

Attitudes towards agriculture

(farming) in St. Lucia

by

© Albert Saint Clair

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Attitudes towards farming

ABSTRACT

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Renewable Resources
(Community Resource
Development)

ATTITUDES TOWARDS AGRICULTURE (FARMING) IN ST. LUCIA

Two thousand six hundred and twenty-four people from nine (9) urban and nine (9) rural areas were surveyed from the 15th September to the 15th December 1983 to discover attitudes towards farming in St. Lucia. A questionnaire consisting of 35 closed and open ended questions was used to identify the differences or similarities of the respondents' attitudes according to their sex, place of residence, age, occupation, levels of education. The ranking of farming occupations, and achievement orientation were also assessed. Respondents registered more favourable than unfavourable attitudes towards farming. These unfavourable attitudes were strongly directed towards economic aspects of farming. Farm owners were ranked as a high prestige occupation along with other professions such as lawyers and teachers, yet more non-farming respondents never considered going into farming than those who considered going. Respondents had a definite orientation towards "occupational primacy" and less inclination towards "integration with relatives". It can be confidently stated that St. Lucians have a favourable image of farming, however economic problems have to be addressed in order to preserve that image.

Thèse de
maîtrise

ABREGE

ALBERT SAINT CLAIR

Ressources Renouvelables

LES ATTITUDES ENVERS L'AGRICULTURE A ST-LUCIA

Un sondage de deux mille six cent vingt-quatre sujets de neuf zones urbaines et neuf zones rurales a été fait entre le 15 septembre et le 15 décembre 1983, dans le but de découvrir les attitudes envers l'agriculture de la population de St-Lucia.

Un questionnaire de 35 questions a été utilisé pour identifier les similarités et les différences d'opinions selon le sexe, l'âge, la résidence, l'occupation et le niveau d'éducation. La cote de prestige des occupations agricoles ainsi que l'orientation vers la carrière ou vers la famille des sujets furent aussi évaluées.

Les sujets ont exprimé un plus grand nombre d'attitudes favorables envers l'agriculture que d'attitudes défavorables. Les attitudes défavorables ont surtout été dirigée vers les aspects économiques de l'agriculture.

Les propriétaires de ferme ont obtenu une cote de prestige aussi élevée que les professionnels tel que : avocats et enseignants. Ceci, malgré le fait que le plus grand nombre de sujets ayant une occupation non-agricole n'ont jamais considéré l'agriculture comme une carrière désirable. Les sujets ont primé l'orientation vers la carrière au dessus de l'intégration familiale.

On peut affirmer que la population de St-Lucia a une opinion favorable de l'agriculture, cependant les problèmes économiques qui s'y rattachent doivent être résolus afin de préserver cette bonne opinion.

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CHAPTER 1

INTRODUCTION

1.1 Land and Population

St. Lucia is the second most northerly of the Windward Islands group in the Lesser Antilles (Fig. 1). It has a total area of 61,514 hectares. The climate is tropical marine with mean temperatures ranging from 20°C to 30°C, and a rainfall pattern of 170 cm at the lower altitudes and 380 cm at the higher (Ministry of Agriculture of St. Lucia, 1982, 1).

The population of St. Lucia was estimated at 110,000 in 1974, the base year for a five-year development programme by the Government of St. Lucia. In 1980, the population was estimated at 122,000 when calculated at a 2% growth per annum. The population density is 200 per square kilometer on the total land area, while the density on arable land is 315 per square kilometer. St. Lucia has a young population, 68% is under 24 years old, 28% is between 25 and 64 years, and 4% is over 65 years of age (Government of St. Lucia, 1977, 12).

1.2 Agriculture

Land under cultivation was 33,185 hectares in 1961, but this was reduced to 29,138 hectares in 1974. This is a loss of 4,047 hectares within 13 years. However, the Land Capability Classification of St. Lucia designated 43,153 hectares as suitable agricultural land (Ministry of Agriculture, 1981, 2). According to the Agricultural Census data 1974, there were 52,283 people in farm-households, of which 53% were under 15 years of age. Farming and agriculture account for 17% of the

Gross Domestic Product (GDP) (Commonwealth Secretariat, 1983: 2). Bananas are the most important agricultural commodity, although there was a decline from 45% to 20% of export earnings between 1976 and 1980 (Commonwealth Secretariat, 1983: 108). This is the result of the significant drop from the banana production peak of 1968 of 84,762 tonnes. Since that year, the figure has fluctuated between 39,646 and 57,280 tonnes (Fig. 2). Other crops such as fruits, vegetables, ground tubers, mangoes, and coconuts, are exported in much smaller volumes. The volume of these crops has declined sharply between 1978 and 1981 (Table 1). This situation in part increases the import bill, because food was imported to supplement the scarcity resulting from the reduction of local food production.

1.3 Trade deficit

The trade deficit of St. Lucia continues to increase alarmingly from EC\$24,957.5 in 1969 to EC\$209,972.1 in 1980 (Table 2). It can be postulated that as the population increases, the need for goods and services becomes apparent, which in turn inflates the deficit (Figs. 3 and 4). There is a similar situation of increased deficit in the trade balance on food. In 1970, the St. Lucia trade deficit on food was EC\$4,687,627; this increased to EC\$24,445,805 in 1980 (Fig. 5). There was an exception in 1974, however, in which St. Lucia exported more food than it imported.

Farming has been hit by a combination of factors which have far reaching detrimental effects: unpredictable weather conditions, declining prices, rising input costs, and competition from other sectors and industries within the country (St. Lucia National Plan, 1977). The major

effect as indicated above is a declining farm production, which in turn decreases the level of St. Lucia's foreign exchange. Also, the declining population involved in farming is one other factor which is important to the survival of the agriculture industry.

CHAPTER 2

BASIC OBJECTIVES AND HYPOTHESES OF STUDY

2.1 Food production and the economy

As indicated in the foregoing, farming contributes 17% of St.-Lucia's GDP, and continues to be the most important economic sector in the country. Bananas are the most important agricultural commodity, representing 50% of St. Lucia's export earnings (Commonwealth Secretariat, 1983). Other sectors in the country depend on this sector for survival since this is the only natural resource in St. Lucia. The tourist industry has contributed to the economy. However, this industry depends on factors outside of the country.

During the past decade, food production has declined drastically in St. Lucia, which has resulted in part in a continually increasing deficit. The question arises, "Why is there such a decrease in food production since there is no decrease in the land on which to produce food?"

2.2 Objectives of study

The objectives of this study are to investigate the reason(s) for the existence of the problem stated above and the attitude towards farming.

- i. the nature of attitudes towards farming
- ii. the differences in attitudes between specific groups:
 - a) rural and urban areas
 - b) different levels of education
 - c) different occupational backgrounds
 - d) age groups

e) sexes

- iii. acceptability of farming as a career by farming respondents.
- iv. the number of non-farming respondents.
- v. the ranking of farming among other occupations.

2.3 Hypothesis

Since St. Lucians are aware that the land is the only natural resource on which St. Lucia depends to farm for the development of its economy, more people will have positive attitudes towards farming; correspondingly, more people will want to go into farming than those who will not want to farm, as a career.

CHAPTER 3

METHODOLOGY

3.1 The Questionnaire

The study was carried out with the use of a structured questionnaire (see App.VII) consisting of 35 closed and open ended questions. The questionnaire was administered to a sample of 2,628 respondents. This sample size represents 2% of the estimated St. Lucian population of 122,000 in 1980, which is made of 53% female and 47% male residents (St. Lucia National Plan, 1977: 13).

Eighteen interviewers were given instructions for interviewing 146 people in nine rural and nine urban areas (Fig. 6), commencing on the 15th September and ending 15th December, 1983. Each interviewer was instructed to interview 73 male and 73 female subjects in each area, who were 15 years old and over.

The questionnaire was divided into four sections: section 1 dealt primarily with the characteristics of the respondent; section 2 dealt with the views towards farming, consideration of going into farming, and work experience in farming; section 3 dealt with land tenure, type of farming done and the reasons for choosing farming as a career; section 4 dealt with the ranking of 15 occupations and occupational primacy.

Before going out into the field, interviewers were given a 4-hour training period by the author on the methods of filling the questionnaire, so that interviewers would have a common interpretation of the questions for proper completion of the interviews. Two languages were used by interviewers - English and Creole, the local language of the local people - during the interviews. All interviewers are well versed in both languages

used for the study. Completed questionnaires were numbered and taken to the author by interviewers on a weekly basis. There were continuous consultations between the author and interviewers during the interview period.

3.2 The Sample

The sample design used in the study is a multistage sampling approach consisting of Cluster and Quota sampling (Becker & Gustafson, 1968, 167; Best, 1982, 2; Li, 1981, 29; Miller, 1970, 58).

The Cluster sampling requires the dividing of the population into geographic areas or locations. This sampling is very useful for studying a population that is spread thinly over the geographic area. The Cluster sampling design is suitable for the study because typical geographical areas designated as urban and rural communities are already in existence by the statutes of St. Lucia (Fig. 6). The study therefore made use of 18 of these geographical areas, which would serve as a base from which comparison of differences and similarities of various variables in the sample areas would be made (Government of St. Lucia, 1977, 56).

The Quota sampling is a procedure to ensure that selective characteristics of the population are represented irrespective of the manner in which the elements are selected. For this part of the design, it was decided to divide respondents in each area into 73 males and 73 females to ensure the sample consists of both sex characteristics. Consequently, half of the sample is male and the other half is female, and half is rural and half urban, for a total of 2,628 respondents in the sample design.

The actual sample size is 2,624 of which 1,313 are males and 1,311 females. Three (3) cases from the Babonneau (rural area) and one (1) case from the Forestiere (rural area) were missing, for a total of 1,314 urban respondents and 1,310 rural respondents (Table 2).

3.3 Statistical analysis

The Statistical Package for Social Science (SPSS^X) (Norusis 1983) analyze the raw data extracted from the completed questionnaires. Frequencies and cross-tabulation measures were used to analyze the components of the study so as to obtain the results necessary to test the hypotheses developed.

CHAPTER 4

REVIEW OF THE LITERATURE

4.1 Definition of attitudes

There exist many simple, as well as complex, definitions for the word "attitude" which has prompted Allen et al. (1980) to say that there has been a proliferation of definitions by sociologists and psychologists for "attitude" starting from its initial use by Herbert Spencer in 1862 to Berkowitz in 1972.

Insko (1967, 2) defines attitude as "a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." Turner (1968) suggests that the commonsense meaning of attitude is "some psychic unit which corresponds exactly with a category of behavior." Given an opportunity, the absence of countervailing attitudes, and an appropriate situation, one can predict behavior from attitudes on the basis that behavior is a direct reproduction of attitude. Rokeach (1968, 404) recognizes attitude as "a set of interrelated predispositions to action, organized around an object or situation." He further indicates that attitudes are elements underlying beliefs or cognitions or expectations or hypotheses, rather than expressed opinions. Bem (1970, 17) defines attitude simply as "likes and dislikes", but further qualifies this as the affinities for and the aversions to situations, objects, persons, groups or any other identifiable aspects of the environment, including abstract ideas and social policies. The author points out that values are important because of their centrality to other beliefs and attitudes. They enter

as premises into many syllogisms and accordingly many particular attitudes and beliefs are derived from them. He also cited emotions as playing important roles in beliefs and attitudes. When one is emotional for any reason, a number of psychological changes occur in the human body. Emotions can be positive or negative and they can be accompanied by such changes. Another point brought out by this author is the influence of social background on an individual. Extensive influences of parents, teachers, friends are important to the kinds of beliefs and attitudes exhibited. These influences can range from the superficial and isolated to the profound and pervasive.

Allen *et al.* (1980, 260) agree with Rokeach (1968) and Berkowitz (1972) but simplify their views that "attitudes do involve three components - affective, cognitive and behavioral - the affective component refers to the emotional dimension of an attitude; the cognitive component refers to knowledge based on information and the behavioral component involves one's predisposition to act." The authors further agree that "values, attitudes and opinions are often used interchangeably, yet they are not totally equivalent in meaning - value is a broader disposition, attitudes seemed to be generated from values and are more specific and opinions are viewed as even narrower expressions. This differentiation indicates the complexity and multifaced nature of the concept of attitude."

Berkowitz (1972, 46) concludes that an attitude is a spontaneous response to one's perception of the social situation in which he or she is interacting. The author proposed that most definitions be placed in one of three basic categories. The three categories are: an

evaluation or feeling reaction, a person's favourableness or unfavourableness of his or her feeling towards an object or issue; a readiness to respond in a particular way with regard to the attitude object; as a constellation or cognitive affective and conative components towards an attitude object or issue. The author then concludes that attitude is a feeling of pleasantness or unpleasantness toward some object or issue or an evaluation of the goodness or badness of this object or issue.

The most appropriate definition for this study is Rokeach's (1968, 404) in which he emphasized that "attitudes are elements underlying beliefs rather than expressed opinions." The three components, cognitive, affective and behavioral, that he mentions fit quite well into the objectives of the present study. However, it must be noted that the other definitions possess other dimensions which can be appended to Rokeach's definition and be useful for the study.

4.2 Attitudes and behavior

Triandis (1971, 352) points out that "behavior is determined by the interaction of large numbers of factors. There are internal factors such as attitudes, values and habits. There are external pressures exerted by other people, groups or organizations." He further indicates that the final determination of behaviour is dependent on the individual's ideas about what he would like to do, what he should do according to himself, what he should do according to other people, what he usually does, and what will be the outcome of what he does.

Wicker (1969, 189) states, "Rather than viewing attitude toward a stimulus object as a major determinant of behavior with respect to that object - the theory identifies three kinds of variable that function as

the basic determinants of behavior: 1) attitudes toward a behavior;
 2) normative beliefs (both personal and social), and 3) motivation to
 comply with the norms.

The first component, attitudes toward behavior, depends upon: a)
 the individual's belief about the consequences of performing a particular
 behavior (in a given situation), and b) his evaluation of these consequences.
 The second component may be broken down into two categories of normative
 beliefs: a) the individual's beliefs about what he personally feels he
 should do, i.e. a personal norm or rule of behavior, and b) the individual's
 belief about what 'society' says he should do."

