

**A B S T R A C T**

The degree of implementation of the  
primary school Agricultural Science syllabus

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This study investigates the degree of implementation of the primary school Agricultural Science syllabus. The degree of implementation is explored through proportion of teachers covering the topics in the primary school Agricultural Science syllabus. The sample consisted of sixty teachers from five rural and five urban schools in the Victoria Educational District. These teachers have classes in standard 1, 2 and 3, which correspond to the levels 1 and 2 topics in the primary school Agricultural Science Syllabus. Data collection consisted of questionnaires and observation of teachers' Agricultural Science activities/lessons, their Record and Forecast (similar to a plan of work) and students' Agricultural Science exercise books. Data analyses show that the Agricultural Science syllabus is not implemented in the primary schools of Trinidad and Tobago, in the subject area, Agricultural Science. Rather, eight of the twelve topics investigated are taught mainly in Science and Social Studies, the other four topics not being taught by the majority of the teachers. Also, of the four factors - location of the school, gender of the teacher, teacher-training in Agricultural Science and teaching experience - investigated for their relationship to the teaching of the Agricultural Science syllabus, only location of the school showed any positive relationship. With a probability level of .05 the chi-square values were significant for the first seven topics, and the percentages obtained indicated that the rural schools are more likely to teach these topics in Agricultural Science, than the urban schools.