

THE DESIRABILITY OF AND IMPLICATIONS FOR A  
CO-CURRICULAR AGRICULTURAL STUDENT  
ORGANIZATION IN JAMAICA

By

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## PREFACE

This study is concerned with the desirability of and implications for an agricultural students organization in Jamaica.

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## CHAPTER I

### INTRODUCTION

Nations depend on their young people of one generation to be the leaders, opinion setters, builders and achievers of the following generation. Several countries invest heavily in money, and/or organizations and programs for their youth, with a view to building or moulding a certain character.

Some of these organizations are internationally renowned. The Boys' Scout and Girls' Guide movements as well as the 4-H movement are examples of the internationally accepted ones.

The schools' vocational curricular organizations have gained national significance in America, and some of their concepts have even been used to develop similar organizations in other countries.

One such program that is of special note and which will be referred to repeatedly in this study is the Future Farmers of America (FFA) which has become an integral part of the program of vocational agriculture.

Jamaica, a developing nation, on the other hand, has been struggling for a long time now with the question of how to mould a certain character for a life as a bonafide farmer.

Jamaica has experienced an agricultural decline in almost every area of agriculture since 1968.

The 1968-72 Economic Survey of Jamaica (1) showed that in 1972 the amount of food imported was J\$22.8M more than in 1969, and represented an increase of approximately sixty percent of the 1969 import value.

During the same period, the revenues from the export of selected items remained at a relative stand still. The survey also showed that there had either been a decline in production or a marginal increase in the output of the major export crops over the same period. This decline has become an area of concern to the populace generally and to the Ministry of Agriculture and the Agricultural Education Department of the Ministry of Education in particular.

Arising out of the concern, Agricultural and Education Sector Surveys were carried out by both Ministries in 1973 to try and determine what were some of the problems. The surveys revealed, among other things, that the average age of the Jamaican farmer was 52 years old and that the younger people did not show an inclination for farming.

From these surveys arose the need for vocational agricultural programs to train and orient young people to return to farming as an occupation.

Vocational Agricultural programs were established in fifty new secondary schools in 1974. Traditional high schools and technical high schools also intensified their technically based agricultural programs and added a



vocational component to agriculture. These programs were efforts to get young people to be interested in farming careers.

The vocational agriculture in Jamaica covers two years of school life -- grades 10 and 11. However, students are exposed to agriculture through a technical program for those years (grades 7-9) prior to the vocational program. So, students are enrolled in agriculture for five years.

An annual agricultural exhibition and awards program was set up in 1972 and the primary objectives of this program were to instill competitiveness in students relative to production agriculture, to recognize students, teachers and schools that performed well in agriculture, to provide a common meeting ground for students of agriculture, and to display some of the outstanding farm products from individual schools.

The program was staged on three occasions and then it ran into problems and ceased to operate. The problems were said to be related to the fact that the program depended heavily on the Ministry of Education as a central agency, for financing, planning, organizing and personnel.

The vocational agricultural program which was designed to interest students in farming has not been showing sufficient success in this area. Graduates of these programs lack the enthusiasm needed to enter and progress in farming.

Some youths who had actually gone into farming through government support, later became disenchanted with their

rate of progress and so they resorted to their former state of unemployment.

The agricultural teacher education program which produced its first set of trained agricultural teachers in 1976, has added significantly to the teaching force which previously comprised untrained teachers.

There has been, therefore, some progress in increasing or expanding infrastructural and physical plant facilities, personnel and also curriculum development in Jamaica in the last ten years. Unfortunately, there is no significant evidence that former vocational agricultural students' attitudes towards agriculture have improved.

#### Statement of the Problem

Despite the increase in physical plant facilities, infrastructure, curriculum development and school personnel in agriculture in Jamaica, the nations' agricultural youths are not motivated to remain in farming. Clearly, the National Agricultural Education goals to see a sizeable number of the youths return to farming have not been realized. Some other motivational tool is therefore necessary.

Intra or Co-curricular activities like those employed by the Future Farmers of America (FFA) are lacking.

Vocational students' organizations have played significant roles among students in America, and the FFA is one such which is identified with the farming community.

Certainly, it should be worthwhile to take a look at the literature concerning student vocational organizations in general; and the FFA in particular, to determine those elements of their philosophies, organizational structures and functions that assist in making them influential organizations and to see if those principles could assist as guides in developing an instrument to get the reactions of Jamaicans to a co-curricular student vocational organization.

#### Purpose of the Study

The study was to determine from principals, teachers and students of agriculture in Jamaica, the desirability of and implications for a co-curricular student agricultural organization for Jamaica.

#### Objectives of the Study

The objectives of the study were:

1. To determine the desirability of a student vocational agricultural organization for Jamaica.
2. To determine the major elements of and the implications for such an organization. To do this it will be necessary to:
  - a. determine the primary aims and purposes of the organization
  - b. determine how the organization may work co-curricularly

- d. determine if creeds, ceremonial statements and emblems would be necessary to the realization of the primary aims and purposes of such an organization.
3. To make recommendations based on the conclusions drawn on the study.

In order to achieve the purpose and meet the above objectives it was necessary to design an instrument which would measure the principals', teachers', and students' responses to a set of statements dealing with the desirability of and the operational aspects of an agricultural students' organization.

#### Assumptions of the Study

It was assumed that the primary aims and purposes, organizational structure, operation and the philosophy of the organizations that were used as guides in this study, were capable of giving the desired outcomes, if they were properly administered.

#### Scope of the Study

The study involved a representative number of students, teachers and administrators of agricultural education in Jamaica.

Schools were chosen from the thirteen parishes (of a total of 14) that had agricultural programs; Kingston the fourteenth has no agricultural program.

The instrument was mailed to the persons concerned and who were then asked to return the completed instrument to the researcher's colleague, stationed at the Ministry of Education, Jamaica. The colleague was asked to collect and return the instrument to the researcher in Oklahoma.

Prior to the development of the instrument an intensive survey of a wide range of literature was done. The opinions expressed in journals, magazines, periodicals, books and newspapers were therefore noted.

#### Definition of Terms

1. Agricultural Exhibition and Awards Program: An agricultural show of school farm products which also involves a recognition of achievement ceremony for agricultural students, their teachers and schools that perform admirably in agriculture.
2. Comprehensive High School: A school which combines the functions of a high and technical high school.
3. High and Secondary School: A school which performs the functions of a high and new secondary school.
4. New Secondary Schools: Schools developed in Jamaica to accommodate 14 year olds who graduated from primary schools but could not be accommodated in the traditional high and technical high schools.
5. Technical High Schools: Schools developed with a technical bias and which catered for those at age

fourteen who satisfied the requirement of a common entrance test.

6. Traditional High Schools: Grammar schools modeled off the British Grammar Schools. They cater to eleven and thirteen year olds who satisfy an entrance test and who remain in those schools to age eighteen.

7. Vocational Agricultural Program: The agricultural program offered to students in their final two years at new secondary school.

#### Summary

From the foregoing paragraphs it is obvious that Jamaica has an agricultural program in almost all types of schools. Since most of the programs cover a period of five years, it is safe to say that the period is long enough for some sort of attitude to develop towards agriculture.

## CHAPTER II

### REVIEW OF LITERATURE

The study involved a look at certain elements considered primary to the functioning of a student agricultural organization and to see if those elements could assist in providing guidelines for the establishment of a co-curricular student vocational agricultural organization in Jamaica, West Indies.

It was therefore necessary to take a brief look at the situation in Jamaica, which necessitated a look at ways of assisting the Jamaican schools' vocational education programs in developing a sense of pride, patriotism and commitment to agriculture.

It was then necessary to take a comprehensive look on the literature concerning vocational youth organizations generally, and the FFA in particular, and to highlight those areas that would be relevant to the total project.

The areas covered therefore were:

1. A brief review of the situation in Jamaica giving rise to the study.
2. Arguments in support of youth organizations (with special reference to the FFA).
3. Viewing the FFA model
  - a. Brief History

- b. Structure function and mode of operation
4. The intra or co-curricular organization.
5. Establishing a student vocational organization.
6. Philosophy as a path to development (with special reference to the FFA).
7. Agricultural youth organizations internationally.

A Brief Review of the Situation  
in Jamaica

The Jamaican Agricultural Education System and process have been often attacked by schools' personnel, agricultural journalists, parents of students, students of the system, parliamentarians and influential past students of the Jamaica School of Agriculture.

George Steward (2), a graduate of the Jamaica School of Agriculture and an influential member of its Old Students' Association, wrote recently in the Jamaica Daily Gleaner:

It is extremely important to observe that despite increasingly larger budgets being spent on Agricultural Training, the country has been experiencing consistently significant decline in its agricultural business. It is also of significance that although greater numbers of people are being trained every year in agriculture, the country has relatively few trained people directly involved in the business of farming, and more conspicuously absent from the ownership of farming enterprises (p. 3).

He went on:

The formal education programme of the country is the principal instrument, through which, particularly the young people gain the basic experiences influencing the development of their minds, character, attitudes, and skills. The values of the National Programme are extremely dependent



on the objectives, capabilities and capacities of the policymakers and their agents of implementation. It cannot be denied that the present stage of our Education Programme is chaotic (p. 3).

The main objectives of the Education Programme should be to equip particularly young people to enable them to ensure their own security and advancement, as well as the stability and survival of their society. It is important and useful at this time to observe how the agricultural education programme has influenced the people of Jamaica over the years in the most important economic business of the nation (p. 3).

He then gave a developmental description of the various institutions that catered for, and were catering for agricultural education in Jamaica.

They were the Elementary School, Farm School, Jamaica School of Agriculture, Practical Training centers, Secondary and High Schools and voluntary Agricultural organizations. Of the secondary and high schools he said:

The programme of Agricultural Education in these schools seems to lack direction and purposeful objectives. The programme lacks the fundamental experiences necessary to encourage young people to do agriculture, or even to appreciate agriculture as basic to their country's survival (p. 3).

He summarized as follows:

It is now time that the Policymakers, and the agents of Agricultural Education, recognize Agricultural Education as an integral part of the National Programme for Agricultural Development and so ensure that the training of young people is compatible with the needs of the total Agricultural Community (p. 3).

Rennie (3), Chairman of the Sugar Producers Federation, in an address to the Jamaica Association of Sugar Technologists said that production stood on a foundation which

was supported by three corner stones -- the will to produce, the ability to produce, and the discipline that was necessary to coordinate the productive effort. In terms of discipline he said:

If we are serious about restoring production, we cannot be indifferent to these trends. If we remain inactive and do nothing positive about correcting them, our inactivity will in itself become a negative force supporting them. If we do not stand against indiscipline, we will be supporting it (p. 6).

Certainly, there is a need in Jamaica to provide a situation which will at least assist in developing in agricultural sector workers and farmers, good attitudes relative to the will to produce, the ability to produce and the discipline necessary to coordinate the productive effort. The young people need something to motivate them to produce these capacities.

#### In Support of Youth Organizations

Youth is usually a time of intense vigour and vitality. Ginott (4) said it could be a time of turmoil, turbulence, stress and storm. During this time, much of their energies, if not harnessed properly, can lead to dangerous situations. Grinder (5) said that youth (adolescence) was an especially dynamic period because many of the roles adolescents learned were unique to that time of life. He said that energies must be carefully marshalled because consequences were cumulative, opinions finite and that every choice reduced later freedom.

Because of these greatly impressionable years, individuals, groups and organizations often compete for the minds of youth. The school life provides a fertile ground for the moulding of character and if this opportunity is not taken and made use of, it is lost forever.

Hylton (6) said that the role of youth serving groups and voluntary organizations should be to help a person to become. He said by acting as outside influences on a person, the groups could offer information and services which could help a person to identify himself, recognize desires and abilities and learn to cope with others. He saw where the groups could provide opportunities for youths to receive on-the-job training, allow for adaptation to change, earn and learn to manage money, develop marketable skills and technology, develop sound work habits and attitudes and develop work records.

He then cited the vocational organizations of America, one of which was the FFA, which he said gave students an opportunity to go beyond the classroom to learn about careers and, in some cases, to even gain actual work experiences.

Youth organizations in schools must put in an active bid to help shape the lives of youth. Sometimes these organizations, especially, the vocational ones are not given the support they deserve. This tends to create the impressions that they are not needed.

Spooner (7) sought evidence to support or refute the assumptions that vocational youth organizations were an essential and necessary part of secondary vocational education programs in the state of Colorado, and his findings showed a strong need for such organizations. He also recommended that they be maintained within the scope of vocational education.

Karlin and Bergen (8) reported that young people needed desperately to feel they were members of a group, because it provided a sense of peer acceptance, personal security and a means of skills and knowledge.

Coyle (9) argued that peer groups assisted teenagers by filling several needs which included the need to develop maturity, to come to terms with authority and to relate oneself to a larger whole.

Lawhead (10) identified five definite benefits of peer group involvement; they were:

- a. Developing a recognition of the rights of others.
- b. Screening as a control behavior.
- c. Giving security to a need stage of development.
- d. Providing a source of cultural identification.
- e. Determining personality roles.

Hilgard (11) said that while a motivated learner, operating under the control of rewards was not superior to a learner possessing basic, intrinsic motivation within himself, the desire to gain rewards and recognition did produce a more interested, thereby a student who learned more readily than an unmotivated learner.

Gilbertson, Rathbun and Sabol (12) cited the contests and awards programs of the National FFA Foundation, as an example which used Hilgard's theory. They also cited his theory which justified the practical approach to learning and said that, that approach was common to all of vocational education and its youth groups.

The use of problem solving and creative studies, he said was preferable to rote learning, because it placed greater emphasis on integration of theory with practice and called upon the student to bring prior knowledge and experience to the solution of the problem.

Hughes (13) rationalized the involvement of all students in youth organizations. He said his rationale was that before a student leaves school, he should have some experience in assuming responsibility for his own conduct.