Crespi (1971, 327) states that "behavioral prediction requires test
 items have stimulus properties very similar to those present in the actual
 situation in which attitudes are treated as multidimensional, i.e. beliefs,
 values, feelings, with no one dimension acting as a predisposing determi-
 nant of behavior." The situation that the author recommends is highly
 institutionalized or routinized in which attitudes have predictable relation-
 ships to behaviour and are not loosely structured situations, e.g. when
 crowds gather in a time of rapid social change. In such situations, pre-
 existing attitudes are far less determining of behaviour than the dynamics
 of the situation itself, in which attitudes relationships to behaviour have
 less predictable value.

Allen et al. (1980, 269) and Lauer (1971, 247) agree that "behavior
 is a function of attitude" and that "the failure of researchers who con-
 clude that people bring their attitudes in line with their behavior are
 those who fail to create research designs that reflect the complexity of
 the problem and in the tendency to exalt importance of the proximate
 causes of overt behavior." They further agree that attitude researchers

who take into account the complexity of attitudes themselves as well as the complex manner in which attitudes interact with other social phenomena must consider the following six characteristics. Attitudes are interdependent - any overt act involves a number of attitudes; attitudes are multidimensional - the three components of attitudes, affective, cognitive and behavioral, are necessary to evaluate behavior; attitudes are extrapolated or existential - projected into an imaginary situation or arise out of an actual situation; attitudes are central or peripheral - central attitude or a great number of attitudes linked to the central attitude; attitudes are primary and secondary - crucial to people's selfhood - their values, ideology and those that are not crucial to people's selfhood; attitudes operate in Specific Social Contexts.- attitudes and factors surrounding a given situation affect the relationship between behavior and attitudes."

Freideres et al. (1971, 101) cite three kinds of social constraints on the relationship between attitudes and behavior: "the disclosure concept which refers to the degree to which overt behavior performed by an individual toward the attitude object in question is made known to others; the social participation concept which refers to a condition in which the individual is called upon to perform an act in the immediate presence of others; the attitudinal congruence concept which is defined as the degree to which the attitude of the acting individual is similar to or different from those of other participants in the immediate group in which he is acting." The authors further indicate that, "disclosure and social participation come into play under certain conditions and that the relationship between attitudes and behaviour cannot be predicted

from situational variables or from attitude alone. Therefore, disclosure and social participation can be seen as precipitants which act as triggers to certain forms of behavior. The authors refer to social constraint as potential influences on behavior which are introduced into a situation of action because the nature of that behavior is likely to be known to others whose opinions and reactions are important to the individual."

Allen et al. (1981: 275) suggest three postulates in the relationship between attitudes and action. "The postulate of consistency suggests a positive relationship between attitude and action; the postulate of independent variation posits no direct relationship between attitudes and action, and the postulate of contingent consistency which suggests that the relationship between attitudes and actions is dependent on intervening variables. Such intervening variables are social constraint, social distance, situational factors and personal factors."

Warner and De Fleur (1969: 153) contend that "neither postulate of consistency nor the postulate of independent variation adequately describes ways in which attitudes and actions are linked." A set of situational variables is necessary to predict behavior yet this set of situational variables and its influence on action has not been fully identified. The authors add social distance to social constraint, which Freideres et al. (1971: 101) refer to as "disclosure". Warner and De Fleur (1969, 155) indicate that "social distance is a person's well defined position in the structure of the group with clearly understood role expectations."

Bruvold (1972, 127) concludes that "assessment of attitude-behavior consistency initially requires determining whether a behavior is positive

or negative." The author classifies positive behavior as "that which involves approach, contact or acceptance", and negative behavior as "that which involves avoidance, non-contact or rejection." "Consistency would be obtained when positive behaviors are associated with favorable attitudes; consistency of attitude-belief and attitude-behavior also requires a combination of more than one belief or more than one type of behavior."

Albrecht et al. (1972, 149) express the view that "the attitude itself is the important factor determining behavior and that it has sufficient strength to override the situational factors employed in the contingent consistency postulation" indicated above by Warner and De Fleur (1969, 153).

Brannon et al. (1973, 625) indicate that "most attitude-action surveys used are unusual inquiries into interracial photographs, for example, but have not concentrated on the validity of typical survey questions in general populations." The authors' study using typical survey questions in general populations revealed greater attitude-action consistency than past research. The authors were able, from their research, to hypothesize three reasons for greater consistency: "the survey question and action dealt with an issue on which the general population is better informed and whose attitudes are firmly held than is true for much past research; the attitude-object (housing laws) in this research remained relatively constant between survey and action; household interviews may obtain a more valid measure of attitudes than questionnaires distributed in classrooms by faculty members."

Schuman and Johnson (1976, 199) and Berkowitz (1972, 71) agree that behaviors ensued from attitudes are often inconsistent with the way an individual behaves in attitude-relevant situations. Bem (1970, 17) acknowledges that there is inconsistency, but adds that "when an individual is induced to engage in behavior that is inconsistent with his beliefs or attitudes, he will experience the discomfort of cognitive dissonance which will motivate him to seek a resolution of that inconsistency." Schuman and Johnson (1976, 199) note that the strongest attitude-behavior relationship of all occurs for the prediction of voting where attitude measured certainly precedes that act of voting; they also note that the classic instances of attitude-behavior (A-B) inconsistency which involves measuring behavior first was discovered in a Saenger and Gilbert (1950) (A-B) relationship study in which some people who a few minutes earlier shopped at a counter with a black clerk claimed they would never do so. Schuman and Johnson (1976, 198) concluded that "the relationship between attitudes and behavior is probably reciprocal, but further work is necessary in this area to specify the conditions under which one or the other casual ordering is more likely to occur."

It can be concluded then that the postulate of contingent consistency offers the most logical and feasible explanation for the relationship between attitudes and behaviors.

Glenn (1974, 375) remarks that "aside from the question of the representativeness of the attitudes studies, people in different categories, rural and urban, male and female, young and old, may often accept the same values in the abstract but interpret and implement them differently."

4.3 Attitudes and migration from agricultural to non-agricultural occupations.

Triandis (1971, 331) applies the three components of attitude, cognition, affect and behavioral intention to agriculture and farming. He indicates that a change agent might inquire about the connections among a particular agricultural practice (cognition), the way a person feels about the practice (likes or dislikes) and whether he or she intends to adopt and use it (behavioral intention). He further indicated that attitudes help people to understand the complexity of their environment.

Cumper (1970, 3) suggests that a "common source of bias and incompleteness is the tendency to discuss work attitudes only in terms of manual labour, ignoring the fact that attitudes of employers, management and professional people is an integral part of the work situation. Consequently, the author interprets 'work attitudes' to cover the attitudes of all groups toward the work situation."

People's attitude towards farming and employment is formed when they realize their position, look for any occupation that will give them the standard of living and a way of life which they regard as necessary.

Hutton (1973, 165) contends that "labour migration is derived from differences in levels of economic condition, which is the most obvious and fundamental condition underlying the movement of labour from poorer to wealthier areas. There is a partial association between attitudes to this kind of rural to urban migration and the level of education."

Trowbridge (1972, 1) observes that "most islands in the Caribbean are non-typified by abandonment of rural areas and agricultural occupations

for residence and employment in urban centers hoping to improve the status of living." The findings of Cumper (1970) and Rank and Voss (1982; 526) indicate that "the desire to enhance one's life may have motivated the migration decision." Sanbrook and Arn (1977, 13), Husain (1978) and Rank and Voss (1982, 525) point out that growing rural-urban disparities in the level of living are contributing to the exodus from rural areas to the asphyxiation of urban zones and to wastage of human capital." Another factor to the rural-urban migration is an accompaniment of industrial development. Olusanya (1969, 96) cites other factors responsible for rural depopulation: "primitive agriculture which is considered tedious and not lucrative; the over-riding desire of rural youth for a white-collar job or clerical job commonly found in urban centres; opportunity for further education and the fact that non-agricultural occupations are more secure and regular."

Eicher and Baker (1972, 232), Hutton (1973, 266) and Bhattacharjee (1977, 232) indicate "differentials of earning power, social amenities and employment between different regions initiate migration." Bhattacharjee (1977, 232) and Dotson and Dotson (1978, 691) add that "another migration has occurred recently, that is the migration out of agriculture into non-agricultural occupations without a geographical move into urban areas, which seems to be greater than the exodus from rural areas."

FAO (1973) describes "rapid urban migration as a course of normal features of economic development. But in developing countries, it is occurring faster than productive urban employment creation, hence to some extent results in a transfer of unemployment and underemployment from rural to urban areas. The rate of migration is mainly determined, not by prevailing real income differentials, but by expected income

differentials." Brown (1978, 381) remarks that "the trend towards urbanization by rural people is exacerbating the situation of lower food production, energy shortages, and rising levels of unemployment, especially in developing countries." This, in turn, perpetuates the dependence on North American food exports.

Hanson (1981, 80) cites three ways in which migration serves the rural areas: "(i) far from denuding rural areas, migration has instead served to moderate their population growth, a growth which has already created alarming unemployment and underemployment in the countryside; (ii) migration provides the rural area with cash to maintain a decent standard of living and with working capital to farm; (iii) the flow of migrants between town and country creates a receptivity to new ways of doing things and a nexus along which new ideas flow." Alif (1978, 325) notes that "in Sri-Lanka there has been a fairly low level of urbanization and a consequent absence of an upset in the rural-urban balance because of consistent settlement policies by Sri-Lanka with the aim of accelerating rural development and regulating urban growth." The greater the emphasis given these matters, the smaller will be the effect of the drive to migrate to urban areas. Williams (1981, 185) records that "the most notable changes between the 1950's and the 1960's in the midwestern States in the USA are determinants of employment growth which in turn affect migration to urban areas."

4.4 Contribution of attitudes to migration and employment

In the earlier sections, the various researchers quoted have indicated that attitudes towards an object or issue can draw one towards or away from

that object or issue. Consequently then, if workers migrate to urban areas from rural areas, there may arise employment problems in both areas. Biggs (1974, 3) and Kiss (1977) state that "the drift of young workers from the country to towns has increased unemployment in the towns and heightened underemployment, shortages of agricultural labour and persistence of poverty in rural areas." Battacharjee (1977, 232) associated population decline in rural areas with a very high rate of urbanization through rural-urban migration. This has aggravated the problems of urban development employment and the labour supply for agriculture. Harewood (1975, 19) attests to the special difficulty of the West Indian employment situation which, he says, "lies in the quality of attitude of human beings including employers and employees and not principally in their surplus of numbers." The author states further that "there exists a latent antipathy to all agricultural work because of the history of agricultural employment in the plantations during slavery. After the abolition of slavery, slaves evolved into peasants, and there still existed an attitude of indifference and even hostility towards the new peasantry by government through the coercion of planters and by the planters themselves, since the peasantry threatened the planters' labour supply."

Chernick (1978, 118) expresses the idea that "work in agriculture, especially wage labour, is in evident decline as an occupation. Its unattractiveness has been heightened by the continuing use of traditional methods, deteriorating local communities and the growth of new capital-intensive industries which can offer high wages and relatively pleasant working conditions for a small proportion of the urban labour force. Workers leave the agricultural sector in search of these high wages, even

at the risk of unemployment and underemployment in the towns."

Hutton (1973, 182) emphasizes that "if some farmers in all areas could be seen to reach a way of life comparable in income and status to that of these in other occupations, farming would more readily be seen as a desirable occupation rather than as the poorly rewarded traditional activity which school leavers see at present. Prevailing attitudes seem in general to embody acceptance, not only of the fact that farming could not pay as well as salaried employment, but also of the fact that farming could nevertheless pay as well as or better than most of the alternate means open to the growers themselves." Oginowo (1970, 116) implies that "modernization of agriculture in the country, however, is not a simple matter of offering farmers machines, fertilizers and the best management methods; rather, agricultural production takes place within a complex of social technical and physical forces. An accurate knowledge of the manner in which these forces either singly or in combination affect agricultural production is essential in designing realistic measures for the improvement of agriculture."

Davis (1975, 129) strongly suggests that "the failure of domestic food production to keep pace with rising demand has resulted in substantial draining of scarce investment funds through a high import bill." Added to this, Bansil (1975, 587) indicates that "there is a limitation on the growth of the economy as a whole. This constitutes a major precarious condition for achieving economic and social stability and improving the level of living and nutrition for the mass of the people."

Chernick (1978, 118) concludes that "the general movement away from the land in the Commonwealth Caribbean has meant that agricultural output

has stagnated, failing either to match population growth or to maintain former export production levels. Per capita production has declined in the last decade with the result that the region's negative trading balance in respect to foodstuffs has continued to increase. The Caribbean region as a whole and the small islands in particular depend heavily on food imports. At the same time, the export of a few traditional crops accounts for a large proportion of foreign exchange earnings."

Attitude towards agriculture goes beyond the farmers. Uwakah (1978, 182), as a result of his study of Agricultural Extension Staff in Nigeria, points out that "attitudes of extension staff towards farmers was very poor, that attitudes towards employment in extension work were fair, and that staff were poorly motivated and generally dissatisfied with their conditions of work." These apparently constituted serious limitations to their performance as adult educators. Dekker (1973, 45) indicates that the attitude towards a change of career is related to certain characteristics of the farmer, the farm and the farmer's income. He sets high value upon his independence, being his own boss and working in the open country. Chard (1979, 80) suggests that the general attitude of farmers is based on maintaining the status quo, provided immediate needs are met to their satisfaction, rather than maximum gain with increased risk, which is of crucial importance to increased production.

Brown (1978) concludes that it is therefore essential to halt this flow of migration by giving priority to rural development, improving both productive capacity and living conditions in rural areas, and aiming for a balance between the rural-urban population distribution and economic activity.

4.5 Attitudes and Education

FAO (1970, 5) study indicates that "the problems of agricultural education begin at the level of the rural primary school. The present systems lead the more successful into an increasingly urban-biased secondary and higher education system, while the less successful majority are left very ill-equipped for the agricultural work in which they will have to spend their lives, and with a tendency to despise it." FAO (1972) from the study entitled 'Literate Africa as far as possible' reports that "education is not generally adapted to a society where as much as 60 to 80 percent of the population is in agriculture." Too often the system is unrelated to Africa's current needs and situation. Harewood (1975, 20) supports the above statement by stating that "the education system in the Caribbean has never succeeded in 'ridding the working classes of their prejudice against agriculture', but on the contrary has ended up being mainly a means of escape from agriculture and from other forms of manual labour."

