TEACHING COMPETENCIES OF SSCAF AGRICULTURE INSTRUCTORS: AN ASSESSMENT FOR IMPROVEMENT

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A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION** major in **Administration and Supervision**, this thesis entitled **"TEACHING COMPETENCIES OF SSCAF AGRICULTURE INSTRUCTORS: AN ASSESSMENT FOR IMPROVEMENT"**, was prepared and submitted by **ELIODORO D. ORIGINAL**, who having passed the comprehensive examination with a rating **PASSED**, is hereby recommended for oral examination.

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E.D.O.

D E D I C A T I O N

This humble piece of work
a labor of research study
is heartily and lovingly
dedicated to:
my wife
Mrs. Anecita V. Original
(Instructor III)
My son,
Eliodoro V. Original, Jr.
my dear brothers
and sisters:
Father and Mother,
All were instrumental
For the needed spiritual
and moral support
by this humble researcher --.

Dodie

ABSTRACT

The main concern of the study are the teaching competencies of SSCAF Agriculture Instructors: An Assessment for Improvement. This study employed a correlational-descriptive design. There were 12 agriculture instructors in SSCAF who were respondents to the investigation in this particular study. They were rated by the school administrators, the students (secondary and college) and the instructors themselves. The three groups perceived the instructor's competence as very satisfactory, except on the ability to maintain student discipline of which the instructors rated themselves excellent, and in the ability to be regular and punctual to classroom work and activities, of which the student's group rated themselves excellent, and in the ability to be regular and punctual to classroom work and activities, of which the student's group rated them as excellent. Sheffe's test showed a difference between perceptions of instructors and students' group at a computed f value of 8.7456 against the critical f value of 6.80. It further showed a difference in perception between that of the administrators and instructors' groups, at a computed f of 4.8357 against the critical f value of 6.80. The human relations behavior of the subjects, though generally perceived as "very satisfactory", has a serious setback with the identified weaknesses by both the administrators' group and the students' group, since it relates to a necessary rapport between the teachers and the clientele (students and community folks). The three weaknesses speak of the wrong attitude and ability to rightly deal with others, which are very necessary in a teaching-learning situation.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

Education has for each chief task of influencing desirable changes in human behavior that will foster the achievement of the good life. Since the birth of time, the struggle for a living has been man's absorbing concern, and in this struggle man has to engage in myriad activities. Nature provides him with the raw materials, but he must process or transform them in order to meet his various needs. In this varied activities of processing and transforming nature's gifts the methods has undergone various stages, from the most primitive to the most complex, which today characterizes modern economic life.

The present complex economic system functions smoothly because of the institution of modern means and agencies that insure productive efficiency. In this set up every individual has a part or duty to perform in the cooperative task of making a living and in successfully and equitably participating in the exploitation, control and distribution of the national wealth and income. It is

therefore, vitally important to have knowledge of the working of the economic system of the society for which the study of agriculture provides (Fresnoza).

Manero mentioned that the Technical Panel for Agricultural Education (TPAE: 1994) specifically described and published the conditions of agriculture education in the Philippines as follows: many colleges and universities in the Philippines are simply overgrown high schools; state colleges and universities are not equitably distributed in the country; course offerings proliferate and some are unnecessarily duplicated. Many of these are substandard and should be phased out; the government can ill-afford to provide the present needs of these State Colleges and Universities, yet their expansion programs require more staff, equipment and facilities; numerous small schools under the defunct Bureau of Vocational Education are now offering degree programs. Moreover, they have attained college status in spite of their weak staff, limited facilities and funds. At present, many high schools are still aspiring to be converted into new state colleges. If nothing is done to stop them from their aspirations, the ranks of half-baked state institutions of higher learning will further swell.

It was explained that agricultural schools and colleges is the heart of farming institution, where scientific and practical subjects are being taught. The concepts covered in these schools are not merely confined to rice planting but also to animal production technology, prevention and control of plant and diseases. Barnard was quoted saying:

> It is a general notion that a modern agricultural instructor analyzes the type and nature of jobs to be undertaken, uses several methods and/or combination of techniques to substitute for the traditional recitation method; and carefully provides appropriate instructional materials and setting in order to transfer effectively his/her ideas, findings and practices into actual experiences of the students. However, the instructor can fruitfully manage himself/herself if he/she has the appropriate educational preparation, training and experience. In other words, teaching requisite and class management would improve students' abilities and scholastic achievement.

In its totality, it was said, that since instructors play the pivotal role in the educational process, their capabilities must constantly be assessed and upgraded to meet the challenges of specific educational programs. In-service training for instructors is necessary complement for those in the field. This will equip them with sufficient teaching skills that would make them effective in the discharge of their duties and responsibilities. (Romualdez).

The practical agricultural performance of SSCAF graduates does not show commendable effects in the school service area specifically in the communities where our graduates reside. This observation of the researcher is supported by the records of the municipal agriculture technicians in the school service area as shown by the informal follow-up of graduates by SSCAF guidance office (see appendix E). This observation is further strengthened by TESDA record hence this office is now on the implementation of their information dissemination program on farming technology.

As an agricultural college SSCAF needs to provide support to the Sanayan sa Kakayahan Agrikultura (SAKA) Program which has the following salient features

according to Castro (1998): Learning by Doing - this uses program trainors who are actually practicing farmers or agriculturist, who demonstrate the rudiments of agricultural production and entrepreneurship by rolling up their sleeves and working with the trainees in the field; Earning while Learning - This gives trainees opportunity to implement income generating projects, where learning from classroom are tried out and validated in the field; Leadership Enhancement and Attitude Development (LEAD) - The trainees are expected to become change agents in their communities hence it incorporates community organizing and leadership training; value formation and other psycho - social intervention to prepare the trainees for such role.

With all the conditions and ideas presented, the researcher would like to insure that a basic factual data on the teaching competencies of the present agriculture teachers of SSCAF, be established, in order to clearly point out where this newly converted state college should start towards the right direction as expected of a state college.

The foregoing situation motivated the researcher to study on this particular problem, so that on the basis of

the findings he could introduce ways of improving their management of teaching requirements as influenced by their educational preparations, trainings and experiences, and further suggest improvement of school policies and teaching material acquisitions.

Hopefully, the findings of this study would provide a good guide to administrators, agriculture instructors, students, the school and the community, in becoming effective change agents of young and old farmers in their respective communities.

Statement of the Problem

This study assessed the teaching competencies of the SSCAF agriculture instructors and the result of the study shall serve as basis for improvement of SSCAF services. Specifically, it sought to answer the following questions:

1. What is the profile of the agriculture instructors of SSCAF in terms of the following:

    1.1 age;

    1.2 sex;

    1.3 civil status;

    1.4 average monthly income;

    1.5 educational background (specialization)

1.6 relevant trainings attended for the last five years;

1.7 efficiency rating for the last five years;

1.8 length of service? and

1.9 work load?

2. As perceived by their students, administrators and the instructors themselves, what is the teaching competence of the agriculture instructors along the following areas:

2.1 communication skills;

2.2 mastery of the subject matter;

2.3 classroom management;

2.4 participation in co-curricular activities;

2.5 human relations; and

2.6 use of teaching methods and strategies (Methodology)?

3. Are there significant differences among the perceptions of the three groups of respondents relative to the teaching competence of the SSCAF agriculture instructors along the six agricultural areas?

4. Are there significant relationships between respondent's perceptions on the teaching competence of SSCAF instructors by each of the following variates:

4.1 age;

4.2 sex;

4.3 civil status;

4.4 average monthly income;

4.5 educational background (specialization);

4.6 relevant trainings attended for the last five years;

4.7 efficiency rating for the last five years;

4.8 length of service, and

4.9 work load?

5. What implications maybe derived from the findings of the study?

Hypotheses

Based on the questions, the following hypotheses were tested:

1. There are no significant differences between the perceptions of the students, administrators and the instructors themselves, relative to the teaching competence of the agriculture instructors along the following areas:

1.1 communication skills;

1.2 mastery of the subject matter;

1.3 classroom management;

1.4 participation in co-curricular activities;

1.5 human relations;

1.6 methodology (use of method:)

2. There are no significant relationships between the perceived teaching competence of SSCAF agriculture instructors by each of the following variates:

2.1 age;

2.2 sex;

2.3 civil status;

2.4 average monthly income;

2.5 educational background;

2.6 relevant trainings attended for last five years;

2.7 efficiency rating for the last five years;

2.8 length of service; and

2.9 work load?

Theoretical Framework:

The general ideas, principles and theories derived from schooling and experiences served as basis and guide in this research.

This study was based on the premise that an instructor in agriculture must possess or develop certain desirable qualities or behavioral knowledge and skills

that would qualify him/her for effective teaching and professionalism, and yet, must be adequately supported by good institutional policies on matters of management and teaching material acquisitions.

A recommended view on instructors' performance evaluation stated that an annual or semestral assessment/evaluation of agriculture instructor's job performance be programmed by the Dean of College of Agriculture in order to identify instructors who need improvement, thereby identify and prioritize those that need refresher courses to help them get a chance to excel in their field. Together with this however, and in fairness to the agricultural instructors, their problems on their teaching and their recommendations must be gathered and considered in the planning for improvement. (Abracia)

UNESCO International Commission of Education for the 21st Century, chaired by Jaques Delor released these findings in the book; Learning: The Treasure Within. The commission says there are four pillars of education: learning to know; learning to do; learning to live together; and learning to be.

Learning to know means that we combine enough general knowledge and take the opportunity to work deeply on a small number of subjects. This further means learning to learn, so as to benefit from the opportunities education provides throughout life.

Learning to do means we acquire not only an occupational skill but also the competence to deal with many situations and to work in teams.

Learning to live together means, we develop an understanding of other people and an appreciation of the interdependence - - carrying out joint projects and learning to manage conflicts - - in a spirit of respects for the values of pluralism, mutual understanding and peace.

Learning to be means, that education must contribute to the all-around development of each individual - mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility, and spiritual values. We all must be enabled to develop independent, critical thinking and form our own judgment in order to determine for ourselves what we believe we should do in the different circumstances of life.

This is what we should pass on to our students: Learning and a love for learning. This aim is the reason for this research so that SSCAF can make a good start with its plan for teaching and policy redirections, focused on high agricultural production. With these, SSCAF will be one of those that will serve as a strong instrument for the enrichment of our lives and the human resources of our country.

Dagoon and Dagoon presented the motto of the Future Farmers of the Philippines, showing a support to UNESCO International Commission's four pillars of education, stating thus: The motto of the FFP is Learning to Do, Doing to Farm, Farming to Live, Living to Serve. The twelve word line is the goal the researcher would like to attain as an effect of SSCAF agriculture teachers, hence this study as the first step in the attainment of the objectives based on the motto as follows: Make a beginning and advance in farming, provide farm commodities and market farm products; conserve soil and other natural resources; manage a farm business effectively; maintain a favorable environment; and participate in rural leadership activities.

It is quite evident, therefore, that the quality of instructor is a matter of utmost concern. The country is taking a serious risk if it entrust the education of the youth, specifically on agricultural production, to the charge of men and women who do not possess the necessary attributes of good and effective agricultural Instructors.

Conceptual Framework

This study is an evaluation of the teaching competencies of agriculture instructors of Samar State College of Agriculture and Forestry.

The effectiveness of a person in his performance of his/her job depends much on certain circumstances, which might be in him or just within the working climate. He/she might be well prepared to perform the job but the working conditions may not be conducive for working. On the other hand, the working environment might be good for work performance but the person who is to do the job may not be prepared, for lack of necessary skills, which may affect/influence instructors' competencies in their teaching, such competencies could be communication competence, classroom management skill, knowledge of subject matter, co-curricular activities, punctuality,

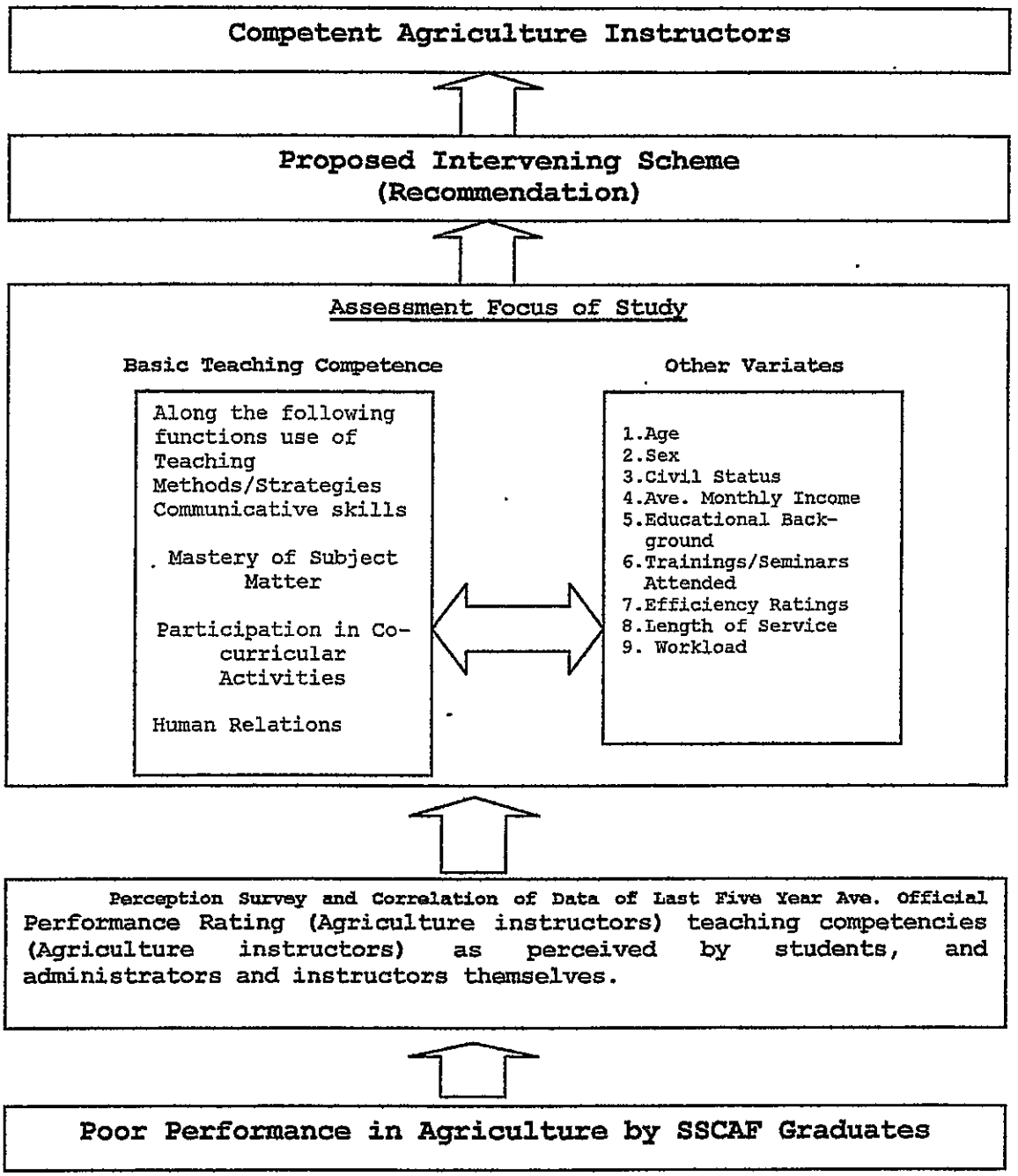

Figure 1. Conceptual Framework of the Study

peer relationship, instructor-administrator relationship, instructor-students' relationship, instructor's community relationship, instructor educational preparation, in-service trainings, work load and existence of agricultural projects. These qualities of a good teaching-learning situation were assessed, and the result to serve as reference for the improvement of the teaching-learning atmosphere in the school.

