

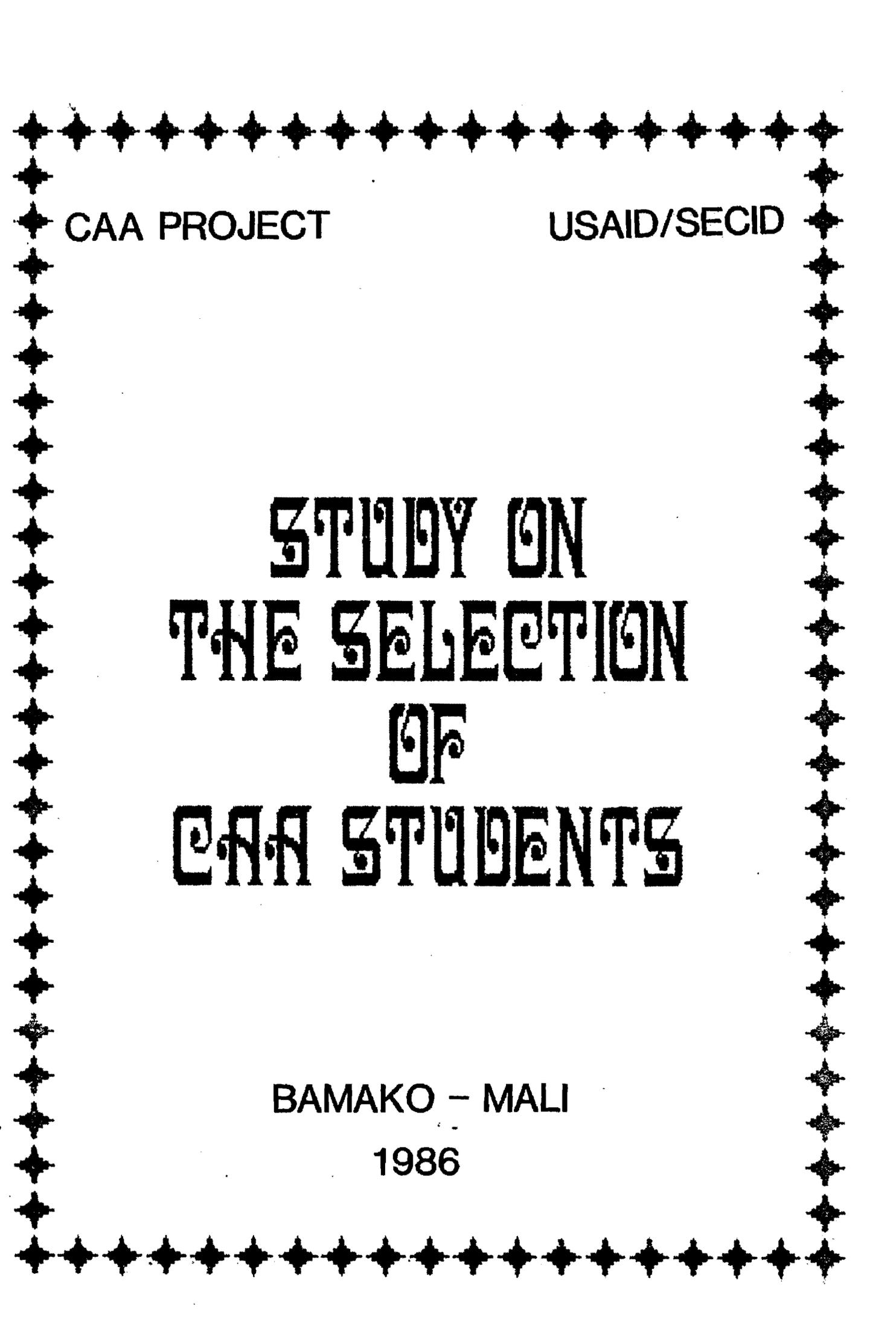
CAA PROJECT

USAID/SECID

**STUDY ON
THE SELECTION
OF
CAA STUDENTS**

BAMAKO – MALI

1986



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CHAPTER I

INTRODUCTION

I. JUSTIFICATION OF THE STUDY

In Mali, the training of junior-level agricultural extension agents or "moniteurs d'agriculture" takes place in the agricultural schools called "Centres d'Apprentissage Agricole" (CAA). The CAAs are under the supervision of the Division of Technical Agricultural Education and Professional Training ("Direction de l'Enseignement Technique Agricole et de la Formation Professionnelle" (DETA-FP)), that is placed within the Ministry of Agriculture.

Since 1982, the United States Agency for International Development (USAID) has provided a technical assistance team (SECID) to work with the DETA-FP in improving the training program and teaching staff of the CAAs. Although most of project objectives have been achieved, there has been recently some concern about the selection of first year students for these institutions. This concern arises from the conception that the CAAs should select those students who will be able to adapt to the rural environment and perform effectively the moniteur's tasks in the field. It was suggested that the selection of first year students must favor those candidates coming from rural background and the current entrance exam must be revised accordingly to achieve that goal.

In response to these suggestions, the DETA-FP, in cooperation with the SECID team, conducted a study to ascertain the validity of the present selection criteria and to identify factors that may help improve the student selection process. This report presents the findings of the study and the resulting recommendations.

II. REVIEW OF THE PRESENT METHOD OF STUDENT SELECTION

Each year, students are selected to enter the first year of the CAAs through an entrance exam ("concours d'entrée") administered nationally by the DETA-FP, usually in February. To be admitted to the exam, the candidate should satisfy the following requirements:

- He/she must be of Malian nationality;
- Age between 17 and 21;
- Completing at least 9 years of fundamental education;
- In good physical condition.

The exam consists of the following 4 sixty-minute tests that are given in the same day:

- French dictation and comprehension ("Dictée et Questions");
- French composition ("Rédaction");
- Mathematics;
- Sciences.

Tests are of essay types. Several different test questions are proposed by the Ministry of Education for each subject matter and only one is selected by the DETA-FP for the exam.

The exam is administered in several centers throughout the country. In 1986, there were about 800 candidates taking the exam in 46 centers. Representatives of the DETA-FP bring copies of the tests to the centers before the examination date. At each center, there is a supervisory committee appointed by government decree for the administration of the exam.

After the exam, the DETA-FP representatives carry test papers (student's responses) back to the central office in Bamako. The test papers are then graded by a committee of fundamental school teachers appointed by the Ministry of Education. On the grading day, the teachers are divided into 4 groups corresponding to the four test subject matters. Each group analyzes the test of its concern, determines the correct responses and develops a scoring scale. Each test paper is graded by one teacher only. The grading lasts one or two days, depending upon the number of candidates. Then, the test scores are tabulated and the average scores are calculated. The candidates are then ranked and selected solely on the basis of their average scores.

III. PURPOSE OF THE STUDY

The principal purpose of this study is to ascertain the relationships between the entrance exam scores and the academic performance of CAA students, which is measured by the overall average scores that the students obtain at the end of the school year. More specifically, the study attempted to find the answer for the following question:

- How good is the correlation between the overall average scores of the CAA students at the end of the school year and their entrance exam scores?

In addition, the study tried to identify other factors such as occupation of the father, residence, farming experience prior to admission to the CAAs ... , that might contribute to the better selection of students.

IV. LIMITATIONS OF THE STUDY

The study was subjected to the following limitations:

1. The study was limited to students who attended the three CAAs during the 1985-1986 school year.
2. Students who did not receive the overall class score averages at the end of the school year were excluded from the study.
3. No consideration was given to factors such as social economic status, motivation, study habits and personality, due to the lack of relevant and reliable information.

V. BASIC ASSUMPTIONS

The following assumptions were made for the purpose of the study:

1. The time of admission had no effect on the academic achievement of students.
2. The students studied were normal groups of students for the CAAs.
3. The data pertinent to students' entrance exam scores and class scores obtained from the files kept at the DETA-FP office were reliable, accurate and adequate for the study.
4. The students' responses to questions concerning their background and attitudes were truthful and accurate.

VI. DEFINITION OF TERMS

The following definitions were used for some of the more important terms in this study:

Centre d'Apprentissage Agricole. This French term, abbreviated as CAA, refers to the two-year agricultural schools that train junior-level agricultural extension agents ("moniteurs d'agriculture") in Mali.

Moniteur d'agriculture. Moniteur d'agriculture, or simply moniteur, is the French word for the junior-level agricultural extension agent working at the village level.

Direction de l'Enseignement Technique Agricole et de la Formation Professionnelle. This French term, abbreviated as DETA-FP, refers to the Division of Technical Agricultural Education and Professional Training that supervise the CAAs.

Entrance Exam. This is the exam given to students who apply for admission to the first year of the CAAs. The candidates are selected on the basis of their exam scores. The French word for this exam is "concours d'entrée".

French Dictation and Comprehension Test. This is one of the four subtests of the entrance exam, in which the students write down a text dictated by the teacher and answer to comprehensive questions about the text content. The test is graded on the basis of the number of spelling mistakes and correct answers made by the student. The French words for this test are "dictée et questions".

French Composition Test. This refers to the entrance exam subtest in which the students are asked to write an essay about a given topic. It is called "rédaction" in French.

Mathematics Test. This is the entrance exam subtest in which students have to solve given problems in mathematics (algebra and geometry).

Science Test. This refers to the entrance exam subtest on natural and physical sciences.

Entrance exam average. This refers to the mean of the scores of the four entrance exam subtests received by the student. Qualified candidates are selected to enter the CAAs on the basis of this average.

First-year class score average. The first-year class score average is the weighted mean of the scores of all subject matters that the first-year student receives at the end of the school year.

Second-year class score average. This is the weighted mean of the scores of all subject matters received by the second-year student at the end of the school year.

CHAPTER II

METHODOLOGY AND PROCEDURES

I. DEFINITION OF POPULATION AND SAMPLES

The population selected for this study consisted of the students in the three CAAs at M'pessoba, Samanko and Samé. The sample chosen included 298 students who satisfied the following conditions:

1. They attended the CAAs during the 1985-1986 school year.
2. They completed the school year and received the overall class score averages.
3. They filled out and returned the questionnaire of the study sent to them.

The students were further divided in two groups: 124 first-year students and 174 second-year students.

II. DESCRIPTION OF VARIABLES

The analysis of correlation and multiple regression in this study involved two dependent variables and several independent variables.

1. Dependent Variables

The dependent variables were the first-year class score average and the second-year class score average used to measure the academic achievement of the student in the first year and in the second year, respectively. The range of the average is from 0 to 20.

The first-year average was denoted as FYA and the second-year average as SYA.

2. Independent Variables

The independent variables consisted of the following:

a. Entrance exam scores:

- Scores of French dictation and comprehension test (EEFDT);
- Scores of French composition test (EEFCT);
- Scores of mathematics test (EEMT);
- Scores of sciences test (EEST);
- Average score of the exam (EEA).

- b. Principal occupation of student's father. This variable, denoted as POF, refers to the principal occupation of the student's father. In this study, occupations were classified in five categories: (1) Farmers, (2) Merchants, (3) Government employees, (4) Craftsmen, (5) Other occupations.
- c. Student's permanent residence. This variable, denoted as SPR, refers to whether the student's permanent residence during the school year is (1) in the village, (2) in the small town or (3) in the city.
- d. Years of fundamental education completed before entering CAAs. This variable, denoted as YEC, refers to the number of years of education completed by the student prior to his/her admission to the CAAs. Three groups of students were distinguished : (1) 9 years of education, (2) 10 years of education, (3) more than 10 years of education.
- e. Pre-CAA farming experience. This variable, denoted as PFE, refers to whether the student had any farming experience before entering the CAAs. The students were classified either in group 1 composed of those with no farming experience or in group 2 having farming experience.

III. DATA COLLECTION

A questionnaire composed of 23 questions was sent to each student attending the three CAAs to obtain information concerning their personal background and their attitudes toward the CAA, the moniteur profession, and the farmers. A copy of the questionnaire is presented in Annex 1. There were 298 completed questionnaires returned to the DETA-FP office, that included :

- 124 questionnaires from first-year students;
- 174 questionnaires from second-year students.

Entrance exam scores and overall average class scores were retrieved from records kept at the DETA-FP office.

IV. STATISTICAL PROCEDURES

Information from the students' records and responses in the returned questionnaires were tabulated, placed in tables, coded and stored on computer disks. Statistical analyses of the data were determined by the following research questions pursued in this study:

1. Which among the following selected variables or combination of variables best predict the first-year class score average and the second-year class score average?

