RELATIVE IMPORTANCE OF SELECTED AREAS OF RURAL AND COMMUNITY DEVELOPMENT IN VENEZUELA AND SELF PERCEPTIONS OF THREE EDUCATOR GROUPS AS TO ABILITY TO PROVIDE INSTRUCTION AND SERVICES IN THESE AREAS

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Scope and Method of Study: A farmer group and three groups of educators consisting of respondents from: (1) Ministry of Agriculture Extension Workers, (2) Vocation Agriculture Teachers, and (3) University Extension Faculty (UNELLEZ) were asked to rank the relative importance of eleven areas of Rural and Community Development. Educator groups were also asked to indicate the ability of their agency or institution to provide instruction and render services in each of the eleven areas. The study was limited to Portuguesa State, Venezuela.

Findings and Conclusions: While all eleven of the selected areas were recognized by respondents as important, the three areas judged to be of paramount importance were: (1) crop production, (2) soil conservation practices, and (3) production credits. Judged to be of much lesser importance were: (1) family planning population control, (2) recreation, physical education, and (3) sanitation, waste disposal. The other areas: (1) livestock production, (2) mechanical techniques, (3) communication skills such as speaking, (4) providing safe and clean water and (5) first aid, health techniques were all judged as being of moderate importance. Considering all eleven areas, farmers felt that among the three educator groups, the Ministry of Agriculture Extension Workers to be the most able to give instruction and render services. Self perceptions of abilities appear to be very slightly the stronger among Vocational Agriculture Teachers and Extension Workers. Self-perceptions of abilities made by University Extension Faculty were decidely lower. Recommendations made tended to center about providing training programs more directly related to the concept of community participation by educational agencies.

ADVISER'S APPROVAL Robert R Price

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CHAPTER I

INTRODUCTION

Venezuela has undergone many transformations in the last three decades. The Venezuelan economy has changed substantially. A basic factor in this change has been the phenomenal increase in petroleum sales. Such changes have greatly accelerated a rural exodus to urban areas. According to information given by the Central Bank of Venezuela, in 1936 the rural population in Venezuela represented 79% of the total population, and 1975 was reduced leaving only 21% of the people classified as rural (1).

Thus, agriculture tended to lose recognition as the industry of much value for the country further development. However, the real importance of agriculture as a leading enterprises in Venezuela is sustained by a very good climatic situation, providing adequate rainfall and a range of temperature around 60 - 90^{o}F throughout. Combined with soils of moderate fertility, such desirable attributes promote maintenance of the position of agriculture as an industry making a major contribution to the nation's economy.

Besides petroleum, mineral resources include: iron, diamonds gold, coal, salt, asbestos, gypsum, limestone, and magnesite.

Venezuela is an independent country found on the South American continent. As a nation its territory covers a total surface of 912, 050

Km^2. and the population now exceeds 15.5 million. the Federal constitution provides for 20 states, one federal district, two federal territories, and 72 islands. All are participating units of Federal Government.

In Venezuela a somewhat unsatisfactory rural situation is manifested. Such is evident in the following: (1) the low quality of life presently experienced by the rural population; (2) the growing tendency to migrate urban areas; (3) the continuing failure of certain segments of population to gain many basic human needs; (4) the disintegration of the family nucleus; and (5) the insufficient and often diminishing educational opportunities. The above are not to be considered an exhaustive list of aspects and conditions which limit attainment of sorely needed rural development, but, are, without doubt, those of major importance. While these conditions endure, a major thrust must be made toward the development of obtainable objectives and the implementation of actions designed to achieve such objectives. The design and implementation of action for such objectives must encompass economic, social and political segments of the country. Unless willing participation of the populace is secured, sound and well functioning rural development for Venezuela will not be accomplished. It is considered of primary importance to first determine how effective agricultural education can influence and contribute to bringing about in the populace an awareness and a desire to become involved in programs which might result in improvement of rural areas of Venezuela.

Statement of the Problem

A major problem exists throughout many of the rural regions of Venezuela in terms of the conditions of community livelihood. This is true not only for individuals, and for families, but for rural communities as a unit. Villages often are quite lacking in sanitation and facilities for health care; but also prouisious for family planning and recreation are often non-existent. Agricultural production can be considered to often be at a relatively low level and prousious for securing credit for such production exist only at a major level.

While policy makers within the government of Venezuela have, on the whole, been moderately favorable to providing resources which may promote development in the rural areas, there remains a real need to insure participation of rural dwellers in the identification of needs and possible assessment of each as to relative importance. Further, it would seem necessary, or at least quite desirable, to obtain from these rural dwellers some judgement as to possible groups and/or agencies which in turn might bring about appropriate transfer in a manner most acceptable to rural dwellers. There would indeed, seem to exist a most viable need for an effective program of Community Education (3).

A concomitant need, in addition to securing opinions and judgements from rural dwellers is that of determining perceptions from representatives of the two agencies most closely responsible for improving the welfare of the rural populace: (1) the vocational agriculture high schools and (2) the agricultural Extension Unit of the Ministry of Agriculture.

This approach is intended to recognize that to successfully solve the problem imputs are needed from all three sources.

Purpose of the Study

The major purpose was to obtain perceptions from (1) Farmers and rural dwellers, (2) high school teachers (3) Ministry of Agriculture extension workers and (4) Extension faculty at UNELLEZ, (University Extension) as to the extent to which they view eleven selected items of Rural and Community Education and Development as important for the future of rural community progress in Venezuela. A further purpose was to determine self-perceptions of respondents comprising each of the three groups (1) Ministry of Agriculture Extension Workers, (2) high school teachers of Vocational Agriculture and (3) Extension Faculty of "Universidad Nacional Experimental de los Llanos Ezequiel Zamora" (UNELLEZ) as to their ability to provide effective instruction and render skills and services in each of the eleven selected areas of Rural Community Education and Development.

A concomitant purpose was to obtain judgments from farmers and rural dwellers as to the relative ability of each of the three agencies to provide needed instruction skills and services in each of the selected eleven areas of Rural and Community Development.

Objectives of the Study

1. To thoroughly review literature pertaining to Rural Development and Community Education.

2. To ascertain the relative importance of each of 11 areas, particularly as they are related to the accomplishment of rural development through education and services rendered.

3. To determine the extent to which respondents from each of the three agencies feel that their agency is able to supply the needed instruction, skills and services for each of the 11 areas.

Scope and Limitations of the Study

1. This study was limited to a concern for the area of Community Education and of Rural Community Development in Venezuela.

2. In terms of formal procurement of data, this study was limited to the perceptions of (1) farmers, (2) high school vocational agricultural teachers, (3) Ministry of Agriculture extension workers and (4) University Extension Faculty (UNELLEZ) as to extent to which they view selected items of rural community development and related community education as important for the future of rural community in Venezuela.

3. Since the project area studied was located at a great distance from the United States, the problem of data procurement in terms of unavoidable limited contact did impose somewhat of a restraint upon data collection.

4. Data and information collected were limited to that obtained through personal efforts of the researcher with assistance from Dr. Pedro Lacruz of the faculty at UNELLEZ and the assistance of 15 agricultural students at the University.

5. As developed, perfection of the questionnaire was limited to review and evaluation by selected faculty members at Oklahoma State University and to selected graduate students from Venezuela and other developing countries.

Definition of Terms

According with this study, there are certain terms that have special meaning such as these:

Community Education: For the purpose of the study, this term refers the process that achieves a balance and a use of all institutional forces in the education of the people - all the people of a community.

Rural Development: This term is the goal of Rural Development educational programs is to help people achieve a better way of life: better community services and facilities, better housing, a more favorable community economic climate.

Community Development: For the purpose of the study, this term refers to a continuous process of change and growth in human and natural resources directed toward the accomplishment of welfare and quality of life to be attained by citizens of community.

Rural Community: This term refers to the people in a local area who live on dispersed farmstead or in a hamlet or village of less than 2,500 population that forms the center of their common interests.

Educational Zone: This term is used to designate a geographical area corresponding to the state in which administration of the educational system for local schools is coordinated and supervised.

Agricultural Extension: This term inclusive refers to a service or system which assists farm people through educational procedures. Services tendered include improvement farming methods and techniques, increasing production efficiency and income, bettering their levels of living, and lifting the social and educational standard for rural life.

CHAPTER II

REVIEW OF LITERATURE

Introduction

To undergird the salient attempt of the study, to determine the sustability of certain selected agencies to carry out programs of Community Education for furthering Rural Development in Venezuela, this chapter will attempt to identify needs and describe conditions which need to be alleviated. Definitions of terms pertinent to Community Education, Rural Community Development and Rural Education are given accompanied by some pertinent discussion of these items.

Accepted Meanings and Concepts as Applied to Rural Development in Community Education and Agricultural Extension

For some time now, one of the major problems facing community educators, extension agents, and other developing programs in rural areas has been the question of how to get effectively involvement in rural areas which cover large geographic units. We often find the rather typical strategy of organizing a county-wide advisory council. An analysis of many of these organizations often leads to the following meanings:

Meaning of Community

Community has many meanings, such as it denotes a specific area, to others a social services and to still other a set of cultural values which a lot of people share. Some concepts of Community are designed as follows. OSU Extension Facts defines Community as "One or more groups of people interacting toward the attainment of goals in which they share a community interest" (4).

Hiemstra (5, p. 11) defines Community as: "The organization of social activities and units are designed in such a manner so as to facilitate the daily living of given sets of people".

There are other terms related to this study such as Rural Development and Community Education.

Meaning of Development

Barret (4, p. 805) stated: "Is a process of progressive change in attaining individual and community interest through an expanded, or adjusted use of available resources".

The brochure, "Community Development, How to Do It," defines Development as: "The task of helping people in either a limited or the whole society with specialized subunits to function so as to achieve maximum production and utilization of human resources, community resources, and natural resources" (6, p. 4).

Meaning of Rural Community

In this study, Rural Community refers to the people in a determined

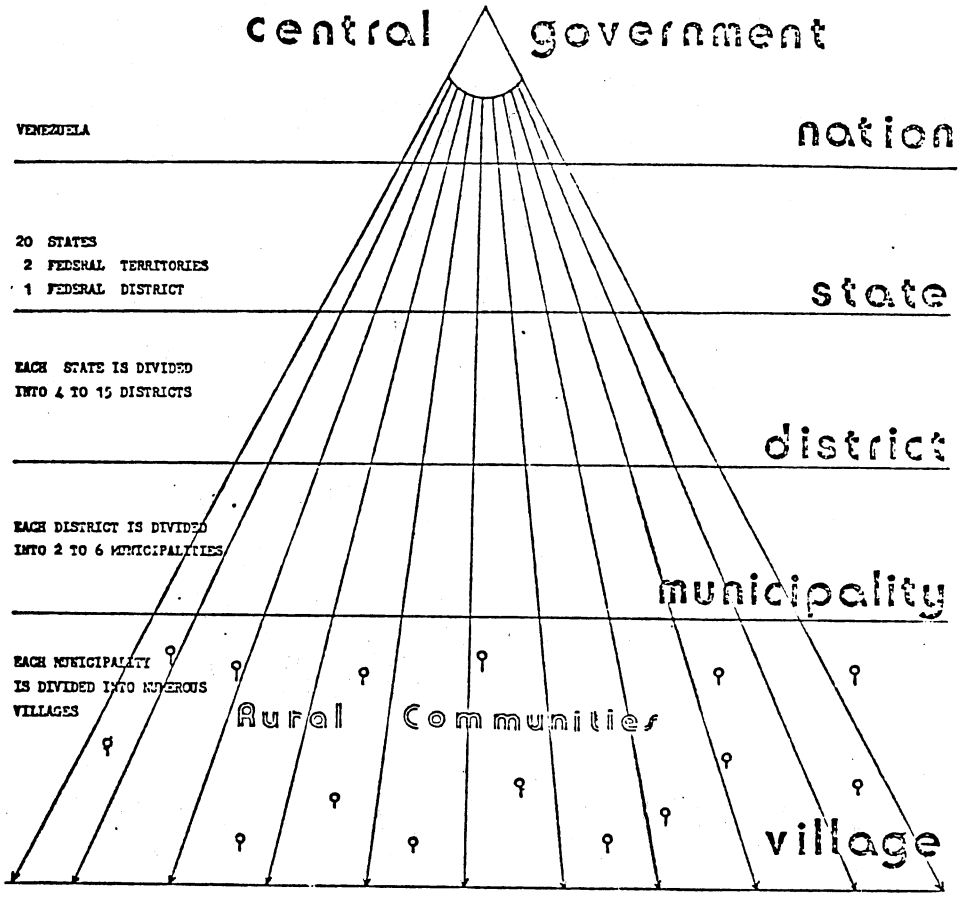

Figure 1. Political Subdivisions of Government in Venezuela

area who live on dispersed farms, in a hamlet, or villages of less than a population of 2,500. Such a unit tends to operate as a center for sharing common interests.