Gilbertson et al. (12) probably through their review of literature, were able to make the statement that it appeared as if an agriculture students' education would be less than complete if the student was not active in FFA chapter activities. They, whose study was on the Involvement of Vocational Agricultural Students in Vocational Education student organizations, made the following comments, conclusions and recommendations to their study. They were satisfied with the instructional practices which utilized class time for FFA announcements as well as such FFA activities as introductory teaching unit on public speaking. They recommended that the instructional procedure be

extended to include all vocational agricultural classes, particularly all first year vocational agricultural students.

They also recommended that the teachers formal training in preparation for the teaching job should involve preparation in the purposes and benefits of FFA for vocational agricultural students.

Vocational organizations seem to be able to continue to gain the respect and support of many individuals and Groups. Sidney P. Marland Jr. (14), the U.S. Commissioner of Education, reportedly said that the office of education as a part of its policy provided systematic advisory assistance to the vocational youth groups. The article reported him as saying that the office welcomed their cooperation, support and suggestions in strengthening programs of vocational and technical education. Reportedly he specially mentioned the FFA of which he reportedly said he had the pleasure of meeting ten of the FFA's young leaders and that the meeting made him joyous in his work for days, because of the way they spoke about their vocational programs and were able to put their fingers on one of the more pressing problems which was young people's inability, in many instances, to find meaning and purpose in their school work.

Johnson(15), who was executive director of Vocational Industrial Clubs of America in 1965, said that while others debated the crisis of the work ethic, he believed he could find the solutions in the potential of vocational students.

He said that after seven and a half years as a director of a student organization he was convinced that the work ethic retired with the last generation. He went on to say that vocational youth organizations were demonstrating to industry that they could make an impact in restoring the dignity of work.

The Seventh Report of the National Advisory Council on Vocational Education (16), was able to say of vocational students organizations:

The work of these organizations is integral to career education. They are by no means a frivolous and optional extra curricular activity. Students are deeply involved at every stage. The Organizations provide an indispensable emphasis on career and civic awareness, social competence and leadership ability. Few who have witnessed the work of these organizations at first hand question their value as essential instruments in career education. Their activities are characterized by a contagious kind of zest and enthusiasm all too rare in educational endeavours (p. 3).

Perhaps the greatest show of support, that these organizations could ever get, are the challenges given to them from time to time by the various Presidents of the United States of America.

### Viewing the FFA Model

#### Brief History

Most organizations that have a long history of traditions were founded on very good principles. Sometimes those principles achieve so much for the organization,

that with even changing times those principles remain dear to such a body.

It was reported in the American Vocational Journal of September 1971 (17), that a committee set up to revise and update the FFA contest and awards program said that the FFA found itself widely diversified and that its name was not fully descriptive of all the organization's objectives and purposes.

What really is the FFA? How is it structured; how does it function? Can the literature on it assist in structuring an instrument relative to determining the desirability of and implications for establishing a youth organization in Jamaica?

The first chapter of the FFA's Student Handbook (18), says:

The FFA is you. There's something special in it for you. It's a big, broad exciting organization that's part of vocational agriculture/agri-business. That means what you learn in class leads to activity in FFA (p. 1).

The FFA was organized in November 1928 in Kansas City, Missouri. In 1948 the convention delegates adopted the National FFA chorus and established National FFA week to be the week which commemorates Washington's birthday.

The National FFA Supply Service was opened for business in 1948.

The FFA got official recognition in 1950 when congress passed Public Law 740, which gave the FFA a Federal Charter.



In 1952, the FFA delegates adopted a Code of Ethics and approved the start of a magazine -- the National Future Farmer magazine.

in 1953, the Silver Anniversary, the President of the United States of America was the guest speaker.

In 1956, the convention adopted a resolution pledging the FFA to help in international situations. As a result, Future Farmers Organizations have sprung up in Japan, the Phillipines, Thailand, Peru, Costa Rica, Colombia, Ethiopia, and Mexico.

In 1969, girls were admitted to the organization. In 1971, the Alumni Association of the FFA was chartered. The Student Handbook (18) reported several other steps along the way, but basically the FFA has grown over the years.

#### Structure, Function and Mode of Operation

The FFA caters to the 14-21 age group. The Official Manual (19) lists the primary aims and purposes as the development of agricultural leadership, cooperation and citizenship.

The specific purposes are as stated in the Student Handbook (18). They are:

1. To develop competent aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and in their work.

4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in agricultural careers.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement of scholarship.
12. To provide and encourage the development of organized rural recreational activities.

The FFA is organized at the chapter (school) level, the state level and the national level (18). At the national level there is a President, Secretary, four Vice Presidents, each representing one of the four regions of the U.S.A. The four regions are Western, Central, Eastern and Southern.

The officers are elected each year at the National Convention. The elected officers make up the Board of National Officers. The Board of National Officers advises and makes recommendations to the National Board of Directors relative to the control of the activities and business of the organization.

Other officers not elected by the delegates are the National Executive Secretary, National Advisor, and Treasurer.

The structure of the organization at the state level is similar to that at the national level.

At the chapter level is the President, Vice President, Secretary, Treasurer, Reporter and Sentinel, with the Vocational agricultural teacher usually assuming the position of adviser.

The Official Manual (19) lists the types of membership as Active, Honorary, Alumni and Collegiate.

There are stages of accomplishments referred to as degrees of membership within the organization. They are:

- a. Greenhand
- b. Chapter Farmer
- c. State Farmer
- d. American Farmer

One of the primary aims of any youth organization is to motivate its youth to act. The committee of experts (17) which revised and updated the FFA contests and awards program found that the FFA was a significant motivating force which attracted attention to the vocational agriculture program and, also, served as a public relations media. It said the FFA became synonymous with vocational agriculture and it added prestige and importance to the total instructional program.

Apparently FFA must have influenced many lives over its 62 years; the American Vocational Journal (20) reported one youth as saying that he would have been a dropout if it

were not for FFA. Of course, several others could have reported differently, but basically the statement indicates that the organization can work for young people and can have a positive influence on school life.

#### The Intra or Co-Curricular Organization

Egglund (21) said the term co-curricular describes an integral relationship between the student group and the curriculum. He noted that many student groups, though not FFA, planned their programs of work, parties, competitions and fund-raising endeavors with little regard for the program curriculum.

A truly co-curricular organization will dovetail its activities into the curriculum. In fact, the advisor should see that the planning and operation of the student group activity follow the curriculum model.

Rowe (22), in showing the importance of the organization to the instructional process, saw the organization as simulating the environment or the world of work for the vocational programs. He saw the organization as being an entrepreneurship, providing opportunities to develop a sense of responsibility, a feel of working with others and a sense of give and take -- components of the work ethic.

The effective youth organization involves nearly every aspect of the management/worker relationship. Rowe (22) saw the youth organization as becoming synonymous with the vocational area it represented, giving identity, prestige and importance to the total program.

The American Vocational Journal (23) in an article, stated that the United States Office of Education strongly recognized youth organizations. The article also carried the statement which was said to be a reprint of the policy statement made by the U.S. Office of Education and which reported that the office recognizes the vocational students organizations as an integral part of the education system of training.

The FFA apparently meets most of the requirements of a co-curricular organization. In fact the FFA is no described as an intra-curricular organization.

If this description is correct, then it works not only with the curriculum but within the curriculum.

As an intra- or co-curricular organization it should take care of some of the conflicts that usually develop between curriculum time and organizations's requirements -- conflicts that occur when organizations hang loosely to schools.

#### Establishing a Student Vocational Organization

The literature so far may give the impression that vocational student organizations work automatically.

The Professional Teacher Education Module Series (24) said that successful youth programs did not gain their success by accident. It said they resulted from hard work and dedication, and especially from the vocational teachers'

belief in their purpose; which was a belief that vocational youth needed leadership experiences and that the curriculum had a responsibility to provide experiences for the students. Module H-1 (24) which discussed "Developing a Personal Philosophy to Vocational Organizations", said that a philosophy becomes meaningful only when put into practice. As a result of this concept, the National Institute of Education (DHEW), Washington, D.C., working with the Ohio State University, Columbus, Ohio, developed a six module series to assist and guide vocational agricultural teachers in establishing vocational programs.

Module H-1 of the series (24) gave the objectives of the organization and in explaining student needs it mentioned a number of problems that characterizes adolescence. The problems were: loss of identity, feelings of low self esteem feelings of attraction towards the opposite sex, ethical and moral confusion and feelings of powerlessness. It said that the teacher that was sympathetic and understanding could help students by listening to them and giving them encouragement. Sympathy and understanding it said, were not equivalent to experience, and suggested practices in real life situations to develop interpersonal and leadership skills.

Module H-2 (25) which discussed establishing the organization, said a solid organization depended on a solid rationale for its existence and that the advisor should strongly believe that the activity was important and had a

place in vocational curriculum. It reported that the advisor should be prepared to do the following:

1. Gain administrative approval for establishing the vocational organization.
2. Communicate with the State Department of Education unit with responsibility for the vocational area.
3. Create student interest in the vocational organization.
4. Communicate with parents.
5. Conduct an organizational meeting.
6. Orient students to the organization.
7. Develop the constitution and bylaws.
8. Affiliate with State and National organizations.

The module said that a successful chapter requires capable officers, a challenging program, adequate financing, shared responsibilities and the right equipment and proper records. It went on to say that a parent night could provide the advisor the opportunity to state the purposes and the value of the organization; an activity which the module felt could start a good organization/parent/community relationship.

Module H-3 (26) said that vocational students did not see themselves in leadership roles and many had little belief in their ability to gain or develop a personality that was capable of leadership. It said that the true value of an effort to develop leadership could be measured by the extent to which it created improved belief in ones

self, and in the ability of most persons to acquire leadership skills. It suggested that the advisor should see to it that every member of the organization be involved in some leadership activity.

The developers of the module saw the teacher as assisting in election and installation of officers, conducting leadership training sessions for officers and assisting students in advancing to various degrees of the organization.

Relative to the initiation process, the module said various ceremonies of the organization were designed to impress members with the importance of chapter goals, activities and with responsibilities associated with membership. It said the ceremony should give the new member a sense of shared purpose with fellow members and the realization that they would be working together to better themselves and prepare for a productive life. As a result the module said the initiation process should be dignified and should be free of antics.

Module H-4 (27) in instructing the teacher on the program of activities and finance said that the program of activities to most students was the exciting part of the vocational organization. It said a good program of activities was more than fun and games, and these activities well selected could guide students towards academic achievement, provide wholesome social experiences, give youths an



opportunity to become active and productive members of the community and help them grow to personal maturity.

In terms of finance, the module said that realistic financial planning was needed to carry out planned goals and activities and that fund raising activities and events should be carefully chosen, planned and effectively carried out.

The advisor, it said, in solving the club's financial problems, sometimes failed to see the worth of the activity beyond the raising of funds and that most activities that required student involvement would also provide student growth while taking into account the chapter goals.

Module H-5 (28) in referring to supervised activities said that the advisor should be motivated, well-organized and be able to inspire students to achieve their best. It argued that since public relations was important to the success of any organization that depended on public support, the advisor should assist in publicizing the organization and gain community support for chapter activities, recognition of members' achievement, co-operation of parents and the interests of prospective members.

The module saw the supervising of the development of a chapter scrapbook, supervising the preparation of state and national reports, and supervising the evaluation of the student vocational organization with supervising participation in District, Regional, State and National activities as the advisor's responsibilities.

Module H-6 (29) saw contests as important activities. The basic philosophy of the vocational organization, it argued, was to provide activities, events, learning situations and opportunities for growth.

Competitive events and recognition activities, the module argued, were examples of activities that stimulated and motivated student interests in occupational excellence. It said some contest activities tested students' occupational skills; and leadership events tested the students' readiness to work cooperatively and that competitive situations placed the student in environments that resembled the real world. As a result the experiment in a controlled test environment could assist the student to cope with situations that would be faced in the real working world.

Bender (30) in discussing the development of a chapter program says that if the program of the chapter is to truly supplement the vocational agricultural program it would be necessary to include activities to help members to gain experiences to enter such agribusiness enterprise as oriental horticulture, nursery operation and management, commercial floriculture, grain, feed and seed industry, fertilizer, machinery sales and service and natural resources development.

In developing a program of activities he suggests that steps be taken to see that; it is interesting, it meets the needs of the members, it is large enough to involve and challenge all members, it is consistent with school and

community objectives and that it is adequately financed. In organizing the program for action, they suggest the appointment of committees, the scheduling of activities on the school calendar and the planning of ways to evaluate the accomplishments.

#### Philosophy as a Path to Development

Most successful individuals, groups and organizations operate from some sort of philosophy, written or unwritten. When things are not going as they should, the individual, group or organization can look at the guiding principles, see how well they have been adhered to, restate them if necessary, and recommit self to them. Where they work well they are endeared and passed on from one generation to another. Groups without stated philosophies, goals and objectives often find it difficult to proceed in a logical path of growth and development; they become multi-directional; never able to proceed through a definite path to success.

The students' vocational organizations of America all have philosophies.

The FFA, for example, has a philosophy which is embodied in its creed, motto, emblems and aims and purposes.

These have been taken quite seriously by the FFA members and elements of the philosophy form basic parts of most FFA activities.

For example, the FFA Student Handbook (18) said that the first step towards the greenhand, or first degree or

rank in the FFA was to understand the FFA's history and then to develop a satisfactory knowledge and understanding of the creed. The creed taken from the Student Handbook reads as follows:

I believe in the future of farming, with a faith born not of words but of deeds -- achievement won by the present and past generation of agriculturalists in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm or to be engaged in agricultural pursuit, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others, I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturalist to serve our own and the public interest in producing and marketing the product of our soil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so -- for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that rural America can and will hold true to the best traditions in our national life and that I can exert influence in my home and community, which will stand solid for my part in that inspiring task (p. 14).

The Handbook gave explanations to each phrase, but it summed it up by saying that the creed came down to a final belief; and that was: as an individual the member was important, could exert influence and if the creed was practiced the influence would be for the betterment of all.