- a. Entrance Exam French Dictation Test score;
 - b. Entrance Exam French Composition Test score;
 - c. Entrance Exam Mathematics Test score;
 - d. Entrance Exam Sciences Test score;
 - e. Entrance Exam average score;
 - f. Principal occupation of the student's father;
 - g. Student's permanent residence during the school year;
 - h. Years of fundamental education completed before admission to the CAAs;
 - i. Student's pre-CAA farming experience.
2. What is the comparison of first-year class score averages and second-year class score averages among students grouped according to the following variables?
- a. Father's principal occupation;
 - b. Student's permanent residence during the school year;
 - c. Years of fundamental education completed before admission to the CAAs;
 - d. Student's pre-CAA farming experience.
3. Are there differences in attitudes toward the CAA, the moniteur profession and the farmers among students grouped according to the following variables?
- a. Father's principal occupation;
 - b. Student's permanent residence during the school year;
 - c. Years of fundamental education completed before admission to the CAAs;
 - d. Student's previous farming experiences.

To answer question one involving the selection of variables or combination of variables that best predict the first-year class score average and second-year class score average, the multiple regression analysis was carried out with the use of the software "MSTAT" on the Apple IIe computer. The significance of the coefficient of multiple correlation was tested by the F statistic :

$$F = \frac{R^2 (n - m)}{1 - R^2 (m - 1)} \quad \text{with } (n - m) \text{ and } (m - 1)$$

degrees of freedom, where R is the multiple correlation coefficient, n the sample size and m equals the number of constants in the multiple regression equation.

The significance of product-moment correlation coefficients between the dependent variables and independent variables was tested by the following statistic:

$$t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}} \quad \text{with } n-2 \text{ degrees of freedom, where } r$$

is the product-moment correlation coefficient, and n is the sample size.

Question two involved tests of significant differences between groups of students in regard to the dependent variable. Since the sizes of different groups were not equal, the method of unweighted means analysis of variances was employed.

Question three concerned the tests of significant differences in observed frequencies between groups of students with respect to the dependent variable. The Chi-Square statistic was used for the analysis.

CHAPTER III

ANALYSIS OF DATA

I. BASIC CHARACTERISTICS OF STUDENTS

Table 1 presents the basic characteristics of 124 first-year students and 174 second-year students in the CAAs, who returned the questionnaire.

1. Parents' Occupations

Fifty-two percent of the respondents indicated that their fathers were government employees and thirty percent had fathers who were farmers. However, 47 percent of those, who were not farmers, had farming as their secondary occupation as shown in the table below:

<u>Principal occupation</u>	<u>% having farming as secondary occupation</u>
- Merchants	50
- Government employees	47
- Craftsmen	71
- Other (not farmers)	41
<hr/>	
Overall	47

There were, therefore, 63 percent of students whose fathers were either full-time farmers or part-time farmers.

The mothers of most students were home-makers and did not have specific principal or secondary occupations.

2. Student's Residence

Before their admission to the CAAs, 78 percent of the students resided in cities and 22 percent in villages or small towns during the school year as compared with 69 percent and 31 percent, respectively, during vacation periods.

3. Ethnic Background

The students came from more than 13 ethnic groups. The largest group was Bambara, followed by Peulh and Malinké.

TABLE 1
GENERAL CHARACTERISTICS OF CAA STUDENTS

Items	First-year students %	Second-year students %	Total %
Father's principal occupation			
- Farmer	26	32	30
- Merchant	11	4	7
- Government employee	48	56	52
- Craftsman	3	2	2
- Other	12	7	9
<hr style="border-top: 1px dashed black;"/>			
Father's secondary occupation			
- Farmer	35	32	33
- Merchant	3	8	6
- Government employee	0	0	0
- Craftsman	2	2	2
- Other	4	2	3
- None	56	56	56
<hr style="border-top: 1px dashed black;"/>			
Mother's principal occupation			
- Farmer	3	5	4
- Merchant	5	7	6
- Government employee	4	7	6
- Craftsman	0	0	0
- Other	88	81	84
<hr style="border-top: 1px dashed black;"/>			
Mother's secondary occupation			
- Farmer	12	13	12
- Merchant	20	22	21
- Government employee	0	0	0
- Craftsman	2	0	1
- Other	2	3	3
- None	64	63	63
<hr style="border-top: 1px dashed black;"/>			
Residence during school year			
- In the village	11	15	13
- In a small town	10	8	9
- In the city	79	77	78

TABLE 1 (continued)

GENERAL CHARACTERISTICS OF CAA STUDENTS

Residence during vacations			
- In the village	18	31	26
- In a small town	6	5	5
- In the city	77	64	69
Ethnic groups			
- Bambara	26	28	28
- Bobo	2	1	1
- Dogon	4	7	6
- Dyula	0	0	0
- Dakolo	1	0	0
- Malinké	11	10	10
- Marka	2	6	4
- Minianka	11	8	9
- Mossi	2	2	2
- Peulh	16	14	15
- Sénoufo	5	6	6
- Sonrhal	9	9	9
- Other	11	9	10
Years of education before entering the CAA			
- 9 years	11	12	11
- 10 years	28	43	37
- Over 10 years	61	46	52
Place of fundamental school attended			
- In the village of origin	16	21	19
- In another village or small town	13	14	14
- In the city	71	65	67
Having previous farming experience			
- Never	32	39	36
- Yes	68	61	64

4. Level of Fundamental Education Achievement

The large majority of students admitted to the CAAs in 1984 and 1985 had higher level of fundamental education achievement than the required minimum of 9 years. Sixty-one percent of the first-year students had more than 10 years of education, in comparison with 46 percent of the second-year students. In all, 89 percent of the students had 10 or more years of education.

It was also found that 67 percent of the students had attended fundamental schools located in cities.

5. Pre-CAA Farming Experiences

Sixty-four percent of the respondents indicated that they had had some farming experiences before entering the CAAs; while 36 percent have never done any farming works.

II. CORRELATION BETWEEN THE ACADEMIC ACHIEVEMENT IN THE CAAs AND SELECTED VARIABLES

A. SELECTED VARIABLES

The academic achievement of the student in the school depends on many factors. However, the following factors were selected for the correlation study:

- (1) Principal Occupation of Student's Father (POF);
- (2) Student's Permanent Residence during School Year (SPR);
- (3) Years of Education Completed before entering the CAA (YEC);
- (4) Pre-CAA Farming Experience (PFE);
- (5) Entrance Exam French Dictation and Comprehension Test (EEFDT);
- (6) Entrance Exam French Composition Test (EEFCT);
- (7) Entrance Exam Mathematics Test (EEMT);
- (8) Entrance Exam Sciences Test (EEST);
- (9) Entrance Exam Average Score (EEA)

B. FIRST-YEAR STUDENTS' ACADEMIC ACHIEVEMENT

One hundred and three (103) first-year students who had complete data were selected for the correlation study. Twenty-one others were excluded because of missing data. The descriptive statistics concerning the selected students can be found in Table 2. The mean score of the selected group was 12.84 with the range from 9.71 to 16.10 and the standard deviation of 1.31.

Table 3 presents the simple correlations of first-year students' class score average (FYA) with the selected variables. The data indicate that the correlation coefficients of FYA with YEC, PFE, EEFCT and EEST were significantly greater than zero. However, the correlations were weak; and FYA was negatively correlated with EEFCT. Other correlations were not significant at 0.05 level of confidence.

Since YEC had the largest zero-order correlation with the criterion FYA, it was selected to enter the first step in the stepwise multiple regression. The data presented in Table 4 are the summary of the results of the stepwise analyses of multiple regression between FYA and the independent variables after step nine. The table shows the multiple correlation coefficient R , its square R^2 , the increase in R^2 , and the F values testing the significance of R . There was a multiple correlation of 0.4511 between the composite set of the nine independent variables (YEC, EEST, EEFCT, PFE, SPR, EEA, POF, EEFDT, EEMT) and FYA. Consequently, the joint action of the nine variables accounted for 20 percent of the variability in the class score average of the 103 first-year students in the CAAs. The total remaining 80 percent must be attributed to factors not measured in this set of variables. As the single best predictor for the FYA, YEC alone accounted for 6 percent of the criterion variance. The addition of EEST and EEFCT resulted in significant increase in R^2 .

In Table 5 are presented the partial regression coefficients (b), standard partial regression coefficients (Beta), the standard error of b and the t values testing the significance of the partial regression coefficients for the nine independent variables. The Beta coefficient gives an indication of the relative contribution of the corresponding variable to the FYA. It is defined as the relative number of standard deviations of the dependent variable associated with a change of one standard deviation of the independent variable. Only the independent variable YEC had the partial regression coefficient significantly different from zero; it seemed therefore to be the best for the prediction of the first-year class score average.

TABLE 2

DESCRIPTIVE STATISTICS ON FIRST-YEAR STUDENTS

(N = 103)

Variables	Maximum	Minimum	Mean	Standard Deviation
FYA	16.10	9.71	12.84	1.3092
POF	5	1	2.66	1.28
SPR	3	1	2.71	0.62
YEC	3	1	2.54	0.64
PFE	2	1	1.72	0.45
EEFDT	19.50	6.50	15.00	3.1925
EEFCT	14.00	6.00	10.44	2.1230
EEMT	19.50	6.00	13.96	3.2184
EEST	19.00	6.00	14.60	3.0587
EEA	17.50	12.25	13.51	1.1015

TABLE 3

SIMPLE CORRELATIONS BETWEEN FIRST-YEAR CLASS SCORE AVERAGE (FYA)
AND SELECTED VARIABLES

Independent Variables	N	r	t
POF	124	-0.112	1.245
SPR	124	-0.147	1.642
YEC	124	0.240	2.731**
PFE	124	0.195	2.196*
EEFDT	103	0.076	0.766
EEFCT	103	-0.210	2.158*
EEMT	103	0.031	0.312
EEST	103	0.216	2.223*
EEA	103	0.122	1.235

* significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

- POF : Principal Occupation of student's Father.
 SPR : Student's Residence during school year.
 YEC : Years of Education Completed by the student before entering the CAA.
 PFE : Pre-CAA farming experience.
 EEFDT : Entrance Exam French Dictation and Comprehension Test.
 EEFCT : Entrance Exam French Composition Test.
 EEMT : Entrance Exam Mathematics Test.
 EEST : Entrance Exam Sciences Test.
 EEA : Entrance Exam Average.

TABLE 4
SUMMARY OF MULTIPLE REGRESSION FOR FIRST-YEAR STUDENTS'
CLASS SCORE AVERAGE

(N = 103)

Step no.	Variable entered	Multiple R	R ²	Increase R ²	F
1	YEC	0.2387	0.0570	0.0570	6.105*
2	EEST	0.3410	0.1163	0.0593	6.580**
3	EEFCT	0.3924	0.1540	0.0377	6.007**
4	PFE	0.4036	0.1629	0.0089	4.768**
5	SPR	0.4294	0.1844	0.0215	4.387**
6	EEA	0.4407	0.1943	0.0099	3.859**
7	POF	0.4463	0.1992	0.0049	3.377**
8	EEFDT	0.4503	0.2028	0.0036	2.989**
9	EEMT	0.4511	0.2035	0.0007	2.632**

* significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

YEC : Years of education completed before entering the CAAs.
 EEST : Entrance Exam Science Test.
 EEFCT : Entrance Exam French Composition Test.
 PFE : Pre-CAA farming experience.
 SPR : Residence during school year.
 EEA : Entrance Exam Average.
 POF : Principal Occupation of student's father.
 EEFDT : Entrance Exam French Dictation and Comprehension Test.
 EEMT : Entrance Exam Mathematics Test.

TABLE 5

REGRESSION COEFFICIENTS OF VARIABLES ACCOUNTING FOR
MOST VARIANCE IN FIRST-YEAR STUDENTS' CLASS SCORE AVERAGE

Variable	b	Beta	Standard error of b	t	P%
1. YEC	0.439302	0.214751	0.21552	2.03831	4.17
2. EEST	0.213953	0.499861	0.385928	0.554384	
3. EEFC	-0.015202	-0.024652	0.382575	0.0397359	
4. PFE	0.148576	0.051069	0.297737	0.499016	
5. SPR	-0.303599	-0.143776	0.204273	1.48624	13.67
6. EEA	-0.347938	-0.292739	1.54242	0.225579	
7. POF	-0.0695667	-0.068015	0.100727	0.690647	
8. EEFD	0.136342	0.332472	0.38435	0.354735	
9. EEM	0.109048	0.268072	0.394444	0.27646	

CONSTANT = 10.6436

YEC : Years of education completed before entering the CAAs.
 EEST : Entrance Exam Science Test.
 EEFC : Entrance Exam French Composition Test.
 PFE : Pre-CAA farming experience.
 SPR : Residence during school year.
 EEA : Entrance Exam Average.
 POF : Principal Occupation of student's father.
 EEFD : Entrance Exam French Dictation and Comprehension Test.
 EEM : Entrance Exam Mathematics Test.