Figure 1 illustrates the diagramitic schedule shown in various aspects of the community within the context of the current levels of the government in Venezuela. Those concepts represent ideas and symthesis gained from several studies and articles (7, p. 13, 19).

Meaning of Community Education

Seay (8, p. 11) defined Community Education as: "The process that achieves a balance and use of all institutional forces in the education of the people- all of the people - of the community."

Good (10, p. 119) further represents Community Education as: The process of people in a community coming together to identify their problems and needs and devise solutions. The process, which builds community awareness and a spirit of self reliance often results in recreational, social and educational programs for the community.

While, Thomas McMullen (13, p. 27) said: Community Education is: "A dynamic, yet common sense approach to learning and its phylosophical base makes it the type of concept which can be applicable in nearly any type of community".

Finally, Johnson (30, p. 2) stated Community Education has been identified as:

> An ideal vehicle for bringing about individual and community improvement. As individuals participate in both

> the formal and informal aspects of Community Education, they tend to mature and to develop leadership qualities that are of value to the entire community. With regard to community development, Community Education stimulates all parts of the community to interact so that there is a tendency to look at problems from the perspectives of the effect on the individual, groups, and on the community in general. There is a freer flow of communications in the community so that problems are cooperatively identified, clarified and acted upon rather than working for the advantage of some individuals and groups at the expense of others (p. 70).

Meaning of Rural Education

Rural Education is defined as Good (10, p. 504) as: "Those phases of education which deal with the peculiar conditions, opportunities and problems of people living on dispersing in a farms or villages of less than 2,500 population". Covardale (12, p.6) in like a manner defined Rural Education as: "The act of art of developing and cultivating through education the various physical, intelectual, moral facilities and the economic and social welfare of the persons living in rural communities".

Meaning of Rural Community Development

Rural Community development as a concept, differs from Community development in that attention is focused more specifically in rural areas as contrast with urban.

Phifer and List (9, p. 20) defined Community Development as: "A rational process of inquiry and discovery whereby those comprishing the community arrive at group decisions and take appropriate action to enhance the social economic or cultural well-being of their community".

Role of Education and Community Education in Rural Development

Education should assume a direct and preponderant role in relation to both the search and attainment of productivity, as well of providing new and more diverse opportunities for enhancing personal and group progress. Further more, effective education proceeds on the basis that the new knowledge warrants better levels of production and better forms of life. Therefore, it must percipitate desire on the part of farmers to participate in efforts to more fully understand media and aware themselves of opportunities to learn. All of this must take place within a global context, so that rural education not only is a function of the educational sector, but also contributes to community and the needs throughout the country (15).

The role of Community Education according to Wilkinson (14, p. 43) is such that Community action itself can be viewed broadly as a process of "learning through doing" and thus, an essentially informal educational process. Generally there are two approaches to the problem, one stresses the specific role that adult education can play in the community action process, acting as its education arm. The other emphasizes the role of adult education as a general community education service, meeting a wide variety of needs and interest in the community, not only those concerned with community action.

Good (10, p. 119) defines Community Development as: "The educational process and educational management of that implements and enhances between the community and its people which leads to the improvement of

both". It can also be defined as: "The efforts of a community to identify its problem and to attempt, to establish and reach its established goals, primarily through the application of the democratic educational process" (10, p. 119).

The researcher would posit the conclusion that rural development should consider the interdependence of all developmental areas or sector affected. These sectors include agriculture and industry as well as transportation, education, leisure activities, etc.

According to the UNESCO Regional Office for Educacion in Asia there are certain implications and growth points for preparing teachers in education for Rural Community Development (11). Vocational Agriculture teachers should identify with postulates of the social educational sector, in order to make possible the full development of the personality of each individual. This is accomplished an apt citizen through development of any people thoroughly participating in the Democracy, furthering each citizen of the culture and committed to development of the human spirit of solidarity. Moreover each citizen should contribute ten basic improvements in the Rural Community by assisting Community leaders and being a whole hearted in the "Community Problem-Solving Process".

Constant upgrading of Teaching Achieves and Revision of curriculum in Secondary Agricultural Education is necessary in order to incorporate needed elements of Rural Community Development in the Educational Programs. It would seem appropriate that the professional agricultural worker, trained in those schools, who works with farms people would also

be the person who would suggest and work with the people on rural community improvement projects.

Community Education as Community Service

The Community action problem is to view adult education as a vital part of a more far reaching attempt to insure community services centered about available resources. Unfortunately those resources, like many others are tied up in a variety of formal institutions and utilized mainly by the middle classes. For a variety of institutional and cultural reasons, the resources and opportunities provided by adult education agencies are rarely made fully available to the working class in various communities (14). This situation could be remedied by making the school an instrument of the integrated development of the community and is a most promising concept. This concept and practice can be accomplished in Venezuela through community education particularly vocational agriculture. "Vocational Agriculture should serve as a community development center which works in cooperation with rural leaders as they seek to overcome their problems. It is necessary that each teacher and each citizen exert indispensable foresight and constant effort so, that the schools' success be conceived as and made a part of a group effort, coordinated satisfactorily that make of the school an genuine instrument of integral development of the community" (14, p. 5).

The Need for Rural Development and Community Education in rural Venezuela

In Venezuela, recently, there are some situations and occurances in relation to rural development and community education, which are commundable not all of which are confined to the agricultural sector. Need for the acquisition of more and better skills in both social and economic areas are becoming more apparent and thus focused attention toward development of many communities in the rural areas, this is according to Covardale (12, p. 6, 7, 12).

The rural area is characterized by a lack of skilled manpower, under-employment and presents a presistant labor/land unbalance. subsistence farming predominates and much of retrogressive situation is due to lack of capital, and an acute shortage of institutions concerned with the necessities of rural development. Of further hinderance is the plethora of different authorities and the multiplicity of constraints engendered, as well as the simple fact that too often agricultural work is deemed servile and held in contempt.

A phenomenon which occurs in developing countries such as Venezuela is the rapid growth of urban areas, brought on largely by an increasing exodus of population from rural areas. Certain specific reasons for this ever increasing rate of migration from rural areas are suggested by Coverdale and includes: conveniences available in the cities such as electricity, transportation, water supply and recreation. It often

TABLE I

URBAN AND RURAL POPULATIONS OF VENEZUELA

Years	Total	Urban Population No.	%	Rural Population No.	%
1936	3.364.347	971.903	28.90	2.392.444	71.10
1941	3.850.771	1.206.746	31.30	2.644.025	68.70
1950	5.034.838	2.411.811	47.90	2.622.827	52.10
1961	7.612.327	5.164.125	67.84	2.448.202	32.16
1962	7.872.266	5.415.740	68.80	2.456.526	31.20
1963	8.143.629	5.678.751	69.73	2.464.878	30.27
1964	8.426.799	5.953.540	70.65	2.473.259	29.35
1965	8.722.212	6.240.544	71.55	2.481.668	28.45
1966	9.030.330	6.540.224	72.43	2.490.106	27.57
1967	9.351.602	6.853.030	73.28	2.498.572	26.72
1968	9.686.486	7.179.419	74.12	2.507.067	25.88
1969	10.035.435	7.519.844	74.93	2.515.591	25.07
1970	10.398.907	7.874.763	75.73	2.524.144	24.27
1975	12.443.970	9.866.623	79.35	2.567.347	20.65
1981	15.202.626	12.582.459	82.77	2.620.167	17.23

Source: Moya and Moya, (2, p. 67).

appears as a somewhat remote goal that the rural areas will compare favorably, however overburdened they may be, with those of the urban area.

At the same time the industries located around cities will provide workers with higher monetary rewards for their labour that from the kinds of jobs available in rural areas or villages. Thus, under present conditions, the decision to migrate to the cities is a rational one. The population in Venezuela has reached approximately the 15,000,000 mark, of which the strictly rural area constitute slight more than 2,500,000. The composition of that sector as well as the urban sector is shown in the Table 1. It should be noted that the rural population in 1936 constituted 71.10% of the total, yet 30 years later was only 27.57%, and finally, in 1981 is determined as being reduced to only 17.23% of the total inhabitants of the country.

The rural situation in Venezuela can only be viewed as alarming if evidence considered fewer inventory made by the National Agrarian Institute in 1977. This pertinent information was compiled by Isbelia de Segnini (15). An initial effort directed toward agrarian reform was constituted by a law approved by the National Congress on February 22, 1960. Yet, seventeen years later the National Agrarian Institute reportedly found reform efforts to be largely unproductive. However, it should be understood that these data are given only with reference to the open countryside and small towns.

Housing provided in "ranchos" and farms is often found in a dilapidated or run down condition. In fact, the report of the National Agrarian Institute reveals that 27% of rural families do not enjoy the

Service of an adequate sanitary disposal system. Even more disturbing is finding that 71% of farm families are without portable water; 64% lacked electricity; with 52% having minimal or less than minimal health care.

In connection with the movement of the populace to urban centers there are both causative and associated factors which further complicate improvement in living conditions. In a "World Watch" Paper prepared by Eckholm (16) the following assertion was made:

> In the face of rapid population growth, high unemployment, and rising numbers of landless peasants, Venezuela's remaining virgin woodlands are falling fast. Shifting cultivation, the extension of grazing by large landowners and government-sponsored land settlement are the primary means of 'planned destruction'. But since authorized conversion of forest lands into agriculture cannot keep up with the demand, illegal land clearing is rampant (p. 19).

With regard to protection of natural resources are preserved Eckholm further asserted:

> Adequate protection of Venezuela's preserves is not likely to be achieved with stiffer fines, more laws, and more wardens. The laws are adequate, and there are fines mandated for illegal cultivation. But the illegality is seldom faced, and for very compelling reasons. The integrity of the preserves could be enforced only at gunpoint. Neither the local officials, who know that the invader is not really an evil fellow, but is simply trying to feed his family and make a living, nor national politicians, who do not relish the political repercussions of massive, violent land evictions, are likely to carry out such a task. And who is to say that economic system offers the squatters no alternative means of making a living? (p. 21)

Clearly the need for Community Education and leading to Rural Development involving the people as participants in (1) crop productivity increase, (2) improvement of physical and social living conditions and (3) conservation of natural resources are urgently needed. However, in

order for progress to be made, continued governmental action, particularly in providing incentives to the rural populace is mandatory, particularly as these might be centered in land reform and rural development.

Structure and Function of Agricultural Education in the Vocational Schools of Venezuela

Presently three types of curriculum content are offered in the secondary agricultural educational systems of Venezuela. Althrough these were implemented in different schools successfully from 1969 to the present not all schools chose to make changes in programs according to respective governmental decrees; therefore, we find existing three separately identified kinds or types of systems for instruction or combinations of them: (1) the diversified cycle with optional nucleus, (2) the semester credit system, and (3) the agricultural technical school.

Althrough the first of these, the diversified cycle programs which was established in 1969, attempted to achieve improvements in agriculture in vocational schools.

A brief review of the historical background reveals that it was in 1938 when vocational secondary schools were first founded. The first two such schools were called, Practical School of Cafeteros (Coffee) of Bramon in the Tachira State, and Home Economic School of Gonsalito in the Aragua State. These schools were dependent upon the Ministry of Agriculture and Livestock for organization, administration and operation (17).

> For the first time in the history of the Venezuelan Educational System, the program of the study for the rural schools specified that the knowledge to be imparted must give due consideration to the conditions of the environments and its inhabitants. Teaching of subjects foreign to the reality being lived, such as was the tradition in the urban schools, was to be discarded (18, p. 130).

In 1958 with the Decreto N 189 del 30-04-1958 the Venezuelan government created an official body to function under the direction of the Ministry of Education. A major expectation of this action was the newly established body called Direction Artesanal Industrial y Commercial would achieve a greater degree of centralization for technical high schools. Each offered four years of training. The title given to graduates of these schools was Peritos Agropecuarios (19).