Figure 1 shows the flow of this study. Box 1 represented the problem of the school, which is the poor performance in agriculture by SSCAF graduates who are indulged in farming. Box 2 is the first step to the solution of the problem. This tells of the survey on the perceptions of the students, the self-rating of the agriculture teachers, and the rating of their administrators on the competence and job performance level of SSCAF agriculture instructors, in relations with average efficiency ratings of the agriculture instructors for the last five years. Box 3 was the assessment focus of the study: The teaching competence along the six teaching functions as perceived by respondents, perceptions compared and correlated between groups as per function and between other variates (sex, age, civil

status, average monthly income, educational background, trainings attended, efficiency rating, length of service and workload). Box 4 is proposed intervention scheme based on the result of the study. Box 5 is the envisioned output of providing an available referent for SSCAF in its move to arrive at competent agriculture instructors towards improved teaching learning condition.

Significance of the Study

The result of the study shall provide a good guide in making decisions for the following:

For the administrators, this will make them aware of the factors that affect the level of performance of agriculture instructors in given tasks. This will guide them in improving the present state and welfare of the instructors and the teaching learning situation. The findings will also help school officials in improving the school curricula and instructional facilities and in general it will guide them in the formulation of new policies.

For the agriculture instructors, the result of this study will make them aware of their weaknesses and strength. They also will be guided as to what courses to further study, and what trainings, seminars, shall they

attend for self-improvement. Further, they shall be more aware of what teaching materials they need to provide, acquire and request from the school.

This study will also provide a baseline data for improving agriculture instructors' qualification for teaching agricultural subject components, hence guide administrators in the choice of whom to send for scholarships and training's and to what course or disciplines shall each agriculture instructor be sent. They shall also be the recipient of improved vocational teaching and improved teaching tools and school policies.

To the Students. the findings will allow them to receive better instructions from improved techniques of competent instructors.

They shall receive proper training on practical application of agricultural technological theories learned in the classroom.

For the Community, The result of this study will re-down to the development of the community via quality agriculture graduates, who will effectively service their own communities towards high food production around the service area.

To future researchers, the result of this study may lead them to identify other focus or new investigations.

Scope and delimitation of the Study

This study however, first focused on step one, an assessment of the teaching competencies/job performance of agriculture instructors of Samar State College of Agriculture and Forestry as perceived by the college instructors themselves, their students and the present administrators for the school year 2000-2001, to establish a base line references in planning for improvement in school policies, and teaching practices.

It involved all twelve (12)instructors, eight (8) administrators, 270 students (secondary and college), all involved in agriculture courses in the college.

The study is located in SSCAF, San Jorge, Samar, (See map next page).

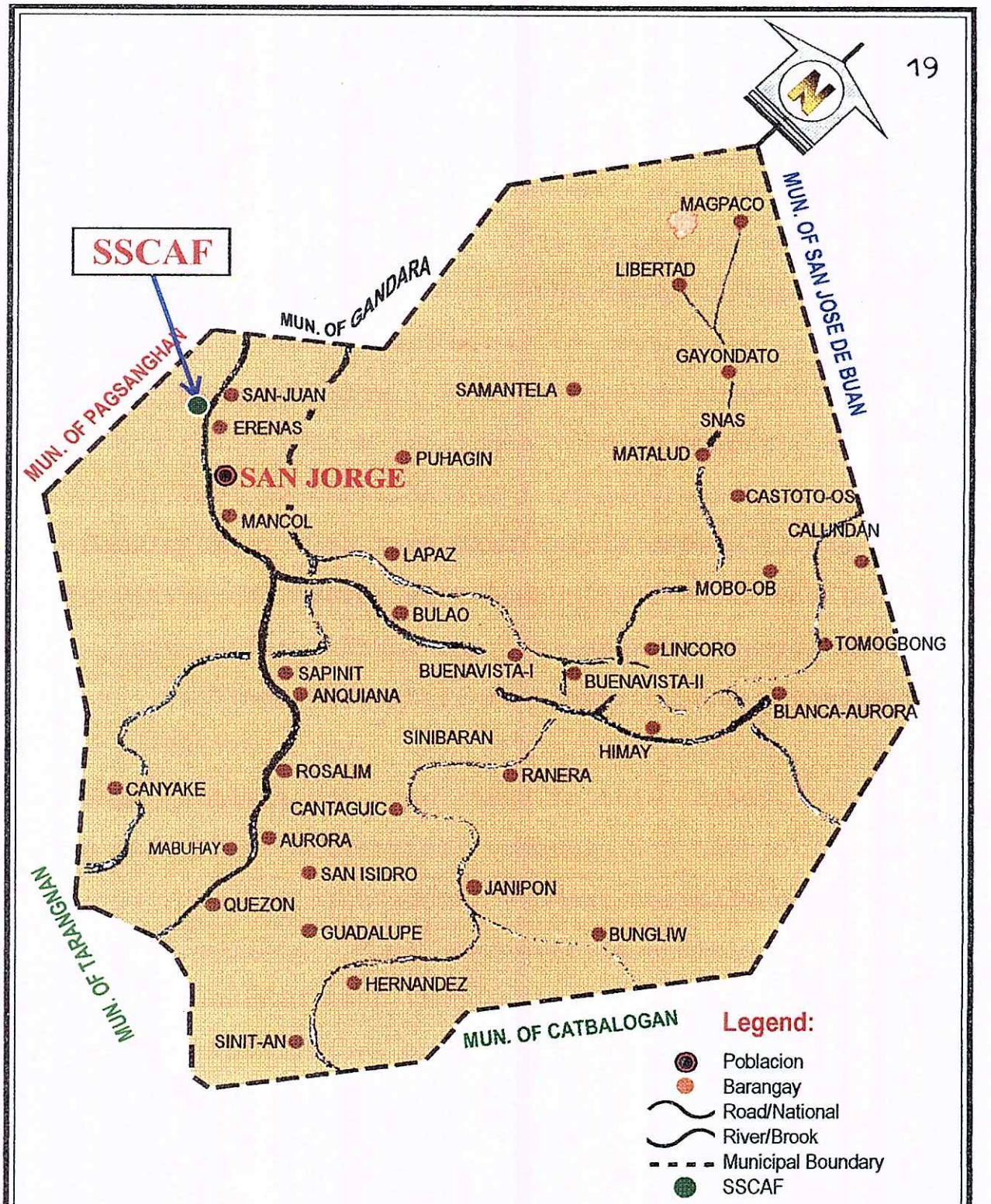

Figure 2. Map of the Municipality of San Jorge, Samar, Showing the Location of SSCAF.

Definition of Terms

For a clearer understanding of the terms used, the following are hereby defined conceptually and operationally:

Administrator. It means an individual authorized to manage the school (Webster, 1999). Operationally, this refers to the OIC President, the Vice-President, and the different department heads of SSCAF.

Agriculture. Means an art, science and a business to produce crops and animals useful to human being. It includes livestock's, poultry, fishery, forest and crops (Manero, 1998).

Agriculture instructor. Refers to the qualified person teaching/handling agriculture subjects, managing classroom and hands-on activities in the agricultural field (Webster, 1999). Operationally, it refers to SSCAF faculty teaching agriculture subjects, both in the secondary and tertiary level.

Classroom management. Pertains to classroom administration. It refers to the economy of time and energy (Corpus, O. 1977). It also refers to the agriculture instructors' direction or administration of class activities with special program to guide students

in transmitting knowledge on entrepreneurial ventures to practical application.

Co-curricular activities. They are school-sponsored activities, which require administrative function (San Juan, 1998). Operationally, this refers to the involvement of agriculture instructors in school-sponsored activities like those of the FFP, FAHP, FFPC, research-extension and production activities.

Communication competence. Refers to the skill in the use of the language of instruction (Fulmer, 1987:). In this study, it refers to the ability of agriculture instructors to direct class instruction with clear use of the medium of instruction (either the national language or English).

Competence. Denotes skills and abilities. (Taniabo,1985:). Operationally this pertains to the level of proficiency by agriculture instructors in the performance of his/her duties in agricultural activities.

Curriculum. The term refers to systematic grouping and sequencing of subjects required for graduation or certification in a major field of study (Ibanez, 1981).

Extension - a program of part-time, evening courses offered by a college primarily for adults or out-of-

school youth either in degree-credit area or non-credit areas for career development or culture enrichment purposes; continuing education. (Hawes and Hawes, 1982). Operationally this refers to sharing of expertise by individual effort or through an institutional extension program.

Educational Background. This is the grade or degree completed (Good, 1979). In this study, this means the instructors' degree completed, categorized into college graduate; MS/MA graduate and Ph. D. graduate or its equivalent.

Entrepreneurial competence. Pertains to capability and skills in organizing or ability to bring various resources such as land, money and labor together for one definite commercial undertakings' (Dagoon an dagoon, 1986).

Human relations. Refers to dealings between humans or treatment of each other by humans (Webster, 1992). Operationally it refers to the treatment of school agents of change and the clientele.

In-service training. Means the continuous process of learning while in-service for instructors' involvement and progress (Fund and Magnales, (1973) Operationally, it

pertains to instructions', attendance in seminars, workshops, and other formal training for the purpose of improving their competencies.

Instruction - a process by which knowledge and skills are developed in learners by teachers or, in some cases, by instructional devices; any form of teaching (Hawes, G. and Hawes, L., 1982) Operationally it refers to actual classroom teaching, including practical fieldwork or laboratory time.

Instructional-community relationship. Refers to the relation of the agriculture instructors with the people in his community and of nearby municipalities and barangays.

Job. This refers to a piece of work (Adaza, 1992). In this study, it refers to all tasks carried by agriculture instructors in the completion of their prescribed duties.

Job determinants. This refers to the measures of the quality of agriculture instructors based on their skills and abilities in the performance of their duties.

Job performance. It is the competency level of agriculture instructors as perceived by their administrators, students and peer (Rojas, 1984).

Knowledge of the subject matter. A command of the subjects a teacher is required to teach (Corpiz, 1998). A thorough grasp of the subject matter one teaches - A solid knowledge of his subject field. (Lardizabal et al 1977). Operationally, this refers to the training preparation of the agriculture instructors on presenting a meaningful, and well-organized subject content.

Office Work - a work, a duty or a function or part of a person's responsibility, a position of duty, trust, or authority. (Webster, 1999). Operationally, this refers to teachers' individual clerical function (lesson preparation, test corrections, etc.), and special office work assignment for the school.

Production - the act of producing; creation or manufacture or raising; causing; bringing about (Webster, 1999). Operationally this refers to instructional production projects.

Public relation. This refers to creating goodwill and desirable relationships with people. It is doing good and telling the people about it (Dagoon, 1986) Operationally it refers to do one's job and sharing it fully well with clientele or model.

Punctuality. Means on time and regular attendance to work (Fulmer, et. Al., 1987: Operationally, it refers to

the "on time" presence of agriculture instructors in work, in relevant activities, meetings, conferences and social activities of the school, promptness in submitting required reports, and on time and promptness to scheduled classes of instructors according to government official time.

Relevance. Pertinent; fitting (Webster, 1992). Operationally it refers to the close relationships of SSCAF curricular offerings to the need of the people of communities in the service area of the college.

Research - A process of systematic inquiry, investigation, and analysis of data in order to increase knowledge, test hypothesis, and arrive at conclusion. (Hawes and Hawes, 1982). Operationally it refers to formal and action research involvement, either individual or institutional research.

Teaching competence. This is the acquired teaching knowledge or ability (Trahan, 1975:). In this study, the term refers to the display of talent and skills of agriculture instructors in the management of teaching requirements as influenced by their educational preparations, trainings and experiences.

Work load - Refers to agriculture instructors' job assignments in a given period of time (Adaza, 1992:);It refers to such problems of discipline, democratic techniques of management used and also refers to the care of supplies and reference materials, physical features of the classroom, and the social relationships of students (Brophy, 1987). Operationally, this refers to the instructor's job assignments of classes in the classroom or in the field, and other work outside the classroom.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature and studies conducted by the researcher, which are significant and related to the problem. These literature and studies herein cited, added insights to the herein presented investigation.

Related Literature.

The following excerpts from books, publications and articles written by foreign and local authors have bearing in the present study on the aspects of teaching-learning techniques, approaches, teaching competencies, as well as concepts on education.

Lardizabal, et al (1977) explained that education today is not merely a process of learning facts and storing knowledge, but it is concerned with the many-sided development of the individual - social, emotional, and mental - including the ability to meet social needs. They suggest therefore, that before taking up specific techniques for organizing classroom activities, it is best to consider just the social need of pupils and students in planning classroom experiences which can be

expressed in terms of ability required to satisfy them. This includes the ability to function in: analyzing and thinking through the different kinds of problems people meet in everyday life; planning organizing, and executing projects of different kinds, both individual and group, sharing effectively in panel and group discussions, leading groups discussion; acting as a leader or presiding officer of a large group; working with a group in planning a report or summary of some undertaking; expressing effectively before an audiences; planning and giving demonstrations, and participating effectively in group social activities.

They gathered the following results of various researchers on professional qualities that have definite relationship competence: mastery of the subject field on teachers; understanding of the learner; understanding principles and skills in the use of techniques for their implementation; general understanding of other branches of knowledge; understanding and appreciation of the teaching profession.

They followed this with the following gathered list of personal characteristics that are related to the live

aspects of personality: intellectual, social, physical, emotional, and moral.

Supervisor according to Lardizabal evaluate their teachers' level of performance in the following instructional and personal/social competencies: Instructional Competencies - Teaching Skills, Guidance Skills, Management Skills, Personal and Social Competencies.

They added, that knowledge of ethical standards for teachers is also important to be able to do a good job for teaching.

They believe that method includes everything the teacher does or neglects to do which causes behavioral changes in pupils. They assert that a teacher's kindly facial expression and friendly manner may encourage a shy pupil to take part in the recitation, and a teacher's warm personality and beautiful voice may arouse a love for music in class. These qualities of the teacher, they point out, form part of her methods. What a teacher refrains from doing, if this influences behavior, also forms part of her method.

They also listed the following conditions which facilitate learning, which should be remembered by

competent teachers; learning is facilitated in an atmosphere which encourages learners to be active; learning is facilitated in an atmosphere which promotes and facilitates the individual's discovery of the personal meaning of ideas; it is facilitated in an atmosphere in which different ideas can be discussed but not necessarily accepted; it is facilitated in an atmosphere which consistently recognizes the individual's right to make mistakes; it is facilitated in an atmosphere in which evaluation is a cooperative process; it is facilitated in an atmosphere when individuals feel they are respected and accepted.

They emphasized further that effectiveness of the teaching-learning process could be increased greatly through the proper use of instructional aids. These aids could be printed materials, audio aids, visual aids, audio-visual aids, demonstrations, community resources, and auto instructional materials. These aids are commonly referred to as audio-visual aids because they are sensory objects and images used to promote meaningful communication.