Addo (1974, 43) and Hanson (1981, 5) point out that "many of those who blame the schooling for alienating youth from the land will acknowledge that other factors support youth's negative attitudes towards agriculture: poverty in rural areas, lack of capital, attitudes and judgement of parents among others." Amoa (1974, 60) discloses that "parents prefer their illiterate daughters to take up agriculture while their preference for literate daughters is reversed and the professions for their sons preferred over agriculture are medicine, accountancy, engineering, managerial executive duties."

Hanson (1981, 6) states that "the institutional characteristics of schools, curricula and teachers can influence the attitudes and preferences

of their students yet, because the school is a socially controlled instrument for effecting cognitive and attitudinal change, it remains crucial in establishing policy to determine if students are in fact leaving the schools with attitudes that offer little hope for enrichment of the rural areas where the averages of poverty and challenge of development are greatest."

Shultz (1970, 21) and Fafunwa (1973, 57) describe education as "the process in which the child and the young adult develop abilities, attitudes and other forms of behaviour of positive value to the society in which he lives." The author further states that the hiatus between the formal and the traditional education is responsible for pushing young people out of agriculture and sending them to the big towns and cities to join thousands of unemployed applicants for jobs that do not exist.

Hanson (1981, 6) makes this important observation that "even if secondary school students rejected farming for themselves, they did not rank it at the bottom of the prestige structure, but rather placed it above middle school teachers and some skilled artisans." He continues to observe that "the preponderance of evidence suggests that they are not unwilling to turn to the land when it is available, frequently but far from always, after trying their hands at finding a well-paying job. It appears that where the possibility of modern farming and the availability of inputs required to make it successful are present, they willingly accept such farming as a way of life; where they see only traditional farming and other constraints such as limitations of land, capital and customs, they look to urban employment as their best hope."

Sen (1976, 69) contends that "failure to realize this crucial role of agriculture in economic development has in many cases led to disappointments

and difficulties. Where agricultural production has failed to keep pace with the growing domestic demand arising from the rapid increase of population and the additional demand resulting from higher incomes, the result has been a rise in food prices, often leading to general inflation, since in developing countries food represents much the largest single item of consumer expenditure. This, in turn, has forced countries to increase food imports or to curtail food exports, thus worsening their international balance of payments and reducing the foreign exchange available for the import of development goods."

CHAPTER 5

5.1 Characteristics of respondents

The chapter addresses the demographic characteristics of respondents along with the geographical areas of the study which forms the base on which this study is analysed.

5.1.1 Residence, birthplace and marital status:

Of the 2,624 respondents in the study, 1,314 resided in urban areas and 1,310 resided in the rural areas (Table 3). The study indicates that 99.8% of the respondents who were born in the urban areas reside there while 0.2% moved to the rural area; whereas 99.5% of the respondents who were born in the rural areas reside there while 0.5% moved to the urban areas (Table 4). There is little movement of respondents from rural to urban areas and vice-versa. This is so because respondents are able to travel very easily between the two geographical areas on a daily basis for work and other transactions. This easy travel is possible for three reasons: (i) the relative small size of the country, (ii) the proximity of urban and rural areas, and (iii) adequate transportation system between urban and rural areas on a daily basis.

As part of the sample, the 49.9% male and 50.2% female distribution of respondents were not significantly different. There was a greater number of single female respondents (63.1%) than single male (56.5%) respondents. However, the number of married male respondents of 39.1% exceeded married female respondents of 30.5% (Table 5).

5.1.2 Education - respondents who are not at school:

Overall, more respondents (40.6%) had attained a level of education at the primary level than at higher levels (17.0% and less) at the time they left school. A number of 19.2% female respondents was greater compared with male respondents of 14.9%, who completed school at the secondary level. The number (22.5%) of urban respondents doubled the number (11.5%) of rural respondents who received secondary education.

- The number of urban respondents who received part and completed university education were 3.2% and 1.2% respectively compared with rural respondents who were 1.1% and 0.2% (Table 6).

5.1.3 Education - respondents who are in school:

There was a greater number of respondents who were in school receiving education at the secondary level (89.9%) than at the primary level (5.7%). The number of males attending secondary level were 95.1% while 86.6% among females. Females (7.9%) tripled the 2.4% males going to primary levels, while there were more urban respondents at all levels of education than rural respondents. The age of respondents for this study was from 15 years and over, hence the large percentage of students at secondary level education (Table 7). (See also Appendix V on secondary schools).

5.1.4 Age of respondents:

The minimum age of respondents was 15 years and the maximum was 97 years. The largest number of respondents (21.5%) came from the 15-19 years age group, then tapered off with the older age groups. There is no difference in this trend by sex as well as in the urban and rural areas. However, within the sex variable the females of the same age group commanded

a number of 25.2% compared with the males' 17.7%. In the residence variable, the same age groups from the rural areas had a 22.4% compared with a 20.6% from the urban areas (Table 8). The age factor was given a second treatment which brings out a more vivid picture where young adults accounted for 52.9% of total respondents followed by middle age with 22.4%, youth 21.5% and old age 3.2% (Table 9).

5.1.5 Labour force

Out of a total of 2,624 respondents, 73.1% was employed, 13.8% was unemployed, the remainder who were not in the labour force were housewives (4.7%), students (8.0%) and retired (0.3%). There was a larger number of employed males (84.4%) compared with employed females (62.0%). In the case of the unemployed, a complete reversal ensued in that females were 18.5% doubling the males at 9.1%. There was more employment (76.9%) in the rural areas than urban (69.3%). There was a 19% unemployment figure in the urban areas and an 8% figure in the rural areas (Table 10).

5.1.6 Occupations:

The responses for occupations were from an 'open-ended' question, i.e. "List all the jobs you held last year." The enormous list coming from this question necessitated a grouping of like-jobs into sixteen (16) groups: farmers, farm laborers, agricultural officers, professionals, teachers, clerical, sales, protection services, housekeeping and related workers, other services, transportation, communications and entertainment, fishermen, laborers, craftsmen and related workers, and construction workers. Just under one third (31.8%) of the respondents were in farming occupations followed by 11.9% from craftsmen and 11.2% from teacher occupations. The rest of the occupations varied from a high of 8.4% to a low of 0.5%. There were 35.3% males compared with 27.1% females in the farming occupation.

Forty percent of the farmers come from the rural areas compared with 22.6% from the urban areas (Table 11). (See also Appendix IV for details of the grouping of like-jobs).

5.1.7 Level of education of employed respondents by occupation:

Out of the 191 respondents who had no education, 65.5% were in the farming occupation, and out of 18 respondents receiving completed university education, no one came from the farming occupation. As the level of education moved up, the number of respondents from the farming occupation dwindled. All other occupations followed this pattern except, in three cases: Agricultural Officers, Professionals and Teachers, where, as the level of education moved higher the number of respondents increased. For example, out of 191 respondents who had no education, none was from the teaching occupation, yet out of 18 respondents completing university, 55.5% were teachers (Table 12).

5.1.8 Characteristics of farmers:

The number of respondents who farmed as an occupation was 886, representing 33.7% out of all respondents and 46% out of the labour force of 1,919 respondents. Out of the 886 who farmed as a career, 55.7% were full-time farmers and 44.3% were part-time farmers (Table 13). Part-time farmers are those respondents who did other occupations apart from farming and full-time farmers are those respondents who farmed as their only occupation.

Respondents who did not farm were asked a closed ended question, "If NO, have you ever considered going into farming?" Those respondents who never considered going into farming were 73.3% compared with those who considered it of 26.7% (Table 15). (See also Appendix VII, questions 10 and 12).

CHAPTER 6

ATTITUDES

Respondents were asked an open ended question, "How do you view farming?" Each respondent was free to give as many views as he or she wished. Of the 2624 respondents, 2210 gave 2906 positive views, or 1.3 per person, and 666 gave 762 negative views or 1.1 per person. For the purpose of analysis, only 1st positive views and 1st negative views were used. Positive views of farming were regrouped into nine (9) and Negative views into eight (8) categories. (See Appendix IIIA and IIIB for details on regrouping). The nine categories under the Positive attitudes are as follows:

6.1 Positive attitudes

- Farming is:
1. A profitable source of income
 2. The source of food for the family and the nation
 3. The foreign exchange earner
 4. Giving satisfaction and is self supporting
 5. An important and secured dependable job
 6. A job of commitment and business approach
 7. The backbone of the economy
 8. Providing employment
 9. Others

6.1.1 General positive attitudes:

Out of the 2210 respondents expressing positive views, 27.7% said that "farming is the backbone of the economy" followed by 27.2% stating

that "farming is an important and secured dependable job" and 16.6% were for "farming gives satisfaction and is self-supporting", while 10.8% of these respondents expressed that "farming is a profitable source of income" and 10.3% agreed that "farming is a source of food for the family and the nation." Although less than 10% of the respondents indicated their agreement with the remaining views, nevertheless they are important to the study; 2.5% of the respondents stated that "farming provides employment", 2.5% said that "farming is the foreign exchange earner", 1.5% agreed that "farming is a job of commitment and business approach" and 2.5% said that there were other positive views (See Appendix IIIA under Category 9) towards farming (Table 16).

6.1.2 Attitudes by sex, residence, farmers and non-farmers:

Just below one-third (30.7%) of male respondents stated that "farming is the backbone of the economy" compared with 24.8% of females. Agreeing with the males and females are 37.3% of rural respondents compared with 18.4% urban respondents. Just over one-quarter (28.8%) of farmers agreed that "farming is an important and a secured dependable job" compared with 16.5% of non-farmers. There was a consensus among all six types of respondents of approximately 10.5% stating that "farming is a profitable source of income". Twenty-four percent (24.4%) of urban respondents stated that "farming gives satisfaction and is self-supporting" compared with 8.7% of rural respondents, while 17.4% of farmers agreed with this statement compared with 16.8% of non-farmers (Table 17).

6.1.3 Attitudes by age groupings:

In this section, 28.4% of the young adults and 29.9% of the youth agreed that "farming is the backbone of the economy" compared with 23.5% of the

middle age and 23.8% of the old age. It is interesting to note that 30.4% of middle-aged respondents stated that "farming is an important and a secured dependable job", compared with 26.2% of the youth. More young adults (15.5%) agreed that "farming gives satisfaction and is self supporting" compared with 22% of middle age and 22.6% of old age respondents. It is also interesting to see that 10.9% of young adults stated that "farming is a profitable source of income" compared with 9.5% of middle age respondents (Table 19).

6.1.4 Attitudes by levels of education

Just over twenty-six percent (26.8%) of respondents who had completed primary school stated that "farming is an important and secured dependable job" compared with 11.2% of those who had completed University; 22.3% of respondents who had part primary level of education stated that "farming gives satisfaction and is self supporting" compared with 7.5% of those who had part University. Just below one-quarter (24.2%) of respondents stated that "farming is the backbone of the economy" compared with 22.5% of those who had part University; 11.3% of respondents who had completed primary school stated that "farming is a profitable source of income" compared with 9.5% of those who had part secondary school. It is interesting to note that 12.8% of respondents who had completed primary education agreed that "farming is a source of food for the family and the nation" compared with 6.1% of respondents who had completed secondary level of education (Table 20).

6.2 Negative attitudes

The eight (8) categories under the Negative attitudes are as follows:

- Farming is:
1. Not a profitable source of income
 2. an insecure job

- 3. an unattractive occupation
- 4. giving no satisfaction
- 5. a job for the uneducated
- 6. lacking the factors of production
- 7. inadequate in local and overseas markets
- 8. others

6.2.1 General negative attitudes:

Out of the 666 respondents stating negative views, 32.6% stated that "farming is an unattractive occupation", 17.4% agreed that "farming is not a profitable source of income", 16.7% said that "farming is lacking factors of production", 12.3% expressed the view that "farming is inadequate in local and overseas markets" and 9.9% said that "farming is a job for the uneducated." There was an equal amount of 1.0% of respondents expressing that "farming is giving no satisfaction" and there were other negative views (See Appendix IIIB under Category 8 towards farming) (Table 21).

6.2.2 Attitudes by sex, residence, farmers and non-farmers:

Over one-third (34.5%) of females said that "farming is an unattractive occupation" compared with 30.7% of males; 35.8% of rural respondents agreed with this statement compared with 28.2% of urban respondents; 33.8% non-farmers were of the same opinion compared with 28.9% of farmers. A relatively high percentage (23.2%) of farmers and 19.4% of rural respondents agreed that "farming is not a profitable source of income" compared with 15.4% of non-farmers and 14.9% of urban respondents. Twenty-seven percent of urban respondents agreed that "farming is lacking of factors of production" compared with 9.1% of rural respondents. Fourteen percent of males and 11.7% of rural respondents stated that "farming is inadequate in

local and overseas markets", 11.8% of non-farmers agreed with this statement compared with 13.8% of farmers. It is worthy to note that 12.2% of rural respondents agreed that "farming is an insecure job" compared with 6.8% of urban respondents. Ten percent of farmers, 10.6% of rural and 10.6% of female respondents agreed that "farming is a job for the uneducated" compared with 8.9% of non-farmers, 7.1% of urban and 7.7% of male respondents (Table 22).

6.2.3 Attitudes by age groupings:

There are significant differences within the age grouping variable in that 42% of the youth and 30.9% of young adults stated that "farming is an unattractive occupation" compared with 32% of the middle age and 20.6% of the old age, whereas 17.2% of the youth affirmed that "farming is a job for the uneducated" compared to 4.1% of young adults. Just over eighteen percent (18.7%) of young adults said that "farming is lacking of factors of production", compared with 9.6% of the youth. The young adults (19.3%) and 16.7% of middle age respondents nearly doubled the 11% of youth and more than quadrupled the 3.6% of old age respondents in agreeing that "farming is not a profitable source of income". Twelve percent (12.7%) of young adults expressed that "farming is an insecure job" compared with 6.3% of youth and 6.5% of middle age respondents (Table 24).

6.2.4 Attitudes by levels of education:

Among the different levels of education, 39.5% of respondents who had part primary education and 32.2% who had completed primary education stated that "farming is an unattractive occupation" compared with 30.9% of the respondents with no education and 11.8% of the respondents who had part university education. The same number (7.8%) of respondents from

part and complete primary level of education said that "farming is a job for the uneducated" compared with 11.8% of the part university level of education. Eighteen percent of respondents who had completed primary level stated that "farming is not a profitable source of income" compared with 14.5% of respondents who had no education (Table 25).