C. SECOND-YEAR STUDENTS' ACADEMIC ACHIEVEMENT

Descriptive statistics of 148 second-year students selected for the correlation study were shown in Table 6. The group had the mean of the class score averages of 12.36 ranging from 9.30 to 15.28 with the standard deviation of 1.28.

Table 7 presents the simple correlations of second-year students' class score average (SYA) with selected independent variables. Among the nine variables, only POF, YEC and PFE had significant but weak correlation with SYA. The correlation coefficients of SYA with the remaining variables were not significantly different from zero.

The independent variable PFE had the largest simple correlation with the criterion variable SYA ; it was therefore selected to enter the first step in the stepwise multiple regression. The results of the analyses of the multiple regression are summarized in Table 8 . which shows the multiple correlation coefficient R , its square R^2 . the increase in R^2 . and the F values testing the significance of R . The multiple correlation coefficient of SYA with the composite set of the nine independent variables was 0.3840. Consequently, only 15 percent of the variability in the class score averages of the 148 second-year students in the CAAs were explained by the joined action of the nine selected variables. The total remaining 85 percent must be attributed to other factors not included in the study. PFE alone accounted for 8 percent of the criterion variance. The addition of the other variables did not result in significant increase in R^2 .

Table 9 presents the partial regression coefficients (b), standard partial regression coefficients (Beta), the standard error of b and the t values testing the significance of b . Only PFE and YEC had partial regression coefficients significantly different from zero at 0.10 level of confidence. As a result, these two variables seemed to be the most reliable for the prediction of the second-year class score average.

III. COMPARISON OF CLASS SCORE AVERAGES BETWEEN STUDENTS GROUPED ACCORDING TO SELECTED VARIABLES

A. GROUPING OF STUDENTS

The students in the first year and in the second year were grouped according to each of the four following variables :

1. Principal Occupation of the Father (POF)

TABLE 6

DESCRIPTIVE STATISTICS ON SECOND-YEAR STUDENTS

(N = 148)

Variables	Maximum	Minimum	Mean	Standard Deviation
SYA	15.28	9.30	12.36	1.2801
POF	5	1	2.45	1.19
SPR	3	1	2.61	0.73
YEC	3	1	2.34	0.68
PFE	2	1	1.64	0.48
EEFDT	19.50	3.25	14.70	2.7845
EEFCT	14.00	4.00	9.06	2.3662
EEMT	18.50	1.50	10.91	3.6477
EEST	19.50	6.00	14.87	2.4223
EEA	15.63	10.88	12.39	1.0817

TABLE 7

SIMPLE CORRELATIONS BETWEEN SECOND-YEAR CLASS SCORE AVERAGE (SYA)
AND SELECTED VARIABLES

Independent Variables	N	r	t
POF	174	-0.228	3.071**
SPR	174	-0.001	0.013
YEC	174	0.174	2.317*
PFE	174	0.315	4.353**
EEFDT	148	-0.065	0.790
EEFCT	148	0.076	0.920
EEMT	148	-0.145	1.780
EEST	148	0.020	0.240
EEA	148	-0.102	1.240

* significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

POF : Principal Occupation of student's Father.

SPR : Student's Residence during school year.

YEC : Years of Education Completed by the student before entering the CAA.

PFE : Pre-CAA farming experience.

EEFDT : Entrance Exam French Dictation and Comprehension Test.

EEFCT : Entrance Exam French Composition Test.

EEMT : Entrance Exam Mathematics Test.

EEST : Entrance Exam Sciences Test.

EEA : Entrance Exam Average.

TABLE 8
SUMMARY OF MULTIPLE REGRESSION FOR SECOND-YEAR STUDENTS'
CLASS SCORE AVERAGE

(N = 148)

Step no.	Variable entered	Multiple R	R ²	Increase R ²	F
1	PFE	0.2838	0.0805	0.0805	1.343
2	POF	0.3046	0.0928	0.0123	1.569
3	YEC	0.3046	0.1143	0.0215	1.980
4	EEMT	0.3521	0.1240	0.0097	2.169
5	EEA	0.3526	0.1244	0.0004	2.178
6	EEFCT	0.3586	0.1286	0.0042	2.262*
7	EEFDT	0.3630	0.1318	0.0032	2.327*
8	EEST	0.3783	0.1431	0.0113	2.561**
9	SPR	0.3840	0.1474	0.0043	2.652**

* significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

PFE : Pre-CAA farming experience.
 POF : Principal Occupation of student's father.
 YEC : Years of education completed before entering the CAAs.
 EEMT : Entrance Exam Math Test.
 EEA : Entrance Exam Average.
 EEFCT : Entrance Exam French Composition Test.
 EEFDT : Entrance Exam French Dictation and Comprehension Test.
 EEST : Entrance Exam Science Test.
 SPR : Residence during school year.

TABLE 9

REGRESSION COEFFICIENTS OF VARIABLES ACCOUNTING FOR
MOST VARIANCE IN SECOND-YEAR STUDENTS' CLASS SCORE AVERAGE

Variable	b	Beta	Standard error of b	t	P%
1. PFE	0.675896	0.253441	0.239537	2.82168	0.56
2. POF	-0.116921	-0.108692	0.091567	1.276894	20.09
3. YEC	0.263999	0.140239	0.152115	1.73552	8.10
4. EEMT	-0.431401	-1.229296	0.294998	1.46238	14.20
5. EEA	1.61724	1.366587	1.19528	1.35302	17.49
6. EEFCT	-0.369311	-0.682653	0.295132	1.25134	21.03
7. EEFDT	-0.429718	-0.934731	0.298186	1.44111	14.80
8. EEST	-0.394713	-0.746905	0.296772	1.33002	18.24
9. SPR	0.120732	0.0.06885	0.145112	0.831997	

CONSTANT = 10.8205

PFE : Pre-CAA farming experience.
 POF : Principal Occupation of student's father.
 YEC : Years of education completed before entering the CAAs.
 EEMT : Entrance Exam Math Test.
 EEA : Entrance Exam Average.
 EEFCT : Entrance Exam French Composition Test.
 EEFDT : Entrance Exam French Dictation and Comprehension Test.
 EEST : Entrance Exam Science Test.
 SPR : Residence during school year.

- Group 1 : Students whose fathers were farmers .
- Group 2 : Students whose fathers were merchants .
- Group 3 : Students whose fathers were government employees .
- Group 4 : Students whose fathers were craftsmen .
- Group 5 : Students whose fathers having other occupations.

2. Student's Permanent Residence during school year (SPR)

- Group 1 : Students who resided in villages .
- Group 2 : Students who resided in small towns .
- Group 3 : Students who resided in cities .

3. Years of Education Completed by the student (YEC)

- Group 1 : Students with 9 years of fundamental education.
- Group 2 : Students with 10 years of fundamental education.
- Group 3 : Students with more than 10 years of fundamental education.

4. Pre-CAA Farming Experience (PFE).

- Group 1 : Students with no pre-CAA farming experience.
- Group 2 : Students with pre-CAA farming experience.

B. FIRST-YEAR STUDENTS

Tables 10 , 11 , 12 . and 13 present the results of tests of differences in class score averages of first-year students grouped according to each of the four selected variables.

As shown in Table 10, there were no significant differences in class score averages among students grouped by their father's principal occupation, although students whose fathers were farmers had the highest mean of class score averages.

Students who had resided in small towns during school year had the best academic performance , followed by those in villages and in cities . respectively (Table 11).

The data in Table 12 indicated that significant differences existed among groups of students having different level of fundamental education. The highest first year academic achievement was found with students having more than ten years of fundamental education. and the group with nine years of education had the lowest mean of class score averages.

TABLE 10

SUMMARY OF TESTS OF DIFFERENCES IN CLASS SCORE AVERAGES
AMONG FIRST-YEAR STUDENTS GROUPED ACCORDING TO
THEIR FATHER'S PRINCIPAL OCCUPATION

Father's occupation	Number	Mean	Standard deviation
1. Farmer	33	13.032	1.376
2. Merchant	13	12.477	1.437
3. Government employee	59	12.467	1.258
4. Craftsman	4	12.680	1.909
5. Other	15	12.652	1.184
TOTAL	124	12.648	1.322

ANOVA TABLE

Sources	DF	SS	MS	F
Between groups	4	2.368	0.592	0.339 NS
Within groups	119	207.669	1.745	

NS = non significant

TABLE 11

SUMMARY OF TESTS OF DIFFERENCES IN CLASS SCORE AVERAGES
AMONG FIRST-YEAR STUDENTS GROUPED ACCORDING TO
THEIR RESIDENCE DURING SCHOOL YEAR

Residence	Number	Mean	Standard deviation
1. In the village	14	12.684	1.074
2. In a small town	12	13.903	1.088
3. In the city	98	12.490	1.306
TOTAL	124	12.648	1.322

ANOVA TABLE

Sources	DF	SS	MS	F
Between groups	2	21.330	10.665	6.671 **
Within groups	121	193.457	1.599	

** = significant at 0.005 level of confidence

TABLE 12

SUMMARY OF TESTS OF DIFFERENCES IN CLASS SCORE AVERAGES
AMONG FIRST-YEAR STUDENTS GROUPED ACCORDING TO
THEIR LEVEL OF FUNDAMENTAL EDUCATION

Years of education completed	Number	Mean	Standard deviation
1. 9 years	13	11.832	1.078
2. 10 years	35	12.497	0.951
3. over 10 years	76	12.858	1.448
TOTAL	124	12.648	1.322

ANOVA TABLE

Sources	DF	SS	MS	F
Between groups	2	13.682	6.841	4.097 *
Within groups	121	202.026	1.670	

** = significant at 0.05 level of confidence

TABLE 13

SUMMARY OF TEST OF DIFFERENCE IN CLASS SCORE AVERAGES
 BETWEEN FIRST-YEAR STUDENTS GROUPED ACCORDING TO
 THEIR PRE-CAA FARMING EXPERIENCE

Pre-CAA farming experience	Number	Mean	Standard deviation
1. NO	40	12.277	1.281
2. YES	84	12.825	1.311

t-value = 2.192 : significant at 0.025 level of confidence

It was also found that students who had farming experiences before entering the CAAs performed academically better than those who had not (Table 13).

B. SECOND-YEAR STUDENTS

The results of tests of differences in class score averages between different groups of second-year students are summarized in Tables 14 , 15 , 16 and 17.

The data in Table 14 indicate that there was little difference in academic achievement among students grouped according to their father's occupation. The group of students whose fathers were farmers seemed to perform better than other groups except the group coming from craftsman families.

It was found that the differences in class score averages among second-year students grouped according to their residence during school year were not significant at 0.05 level of confidence (Table 15). This is contrary to the result obtained for the first-year students.

Although the group of students having more than nine years of fundamental education had the highest mean of the class score average, the differences among the groups were not significant at 0.05 level of confidence (Table 16). Again, this is not true for the first-year students.

As indicated by the data in Table 17, the students having farming experience before entering the CAAs performed in school work much better than those with no pre-CAA farming experience.

IV. GENERAL FINDINGS OF STUDENTS' ATTITUDES TOWARD THE CAA, MONITEUR PROFESSION, FARMERS AND LIFE IN THE VILLAGE

Students' responses to questions concerning their attitudes toward the CAA, the moniteur profession and the farmers are presented in Tables 18 , 19 and 20. In general, there was little difference between the first-year and the second-year students.

TABLE 14

SUMMARY OF TESTS OF DIFFERENCES IN CLASS SCORE AVERAGES
AMONG SECOND-YEAR STUDENTS GROUPED ACCORDING TO
THEIR FATHER'S PRINCIPAL OCCUPATION

Father's occupation	Number	Mean	Standard deviation
1. Farmer	55	12.821	1.080
2. Merchant	7	12.311	1.587
3. Government employee	97	11.936	1.218
4. Craftsman	4	13.513	0.102
5. Other	12	12.190	1.286
TOTAL	174	12.276	1.286

ANOVA TABLE

Sources	DF	SS	MS	F
Between groups	4	13.305	3.326	2.213 NS
Within groups	169	253.961	1.503	

NS = non significant at 0.05 level of confidence.

TABLE 15

SUMMARY OF TESTS OF DIFFERENCES IN CLASS SCORE AVERAGES
AMONG SECOND-YEAR STUDENTS GROUPED ACCORDING TO
THEIR RESIDENCE DURING SCHOOL YEAR

Residence	Number	Mean	Standard deviation
1. In the village	26	12.131	1.147
2. In the small town	14	12.821	1.458
3. In the city	134	12.247	1.289
TOTAL	174	12.276	1.286

ANOVA TABLE

Sources	DF	SS	MS	F
Between groups	2	6.978	3.489	2.121 NS
Within groups	171	281.373	1.645	

NS = non significant at 0.05 level of confidence.

