AN EVALUATION OF THE PROFESSIONAL TEACHING

COMPETENCY OF THE INSTRUCTORS OF THE

INSTITUTE OF AGRICULTURE

SABAH, MALAYSIA

By

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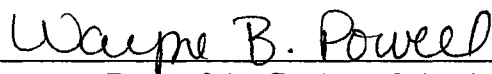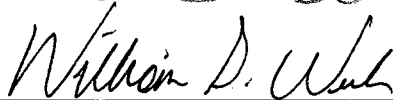DOCTOR OF PHILOSOPHY
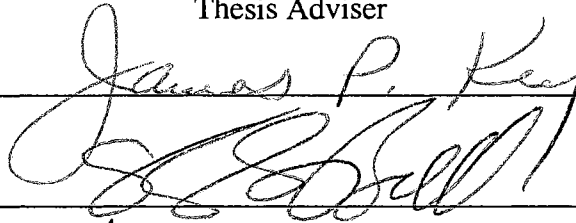December, 1999

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INTRODUCTION

The acute shortage of skilled agricultural manpower in the Malaysian State of

Sabah in the late sixties and early seventies had prompted the state government to embark

on human resources development through various agricultural training programs. Since

then six types of agricultural training centers had been established in the state, including

the Institute of Agriculture Sabah (Payah, Bachi, Santor, & Awang, 1995). The Institute,

formerly known as the Vocational School of Agriculture, was first established on a

temporary campus in 1970 (Department of Agriculture Sabah, 1972). With the

cooperation of New Zealand Government, the Institute was eventually established on its

permanent campus in a rural area in the northern part of the state in 1974 (Department of

Agriculture Sabah, 1975).

The purpose of the establishment of the Institute was to produce competent

agriculture technicians for employment in both the public and private sectors. To achieve

that purpose, the Institute had from 1970 to 1995 implemented a three-year agricultural

vocational training program. During that 25-year period the Institute had successfully

trained 1,097 students, with the majority of the graduates being productively employed in

both the public and private sectors (Payah, Bachi, Santor, & Awang, 1995). Some of the

early graduates had become senior agricultural officers and agricultural plantation

managers.

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In 1996 the Institute began adopting a new curriculum to conform to other agricultural institutes in the country. Based on the new curriculum, the duration of the training was shortened to two years. According to the principal (Mohd. Taha, 1996a) of the Institute, the new curriculum were deliberately designed to impart knowledge, skills, and ethics to the students. In other words, the decision to adopt the new curriculum was directed towards producing knowledgeable, skillful and ethical agriculture technicians.

Statement of the Problem

The Institute has long been facing two serious problems. Firstly, since the establishment of the Institute the shortage of trained instructors has been a persistent problem. Secondly, according to Payah, Bachi, Santor, & Awang (1995), there has been a lack of pedagogical skills among the instructors to conduct effective training. In coping with the shortage, most instructors have been assigned to teach several courses. However, opportunities for the instructors to undertake further professional training were limited (Mohd. Taha, 1996a). In fact, the principal of the Institute was skeptical with regards to the ability of the Institute in implementing the new curriculum. These problems, if not mitigated, would have affected the quality of training at the Institute (Mohd. Taha, 1996b).

Unfortunately, there was no formal and systematic evaluation that had been carried out in the past to determine the quality of training at the Institute in general and the effectiveness of its instructors in conducting the training in particular. View of Payah, Bachi, Santor, & Awang (1995) and the principal regarding the pedagogical skills of the instructors were of their personal opinion, and were not verifiable. Furthermore, their

statements did not describe at all the specific weaknesses of the instructors. According to Braskamp & Ory (1994) on faculty assessment, "Without description, understanding is too often incomplete; faculty do not fully understand which behaviors to improve and which to retain." (p. 6)

Purpose of the Study

The purpose of this study was to evaluate the professional teaching competence of the instructors of the Institute. This study had assumed that the professional teaching competence was necessary for the instructors to be effective. Therefore, there was a felt need to conduct an investigation on the quality of the training program in terms of the professional teaching competence of the instructors. Hence, a proper assessment needed be undertaken in order to determine the competence of the instructors.

Objectives of the Study

In accordance with the purpose, this study set forth the following four objectives:

1. To determine the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the instructors.

2. To determine the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the principal.

3. To determine the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the students.

4. To compare the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the instructors, the principal, and the students.

Assumptions of the Study

In order to achieve the purpose and the objectives of the study, the researcher submitted the following assumptions:

1. That the level of competence of the instructors with regards to selected professional teaching competencies were capable of being assessed with the instruments employed in this study; that the perception of the instructors, the principal, and the students with respect to the competence level of the instructors were capable of being measured with the instruments employed in this study.

2. That the instructors, the principal, and the students of the Institute were sources of information reliable in assessing the competence level of the instructors; That the respondents involved in the study were honest in responding to the survey.

Scope of the Study

In line with the objectives of the study, the scope of the study was limited to the following:

1. That the level of competence of the instructors was determined based on selected professional teaching competencies.

2. That the information needed for this study was gathered by survey method using questionnaires.

3. That the instructors involved in the study were only those engaged in conducting the training when the study was conducted.

4. That the principal involved in the study was the one currently assigned by the Department of Agriculture Sabah to manage the Institute.

5. That the students involved in the study were the first- and the second-year students of the Institute when the study was carried out.

Limitations of the Study

In accordance with the assumptions submitted and the scope of the study, the following limitations were to be acknowledged:

1. The instructors of the Institute have never been exposed to the culture of assessment to help them grow professionally. The only assessment done by the administrators was for the purpose of deciding on the tenure status and salary adjustment of the instructors. The criteria of assessment were very general and not related to how instructors should perform professionally. Thus, the instructors received inadequate feedback on what specific behaviors to improve. On the other hand, the students also have never been given the opportunity by the administrator or the instructors to assess the performance of their instructors.

2. The level of professional teaching competence of the instructors reflected their competence as a group, as perceived by the instructors, the

principal, and the students.

3. The conclusions and recommendations pertaining to the level of competence of the instructors were based on the perception and judgment of the instructors, the principal, and the students.

Definitions

1. Sabah - One of the thirteen states in the Federation of Malaysia, situated in the northern part of Borneo Island.

2. The Institute of Agriculture Sabah - A training center in the Malaysian state of Sabah providing post-secondary vocational training in agriculture.

3. The principal - A senior officer of the Department of Agriculture assigned as the administrative head of the Institute.

4. The instructors - The personnel engaged in conducting training.

5. The students – both the first- and the second-year students of the Institute for the academic year 1998/1999.

6. Competency or competence - The state or quality of being capable or competent with respect to knowledge, skills, attitudes, and judgment.

7. Level of competency - The degree to which the instructor has adequate or specified qualification or capability. Five levels of competence were employed: "minimal; "below average"; "average"; "above average"; "highly competent."

LITERATURE REVIEW

The Role of the Institute of Agriculture Sabah in

Vocational Training

In the early seventies the Malaysian state of Sabah had been experiencing rapid

agricultural development. But concurrently the state had also been facing serious shortage

of skilled agricultural manpower. The situation then prompted the state government to

take bold measures to develop the needed manpower resources in order to enhance the

rapid agricultural development. Accordingly, several state governmental agencies,

including the Department of Agriculture Sabah, were given the responsibility to provide

services for human resources development. The Department of Agriculture Sabah, being

the leader in agricultural development in the state, had so far established six agricultural

training centers to cater for different types of agricultural training. The Institute of

Agriculture Sabah was specifically established for post-secondary agricultural vocational

training.

The Institute was originally known as the Agricultural Vocational School when it

was first established on a temporary campus in 1970. At that time the Institute was

among the four agricultural institutes existing in the Federation of Malaysia. With the

cooperation of the Malaysian and New Zealand governments, the Institute was eventually

relocated to its permanent campus in 1974 (Department of Agriculture Sabah, 1975). The

campus covers an area of about 1,051 hectares with a large portion of it being used for

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animal and crop farms where the students perform practical training. The Institute also has adequate facilities, such as laboratories and classrooms, housing for faculty and staff, dormitories for the students, and game and sporting facilities. The Institute is a fully residential school, and the staff and faculty also domicile on campus.

The establishment of the Institute was intended to produce competent agriculture technicians for employment in both the public and private sectors of the state (Institut Pertanian Sabah, 1994). The main stated objectives of the Institute were the following:

1. To train youth as competent agriculture technicians;

2. To provide vocational training in agriculture; and

3. To develop leadership values and positive attitude towards rural development.

In order to achieve these objectives, the Institute had from 1970 to 1995 been conducting a three-year agricultural training course. The training course covered various aspects of agriculture, including crop and animal husbandry, agricultural extension, agricultural mechanization, farm management, and home economics (Institut Pertanian Sabah, 1983).

According to the Sub-Committee for Agricultural Crops (1994), the training program as a whole has very well structured syllabuses. Laboratory practical and fieldwork were greatly emphasized in the training program. In fact the Institute has been providing real work-training experience to the students in order to expose them to the actual situation and to fully prepare them mentally and physically for future assignment. In accordance with the curriculum, achievements of the students are evaluated through examinations and through assessment of their performance in fieldwork. Students are required to obtain a minimum of 2.0 grade-point-average in the coursework, and a pass in

fieldwork to graduate and be conferred with the Certificate of Agriculture (Jabatan Pertanian Sabah, 1995).

The Institute had originally planned to recruit 60 students annually. However, beginning in 1978 the annual student intake had been increased to 100. Unfortunately, due to many factors the number of graduates produced by the Institute was below the target. One main factor was withdrawal of students (Department of Agriculture Sabah, 1979). Nevertheless, by 1995 one thousand and ninety-seven students had successfully completed the three-year program, and most of them being productively employed in the agricultural plantation sector (Jabatan Pertanian Sabah, 1995).

Beginning in 1996 the Institute had to adopt a new curriculum to conform to other agricultural institutes in the country (Mohd. Taha, 1996a). This means that all eight agricultural institutes in the country were required to implement similar curriculum. According to the principal of the Institute, the new curriculum was designed to impart knowledge, skills, and ethics to the students (Mohd. Taha. 1996b). The new curriculum has several notable characteristics:

1. It provides professional and technical skills to the students.

2. It offers courses of current interests, such as landscape, family development, and communication.

3. It provides the students with the option to select six areas of specialty in the second year of their training.

With the implementation of the new curriculum the duration of the training was shortened from three to two years. The minimum qualification for enrollment was Malaysian Certificate of Education or Malaysian Certificate of Vocational Education,

with credits in the Malaysian National Language and science subjects. However, only students between 17 to 25 years old were qualified to pursue the program. And, as a result of implementing the new curriculum, students of all agricultural institutes in the whole country were required to take similar examinations of which were conducted concurrently (Mohd. Taha, 1996b).

But the Institute has long been beset with two serious problems. Firstly, there has been persistent shortage of trained instructors. As at end of 1995 there were only 14 instructors engaged in conducting training, and the number was considered insufficient (Mohd. Taha, 1996a). In 1996 the number of instructors was further reduced. In view of the persistent lack of instructors and other problems facing the Institute, the principal was particularly skeptical to the ability of the Institute to smoothly implement the new curriculum. The principal in his report had asserted that, in view of the problems, the implementation of the new curriculum would have generated several implications (Mohd. Taha, 1996b). The principal in his report had stressed the need to increase the size of the faculty, and to upgrade the facilities in order to cope with the additional activities included in the new curriculum.

Secondly, there has been a lack of pedagogical skills among the instructors (Payah, Bachi, Santor, & Awang, 1995). Although the instructors were agricultural graduates, they had no formal training in teaching. Effort made by the Institute to provide professional growth for its instructors had always been hampered when the government disregarded attempts made by the Institute to send its instructors for further professional development courses (Mohd. Taha, 1996a).

Undoubtedly, agricultural vocational training in this Malaysian State of Sabah needed be enhanced to meet the increasing demand for skilled agricultural personnel. The Institute has since 1972 (the year when the first batch of students graduated) been playing a major role in producing skilled agriculture technicians (Department of Agriculture Sabah, 1973). Since the Institute is the only one of its kind existing in the state of Sabah, it plays an important role in producing the greatly needed agriculture technicians (Kow, 1992; Kler, 1992).

The Department of Agriculture Sabah had planned to produce 300 agriculture technicians during the Seventh (1996-2000) Malaysia Development Plan (Masudal, 1996). Unfortunately, the number of students who would have finally completed their training at the Institute for the same period were less than 300. On the other hand, the demand for agriculture technicians for the same period would have been many times higher than the Institute could produce. The East Malaysian Planters Association had projected that the number of agriculture technicians required by the plantation for the years 1993 to 1995 was 2,800 (Technical Working Group for the Agriculture Support Services in Sabah, 1994).

The Institute definitely has to face two challenges. Firstly, it has as its responsibility to produce at least 300 agriculture technicians for the period of 1996 to 2000 as had been planned by the Department of Agriculture Sabah. Secondly, and equally important, it should effectively implement the training program based on the new curriculum in order to produce graduates with knowledge, skills, and ethics. Therefore, in order for the Institute to face both these challenges, it requires sufficient, highly committed, and competent instructors to deliver quality instruction.

Stewart (1983) said that planning, assessing student needs, selecting contents, creating a positive atmosphere, utilizing appropriate methodology, maintaining student control, and utilizing resources were all parts of the process of quality instruction.

The Importance of Vocational Training

According to Wentling (1993), human resources were the greatest assets of all nations, continents, and the world. These human resources determine how the other resources of a nation would be developed and managed. Human resources could be enhanced through developing the skills of individuals, and this could be realized through training. Wentling emphasized that training is an essential and integral part of programs related to human resources development. He considered the training of agricultural manpower as one of the most important strategies for ensuring sustainable agricultural development programs. He argued that when people's skills are improved, they produce more, are happier, and contribute more to the well being of their families, communities, and countries.

The Committee for Economic Development cited in Schwartz and Viernes Turner (1990) also asserted that schools were fundamental in the development of human resources. The skills of which students acquire and the attitudes that they possess help determine the performance of a nation's business and the course of its society. In fact Worthen and Sanders (1987) had stated that education has been increasingly viewed as a prime avenue for solving social problems in most nations, and indeed, in some cases, the future welfare of nations has been placed squarely on the shoulders of the schools and universities.

Indeed, Jansen and Oltjenbruns (1990) stressed that vocational education has important role to play in developing the skills of those who will enter the workforce. Kadamus and Daggett cited in Jansen and Oltjenbruns (1990) asserted that vocational education would provide students with minimal entry-level job skills to enable them to adapt quickly to the changing requirements of new technologies and to benefit from lifelong education and retraining opportunities. Kingshotte (1974) stated that vocational education has become an important part of education in most developed and developing nations.

But Kingshotte (1974) stressed that the products of post-secondary vocational education are vitally important in developing countries, particularly in agriculture in which they are the extension agents and field managers. Hashim (1972) stated that in the Federation of Malaysia, vocational training has become an integral part of education. He asserted that agricultural education had a significant role to play in the agricultural and rural development in Malaysia. He added that like any other developing countries, Malaysia has been devoting great attention to agricultural and rural development. However, he said that the shortage of skilled manpower was one of the main problems facing Malaysia in her development effort. He emphasized that the greatest manpower need was at the operative level, where junior technicians with agricultural education at the high school level and the supervisor-technicians trained at the post-high school level were required. Hence, the quality of their training is of great significance.

Kadamus and Daggett cited in Jansen and Oltjenbruns (1990) stated that vocational education possesses some unique aspects that make it an ideal vehicle for teaching many skills. According to them, the unique aspect of vocational instruction is

the use of "hands-on" or applied learning. Gundlach (1970) also stated that vocational

agriculture has intrinsic qualities that make it "one-up" on many other subjects because of

its hands-on-nature setting. According to him the student has to perform to achieve.

In fact the real strength of vocational education lies in its ability to motivate

students. Students enjoy their vocational activities and find them interesting and relevant

to their lives. Applied learning and the motivation it provides have long been a successful

principle of vocational education. The National Commission on Secondary Vocational

Education cited in Jansen and Oltjenbruns (1990) stated that vocational education often

serves as the glue that holds the students' total education together, making academic work

meaningful and goal-oriented.

The American Vocational Association quoted in Schwartz and Viernes Turner

(1990) defined vocational education as the segment of education charged with preparing

people for work, and is the backbone of a nation's employment related education and

training programs. Goodlad cited in Jansen and Oltjenbruns (1990) also stated that

vocational education, including guided work experience, was an essential part of a

general education. Indeed vocational education has the potential to play a major role in

which a nation responds to the perplexing needs of its population. Through the enormous

diversity of educational programs and services, individuals could attain their specific

employment-related (paid or unpaid) goals and life-skills. By emphasizing both life skills

and occupational preparation, training programs could provide individuals with the

competence necessary to be contributing members of the society (Schwartz and Viernes

Turner, 1990).

However, Jansen and Oltjenbruns (1990) stressed that vocational educators need to restructure program offerings to emphasize broad transferable skills needed for employment in many fields at many levels. For that matter, Smith and Sheppard (1992) asserted that vocational education need to collaborate with business and industry to incorporate the concepts and skills required in rigorously competitive markets into vocational curricula. They argued that through collaboration with business and industry, the various content areas of vocational education would continue to determine what technical skills and levels of competency are required in the workplace.

The William T. Grant Foundation, Commission on Work, Family, and Citizenship cited in Jansen and Oltjenbruns (1990) recommended that the goal of vocational education be redirected to the more realistic - and valuable - goal of motivating students to acquire the skills and knowledge they need for both work and active citizenship. Workers in a technological environment need be able to adapt to change, to seek out sources of information on their own, and to contribute to group decision making. Thus experiences in vocational education must be developed which require students to adapt, to work in teams, and to communicate - with each other, with field experts, and with their instructors.

Kadamus and Dagget cited in Jansen and Oltjenbruns (1990) stated that the challenges presented by economic and technological change also demand response from vocational education. They emphasized the new direction vocational education must take to meet the needs of youth in an information/services society. One of their recommendations was a shift from large expenditures on equipment to expenditures for

staff development and equipment that helps students to develop conceptual understandings with broad applications.

