
<td>0.162</td>
</tr>
<tr>
<td>32. Teacher's academic level</td>
<td>0.271</td>
</tr>
<tr>
<td>33. Teaching quality</td>
<td>0.191</td>
</tr>
<tr>
<td>34. Suitability of the curriculum content to the Haitian society</td>
<td>0.193</td>
</tr>
<tr>
<td>35. Suitability of the curriculum content to the Haitian student</td>
<td>0.174</td>
</tr>
<tr>
<td>36. Validity of the curriculum content</td>
<td>0.266</td>
</tr>
<tr>
<td>37. Consistency between the curriculum content and the baccalauréat examination</td>
<td>0.146</td>
</tr>
</tbody>
</table>

9. Parents' marital status
   a. Married
   b. Separated
   c. Divorced

11. Father's religion
   a. Catholic
   b. Protestant
   c. Adventist
   d. Other

12. Mother's Religion
   a. Catholic
   b. Protestant
   c. Adventist
   d. Other
15. Father's profession
   a. Physician
   b. Teacher
   c. Lawyer
   d. Manager
   e. Pastor
   f. Businessman
   g. Government worker
   h. Other

16. Mother's profession
   a. Physician
   b. Teacher
   c. Lawyer
   d. Manager
   e. Pastor
   f. Businesswoman (petty trading woman)
   g. Government worker
   h. Other

The following variables: elementary school, residence location, father's education, mother's education, student's family income, instructional facilities, student's conveniences, teacher's conveniences, administrative facilities, supervision, management, teacher's academic level, teaching quality, suitability of the curriculum content to the Haitian society, and validity of the curriculum content showed relatively important positive correlation with the criterion variable, success in the Haitian baccalauréat. Instructional facilities (va. 19) and teacher's conveniences (va. 21) exhibited the highest positive correlation (.373) and (.347) with the criterion. But the variables of age and study hours have relatively the most important negative correlation indicated by table 18. They were $r_2 = -.314$ and $r_5 = -.140$. The negative correlation between age and success in the baccalauréat denoted that the age and success variables in the Haitian baccalauréat were inversely proportionate. The younger the student was, the better chance he had
to succeed. In the sample, ages vary between 16 and 30. The youngest students got the highest scores. Incidentally, the highest score (82%) found in the sample was scored by an 18-year-old student. The negative correlation between study hours and success in the Haitian baccalauréat needs to be underscored also. It appeared that the more the student studied the less he scored. Although personal study is a very important fact in the learning process, yet in the findings of this research project it was evident that study time was inversely correlated with student's achievement. These facts are discussed further in chapter five.

It has been stated so far that all independent variables were correlated with the criterion variable—achievement in the Haitian baccalauréat. However, how significant were these correlations?

Test of Significance

To test the significance of each independent variable, the data of Stepwise Regression step no. 0 has been used (table 19). The F table for df = 298 at 0.05 level gave F = 3.89. So any variable for which F 3.89 was not significant, and the first null hypothesis was retained at the 0.05 level; otherwise it was rejected. Consequently, the variables of sex, student's religion, health, parents' marital status, father's religion, mother's religion, father's profession, mother's profession, student's family's social class, class size, homework frequency, principal's relationship with parents and students, and discipline exhibited an F 3.89. Therefore they were not significantly correlated to the dependent variable. The variables of homogeneity of academic background (F = 3.81) and suitability of the curriculum to the
<table>
<thead>
<tr>
<th>Variables</th>
<th>Correlation</th>
<th>R²</th>
<th>F</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Age</td>
<td>-0.314</td>
<td>0.098</td>
<td>32.45</td>
<td>0.000</td>
</tr>
<tr>
<td>3. Sex</td>
<td>-0.042</td>
<td>0.002</td>
<td>0.53</td>
<td>0.468</td>
</tr>
<tr>
<td>4. Elementary score</td>
<td>0.230</td>
<td>0.053</td>
<td>16.74</td>
<td>0.000</td>
</tr>
<tr>
<td>5. Study hours</td>
<td>-0.140</td>
<td>0.019</td>
<td>5.97</td>
<td>0.015</td>
</tr>
<tr>
<td>6. Students' religion</td>
<td>0.149</td>
<td>0.022</td>
<td>1.68</td>
<td>0.154</td>
</tr>
<tr>
<td>7. Health</td>
<td>0.067</td>
<td>0.004</td>
<td>1.35</td>
<td>0.246</td>
</tr>
<tr>
<td>8. Residence location</td>
<td>0.189</td>
<td>0.036</td>
<td>11.07</td>
<td>0.001</td>
</tr>
<tr>
<td>9. Parents' marital status</td>
<td>0.127</td>
<td>0.016</td>
<td>1.63</td>
<td>0.182</td>
</tr>
<tr>
<td>10. Number of siblings</td>
<td>-0.176</td>
<td>0.031</td>
<td>9.55</td>
<td>0.002</td>
</tr>
<tr>
<td>11. Father's religion</td>
<td>0.141</td>
<td>0.020</td>
<td>1.50</td>
<td>0.202</td>
</tr>
<tr>
<td>12. Mother's religion</td>
<td>0.069</td>
<td>0.005</td>
<td>0.35</td>
<td>0.843</td>
</tr>
<tr>
<td>13. Father's education</td>
<td>0.216</td>
<td>0.047</td>
<td>14.56</td>
<td>0.000</td>
</tr>
<tr>
<td>14. Mother's education</td>
<td>0.208</td>
<td>0.043</td>
<td>13.49</td>
<td>0.000</td>
</tr>
<tr>
<td>15. Father's profession</td>
<td>0.171</td>
<td>0.029</td>
<td>1.10</td>
<td>0.363</td>
</tr>
<tr>
<td>16. Mother's profession</td>
<td>0.285</td>
<td>0.081</td>
<td>3.19</td>
<td>0.002</td>
</tr>
<tr>
<td>17. Student's family social class</td>
<td>0.102</td>
<td>0.010</td>
<td>3.15</td>
<td>0.077</td>
</tr>
<tr>
<td>18. Student's family income</td>
<td>0.201</td>
<td>0.044</td>
<td>12.47</td>
<td>0.000</td>
</tr>
<tr>
<td>19. Instructional facilities</td>
<td>0.373</td>
<td>0.139</td>
<td>47.89</td>
<td>0.000</td>
</tr>
<tr>
<td>20. Student's conveniences</td>
<td>0.286</td>
<td>0.082</td>
<td>26.44</td>
<td>0.000</td>
</tr>
<tr>
<td>21. Teacher's conveniences</td>
<td>0.347</td>
<td>0.120</td>
<td>40.74</td>
<td>0.000</td>
</tr>
<tr>
<td>22. Administrative facilities</td>
<td>0.189</td>
<td>0.036</td>
<td>11.03</td>
<td>0.001</td>
</tr>
<tr>
<td>23. Class size</td>
<td>0.089</td>
<td>0.008</td>
<td>2.38</td>
<td>0.124</td>
</tr>
<tr>
<td>24. Homework frequency</td>
<td>0.106</td>
<td>0.011</td>
<td>3.40</td>
<td>0.066</td>
</tr>
<tr>
<td>25. Principal's relationship with faculty</td>
<td>0.171</td>
<td>0.029</td>
<td>8.98</td>
<td>0.003</td>
</tr>
<tr>
<td>26. Principal's relationship with parents &amp; students</td>
<td>0.068</td>
<td>0.005</td>
<td>1.39</td>
<td>0.240</td>
</tr>
<tr>
<td>27. Supervision by the principal</td>
<td>0.185</td>
<td>0.034</td>
<td>10.35</td>
<td>0.001</td>
</tr>
<tr>
<td>28. Discipline</td>
<td>0.100</td>
<td>0.010</td>
<td>3.03</td>
<td>0.083</td>
</tr>
<tr>
<td>29. Management</td>
<td>0.199</td>
<td>0.039</td>
<td>12.23</td>
<td>0.001</td>
</tr>
<tr>
<td>30. Homogeneity of academic background</td>
<td>0.112</td>
<td>0.012</td>
<td>3.81</td>
<td>0.052</td>
</tr>
<tr>
<td>31. Hours of teaching</td>
<td>0.162</td>
<td>0.026</td>
<td>8.01</td>
<td>0.005</td>
</tr>
<tr>
<td>32. Teacher's academic level</td>
<td>0.277</td>
<td>0.076</td>
<td>24.66</td>
<td>0.000</td>
</tr>
<tr>
<td>33. Teaching quality</td>
<td>0.191</td>
<td>0.036</td>
<td>11.29</td>
<td>0.001</td>
</tr>
<tr>
<td>34. Suitability of the curriculum to the Haitian society</td>
<td>0.113</td>
<td>0.013</td>
<td>3.83</td>
<td>0.051</td>
</tr>
<tr>
<td>35. Suitability of the curriculum to the Haitian student</td>
<td>0.174</td>
<td>0.030</td>
<td>9.27</td>
<td>0.003</td>
</tr>
<tr>
<td>36. Validity of the curriculum content</td>
<td>0.266</td>
<td>0.070</td>
<td>22.65</td>
<td>0.000</td>
</tr>
<tr>
<td>37. Consistency between the content and the baccalauréat exam</td>
<td>0.146</td>
<td>0.021</td>
<td>6.46</td>
<td>0.012</td>
</tr>
</tbody>
</table>
Haitian society ($F = 3.83$) were close to significance. But the other twenty-one variables: age (va. 2), elementary score (va. 4), study hours (va. 5), residence location (va. 8), number of siblings (va. 10), father's education (va. 13), mother's education (va. 14), student's family income (va. 18), instructional facilities (va. 19), student's conveniences (va. 20), teacher's conveniences (va. 21), administrative facilities (va. 22), principal's relationship with faculty (va. 2), supervision by the principal (va. 27), management (va. 29), hours of teaching (va. 31), teacher's academic level (va. 32), teaching quality (va. 33), suitability of the curriculum content to the Haitian student (va. 35), validity of the curriculum content (va. 36), and consistency between curriculum content and the baccalauréat (va. 37) were significantly correlated to the criterion variable. That meant they affected positively or negatively students' scores in the Haitian baccalauréat.

But how meaningful was that effect? It depended on the $R^2$ value. Their $R$ value varied from 0.02 to 0.14. So the highest predictor, instructional facilities, was able to predict only 14 percent of achievement score in baccalauréat. The smallest predictor was able to predict only 2 percent of achievement score in baccalauréat.

Yet all these predictors mentioned above were intercorrelated (correlation matrix, appendix B). Thus it was difficult to evaluate at this stage the meaning and the strength of these predictors. A selection of the "best" indicators of success in the Haitian baccalauréat was necessary.

Pedhazur (1982) stated:
Because many of the variables used in the behavioral sciences are intercorrelated it is often necessary and useful to select from a pool of variables a smaller set which will be as efficient as the entire set for the purpose of prediction. When the aim is to select variables so that the "best" regression equation is obtained various selection procedures may be used. (p. 150)

The Stepwise Selection has been used for this study.

Section II

Hypothesis 2

There is no significant multiple-linear correlation between successful completion of the Haitian baccalauréat--the dependent variable--and a selected subset of the thirty-six independent variables (to be determined by Stepwise Regression).

To determine which variables should be selected among the thirty-six independent variables, the data were submitted to the Stepwise Multiple Regression Program, BMDP2R.