TABLE 16

SUMMARY OF TESTS OF DIFFERENCES IN CLASS SCORE AVERAGES
AMONG SECOND-YEAR STUDENTS GROUPED ACCORDING TO
THEIR LEVEL OF FUNDAMENTAL EDUCATION

Years of education completed	Number	Mean	Standard deviation
1. 9 years	20	12.155	1.255
2. 10 years	74	11.987	1.142
3. over 10 years	80	12.573	1.367
TOTAL	174	12.276	1.286

ANOVA TABLE

Sources	DF	SS	MS	F
Between groups	2	7.202	3.601	2.258 NS
Within groups	171	272.635	1.594	

NS = non significant at 0.05 level of confidence

TABLE 17

SUMMARY OF TEST OF DIFFERENCES IN CLASS SCORE AVERAGES
BETWEEN SECOND-YEAR STUDENTS GROUPED ACCORDING TO
THEIR PRE-CAA FARMING EXPERIENCE

Pre-CAA farming experience	Number	Mean	Standard deviation
1. NO	67	11.765	1.287
2. YES	107	12.595	1.184

t-value = 4.354 ; significant at 0.005 level of confidence

A. CHOICE OF THE CAA AND OCCUPATION

As shown in Table 18, 47 percent of the total students indicated that moniteur was their first choice of occupation, however there was a significant difference between the first-year students and the second-year students, the respective percentage of the two groups being 67 and 37.

Almost all students (98 percent) thought that their parents were proud of them because they attended the CAAs. Fifty-seven percent had chosen the CAAs because they wanted to be moniteurs, while 34 percent considered that the CAAs offer them the best opportunity to become government employees. Only two percent indicated that the existence of scholarships was the reason for their decision.

According to fifty-nine percent of the students, if they had been offered a placed in another professional school, they would not have preferred that school over the CAA.

B. ATTITUDES TOWARD THE MONITEUR PROFESSION AND WORKING CONDITIONS

Students' responses to questions concerning their attitudes toward the moniteur profession and working conditions are summarized in Table 19.

Forty-five percent of the students preferred working in the village after their graduation from the CAAs, while 32 percent would like to work in an "Operation" office, and 20 percent in a research station. Ninety percent indicated that they would not quit the moniteur job in the village to accept an employment in the city which offers the same or lower wage.

Practically all students believed that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country. Ninety-five percent thought that the work with farmers to improve crop production is satisfying despite the lack of comforts in the village.

C. ATTITUDES TOWARD FARMERS

In Table 20 is presented the summary of students' responses to questions concerning their attitudes toward farmers.

TABLE 18
RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA

Questions	First-year students %	Second-year students %	Total %
What is your first choice of occupation?			
- Moniteur	60	37	47
- Other	40	63	53

Are your parents proud of you because you attend the CAA?			
- YES	97	99	98
- NO	3	1	2

Why did you decide to attend the CAA?			
- I wanted to be moniteur.	57	57	57
- This represented the best opportunity for me to become a government employee.	37	32	34
- The CAA had scholarships.	3	1	2
- Other reasons.	3	10	7

If you had been offered a place in another professional school, would you have preferred that school over the CAA?			
- Yes	43	39	41
- No	57	61	59

TABLE 19

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD
THE MONITEUR PROFESSION AND RURAL LIFE

Items	First-year students %	Second-year students %	Total %
Where would you like to work after your graduation?			
- In the village	43	47	45
- In an "Operation" office	37	29	32
- In a research station	17	22	20
- In other places	3	3	3

If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?			
- YES	10	9	10
- NO	88	91	90

Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?			
- YES	100	98	99
- NO	0	2	1

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?			
- YES	94	96	95
- NO	6	4	5

TABLE 20

RESPONSES TO QUESTIONS CONCERNING ATTITUDES
TOWARD FARMERS

Items	First-year students %	Second-year students %	Total %
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.			
- True	72	74	73
- False	28	26	27

In his work, the moniteur can profit the knowledge and experiences acquired by farmers.			
- True	95	98	97
- False	5	2	3

Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.			
- True	98	99	99
- False	2	1	1

To succeed in his work, the moniteur must start from the existing production system.			
- True	90	81	85
- False	10	19	15

In your opinion, to farmers the moniteur is:			
- their boss.	6	8	7
- their instructor.	30	31	30
- their collaborator.	61	57	58
- their superior.	2	5	4
- (other answers)	2	1	1

Seventy-three percent of the students thought that the reason for which the farmers do not accept new methods, is because they do not want to modernize. Furthermore, 99 percent agreed that farmers should follow the advice given by the moniteur because the latter teaches modern agriculture. This indicates that the majority of the students lack a good understanding of the farmers' nature. They perceived the farmers as those who resist to technological changes in agriculture. This perception is unfortunately not compatible to effective extension work. It must be understood that farmers are not against changes but they need to be convinced by the moniteur that new methods will result in better profits. The moniteur has to prove that, by following his advice, the farmers will succeed in improving their farm production, economically.

On the other hand, a high percentage of the students (97 percent) thought that the moniteur can profit from the knowledge and experiences acquired by the farmers. Also, 85 percent of them agreed that, to succeed in his work, the moniteur must start from the existing production system. This indicates the students' respect for the farmers and local socio-economic structures. That positive attitude would help the moniteur to interface effectively with his clients in his professional work.

While only a very small percentage of the students perceived the moniteur as the "boss" or superior of the farmers (7 percent and 4 percent, respectively), a large proportion considered the moniteur as instructor (30 percent) or collaborator (58 percent) of the farmers. Again, most students seemed to express a positive attitude toward the farmers and foresee the necessity of the collaboration between the moniteur and the farmer.

V. COMPARISONS OF ATTITUDES BETWEEN VARIOUS GROUPS OF STUDENTS

The question was if there are differences in attitudes toward the CAAs, the moniteur profession, the farmers and the life in village, among students grouped by each of the following factors:

- Principal occupation of the father:
- Student's residence during school year:
- Years of fundamental education completed:
- Pre-CAA farming experience.

A. FIRST-YEAR STUDENTS

Tables 21 through 32 summarize the results of the analysis for 124 first-year students. It was found that there were no significant differences in attitudes between all the groups of students divided by the selected factors, with the exception of the two cases presented below:

TABLE 21

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA BY GROUPS
OF FIRST-YEAR STUDENTS CLASSIFIED ACCORDING TO THEIR FATHER'S
PRINCIPAL OCCUPATION

- * Group 1 : Farmer
- * Group 2 : Merchant
- * Group 3 : Government employee
- * Group 4 : Craftsman
- * Group 5 : Other

Questions	Number of students in group					TOTAL
	1 (Percentages in parentheses)	2	3	4	5	
What is your first choice of occupation?						
- Moniteur	22 (67)	9 (69)	33 (56)	3 (75)	7 (47)	74
- Other	11 (33)	4 (31)	26 (44)	1 (25)	8 (53)	50

CHI-SQUARE = 2.95	D.F. = 4		P > 0.10			
Are your parents proud of you because you attend the CAA?						
- Yes	33 (100)	11 (85)	57 (97)	4 (100)	15 (100)	120
- No	0 (0)	2 (15)	2 (3)	0 (0)	0 (0)	4

Why did you decide to attend the CAA?						
- I wanted to be moniteur.	22 (67)	5 (38)	34 (58)	1 (25)	8 (53)	70
- This represented the best opportunity for me to become a government employee.	9 (27)	7 (54)	22 (37)	2 (50)	6 (40)	46
- The CAA had scholarships.	0 (0)	0 (0)	2 (3)	1 (25)	1 (7)	4
- Other reasons.	2 (6)	1 (8)	1 (2)	0 (0)	0 (0)	4

CHI-SQUARE = 14.70	D.F. = 12		P > 0.10			
If you had been offered a place in another professional school, would you have preferred that school over the CAA						
- Yes	10 (30)	6 (46)	30 (51)	1 (25)	7 (47)	54
- No	23 (70)	7 (54)	29 (49)	3 (75)	8 (53)	70

CHI-SQUARE = 4.29	D.F. = 4		P > 0.10			

TABLE 22

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE
MONITEUR CAREER AND RURAL LIFE BY GROUPS OF FIRST-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR FATHER'S PRINCIPAL OCCUPATION

- * Group 1 : Farmer
- * Group 2 : Merchant
- * Group 3 : Government employee
- * Group 4 : Craftsman
- * Group 5 : Other

Questions	Number of students in group					TOTAL
	1 (Percentages in parentheses)	2	3	4	5	
Where would you like to work after your graduation?						
- In the village	17 (52)	4 (31)	24 (41)	2 (25)	6 (40)	53
- In an "Operation" office	13 (39)	5 (38)	21 (36)	1 (25)	6 (40)	46
- In a research station	3 (9)	2 (15)	12 (20)	1 (25)	3 (20)	21
- In other places	0 (0)	2 (15)	2 (3)	0 (0)	0 (0)	4

CHI-SQUARE = 10.92		D.F. = 12		P > 0.10		
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?						
- Yes	3 (9)	2 (15)	5 (8)	1 (25)	4 (27)	15
- No	30 (91)	11 (85)	54 (92)	3 (75)	11 (73)	109

CHI-SQUARE = 4.80		D.F. = 4		P > 0.10		
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?						
- Yes	33 (100)	13 (100)	59 (100)	4 (100)	15 (100)	124
- No	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?						
- Yes	32 (97)	13 (100)	54 (92)	4 (100)	14 (93)	117
- No	1 (3)	0 (0)	5 (8)	0 (0)	1 (7)	7

CHI-SQUARE = 2.35		D.F. = 4		P > 0.10		

TABLE 23

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
BY GROUPS OF FIRST-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR FATHER'S PRINCIPAL OCCUPATION

- * Group 1 : Farmer
- * Group 2 : Merchant
- * Group 3 : Government employee
- * Group 4 : Craftsman
- * Group 5 : Other

Questions	Number of students in group					TOTAL
	1 (Percentages in parentheses)	2	3	4	5	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.						
- True	23 (70)	7 (54)	43 (73)	4 (100)	12 (80)	89
- False	10 (30)	6 (46)	16 (27)	0 (0)	3 (20)	35

CHI-SQARE = 4.24	D.F. = 4		P > 0.10			
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.						
- True	32 (97)	12 (92)	58 (98)	4 (100)	13 (80)	119
- False	1 (3)	1 (8)	1 (2)	0 (0)	2 (20)	5

Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.						
- True	33 (100)	13 (100)	58 (98)	4 (100)	14 (93)	122
- False	0 (0)	0 (0)	1 (2)	0 (0)	1 (7)	2

To succeed in his work, the moniteur must start from the existing production system.						
- True	32 (97)	10 (77)	52 (88)	4 (100)	14 (93)	112
- False	1 (3)	3 (23)	7 (12)	0 (0)	1 (7)	12

CHI-SQUARE = 5.23	D.F. = 4		P > 0.10			
In your opinion, to farmers the moniteur is:						
- their boss.	1 (3)	1 (8)	4 (7)	0 (0)	1 (7)	33
- their instructor.	13 (39)	3 (23)	13 (22)	1 (25)	7 (47)	13
- their collaborator.	17 (52)	9 (69)	40 (68)	3 (75)	6 (40)	59
- their superior.	1 (3)	0 (0)	1 (2)	0 (0)	1 (7)	4
- (other answers)	1 (3)	0 (0)	1 (2)	0 (0)	0 (0)	15

CHI-SQUARE = 9.71	D.F. = 16		P > 0.10			

TABLE 24

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA
OF FIRST-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR RESIDENCE DURING THE SCHOOL YEAR

- * Group 1 : In the village.
* Group 2 : In a small town.
* Group 3 : In the city.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
What is your first choice of occupation?				
- Moniteur	11 (79)	7 (58)	56 (57)	74
- Other	3 (21)	5 (42)	42 (43)	50

CHI-SQUARE = 2.35	D.F. = 2	P > 0.10		
Are your parents proud of you because you attend the CAA?				
- Yes	14 (100)	12 (100)	95 (97)	121
- No	0 (0)	0 (0)	3 (3)	3

Why did you decide to attend the CAA?				
- I wanted to be moniteur.	9 (64)	6 (50)	55 (56)	70
- This represented the best opportunity for me to become a government employee.	4 (29)	5 (42)	37 (38)	46
- The CAA had scholarships.	0 (0)	0 (0)	4 (4)	4
- Other reasons.	1 (7)	1 (8)	2 (2)	4

CHI-SQUARE = 3.71	D.F. = 6	P > 0.10		
If you had been offered a place in another professional school, would you have preferred that school over the CAA?				
- Yes	3 (21)	9 (75)	42 (43)	54
- No	11 (79)	3 (25)	56 (57)	70

CHI-SQUARE = 7.63	D.F. = 2	0.025 < P < 0.01		

TABLE 25

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE MONITEUR
CAREER AND RURAL LIFE BY GROUPS OF FIRST-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR RESIDENCE DURING SCHOOL YEAR

- * Group 1 : In the village.
* Group 2 : In a small town.
* Group 3 : In the city.