Instructional aids they said, cannot teach by themselves. A skillful teacher is needed to make them

useful and effective. To get the most from the use of any of these aids, the teacher must take into account four basic considerations: selecting materials, preparing the class for the audio-visual experience, guiding the class through it, and following up the experience after its completion.

A teacher need not cater to expensive teaching aids. He can avail himself of a number of materials with just a little ingenuity and initiative.

They call the teacher in the classroom as a veritable manager. They said that he is the helm of all activities, and these activities will succeed only depending on how well he can steer and guide students properly. A teacher however does not learn the techniques of proper management from books. He but get suggestions on how to manage a class, it is his teaching experience that will really teach him all the tricks of classroom management.

This kind of management they said includes operation and control of activities with special reference to such problems as discipline, democratic techniques, use and care of supplies and reference materials, the physical

features of the classroom, general housekeeping, and the social relationships of pupils.

They further explain, that a well-managed class is conducive to mental growth and development. Learning becomes interesting and enjoyable under favorable working conditions.

Some physical factors are beyond the teacher's control, but ingenious teacher can make even the dullest room, attractive, cozy, and comfortable, subject of course to availability of facilities and within his capabilities. The teacher can include his pupils in planning, executing and evaluating of activities and even in the maintenance of the cleanliness and attractiveness of the room.

Camarao, F. (1998) insists that it is essential at this time to rehabilitate and upgrade the existing technical schools, colleges and universities, to improve their delivery system and the quality of technology education they provide. He further said, that a thorough review must be conducted to determine the need for expansion, and a master plan or development program should be prepared to anticipate the growing needs for

trained manpower under a highly industrialized environment.

Camarao also said, that technology education must be geared to equip every citizen with basic knowledge, skills and attitudes, for them to be able to function effectively in this changing society.

Specifically he mentioned that agriculture, fishery and forestry sector will continue to share a major output of the economy and account for a significant segment of total employment. Agriculture production, he said, will be pursued more aggressively to support and enhance industrialization, attain self-sufficiency in food, and expand export crops production. This process of industrialization and the task of sustaining the country in that state of development provide a very strong signal for the educational system to shape up and improve its services.

Further he said, that due to the existence of high level industrialization side-by-side with modernization and highly productive agriculture sector, the situation would require an effective system of technology education and training since it will be needed to: provide technological literacy to students and the citizenry as a

whole; develop basic skills, knowledge and proper attitudes and work ethics and values; provide a continuous supply of semi-skilled, middle-level manpower needed by the agricultural, industrial and service sectors of the economy and for overseas job markets; develop high level manpower such as technologists, researchers and managers; train, retrain or upgrade the qualification of teachers and trainers for all types and levels of technology education and training; upgrade the technical skills and knowledge of skilled workers, technicians and technologists; improve the social and economic standing of skilled workers and technical specialists in the society.

Camarao continued by saying that undergraduate degree program will continue to serve as major approach to developing technologists and other high level technical manpower.

Lucido and Borabo (1977) expressed the changes of dehumanizing education via technology in the sense that it is possible for communicators (writers, teachers and advertises), to treat the public, the students and the consumers as machines. They may fail to perceive the receiver of their message as humans, who have rights,

privileges, and motivations of their own. They suggest however some ways a teacher-communicator can introduce humanism by: interaction between communication/teacher and listener, student, self evaluation or reflection by listener/students; dialogue or interchange between communicator and listener (in a classroom situation, active participation by students is part of human teaching in journalistic work, feedback through letters to the editors in humane interaction); regular meeting and consultations.

Lucido and company gave this guide for the teachers' self evaluation-: For creating a physical learning climate, a teacher may ask whether there is a physical climate favorable to the use of the instructional materials. This climate can be created by providing: adequate darkening (such as film viewing) if necessary, adequate non-glare lighting, if necessary, suitable ventilation, comfortable room temperature, furniture arrangements designed to give maximum advantage to viewing, listening, discussing, interacting and reacting;

For arrangement of equipment/instructional materials, a teacher may ask whether there was proper arrangement of facilities for instruction in order to

achieve: the most advantageous viewing position, freedom from ambient, glaring or distracting lights and shadow, projection light properly positioned on the screen surface, letters large enough for reading and avoiding eye strain or physical discomfort on the part of the learner-viewers, proper threading of film loops, sharp focusing and proper sound volume and tone;

For proper introduction - the teacher may ask if there was proper use of the introduction period by way of: discussion of the objectives of the presentation with students, presentation of vocabulary and review materials needed for understanding the lesson, developing student interest/motivation in the presentation, giving students specific points for which to look and listen.

On concerns for the presentation proper - the teacher may evaluate his presentation and ask whether he: sets a good example by taking an active interest in the lesson by being enthusiastic and involved in the presentation, observes the students, keeping alert to reactions indicating a need to change the pace of presentation or to reemphasize main points, keeps the presentation flowing smoothly, utilizing all items in the appropriate places outlined in the lesson plan;

For follow-up period - some hints from the teacher maybe asked during follow-up period whether he was able to: establish continuity of the lesson with other elements of the unit or areas of study, give students the opportunity to discuss points of interest, clarify misconceptions, and ask questions, encourage and provides opportunities for students to engage in relevant independent study and/or activities, make assignments involving different kinds of study skills, conduct student evaluations to see if the lesson objectives were achieved.

They added, that teachers' self-evaluation, coupled with the students' evaluation, provides an avenue for critical assessment of the effectiveness of the teaching-learning process and whether, or to what extent the instruction needs revision or replacement.

Lucido and Borado said, that the instructor has a great responsibility to guide the thinking of the students and so, he must make himself intelligible to them where motivations will play a great role, and it can come from subsequent activities. It must be remembered that students' interests depend largely on the instructor.

Manero, L.P. (1998) stated that agriculture in the Philippines play an important role in the Philippine economy. She explained that agricultural development in the Philippines depends on the following objectives: to lay the foundation for an equitable, efficient and ecologically sustainable growth; and to increase real income of agriculture households, especially the poor sector of the farming communities.

She mentioned that great economic development programs could be held back by lack of knowledgeable men to direct them than by lack of capital.

Lagarde, L. (1998) has announced that the agriculture sector is still the primary engine of growth in the succeeding years and the economic outlook of the country in the future will continue to be highly affected by agriculture's performance, since more than 50 percent of the population is dependent on agriculture and related employment hence, the ability of the economy to recover from the regional financial crisis-and to sustain that recovery-can be derailed by a poorly farming agriculture sector. The immediate consequences of a poor agriculture performance are high prices of food and such situation

will erode the international competitiveness of locally produced goods.

An important area in this regard is in the development and application of scientific and technological capability, which will enable our agriculture workers enhance our fighting chance to compete in an increasingly open global economy. Past efforts have been exerted on improving our R (research) and D(development) system, which has been weak. An important area of improvement will be in promoting the shift in research efforts toward income diversification, from commodity specific technology to integrated production systems. The adoptions of agricultural machineries is an indispensable pre-requisite to agricultural modernization, hence it follows that skills maybe more necessarily developed along this line.

Sutaria, (1974) mentioned that the introduction of innovations in the educational system gives rise to the need of re-orientation of agriculture instructors on both the past and present aspects in their field of specializations. In this regard, many ideas, materials, devices and techniques were reviewed to improve teaching skills that would facilitate the teaching-learning

processes in school, and had evaluated the effectiveness of instructions. As a process in formal education, the organization of learning activities is necessary so that it will result to an effective acquisition of knowledge, and improved attitudes and development of updated skills. On the other hand, the organization of relevant and appropriate subject matter, subject areas and other work related activities are important factors to consider for their proper teaching-learning effects.

For an instructor to be more effective and progressive on a given task, he must not only know these new trends of teaching in education but should also be able to use them to everyone's advantage in the teaching-learning process. This means that an instructor must be well oriented in both the earlier, as well as in the more recent ideas, views and concepts on his field of specialization, as well as on the educational processes. Along this view, there is a need that an instructor be evaluated in terms of their physical and intellectual qualifications; social view points; effective relations with others, in their social adequacy, in their preparation for their task ahead where they shall face varied activities in their profession.

Navarro (1988) calls teaching as a profession, and as a profession, it has the following characteristics as given by the national education association of the United States: it involves activities essentially intellectual; it commands a body of specialized knowledge; it requires extended professional services (as contrasted with solely general preparation); it demands continuous in-service growth; it affords a life career and permanent membership; it sets up its own standards; it exalts service above personal gain', it has a strong, closely knot, professional organization.

She mentioned presidential Decree 1006 (January 16, 1977), known as a Decree Professionalizing teaching, which was promulgated in recognition of the vital role of teachers in nation building especially in the development of proper attitudes among the citizenry. This decree has the following conditions to be met before anyone could be extended a teaching appointment: one must be a Filipino citizen; has the minimum educational qualifications.

The profession, Navarro reminds us, is governed by a Code of Ethics, which consists of guidelines and reminders on teachers' norms of conduct in relation to

the state, community, professors, school officials, peers, parents and students.

Navarro further said, that teaching in the twenty-first century appears to be a great challenge, and its success then will depend upon the flexibility and ability to see teaching as an ever-changing process, always reflecting the society in which it occurs.

Arends, R (1998) says that teaching offers a rewarding career for those who can combine the scientific and artistic aspects of the job. The role of a teacher he said is complex, and that it has been shaped by both historical and contemporary circumstances. He explained, that the 19th century society emphasized teachers' moral character and conduct, whereas the late 20th century has emphasized teachers' accountability and their use of appropriate pedagogical practices. Thus, teaching in the 21st century will probably be characterized by a demand for quality education, increasing racial and ethnic diversity among students, and more accountability. He further explained that effective teaching is characterized by teachers who have control of the knowledge based on teaching, can execute a repertoire of best practices, have attitudes and skills necessary for

reflection and problem solving, and consider learning to teach as a lifelong process.

His concept of effective teaching requires as its base line, individuals who are academically able and who care about the well being of children and youth. It also requires individuals who can produce results, mainly those of student academic achievement and social learning. These above characteristics are prerequisites for teaching but they are insufficient without the four higher level sets of attributes of effective teachers: teachers, who have control of a knowledge that guides the art of teaching; have repertoire of best practices; have the attitude and skills necessary for reflection and problem solving; consider learning to teach a lifelong process. These four attributes are crucial in teaching.

Arends further mentioned that contemporary teachers' roles are similar to those of executives and managers who work in other types of organizations. Executives, he said, are expected to provide leadership, to establish procedures for effective motivation, and to coordinate and control the activities of various people working interdependently to accomplish organizational goals.

This aspect of teachers' work is called the executive functions of teaching.

He noted that the way in which teachers manage time and space affects what and how their students learn. Time he said can be viewed as something to get through, or as a scarce resource to manage with care and foresight. The arrangement and ambience of classroom space affects how classroom participants feel about school, how they communicate with each other, and how well they accomplish academic tasks. If the arrangement of space produces management problems or inhibits task completion, time on task is reduced.

He further explained, that the effective management of time and space demands an attitude of flexibility and experimentation and a belief that students are there to learn. Flexibility is important because every classroom is different and therefore plans and activities must often be adjusted to particular circumstances. Experimentation involves trying various classroom configurations and seating arrangements and being reflective about the results. Flexibility and experimentation without careful reflection about results

do not necessarily lead to the optimum arrangement and may actually confuse students.

As a whole, he advises that teachers must adopt the attitude that they are there to enable the students to learn, and that all students are able, with guidance, to learn the knowledge and skills that are set for them.

Bernardo (1996), in her article entitled, "Agricultural Education, Status, Constraints and Challenges at Agricultural Universities", stressed that there is an alarming observations that needs to be resolved by the agricultural educators in the country today. He mentioned that manpower assessment should serve as the basis for: making distinctions between training at the professional level in agriculture and training in the vocational and technician level; preparing appropriate curricular and training programs to meet actual and anticipated manpower needs.

The findings of this present study will help solve the problem on administrative mismanagement in terms of recruitment, scholarship grant and planning for other trainings; choice of instructional materials and other facilities and the procurement of ready references for laboratory work and on how to manage laboratory classes

in agriculture. The continuance of these problems will produce agriculturists who are theorists, but who are non-productive in their chosen field of specialization. In other words, agricultural institutions need to maintain teaching staffs in the field, who are experts both in theories and actual fieldwork.

These above readings motivated the researcher to survey the teaching competence and job performance of the agriculture faculty of Samar State College of Agriculture and Forestry, to serve as a take off point for preparing and planning of relevant trainings for the faculty, as well as, for appropriate curricular planning for the college curricular and training programs that would meet manpower needs and demands for quality education.

Taniaso (1983) stressed that the success and failure of the teaching-learning process lies on the instructor. Their drive, motivation and physical factors are gauge to the probability of their success as an effective agent of change. What the instructor knows seems less important than their ability to teach and bring about changes in students. Since teaching is an intended behavior, which aims to induce learning, it is here that instructor

chooses a technique or method to carry out his/her objectives for a particular learning task.

According to Fulmer and Franklin (1982), individuals who had undergone advance education and good training will give the best job performance.

Rojas (1982) disclosed that instructors should possess the following traits in order to be successful, neat in personal appearance, sincere, optimistic, enthusiastic, creative, intelligent; dedicated and loyal to the service and have standard of morality.

Aldecoa (1995) identified certain traits that make better instructors: pleasing personality, neat in general appearance, refined in manners and speech, with cheerful disposition, ability to give clear assignments which are adopted to the experiences, and abilities of the students are in line with motivating lessons and checking the homework assigned; mastery of the subject matter; presentation of the lesson in interesting manner; speaking good English, with good sense of humor; present practical and varied-visual devices; provides a permissive climate in the classroom, and willing to try out new methods and techniques in teaching.

Salazar, Frederick (1998) sketched a profile of a good teacher that should lead a teacher to know what is his task in education and in extension, know what his contribution to human resource development would be. He called the profile, the Loom, the Love, the Like, the Learning.

The loom is a way a teacher should provide to connect and integrate, link and interconnect things with the web that could see beyond what one has of knowledge and reach out to the inter-connectedness of things. The love, the like is the teacher's attitude towards the subject- loving it could make one point pictures before the learners with enjoyment, hence given the respect and liking of students. The learning is both the process and the fruit; the motive and the mark - - of education. Teaching is – "to let learn".

Aquino, G. (1988) presented some of the following desirable behavior of teachers: warmth, cognitive, organizational, orderliness, indirectness, and ability to solve instructional problems.

He also presented collected reasons of administrators for giving a rating of excellence to some of their teachers. Majority of the administrators agreed

on the following: an "excellent teacher" is a person who has the personal qualification of agreeableness, consideration for others, sincerity and the like, which make one a desirable associate, who is also professionally interested and competent; who has among other qualities, scholarship and culture; and who, in addition has respect for children and establish wholesome pupil-teacher relationship.

Aquino also said that he agrees with the following list of desirable characteristics of superior teachers: emotional stability and sound mental health; physical health and dynamic personality; above-average intelligence; creativity, imagination, and resourcefulness; good grooming, poise, and refinement in voice and action; courtesy, kindness, sympathy and tact; patience, sincerity and honesty; firmness, promptness, efficiency, and ability to organize; positive and encouraging attitude; democratic leadership; and professional status.