Vocational and Technical education including agriculture functioned somewhat effectively in Venezuela until 1969. In August 1969 the government in turn created, by Decreto N. 120, (20). Venezuelan secondary education structured in two cycles as was noted earlier. At this time the previously established agriculture technical high schools were discontinued and reorganized according to the so-called "diversified cycle" which allowed the several agricultural fields to be more specifically defined. The degree obtained through this program was called "Bachiller Agricola" (19, p. 59). Unfortunately, this legislation tended to astually be decidedly less practical, with emphases on more theoretical learning. As was alleged by the commision Nacional para el 'Desarrollo de la Educacion Rural in Venequela (21).

> Agricultural diversified study programs are excessively theoretical and would seem to avoid or ignore the need to provide training based upon the professional conditions that

> exist. Such training fails to provide the learning and skills demanded in further process of rural development. Therefore, the employing organizations that requires much services of them often decide that can well without these graduates (p. 28).

When recognition was given to the problem described above, and also consideration given to other problems of life nature, the need for reform and development of a truly professional program was more widely accepted. In 1977 the agricultural technical program high schools, previously operating as early as 1958, were once again opened. The reformed programs which were instituted included: (1) name changes from the diversified cycles in agriculture to the agricultural technical high school, (2) years of study changed to designated semester of credit, and, (3) the required length of study period changed from a three years designation to a six semesters one (22).

The third type of curriculum of course study was established in 1979, is known as the new Agricultural Technical School, in this plan the unit period of study has been designated by year, and is further subdivided into sectors: (1) basic formation cycle (length of period of study, 3 years) and (2) professional cycle (length, 2 years). An additional feature of this systems was that students satisfactorily completing primary school were granted entrance (21).

A typical vocational agriculture school has two major study area specialities instead of the five listed for earlier types of schools. Schools facilities and equipment often include:

1. The school farm serves as a laboratory where the teachers are in charge of the technical, educational work, and advise but are not allowed

to participate in the administrative work of the school farm. The school farm has land to be used as a teaching tool and in the production of crops and pastures.

2. Buildings and equipments as may be needed, according to the requirements of the curriculum. Often these include: dairy processing laboratory, proper stables for cows, agricultural mechanics, soil laboratory, chemistry laboratory, poultry buildings, and swine buildings and the libraries.

3. The school services may also include a medical center which provides a doctor, two nurses, and a dentist.

4. The departments of the school are: (a) Evaluation, (b) Orientation, (c) Control and registration of students, (d) Agriculture department, and (e) Non-agricultural teacher's department.

The government provides scholarships for those students from rural areas who are willing to study in vocational agricultural schools. If the school is not in the student residential area, the scholarship provides for any additional expenses, such as dormitory fees, cafeteria fees, medical services, as well as expenses according from the required student training experience programs (23).

The students who elect the study at vocational agriculture schools are largely those who are planning college study in the field of agriculture and related areas, as well as those who are planning to enter to work force immediately after high school graduation.

According to Burroughs (24) writing in the World Education Series, there are a number of sources of problems in vocational agricultural

education in Venezuela. Included are problems in: (1) programs, (2) methodology, (3) lack of students, (4) ineffective supervision, (5) low productivity of school farms, and (6) little incentive for the teachers to obtain either social or economic advancement. Quoting from Burroughs (24):

> The educational problems of the rural area in Venezuela are consequences of a complex of a causes: geographical remoteness; conservative or at least ambivalent attitudes of patents the relentlesness demands that the hours, the days, the medical social, supply, the reluctance of trained personnel nationally a confusion of responsibility for educational provision here seen at its worst (p. 81).

A growing number of educators seem to feel that agricultural instruction at various levels tends to present ecessive complications, and is not necessarily directed toward technical skills more commonly needed by workers in the different Venezuelan agricultural areas. Of special concern is the lack of functional training at the middle professional level for present agriculturalist. The great need is for instruction geared to a rapidly changing, dynamic agriculture.

According to a basic study of rural educational problems, produced through a joint effort between the Organization of American States and the Ministry of Education of Venezuela and completed in February of 1971, the problems are of a varied nature, and go from the use of inadequate techniques and methods of teaching to formally further discrepancies, a report issued in 1978 reaffirmed the enadequacies of instructional programs (15).

Isbelia de Segnini asserts that many educational methods presently used are limited in the effectiveness and hence should not be

recommended. She further says that the kind and extent of preparation made by teaching personnel is often far from the optimun. Correcting this deficiency will be difficult since the remuneration teachers receive is far from stimulating. The whole instructional system is hampered by limited evaluation in which the integral development on the individual is largely ignored and supervisory activities are often highly deficient. Finally, Segnini (15) says:

> That the allocation of resources is too often rather small, and that any additional drain on the meager resources of the student's family, often results in association with malnutrition. This combines to squelch motivation both for student and teacher and often actually encourages students to drop-out of their studies (p. 73).

History, Organization and Function of UNELLEZ

"Universidad Nacional Experimental de los Llanos Ezequiel Zamora" (UNELLEZ), is a university that functions as an experimental model as well as a regional university system. Created by Presidential Decree No. 1178, October 7, 1975, it is located in the Western plains of Venezuela. The university is to serve through development of human resources by means of scientific research, agricultural activities and cultural development. Its action is directed to contribute to the social, scientific, economic and cultural transformation of the states of Apure, Barinas, Cojedes and Portuguesa. The university makes its contribution to the national development through the impulse of regional development (26).

UNELLEZ is not an urban university expanding from a nucleus to other localities or regions, if not four universities in one, located in each of the state capitals and diverse centers of experimentation in distinct zones of regions. The activity of the UNELLEZ concentrates on four areas of human activities: (1) Agricultural production, (2) Infra-structure and Industrial Process, (3) Planning and Regional Development and (4) Planning and Social Development. Each one of these areas is concentrated for its coordination in each of the state capitals and at the same time accomplish its activities in the other states.

UNELLEZ Faculty Programs and Extension Activities

The UNELLEZ academical functions are decestralized in four stages being: (1) Barinas, where the main office are functioning as well the Faculty of Regional Development; (2) Apure; (3) Cojedes, the Faculty of Infrastructure and Industrial Process; and (4) Portuguesa, the Faculty of Agricultural Production.

The UNELLEZ extension activity is conceived as a very necessary link between the university and people and their development. Extension, therefore, is the "arm" of the university, contributing to valuable cultural diffusion in the many localities where it serves. Consequently, it has been deemed as expedient to exercise two kinds of fundamental activities: (1) provision of non-curricular courses or non-formal educational activities and (2) cultural activities.

According to Gomez (26):

> A series of short courses that cover a more variety of areas of agricultural activities is implemented with the intention of training personnel in their chosen area of labours. These activities include: Enhancement of specialized knowledge for farmers, technical job training for farmers, diffusion of new technics and procedures in the various stages of the production. Also includes professional in service training and seminars for extension workers of all levels (p. 69).

Ministry of Agriculture Services

Agricultural Extension Concepts and Characteristics

Agricultural extension has been described as a systems of outschool education. The meaning of "extension" has been described by many leaders in this field.

According to Maunder (27):

> Agricultural extension is a service or system which assists farm people, through educational procedures, in improving farming methods and techniques, increasing production efficiency and income, bettering their levels of living, and lifting the social and educational standards for rural life (p. 22).

This definition includes the whole environment in which a farmer lives and cooperates as a legitimate field for extension activity.

The concept that the broader function of extension work is to help people solve own problems through the application of scientific knowledge is now generally accepted. According to Savile (28):

> The aim of all extension work is to teach people living in rural areas how to raise their standard of living, by their own efforts, using their own resources of manpower and mate-

> rials, with the minimum of assistance from governments. By encouraging local leadership and the progressive growth of the community (p. 3).

In the final analysis, the ultimate objective of Extension is increased income and improved living conditions for the people it serves. It is the conviction of many Extension educators that "helping people help themselves" is the philosophy of an organization is its "value framework". When individuals commit themselves to act accordingly, the result is that these values aimed at in the educational program.

According to Boone (29):

> The philosophy of Extension is that people must be assisted within a democratic framework. This philosophy reflects the firm conviction that people adjust to change most rapidly in a democratic environment in which self-expression, self-direction, and self-improvement are encouraged (p. 6).

Scope and Responsibilities of Ministry of Agriculture, Extension Service

Agricultural Extension Services of the Ministry of Agriculture were established for the purpose of changing the knowledge, skills, practices and attitudes of masses of rural people. It was early recognized the function of extension service Ministry of Agriculture not only to establish a system of harmonious internal relationships but to intend other institutions, services and organizations which might be progress in the rural community. Whether directly involved or not, and it was felt that workers in the Ministry of Agriculture extension service should be concerned with all aspects of the welfare extension of rural people.

It was further recognized that the scope of these areas of responsibility also vary between specific services. Logically, programs must reflect needs and priorities of the people for whom they are intended. This does not, however, negate the fact that extension personnel must be aware of the total scope and responsibility of their own service. In addition, it is as important that the National Administrative Unit to which the extension service is attached (i.e. Ministry of Agriculture) find warp in which rural people can be adequately informed as to the scope and responsibility of extension. Only in this way can a cooperative and understanding relationship evolve and support an effective extension program.

Vocational Agriculture and Rural and Community Development

A study directed toward determining the possible role which secondary or vocational agriculture might serve in furthering rural and community development was completed by Pedro Lacruz (25).

He concludes that: The selected specific strategies for achievement of integrated or balanced rural community development, as related to education, are: (a) professional preparation of rural teachers. In order to best prepare them for their role in education, particularly effectiveness in promoting rural community development, it is most essential that "tyro" teachers be carefully guided into more complete identification with the postulates of the rural sector; (b) the possible

need for revision of curricula of secondary agricultural education to be descriptive of much more than a simple rearrangement of courses or change in requirements for given subjects. This may well be needed in order to more readily incorporate such essential elements of rural community development into the educational programme; (c) making the school serve as an instrument to achieve integrated development within the community; (d) expanding role the Vocational Agriculture teachers in bringing about the improvement the rural community.

Summary of Literature Review

In this chapter the researcher has attempted to define community education as that process by which the people of a community exert a cooperative effort to better living conditions in the area. It is asserted that adult education can meet a variety can be achieved as an action by and for the people. Present conditions in rural Venezuela were reviewed and areas of greatest need identified. A review of present and possible future functions and services of three organizations (1) vocational agriculture schools, (2) Ministry of Agriculture extension services and (3) the extension services function of UNELLEZ were made. From the review it may be concluded that each organization does have some characteristics which would help in furthering a program of Rural Community Education and Development.

CHAPTER III

METHOD AND PROCEDURE

The major purpose of this chapter was to describe population parameters, sampling procedures, the instrument to be used for data collection and the methods of analysis to be used.

Population

The location of the study population was restricted to the geographical zone or area in which the influence of the Vice-rectorado of Agricultural Production of the Universidad Nacional Experimental de los Llanos Occidentales "Ezequiel Zamora", the acronym of which is UNELLEZ, was deemed most predominate. This faculty is located in Guanare City, Portuguesa State, Venezuela. The study was further restricted to an area circumscribed by a radius of 60 Kms from the center of the university campus (Mesa Cavavas, Guanare City), which is being used as a pilot project for university extension programs. In Figure 2 is a map of the geographical area described above. Within the area thus circumscribed, 4 groups of respondents were selected: (1) university teachers involved in Extension as a part of their assignment (vice-rectorado of Agricultural Production), (2) Ministry of Agriculture extension agents working and living in the area, (3) Vocational Agriculture teacher-administrators serving in the vocational agriculture schools within the area and (4)

resident farmers and/or rural dwellers, constituted the population for this study.

Procedure of the study

The following steps were largely followed in terms of method and procedure and directed toward accomplishing the purposes of the study:

1. A review of literature was made pertaining to rural development and Community Education, particularly that related to Venezuela.

2. A further review of literature was made pertaining to judgements of high school teachers of vocational agriculture, extension workers and extension faculty of universities for providing community education in areas, similar to the one designed in this study.

3. A questionnaire was designed for administration to farmers and to workers in Educational Agencies such as Vocational Agriculture, Ministry of Agriculture, Extension and Extension UNELLEZ University. The nature of the questionnaire was such as to direct respondents to evaluate possible contributions which selected aspects of the teaching program in Agriculture might make toward successful achievements in rural and community development.