Items	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
Where would you like to work after your graduation?				
- In the village	10 (71)	4 (33)	39 (40)	53
- In an "Operation" office	3 (21)	4 (33)	39 (40)	46
- In a research station	1 (7)	4 (33)	16 (16)	21
- In other places	0 (0)	0 (0)	4 (4)	4

CHI-SQUARE = 8.10	D.F. = 6	P > 0.10		
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?				
- Yes	2 (14)	1 (8)	12 (12)	15
- No	12 (86)	11 (92)	86 (88)	109

CHI-SQUARE = 0.23	D.F. = 2	P > 0.10		
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?				
- Yes	14 (100)	12 (100)	98 (100)	124
- No	0 (0)	0 (0)	0 (0)	0

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?				
- Yes	13 (93)	10 (83)	94 (96)	117
- No	1 (7)	2 (17)	4 (4)	7

CHI-SQUARE = 3.22	D.F. = 2	P > 0.10		

TABLE 26

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
BY GROUPS OF FIRST-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR RESIDENCE DURING SCHOOL YEAR

- * Group 1 : In the village.
- * Group 2 : In a small town.
- * Group 3 : In the city.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.				
- True	12 (86)	8 (67)	69 (70)	89
- False	2 (14)	4 (33)	29 (30)	35

CHI-SQUARE = 1.58	D.F. = 2	P > 0.10		
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.				
- True	13 (93)	12 (100)	94 (99)	119
- False	1 (7)	0 (0)	4 (4)	5

Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.				
- True	13 (93)	12 (100)	97 (99)	122
- False	1 (7)	0 (0)	1 (1)	2

To succeed in his work, the moniteur must start from the existing production system.				
- True	13 (93)	11 (92)	88 (90)	112
- False	1 (7)	1 (8)	10 (10)	12

In your opinion, to farmers the moniteur is:				
- their boss.	1 (7)	0 (0)	6 (6)	7
- their instructor.	5 (36)	5 (42)	27 (28)	37
- their collaborator.	6 (43)	7 (58)	62 (63)	75
- their superior.	1 (7)	0 (0)	2 (2)	3
- (other answers)	1 (7)	0 (0)	1 (1)	2

CHI-SQUARE = 7.14	D.F. = 8	P > 0.10		

TABLE 27

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA
OF FIRST-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR LEVEL OF FUNDAMENTAL EDUCATION

- * Group 1 : 9 years of education.
* Group 2 : 10 years of education.
* Group 3 : over 10 years of education.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
What is your first choice of occupation?				
- Moniteur agricole	6 (46)	26 (74)	42 (55)	74
- Other	7 (54)	9 (26)	45 (45)	50

CHI-SQUARE = 4.70	D.F. = 2	0.05 < P < 0.10		
Are your parents proud of you because you attend the CAA?				
- Yes	11 (85)	35 (100)	75 (99)	121
- No	2 (15)	0 (0)	1 (1)	3

Why did you decide to attend the CAA?				
- I wanted to be moniteur.	8 (62)	20 (57)	42 (55)	70
- This represented the best opportunity for me to become a government employee.	5 (38)	12 (34)	29 (38)	46
- The CAA had scholarships.	0 (0)	0 (0)	4 (5)	4
- Other reasons.	0 (0)	3 (9)	1 (1)	4

CHI-SQUARE = 7.09	D.F. = 6	P > 0.10		
If you had been offered a place in another professional school, would you have preferred that school over the CAA				
- Yes	4 (31)	16 (46)	34 (45)	54
- No	9 (69)	19 (54)	42 (55)	70

CHI-SQUARE = 0.97	D.F. = 2	P > 0.10		

TABLE 28

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE MONITEUR
CAREER AND RURAL LIFE BY GROUPS OF FIRST-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR LEVEL OF FUNDAMENTAL EDUCATION

- * Group 1 : 9 years of education.
* Group 2 : 10 years of education.
* Group 3 : Over 10 years of education.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
Where would you like to work after your graduation?				
- In the village	4 (31)	14 (40)	35 (46)	53
- In an "Operation" office	6 (46)	12 (34)	28 (37)	46
- In a research station	2 (15)	8 (23)	11 (14)	21
- In other places	1 (8)	1 (3)	2 (3)	4

CHI-SQUARE = 2.97	D.F. = 6	P > 0.10		
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?				
- Yes	2 (15)	4 (11)	9 (12)	15
- No	11 (85)	31 (89)	67 (88)	109

CHI-SQUARE = 0.15	D.F. = 2	P > 0.10		
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?				
- Yes	13 (100)	35 (100)	76 (100)	124
- No	0 (0)	0 (0)	0 (0)	0

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?				
- Yes	12 (92)	34 (97)	71 (93)	117
- No	1 (8)	1 (3)	5 (7)	7

TABLE 29

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
AND CHANGES IN AGRICULTURES, BY GROUPS OF FIRST-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR LEVEL OF FUNDAMENTAL EDUCATION

- * Group 1 : 9 years of education.
* Group 2 : 10 years of education.
* Group 3 : over 10 years of education.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.				
- True	8 (62)	24 (69)	57 (75)	89
- False	5 (38)	11 (31)	19 (25)	35

CHI-SQUARE = 1.24 D.F. = 2 P > 0.10				
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.				
- True	12 (92)	34 (97)	73 (96)	119
- False	1 (8)	1 (3)	3 (4)	5

CHI-SQUARE = 0.59 D.F. = 2 P > 0.10				
Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.				
- True	13 (100)	35 (100)	74 (97)	122
- False	0 (0)	0 (0)	2 (3)	2

To succeed in his work, the moniteur must start from the existing production system.				
- True	11 (85)	30 (86)	71 (93)	112
- False	2 (15)	5 (14)	5 (7)	12

CHI-SQUARE = 2.16 D.F. = 2 P > 0.10				
In your opinion, to farmers the moniteur is:				
- their boss.	2 (15)	0 (0)	5 (7)	7
- their instructor.	5 (38)	13 (37)	19 (25)	37
- their collaborator.	6 (46)	21 (60)	48 (63)	75
- their superior.	0 (0)	0 (0)	3 (4)	3
- (other answers)	0 (0)	1 (3)	1 (1)	2

CHI-SQUARE = 8.88 D.F. = 8 P > 0.10				

TABLE 30

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA
OF FIRST-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR PRE-CAA FARMING EXPERIENCE

* Group 1 : without farming experience.

* Group 2 : with farming experience.

Questions	Number of students in group		TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	
What is your first choice of occupation?			
- Moniteur	21 (53)	53 (63)	74
- Other	19 (47)	31 (37)	50

CHI-SQUARE = 1.26	D.F. = 1	P > 0.10	
Are your parents proud of you because you attend the CAA?			
- Yes	37 (93)	84 (100)	121
- No	3 (8)	0 (0)	3

Why did you decide to attend the CAA?			
- I wanted to be moniteur.	19 (48)	51 (61)	70
- This represented the best opportunity for me to become a government employee.	16 (40)	30 (36)	46
- The CAA had scholarships.	4 (10)	0 (0)	4
- Other reasons.	1 (3)	3 (4)	4

CHI-SQUARE = 9.47	D.F. = 3	0.010 < P < 0.025	
If you had been offered a place in another professional school, would you have preferred that school over the CAA			
- Yes	18 (45)	36 (43)	54
- No	22 (55)	48 (57)	70

CHI-SQUARE = 0.05	D.F. = 1	P > 0.10	

TABLE 31

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE MONITEUR
CAREER AND RURAL LIFE BY GROUPS OF FIRST-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR PRE-CAA FARMING EXPERIENCE

* Group 1 : without farming experience.
* Group 2 : with farming experience.

Items	Number of students in group		TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	
<hr/>			
Where would you like to work after your graduation?			
- In the village	11 (28)	42 (50)	53
- In an "Operation" office	19 (48)	27 (32)	46
- In a research station	8 (20)	13 (15)	21
- In other places	2 (5)	2 (2)	4
<hr/>			
CHI-SQUARE = 5.84	D.F. = 3	P > 0.10	
<hr/>			
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?			
- Yes	6 (15)	9 (11)	15
- No	34 (85)	75 (89)	109
<hr/>			
CHI-SQUARE = 0.47	D.F. = 1	P > 0.10	
<hr/>			
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?			
- Yes	40 (100)	84 (100)	124
- No	0 (0)	0 (0)	0
<hr/>			
Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?			
- Yes	38 (95)	79 (94)	117
- No	2 (5)	5 (6)	7
<hr/>			
CHI-SQUARE = 0.05	D.F. = 1	P > 0.10	
<hr/>			

TABLE 32

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
BY GROUPS OF FIRST-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR PRE-CAA FARMING EXPERIENCE

- * Group 1 : without farming experience.
* Group 2 : with farming experience.

Questions	Number of students in group		TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.			
- True	31 (78)	58 (69)	89
- False	9 (23)	26 (31)	35

CHI-SQUARE = 0.96	D.F. = 1	P > 0.10	
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.			
- True	37 (93)	82 (98)	119
- False	3 (8)	2 (2)	5

CHI-SQUARE = 1.84	D.F. = 1	P > 0.10	
Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.			
- True	40 (100)	82 (98)	122
- False	0 (0)	2 (2)	2

To succeed in his work, the moniteur must start from the existing production system.			
- True	35 (88)	77 (92)	112
- False	5 (13)	7 (8)	12

CHI-SQUARE = 0.54	D.F. = 1	P > 0.10	
In your opinion, to farmers the moniteur is:			
- their boss.	4 (10)	3 (4)	7
- their instructor.	13 (33)	24 (29)	37
- their collaborator.	23 (58)	52 (62)	75
- their superior.	0 (0)	3 (4)	3
- (other answers)	0 (0)	2 (2)	2

CHI-SQUARE = 4.60	D.F. = 4	P > 0.10	

(1). In response to the question "If you had been offered a place in another professional school, would you have preferred that school over the CAA?". 79 percent of students who resided in villages answered "NO" in comparison to 25 percent and 57 percent of the groups having residence in small towns and in cities, respectively (Table 24).

(2). Sixty-one percent of students having farming experience before their admission to the CAAs indicated that they had decided to attend the CAAs because they wanted to be moniteur, as compared to 48 percent of the group having no pre-CAA farming experience (Table 30).

Although the differences among groups of students in other cases were not statistically significant, the following observations can be cited:

- A large proportion of students whose fathers were farmers had moniteur as their first choice of occupation and expressed their preference for the CAAs. They were more inclined to accept work in the village than other groups, even though their attitudes toward the farmers did not differ significantly from those of the others.

- The group of students who resided in villages during the school year had the largest percentage (79 percent) who selected moniteur as their first choice of occupation. They were more positive in their decision to attend the CAAs. In addition, 71 percent of this group indicated that they would like to work in the village after their graduation from the CAAs, as compared to 4 percent and 39 percent of those who lived in small towns and in cities, respectively.

- Seventy-four percent of students having 10 years of fundamental education had moniteur as their occupational choice, followed by 55 percent of the group with more than 10 years of education and 46 percent of the group of 9 years. However, the group with the lowest level of education had the strongest preference for the CAA. On the other hand, students with 10 or more years of education were more receptive to working in the village and had better perception of the moniteur-farmer relationship than those with 9 years of education.

- The percentage of students who had moniteur as their first choice of occupation was 63 for the group with pre-CAA farming experience and 53 for the group with no experience. The first group was also more positive in their preference for the CAA and fifty percent of them would like to work in the village, as compared to 28 percent of the second group. Their attitudes toward the farmers were almost the same.