Aquino also presents the following fundamentals of "good" teaching: The Teacher's Mental Health, and the Principle of Good Teaching

Aquino also enumerated some statement of teaching competence: The competent teacher he said, provides for the learning of students through the use of psychological principles of learning; a competent teacher maintains an atmosphere in the classroom that is conducive to learning and is marked by a sense of balance between freedom and security; a competent teacher plans effectively; a competent teacher counsels and guides students wisely; maintains effective relationships with parents; collects and uses significant counseling data; a competent teacher aids students to understand and appreciate our cultural heritage; a competent teacher participates effectively in the activities of the school; a competent teacher assumes his share of the responsibility for school activities; a competent teacher assists in maintaining good relations between the school and the rest of the community; a competent teacher works on a professional level.

He also suggests the following strategies that would contribute to teaching effectiveness: individual teacher effort; in-service education; planned programs of supervision; experimentation and research; evaluation and accountability system.

He describes teaching techniques employed by superior teachers as their practices and refinements of presentations, which a teacher employs to make instruction more effective when using a specific method or a teaching aid. He further describes instructional methods as the orderly procedures that direct learners in developing skills and habits and assist them to acquire knowledge and attitudes. This he said would include demonstration, lecture, discussions, directed research, visual presentation, programmed instruction, student team projects, television, individualized instruction sheets, student-directed activity, use of directed references, student planning, supervised performance at a work station, experimental work, field trips, writing and presenting a technical report, interviewing an authority, evaluating a project or unit, and testing.

He also included in his discussions the four steps in the teaching-learning sequence developed by Parker and Rubin in 1967: step I - Memory and Information Output - Processes which expose the student to a particular body of knowledge (formulating questions, reading expository material, observing a phenomenon, collecting evidence, listening to a presentation, discovering principles);

step II - Deriving meaning - processes which allow the student to extract meaning from the body of knowledge (analyzing the material, experimenting with the material, reorganizing the material, consolidating the material, integrating the material); step III - attaching significance - processes which enable the learner to affix significance to the knowledge (interring generalizations from the material, reconstructing the general structure of the material, relating the material to other situations, testing for usability); step IV - Action - processes which cause the learners to put to use his knowledge (using the material to solve a problem, using the material to create a problem, using the material to clarify a problem).

He said, that classroom management encompasses six elements: discipline, democratic techniques, use of supplies and reference materials, the physical features of the classroom, general housekeeping and the social relationship of pupils. He added, that this further includes clerical duties, routine tasks, and the teacher's own self-management. What is generally agreed on, he said, is that, the result of classroom management

is a well-organized environment that is conducive to both teaching and learning.

Calderon (1998) explains classroom management to be concerned with the proper arrangement of seats and seating of students plus attention given to proper lighting, ventilation, heating, cooling, cleanliness of the classroom, and proper placement and arrangement of classroom fixtures. This includes of course classroom discipline, which to him means the process of developing among the students self-control, sense of responsibility and orderly conduct and recognition of, and submission of legitimate authority and control. To Calderon, the teacher must be concerned much with the maintenance of discipline in the classroom.

He gave some factors that competent teachers should consider to facilitate learning: participation in the learning process- they must be made to recognize the personal significance of the ideas being taken up; encourage free expression of ideas but not necessarily accepting all- they never ridicule mistakes, use encouraging words instead; learning is facilitated by self-evaluation- make the learners feel that they are very much accepted and respected; deliver good teaching

to facilitate learning; proper motivation facilitates learning; good classroom management and discipline facilitate learning.

He also listed the following instructional competencies of a good teacher: mastery of the subject matter, methods, strategies, approaches, techniques, and tools of teaching; mastery of the medium of instruction; mastery of lesson planning and organizing instructional materials and other resources; mastery of the psychology of learning or educational psychology; mastery in the formulation of goals and objectives, of classroom management, of measurement and evaluation, of the techniques of motivation, of the art of questioning, and of the basics of guidance and counseling.

Joyce B. and Weil, M. (1996) agree with Gagne that competent instructors operate with the following instructional functions: informing the learner of the objectives; presenting stimuli; increasing learner's attention; helping the learner recall what he or she has previously learned; providing conditions that will evoke performance; determining sequences of learning; prompting and guiding the learner. They added, that instructors encourage the student to generalize what he or she is

learning so that the new skills and knowledge will be transferred to other situations.

Joyce and Weil (1996) stated that the instructors' task is to participate in the activities of developing the social order in the classroom for the purpose of orienting it to inquiry, and "the house rules" to be developed are the methods and attitudes of the knowledge on the discipline to be taught. The instructor influences the emerging social order toward inquiring, when he brings out and capitalizes on differences in the way the students act and interpret the role of investigators, which is also the role of every member in the classroom.

They came up with a teaching model designed to teach students to: attack problems inductively (concept formation); attain concepts and analyze thinking strategies (concept attainment); analyze social issues and problems (jurisprudential and role playing); break set and think divergently (synectics and group investigation); work together to generate a hypothesis (group investigation and scientific inquiry), reason casually (inquiry training, scientific inquiry, synectics group investigation, simulation); master complex bodies

of information (memory, scientific inquiry, group investigation).

Ornstein, A. (1992) mentioned that good teachers become better teachers when they use appropriate materials in their lessons, and learning what material to use, and how to use them, which comes with experience.

According to him, the kind of teacher one chooses is based in part on his/her reasons for teaching, professional knowledge, and pedagogical skills. To him, teachers make a difference in student achievement. However, the differences vary with classroom and school conditions and are not easy to discern. Effective teachers he said are good classroom managers, provide direct instruction, keep students on task, ask appropriate questions, emphasize comprehension monitoring and learning-to-learn skills, and provide small group and individualized instruction. The variables that affect student achievement are instructional feedback, reinforcement and correction, cues and explanations, reading and study skills, graded homework, and cooperative learning. He explains that quality and quantity of academic instructional and engaged time affect student performance. He also mentioned that moral

knowledge can be acquired through academic content, but moral character takes many years to develop and it reflects the whole person. He also said, that students can be taught learning-to-learn skills and critical thinking skills.

He stated, that classrooms can be organized or disorganized, the climate can be positive or negative, and students can experience success and pleasure or frustration and tension in dealing with the teaching and learning process. It would be up to the teacher on how he is to control the classroom situation and succeed with his day's objectives.

He clustered H.S. Barr, David Ryan and Bruce Tackman's given characteristics of successful teachers into the following four: Creative (imaginative, experimenting, and original; the non-creative is routine, exacting, and cautious); dynamic (outgoing, energetic, and extroverted; the non-dynamic is passive, withdrawn, and submissive); organized (purposeful, resourceful, and in control}; the disorganized teacher is capricious, erratic and flighty; warm (sociable, amiable, and patient}; the cold teacher is unfriendly, hostile, and impatient.

Ornstein also introduced for use, the University of Toledo competency indicators and that of Salt Lake City School District as guide. (See appendix).

According to Hidalgo (1984), the beginning of knowledge must be with the senses, and the beginning of teaching should be made by dealing with actual things. The object must be real, and useful, capable of making an impression upon the senses, as much as possible; that is, what is to be learned is visible with the eyes or audible with the ears, or tangible with the touch; or odorous with nose; or sapid with the taste. First we start with the presentation of the thing itself and the real intuition of it, then, proceed to the explanation for further elucidation about the object. Students therefore, must always be encouraged to learn by means of direct sensory impressions gained by actually manipulating the materials for study.

Currie (1979) said, that the quality of the relationship between teacher and student has an impact on the student's willingness to participate in the classroom. In Currie's words, "if a sound positive relationship exists between instructor and student, the student makes great efforts to enter into the work of the

instructor, both from his instinct of imitation, and from the happiness he derives from his relations with the instructor.

> Abracia (1987) said, "that instructors feel a sense of well being and fulfillment when their students progress or succeed. They feel frustrated when their students fail to learn. This is because instructors feel responsible for helping students' progress from one level to another which is in keeping with instructors' accountability, which means that every instructor is expected to account for result of his/her efforts. This means that every instructor is held accountable for the success or failure of his/her students.
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> It is however, the belief of agriculture instructors that they do not know anything about effective teaching, but they want opportunities to learn. They want to possess the instructional skills and the personal professional attributes that make good instructors, to produce better outcomes. But how will an instructor know that he/she is succeeding or failing her work?

To be able to do this, an evaluation of teaching and its outcomes is necessary so that an instructor can assess his/her strengths, weaknesses, and is able to work for self-improvement.

All the above readings served as the reference and guide of the researcher in the design of his study, including the content of his evaluation survey questionnaire and it helped him to narrow down to the

specific focus of this study in order to make the first step towards a plan for redirections of the teaching practices of SSCAF agriculture teachers, towards competent agriculture instructors for quality agriculture graduates.

Related Studies

A review of research studies pertaining to teaching competencies and job performance was conducted by the researcher, as guide and reference in this present study.

Guillermo (1996) conducted a study on teaching qualities of instructors and professors. He found out and he explained that most of his teacher respondents showed enough knowledge of human nature and of the social and physical environment to be able to assist their students in their discovery and development of more effective skills on problem solving and for satisfying their other needs.

He also found out in his study that emotionalized outcomes or value adaptations are the most potent of the acquired conduct controls in shaping behavior. He said, that his respondents believe that usually, people do what they like to do, even to the extent of allowing their

likes and dislikes, their desires and prejudices, to overcome their better judgment. The emotionalized outcomes of education that was identified in his study are as follows: attitudes, interests, appreciations, ideals, habits or conduct, morality, and morale.

The result of his study expressed support to the idea, that no matter what the teacher does whether intentionally, or unintentionally, the teacher acts as a model to the students, hence the enthusiasm for an activity may be more caught than taught, depending on the influence of the teacher. In his recommendation, he cited Cabudol (1995) saying: that a teacher must be very careful therefore, on the traits, attitudes and behavior he displays in and out of the classroom because students are good observers and imitators.

His study is also focused on quality teachers for quality education but specifically concentrated on emotional outcomes or value adaptation of faculty, as it affects the teaching-learning process. This present study on the other hand is specifically concerned with a survey to identify the positive and negative competencies and job performance of SSCAF agriculture faculty, to serve as base reference for the school planning and engineering

towards improved factors (specifically, teacher factors) that affect the teaching and learning process).

His study is similar to the present study since it focused on the qualities of instructors and professors. It differs from this present study since this present study was focused specifically on the qualities, teaching competencies and job performance of SSCAF agriculture teachers only.

Decatoria (1996) mentioned in the conclusion of his study, that good teaching is affected by factors such as curriculum preparation, effective instruction, and appropriate assessment or evaluation of the teaching-learning results. It is basic for a teacher to be armed with good philosophical, psychological and societal objectives of education, and he should rate high in the following character traits: honesty, generosity, congeniality, tactfulness, friendliness, cooperativeness, high moral standard, and high ethical professional standard. Further he said that in his findings, respondents believe that a teacher should be concerned with the welfare of learners, and should continuously search for better ways of doing his teaching jobs, on how to avoid disciplinary problems and other classroom

management problems. For discipline and good classroom management his study also showed that a teacher must possess these traits: self-analysis, self-control, self-criticism, self-confidence, self-culture, self-rating, and sacrifice.

He (1996) also claimed that the result of his study showed that evaluating human performance is required as a feedback system and as a means of measuring the effective functioning of the organization and the efficient allocation of individuals to jobs, and also in determining one's own potentials and achievements, and in determining where he can be best fitted in the system and where he can contribute effectively for the attainment of organization objectives..

His study only supports the present study, with its claim for the need of evaluating human performance as measure of the effectiveness of an organization, hence this strengthened the objective of this present study.

His study focused on the general factors that affect teaching-learning processes and specifically on the basic characteristics of a quality teacher. This present study on the other hand was only a survey to assess the quality and characteristics of the present agriculture faculty of

Samar State College of Agriculture and Forestry, to serve as a referent of plans for improvement.

Monteroso (1996) In his study reported its result which expressed the idea that the evaluation rating of a teacher is directly related to the amount the student have learned from their teachers.

The result in his study on the relations of the amount of student learning to that of the evaluation rating of teachers, has strongly supported this present study in the sense that it shows the need for the actual facts of the present state of affairs (the teaching competence of SSCAF agriculture teacher), before any plans for improvement on this aspect is drawn.

Barreto (1996) in his study, found out that in the educational system the students' rating as predictors of the general effectiveness of a teacher has yielded slightly stronger results on the students' reactions to the classroom environment. Teachers are usually evaluated by their heads/principals/supervisors to measure their efficiency on the job.

His study further revealed that the experiences of successful instructors have shown that instructor's job is not confined solely on the transmission of knowledge

and information. Equally important are the instructors' work habits, attitudes, value judgment and personal adjustments to the learners. In many ways, instructors shape the learners' personality, hence, the sooner the instructor realizes his responsibilities, the better is the chance of progress in educating the youth in cadence with the challenge of our times.

He therefore concluded as a result of his study that quality education shall only be attainable if mentors are really competent. He further stated that achievement of the goals of instruction depends on the caliber, zeal and effectiveness of the teacher.

Barreto stated support to the concept of the strong and direct relation of teacher competencies, qualifications and characteristics to the amount of learning students achieve, hence strongly support this present study. Both have similar focus with the present study, which is on teacher's competencies, qualifications and characteristics but differ in a way to this present study since the present study is concerned only on a survey of SSCAF agriculture teacher's competencies, qualifications and characteristics.

Atherton (1995), as to the result of his study came up with a list of competencies urgently needed for teachers in the field of vocational agriculture in Louisiana. These included the competencies in the following areas: program planning and development, lesson planning, teaching classes, department management, student organization activities, school-community relations, professional improvement, guidance and evaluation.

Atherton assisted and further guided the researcher in his listing of teaching competencies and job performance to be surveyed among SSCAF agriculture faculty. Atherton's listing of agriculture faculty competencies is generally similar to this study but his focus was on Louisiana teachers while this study focused only on SSCAF agriculture teachers.

On the other hand, Villena (1996), conducted a study to identify and validate competencies of teachers in teacher education of agricultural coverage on different areas of professional competencies such as planning, development and evaluation of local vocational programs, instructional planning, teaching methods and techniques, instructional evaluation, departmental management,

guidance, school community relations, future farmers of the Philippines, adult education, professional role of development, supervised occupational experiences program and in coordinating the cooperative part-time training program.

The outcomes of the study, recommended, that aside from identifying the core of essential professional competencies required by vocational agriculture teachers, of the school, it recommended the establishment of a validated program for developing curriculum materials and laboratory experiences.

It further recommended the need for the concerned teachers to endeavor to use a variety of teaching techniques and methods. to make the teaching-learning process interesting; and that they need to remember that method is greatly determined by objectives to be accomplished; the skill of the teacher in using the method; the group of students to be taught; the place where the instruction will be teaching and the length of time available.

Villena's study is similar to the present study since it focused on teaching competencies but Villena included evaluation of vocational programs while this

study only evaluated the present teaching competencies and job performances of SSCAF agriculture teachers.

Balnig (1986) made an initial assessment of the DAT Program, focused on the level of competencies identified to be essential to teachers in vocational agriculture, and related services and also investigated the relative importance of competencies in terms of successful teaching performance.

He concluded from the reports of the respondents, that the more important the competencies, the smaller the variability between teacher-based and student based evaluations. In other words, there was greater agreement between the two groups of raters on competencies rated as more important and on competencies rated as less important. A large percentage of the competencies rated as most important may be classified in the affective domain.