Crawford (1987) stated that the agricultural program of the 90s must understand agriculture as an international economic system. He emphasized that agriculture teachers must teach agriculture in the global sense because agriculture is part of a complex international economic system. Graduates must have better knowledge of concepts related to exports and imports, foreign support prices, and external competition forcing farmers out of business. Indeed, graduates of educational programs need be competitive in an international market in order to face the volatility of the global economic conditions. According to Smith and Sheppard (1992), the ability of the graduates of educational programs to compete is important to the national economy, individual companies, and individual workers.

Walls (1971) had stated that success in agriculture at the present time and in the future definitely depends on a sound agricultural education program. But the program must be flexible to meet the needs of the ever-changing agriculture industry. The agriculture education programs need to be constantly improved. Walls emphasized that the curriculum and its content must contain courses relevant to today's demands and the students' interests and demands. He stressed that the school officials and instructors must continue to evaluate the curriculum and make necessary adjustment to keep the content in tune with time. Schwartz and Viernes Turner (1990) also asserted that the vocational education programs had to be evaluated constantly to ensure they continue to be viable in complex, dynamic societal contexts.

Selman (1990) believed in the importance of teacher in bringing change in technical education, and stated that teachers were critical elements in education and in any meaningful education reform effort. He asserted that technical education teachers must assess the demands of a changing society and tailor their instruction to meet the present and future needs of students.

The importance of education and vocational training in producing skilled manpower cannot be refuted. Knowledgeable, skilled, and adaptable workforce is greatly needed in both industry and government. Nevertheless, the quality of their training is of great significance. According to Crawford (1987), quality programs should be based on real need of the industry. In fact, the adjustments proposed by National Association of Supervisors of Agricultural Education cited in Jaafar (1991) included the need for the development of the individual student in the acquisition of:

1. Personal skills and attitudes.

2. Communication and computational skills and technological literacy.

3. Employment skills.

4. Broad agricultural concepts, specific occupational skills, and knowledge to form foundations for career planning and useful learning.

5. An understanding of the role and importance of international agriculture and agricultural-marketing.

However, the development of skills mentioned above cannot be satisfactorily achieved without considering the role and development of teachers technically and professionally. In fact, Okatahi and Welton (1983) specially mentioned the importance of

competent teachers in agricultural education, and that the goals and objectives of agricultural education cannot be achieved without the availability of competent teachers.

Studies Related to Competency

Considerable concern has been expressed over the changing role of the vocational agriculture teacher. The identification and validation of competencies needed for the successful teaching of vocational agriculture has been a concern of individuals responsible for planning and administering the program for some time. Gott and Claycomb as quoted in Jaafar (1991) stated that studies of educational competencies needed by agricultural teachers were most active in the sixties and seventies. In the mid-eighties, the importance of updating competencies in agricultural education was brought to focus again when agricultural educators discussed the changing of curriculum and its impact on teaching competencies.

A study was conducted to answer the question as to what behaviors should vocational agriculture teachers engage in (Forrest, 1970). The study was an attempt to clarify further the role of the vocational agriculture teacher. In that study, a survey method was utilized in which questionnaires were administered to seven groups of respondents: vocational agricultural teachers, vocational home economics teachers, distributive education teachers, trade and industrial education teachers, non-vocational teachers, principals, and superintendents. The questionnaires contained thirty activities in which teachers might engage, and the respondents were asked to indicate whether they felt that vocational agriculture teachers should or should not engage in each activity. One hundred randomly selected individuals from each group were surveyed with 85 percent

response rate. The findings of the survey indicated the following were considered important (agreed by at least 75% of the respondents) activities that teachers should engage in:

1. Participate with other teachers in implementing new instructional methods in the public school program.

2. Provide instruction in school that easily relates to occupations in the subject area.

3. Provide instruction based upon the expressed goals and objectives of students

4. Know the parents of each student.

5. Visit students at their homes.

6. Help students plan informal activities to occur beyond school hours and school facilities.

7. Provide individualized help to adults in the community concerning educational problems.

8. Provide leadership training for prospective leaders in the community through youth organizations.

9. Serve as advisor to youth organizations in the school.

10. Survey the community resources as a part of determining what to teach.

11. Utilize records of previous years' activities and accomplishments in planning future programs.

12. Provide educational and occupational information through group instruction in School.

13. Utilize standardized tests in ascertaining students' abilities, interests, and

needs.

14. Assist the guidance counselor in maintaining up-to-date information on students in cumulative files.

15. Provide learning experiences related to occupations for individual students beyond school facilities and school hours.

16. Relate instruction to learning experiences in which students can engage outside of the school facilities on their own time.

17. Encourage students to discuss in class outside learning experiences related to occupations in their field.

18. Participate in educational conferences and workshops outside of the school where they teach.

A study was conducted (Weiser, 1988) to determine the professional competencies needed by vocational agriculture teachers in Nevada. In the study teachers then in Nevada vocational agriculture programs and the principals of the secondary schools in which they were located were surveyed. The results of the survey indicated that there was a difference in the competencies the teacher perceived were needed in a vocational agriculture program and the competencies they actually used in their local program. The study also indicated that teachers and principals were similar in their perceptions of professional teaching competencies needed in a vocational agriculture program and the competencies used in the local program. The survey also indicated that certain factors of the rural environment in Nevada had been influential in determining the effectiveness of vocational agriculture teachers.

A study was conducted by Okatahi and Welton (1983) to verify the professional competencies appropriate for the teachers in the agricultural colleges of Northern Nigeria. A research instrument containing 113 professional competencies clustered into twelve categories was utilized. The instrument was administered to two groups of teachers and the administrators. Each group was asked to indicate the relative importance of each competency as well as their individual level of attainment for each competency. The descriptive method of research using a closed-form opinionnaire with a five point Likert-type scale was used in the data collection. The study resulted the following priority list of competencies of which were suggested for Inservice/Workshops in the Colleges of Agriculture in Northern Nigeria:

1. Program Planning, Development and Evaluation.

   (1) Developing program goals and objectives.

   (2) Developing a course of study.

   (3) Conducting a student follow-up program.

   (4) Evaluating your vocational program.

2. Instructional Planning.

   (1) Developing a lesson plan.

   (2) Determining needs and interests of students.

   (3) Developing student performance objectives.

   (4) Preparing teacher made instructional materials.

3. Instructional Execution.

   (1) Directing student laboratory experience.

   (2) Using oral questioning techniques to facilitate learning.

(3) Summarizing a lesson.

(4) Introducing a lesson.

4. Instructional Evaluation.

    (1) Assessing student performance: skill.

    (2) Assessing student performance: knowledge.

    (3) Assessing student performance: attitude.

    (4) Evaluating your instructional performance.

5. Instructional Management.

    (1) Managing budget (time and resource).

    (2) Providing for the first aid needs of students.

    (3) Assisting students in developing self-discipline.

    (4) Arranging for improvement of your vocational facilities.

6. School-Community Relations.

    (1) Cooperating with members of the community.

    (2) Obtaining feedback about your vocational program.

    (3) Cooperating state and local government educators.

7. Professional Role and Development.

    (1) Keeping up-to-date professionally.

    (2) Serving your teaching profession.

    (3) Serving the school and community.

    (4) Developing an active personal philosophy of education.

A study was conducted in North Dakota by Thompson to determine the extent to which student agree that certain characteristics and activities of agricultural education

teachers make the teachers more effective (Luft and Thompson, 1995). In this study, junior and senior agriculture students in twenty-five randomly selected high schools were surveyed. The students were asked to respond by indicating their level of agreement with statements which were characteristics or activities carried out by agriculture teachers, using the following scales: 5 = strongly agree; 4 = slightly agree; 3 = neither agree nor disagree; 2 = slightly disagree; 1 = strongly disagree. The scale was used to determine the students' level of agreement. The results of the study indicated the following were important characteristics or activities:

1. Allow students to express their opinions on subject matter.

2. Try to understand student problem and concerns.

3. Insists that students be courteous to people in positions of authority.

4. Insists that students be courteous to other students.

5. Make students feel that each one contributed individually to the success of the class.

6. Praise good student performance.

7. Be committed to helping students learn.

8. Enjoy teaching.

9. Show enthusiasm for teaching.

10. Serve as good role models for the students.

11. Be self-confident and poised.

12. Be prompt and on time.

13. Be neatly dressed and well groomed.

14. Give precise, clear instruction.

15. Provide a comfortable learning environment.

16. Help students learn to think for themselves.

17. State objective clearly so students will be aware of class expectations.

18. Provide career opportunity information.

19. Encourage creativity.

20. Use audio-visual aids to enhance teaching.

21. Give frequent feedback so students know how well they are doing.

22. Use a variety of teaching procedures.

23. Clearly state the long-term goals of the class.

24. Be able to connect daily lessons to other topics, current events, or personal lives.

25. Fairly and consistently evaluate students progress.

A study was conducted (Jaafar, 1991) with the purpose of determining the selected professional education competencies needed by agricultural teachers in facing the instructional delivery challenges of the mid-1990s, as perceived by agricultural teachers and agricultural teacher educators. The population addressed in the study consisted of all agricultural teachers and teacher educators in the southern region of the United States. A stratified proportional random sample of agricultural teachers was selected to participate in the study. The first sample consisted of 357 agricultural teachers who were geographically located and stratified by states in the southern region. The number of teachers selected was in proportion to the total number in each state. The remaining population consisted of all agricultural teacher educators who were also located in the same region. The survey instrument used was in the form of a

questionnaire, divided into two parts. Part I included demographics of the teaching

population. Part II included competency items with rating scales.

The competency items were categorized according to the following headings:

1. Planning, Development, and Evaluation of Local Programs.

2. Instructional Planning.

3. Teaching Methods and Techniques.

4. Instructional Evaluation.

5. Departmental Management.

6. Guidance.

7. School-Community Relations.

8. National FFA Organization.

9. Adult Education Program.

10. Supervised Agricultural Experience.

11. Teacher Professionalism.

12. Agricultural and Technological Development.

In the survey, teachers were asked to rate the levels of competencies possessed or

held recently by themselves and the levels of competencies needed by agricultural

teachers in the mid-1990s. As for teacher educators, they were asked to rate the levels of

competencies needed by agricultural teachers in the mid-1990s only.

On the whole, the results of the study indicated that the perceived levels of

education competencies held by teachers currently was of "above average." The Adult

Education Program competencies were rated to be the lowest. The highest level of

competency held presently was the Teacher Professionalism category. With regards to the

future needed competencies, the two categories showing the greatest need are teacher professionalism and departmental management. The study also indicated that teachers perceived the future needed competencies in all categories to be in the "above average" level. The perception of teacher educators also fell in the same level that is "above average."

Two categories of competency rated by teacher educators as being the most needed in the mid-1990s: Teaching methods and techniques, and instructional evaluation. However, teachers perceived "Teacher Professionalism" to be the most needed competency in the future. Nevertheless, the study also indicated that both teachers and teacher educators agreed that competencies in teaching methods and techniques, instructional evaluation, departmental management, and teacher professionalism, were most needed by agricultural teachers in the future.

Assessment of Teaching

Worthen and Sanders (1987) stated that evaluation has gained widespread acceptance in education, and it holds greater promise in providing educators with information they need to help improve educational practices. According to Worthen and Sanders, evaluation in education is the formal determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum. Evaluation uses inquiry and judgement methods.

According to Worthen and Sanders (1987), to understand the educational value of whatever is being evaluated depends on the adequacy of the information collected. But the problem is collecting enough data on enough important variables to be certain one has

included in the evaluation all major and relevant considerations. They emphasized that once the needed information has been decided the information could be obtained from primary and secondary sources. They further stated that information sources need to be tailored to answer the particular questions posed.

Among the commonly used information sources suggested by Worthen and Sanders (1987) are the following:

1. Persons for whose benefit the program is intended (For example, students or trainees).

2. Person who carry out the program (teachers or other staff).

With regards to methods of collecting data, Worthen and Sanders (1987) suggested four. The following are among them:

1. Data collected directly from individuals identified as sources of information: self-reports (rating scales, semantic differentials, questionnaires, and interviews).

2. Data collected by an independent observer: written accounts and observation forms (observation schedules, rating scales, checklists and inventories).

However, Worthen and Sanders (1987) cautioned that methods and instruments for collecting information and the conditions within which those methods and instruments are employed must be appropriate. They further stated that, in many educational evaluations, it would be feasible to collect certain kinds of data from entire populations. However, sampling procedures could be used to select a feasible number and representative individual, with inferences from those data generalized to the entire population. But, sampling is a tool to be employed in evaluation whenever resources or

time are limited and whenever sampling would not diminish the confidence that could be

placed in the results.

METHODOLOGY

Introduction

As has been stated earlier on, the purpose of the study was to evaluate the level of competence of the instructors with respect to selected professional teaching competencies. Accordingly, effort of this study was directed towards attaining the following objectives:

1. To determine the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the instructors of the Institute;

2. To determine the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the principal of the Institute;

3. To determine the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the students of the Institute; and

4. To compare the level of competence of the instructors with respect to selected professional teaching competencies as perceived by the instructors, the principal, and the students.

Background of the Institute of Agriculture Sabah

The Institute of Agriculture Sabah is one of the eight agricultural institutes existing in the Federation of Malaysia. This Institute is administratively under the auspices of the Education and Training Branch of the Department of Agriculture Sabah. The principal is responsible for the management and supervision of the Institute, and is answerable to the Assistant Director of the Education and Training Branch of the Department of Agriculture Sabah.

For a long time the Institute has been experiencing the lack of trained instructors to conduct the training. By 1996 there were only 10 instructors conducting the training. Therefore, in coping with the shortage of instructors, almost all of the instructors engaged at the Institute had been assigned to teach more than one course.

In 1996 the Institute began implementing a curriculum similar to that being implemented in the other seven agricultural institutes. Based on the new curriculum, the training program has been conducted over four semesters. The first- and third-semester commence in early July and end in late November, while the second- and fourth-semester begin in early January and end in early June. Each semester comprises twenty-one weeks, including one week of semester break at week the eleventh. The students were required to take standardized examinations of which were conducted concurrently in the eight agricultural institutes in the country.

Although the Institute had planned to enroll sixty students annually, only 55 and 57 students were enrolled for the academic year 1997/1998 and 1998/1999 respectively. This means that when the study was carried out in November 1998 the population of the first-year students was 57 and the second-year students was 55.

The Object of Evaluation

In line with the purpose of this study, the object of evaluation was the competence level of the instructors. Specifically, the purpose of the study was to determine the level of competence of instructors with respect to selected professional teaching competencies. Worthen & Sanders (1987) stated that formal evaluation studies have been conducted to answer questions pertaining to a wide variety of educational entities, referred to as evaluation objects. According to Worthen & Sanders, the evaluation object is whatever being evaluated, for example, students' development and performance, curriculum design and processes, school organizational structure, etc.

The Populations of Study

Worthen & Sanders (1987) recommended the following, among others, as the commonly used sources of information:

1. Persons who benefit from the program (students or trainees).

2. Persons implementing the program (teachers or other staff).

In response to the suggestions made by Worthen & Sanders (1987), the researcher considered the instructors, the principal, and the students of the Institute as the appropriate sources from which to obtain information regarding the competence level of the instructors.

Therefore, the instructors, the principal, and the students were regarded as the populations of study. This means that in this study the competence level of the instructors with respect to selected professional teaching competencies was to be assessed by the instructors, the principal, and the students. In other words, the level of competence of the

instructors was to be determined based on the perception of the instructors, the principal, and the students.

The Instructors

There were ten instructors engaged in conducting the two-year agricultural training at the Institute. Because there were only ten instructors engaged in conducting the training, all of them were to be included in the study. As a source of information in this study, all the instructors were to be surveyed to assess their own perception about their level of competence with respect to forty selected teaching competency items. This means that each individual instructor self-assess his or her competence level.

The Principal

In this study, the principal, being the administrative head of the Institute and a stakeholder as well, was also regarded as another appropriate source of information to determine the competence level of the instructors. Furthermore, according to Thomas (1972), teachers and administrators differ greatly on what they feel constitutes good teaching performance. As a source of information, the principal was surveyed to determine his perception on the level of competence of the instructors in respect to forty selected teaching competency items. By including the principal as a source of information, the study would be able to determine how the principal differed from the instructors with respect to the competence level of the instructors.

The students

The students were regarded as the third source of information in this study. Both the first- and the second-year students were included as the populations of study. The

students were asked to assess, based on their perception, the level of competence of the instructors individually with respect to thirty-three selected competency items. According to Ahrarian (1980), proponents in favor of the merit of collecting student evaluations of the effectiveness of their instructors contended that students as consumers of instruction were best qualified to evaluate the product being offered. Furthermore, according to Thomas (1972), although students tended to rate a teacher as being all good or all bad depending on their feelings about the teacher, student ratings appeared to be a good measure of the actual performance of the teacher.

Aleamoni as quoted in Tuckman (1979) covered in depth and detail the topic of student ratings of instruction. According to Tuckman, Aleamoni cited research that supported the following conclusions:

1. Student ratings of the same instructors and courses are highly stable from year to year;

2. Students are discriminating judges, that is, their judgements reflect more than just a teacher's popularity; and

3. Carefully constructed student rating forms are both reliable and valid.

Development of the Instruments

In this study, the competency items were compiled from various sources such as books, journals, and dissertations. Ninety-six competency items in 11 competency categories were selected from a collection of competency items. These competency items formed the second part of the proposed instruments. The first part of the instruments was to solicit demographic information of the respondents.

To solicit the perception of the respondents regarding the level of competence of the instructors with respect to the selected competencies, a five-point Likert-type scale indicated below was utilized:

Scale		Competence level
1	=	"minimal"
2	=	"below average"
3	=	"average"
4	=	"above average"
5	=	"highly competent"

For each competency item, the respondents were asked to rate, based on their perception, the level of competence of the instructors according to the above-stated scale. The respondents were required to circle the appropriate number. Thus, for each and every competency item, one response was expected from each respondent.

Three instruments were developed for the instructors, the principal, and the students. The three proposed instruments were first distributed to all members of the advisory committee for their perusal, comments, and suggestions. Based on their comments and suggestions, the proposed instruments were eventually amended.