CHAPTER 7

RANKING THE FARMING OCCUPATIONS

Another way of assessing the attitudes towards farming was by asking respondents to rank 15 occupations including farming-related occupations, by giving each occupation a value number between 5 and 1 in his/her opinion, according to the 'social status' of each occupation.

- 5 - high social status
- 4 - medium high social status
- 3 - medium social status
- 2 - medium low social status
- 1 - low social status

A 'score' for each occupation was calculated by dividing the sum of the product of each occupation by the number of respondents. The product is obtained by multiplying the number of responses under each social status by their corresponding values.

The 15 occupations ranked were:

Professional occupations -	<u>Score</u>	<u>Rank</u>
Accountant	4.14	4
Government official	4.33	2
Lawyer	4.13	5
Teacher	4.52	1
Clerical and Sales Occupations		
Insurance Agent	3.36	9
Timekeeper	2.65	15

Skilled and Semi-skilled Occupations

Carpenter	3.57	8
Electrician	3.74	7
Fisherman	3.30	12
Mechanic	3.35	10
Policeman	3.89	6
Taxi driver	2.84	14

Farming Occupations

Farm Owner	4.17	3
Tenant Farmer	3.34	11
Farmhand	3.15	13

(See Appendix VI for comparison with Canadian data on occupational prestige.)

The teaching occupation received the highest score of 4.52, then the Government official occupation with a score of 4.33, followed by the farming occupation with 4.17 and the timekeeper occupation received the lowest score of 2.65 among the 15 occupations.

7.1 Ranking of farming occupations by sex, age groupings, residence, farmers and non-farmers and Levels of education of respondents

The farm owners received an overall score of 4.17 in this sub-group followed by the tenant farmers with 3.34 and farmhands 3.15. Farm owners scored an identical 4.20 with males and females, but tenant farmers scored 3.40 and farmhands' score was 3.20 with males, while they received scores of 3.20 and 3.10 respectively with females. All three members of this sub-group scored their lowest from 'youth' and 'young adults', while receiving their highest score from the 'old age' of the age groupings, respectively. Farm owners received a similar, but the highest, score of 4.40 from rural farming respondents and from respondents with no education, followed by tenant farmers 3.60 and farmhands with 3.15. As the levels of education of respondents went up, conversely the scores which farm owners, tenant farmers and farmhands received decreased (Table 26).

CHAPTER 8

OCCUPATIONAL SUCCESS AND INDEPENDENCE FROM FAMILY

The third method to assess attitudes was asking respondents to indicate their agreement or disagreement with four (4) items of the "Occupational Primacy" scale and three (3) items of the "Integration with relative" scale. This assessment is done by the calculation of a score and a percentage of agreement for each item of the two scales. This is to find out the kind of motivation through occupational success and independence from family that respondents possess since farming is a family-oriented occupation. These two scales were taken from four scales used by Kahl in his Achievement Orientation scale, which he used to measure the variable "a generalized motivation to do well, to excel in a variety of tasks" (Kahl as quoted in Miller 1970, 327).

The score is calculated by dividing the sum of the product by the number of respondents. The product is achieved by multiplying each weight assigned to each agreement or disagreement phrase by the number of indications of each phrase. A composite score was calculated. This is done by dividing the sum of the product of each scale by the sum of the number of respondents under each item. This product is reached by multiplying each weight assigned to each agreement or disagreement phrase by the sum of the indications of each phrase.

The weight assigned to each phrase is as follows:

- 5 - strongly agree
- 4 - agree
- 3 - undecided
- 2 - disagree
- 1 - strongly disagree

The two scales used in this method of assessment of attitudes were:

"Occupational Primacy", occupational success is placed ahead of alternative possibilities; the items used in this scale are as follows:

1. The job should come first even if it means sacrificing time from recreation.
2. The most important qualities of a real man are determination and driving ambition.
3. The best way to judge a man is by success in his occupation.
4. The most important thing for a parent to do is to help his/her children get further ahead in the world than he/she did.

"Integration with relatives", loyalty to parents instead of self or career; the items used in this scale were:

1. When looking for a job, a person ought to find a position in a place located near his/her parents even if that means losing a good opportunity elsewhere.
2. When you are in trouble, only a relative can be depended upon to help you out.
3. If you have a chance to hire an assistant in your work, it is always better to hire a relative than a stranger.

8.1 Assessment of Attitudes by Score

More respondents gave the "Occupational primacy" scale a higher composite score of 3.8 compared with 2.5 on the three items in the "Integration with relatives" scale. Within the "Occupational Primacy" scale; items 1 and 4 had a score of 4.1 and 4.0 respectively compared with items

2 and 3 scores of 3.5 and 3.3 respectively. Within the "Integration with relatives" scale, item 1 had a score of 2.9 followed by item 2 with 2.2 and item 3 with 2.1.

8.2 Assessment of attitudes by percentage

Over four-fifths (84.7%) of the respondents are in agreement with the "Occupational Primacy" scale compared with 35.5% on the "Integration with relatives" scale.

There was a strong agreement among all categories of respondents for items 1 and 4 of the "Occupational Primacy" scale. The minimum number of respondents was 72.2% and the maximum number of respondents was 88.8% within item 1. The number of respondents agreeing with items 2 and 3 is much smaller than in items 1 and 4. The minimum of respondents was 29.4% and the maximum number of respondents was 60.4% with item 3.

There was a weak agreement among all categories of respondents for all three items in the "Integration with relatives" scale. The minimum number of respondents was 7.8% and the maximum number was 19%. The high and low percentage of respondents for item 3 was 46% and 17%.

CHAPTER 9

DISCUSSION

9.1 Attitudes

Overall, respondents registered more favourable attitudes than unfavourable attitudes towards farming.

It is gratifying that rural respondents had double the number of urban respondents' favourable attitudes, and male respondents had a higher number of these attitudes than females. Within the sub-groups, youth and young adults' favourable attitudes almost tripled the number of favourable attitudes from the middle age and old age groups. It is surprising to note that more favourable attitudes came from respondents of the primary level of education and those with no education than respondents with a high level of education.

Contrastingly, there were much less unfavourable attitudes towards farming, however these unfavourable attitudes were strongly directed towards the economic aspects of farming as an occupation. The economic aspects of farming which featured constantly among others were profitability, lack of markets and lack of factors of production. The sub-group which expressed their attitudes most strongly on these were females, rural respondents, farmers, young adults and respondents from the primary level of education.

9.2 Ranking of farming occupations

Farm owners were ranked as a high prestige occupation along with lawyers, accountants, professionals and teachers. Even with this high ranking, there were more non-farming respondents who never considered going

into farming than those who considered going into farming. Tenant farmers and farmhands were ranked in the skilled and semi-skilled occupations along with carpetners, electricians, mechanics, among others.

9.3 Achievement orientation

Respondents had a definite orientation towards "occupational primacy" and were less inclined to "integration with relatives". This was confirmed by a higher score attributed to "occupational primacy" scale than that of "integration with relatives" scale.

9.4 Conclusion

It can be concluded therefore that St. Lucians have a favourable image of farming. Ironically, more St. Lucians never considered going into farming than those who considered doing so. Consequently, existing economic problems of farming must be addressed by government policy.

9.5 Policy implications

The Government should build on this image of farming, preserve it through education policies and address the economic problems of farming immediately. The following are suggested farming policies which should be addressed:

- (a) Improve or change the existing land tenure system so that land ownership is freehold, thus curtailing the fragmentation of land caused by the present system. This change will encourage farmers to make and implement long-term decisions.
- (b) Improve the rural infrastructure such as more and better farm roads, which will reduce the transportation costs of farm inputs and outputs and at the same time, preserve the quality of produce

which in turn will fetch higher prices for the farmer.

- (c) Create a marketing system in which farmers get fair prices so as to make a profitable business in farming, at the same time ensuring that consumers may not have to pay higher prices directly. This profitability will in part make farming an attractive occupation to St. Lucians
- (d) Make available to farmers a type of farm-finance which will encourage farmers to continue farming and be able to repay loans.
- (e) Introduce agricultural education at all school levels, emphasizing farming as a business to students who would become farmers along with those who would become agricultural scientists.
- (f) Set up a national nutritional programme in which St. Lucians will be taught to use more local foods with less extensive preparations which the average St. Lucian is presently encouraged to do. This will help preserve and extend the local market clientele.

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APPENDIX I

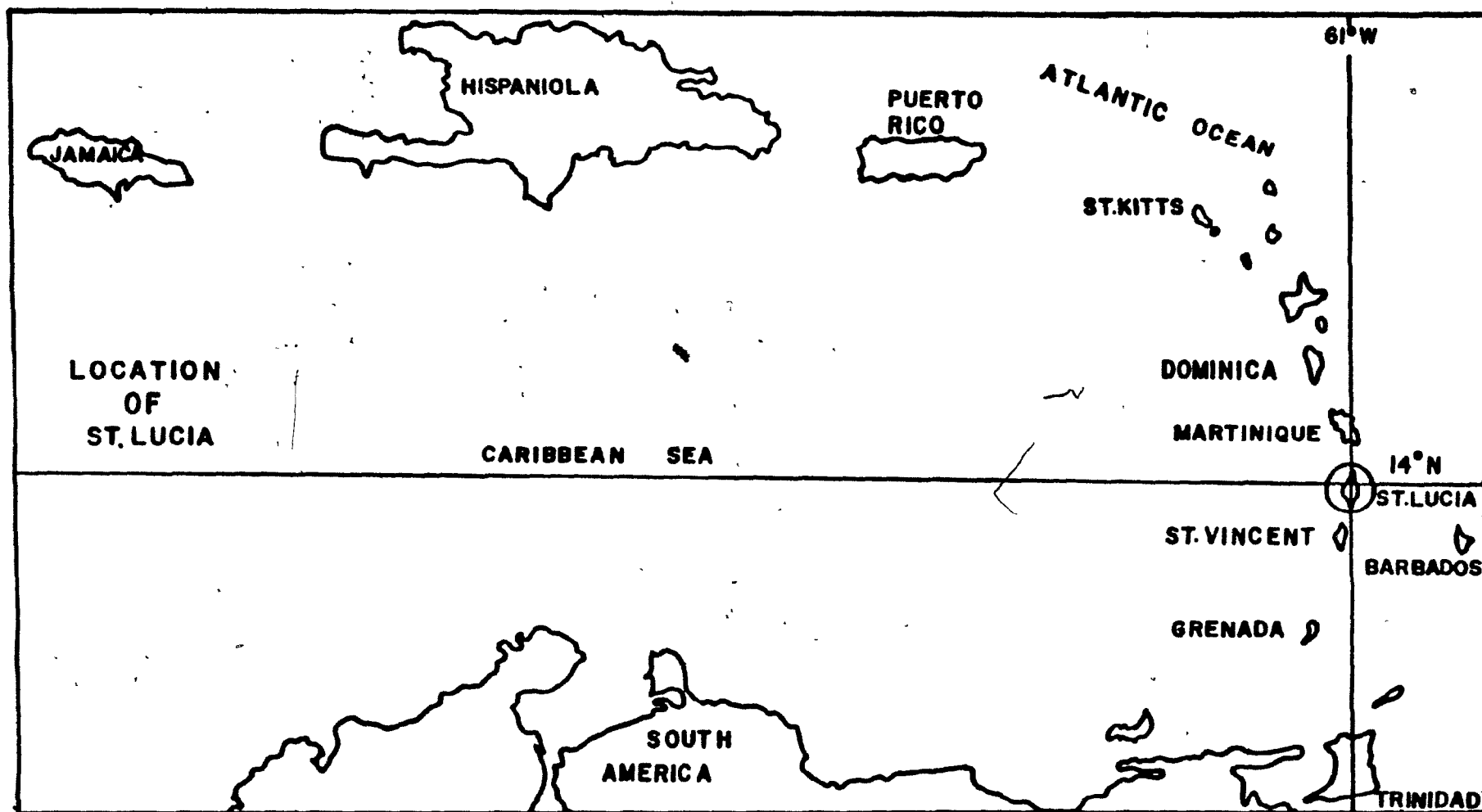
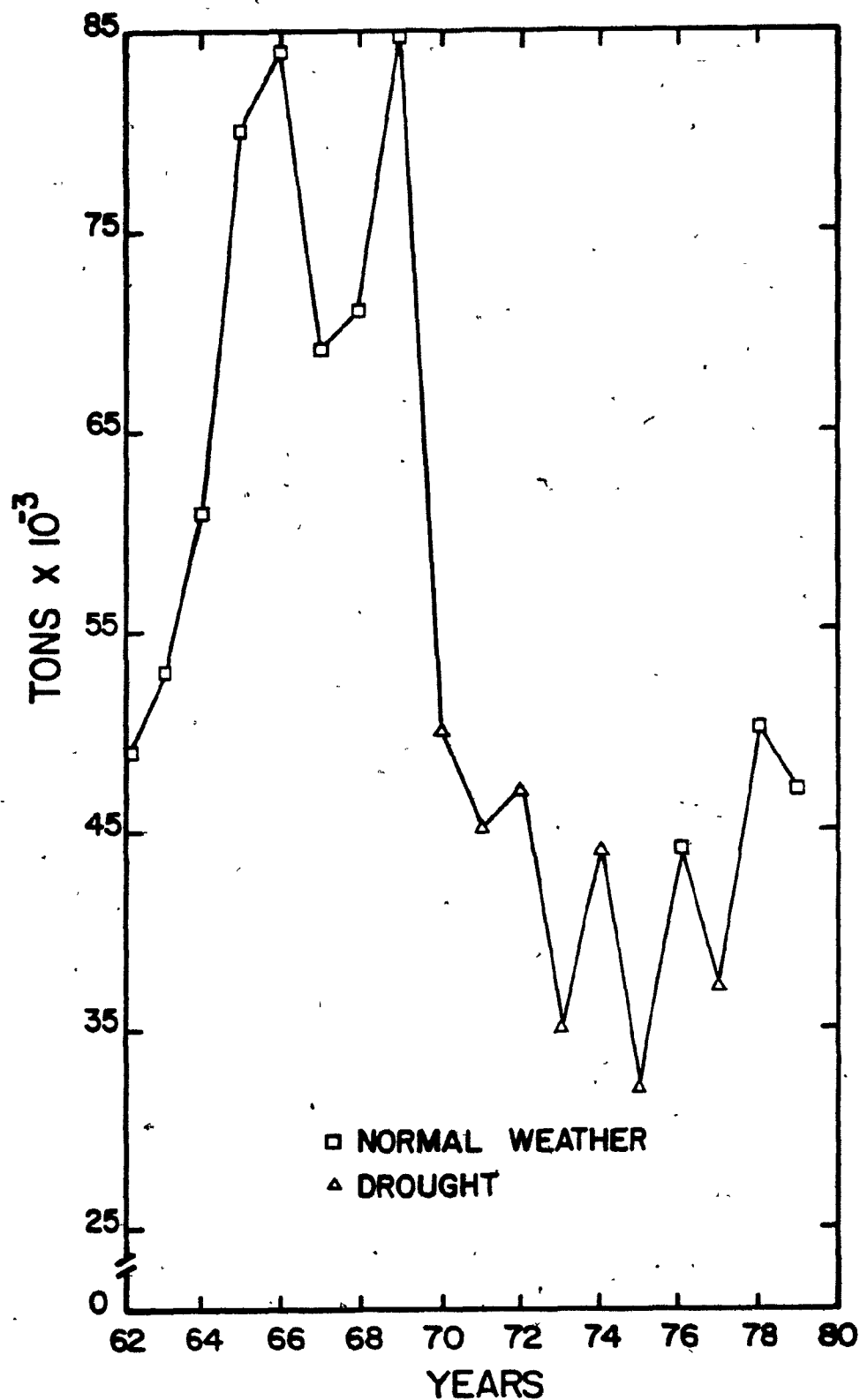