The FFA's motto: "learning to do - doing to learn - earning to live - living to serve", was described by the Student Handbook as summing up in four lines what was ahead for the student in vocational agriculture and agribusiness.

The Handbook in describing the FFA colours said that they were striking in appearance and had special meaning; with National Blue to remind members that FFA was a national organization, and Corn Gold to remind them that corn was a native American grain grown in every state. Of the emblem it said it was designed with a lot of thought and meaning. The emblem was described as follows: A cross section of an ear of corn representing the common agricultural interests since corn was grown in every state; the rising sun symbolized progress in agriculture and confidence in the future; the plow, the symbol of labor and tillage of the soil; the owl the symbol of wisdom and knowledge; and the eagle, symbolic of the National scope of the organization.

It was obvious, therefore, that philosophy does play a major role in this organization and possibly has contributed to some of the successes of the organization.

Philosophical concepts, creeds, mottos and emblems are often designed to capitalize on the inner feelings of man -- thus to force his conscience to make commitments and to spur him on to greater achievements.

The Boys Scouts, "Be Prepared", the 4-H Clubs' pledges of Hands, Head, Heart and Health, the battle songs of

soldiers marching to war, the ensigns of armies, the ideological positions of political parties, the motto of countries are all philosophical concepts that seem to have become necessary for the forward movement of man.

A student organization with a highly structured philosophy, therefore, should find the path to progress more easily than one without.

### Agricultural Youth Organizations Internationally

Agricultural youth organizations are not just confined to the United States of America. In fact, several countries of the world have such organizations; and most have a working relationship with the FFA. Earlier on in the review it was stated that the FFA assisted in establishing youth organizations in other countries.

The booklet "FFA International Programs" (31) lists some of these organizations. They are: "The Future Farmers of Brazil" which operates in the states of Rio Grande do Sol and Sao Paulo; "Futuros Agricultores de Panama" in Panama; "Future Farmers of Australia" in Australia; the "New Zealand Federation of Young Farmers Clubs" in New Zealand and the future farmers of such countries as Japan, Philippines, South Korea and Thailand.

The FFA works with these programs and with these countries through the FFA's "Work Experience Abroad"

program (31). This program is an international exchange program which places FFA members on farms and in agribusiness in the above named countries.

Other countries and their co-ordinating agencies that participate are: Austria through the "Präsidenten-Konferenz der Landwirtschafts Osterreichs"; Belgium, Denmark, Finland through the "Finnish Family Program"; France through "Chambers d' Agriculture"; Ireland through "Macra na Feirme"; Italy, Luxembourg, the Netherlands, Norway, Sweden, Switzerland, the United Kingdom and West Germany.

Agricultural youth organizations are, therefore, widely distributed internationally.

#### Summary

The literature provided a wealth of information on vocational youth organizations generally and the FFA in particular. The tremendous amount of opinion statements that were made in favour of these organizations and the research that brought out positive factual information all together tend to suggest that vocational youth organizations should have a long and eventful future in American farming and student affairs and in the youth and farming affairs of those countries that have adopted similar paths to vocational student development.

## CHAPTER III

### METHOD AND PROCEDURE

#### Introduction

The study was designed to determine the desirability of and implications for establishing a co-curricular student agricultural organization in Jamaica.

The objectives of the study were:

1. To determine the desirability of a student agricultural organization for Jamaica.
2. To determine the major elements of and implications for such an organization. This would involve:
  - a. Determining the primary aims and purposes
  - b. Determining how the organization may work co-curricularly
  - c. Determining the mode of operation, structure, function and financing
  - d. Determining if creed, ceremonial statements and emblems were necessary to realizing the primary aims and purposes.
3. To make recommendations based on the conclusions drawn from the study.



In order to accomplish the previous tasks it was necessary to:

- a. Determine the study population
- b. Develop the research instrument
- c. Establish data collection procedures
- d. Establish data analysis procedures

#### The Study Population

The study involved the following respondents:

- a. Principals of twenty-eight new secondary schools, three technical high schools, two high and secondary schools (combined schools), and one comprehensive high school.
- b. One teacher from each of the above schools.
- c. Three students each from each of the above schools.

The study population, therefore, involved: thirty-four principals; thirty-four teachers of agriculture; one hundred and two students of vocational agriculture.

Therefore, a total of one hundred and seventy persons was involved.

Where students were used, an effort was made to get those that represented the views of their class or schools. Selections of students were made by the principals of schools.

The schools were drawn from a geographic region in each parish.

For example, where there were more than five such schools per parish, the school in the Eastern Central and Western or in the Northern Central and Southern regions.

were selected in relatively flat parishes; and from the higher to lower altitudes in parishes containing different elevation levels. For parishes with four or less schools approximately fifty percent were chosen on a similar geographic basis.

The technical high schools were chosen to represent the Western Central and Eastern areas of Jamaica.

The instrument was mailed to those persons and follow-up letters were sent to those that did not respond within a specified time.

#### The Research Instrument

Before the instrument could be developed literature relative to the study was reviewed. Also, various instruments were studied until it was decided to use the Summated Rating Scale.

The instrument was of statements that were considered to cover the objective of the study.

Respondents were asked to respond to statements that required one of five responses. The response categories were Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

The instrument, therefore, had the following structure:

SA      A      U      D      SD

#### Analysis of Data

Values were placed to each of the abbreviated response

categories. Most statements were stated positively; and for these the Strongly Agree category was rated five while the Strongly Disagree category was rated one. However, since some statements were stated negatively, it was necessary to reverse the numerical scale for those statements, thus they were ordered one to five.

Limits were then established between categories to show the range of values in that category.

The response structure for positive statements was, therefore, as follows:

a. Scale:	5	4	3	2	1
b. Response category:	SA	A	U	D	SD
c. Range of values:	5.00-4.50	4.49-3.50	3.49-2.50	2.49-1.50	1.49-1.00

The response structure for negative statements was as follows:

a. Scale:	1	2	3	4	5
b. Response category	SA	A	U	D	SD
c. Range of values:	0-1.49	1.5-2.49	2.5-3.49	3.5-4.49	4.5-5.0

The responses were analyzed singularly and then grouped under the objectives that they were previously placed.

The percentage, number of responses and the mean scores were used to analyze the data.

The procedure for analysis was:

1. Find the mean of the responses  
i.e.  $\frac{\sum (\text{number of responses} \times \text{response scale value})}{\sum (\text{number of responses})}$
2. Insert mean in the scale to establish within which set of scale values it would fall; thus identifying it with that response category.
3. State the response category and conclude.

#### Data Collection

Prior to the mailing of the instruments to the persons chosen, letters were sent to those persons, two weeks in advance, to request their assistance and cooperation in completing the instruments. The procedure for the return of the instruments was also explained. Respondents were asked to complete and return the instruments to:

Mr. James McKenzie  
Agricultural Education Office  
Ministry of Education  
2B Caenwood Road  
Kingston 5  
Jamaica

Mr. McKenzie's prior consent was also sought and he agreed to assist. He, in turn, would act as a channel of communication between the schools and his office. This procedure was adopted since it would be less costly for the schools to return the instruments to Mr. McKenzie than to the researcher in Oklahoma, and it would also be easier for Mr. McKenzie to follow-up on those schools that did not respond within a specified time.

With common understandings established on September 15, 1980, the instruments were mailed to the schools on September 30, 1980. In each school a teacher of agriculture was invited to oversee the three students that would be involved from that school.

## CHAPTER IV

## PRESENTATION AND ANALYSIS OF DATA

## INTRODUCTION

The purpose of this study was to discover from principals, teachers and students of agriculture in Jamaica if an agricultural student organization was desirable for Jamaica secondary schools' agricultural students, and if so, what would be some of the implications for such an organization.

In order to accomplish this task, an instrument was designed to collect data for the purposes of determining the following:

1. Perceptions on the desirability of an organization.
2. Perceptions on the primary aims and purposes.
3. Perceptions on leadership.
4. Perceptions on co-operation.
5. Perceptions on citizenship.
6. Perceptions on a Co-Curricular organization.
7. Perceptions on organizational structure and function.
8. Perceptions on finance.
9. Perceptions on related philosophy

Each area, but for number seven, was then broken down into five statements. Number seven, to the researcher, represented

the mechanics of an organization, and that, with its duality (structure and function) necessitated a larger number of statements. Thus twenty statements were included in that section. A total of sixty statements were therefore prepared.

### Population

The study population initially was comprised of thirty-four principals, thirty-four teachers of agriculture, and one hundred and two students of vocational agriculture. Schools were chosen to coincide with the different geographic and political (county and parish divisions) regions of the country, and, or their representatives of that region.

In eleven parishes, fifty percent of the schools involved in agriculture were chosen, forty percent were chosen in the twelfth; and sixty six percent in the thirteenth. Thus approximately fifty percent of all schools engaged in agriculture were selected. Efforts were made to get an even spread per parish, of the schools.

Table I shows the distribution by parish and county of schools engaged in agriculture and schools that participated in the study.

For further reporting in table form, the data was grouped on a county basis, thus eliminating the necessity to report information on a parish basis. Table II therefore, is a regrouping of the information given in Table I.

TABLE I  
 DISTRIBUTION BY PARISH AND COUNTY OF SCHOOLS  
 ENGAGED IN AGRICULTURE AND SCHOOLS  
 THAT PARTICIPATED IN THE STUDY

County	Parish	Number of Schools Engaged in Agriculture	Number Selected	Number Returned
Cornwall	Hanover	3	2	2
	St. James	4	2	2
	Westmoreland	4	2	2
	St. Elizabeth	8	4	3
	Trelawny	4	2	2
Middlesex	Manchester	6	3	3
	Clarendon	9	4	3
	St. Ann	6	3	3
	St. Catherine	10	5	4
	St. Mary	4	2	2
Surrey	St. Andrew	2	1	1
	Portland	4	2	2
	St. Thomas	4	2	1
<b>TOTAL</b>		<b>68</b>	<b>34</b>	<b>30</b>



Subsequent reporting would be in county form as shown.

TABLE II

COUNTIES AND SCHOOLS INVOLVED WITH  
AGRICULTURE; NUMBER OF SCHOOLS  
SELECTED FOR THE STUDY AND  
THE NUMBER THAT RESPONDED

County	Number of Schools Involved with Agriculture	Number Selected	Number Responded
Cornwall	23	12	11
Middlesex	35	17	15
Surrey	10	5	4
Total	68	34	30

An attempt was made to recover all the instruments. All the schools surveyed in nine of the parishes returned all the instruments; seventy-five percent of the schools surveyed in two parishes returned the instruments; fifty percent did in another parish and sixty percent in the thirteenth parish.

In an attempt to collect data from all the persons concerned, the following procedure was adopted. On September 15, 1980, letters were mailed to the principals and senior agriculture teachers in the schools concerned; soliciting their cooperation and that of their students in the completion of the survey documents which were

subsequently mailed to them on September 30, 1980.

The co-operation of an agricultural education officer, in Jamaica, was sought and gained in the retrieval of the documents. Extra copies of the instruments were mailed to the education officer who was the liaison between the schools and the researcher. The completed instruments were to be sent to the education officer who in turn would mail them to the researcher.

On November 14, 1980, twenty percent of the completed instruments was received by the researchers from the education officer in Jamaica. On a visit to Jamaica by the researcher in December 1980, another forty percent was received. Another twenty eight percent was received in Oklahoma on February 5, 1981. This made a total response of eighty-eight percent. At this point the researcher thought that the quantity received would be sufficient on which a reliable report could be written. Consequently analysis of data began.

It should be noted that all the schools that responded did so fully; that is all the required number of persons responded, and responded to all the statements.

Findings on the Desirability of and  
Implications for a Co-Curricular  
Agricultural Student  
Organization in  
Jamaica

This section seeks to present and analyze data collected

relative to the statements formulated, pertinent to the title of this research. Statements were placed under nine headings. Tables were developed showing the counties from which responses came; the number of principals, teachers and students responding to each statement and the mean responses relative to the categories of strongly agree, agree, undecided, disagree and strongly disagree. Following therefore are the headings and their statements and responses.

#### Perceptions on the Desirability of an Organization

Five statements were formulated to measure the perceptions of principals, teachers and students on the desirability of an agricultural student organization. Data is presented in tabular form for each of these statements.

An agricultural youth organization should be welcomed in our school system. Table III which deals with the responses to the statement that an agricultural youth organization should be welcomed in the Jamaican school system shows that except for one mean response, all the other mean responses were in the strongly agree category. The highest mean response, a response of 5.0, came from the principal of Surrey. The lowest came from the principles of Middlesex whose mean of 4.33 represents a response in the agree category. As the table shows, there was very little difference, response wise from principals, teachers and students within and among counties.

TABLE III

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "AN AGRICULTURAL YOUTH  
ORGANIZATION SHOULD BE WELCOMED IN OUR  
SCHOOL SYSTEM"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.64	11	4.91	33	4.73
Middlesex	15	4.33	15	4.80	45	4.84
Surrey	4	5.00	4	4.75	12	4.58
Overall	30	4.53	30	4.84	90	4.79

An agricultural youth organization can have a positive impact on school and community. According to Table IV, the principals and teachers of Cornwall responded in the strongly agree category regarding the positive impact a youth organization could have on a school and community. The principals, teachers and students of Surrey did likewise, as did the teachers and students of Middlesex. The students of Cornwall and principals of Middlesex responded in the agree category. Principals and teachers of Surrey gave a mean response of 4.75. The students of Cornwall gave the lowest responses, that of 4.30. The overall mean responses were in the strongly agree category for three groups of people surveyed.