B. SECOND-YEAR STUDENTS

The results of the analysis of second-year students' attitudes were presented in Tables 33 through 44. Like the first-year students, groups of second-year students differed very little in their attitudes toward the CAA, the moniteur profession and the farmers. However, there were more cases of statistically significant differences:

- (1). Responding to the question asking why they had decided to attend the CAA, 67 percent of students whose fathers were farmers selected the answer "I wanted to be moniteur", as compared to 57 percent and 55 percent of the two groups whose fathers' occupations were commerce or government service, respectively. Seventy-eight percent of the same group indicated that they preferred the CAA over other professional schools; the percentages for the two other groups were 43 and 56 (Table 33).
- (2). The significantly higher percentage of students who would like to work in the village after their graduation was found with the groups whose fathers were farmers (Table 34) or whose residence during the school year was in the village (Table 37).
- (3). Students completing 9 years of fundamental education preferred the CAA more than students with 10 or more years of education (Table 39).
- (4). Sixty-four percent of the students with previous farming experience had decided to attend the CAAs because they wanted to be moniteurs, as compared to 46 percent of the group with no pre-CAA experience (Table 42). Also, 66 percent of the first group preferred working in the village and 95 percent would not trade the village work for a financially equivalent city job; the corresponding percentages for the second group were 22 and 85, respectively (Table 43).

Other statistically non significant but interesting differences between groups of students are noted below:

- Fifty-four percent of students who resided in the village had moniteur as their first choice of occupation, as compared to 29 percent and 35 percent of the two other groups. In addition, the first group had more students who had decided to attend the CAAs because they wanted to be moniteurs, and who preferred the CAAs over other professional schools (Table 38).
- Fifty-one percent of students having more than 10 years of education preferred working in the village while the percentages for the groups with 9 years and 10 years of education were 35 and 45, respectively (Table 40).

TABLE 33

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA BY GROUPS
OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR FATHER'S PRINCIPAL OCCUPATION

- * Group 1 : Farmer
- * Group 2 : Merchant
- * Group 3 : Government employee
- * Group 4 : Craftsman
- * Group 5 : Other

Questions	Number of students in group					TOTAL
	1 (Percentages in parentheses)	2	3	4	5	
What is your first choice of occupation?						
- Moniteur	19 (35)	3 (43)	35 (36)	2 (67)	6 (50)	65
- Other	36 (65)	4 (57)	62 (64)	1 (33)	6 (50)	109

CHI-SQUARE = 2.27	D.F. = 4		P > 0.10			
Are your parents proud of you because you attend the CAA?						
- Yes	53 (96)	7 (100)	97 (100)	3 (100)	12 (100)	172
- No	2 (4)	0 (0)	0 (0)	0 (0)	0 (0)	2

Why did you decide to attend the CAA?						
- I wanted to be moniteur.	37 (67)	4 (57)	53 (55)	1 (33)	4 (33)	99
- This represented the best opportunity for me to become a government employee.	13 (24)	2 (29)	35 (36)	2 (67)	3 (25)	55
- The CAA had scholarships.	0 (0)	0 (0)	2 (2)	0 (0)	0 (0)	2
- Other reasons.	5 (9)	1 (14)	7 (7)	0 (0)	5 (43)	18

CHI-SQUARE = 20.08	D.F. = 12		0.050 < P < 0.10			
If you had been offered a place in another professional school, would you have preferred that school over the CAA						
- Yes	12 (22)	4 (57)	43 (44)	0 (0)	8 (67)	67
- No	43 (78)	3 (43)	54 (56)	3 (100)	4 (33)	107

CHI-SQUARE = 14.79	D.F. = 4		0.005 < P < 0.010			

TABLE 34

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE MONITEUR
CAREER AND RURAL LIFE BY GROUPS OF SECOND-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR FATHER'S PRINCIPAL OCCUPATION

- * Group 1 : Farmer
- * Group 2 : Merchant
- * Group 3 : Government employee
- * Group 4 : Craftsman
- * Group 5 : Other

Items	Number of students in group					TOTAL
	1 (Percentages in parentheses)	2	3	4	5	
Where would you like to work after your graduation?						
- In the village	32 (58)	3 (43)	40 (41)	1 (33)	5 (42)	81
- In an "Operation" office	6 (11)	3 (43)	37 (38)	0 (0)	4 (33)	50
- In a research station	17 (31)	1 (14)	16 (17)	2 (67)	2 (17)	38
- In other places	0 (0)	0 (0)	4 (4)	0 (0)	1 (8)	5

CHI-SQUARE = 22.96 D.F. = 12 0.025 < P < 0.050						
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?						
- Yes	1 (2)	0 (0)	12 (12)	0 (0)	2 (17)	15
- No	54 (98)	7 (100)	85 (88)	3 (100)	10 (83)	159

CHI-SQUARE = 6.90 D.F. = 4 P > 0.10						
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?						
- Yes	54 (98)	6 (86)	97 (100)	3 (100)	11 (92)	171
- No	1 (2)	1 (14)	0 (0)	0 (0)	1 (8)	3

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?						
- Yes	53 (96)	7 (100)	94 (97)	2 (67)	11 (92)	167
- No	2 (4)	0 (0)	3 (3)	1 (33)	1 (8)	7

TABLE 35

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
BY GROUPS OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR FATHER'S PRINCIPAL OCCUPATION

- * Group 1 : Farmer
- * Group 2 : Merchant
- * Group 3 : Government employee
- * Group 4 : Craftsman
- * Group 5 : Other

Items	Number of students in group					TOTAL
	1 (Percentages in parentheses)	2	3	4	5	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.						
- True	37 (67)	6 (88)	75 (77)	3 (100)	8 (67)	129
- False	18 (33)	1 (12)	22 (23)	0 (0)	4 (33)	45

CHI-SQUARE = 3.76	D.F. = 4	P > 0.10				
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.						
- True	55 (100)	7 (100)	95 (98)	3 (100)	11 (92)	171
- False	0 (0)	0 (0)	2 (2)	0 (0)	1 (8)	3

Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.						
- True	55 (100)	7 (100)	95 (98)	3 (100)	12 (100)	172
- False	0 (0)	0 (0)	2 (2)	0 (0)	0 (0)	2

To succeed in his work, the moniteur must start from the existing production system.						
- True	44 (80)	5 (71)	80 (82)	2 (67)	10 (83)	141
- False	11 (20)	2 (29)	17 (18)	1 (33)	2 (17)	33

CHI-SQUARE = 1.03	D.F. = 4	P > 0.10				
In your opinion, to farmers the moniteur is:						
- their boss.	6 (11)	0 (0)	6 (6)	0 (0)	1 (8)	13
- their instructor.	19 (34)	3 (43)	27 (28)	0 (0)	4 (33)	53
- their collaborator.	27 (49)	4 (57)	59 (61)	3 (100)	6 (50)	99
- their superior.	2 (4)	0 (0)	5 (5)	0 (0)	1 (8)	8
- (other answers)	1 (2)	0 (0)	0 (0)	0 (0)	0 (0)	1

CHI-SQUARE = 8.72	D.F. = 16	P > 0.10				

TABLE 36

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA
OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR RESIDENCE DURING THE SCHOOL YEAR

- * Group 1 : In the village.
* Group 2 : In a small town.
* Group 3 : In the city.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
What is your first choice of occupation?				
- Moniteur	14 (54)	4 (29)	47 (35)	65
- Other	12 (46)	10 (71)	87 (65)	109

CHI-SQUARE = 3.79	D.F. = 2	P > 0.10		
Are your parents proud of you because you attend the CAA?				
- Yes	26 (100)	14 (100)	132 (99)	172
- No	0 (0)	0 (0)	2 (0)	2

Why did you decide to attend the CAA?				
- I wanted to be moniteur.	19 (73)	8 (57)	72 (54)	99
- This represented the best opportunity for me to become a government employee.	5 (19)	5 (36)	45 (34)	55
- The CAA had scholarships.	0 (0)	0 (0)	2 (1)	2
- Other reasons.	2 (8)	1 (7)	15 (11)	18

CHI-SQUARE = 3.94	D.F. = 6	P > 0.10		
If you had been offered a place in another professional school, would you have preferred that school over the CAA				
- Yes	5 (19)	6 (43)	56 (42)	67
- No	21 (81)	8 (57)	78 (58)	107

CHI-SQUARE = 4.8	D.F. = 2	P > 0.10		

TABLE 37

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE MONITEUR
CAREER AND RURAL LIFE BY GROUPS OF SECOND-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR RESIDENCE DURING SCHOOL YEAR

- * Group 1 : In the village.
* Group 2 : In a small town.
* Group 3 : In the city.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	3 (Percentages in parentheses)	
Where would you like to work after your graduation?				
- In the village	20 (77)	8 (57)	53 (40)	81
- In an "Operation" office	5 (19)	2 (14)	43 (32)	50
- In a research station	1 (4)	4 (29)	33 (25)	38
- In other places	0 (0)	0 (0)	5 (4)	5

CHI-SQUARE = 15.38	D.F. = 6	0.025 < P < 0.010		
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?				
- Yes	0 (0)	1 (7)	14 (10)	15
- No	26 (100)	13 (93)	120 (90)	159

CHI-SQUARE = 3.06	D.F. = 2	P > 0.10		
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?				
- Yes	26 (100)	14 (100)	131 (98)	171
- No	0 (0)	0 (0)	3 (2)	3

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?				
- Yes	26 (100)	13 (93)	128 (96)	167
- No	0 (0)	1 (7)	6 (4)	7

TABLE 38

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
BY GROUPS OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR RESIDENCE DURING SCHOOL YEAR

- * Group 1 : In the village.
* Group 2 : In a small town.
* Group 3 : In the city.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	3 (Percentages in parentheses)	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.				
- True	18 (69)	8 (57)	103 (80)	129
- False	8 (31)	6 (3)	31 (20)	45

CHI-SQUARE = 2.96	D.F. = 2	P > 0.10		
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.				
- True	26 (100)	14 (100)	131 (98)	171
- False	0 (0)	0 (0)	3 (2)	3

Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.				
- True	26 (100)	13 (93)	133 (99)	172
- False	0 (0)	1 (7)	1 (1)	2

To succeed in his work, the moniteur must start from the existing production system.				
- True	23 (88)	13 (93)	105 (78)	141
- False	3 (12)	1 (7)	29 (22)	33

CHI-SQUARE = 2.84	D.F. = 2	P > 0.10		
In your opinion, to farmers the moniteur is:				
- their boss.	0 (0)	3 (21)	10 (7)	13
- their instructor.	11 (42)	3 (21)	39 (29)	53
- their collaborator.	13 (50)	7 (50)	79 (59)	99
- their superior.	2 (8)	1 (8)	5 (4)	8
- (other answers)	0 (0)	0 (0)	1 (1)	1

CHI-SQUARE = 8.90	D.F. = 8	P > 0.10		

TABLE 39

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA
OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR LEVEL OF FUNDAMENTAL EDUCATION

- * Group 1 : 9 years of education.
* Group 2 : 10 years of education.
* Group 3 : over 10 years of education.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
What is your first choice of occupation?				
- Moniteur	8 (40)	28 (38)	29 (36)	65
- Other	12 (60)	46 (62)	51 (64)	109

CHI-SQUARE = 0.11	D.F. = 2	P > 0.10		
Are your parents proud of you because you attend the CAA?				
- Yes	20 (100)	74 (100)	78 (98)	172
- No	0 (0)	0 (0)	2 (2)	2

Why did you decide to attend the CAA?				
- I wanted to be moniteur.	12 (60)	46 (62)	41 (51)	99
- This represented the best opportunity for me to become a government employee.	6 (30)	21 (28)	28 (25)	55
- The CAA had scholarships.	1 (5)	1 (1)	0 (0)	2
- Other reasons.	1 (5)	6 (8)	11 (14)	18

CHI-SQUARE = 6.73	D.F. = 2	P > 0.10		
If you had been offered a place in another professional school, would you have preferred that school over the CAA				
- Yes	3 (15)	28 (38)	36 (45)	67
- No	17 (85)	46 (62)	44 (55)	107

CHI-SQUARE = 6.11	D.F. = 2	P = 0.05		

TABLE 40

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE MONITEUR
CAREER AND RURAL LIFE BY GROUPS OF SECOND-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR LEVEL OF FUNDAMENTAL EDUCATION

- * Group 1 : 9 years of education.
* Group 2 : 10 years of education.
* Group 3 : over 10 years of education.

Questions	Number of students in group			TOTAL
	1 (Percentages in parentheses)	2	3	
Where would you like to work after your graduation?				
- In the village	7 (35)	33 (45)	41 (51)	81
- In an "Operation" office	7 (35)	22 (30)	21 (26)	50
- In a research station	6 (30)	16 (22)	16 (20)	38
- In other places	0 (0)	3 (4)	2 (3)	5

CHI-SQUARE = 3.18	D.F. = 6	P > 0.10		
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?				
- Yes	1 (5)	5 (7)	9 (11)	15
- No	19 (95)	69 (93)	71 (89)	159

CHI-SQUARE = 1.36	D.F. = 2	P > 0.10		
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?				
- Yes	20 (100)	74 (100)	77 (96)	171
- No	0 (0)	0 (0)	3 (4)	3

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?				
- Yes	20 (100)	72 (97)	75 (94)	167
- No	0 (0)	2 (3)	5 (6)	7

CHI-SQUARE = 2.19	D.F. = 2	P > 0.10		

TABLE 41

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
BY GROUPS OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR LEVEL OF FUNDAMENTAL EDUCATION

- * Group 1 : 9 years of education.
* Group 2 : 10 years of education.
* Group 3 : over 10 years of education.