Variables were added and retained as long as they exhibited an F ratio value greater than 4.00 at approximately .05 level of significance. All possible variables were added until no entering variable could produce an F ratio higher than 4.00. The following eight variables were selected: age (va. 2), elementary score (va. 4), study hours (va. 5), residence location (va. 8), mother's profession (va. 16), instructional facilities (va. 19), teacher's conveniences (va. 21), and discipline (va. 28). Hypothesis 2 was rejected for these variables at .05 level. The importance of these predictors was determined by the percentage of success they can predict or the $R^2$. As illustrated by table 20 (change in $R$-squared), all those variables had fair $R$-squared value ranging from .009 to .139.
TABLE 20

STEPWISE REGRESSION SUMMARY TABLE

<table>
<thead>
<tr>
<th>Variables Entered</th>
<th>Multiple R-Squared</th>
<th>Change in R-Squared</th>
<th>F -to Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Instructional facilities</td>
<td>0.139</td>
<td>0.139</td>
<td>47.89</td>
</tr>
<tr>
<td>2. Age</td>
<td>0.173</td>
<td>0.034</td>
<td>30.99</td>
</tr>
<tr>
<td>4. Elementary score</td>
<td>0.195</td>
<td>0.023</td>
<td>23.94</td>
</tr>
<tr>
<td>16. Mother's profession</td>
<td>0.257</td>
<td>0.062</td>
<td>9.05</td>
</tr>
<tr>
<td>21. Teacher's conveniences</td>
<td>0.282</td>
<td>0.024</td>
<td>9.35</td>
</tr>
<tr>
<td>28. Discipline</td>
<td>0.297</td>
<td>0.015</td>
<td>9.27</td>
</tr>
<tr>
<td>8. Residence location</td>
<td>0.309</td>
<td>0.012</td>
<td>9.09</td>
</tr>
<tr>
<td>5. Study hours</td>
<td>0.318</td>
<td>0.009</td>
<td>8.83</td>
</tr>
</tbody>
</table>

All of them had significant F ratios. Those F ratios, however, ranged between 8.83 and 47.89. Study hours (va. 5) had the lowest F ratio and instructional facilities had the highest F ratio. The change in R-squared value ranged from .009 to .139. These important changes in R-squared shown in table 20 indicated that those variables were intercorrelated. The intercorrelation affected the proportion each predictor variable might explain. Indeed the correlation matrix (Appendix R) indicated moderate correlations between the eight selected variables. For instance, instructional facilities and age exhibited an intercorrelation of \( r = -0.38 \) which meant that the success in baccalauréat explained by the factor of age was also explained by the instructional facilities available in the school attended by younger students and vice versa. In the same way, instructional facilities and teacher's conveniences exhibited an intercorrelation of \( r = 0.60 \), which explained that schools provided with good facilities were those that furnished good teacher's conveniences. The above examples proved that...
those variables overlapped one another. On the basis of the statistics in table 20, it might be said that among the thirty-six independent variables the eight selected variables cited above were factors contributing to success in the Haitian *baccalauréat*.

**Analysis of the Multiple Regression Equations**

An analysis of the multiple regression equations of the model given by the eight selected variables explained more about the meaning of the predictor variables. The following formulas and applications relate to (table 21):

\[
Y_1 = a + b_1x_1 + b_2x_2 + b_3x_3 \ldots h_{mxm}
\]

\[
Y_1 = 48.56 + 1.46x_1 + (-0.37)x_2 + 0.13x_3 \ldots + (-0.30)x_9
\]

\[
Z_1 = b_1Z_1 + b_2Z_2 \ldots b_{mxm}
\]

\[
Z_1 = 0.19Z_1 + (-0.15)Z_2 + 0.16Z_3 \ldots + (-0.09)Z_9
\]

The first equation with coefficient "bs" indicated a regression predicting raw scores. The coefficient \(b_1 = 1.46\) signified that if \(x\) increased by one unit, \(Y_1\) increased by 1.46 units. That meant any improvement of one unit in instructional facilities would produce an increase of about 1.5 units of success in *baccalauréat*. In other words the prediction of *baccalauréat* through an improvement of instructional facilities was possible. The probability that this occurred by chance is only .005.

The second equation indicated predictions of standardized scores. The greater the \(\beta\) was the more significant the predictor was. Instructional facilities (va. 19) exhibited also the highest \(\beta\) in table 21 (\(\beta = 0.197\)). So the instructional facilities variable was the most
important factor in this combination to predict successful completion of the Haitian baccalauréat.

An evaluation of the other selected variables permitted the following inferences:

1. Age ($b = -0.378; \beta = -0.156$). This variable was a predictor of success in baccalauréat, but as mentioned in the preceding section, it was inversely proportionate to students' achievement in baccalauréat.

---

**TABLE 21**

**STEPWISE REGRESSION EQUATION**

<table>
<thead>
<tr>
<th>Variables</th>
<th>(Y - Intercept 48.56)</th>
<th>Std. Reg. Coefficient (b)</th>
<th>Coefficient ($\beta$)</th>
<th>F</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Instructional facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Age</td>
<td>-0.378</td>
<td>-0.156</td>
<td>7.36</td>
<td>0.007</td>
<td></td>
</tr>
<tr>
<td>4. Elementary score</td>
<td>0.135</td>
<td>0.167</td>
<td>10.40</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>16. Mother's Profession:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Physician</td>
<td>7.758</td>
<td></td>
<td>7.758</td>
<td>0.074</td>
<td></td>
</tr>
<tr>
<td>b. Teacher</td>
<td>-1.339</td>
<td>-0.058</td>
<td>-1.339</td>
<td>0.065</td>
<td></td>
</tr>
<tr>
<td>c. Lawyer</td>
<td>12.934</td>
<td>0.175</td>
<td>12.934</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>d. Manager</td>
<td>9.320</td>
<td>0.126</td>
<td>9.320</td>
<td>0.022</td>
<td></td>
</tr>
<tr>
<td>e. Pastor</td>
<td>-0.220</td>
<td>-0.002</td>
<td>-0.220</td>
<td>0.175</td>
<td></td>
</tr>
<tr>
<td>f. Petty trading woman</td>
<td>-0.578</td>
<td>-0.047</td>
<td>-0.578</td>
<td>0.126</td>
<td></td>
</tr>
<tr>
<td>g. Govt. worker</td>
<td>-0.904</td>
<td>-0.040</td>
<td>-0.904</td>
<td>0.022</td>
<td></td>
</tr>
<tr>
<td>h. Other</td>
<td>1.020</td>
<td>0.065</td>
<td>1.020</td>
<td>0.065</td>
<td></td>
</tr>
<tr>
<td>21. Teacher's conveniences</td>
<td>1.321</td>
<td>0.205</td>
<td>10.08</td>
<td>0.002</td>
<td></td>
</tr>
<tr>
<td>28. Discipline</td>
<td>-0.726</td>
<td>-0.143</td>
<td>-0.726</td>
<td>0.143</td>
<td></td>
</tr>
<tr>
<td>8. Residence location</td>
<td>1.896</td>
<td>0.121</td>
<td>5.32</td>
<td>0.022</td>
<td></td>
</tr>
<tr>
<td>5. Study hours</td>
<td>-0.305</td>
<td>-0.099</td>
<td>-0.305</td>
<td>0.049</td>
<td></td>
</tr>
</tbody>
</table>
The youngest students performed better in Rhétorique. The ages of students who earned the highest scores ranged from sixteen to eighteen.

2. Elementary score ($b = 0.135; \beta = 0.167$). These figures meant that elementary studies have a great positive impact on secondary-school student's achievement. The students who achieved well in elementary school had a greater chance of success in Rhétorique.

3. Mother's profession. This variable selected through Stepwise Regression (Step 4) with an F ratio = 9.05 and $R^2 = .257$ was not expected. Indeed, this variable, when it was analyzed individually, appeared to be insignificant (table 19). But in combination with the eight independent variables it was selected as an important factor of success in baccalauréat. The Regression Equation (table 21) introduced the findings that the mother's profession contributed positively to students' success in Rhétorique: (1) Physician ($b = 7.758; \beta = 0.074$), (2) Lawyer ($b = 12.934; \beta = 0.175$), (3) Manager ($b = 9.320; \beta = 0.126$), Other ($b = 1.021; \beta = 0.065$). The students whose mothers had a liberal profession that allowed them to manage their time and to share it between their job and their children performed well in baccalauréat. Contrariwise, the following mothers' professions contributed negatively to students' success in Rhétorique: (1) Teacher ($b = -1.339; \beta = -0.058$), (2) Pastor ($b = -0.220; \beta = -0.002$), and (3) Government Worker ($b = 0.904; \beta = -0.040$). This meant that students whose mothers had a profession that required a rigid and busy schedule which did not allow them to have enough time for their home did not perform well in baccalauréat. The P-value was 0.001, which indicated that the probability that these findings occurred by chance was less than one in one.
thousand. However, it might be observed that it was not a causation
effect. Lahey (1983) said, "When interpreting correlational data, we
must remember that a relationship between two variables does not mean
that one causes the other. We must be very careful not to misinterpret
correlational findings" (p. 5). So the above findings did not prove
that mothers with liberal professions caused their children to succeed
and those with professions that required more rigid schedules caused
their children to fail. Yet these correlational findings provided a new
opportunity to think about the role of the mother at home and her impact
upon the children's education in general and their achievement at school
in particular.

4. Teacher's conveniences ($b = 1.321; \beta = 0.205$). This
variable was another very important factor of success in Rhétorique
related to school quality. Good working conditions for the teachers
enhanced students' achievement in baccalauréat. In this study (see
table 19) it was the predictor with the highest $R^2$ after instructional
facilities (va. 19). In the Regression Equation it was also the one
with the highest standard regression coefficient ($\beta = 0.205$).

5. Discipline ($b = -0.726; \beta = -0.143$). This variable was
another factor that contributed negatively to the successful completion
in the Haitian baccalauréat. These findings were not expected.
Discipline is an important factor of success. But these research
findings showed that too much discipline might be harmful. Senior
students who have to pass an external examination should have a certain
freedom to study and to manage their schedule. At least three weeks
before the examinations the student should be free from class attendance.
6. Residence location ($b = 1.896; \beta = 0.121$). Students who resided in the capital and its county performed better than those who attended classes in the provinces where fewer facilities were provided. Such findings were consistent with the fact that instructional facilities had the highest correlation with the criterion variable.

7. Study hours ($b = -0.305; \beta = -0.099$). It was the less important selected variable but negatively correlated with the criterion. These negative values of $b$ and $\beta$ indicated that study was relatively inversely proportionate to success in Rhétorique. This was another unexpected finding. Teachers usually advise their students to study a lot in order to succeed, and—of course—to learn the students should study. But these findings revealed that too much study might be harmful. The students who earned the best grades in this research reported having studied between one and four hours a day, whereas the range study hours was one to nine.

The purpose of Section II was to determine which of the thirty-six predictor variables correlated significantly with the criterion, when all predictors were considered. What would happen if each category was considered when the other categories were controlled? Could the same results be found? It was the purpose of the following section to answer this question.

Section III

Hypothesis 3

There is no significant multiple linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and the following categories of independent variables:
1. Personal Characteristics of the Student* \((N_1 = 316)\)
2. Family Background* \((N_2 = 299)\)
3. School Quality* \((N_3 = 316)\)
4. Curriculum* \((N_4 = 316)\)

The thirty-six predictor variables were analyzed within the categories to which they belong, namely: (1) personal characteristics of the student, (2) family background, (3) school quality, (4) curriculum. The purpose of this statistical analysis was to determine how the variables, in combination, selected for each of those categories predicted success in the Haitian baccalauréat.

**Category 1: Personal Characteristics of the Student**

Of the six predictor variables in the student characteristics cluster, only three appeared to be significantly correlated when analyzed by the Stepwise Regression Program (table 22). Those were: age (va. 2), elementary score (va. 4), and study hours (va. 5). Consequently, for these variables the null hypothesis was rejected at the .05 point level. It was interesting to note that the same three variables of category one were selected when the thirty-six variables were considered as a single group. But when the variables of other categories were controlled the R-squared values were higher. The reason for these differences was because these variables were intercorrelated with other variables included in other categories; for instance, age and residence

*Notice that the sample \((N)\) was less, in category two, than in the others, due to some omissions from the questionnaire. For instance, students raised by single-parents filled out the information for only one parent.
TABLE 22
CATEGORY 1. STEPWISE REGRESSION
SUMMARY TABLE

<table>
<thead>
<tr>
<th>Variables Entered</th>
<th>Multiple R-Squared</th>
<th>Change in R-Squared</th>
<th>F-to Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Age</td>
<td>0.102</td>
<td>0.102</td>
<td>35.64</td>
</tr>
<tr>
<td>4. Elementary score</td>
<td>0.149</td>
<td>0.047</td>
<td>27.33</td>
</tr>
<tr>
<td>5. Study hours</td>
<td>0.167</td>
<td>0.018</td>
<td>20.86</td>
</tr>
</tbody>
</table>

(intercorrelation $r = -0.21$), and age and instructional facilities (intercorrelation $r = -0.38$; appendix B), to mention only two. Table 23 provides the necessary information to write the MR Equations which appear below:

\[
Y_1 = a + bx
\]

\[
Y_1 = 60.71 + (-0.0716)X_1 + 0.17 X_2 + (-0.42) X_3
\]

\[
Z_1 = bZ
\]

\[
Z_1 = (-0.290)Z_1 + 0.213 Z_2 + (-0.136)Z_3
\]

As observed in the preceding section the MR Equations showed that the younger students performed better in baccalauréat. Good students in elementary school performed well in baccalauréat. Too many hours of study decreased the chance of success in Rhétorique.