TABLE IV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO THE STATEMENT "AN AGRICULTURAL YOUTH ORGANIZATION CAN HAVE A POSITIVE IMPACT ON SCHOOL AND COMMUNITY"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.73	33	4.30
Middlesex	15	4.47	15	4.67	45	4.64
Surrey	4	4.75	4	4.75	12	4.58
Overall	30	4.53	30	4.70	90	4.51

Efforts to establish an agricultural youth organization should not be discouraged. In Table V, the mean responses show the principals and teachers of Cornwall, the teachers and students of Middlesex, and the principals and teachers of Surrey having their mean responses in the strongly agree category with respect to a statement that efforts to establish an agricultural youth organization should not be discouraged. On the other hand, the students of Cornwall and Surrey as well as the principals of Middlesex, had mean responses in the agree category. The principals of Middlesex has the lowest mean response; they recorded 4.33 and were followed by the students of Surrey with a mean response of 4.42. The principals of Cornwall recorded the highest mean response; that of 4.82. The overall mean responses for the

three groups of people were again in the strongly agree category. Again, responses did not differ much.

TABLE V  
NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "EFFORTS TO ESTABLISH AN  
AGRICULTURAL YOUTH ORGANIZATION SHOULD  
NOT BE DISCOURAGED"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.82	11	4.55	33	4.45
Middlesex	15	4.33	15	4.67	45	4.62
Surrey	4	4.75	4	4.50	12	4.42
Overall	30	4.60	30	4.60	90	4.53

An agricultural youth organization would be too demanding of students' time. Table VI shows the responses to the statement that an agricultural youth organization would be very demanding of students' time. The statement is of a negative nature and the mean responses to this statement were in the disagree category for principals, teachers and students in the three counties - this means that the majority of respondents agreed that an agricultural youth organization

would not be too demanding of students time. The lowest mean response was recorded by students of Middlesex; this was 3.75.

TABLE VI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO THE STATEMENT "AN AGRICULTURAL YOUTH ORGANIZATION WOULD BE TOO DEMANDING OF STUDENTS TIME" (NEGATIVE STATEMENT)

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.27	33	3.94
Middlesex	15	4.13	15	4.13	45	3.75
Surrey	4	4.00	4	4.25	12	3.86
Overall	30	4.16	30	4.19	90	3.83

The highest mean responses came from the principals and teachers of Cornwall county; each group scored a mean of 4.27. The overall mean, responses, therefore were in the disagree category.

The benefits to be derived would not be worth the efforts involved. Again this statement is of a negative nature, and table VII shows the responses to the statement. Here,

although all mean responses are in the disagree to strongly disagree category there is some amount of diversity among the scores. The mean response range is from 4.06 for the principals of Middlesex to 4.55 for the teachers of Cornwall. The results show the principals and students of Cornwall, the principals and students of Middlesex and the teachers and students of Surrey having mean responses in the strongly disagree category. They were in effect saying that the benefits to be derived would be worth the effort involved.

TABLE VII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE BENEFITS TO BE  
DERIVED WOULD NOT BE WORTH THE  
EFFORT INVOLVED"  
(NEGATIVE STATEMENT)

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.09	11	4.55	33	4.09
Middlesex	15	4.06	15	4.53	45	4.13
Surrey	4	4.50	4	4.25	12	4.17
Overall	30	4.27	30	4.50	90	4.12



The overall responses show the principals and students with responses in the agree category and the teachers in the strongly agree category.

Summary on a national level of the overall responses to the perceptions on the desirability of an organization.

Table VIII summarizes the five statements which constitutes the subtitle "Perceptions on the Desirability of an Organization".

TABLE VIII  
COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
ON THE DESIRABILITY OF AN ORGANIZATION"

	<u>Overall Mean Responses</u>		
	Principals	Teachers	Students
1. An agricultural youth organization should be welcomed in our school system.	4.53	4.83	4.79
2. An agricultural youth organization can have a positive impact on school and community.	4.53	4.70	4.51
3. Efforts to establish an agricultural youth organization should not be discouraged.	4.60	4.60	4.53
4. An agricultural youth organization would be too demanding of students' time.	4.20	4.30	3.86
5. The benefits to be derived would not be worth the effort involved.	4.27	4.50	4.12

For the statement, "An Agricultural Youth Organization should be Welcomed in Our School System", the overall responses were in the strongly agree category.

The overall mean responses for the second statement were also all in the strongly agree category. Again there was little difference in responses among the groups from the three categories. Similar responses were obtained for the third statement, with the overall mean responses again being at the strongly agree category.

Perceptions on Primary Aims  
and Purposes

In this section, five statements were prepared to determine the respondents' perception on what was described as the primary aims and purposes of an agriculture students' organization. Discussions on the five areas are as follows:

A student agricultural organization should promote leadership among students: If one of the primary aims of an agricultural student organization was to promote leadership among students then all the responses to this statement as shown in Table IX at least agreed with it. Strong agreement was shown by the principals of Cornwall, the teachers of Cornwall and Middlesex and the students of Middlesex and Surrey. All the other respondents agreed with the statement. The highest mean response was that of 4.60 by the students of Middlesex and the lowest was 4.25 recorded by the principals and teachers of Surrey.

TABLE IX

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "A STUDENT AGRICULTURAL  
ORGANIZATION SHOULD PROMOTE LEADERSHIP  
AMONG STUDENTS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.55	33	4.30
Middlesex	15	4.40	15	4.53	45	4.60
Surrey	4	4.25	4	4.25	12	4.58
Overall	30	4.43	30	4.43	90	4.49

The overall mean responses for the three groups were 4.43 for principals and teachers and 4.49 for students. The overall was therefore in the agree category.

An agricultural organization should prepare students to become good citizens. This statement (Table X) attracted four groups of responses in the strongly agree category and four groups in the agree category.

The principals of Cornwall and Surrey were in strong agreement with the statement as were the teachers of Middlesex and the students of Surrey.

A low of 4.20 was recorded by the principals of Middlesex and a high of 4.75 by the students of Surrey.

These represents mean responses in the agree and strongly agree categories respectively.

TABLE X

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "AN AGRICULTURAL ORGANIZATION  
SHOULD PREPARE STUDENTS TO BECOME  
GOOD CITIZENS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.36	33	4.42
Middlesex	15	4.20	15	4.53	45	4.49
Surrey	4	4.50	4	4.25	12	4.75
Overall	30	4.37	30	4.43	90	4.50

The overall responses were 4.37 by principals, 4.43 by teachers and 4.50 by students; or agreement by principals and teachers and strong agreement by students.

An agricultural organization should promote co-operation among students. Table XI which sets out the responses to the statement that an agricultural organization should promote co-operation among students shows the principals in two counties recording mean responses in the strongly agree category. The teachers of Middlesex and Surrey also had mean responses which placed them in the strongly agree

category, so were the students of Middlesex. All other mean responses were in the agree category. The highest mean response was that of 4.63 by the principals of Cornwall and the lowest was 4.27 by the principals of Middlesex. The overall mean responses were 4.43, or agree by principals and students and 4.50 or strongly agree by teachers.

An agricultural organization should promote patriotism.  
In Table XII the responses to this statement were all in the agree category. The overall responses were similarly in that category. The lowest mean response which was 3.85 came from the students of Cornwall.

The highest mean response came from the principals of Cornwall who recorded 4.45.

TABLE XI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "AN AGRICULTURAL  
ORGANIZATION SHOULD PROMOTE  
CO-OPERATION AMONG  
STUDENTS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.63	11	4.45	33	4.30
Middlesex	15	4.27	15	4.53	45	4.53
Surrey	4	4.50	4	4.50	12	4.42
Overall	30	4.43	30	4.50	90	4.43

TABLE XI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "AN AGRICULTURAL  
ORGANIZATION SHOULD PROMOTE  
CO-OPERATION AMONG  
STUDENTS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.63	11	4.45	33	4.30
Middlesex	15	4.27	15	4.53	45	4.53
Surrey	4	4.50	4	4.50	12	4.42
Overall	30	4.43	30	4.50	90	4.43

TABLE XII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "AN AGRICULTURAL ORGANIZATION  
SHOULD PROMOTE PATRIOTISM"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.45	11	4.18	33	3.85
Middlesex	15	3.87	15	4.00	45	4.09
Surrey	4	4.25	4	4.25	12	4.42
Overall	30	4.13	30	4.10	90	4.04

The organization should promote discipline. Table XIII shows that six groups of respondents gave responses in the strongly agree category, while the remaining three responded in the agree category. The "agree" responses were from the students of Cornwall, principals of Middlesex and teachers of Surrey. The highest mean response was 4.75 by the students of Surrey and the lowest was 4.25 by the teachers of Surrey. The overall responses were 4.50, 4.60 and 4.56 for principals, teachers and students respectively. Thus the overall group responses were in the strongly agree category.

TABLE XIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION SHOULD  
PROMOTE DISCIPLINE"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.63	33	4.45
Middlesex	15	4.47	15	4.67	45	4.60
Surrey	4	4.50	4	4.25	12	4.75
Overall	30	4.50	30	4.60	90	4.56

Summary of Mean Responses on the primary aims and purposes. Table XIV which shows the overall responses to the perceptions on the primary aims and purposes shows that at least there is agreement on that statement.

TABLE XIV

COMPARISONS OF MEAN RESPONSE ON "PERCEPTIONS  
ON THE PRIMARY AIMS AND PURPOSES"

	<u>Overall Mean Responses</u>		
	Principals	Teachers	Students
1. A student agricultural organization should promote leadership among students.	4.43	4.43	4.49
2. An agricultural organization should prepare students to become good citizens.	4.37	4.43	4.50
3. An agricultural organization should promote cooperation among students.	4.43	4.50	4.43
4. An agricultural organization should promote patriotism.	4.13	4.10	4.04
5. The organization should promote discipline.	4.50	4.60	4.56

The first of the five statements show recordings that were all in the agree category. The second statement shows that principals and teachers agreed and students strongly agreed. The third shows that principals and students agreed



and teachers strongly agreed; the fourth shows that all three groups strongly agreed; the fourth show that all three groups strongly agreed. An overall response to this subtitle would, therefore, be in the agree category.

#### Perceptions on Leadership

Five statements were prepared for this section with a view to getting responses from principals, teachers and students on leaderships as it would relate to an agricultural student organization.

A student agricultural organization should assist in developing team spirit and leadership abilities in its members. Table XV presents response to the statement that an agricultural student organization should assist in developing team spirit and leadership abilities in its members. Six mean responses were in the strongly agree category. The other three were in the agree category. The overall mean responses were strongly agree for teachers and students and agree for principals.

Workshops, conferences and conventions should be planned by the organization to assist with the development of members. The responses to the statement associated with Table XVI show that the teachers of all three counties and the principals and students of Surrey responded in the strongly agree category.

The other groups responded in the agree category. The lowest mean response was by principals of Middlesex who had a mean response of 4.20. The highest was by the teachers of Surrey who responded with a perfect 5.0.

TABLE XV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "A STUDENT AGRICULTURAL  
ORGANIZATION SHOULD ASSIST IN DEVELOPING  
TEAM SPIRIT AND LEADERSHIP  
ABILITIES IN ITS MEMBERS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Response	Number	Response	Number	Response
Cornwall	11	4.36	11	4.55	33	4.30
Middlesex	15	4.20	15	4.53	45	4.38
Surrey	4	4.50	4	5.00	12	4.50
Overall	30	4.30	30	4.60	90	4.37

The organization should arrange contests and competition with other schools. Table XVII shows that the lowest mean was recorded by the principals of Middlesex. The response was a mean of 3.93 which was in the agree category. Responses were not very diverse. Four groups were in the

strongly agree category and the other five in the agree category. The overall responses were a mean of 4.10 by the teachers, 4.53 by the teachers and 4.58 by the students.

TABLE XVI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "WORKSHOPS, CONFERENCES AND  
CONVENTIONS SHOULD BE PLANNED BY THE  
ORGANIZATION TO ASSIST WITH THE  
DEVELOPMENT OF MEMBERS"

County	<u>Principal</u>		<u>Teachers</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.36	11	4.55	33	4.30
Middlesex	15	4.20	15	4.53	45	4.38
Surrey	4	4.50	4	5.00	12	4.50
Overall	30	4.30	30	4.60	90	4.37

The organization should prepare members to conduct meetings and to interpret constitutions: The response to the above statement, as is shown in Table XVIII, indicates that there were eight mean responses in the agree category. The principals of Cornwall only, gave a mean response in the strongly agree category - a mean response of 4.55.

TABLE XVII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION SHOULD  
ARRANGE CONTESTS AND COMPETITION WITH  
OTHER SCHOOLS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.36	11	4.64	33	4.67
Middlesex	15	3.93	15	4.47	45	4.56
Surrey	4	4.00	4	4.50	12	4.42
Overall	30	4.10	30	4.53	90	4.58

TABLE XVIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD  
PREPARE MEMBERS TO CONDUCT MEETINGS  
AND TO INTERPRET CONSTITUTIONS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.36	33	4.21
Middlesex	15	4.22	15	4.40	45	4.47
Surrey	4	3.50	4	4.25	12	3.92
Overall	30	4.23	30	4.37	90	4.27

The overall mean responses for the three groups of respondent were, therefore, in the agree category.

Such an organization should encourage the practice of parliamentary procedure. For Table XIX and the above statement it was shown that mean responses ranged from 3.75 to 4.46.

TABLE XIX

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "SUCH AN ORGANIZATION  
SHOULD ENCOURAGE THE PRACTICE OF  
PARLIAMENTARY PROCEDURES"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.46	11	4.00	33	3.97
Middlesex	15	3.87	15	4.00	45	4.13
Surrey	4	3.75	4	4.00	12	3.92
Overall	30	4.07	30	4.00	90	4.04

The four lowest mean responses were 3.75 by the principals of Middlesex, 3.92 by the students of Surrey and 3.97 by the students of Cornwall. All other mean responses were also in the agree category. The overall mean responses were, therefore, in the agree category.

Summary of responses on perceptions on leadership.

Table XX gives an overview of the mean responses to the statements attributed to perceptions on leadership.