Questions	Number of students in group			TOTAL
	1 (Percentages in parenthese)	2	3	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.				
- True	15 (75)	52 (70)	62 (78)	129
- False	5 (25)	22 (30)	18 (22)	45

CHI-SQUARE = 1.06 D.F. = 2 P > 0.10				
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.				
- True	20 (100)	72 (97)	79 (99)	171
- False	0 (0)	2 (3)	1 (1)	3

Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.				
- True	20 (100)	72 (97)	80 (100)	172
- False	0 (0)	2 (3)	0 (0)	2

To succeed in his work, the moniteur must start from the existing production system.				
- True	16 (80)	60 (81)	65 (81)	141
- False	4 (20)	14 (19)	15 (19)	33

CHI-SQUARE = 0.02 D.F. = 2 P > 0.10				
In your opinion, to farmers the moniteur is:				
- their boss.	3 (15)	3 (4)	7 (9)	13
- their instructor.	7 (35)	16 (22)	30 (28)	53
- their collaborator.	10 (50)	48 (65)	41 (51)	99
- their superior.	0 (0)	6 (8)	2 (2)	8
- (other answers)	0 (0)	1 (1)	0 (0)	1

CHI-SQUARE = 12.64 D.F. = 8 P > 0.10				

TABLE 42

RESPONSES TO QUESTIONS CONCERNING THE CHOICE OF CAA
OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR PRE-CAA FARMING EXPERIENCE

* Group 1 : without farming experience.

* Group 2 : with farming experience.

Questions	Number of students in group		TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	
What is your first choice of occupation?			
- Moniteur	26 (39)	39 (36)	65
- Other	41 (61)	68 (64)	109

CHI-SQUARE = 0.10	D.F. = 1	P > 0.10	
Are your parents proud of you because you attend the CAA?			
- Yes	67 (100)	105 (98)	172
- No	0 (0)	2 (2)	2

Why did you decide to attend the CAA?			
- I wanted to be moniteur.	31 (46)	68 (64)	99
- This represented the best opportunity for me to become a government employee.	30 (45)	25 (23)	55
- The CAA had scholarships.	1 (1)	1 (1)	2
- Other reasons.	5 (7)	13 (12)	18

CHI-SQUARE = 9.12	D.F. = 3	0.0125 < P < 0.05	
If you had been offered a place in another professional school, would you have preferred that school over the CAA			
- Yes	29 (43)	38 (36)	67
- No	38 (57)	69 (64)	107

CHI-SQUARE = 1.05	D.F. = 1	P > 0.10	

TABLE 43

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD THE MONITEUR
CAREER AND RURAL LIFE BY GROUPS OF SECOND-YEAR STUDENTS
CLASSIFIED ACCORDING TO THEIR PRE-CAA FARMING EXPERIENCE

- * Group 1 : without farming experience.
* Group 2 : with farming experience.

Questions	Number of students in group		TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	
Where would you like to work after your graduation?			
- In the village	15 (22)	66 (62)	81
- In an "Operation" office	33 (49)	17 (16)	50
- In a research station	16 (24)	22 (20)	38
- In other places	3 (5)	2 (2)	5

CHI-SQUARE = 30.81	D.F. = 3	P < 0.005	
If you were assigned to work in a village, would you leave your moniteur career for a job in the city that offers the same or lower wage?			
- Yes	10 (15)	5 (5)	15
- No	57 (85)	102 (95)	159

CHI-SQUARE = 5.49	D.F. = 1	0.010 < P < 0.025	
Do you believe that the moniteurs must be proud of their profession because of their important contribution to the food self-sufficiency of their country?			
- Yes	67 (100)	104 (97)	171
- No	0 (0)	3 (3)	3

Despite the lack of comforts in the village, would you think the work with farmers to improve crop production is satisfying?			
- Yes	64 (96)	103 (97)	167
- No	3 (4)	4 (3)	7

CHI-SQUARE = 0.06	D.F. = 1	P > 0.10	

TABLE 44

RESPONSES TO QUESTIONS CONCERNING ATTITUDES TOWARD FARMERS
BY GROUPS OF SECOND-YEAR STUDENTS CLASSIFIED ACCORDING TO
THEIR PRE-CAA FARMING EXPERIENCE

- * Group 1 : without farming experience.
* Group 2 : with farming experience.

Questions	Number of students in group		TOTAL
	1 (Percentages in parentheses)	2 (Percentages in parentheses)	
If farmers do not accept new methods, that is because they do not want to modernize; they are conservative.			
- True	49 (73)	80 (75)	129
- False	18 (27)	27 (25)	45

CHI-SQUARE = 0.06	D.F. = 1	P > 0.10	
In his work, the moniteur can profit the knowledge and experiences acquired by farmers.			
- True	65 (97)	106 (99)	171
- False	2 (3)	1 (1)	3

CHI-SQUARE = 1.01	D.F. = 1	P > 0.10	
Farmers should follow the advices given by the moniteur because the latter teaches modern agriculture.			
- True	66 (98)	106 (99)	172
- False	1 (2)	1 (1)	2

To succeed in his work, the moniteur must start from the existing production system.			
- True	52 (78)	89 (83)	141
- False	15 (22)	18 (17)	33

CHI-SQUARE = 0.83	D.F. = 167	P > 0.10	
In your opinion, to farmers the moniteur is:			
- their boss.	6 (9)	7 (7)	13
- their instructor.	23 (34)	30 (28)	53
- their collaborator.	35 (52)	64 (60)	99
- their superior.	3 (0)	5 (5)	8
- (other answers)	0 (0)	1 (1)	1

CHI-SQUARE = 1.91	D.F. = 4	P > 0.10	

CHAPTER IV

SUMMARY AND DISCUSSION OF THE FINDINGS , AND RECOMMENDATIONS

I. SUMMARY OF THE FINDINGS

Results of the study concerning the first-year and second-year students who attended the three CAAs during the 1985-1986 school year can be summarized as follows:

A. BASIC CHARACTERISTICS OF THE STUDENTS

1. The fathers of about one-half of the students were government employees, farmers accounted for 30 percent and merchants for 7 percent. Forty-seven percent of those who were not primarily farmers, were found to have farming as secondary occupation.

2. The majority of the students resided in the city during the school year and during vacation periods.

3. The students belonged to more than 13 ethnic groups with Bambara, Peulh and Malinké being the largest groups in that order.

4. Two-thirds of the students had attended fundamental schools in the city and 89 percent had 10 or more years of fundamental education.

5. Sixty-four percent of the students had done farming works before their admission to the CAAs.

B. CORRELATION BETWEEN ACADEMIC ACHIEVEMENT IN THE CAAs AND SELECTED VARIABLES

1. Selected Independent Variables

Nine independent variables were selected for the correlation and multiple regression study:

- (1) Principal Occupation of Student's Father (POF);
- (2) Student's Permanent Residence during School Year (SPR);
- (3) Years of Education Completed before entering the CAA (YEC);
- (4) Pre-CAA Farming Experience (PFE);

- (5) Entrance Exam French Dictation and Comprehension Test (EEFDT);
- (6) Entrance Exam French Composition Test (EEFCT);
- (7) Entrance Exam Mathematics Test (EEMT);
- (8) Entrance Exam Sciences Test (EEST);
- (9) Entrance Exam Average (EEA);

2. First-Year Students

- The class score average of the first-year students was significantly correlated with their years of fundamental education, pre-CAA farming experience, and Entrance Exam scores in French Composition and in Sciences. It was noted that the correlation between the class score average and the French composition test score was negative. Also, these correlations were weak. No significant correlations were found with the other independent variables : Father's Principal Occupation, Residence, Entrance Exam scores in French Dictation and in Mathematics, and the Entrance Exam Average.

- Although Years of fundamental education (YEC) had the best simple correlation with the first-year class score average, it alone accounted for only 6 percent of the criterion variance. The addition of the other eight dependent variables resulted in a significant multiple regression coefficient (R) of 0.4511 . Thus the multiple correlation between the first-year class score average and the composite set of the nine independent variables were weak because the joint action of these variables accounted for only 20 percent of the variability of the dependent variable. Furthermore, only YEC had the partial regression coefficient significantly different from zero. It seemed to be, consequently, the best predictor for the first-year class score average.

9. Second-Year Students

- The nine independent variables operated somewhat differently for the second-year students than for the first-year students. No Entrance Exam scores were found significantly correlated to the second-year class score average (SYA), neither was the student's residence. Only the Principal Occupation of the Father (POF), Years of fundamental education (YEC) and Pre-CAA Farming Experience (PFE) had significant but weak correlation with SYA . Pre-CAA Farming Experience had the highest correlation coefficient (0.315) and therefore seemed to be the single best predictor for SYA.

- The composite set of the nine independent variables had a significant multiple correlation coefficient of 0.3840 with the dependent variable (SYA). Consequently, their joint action accounted for only 15 percent of the variability in the second-year class score averages, indicating a very weak multiple correlation. Only Pre-CAA Farming Experience and Years of fundamental education had partial regression coefficients significantly different from zero at 0.10 level of confidence, indicating that they seemed to be most associated with the second-year class score average.

C. COMPARISON OF CLASS SCORE AVERAGES BETWEEN STUDENTS GROUPED ACCORDING TO EACH OF THE SELECTED VARIABLES

1. No statistically significant differences in academic achievement were found among first-year students or second-year students attributed to their father's principal occupation. However, the data showed that the students whose fathers were farmers performed slightly better than other groups of the same class.
2. First-year students who resided in small towns had the highest class score average, followed by those with residence in villages and in cities. In contrary, there were no significant differences in academic performance among second-year students with respect to their residence.
3. The best first-year class score average was associated with the group having the highest level of fundamental education. However, the differences due to this factor in the second-year class score averages were not significant at 0.05 level of confidence.
4. Students having farming experience before entering the CAAs had much better academic achievement than those without the experience.

D. STUDENTS' ATTITUDES TOWARD THE CAA, MONITEUR PROFESSION AND FARMERS

In general, there was little difference between the first-year and the second-year students in regard to their attitudes toward the CAA, moniteur profession and farmers. In addition, these attitudes were not significantly affected by the four selected factors: father's principal occupation, students' residence, years of fundamental education completed, and pre-CAA farming experience.

1. Choice of the CAA and Moniteur Occupation

- About one-half of the students cited moniteur as their first choice of occupation. The figures for those admitted in 1985 and 1984 were 67 percent and 37 percent, respectively.

- Almost all students thought that their parents were proud of their enrollment in the CAAs. Fifty-seven percent had chosen the CAAs because they wanted to be moniteurs, while 34 percent considered the study in these institutions as the best opportunity to become government employees. More than fifty percent expressed their preference for the CAA over another professional school.

- Even though the difference was not statistically significant, the strongest preference for the CAA and the moniteur profession was generally associated with the following groups of students:

- (1) Those whose fathers were farmers;
- (2) Those who resided in the village;
- (3) Those who had pre-CAA farming experience.

2. Attitudes toward the Moniteur Profession and Working Conditions

- Forty-five percent of the students preferred working in the village after their graduation, as compared to 32 percent and 20 percent who would like to work in an "Operation" office or in a research station, respectively.

- Practically all students believed that the moniteurs must be proud of their profession and ninety-five percent thought that the work with farmers to improve crop production would be satisfying.

- Students whose fathers were farmers, who resided in the village, who had more than 9 years of fundamental education, or who had pre-CAA experience, were more receptive to the work in the village than other groups.

3. Attitudes toward Farmers

- Despite some lack of understanding of the farmer's nature in the application of new technology, the majority of students expressed positive attitudes toward farmers and had desirable perception of the moniteur-farmer relationship.

- The difference between groups of students was very little.

II. DISCUSSION OF THE FINDINGS

The findings of the study indicate that there were very little correlation between students' entrance exam scores and their academic achievement in the CAAs. Therefore, it can be concluded that the entrance exam did not achieve its objective of selecting the best students for the CAAs. This failure can be attributed to the problems of test validity and reliability.