4. For the purpose of further perfecting the data collection instrument, a panel consisting of six professors at Oklahoma State University was asked to review the questionnaire and suggest revisions or additions. Individuals making up the review panel included: Mr. Darrel Morteron, Agriculture Education; Dr. Deke Johnson, Community Education; Dr. Dear Schedmer, Agriculture Education; Mr. H.F. Donelley, Community

Figure 2. Map of Venezuela and UNELLEZ University in Portuguesa

Education; Dr. James White, Agriculture Education; and Dr. Larry Hynson, Sociology.

After suggested revisions were made and attempt at testing was made with the cooperation of six international students. These students and their home countries were: Young Kim, Korea; Pastor Perez, Venezuela; Aliyou Mansuer, Nigeria; Paulos Wirgone, Indionesia; Alioune Kane, Nigeria; and Richard Mibey, Kenya.

Sampling Procedure

As shown in Table 2 for (1) the university extension category respondents were selected by random sampling among 95. The sample thus taken, consisting of 48 individuals, constituted 50 percent of the total population; (2) the Ministry of Agriculture, extension agents category, respondents were also selected through random sampling among sixty. The sample thus taken, consisting of 30 individuals, constituted 50 percent of the total population; (3) Vocational Agriculture teacher-administrators, respondents were selected by random samapling 40. The sample thus taken, consisting of 20 individuals, constituted 50 percent of the total population; and (4) Farmers drawn from a listing furnished by the Ministry of Agriculture consisting of the names of a target population of 300 farmers living in the area. Thus, random sampling totaling 50 accounted for 17 percent of the total individuals in the farmer's group.

TABLE II

TARGET POPULATION PARAMETERS AND SAMPLING

Population Category	Target Population	Sampling Number	%
University Extension	95	48	50%
Ministry of Agriculture (Ext. workers)	60	30	50%
Vo. Agriculture Teacher	40	20	50%
Farmers	300	50	17%

* Percentage of target population in each respondent sample category.

Instrumentation

The major data gathering instrument was designed in order to accomodate a combination of submitted questionnaires and assisted interview techniques when collecting date. In part this was necessary because few farmers are literate. The questionnaire - interview schedule was designed primarily to secure perceptions from selected respondents as to the relative importance of the eleven areas of Rural and Community Development particularly as to how work in areas may be directed toward the promotion of agricultural production and enhancement of quality of life for rural dwellers. Further, the instrument was designed to secure perceptions of farmers and self-perceptions of respondents in each of the three educator groups as to their ability to provide instruction and render services in the eleven areas.

Data Collection

To determine the respondents of the agricultural extension personnel, each of the extension administrators serving in the area were given questionnaires and in like manner, delivered them to the first 50 percent of their employed personnel to enter the office.

Collection of data from high school teachers of Vocational Agriculture was accomplished with the assistance of Directors of each Vocational Agriculture school included in the study. Collection of data from the University Extension (UNELLEZ) was accomplished by distribution of questionnaires to selected monitor teachers who in turn gave them to faculty designated to teach university extension courses.

Collection of data from farmers was accomplished through interviews by the researcher with the assistance of students from vocational high schools under the direction of Dr. Pedro Lacruz. Additional interviews were planned to be provided. The pattern for making interviews is shown in Figure 3.

Instructions for Taking a Sample of Farmer/Rural Dwellers

A. Take a sample of ten farmers from the vicinity of each of the five high schools located in the area. Use the following procedure the center of a circle having a radius of seven kilometers (Km).

1. For the location of the first farmer, go directly West from the school as closely as possible and interview the farmer living at five Km.
2. For the location of second farmer, go directly North from the school and interview the farmer living at two km.
3. For the location of the third farmer, go directly East from the school and interview the farmer living at four Km.
4. For the location of the fourth farmer, go directly South from the school and interview the farmer living at two Km.
5. For the location of the fifth farmer, go directly Southwest from the school and interview the farmer living at six Km.
6. For the location of the sixth farmer, go directly Southeast from the school and interview the farmer living at one Km.
7. For the location of the seventh farmer, go directly Northwest from the school and interview the farmer living at seven Km.
8. For the location of the eighth farmer, go directly Northwest from the school and interview the farmer living at three Km.
9. For the location of the ninth farmer, return to radius straight North for farmer living at six Km.
10. For the location of the tenth farmer, return to radius straight South for the farmer living at five Km.

Example

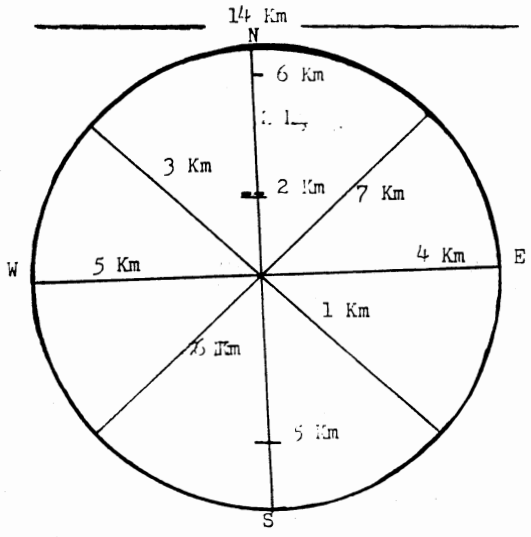

Figure 3. Grid Configuration for Sampling Farmers.

TABLE III

TOTAL RESPONSES WITH REGARD TO
SAMPLING OF TARGET POPULATIONS

Population Category	Target Population	Sample Size	Sample Percentage	Actual Returns	Percent of Sample Returns
University Extension	95	48	50	22	45.83
Ministry of Agriculture (Extension Agents)	60	30	50	23	76.67
No. Agriculture Teachers	40	20	50	9	45.00
Farmers and/or Rural dwellers	300	50	17	30	60.00

Analysis of Data

Both statistical means and analytical treatments were used in analysis. Responses made by individuals to a Likert Type scale were collected and comparisons to obtain total mean scores as they were constituted by each of the respective groups. The questions and statements on the questionnaire schedule were so designed that respondent could easily indicate their perceptions and by checking appropriate items on the survey form.

In order to analyze data, the researcher used a response scales system which required the assignment of numerical values and establishment of response category absolute limits. Figure 4 shows these limits as they were established and used as bases for discrimination of category differences.

Response	Numerical Value Assigned to Statements	Limits for Response Category
Very Important	3	2.50 - 3.00
Moderately Important	2	1.5 - 2.49
Somewhat Important	1	.50 - 1.49
Not Important	0	0 - .49
Very Able	3	2.50 - 3.00
Moderately Able	2	1.50 - 2.49
Somewhat Able	1	.50 - 1.49
Not Able	0	0 - .49

Figure 4. Scale of Values Applied to Response Categories

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Sampling Procedure

A questionnaire - interview schedule was designed and perfected by submission to a jury of knowledgable persons. Samples were drawn from target population parameters for four groups, (1) University Faculty Extension (UNELLEZ); (2) Ministry of Agriculture Extension Workers; (3) Vocational Agriculture Teachers, and (4) Farmers.

Data Collection and Method of Analysis

Data were collected by travel of the researcher to Venezuela from January 22 - February 6, 1983. Additional data were to be collected by Dr. Pedro Lacruz and mailed to the researcher. However, these data were somehow lost in the mail and did not arrive in time to be included in the study. Data were analyzed by calculating a mean score for each of the respondent groups and by use of an established schedule of absolute limits were classified as to categories of "Very Important", "Somewhat Important", Moderately Important", and "Not Important"; as to the relative importance for Rural Development and Community Education. In a

like manner, categories were determined for classifications as: "Very Able", "Moderately Able", "Somewhat Able" and "Not Able". Data were then collected both for determination of relative importance and self-perception of each of the respective groups as to the ability to provide instruction and render assistance in each of the 11 selected areas.

Findings with Regard to Relative Importance of Items as Perceived by Four Groups

Farmers. Farmers as a group responded to inquiry as to the relative importance of each of the 11 items or areas pertaining to Rural and Community Development, data as shown in Table IV reveal that they considered four items to be "Very Important": (1) Soil Conservation Practices, (2) Crop Production, (3) Credit Serving and Using, and (4) Communication Skills such as speaking. Five of the remaining eight items were considered to be of "Moderate Importance" (1) Livestock Production, (2) Mechanical Technics, (3) Providing safe and clean water, (4) Sanitation, (waste disposal) and (5) First Aid and Health Techniques. The remaining two items we considered and only "Somewhat Important". These were: (1) Family Planning, Population Control, and (2) Recreation Physical Education.

Vocational Agriculture Teachers. As can be seen by a review of data in Table V, when teachers of Vocation Agriculture as a group,

TABLE IV

RELATIVE IMPORTANCE OF SELECTED ITEMS OF RURAL AND COMMUNITY DEVELOPMENT AS PERCEIVED BY FARMERS

Items	Number of Respondents	Very Important		Moderately Important		Somewhat Important		Not Important		Cumulative Score	Mean Score
		N	%	N	%	N	%	N	%		
1-Soil Conservation Practices	30	20	66.6%	6	20.0	4	13.3%	--	--	76	2.53
2-Livestock Production	30	15	50.0	12	40.0	3	10.0	--	--	72	2.40
3-Crop Production	30	25	83.3	4	13.3	1	3.33	--	--	84	2.80
4-Mechanical Techniques	30	16	53.3	12	40.0	2	6.7	--	--	74	2.47
5-Credit Serving and Using	30	26	86.7	4	13.3	--	--	--	--	86	2.87
6-Communication Skills (Such as Speaking)	30	24	80.0	6	20.0	--	--	--	--	84	2.80
7-Providing Safe and Clean Water	30	14	46.7	12	40.0	4	13.3	--	--	70	2.33
8-Sanitation, Waste Disposal	30	13	43.3	15	50.0	2	6.7	--	--	71	2.37
9-First Aid, Health Techniques	30	--	--	25	83.3	5	16.7	--	--	55	1.83
10-Family Planning, Population Control	30	--	--	15	50.0	10	33.3	5	16.7	40	1.33
11-Recreation, Physical Education Sports Games	30	--	--	16	53.3	1	40.0	2	6.7	44	1.47

TABLE V

RELATIVE IMPORTANCE OF SELECTED ITEMS OF RURAL AND COMMUNITY DEVELOPMENT AS PERCEIVED BY VOCATIONAL AGRICULTURE TEACHERS

Items	Number of Respondents	Very Important N	Very Important %	Moderately Important N	Moderately Important %	Somewhat Important N	Somewhat Important %	Not Important N	Not Important %	Cumulative Score	Mean Score
1-Soil Conservation Practices	9	8	88.8	1	11.1	--	--	--	--	26	2.89
2-Livestock Production	9	9	100.0	--	--	--	--	--	--	27	3.00
3-Crop Production	9	9	100.0	--	--	--	--	--	--	27	3.00
4-Mechanical Techniques	9	8	88.8	1	11.1	--	--	--	--	26	2.89
5-Credit Serving and Using	9	4	44.4	5	55.5	--	--	--	--	22	2.44
6-Communication Skills (Such as Speaking)	9	7	77.7	2	22.2	--	--	--	--	23	2.55
7-Providing Safe and Clean Water	9	4	44.4	5	55.5	--	--	--	--	22	2.44
8-Sanitation, Waste Disposal	9	4	44.4	5	55.5	--	--	--	--	22	2.44
9-First Aid, Health Techniques	9	8	88.8	1	11.1	--	--	--	--	26	2.89
10-Family Planning, Population Control	9	4	44.4	4	44.4	1	11.1	--	--	20	2.22
11-Recreation, Physical Education Sports Games	9	2	22.2	7	77.7	--	--	--	--	20	2.22

responded to the gueqion of the relative importance of the 11 items, they indicated that six were "Very Important". These were: (1) Soil Conservation Practices, (2) Livestock Production, (3) Crop Production, (4) mechanical techniques, (5) Communication skills such as speaking, and (6) First Aid and Health techniques. Five of the remaining items were considered to be of "Moderate Importance": (1) Credit serving and using, (2) Providing safe and clean water, (3) Sanitation (waste disposal), (4) Family Planning, Population Control, and (5) Recreation, Physical Education. No listed area was judged by Vocational Agriculture teachers respondents as only "Somewhat Important" or "Not Important".