Category 2: Family Background

The Family Background category consisted of eleven independent variables. Of the eleven predictor variables only three have been selected by Stepwise Regression Analysis (table 24). They were: father's
TABLE 23
CATEGORY 1. STEPWISE REGRESSION EQUATION

(Y - Intercept 60.71)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient (b)</th>
<th>Coefficient (B)</th>
<th>F</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Age</td>
<td>-0.716</td>
<td>-0.290</td>
<td>31.09</td>
<td>(0.000)</td>
</tr>
<tr>
<td>4. Elementary score</td>
<td>0.174</td>
<td>0.213</td>
<td>16.78</td>
<td>(0.000)</td>
</tr>
<tr>
<td>5. Study hours</td>
<td>-0.424</td>
<td>-0.136</td>
<td>6.89</td>
<td>(0.009)</td>
</tr>
</tbody>
</table>

TABLE 24
CATEGORY 2. STEPWISE REGRESSION SUMMARY TABLE

<table>
<thead>
<tr>
<th>Variables Entered</th>
<th>Multiple R-Squared</th>
<th>Change in R-Squared</th>
<th>F-to Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Father's education</td>
<td>0.047</td>
<td>0.047</td>
<td>14.56</td>
</tr>
<tr>
<td>8. Residence location</td>
<td>0.069</td>
<td>0.023</td>
<td>11.03</td>
</tr>
<tr>
<td>16. Mother's profession</td>
<td>0.135</td>
<td>0.065</td>
<td>4.49</td>
</tr>
</tbody>
</table>

education (va. 13), residence location (va. 8), and mother's profession (va. 16). Compared to the results of hypothesis two, only the father's education is a new selected variable in Category 2 with $R^2 = 0.047$ and $F = 14.56$. This variable was not selected (when the whole set of thirty-six independent variables was considered) because of the moderately high intercorrelation of father's education with other variables; for instance, with age ($r = -0.479$; appendix B), to mention only one case.
But when family background is isolated from the other categories of variables, father's education was a meaningful predictor and explained 4 percent of success in baccalauréat. More might be explained about this variable in considering the MR Equations (table 25). The MR Equations for the selected variables of Family Background appear below:

\[ Y^1 = a + bX \]
\[ Y^1 = 49 + 2.56X_1 + 1.13X_2 + 9.35X_3 \]
\[ Z^1 = \beta Z \]
\[ Z^1 = 0.16Z_1 + 0.15 Z_2 + \ldots \]

The coefficient 1.13 of \( X_2 \) (Father's Education) indicated that if \( X_2 \) increased by one unit, \( Y^1 \) would increase 1.13 units. This means that when a father is well educated his children have a better chance to succeed in Rhétorique.

Category 3: School Quality.

The School Quality cluster consisted of fifteen predictor variables. It was the largest category in terms of number of variables. But when submitted to the Stepwise Regression procedure only two were selected: instructional facilities (va.19), and teacher's conveniences (va. 21). (See tables 26 and 27.) The same two predictor variables: instructional facilities (va. 19) and teacher's conveniences (va. 21) were selected when either the thirty-six variables were considered or when each category of variables was taken separately. Yet instructional facilities was the variable that predicted the highest percentage of success in baccalauréat. In each case it exhibited about the same R-squared value.
### TABLE 25

**CATEGORY 2. STEPWISE REGRESSION EQUATION**

(Y - Intercept 49.005)

<table>
<thead>
<tr>
<th>Variables</th>
<th>(b) Coefficient</th>
<th>(B) Coefficient</th>
<th>F</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Residence location</td>
<td>2.562</td>
<td>0.163</td>
<td>8.26</td>
<td>0.004</td>
</tr>
<tr>
<td>13. Father's education</td>
<td>1.130</td>
<td>0.151</td>
<td>6.34</td>
<td>0.012</td>
</tr>
<tr>
<td>16. Mother's profession:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Physician</td>
<td>9.351</td>
<td>0.089</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teacher</td>
<td>-0.533</td>
<td>-0.023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Lawyer</td>
<td>11.197</td>
<td>0.151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Manager</td>
<td>9.851</td>
<td>0.133</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Pastor</td>
<td>-1.389</td>
<td>-0.013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Businesswoman</td>
<td>-1.371</td>
<td>-0.111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Govt. worker</td>
<td>-1.090</td>
<td>-0.048</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Other</td>
<td>0.176</td>
<td>0.011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 26

**CATEGORY 3. STEPWISE REGRESSION SUMMARY TABLE**

<table>
<thead>
<tr>
<th>Variables Entered</th>
<th>Multiple R-Squared</th>
<th>Change in R-Squared</th>
<th>F-2 Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Instructional Facilities</td>
<td>0.148</td>
<td>0.148</td>
<td>54.61</td>
</tr>
<tr>
<td>21. Teacher's Conveniences</td>
<td>0.172</td>
<td>0.024</td>
<td>9.23</td>
</tr>
</tbody>
</table>

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### TABLE 27
CATEGORY 3. STEPWISE REGRESSION EQUATION

<table>
<thead>
<tr>
<th>Variables</th>
<th>(bl) Coefficient</th>
<th>(b) Coefficient</th>
<th>F</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Instructional Facilities</td>
<td>2.008</td>
<td>0.268</td>
<td>17.34</td>
<td>0.005</td>
</tr>
<tr>
<td>21. Teacher's Conveniences</td>
<td>1.262</td>
<td>0.195</td>
<td>9.23</td>
<td>0.002</td>
</tr>
</tbody>
</table>

**Category 4: Curriculum**

The Curriculum cluster consisted of the following variables: suitability of the curriculum to the Haitian society (va. 34), suitability of the curriculum to the Haitian student (va. 35), validity of the curriculum content (va. 36), and "consistency between curriculum content and baccalauréat examination" (va. 37). When submitted to the Stepwise Regression Program only one variable was selected. It was curriculum content (va. 36). (See tables 28 and 29).

When the thirty-six predictor variables were considered and submitted to the Stepwise Regression Program, no variable pertaining to the curriculum cluster was selected because there was a moderately high intercorrelation between the variables of the curriculum category and the variables of the school-quality category. For instance, the intercorrelation between curriculum content and instructional facilities was \( r = .415 \), and that between curriculum content and teacher's conveniences was \( r = .38 \), to mention only two. However, when each variable was considered separately, three of the four curriculum variables
TABLE 28
CATEGORY 4. STEPWISE REGRESSION
SUMMARY TABLE

<table>
<thead>
<tr>
<th>Variable Entered</th>
<th>Multiple R-Squared</th>
<th>Change in R-Squared</th>
<th>F-2 Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Curriculum content</td>
<td>0.074</td>
<td>0.074</td>
<td>24.96</td>
</tr>
</tbody>
</table>

TABLE 29
CATEGORY 4. STEPWISE REGRESSION EQUATION

(Y -Intercept 51.037)

<table>
<thead>
<tr>
<th>Variable</th>
<th>(b1) Coefficient</th>
<th>(β) Coefficient</th>
<th>F</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Curriculum content</td>
<td>1.658</td>
<td>0.271</td>
<td>24.96</td>
<td>0.002</td>
</tr>
</tbody>
</table>

were significantly correlated with the criterion variable. While the whole cluster was submitted to the Stepwise Regression Program, curriculum content was selected with an R-squared value of .074, and an F ratio of 24.96. The curriculum variables overlapped one another. As a matter of fact, curriculum content explained only 7 percent of success in baccalauréat. Almost every respondent participating in this study was concerned about the content of the curriculum for the class of Rhétorique. They observed that the curriculum was overloaded, and they pleaded for a change in the curriculum content in order to achieve better success in baccalauréat.
Section IV

The purpose of this section was to analyze the results of the two previous sections in order to determine the best category of predictors of success in baccalauréat. To select the cluster that predicted more \( R^2 \) the significant variables found in the two last testing stages were grouped and their R-squared values added as indicated by tables 30 to 36 and figures 3 and 4.

The Second Stage. The set of eight variables are combined (see tables 30-32). At this stage no variable has been selected for the cluster curriculum. A pie chart established the comparison between the percentage explained by the three categories involved in this step of test of significance (see figure 3).

The category School Quality was the best factor contributing to the successful completion of baccalauréat in Haiti.

The Third Stage. Each category was considered as a single group (see tables 33-36). When each category was tested separately it was difficult to isolate only one best category. The categories: Student's Characteristics, Family Background, and School Quality predicted about the same percentage of success in baccalauréat in Haiti. Curriculum was the least important predictor of success. Figure 4 illustrates, as in the preceding stage, the percentage predicted by each group.

By and large, School Quality was the best cluster predicting success in Rhétorique.

Summary of Findings

The results of the analysis of data for this study were interpreted with the purpose of finding correlations between the
### TABLE 30
**STUDENT'S PERSONAL CHARACTERISTICS**

<table>
<thead>
<tr>
<th>Variables</th>
<th>R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (va. 2)</td>
<td>0.034</td>
</tr>
<tr>
<td>Elementary score (va. 4)</td>
<td>0.023</td>
</tr>
<tr>
<td>Study hours (va. 5)</td>
<td>0.009</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.066</strong></td>
</tr>
<tr>
<td><strong>Percentage of the criterion explained</strong></td>
<td><strong>6%</strong></td>
</tr>
</tbody>
</table>

### TABLE 31
**FAMILY BACKGROUND**

<table>
<thead>
<tr>
<th>Variables</th>
<th>R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence location (va. 8)</td>
<td>0.012</td>
</tr>
<tr>
<td>Mother's profession (va. 16)</td>
<td>0.061</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.073</strong></td>
</tr>
<tr>
<td><strong>Percentage of the criterion explained</strong></td>
<td><strong>7%</strong></td>
</tr>
</tbody>
</table>

### TABLE 32
**SCHOOL QUALITY**

<table>
<thead>
<tr>
<th>Variables</th>
<th>R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional facilities (va. 19)</td>
<td>0.138</td>
</tr>
<tr>
<td>Teacher's conveniences (va. 21)</td>
<td>0.024</td>
</tr>
<tr>
<td>Discipline (va. 29)</td>
<td>0.015</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.177</strong></td>
</tr>
<tr>
<td><strong>Percentage of the criterion explained</strong></td>
<td><strong>19%</strong></td>
</tr>
</tbody>
</table>
### TABLE 33
STUDENT'S PERSONAL CHARACTERISTICS

<table>
<thead>
<tr>
<th>Variables</th>
<th>R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (va. 2)</td>
<td>0.102</td>
</tr>
<tr>
<td>Elementary score (va. 4)</td>
<td>0.046</td>
</tr>
<tr>
<td>Study hours (va. 5)</td>
<td>0.018</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.166</strong></td>
</tr>
<tr>
<td><strong>Percentage of the criterion explained</strong></td>
<td><strong>15.6%</strong></td>
</tr>
</tbody>
</table>

### TABLE 34
FAMILY BACKGROUND

<table>
<thead>
<tr>
<th>Variables</th>
<th>R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's education (va. 13)</td>
<td>0.046</td>
</tr>
<tr>
<td>Residence location (va. 8)</td>
<td>0.022</td>
</tr>
<tr>
<td>Mother's profession (va. 16)</td>
<td>0.065</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.133</strong></td>
</tr>
<tr>
<td><strong>Percentage of the criterion explained</strong></td>
<td><strong>13%</strong></td>
</tr>
</tbody>
</table>

### TABLE 35
SCHOOL QUALITY

<table>
<thead>
<tr>
<th>Variables</th>
<th>R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional facilities (va. 19)</td>
<td>0.148</td>
</tr>
<tr>
<td>Teacher's conveniences (va. 21)</td>
<td>0.024</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.172</strong></td>
</tr>
<tr>
<td><strong>Percentage of the criterion explained</strong></td>
<td><strong>17.2%</strong></td>
</tr>
</tbody>
</table>
TABLE 36
CURRICULUM

<table>
<thead>
<tr>
<th>Variables</th>
<th>R-Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum content (va. 36)</td>
<td>0.073</td>
</tr>
<tr>
<td>Percentage of the criterion explained</td>
<td>7%</td>
</tr>
</tbody>
</table>

dependent variable and the independent variables. Below are the findings that emerged from this interpretation.