In Malaysia the questionnaires were translated into Malaysian language. Meanwhile, the English-version of the instruments were distributed to a group of eleven senior officers of the Department of Agriculture Sabah, and one senior officer of the Ministry of Agriculture in order to get their comments and suggestions. Six of the officers involved in scrutinizing the questionnaires were former instructors of the Institute, and one of them was the former principal. The translated-version of the

instrument was also tested to five of first-year and five second-year students. Based on comments and suggestions of the officers, and responses of the students, the instruments were further amended and improved.

The questionnaire for the instructors was apportioned into two parts. The first part of the questionnaire was to gather general information of the instructors, such as their qualification, and their teaching experience. The other part was to solicit the instructors' perception regarding their level of competence with respect to the forty selected competencies in seven competency categories.

The questionnaire for the principal was also apportioned into two parts. The first part was to gather information regarding the course(s) that were taught by the instructor being assessed. The other part was to gather the perception of the principal regarding the level of competence of the instructors with respect to forty selected competencies. The forty selected competencies were the same as those contained in the instructors' questionnaires.

The third questionnaire was developed for both the first- and second-year students. The first part of the questionnaire was to gather general information of the students, such as their age, and their qualification prior to enrolling at the Institute. The second part was intended to gather the students' perception regarding the level of competence of their instructors with respect to thirty-three competency items. Those thirty-three competency items were actually similar to the 33 of the 40 items included in the questionnaires for the instructors and the principal. In other words, the second part of the questionnaires for the students was developed by eliminating seven items from the instructors' and the principal's questionnaires, that is all six competency items in the

planning competency category, and the first competency item in the instructional

evaluation competency category. This was done because those competency items were

found to be irrelevant for the students.

The first three proposed instruments are shown in Appendixes B, C, and D. The

final and translated versions of the instruments are shown in Appendixes E, F, and G.

As mandated by the United States Federal Government (45 CFR 46), all research

dealing with human subjects must be reviewed by an Institutional Review Board to

ensure that the rights and welfare of the human subjects are properly protected. Thus, to

comply with this policy, the first proposed instruments were submitted to Oklahoma State

University Institutional Review Board (OSU IRB) on September 10, 1998. The proposed

instruments were approved by OSU IRB on September 14, 1998 (See Appendix H). The

amended and translated versions of the instruments were also submitted to OSU IRB, and

were approved on February 26, 1999 (See Appendix I).

Data Gathering Procedure

The researcher first briefed the principal of the Institute regarding the survey. The

principal then appointed a coordinator to help the researcher conduct the survey at the

Institute.

The researcher distributed ten questionnaires to the instructors through the

coordinator. But the researcher first explained to the coordinator about the objective of

the study, and how to complete the questionnaires. The researcher also explained to the

coordinator that the information the instructors provide on this survey would be kept

strictly confidential and would only be reported in aggregate. The questionnaires were

given to the coordinator in the third week of November 1998 and collected by the researcher a week later.

Based on the number of instructors engaged in conducting training at the Institute, ten sets of questionnaires were given to the principal. The researcher explained to the principal about the objective of the study, and how to complete the questionnaires. The researcher also informed the principal that the information obtained from the study would be kept strictly confidential, and the data would only be reported in aggregate. The questionnaires were given to the principal in the third week of November 1998 and collected after a period of one week.

The researcher personally administered the questionnaires to the first-year students in a classroom on the first night in the third week of November 1998. Before the questionnaires were administered, the researcher explained to the students about the purpose of the study, and how to complete the questionnaires. The researcher also informed the students that the information they provided on this survey would be kept strictly confidential and would only be reported in aggregate. The researcher also gave the students the opportunity to pose any question. All students present during the survey were instructed to evaluate each and every instructor who has taught them at the Institute. Names of the instructors to be assessed were first listed on the board, and the students were instructed to complete the questionnaires according to the list. However, the students were not allowed to communicate among themselves while completing the questionnaires to ensure that the responses were of their personal opinion.

The researcher administered the questionnaires to the second-year students on the second night. The same procedure was adhered by the researcher in administering the

questionnaires to the second-year students. The survey was also conducted during the third week of November 1998.

Data Analytical Method

In accordance with the number of competency items included in the second part of the questionnaire, a total of 40, 40 and 33 responses (one response for each item) were expected from each instructor, the principal, and each student, respectively.

By using SAS for Windows statistical package, the mean value for each competency item was calculated. The mean value for each competency item represented on average the level of competence of the instructors for this particular competency item. The mean of the means was also calculated to determine the overall level of competence of the instructors for each competency category.

The mean values of competence level of the instructors contain decimal points. Therefore, in order to determine the level of competence of the instructors, real limits of the scale needed be specified. Accordingly, for the five-point Likert-type scales employed in this study, the real limits were defined as follows:

Scales		Competence Level		Real Limits
1	=	"minimal"	=	1.00 to 1.49
2	=	"below average"	=	1.50 to 2.49
3	=	"average"	=	2.50 to 3.49
4	=	"above average"	=	3.50 to 4.49
5	=	"highly competent"	=	4.50 to 5.00

For example, mean value that falls between 1.00 to1.49 would imply that on average the instructors were of 'minimal' competence with respect to that particular competency item.

Frequency of responses in terms of percentage was also calculated. This was done to determine the distribution of responses with respect to each competency item.

In accordance with the scale, 0.5 unit was used to detect notable difference between mean values of competence level as perceived by the instructors, the principal, and the students. This means that there was a notable difference if the difference between mean values was more than 0.5 unit.

As a measure of internal consistency among the first- and second-year students, a correlation analysis was undertaken between mean values of competence level of the instructors as perceived by the first-year students and mean values of competence level of the instructors as perceived by the second-year students.

DATA ANALYSIS AND PRESENTATION

Introduction

The purpose of the study was to evaluate the professional teaching competency of the instructors with respect to selected teaching competencies. Hence, the level of competence of the instructors was the object of evaluation in this study. In order to achieve the purpose of the study, the following four objectives were set forth:

1. To assess the level of competence of the instructors with respect to forty selected professional teaching competencies as perceived by the instructors;

2. To assess the level of competence of the instructors with respect to forty selected professional teaching competencies as perceived by the principal;

3. To assess the level of competence of the instructors with respect to thirty-three selected professional teaching competencies as perceived by the students; and

4. To compare the level of competence of the instructors with respect to the selected professional teaching competencies as perceived by the instructors, the principal and the students.

The analysis of data and its presentation was carried out in accordance with the above-mentioned objectives.

This chapter begins with the descriptions of the characteristics of the populations involved in the study, that is, the instructors, the principal, and the students.

Characteristics of the Populations of Study

The Instructors

Of the ten instructors distributed with the questionnaire, only eight were finally

included in the study because one instructor was on maternity leave when the survey was

conducted and another instructor did not respond to the survey. The number of instructors

participating in the survey represented 80% of the population of instructors.

Out of the eight instructors who participated in the survey, two had less than five

years of teaching experience, another two had between five to ten years, and four others

had ten and more than ten years. This means that 50% of the instructors who had

responded to the survey have had at least ten years of teaching experience at the Institute.

As regards to their qualification, four of the instructors had a Bachelors Degree while the

rest of them had a Diploma. However, none of the instructors involved in the study had

any formal teacher training prior to their employment at the Institute. And, all but two

instructors have been assigned to teach more than one course

The Principal

The principal of the Institute was formerly a Senior Divisional Agriculture

Extension Officer who has been assigned as the administrative head of the Institute since

1995. The Principal holds a Masters Degree in Agriculture, but had no teaching

experience.

The Students

Five first-year and five second-year students were involved in validating the

content of the questionnaires. Those students who were involved in validating the

questionnaires were eventually excluded from the study. However, nine of the second year students voluntarily decided not to participate in the study. Therefore, the number of first-year students and second-year students finally participated in the survey were fifty-two and forty-one, respectively.

Out of the fifty-two first year students finally included in the study, thirty-nine were males and thirteen were females. The average age of the first-year students was nineteen years. Fifty of them had Malaysian Certificate of Education and the others had Malaysian Certificate of Vocational Education. Out of the forty-one second-year students finally included in the study, twenty-seven were males and fourteen were females. The average age of the second-year students was twenty years. Thirty-six students had Malaysian Certificate of Education, four had Malaysian Certificate of Vocational Education and one other had Malaysian Higher Certificate of Education. On the whole, out of ninety-three students involved in the study, sixty-six were males and twenty-seven were females.

Competence Level of the Instructors as Perceived

by the Instructors

The findings discussed in this section were in accordance with the first objective of the study. The level of competence of the instructors with respect to forty selected teaching competencies was determined by measuring the perception of the instructors. The forty selected teaching competencies assessed by the instructors were categorized into the following seven categories:

1. Planning;

2. Application of the principles of teaching-learning;

3. Instructional techniques;

4. Instructional evaluation;

5. Organizational responsibilities & Guidance;

6. Interpersonal relationships; and

7. Personal characteristics/Personal attributes.

As has been mentioned earlier, eight out of ten instructors at the Institute participated in the survey. Data presented in this section is based on responses of the eight instructors. Therefore, the maximum number of responses with respect to each competency item was eight.

Planning Category

For this category the instructors were asked to assess their competence level with respect to six items. Data shown Table 1 reveal that the instructors perceived their competence as "above average" with respect to all items. No notable difference between means was observed.

Based on percentage of response, 37.5% of the instructors rated themselves as "highly competent" with respect to "Determining educational needs of the students," and 12.5% percent perceived themselves as "highly competent" with respect to "Developing clear teaching plans," "Using cumulative records of student progress in planning instruction," and "Preparing budget of instructional resource needs." On the other hand, 12.5% of the instructors perceived their competence as "below average" with respect to "Preparing budget of instructional resource needs."

Table 1

Competence Level of the Instructors With Respect to Planning Competency Items as

Perceived by the Instructors

Planning Competency Item	No.of Resp.	Competence Level						
		Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	$\underline{M}$	$\underline{SD}$
			Percentage of Response					
Developing clear teaching plans	8	0	0	50.0	37.5	12.5	3.63	0.74
Determining educational needs of students	8	0	0	37.5	25.0	37.5	4.00	0.93
Developing student performance Objectives	8	0	0	37.5	62.5	0	3.63	0.52
Developing teaching activities based on instructional units	8	0	0	25.0	75.0	0	3.75	0.46
Using cumulative records of student progress in planning instruction	8	0	0	37.5	50.0	12.5	3.75	0.71
Preparing budget of instructional resource needs	8	0	12.5	37.5	37.5	12.5	3.50	0.93
Overall							3.71	

Note. Analysis of competence level of the instructors was based on responses of eight

instructors. Real limits: Minimal = 1.00 – 1.49; Below average = 1.50 – 2.49; Average =

2.50 – 3.49; Above average = 3.50 – 4.49; Highly competent = 4.50 – 5.00.

On the whole, the instructors perceived their competence as "above average" in the planning competency category as indicated by the overall mean of 3.71. The mean indicates that the instructors perceived their competence with respect to this competency category as relatively the lowest.

Application of the Principles of Teaching-Learning Category

In this category the instructors were asked to assess their competence with respect to six items. Data shown in Table 2 indicate that instructors perceived their competence as "above average" with respect to all the six items, except with respect to "Giving rewards for excellent work" in which the instructors perceived their competence as "average."

Based on percentage of response, 37.5% of the instructors perceived their competence level as "high" with respect to "Managing disruptions promptly without turmoil," and "Providing effective verbal feedback to students." 25% of the instructors perceived their competence level as "high" with respect to "Providing guidelines to students regarding strategies to master materials," "Providing learning activities which are appropriate to the maturity of the students," and "Providing assignments that are challenging but which do not frustrate students." On the other hand, 25% of the instructors perceived their competence as "below average" with respect to "Giving rewards for excellent work."

On the whole, the overall mean value of 3.81 indicates that the instructors perceived their competence as "above average" in this category. The overall mean indicates that the instructors perceived their competence in this category as relatively among the lowest.

Table 2

Competence Level of the Instructors With Respect to Application of the Principles of

Teaching-Learning Competency Items as Perceived by the Instructors

Application of the Principles of Teaching-Learning Competency Item	No.of Resp.	Competence Level						
		Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
		Percentage of Response						
Providing guidelines to students regarding strategies to master materials	8	0	0	25.0	50.0	25.0	4.00	0.76
Providing learning activities which are appropriate to the maturity of the students	8	0	0	25.0	50.0	25.0	4.00	0.76
Giving rewards for excellent work	8	0	25.0	25.0	50.0	0	3.25	0.89
Providing assignments that are challenging but which do not frustrate students	8	0	0	50.0	25.0	25.0	3.75	0.89
Managing disruptions promptly without turmoil	8	0	0	37.5	25.0	37.5	4.00	0.93
Providing effective verbal feedback to students	8	0	0	50.0	12.5	37.5	3.88	0.99
Overall							3.81	

Note. Analysis of competence level of the instructors was based on responses of eight

instructors.

Instructional Techniques Category

For this category the instructors were asked to assess their competence level with respect to eight items. Data shown in Table 3 indicate that the instructors perceived their competence as "above average" with respect to all items, except with respect to "Using instructional time effectively" in which the instructors perceived themselves as "highly competent."

Twenty-five percent of the instructors perceived themselves as "highly competent" with respect to the following competencies: "Involving students in the teaching-learning process," "Explaining objectives clearly so that students know what are expected by the instructors," "Providing opportunities for students to think critically," "Relating learning topics with current issues," "Using appropriate audio- visual aids," and "Using school library as learning resources." About 63% of the instructors perceived themselves as "highly competent" with respect to "Using instructional time effectively." About 13% of the instructors perceived themselves as "highly competent" with respect to "Creating balance among lecture and discussion." On the other hand, about 13% of instructors perceived their competence level as "below average" with respect to "Involving students in the teaching/learning process."

On the whole, the instructors perceived their competence as "above average" as indicated by the overall mean value of 3.96.

Instructional Evaluation Category

For this category the instructors were asked to assess their competence level with respect to five items. Data shown in Table 4 indicate that the instructors perceived their competence level as "above average" with respect to all items, except with respect to

Table 3

Competence Level of the Instructors With Respect to Instructional Techniques

Competency Items as Perceived by the Instructors

Instructional Techniques Competency Item	No.of Resp.	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
			Percentage of Response					
Involving students in the teaching /learning Process	8	0	12.5	25.0	37.5	25.0	3.75	1.04
Creating balance among lecture and discussion	8	0	0	62.5	25.0	12.5	3.50	0.76
Using instructional time effectively	8	0	0	12.5	25.0	62.5	4.50	0.76
Explaining objectives clearly so that students know what are expected by the instructors	8	0	0	12.5	62.5	25.0	4.13	0.64
Providing opportunities for students to think critically	8	0	0	50.0	25.0	25.0	3.75	0.89
Relating learning topics with current issues	8	0	0	12.5	62.5	25.0	4.13	0.64
Using appropriate audio-visual aids	8	0	0	12.5	62.5	25.0	4.13	0.64
Using school library as learning resources	8	0	0	50.0	25.0	25.0	3.75	0.89
Overall							3.96	

Note. Analysis of competence level of the instructors was based on responses of eight instructors.

Table 4

Competence Level of the Instructors With Respect to Instructional Evaluation

Competency Items as Perceived by the Instructors

Instructional Evaluation		Competence Level						
Competency Item	No.of	Minimal	Below	Average	Above	Highly		
	Resp.		Avg.		Avg.	Comp.	M	SD
				Percentage of Response				
Using tests and/or other evaluation methods in planning instructional units	8	0	0	37.5	25.0	37.5	4.00	0.93
Consult with the Principal, specialists, other instructors and students in evaluating teaching plans	8	0	12.5	62.5	0	25.0	3.38	1.06
Using effective methods in evaluating students progress	8	0	0	50.0	25.0	25.0	3.75	0.89
Providing criteria to evaluate students progress	8	0	0	37.5	37.5	25.0	3.88	0.83
Making clear to students how success in learning is evaluated	8	0	0	0	75.0	25.0	4.25	0.46
Overall							3.85	

Note. Analysis of competence level of the instructors was based on responses of eight

instructors.

"Consult with the principal, specialists, other instructors, and students in evaluating

teaching plans" in which the instructors perceived their competence level as "average."

Based on percentage of response, 37.5% of the instructors perceived themselves as "highly competent" with respect to "Using tests and/or other evaluation methods in planning instructional units." Twenty-five percent of the instructors perceived themselves as "highly competent" with respect to: "Consult with the principal, specialists, other instructors and students in evaluating teaching plans," "Using effective methods in evaluating students progress," "Providing criteria to evaluate students progress," and "Making clear to students how success in learning how success in learning is evaluated." On the other hand, 12.5% perceived their competence as "below average" with respect to "Consult with the principal, specialists, other instructors and students in evaluating teaching plans."

On the whole, the instructors perceived their competence as "above average" as indicated by the overall mean of 3.85.

Organizational Responsibilities/Guidance Category

In this category the instructors were asked to assess their competence level with respect to five items. Data shown in Table 5 indicate that the instructors perceived their competence level as "above average" with respect to all items.

Based on percentage of response, 50% of the instructors considered themselves as "highly competent" with respect to "Sharing responsibilities with other instructors in providing guidance to students." About 38% of the instructors perceived themselves as "highly competent" with regards to "Observing regulations of the Institute," and "Explaining clearly to students regarding opportunities for further studies." Twenty-five percent of the instructors considered themselves as "highly competent" with respect to "Providing accurate data to the Institute for management purposes," and "Assuming

Table 5

Competence Level of the Instructors With Respect to Organizational Responsibilities/

Guidance Competency Items as Perceived by the Instructors

Organizational Responsibilities/ Guidance Competency Item	No.of Resp.	Competence Level						
		Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	<u>M</u>	<u>SD</u>
		Percentage of Response						
Observing regulations of the Institute	8	0	0	25.0	37.5	37.5	4.13	0.83
Providing accurate data to the Institute for management purposes	8	0	0	25.0	50.0	25.0	4.00	0.76
Assuming necessary non-instructional Responsibilities	8	0	0	25.0	50.0	25.0	4.00	0.76
Sharing responsibilities with other instructors in providing guidance to the students	8	0	12.5	37.5	00.0	50.0	3.88	1.25
Explaining clearly to students regarding opportunities for further studies	8	0	12.5	25.0	25.0	37.5	3.88	1.13
Overall							3.98	

Note. Analysis of competence level of the instructors was based on responses of eight

instructors.

necessary non-instructional responsibilities." On the other hand, about 13% of the

instructors perceived themselves as "below average" in competence with respect to

"Sharing responsibilities with other instructors in providing guidance to the students,"

and "Explaining clearly to students regarding opportunities for further studies."