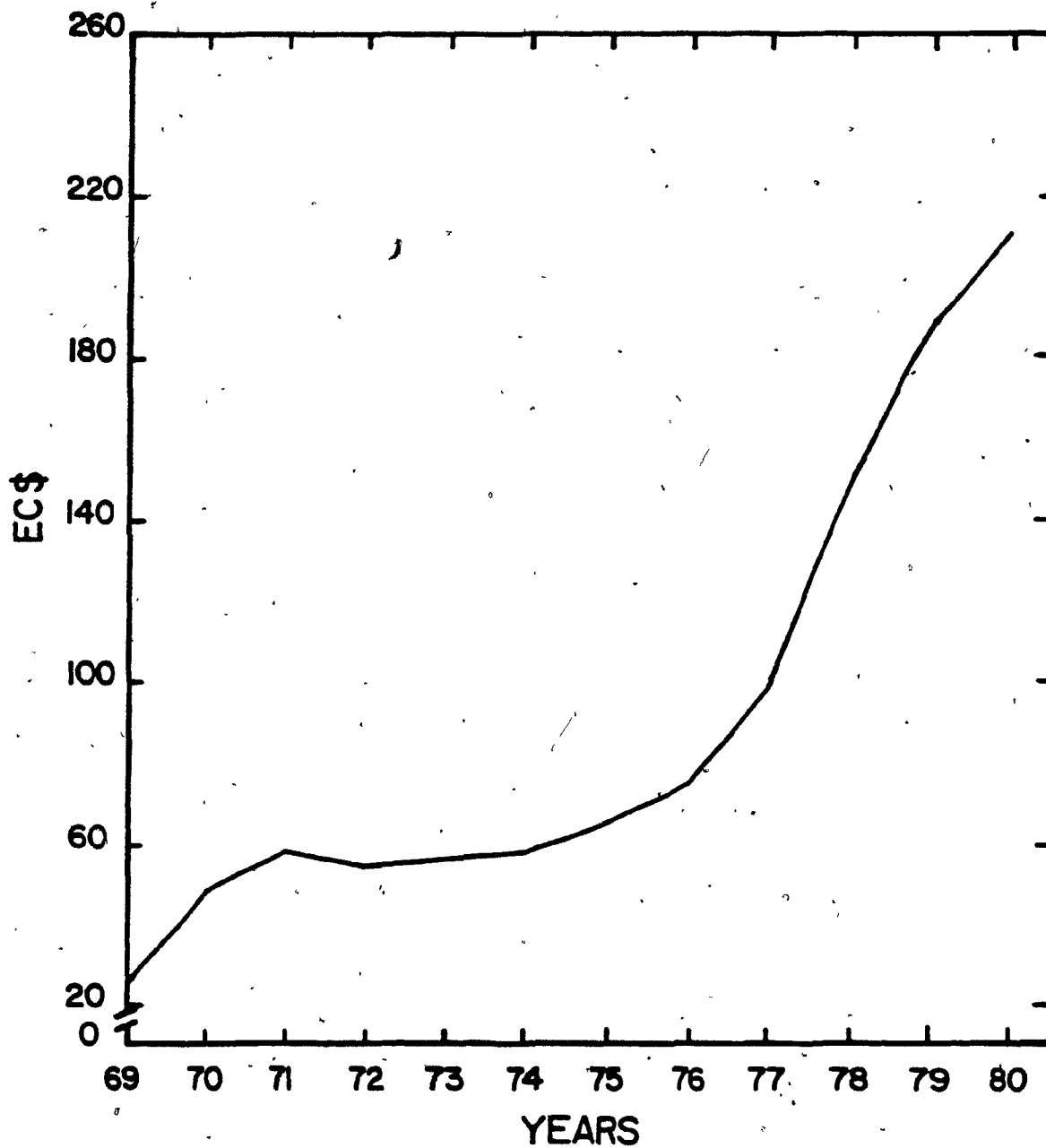
Figure 1. Location of St-Lucia.

Figure 2. Banana production trend in St-Lucia,
1962 - 1979 (exports) in tons.



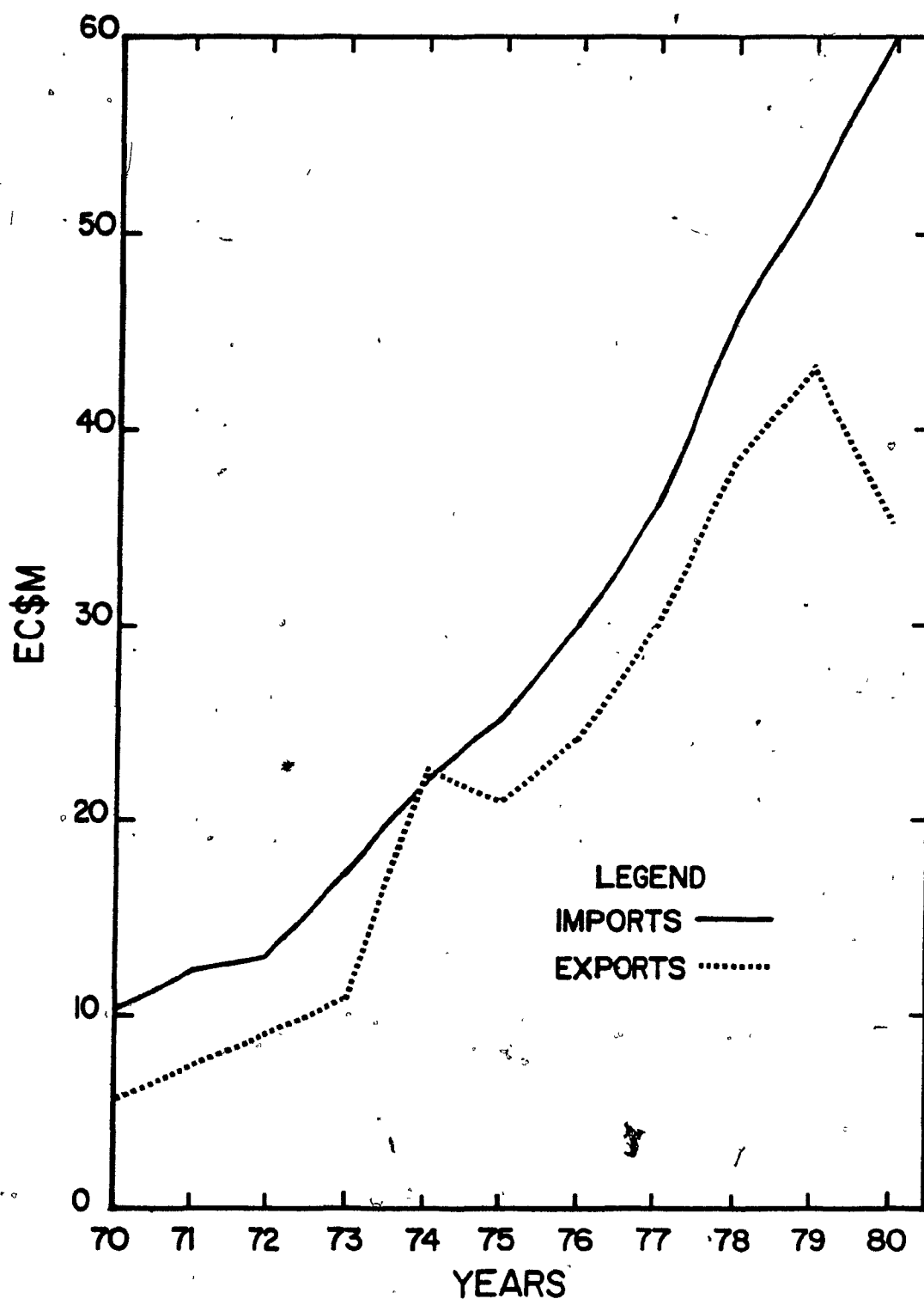
SOURCE: Diagnostic Study of the Agricultural Sector
St-Lucia 1981 by R. Jean.

**Figure 3. St-Lucia overseas trade (deficit) from 1969-1980 in
EC \$'000 000.**



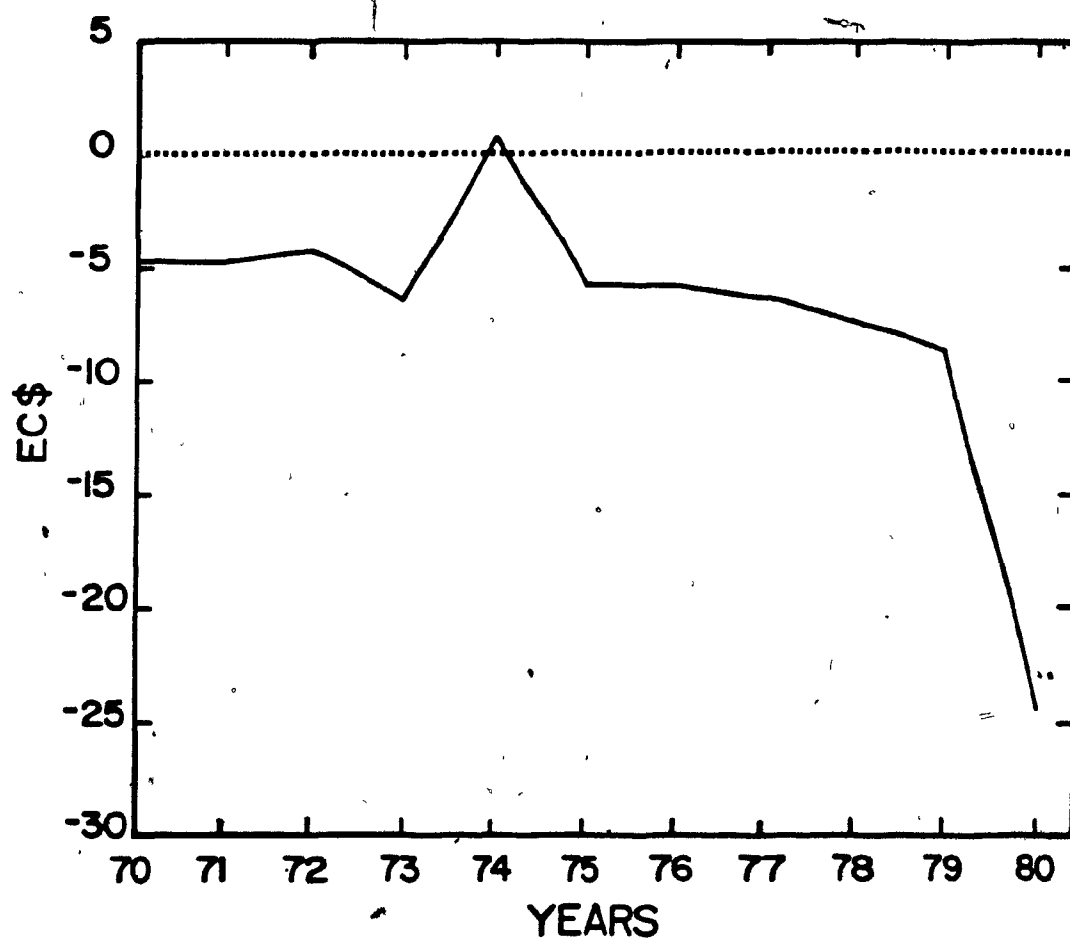
SOURCE: Commonwealth Secretariat Market Survey Report on
Product Identification and Implementation Strategy for
St-Lucia 1983.

**Figure 4. St-Lucian trade balance on food (imports/exports)
in \$ million EC.**



**SOURCE: St-Lucia Agricultural Statistical Digest 1982
Ministry of Agriculture of St-Lucia 1982.**

Figure 5. St-Lucia trade deficit on food in EC \$.



SOURCE: St - Lucia Agricultural Statistical Digest 1982
Ministry of Agriculture St-Lucia 1982.