1. (a) The Zero Order Correlation Matrix showed that individually the thirty-six predictor variables used in this study were either positively or negatively correlated with the criterion measure. The correlation ranged from .005 (low) to .373 (high). (b) Only twenty-one predictor variables showed a significant correlation with the criterion specifically $F < 3.89$. Null hypothesis I was rejected. Those variables were: age, elementary score, study hours, residence location, number of siblings, father's education, mother's education, student's family income, instructional facilities, student's conveniences, teacher's conveniences, administrative facilities, principal's relationship with faculty, supervision by the principal, management, hours of teaching, teacher's academic level, teaching quality, suitability of the curriculum to the Haitian student, validity of the curriculum content, and consistency between curriculum content and the baccalaureat.

2. When the thirty-six variables were considered it was found that only 8 of them were selected by the Stepwise Regression Program. Hypothesis II was rejected. Those variables were: instructional
Fig. 3. Percentage of success (shaded area) in the Haitian Baccalauréat, Second Stage.
Fig. 4. Percentage of success (shaded area) in the Haitian Bac­
calauréat, Third Stage.
facilities, age, elementary score, mother's profession, teacher's conveniences, discipline, residence location, and study hours.

3. The thirty-six predictor variables were divided into categories, and each category was tested against the criterion measure by Stepwise Regression. It was found that (a) Category 1 had three predictor variables which showed a significant correlation with success in Rhetorique. Those variables were: age, elementary score, and study hours. (b) Of the eleven variables included in category 2, only three were selected: father's education, residence location, and mother's profession. (c) Category 3, School Quality, exhibited the best predictor variables. Those were: instructional facilities and teacher's conveniences. (d) Category 4, Curriculum, was also correlated with the criterion measure, but only one was selected, exhibiting a significant correlation. That was curriculum content.

4. The data were analyzed with the purpose of finding the best category of variables for predicting successful completion of the Haitian baccalauréat. The R-squared values of the selected variables were added within the two last steps of the preceding analysis for every one of the four categories. It was found by and large that School Quality was the "best" cluster for predicting successful completion of baccalauréat in Haiti.
CHAPTER V

SUMMARY, CONCLUSIONS, ADMINISTRATIVE IMPLICATIONS, AND RECOMMENDATIONS

Summary

This research project intended to select the factors contributing to successful completion of the Haitian baccalauréat. It was the purpose of the researcher in preparing this study to make a contribution to the educational concerns in Haiti.

The Haitian baccalauréat is a very difficult external examination. The disastrous results registered during the last thirty years constitute a problem. There is a need for a systematic research of indicators of success in the Haitian baccalauréat.

The importance of the baccalauréat has been consistently emphasized in the literature. It has been established that the French baccalauréat was paramount for the French people. The Haitian baccalauréat was considered by Haitians to be a way to enhance academic values. But in both cases, and particularly in Haiti, which was the focus of this study, the need for improvement was highly desired. The reason for this need was primarily the meagerness of the results obtained every year. Literature suggested also that (1) the traditional system of a school-leaving examination was a good incentive for school performance, (2) school quality might contribute to success in the
baccalauréat, (3) family background, performance in elementary school, and curriculum might also contribute to the successful completion of the secondary school-leaving examination.

A random sample of 316 graduates on the Haitian baccalauréat for the 1984-85 school year was used for this study. The data were collected from the official records of the National Department of Education of Haiti, secondary school records and questionnaires. These questionnaires were addressed to three different categories of people: students, principals, and teachers. The collected data were collated and prepared for processing. The data were then analyzed using multiple regression computer program BMDP2R-Stepwise Regression.

**Conclusions**

The following null hypotheses were projected:

1. There is no simple linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and each of the independent variables considered individually.

   The F table for df = 298 at 0.05 level gave F = 3.89, so any variable for which $F < 3.89$ was not significant and the first null hypothesis was retained at the 0.05 level. Otherwise it was rejected (see table 19).

2. There is no significant multiple linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and a selected subset of the thirty-six independent variables. Hypothesis 2 has been rejected at the .05 level through stepwise selection for the following eight selected variables: age, elementary score,
3. There is no significant multiple linear correlation between successful completion of the Haitian baccalauréat—the dependent variable—and the following categories of independent variables: (a) Personal Characteristics of the Student. For this category hypothesis 3 was rejected at .05 level through stepwise regression for the following selected variables: age, elementary score, and study hours. (b) Family Background. For this category hypothesis 3 was rejected at .05 level through stepwise regression for the following selected variables: father's education, residence location, and mother's profession. (c) School Quality. Here hypothesis 3 was rejected at .05 level through stepwise regression for the following selected variables: instructional facilities and teacher's conveniences. (d) Curriculum. For this category hypothesis 3 was rejected at .05 level through stepwise regression for only one selected variable: curriculum content.

The results of the data analysis and the findings reported in chapter four of this study provide the basis for the conclusions. The predictor variables found along the different stages of statistical investigation are reported below in increasing order of significance and by categories.

Curriculum

The category of Curriculum appeared to be the least significant cluster variable of this study. However, it has been emphasized in literature reviewed, and the respondents among the students, teachers, and the administrators were highly concerned about a change in the
secondary-school curriculum for a better image of the yearly results of the Haitian baccalauréat. The following predictor variables pertaining to the curriculum cluster appear as contributing to success in the Haitian baccalauréat.

1. Suitability of the curriculum to the Haitian student. The findings of this variable underscored the fact that the curriculum should meet the interests of different types of learners for a better achievement.

2. Consistency between curriculum content and the baccalauréat examination appeared to be a factor of success. Indeed, when an exam does not correspond fully to the program of studies covered in class the students should not be expected to succeed.

3. Curriculum content. This variable was the most important in this category. It was the only one retained by Stepwise Selection when the curriculum cluster was considered as a single group. A need for curriculum change has been expressed strongly in the literature and by the respondents of this survey. All respondents concluded almost unanimously that low achievement in the baccalauréat was a consequence of the educational system which had to be changed. When they were asked to express their opinions about the effectiveness of the curriculum, teachers, students, and principals observed unanimously that the secondary curriculum in Haiti is out-of-date and needs to be changed. They requested changes in the number of subjects and in the number of options. The addition of two more scientific baccalauréats and four technical baccalauréats should bring the rate of success to at least 60 percent.
Family Background

The next cluster predictor was family background. Literature reveals that the socio-economic background of a student may affect his performance on national examinations. This category included five significant variables.

1. Mother's education. This appears to be a factor of success in the baccalauréat. Indeed, mothers usually contribute, giving to their children a solid foundation in elementary school which increases their efficiency for secondary studies.

2. Number of siblings. This variable contributed negatively to success in the baccalauréat. Many children decrease the possibility for parents to take care of them properly. Hence, if the needs of a child are not satisfied, they may achieve poorly.

3. Father's education. This exhibited a higher correlation with success in Rhétorique than mother's education. In Haiti it is common to find men better educated than women. So children whose fathers were highly educated were, presumably, able to perform well in the baccalauréat. Highly educated fathers were able to provide for their children the necessary academic assistance at home.

4. Residence location. This was an indicator of success in Rhétorique. In Haiti the modern facilities were centered in Port-au-Prince, the capital and its county, to such an extent that Port-au-Prince is talked about as though it is the whole Republic. Thus the students who lived in the county of Port-au-Prince were more exposed to civilization, quality schools, and educational media. Hence, they
obtained better results in the baccalauréat. Contrariwise, students from the provinces might be considered as disadvantaged.

5. Mother's profession. This appeared to be the "best" indicator of success in this category. Mothers whose professions allow them to distribute their time between their home and their work can give better attention to their children and these may perform well in the baccalauréat. Contrariwise, those not receiving mother's attention may not achieve as well. These findings strengthen the conservative view concerning the mother's role at home.

Personal Characteristics of the Student

This category contributed to successful completion of the baccalauréat in Haiti as indicated by the following selected variables.

1. Personal study habits. The time students spent mastering the content of the program seemed to have an impact on their achievement. Personal study is very important in the learning process. Teachers often urged their students to take time to study. It is surprising, therefore, that in this study the students who performed better studied less. What is the cause for this unexpected finding? In medio stat virtus, the virtue stands in the middle of two extremes. Psychologists have maintained that too much anxiety is harmful for the learner. The candidates to the Haitian baccalauréat were very anxious. For some of them the baccalauréat examination was a horrifying challenge. They spent long nights studying the subjects in order to succeed, particularly during the last days preceding the external examinations. Unfortunately, very often they failed. Cramming is not a good way of studying to pass the Haitian baccalauréat.
2. Elementary score. Literature strongly supported that good students in elementary school are good students in secondary school. In other words, students who obtained high scores in elementary school performed well in the baccalauréat. A solid foundation in elementary school is a great guarantee of successful completion of the Haitian baccalauréat.

3. Age. Age was an indicator of success in the baccalauréat. The youngest students, according to the findings of this study, performed better in Rhétorique. Many students came from the countryside of the Republic of Haiti. Their parents were farmers. Most of these parents kept their children at home and did not send them to school until they were nine or ten years old. The purpose of keeping them out of school was to have them perform some household duties or to babysit their younger siblings while their parents were working on the farm. This practice causes many Haitian students to finish their secondary studies when they were between twenty-three and thirty years of age. Another reason for so many late-finishing students is their need to repeat many grades during their elementary and secondary studies. They spend two and even three years in one grade due to their poor achievement. A last reason is that many students keep taking the baccalauréat examination every year (sometimes during a period up to five years and even more) until they succeed.

School Quality

School Quality was the "best" factor contributing to the successful completion of the Haitian baccalauréat. Eleven predictor variables have been retained, through the different stages of testing, as
contributing to success in the baccalauréat. They are reported below, from the lowest to the highest degree of significance.

1. Hours of teaching. An adequate amount of time allocated to teaching was found as a factor contributing positively to success in the baccalauréat in Haiti.

2. Relationship between principal and faculty. This variable was positively correlated with success in the baccalauréat. It goes without saying that school climate has a great impact on students' achievement. Wood (1968) suggested that schools with superior teacher morale showed superior instruction that contributed to high achievement. The principal should consider faculty morale to be an important determinant of the success of his students.

3. Supervision by the principal. The findings of this study revealed that this variable positively affected success in the baccalauréat. The immediate purpose of supervision is to cooperatively develop favorable settings for teaching and learning. Supervision of staff development is one of the most important ingredients in school organization and student success. The quality of learning is directly related to the quality of instruction. It follows, then, that supervisors must influence teachers in order to influence instruction.

4. Administrative facilities. This factor, to a certain extent, influenced success in the external examination. The administrative facilities should stimulate creativity through pleasant and inspiring environment. When the administration is well organized, it is a guarantee that the whole school will function adequately.
5. Teaching quality. This variable exhibited a fair correlation with success in the baccalauréat. Needless to say, teaching quality influences students' achievement. One can say, "like teacher, like student."

6. Management. It may seem that management is remotely related to achievement in the baccalauréat. However, a closer examination of schools in which students consistently performed well would reveal that these schools had sound and efficient leadership. The basic reason why some schools performed better than others in the Haitian baccalauréat was that while some principals and their staffs organized the learning process for their students, others left it to chance.

7. Teacher's academic level. The academic background of the teacher correlated positively to the student's achievement in the baccalauréat. One of the main explanations put forward in the literature on the poor academic achievement in the Haitian baccalauréat was lack of qualified teachers.

8. Student's conveniences. This variable was positively correlated with success in the Haitian baccalauréat. It was not surprising because the literature emphasized the fact that, except for some rare inborn potential, student's environment and working conditions are the most powerful factors influencing academic achievement.