On the whole, the instructors perceived themselves as "above average" in competence for this category as indicated by the overall mean value of 3.98.

Interpersonal Relationships Category

In this category the instructors were asked to assess their competence level with respect to five items. Data shown in Table 6 indicate that the instructors perceived their competence level as "above average" with respect to all items, except with respect to "Fostering mutual respect with the students, staff, and community" in which they perceived themselves as "highly competent."

Based on percentage of response, 62.5% of the instructors perceived themselves as "highly competent" with respect to the following competencies: "Fostering mutual respect with the students, staff and community," and "Exhibiting a willingness to go beyond normal expectations in involvement with students." About 38% percent of the instructors considered themselves as "highly competent" with respect to "Responding to suggestion for improvement," and 25% rated themselves as "highly competent" with respect to "Controlling students' behavior by maintaining good rapport," and "Conveying to students of confidence in their ability to succeed." On the other hand, 12.5% of the instructors rated themselves as "below average" in competence with regards to "Controlling students behavior by maintaining good rapport," and "Responding to suggestions for improvement."

On the whole, the instructors rated their competence as "above average" for this category as indicated by the overall mean value of 4.10. The overall mean indicates that the instructors perceived their competence with respect to this competency category as relatively the highest.

Table 6

Competence Level of the Instructors With Respect to Interpersonal Relationships Competency Items as Perceived by the Instructors

Interpersonal Relationships Competency Item	No.of Resp.	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
				Percentage of Response				
Fostering mutual respect with the students, staff and community	8	0	00.0	12.5	25.0	62.5	4.50	0.76
Exhibiting a willingness to go beyond normal expectations in involvement with students	8	0	00.0	25.0	12.5	62.5	4.38	0.92
Controlling students behavior by maintaining good rapport	8	0	12.5	37.5	25.0	25.0	3.63	1.06
Conveying to students confidence in their ability to succeed	8	0	00.0	25.0	50.0	25.0	4.00	0.76
Responding to suggestions for improvement	8	0	12.5	12.5	37.5	37.5	4.00	1.07
Overall							4.10	

Note. Analysis of competence level of the instructors was based on responses of eight instructors.

Personal Characteristics/Personal Attributes Category

For this category the instructors were asked to assess their competence level with respect to five items. Data shown in Table 7 indicate that the instructors perceived their competence as "above average" with respect to all competency items.

Table 7

Competence Level of the Instructors With Respect to Personal Characteristics/ Personal

Attributes Competency Items as Perceived by the Instructors

Personal Characteristics/Personal		Competence Level						
Attributes Competency Item	No.of Resp.	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
			Percentage of Response					
Maintaining appearance and behavior appropriate to the occasion when in contact with students	8	0	12.5	25.0	25.0	37.5	3.88	1.13
Communicating effectively with students	8	0	00.0	37.5	25.0	37.5	4.00	0.93
Showing positive attitudes to students	8	0	00.0	37.5	12.5	50.0	4.13	0.99
Displaying emotional maturity when in contacts with students	8	0	12.5	25.0	12.5	50.0	4.00	1.20
Showing attitudes that instructors are always willing to help students to succeed	8	0	00.0	25.0	25.0	50.0	4.25	0.89
Overall							4.05	

Note. Analysis of competence level of the instructors was based on responses of eight

instructors.

Based on percentage of response, 50% of the instructors perceived themselves as

"highly competent" with respect to "Showing positive attitudes to students," "Displaying

emotional maturity when in contacts with students," and "Showing attitudes that

instructors are always willing to help students to succeed." About 38% of the instructors considered themselves as "highly competent" with respect to "Maintaining appearance and behavior appropriate to the occasion when in contact with students," and "Communicating effectively with students." On the other hand, 12.5% of the instructors perceived themselves as "below average" with respect to "Maintaining appearance and behavior appropriate to the occasion when in contact with students," and "Displaying emotional maturity when in contacts with students."

On the whole, the instructors perceived their competence as "above average" for this category as shown by the overall mean value of 4.05. The overall mean indicates that the instructors perceived their competence with respect to this competency category as relatively among the highest.

Competence Level of the Instructors as Perceived

by the Principal of the Institute

The findings discussed in this section are in accordance with the second objective of the study, that is, to determine the level of competence of the instructors of the Institute as perceived by the principal. Forty selected professional teaching competencies were also included for assessment and were categorized into the following seven categories:

1. Planning;

2. Application of the principles of teaching-learning;

3. Instructional techniques;

4. Instructional Evaluation;

5. Organizational responsibilities & Guidance;

6. Interpersonal relationships; and

7. Personal characteristics/Personal attributes.

As was mentioned earlier on, the principal was requested to assess the competence level of all the ten instructors engaged in conducting the training. Therefore, the maximum number of responses with respect to each competency item was ten.

Planning Category

For this category the principal was asked to assess the competence level of the instructors with respect to six items. Data shown in Table 8 indicate that the principal perceived the instructors' competence level as "average" with respect to all competency items, except with respect to "Preparing budget of instructional resource needs" in which the principal perceived the instructors' competence as "below average."

Based on percentage of response, the principal perceived 10% of the instructors as "highly competent" with respect to "Developing clear teaching plans," and 20% of the instructors as "highly competent" with respect to "Determining educational needs of students." On the other hand, the principal perceived 90% of the instructors as "below average" with regards to "Preparing budget of instructional resource needs."

On the whole, for planning category the principal perceived the instructors as "average" as indicated by the overall mean value of 2.83. The overall mean indicates that the principal perceived the instructors' competence with respect to this competency category as relatively the lowest.

Table 8

Competence Level of the Ten Instructors With Respect to Planning Competency Items as Perceived by the Principal

Planning	Competence Level						
Competency Item	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
	Percentage of response						
Developing clear teaching plans	0	0	20	70	10	2.90	0.57
Determining educational needs							
of students	0	0	20	60	20	3.00	0.67
Developing student performance							
objectives	0	0	100	0	0	3.00	-
Developing teaching activities based							
on instructional units	0	0	100	0	0	3.00	-
Using cumulative records of student							
progress in planning instruction	0	0	100	0	0	3.00	-
Preparing budget of instructional							
resource needs	0	90	10	0	0	2.10	0.32
Overall						2.83	

Application of the Principles of Teaching-Learning Category

In this category the principal was asked to assess the instructors' competence with respect to six items. Data shown in Table 9 indicate that the principal perceived the instructors' competence as "average" with respect to all competency items.

Based on percentage of response, the principal perceived 20% of the instructors as "below average" with respect to "Managing disruptions promptly without turmoil."

Table 9

Competence Level of the Ten Instructors With Respect to Application of the Principles of

Teaching-Learning Competency Items as Perceived by the Principal

Application of the Principles of Teaching-Learning Competency Item	Competence Level						
	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
	Percentage of Response						
Providing guidelines to students regarding strategies to master materials	0	0	100	0	0	3.00	-
Providing learning activities which are appropriate to the maturity of the students	0	0	100	0	0	3.00	-
Giving rewards for excellent work	0	0	100	0	0	3.00	-
Providing assignments that are challenging but which do not frustrate students	0	0	100	0	0	3.00	-
Managing disruptions promptly without turmoil	0	20	80	0	0	2.80	0.42
Providing effective verbal feedback to students	0	0	100	0	0	3.00	-
Overall						2.97	

On the whole, as indicated by the overall mean value of 2.97, the principal

perceived the instructors as "average" in this category.

Instructional Techniques Category

For this category the principal was asked to assess the instructors' competence with respect to eight items. Data shown in Table 10 indicate that the principal perceived the instructors' competence as "average" with respect to all eight items.

Based on percentage of response, the principal perceived 40% of the instructors as "above average" with respect to "Involving students in the teaching-learning process," and 30% of the instructors as "above average" with respect to "Creating balance among lecture and discussion." On the other hand, the principal perceived 20% of the instructors as "below average" with respect to "Providing opportunities for students to think critically."

On the whole, for this category the principal perceived the instructors as "average" in competence as indicated by the overall mean value of 3.06.

Instructional Evaluation Category

For this category the principal was asked to assess the instructors' competence level with respect to five items. Data shown in Table 11 indicate that the principal perceived the instructors' competence level as "average" with respect to all competency items.

Based on percentage of response, the principal perceived 40% of the instructors as "above average" with respect to "Using tests and/or other evaluation methods in planning instructional units," and 10% of the instructors as "above average" with respect to "Consult with the principal, specialists, other instructors and students in evaluating teaching plans." On the other hand, the principal perceived 30% of the instructors as "below average" with respect to "Consult with the Principal, specialists, other instructors

Table 10

Competence Level of the Ten Instructors With Respect to Instructional Techniques

Competency Items as Perceived by the Principal

Instructional Techniques Competency Item	Competence Level						
	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	$\underline{M}$	$\underline{SD}$
	Percentage of Response						
Involving students in the teaching/ learning process	0	0	60	40	0	3.40	0.52
Creating balance among lecture and discussion	0	0	70	30	0	3.30	0.48
Using instructional time effectively	0	0	100	0	0	3.00	-
Explaining objectives clearly so that students know what are expected by the instructors	0	0	100	0	0	3.00	-
Providing opportunities for students to think critically	0	20	80	0	0	2.80	0.42
Relating learning topics with current issues	0	0	100	0	0	3.00	-
Using appropriate audio-visual aids	0	0	100	0	0	3.00	-
Using school library as learning resources	0	0	100	0	0	3.00	-
Overall						3.06	

Table 11

Competence Level of the Ten Instructors With Respect to Instructional Evaluation

Competency Items as Perceived by the Principal

Instructional Evaluation	Competence Level						
Competency Item	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
	Percentage of Response						
Using tests and/or other evaluation methods in planning instructional units	0	0	60	40	0	3.40	0.52
Consult with the Principal, specialists, other instructors and students in evaluating teaching plans	0	30	60	10	0	2.80	0.63
Using effective methods in evaluating students progress	0	10	90	0	0	2.90	0.32
Providing criteria to evaluate students progress	0	0	100	0	0	3.00	-
Making clear to students how success in learning is evaluated	0	0	100	0	0	3.00	-
Overall						3.02	

and students in evaluating teaching plans," and 10% as "below average" with regards to

"Using effective methods in evaluating students' progress."

On the whole, the principal perceived the instructors as "average" in competence

for this category as indicated by the overall mean value of 3.02.

Organizational Responsibilities/Guidance Category

In this category the principal was asked to assess the instructors' competence level with respect to five items. Data shown in Table 12 indicate that the principal perceived the instructors' competence level as "average" with respect to all items.

Based on percentage of response, the principal perceived 50% of the instructors as "below average" with respect to "Providing accurate data to the Institute for management purposes."

On the whole, the principal perceived the instructors as "average" in competence as indicated by the overall mean value of 2.90.

Interpersonal Relationships Category

In this category the principal was asked to assess the instructors' competence level with respect to five items. Data shown in Table 13 indicate that the principal perceived the instructors' competence level as "average" with respect to all items.

Based on percentage of response, the principal perceived 10% of the instructors as "above average" in competence with respect to "Fostering mutual respect with the students, staff and community," and "Exhibiting a willingness to go beyond normal expectations in involvement with students."

On the whole, the principal perceived the instructors as "average" in competence as shown by the overall mean value of 3.04. The overall mean indicates that the principal perceived the instructors' competence with respect to this category as relatively among the highest.

Table 12

Competence Level of the Ten Instructors With Respect to Organizational

Responsibilities/Guidance Competency Items as Perceived by the Principal

Organizational Responsibilities/	Competence Level						
Guidance Competency Item	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
	Percentage of Response						
Observing regulations of the Institute	0	0	100	0	0	3.00	-
Providing accurate data to the							
Institute for management purposes	0	50	50	0	0	2.50	0.53
Assuming necessary non-instructional							
responsibilities	0	0	100	0	0	3.00	-
Sharing responsibilities with other							
instructors in providing guidance							
to the students	0	0	100	0	0	3.00	-
Explaining clearly to students							
regarding opportunities for							
further studies	0	0	100	0	0	3.00	-
Overall						2.90	

Table 13

Competence Level of the Ten Instructors With Respect to Interpersonal Relationships

Competency Items as Perceived by the Principal

Interpersonal Relationships	Competence Level						
Competency Item	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
		Percentage of Response					
Fostering mutual respect with the students, staff and community	0	0	90	10	0	3.10	0.32
Exhibiting a willingness to go beyond normal expectations in involvement with students	0	0	90	10	0	3.10	0.32
Controlling students behavior by maintaining good rapport	0	0	100	0	0	3.00	-
Conveying to students confidence in their ability to succeed	0	0	100	0	0	3.00	-
Responding to suggestions for improvement	0	0	100	0	0	3.00	-
Overall						3.04	

Personal Characteristics/Personal Attributes Category

For this category the principal was asked to assess the instructors' competence level with respect to five items. Data shown in Table 14 indicate that the principal perceived the instructors' competence level as "average" with respect to all competency items.

Table 14

Competence Level of the Ten Instructors With Respect to Personal Characteristics/

Personal Attributes Competency Items as Perceived by the Principal

Personal Characteristics/	Competence Level						
Personal Attributes	Minimal	Below	Average	Above	Highly		
Competency Item		Avg.		Avg.	Comp.	M	SD
			Percentage of Response				
Maintaining appearance and behavior appropriate to the occasion when in contact with students	0	0	77.8	22.2	0	3.22	0.44
Communicating effectively with students	0	0	88.9	11.1	0	3.11	0.33
Showing positive attitudes to students	0	0	88.9	11.1	0	3.11	0.33
Displaying emotional maturity when in contacts with students	0	0	100.0	00.0	0	3.00	-
Showing attitudes that instructors are always willing to help students to succeed	0	0	100.0	00.0	0	3.00	-
Overall						3.09	

Note. Analysis was based on principal's ratings of ten instructors. Responses of the

principal with respect to one instructor for all items in this category were missing.

Based on percentage of response, the principal perceived 22% of the instructors as

"above average" in competence with respect to "Maintaining appearance and behavior

appropriate to the occasion when in contact with students," and 11% of the instructors as

"above average" with respect to "Communicating effectively with students," and

"Showing positive attitudes to students."

On the whole, the principal perceived the instructors as "average" in competence

in this category as indicated by the overall mean value of 3.09. The overall mean

indicates that the principal perceived the instructors' competence with respect to this

category as relatively the highest.

Competence Level of the Instructors as Perceived

by the Students

The findings presented in this section are in accordance to the third objective of

the study, that is, to determine the level of competence of the instructors with respect to

selected professional teaching competencies as perceived by the students of the Institute.

Thirty-three selected professional teaching competencies were included for assessment,

and the items were categorized into the following six categories:

1. Application of the principles of teaching-learning;

2. Instructional techniques;

3. Instructional evaluation;

4. Organizational responsibilities & Guidance;

5. Interpersonal relationships; and

6. Personal characteristics/Personal attributes.

Out of the ten instructors engaged in training eight teach both the first- and

second-year students, while one instructor teaches only the first year students and the

other one teaches only the second year students. Therefore, all students who participated

in the survey were requested to assess only the nine instructors associated with their

classes (first or second year).

Application of the Principles of Teaching-Learning Category

       In this category the students were asked to assess their instructors' competence

with respect to six items. Data shown in Table 15 indicate that students perceived their

instructors' competence as "above average" with respect to all the six items, except with

respect to "Giving rewards for excellent work" in which the students perceived their

instructors as "average."

       Based on percentage of response, about 41% indicated that the instructors were

"highly competent" with respect to "Providing assignments that are challenging but

which do not frustrate students." About 38% indicated that the instructors were "highly

competent" with respect to "Providing effective verbal feedback to students." About 35%

indicated that the instructors were "highly competent" with regards to "Providing

guidelines to students regarding strategies to master materials," and "Providing learning

activities which are appropriate to the maturity of the students." About 28% indicated that

the instructors were "highly competent" with respect to "Managing disruptions promptly

without turmoil." About 20% indicated that the instructors were "highly competent" with

respect to "Giving rewards for excellent work." But on the other hand, about 13% of the

responses indicated that the instructors' competence were "minimal" with respect to

"Giving rewards for excellent work." About 13% percent in favor of "minimal"

competence of the instructors with respect to "Providing guidelines to students regarding

strategies to master materials," and about 2% were in favor of "minimal' competence of

the instructors with respect to "Managing disruptions promptly without turmoil." About

Table 15

Competence Level of the Instructors With Respect to Application of Principles of

Teaching-Learning Competency Items as Perceived by the Students

Application of the Principles of Teaching-Learning Competency Item	No.of Resp.	Competence Level						
		Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
		Percentage of Response						
Providing guidelines to students regarding strategies to master materials	770	12.5	8.8	24.9	29.2	34.5	3.85	1.07
Providing learning activities which are appropriate to the maturity of the students	770	1.0	8.1	20.0	36.2	34.7	3.96	0.98
Giving rewards for excellent work	770	13.2	14.4	27.7	25.2	19.5	3.23	1.29
Providing assignments that are challenging but which do not frustrate students	769	1.6	5.3	17.8	34.6	40.7	4.08	0.97
Managing disruptions promptly without turmoil	769	2.3	6.1	27.6	36.4	27.6	3.81	0.99
Providing effective verbal feedback to students	768	0.3	6.0	20.1	35.5	38.2	4.05	0.92
Overall							3.83	

Note. Analysis was based on first-year students' ratings on nine instructors, and second-year students' ratings on nine instructors associated with their classes.

2% percent was in favor of "minimal" competence of the instructors with respect to

"Providing assignments that are challenging but which do not frustrate students," while

1% was in favor of "minimal" competence of the instructors with respect to "Providing

learning activities which are appropriate to the maturity of the students."