ST-LUCIA

SCALE 1:200 000

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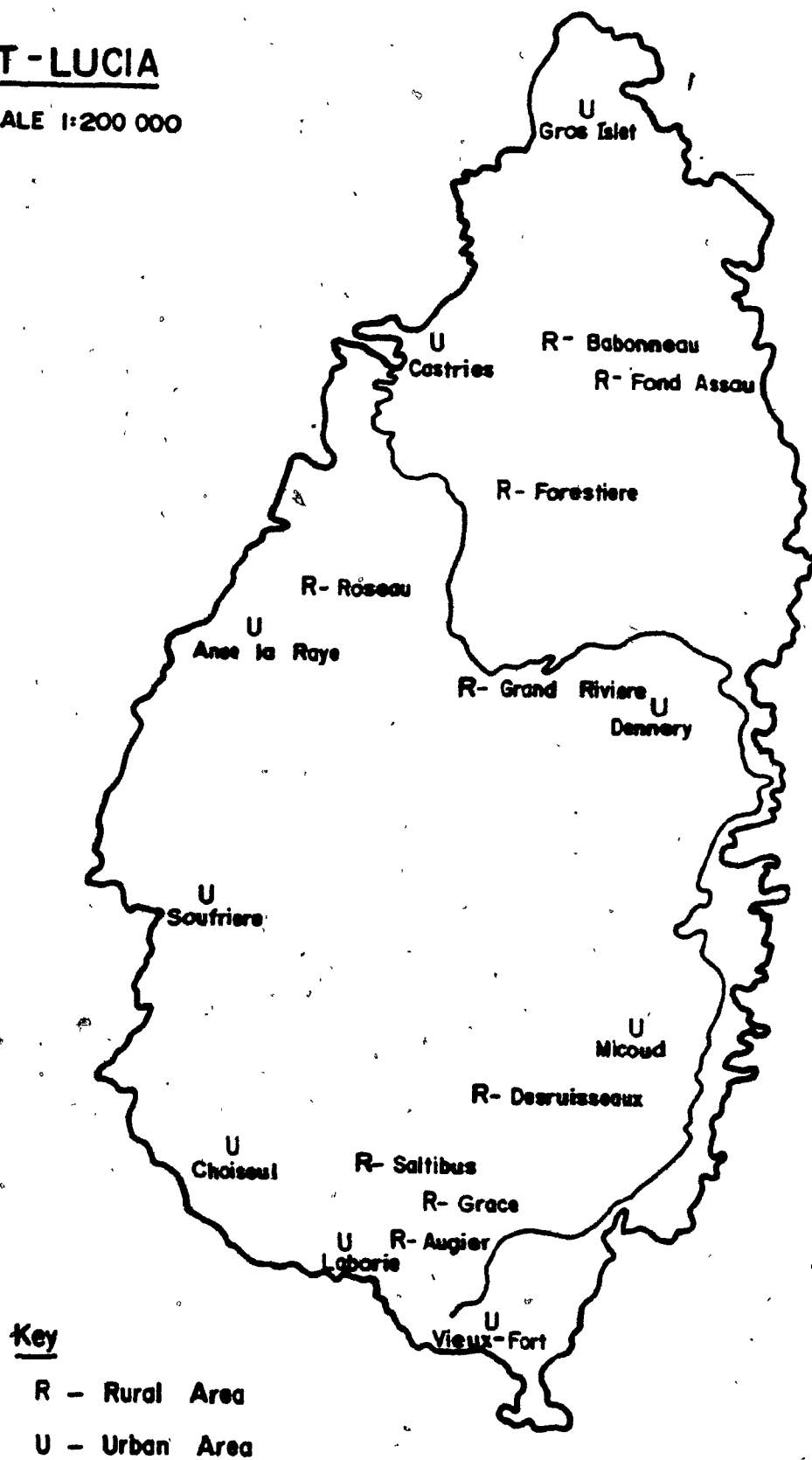


Figure 6. Location of areas.

APPENDIX IIA

Table 1. Export of fresh fruit and vegetables

ITEMS	1978		1979		1980		1981	
	Quantity kg	Value EC\$	Quantity kg	Value EC\$	Quantity kg	Value EC\$	Quantity kg	Value EC\$
Sweet Orange	20,216	18,002	47,106	73,355	13,002	15,690	20,628	24,039
Mandarine & Tangelino	363	160	2,131	1,349	-	-	-	-
Grapefruit	20,216	19,630	45,459	47,342	16,358	15,435	20,016	18,704
Limes	14,730	11,343	5,967	6,642	1,524	1,115	534	400
Coconut in shell	913,882	330,222	435,075	216,308	472,397	237,089	108,500	74,027
Coconut dessicated	4,952	15,566	2,039	4,843	2,182	10,675	18,263	13,330
Other Coconuts	-	-	-	-	-	-	1,516	2,820
Pineapples	1,090	1,479	331	220	601	2,250	-	-
Avocados	4,342	3,178	7,359	13,833	-	-	629	598
Mangoes	322,934	170,427	200,711	259,419	115,828	100,260	89,093	103,984
Other Fruits except Citrus	458,928	169,440	723,541	561,016	456,963	280,860	624,945	458,654
Bananas	47,820,000	32,705,337	48,241,000	36,503,095	32,825,000	28,375,220	42,891,000	39,592,834
Plantains	250,927	176,316	143,045	123,470	102,472	103,415	185,362	166,901
String Beans	13,311	4,882	4,266	939	4,725	5,194	-	-
Peas & Beans	-	-	-	-	-	-	100	192
Pumpkin	110,220	105,057	34,267	39,991	-	-	7,304	9,517
Beet	-	-	32	110	-	-	-	-
Okra	3,286	835	-	-	-	-	907	1,003
Cucumber	-	-	-	-	-	-	68	90
Other Vegetables	102,341	90,394	2,983	4,169	8,099	10,135	4,102	2,255
Dasheen & Eddoes	49,800	25,245	24,271	18,993	34,077	46,404	44,260	58,101
Manioc, Cassava	868	1,160	727	1,054	-	-	26	50
Sweet Potatoes	332	379	1,494	2,347	1,977	4,711	3,792	4,930
Tannias	7,435	4,832	3,998	4,330	7,099	8,629	2,175	2,995
Yams	55,244	42,562	45,007	53,525	11,002	14,548	19,777	27,568
Other Roots & Tubers	905	463	-	-	-	-	272	3,300
Total Value Excluding Bananas		1,199,980		1,433,163		856,410		974,696

Source: Government Statistical Unit, Government of St. Lucia 1982.

Table 2. St. Lucia's trade deficit for 1969 to 1980 in \$EC

Year	Exports	Imports	Balance of Trade Deficit
1969	16,543.0	41,500.5	24,957.5
1970	8,725.5	54,585.2	45,859.7
1971	12,227.1	68,998.4	56,771.3
1972	15,117.7	68,690.2	53,572.4
1973	19,233.5	74,170.1	54,936.5
1974	32,908.8	91,114.9	58,206.1
1975	34,453.1	100,424.9	65,971.8
1976	49,911.3	125,710.0	75,798.7
1977	60,985.3	160,232.0	99,248.7
1978	72,389.4	223,469.1	151,079.7
1979	86,108.3	273,180.5	187,072.2
1980	124,190.4	334,162.5	209,972.1

Source: Commonwealth Secretariat, 1983.

APPENDIX IIB

Characteristics of respondents

Table 3. Residence of Urban and Rural Respondents by sex

		<u>Male</u> <u>Female</u>				<u>Male</u> <u>Female</u>	
<u>Urban</u>	Gros Islet	73	73	<u>Rural</u>	Babonneau	73	70
	Castries	73	73		Forestiere	72	73
	Dennerly	73	73		Fond Assau	73	73
	Micoud	73	73		Grand Riviere	73	73
	Vieux Fort	73	73		Desuisseaux	73	73
	Laborie	73	73		Grace	73	73
	Choiseul	73	73		Augier	73	73
	Soufriere	73	73		Saltibus	73	73
	Anse La Raye	73	73		Roseau	73	73
	Total	<u>657</u>	<u>657</u>			<u>656</u>	<u>654</u>
				Grand Total	2,624		

Table 4. Respondents by Birthplace and Residence

<u>Residence</u>	<u>Birthplace</u>		<u>Total</u>
	<u>Urban</u>	<u>Rural</u>	
Urban	99.8%	0.2%	1,314
Rural	0.5%	99.5%	1,310
Total	1,317	1,307	2,624

Table 5. Marital Status by sex

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Single	56.5%	63.1%	59.8
Married	39.1	30.5	34.8
Divorced	2.1	2.5	2.3
Widowed	2.3	3.9	3.1
Total	100.0 (N 1294)	100.0 (N 1303)	100.0 (N 2594)
No answer	19	8	27
Total	1,313	1,311	2,624

Table 6. Level of education of respondents who have completed their schooling - by sex and residence.

Level	<u>Sex</u>		<u>Residence</u>		Total
	Male	Female	Urban	Rural	
None	11.4%	7.8%	5.3%	13.8%	9.6%
Part - Primary	21.3	20.0	17.6	23.6	20.7
Completed primary	41.0	40.2	40.0	41.2	40.6
Part - Secondary	7.9	10.7	10.1	8.5	9.3
Completed secondary	14.9	19.2	22.5	11.5	17.0
Part - University	2.6	1.6	3.2	1.1	2.1
Completed university	0.9	0.6	1.2	0.2	0.7
Total	100%	100%	100%	100%	100%
	(N=1231)	(N=1184)	(N=1202)	(N=1213)	(N=2415)

Table 7. Level of school of respondents who are at school - by sex and residence

Level	<u>Sex</u>		<u>Residence</u>		Total
	Male	Female	Urban	Rural	
Primary	2.4%	7.9%	5.4%	6.2%	5.7%
Secondary	95.0	86.6	89.3	90.7	89.9
Part-University	2.4	5.5	5.4	3.1	4.3
Total	99.9%	100.0%	100.0%	100.0%	100.0%
	(N=82)	(N=127)	(N=112)	(N=97)	(N=209)

Table 8. Age distribution by 5-year groups - by sex and residence

Age group	Sex		Residence		Total
	Male	Female	Urban	Rural	
15-19 years	17.7%	25.2%	20.6%	22.4%	21.5%
20-24	18.9	20.6	20.9	18.5	19.8
25-29	16.8	15.6	15.9	16.5	16.2
30-34	9.6	9.1	9.3	9.4	9.3
35-39	7.7	7.6	8.0	7.3	7.6
40-44	6.5	5.7	5.9	6.3	6.1
45-49	6.3	5.1	6.0	5.4	5.7
50-54	3.9	3.0	3.4	3.4	3.4
55-59	4.6	3.5	4.0	4.1	4.0
60-64	4.0	2.2	2.6	3.7	3.1
65-69	2.6	1.5	1.8	2.4	2.1
70 plus	1.4	0.8	1.6	0.6	1.1
Total	100.0%	99.9%	100.0%	100.0%	99.9%
	(N=1313)	(N=1311)	(N=1314)	(N=1310)	(N=2624)

Table 9. Age grouping by sex and residence

Age grouping	Sex		Residence		Total
	Male	Female	Urban	Rural	
Youth (15-19 yrs)	17.7%	25.2%	20.6%	22.4%	21.5%
Young adult (20-39 yrs)	52.9	52.9	54.2	51.7	52.9
Middle age (40-64 yrs)	25.4	19.5	21.9	23.0	22.4
Old age (65 plus)	4.0	2.4	3.3	3.0	3.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%
	(N=1313)	(N=1311)	(N=1314)	(N=1310)	(N=2624)

Table 10. Distribution of respondents in the labour force and non-labour force - by sex and residence

	<u>Sex</u>		<u>Residence</u>		
	<u>Male</u>	<u>Female</u>	<u>Urban</u>	<u>Rural</u>	<u>Total</u>
<u>Labour force</u>					
Employed	84.4%	62.0%	69.3%	76.9%	73.1%
Unemployed	9.1	18.5	19.3	8.4	13.8
<u>Non-labour force</u>					
Housewife	0.0	9.4	2.3	7.3	4.7
Student	6.2	9.7	8.5	7.4	8.0
Retired	0.2	0.5	0.6	0.0	0.3
Total	99.9%	100.0%	100.0%	100.0%	99.9%
	(N=1313)	(N=1311)	(N=1314)	(N=1310)	(N=2624)

Table 11. Occupation of employed respondents - by sex and residence

Occupation	Sex		Residence		Total
	Male	Female	Urban	Rural	
Farming					
Farmers	35.3%	27.1%	22.6%	40.2%	31.8%
Farm laborers	3.6	5.2	2.5	5.9	4.3
Agricultural officers.	1.6	0.7	1.5	1.0	1.3
Non-farming					
Professionals	0.7	4.4	2.9	1.8	2.3
Teachers	8.5	14.9	13.4	9.2	11.2
Clerical	4.4	13.8	11.4	5.7	8.4
Sales	1.8	6.4	4.5	3.1	3.8
Protection services	2.9	8.4	6.9	3.7	3.5
Housekeeping and related workers	4.1	2.8	3.6	3.5	5.2
Other services	0.0	1.1	0.7	0.3	0.5
Transportation	3.7	0.1	1.8	2.6	2.2
Communication and entertainment	0.6	0.6	1.1	0.2	0.7
Fishermen	3.4	0.0	3.7	0.4	1.9
Laborers	3.8	2.3	3.4	3.0	3.2
Craftsmen and related workers	12.9	10.7	13.3	10.8	11.9
Construction workers	12.6	1.2	6.7	8.8	7.8
Total	99.9%	99.9%	100.0%	100.0%	100.0%
	(N=1108)	(N=811)	(N=911)	(N=1008)	(N=1919)

Table 12. Level of education of employed respondents - by occupation

Occupation	Level of education							
	None	Primary		Secondary		University		Total
		Part	Comp.	Part	Comp.	Part	Comp.	
Farming								
Farmer	65.5%	47.7%	30.0%	23.4%	6.4%	6.9%	0.0%	31.8%
Farm laborer	7.9	5.4	4.5	2.8	1.8	0.0	0.0	4.3
Agricultural officer	0.0	0.0	0.9	0.0	3.2	11.7	5.5	1.2
Non-farming								
Professionals	0.0	0.2	1.4	0.7	7.0	9.3	16.7	2.3
Teachers	0.0	0.9	5.0	13.8	33.9	58.1	55.5	11.2
Clerical	0.0	2.2	6.7	16.6	21.9	4.7	0.0	8.4
Sales	3.2	3.9	5.0	2.8	2.0	0.0	0.0	3.8
Protection services	3.2	3.2	3.8	4.1	3.2	0.0	16.6	3.5
Housekeeping and related workers	2.1	6.3	6.7	6.2	2.9	0.0	0.0	5.2
Other services	0.0	0.9	0.7	0.0	0.0	0.0	0.0	0.5
Transportation	1.6	3.4	2.7	1.4	0.9	0.0	0.0	2.2
Communications and entertainment	0.0	0.2	0.7	0.7	1.2	2.3	0.0	0.7
Fishermen	2.7	3.4	2.3	0.7	0.0	0.0	0.0	1.9
Laborers	4.2	4.4	3.4	3.4	1.2	0.0	0.0	3.2
Craftsmen and related workers	5.8	9.0	14.9	17.2	11.1	6.9	5.5	11.9
Construction workers	3.7	8.8	11.3	6.2	3.2	0.0	0.0	7.8
Total	99.9%	99.9%	100.0%	100.0%	99.9%	99.9%	99.9%	100.0%
	(N=191)	(N=411)	(N=769)	(N=145)	(N=342)	(N=43)	(N=18)	(N=1919)

Table 13. Characteristics of farmers

Farmers		Total
Full-time	55.7%	493
Part-time	44.3	393
Total	100.0%	886

Table 14. Choosing farming as a career: attitude of respondents

"Choose the most appropriate statement below which makes farming suitable to you as a career."