Test questions given were not valid with respect to measuring the knowledge and abilities needed for the good academic performance in the CAAs. They were not aimed at the student's preparation for the moniteur-training program but mainly at his capability to get to a higher level of general education. The success in the CAAs requires that the student has the strong motivation in addition to the aptitude for agricultural training. That does not mean that one can neglect the importance of general education. In fact, the student should have a minimum level of general education in order to follow the CAA curriculum successfully. Experiences from the in-service training of the moniteurs at the CAAs have proved that those moniteurs with lower general education achievement had more difficulty in understanding complex technological problems. The test questions must, therefore, concerned not only with professional aptitudes but also with essential academic preparation.

The lack of test reliability is another important problem. As mentioned earlier, most of the tests were subjective. For each test, only a few broad essay-type questions were given. There, it was difficult for the grading to be consistent, especially when tests were graded by different teachers in the same subject matter. The result could be that a poor student might have got better score than a good student because the test paper of the former was graded by an easier teacher. Different teachers might also have different responses to the same question. In other words, luck might be an important factor that determines the student's grade, particularly in the case of subject matters such as French composition, Sciences... That is why there were negative correlations between class score average and some of the entrance exam scores. As a result, there is a need for tests that are more objective and less susceptible to the luck factor.

Although father's principal occupation, student's residence, level of fundamental education and pre-CAA farming experience had little effect on academic achievement in the CAAs, it was noted that better performance and professional attitudes were generally associated with students whose fathers were farmers, who resided in the village, who had more years of fundamental education or who

had farming experience before entering the CAAs. Consequently, it would be reasonable to favor the selection of candidates from these groups. The best way to do so, would be to develop test questions that are familiar to their background. For example, one can relate test content to the farm works, such as crop planting, cattle raising, land preparation ...

At the present, tests for the entrance exam are developed by officials of the Ministry of Education and graded by teachers from fundamental schools, therefore it is difficult for the DETA-FP to orient the test content toward the measurement of professional aptitudes and motivation. To relate test content to agriculture requires some knowledge in that domain. Also, how can a teacher effectively grade a test paper on agricultural subjects that he is not familiar with? It is more desirable if the tests are developed by the DETA-FP and graded by CAA teachers or at least by teachers from fundamental schools who had some farming experience.

III. RECOMMENDATIONS

As a result of this study, the following recommendations are presented :

1. Since there is little correlation between students' academic performance in the CAAs and the entrance exam test scores, the present process of test development and administration should be reformed to make the tests more valid and reliable. The tests should measure effectively the professional aptitudes and motivation of the candidate.
2. The content of the tests should relate to such subject matters that favor the selection of candidates who come from rural background.
3. Objective-type questions should be used to minimize the subjectivity of teachers who do the grading. Also, the number of questions for each test should be increased.
4. The Division of Technical Agricultural Education and Professional Training should assume the responsibility of making the entrance exam tests.
5. Tests papers should be graded by CAA teachers or teachers from other schools, who have some knowledge in agriculture.

6. In-service training in educational measurement and evaluation , especially in the development of vocational aptitude and interest tests, should be provided for the DETA-FP and CAA officials involving in student selection. It is recommended that a short-term consultant be used for this purpose.

7. Considering the weak multiple correlation between academic performance in the CAAs and the composite set of the nine variables selected for this study, effort should be continued to identify other factors that help improve the selection process.

A N N E X E S

QUESTIONNAIRE POUR LES ELEVES DES CAA

CAA de :

Classe :

I. DONNEES DE BASE

1. Nom : _____

2. Age : _____

3. Né à _____ Région de _____

4. Profession du père :

a. Profession principale

- _____ (1) Cultivateur
 _____ (2) Commerçant
 _____ (3) Fonctionnaire
 _____ (4) Artisan
 _____ (5) Autre (Spécifiez)

b. Profession secondaire

- _____ (1) Cultivateur
 _____ (2) Commerçant
 _____ (3) Fonctionnaire
 _____ (4) Artisan
 _____ (5) Autre (Spécifiez)

5. Profession de la mère

a. Profession principale

- _____ (1) Cultivateur
 _____ (2) Commerçant
 _____ (3) Fonctionnaire
 _____ (4) Artisan
 _____ (5) Autre (Spécifiez)

b. Profession secondaire

- _____ (1) Cultivateur
 _____ (2) Commerçant
 _____ (3) Fonctionnaire
 _____ (4) Artisan
 _____ (5) Autre (Spécifiez)

6. Où avez-vous habité avant votre rentrée dans le CAA ?

a. Pendant l'année scolaire

- _____ (1) Au village
 _____ (2) Dans un petit
 centre
 _____ (3) En ville

b. Pendant les vacances

- _____ (1) Au village
 _____ (2) Dans un petit
 centre
 _____ (3) En ville

7. Vous appartenez à quelle ethnie ?

- (1) Bambara (6) Malinké (11) Sénoufo
 (2) Bobo (7) Marka (12) Sonrhai
 (3) Dogon (8) Minianka (13) Autre
 (4) Dyula (9) Mossi Laquelle ?
 (5) Dakolo (10) Peulh

8. Vous avez complété combien d'années d'études ?

- (1) 9 ans
 (2) 10 ans
 (3) Plus de 10 ans

9. Vous avez fréquenté quelle école fondamentale ?

- (1) Au village d'origine
 (2) Dans un autre village ou petit centre voisin
 (3) En ville. Laquelle ? _____
 (4) Autre (Spécifiez) _____

10. Avant votre rentrée dans le CAA, avez-vous effectué des travaux agro-pastoraux ?

- (1) Jamais
 (2) Oui (Combien d'années ?) _____

II. QUESTIONS CONCERNANT VOTRE ATTITUDE ENVERS LA VIE RURALE, LES PAYSANS ET LA CARRIERE COMME MONITEUR AGRICOLE.

11. Est-ce que votre premier choix de profession était moniteur agricole ? Avant votre rentrée dans le CAA, quels étaient, dans l'ordre, vos trois premiers choix de métier ?

- (1) Premier choix : _____
 (2) Deuxième choix : _____
 (3) Troisième choix : _____

12. Vos parents sont-ils fiers de vous parce que vous étudiez au CAA ?
- _____ (1) Oui
- _____ (2) Non
13. Qu'est-ce qui vous a décidé d'entrer au CAA ?
- _____ (1) Je voulais devenir moniteur agricole.
- _____ (2) Cela représentait la meilleure possibilité pour moi de devenir fonctionnaire d'état.
- _____ (3) Il y avait de bourses dans le CAA
- _____ (4) Autre chose (Spécifiez) : _____
14. Si l'on vous avait accordé une place dans une école préparant à une autre profession, l'auriez-vous préféré au CAA ?
- _____ (1) Oui. Laquelle ? _____
- _____ (2) Non. J'aurais choisi le CAA.
15. Où comptez-vous être affecté lorsque vous aurez terminé les études au CAA ?
- _____ (1) Dans un village comme moniteur.
- _____ (2) Dans la Direction d'une Opération.
- _____ (3) Dans une Station de Recherche.
- _____ (4) Autre (Soyez spécifiques) _____
16. Si vous aviez été affecté dans un village, auriez-vous quitté la profession de moniteur agricole tout de suite pour accepter un poste en ville de même salaire ou un peu moins ?
- _____ (1) Oui
- _____ (2) Non

17. Croyez-vous que les moniteurs agricoles doivent être fiers de leur profession en vue de leur contribution importante à l'auto-suffisance alimentaire du pays ?

_____ (1) Oui

_____ (2) Non

18. Malgré le manque de confort dans le village, croyez-vous que l'on pourrait y trouver pas mal de satisfactions en travaillant avec les paysans pour améliorer la production agricole ?

_____ (1) Oui

_____ (2) Non

19. Si les paysans n'acceptent pas les nouvelles méthodes c'est parce qu'ils ne veulent pas se moderniser ; ils sont conservateurs.

_____ (1) Vrai

_____ (2) Faux

20. Dans son travail, le moniteur peut profiter des connaissances et expériences acquises par les paysans.

_____ (1) Vrai

_____ (2) Faux

21. Les cultivateurs doivent nécessairement suivre les conseils du moniteur parce que ce dernier enseigne l'agriculture moderne.

_____ (1) Vrai

_____ (2) Faux

22. Si le moniteur veut réussir, il doit partir du système de production en vigueur.

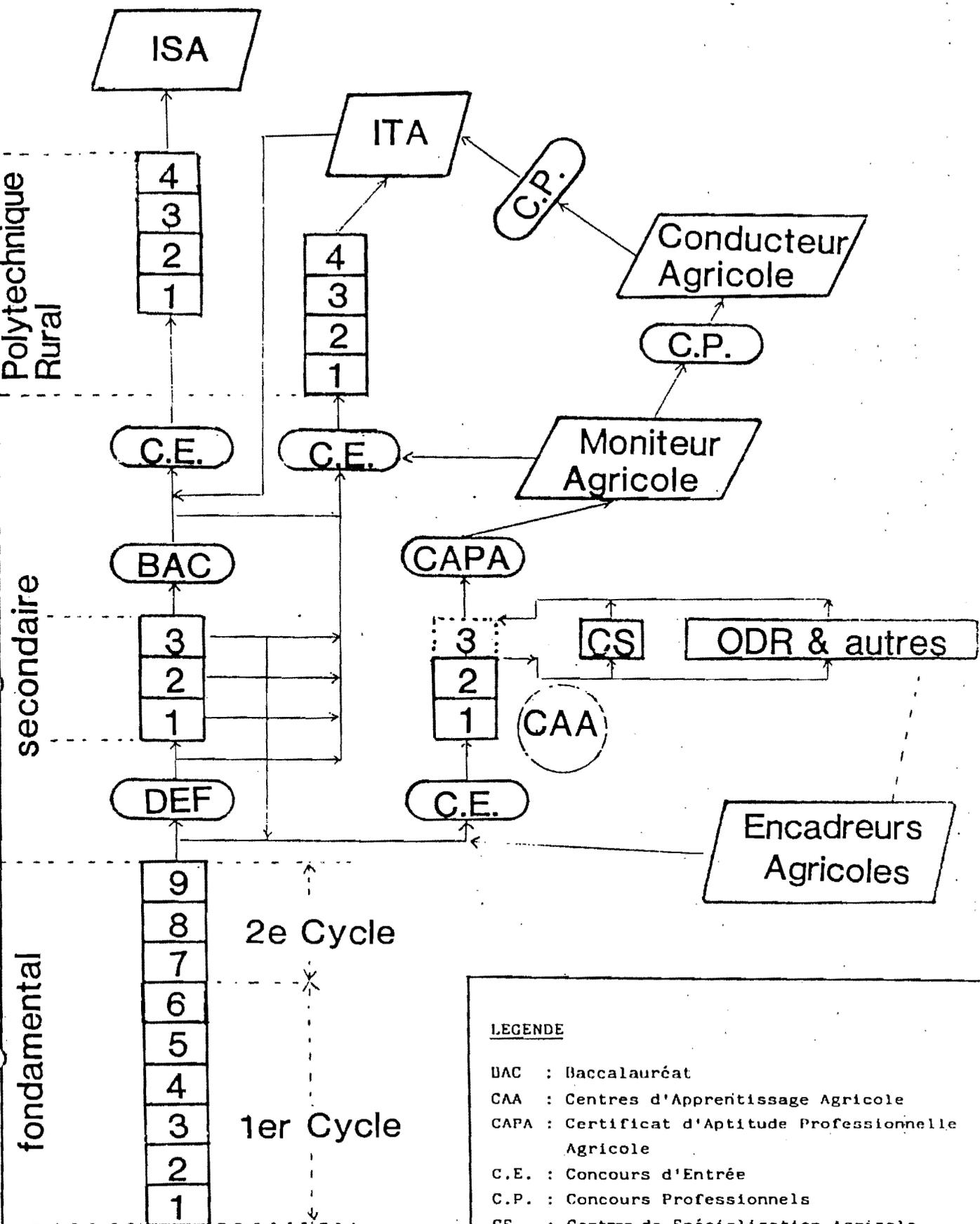
_____ (1) Vrai

_____ (2) Faux

23. A votre avis, pour les paysans le moniteur est :

- _____ (1) Patron
_____ (2) Enseignant ou Educateur
_____ (3) Collaborateur
_____ (4) Supérieur
_____ (5) Autre (Spécifiez) : _____

LES CAA DANS LE SYSTEME D'ENSEIGNEMENT MALIEN



LEGENDE

- BAC : Baccalauréat
- CAA : Centres d'Apprentissage Agricole
- CAPA : Certificat d'Aptitude Professionnelle Agricole
- C.E. : Concours d'Entrée
- C.P. : Concours Professionnels
- CS : Centres de Spécialisation Agricole
- DEF : Diplôme d'Etude Fondamentale
- ISA : Ingénieur des Sciences Appliquées
- ITA : Ingénieur des Travaux Agricoles
- ODR : Opérations de Développement Rural