On the whole, the students perceived the instructors' competence as "above

average" in this category as shown by the overall mean value of 3.83.

Instructional Techniques Category

For this category the students were asked to assess their instructors' competence

level with respect to eight items. Data shown in Table 16 indicate that the students

perceived their instructors' competence as "above average" with respect to all eight

items, except with respect to "Using appropriate audio-visual aids," and "Using school

library as learning resources" in which the students perceived the instructors' competence

as "average."

Based on percentage of response, about 51% indicated that the instructors were

"highly competent" with respect to "Using instructional time effectively." About 48% of

the responses were in favor of the instructors as "highly competent" with respect to

"Explaining objectives clearly so that students know what are expected by the

instructors." About 43% of the responses indicated that the instructors were "highly

competent" with regards to "Involving students in the teaching-learning process." About

33% indicated that the instructors were "highly competent" with respect to "Creating

balance among lecture and discussion." About 32% were also in favor of the instructors

as "highly competent" with respect to "Relating learning topics with current issues."

About 28% were in favor of the instructors as "highly competent" with respect to

Table 16

Competence Level of the Instructors With Respect to Instructional Techniques

Competency Items as Perceived by the Students

Instructional Techniques		Competence Level						
Competency Item	No.of Resp.	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
		Percentage of Response						
Involving students in the teaching/ learning Process	769	2.7	5.6	18.5	30.4	42.8	4.05	1.04
Creating balance among lecture and discussion	770	2.5	9.4	18.4	37.3	32.5	3.88	1.05
Using instructional time effectively	768	1.0	4.4	14.2	29.7	50.7	4.25	0.93
Explaining objectives clearly so that students know what are expected by the instructors	769	0.4	3.8	17.3	30.8	47.7	4.22	0.89
Providing opportunities for students to think critically	769	1.4	7.4	26.4	36.5	28.2	3.83	0.97
Relating learning topics with current issues	766	6.8	10.8	22.3	27.9	32.1	3.68	1.22
Using appropriate audio-visual aids	757	11.4	12.2	26.0	29.2	21.3	3.37	1.26
Using school library as learning Resources	769	12.5	14.6	26.7	29.4	16.9	3.24	1.25
Overall							3.82	

Note. Analysis was based on first-year students' ratings on nine instructors, and second-year students' ratings on nine instructors associated with their classes.

"Providing opportunities for students to think critically," and 21% as "highly competent" with respect to "Using appropriate audio-visual aids," and 17% in favor of the instructors as "highly competent" with respect to "Using school library as learning resources." On the other hand, about 13% of the responses indicated that the instructors were "minimal" in competence with regards to "Using school library as learning resources," and about 11% were in favor of "minimal" competence with respect to "Using appropriate audio-visual aids." About 7% were in favor of "minimal" competence with respect to "Relating learning topics with current issues," and about 3% were in favor of "minimal" competence of the instructors with respect to "Involving students in the teaching/learning process," and "Creating balance among lecture and discussion." About 1% was in favor of "minimal" competence of the instructors with respect to "Using instructional time effectively," and "Providing opportunities for students to think critically."

On the whole, the students perceived the instructors as "above average" in competence as indicated by the overall mean value of 3.82.

Instructional Evaluation Category

For this category the students were asked to assess their instructors' competence level with respect to four items. Data shown in Table 17 indicate that the students perceived their instructors' competence level as "above average" with respect to all items, except with respect to "Consult with the students in evaluating teaching plans" in which the students perceived their instructors' competence level as "average."

Based on percentage of response, about 37% were in favor of the instructors as "highly competent" with respect to "Making clear to students how success in learning is evaluated." About 29% were in favor of the instructors as "highly competent" with

Table 17

Competence Level of the Instructors With Respect to Instructional Evaluation

Competency Items as Perceived by the Students

Instructional Evaluation		Competence Level						
Competency Item	No.of Resp.	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
			Percentage of Response					
Consult with the students in evaluating teaching plans	768	9.1	13.5	29.0	31.0	17.3	3.34	1.18
Using effective methods in evaluating students progress	768	1.6	8.9	24.6	36.3	28.6	3.82	0.99
Providing criteria to evaluate students progress	768	1.3	7.8	25.9	37.8	27.2	3.82	0.96
Making clear to students how success in learning is evaluated	768	1.6	6.0	22.4	33.5	36.6	3.98	0.99
Overall							3.74	

Note. Analysis was based on first-year students' ratings on nine instructors, and second-year students' ratings on nine instructors associated with their classes.

regards to "Using effective methods in evaluating students' progress." About 27% were in favor of the instructors as "highly competent" with respect to "Providing criteria to evaluate students' progress," and about 17% were in favor of "highly competent" with respect to "Consult with the students in evaluating teaching plans." On the other hand, about 9% of the responses were in favor of the instructors as "minimal" with respect to "Consult with the students in evaluating teaching plans," and about 2% were in favor of the instructors as "minimal" with respect to "Using effective methods in evaluating

students progress," and "Making clear to students how success in learning is evaluated." And about 1% of the responses was in favor of the instructors as "minimal" in competence with respect to "Providing criteria to evaluate students' progress."

On the whole, the students perceived the instructors competence as "above average" as shown by the overall mean value of 3.74.

Organizational Responsibilities/Guidance Category

In this category the students were asked to assess their instructors' competence level with respect to five items. Data shown in Table 18 indicate that the students perceived their instructors' competence level as "above average" with respect to all items, except for "Observing regulations of the Institute" in which the students perceived their instructors as "highly competent."

Based on percentage of response, about 76% were in favor of the instructors as "highly competent" with respect to "Observing regulations of the Institute." About 56% were in favor of "highly competent" with respect to "Providing accurate data to the Institute for management purposes," and about 41% were in favor of "highly competent" with respect to "Sharing responsibilities with other instructors in providing guidance to the students." About 40% were in favor of the instructors as "highly competent" with respect to "Assuming necessary non-instructional responsibilities," and about 35% were in favor of "highly competent" with regards to "Explaining clearly to students regarding opportunities for further studies." On the other hand, about 6% were in favor of the instructors as "minimal" in competence with respect to "Explaining clearly to students

Table 18

Competence Level of the Instructors With Respect to Organizational Responsibilities/

Guidance Competency Items as Perceived by the Students

Organizational Responsibilities/ Guidance Competency Item	No.of Resp.	Competence Level						
		Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
		Percentage of Response						
Observing regulations of the Institute	769	0.3	0.5	5.2	18.1	75.9	4.69	0.62
Providing accurate data to the Institute for management purposes	768	0.3	1.0	11.2	31.4	56.1	4.42	0.75
Assuming necessary non-instructional responsibilities	769	1.8	5.3	19.6	33.0	40.2	4.04	0.99
Sharing responsibilities with other instructors in providing guidance to the students	767	1.0	4.0	18.6	34.9	41.3	4.13	0.92
Explaining clearly to students regarding opportunities for further studies	769	5.6	10.7	20.9	27.6	35.2	3.76	1.20
Overall							4.21	

Note. Analysis was based on first-year students' ratings on nine instructors, and second-

year students' ratings on nine instructors associated with their classes.

regarding opportunities for further studies," and about 2% were in favor of "minimal" competence with regards to "Assuming necessary non-instructional responsibilities." About 1% of the responses was in favor of "minimal" with respect to "Sharing responsibilities with other instructors in providing guidance to the students."

On the whole, the students perceived the instructors' competence as "above average" as indicated by the overall mean value of 4.21.

Interpersonal Relationships Category

In this category the students were asked to assess their instructors' competence level with respect to five items. Data shown in Table 19 indicate that the students perceived their instructors' competence level as "above average" with respect to all items.

Based on percentage of response, about 61% were in favor of the instructors as "highly competent" with respect to "Fostering mutual respect with the students, staff and community." About 53% were in favor of "highly competent" with respect to "Exhibiting a willingness to go beyond normal expectations in involvement with students." About 45% were in favor of "highly competent" with respect to "Controlling students behavior by maintaining good rapport." About 38% were in favor of "highly competent" with respect to "Conveying to students the confidence in their ability to succeed." About 32% were in favor of "highly competent" with regards to "Responding to suggestions for improvement." On the other hand, about 1% was in favor of "minimal" competence with respect to the following competencies: "Exhibiting a willingness to go beyond normal expectations in involvement with Students," "Controlling students behavior by

Table 19

Competence Level of the Instructors With Respect to Interpersonal Relationships

Competency Items as Perceived by the Students

Interpersonal Relationships		Competence Level						
Competency Item	No.of Resp.	Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
		Percentage of Response						
Fostering mutual respect with the students, staff and community	766	0.3	3.1	9.1	26.6	60.8	4.45	0.81
Exhibiting a willingness to go beyond normal expectations in involvement with students	767	0.9	5.3	14.0	26.9	52.9	4.26	0.95
Controlling students behavior by maintaining good rapport	766	0.9	3.4	15.7	34.7	45.3	4.20	0.89
Conveying to students confidence in their ability to succeed	766	0.8	6.1	18.3	37.3	37.5	4.05	0.93
Responding to suggestions for Improvement	766	1.3	5.9	24.2	36.3	32.4	3.93	0.96
Overall							4.18	

Note. Analysis was based on first-year students' ratings on nine instructors, and second-year students' ratings on nine instructors associated with their classes.

maintaining good rapport," "Conveying to students the confidence in their ability to succeed," and "Responding to suggestions for improvement."

On the whole, the students perceived the instructors' competence as "above average" in this category as indicated by the overall mean value of 4.18.

Personal Characteristics/Personal Attributes Category

For this category of competency the students were asked to assess their instructors' competence level with respect to five items. Data shown in Table 20 indicate that the students perceived their instructors' competence level as "above average" with respect to only four competency items. With respect to "Maintaining appearance and behavior appropriate to the occasion when in contact with students," the students perceived the instructors as "highly competent."

Based on percentage of response, it was revealed that 71% was in favor of the instructors as "highly competent" with respect to "Maintaining appearance and behavior appropriate to the occasion when in contact with students." About 62% were in favor of the instructors as "highly competent" with regards to "Showing positive attitudes to students." About 59% were in favor of "highly competent" with respect to "Displaying emotional maturity when in contacts with students," and "Showing attitudes that instructors are always willing to help students to succeed." And, about 37% were in favor of "highly competent" with respect to "Communicating effectively with students." On the other hand, about 1% were in favor of the instructors as "minimal" in competence with respect to "Maintaining appearance and behavior appropriate to the occasion when in contact with students," "Communicating effectively with students," "Displaying emotional maturity when in contacts with students, " and "Showing attitudes that instructors are always willing to help students to succeed,"

On the whole, the students perceived the competence level of the instructors as "above average" in this category as indicated by the overall mean value of 4.38. The

Table 20

Competence Level of the Instructors With Respect to Personal Characteristics/Personal

Attributes Competency Items as Perceived by the Students

Personal Characteristics/ Personal Attributes Competency Item	No.of Resp.	Competence Levels						
		Minimal	Below Avg.	Average	Above Avg.	Highly Comp.	M	SD
		Percentage of Response						
Maintaining appearance and behavior appropriate to the occasion when in contact with students	766	0.9	2.1	9.3	16.7	71.0	4.55	0.82
Communicating effectively with students	767	1.0	4.6	19.7	37.3	37.4	4.06	0.92
Showing positive attitudes to students	763	0.3	2.0	10.4	25.8	61.6	4.47	0.78
Displaying emotional maturity when in contacts with students	765	0.7	1.6	11.8	27.3	58.7	4.42	0.81
Showing attitudes that instructors are always willing to help students to succeed	767	0.9	2.6	12.8	24.6	59.1	4.38	0.87
Overall							4.38	

Note. Analysis was based on first-year students' ratings on nine instructors, and second-

year students' ratings on nine instructors associated with their classes.

overall mean indicates that the students perceived the instructors' competence with

respect to this category as relatively the highest.

Comparison of the Competence Level of the Instructors as Perceived

by the Instructors, the Principal, and the Students

In order to make a meaningful comparison of the means of competence level of

the instructors, only data with respect to seven instructors were used in the analysis. This

was because only seven instructors teach both the first- and second-year students. In other

words, only responses with respect to the seven instructors obtained from the three

sources were used in the analysis.

The correlation between the means of competence level of the seven instructors as

perceived by the first-year students and the means of competence level of the same

instructors as perceived by the second-year students was found to be 0.94. This implies

that there was consistency among the first- and the second-year students with respect to

the competence level of the instructors.

Planning Category

For this category, only the competence level of the instructors as perceived by the

instructors themselves and the principal were compared. This was because the students

were not asked to assess their instructors' competence in this category. Data shown in

Table 21 reveal that the instructors perceived their competence as "above average" with

respect to all items. But the principal perceived the competence level of the instructors as

"average" with respect to all items, except with respect to "Preparing budget of

instructional resource needs" in which the principal perceived their competence as

"below average." This means that the instructors and the principal differed in their

Table 21

Comparison of Competence Level of the Instructors With Respect to Planning

Competency Items as Perceived by the Instructors and the Principal

Planning Competency Item	Competence Level as Perceived by the	
	Instructors	Principal
Developing clear teaching plans	3.71	3.00
Determining educational needs of students	4.14	2.86
Developing student performance objectives	3.57	3.00
Developing teaching activities based on instructional units	3.71	3.00
Using cumulative records of student progress in planning instruction	3.71	3.00
Preparing budget of instructional resource needs	3.29	2.00
Overall	3.69	2.81

Note. Analysis was based on responses of the seven instructors who teach both the first- and second-year students, and principal's rating on the seven instructors.

perception regarding the competence level of the instructors with respect to all items. There were notable differences between means of competence level as perceived by the instructors and the principal.

On the whole the instructors perceived their competence level in planning as "above average," while the principal perceived the instructors competence as "average"

in the same category. However, the overall means indicate that the instructors and the principal perceived the instructors' competence with respect to this category as relatively among the lowest.

Application of the Principles of Teaching-Learning Category

For this category the instructors' competence as perceived by the instructors, the principal, and the students were compared. Data shown in Table 22 indicate that instructors perceived their competence as "above average" with respect to all the six items, except with respect to "Giving rewards for excellent work" in which the instructors perceived their competence as "average." The students perceived the instructors' competence as "above average" with respect to all items, except with respect to "Giving rewards for excellent work" in which the students perceived their instructors' competence as "average." There was no notable difference between means of competence level as perceived by the instructors and the students. But, the principal perceived the instructors' competence as "average" with respect to all competency items. There were notable differences between means, except with respect to "Giving rewards for excellent work." This indicates that the students and the instructors were in agreement regarding the competence level of the instructors with respect to all items. The instructors and the principal were not in agreement with respect to five of the items. But, the three parties were in agreement with respect to one item, that is, the instructors' competence was "average" with respect to "Giving rewards for excellent work."

On the whole the instructors and the students perceived the instructors competence level as "above average" in this category, while the principal perceived the instructors' competence as "average."

Table 22

Comparison of Competence Level of the Instructors With Respect to Application of

Principles of Teaching-Learning Competency Items as Perceived by the Instructors,

the Principal, and the Students

Application of the Principles of Teaching-Learning Competency Item	Competence Level as perceived by the		
	Instructors	Principal	Students
Providing guidelines to students regarding strategies to master materials	3.86	3.00	3.93
Providing learning activities which are appropriate to the maturity of students	4.00	3.00	4.04
Giving rewards for excellent work	3.14	3.00	3.26
Providing assignments that are challenging but which do not frustrate students	3.71	3.00	4.16
Managing disruptions promptly without turmoil	3.86	2.86	3.86
Providing effective verbal feedback to students	3.71	3.00	4.08
Overall	3.71	2.98	3.89

Note. Analysis was based on responses of the seven instructors who teach both the first-

and second-year students, and responses of the principal and the students with respect to

the seven instructors.

Instructional Techniques Category

For this category the instructors' competence as perceived by the instructors, the principal, and the students were compared. Data shown in Table 23 indicate that the instructors perceived their competence as "above average" with respect to all items, except with respect to "Using instructional time effectively" in which they perceived themselves as "highly competent," and with respect to "Creating balance among lecture and discussion" in which they perceived themselves as "average." The students perceived the instructors' competence as "above average" with respect to all items, except with respect to "Using appropriate audio-visual aids," and "Using school library as learning resources" in which the students perceived the instructors competence as "average." There were notable differences observed between means of competence level as perceived by the instructors and the students with respect to items two and seven. But, the principal perceived the instructors' competence as "average" with respect to all items. There were notable differences observed between means with respect to all items. This means that the instructors and the students were in agreement with respect to six items, but differed in the other two items. The principal and the students were only in agreement that the instructors' competence was "average" with respect to "Using appropriate audio-visual aids," and "Using school library as learning resources," but differed in other items.

On the whole the instructors and the students perceived the instructors' competence level as "above average" in this category, while the principal perceived the instructors as "average."

Table 23

Comparison of Competence Level of the Instructors With Respect to Instructional

Techniques Competency Items as Perceived by the Instructors, the Principal,

and the Students

Instructional Techniques Competency Item	Competence Level as Perceived by the		
	Instructors	Principal	Students
Involving students in the teaching/learning process	3.71	3.43	4.09
Creating balance among lecture and discussion	3.29	3.29	3.93
Using instructional time effectively	4.43	3.00	4.35
Explaining objectives clearly so that students know what are expected by the instructors	4.00	3.00	4.27
Providing opportunities for the students to think critically	3.57	2.86	3.87
Relating learning topics with current issues	4.00	3.00	3.72
Using appropriate audio-visual aids	4.14	3.00	3.44
Using school library as learning resources	3.57	3.00	3.22
Overall	3.84	3.07	3.86

Note. Analysis was based on responses of the seven instructors who teach both the first-
and second-year students, and responses of the principal and the students with respect to
the seven instructors.