Ministry of Agriculture Extension Workers. Ministry of Agriculture Extension Workers, as a group responded to inquiry as to the relative importance of each of the 11 areas pertaining to Rural and Community Education and Development, data shown in Table VI reveal that they considered nine items to be "Very Important". These were: (1) Soil Conservation Practices, (2) Livestock Production, (3) Crop Production, (4) Mechanical Techniques, (5) Credit serving and using, (6) Communication Skills such as speaking, (7) First Aid and Health Techniques, (8) Family Planning Population Control, and (9) Recreation, Physical Education. Two of the remaining items were considered to be of "Moderate Importance". These were: (1) Providing safe and clean water, and (2) sanitation, (waste disposal). No single area was judged by Ministry Agriculture Extension Workers respondents as being only "Somewhat Important" or "Not Important".

Extension University Faculty (UNELLEZ). As can be seen by

TABLE VI

RELATIVE IMPORTANCE OF SELECTED ITEMS OF RURAL AND COMMUNITY DEVELOPMENT AS PERCEIVED BY MINISTRY OF AGRICULTURE EXTENSION WORKERS

Items	Number of Respondents	Very Important		Moderately Important		Somewhat Important		Not Important		Cumulative Score	Mean Score
		N	%	N	%	N	%	N	%		
1-Soil Conservation Practices	23	23	100.0	--	--	--	--	--	--	69	3.00
2-Livestock Production	23	19	82.6	2	8.7	2	8.7	--	--	63	2.74
3-Crop Production	23	23	100.0	--	--	--	--	--	--	69	3.00
4-Mechanical Techniques	23	20	86.9	3	13.0	--	--	--	--	66	2.87
5-Credit Serving and Using	23	23	100.0	--	--	--	--	--	--	69	3.00
6-Communication Skills (Such as Speaking)	23	22	95.6	1	4.3	--	--	--	--	68	2.96
7-Providing Safe and Clean Water	23	14	60.9	3	13.0	1	4.3	5	21.7	49	2.13
8-Sanitation, Waste Disposal	23	15	65.2	2	8.7	--	--	6	26.0	47	2.04
9-First Aid, Health Techniques	23	22	95.6	--	--	--	--	1	4.3	66	2.87
10-Family Planning, Population Control	23	18	78.3	4	17.3	--	--	1	4.3	62	2.69
11-Recreation, Physical Education Sports Games	23	17	73.9	5	21.7	--	--	1	4.3	61	2.65

TABLE VII

RELATIVE IMPORTANCE OF SELECTED ITEMS OF RURAL AND COMMUNITY DEVELOPMENT AS PERCEIVED BY UNIVERSITY (UNELLEZ) EXTENSION WORKERS

Items	Number of Respondents	Very Important		Moderately Important		Somewhat Important		Not Important		Cumulative Score	Mean Score
		N	%	N	%	N	%	N	%		
1-Soil Conservation Practices	22	14	63.6	8	36.3	--	--	--	--	58	2.64
2-Livestock Production	22	13	59.0	8	36.3	1	4.5	--	--	56	2.54
3-Crop Production	22	13	59.0	9	40.9	--	--	--	--	57	2.59
4-Mechanical Techniques	22	10	45.4	11	50.0	1	4.5	--	--	53	2.40
5-Credit Serving and Using	22	8	36.3	14	63.6	--	--	--	--	52	2.36
6-Communication Skills (Such as Speaking)	22	4	18.1	18	81.8	--	--	--	--	48	2.18
7-Providing Safe and Clean Water	22	6	27.2	16	72.7	--	--	--	--	50	2.27
8-Sanitation, Waste Disposal	22	2	9.0	10	45.4	10	45.4	--	--	36	1.63
9-First Aid, Health Techniques	22	--	--	16	72.7	6	27.2	--	--	38	1.72
10-Family Planning, Population Control	22	--	--	8	36.3	9	40.9	5	22.7	25	1.13
11-Recreation, Physical Education Sports Games	22	--	--	8	36.3	8	36.3	6	27.2	24	1.09

reviewing data in Table VII, when the University Extension Faculty (UNELLEZ), as a group, responded to the questions they indicated that three areas were of "Very Important". These were: (1) Soil Conservation Practices, (2) Livestock Production, and (3) Crop Production. Six of the remaining items were considered to be "Moderately Important". These were: (1) Mechanical Techniques, (2) Credit serving and using, (3) Communication skills such as speaking, (4) Providing safe and clean water, (5) Sanitation (waste disposal), and (6) First Aid and Health Techniques. Two of the remaining items were considered to be only "Somewhat Important". These were: (1) Family Planning, Population Control, and (2) Recreation, Physical Education. No single area was judged by University Extension Faculty *UNELLEZ) respondents as being only "No Important".

Findings with Regard to Farmer Perceptions and Self-Perceptions of Groups as to Their Ability to Provide Instruction and Services in Each of the Areas

Vocational Agriculture Teachers. As can be seen by a review of data presented in Table VIII, when teachers of Vocational Agriculture, as a group, responded to the question of how able they were in each of the eleven areas, they indicated that in eleven they were "Moderately Able". These were: (1) Soil Conservation Practices, (2) Livestock Production, (3) Crop Production, (4) Mechanical Techniques, (5) Credit Serving and Using, (6) Communication skills such as speaking, (7) Providing safe and

clean water, (8) Sanitation (waste disposal), (9) Family Planning, Population Control, (10) First Aid and Health Techniques, and (11) Recreation, Physical Education. The single area was judged by Vocational Agriculture Teachers respondents as being only "Very Able", "Somewhat Able" or "Not Able".

Ministry of Agriculture Extension Workers. Ministry of Agriculture Workers as a group responded to inquiry as to how they rated their own ability in each of the eleven areas, pertaining to rural and community development, data shown in Table IX reveal that they considered themselves be "Moderately Able" in eleven areas. (1) Soil Conservation Practices, (2) Livestock Production, (3) Crop Production, (4) Mechanical Techniques, (5) Credit Serving and Using, (6) Communication Skills such as speaking, (7) Providing safe and clean water, (8) Sanitation (waste disposal) (9) First Aid and Health Techniques, (10) Family Planning, Population Control, and (11) Recreation, Physical Education. No single area was judged by Ministry of Agriculture Extension Workers respondents as being only "Very Able", "Somewhat Able" or "Not Able".

University Extension Faculty (UNELLEZ). As can be seen by reviewing data in Table X, University Extension Faculty as a group responded provided to the question of to how able they might be in the eleven areas, they indicated that in five of the eleven areas, they considered themselves as only "Moderately Able". These were: (1) Livestock Production, (2) Crop Production, (3) Credit Serving and Using, (4) Providing safe and clean water, and (5) Sanitation (waste, disposal).

TABLE VIII

• PERCEPTION OF VOCATIONAL AGRICULTURE TEACHERS AS TO THEIR ABILITY TO PROVIDE EFFECTIVE INSTRUCTION AND SERVICES IN SELECTED AREAS OF RURAL DEVELOPMENT

Items	Number of Respondents	Very Important N	Very Important %	Moderately Important N	Moderately Important %	Somewhat Important N	Somewhat Important %	Not Important N	Not Important %	Cumulative Score	Mean Score
1-Soil Conservation Practices	9	2	22.2	6	66.6	1	11.1	--	--	19	2.11
2-Livestock Production	9	4	44.4	5	55.5	--	--	--	--	22	2.44
3-Crop Production	9	3	33.3	6	66.6	--	--	--	--	21	2.33
4-Mechanical Techniques	9	2	22.2	6	66.6	1	11.1	--	--	19	2.11
5-Credit Serving and Using	9	4	44.4	2	22.2	2	22.2	1	11.1	18	2.00
6-Communication Skills (Such as Speaking)	9	4	44.4	4	44.4	--	--	1	11.1	20	2.22
7-Providing Safe and Clean Water	9	2	22.2	4	44.4	1	11.1	2	22.2	15	1.67
8-Sanitation, Waste Disposal	9	1	11.1	6	66.6	--	--	2	22.2	15	1.67
9-First Aid, Health Techniques	9	2	22.2	5	55.5	--	--	2	22.2	16	1.78
10-Family Planning, Population Control	9	2	22.2	6	66.6	--	--	1	11.1	18	2.00
11-Recreation, Physical Education Sports Games	9	2	22.2	7	77.7	--	--	1	11.1	20	2.22

TABLE IX

PERCEPTION OF WORKERS IN THE MINISTRY OF AGRICULTURE AS TO IT'S ABILITY TO PROVIDE EFFECTIVE INSTRUCTION AND SERVICES IN SELECTED AREAS OF RURAL DEVELOPMENT

Items	Number of Respondents	Very Important		Moderately Important		Somewhat Important		Not Important		Cumulative Score	Mean Score
		N	%	N	%	N	%	N	%		
1-Soil Conservation Practices	23	13	56.5	7	30.4	2	8.7	1	4.4	55	2.39
2-Livestock Production	23	11	47.8	10	43.5	2	8.7	--	--	55	2.39
3-Crop Production	23	11	47.8	10	43.5	2	8.7	--	--	55	2.39
4-Mechanical Techniques	23	7	30.4	12	52.2	3	13.1	1	4.4	48	2.09
5-Credit Serving and Using	23	13	56.5	6	26.1	1	4.4	3	13.1	52	2.26
6-Communication Skills (Such as Speaking)	23	10	43.5	11	47.8	1	4.4	1	4.4	53	2.30
7-Providing Safe and Clean Water	23	8	34.8	7	30.4	3	13.1	5	21.7	41	1.78
8-Sanitation, Waste Disposal	23	6	26.1	6	26.1	6	26.1	5	21.7	36	1.56
9-First Aid, Health Techniques	23	6	26.1	9	39.1	2	8.7	6	26.1	38	1.65
10-Family Planning, Population Control	23	6	26.1	11	47.8	2	8.7	4	17.4	42	1.83
11-Recreation, Physical Education Sports Games	23	5	21.7	13	56.5	5	21.7	--	--	46	2.00

TABLE X

PERCEPTION OF UNIVERSITY EXTENSION FACULTY (UNELLEZ) AS TO IT'S ABILITY TO PROVIDE EFFECTIVE UNIVERSITY EXTENSION INSTRUCTION AND SERVICES IN SELECTED AREAS OF RURAL DEVELOPMENT

Items	Number of Respondents	Very Important		Moderately Important		Somewhat Important		Not Important		Cumulative Score	Mean Score
		N	%	N	%	N	%	N	%		
1-Soil Conservation Practices	22	2	9.0	16	12.7	4	18.1	--	--	42	1.40
2-Livestock Production	22	8	36.3	8	36.3	6	27.2	--	--	46	1.53
3-Crop Production	22	8	36.3	9	40.9	5	22.7	--	--	47	1.57
4-Mechanical Techniques	22	4	18.1	12	54.5	5	22.7	1	4.5	41	1.37
5-Credit Serving and Using	22	10	45.5	10	45.5	2	9.0	--	--	52	1.73
6-Communication Skills (Such as Speaking)	22	4	18.1	6	27.2	10	45.5	2	9.0	34	1.13
7-Providing Safe and Clean Water	22	9	40.9	10	45.5	3	13.6	--	--	50	1.67
8-Sanitation, Waste Disposal	22	4	18.1	6	27.2	10	45.5	--	--	34	1.73
9-First Aid, Health Techniques	22	--	--	9	36.3	8	36.3	5	22.7	26	.87
10-Family Planning, Population Control	22	--	--	8	36.3	9	40.9	5	22.7	25	.83
11-Recreation, Physical Education Sports Games	22	--	--	8	36.3	10	45.5	4	18.1	26	.87

The remaining areas they considered themselves as only "Somewhat Able", these were: (1) Soil Conservation Practices, (2) Mechanical Techniques, (3) Communication Skills such as speaking (4) First Aid and Health Techniques and (5) Family Planning, Population Control, and (6) Recreation, Physical Education.

Findings with Regard to Farmer Perceptions as to the Ability of Educator Groups to Provide Effective Instruction and Services in Selected Areas of Community Development

Vocational Agriculture Teachers. As can be seen by reviewing data in Table XI, when farmers were asked as to their perceptions as to how able teachers of Vocational Agriculture are in providing instruction and rendering services in the eleven selected areas, farmers indicated that in three of the areas they considered Vocational Agriculture Teachers as "Very Able", these surprisingly were: (1) Communication skills such as speaking, (2) First Aid and Health Techniques, and (3) Recreation, Physical Education. In the remaining eight areas they were considered Vocational Agriculture Teachers as "Moderately Able". These were: (1) Soil Conservation Practices, (2) Livestock Production, (3) Crop Production, (4) Mechanical Techniques, (5) Credit Serving and Using, (6) Providing safe and clean water, (7) Sanitation (waste disposal), and (8) Family Planning, Population control.

