

ABSTRACT

A Study of Some Factors
Affecting Implementation
of the Primary Agricultural
Science Syllabus in Ten
Schools in St. George
East Education Division

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This study examines to what extent the factors of teacher qualification, teaching method, attitude and need affect implementation of the primary Agricultural Science Syllabus in ten schools in the St. George East Education Division.

Among 100 subjects, comparisons were made using groups of 32 males and 68 females, and 48 teachers in rural and 52 in urban schools. Groups comprised teachers between the ages 17 to 55 years who taught classes from infants to Standard six.

The questionnaire survey used, comprised questions of the fixed-alternative type, open-ended and Likert types. Both the schools and the subjects were randomly selected.

Over 90% of the teachers had Teachers' Diploma and 26% of these had specific training in Agriculture. Three percent of the teachers attended workshops for in-service teachers, 4% did other courses, and 4% do not teach

Agricultural Science.

Over 80% of all the groups enjoy teaching Agriculture and 80% have pupils who are enthusiastic about Agricultural Science.

Seventy percent of the teachers use the approved syllabus, and practical work with theory is the most popular teaching method used. While 90% of the female and male groups integrate Agriculture with other subjects, 24% integrate it with one and 28% integrate it with five other subjects. Tools and equipment and containers are the popular resources used by all groups and large land space is utilised by more teachers in rural than urban schools.

Relevant knowledge is the primary need of all the groups while safety regulations is of least importance.

No significant difference was found among the teaching methods used by teachers with specific training (not sig. at 0.05); male and female teachers (sig. at 0.01); teachers in rural and urban schools (not sig. at 0.05); and teachers who enjoy teaching agriculture (sig. at 0.01).

The teachers generally have a positive attitude towards Agriculture. No significant relationships were found in the levels of response to each of eight attitude statements and the groups of variables tested, except

for three of the statements where there were significant relationships between levels of response and variables tested (sig. at 0.05).

Although teachers were positively inclined toward teaching Agricultural Science, they recognise the need for the acquisition of relevant knowledge and skills.

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