Instructional Evaluation Category

For this category the instructors' competence as perceived by the instructors, the principal, and the students were compared. For item one in this category, no comparison was made between students and the instructors and the principal because the students were not asked to assess the instructors' competence with respect to this item. Data shown in Table 24 indicate that the instructors perceived their competence level as "above average" with respect to all items, except with respect to "Consult with the principal, specialists, other instructors, and students in evaluating teaching plans" in which the instructors perceived their competence level as "average." The students also perceived their instructors' competence as "above average" with respect to all items, except with respect to "Consult with students in evaluating teaching plans" in which the students perceived their instructors' competence as "average." No notable difference was noted between means of competence level as perceived by the instructors and the students. But the principal perceived the instructors competence as "average" with respect to all items, except with respect to "Using tests and/or other evaluation methods in planning instructional units" in which the principal perceived the instructors' competence as "above average." No notable difference was observed between means of competence level as perceived by the instructors and the principal with respect to this item. The instructors, the principal, and the students also were in agreement that the instructors' competence was "average" with respect to "Consult with the principal, specialists, other instructors, and students in evaluating teaching plans." No notable difference was observed between means of competence level as perceived by the instructors, the principal, and the students.

Table 24

Comparison of Competence Level of the Instructors With Respect to Instructional

Evaluation Competency Items as Perceived by the Instructors, the Principal,

and the Students

Instructional Evaluation Competency Item	Competence Level as Perceived by the		
	Instructors	Principal	Students
Using tests and/ or other evaluation methods in			
planning instructional units	3.86	3.43	-
Consult with the Principal, specialists, other			
instructors and students in evaluating			
teaching plans	3.14	2.86	3.36
Using effective methods in evaluating			
students progress	3.57	3.00	3.89
Providing criteria to evaluate students progress	3.71	3.00	3.87
Making clear to students how success in learning			
is evaluated	4.14	3.00	4.06
Overall	3.68	3.06	3.80

Note. Analysis was based on responses of the seven instructors who teach both the first-

and second-year students, and responses of the principal and the students with respect to

the seven instructors.

On the whole the instructors themselves and the students perceived the competence of the instructors as "above average" in this category, while the principal perceived the instructors competence as only "average" for the same category.

Organizational Responsibilities/Guidance Category

For this category the competence level of the instructors as perceived by the instructors themselves, the principal, and the students were compared. Data shown in Table 25 indicate that the instructors perceived their competence level as "above average" with respect to all items. The students also perceived their instructors' competence as "above average" with respect to all items, except with respect to "Observing regulations of the Institute" in which the students perceived the instructors as "highly competent." However, there were notable differences observed with respect to items one and two between means of competence level as perceived by the instructors and the students. But, the principal perceived the instructors' competence as "average" with respect to all items. The differences between means of competence level as perceived by the principal and the instructors were notable. This indicate that the instructors and the students were in agreement with respect to four items, while the instructors and the principal were not in agreement with respect to all competency items.

On the whole the instructors and the students perceived the instructors' competence as "above average" in this category, while the principal perceived the instructors as "average" for the same category.

Table 25

Comparison of Competence Level of the Instructors With Respect to Organizational

Responsibilities/Guidance Competency Items as Perceived by the Instructors, the

Principal, and the Students

Organizational Responsibilities/ Guidance Competency Item	Competence Level as Perceived by the		
	Instructors	Principal	Students
Observing regulations of the Institute	4.00	3.00	4.73
Providing accurate data to the Institute for management purposes	3.86	2.57	4.46
Assuming necessary non-instructional responsibilities	3.86	3.00	4.10
Sharing responsibilities with other instructors in providing guidance to the students	3.71	3.00	4.16
Explaining clearly to students regarding opportunities for further studies	3.71	3.00	3.80
Overall	3.83	2.91	4.25

Note. Analysis was based on responses of the seven instructors who teach both the first-
and second-year students, and responses of the principal and the students with respect to
the seven instructors.

<u>Interpersonal Relationships Category</u>

For this category, the competence level of the instructors as perceived by the instructors themselves, the principal, and the students were compared. Data shown in Table 26 indicate that the instructors perceived their competence level as "above average" with respect to all items, except with respect to "Controlling students' behavior by maintaining good rapport" in which they perceived themselves as "average." The students also perceived their instructors' competence as "above average" with respect to all items. However, there was notable difference between means of competence level with respect to item three as perceived by the instructors and the students. But, the principal perceived the instructors' competence as "average" with respect to all items. There were notable differences observed between means of competence level with respect to all items as perceived by the principal and the instructors. The instructors and the students were in agreement with respect to four items. The principal and the instructors were not in agreement with respect to four items.

On the whole the instructors and the students perceived the instructors' competence as "above average" in this category, while the principal perceived them as "average" in the same category. However, the overall means indicate that the instructors, the principal, and the students perceived the instructors' competence with respect to this category as among the highest.

<u>Personal Characteristics/Personal Attributes Category</u>

For this category the competence level of the instructors as perceived by the instructors, the principal, and the students were compared. Data shown in Table 27

Table 26

Comparison of Competence Level of the Instructors With Respect to Interpersonal

Relationships Competency Items as Perceived by the Instructors, the Principal,

and the Students

Interpersonal Relationships Competency Item	Competence Level as Perceived by the		
	Instructors	Principal	Students
Fostering mutual respect with the students, staff and community	4.43	3.14	4.44
Exhibiting a willingness to go beyond normal expectations in involvement with students	4.29	3.00	4.26
Controlling students behavior by maintaining good rapport	3.43	3.00	4.21
Conveying to students confidence in their ability to succeed	3.86	3.00	4.07
Responding to suggestions for improvement	3.86	3.00	3.94
Overall	3.97	3.03	4.18

Note. Analysis was based on responses of the seven instructors who teach both the first-

and second-year students, and responses of the principal and the students with respect to

the seven instructors.

indicate that the instructors perceived their competence level as "above average" with

respect to all competency items. The students perceived their instructors' competence as

Table 27

Comparison of Competence Level of the Instructors With Respect to Personal

Characteristics/Personal Attributes Competency Items as Perceived by the Instructors,

the Principal, and the Students

Personal Characteristics/Personal Attributes Competency Item	Competence Level as Perceived by the		
	Instructors	Principal	Students
Maintaining appearance and behavior appropriate to the occasion when in contacts with student	3.86	3.33	4.54
Communicating effectively with students	3.86	3.17	4.09
Showing positive attitudes to students	4.00	3.00	4.48
Displaying emotional maturity when in contacts with students	3.86	3.00	4.44
Showing attitudes that instructors are always willing to help students to succeed	4.14	3.00	4.39
Overall	3.94	3.10	4.39

Note. Analysis was based on responses of the seven instructors who teach both the first-

and second-year students, and responses of the principal and the students with respect to

the seven instructors.

"above average" with respect to all items, except with respect to "Maintaining

appearance and behavior appropriate to the occasion when in contacts with students" in

which the students perceived the instructors as "highly competent." There were notable

differences between means of competence level with respect to items one and four as perceived by the instructors and the students. But, the principal perceived the instructors' competence as "average" with respect to all items. The differences between means of competence level as perceived by the principal and the instructors with respect to all items were notable. The instructors and the students were in agreement with respect to four items, while the principal and the instructors were not in agreement with respect to all items.

On the whole the instructors and the students perceived the instructors' competence as "above average" in this category, while the principal perceived the instructors as "average." However, the overall means indicate that the instructors, the principal, and the students perceived the instructors' competence with respect to this category as the highest.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The Institute of Agriculture Sabah has since 1973 been playing a major role in producing agriculture technicians for both the public and private sectors. By 1995, one thousand and ninety-seven students had successfully completed the three-year agricultural vocational training. Starting in 1996 the Institute had begun implementing a new curriculum. The new curriculum was designed to impart knowledge, skills and ethics to the students.

However, the Principal of the Institute was skeptical about the capability of the Institute in implementing the new curriculum. This was because the Institute has for so long been beset with two major problems: One was the persistent shortage of instructors, and the other was the lack of pedagogical skills among the instructors. Was there really a lack of pedagogical skills on the part of the instructors? Or, was it just a mere skepticism on the part of the principal? Whatever it was there was a felt need to undertake an evaluation with respect to professional teaching competency of the instructors.

The purpose of the present study was to evaluate the level of competency of the instructors of the Institute with respect to selected professional teaching competencies. Therefore, the professional teaching competency of the instructors was regarded as the prime object of evaluation. The information needed to assess the level of competence of the instructors was gathered from the instructors, the principal, and students. In other

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words, the competence level of the instructors with respect to selected professional teaching competencies was to be assessed by measuring the perception of the instructors, the principal, and the students.

All the instructors, the principal and the students were included as the sources of information in the study. Questionnaires were administered to these three sources. The questionnaires for the instructors and the principal contained forty competency items in seven categories, while the questionnaires for the students contained only thirty-three competency items in six categories. The thirty-three competency items contained in the students' questionnaires were actually a subset of the forty competency items contained in the instructors' and the principal's questionnaires. Likert-type scales were used to measure the level of competency: 1= "minimal"; 2 = "below average"; 3 = "average"; 4 = "above average"; 5 = "highly competent".

One response was expected with respect to each competency item. Frequency in terms of percentage of responses with respect to each item and for each scale was calculated using Systat statistical package. Mean value of competence level for each item was also calculated. This procedure was applied to the data obtained from the three sources, that is the instructors, the principal and the students. Real limits were defined to determine the competency level: 1.00 to 1.49 = "minimal"; 1.50 to 2.49 = "below average"; 2.50 to 3.49 = "average"; 3.50 to 4.49 = "above average"; 4.50 to 5.00 = "highly competent."

Summary of Findings

1. Based on responses of eight instructors who participated in the study, the instructors perceived themselves as "highly competent" with respect to two competency items, "above average" with respect to thirty-six, and "average" with respect to two. The instructors perceived themselves as "highly competent" with respect to: "Using instructional time effectively" and "Fostering mutual respect with students, staff, and community." They perceived their competence as "average" with respect to: "Giving rewards for excellent work," and "Consult with the principal, specialists, other instructors, and students in evaluating teaching plans."

2. Based on principal assessment of the ten instructors under his supervision, the principal perceived the instructors' competence as "average" with respect to thirty-nine competency items, but "below average" with respect to one. The principal perceived the instructors' competence as "below average" with respect to "Preparing budget of instructional resource needs."

3. Based on students rating on the nine instructors, the students perceived their instructors as "highly competent" with respect to two items, "above average" with respect to twenty-seven, and "average" with respect to four. The students perceived their instructors as "highly competent" with respect to: "Observing regulations of the Institute," and "Maintaining appearance and behavior appropriate to the occasion when in contact with students." The students perceived their instructors' competence as "average" with respect to: "Giving rewards for excellent work," "Using appropriate audio-visual aids," "Using

school library as learning resources," and "Consult with students in evaluating teaching plans."

4. The principal was in agreement with the instructors regarding the instructors' competence with respect to four competency items, but was not in agreement with respect to the other thirty-six items.

5. The students were in agreement with their instructors regarding the instructors' competence with respect to twenty-seven competency items, but were not in agreement with the instructors with respect to six items.

6. The principal and the students were in agreement regarding the competence of the instructors with respect to five competency items. Both the principal and the students perceived the instructors competence as "average" with respect to: "Consult with the principal, specialists, other instructors, and students in evaluating teaching plans," "Using appropriate audio-visual aids," "Using school library as learning resources," and "Giving rewards for excellent work." The principal and the students perceived the instructors as "above average" in competence with respect to "Involving students in the teaching-learning process."

7. The instructors, the principal, and the students were in agreement with respect to three competency items only. The instructors, the principal, and the students were in agreement that the instructors' competence was "average" with respect to "Giving rewards for excellent work," and "Consult with the principal, specialists, other instructors, and students in evaluating teaching plans." The instructors, the principal, and the students were in agreement that

the instructors' competence was "above average" with respect to "Involving students in teaching-learning process."

<div align="center">Conclusions and Recommendations</div>

The researcher believes that the study had served its purpose and achieved the objectives within the context of the scope and limitations of the study. The researcher also believes that all the assumptions were reasonably fulfilled, and that the three sources of information were appropriate and reliable in providing the information needed in this study. The researcher also believes that the instruments used had successfully measured the perception of the respondents concerned. Having considered the evidence gathered from the three sources of information, and the information obtained from the literature, the study suggests that the following conclusions are reasonable:

1. The instructors perceived themselves to be "above average" with respect to 35 out of 40 competency items. However, the instructors perceived themselves as "average" with respect to five items. This indicates that the instructors themselves were generally satisfied with their competence. However, the results also indicate that the instructors need to improve their competence with respect to competency items for which they perceived themselves to be "average."

2. The students also perceived the instructors' competence to be "above average" with respect to 27 out of 33 competency items. The students perceived the instructors' competence as "average" with respect to four competency items. However, the students perceived the instructors as "highly competent" with

respect to two competency items. This indicates that the students were generally satisfied with the competence of the instructors. The perception of the students regarding the instructors' competence was generally similar to the perception of the instructors themselves. The students and the instructors were in agreement with respect to 27 out of 33 competency items. The similarity of the competence level as perceived by the instructors and the students was not by chance in view of the large number of respondents on the part of the students. The finding also tends to support Thomas (1972) assertion that student ratings appeared to be a good measure of the actual performance of the teacher.

3. The principal generally perceived the instructors as "average" in competence. The principal's perception of the instructors' competence in general differed from the perception of the instructors. The principal and the instructors were not in agreement with respect to all competency items. This difference was expected as the principal may have set a high expectation on the instructors' performance and therefore has a different value judgment with respect to the competence level of the instructors. The finding also tends to support Thomas (1972) assertion that teachers and administrators differ greatly on what they feel constitutes good teaching performance. Therefore, the principal needs to discuss with the instructors about good and effective teaching, and to communicate his expectation on their performance.

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Appendix A

Letter of Approval from the Principal of the Institute of Agriculture Sabah

for the Researcher to Conduct the Study

Telefon No.: 976584

Ruj. Tuan: ....
IPS™11/38 (107)

Ruj. Kami: ....

JABATAN PERTANIAN, SABAH

KOMPLEKS LATIHAN
PERTANIAN,
PETI SURAT 102, TIMBANG
MENGGARIS,
89158 KOTA BELUD

May 26, 1998

Tarikh:

The Advisor
c/o Mr. Jamal Kastari
83, South University Place APT 9
STILLWATER, OKLAHOMA 74075
U.S.A

Sir,

Ref: **Permission to Conduct a Survey at Agriculture Institute Timbang Menggaris,
Kota Belud, Sabah, Malaysia**

I am pleased to inform you that Mr. Jamal Kastari who is studying at STILLWATER
OKLAHOMA, U.S.A is welcome to carry out the interview/survey at the Agriculture
Institute Timbang Menggaris, Kota Belud, Sabah, Malaysia.

Once the interview/survey is completed, I expect a copy of his findings to be submitted to
the Agriculture Institute for our reference. This will enable me to take positive steps to
overcome any weakness in the syllabus, subjects taught and in the general management of
the Institute.

Your co-operation in this matter will be very much appreciated.

(ARHAN HJ. MOHD. TAHA)
Principal
Agriculture Institute Timbang Menggaris
Kota Belud, Sabah
MALAYSIA

c.c   Director of Agriculture
       Agriculture Department
       Jalan Belia
       88632 **KOTA KINABALU**
       SABAH, MALAYSIA

       (Att: En. Edmund D. Masudal)   - Conversation between En. Edmund/
                                          En. Solomon on 4th. May 1998
                                          refers.

Appendix B

Cover Letter and Instructor Questionnaire

83 South University Place #9
Stillwater, OK 74075
Phone: (405) 744-1765

09-02-1998

The Instructor
Institute of Agriculture Sabah
Malaysia

Dear Instructor,

The information you provide on this survey will be kept strictly confidential. The information will only be reported in aggregate with no identification of you in the thesis, which will be a result of this study. Any risk involved with this research will be minimal. If you have any questions concerning this research, you may contact the researcher at the above address or phone, or Gay Clarkson, the Oklahoma State University Institutional Review Board Executive Secretary at 305 Whitehurst, OSU, Stillwater, OK 74078, phone number: (405) 744-5700.

Thank you.

Sincerely,

(Jamal Kastari)

INSTRUCTOR QUESTIONNAIRE

**This questionnaire is to be used by instructors of
the Institute of Agriculture Sabah, Malaysia
to self-evaluate their professional teaching competencies**

A. GENERAL INFORMATION

Instruction: Please check or respond to the following items:

1. Length of service at the Institute:_____ years/months

2. Academic qualification:

   Masters degree   ☐
   Bachelors degree   ☐
   Diploma   ☐

3. Please indicate whether or not you had formal training in teaching before serving as instructor at the Institute:

   Yes   ☐
   No   ☐

4. Name courses taught at the Institute of Agriculture:

   1)_____
   2)_____
   3)_____
   4)_____

B. PROFESSIONAL COMPETENCIES

Instruction: Please respond by circling the appropriate number. The numbers (1 to 5) represent the levels of competencies which you perceive currently.

Levels of competency:

1 - Minimal
2 - Below average
3 - Average
4 - Above average
5 - Highly competent

Let your own personal experience determine your response. Please respond to all the items.