TABLE XX

COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
ON LEADERSHIP"

	<u>Overall Mean Response</u>		
	Principals	Teachers	Students
1. A student agricultural organization should assist in developing team spirit and leadership abilities in its members.	4.47	4.60	4.63
2. Workshops, conferences and conventions should be planned by the organization to assist with the development of members.	4.30	4.60	4.37
3. The organization should arrange contests and competition with other schools.	4.10	4.53	4.58
4. The organization should prepare members to conduct meetings and to interpret constitutions.	4.23	4.37	4.27
5. Such an organization should encourage the practice of parliamentary procedures.	4.07	4.00	4.04

The figures show that the principals as a group responded to all five statements in the agree category; the teachers responded to the first three in the strongly agree category. The students responded to the first and third in the strongly agree category, and to the rest in the agree category.

#### Perceptions on Co-operation

The statement relative to the perceptions on co-operation and the corresponding analysis were as follows:

Such an organization should assist its members to develop a recognition of the rights of others. According to the data presented in Table XXI, relative to the recognition of the development of the rights of others there was overall agreement on that subject. Mean responses ranged from 4.00 to 4.55.

The overall mean responses were 4.37 for principals and teachers and 4.36 for students. Responses were therefore very close.

The organization should promote strong peer pressure to meet its goals and objectives. Table XXII shows the first group recording of a mean response in a category below that of agree. The principals of Surrey with a 2.25 mean response to the organization promoting peer pressure to meet its objectives were undecided about that statement.

TABLE XXI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "SUCH AN ORGANIZATION  
SHOULD ASSIST ITS MEMBERS TO DEVELOP A  
RECOGNITION OF THE RIGHTS OF  
OTHER PERSONS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.36	33	4.03
Middlesex	15	4.55	11	4.36	33	4.03
Surrey	4	4.00	4	4.00	12	4.08
Overall	40	4.37	30	4.37	90	4.36

TABLE XXII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD PROMOTE  
STRONG PEER PRESSURE TO MEET ITS  
GOALS AND OBJECTIVES"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.82	11	4.00	33	4.61
Middlesex	15	3.73	15	4.20	45	4.36
Surrey	4	2.25	4	3.75	12	3.83
Overall	30	3.57	30	4.07	90	4.29



The overall mean responses to the statement were in a general way lower than those recorded for most of the previous statements.

However, although there were four mean responses below 4.0, the overall responses remained in the agree category.

The organization should help to develop wholesome relationship and social competence. The data as presented in Table XXIII shows that the mean responses continue to be close. Most responses again were in the four point range.

All mean responses were in the agree category, thus overall response was that of agreement.

The organization should have a high degree of parent and community involvement. The summary of responses to this statement as shown in Table XXIV revealed that the highest mean response which was 4.75 came from the teachers of Surrey and the lowest of 3.94 came from the students of Cornwall.

The Surrey group of principals, teachers and students recorded mean responses in the strongly agree category. All other groups were in the agree category. Overall responses were in the agree category.

The organization should allow students of one school to meet students of another school. The mean responses to this statement as shown in Table XXV were five groups in the agree category and four in the strongly agree category.

TABLE XXIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION  
SHOULD HELP TO DEVELOP WHOLESOME  
RELATIONSHIP AND SOCIAL  
COMPETENCE"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.36	11	4.18	33	4.12
Middlesex	15	4.20	15	4.33	45	4.27
Surrey	4	3.75	4	4.00	12	3.93
Overall	30	4.20	30	4.23	90	4.17

TABLE XXIV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD HAVE A  
HIGH DEGREE OF PARENT AND  
COMMUNITY INVOLVEMENT"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.27	33	3.94
Middlesex	15	4.13	15	4.13	45	4.47
Surrey	4	4.50	4	4.75	12	4.58
Overall	30	4.23	30	4.33	90	4.29

The Surrey group of principals, teachers and students recorded mean responses in the strongly agree category. All other groups were in the agree category. Overall responses were in the agree category.

The organization should allow students of one school to meet students of another school. The mean responses to this statement as shown in Table XXV were five groups in the agree category and four in the strongly agree category.

TABLE XXV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION  
SHOULD ALLOW FOR STUDENTS OF ONE  
SCHOOL TO MEET STUDENTS OF  
ANOTHER SCHOOL"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.55	33	4.48
Middlesex	15	4.42	15	4.20	45	4.67
Surrey	4	4.25	4	4.75	12	4.50
Overall	30	4.27	30	4.50	90	4.59

The overall responses were that teachers and students strongly agreed with the statement, while the principals agreed.

Summary of responses on perceptions on co-operation.

Table XXVI shows that except for the responses of the teachers and students, to statement five, in the strongly agree category. All other overall mean responses to the statements one to four, were in the agree category.

Perceptions on Citizenship

The responses to the five statements under this subtitle were as follows:

The organization should so operate as to encourage school leavers to remain in their community. Table XXVII shows that except for the principals of Middlesex who had a mean response of 4.07. All other mean responses were below 4.0.

The Surrey group of principals, teachers and students was in the undecided category. All other groups were in the agree category. Notwithstanding the relatively low mean scores the overall mean responses were in the agree category.

The organization should so operate as to encourage past members to enter into farming. This statement attracted overall responses in the agree category. The mean responses are shown in Table XXVIII.

TABLE XXVI  
 COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
 ON CO-OPERATION"

	<u>Overall Mean Responses</u>		
	Principals	Teachers	Students
1. Such an organization should assist its members to develop a recognition of the rights of other persons.	4.37	4.37	4.36
2. The organization should promote strong peer pressure to meet its goals and objectives.	3.57	4.07	4.29
3. The organization should help to develop wholesome relationship and social competence.	4.20	4.23	4.17
4. The organization should have a high degree of parent and community involvement.	4.23	4.33	4.29
5. The organization should allow for students of one school to meet students of another school.	4.27	4.50	4.59

TABLE XXVII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION SHOULD  
SO OPERATE AS TO ENCOURAGE SCHOOL LEAVERS  
TO REMAIN IN THEIR COMMUNITY"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.55	11	3.73	33	3.55
Middlesex	15	4.07	15	3.67	45	3.71
Surrey	4	3.25	4	2.75	12	3.17
Overall	30	3.77	30	3.57	90	3.59

TABLE XXVIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD SO  
OPERATE AS TO ENCOURAGE PAST MEMBERS TO  
ENTER INTO FARMING"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.72	11	4.18	33	4.06
Middlesex	15	4.33	15	4.47	45	4.33
Surrey	4	4.00	4	3.75	12	4.50
Overall	30	4.07	30	4.26	90	4.26

The organization should so operate as to encourage past members to become active in Farmers' Organizations. Response to the above statement are shown in Table XXIX. Four of the groups responded in the strongly agree category. The other groups responded in the agree category.

TABLE XXIX

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION SHOULD  
SO OPERATE AS TO ENCOURAGE PAST MEMBERS  
TO BECOME ACTIVE IN FARMERS  
ORGANIZATIONS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.64	11	4.45	33	4.45
Middlesex	15	4.33	15	4.53	45	4.56
Surrey	4	4.50	4	4.25	12	4.50
Overall	30	4.47	30	4.42	90	4.51

As a result the overall results were: for principals and teachers 4.47 per group, and for students 4.51. Thus it was agree for principals and teachers and strongly agree for students.

The organization should teach patriotism. Responses to this statement, as shown in Table XXX remained in the agree category.

TABLE XXX

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO THE STATEMENT "THE ORGANIZATION SHOULD TEACH PATRIOTISM"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	3.81	33	3.85
Middlesex	15	4.00	15	3.86	45	4.56
Surrey	4	3.75	4	3.00	12	4.58
Overall	30	4.07	30	3.73	90	4.06

The overall responses from all groups were also in the agree category

The organization should help in community projects.

Table XXXI shows that the predominant response was in the agree category. The highest response was 4.55 and the lowest 4.06.



TABLE XXXI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION  
SHOULD HELP IN COMMUNITY PROJECTS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Response	Number	Response	Number	Response
Cornwall	11	4.45	11	4.55	33	4.06
Middlesex	15	4.33	15	4.33	45	4.49
Surrey	4	4.25	4	4.50	12	4.25
Overall	30	4.37	30	4.43	90	4.39

The teachers of Cornwall and Surrey had mean responses in the strongly agree category. All other mean responses were in the agree category.

Summary of responses on Perceptions on citizenship.

Table XXXII summarizes the responses of the three population groups to the five statements which comprised perceptions on citizenship. But for a strongly agree response of 4.51 by students to the third statement under this subtitle, all other responses were in the agree category.

Perceptions on a Co-Curricular Organization

Again there were five statements under this subtitle.

TABLE XXXII  
COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
ON CITIZENSHIP"

	<u>Overall Mean Responses</u>		
	Principals	Teachers	Students
1. The organization should so operate as to encourage school leavers to remain in their community.	3.77	3.57	3.59
2. The organization should so operate as to encourage past members to enter into farming.	4.07	4.26	4.26
3. The organization should so operate as to encourage past members to become active in farmers' organizations.	4.47	4.47	4.51
4. The organization should teach patriotism.	4.07	3.73	4.06
5. The organization should help in community projects.	4.37	4.43	4.39

Classtime should provide for announcements of some of the organizations' activities. All mean responses relative to the statement that classtime should cater announcements of the organizations' activities, were in the agree category.

At this point in the analysis of the data this is one of the statements that gave the lowest mean responses. It should be noted however, that the overall mean responses were in the agree category. Table XXXIII shows the responses to the above statement.

TABLE XXXIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "CLASSTIME SHOULD PROVIDE  
FOR ANNOUNCEMENTS OF SOME OF THE  
ORGANIZATIONS' ACTIVITIES"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.82	11	3.82	33	3.48
Middlesex	15	4.00	15	4.00	45	3.80
Surrey	4	3.75	4	4.00	12	4.00
Overall	30	3.76	30	3.93	90	3.71

Judging contests and rehearsal for contests may form part of the classtime activity. According to Table XXXIV mean responses ranged from 3.25 for the principals of Surrey to 4.00 for the teachers of Cornwall and Surrey.

TABLE XXXIV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "JUDGING CONTESTS AND REHEARSAL  
FOR CONTESTS MAY FORM PART OF THE  
CLASSTIME ACTIVITY"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Response	Number	Response	Number	Response
Cornwall	11	3.91	11	4.00	33	3.30
Middlesex	15	3.86	15	3.93	45	3.67
Surrey	4	3.25	4	4.00	12	3.83
Overall	30	3.80	30	3.97	90	3.56

Overall mean responses were in the agree category.

The organization's activities should complement the curriculum. Table XXXV shows that the lowest mean response was that of 3.85 by the students of Cornwall, and the highest was 4.50 by the teachers of Surrey.

With only one response in the strongly agree category, that of 4.50, the overall responses were in the agree category.

Organization's and Curriculum activities should be dovetailed into each other. According to Table XXVI mean responses were on the lower side of the agree category. There was no response above 4.00.

TABLE XXXV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION'S  
ACTIVITIES SHOULD COMPLEMENT  
THE CURRICULUM"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.09	33	3.85
Middlesex	15	4.14	15	4.27	45	4.07
Surrey	4	4.00	4	4.50	12	4.33
Overall	30	4.17	30	4.23	90	4.02

TABLE XXXVI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "ORGANIZATION'S AND CURRICULUM  
ACTIVITIES SHOULD BE DOVETAILED INTO  
EACH OTHER"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.82	11	3.82	33	3.58
Middlesex	15	3.73	15	3.93	45	3.67
Surrey	4	3.75	4	4.00	12	4.00
Overall	30	3.86	30	3.90	90	3.68

Again overall responses continued to be in at least the agree category.

Some curricular and organizational projects should be joint projects. This statement, like the previous one attracted overall mean responses in the agree category. Table XXXVII indicates that the principals as a group gave a mean response of 3.93, the teachers 4.00 and the students 3.96.

TABLE XXXVII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "SOME CURRICULAR AND  
ORGANIZATIONAL PROJECTS SHOULD  
BE JOINT PROJECTS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.00	33	4.38
Middlesex	15	4.06	15	4.00	45	4.09
Surrey	4	3.50	4	4.00	12	3.92
Overall	30	3.93	30	4.00	90	3.96

Summary of the Responses to the perceptions on a co-curricular organization. Table XXXVIII indicates that when

the mean responses of the three population group were compared over the five statement there was little difference in terms of mean responses.

TABLE XXXVIII

COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
ON A CO-CURRICULAR ORGANIZATION"

	<u>Overall Mean Response</u>		
	Principals	Teachers	Students
1. Classtime should provide for announcements of some of the organization's activities.	3.76	3.93	3.71
2. Judging contests and rehearsal for contests may form part of the class time activity.	3.80	3.97	3.56
3. The organization's activities should complement the curriculum.	4.17	4.23	4.02
4. Organization's and curriculum activities should be dovetailed into each other.	3.86	3.90	3.68
5. Some curricular and organizational projects should be joint projects.	3.93	4.00	3.96

TABLE XXXVIII  
 COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
 ON A CO-CURRICULAR ORGANIZATION"

	<u>Overall Mean Response</u>		
	Principals	Teachers	Students
1. Classtime should provide for announcements of some of the organization's activities.	3.76	3.93	3.71
2. Judging contests and rehearsal for contests may form part of the class time activity.	3.80	3.97	3.56
3. The organization's activities should complement the curriculum.	4.17	4.23	4.02
4. Organization's and curriculum activities should be dovetailed into each other.	3.86	3.90	3.68
5. Some curricular and organizational projects should be joint projects.	3.93	4.00	3.96



TABLE XXXIX

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION SHOULD  
HAVE ELECTED OFFICERS AT THE  
SCHOOL LEVEL"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.27	33	4.09
Middlesex	15	4.26	15	4.60	45	4.42
Surrey	4	4.00	4	4.25	12	4.42
Overall	30	4.07	30	4.30	90	4.32

TABLE XL

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD HAVE  
COMMITTEE AT THE SCHOOL LEVEL"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.18	33	4.30
Middlesex	15	3.73	15	4.40	45	4.31
Surrey	4	4.00	4	4.25	12	4.42
Overall	30	4.07	30	4.30	90	4.32

All other groups were very close with scores in the 4.00 to 4.42 range. The overall was a mean response in the agree category.