Ministry of Agriculture Extension Workers. As can also be seen

TABLE XI

JUDGEMENTS OF FARMERS AS TO THE ABILITY OF VOCATIONAL TEACHER TO PROVIDE EFFECTIVE INSTRUCTION AND SERVICES IN SELECTED AREAS OF RURAL DEVELOPMENT

Items	Number of Respondents	Very Important N	Very Important %	Moderately Important N	Moderately Important %	Somewhat Important N	Somewhat Important %	Not Important N	Not Important %	Cumulative Score	Mean Score
1-Soil Conservation Practices	30	--	--	25	83.3	4	13.3	1	3.3	54	1.80
2-Livestock Production	30	5	16.7	20	66.6	5	16.7	--	--	60	2.00
3-Crop Production	30	5	16.7	25	83.3	--	--	--	--	65	2.17
4-Mechanical Techniques	30	6	20.0	24	80.0	--	--	--	--	66	2.20
5-Credit Serving and Using	30	10	33.3	15	50.0	5	16.7	--	--	65	2.17
6-Communication Skills (Such as Speaking)	30	25	83.3	5	16.7	--	--	--	--	85	2.83
7-Providing Safe and Clean Water	30	--	--	28	93.3	2	6.7	--	--	58	1.93
8-Sanitation, Waste Disposal	30	--	--	20	66.6	10	33.3	--	--	50	1.67
9-First Aid, Health Techniques	30	20	66.6	5	16.7	5	16.7	--	--	75	2.50
10-Family Planning, Population Control	30	10	33.3	20	66.6	--	--	--	--	70	2.33
11-Recreation, Physical Education Sports Games	30	25	83.3	5	16.7	--	--	--	--	85	2.83

by reviewing data in Table XII, Farmers perceived Agriculture Extension Workers as being "Very Able" in eight areas. These were: (1) Soil Conservation practices, (2) Livestock Production, (3) Crop Production, (4) Mechanical Techniques, (5) Credit Serving and Using, (6) Communication Skills such as speaking, (7) Providing safe and clean water, and (8) First Aid and Health Techniques. In the remaining three areas farmers perceived Ministry of Agriculture Extension Workers as "Moderately Able" to provide instruction and render services. These were: (1) Sanitation (waste disposal), (2) Family Planning, Population Control and (3) Recreation, Physical Education.

University Extension Faculty (UNELLEZ). Farmers were asked as to perceptions of the ability of University Extension Faculty to provide and render services in each of the eleven areas of rural and community development, data in Table XIII reveal that they considered ability in six areas to be "Very Able". These were: (1) Soil Conservation Practices, (2) Livestock Production, (3) Crop Production, (4) Mechanical Techniques, (5) Communication Skills such as speaking, and (6) Recreation, Physical Education. For the remaining five areas they considered University Extension Faculty to be "Moderately Able". These included: (1) Credit Serving and Using, (2) Providing safe and clean water, (3) Sanitation, (waste disposal), (4) First Aid and Health Techniques, (5) Family Planning, Population control.

TABLE XII

PERCEPTIONS OF FARMERS AS TO THE ABILITY OF WORKERS IN THE MINISTRY OF AGRICULTURE TO PROVIDE EFFECTIVE INSTRUCTION AND SERVICES IN SELECTED AREAS OF RURAL DEVELOPMENT

Items	Number of Respondents	Very Important		Moderately Important		Somewhat Important		Not Important		Cumulative Score	Mean Score
		N	%	N	%	N	%	N	%		
1-Soil Conservation Practices	30	25	83.3	4	13.3	1	3.3	--	--	84	2.80
2-Livestock Production	30	22	73.3	6	20.0	2	6.7	--	--	80	2.67
3-Crop Production	30	26	86.7	4	13.3	--	--	--	--	86	2.87
4-Mechanical Techniques	30	23	76.7	6	20.0	1	3.3	--	--	82	2.73
5-Credit Serving and Using	30	27	90.0	3	10.0	--	--	--	--	87	2.90
6-Communication Skills (Such as Speaking)	30	24	80.0	6	20.0	--	--	--	--	84	2.80
7-Providing Safe and Clean Water	30	6	20.0	22	73.3	2	6.7	--	--	84	2.80
8-Sanitation, Waste Disposal	30	14	46.7	16	53.3	--	--	--	--	74	2.47
9-First Aid, Health Techniques	30	18	60.0	12	40.0	--	--	--	--	78	2.60
10-Family Planning, Population Control	30	5	16.7	25	83.3	--	--	--	--	65	2.17
11-Recreation, Physical Education Sports Games	30	--	--	25	83.3	5	16.7	--	--	55	1.83

TABLE XIII

PERCEPTIONS OF FARMERS AS TO THE ABILITY OF UNIVERSITY (UNELLEZ) EXTENSION FACULTY TO PROVIDE EFFECTIVE INSTRUCTION AND SERVICES IN SELECTED AREAS OF RURAL DEVELOPMENT

Items	Number of Respondents	Very Important		Moderately Important		Somewhat Important		Not Important		Cumulative Score	Mean Score
		N	%	N	%	N	%	N	%		
1-Soil Conservation Practices	30	26	86.7	4	13.3	--	--	--	--	86	2.87
2-Livestock Production	30	23	76.7	7	23.3	--	--	--	--	83	2.77
3-Crop Production	30	22	73.3	8	26.7	--	--	--	--	82	2.73
4-Mechanical Techniques	30	18	60.0	12	40.0	--	--	--	--	78	2.60
5-Credit Serving and Using	30	15	50.0	12	40.0	3	10.0	--	--	72	2.40
6-Communication Skills (Such as Speaking)	30	27	90.0	3	10.0	--	--	--	--	87	2.90
7-Providing Safe and Clean Water	30	10	33.3	20	66.6	--	--	--	--	70	2.33
8-Sanitation, Waste Disposal	30	19	63.3	8	26.7	3	10.0	--	--	76	2.53
9-First Aid, Health Techniques	30	--	--	24	80.0	6	20.0	--	--	54	1.80
10-Family Planning, Population Control	30	17	56.7	8	26.7	5	16.7	--	--	72	2.40
11-Recreation, Physical Education Sports Games	30	19	63.3	9	30..0	2	6.7	--	--	77	2.57

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In this chapter, an attempt was made to summarize finding with regard to (1) judgements of four respondent groups as to the relative importance of eleven selected areas pertaining to Rural and Community Development, and (2) perceptions of three educator respondent groups as to self-perceptions of their ability to provide instruction and render services in each of the eleven areas. Further, a presentation is offered of conclusions drawn from findings of the study as well as recommendations for actions which may enhance further progress in Rural and Community Development.

Perceptions as to the Relative Importance of Selected Items Pertaining to Rural and Community Development

Farmers. As can be seen by examination of data presented in Table XIV, Farmers in responding as to their perceptions of each of eleven items to Rural and Community Development indicated that they felt that four of the eleven items were "Very Important". These were: Soil

TABLE XIV

THE RELATIVE IMPORTANCE OF SELECTED ITEMS PERTAINING TO RURAL AND COMMUNITY DEVELOPMENT AS ASSESSED BY FARMERS AND BY THREE EDUCATOR GROUPS

Items	Group I Farmers N	Group I Farmers Mean	Group II Ministry of Agriculture Extension N	Group II Ministry of Agriculture Extension Mean	Group III Extension Unellez N	Group III Extension Unellez Mean	Group IV Vocational Agriculture Teachers N	Group IV Vocational Agriculture Teachers Mean
1-Soil Conservation Practices	30	2.53	23	3.00	22	2.64	9	2.89
2-Livestock Production	30	2.40	23	2.74	22	2.54	9	3.00
3-Crop Production	30	2.80	23	3.00	22	2.59	9	3.00
4-Mechanical Techniques	30	2.47	23	2.87	22	2.40	9	2.89
5-Credit Serving and Using	30	2.87	23	3.00	22	2.36	9	2.44
6-Communication Skills (Such as Speaking)	30	2.80	23	2.96	22	2.18	9	2.55
7-Providing Safe and Clean Water	30	2.33	23	2.13	22	2.27	9	2.44
8-Sanitation, Waste Disposal	30	2.37	23	2.04	22	1.63	9	2.44
9-First Aid, Health Techniques	30	1.83	23	2.87	22	1.72	9	2.89
10-Family Planning, Population Control	30	1.33	23	2.69	22	1.13	9	2.22
11-Recreation, Physical Education Sports Games	30	1.47	23	2.65	22	1.09	9	2.22

Conservation Practices, Crop Production, Credit Serving and Using, Communication Skills such as speaking. Five were perceived as "Moderately Important". these were: Livestock Production, Mechanical Techniques, Providing safe and clean water, Sanitation, (waste disposal) and First Aid and Health Techniques. And two of the remaining items were considered as "Somewhat Important". These were: Family Planning, Population Control and Recreation, Physical Education. No listed items was perceived by the farmers respondents as only "Not Important".

Ministry of Agriculture Workers. As can be seen by examination of data presented in Table XIV, Workers in the Ministry of Agriculture, in responding as to their perceptions of each of eleven items pertaining to Rural and Community Development, indicated that they felt nine of the eleven items were: "Very Important". These were: Soil Conservation Practices, Livestock Production, Crop Production, Mechanical Techniques, Credit Serving and Using, Communication Skills such as speaking, First Aid and Health Techniques, Family Planning and Recreation Physical Education. Each of the remaining two was perceived as "Moderately Important". These were: Providing safe and clean water and Sanitation (waste disposal). No listed items was perceived by Ministry of Agriculture respondents as only "Somewhat Important" or "Not Important".

Vocational Agriculture Teacher. As can be seen by examination of data in Table XIV, the teachers of Vocational Agriculture, in responding as to their perceptions of each of eleven items pertaining to Rural and Community Development, indicated that they felt six items of the eleven

were: "Very Important". These were: Soil Conservation Practices, Livestock Production, Crop Production, Mechanical Techniques, Communication Skills such as speaking and First Aid and Health Techniques. Each of the remaining five was perceived as "Moderately Important". These were: Credit Serving and Using, Providing safe and clean water, Sanitation (waste disposal), Family Planning, Population Control, Recreation, Physical Education. No listed items was perceived by teachers of Vocation Agriculture respondents as only "Somewhat Important" or "Not Important".

University Extension Faculty (UNELLEZ). As can be seen by examination of data in Table XIV, the University Extension Faculty, in responding as to their perceptions of each of eleven items to Rural and Community Development, indicated that they felt that three of the eleven items were "Very Important". These were: Soil Conservation Practices, Livestock Production, Crop Production. Six of the remaining eight items were considered as only "Moderately Important". These were: Mechanical Techniques, Credit serving and using, Communication Skills such as speaking, Providing safe and clean water, Sanitation (waste disposal), and First Aid and Health Techniques. The two remaining items were considered as only "Somewhat Important". These were: Family Planning, Population Control and Recreation, Physical Education. No listed items was perceived by the University Extension faculty (UNELLEZ) respondents as only "Not Important".

Comparison of Responses of the four groups. Data shown in Table XIV, reveal that the group composed of Ministry of Agriculture Extension gave the highest ratings of importance, including nine of the eleven items as considered "Very Important" with two items considered as "Moderately Important". The group composed of Vocational Agriculture Teachers appeared to give the second highest ratings of importance with six items considered as "Very Important", and five items as "Moderately Important". The group composed of Farmers gave the third higher rating of importance with four items considered as "Very Important", and five items as "Moderately Important" and two items as "Somewhat Important". The group composed of Extension (UNELLEZ) appeared to give the lowest rating of importance with three items considered as "Very Important", six items considered as "Moderately Important" and two items considered as "Somewhat Important".

Farmer Perceptions of Relative Importance of Areas and Perceptions to the Ability of Three Educator Groups to Render Instruction and Provide Services

Communication Skills. Data shown in Table XV, reveal that farmers consider the area of communication skills to be "Very Important" and perceived every group to be "Very Able" to give instruction and render services in this area.

Crop Production. Data shown in Table XV, reveal that farmers consider the area crop production to be "Very Important" while they

further perceived both Ministry Agriculture Extension Workers and University Extension Faculty (UNELLEZ) as "Very Able" to give instruction and render services in this area. Further, they thought that Vocational Agriculture Teachers were only "Moderately Able" to perform these tasks.