**Levels of competency: 1 - Minimal, 2 - Below average, 3 - Average,
4 - Above average, and 5 - Highly competent**

I. PLANNING

Levels of competency

1. Developing clear teaching plans	1 2 3 4 5
2. Determining educational needs of students	1 2 3 4 5
3. Developing student performance objectives	1 2 3 4 5
4. Developing teaching activities based on instructional units	1 2 3 4 5
5. Using cumulative records of student progress in planning instruction	1 2 3 4 5
6. Preparing budget of instructional resource needs	1 2 3 4 5

II. APPLICATION OF THE PRINCIPLES OF TEACHING-LEARNING

Levels of competency

1. Providing guidelines to students regarding strategies to master materials	1 2 3 4 5
2. Providing learning activities which are appropriate to the maturity of the students	1 2 3 4 5
3. Giving rewards for excellent work	1 2 3 4 5
4. Providing assignments that are challenging but which do not frustrate students	1 2 3 4 5
5. Managing disruptions promptly without turmoil	1 2 3 4 5
6. Providing effective verbal feedback to students	1 2 3 4 5

III. INSTRUCTIONAL TECHNIQUES

Levels of competency

1. Involving students in the teaching/learning process	1 2 3 4 5
2. Creating balance among lecture and discussion	1 2 3 4 5
3. Using instructional time effectively	1 2 3 4 5
4. Explaining objectives clearly so that students know what are expected by the instructors	1 2 3 4 5
5. Providing opportunities for students to think critically	1 2 3 4 5
6. Relating learning topics with current issues	1 2 3 4 5
7. Using appropriate audio-visual aids	1 2 3 4 5
8. Using school library as learning resources	1 2 3 4 5

**Levels of competency: 1 - Minimal, 2 - Below average, 3 - Average,
4 - Above average, and 5 - Highly competent**

IV. INSTRUCTIONAL EVALUATION

Levels of competency

1. Using tests and/or other evaluation methods in planning
   instructional units   1 2 3 4 5
2. Consult with the Principal, specialists, other
   instructors and students in evaluating teaching plans   1 2 3 4 5
3. Using effective methods in evaluating students progress   1 2 3 4 5
4. Providing criteria to evaluate students progress   1 2 3 4 5
5. Making clear to students how success in learning
   is evaluated   1 2 3 4 5

V. ORGANIZATIONAL RESPONSIBILITIES/GUIDANCE

Levels of competency

1. Observing regulations of the Institute   1 2 3 4 5
2. Providing accurate data to the Institute for
   management purposes   1 2 3 4 5
3. Assuming necessary non-instructional responsibilities   1 2 3 4 5
4. Sharing responsibilities with other instructors in
   providing guidance to the students   1 2 3 4 5
5. Explaining clearly to students regarding opportunities
   for further studies   1 2 3 4 5

VI. INTERPERSONAL RELATIONSHIPS

Levels of competency

1. Fostering mutual respect with the students, staff and
   community   1 2 3 4 5
2. Exhibiting a willingness to go beyond normal expectations
   in involvement with students   1 2 3 4 5
3. Controlling students behavior by maintaining good
   rapport   1 2 3 4 5
4. Conveying to students confidence in their
   ability to succeed   1 2 3 4 5
5. Responding to suggestions for improvement   1 2 3 4 5

Levels of competency: 1 - Minimal, 2 - Below average, 3 - Average, 4 - Above average, and 5 - Highly competent

VII. PERSONAL CHARACTERISTICS/PERSONAL ATTRIBUTES

Levels of competency

1. Maintaining appearance and behavior appropriate to the occasion when in contact with students   1 2 3 4 5
2. Communicating effectively with students   1 2 3 4 5
3. Showing positive attitudes to students   1 2 3 4 5
4. Displaying emotional maturity when in contacts with students   1 2 3 4 5
5. Showing attitudes that instructors are always willing to help students to succeed   1 2 3 4 5

****************THANK YOU FOR YOUR RESPONSE*******************

Appendix C

Translated Version of Cover Letter and Instructor Questionnaire

83 South University Place #9
Stillwater, OK 74075
Phone: (405) 744-1765

09-02-1998

Pensyarah
Institut Pertanian Sabah
Malaysia

Pensyarah yang dihormati,

Maklumat yang anda berikan dalam kajian ini akan dirahsiakan. Maklumat tersebut
hanya akan dilaporkan secara agregat tanpa mengenali identiti para pensyarah di dalam
thesis, yang mana adalah hasil daripada kajian ini. Risiko yang timbul akibat kajian ini
adalah minimal. Jika anda mempunyai pertanyaan mengenai kajian ini, anda boleh
menghubungi penyelidik di alamat tersebut di atas atau telefon, atau Gay Clarkson,
Setiausaha Kerja Institutional Review Board di Oklahoma State University beralamat di
305 Whitehurst, OSU, Stillwater, OK 74078, nombor telefon: (405) 744-5700.

Terima kasih.

Yang Benar,

(Jamal Kastari)

SOAL-SELIDIK PENSYARAH

**Soal-selidik ini digunakan oleh
para pensyarah Institut Pertanian Sabah, Malaysia
untuk menilai diri sendiri tentang kecekapan profesional mengajar**

A. MAKLUMAT AM

Arahan: Sila beri jawaban kepada perkara-perkara berikut:

1. Jumlah tahun mengajar di Institut Pertanian: _____ tahun

2. Kelayakan Akademik:

   Masters Degree   ☐
   Bachelors Degree   ☐
   Diploma   ☐

3. Pernahkah anda mengikuti latihan formal sebagai pensyarah sebelum bekerja sebagai pensyarah di Institut Pertanian?

   Ya   ☐
   Tidak ☐

4. Nyatakan kursus yang anda ajar di Institut Pertanian:

   1)_____
   2)_____
   3)_____
   4)_____

B. KECEKAPAN PROFESIONAL

Arahan: Sila beri jawaban dengan membuat bulatan pada angka yang sesuai. Angka-angka (1 hingga 5) mencerminkan tahap kecekapan profesional yang anda miliki menurut pendapat anda pada masa kini.

Tahap Kecekapan:

1 - Sedikit cekap
2 - Sederhana cekap
3 - Cekap
4 - Lebih cekap
5 - Sangat cekap

Jawaban anda harus berdasarkan pengalaman peribadi anda. Sila beri jawaban kepada semua perkara berikut.

Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap, 4 - Lebih cekap, dan 5 - Sangat cekap

I. PERANCANGAN

Tahap kecekapan

1. Merangka rancangan mengajar yang jelas — 1 2 3 4 5
2. Menentukan keperluan pembelajaran para pelajar — 1 2 3 4 5
3. Merangka objektif prestasi pembelajaran
   (performance) para pelajar — 1 2 3 4 5
4. Merancang aktiviti mengajar berdasarkan unit
   pembelajaran (instructional unit) — 1 2 3 4 5
5. Menggunakan rekod kemajuan para pelajar untuk
   merancang aktiviti-aktiviti mengajar — 1 2 3 4 5
6. Menyediakan belanjawan bagi keperluan sumber
   pembelajaran — 1 2 3 4 5

II. MENGAMALKAN PRINSIP-PRINSIP MENGAJAR/PEMBELAJARAN

Tahap kecekapan

1. Memberikan panduan kepada para pelajar tentang
   strategi untuk mahir dalam pelajaran yang diajar — 1 2 3 4 5
2. Menyediakan aktiviti-aktiviti pembelajaran yang
   sesuai dengan tahap kematangan para pelajar — 1 2 3 4 5
3. Memberi ganjaran terhadap kerja yang cemerlang — 1 2 3 4 5
4. Memberikan tugasan pembelajaran di tahap yang
   mencabar tetapi tidak mematahkan semangat pelajar — 1 2 3 4 5
5. Mengendali gangguan-gangguan dengan segera tanpa
   kacau bilau — 1 2 3 4 5
6. Memberikan tindakbalas yang efektif secara lisan
   kepada para pelajar — 1 2 3 4 5

**Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap,
4 - Lebih cekap, dan 5 - Sangat cekap**

III. TEKNIK-TEKNIK MENGAJAR

Tahap kecekapan

1. Melibatkan para pelajar dalam proses mengajar/belajar   1 2 3 4 5
2. Mewujudkan keseimbangan antara syarahan dan perbincangan
   dalam menyampaikan bahan kuliah   1 2 3 4 5
3. Menggunakan masa mengajar dengan sebaik-baiknya   1 2 3 4 5
4. Menerangkan objektif-objektif dengan jelas supaya
   para pelajar faham tentang apa yang diharapkan oleh
   pensyarah   1 2 3 4 5
5. Menyediakan peluang untuk para pelajar berfikir
   secara kritikal   1 2 3 4 5
6. Mengaitkan topik pembelajaran dengan masalah semasa   1 2 3 4 5
7. Menggunakan alat-alat pandang dengar   1 2 3 4 5
8. Menggunakan perpustakaan sekolah sebagai sumber
   pembelajaran   1 2 3 4 5

IV. MEMBUAT PENILAIAN PEMBELAJARAN

Tahap kecekapan

1. Menggunakan ujian-ujian dan/atau kaedah-kaedah
   penilaian lain untuk merancang unit-unit pembelajaran   1 2 3 4 5
2. Berunding dengan pengetua, pakar-pakar, para pensyarah
   lain dan pelajar untuk menilai rancangan mengajar   1 2 3 4 5
3. Menggunakan kaedah yang berkesan untuk megukur
   pencapaian para pelajar   1 2 3 4 5
4. Menetapkan kriteria yang jelas untuk menilai pencapaian
   para pelajar   1 2 3 4 5
5. Menerangkan dengan jelas kepada para pelajar bagaimana
   pencapaian pembelajaran akan dinilai   1 2 3 4 5

**Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap,
4 - Lebih cekap, dan 5 - Sangat cekap**

V. TANGGUNGJAWAB ORGANISASI/MEMBERI BIMBINGAN

Tahap kecekapan

1. Mematuhi peraturan-peraturan Institut   1 2 3 4 5

2. Memberikan data-data yang tepat kepada pihak
atasan untuk tujuan pengurusan   1 2 3 4 5

3. Melaksanakan tanggungjawab-tangguangjawab lain yang
perlu yang bukan berkaitan dengan aktiviti mengajar   1 2 3 4 5

4. Berkongsi tanggungjawab dengan para pensyarah lain
untuk membimbing para pelajar   1 2 3 4 5

5. Memberitahu dengan jelas kepada para pelajar
tentang peluang-peluang melanjutkan pendidikan ke
peringkat lebih tinggi   1 2 3 4 5

VI. PERHUBUNGAN ANTARA PERORANGAN

Tahap kecekapan

1. Mewujudkan perasaan hormat menghormati dengan para
pelajar, para kakitangan lain dan masyarakat   1 2 3 4 5

2. Menunjukkan kesediaan untuk berinteraksi
dengan para pelajar pada bila-bila masa   1 2 3 4 5

3. Mengawal tingkahlaku pelajar dengan mewujudkan
hubungan yang baik   1 2 3 4 5

4. Memberikan keyakinan kepada para pelajar tentang
abiliti mereka untuk berjaya   1 2 3 4 5

5. Memberikan perhatian terhadap cadangan bagi
memperbaiki sesuatu keadaan   1 2 3 4 5

**Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap,
4 - Lebih cekap, dan 5 - Sangat cekap**

VII. SIFAT PERIBADI

Tahap kecekapan

1. Mempamerkan cara berpakaian dan gerakgeri yang
sesuai pada sesuatu majlis apabila berhadapan
dengan para para pelajar   1 2 3 4 5
2. Berhubung secara efektif dengan pelajar   1 2 3 4 5
3. Menunjukkan sikap positif kepada pelajar   1 2 3 4 5
4. Menunjukkan kematangan emosi apabila
berhubungan dengan pelajar   1 2 3 4 5
5. Menunjukkan sikap bahawa pensyarah sentiasa
membantu para pelajar untuk mencapai kejayaan   1 2 3 4 5

************TERIMA KASIH ATAS JAWABAN ANDA********************

Appendix D

Cover Letter and Principal Questionnaire

83 South University Place #9
Stillwater, OK 74075
Phone: (405) 744-1765

09-02-1998

The Principal
Institute of Agriculture Sabah
Malaysia

Dear Principal,

The information you provide on this survey will be kept strictly confidential. The information will only be reported in aggregate with no identification of the instructors in the thesis, which will be a result of this study. Any risk involved with this research will be minimal. If you have any questions concerning this research, you may contact the researcher at the above address or phone, or Gay Clarkson, the Oklahoma State University Institutional Review Board Executive Secretary at 305 Whitehurst, OSU, Stillwater, OK 74078, phone number: (405) 744-5700.

Thank you.

Sincerely,

(Jamal Kastari)

INSTITUTE PRINCIPAL QUESTIONNAIRE

**This questionnaire is to be used by the Principal of
the Institute of Agriculture Sabah, Malaysia
to evaluate the instructor professional teaching competencies**

A. GENERAL INFORMATION

Instruction: Please check or respond to the following items:

1. Name courses taught by instructor being evaluated:

    1) _____
    2) _____
    3) _____
    4) _____

B. PROFESSIONAL COMPETENCIES

Instruction: Please respond by circling the appropriate number. The numbers (1 to 5) represent the levels of competencies of the instructors which you perceive currently.

Levels of competency:

1 - Minimal
2 - Below average
3 - Average
4 - Above average
5 - Highly competent

Let your own personal experience determine your response. Please respond to all the items.

I. PLANNING

Levels of competency

1. Developing clear teaching plans	1 2 3 4 5
2. Determining educational needs of students	1 2 3 4 5
3. Developing student performance objectives	1 2 3 4 5
4. Developing teaching activities based on instructional units	1 2 3 4 5
5. Using cumulative records of student progress in planning instruction	1 2 3 4 5
6. Preparing budget of instructional resource needs	1 2 3 4 5

Levels of competency: 1 - Minimal, 2 - Below average, 3 - Average,
4 - Above average, and 5 - Highly competent

II. APPLICATION OF THE PRINCIPLES OF TEACHING-LEARNING

Levels of competency

1. Providing guidelines to students regarding strategies to master materials	1 2 3 4 5
2. Providing learning activities which are appropriate to the maturity of the students	1 2 3 4 5
3. Giving rewards for excellent work	1 2 3 4 5
4. Providing assignments that are challenging but which do not frustrate students	1 2 3 4 5
5. Managing disruptions promptly without turmoil	1 2 3 4 5
6. Providing effective verbal feedback to students	1 2 3 4 5

III. INSTRUCTIONAL TECHNIQUES

Levels of competency

1. Involving students in the teaching/learning process	1 2 3 4 5
2. Creating balance among lecture and discussion	1 2 3 4 5
3. Using instructional time effectively	1 2 3 4 5
4. Explaining objectives clearly so that students know what are expected by the instructors	1 2 3 4 5
5. Providing opportunities for students to think critically	1 2 3 4 5
6. Relating learning topics with current issues	1 2 3 4 5
7. Using appropriate audio-visual aids	1 2 3 4 5
8. Using school library as learning resources	1 2 3 4 5

IV. INSTRUCTIONAL EVALUATION

Levels of competency

1. Using tests and/or other evaluation methods in planning instructional units	1 2 3 4 5
2. Consult with the Principal, specialists, other instructors and students in evaluating teaching plans	1 2 3 4 5
3. Using effective methods in evaluating students progress	1 2 3 4 5
4. Providing criteria to evaluate students progress	1 2 3 4 5
5. Making clear to students how success in learning is evaluated	1 2 3 4 5

Levels of competency: 1 - Minimal, 2 - Below average, 3 - Average,
4 - Above average, and 5 - Highly competent

V. ORGANIZATIONAL RESPONSIBILITIES/GUIDANCE

Levels of competency

1. Observing regulations of the Institute   1 2 3 4 5
2. Providing accurate data to the Institute for
   management purposes   1 2 3 4 5
3. Assuming necessary non-instructional responsibilities   1 2 3 4 5
4. Sharing responsibilities with other instructors in
   providing guidance to the students   1 2 3 4 5
5. Explaining clearly to students regarding opportunities
   for further studies   1 2 3 4 5

VI. INTERPERSONAL RELATIONSHIPS

Levels of competency

1. Fostering mutual respect with the students, staff and
   community   1 2 3 4 5
2. Exhibiting a willingness to go beyond normal expectations
   in involvement with students   1 2 3 4 5
3. Controlling students behavior by maintaining good
   rapport   1 2 3 4 5
4. Conveying to students confidence in their
   ability to succeed   1 2 3 4 5
5. Responding to suggestions for improvement   1 2 3 4 5

VII. PERSONAL CHARACTERISTICS/PERSONAL ATTRIBUTES

Levels of competency

1. Maintaining appearance and behavior appropriate to
   the occasion when in contact with students   1 2 3 4 5
2. Communicating effectively with students   1 2 3 4 5
3. Showing positive attitudes to students   1 2 3 4 5
4. Displaying emotional maturity when in contacts with
   students   1 2 3 4 5
5. Showing attitudes that instructors are always willing
   to help students to succeed   1 2 3 4 5

****************THANK YOU FOR YOUR RESPONSE*******************

Appendix E

Translated Version of Cover Letter and Principal Questionnaire

83 South University Place #9
Stillwater, OK 74075
Phone: (405) 744-1765

09-02-1998

Tuan Pengetua
Institut Pertanian Sabah
Malaysia

Pengetua yang dihormati,

Maklumat yang anda berikan dalam kajian ini akan dirahsiakan. Maklumat tersebut
hanya akan dilaporkan secara agregat tanpa mengenali identiti para pensyarah di dalam
thesis, yang mana adalah hasil daripada kajian ini. Risiko yang timbul akibat kajian ini
adalah minimal. Jika anda mempunyai pertanyaan mengenai kajian ini, anda boleh
menghubungi penyelidik di alamat tersebut di atas atau telefon, atau Gay Clarkson,
Setiausaha Kerja Institutional Review Board di Oklahoma State University beralamat di
305 Whitehurst, OSU, Stillwater, OK 74078, nombor telefon: (405) 744-5700.

Terima kasih.

Yang Benar,

(Jamal Kastari)

SOAL-SELIDIK PENGETUA

**Soal-selidik ini digunakan oleh
Pengetua Institut Pertanian Sabah, Malaysia
untuk menilai para pensyarah Institut tentang kecekapan profesional mengajar**

A. MAKLUMAT AM

Arahan: Sila beri jawaban kepada perkara-perkara berikut:

1. Kursus yang diajar oleh pensyarah yang dinilai kecekapannya:

   1._____

   2._____

B. KECEKAPAN PROFESIONAL

Arahan: Sila beri jawaban dengan membuat bulatan pada angka yang sesuai. Angka-angka (1 hingga 5) mencerminkan tahap kecekapan profesional pensyarah yang dinilai menurut pendapat anda pada masa kini.

Tahap Kecekapan:

1 - Sedikit cekap
2 - Sederhana cekap
3 - Cekap
4 - Lebih cekap
5 - Sangat cekap

Jawaban anda harus berdasarkan pengalaman peribadi anda. Sila beri jawaban kepada semua perkara berikut.