Statements	%
Follow parents' footsteps	14.2
No other jobs available	27.7
No education	10.1
Farming important to St. Lucia	45.2
Others	2.8
Total (No. of cases)	100.0% 611

Table 15. Farming as a career - attitude of respondents who are in labour force but not in farming.

"Have you ever considered going into Agriculture or farming?"

YES () NO ()

YES	26.7%
NO	73.3%
Total	100.0%
(No. of cases) (1033)	(N=946)
(No. answer = 87)	

Table 16. Positive attitudes⁽¹⁾ towards farming

"How do you view farming?"		
Farming is:		
A profitable source of income		10.8%
A source of food for the family and the nation		10.3
The foreign exchange earner		0.9
Gives satisfaction and is self-supporting		16.6
An important and a secured dependable job		27.2
A job of commitment and business approach		1.5
The backbone of the economy		27.7
Provides employment		2.5
Other		2.5
Total		100.0%
Total respondents		(2210)

(1) Positive views only were used in the analysis

Table 17. Positive attitudes by sex, residence - farmers and non-farmers

	Male	Female	Urban	Rural	Farmer	Non-farmer	Total
Farming is:							
- A profitable source of income	10.7%	11.0%	11.3%	10.4%	10.7%	10.9%	10.8%
- A source of food for the family and the nation	8.8	11.9	9.8	10.7	9.8	10.7	10.3
- The foreign exchange earner	0.7	1.1	1.3	0.6	0.4	1.0	0.9
- Gives satisfaction and is self-supporting	17.0	16.2	24.4	8.7	17.4	16.3	16.6
- An important and a secured dependable job	25.2	28.9	27.1	27.0	28.8	16.5	27.2
- A job of commitment and business approach	1.9	1.1	1.5	1.4	1.9	1.2	1.5
- The backbone of the economy	30.7	24.8	18.4	37.3	26.0	28.3	27.2
- Provides employment	2.2	2.8	2.7	2.3	3.3	2.2	2.5
- Other	2.9	2.2	3.3	1.8	1.1	3.0	2.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	(N= 1122)	(N= 1088)	(N= 1114)	(N= 1096)	(N= 538)	(N= 1672)	(2210)
(Total respondents)							

Table 18. Positive attitudes - by 5-year age groups.

	15-19	20-24	25-29	30-34	35-49	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
Farming is:													
- A profitable source of income	12.0%	10.1%	10.6%	9.3%	13.7%	11.8%	11.9%	8.9%	9.3%	5.4%	10.5%	17.8%	10.8%
- A source of food for the family and the nation	10.4	7.8	8.7	15.6	12.5	11.8	10.4	6.3	15.5	8.2	12.5	0.0	10.2
- The foreign exchange earner	1.4	0.9	0.8	2.4	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9
- Gives satisfaction and is self-supporting	12.3	17.3	14.5	13.7	16.6	21.4	23.0	24.1	18.5	23.0	16.7	28.6	16.6
- An important and a secured dependable job	26.2	26.7	27.1	26.7	24.0	26.6	29.4	26.6	32.0	37.8	16.7	35.7	27.2
- A job of commitment and business approach	1.1	1.6	1.9	1.5	1.1	3.7	1.6	0.0	0.0	0.0	4.2	0.0	1.5
- The backbone of the economy	29.9	29.9	31.1	25.7	26.8	19.9	23.8	29.2	22.8	21.7	33.4	14.3	27.7
- Provides employment	2.7	2.3	3.3	1.5	2.9	2.2	0.0	2.5	1.0	4.1	6.3	3.6	2.5
- Other	4.3	3.4	1.7	3.9	1.1	2.2	0.0	2.6	1.0	0.0	0.0	0.0	2.5
Total	100.0%	100.0%	100.0%	100.0%	99.8%	99.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%
	(N= 443)	(N= 435)	(N= 364)	(N= 206)	(N= 175)	(N= 135)	(N= 126)	(N= 79)	(N= 97)	(N= 74)	(N= 48)	(N= 28)	
(Total respondents)	(2210)												

Table 19. Positive attitudes by age groupings of youth, young adults, middle age and old age.

	Youth 15-19	Young Adult 20-39	Middle age 40-64	Old age 65+	Total
Farming is:					
- A profitable source of income	12.0%	10.9%	9.5%	14.1%	10.8%
- A source of food for the family and nation	10.4	11.2	10.4	6.3	10.3
- The foreign exchange earner	1.4	1.3	0.0	0.0	0.9
- Gives satisfaction and is self-supporting	12.3	15.5	22.0	22.6	16.6
- An important and a secured dependable job	26.2	26.1	30.4	26.2	27.2
- A job of commitment and business approach	1.1	1.5	1.1	2.1	1.5
- The backbone of the economy	29.9	28.4	23.5	23.8	27.7
- Providing employment	2.7	2.5	1.9	4.9	2.5
- Other	4.3	2.5	1.2	0.0	2.5
Total	100.0%	99.9%	100.0%	100.0%	100.0%
	(N=443)	(N=1180)	(N=511)	(N=76)	(N=2210)
(Total respondents)				(2210)	

Table 20. Positive attitudes - by levels of education

	None	Primary		Secondary		University		Total
		Part	Complete	Part	Complete	Part	Complete	
Farming is:								
- A profitable source of income	11.8%	8.7%	11.3%	9.5%	12.6%	15.0%	11.2%	11.0%
- A source of food for the family and nation	10.2	11.4	12.8	9.5	6.1	12.5	0.0	10.7
- The foreign exchange earner	0.0	0.2	0.7	0.0	1.5	7.5	0.0	0.7
- Gives satisfaction and is self-supporting	15.2	22.3	17.5	18.6	11.7	7.5	22.3	17.1
- An important and a secured dependable job	23.4	27.7	26.8	27.7	28.0	22.5	11.2	26.8
- A job of commitment and business approach	1.5	1.5	1.5	2.0	0.6	10.0	0.0	1.5
- The backbone of the economy	34.5	23.0	24.2	27.0	32.5	22.5	50.0	27.0
- Provides employment	2.0	4.1	2.5	3.0	2.0	0.0	0.0	2.7
- Other	1.5	1.0	2.6	2.5	5.0	2.5	5.6	2.5
Total	100.1%	99.9%	99.9%	99.8%	100.0%	100.0%	100.0%	100.0%
	(N=205)	(N=412)	(N=824)	(N=199)	(N=343)	(N=40)	(N=18)	(N=2041)
(No. of respondents)								(2041)
(Respondents with an opinion)								(169)
(Total respondents)								(2210)

Table 21. Negative attitudes ⁽¹⁾ towards farming

Farming is:

- Not a profitable source of income	17.4%
- An insecure job	9.9
- An unattractive occupation	32.6
- Gives no satisfaction	1.0
- A job for the uneducated	9.2
- Lacking in factors of production	16.7
- Inadequate in local and overseas markets	12.3
- Other	1.0

Total	100.0%
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(Total respondents)	(666)
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⁽¹⁾ Negative views only were used in analysis

Table 22. Negative attitudes by sex, residence, farmer and non-farmer

	Male	Female	Urban	Rural	Farmers	Non-Farmers	Total
Farming is:							
- Not a profitable source of income	17.8%	16.8%	14.9%	19.4%	23.2%	15.4%	17.4%
- An insecure job	11.0	8.8	6.8	12.2	5.7	11.3	9.9
- An unattractive occupation	30.7	34.5	28.2	35.8	28.9	33.8	32.6
- Gives no satisfaction	0.6	1.5	1.8	0.5	0.6	1.2	1.0
- A job for the uneducated	7.7	10.6	7.1	10.6	10.1	8.9	9.2
- Lacking in factors of production	16.6	16.8	27.1	9.1	15.8	17.0	16.7
- Inadequate in local and overseas markets	14.1	10.6	18.2	11.7	13.8	11.8	12.3
- Other	1.5	0.6	1.1	1.0	1.9	0.8	1.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	(N=326)	(N=340)	(N=281)	(N=385)	(N=159)	(N=507)	
(Total respondents)	(666)						

Table 23. Negative attitudes by 5-year age groups

	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
Farming is:													
- Not a profitable source of income	11.3%	18.1%	22.7%	19.9%	16.3%	15.8%	30.0%	0.0%	26.1%	11.8%	7.1%	0.0%	17.4%
- An insecure job	6.3	11.7	15.4	12.3	11.6	2.6	8.0	10.0	0.0	11.8	21.4	0.0	9.9
- An unattractive occupation	42.0	31.4	27.2	27.7	37.2	26.3	22.0	55.0	39.1	17.6	28.6	12.5	32.6
- Gives no satisfaction	0.0	0.8	3.6	0.0	0.0	0.0	2.0	0.0	0.0	0.0	7.0	0.0	1.1
- A job for the uneducated	17.2	9.1	5.6	1.5	0.0	15.8	6.0	5.0	8.7	11.8	7.1	12.5	9.2
- Lacking in factors of production	9.5	21.5	16.3	18.5	18.6	15.7	16.0	20.0	17.3	17.7	21.4	50.0	16.7
- Inadequate local and overseas markets	11.5	6.6	9.1	20.0	14.0	23.7	14.0	10.0	4.3	29.4	7.1	25.0	12.3
- Other	1.9	0.8	0.0	0.0	2.3	0.0	2.0	0.0	4.3	0.0	0.0	0.0	1.1
Total	99.7%	100.0%	99.9%	99.9%	100.0%	99.9%	100.0%	100.0%	99.8%	100.1%	99.8%	100.0%	100.0%
	(N= 157	(N= 121)	(N= 110)	(N= 65)	(N= 43)	(N= 38)	(N= 50)	(N= 20)	(N= 23)	(N= 17)	(N= 14)	(N= 8)	(N= 666)
(Total respondents)	(666)												

Table 24. Negative attitudes by age groupings of youth, young adults, middle age and old age.

	Youth	Young Adult	Middle age	Old age	Total
	15-19	20-39	40-64	65+	
Farming is:					
- not a profitable source of income	11.3%	19.3%	16.7%	3.6%	17.4%
- an insecure job	6.3	12.7	6.5	10.7	9.9
- an unattractive occupation	42.0	30.9	32.0	20.6	32.6
- giving no satisfaction	0.0	1.1	0.4	3.6	1.0
- a job for the uneducated	17.2	4.1	9.5	9.8	9.2
- lacking of factors of production	9.5	18.7	17.3	35.7	16.7
- inadequate in local and overseas markets	11.5	12.4	16.3	16.0	12.3
- Others	1.9	0.8	1.3	0.0	1.0
Total	99.7% (N-157)	99.9% (N-339)	100.0% (N-148)	100.0% (N-22)	100.0% (N-666)
(Total respondents)	(666)				

Table 25. Negative attitudes - by levels of education

	None	<u>Primary</u>		<u>Secondary</u>		<u>University</u>		Total
		Part	Complete	Part	Complete	Part	Complete	
Farming is:								
- not a profitable source of income	14.5%	13.2%	18.5%	26.0%	20.0%	23.5%	0.0%	18.0%
- an insecure job	7.3	7.7	10.0	10.0	10.0	11.8	66.6	9.7
- an unattractive occupation	30.9	39.5	32.2	42.0	23.3	11.8	33.3	32.6
- giving no satisfaction	0.0	0.8	1.9	0.0	1.1	0.0	0.0	1.1
- a job for the uneducated	14.5	7.8	7.8	8.0	7.8	11.8	0.0	8.5
- Lacking of factors of production	18.2	17.9	13.7	8.0	27.8	29.4	0.0	16.9
- inadequate in local and overseas markets	0.0	2.3	1.5	0.0	0.0	0.0	0.0	1.1
Total	99.9%	100.0%	100.0%	100.0%	100.0%	100.1%	99.9%	100.0%
	N=55)	(N=129)	(N=270)	(N=50)	(N=90)	(N=17)	(N=3)	(N=614)
(No. of respondents)								(614)
(Respondents without a view)								(52)
(Total respondents)								(666)

Table 26. Ranking of farming by sex, age groups, residence, farming and non-farming, and levels of education.

	Farm owner	Tenant farmer	Farmhand
<u>Overall score</u>	4.17	3.34	3.15
<u>Sex</u>			
Males	4.20	3.40	3.20
Females	4.20	3.30	3.10
(No. of cases)			(2624)
<u>Age groupings</u>			
Youth	4.10	3.26	3.12
Young adults	4.13	3.28	3.12
Middle age	4.31	3.58	3.22
Old age	4.37	3.73	3.34
(No. of cases)			(2624)
<u>Residence</u>			
Urban	4.00	3.30	2.90
Rural	4.40	3.40	3.40
(No. of cases)			(2624)
<u>Occupations</u>			
Farming	4.40	3.60	3.40
Non-farming	4.10	3.30	3.10
(No. of cases)			(1919)
<u>Level of education</u>			
None	4.40	3.60	3.40
Part primary	4.20	3.50	3.30
Complete primary	4.20	3.40	3.10
Part secondary	4.00	3.40	3.10
Complete secondary	4.00	3.20	3.00
Part university	3.70	2.90	2.60
Complete university	3.70	2.30	1.90
(No. of cases)			(1919)

Table 27. Occupational Primacy: percentage who agree with statements by sex, residence, age groupings, levels of education, farmers and non-farmers.