Production Credits. Data shown in Table XV, reveal that farmers consider the area of production credits to be "Very Important" and perceived Ministry Agriculture Extension Workers as "Very Able" to give instruction and render services in this area. Further, they thought that Vocational Agriculture Teachers and University Extension Faculty (UNELLEZ) were only "Moderately Able" to perform these tasks.

Soil Conservation Practices. Data shown in Table XV, reveal that farmers consider the area of soil conservation practices to be "Very Important" and perceived both Ministry Agriculture Extension Workers and University Extension Faculty (UNELLEZ) as "Very Able" to give instruction and render services in this area. Further, they thought that vocation high school teachers were only "Moderately Able" to perform these tasks.

Livestock Production. Data shown in Table XV, that farmers consider the area of livestock production to be "Moderately Important" and perceived both Ministry of Agriculture Extension Workers and University Extension Faculty (UNELLEZ) as "Very Able" to give instruction and under services in this area. Further, they thought that Vocational Agriculture Teacher was only "Moderately Able" to perform these tasks.

Mechanical Techniques. Data shown in Table XV, reveal that farmers consider the are of mechanical techniques to be "Moderately Important" and perceived both Ministry Agriculture Extension Workers and University Extension Faculty (UNELLEZ) as "Very Able" to give instruction and render services in this area. Further, they thought that vocational high school teachers as only "Moderately Able" to perform these tasks.

Providing Safe and Clean Water. Data shown in Table XV, reveal that farmers consider the area of providing safe and clean water to be "Moderately Important" and perceived by Ministry of Agriculture Extension Workers as "Very Able" to give instruction and render services in this area. Further, they thought that vocational high school teachers and University Extension Faculty (UNELLEZ) as "Moderately Able", to perform these tasks.

Sanitation (waste disposal). Data shown in Table XV, reveal that farmers consider the area of Sanitation (waste disposal) to be "Moderately Important" and perceived by University Extension Faculty (UNELLEZ) as "Very Able" to give instruction and render services in this area. Further, they thought both vocational high school teachers and Ministry of Agriculture Extension Workers were only "Moderately Able", to perform these tasks.

First Aid and Health Techniques. Data shown in Table XV reveal that farmers consider the area of First Aid and Health Techniques to be "Moderately Important" and perceived both vocational high school teachers

-nd Ministry of Agriculture Extension Workers to be "Very Able" to give instruction and render services in this area. Further, they thought that University Extension Faculty (UNELLEZ) were only "Moderately Able" to perform these tasks.

Family Planning. Data shown in Table XV, reveal that farmers consider the area of Family Planning to be "Somewhat Important" and perceived every group, Ministry of Agriculture Extension Workers, University Extension Faculty (UNELLEZ) and Vocational High School Teachers as all being "Moderately Able" to give instruction and render services in this area.

Recreation, Physical Education. Data shown in Table XV, reveal that farmers consider the area of recreation, physical education to be "Somewhat Important" and perceived both vocational high school teachers and University Extension Faculty (UNELLEZ) to be "Very Able" to give instruction and render services in this area. Further, they thought that Ministry of Agriculture Extension Workers were only "Moderately Able" to perform these tasks.

Perceptions of Combined Group of Farmers and Educators as to the Relative Importance of Selected Areas of Rural Community Development and Perceptions of Each Educator Group as to its Ability to Render Services

Crop Production. Data shown in Table XVI, reveal that the area

TABLE XV

FARMER PERCEPTIONS OF IMPORTANCE OF SELECTED ITEMS OF RURAL AND COMMUNITY DEVELOPMENT AND PERCEPTIONS OF ABILITY OF THREE AGENCIES TO PROVIDE ASSISTANCE

Items	Relative Importance for Rural Development and Community Education (Farmer Judgements)				Relative Ability of Agency to Supply Needed Knowledge and Skills (Self Perception)											
					High School Teachers				Ministry of Agriculture Extension				Extension Unellez			
	Very Important	Moderately Important	Somewhat Important	Not Important	Very Able	Moderately Able	Somewhat Able	Not Able	Very Able	Moderately Able	Somewhat Able	Not Able	Very Able	Moderately Able	Somewhat Able	Not Able
1-Soil Conservation Practices	2.53					1.80			2.80				2.87			
2-Livestock Production		2.40				2.00			2.67				2.77			
3-Crop Production	2.80					2.17			2.87				2.73			
4-Mechanical Techniques		2.47				2.20			2.73				2.60			
5-Production Credits	2.87					2.17			2.90					2.40		
6-Communication Skills (Such as Speaking)	2.80				2.83				2.80				2.90			
7-Providing Safe and Clean Water		2.33				1.93			2.80					2.33		
8-Sanitation, Waste Disposal		2.37				1.67				2.47			2.53			
9-First Aid, Health Techniques		1.83			2.50				2.60					1.80		
10-Family Planning, Population Control		1.33				2.33				2.17				2.40		
11-Recreation, Physical Education Sports Games		1.47			2.53					1.83			2.57			

yielding the highest mean score by all groups combined in terms of relative importance was the area of Crop Production, thus placing it in the category of "Very Important". Every group, high school teachers of vocational agriculture and Extension Workers and University Extension Faculty (UNELLEZ) felt that they were "Moderately Able" to give instruction and render services in this area.

Soil Conservation Practices. Data shown in Table XVI, reveal that the area yielding the second highest mean score by all groups combined in terms of relative importance was the area of soil conservation practices, thus placing it also in the category of "Very Important". Both high school teachers of vocational agriculture and Extension Workers of the Ministry of Agriculture felt they were "Moderately Able" to give instruction and render services in this area, while University Extension Faculty (UNELLEZ) felt that they were only "Somewhat Able".

Livestock Production. Data shown in Table XVI, reveal that the area yielding the third highest mean score by all groups combined in terms of relative importance was the area of Livestock Production, thus placing it in the category of "Very Important". Every group, high school teachers of vocational agriculture, Extension Workers of the Ministry of Agriculture and University Extension Faculty (UNELLEZ) felt that they were "Moderately Able" to give instruction and render services in this area.

Production Credits. Data shown in Table XVI, reveal that the area

yielding the fourth highest mean score by all groups combined, in terms of relative importance, was the area of Production Credits, thus placing it in the category of "Very Important". Every group of high school teachers of vocational agriculture, Extension Workers of the Ministry of Agriculture, and University Extension Faculty (UNELLEZ) felt they were "Moderately Able" to give instruction and render services in this area.

Mechanical Techniques. Data shown in Table XVI, reveal that the area yielding the fourth highest mean score by all groups combined, in terms of relative importance, was the area of Mechanical Techniques, thus placing it also in the category of "Very Important". Both high school teachers of vocational agriculture and Extension Workers of the Ministry of Agriculture felt they were "Moderately Able" to give instruction and render services in this area, while again University Extension Faculty (UNELLEZ) felt they were only "Somewhat Able".

Communication Skills. Data shown in Table XVI, reveal that the area yielding the sixth highest mean score by all groups combined in terms of relative importance, was the area of Communication Skills, thus placing it in the category of "Very Important". Both high school teachers of vocational agriculture and Extension Workers of the Ministry of Agriculture felt that they were "Moderately Important". Both high school teachers of vocational agriculture and Extension Workers of the Ministry of Agriculture felt that they were "Moderately Able" to give instruction and render services in this area, while University Extension Faculty (UNELLEZ) felt they were only "Somewhat Able".

First Aid and Health Techniques. Data shown in Table XVI, reveal that the area yielding the seventh highest mean score by all groups combined, in terms of relative importance, was the area of First Aid and Health Techniques, thus placing it also in the category of "Moderately Important". Both high school teachers of vocational agriculture and Extension Workers of the Ministry of Agriculture felt that they were "Moderately Able" to give instruction and render services in this area, while University Extension Faculty (UNELLEZ) felt they were only "Somewhat Able".

Providing Safe and Clean Water. Data shown in Table XVI, reveal that the area yielding the eighth mean score in this area by all groups combined, in terms of relative importance, was the area of Providing safe and clean water, thus placing it in the category of "Moderately Important". Each group, high school teachers of vocational agriculture, Extension Workers of the Ministry of Agriculture and University Extension Faculty (UNELLEZ), felt they were only "Moderately Able" to give instruction and render services in this area.

Sanitation (waste disposal). Data shown in Table XVI, reveal in this area the mean score by all groups combined, in terms of relative importance was the area of "Sanitation, (waste disposal), thus placing it also in the category of "Moderately Important". Each group, high school teachers of vocational agriculture, Extension Workers of the Ministry of Agriculture and University Extension Faculty (UNELLEZ) felt they were only "Moderately Able" to give instruction and render services in this area.

Recreation, Physical Education. Data shown in Table XVI, reveal that the area yielding the next to the lowest mean score by all groups combined, in terms of relative importance, was the area of Recreation, Physical Education, thus placing it in the category only "Moderately Important". Both high school teachers of vocational agriculture felt they were "Moderately Able" to give instruction and render services in this area, while University Extension Faculty (UNELLEZ) felt they were only "Somewhat Able".

Family Planning, Population Control. Data shown in Table XVI, reveal that the area yielding the lowest mean score by all groups combined, in terms of relative importance, was the area of Family Planning, Population Control, thus placing it in the category of only "Moderately Important". Both high school teachers of vocational agriculture and Ministry of Agriculture felt they were "Moderately Able" to give instruction and render services in this area, while University Extension Faculty (UNELLEZ) felt they were only "Somewhat Able".

Self Perceptions of Three Educator Groups as to Their Ability to Provide Effective Instruction and Services

Ministry of Agriculture Among the eleven selected items pertaining to Rural and Community Development, data in Table XVII show that workers in the Ministry of Agriculture fill their ability to provide effective instruction and services was at the "Moderately Able" for all of the items. There were: Soil Conservation Practices, Livestock

TABLE XVI

PERCEPTIONS OF COMBINED GROUPS OF FARMERS AND EDUCATORS AS TO THE RELATIVE IMPORTANCE OF SELECTED AREAS OF RURAL COMMUNITY DEVELOPMENT AND PERCEPTIONS OF EACH EDUCATOR GROUP AS TO IT'S ABILITY TO RENDER SERVICES

	Section 1				Section 2											
	Relative Importance for Rural Development and Community Education				Relative Ability of Agency to Supply Needed Knowledge and Skills (Self Perception)											
	Combined Groups				High School Teachers				Ministry of Agriculture Extension				Extension UNELLEZ			
Items	Very Important	Moderately Important	Somewhat Important	Not Important	Very Able	Moderately Able	Somewhat Able	Not Able	Very Able	Moderately Able	Somewhat Able	Not Able	Very Able	Moderately Able	Somewhat Able	Not Able
1-Soil Conservation Practices	2.77					2.11				2.39					1.40	
2-Livestock Production		2.67				2.44				2.39					1.53	
3-Crop Production	2.85					2.33				2.39					1.57	
4-Mechanical Techniques		2.66				2.11				2.09					1.37	
5-Production Credits		2.67				2.00				2.26					1.73	
6-Communication Skills (Such as Speaking)		2.63				2.22				2.30					1.13	
7-Providing Safe and Clean Water		2.29					1.67				1.78				1.67	
8-Sanitation, Waste Disposal		2.12					1.67				1.56				1.73	
9-First Aid, Health Techniques		2.33					1.78				1.65				.87	
10-Family Planning, Population Control			1.84			2.00					1.83				.83	
11-Recreation, Physical Education Sports Games			1.86			2.22				2.00					.87	

Production, Crop Production, Mechanical Techniques, Credit Serving and Using, Communication Skills such as speaking, Providing safe and clean water, Sanitation (waste disposal), First Aid and Health Techniques, Family Planning, Population Control and Recreation, Physical Education. For none of the listed items did Ministry of Agriculture respondents consider they were: "Very Able", "Somewhat Able" or "Not Able".

Vocational Agriculture Teachers. Data presented in Table XVII show that among the eleven items pertaining to Rural and Community Development, felt their ability to provide effective instruction and services was at the "Moderately Able" for all the times. These were: Soil Conservation Practices, Livestock Production, Crop Production, Mechanical Techniques, Credit Serving and Using, Communication Skills such as speaking, Providing safe and clean water, Sanitation (waste disposal), First Aid and Health Techniques, Family Planning, Population Control, and Recreation, Physical Education. For none of the listed items did Vocational Agriculture Teachers respondents consider they were: "Very Able", "Somewhat Able" or "Not Able".