Competencies considered important which are in the cognitive or the psychomotor domain may be more effectively dealt with in a teacher preparation program than those of the affective domain.

He further pointed out as a result of his study, that the poor quality of student graduates is affected by

the inner discipline that is lacking since their school failed to provide a basis for its development. The undisciplined behavior of the student respondents was the result from having no core value of their own. In support to his findings, Balnig cited Gregorio's (1993) definition of teaching as the process of stimulating, directing, guiding, encouraging and evaluating the learner's educational growth and development geared towards his own adult role in society.

He said that there is a necessity of qualification and competence as fundamental criterion in the selection of a teacher.

Balnig's study is similar to this study since it focused on the role of teachers and the institution not only on concept and skill development but also on the inner, behavioral formation of students, towards a total quality education.

This present study differs, since this is a survey on what are the levels of teaching competencies of SSCAF agriculture teachers as perceived by students, supervisors and by the agriculture teachers themselves.

The study of Paterno (1996) on the relationship of vocational agriculture's knowledge of technical

agriculture with his success as a teacher showed that there was a significant relationship between vocational agriculture teacher's knowledge of technical agriculture information and his success as a teacher.

His study is similar to this study since it speaks of teaching competencies, it however, only focus on the relationship of a vocational agriculture teacher's agricultural technical knowledge to his success as a teacher. This present study on the other hand is an assessment by perception of students, supervisors and the agriculture teachers themselves on the present teaching competencies and job performance of SSCAF agriculture faculty.

Olisco (1995) made an investigation on the level of competencies identified to be essential to teachers. He found out that the age of the individual may affect his competence in his job; that in many cases, the performance of the older worker differ from those of the younger ones. Usually, old workers have more exposure to work experiences and can be expected to perform better. He further noted that women workers has greater problem since most men workers usually feel superior from women;

thus, women workers have to be talented to overcome their sex and age handicap.

His study was similar to the present study in the sense that it also speaks on teaching competencies, but his study is an investigation on the level of competencies that can be identified as essential to teachers, where his results mentioned the age as an essential factor to affect effective performance, since younger people can hardly be expected to command respect from their elders, but this can be counter acted by special talents shown by the young. This study further mentioned the plight of women in this field, in relation to male teacher attitudes to their sex.

This present study is different because it only seek to actually put a base line record of the present teaching competencies and job performance of SSCAF agricultural faculty, to serve as reference in school planning for improvement purposes of the schools teaching-learning present condition.

Chapter 3

METHODOLOGY

This chapter presents the research design, instruments in gathering data, validation of the instruments, sampling procedures and statistical treatment of data.

Research Design

This study employed a correlational descriptive design. As defined by Best (1983), a descriptive study is designed to determine which of the different variables are related to each other in the population.

In this particular study, the principal aim was to determine the extent of the teaching competence of the agriculture instructors as perceived by the administrators, students and the instructors themselves. Their perception differences were described. Another objective of this study was to estimate the relationship between the teaching competencies manifested by the agriculture instructors as to the different variates such as age, sex, educational qualification, civil status, experience, average monthly income, trainings attended

and performance ratings and work loads. Through this research design the degree of relationships/variations of the instructors' teaching competencies in relation to the different variates was ascertained.

Instrumentation

The researcher made use of the questionnaire, interview and documentary analysis as the data-gathering techniques in obtaining information from the school administrators, students and the instructors themselves with regard to their perceptions on the extent of teaching competencies of the agriculture instructors of SSCAF.

Questionnaire. The questionnaire was the principal instrument used in this study. Three sets of questionnaires were prepared, consisting of two parts. Part I elicited the personal profile consisting of simple personal information of the clientele. Part II was designed to evaluate the extent of the agriculture instructors' teaching competencies, as perceived by themselves, by the students and administrators. The questionnaires were shown to the researcher's adviser for comments, suggestions and refinement. Copies were

reproduced and were issued to the respondents to solicit their perceptions on the extent of the teaching competencies of the agriculture instructors using the following criteria: 5 for excellent; 4 for very satisfactory; 3 for satisfactory; 2 for slightly satisfactory and 1 for unsatisfactory.

To guide every respondent in answering the questionnaire, instruction were provided. Adjectival ratings on teaching competencies and other performances were assigned for every response' for every item in Part 2 of the three sets of questionnaires.

The researcher constructed the questionnaires after a thorough review of related literature and studies and after making a careful analysis of the current teaching-learning problems in the school in question.

The questionnaire were so formulated that the respondents were able to answer them with ease and speed. Instructions were so provided that the respondents were able to follow them accurately and were able to answer each item. Before the final copies of the questionnaires were distributed, they were tried for validation among administrators, agricultural instructors, secondary and college students of Can-avid agricultural school in

Eastern Samar. It was improved after the result of the tryout before it was distributed for data gathering.

Documentary Analysis. To enrich and cross check the data gathered through the questionnaire, documents such as the Form 138, School Register for Students' listing, and Grading Sheet (to identify the upper 60 percent of every year level), and the Personnel Profile was looked into. This documentary analysis was used to cross check the personal profile of the respondents in Part I of the questionnaire for the agriculture faculty. The students' records were requested from the administrative officer of the institution.

Validation of Instrument

The questionnaire was validated in two ways. The questionnaire as prepared was first checked by the researcher's adviser, then was submitted to the panel for critiquing. After that it was improved, then was tried out among 2 administrators, 3 agriculture teachers, and 5 from each of the secondary and college students of another agricultural school (Can-avid Agricultural School). Comments and suggestions were gathered from the try-out and were considered in the revisions made before

the instruments were distributed for final gathering of data.

Sampling Procedure

There were 12 agriculture instructors in SSCAF who were all purposely taken as respondents to the investigation in this particular study. They were rated by the school administrators, the students (secondary and college) and these instructors themselves.

All the school administrators of SSCAF were made as respondents for the administrators' group. For the students, a total of 610 compose the population of the study. These figure was narrowed down to 270, using the Slovens Formula where $n=N/1-Ne^2$, (Santos, et al, 1994) to ensure the use of a sample that will truly represent the population mean of 240, but 35 extra questionnaires were fielded to insure of correct number of representative of the total population; 270 questionnaires were retrieved and all were included in the analysis/computation.

A stratified random sampling was used to determine the exact representation of sample for each year level, in the secondary and collegiate curriculum offering with the use of fish bowl method (draw lots).

Data Gathering

The data was gathered with the use of questionnaires described in the instrumentation. The researcher with the help and assistance of SSCAF school officials and faculty of both secondary and college, personally distributed them.

In order to clarify information given in the questionnaire, the respondents were interviewed for verification of responses. This type of interview was resorted to, only when necessary.

Ocular survey or observation was made to gain an overview, picture or insights into the responses of students and to verify the students' performance skills acquired in school. The ocular survey was very essential to cross check the veracity of the students' responses.

Statistical Treatment of Data

The data gathered through the questionnaires were tabulated, analyzed and interpreted using the appropriate statistical measures and procedures.

A five-point scale was used with the following descriptive and numerical values arbitrarily developed to suit the purpose of the study.

Scale	Numerical Value	Descriptive Value
5	4.51-5.00	Excellent
4	3.51-4.50	Very Satisfactory
3	2.51-3.50	Satisfactory
2	1.51-2.50	Fairly Satisfactory
1	1.00-1.50	Unsatisfactory

The following statistical tools were used to analyze the data collected.

Weighted Mean. This was computed to find out the level of competence of the SSCAF agriculture instructors.

Arithmetic Mean. This was used to determine the average efficiency ratings of the respondents.

Standard Deviation. This was used to assess how the perceptions of the respondents vary.

Analysis of Variance (ANOVA). This was used to compare the perceptions of the respondents using the following formula (Walpole, 1982)

Sources of Variation (SV)	Sum of Squares (SS)	Degree of Freedom (df)	Mean Squares (MS)	Computed F Value
Between Groups	$\Sigma \frac{T_i^2}{N_i} - C$	K-1	$\frac{\text{SS Between}}{K-1}$	$F = \frac{\text{MS between}}{\text{MS within}}$
Within Groups	SS total - SS Between	N-K	$\frac{\text{SS Within}}{N-K}$	
Total	$\Sigma X^2 - C$	N - 1		

Where:

K - refers to the number of groups compared

ΣT_i^2 - refers to the total of the values in the ith group

N_i - refers to the number of cases in the ith group

ΣX^2 - refers to the total of the squared values

C - refers to the correlation factor equal to

$$\frac{(\Sigma X)^2}{N}$$

$(\Sigma X)^2$ - refers to the square of the total of the scores

N - refers to the total number of cases

Pearson-Product Moment Correlation Coefficient. The r_{xy} was applied to determine the degree of relationship

between the competence in teaching of the instructors and the different variates (Walpole, 1982)

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2-(\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

r_{xy} refers to the correlation coefficient

N refers to the number of pairs

ΣXY refers to the sum of the product X and Y

ΣX refers to the sum of X-values

ΣY refers to the sum of Y-values

ΣX^2 refers to the sum of the squared X-values

ΣY^2 refers to the sum of the square Y values

Fisher's t-test. This was applied to test the significance of the relationship (Walpole 1982):

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

where:

r - refers to the computed correlation coefficient

N - refers to the number of pairs

Testing of hypothesis was done, using α=.05 as the level of significance.

Scheffe's test - this was applied to test the posteriori test among the variable (Downie 1983).

$$F = \frac{(\overline{X}_1 - \overline{X}_2)^2}{S_w^2 \ (N_1 + N_2)/N_1N_2}$$

Where:

$\overline{X}_1$ = weighted mean of first group

$\overline{X}_2$ = weighted mean of second group

S_w = square sum within condition

N_1 = number of cases for the first group

N_2 = number of cases for the second group

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered and the analysis and interpretation of results. The data consists of the profile of the agriculture instructors, their teaching competence and the extent to which they manifest their teaching competence as perceived by the school administrators, students and by themselves. The data also includes the differences in the respondents' perceptions, as well as the relationship between the perceived teaching competencies of the agriculture instructors and between the different variates namely, age, sex, civil status, educational background, average monthly income, number of trainings, performance ratings, length of service and work load. All data are presented in tabular forms followed by textual explanations.

Profile of the Agriculture Instructors.

The profile of the agriculture instructors are presented by the percentage and by standard deviation distribution by age, sex, civil status, educational background, average monthly income number of training,

Table 1

Age and Sex Profile of the SSCAF Agriculture Instructors

Age	F	%	Sex	
			Male	Female
58	1	8.33	1	0
56	1	8.33	1	0
52	12	8.33	0	1
46	2	16.67	1	1
38	1	16.67	2	0
37	1	8.33	1	0
36	3	25.00	1	2
30	1	8.33	1	0
Total 509	12	100.00	8	4
Average 42.4			66.7	
FD 8.99			16.67	33.33

performance rating, length of service and work load as variates.

Age and sex. The data in Table 1 revealed that 1 (8.33%) 30 years old, 3(25%) were 36 years old, another 1(8.33%) was 37 years old, 2 (16.67) 38 years old, another 2 (16.67%) were 46 years old, 1 (8.33%) 52, 1 (8.33%) was 56, and another 1 (8.33% was 58 years old. The standard deviation of 8.99% shows that the 10 respondents were aged between 34, 41 to 51.

It can be implied that the 10 respondents comprise the majority of the SSCAF agriculture instructors, who

can be described to be at their prime-active and energetic stage in life. However the remaining two aged 56 and 58 could possibly be at their aging stage, and maybe more inclined to less strenuous tasks.

Table 1 further shows gender or sex distribution of the agriculture instructors in this study. As shown in the table, the ,male instructors represented 66.67% or 8 out of the 12 agriculture instructors, while 4 or 33.33% were females.

This shows that there are more male agriculture instructors than female in SSCAF, which implies that the agricultural teaching staff of SSCAF has a good hiring proportion of instructors as to sex, since agriculture is more concerned on vocational skill development focused and more inclined to practical filled work, or even to personal farms in the community, thus needing males more than females due to the nature of farm activities.

Civil Status. As to the civil status of the agriculture instructors, the study revealed that of the 12 agriculture instructors only one of them was single or 8.33 percent, and that 91.67 percent or 11 out of the 12 respondents were married. Implying that majority of them have big personal responsibilities that daily demands

their full attention and time aside from school official functions.

Educational Background.

Table 2 presented the educational background of the SSCAF agriculture instructors The data revealed that the agriculture instructors have high educational background except for one (1) or 8.33 percent of the 12 instructors, who was but a bachelor degree holder. Nine (9) or 75 percent were Master's degree holder and one (1) or 8.33 percent has a doctorate degree/CAR and another one has a Master's degree with Ph.D. units.

S.D. of 1.055 means, that out of the 12 agriculture instructors has the qualification between a bachelor's degree with advanced units leading to master's degree with out advance units towards a doctorate degree.

The table also revealed that the undergraduate major field of the 12 instructors were all geared towards the agricultural fields, where two (2) of the twelve were agronomy majors, 2 were majors in agriculture education, 2 were on general agriculture, 1 was major in animal husbandry, 1 was a major in entomology, 1 on crop science, 1 was of animal science, 2 were home economics.

Table 2

Educational Background of SSCAF Agriculture Instructors

Respondents	Major Field	Major	Educational Background						
	Undergrad	Grad.	Ph.D	M.A. with Ph.D. Unit	M.A.	B.S. with M.A. Unit	B.S.	Summary	
1	Animal Husbandry	Ph.D/ MS in Agr. Ed.	5					5	MS Agri Edu./Ph. D.
2	Agricultural Education	27 units Ph.D./ M.A. Agri. Dev.			3			3	MS Agri Dev/27units Ph.D.
3	Animal Husbandry						1	1	6 units M.A.
4	H.E.			4				4	MAT-HE
5	Animal Science					2		2	CAR-MA Adm Sup
6	H.E.					2		2	CAR-HE
7	Crop Science				3			3	MS Agri Edu
8	Entomology					2		2	15 units MS
9	Agronomy					2		2	MA Adm Sup
10	Agricultural Education				3			3	CAR-Agri Edu
11	Agronomy				3			3	36 units
12	H.E.				3			3	MAT-HE

Their graduate education background were shown to have 3 in the field of MS in Agricultural Education (also Doctor in Philosophy and 1 CAR on Agricultural Education, 1 was masters in Agricultural Development (also with 27 units to Ph.D.), 2 specialized in MA in Administration and Supervision (1 is only with CAR), 3 is home economics (1 only with CAR), 1 with six units to MA, 1 with 15 units to MS, 1 with 36 units to MS.

It is implied that the advance educational targets of most of the instructors is getting out of their field of specialization, as shown by agriculturists, taking masters in administration. This calls for a strong policy that would encourage the instructors to go on advance studies in their field of specializations to answer the needs of the school on this aspect.

By Trainings/Seminars Attended.

Seminars attended falls generally on the regional level. Table 3 presents the seminars/trainings/workshops attended for the last five years. It revealed an average total of 23.9, with a grand mean of 1.99, which tells that on a general view, most of the seminars attended by the clientele fall on the regional level.