The organization should have a board of directors at the school level. Table XLI was very much like the table

TABLE XLI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION SHOULD  
HAVE A BOARD OF DIRECTORS AT THE  
SCHOOL LEVEL"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	3.82	33	4.12
Middlesex	15	3.67	15	4.07	45	4.00
Surrey	4	4.00	4	4.00	12	4.25
Overall	30	3.93	30	3.97	90	4.08

previously. All mean responses were in the agree category. The overall mean responses were therefore in the agree category.

The organization should have active, honorary and associate members. According to Table XLII mean responses were in the agree category.

TABLE XLII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD HAVE  
ACTIVE, HONORARY AND ASSOCIATE MEMBERS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.45	11	4.09	33	4.33
Middlesex	15	3.87	15	4.20	45	4.44
Surrey	4	3.75	4	4.00	12	4.25
Overall	30	4.07	30	4.20	90	4.37

The overall response was also in the agree category.

The organization should have the teacher of agriculture as adviser. As indicated by table XLII all groups from Surrey strongly agreed with the above statement. The teachers of Middlesex were also in strong agreement.

All other groups agreed with the statement. The overall response was agreement by principals and students and strong agreement by teachers.

The organization should have elected officers at the parish level. With the students of Surrey the only group that gave a mean response of 4.50, Table XLIV shows all other groups in the agree category.

TABLE XLIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION SHOULD  
HAVE THE TEACHER OF AGRICULTURE AS  
ADVISER"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.36	33	4.24
Middlesex	15	4.13	15	4.53	45	4.49
Surrey	4	4.75	4	4.75	12	4.75
Overall	30	4.27	30	4.50	90	4.43

TABLE XLIV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD  
HAVE ELECTED OFFICERS AT THE  
PARISH LEVEL"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.18	11	4.18	33	4.09
Middlesex	15	3.73	15	3.73	45	3.71
Surrey	4	3.50	4	4.25	12	4.50
Overall	30	3.82	30	4.17	90	4.12

The resultant mean responses were therefore all in the agree category.

The organization should have a board of directors at the parish level. In response to the statement that the agricultural organization should have a board of directors at the parish level, Table XLV indicates that all groups agreed with the statement.

TABLE XLV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION  
SHOULD HAVE A BOARD OF DIRECTORS  
AT THE PARISH LEVEL"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.09	11	4.00	33	4.03
Middlesex	15	3.87	15	4.26	45	3.69
Surrey	4	3.50	4	3.75	12	4.17
Overall	30	3.90	30	4.10	90	4.04

Mean scores were not very diverse, but were at the lower end of the agree category. Overall mean scores were in the agree category also.

The organization should have a parish adviser. Table XLVI shows that there was general agreement with this statement.

TABLE XLVI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD  
HAVE A PARISH ADVISER"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.27	33	4.30
Middlesex	15	3.93	15	4.60	45	4.38
Surrey	4	3.50	4	3.50	12	4.17
Overall	30	4.00	30	4.37	90	4.29

The principals and teachers of Surrey had the lowest mean responses. They both scored 3.50. The highest mean response came from the students of Middlesex and was 4.60; the only group that returned a mean response in the strongly agree category.

The organization should have a parish conference or convention. Table XLVII, like the previous table recorded general agreement with this statement.

TABLE XLVII  
 NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
 TO THE STATEMENT "THE ORGANIZATION  
 SHOULD HAVE A PARISH CONFERENCE  
 OR CONVENTION"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.18	33	4.30
Middlesex	15	4.13	15	4.27	45	3.93
Surrey	4	4.00	4	3.50	12	4.08
Overall	30	4.17	30	4.13	90	4.31

All mean responses were in the agree category.

The parish officers should be elected at the parish convention. According to the data associated with the statement that the organizations' parish officers should be elected at a parish convention, Table XLVIII indicates that all responses were in the agree category. For the overall response the principals had a mean score of 4.07, the teachers 4.07 also, and the students 4.14.

Parish conventions should be attended by members and delegates from individual schools. As reported in Table XLIX the teachers and students of Middlesex and Surrey strongly agreed with the statement that parish conventions should be attended by members and delegates from each school.

TABLE XLVIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE PARISH OFFICERS SHOULD BE  
ELECTED AT THE PARISH CONVENTION"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	3.91	33	4.27
Middlesex	15	4.07	15	4.33	45	4.02
Surrey	4	3.50	4	3.50	12	4.25
Overall	30	4.07	30	4.07	90	4.14

TABLE XLIX

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "PARISH CONVENTIONS SHOULD  
BE ATTENDED BY MEMBERS AND DELEGATES  
FROM INDIVIDUAL SCHOOLS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.36	33	4.49
Middlesex	15	4.20	15	4.53	45	4.69
Surrey	4	4.00	4	4.50	12	4.50
Overall	30	4.20	30	4.47	90	4.48



All other responses were in the middle to upper level of the agree category. Overall responses were in the agree category.

The organization should have elected regional or county officers. All responses to this statement were in the agree category. Table L gives the results of the responses.

TABLE L

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THE ORGANIZATION SHOULD HAVE  
ELECTED REGIONAL OR COUNTY OFFICERS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.00	11	4.00	33	4.24
Middlesex	15	3.67	15	4.00	45	3.82
Surrey	4	3.50	4	3.00	12	3.67
Overall	30	3.70	30	3.87	90	3.96

Responses were generally in the lower end of the agree category; as a result the overall mean responses were also in the lower region of the agree category.

There should be a regional executive officer. While there was not any strong agreement with this statement all

groups at least demonstrated that they agreed with it. Thus group and overall mean responses were in the agree category. Table LI points out that fact.

TABLE LI  
NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THERE SHOULD BE A  
REGIONAL EXECUTIVE OFFICER"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.82	11	3.82	33	4.09
Middlesex	15	3.62	15	4.50	45	3.96
Surrey	4	3.75	4	3.75	12	4.08
Overall	30	3.73	30	3.90	90	4.02

There should be a regional adviser. Table LII indicates that mean responses were all in the agree category, with the lowest mean response of 3.50 from the principals of Surrey and the highest of 4.47 from the teachers of Middlesex.

There should be a regional board of Directors. Responses to the statement that there should be a regional board of

directors were mostly in the lower end of the agree category. The overall responses were also in that region. Table LIII shows those responses.

TABLE LII  
NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THERE SHOULD BE A REGIONAL  
ADVISER"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.91	11	4.09	33	4.22
Middlesex	15	3.60	15	4.47	45	3.84
Surrey	4	3.50	4	3.75	12	3.92
Overall	30	3.70	30	4.03	90	4.16

There should be a regional conference where regional officers are selected. According to Table LIV, the lowest mean responses were from the principals and teachers of Surrey; they were both 3.50. The highest of 4.24 came from the students of Cornwall.

All responses to the above statement were therefore in the agree category.

TABLE LIII

NUMBER RESPONDING AND MEAN REPOSE BY GROUP  
TO THE STATEMENT "THERE SHOULD BE A  
REGIONAL BOARD OF DIRECTORS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.82	11	3.91	33	4.39
Middlesex	15	3.27	15	3.80	45	3.98
Surrey	4	3.50	4	3.75	12	3.83
Overall	30	3.43	30	3.83	90	4.11

TABLE LIV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THERE SHOULD BE A REGIONAL  
CONFERENCE WHERE REGIONAL OFFICERS  
ARE SELECTED"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	3.91	11	3.82	33	4.24
Middlesex	15	3.53	15	4.00	45	3.93
Surrey	4	3.50	4	3.50	12	4.08
Overall	30	3.67	30	3.87	90	4.07

There should be elected national officers. All responses to this statement were in the agree category. Table LV gives the responses.

TABLE LV  
NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THERE SHOULD BE ELECTED  
NATIONAL OFFICERS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.27	11	4.00	33	4.27
Middlesex	15	3.53	15	4.20	45	3.78
Surrey	4	3.75	4	4.00	12	4.17
Overall	30	3.83	30	4.10	90	4.11

There should be a national board of directors. This statement like many that went before, attracted all responses in the agree category. The lowest mean response was 3.40 by the principal of Middlesex and the highest was 4.30 by the students of Cornwall. Table LVI set out the responses.

The overall mean responses were 3.73 for principals, 4.10 for teachers and 4.17 for students.

TABLE LVI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THERE SHOULD BE A  
NATIONAL BOARD OF DIRECTORS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.18	11	4.00	33	4.30
Middlesex	15	3.40	15	3.87	45	4.11
Surrey	4	3.75	4	4.00	12	3.92
Overall	30	3.75	30	4.10	90	4.17

There should be a national executive secretary. According to Table LVII and the statement that there should be a national executive secretary, the responses were all in the agree category.

The students recorded the highest overall mean response with 4.27.

There should be a national convention where national officers are selected. This statement and its associate Table LVIII, recorded all mean responses in the agree category. The overall mean responses were middle level agree category responses.

TABLE LVII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THERE SHOULD BE A  
NATIONAL EXECUTIVE SECRETARY"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.36	11	4.00	33	4.33
Middlesex	15	3.67	15	4.27	45	4.27
Surrey	4	3.75	4	4.00	12	4.00
Overall	30	3.93	30	4.13	90	4.27

TABLE LVIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "THERE SHOULD BE A NATIONAL  
CONVENTION WHERE NATIONAL OFFICERS  
ARE SELECTED"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.36	11	4.09	33	4.33
Middlesex	15	3.33	15	4.20	45	3.73
Surrey	4	3.25	4	4.00	12	4.25
Overall	30	3.70	30	4.13	90	4.02

Comparison of mean responses on the perceptions on organizational structure and function. Table LIX gives a summary of the responses to the twenty statements that fall under the heading of perceptions on organizational structure and function. The table shows that the principals' overall responses were all in the agree category to all the twenty statements. Their lowest mean response was 3.43 to the fifteenth statement which says that there should be a regional board of directors. Their highest mean response was 4.27, which said that the organization should have the teacher of agriculture as adviser.

The teachers themselves strongly agreed that the teacher of agriculture should be the adviser. All their other responses to the other statements were in the agree category.

The students likewise recorded all responses in the agree category.

Overall responses were approximately middle level agree category responses. Thus there was overall agreement to the statement on perceptions on organizational structure and function.

#### Perceptions on Finance

Five statements were prepared with the view to seeing how the principals, teachers' and students' would react to a certain formula for financing the organization and also for storing and monitoring the funds.



TABLE LIX  
 COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
 ON ORGANIZATIONAL STRUCTURE AND  
 FUNCTION"

	<u>Overall Mean Responses</u>		
	Principals	Teachers	Students
1. The organization should have elected officers at the school level.	4.33	4.40	4.31
2. The organization should have committees at the school level.	4.07	4.30	4.43
3. The organization should have a board of directors at the school level.	3.93	3.97	4.08
4. The organization should have active, honorary and associate members.	4.07	4.20	4.37
5. The organization should have the teacher of agriculture as adviser.	4.27	4.50	4.43
6. The organization should have elected officers at the parish level.	3.87	4.17	4.12
7. The organization should have a board of directors at the parish level.	3.90	4.10	4.04
8. The organization should have a parish adviser.	4.00	4.37	4.29
9. The organization should have a parish conference or convention.	4.17	4.13	4.31
10. The parish officers should be elected at the parish convention.	4.07	4.07	4.14

TABLE LIX (Continued)

	<u>Overall Mean Responses</u>		
	Principals	Teachers	Students
11. Parish conventions should be attended by members and delegates from individual schools.	4.20	4.47	4.40
12. The organization should have elected regional or county officers.	3.70	3.87	3.96
13. There should be a regional executive officer.	3.73	3.90	4.02
14. There should be a regional adviser.	3.70	4.03	4.16
15. There should be a regional board of directors.	3.43	3.83	4.11
16. There should be a regional conference where regional officers are selected.	3.67	3.87	4.07
17. There should be elected national officers.	3.83	4.10	4.11
18. There should be a national board of directors.	3.73	4.10	4.17
19. There should be a national executive secretary.	3.93	4.13	4.27
20. There should be a national convention where national officers are selected.	3.70	4.13	4.03

A membership fee should be charged each member. The responses to this statement shown in Table LX indicate that all group mean responses were in the agree category.

TABLE LX  
NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "A MEMBERSHIP FEE  
SHOULD BE CHARGED EACH MEMBER"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.36	11	4.27	33	4.33
Middlesex	15	3.67	15	4.06	45	4.09
Surrey	4	4.25	4	4.50	12	3.83
Overall	30	4.00	30	4.20	90	4.17

Responses were middle level agree category responses. The overall responses were 4.00, 4.20 and 4.17 for principals, teachers and students respectively.

Projects should be organized to raise funds. Findings related to this statement and reported in Table LXI show seven mean responses in the strongly agree category and two in the upper level agree category.

TABLE LXI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "PROJECTS SHOULD BE ORGANIZED  
TO RAISE FUNDS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.45	11	4.64	33	4.64
Middlesex	15	4.40	15	4.53	45	4.64
Surrey	4	4.50	4	4.75	12	4.67
Overall	30	4.43	30	4.60	90	4.64

In the overall responses the principals were the only ones who did not express strong agreement with the statement. Theirs of 4.43 however was an upper level agreement category response.

Accounts should be opened with banks. The response to this statement were very close. They ranged from 4.25 by the principals of Surrey to 4.60 by the teachers of Middlesex. These responses were reported in Table LXII.

TABLE LXII  
 NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
 TO THE STATEMENT "ACCOUNTS SHOULD  
 BE OPENED WITH BANKS"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.45	33	4.45
Middlesex	15	4.40	15	4.60	45	4.53
Surrey	4	4.25	4	4.50	12	4.33
Overall	30	4.43	30	4.53	90	4.47

In the overall picture, the teacher with 4.53 strongly agreed with the statement and the principals with 4.43 and students with 4.47 were in agreement.