<u>Sex</u>		<u>Residence</u>		<u>Age-groupings</u>				<u>Levels of Education</u>								Farmer	Non-Farmer	Total Respondents
Male	Female	Urban	Rural	Youth	Young Adult	Middle age	Old age	None	Part Primary	Complete Primary	Part Secondary	Complete Secondary	Part University	Complete University				
Job comes first, even if it means sacrificing time from recreation.																		
83.7%	85.7%	88.8%	80.4%	80.6%	85.8%	85.1%	91.9%	82.3%	86.4%	83.9%	83.0%	87.6%	80.4%	72.2%	85.8%	84.4%	84.7%	
The most important qualities of a real man are determination and driving ambition.																		
59.9	59.1	62.6	56.4	55.1	60.9	60.9	71.6	49.5	62.5	59.1	66.1	62.0	45.1	55.6	60.8	59.2	59.6	
The best way to judge a man is by success in his occupation.																		
53.4	50.0	46.3	57.1	52.3	50.8	56.1	53.7	55.2	54.1	56.5	45.9	40.9	29.4	33.4	60.4	49.1	51.7	
The most important thing for a parent to do is to help his/her children get further ahead in the world than he/she did.																		
81.0	82.6	86.3	77.4	70.6	82.9	80.0	92.7	81.9	80.8	82.2	85.7	83.2	80.4	55.5	83.0	81.5	81.9	
(N)																		
(1314)	(1310)	(1313)	(1311)	(564)	(1388)	(589)	(83)	(232)	(499)	(981)	(224)	(411)	(61)	(17)	(611)	(2013)	(2624)	

Table 28. Integration with relatives: percentage who agree with statements by sex, residence, age groupings, levels of education, farmers and non-farmers.

<u>Sex</u>		<u>Residence</u>		<u>Age-groupings</u>				<u>Levels of Education</u>								Non-Farmer	Total Respondents
Male	Female	Urban	Rural	Youth	Young Adult	Middle age	Old age	None	Part Primary	Complete Primary	Part Secondary	Complete Secondary	Part University	Complete University	Farmer		
When looking for a job, a person out to find a poisiton in a place located near his/her parents, even if that means losing a good opportunity elsewhere.																	
14.7%	15.2%	13.0%	16.9%	16.2%	14.5%	17.5%	11.5%	17.7%	19.0%	15.8%	18.8%	8.2%	7.9%	11.1%	16.0%	14.7%	15.0%
When you are in trouble, only a relative can be depended upon to help you out.																	
15.2	15.2	14.3	16.1	17.7	13.1	16.7	24.8	19.8	16.8	16.7	17.4	8.3	11.7	11.1	16.3	14.8	15.2
If you have a chance to hire an assistant in your work, it is always better to hire a relative than a stranger.																	
34.2	36.8	29.2	41.7	37.0	33.9	36.1	31.2	38.3	38.8	38.9	46.0	22.4	17.6	22.2	38.9	34.4	35.5
(N)																	
(1314)	(1310)	(1313)	(1311)	(564)	(1388)	(589)	(83)	(232)	(499)	(981)	(224)	(411)	(61)	(17)	(611)	(2013)	(2624)

APPENDIX IIIA

APPENDIX IIIA

This section presents in detail positive and negative views of respondents towards farming. These are responses to question 18 in Appendix VI.

PositiveDetails of responses

1. Profitable source of income: Provides immediate cash.
A way of earning bread for low income people.
Reduces spending of money on food.
Very profitable and pays the farmer.
Cheap way of living.
Helps in high cost of living.
It pays the farmer.
Helps in the high cost of food.
Good source of earning money.
Obtaining income for the family.
Helps save money.
Depends on money gained from farming.
2. Source of food for the family and the nation. Feed the hungry, prevents starvation.
Provides food for family.
Necessity for increased food production.
Provides products for preservation and processing.
Necessary for family survival.
Products necessary for human race.
Grow what you eat and eat what you grow.
Helps in the kitchen.
Feel safer eating my produce.
The country depends on farming.
Best way to help out family
3. The foreign exchange earner. Means of lowering the import bill.
Cutting down the importation of food.
Source of main export product.

4. It gives satisfaction and is self supportive.

Farming is interesting.
My favourite work.
Like to work the land.
Best occupation in St. Lucia.
Satisfied with what is obtained from it.
A worthwhile venture.
Satisfying and self-supporting.
Self-sufficient in food.
A way of total independence.
You are your own boss.
Self employed.

5. An important and a secured dependable job.

Very important job.
Only secured occupation.
Top priority is given by Government.
Not a difficult job.
A top profession.

6. It is a job of commitment and business approach.

Farming is a business.
Job needs a great deal of commitment.
Job calls for strength, determination and skill.
A lot of work and effort.

7. It is the backbone of the economy.

Backbone of the economy.
Main source of economy.
Means of upgrading the present economic situation.
The answer to the economic plight.
Foundation of St. Lucia.
Important to our nation.
A job depended upon for survival.
Contributor to socio-economic development.
Other jobs depend on farming.
Top priority in building a nation.
Main natural resource.
Means of national development.
Vital factor in St. Lucia's development.

8. It provides employment.

Provides employment for people without trade.
Profitable way of employment.
Work for young people.
No other jobs available like it.
Creates employment elsewhere.
A good occupation.

9. Others.

Continuing industry.

Availability of local and overseas markets.

Availability of roads for development.

Availability of lands and labour.

Helping husband with the farm.

To gain knowledge.

APPENDIX III B

APPENDIX IIIB

Details of Negative views of respondents towards farming.

NegativeDetails of responses

1. It is not a profitable source of income.

Not profitable and cannot save money.
Does not pay.
Net profit is insufficient.
Not an economical venture.
Not satisfied with income from farming.
High cost of input and low returns.
Do not reduce importation.

2. It is an insecure job.

A job which is neglected.
No national importance.
A job which is taken when other jobs are not available.
As a good hobby.
Commercial farms are futile ventures.
Insecurity of job, for the future.

3. An unattractive occupation.

Risky occupation.
Hard work with little pay.
Work without adequate compensation.
Young people do not want to be farmers.
Not attractive to modern generation.
Dirty and difficult job.
Job for the idle.
Time consuming job.

4. It gives no satisfaction.

Not satisfied with returns from farming.
Do not like the farming work.
Never interested in farming.

5. It is a job for the uneducated.

Job for the uneducated.

6. Lack of factors or production

Lack of equipment and irrigation.
Lack of farm roads and transportation.
Lack of capital and incentives.
Lack of lands.
Out-of-date land tenure and land ownership system.

7. Inadequate local and overseas markets.

Lack of organized local markets.
No retail outlets.
No farm and crop insurance.
Lack of overseas markets.

8. Other negative views.

Waste of time planting certain crops.
No time to do farming.
Old age prevents active farm work.
Forced to do farming by teachers
and parents.

APPENDIX IV

APPENDIX IV

JOB CLASSIFICATIONS

Details of occupations and groupings used in this study.

<u>Group</u>	<u>Occupations in each group</u>
1. <u>Professionals</u>	Architect Accountant Librarian Social Worker Nurse Engineer
2. <u>Teachers</u>	Teachers
3. <u>Agricultural Officers</u>	Agricultural Officers
4. <u>Clerical</u>	Clerk Secretary Cashier Typist Customs personnel Receptionist Tax Officer
5. <u>Sales</u>	Vendor Speculator Shopkeeper Insurance Agent Merchant
6. <u>Farmers</u>	Farmers (part-time) Farmers (full-time)
7. <u>Protective services</u>	Health aid personnel Security Police Firemen

- | | |
|--|---|
| 8. <u>Housekeeping and related workers</u> | Cook
Hotel worker
Maid |
| 9. <u>Other services</u> | Barber,
Janitor
Laundry worker |
| 10. <u>Transport</u> | Drivers |
| 11. <u>Communication and entertainment</u> | Radio broadcaster
Postmaster
Messengers
Musicians |
| 12. <u>Farm labourers</u> | Farm labourers |
| 13. <u>Fishermen</u> | Fishermen |
| 14. <u>Labourers</u> | Labourers (general)
Scavenger
Stevedore |
| 15. <u>Craftsmen, production, processing and related workers</u> | Cobbler
Sewing
Craft
Jeweller
Mechanic
Printer
Factory worker
Supervisor |
| 16. <u>Construction workers</u> | Carpenter
Mason
Plumber
Electrician
Painter |

APPENDIX V

APPENDIX V

Definitions

EC	Eastern Caribbean Currency (\$1 US = EC\$2.76) (\$1 Cdn = EC\$2.04)
Farmers (part-time)	Individuals who engage in other jobs in addition to farming, for their livelihood
Farmers (full-time)	Individuals who engage solely in farming as their livelihood
GDP	Gross Domestic Product
Labour force	All individuals 15 years and over are considered in the labour force of St. Lucia
Primary School education	Level of education in St. Lucia available to children between the ages of 5 and 16 years
Rural Areas	Communities established on the coast and the interior areas of St. Lucia as indicated in Fig. 6. The main occupation in these areas is farming.
Secondary School education	Level of education available to children and young people between the ages of 11 and 18 years. Children from primary schools sit the common entrance examination for secondary school at the ages of 11 and 12 years
SPSS ^x	Statistical Package for Social Scientists
Unemployment	Persons who are not gainfully employed
Underemployment	Persons with jobs who are not fully employed and with less than some "standard" income from employment (Beckford 1975)
Urban Areas	Communities established on the coastal areas of St. Lucia as indicated in Fig. 6. The main occupation is fishing, with the exception of Castries, the industrial center and the capital of St. Lucia

APPENDIX VI

APPENDIX VI

Comparison of rank of occupation data with Canada data
on occupation-prestige in Canada

	<u>Rank St.Lucia</u>	<u>Rank Canada</u>	
<u>Professional occupation</u>			
Accountant	4.14 (4)	63.4 (4)	Accountant
Government official	4.33 (2)	68.8 (2)	Administrator of Federal Civil Service
Lawyer	4.13 (5)	82.3 (1)	Lawyer
Teacher	4.52 (1)	66.1 (3)	High School Teacher
<u>Clerical and Sales Occupations</u>			
Insurance Agent	3.36 (9)	47.3 (7)	Insurance Agent
Timekeeper	2.65 (15)	(--)(-)	Not listed
<u>Skilled and Semi-skilled</u>			
Carpenter	3.57 (8)	38.9 (9)	House Carpenter
Electrician	3.74 (7)	50.2 (6)	Electrician
Fisherman	3.30 (12)	23.4 (12)	Cod fisherman
Mechanic	3.35 (10)	38.1 (10)	Auto repairman
Police	3.89 (6)	51.6 (5)	Policeman
Taxi driver	2.84 (14)	25.1 (11)	Taxi driver
<u>Farm Occupations</u>			
Farm Owner	4.17 (3)	44.2 (8)	Dairy farmer
Tenant farmer	3.34 (11)	--	
Farmhand	3.15 (13)	21.5 (13)	Farm labourer

Source for Rank Canada: Pineo, Peter C. and John Parker
1967 Occupational Prestige in Canada -
The Canadian Review of Sociology and
Anthropology, 4:1.

APPENDIX VII

APPENDIX VII

ST. LUCIAC.I.D.A. AND MINISTRY OF AGRICULTURE
LANDS, FISHERIES AND COOPERATIVESSURVEY ON

"The disparities in the attitude of different age groups towards
Agriculture (farming) in St. Lucia".

QUESTIONNAIRE

No:

SECTION I (ALL RESPONDENTS)

1. Where do you live (reside)
2. Sex: Male () Female ()
3. Age ()
4. Place of birth City () Name of City
Town () " " Town
Village () " " Village
5. Family status Married () Divorced () Single () Widowed ()
6. Are you attending school? YES () NO ()
If yes what grade (class) are you in
If not attending school how long did you attend school Years ()
7. What is your level of education
None () Part Primary () Part Secondary ()
Completed " () Completed " ()
Part University ()
Completed " ()
8. Were you taught Agriculture (farming) in school YES () NO ()
If yes, how many years () or courses (subjects) ()
9. List all the jobs you held last year

SECTION II (a)

(Respondents who have not worked in Agriculture in the last year)

10. Have you worked in Agriculture (farming) in the past year.

YES () NO ()

11. If YES what kind of work did you do _____

When did you do this work _____

How long did you do this work _____

12. If NO have you ever considered going into Agriculture YES () NO ()

13. If YES are you still working in Agriculture YES () NO ()

14. If YES why are you still working in Agriculture _____

15. If NO why did you leave the work _____

16. Have you ever considered going back into Agriculture YES () NO ()

If YES/NO Why? _____

17. Under what circumstances would you go back into Agriculture _____

18. How do you view farming (Agriculture) _____

SECTION II (b)

(Respondents who have worked in farming (Agriculture) in the past year)

18. How do you view (farming) Agriculture _____

19. Do you perform other jobs apart from Agriculture YES (____) NO (____)

20. If YES name other jobs performed

21. How long (no. of days/week) spent on:

1. farm work on own farm _____

2. farm " " farm of others _____

3. on other types of work _____

22. How much land do you farm _____ acres

23. Do you own this land YES (____) NO (____)

24. Do you rent/lease this land YES (____) NO (____)

_____25. Is this family land YES (____) NO (____)

_____26. What type of farming do you do?

27. Choose the most appropriate statement below which makes farming (Agriculture) suitable to you as a career.

Follow my parents footsteps (____)

No other jobs available (____) No education (____)

Farming is important to St. Lucia (____) Others (Specify) _____

SECTION III

90

(All respondents)

28. You will find below a list of 15 occupations. Will you rank each occupation on the basis of its social standing as you see it using a scale of 1 to 5 as follows

- | | |
|------------------------|-------------------------------|
| 1 High social standing | 2 medium high social standing |
| 3 medium standing | 4 medium low social standing |
| 5 low social standing | |

Farmhand	_____	Tenant farmer	_____	Teacher	_____
Fisherman	_____	Farm owner	_____	Government official	_____
Mechanic	_____	Accountant	_____	Lawyer	_____
Insurance Agent	_____	Electrician	_____	Carpenter	_____
Taxi Driver	_____	Time Keeper	_____	Policeman	_____

Read each item below carefully and tick the statement you think is most appropriate Rank from (1 - 5).

Statements Strongly agree 1. Agree 2. Undecided 3. Disagree 4. Strongly disagree 5.

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 29. The job should come first even if it means sacrificing time from recreation | 1 | 2 | 3 | 4 | 5 |
| | () | () | () | () | () |
| 30. If you have the chance to hire an assistant in your work, it is always better to hire a relative than a stranger. | () | () | () | () | () |
| 31. The most important qualities of a real man are determination and driving ambition | () | () | () | () | () |
| 32. When looking for a job, a person ought to find a position in a place located near his parents even if that means losing a good opportunity elsewhere | () | () | () | () | () |
| 33. The best way to judge a man is by success in his occupation | () | () | () | () | () |
| 34. The most important thing for a parent to do is to help his/her children get further ahead in the world than he/she did. | () | () | () | () | () |
| 35. When you are in trouble, only a relative can be depended upon to help you out. | () | () | () | () | () |

Thank you very much lady/gentleman for your time and answers to this Questionnaire.