Table 3

Seminars/Trainings/Workshops attended

for the last five years

Respondents	Level of Seminar				Total No. of Seminar	Total Points	Average
	International 4	National 3	Regional 2	Local 1			
1	0 (0)	2 (6)	0 (0)	0 (0)	2	6	3
2	0 (0)	2 (6)	2 (4)	0 (0)	4	10	2.5
3	0 (0)	3 (9)	3 (6)	0 (0)	6	15	2.5
4	0 (0)	0 (0)	0 (0)	0 (0)	0	0	0
5	0 (0)	0 (0)	4 (8)	0 (0)	4	8	2
6	0 (0)	3 (9)	2 (4)	0 (0)	5	13	2.6
7	0 (0)	0 (0)	1 (2)	2 (2)	3	4	1.3
8	0 (0)	0 (0)	1 (2)	2 (2)	3	4	1.3
9	0 (0)	1 (3)	1 (2)	0 (0)	2	5	2.5
10	0 (0)	0 (0)	3 (6)	0 (0)	3	6	2
11	1 (4)	1 (3)	2 (4)	0 (0)	4	11	2.6
12	0 (0)	0 (0)	3 (6)	2 (2)	5	8	1.6
						Total =	23.9
						Grand Mean =	1.99

This implies that based on the average total of seminars attended within the last five years, the clientele could be said to have been given limited opportunities to keep up with the new trends in their field of education, and if ever given the opportunity, it usually go beyond the regional level.

By Performance Rating (Average of last five years)

Performance rating of the 12 SSCAF instructors in agriculture (the respondents of the study). All or 100 percent of these instructors have an average of "very satisfactory" performance rating for the last five years, as per office file.

This implies that the three groups of respondents seems to be contented with what is going on in the school, its output and school activities are good enough for them. There is a need of motivation to make them clamor to attain something better than "very satisfactory".

Table 4

Length of Service by SSCAF Agriculture Instructor

Respondents	No. of Years in Service	%
1	27	12.86
2	17	8.10
3	25	11.90
4	13	6.19
5	14	6.67
6	20	9.52
7	12	5.71
8	5	2.38
9	22	10.48
10	24	11.43
11	14	6.67
12	17	8.09
Total	210	100

By Length of Service

Table 4 reflects the length of service of the agriculture instructors of SSCAF. The table showed S.D. of 6.37, which showed that 9 out of the 12 SSCAF agriculture instructors have experiences between 11.13 to 23.87 years service. This implies that the nature of work, problems, etc., of their fields is not new to them.

Apparently, majority of the agriculture instructors are experienced and qualified teachers, as shown by the length of service by the majority (9) of them. Their length of service speaks for a long practical training in the field.

By Work Load

Table 5 revealed the workload of SSCAF agriculture instructors, distributed to the required function of an instructor. The instructors have the least of forty (40) hours a week, and a maximum of forty-eight (48) hours a week work assignment, distributed to instruction, production, research, extension, and office work (office assignment or preparation of lessons, etc.). It shall be noted here, that the two instructors have only ten (10) hour instruction time, one of them (vice president of the

college) has three hours (3) hours for production (project production assignment), three (3) hours for research, six (6) hours for extension and twenty (20) hours of office work, making a total of forty-two hours work for week. The other one (in-charge of extension and research) has ten (10) hours for instruction, ten (10) hours for extension and twenty (20) hours for office work but no time for research work thus making forty (40) hours service a week. Two instructors have fifteen (15) hours each for instruction and both spend ten (10) hours each for production, one of them spend five (5) hours for extension the other one spend ten (10) hours for the same. The former spend twelve (12) hours for office work and the later spend five (5) hours for office work. They got a total of forty-two (42) hours and forty (40) hours a week service respectively. Two more instructors got a total of forty (40) hours service a week, with one spending twenty (2) hours a week for instruction, ten (10) hours for production, five (5) for extension, and another five (5) hours for office work. The later spend twenty hours a week for instruction, ten (10) hours for production, and another ten (10) hours for office work. One instructor got a total of forty-four (44) service a

week, distributed to twenty-four (24) for instruction, ten (10) for production, five (5) for extension and another five (5) for office work, One has forty-five (45) service a week, divided to twenty-five (25) for instruction, ten (10) for production, five (5) for extension and five (5) for office work. Two revealed a forty three hour a week service; one has his forty-three (43) hours distributed to eighteen (18) hour for instruction, ten (10) for production, ten (10) for extension and five (5) for office work. The later has twenty-three (23) hours for instruction, ten (10) for production, ten (10) for extension. One instructor has forty-one (41) hour service for a week, distributed to twenty-one (21) hours for instruction, ten (10) for production, five (5) for extension, and another five (5) for office work. One has the highest number of hours load of forty-eight (48) distributed to twenty-three (23) hours for instruction, ten (10) hours for production, and another ten (10) for extension.

It shall be noted that the AACUP average load is forty (40) hours a week; hence any excess of forty (40) hours is considered an overload.

All the above hours load implies, that instruction, production, extension and office work load are given attention hence, it could be said that they are well attended to. It can be noticed clearly, that research is a neglected function by the instructors, with only one of the twelve agriculture instructors (subject) giving a three-hour time for it, while others have no time or no inclination to de research, but many have 5 to 20 hours office work. Such budget of time should be looked into to maximize service for better production.

It is worthy to note the specific functions of each agriculture instructor as reflected in table 5, where some special adjustments of time budget for many is necessary, such as respondents 2 who must allot time for research work (specifically-institutional), and must reduce time for office work. The rest of the respondents' time budget needed some improvement, in consideration of their special functions assignment.

There is a need for a policy to demand output from claimed time allotted in relation to expected college instructor's function.

Table 5

Types of Work Assignment/Work Load by Hour of SSCAF Agriculture Instructors

Respondents	Functions	Work Load					Total
		Ins.	Prod.	R	Ext	OW	
1	V.P. for Academic/ Instructors	10	3	0	6	20	42
2	Extension Head/ Instructor	10	0	0	10	20	40
3	IGP In-charge/ Instructor	15	10	0	5	12	42
4	Garments and Sewing room	15	10	0	10	5	40
5	In-charge SSCAF/Nursery/Instructor	20	10	0	5	5	40
6	Kitchen Home Mgt. Bldg./ Instructor	24	10	0	5	5	44
7	In=charge College Nursery DAT/BAT/DABT/Instructor	25	10	0	5	5	45
8	In-charge Entomology/Instructor	18	10	0	10	5	43
9	Piggery In-charge, Rice, root crops, etc. /Instructor	20	10	0	0	10	40
10	Chairman T.H.E./Asst. to Head Lab. H.S./Instructor	18	10	0	5	10	48
11	Agricultural Project Coordinator/Instructor	23	15	0	10	0	43
12	Flower Garden In-charge/ Instructor	21	10	0	5	5	41

Extent of Teaching competence of SSCAF Agriculture Instructors As Perceived by the Administrators, Students and the Instructors themselves.

Along Use of Teaching Methods/Strategies. Table 6 presents the data on the extent of the teaching competence of the agriculture instructors along the use of teaching methods and strategies as perceived by the administrators.

The data in Table 6 shows that nine (9) of the eleven alternative teaching practices listed were all perceived by the administrator respondents as 'very satisfactory', which are presented and arranged based on the weighted mean of each of the item on teaching practices listed in this study, while two were only rated as 'satisfactory' and they are listed as the last two at the bottom of the following list: has the ability to give clear class instruction; uses teaching aids and resources important and relevant to instruction; has the ability to motivate students; strongly and effectively motivate students' participation and learning; present challenging learning activities; expert in the art of questioning and evaluation; effectively use audio-visual aids; has sense of humor during classroom activities were all rated as

'very satisfactory', while "encourages learning of new ideas" and "effective in guiding students' transfer of learning to actual work situation" were both rated as 'satisfactory'. On the average, Samar State College of Agriculture and Forestry administrators rated the use of teaching strategies and methods by SSCAF agriculture instructors as 'very satisfactory', with a total weighted mean of 42.04 and a grand mean of 3.82.

This implies, that as far as the use of teaching techniques and strategies, the SSCAF agriculture instructor as perceived by their administrators are 'very satisfactory', hence are favorable to the attainment of the college goal and toward quality learning. But the 'satisfactory' rating on the skill of encouraging learning new ideas and effectiveness in students' transfer of learning to actual work situation will make all favorable efforts in the classroom negligible, if the use of new technology is not well sold to the learners, and more so, if their learned theories are poorly applied in actual work situation due to lack of guidance and effective demonstrations and proper hands-on practice. This could cause poor practical farming performance.

Table 6

Teaching Competence of the Agriculture Instructor Along the Use of Teaching Methodologies As Perceived by the Administrators

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Teaching Methods and Strategies								
1. Has the ability to give clear class instruction	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
2. Encourages learning of new ideas	0 (0)	5 (20)	2 (6)	1 (2)	0 (0)	28	3.50	S
3. Adopts teaching methods based on student's needs	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
4. Has the ability to motivate students.	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
5. Effectively use audio-visual aids.	0 (0)	6 (24)	2 (6)	0 (0)	0 (0)	30	3.75	VS
6. Effective in guiding students' transfer of learning to actual work station	2 (10)	3 (12)	1 (3)	0 (0)	0 (0)	25	3.13	S
7. Has sense of humor during classroom activities	0 (0)	5 (20)	3 (9)	0 (0)	0 (0)	29	3.63	VS
8. Strong and effectively motivate students' participation and learning	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
9. Present challenging learning activities	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
10. Expert in the art of questioning and evaluation	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
11. Uses teaching aids and resources important and relevant to instruction	1 (5)	5 (20)	3 (9)	0 (0)	0 (0)	34	4.25	VS
Overall Total							42.04	
Grand Mean							3.82	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

The self-perception of the agriculture instructor of Samar State College of Agriculture and Forestry, on their competence in the use of teaching strategies and methods is shown in Table 7. In the table, it can be seen, that number three item, which state that they "adapt teaching methods based on student's needs" was rated "Excellent", while the rest were all rated "very satisfactory", which are listed below and arranged based by weighted mean: present challenging learning activities; has the ability to give clear class instruction; has the ability to motivate students; strongly and effectively motivate students' participation and learning; effective in guiding students' transfer of learning to actual work situation; encourages learning of new ideas; effectively use audio-visual aids; has sense of humor during classroom activities; present challenging learning activities; expert in the art of questioning and evaluation. As a whole, the agriculture instructors rated their competence on the use of teaching strategies and methods with a total weighted mean of 47.34 and a grand mean of 4.3, which means very satisfactory.

Table 7

Teaching Competence of SSCAF Agriculture Instructors Along the Use of Teaching Methodologies as Perceived by the Instructor Themselves

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Teaching Methods and Strategies								
1. Has the ability to give clear class instruction	5 (25)	7 (28)	0 (0)	0 (0)	0 (0)	53	4.42	VS
2. Encourages learning of new ideas	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
3. Adopts teaching methods based on student's needs	8 (40)	3 (12)	1 (3)	0 (0)	0 (0)	55	4.58	VS
4. Has the ability to motivate students.	5 (25)	7 (28)	0 (0)	0 (0)	0 (0)	53	4.42	VS
5. Effectively use audio-visual aids.	4 (20)	7 (28)	0 (0)	1 (2)	0 (0)	50	4.17	VS
6. Effective in guiding students' transfer of learning to actual work station	6 (30)	4 (16)	2 (6)	0 (0)	0 (0)	52	4.33	VS
7. Has sense of humor during classroom activities	4 (20)	6 (24)	2 (6)	0 (0)	0 (0)	50	4.17	VS
8. Strong and effectively motivate students' participation and learning	6 (30)	5 (20)	1 (3)	0 (0)	0 (0)	53	4.42	VS
9. Present challenging learning activities	6 (30)	6 (24)	0 (0)	0 (0)	0 (0)	54	4.50	VS
10. Expert in the art of questioning and evaluation	3 (15)	6 (24)	3 (9)	0 (0)	0 (0)	48	4.00	VS
11. Uses teaching aids and resources important and relevant to instruction	2 (10)	9 (36)	1 (3)	0 (0)	0 (0)	49	1.08	VS
Overall Total							47.34	
Grand Mean							4.30	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

This implies that as a whole, SSCAF agriculture instructors, are competent in the use of various teaching strategies and methods, but slightly weak in the use of teaching tools such as audio-visual aids, hence shall need a refresher and up dating training on the use of audio-visual technologies in teaching.

The students' perceptions of the agriculture instructors' teaching competence on the use of teaching methods and strategies as shown in Table 8 was 'very satisfactory' for all of the eleven items, with a total weighted mean of 42.99 and a grand mean of 3.91, as reflected in table 8 (see next page).

This implies that students have no complains as to instructors method of teaching, as the students have no idea of something better than what they are exposed to.

Table 8

Students' Self-Perception on the Teaching Competence of the Agricultural Instructor on Teaching Strategies/Methods

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Teaching Methods and Strategies								
1. Has the ability to give clear class instruction	138 (690)	99 (396)	6 (18)	18 (36)	3 (3)	1143	4.23	VS
2. Encourages learning of new ideas	126 (630)	81 (324)	42 (126)	12 (24)	9 (9)	1113	4.12	VS
3. Adopts teaching methods based on student's needs	96 (480)	81 (324)	66 (198)	20 (40)	7 (7)	1049	3.88	VS
4. Has the ability to motivate students.	123 (615)	72 (288)	70 (210)	3 (6)	2 (2)	1121	4.15	VS
5. Effectively use audio-visual aids.	66 (330)	75 (300)	75 (225)	30 (60)	24 (24)	939	3.48	VS
6. Effective in guiding students' transfer of learning to actual work station	81 (405)	93 (372)	36 (108)	45 (90)	15 (15)	990	3.67	VS
7. Has sense of humor during classroom activities	87 (435)	81 (324)	48 (144)	33 (66)	21 (21)	990	3.67	VS
8. Strong and effectively motivate students' participation and learning	117 (585)	102 (408)	39 (117)	6 (12)	6 (6)	1128	4.18	VS
9. Present challenging learning activities	87 (435)	84 (336)	60 (180)	27 (54)	12 (12)	1017	3.77	VS
10. Expert in the art of questioning and evaluation	117 (585)	84 (336)	45 (135)	12 (24)	12 (12)	1092	4.06	VS
11. Uses teaching aids and resources important and relevant to instruction	87 (435)	96 (384)	39 (117)	42 (84)	6 (6)	1026	3.80	VS
Overall Total							42.99	
Grand Mean							3.91	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 9

Comparison of the Perceptions of the Respondent On the Teaching Competence of SSCAF Agriculture Instructors along the use of Teaching Methodologies

Items on Teaching Strategies	Rspondents Group					
	Administrators		Instructors		Students	
	WM	I	WM	I	WM	I
1. Has the ability to give clear class instruction	4.38	VS	4.42	VS	4.23	VS
2. Encourages learning of new ideas	3.50	VS	4.25	VS	4.12	VS
3. Adopts teaching methods based on student's needs	3.88	VS	4.58	Ex	3.88	VS
4. Has the ability to motivate students.	3.88	VS	4.42	VS	4.15	VS
5. Effective in use of audio-visual aids.	3.75	VS	4.17	VS	3.48	S
6. Effective in guiding students' transfer of learning to actual work condition	3.13	S	4.33	VS	3.67	VS
7. Has sense of humor during classroom activities	3.63	VS	4.17	VS	3.67	VS
8. Strong and effectively motivate students' participation and learning	3.88	VS	4.42	VS	4.18	VS
9. Present challenging learning activities	3.88	VS	4.50	VS	3.77	VS
10. Expert in the art of questioning and evaluation	3.88	VS	4.00	VS	4.04	VS
11. Uses teaching aids and resources important and relevant to instruction	4.25	VS	4.08	VS	3.80	VS
mean	3.82	VS	4.30	VS	3.91	VS
Standard Deviation	0.32		0.18		0.25	

In the comparison of the perceptions of the three groups of respondents on the teaching competence of SSCAF agriculture instructors, in relation to their use of teaching strategies and methods, Table 9 shows, that all three groups agree, with "very satisfactory" rating to all items, except for 3; 'adopts teaching methods based on students' needs', where the instructors rated themselves 'excellent', against the 'very satisfactory' ratings of the administrators and students' groups. Another variation of perception was on item 5; 'effective in the use of audio-visual aids' where the students' group rated them only as 'satisfactory', including item 6; 'effective in guiding students' transfer of learning to actual work', which the administrators' group rated only as 'satisfactory' as a whole; however, the three groups' perceptions on the instructors' teaching competence on the use of teaching methods/strategies got a total weighted mean of 3.91, interpreted to be very 'satisfactory'.