9. Discipline. The findings of this study revealed the unexpected result that discipline was related negatively to achievement in Rhétorique. Indeed, discipline is known as an important factor of learning. But in some instances too much discipline may interfere with the learning process. In this particular setting where the senior
student has to pass an external examination, a certain freedom for personal study habits should be given.

10. Teacher's conveniences. This variable was the second highest indicator of success in the Haitian baccalauréat. This was not surprising when one considers the working conditions of the secondary-school teacher in Haiti, at least during the past thirty years. The secondary-school teacher in Haiti is an occasional instructor most of the time. He did not belong to any particular school. He might teach for three different schools, or more. He just went to these different high schools at some assigned time, according to the timetables, lectured as a guest speaker, and left. He did not have an office at any of these schools. The students did not have the opportunity to meet the teacher after class. They did not know when and where to meet him for individualized explanations or some follow-up conferences. However, a few secondary schools in Haiti have departed from these general practices. These schools have regular teachers with assigned offices or at least with a common large room where teachers' conveniences are provided. In these schools, the students receive individualized attention and meet with the teacher at an appointed time for additional information and instruction. According to the data gathered and analyzed in this research, the students who have come from these kinds of schools performed better in the Haitian baccalauréat.

11. Instructional facilities. According to the findings of this study, instructional facilities exhibited the highest correlation with the criterion variable. Instructional facilities in this setting were considered the most important factor contributing to the successful
completion of the Haitian baccalauréat. The evidence from previous research reports revealed that differences in instructional facilities would seem to account for differences in achievement. Such instructional facilities include the library, textbooks, laboratories, and visual aids. In most of the schools involved in this study, instructional facilities were rated below average. The literature supported the fact that lack of instructional facilities accounted for poor achievement in Haitian the baccalauréat. Petit Frère (1980) cited lack of instructional facilities as one of the weak characteristics of Haitian education. The schools that obtained the highest percentage of success in the baccalauréat were those well equipped in instructional facilities.

Administrative Implications

The role of educational administrators has been emphasized in the literature. Their impact for improving school achievement cannot be overestimated. Important conclusions and recommendations which emerged every year from research projects in education all over the world would be useless if the executive agencies, the educational administrators, decided not to implement them.

In a centralized system of education like that of Haiti, school administrators at different levels are concerned about secondary-school achievement. Conclusions drawn from this study relate highly to administrators' accountability. The assumption made by Eshiwani (1983) that "A close examination of schools which consistently perform well will reveal that there are schools with sound and efficient leadership" (p. 71), may be applied to the conclusions of this study. Consequently,
Haitian educational administrators face the crucial task of translating the general ideas of this research into widespread improvements in the quality of instruction and secondary school student performance in the Haitian baccalauréat.

Haitian secondary-school administrators should completely reorient their thinking and their concept of the duties and responsibilities of leadership if Haitian secondary education is to keep pace with the times. In Haiti secondary administrators should have the courage and competence to provide leadership in coordinating the secondary program so that it will measure up to the demands made upon it.

The implications of the findings of this study for educational administration in Haiti are mainly centered in the paralyzing effects of overcentralization. In educational administration at the secondary level, the local administrator has never been allowed to take the initiative. Responsibility and authority for basic policy are the prerogatives of the higher echelons of national educational administration. Changes are initiated in the Ministry of National Education and are passed down through the chain of command. One consequence of this type of organization is the limited role the administrative head of a secondary school plays. He is inclined to disclaim all responsibility for the educational program of his school and to confine his attention to administrative routine and paperwork.

In this context, instead of making impersonal recommendations, the results of this study are presented to: (a) educational administrators at different levels, (b) teachers, (c) parents, and (d) students. The recommendations derived are not final solutions.
However, they represent a preliminary effort to provide a comprehensive view of the development of a better system of education. The recommendations would facilitate the designing of a viable model for effective changes. It is the desire of the author that this research report serve as a good incentive to motivate educators, parents, and students to the necessity for educational reform which will lead to better success in the Haitian baccalauréat.

Recommendations

Based on the review of literature presented in chapter II of this dissertation, and based on the findings of this study, the following recommendations are presented for review, consideration, and possible adaptation by those who will be affected by this study.

The recommendations will be directed to: (a) educational administrators at various levels of operation, (b) teachers, (c) parents, and (d) students.

Recommendations for Educational Administrators

Ministry of Education

1. It is highly recommended that the Ministry of Education appoint a Curriculum Review Commission to include government educational officials, subject specialists from schools and universities, representatives from public and private schools, and other appropriate personnel to do the following: (a) prepare a revised curriculum for secondary education that will meet the student need and manpower need of Haiti, (b) include in this revised curriculum sufficient optional subjects to meet individual differences of the students who plan to take the
baccalauréat examinations, (c) revise the baccalauréat examination procedure to insure that the curriculum content is directly related to the baccalauréat examination.

2. It is further recommended that the Ministry of Education do the following: (a) Provide the necessary funds to equip the lycées with adequate offices and other facilities for teachers. The faculty office is a space of major importance. In fact, the faculty office can affect teaching effectiveness and to some extent student achievement. The faculty office is a space where the teachers meet with students and sometimes with parents. It is a space where the work of the student is evaluated and where the teacher prepares lectures and class materials. (b) Provide necessary funds to equip the lycées with modern instructional facilities. (c) Include as a requirement for accreditation that each collège and private secondary school provide all necessary teacher's conveniences and instructional facilities (since the collèges do not depend financially on the Ministry of Education). (d) Provide enough competent supervisors to watch over the adequate functioning of private secondary schools as well as lycées.

3. Finally, considering the impact of the variables of age and elementary-school achievement, it is highly recommended that the Ministry of Education make provision in the Haitian national budget to establish enough public elementary schools so that every six-year-old child can go to school. This should be a rule to be reinforced by the state. This measure will solve part of the problem of late-finishing secondary school students and poor achievement in the baccalauréat in Haiti.
Principals of Lycées and Collèges

Although the administrative system of education in Haiti is highly centralized, principals of secondary schools are still accountable for the success of their students in the Haitian baccalauréat. Therefore, it is recommended that:

1. Principals of lycées and collèges revise their concepts of leadership. They should not confine their attention only to administrative routine and paper work. Their administration should be dynamic. The principal is the first supervisor of his school. He should watch over the quality of teaching that is done; he should make plans for upgrading his faculty. Moreover, the principal is accountable for providing what has been called in this research project, “teacher's conveniences” and “instructional facilities.”

2. Principals of lycées and collèges make plans to raise funds in order to provide all necessary facilities required for optimum functioning of Haitian secondary schools. Though administrators of higher echelons are to provide funds for such needs, the local administrators should not depend only on these financial provisions. The principal should be involved in some fund-raising programs in order to complement the revenue from regular channels.

3. Principals of lycées and collèges make plans for staffing their schools with competent teachers who would be more involved in the school’s activities. The cornerstone of good education in any institution is its faculty. Indeed, fine building, modern equipment, and efficient service are real assets, but without competent faculties all these benefits are ineffective. The more school administrators
consider the educational problems they are expected to solve, the more clearly they will realize that their organizations cannot function successfully unless they are fully and competently staffed.

**Recommendations for Teachers**

Needless to say, teachers play a paramount role in school quality. The findings of this research report revealed that school quality is the "best" predictor of success in the Haitian *baccalauréat*. Teachers are more accountable than any other individuals for students' success. Hence it is highly recommended that:

1. Teachers be more dedicated to their task. They should be integrated in the schools where they teach. They should not act as guest lecturers.

2. Teachers keep current with new technology, content, and methods in the subjects they teach. Teaching is a professional field in which changes are constantly taking place. The teacher who is to be a challenging leader of children must learn how to keep abreast of such changes and in a very real sense continue to be a learner after his formal education has been completed.

**Recommendations for Parents**

Parents are also highly concerned about the student's achievement in the Haitian *baccalauréat*. The findings of this study revealed important variables related to success in the Haitian *baccalauréat* that directly required parents' involvement. Consequently, it is highly recommended that:
1. Parents cease to look only upon administrators and teachers for the success of their children. Most certainly school agents are accountable, but they are not alone. Considering the findings of this research report, parents should upgrade their own preparation for the sake of their children.

2. Parents limit family size. They should plan the number of children they want to have according to their financial status, so that they can educate them properly. White (1980) observed that parents have no right to bring children into the world if they cannot provide for them proper care, food, and clothing. Parents who have so many children that they cannot afford to raise them adequately commit a crime. Children from such homes will be frustrated and angry toward others because of their academic failure. They cannot succeed because their parents failed to provide for them with an adequate environment to support optimal learning experience.

3. Mothers, as much as possible, share their time between their children and their work in order to ensure proper intellectual and emotional development of the children--another important condition of success in the baccalauréat.

Recommendations for Students

The recommendations of this study would be incomplete if they failed to address the students, who are the principal actors in the baccalauréat. What would be the impact of administrators, teachers, and parents if the students were not concerned about their own success? The literature highly emphasized the role of students in their own success in the baccalauréat. Berger (1981) observed that students
were also responsible for their success or failure in the *baccalauréat*. Vernet (1964) gave good psychological advice to candidates in the *baccalauréat*. The findings of this research report revealed that the study habits of students affect their success. Consequently, it is recommended that:

1. Students study systematically every day instead of cramming at the end of the school year.  
2. Students not neglect their sleeping and leisure time.  

**Recommendations for Further Study**

1. Curriculum development for secondary schools in Haiti and implications for the *baccalauréat* examinations  
2. Effects of successful completion of the *baccalauréat* on college studies  
3. A study of the external examination system versus the local evaluation system in selected Caribbean schools.

Government leaders, educational administrators, teachers, parents' and students are all concerned about the yearly results of the Haitian *baccalauréat*. In order to improve this situation, everyone should play his role. By application of the conclusions and recommendations of this study the percentage of success in the Haitian *baccalauréat* may increase to at least 60 percent. More technicians may be trained, and the socioeconomical situation of Haiti may improve.
APPENDIX A

Questionnaires:

English Version
French Version
QUESTIONNAIRE S-1

(School Principal)

INSTRUCTIONS

The following questionnaire intends to gather data for a study of the predictors of success in Baccalauréat (Part I) in Haiti. Your help is hereby sought in order to complete this research. This information is confidential. The information you provide will be used by the researcher only and the study will no way reflect upon the respondent or the institution he/she represents. If you want to receive an abstract of this study, please give your proper address below or the information requested on a separate sheet.

Thank you for your cooperation.

Name: _______________________________________________________________

Address: _____________________________________________________________

(Street)

______________________  ________________  ____________
(City)     (State)     (Zip Code)
Questionnaire S-1
Cont.

Name of School: ____________________________________________________________

The following sections will evaluate your school on a five-point scale basis. The meaning of each point is given at the top of each section. Please read carefully every item before answering. Thank you for your help.

I. School Facilities

N.B. The school facilities are measured according to the standard of Haiti. A quality school in Haiti is not expected to have all the facilities available in the U.S.


Please check the appropriate number:

1  2  3  4  5

a. Principal office
b. Filing system
c. Appropriate size of classrooms
d. Laboratories
e. Audiovisual equipment
f. Library
g. Restrooms
h. Playground
i. Cafeteria
j. Teacher lounge
k. Student lounge
l. Computer facilities

II. Class Size

Please estimate the number of students in the class of Rhétorique: ____________

III. Homework

Homework is considered to be of major importance for learning. In considering all subjects together, how often were homework given in the class of Rhétorique:

1. ( ) Less than one per month
2. ( ) Two or more per month
3. ( ) Four or more per month
4. ( ) Five or more per month
5. ( ) Twelve or more per month
IV. Streaming Effect

Did you have some significant differences between Rhétorique students in your school. Express your opinion in checking one of the following: (✓)

1. ( ) Great differences (50% or greater) e.g., 80/100 40/100
2. ( ) Fair (40% or greater) e.g., 80/100 48/100
3. ( ) Average (30% or greater) e.g., 80/100 56/100
4. ( ) Poor (20% or greater) e.g., 80/100 64/100
5. ( ) Almost inexistent (10% or less) e.g., 80/100 72/100

According to you, what could be the causes of these differences, if any; mark all that might apply:

( ) The curriculum was not individualized and there was a lack of curriculum options
( ) Poor testing procedure
( ) Lack of control from the Department of Education
( ) Desire from parents and students to escape some classes in order to finish as soon as possible

V. Time Allocated to Teaching

How many hours of teaching did you allocate to the class of Rhétorique? Check one of the following: (✓)

1. ( ) 15 to 20 hours per week
2. ( ) 20 to 25 hours per week
3. ( ) 25 to 30 hours per week
4. ( ) 30 to 35 hours per week
5. ( ) 35 hours or more per week

VI. Faculty Background

Write the number of Rhétorique teachers who hold one of the following qualifications:

[ ] Below Baccalauréat I
[ ] Baccalauréat II
[ ] Baccalauréat II + training
[ ] Baccalauréat II + a degree
[ ] Bachelor's degree
[ ] Above Bachelor's degree
Questionnaire S-1
Cont.