University Extension Faculty (UNELLEZ). Among the eleven selected items show in Table XVII, pertaining to Rural and Community Development, the University Extension Faculty felt their ability to provide effective instruction and services was at the "Moderately Able" level for five of the eleven areas. These were: Livestock Production, Crop Production, Credit Serving and Using, Providing safe and clean water, Sanitation,

TABLE XVII

PERCEPTIONS OF THREE GROUPS OF EDUCATORS AS TO THEIR ABILITY TO PROVIDE INSTRUCTION AND SERVICES IN SELECTED AREAS OF COMMUNITY EDUCATION AND RURAL DEVELOPMENT

Items	Group II Ministry of Agriculture Extension		Group III Extension Unellez		Group IV Vocational Agriculture Teachers	
	N	Mean	N	Mean	N	Mean
1-Soil Conservation Practices	23	2.39**	22	1.40*	9	2.11**
2-Livestock Production	23	2.39**	22	1.53**	9	2.44**
3-Crop Production	23	2.39**	22	1.57**	9	2.33**
4-Mechanical Techniques	23	2.09**	22	1.37**	9	2.11**
5-Credit Serving and Using	23	2.26**	22	1.73**	9	2.00**
6-Communication Skills (Such as Speaking)	23	2.30**	22	1.13*	9	2.22**
7-Providing Safe and Clean Water	23	1.78**	22	1.67**	9	1.67**
8-Sanitation, Waste Disposal	23	1.56**	22	1.73**	9	1.67**
9-First Aid, Health Techniques	23	1.65**	22	.87*	9	1.78**
10-Family Planning, Population Control	23	1.83**	22	.83*	9	2.00**
11-Recreation, Physical Education Sports Games	23	2.00**	22	.87*	9	2.22**

* Somewhat able.
** Moderately able.
*** Very able.

(waste disposal). Further University Extension Faculty (UNELLEZ) felt they would be only "Somewhat Able" to render effective service in the areas of Soil Conservation Practices, Mechanical Techniques, Communication Skills such as speaking, First Aid and Health Techniques, Family Planning, Population Control and Recreation, Physical Education.

Conclusions

It is felt that a review of finding of the study prompts the following conclusions.

1. All eleven of the selected areas are recognized as of importance in the further progress of Rural and Community Development in Portuguesa State, Venezuela.

2. The three areas which appear to be of paramount importance are: (1) Crop Production, (2) Soil Conservation Practices, and (3) Production Credits.

3. Although recognized by all four responded groups as being of moderate importance the three areas which were judged as least important among the eleven were: (1) Family Planning, Population Control, (2) Recreation, Physical Education, and (3) Sanitation, waste disposal.

4. Considering all eleven areas, farmers felt the Ministry of Agriculture Extension Workers to be the most able, among the three educator groups, to give instruction and render services. It is further, concluded that this finding may be the result of the fact that farmers do have closer and more sustained relationships with Ministry of Agriculture

Extension Workers. One might further suspect that teachers of Vocational Agriculture do not fully recognize the importance of providing adult education and other service out in the Community. Further, it can be concluded that since the program of University Extension (UNELLEZ) has been in operation for a period of only slightly more than five years, perhaps neither Faculty nor recepient farmers and rural dwellers are completely aware of potential for this service.

Recommendations

The following recommendations are tendered as a result of:

1. Since each of the 11 areas of Rural Community Development were percieved by respondents as of importance, it is strongly recommended that each continue to be so recognized and remain a part of the instruction and attempted services of organizations and agencies involved in Rural Community Development.

2. It is recommended that all agencies and organizations involved direct special attention to the six areas rated by the combined groups as being "Very Important". These were Soil Conservation, Livestock Production, Crop Production, Mechanical Techniques, Production Credit and Communication Skills. For example, faculty of the vocational agriculture schools might include a person working as an adult educator and specifically working in the area of providing instruction in improving communication skills.

3. Since Ministry of Agricultural Extension Workers were perceived by respondent farmers as being somewhat more able to provide instruction

and services in rural areas than were vocational agriculture teachers, it is strongly recommended that steps be taken to increase and improve adult education activity in each of the vocational agriculture schools.

4. Greater consideration be given to the fact that, the distribution of educational services to all levels and areas of a community automatically calls for a coordinated effort of all the agencies, especially those involved in the rural areas where such services are practically unknown. It is, therefore, absolutely necessary to have a united effort amongst, these agencies in order to improve education and service to all.

5. It is to be stronger recommended that a Consortium be formed and implemented in which representatives from each of the educator groups, along with farmers and perhaps jefe (village leaders) participate. The major function of such a consortium would be that of collabration, needs assessment, planning joint activities, and allocating major responsibilities for each agency.

6. Since extension work in the rural community is found to be so extremely important, particularly in the less affluent areas this accentuates requirements for a more direct, "on-location" educational activities, it is recommended that will be establishing in each of these community education programs, lacking into account the relationship of the different agencies, with each of the mentioned areas, that greater care be taken in selection and training for those in specific areas.

7. Since it is a rather well established fact that only a very few Vocational Agriculture Teachers look upon their responsibilities as extending beyond the walls of their classrooms or beyond the day by day

theoretical teaching confined to the narrow limits of their field of specialization, it is strongly recommended that in both pre-service and in-service training the concept that the teachers task includes efforts toward Rural and Community Development. Further, that this calls for a coordinated effort among all the institutions or agencies involved in and serving rural areas.

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APPENDIX

CUESTIONARIO

La Importancia Relativa de los Sectores Elegidos y la Capacidad Relativa de las Angencias Escogidas Para Dar Asistencia Necesaria Para el Desarrollo Rural A travez de la Educacion Comunal.

Respondientes: Indicar la categoria y posicion de su empleo.

_____Granjero

_____Habitante Rural (no granjero)

_____Extensionista del Ministerio de Agricultura

_____Extensionista del UNELLEZ

_____Profesor en una Escuela Tecnica Agropecuaria

_____Administrador de una Escuela Tecnica Agropecuaria

Guia: La Educacion Comun se refiera a la educacion que se dirige al mejoramiento de las condiciones de vida, la cual puede tener como resultados el resolver problemas que se encuentran en la comunidad. En la siguiente lista de la Seccion I indique usted su opinion sobre la importncia de cada partida en cuanto al desarrollo rural a travez de la educacion comunal. A continuacion, conteste en forma similar dentro de la Seccion II, con respecto a las Agencias nombradas y su capacidad de dar asistencia tecnica necesaria para lograr el desarrollo en cada area mencionada a travez de un programa de Educacion Comunal. Comentarios: De usted sus opiniones en cuanto a la forma de otorgar la Educacion Comunal. Que opina usted de las posibilidades de un esfuerzo coordinado entre las diferentes agencias?

(Use el reverso de la hoja si es necesario)

AREAS	SECCION I					SECCION II											
	IMPORTANCIA PARA DESAROLLO RURAL Y LA EDUCACION COMUNAL					POSIBILIDAD DE ORTORGAMIENTO DE ASISTENCIA TECNICA POR LAS AGENCIAS											
						Maestro de Preparatorio				Extensionista del Minst. de Agricul.				Extensionista UNELLEZ			
	Muy Importante	Moderadamente Importante	Poco Importante	No Importante		Muy Capaz	Moderadamente Capaz	Poco Capaz	No Capaz	Muy Capaz	Moderadamente Capaz	Poco Capaz	No Capaz	Muy Capaz	Moderadamente Capaz	Poco Capaz	
1. Practicas de Conservación de Suelos																	
2. Producción Animal																	
3. Producción Agrícola																	
4. Maquinaria Agrícola																	
5. Otorgamiento y Aplicación de Crédito																	
6. Communicación																	
7. Provision de Agua Potable																	
8. Sanidad- Tratamiento de Desechos																	
9. Centros de Salud																	
10. Control Familiar																	
11. Recreación y Educación Fisica																	

QUESTIONNAIRE

Relative Importance of Selected Items and Relative Ability of Selected Agencies to Supply Needed Knowledge and Skills for Rural Development through Community Education. Table III.

Respondent: Please check category indicating your position or occupation.

_____Farmer

_____Rural dweller, not farmer

_____Extension worker for Ministry of Agriculture

_____Extension Faculty, (UNELLEZ)

_____Teacher vocational Agriculture

_____Administrator Vocational Agriculture

Directions: Community Education is a term used to indicated education which is directed toward improvement of living conditions and which may result in the solving of Problems encounted by residents of the community. On the schedule below please check in one of the columns in Section I in terms of how important you think each item is for Rural Development through Community Education. Please do the same in Section II with regard to how well you feel each of the three agencies listed are able to provide knowledge and skills needed for accomplishment each item, through a program of Community Education Comments: Please comment briefly upon how you feel such Community Educatiion should provided. What do you feel are the possibilities for combined and coordinated effort aamong the agencies?

(Please use back of sheet)

Items	Section 1 Relative Importance for Rural Development and Community Education				Section 2 Relative Ability of Agency to Supply Needed Knowledge and Skills (Self Perception)											
					High School Teachers				Ministry of Agriculture Extension				Extension UNELLEZ			
	Very Important	Moderately Important	Somewhat Important	Not Important	Very Able	Moderately Able	Somewhat Able	Not Able	Very Able	Moderately Able	Somewhat Able	Not Able	Very Able	Moderately Able	Somewhat Able	Not Able
1-Soil Conservation Practices																
2-Livestock Production																
3-Crop Production																
4-Mechanical Techniques																
5-Production Credits																
6-Communication Skills (Such as Speaking)																
7-Providing Safe and Clean Water																
8-Sanitation, Waste Disposal																
9-First Aid, Health Techniques																
10-Family Planning, Population Control																
11-Recreation, Physical Education Sports Games																

Schedule form for responses.

Instructions for Taking a Sample

of Farmer/Rural Dwellers

A. Take a sample of ten farmers from the vicinity of each of the five high schools located in the area. Use the following procedure the center of a circle having a radius of seven kilometers (Km).

1. For the location of the first farmer, go directly West from the school as closely as possible and interview the farmer living at five Km.
2. For the location of second farmer, go directly North from the school and interview the farmer living at two km.
3. For the location of the third farmer, go directly East from the school and interview the farmer living at four Km.
4. For the location of the fourth farmer, go directly South from the school and interview the farmer living at two Km.
5. For the location of the fifth farmer, go directly Southwest from the school and interview the farmer living at six Km.
6. For the location of the sixth farmer, go directly Southeast from the school and interview the farmer living at one Km.
7. For the location of the seventh farmer, go directly Northwest from the school and interview the farmer living at seven Km.
8. For the location of the eighth farmer, go directly Northwest from the school and interview the farmer living at three Km.
9. For the location of the ninth farmer, return to radius straight North for farmer living at six Km.
10. For the location of the tenth farmer, return to radius straight South for the farmer living at five Km.

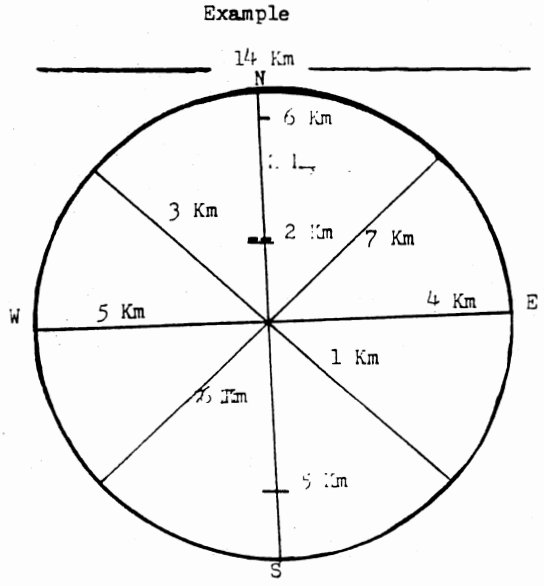

Figure 3. Grid Configuration for Farmer Sampling

VITA

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Thesis: RELATIVE IMPORTANCE OF SELECTED AREAS OF RURAL AND COMMUNITY DEVELOPMENT IN VENEZUELA AND SELF PERCEPTIONS OF THREE EDUCATOR GROUPS AS TO ABILITY TO PROVIDE INSTRUCTION AND SERVICES IN THESE AREAS

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