This implies, that there is a need of retraining of the SSCAF agriculture instructors on the use of audio-visual aids and other advance technologies on teaching materials; on the techniques of developing the students'

skills on transfer of learning, and on their ability to encourage students to learn new ideas. The three weaknesses have a great impact on the agricultural skill performance in actual farming application, which the researcher have noticed and has driven him to undergo this research.

Table 10 presents the result of the F-test, used to determine the difference or similarities of the respondents' perception on the teaching competence of agriculture instructor along the use of teaching strategies and methods. The computed F of 10.38 is greater than the critical value of 3.32 at (df 2.30) 0.05

Table 10

Result of the F-test on the Teaching Competence
Of Agriculture Instructor
Along Teaching Strategies/Methods

Source of Variation	SS	df	MS	F Computed	F Critical	Inter-pretation
Respondent Group	1.456	2	0.728		3.32	Reject Ho
Error	2.104	30	0.0701			
Total	3.56	32				

level of significance, which rejects the null hypotheses "that there is no significant difference between the perceptions of the three groups of respondents". This means that the respondents perceived differently the teaching competence of the SSCAF agriculture instructors along their use of teaching strategies and methods.

After the computation of the F-test, which revealed that the perception of the three groups of respondents on the competence of SSCAF agriculture instructors on the use of teaching strategies and methods differ from each other, further test was employed to determine where the exact difference lies. This is presented in table 11. The Scheffe's test results tell, that there is a significant difference in the perceptions of the paired group of administrators and instructors' group (computed F value

Table 11

Scheffe's Results on the Comparison of the Perceptions of the Respondents

Pair Comparison	F Computed	F Critical	Inter-pretation
Administrator & instructor	18.0700	6.64	Reject Ho
Administrator & student	0.6355	6.64	Accept Ho
Instructor & student	11.9300	6.64	Reject Ho

18.07 - critical F value of 6.64) and that of the instructors and students' group (computed F value 11.93 - critical F value of 6.64). These means that the administrators and instructors have different perception as to competence on the use of teaching strategies and methods by the agriculture instructors. The same observation was also revealed between the perceptions of the instructors and students' groups, while the administrators and students' groups showed no significant difference in their perceptions, that is, Ho was rejected.

Along Communicative Skills

Table 12 shows the perception of the administrators' group on the communication competence of SSCAF agriculture instructors. To the administrators, these instructors' ability to use written Filipino and their ability to check students' oral and written communication skills in English are at least 'satisfactory'. Other communication skills of the subjects as presented on the table which are items "uses good oral Filipino"; uses good written English; has the ability to adjust vocabulary to group work; has the ability to check students' oral and written communication skills in

Table 12

Teaching Competence of SSCAF Agriculture Instructors Along Communicative Skills as Perceived by the Administrators

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Communication Skills								
1. Uses good oral Filipino	0 (0)	5 (20)	3 (9)	0 (0)	0 (0)	29	3.63	VS
2. Uses good written English	1 (5)	3 (12)	4 (12)	0 (0)	0 (0)	29	3.63	VS
3. Uses good written Filipino	1 (5)	1 (4)	5 (15)	0 (0)	0 (0)	24	3.00	S
4. Has the ability to adjust vocabulary to group work	2 (10)	3 (12)	3 (9)	0 (0)	0 (0)	31	3.88	VS
5. Has the ability to check students' oral and written communication skills in English	1 (5)	2 (8)	5 (15)	0 (0)	0 (0)	28	3.50	S
6. Has the ability to check students' oral and written communication skills in Filipino	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
7. Has effective use of non-verbal communication	0 (0)	5 (20)	3 (9)	0 (0)	0 (0)	29	3.63	VS
8. Articulate and clear in oral communication	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
9. Writes in simple clear & understandable style for the level of his/her student	1 (5)	6 (24)	1 (3)	0 (0)	0 (0)	32	4.00	VS
Overall Total							33.03	
Grand Mean							3.67	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

English; Writes in simple, clear and understandable style for the level of his/her student; as reflected in the table they were to the administrators' group 'very satisfactory', with an overall total of 33.03, and a grand mean of 3.67.

This implies that the agriculture instructors may just do not take it as their responsibility to check students' erroneous use of Filipino and English or it may also mean that they need a refresher course on the basic correct usage (oral and written) of the two languages.

Table 13 reveals the communicative competence of SSCAF agriculture instructors as perceived by themselves. The table shows that these instructors admit their weakness on the "ability to check the students' oral and written errors in the use of Filipino and English", where they rated themselves, only as "satisfactory" (items 2, 5, and 6). For the other communicative skills, they believe their abilities are all "very satisfactory", as shown by the overall total of 33.25 weighted mean and a grand mean of 3.69.

This strengthens the implication on their need of an in-service training on this area.

Table 13

Teaching Competence of SSCAF Agriculture Instructors Along Communicative Skills as Perceived by the Instructors Themselves

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Communication Skills								
1. Uses good oral Filipino	3 (15)	7 (28)	2 (6)	0 (0)	0 (0)	49	4.08	VS
2. Uses good written English	0 (0)	5 (20)	3 (9)	4 (8)	0 (0)	37	3.08	S
3. Uses good written Filipino	1 (5)	9 (36)	2 (6)	0 (0)	0 (0)	47	3.92	VS
4. Has the ability to adjust vocabulary to group work	3 (15)	5 (20)	4 (12)	0 (0)	0 (0)	47	3.92	VS
5. Has the ability to check students' oral and written communication skills in English	1 (5)	3 (12)	2 (6)	5 (10)	0 (0)	33	2.75	S
6. Has the ability to check students' oral and written communication skills in Filipino	0 (0)	5 (20)	3 (9)	4 (8)	0 (0)	37	3.08	S
7. Has effective use of non-verbal communication	3 (15)	6 (24)	3 (9)	0 (0)	0 (0)	48	4.00	VS
8. Articulate and clear in oral communication	2 (10)	7 (28)	3 (9)	0 (0)	0 (0)	47	3.92	VS
9. Writes in simple clear & understandable style for the level of his/her student	4 (20)	7 (28)	2 (6)	0 (0)	0 (0)	54	4.50	VS
Overall Total							33.25	
Grand Mean							3.64	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 14 presents the students' perception of SSCAF agriculture instructors' competence in communication skills. This table reveals that for the students, the subjects were only "satisfactory" in their "use of good written English", and "in the ability to check students' oral and written skill in English". The rest of the communicative skills as reflected in the same table were perceived by students as "very satisfactory", as shown by the overall total weighted mean of 33.86 and a grand mean of 3.76.

The implication here further strengthens the observed weakness on the use of Filipino and English by the subjects. This strongly implies the necessity of refresher training on the correct usage of both Filipino and English.

Table 14

Teaching Competence of the Agriculture Instructors along Communication Skill as Perceived by the Students

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Communication Skills								
1. Uses good oral Filipino	108 (540)	96 (384)	42 (126)	9 (18)	15 (15)	1083	4.01	VS
2. Uses good written English	60 (240)	51 (204)	48 (144)	30 (60)	81 (81)	729	2.70	S
3. Uses good written Filipino	63 (315)	84 (336)	69 (207)	45 (90)	9 (9)	957	3.54	VS
4. Has the ability to adjust vocabulary to group work	120 (600)	111 (444)	21 (63)	9 (18)	9 (9)	1134	4.20	VS
5. Has the ability to check students' oral and written communication skills in English	90 (450)	66 (264)	36 (108)	24 (48)	54 (54)	924	3.42	S
6. Has the ability to check students' oral and written communication skills in Filipino	96 (480)	79 (316)	36 (108)	21 (42)	21 (21)	967	3.58	VS
7. Has effective use of non-verbal communication	99 (495)	78 (312)	69 (207)	9 (18)	15 (15)	1047	3.88	VS
8. Articulate and clear in oral communication	126 (630)	81 (324)	51 (153)	10 (20)	2 (2)	1129	4.18	VS
9. Writes in simple clear & understandable style for the level of his/her student	138 (690)	102 (408)	20 (60)	6 (12)	4 (4)	1174	4.35	VS
Overall Total							33.9	
Grand Mean							3.76	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 15 shows the perception of the three groups of respondents on the competence of the subjects in the "use of their communicative skills". All groups agree that the subjects are weak in the ability to check students' errors in their oral and written communication skills in English, but only the subject themselves admit their weakness in their ability to check students' errors in oral and written Filipino, while only the administrators see the weakness of the same subjects in the use of good written Filipino. Those respondent groups mentioned above rated all these weaknesses only as "satisfactory". The group of respondents specified above perceived the rest of the communicative skills not mentioned but reflected on the table as "very satisfactory".

Table 16 shows the result of the comparison of the means on the perceptions of the respondents relative to the teaching competence of agriculture instructors along their communication skills. As reflected on the table, the F-computed at 0.089 against the critical F value of 3.40 indicates the acceptance that there is no significant difference in the perception of the three

Table 15

Comparison of the Perception of the Respondents on Teaching Competence along Communication Skills as Manifested by SSCAF Agriculture Instructors

Items in Communication Skills	Respondents: Administrator WM	I	Instructor WM	I	Student WM	I
1. Uses good oral Filipino	3.63	VS	4.08	VS	4.01	VS
2. Uses good written English	3.63	VS	3.08	S	2.70	S
3. Uses good written Filipino	3.00	S	3.92	VS	3.54	VS
4. Has the ability to adjust vocabulary to group work	3.88	VS	3.92	VS	4.20	VS
5. Has the ability to check students' oral and written communication skills in English	3.50	S	2.75	S	3.42	S
6. Has the ability to check students' oral and written communication skills in Filipino	3.88	VS	3.08	S	3.58	VS
7. Has effective use of non-verbal communication	3.63	VS	4.00	VS	3.88	VS
8. Articulate and clear in oral communication	3.88	VS	3.92	VS	4.18	VS
9. Writes in simple clear & understandable style for the level of his/her student	4.00	VS	4.50	VS	4.35	VS
Mean	3.67	VS	3.69	VS	3.76	VS
Sd	0.30		0.58		0.51	

Table 16

Result of the F-test on the Teaching Competence Of Agriculture Instructors Along Their Communicative Skills as Perceived by the Three (3) Groups of Respondents

Source of Variation	SS	df	MS	F Computed	F Critical	Inter-pretation
Respondent Group	0.04109	2	0.0205	0.089	3.40	Accept Ho
Error	5.52081	24	0.23003			
Total	5.56190	26				

groups of respondents. This means that the administrators, instructors and students have the same observation/perception relative to the communication skills of the agriculture instructors. That is, they all agree on the same weaknesses and strength in communicative skills of SSCAF agriculture instructors.

Along Knowledge of Subject Matter

Table 17 presents the administrators' "very satisfactory" perception on the teaching competence of the agriculture instructors, relative to their knowledge

Table 17

Teaching Competence of the Agriculture Instructor along Knowledge of Subject Matter as Perceived by the Administrators.

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Knowledge of the Subject Matter								
1. Has the abilityto relate subject matter to situation in a practical manner	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
2. Has the mastery of ideas and skills related to subject matter of activity	1 (5)	6 (24)	2 (6)	0 (0)	0 (0)	35	4.34	VS
3. Subject matter content is well organized	0 (0)	7 (28)	1 (3)	0 (0)	0 (0)	31	3.88	VS
4. Subject matter content is meaningful to learners	0 (0)	6 (24)	2 (6)	0 (0)	0 (0)	30	3.75	VS
5. Explains the course objective clearly	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
6. Demonstrate thorough knowledge of the lecture or laboratory work	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
7. Explains each laboratory work clearly	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
8. Can stimulate intellectual curiousity and independent thinking	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
9. Answers questions in an expert and knowledgeable manner	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
10. Cites current information to supplement data in the text and relates present/ past activities	1 (5)	6 (24)	1 (3)	0 (0)	0 (0)	32	4.00	VS
Overall Total							39.54	
Grand Mean							3.95	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

of subject matter, showing an overall total weighted mean of 39.54 and a grand mean of 3.95.

This implies that to the SSCAF administrators, the agriculture instructors are all very knowledgeable of their agricultural field of specialization. Therefore,there is no problem in this area.

To the agriculture students, as reflected in table 18, they believe that their agriculture instructors are very knowledgeable of the agriculture subjects they are teaching. They fully agree with the perception of the administrators on this area, showing an overall total weighted mean of 40.29 and a grand mean of 4.03.

The agriculture instructors themselves as reflected in table 19, agree with the perceptions of both situations in a "practiced manner", where they believe they are "excellent", as shown in the overall total weighted mean of 43 and a grand mean of 4.30.

This implies that SSCAF agriculture instructors have strong self-confidence and high belief on their own knowledge of the subject matter taught or they may just be highly conceited and they all like practical teaching approach. This ability which is a strong asset for student production activities will also serve as a great

Table 18

Students' Perception on the Teaching Competence of the Agriculture Instructor on Knowledge of Subject Matter

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Knowledge of the Subject Matter								
1. Has the abilityto relate subject matter to situation in a practical manner	132 (660)	75 (300)	33 (99)	27 (54)	3 (3)	1116	4.13	VS
2. Has the mastery of ideas and skills related to subject matter of activity	123 (615)	63 (252)	63 (189)	18 (36)	3 (3)	1095	4.06	VS
3. Subject matter content is well organized	96 (480)	78 (312)	69 (207)	24 (48)	3 (3)	1050	3.89	VS
4. Subject matter content is meaningful to learners	117 (585)	87 (348)	27 (81)	30 (60)	9 (9)	1083	4.01	VS
5. Explains the course objective clearly	129 (645)	69 (276)	48 (144)	54 (108)	3 (3)	1176	4.36	VS
6. Demonstrate thorough knowledge of the lecture or laboratory work	120 (600)	72 (288)	12 (36)	60 (120)	6 (6)	1050	3.89	VS
7. Explains each laboratory work clearly	144 (720)	84 (336)	21 (63)	3 (6)	18 (18)	1143	4.23	VS
8. Can stimulate intellectual curiousity and independent thinking	120 (600)	84 (336)	36 (108)	6 (12)	24 (24)	1080	4.00	VS
9. Answers questions in an expert and knowledgeable manner	99 (495)	108 (432)	36 (108)	9 (18)	18 (18)	1071	3.97	VS
10. Cites current information to supplement data in the text and relates present/ past activities	87 (435)	81 (324)	69 (207)	18 (32)	15 (15)	1013	3.75	VS
Overall Total							40.24	
Grand Mean							4.03	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

potential to be tapped for extension work/activities which is one of the functions of the college, and at this time, need attention and more human resources. However, for the benefit of the doubt and for authenticity of records, and for an accurate base for future plans, the result maybe tested with a form of proficiency test in agricultural competence.