VII. Teaching Quality

How would you evaluate the teaching of Rhétorique teachers?
Check one:

1. ( ) very poor 2. ( ) poor 3. ( ) good
4. ( ) very good 5. ( ) excellent

VIII. Curriculum

Evaluate the curriculum in application in your school. Please circle the appropriate number:

Legend: 1. very poor 2. poor 3. pretty well 4. well 5. very well

a. How did the content of the curriculum fit the society of Haiti? 1 2 3 4 5
b. How did the content of the curriculum fit the Haitian student? 1 2 3 4 5
c. To what extent the time allocated to each subject was enough to cover adequately the content? 1 2 3 4 5
d. How do you evaluate the consistency between the curriculum and the Baccalauréat examination? 1 2 3 4 5
e. To what extent the curriculum might affect positively the success in Baccalauréat? 1 2 3 4 5
f. To what extent the curriculum might affect negatively the success in Baccalauréat? 1 2 3 4 5

Do you think that a change in the curriculum could increase the possibility of success in Baccalauréat?

If you had to change the curriculum, what major changes would you make?
QUESTIONNAIRE S-2

(Faculty)

INSTRUCTIONS

The following questionnaire intends to gather data for a study of the predictors of success in Baccalauréat (Part I) in Haiti. Your help is hereby sought in order to complete this research. This information is confidential. The information you provide will be used by the researcher only and the study will no way reflect upon the respondent or the institution he/she represents. If you want to receive an abstract of this study, please give your address below or the information requested on a separate sheet.

Thank you for your cooperation.

Name: ________________________________

Address: ________________________________

(Street)

(City) (State) (Zip Code)
Questionnaire S-2
Cont.

Name of School: ____________________________

The following questionnaire will evaluate the school where you have been teaching (if you have been teaching for more than one school, please consider only one). The evaluation is made on a five-point scale basis. The meaning of each point is given at the top of each section. Please read carefully every item before answering. Thank you for your help.

I. School Facilities

N.B. The school facilities are measured according to the standard of Haiti. A quality school in Haiti is not expected to have all the facilities available in the U.S.


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<td>l. Computer facilities</td>
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II. Class Size

Please estimate the number of students in the class of Rhétorique: ____________

III. Leadership Efficiency

Evaluate the leadership of the principal by checking the appropriate number:

Questionnaire S-2
Cont.

1 2 3 4 5

a. The principal generally offered assistance to the teachers
   - - - - -

b. Was always available
   - - - - -

c. Conducted seminars for teachers
   - - - - -

d. Had faculty meetings at least once a month
   - - - - -

e. Kept the faculty involved in decision making
   - - - - -

f. Visited the classrooms regularly
   - - - - -

g. Watched over the implementation of the curriculum
   - - - - -

h. Met with parents
   - - - - -

i. Encouraged and invited scholars to lecture in the school
   - - - - -

j. Established some goals and objectives for the school
   - - - - -

k. Maintained proper discipline
   - - - - -

l. Related well to teachers, parents and students
   - - - - -

IV. Streaming Effect

Did you notice some significant differences between Rhétorique students in your school? Express your opinion in checking one of the following:

(  ) Great differences (50% or greater) e.g., 80/100 40/100
(  ) Fair (40% or greater) e.g., 80/100 48/100
(  ) Average (30% or greater) e.g., 80/100 56/100
(  ) Poor (20% or greater) e.g., 80/100 64/100
(  ) Almost inexistent (10% or less) e.g., 80/100 72/100

According to you, what could be the causes of these differences, if any:
Questionnaire S-2
Cont.

( ) The curriculum was not individualized and there was a lack of curriculum options

( ) Poor testing procedure

( ) Lack of control from the Department of Education

( ) Desire from parents and students to escape some classes in order to finish as soon as possible

( ) Other, specify: __________________________________________________

V. Curriculum

Evaluate the curriculum currently used in your school. Circle the appropriate number:

|---------|--------------|--------|---------------|--------|-------------|

1 2 3 4 5

a. How did the content of the curriculum fit the society of Haiti? ____________________________

b. How did the content of the curriculum fit the student? _________________________________

c. To what extent the time allocated to each subject was enough to cover adequately the content? _______________________________

d. How do you evaluate the consistency between the curriculum and the Baccalauréat examination? ____________________________

e. To what extent the curriculum might affect positively the success in Baccalauréat? _________________________________

f. To what extent the curriculum might affect negatively the success in Baccalauréat? ________________________________

Do you think that a change in the curriculum could increase the possibility of success in Baccalauréat?

If you had to change the curriculum, what major changes would you make?
QUESTIONNAIRE

(Student)

INSTRUCTIONS

The following forms (F-1 to F-4) represent a survey to be conducted in order to identify the predictors of success in Baccalauréat (Part !) in Haiti. Your help is hereby sought in order to complete this research. This information is confidential. The information you provide will be used by the researcher only and the study will no way reflect upon the respondent or the institution he/she represents. If you want to receive an abstract of this study, please give your address below, or the information requested on a separate sheet.

Thank you for your cooperation.

Name: ________________________________________________________________

Address: ____________________________________________________________

(Street)

(City) (State) (Zip Code)

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QUESTIONNAIRE F-1

Name of School attended when you were in Rhétorique: _______________________________________________________

Location (City): _____________________________

Year you wrote your exams: ______

STUDENT INDIVIDUAL INFORMATION

Legend

ID: Your identification, name or other (i.e., card number)

DV: Dependent variable of this study: your Bac I, overall score (exam of Rhétorique), expressed as ratio or percentage. If you don't remember your score, just write P (if you have passed) or F (if you have failed)

IV: Independent variable

Age: Your age when you passed Bac I

Sex: Male or Female

Elementary School %: The percentage of your overall score in elementary school or score in CEP (Certificat d'études primaires), if any

Daily study hours: How many hours did you study personally in preparing your exam of Rhétorique?

Religion: Your religion when you were in Rhétorique

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Fill the blank here →

How would you evaluate the overall conditions of your health when you were in Rhétorique? (Check one)

( ) bad  ( ) poor  ( ) good  ( ) very good  ( ) excellent

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QUESTIONNAIRE F-2

FAMILY BACKGROUND

This form (F-2) has the same purpose as that of form F-1. It will provide information about your family background, when you were in Rhétorique.

Check the appropriate item: (✓)

1. Marital status of your parents
   ( ) Married ( ) Separated ( ) Divorced ( ) Single Parent

2. Number of siblings:
   ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 or more

3. Religious conviction of your parents
   ( ) Catholic ( ) Protestant ( ) SDA ( ) Other ( ) None

4. Highest degree of education completed by your father
   ( ) None ( ) Elementary ( ) Secondary ( ) College

5. Highest degree of education completed by your mother
   ( ) None ( ) Elementary ( ) Secondary ( ) College

6. Parental profession or occupation

   Mother: ( ) Physician ( ) Teacher ( ) Lawyer ( ) Manager
          ( ) Pastor ( ) Business ( ) Government Worker
          ( ) Draftswoman ( ) Other, specify:____________________

   Father: ( ) Pastor ( ) Physician ( ) Teacher ( ) Lawyer
          ( ) Manager ( ) Business ( ) Craftsman
          ( ) Other, specify:____________________

7. Supposed that there are three social classes in Haiti, in which one would you categorize your family
   ( ) Upper ( ) Middle ( ) Lower

8. Give approximate monthly gross income of your parents

   ( ) Less or equal to $100 ( ) Between $500 and $700
   ( ) Between $100 and $300 ( ) Between $700 and $1,000
   ( ) Between $300 and $500 ( ) More than $1,000
QUESTIONNAIRE F-3

SECONDARY SCHOOL QUALITY

The following sections will evaluate the school you attended when you were in Rhétorique. A five-point scale method is used. The meaning of each point is given at the top of each section. Please read carefully every item before answering. Thank you for your help.

I. School Facilities

N.B. The school facilities are measured according to the standard of Haiti. A quality school in Haiti is not expected to have all the facilities available in the U.S.

Legend

1. non-existent 2. poor 3. acceptable 4. good shape 5. excellent condition

Please check the appropriate number

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II. Class Size

Please estimate the number of students in your Rhétorique class: _____

III. Homework

Homework is considered to be of major importance for learning. In considering all subjects, together, how often were homework given in your Rhétorique class?

Check one of the following:

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IV. Leadership Efficiency

Evaluate the leadership of the principal by checking the appropriate number:

Legend  
1. poor  
2. pretty good  
3. good  
4. very good  
5. excellent

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V. Streaming Effect

Did you have some significant academic differences between Rhétorique students in your school? Express your opinion in checking one of the following:

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<th>Upper</th>
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<td>( ) Great differences (50% or greater) e.g., 80/100</td>
<td>40/100</td>
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<tr>
<td>( ) Fair (40% or greater) e.g., 80/100</td>
<td>48/100</td>
<td></td>
</tr>
<tr>
<td>( ) Average (30% or greater) e.g., 80/100</td>
<td>56/100</td>
<td></td>
</tr>
<tr>
<td>( ) Poor (20% or greater) e.g., 80/100</td>
<td>64/100</td>
<td></td>
</tr>
<tr>
<td>( ) Almost inexistent (10% or less) e.g., 80/100</td>
<td>72/700</td>
<td></td>
</tr>
</tbody>
</table>
Questionnaire F-3

Cont.

According to you, what could be the causes of these differences, if any. Mark all that might apply:

( ) The curriculum was not individualized and there was a lack of curriculum options

( ) Poor testing procedure

( ) Lack of control from the Department of Education

( ) Desire from parents and students to escape some classes in order to finish as soon as possible

( ) Other, specify _____________________________________________________

VI. Time Allocated to Teaching

How many hours of teaching per week did you have? Check the appropriate box:

( ) 15 to 20 hours per week

( ) 20 to 25 hours per week

( ) 25 to 30 hours per week

( ) 30 to 35 hours per week

( ) 35 and above hours per week

VII. Faculty Background

Write the number of Rhétorique teacher who hold one of the following qualifications:

_____ Below Baccalauréat I

_____ Baccalauréat II

_____ Baccalauréat II + training

_____ Baccalauréat II + a degree

_____ Bachelor's degree

_____ Above Bachelor's degree

VIII. Teaching Quality

How would you evaluate the teaching of your Rhétorique (12th grade) teachers? Check one:

( ) Very poor

( ) Poor

( ) Good

( ) Very good

( ) Excellent

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QUESTIONNAIRE F-4

CURRICULUM

Evaluate the curriculum currently used in your school. Circle the appropriate number as per following legend:

Legend: 1. very poor 2. poor 3. pretty well 4. well 5. very well

a. How did the content of the curriculum fit the society of Haiti? 1 2 3 4 5
b. How did the content of the curriculum fit the student? 1 2 3 4 5
c. To what extent the time allocated to each subject was enough to cover adequately the content? 1 2 3 4 5
d. How do you evaluate the consistency between the curriculum and the Baccalauréat examination? 1 2 3 4 5
e. To what extent the curriculum might affect the success in Baccalauréat positively? 1 2 3 4 5

Do you think that a change in the curriculum could increase the possibility of success in Baccalauréat?

If you had to change the curriculum, what major changes would you make?
QUESTIONNAIRE S-1
(Directeur d'école)

INSTRUCTIONS

Ce questionnaire a pour but de collecter des données qui seront utilisées dans une étude recherchant les facteurs qui contribuent à la réussite au Baccalauréat (1\ère partie) en Haïti. Votre honnête coopération est nécessaire pour le succès de cette recherche. Ces informations sont confidentielles. Les premières données recueillies seront utilisées seulement par l'enquêteur et les résultats de cette étude ne refléteront d'aucune manière les caractéristiques d'aucun répondant ou l'institution qu'il/elle représente. Si vous désirez recevoir un résumé des résultats de cette étude écrivez votre nom et adresse dans l'espace ci-dessous ou sur une feuille séparée.