Organizations' finances should be used to further the cause of the organization. Table LXIII shows very close mean responses to this statement.

Response ranged from 4.25 to 4.64. The principals and teachers strongly agreed with the statement and the students were in agreement with it.

The organization should be internally audited annually. The findings related to this statement indicates that all three groups agreed with the statement. Table LXIV sets out those findings.

TABLE LXIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "ORGANIZATION'S FINANCES SHOULD  
BE USED TO FURTHER THE CAUSE OF THE  
ORGANIZATION"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.64	11	4.136	33	4.61
Middlesex	15	4.47	15	4.53	45	4.44
Surrey	4	4.25	4	4.50	12	4.58
Overall	30	4.50	30	4.46	90	4.52

TABLE LXIV

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE ORGANIZATION  
SHOULD BE INTERNALLY AUDITED  
ANNUALLY"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.18	33	3.97
Middlesex	15	4.33	15	4.40	45	4.40
Surrey	4	4.25	4	4.50	12	4.33
Overall	30	4.40	30	4.33	90	4.12

Comparison of mean responses on the perceptions on finance. As a summary of the foregoing five statements this section headed by Table LXV shows that all groups were at least in agreement on this subtitle.

TABLE LXV  
COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
ON FINANCE"

	<u>Overall Mean Responses</u>		
	Principals	Teachers	Students
1. A membership fee should be charged each member.	4.00	4.20	4.17
2. Projects should be organized to raise funds.	4.43	4.60	4.64
3. Accounts should be opened with banks.	4.43	4.53	4.47
4. Organization's finances should be used to further the cause of the organization	4.50	4.46	4.52
5. The organization should be internally audited annually.	4.40	4.33	4.12

Strong agreements were expressed in the following areas: To statement four by the principals and students, to statement

two by the teachers and students, and to statement three by the teachers.

Perceptions on Related Philosophy

Five statements were prepared to see what possible philosophical approach such an organization could follow. The results were as follows:

Creeds, emblems and mottos should be assigned to the organization. Table LXVI sets out these responses. The three groups in Cornwall strongly agreed with the statement. The teachers and students of Surrey also strongly agreed.

TABLE LXVI

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "CREEDS, EMBLEMS AND  
MOTTOS SHOULD BE ASSIGNED TO  
THE ORGANIZATION

County	<u>Principals</u>		<u>Teachers</u>		<u>Students</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.55	11	4.55	33	4.58
Middlesex	15	3.93	15	4.33	45	4.29
Surrey	4	4.25	4	4.50	12	4.50
Overall	40	4.20	30	4.43	90	4.38



Overall mean responses were however in the agree category. The means were 4.20, 4.43 and 4.38 for principals, teachers and students respectively.

The National Flag should be present at every meeting. This statement attracted some of the lower mean responses. As Table LXVII shows, however, overall mean responses were in the agree category.

TABLE LXVII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "THE NATIONAL FLAG  
SHOULD BE PRESENT AT EVERY  
MEETING"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.00	11	3.73	33	3.73
Middlesex	15	3.27	15	3.73	45	3.00
Surrey	4	3.50	4	4.50	12	3.83
Overall	30	3.57	30	3.83	90	3.41

Principals scored 3.57, teachers 3.83 and students 3.41.

Ceremonial activities should be aimed at building a firm belief in moral and ethical values. The responses

to this statement were set out in Table LXVIII. Overall responses were in the agree category. Principals recorded 4.17, teachers 4.13 and students 4.17.

TABLE LXVIII

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "CEREMONIAL ACTIVITIES  
SHOULD BE AIMED AT BUILDING A FIRM  
BELIEF IN MORAL AND  
ETHICAL VALUES"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.45	11	4.09	33	4.18
Middlesex	15	3.73	15	4.00	45	4.20
Surrey	4	3.75	4	4.75	12	3.92
Overall	30	4.17	30	4.13	90	4.17

Club related activities should assist in building self concept. According to Table LXIX, the responses were very close; the dispersion was in the 4.12 to 4.64 region.

The overall responses were very close also. They were 4.30, 4.30 and 4.24; all agreement responses.

Club related activities should assist in building a strong sense of identity. Findings to the above statement

was reported in Table LXX. They were that all groups expressed overall agreement with the statement.

TABLE LXIX  
NUMBER RESPONDING AND MEAN RESPONSE BY GROUP TO  
THE STATEMENT "CLUB RELATED ACTIVITIES  
SHOULD ASSIST IN BUILDING SELF  
CONCEPT"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.64	11	4.36	33	4.12
Middlesex	15	4.07	15	4.20	45	4.29
Surrey	4	4.25	4	4.50	12	4.42
Overall	30	4.30	30	4.30	90	4.24

A slightly higher level of agreement came from the students than from the teachers and principals. That of the students was 4.40, and the teachers and principals 4.37 and 4.27 respectively.

Summary of mean responses to the perceptions on related philosophy. This like most other subtitles attracted mean responses in the agree category. Table LXXI shows that all mean responses were in the agree category and were all very

close. Statement number two attracted the lowest mean response.

TABLE LXX

NUMBER RESPONDING AND MEAN RESPONSE BY GROUP  
TO THE STATEMENT "CLUB RELATED ACTIVITIES  
SHOULD ASSIST IN BUILDING A STRONG SENSE  
OF IDENTITY"

County	<u>Principal</u>		<u>Teacher</u>		<u>Student</u>	
	Number	Mean Response	Number	Mean Response	Number	Mean Response
Cornwall	11	4.64	11	4.45	33	4.24
Middlesex	15	4.00	15	4.33	45	4.56
Surrey	4	4.25	4	4.25	12	4.25
Overall	30	4.27	30	4.37	90	4.40

TABLE LXXI  
COMPARISON OF MEAN RESPONSE ON "PERCEPTIONS  
ON RELATED PHILOSOPHY"

	<u>Overall Mean Response</u>		
	Principals	Teachers	Students
1. Creeds, emblems and motto's should be assigned to the organization.	4.20	4.43	4.38
2. The national flag should be present at every meeting.	3.57	3.83	3.41
3. Ceremonial activities should be aimed at building a firm belief in moral and ethical values.	4.17	4.13	4.17
4. Club related activities should assist in building self concept.	4.30	4.30	4.24
5. Club related activities should assist in building a strong sense of identity.	4.27	4.37	4.40

#### Summary

The foregoing responses to all sixty statements under their different headings showed that there were at least agreement to each statement.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter seeks to present a review of the study problem, the purpose and major objectives of the study, the process involved with the study and the interpretations, conclusions and recommendations based on the analysis and summary of the data collected.

#### Purpose of the Study

##### Primary Purpose

The primary purpose of the study was to determine from principals, teachers and students of Jamaican Secondary Schools the desirability of and implications for a co-curricular agricultural student organization for Jamaican Secondary School students.

##### Objectives of the Study

The objectives of the study were to determine:

1. The desirability of a co-curricular agriculture student vocational organization for Jamaica.
2. The major elements of, and the implications for such an organization.

3. How the organization would work co-curricularly.
4. How such an organization could operate, function and be structured, and be financed.

5. If creeds, ceremonial statements and emblems would be necessary to the realization of the primary aims and purposes of such an organization.

These were later used to develop the instrument which measured principals' teachers' and students' perceptions on:

1. The desirability of an agricultural student organization in Jamaica; and if it were desirable:
2. The primary aims and purposes of such an organization.
3. Leadership of the organization.
4. Co-operation relative to the organization.
5. Citizenship relative to the organization.
6. A co-curricular organization.
7. Its organizational structure and function.
8. Its financing and finances.
9. Its philosophy.

#### Rationale of the Study

The rationale was that Jamaican agriculture needs to progress rapidly from its present position in order to meet basic needs. However, farming over the last decade has attracted only middle aged to old persons. Therefore, in order to recapture past glory in agriculture the young would have to be attracted to farming. The young them-

selves were disenchanted with agriculture. The vehicles and machinery used to propel agricultural students to agricultural were in disarray. It was therefore necessary to look at a different angle. Research on an agricultural student organization provides a possible different look.

### The Research Process

After the literature was reviewed, a study population was decided upon and an instrument developed to comply with the major goals and objectives of the study. The population was thirty-four principals and teachers in Jamaica and one hundred and two students of agriculture. Thirty principals and teachers and ninety students eventually responded to the study.

### Findings of the Study

The findings were summarized under the nine specific objectives that embodied the research document.

#### Perceptions on the desirability of an organization.

Principals, teachers and students all strongly agreed that an agricultural youth organization should be welcomed in the school system, that the organization can have a positive impact on school and community and that efforts to establish such an organization should not be discouraged. They also refuted the statements that an organization would



be too demanding of students time and the benefits to be derived would not be worth the effort involved.

Perceptions on the Primary Aims and Purposes. In response to the five statements that were embodied in the primary aims and purposes objective, the entire study population at least agreed that the organization should promote leadership, citizenship, co-operation, patriotism and discipline among students. All three groups strongly agreed that the organization should promote discipline.

Perceptions on Leadership. To this section there was at least agreement on the five statements related to leadership. Thus the respondents agreed that the organization should assist in the development of leadership qualities in its members through workshops, conferences, conventions, contests, competitions, the conducting of meetings and the use of parliamentary procedures in meetings.

Perceptions on Co-operation. Again there were overall agreements on the process of co-operation through the recognition of the rights of others, the use of peer pressure to achieve organizational goals, the development of wholesome relationship and social competence, parent and community involvement and through school to school contact for students.

Perceptions on Citizenship. Principals, teachers' and students' perceptions related to citizenship suggest that they all agreed that school leavers should, through

organizational influence, be encouraged to remain in their communities, to enter into farming, to become active in farmers' organizations, to assist with community projects and to be exposed to patriotic endeavors through the teachings of the organization.

Perceptions on a Co-Curricular Organization. The results were that there were agreements with the idea that the organization and the schools curriculum should be used co-operatively.

Perceptions on Organizational Structure and Function. The findings related to this topic show that principals, teachers and students agreed with all twenty statements in this section. That is; the organization should be served by elected officers at the school parish, county and national levels; that there should be a board of directors at school, parish, regional and national level; that there should be a school, a parish, a regional and a national advisor; that the teacher of agriculture should be the advisor at the school level; that there should be executive officers at the parish and upper levels; and that there should be parish, regional and national conventions where their respective officers would be selected.

Perceptions on Finance. The findings suggest that the three groups agreed that a fee should be charged each member of such an organization, that projects should be

organized to raise funds, that accounts should be opened with banks, that the finances should be used to further the cause of the organization and that the organization should be internally audited on an annual basis.

Perception on Related Philosophy. All groups surveyed agreed that:

1. Creeds, emblems and mottos should be assigned to the organization.
2. The national flag should be present at every meeting.
3. Ceremonial activities should be aimed at building a firm belief in moral and ethical values.
4. Club related activities should assist in building self concept.
5. Club related activities should assist in building a strong sense of identity.

#### Conclusions

The conclusions related to the research and based on the analysis, interpretation and findings of the data are as follows:

#### The Desirability of an Agricultural Student Organization in Jamaica

1. Jamaica principals, teachers and students are ready and willing to welcome an agricultural student organization in their schools.

2. Their beliefs are that such an organization would benefit its members and could also have a positive impact on the schools and surrounding communities.

#### The Primary Aims and Purposes of Such an Organization

Principals, teachers and students would support an organization whose primary aims and purposes would be to promote leadership, citizenship, cooperation, patriotism and discipline among students.

#### The Leadership Component of the Organization

The Jamaican school system would support an organization that uses workshops, conferences, conventions, contests, competition and parliamentary procedures in the preparation of its members to develop leadership characters.

#### Co-operation as Related to the Organization

Firm support would be shown for an organization which:

1. Assist its members to develop a recognition of the rights of others.
2. Promote strong peer pressure to meet its goals and objectives.
3. Seek to develop wholesome relationships and social competence.

4. Has a high degree of parent and community involvement.

5. Encourages interschools contact.

#### The Citizenship Component

Support is shown for an organization that encourages its members to remain in their communities, to build community spirit and to eventually be involved with farming and farming organizations.

#### The Co-curricular Nature of the Organization

Teachers, students and principals would welcome an organization that can give support to the agricultural curriculum and that would utilize classroom and field class time and space for the furtherance of agriculture.

#### The Organizational Structure and Function

The school system would welcome a structure that uses democratic processes at the school, parish, regional and national levels to achieve and further its objectives.

The system would also support a system that utilizes advisors and boards of directors and executive secretaries at all levels.

#### The Finance Aspect

The school system shows readiness to support an

organization that would charge a membership fee, support fund raising projects, invest unused funds in banks and exercises tight control over its finances.

#### The Philosophical Aspect

Principals, teachers and students stand ready to support an organization that embraces as part of its philosophy the use of creeds, emblems, mottos, ceremonial activities and other national regalias and paraphernalias that would assist in building a strong sense of identity and moral and ethical values.

#### Recommendations

The recommendations are that:

1. An agricultural student organization be established in Jamaica.
2. A working party be set up by the Ministry of Education, Jamaica, with the view of formulating plans for such an organization.
3. The organization be called the Future Farmers of Jamaica.
4. The organization establishes a working relationship with the Future Farmers of America.
5. The primary aims and purposes of the organization be the promotion of leadership, cooperation and citizenship in its pursuit of developing in its members a love for farming.