I. PERANCANGAN

	Tahap kecekapan
1. Merangka rancangan mengajar yang jelas	1 2 3 4 5
2. Menentukan keperluan pembelajaran para pelajar	1 2 3 4 5
3. Merangka objektif prestasi pembelajaran (performance) para pelajar	1 2 3 4 5
4. Merancang aktiviti mengajar berdasarkan unit pembelajaran (instructional unit)	1 2 3 4 5
5. Menggunakan rekod kemajuan para pelajar untuk merancang aktiviti-aktiviti mengajar	1 2 3 4 5
6. Menyediakan belanjawan bagi keperluan sumber pembelajaran	1 2 3 4 5

Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap, 4 - Lebih cekap, dan 5 - Sangat cekap

II. MENGAMALKAN PRINSIP-PRINSIP MENGAJAR/PEMBELAJARAN

Tahap kecekapan

1. Memberikan panduan kepada para pelajar tentang strategi untuk mahir dalam pelajaran yang diajar 1 2 3 4 5
2. Menyediakan aktiviti-aktiviti pembelajaran yang sesuai dengan tahap kematangan para pelajar 1 2 3 4 5
3. Memberi ganjaran terhadap kerja yang cemerlang 1 2 3 4 5
4. Memberikan tugasan pembelajaran di tahap yang mencabar tetapi tidak mematahkan semangat pelajar 1 2 3 4 5
5. Mengendali gangguan-gangguan dengan segera tanpa kacau bilau 1 2 3 4 5
6. Memberikan tindakbalas yang efektif secara lisan kepada para pelajar 1 2 3 4 5

III. TEKNIK-TEKNIK MENGAJAR

Tahap kecekapan

1. Melibatkan para pelajar dalam proses mengajar/belajar 1 2 3 4 5
2. Mewujudkan keseimbangan antara syarahan dan perbincangan dalam menyampaikan bahan kuliah 1 2 3 4 5
3. Menggunakan masa mengajar dengan sebaik-baiknya 1 2 3 4 5
4. Menerangkan objektif-objektif dengan jelas supaya para pelajar faham tentang apa yang diharapkan oleh pensyarah 1 2 3 4 5
5. Menyediakan peluang untuk para pelajar berfikir secara kritikal 1 2 3 4 5
6. Mengaitkan topik pembelajaran dengan masalah semasa 1 2 3 4 5
7. Menggunakan alat-alat pandang dengar 1 2 3 4 5
8. Menggunakan perpustakaan sekolah sebagai sumber pembelajaran 1 2 3 4 5

**Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap,
4 - Lebih cekap, dan 5 - Sangat cekap**

IV. MEMBUAT PENILAIAN PEMBELAJARAN

Tahap kecekapan

1. Menggunakan ujian-ujian dan/atau kaedah-kaedah
penilaian lain untuk merancang unit-unit pembelajaran   1 2 3 4 5

2. Berunding dengan pengetua, pakar-pakar, para pensyarah
lain dan pelajar untuk menilai rancangan mengajar   1 2 3 4 5

3. Menggunakan kaedah yang berkesan untuk megukur
pencapaian para pelajar   1 2 3 4 5

4. Menetapkan kriteria yang jelas untuk menilai pencapaian
para pelajar   1 2 3 4 5

5. Menerangkan dengan jelas kepada para pelajar bagaimana
pencapaian pembelajaran akan dinilai   1 2 3 4 5

V. TANGGUNGJAWAB ORGANISASI/MEMBERI BIMBINGAN

Tahap kecekapan

1. Mematuhi peraturan-peraturan Institut   1 2 3 4 5

2. Memberikan data-data yang tepat kepada pihak
atasan untuk tujuan pengurusan   1 2 3 4 5

3. Melaksanakan tanggungjawab-tanggungjawab lain yang
perlu yang bukan berkaitan dengan aktiviti mengajar   1 2 3 4 5

4. Berkongsi tanggungjawab dengan para pensyarah lain
untuk membimbing para pelajar   1 2 3 4 5

5. Memberitahu dengan jelas kepada para pelajar
tentang peluang-peluang melanjutkan pendidikan ke
peringkat lebih tinggi   1 2 3 4 5

Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap,
4 - Lebih cekap, dan 5 - Sangat cekap

VI. PERHUBUNGAN ANTARA PERORANGAN

Tahap kecekapan

1. Mewujudkan perasaan hormat menghormati dengan para
   pelajar, para kakitangan lain dan masyarakat   1 2 3 4 5
2. Menunjukkan kesediaan untuk berinteraksi
   dengan para pelajar pada bila-bila masa   1 2 3 4 5
3. Mengawal tingkahlaku pelajar dengan mewujudkan
   hubungan yang baik   1 2 3 4 5
4. Memberikan keyakinan kepada para pelajar tentang
   abiliti mereka untuk berjaya   1 2 3 4 5
5. Memberikan perhatian terhadap cadangan bagi
   memperbaiki sesuatu keadaan   1 2 3 4 5

VII. SIFAT PERIBADI

Tahap kecekapan

1. Mempamerkan cara berpakaian dan gerakgeri yang
   sesuai pada sesuatu majlis apabila berhadapan
   dengan para para pelajar   1 2 3 4 5
2. Berhubung secara efektif dengan pelajar   1 2 3 4 5
3. Menunjukkan sikap positif kepada pelajar   1 2 3 4 5
4. Menunjukkan kematangan emosi apabila
   berhubungan dengan pelajar   1 2 3 4 5
5. Menunjukkan sikap bahawa pensyarah sentiasa
   membantu para pelajar untuk mencapai kejayaan   1 2 3 4 5

************TERIMA KASIH ATAS JAWABAN ANDA********************

Appendix F

Cover Letter and Student Questionnaire

83 South University Place #9
Stillwater, OK 74075
Phone: (405) 744-1765

09-02-1998

The Student
Institute of Agriculture Sabah
Malaysia

Dear Student,

The information you provide on this survey will be kept strictly confidential. The information will only be reported in aggregate with no identification of the instructors in the thesis, which will be a result of this study. Any risk involved with this research will be minimal. If you have any questions concerning this research, you may contact the researcher at the above address or phone, or Gay Clarkson, the Oklahoma State University Institutional Review Board Executive Secretary at 305 Whitehurst, OSU, Stillwater, OK 74078, phone number: (405) 744-5700.

Thank you.

Sincerely,

(Jamal Kastari)

STUDENT QUESTIONNAIRE

This questionnaire is to be used by students of the
Institute of Agriculture Sabah, Malaysia to evaluate
the professional teaching competencies of their instructors

A. GENERAL INFORMATION

Instruction: Please check or respond to the following items:

1. Age:_____years

2. Gender:_____Male_____Female

3. Educational level achieved before enrolling at the Institute:

   _____

4. List courses taught by the instructor being evaluated:

   1) _____
   2) _____
   3) _____
   4) _____

B. INSTRUCTOR PROFESSIONAL COMPETENCIES

Instruction: Please respond by circling the appropriate number. The numbers (1 to 5) represent the levels of competencies of your instructors which you perceive currently.

Levels of competency:

1 - Minimal
2 - Below average
3 - Average
4 - Above average
5 - Highly competent

Let your own personal experience and judgment determine your response. Please respond to all the items.

**Levels of competency: 1 - Minimal, 2 - Below average, 3 - Average,
4 - Above average, and 5 - Highly competent**

IV. ORGANIZATIONAL RESPONSIBILITIES/GUIDANCE

                                                                      Levels of competency

1. Observing regulations of the Institute   1 2 3 4 5
2. Providing accurate data to the Institute for
   management purposes   1 2 3 4 5
3. Assuming necessary non-instructional responsibilities   1 2 3 4 5
4. Sharing responsibilities with other instructors in
   providing guidance to the students   1 2 3 4 5
5. Explaining clearly to students regarding opportunities
   for further studies   1 2 3 4 5

V. INTERPERSONAL RELATIONSHIPS

                                                                      Levels of competency

1. Fostering mutual respect with the students, staff and
   community   1 2 3 4 5
2. Exhibiting a willingness to go beyond normal expectations
   in involvement with students   1 2 3 4 5
3. Controlling students behavior by maintaining good
   rapport   1 2 3 4 5
4. Conveying to students confidence in their
   ability to succeed   1 2 3 4 5
5. Responding to suggestions for improvement   1 2 3 4 5

VI. PERSONAL CHARACTERISTICS/PERSONAL ATTRIBUTES

                                                                      Levels of competency

1. Maintaining appearance and behavior appropriate to
   the occasion when in contact with students   1 2 3 4 5
2. Communicating effectively with students   1 2 3 4 5
3. Showing positive attitudes to students   1 2 3 4 5
4. Displaying emotional maturity when in contacts with
   students   1 2 3 4 5
5. Showing attitudes that instructors are always willing
   to help students to succeed   1 2 3 4 5

*****************THANK YOU FOR YOUR RESPONSE*********************

Appendix G

Translated Version of Cover Letter and Student Questionnaire

83 South University Place #9
Stillwater, OK 74075
Phone: (405) 744-1765

09-02-1998

Pelajar
Institut Pertanian Sabah
Malaysia

Pelajar yang dihormati,

Maklumat yang anda berikan dalam kajian ini akan dirahsiakan. Maklumat tersebut hanya akan dilaporkan secara agregat tanpa mengenali identiti para pensyarah di dalam thesis, yang mana adalah hasil daripada kajian ini. Risiko yang timbul akibat kajian ini adalah minimal. Jika anda mempunyai pertanyaan mengenai kajian ini, anda boleh menghubungi penyelidik di alamat tersebut di atas atau telefon, atau Gay Clarkson, Setiausaha Kerja Institutional Review Board di Oklahoma State University beralamat di 305 Whitehurst, OSU, Stillwater, OK 74078, nombor telefon: (405) 744-5700.

Terima kasih.

Yang Benar,

(Jamal Kastari)

SOAL-SELIDIK PARA PELAJAR

**Soal-selidik ini digunakan oleh
para pelajar Institut Pertanian Sabah, Malaysia
untuk menilai pensyarah tentang kecekapan profesional mengajar**

A. MAKLUMAT AM

Arahan: Sila beri jawaban kepada perkara-perkara berikut:

1. Umur:_____ tahun

2. Jantina:_____Lelaki_____Perempuan

3. Tarap pendidikan dicapai sebelum memasuki Institut Pertanian

_____

4. Nyatakan mata-pelajaran yang diajar oleh pensyarah yang anda nilai kecekapannya:

    1)_____
    2)_____
    3)_____
    4)_____

B. KECEKAPAN PROFESIONAL

Arahan: Sila beri jawaban dengan membuat bulatan pada angka yang sesuai. Angka-angka (1 hingga 5) mencerminkan tahap kecekapan profesional pensyarah yang anda nilai menurut pendapat anda pada masa kini.

Tahap Kecekapan:

1 - Sedikit cekap
2 - Sederhana cekap
3 - Cekap
4 - Lebih cekap
5 - Sangat cekap

Jawaban anda harus berdasarkan pengalaman peribadi anda. Sila beri jawaban kepada semua perkara berikut.

_____

Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap, 4 - Lebih cekap, dan 5 - Sangat cekap

I. MENGAMALKAN PRINSIP-PRINSIP MENGAJAR/PEMBELAJARAN

Tahap kecekapan

1. Memberikan panduan kepada para pelajar tentang strategi untuk mahir dalam pelajaran yang diajar	1 2 3 4 5
2. Menyediakan aktiviti-aktiviti pembelajaran yang sesuai dengan tahap kematangan para pelajar	1 2 3 4 5
3. Memberi ganjaran terhadap kerja yang cemerlang	1 2 3 4 5
4. Memberikan tugasan pembelajaran di tahap yang mencabar tetapi tidak mematahkan semangat pelajar	1 2 3 4 5
5. Mengendali gangguan-gangguan dengan segera tanpa kacau bilau	1 2 3 4 5
6. Memberikan tindakbalas yang efektif secara lisan kepada parapelajar	1 2 3 4 5

II. TEKNIK-TEKNIK MENGAJAR

Tahap kecekapan

1. Melibatkan para pelajar dalam proses mengajar/belajar	1 2 3 4 5
2. Mewujudkan keseimbangan antara syarahan dan perbincangan dalam menyampaikan bahan kuliah	1 2 3 4 5
3. Menggunakan masa mengajar dengan sebaik-baiknya	1 2 3 4 5
4. Menerangkan objektif-objektif dengan jelas supaya para pelajar faham tentang apa yang diharapkan oleh pensyarah	1 2 3 4 5
5. Menyediakan peluang untuk para pelajar berfikir secara kritikal	1 2 3 4 5
6. Mengaitkan topik pembelajaran dengan masalah semasa	1 2 3 4 5
7. Menggunakan alat-alat pandang dengar	1 2 3 4 5
8. Menggunakan perpustakaan sekolah sebagai sumber pembelajaran	1 2 3 4 5

**Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap,
4 - Lebih cekap, dan 5 - Sangat cekap**

III. MEMBUAT PENILAIAN PEMBELAJARAN

Tahap kecekapan

1. Berunding dengan pelajar untuk menilai rancangan mengajar   1 2 3 4 5
2. Menggunakan kaedah yang berkesan untuk megukur
   pencapaian para pelajar   1 2 3 4 5
3. Menetapkan kriteria yang jelas untuk menilai pencapaian
   para pelajar   1 2 3 4 5
4. Menerangkan dengan jelas kepada para pelajar bagaimana
   pencapaian pembelajaran akan dinilai   1 2 3 4 5

IV. TANGGUNGJAWAB ORGANISASI/MEMBERI BIMBINGAN

Tahap kecekapan

1. Mematuhi peraturan-peraturan Institut   1 2 3 4 5
2. Memberikan data-data yang tepat kepada pihak
   atasan untuk tujuan pengurusan   1 2 3 4 5
3. Melaksanakan tanggungjawab-tanggungjawab lain yang
   perlu yang bukan berkaitan dengan aktiviti mengajar   1 2 3 4 5
4. Berkongsi tanggungjawab dengan para pensyarah lain
   untuk membimbing para pelajar   1 2 3 4 5
5. Memberitahu dengan jelas kepada para pelajar
   tentang peluang-peluang melanjutkan pendidikan ke
   peringkat lebih tinggi   1 2 3 4 5

V. PERHUBUNGAN ANTARA PERORANGAN

Tahap kecekapan

1. Mewujudkan perasaan hormat menghormati dengan para
   pelajar, para kakitangan lain dan masyarakat   1 2 3 4 5
2. Menunjukkan kesediaan untuk berinteraksi
   dengan para pelajar pada bila-bila masa   1 2 3 4 5
3. Mengawal tingkahlaku pelajar dengan mewujudkan
   hubungan yang baik   1 2 3 4 5
4. Memberikan keyakinan kepada para pelajar tentang
   abiliti mereka untuk berjaya   1 2 3 4 5
5. Memberikan perhatian terhadap cadangan bagi
   memperbaiki sesuatu keadaan   1 2 3 4 5

Tahap Kecekapan: 1 - Sedikit cekap, 2 - Sederhana cekap, 3 - Cekap, 4 - Lebih cekap, dan 5 - Sangat cekap

VI. SIFAT PERIBADI

Tahap kecekapan

1. Mempamerkan cara berpakaian dan gerakgeri yang sesuai pada sesuatu majlis apabila berhadapan dengan para para pelajar   1 2 3 4 5
2. Berhubung secara efektif dengan pelajar   1 2 3 4 5
3. Menunjukkan sikap positif kepada pelajar   1 2 3 4 5
4. Menunjukkan kematangan emosi apabila berhubungan dengan pelajar   1 2 3 4 5
5. Menunjukkan sikap bahawa pensyarah sentiasa membantu para pelajar untuk mencapai kejayaan   1 2 3 4 5

************TERIMA KASIH ATAS JAWABAN ANDA********************
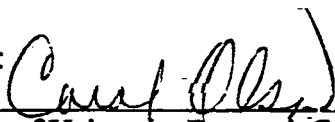
Appendix H

IRB Approval

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 09-10-98   IRB #: AG-99-003

Proposal Title: AN EVALUATION OF PROFESSIONAL TEACHING
COMPETENCIES OF THE INSTRUCTORS OF THE INSTITUTE OF
AGRICULTURE SABAH, MALAYSIA

Principal Investigator(s): Kevin G. Hayes, Jamal Kastari

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature: _____   Date: September 14, 1998
　　　Director of University Research Compliance
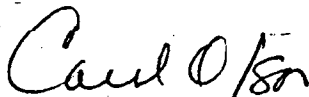cc: Jamal Kastari

Approvals are valid for one calendar year, after which time a request for continuation must be submitted.
Any modification to the research project approved by the IRB must be submitted for approval. Approved
projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full
Institutional Review Board.

Appendix I

IRB Approval

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

DATE: 09-10-98   IRB #: AG-99-003

Proposal Title: AN EVALUATION OF PROFESSIONAL TEACHING
COMPETENCIES OF THE INSTRUCTORS OF THE INSTITUTE OF
AGRICULTURE SABAH, MALAYSIA

Principal Investigator(s): Kevin G. Hayes, Jamal Kastari

Reviewed and Processed as: Modification

Approval Status Recommended by Reviewer(s): Approved

Signature: Date: February 26, 1999

Carol Olson, Director of University Research Compliance
cc: Jamal Kastari

Approvals are valid for one calendar year, after which time a request for continuation must be submitted.
Any modification to the research project approved by the IRB must be submitted for approval. Approved
projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full
Institutional Review Board.

VITA

Jamal Kastari

Candidate for the Degree of

Doctor of Philosophy

Thesis: AN EVALUATION OF THE PROFESSIONAL TEACHING COMPETENCY
OF THE INSTRUCTORS OF THE INSTITUTE OF AGRICULTURE SABAH,
MALAYSIA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Sabah, Malaysia, on June 17, 1952, the eldest son of Kastari
Marta and Buriya Boni. Married to Norlia Haji Nawang in 1975, and has three
sons and two daughters.

Education: Graduated from Sabah College, Kota Kinabalu, Sabah, Malaysia in
November 1970; received Diploma of Agriculture from University of
Agriculture, Malaysia in April 1975, and Magister of Science in
Environmental and Resources Management from University of Agriculture,
Bogor, Indonesia in December 1982. Completed the requirements for the
Doctor of Philosophy degree with a major in Agricultural Education at
Oklahoma State University in December 1999.

Experience: Worked as District Agriculture Extension Officer in Sabah from 1975
to 1977, and from 1983 to 1985. Worked as State Agriculture Information
Officer from 1986 to 1995.