Merci pour votre participation à cette enquête.

Nom:__________________________________________________________

Adresse:_____________________________________________________

(Rue)

(Ville)
Nom de l'école: ____________________________________________

Les différentes sections de ce formulaire ont pour but d'évaluer votre établissement scolaire. La méthode d'évaluation est sur une base de 5 points. La valeur de chaque point est donnée par une légende placée au début de chaque section. Soyez sûr que vous avez compris chaque item avant de répondre. Merci pour votre esprit réfléchi.

I. Facilités Scolaires

N.B. Les facilités scolaires doivent être évaluées d'après le milieu Haïtien.

Légende:  1. inexistant  2. médiocre  3. passable  4. bien  5. excellent

Cochez le numéro qui convient:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

a. Bureau du directeur
b. Archives et registres scolaires
c. Dimension des salles de classe
d. Laboratoires
e. Matériel audio-visuel
f. Bibliothèque
g. Toilettes
h. Cour de Récréation
i. Cafétéria
j. Salle des maîtres
k. Salle commune pour les élèves
l. Computer (Informatique)

II. Effectif de la Classe de Rhétorique

Estimez le nombre d'étudiants qu'il y a en général dans une classe de Rhétorique de votre établissement: _____________

III. Devoir de Maison

Les devoirs de maison sont d'une importance capitale pour l'apprentissage. En considérant toutes les matières, quelle est la fréquence des devoirs données dans la classe de Rhétorique? Cochez l'une des rubriques suivantes:

( ) moins d'un devoir par mois
( ) deux ou plus de devoirs par mois
( ) quatre ou plus de devoirs par mois
( ) huit ou plus de devoirs par mois
( ) douze ou plus de devoirs par mois
IV. Différence de Niveau

Avez-vous dans la Rhétorique de votre établissement des élèves de niveau différent. Donnez votre opinion en cochant l'une des réponses suivantes:

- ( ) grande différence (50% ou plus) e.g. 80/100 40/100
- ( ) assez grande différence (40% ou plus) e.g. 80/100 48/100
- ( ) différence moyenne (30% ou plus) e.g. 80/100 56/100
- ( ) faible différence (20% ou plus) e.g. 80/100 64/100
- ( ) différence insignifiante (10% ou moins) e.g. 80/100 72/100

Selon vous quelles seraient, le cas échéant les causes de cette différence de niveau entre les élèves d'une même classe. Cochez parmi les hypothèses suivantes toutes celles qui paraissent s'appliquer à la classe de Rhétorique:

- ( ) Le programme d'études ne répondait pas également aux besoins des élèves, en d'autres termes il n'y avait pas de choix de sujets qui permettrait aux élèves de choisir les matières qui re pondraient à leurs aptitudes
- ( ) Examens de passage inadéquats
- ( ) Manque de contrôle de la part du Département de l'Education Nationale
- ( ) Tendance des élèves encouragés par les parents à brûler les étapes afin de terminer le plus vite possible
- ( ) Autre raison, spécifiez: ________________________________________________

V. Heures Réservées à l'enseignement

Combien d'heures aviez-vous réservées à la classe de Rhétorique?

Cochez un:

- ( ) 15 à 20 heures par semaine
- ( ) 20 à 25 heures par semaine
- ( ) 25 à 30 heures par semaine
- ( ) 30 à 35 heures par semaine
- ( ) 35 au moins par semaine

VI. Niveau Académique des Professeurs

Quel pourcentage des professeurs de Rhétorique peut être rangé dans les rubriques suivantes?

_____ au dessus du Bac I
_____ Bac II
_____ Bac II + une formation additionnelle
_____ Bac II + un titre universitaire
_____ une licence
_____ au dessus d'une licence
VII. Qualité de l'Enseignement

Comment pourriez-vous évaluer l'enseignement des professeurs de Rhétorique en général? Encerclez un:

( ) très médiocre ( ) médiocre ( ) bien ( ) très bien ( ) excellent

VIII. Curriculum

Evaluer le programme d'études en application dans votre école. Encerclez le numéro approprié:

Légende: 1. très médiocre 2. médiocre 3. assez bien 4. bien 5. très bien

1 2 3 4 5

a. Comment le contenu du programme répond-il aux besoins de la société Haitenne?

b. Comment le contenu du programme répond-il aux besoins de l'étudiant?

c. Dans quelle mesure le temps prévu pour chaque matière est suffisant pour couvrir le programme?

d. Comment évaluer la consistance entre le programme et les examens du Bac?

e. Dans quelle mesure le programme peut affecter positivement le succès au Bac?

f. Dans quelle mesure le programme peut affecter négativement le succès au Bac?

Pensez-vous qu'un changement dans le curriculum pourrait augmenter les possibilités de succès au Baccalauréat?

Si vous deviez changer le curriculum, quel changement majeur auriez-vous fait?
QUESTIONNAIRE S-2

(Professeur)

INSTRUCTIONS

Ce questionnaire a pour but de collecter des données qui seront utilisées dans une étude recherchant les facteurs qui contribuent à la réussite au Baccalauréat (1re partie) en Haïti. Votre honnête coopération est nécessaire pour le succès de cette recherche. Ces informations sont confidentielles. Les premières données recueillies seront utilisées seulement par l'enquêteur et les résultats de cette étude ne refléteront d'aucune manière les caractéristiques d'aucun répondant ou l'institution qu'il/elle représente. Si vous désirez recevoir un résumé des résultats de cette étude, écrivez votre nom et adresse dans l'espace ci-dessous ou sur une feuille séparée.

Nom:  

Adresse:  

(Rue)

(Ville)
Questionnaire S-2
Cont.

Nom de l'école: ____________________________

Les différentes sections de ce formulaire ont pour but d'évaluer l'établissement scolaire où vous enseigner (si vous enseignez dans plus d'un établissement scolaire, prière de considérer un seul). La méthode d'évaluation est sur une base de 5 points. La valeur de chaque point est donnée par une légende placée au début de chaque section. Soyez sûr que vous avez compris chaque item avant de répondre. Merci pour votre esprit réfléchi.

I. Facilités Scolaires

N.B. Les facilités scolaires doivent être évaluées d'après le milieu Haitien.

Légende: 1. inexistant 2. médiocre 3. passable 4. bien 5. excellent

Cochez le numéro qui couvient

1 2 3 4 5

a. Bureau du directeur
b. Archives et registres scolaires
c. Dimension des salles de classe
d. Laboratoires
e. Matériel audio-visuel
f. Bibliothèque
g. Toilettes
h. Cour de Récréation
i. Cafétéria
j. Salle des maîtres
k. Salle commune pour les élèves
l. Computer (Informatique)

II. Effectif de la Classe de Rhétorique

Estimez le nombre d'étudiants qu'il y a en général dans une classe de Rhétorique de votre établissement: ___________

III. Efficience de la Direction

Evaluez le leadership du directeur en cochant le numéro approprié:

Légende: 1. médiocre 2. assez bien 3. bien 4. très bien 5. excellent
Questionnaire S-2
Cont.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Le directeur seconde les professeurs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Est toujours disponible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Conduit des séminaires de formation pour les maîtres</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Tient des réunions de professeurs au moins une fois par mois</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Les professeurs participent aux décisions de la direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Visite les salles de classe assez souvent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Veille à l'exécution du programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Organise des réunions de parents assez souvent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Encourage et invite des autorités intellectuelles à donner des conférences à l'école</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>Établit des buts et objectifs pour l'école</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td>Maintient une bonne discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td>Entretient de bonnes relations avec les professeurs, les parents, et les étudiants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Différence de Niveau

Avez-vous observé dans la classe de Rhétorique des élèves de niveau différent? Donnez votre opinion en cochant l'une des réponses suivantes:

<table>
<thead>
<tr>
<th></th>
<th>Supérieur</th>
<th>Inférieur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( ) grande différence</td>
<td>(50% ou plus) e.g. 80/100</td>
</tr>
<tr>
<td></td>
<td>( ) assez grande différence</td>
<td>(40% ou plus) e.g. 80/100</td>
</tr>
<tr>
<td></td>
<td>( ) différence moyenne</td>
<td>(30% ou plus) e.g. 80/100</td>
</tr>
<tr>
<td></td>
<td>( ) faible différence</td>
<td>(20% ou plus) e.g. 80/100</td>
</tr>
<tr>
<td></td>
<td>( ) différence insignifiante</td>
<td>(10% ou moins) e.g. 80/100</td>
</tr>
</tbody>
</table>
Questionnaire S-2
Cont.

Selon vous quelles seraient, le cas échéant, les causes de cette différence de niveau entre les élèves d'une même classe. Cochez parmi les hypothèses suivantes toutes celles qui paraissent s'appliquer à votre classe de Rhétorique:

( ) Le programme d'études ne répond pas aux besoins des élèves; en d'autres termes il n'y a pas de choix de sujets qui permettrait aux élèves d'opter pour les matières qui répondent à leurs aptitudes

( ) Examens de passage inadéquats

( ) Manque de contrôle de la part du Département de l'Education Nationale

( ) Tendance des élèves encouragés par les parents a brûler les étapes afin de terminer le plus vite possible

( ) Autre raison, spécifiez:______________________________________________

V. Curriculum

Evaluez le programme d'études en application dans votre école. Encerclez le numéro approprié:

Légende:  1. très médiocre   2. médiocre   3. assez bien   4. bien   5. très bien

1  2  3  4  5

a. Comment le contenu du programme répond-il aux besoins de la société Haïtienne?

b. Comment le contenu du programme répond-il aux besoins de l'étudiant?

c. Dans quelle mesure le temps prévu pour chaque matière est suffisant pour couvrir le programme?

d. Comment évaluer la consistance entre le programme et les examens du Bac?

e. Dans quelle mesure le programme peut affecter positivement le succès au Bac?

f. Dans quelle mesure le programme peut affecter négativement le succès au Bac?

Pensez-vous qu'un changement dans le curriculum pourrait augmenter les possibilités de succès au Baccalauréat?

Si vous deviez changer le curriculum, quel changement majeur auriez-vous fait?
QUESTIONNAIRE
(Etudiant)

INSTRUCTIONS

Les formulaires (F-1 à F-4) de ce questionnaire représentent une enquête qui a pour but d'analyser et d'identifier les facteurs qui contribuent à la réussite au Baccalauréat (1ère partie) en Haïti. Votre honnête coopération est nécessaire pour le succès de cette recherche. Ces informations sont confidentielles. Les premières données recueillies seront utilisées seulement par l'enquêteur et les résultats de cette étude ne refléteront d'aucune manière les caractéristiques d'aucun répondant ou l'institution qu'il/elle représente. Si vous désirez recevoir un résumé des résultats de cette étude, écrivez votre nom et adresse dans l'espace ci-dessous ou sur une feuille séparée.

Merci pour votre participation à cette enquête.

Nom: __________________________________________________________

Adresse: ________________________________________________________

(Rue)

(Ville)
FORMULAIRE F-1

Nom de l'école secondaire fréquentée: ________________________________

Ville où elle est située: ________________________________

Année où vous avez subi les examens: ____________

CARACTERISTIQUES PERSONNELLES DE L'ETUDIANT

Légende:

ID: Votre identification, nom ou autre (numéro de votre fiche)

VD: Variable dépendante de cette étude: la moyenne des notes obtenues aux examens de Rhétorique, exprimées en proportion ou en pourcentage. Si vous ne vous souvenez pas de la moyenne obtenue, écrivez R ou E, suivant que vous ayez réussi ou échoué

VI: Identifie chacun des variables indépendantes suivantes

Age: Votre âge quand vous étiez en Rhétorique

Sexe: Garçon ou fille (G ou F)

Moyenne de l'école élémentaire: La moyenne obtenue aux examens du CEP (Certificat d'études primaires) ou moyenne générale obtenue à la classe de 7e

No. d'heures d'études quotidiennes: Combien d'heures avez-vous étudié chaque jour en préparant vos examens de Rhétorique?