6. The organization be allowed to work through and with the agriculture curriculum.

7. Competitions, judging contests and community improvement activities become some organizational activities.

8. Parents and community members be asked to participate in some of the organization's activities.

9. The organization be so structured as to have the following:

a. Elected president, vice president, secretaries, treasurer, and other such committee members at school level

b. Elected presidents, vice president and executives secretaries at the parish, county and national level

c. Advisors at the school level

d. Boards of directors at the school, parish, regional and national levels

e. Active, honorary and associate members

10. Parish, county and national conventions be held.

11. National conventions replace the present schools agricultural competition and exhibition.

12. The organization be financed through membership fees and fund raising projects.

13. Accounts be opened with banks and the organizations funds be audited on an annual basis.

14. Creeds, emblems and mottos be assigned to the organization.

15. The organization demonstrate a strong respect for the flag of Jamaica and other national values that foster patriotism.

16. The Future Farmers of America Virginias'office and the Agricultural Education Department of the Oklahoma State University be contacted if necessary with the view to assisting in the process of establishing the organization, The Future Farmers of Jamaica.

Following the setting up of an organization, subsequent and continuous research should be done to measure its impact on past members in particular, and the farming community in general.



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## APPENDIXES

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Agricultural Education  
(405) 624-3129

74074

September 15, 1980

To Principals

Dear

I am an agricultural education officer in the Ministry of Education Youth and Sports in Jamaica; on study-leave from that ministry.

I am in the process of conducting research for a Master's Thesis in Agricultural Education at the above named university.

The title of my thesis will be: "The Desirability of and Implications for a Co-curricular Agricultural Student Organization in Jamaica".

In my proposal I will be looking at student agricultural organizations in several countries; and I would like to get the Jamaican perception of several aspects of a student agricultural organization.

I will be seeking your assistance and that of your Senior Agricultural teacher and three of your senior students of agriculture (students who represent the views of the majority of the students of agriculture), relative to the completion of the instruments which I will be mailing to you shortly.

I will also ask that on completion of the instruments they be mailed to:

Mr. James McKenzie  
Education Officer (Agriculture)  
Ministry of Education Youth and Sports  
2 B Caenwood Road  
Kingston 5

He in turn will send them to me.

I am looking forward to your assistance and will be very grateful for your cooperation in this exercise.

Yours respectfully,

Reuben Gray

RG/aa

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Department of Agricultural Education  
(405) 624-5129

74078

September 30, 1980

To Principals

Dear

Relative to my letter, dated September 15, 1980, to you, requesting your assistance in completing a research instrument; I now forward copies of the instrument to you.

Please allow your senior agriculture teacher and three of your senior agricultural students to complete similar instruments, and on their completion I would be grateful if you would mail them to:

Mr. James McKenzie  
Education Officer (Agriculture)  
Ministry of Education Youth and Sports  
2 B Caenwood Road  
Kingston 5

Thanks very much for your assistance.

Yours respectfully,

Reuben Gray

### Purpose of Instrument

To determine the desirability of, and implications for a co-curricular agricultural student organization in Jamaica.

#### Request:

Please respond to each of the following statements by circling the response that most nearly expresses your considered opinion or feeling on each statement.

#### Abbreviations used:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Please fill in the following:

School \_\_\_\_\_

Check where appropriate:

Principal

Teacher of Agriculture

Student of Agriculture

Other (specify) \_\_\_\_\_

Perceptions on the Desirability  
of an Organization

- |    |  |    |   |   |   |    |
|----|--|----|---|---|---|----|
| 1. | An agricultural youth organization should be welcomed in our school system.            | SA | A | U | D | SD |
| 2. | An agricultural youth organization can have a positive impact on school and community. | SA | A | U | D | SD |
| 3. | Efforts to establish an agricultural youth organization should not be discouraged.     | SA | A | U | D | SD |
| 4. | An agricultural youth organization would be too demanding of students' time.           | SA | A | U | D | SD |
| 5. | The benefits to be derived would not worth the efforts involved.                       | SA | A | U | D | SD |

Perceptions on the Primary  
Aims and Purposes

- |    |   |    |   |   |   |    |
|----|---|----|---|---|---|----|
| 1. | A student agricultural organization should promote leadership among students. | SA | A | U | D | SD |
| 2. | An agricultural organization should prepare students to become good citizens. | SA | A | U | D | SD |
| 3. | An agricultural organization should promote cooperation among students.       | SA | A | U | D | SD |
| 4. | An agricultural organization should promote patriotism.                       | SA | A | U | D | SD |
| 5. | The organization should promote discipline.                                   | SA | A | U | D | SD |

Perceptions on Leadership

- |    |  |    |   |   |   |    |
|----|--|----|---|---|---|----|
| 1. | A student agricultural organization should assist in developing team spirit and leadership abilities in its members. | SA | A | U | D | SD |
|----|--|----|---|---|---|----|



2. Workshops, conferences and conventions should be planned by the organization to assist with the development of members. SA A U D SD
3. The organization should arrange contests and competition with other schools. SA A U D SD
4. The organization should prepare members to conduct meetings and to interpret constitutions. SA A U D SD
5. Such an organization should encourage the practice of parliamentary procedures. SA A U D SD

#### Perceptions on Co-operation

1. Such an organization should assist its members to develop a recognition of the rights of other persons. SA A U D SD
2. The organization should promote strong peer pressure to meet its goals and objectives. SA A U D SD
3. The organization should help to develop wholesome relationship and social competence. SA A U D SD
4. The organization should have a high degree of parent and community involvement. SA A U D SD
5. The organization should allow for students of one school to meet students of other schools. SA A U D SD

#### Perceptions on Citizenship

1. The organization should so operate as to encourage school leavers to remain in their communities. SA A U D SD
2. The organization should so operate as to encourage past members to enter into farming. SA A U D SD

- |    |  |    |   |   |   |    |
|----|--|----|---|---|---|----|
| 3. | The organization should so operate as to encourage past members to become active in farmers organizations. | SA | A | U | D | SD |
| 4. | The organization should teach patriotism.  | SA | A | U | D | SD |
| 5. | The organization should help in community projects.  | SA | A | U | D | SD |

Perceptions on a Co-curricular  
Organization

- |    |   |    |   |   |   |    |
|----|---|----|---|---|---|----|
| 1. | Classtime should provide for announcements of some of the organization's activities.  | SA | A | U | D | SD |
| 2. | Judging contests and rehearsal for contests may form part of the class time activity. | SA | A | U | D | SD |
| 3. | The organization's activities should complement the curriculum.                       | SA | A | U | D | SD |
| 4. | Organization's and curriculum's activities should be dovetailed into each other.      | SA | A | U | D | SD |
| 5. | Some curricular and organizational projects should be joint projects.                 | SA | A | U | D | SD |

Perceptions on Organizational  
Structure and Function

- |    |  |    |   |   |   |    |
|----|--|----|---|---|---|----|
| 1. | The organization should have elected officers at the school level.     | SA | A | U | D | SD |
| 2. | The organization should have committees at the school level.           | SA | A | U | D | SD |
| 3. | The Organization should have a board of directors at the school level. | SA | A | U | D | SD |
| 4. | The organization should have active, honorary and associate members.   | SA | A | U | D | SD |

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 5.  | The organization should have the teacher of agriculture as adviser.                     | SA | A | U | D | SD |
| 6.  | The organization should have elected officers at the parish level.                      | SA | A | U | D | SD |
| 7.  | The organization should have a board of directors at the parish level.                  | SA | A | U | D | SD |
| 8.  | The organization should have a parish adviser.  | SA | A | U | D | SD |
| 9.  | The organization should have a parish conference or convention.                         | SA | A | U | D | SD |
| 10. | The parish officers should be elected at the parish convention.                         | SA | A | U | D | SD |
| 11. | Parish conventions should be attended by members and delegates from individual schools. | SA | A | U | D | SD |
| 12. | The organization should have elected regional or county officers.                       | SA | A | U | D | SD |
| 13. | There should be a regional executive officer.   | SA | A | U | D | SD |
| 14. | There should be a regional adviser.   | SA | A | U | D | SD |
| 15. | There should be a regional board of directors.  | SA | A | U | D | SD |
| 16. | There should be a regional conference where regional officers are selected.             | SA | A | U | D | SD |
| 17. | There should be elected national officers.  | SA | A | U | D | SD |
| 18. | There should be a national board of directors.  | SA | A | U | D | SD |
| 19. | There should be a national executive secretary.   | SA | A | U | D | SD |
| 20. | There should be a national convention where national officers are selected.             | SA | A | U | D | SD |

## Perceptions on Finance

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. A membership fee should be charged each member.                                  | SA | A | U | D | SD |
| 2. Projects should be organized to raise funds.                                     | SA | A | U | D | SD |
| 3. Accounts should be opened with banks.  | SA | A | U | D | SD |
| 4. Organization's finances should be used to further the cause of the organization. | SA | A | U | D | SD |
| 5. The organization should be internally audited annually.                          | SA | A | U | D | SD |

## Perceptions on Related Philosophy

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. Creeds, emblems and motto's should be assigned to the organization.                          | SA | A | U | D | SD |
| 2. The national flag should be present at every meeting.  | SA | A | U | D | SD |
| 3. Ceremonial activities should be aimed at building a firm belief in moral and ethical values. | SA | A | U | D | SD |
| 4. Club related activities should assist in building self concept.                              | SA | A | U | D | SD |
| 5. Club related activities should assist in building a strong sense of identity.                | SA | A | U | D | SD |

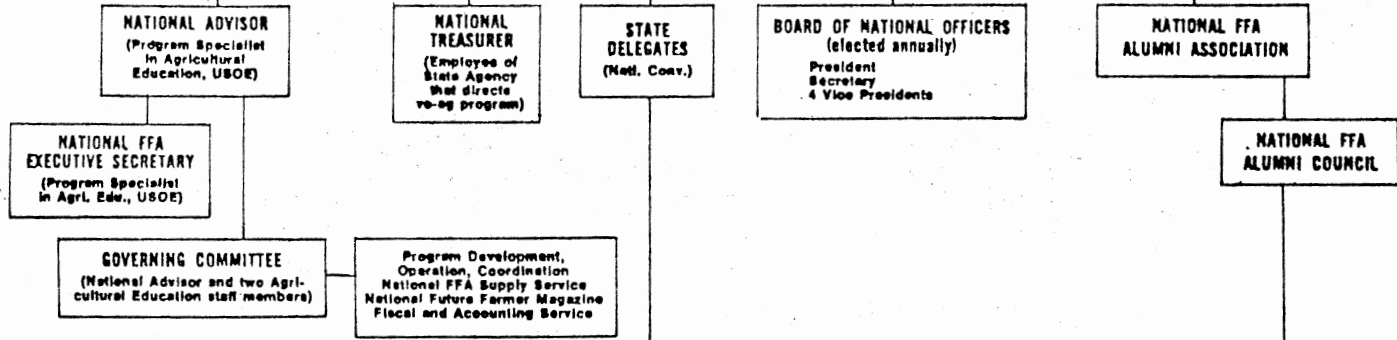
Schools Involved in the Study  
And the Parishes From Which  
They Were Drawn

<u>Parish</u>	<u>School</u>
Hanover	Green Island Secondary Knockalva Secondary
St. James	Anchovy Secondary Maldon Secondary
Westmoreland	Grange Hill Secondary Maoude McCloud Secondary
St. Elizabeth	Maggotty Secondary Newell Secondary Lacovia Secondary St. Elizabeth Technical High
Trelawny	Albert Town Secondary Cedric Titus Secondary
Manchester	Christiana Secondary Cross Keys Secondary Holmwood Technical High
Clarendon	Alston Secondary Kelleys Secondary Kemps Hill Secondary Frankfield Comprehensive
St. Ann	Alexandria Secondary Browns Town Secondary Marcus Garvey Secondary
St. Catherine	Old Harbour Secondary Ewarton Secondary Glengoffe Secondary St. Catherine High and Secondary Dinthill Technical High
St. Mary	Richmond Secondary Port Maria Secondary
St. Andrew	Papine Secondary
Portland	Fair Prospect Secondary Happy Grove Secondary and High
St. Thomas	Trinnityville Secondary Seaforth Secondary

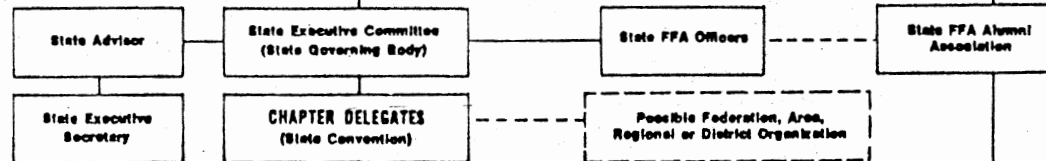
**NATIONAL ORGANIZATION**

**CHART OF ORGANIZATION FUTURE FARMERS OF AMERICA**

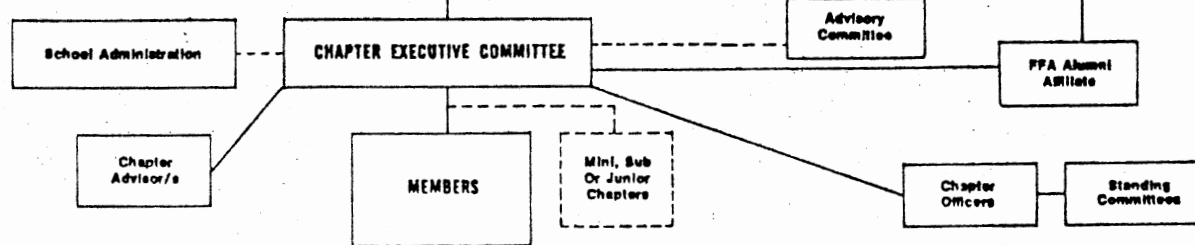
**BOARD OF DIRECTORS (Governing Body)**  
 Composed of Program Specialist, Agricultural Education, U. S. Office of Education, as Chairman, four Regional Agricultural Representatives from the U. S. Office of Education, and four State Supervisors of Agricultural Education, each representing his region. (Consultants include Vocational Agriculture Teachers and Teacher Educators in Agriculture.)



**STATE ASSOCIATION**



**LOCAL CHAPTER**



VITA<sup>2</sup>

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