Religion: Votre religion quand vous étiez en Rhétorique

<table>
<thead>
<tr>
<th>ID</th>
<th>VD</th>
<th>VI</th>
<th>VI</th>
<th>VI</th>
<th>VI</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom ou No. de la Fiche</td>
<td>Moyenne du Bac</td>
<td>Age</td>
<td>Sexe</td>
<td>Moyenne des classes primaires</td>
<td>Heures d'étude quotidienne</td>
<td>Religion</td>
</tr>
</tbody>
</table>

Comment auriez-vous évalué votre état de santé, quand vous étiez en Rhétorique? (Cochez un)

( ) mauvais ( ) précaire ( ) bon ( ) très bon ( ) excellent

Remplir ici →

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FORMULAIRE F-2

CONDITIONS SOCIO-ECONOMIQUES DE LA FAMILLE

Le Formulaire F-2 a pour but de recueillir des informations sur les conditions socio-économiques de votre famille, quand vous étiez en Rhétorique. Encerclez le numéro qui convient :

1. Statut matrimonial des parents
   ( ) marié  ( ) séparé  ( ) divorcé  ( ) parent unique

2. Nombre d'enfants dans la famille
   ( ) 1  ( ) 2  ( ) 3  ( ) 4  ( ) 5 ou plus

3. Conviction religieuse de vos parents
   Père  ( ) Catholique  ( ) Protestant  ( ) Adventiste  ( ) autre  ( ) aucune
   Mère  ( ) Catholique  ( ) Protestant  ( ) Adventiste  ( ) autre  ( ) aucune

4. Degré d'éducation de votre père
   ( ) aucun  ( ) primaire  ( ) secondaire  ( ) universitaire

5. Degré d'éducation de votre mère
   ( ) aucun  ( ) primaire  ( ) secondaire  ( ) universitaire

6. Profession ou occupation de votre père
   ( ) médecin  ( ) éducateur  ( ) avocat  ( ) administrateur  ( ) pasteur
   ( ) commerçant  ( ) employé public  ( ) artisan  ( ) autre,
   précisez:

7. Profession ou occupation de votre mère
   ( ) médecin  ( ) éducateur  ( ) avocat  ( ) administrateur  ( ) pasteur
   ( ) commerçante  ( ) employé public  ( ) artisan  ( ) autre,
   précisez:

8. En admettant qu'il y a trois classes sociales en Haïti, dans quelle catégorie auriez-vous placé votre famille quand vous étiez en Rhétorique
   ( ) élite  ( ) classe moyenne  ( ) masse

9. Estimez le revenu mensuel de vos parents (revenu du père + de la mère)
   ( ) inférieur à $100
   ( ) entre $100 et $300
   ( ) entre $300 et $500
   ( ) entre $500 et $700
   ( ) entre $700 et $1,000
   ( ) supérieur à $1,000

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FORMULAIRE F-3

CARACTERISTIQUES DE L'ECOLE SECONDAIRE FREQUENTEE

Les différentes parties de ce formulaire ont pour but d'évaluer l'institution que vous avez fréquentée quand vous étiez en Rhétorique. La méthode d'évaluation est sur une base de 5 points. La valeur de chaque point est donnée par une légende placée au début de chaque section. Soyez sûr que vous avez compris chaque item avant de répondre. Merci pour votre esprit réfléchi.

I. Facilités Scolaires

N.B. Les facilités scolaires doivent être évalués selon le milieu haitien.

Légende: 1. inexistent 2. médiocre 3. passable 4. bien 5. excellent

Cochez le numéro qui convient

1 2 3 4 5

a. Bureau de Directeur
b. Archives et registres scolaires
c. Dimension des salles de classe
d. Laboratoires
e. Matériel audio-visuel
f. Bibliothèque
g. Toilettes
h. Cour de Récréation
i. Cafétéria
j. Salle des maîtres
k. Salle commune pour les élèves
l. Computer

II. Effectif de la Classe de Rhétorique

Estimez le nombre d'étudiants qu'il y avait dans votre classe de Rhétorique: _______

III. Devoir de Maison

Les devoirs de maison sont d'une importance capitale pour l'apprentissage. En considérant toutes les matières, combien de devoirs avez-vous eu en Rhétorique? Cochez l'une des rubriques suivantes:

( ) moins d'un devoir par mois
( ) deux ou plus de devoirs par mois
( ) quatre ou plus de devoirs par mois
( ) huit ou plus de devoirs par mois
( ) douze ou plus de devoirs par mois
IV. Efficience de la Direction

Evaluez le leadership du directeur en cochant le numéro approprié:

Légende: 1. médiocre 2. assez bien 3. bien 4. très bien 5. excellent

a. Le directeur secondait les professeurs
b. Était toujours disponible
c. Conduisait des séminaires de formation pour les maîtres
d. Avait des réunions de professeurs au moins une fois par mois
e. Les professeurs participaient aux décisions de la direction
f. Visitait les classes assez souvent
g. Veillait à l'exécution du programme
h. Organisait des réunions de parents assez souvent
i. Encourageait et invitait des autorités intellectuelles à parler à l'école
j. Établissait des buts et objectifs pour l'école
k. Maintenait une bonne discipline
l. Entretienait de bonnes relations avec les professeurs, les parents, et les étudiants

V. Differnce de Niveau

Aviez-vous eu dans votre classe de Rhétorique des élèves de niveau différent? Donnez votre opinion en cochant l'une des réponses suivantes:

<table>
<thead>
<tr>
<th></th>
<th>Supérieur</th>
<th>Inférieur</th>
</tr>
</thead>
<tbody>
<tr>
<td>grande différence</td>
<td>80/100</td>
<td>40/100</td>
</tr>
<tr>
<td>assez grande différence</td>
<td>80/100</td>
<td>48/100</td>
</tr>
<tr>
<td>différence moyenne</td>
<td>80/100</td>
<td>56/100</td>
</tr>
<tr>
<td>faible différence</td>
<td>80/100</td>
<td>64/100</td>
</tr>
<tr>
<td>différence insignifiante</td>
<td>80/100</td>
<td>72/100</td>
</tr>
</tbody>
</table>
Selon vous quelles seraient le cas échéant les causes de cette différence de niveau entre les élèves d'une même classe. Cochez parmi les hypothèses suivantes toutes celles qui paraissent s'appliquer à votre classe de Rhétorique:

( ) Le programme d'études ne répondait pas également aux besoins des élèves, en d'autres termes il n'y avait pas de choix de sujets qui permettrait aux élèves de choisir les matières qui répondraient à leurs aptitudes

( ) Examens de passage inadéquats

( ) Manque de contrôle de la part du Département de l'Éducation Nationale

( ) Tendance des élèves encouragés par les parents à brûler les étapes afin de terminer le plus vite possible

( ) Autre raison, spécifiez: _______________________________________________________________________

VI. Heures Réservées à l'Enseignement

Combien d'heures d'enseignement étaient réservées à la classe de Rhétorique? Cochez un:

( ) 15 à 20 heures par semaine
( ) 20 à 25 heures par semaine
( ) 25 à 30 heures par semaine
( ) 30 à 35 heures par semaine
( ) 35 au moins par semaine

VII. Niveau Académique des Professeurs

Quel pourcentage des professeurs de Rhétorique peut être rangé dans les rubriques suivantes?

Au dessous du Bac I
Bac II
Bac II + une formation additionelle
Bac II + un titre universitaire
Une licence
Au dessus d'une licence

VIII. Qualité de l'Enseignement

Comment pourriez-vous évaluer l'enseignement des professeurs de Rhétorique en général:

( ) très médiocre  ( ) médiocre  ( ) bien  ( ) très bien  ( ) excellent
FORMULAIRE F-4

CURRICULUM

Evaluez le programme d'études en application dans votre école. Encerclez le numéro approprié:

Légende: 1. très médiocre  2. médiocre  3. assez bien  4. bien  5. très bien

1  2  3  4  5

a. Comment le contenu du programme répondait-il aux besoins de la société Haitienne?
   
   b. Comment le contenu du programme répondait-il aux besoins de l'étudiant?

   c. Dans quelle mesure le temps prévu pour chaque matière était suffisant pour couvrir le programme?

   d. Comment évaluer la consistance entre le programme et les examens du Bac?

   e. Dans quelle mesure le programme peut affecter positivement le succès au Bac?

   f. Dans quelle mesure le programme peut affecter négativement le succès au Bac?

Pensez-vous qu'un changement dans le curriculum pourrait augmenter les possibilités de succès au Baccalauréat I?

Si vous deviez changer le curriculum quel changement majeur auriez-vous fait?
APPENDIX B

Computer Printouts:
Mean and Standard Deviation
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APPENDIX C

Correspondence
April 21, 1986

TO WHOM IT MAY CONCERN:

May I introduce Mr. Serge Vernet to you, who is a Ph.D. candidate at our university. His area of concentration is Educational Administration and Supervision. The topic of his proposed doctoral dissertation is: Factors Contributing to the Successful Completion of Baccalaureat (Part I) in Haiti.

In order to complete this research, Mr. Vernet needs data from the National Department of Education, Secondary Schools and the Graduates of Baccalaureat (Part I) in Haiti.

May I request each organization and individual concerned to assist Mr. Vernet in collection of the necessary data to complete his research. I am confident that a study of this nature should make an important contribution to the educational concerns in Haiti.

Please accept my sincere appreciation for your cooperation.

Sincerely yours,

[Signature]

Dr. Ronald Lalil
Professor of Educational Administration & Supervision
Chairman of Mr. Vernet's Doctoral Committee

em
21 avril 1986

A QUI DE DROIT:

Qu'il me soit permis de vous présenter Mr. Serge Vernet qui est un candidat au doctorat (Ph.D.) à notre université. Sa spécialité est Administration Scolaire et Supervision. Son mémoire de doctorat en préparation est intitulé: Facteurs Contribuant à la Réussite au Baccalauréat (1ère partie) en Haïti.

Afin de compléter cette étude, Mr. Vernet a besoin des données fournies par le Département de l'Éducation Nationale, des établissements d'enseignement secondaire, et des lauréats au Baccalauréat (1ère partie) en Haïti.

Je prie les organisations et individus concernés de lui prêter l'assistance nécessaire dans la collection des données en vue de compléter cette recherche. Je suis sûr qu'une étude de cette nature représente une importante contribution à l'éducation en Haïti.

Veuillez accepter l'expression sincère de mes remerciements anticipés.

Sincèrement vôtre,

Dr. Bernard M. Call
Professeur d'Administration Scolaire et Supervision
Président du Comité de Doctorat de Mr. Vernet

swo
APPENDIX D

Map of Haiti
LEGEND:

★ Capital (Port-au-Prince County): 133 secondary schools (69%)

* Cities of Provinces: 59 secondary schools (31%)

Map of the Republic of Haiti
SELECTED BIBLIOGRAPHY


NAME: Serge E. L. Vernet

DATE OF BIRTH: March 14, 1935

PLACE OF BIRTH: Port-au-Prince, Haiti

EDUCATION:

1956  Baccalauréat (Part I)
1957  Baccalauréat (Part II)
1962  Diplôme de Fin d'Etudes, Ecole Normale Supérieure d'Haiti
1963  Licencié en Droit, Faculté de Droit de Port-au-Prince, Haiti
1978  Master of Arts--Educational Administration, Andrews University
1986  Ph.D. Candidate, Andrews University

AREA OF CONCENTRATION: Educational Administration

COGNATE AREA: Special Education

PROFESSIONAL EXPERIENCE:

1961-1973  Secondary School Teacher: Institut d'Etudes Classiques (Haiti); Collège Saint Pierre (Eglise Episcopale d'Haiti); Collège du Séminaire Adventiste d'Haiti
1978-1980  Head of Education Department and college professor, Institut Adventiste Franco-Haitien
1980-1983 Academic Dean, Institut Adventiste Franco-Haitien
1983 Acting President, Institut Adventiste Franco-Haitien
1987-- President, Institut Adventiste Franco-Haitien

PROFESSIONAL MEMBERSHIPS:

Institut Pédagogique National, Port-au-Prince, Haiti (consultant)
Phi Delta Kappa (student affiliate)
American Educational Research Association (student affiliate)