Table 20 presents the comparison of the perceptions on the teaching competence of all three groups of respondents relative to knowledge of subject matter of SSCAF agriculture instructors, which they all agreed to be "very satisfactory". Except however, with their ability to relate subject matter to situations in a practical manner where the agriculture instructors believed themselves to be "excellent".

This implies that "knowledge of subject matter" is a strong asset of SSCAF agriculture instructors, which then is favorable for the attainment of the college goal for quality education.

Table 19

Teaching Competence of along Knowledge of Subject Matter as Perceived by the Instructors Themselves

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Knowledge of the Subject Matter								
1. Has the abilityto relate subject matter to situation in a practical manner	7 (35)	5 (20)	0 (0)	0 (0)	0 (0)	55	4.58	VS
2. Has the mastery of ideas and skills related to subject matter of activity	5 (25)	7 (28)	0 (0)	0 (0)	0 (0)	53	4.42	VS
3. Subject matter content is well organized	3 (15)	8 (32)	1 (3)	0 (0)	0 (0)	50	4.17	VS
4. Subject matter content is meaningful to learners	4 (20)	8 (32)	0 (0)	0 (0)	0 (0)	52	4.33	VS
5. Explains the course objective clearly	5 (25)	7 (28)	0 (6)	0 (0)	0 (0)	53	4.42	VS
6. Demonstrate thorough knowledge of the lecture or laboratory work	4 (20)	8 (32)	0 (0)	0 (0)	0 (0)	52	4.33	VS
7. Explains each laboratory work clearly	6 (30)	5 (20)	1 (3)	0 (0)	0 (0)	53	4.42	VS
8. Can stimulate intellectual curiousity and independent thinking	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
9. Answers questions in an expert and knowledgeable manner	2 (10)	9 (36)	0 (0)	0 (0)	0 (0)	46	3.83	VS
10. Cites current information to supplement data in the text and relates present/ past activities	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
Overall Total							43.00	
Grand Mean							4.30	VS

Legend:
4.51 – 5.00 - Excellent (Ex)
3.51 – 4.50 - Very Satisfactory (VS)
2.51 – 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 20

Comparison of the Perception of the Three Groups of Respondents on the Teaching Competence along Knowledge of Subject Matter, as Manifested by the Agriculture Instructors

Items to	Respondents					
	Administrator		Instructor		Student	
	WM	I	WM	I	WM	I
1. Has the abilityto relate subject matter to situation in a practical manner	3.88	VS	4.58	Ex	4.13	VS
2. Has the mastery of ideas and skills related to subject matter of activity	4.34	VS	4.42	VS	4.06	VS
3. Subject matter content is well organized	3.88	VS	4.17	VS	3.89	VS
4. Subject matter content is meaningful to learners	3.75	VS	4.33	VS	4.01	VS
5. Explains the course objective clearly	3.88	VS	4.42	VS	4.36	VS
6. Demonstrate thorough knowledge of the lecture or laboratory work	3.88	VS	4.33	VS	3.89	VS
7. Explains each laboratory work clearly	3.88	VS	4.42	VS	4.23	VS
8. Can stimulate intellectual curiousity and independent thinking	4.13	VS	4.25	VS	4.00	VS
9. Answers questions in an expert and knowledgeable manner	3.88	VS	3.83	VS	3.97	VS
10. Cites current information to supplement data in the text and relates present/ past activities	4.00	VS	4.25	VS	3.75	VS
Mean	3.95	VS	4.30	VS	4.03	VS
Sd	0.169		0.211		0.188	

Table 20 shows the computed F-test of 10.06, which is greater than the critical value of 3.35, indicating the rejection of the null hypothesis. This means that as to the teaching competence relative to knowledge of the subject matter, as manifested by the agriculture instructors, the respondents differ in their perceptions. This is further tested to determine the difference between the three groups of respondents' perception as shown in the table 21.

Table 21

Result of the F-test on the Teaching Competence along Knowledge of the Subject Matter, Manifested by the Agriculture Instructor

Source of Variation	SS	df	MS	F Computed	F Critical	Inter-pretation
Respondent Group	0.67394	2	0.33697	10.06	3.35	Reject Ho
Error	0.90489	27	0.03351			
Total	1.57883	29				

The Scheffe's test as shown in table 22, shows that the comparison of the perception between that of the administrator and instructor got a computed F' of 18.278, which is greater than the F' critical value of 6.70. Thus, a significant difference exists between the perceptions of the two groups of respondents. This observation is also observed on the comparison between the perception of the instructors and students' group. Hence it can be said that as far as knowledge of the subject matter is concerned, this two-compared groups differ in their perceptions. This means that the administrators and students' group agree that the competence of the agriculture instructors are very satisfactory on knowledge of subject taught, but the instructors differs from the other two groups, since they believe themselves to be excellent.

Table 22

Scheffe's Test Result on the Comparison of the Respondents' Perception relative to Knowledge of the Subject Matter

Pair Comparison	F Computed	F Critical	Inter-pretation
Administrator & instructor	18.278	6.70	S
Administrator & student	0.9549	6.70	NS
Instructor & student	10.877	6.70	S

Along Classroom Management

Table 23 shows the administrators' group perception of the classroom management skills of the SSCAF agriculture instructor. This reveals that the weakest skill of the instructors as to the perception of the administrators' was the "ability to determine the students' weaknesses and for them to be able to apply necessary and relevant remedial instructions according to the need of the situation", which they perceived as only "satisfactory". The rest of the classroom management

Table 23

Teaching Competence of the Agriculture Instructors along Classroom Management as perceived by the Administrators

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Classroom Management								
1. Has the ability to maintain student discipline	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
2. Maintains proper physical aspects for the comfort of students, such as cleanliness, lighting, ventilation and orderliness	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
3. Has the ability to determine students' weaknesses and to apply remedial instruction	1 (5)	5 (20)	1 (3)	0 (0)	0 (0)	28	3.50	S
4. Comes to class well prepared	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
5. Plans laboratory activities carefully so as to make them interesting and relevant	1 (5)	5 (20)	1 (3)	1 (2)	0 (0)	30	3.75	VS
6. Presents laboratory work in a well organized manner	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
7. Allocates sufficient time to laboratory works	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
8. Regular & punctual in classroom work and activities	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
9. Regular & punctual in giving feedback to students on students' performance rating	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
Overall Total							36.66	
Grand Mean							4.07	VS

Legend:

4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

skills expected from instructors were perceived as "very satisfactory" practiced by the instructors. This is shown by the overall total weighted mean of 36.66 and a grand mean of 4.07.

This implies that the subjects of the study need improvement on their psychology of the learner, and they also need improvement on the skill in remedial instruction.

The SSCAF agriculture instructors perceived themselves as presented in table 24, to be excellent in their ability to maintain students' discipline, and "very satisfactory" in the rest of the classroom management skills reflected in the same table as shown by the overall total weighted mean of 39.25 and a grand mean 0f 4.36.

This implies that the subjects believe they are good disciplinarians and classroom managers, an asset for good classroom relationships.

Table 25 reveals that the students' group agree with the perceptions of the instructors' group and the administrators' group, that SSCAF agriculture instructors are "very satisfactory" in their classroom management

Table 24

Teaching Competence along Classroom Management as Perceived by the Instructor Themselves

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Classroom Management								
1. Has the ability to maintain student discipline	9 (45)	2 (8)	1 (3)	0 (0)	0 (0)	56	4.67	Ex
2. Maintains proper physical aspects for the comfort of students, such as cleanliness, lighting, ventilation and orderliness	5 (25)	7 (28)	0 (0)	0 (0)	0 (0)	53	4.42	VS
3. Has the ability to determine students' weaknesses and to apply remedial instruction	4 (20)	8 (32)	0 (0)	0 (0)	0 (0)	52	4.33	VS
4. Comes to class well prepared	4 (20)	8 (32)	0 (0)	0 (0)	0 (0)	52	4.33	VS
5. Plans laboratory activities carefully so as to make them interesting and relevant	5 (25)	7 (28)	0 (0)	0 (0)	0 (0)	53	4.42	VS
6. Presents laboratory work in a well organized manner	4 (20)	8 (32)	0 (0)	0 (0)	0 (0)	52	4.33	VS
7. Allocates sufficient time to laboratory works	3 (15)	8 (32)	1 (3)	0 (0)	0 (0)	50	4.17	VS
8. Regular & punctual in classroom work and activities	3 (15)	9 (36)	1 (3)	0 (0)	0 (0)	54	4.50	VS
9. Regular & punctual in giving feedback to students on students' performance rating	2 (10)	9 (36)	1 (3)	0 (0)	0 (0)	49	4.08	VS
Overall Total							39.25	
Grand Mean							4.36	VS

Legend:

4.51 – 5.00 - Excellent (Ex)
3.51 – 4.50 - Very Satisfactory (VS)
2.51 – 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

abilities, except on their regularity and punctuality in giving feedback to students on their performance in quizzes and other evaluations, which they rated only as "satisfactory". However the students rated them "excellent" in their regularity and punctuality in attending classroom work and activities. All these is shown by the overall total weighted mean of 35.73 and a grand mean of 3.97.

This implies a positive atmosphere, and therefore a positive teaching-learning classroom condition and it will still enhance better learning if these instructors can be more regular in giving feedbacks due to their students; to keep students regularly informed of their achievement as a form of motivation.

This therefore, calls for a firm policy on regular submission of grades and ratings of any performance of students and need to be shown as feedbacks to students concerned.

They shall be commended for their excellent rating in attending to classroom work and activities.

Table 25

Teaching Competence of the Agriculture Instructors along Classroom Management as Perceived by the Students

Indicators	Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Classroom Management								
1. Has the ability to maintain student discipline	108 (540)	78 (312)	42 (126)	18 (36)	24 (24)	1038	3.84	VS
2. Maintains proper physical aspects for the comfort of students, such as cleanliness, lighting, ventilation and orderliness	108 (540)	87 (348)	66 (196)	3 (6)	6 (6)	1096	4.06	VS
3. Has the ability to determine students' weaknesses and to apply remedial instruction	123 (615)	63 (252)	27 (81)	12 (24)	45 (45)	1017	3.77	VS
4. Comes to class well prepared	138 (690)	78 (312)	36 (108)	3 (6)	15 (15)	1131	4.19	VS
5. Plans laboratory activities carefully so as to make them interesting and relevant	135 (675)	96 (384)	9 (27)	21 (42)	9 (9)	1137	4.21	VS
6. Presents laboratory work in a well organized manner	108 (540)	69 (276)	39 (117)	9 (18)	45 (45)	996	3.69	VS
7. Allocates sufficient time to laboratory works	114 (570)	108 (432)	21 (63)	15 (30)	12 (12)	1107	4.10	VS
8. Regular & punctual in classroom work and activities	120 (600)	120 (480)	33 (99)	15 (30)	18 (18)	1227	4.28	VS
9. Regular & punctual in giving feedback to students on students' performance rating	66 (330)	78 (312)	60 (180)	12 (24)	54 (54)	900	3.30	S
Overall Total							35.73	
Grand Mean							3.97	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 26

Comparison of the Perception of the three Groups of Respondents on the Classroom Management of the Agricultural Instructors.

Items on Classroom Management	Respondents: Administrator WM	I	Instructor WM	I	Student WM	I
1. Has the ability to maintain student discipline	4.38	VS	4.67	Ex	3.84	VS
2. Maintains proper physical aspects for the comfort of students, such as cleanliness, lighting, ventilation and orderliness	4.13	VS	4.42	VS	4.06	VS
3. Has the ability to determine students' weaknesses and to apply remedial instruction	3.50	VS	4.33	VS	3.77	VS
4. Comes to class well prepared	4.38	VS	4.33	VS	4.19	VS
5. Plans laboratory activities carefully so as to make them interesting and relevant	3.75	VS	4.42	VS	4.21	VS
6. Presents laboratory work in a well organized manner	4.13	VS	4.33	VS	3.69	VS
7. Allocates sufficient time to laboratory works	4.13	VS	4.17	VS	4.10	VS
8. Regular & punctual in classroom work and activities	4.13	VS	4.50	VS	4.54	Ex
9. Regular & punctual in giving feedback to students on students' performance rating	4.13	VS	4.08	VS	3.33	VS
Mean	4.07	VS	4.36	VS	3.97	VS
SD	0.28		0.17		0.36	

Table 26 reveals a high level of agreement of the three groups of respondents, on their perception of the classroom management skill of SSCAF agriculture instructors, which they generally perceived as "very satisfactory", at an overall total weighted mean of 3.97, except with the 'ability to maintain students discipline', which was rated "excellent" by the instructors themselves, and the question on the 'regularity and punctuality in giving feedback to students' to classroom work and activities, which was also rated "excellent" by the students' group.

This implies good classroom management and need to be maintained.

Table 27 presents the result of the qualititative analyses of the data using F-test (ANOVA) on the perception of the respondents on the teaching competency relative to classroom management, manifested by the agriculture instructors. As reflected on the table the computed F of 6.011 is greater than the F critical value of 3.40 at 0.05 level of significance (df 2.24). This supports the alternative hypothesis that there is a significant difference in the perception of the three

Table 27

Result of the F-test on the Perception of the Respondents on Classroom Management of the Agriculture Instructors

Source of Variation	SS	df	MS	F Computed	F Critical	Inter-pretation
Respondent Group	0.7393851	2	0.3696929	4.724	3.4	Reject Ho
Error	1.8782889	24	0.0782620			
Total	2.617674	26				

groups of respondents, at a computed F value of 4.724, which is greater than the critical f value of 3.4.

Table 28 presents the Scheffe's test results on the comparison of the perceptions of the three pairs of respondents, to determine where the exact difference lies, and it reveals that there is a significant difference in the perception of instructor and students as to the classroom management of the agriculture instructor. Other pairs were found to be not significant.

Along Co-Curricular Activities

In table 29, the administrators' group is revealed to have perceived the abilities of SSCAF agriculture instructors as "excellent" in their abilities to

Table 28

Scheffe's Test Result on the Comparison of the Respondent, on Classroom Management of the Agriculture Instructor

Pair Comparison	F Computed	F Critical	Inter-pretation
Administrator & instructor	4.83570	6.80	NS
Administrator & student	0.57499	6.80	NS
Instructor & student	8.74560	6.80	S

coordinate institutional extension work and their ability to be punctual and regular in attending school affairs and other school social activities. Their abilities to do the other listed co-curricular activities in the same table was perceived by the same group of administrators as "very satisfactory". The table shows an overall total weighted mean of 41.52 and a grand mean of 4.15, which means "very satisfactory".

This implies that there is great potential among the agriculture instructors of the college, with regards to the enriching co-curricular activities that maybe organized for the welfare of the students.

The agriculture instructors on the other hand, as presented in table 30, perceived their own abilities

Table 29

Administrator's Perception on the Teaching competence of the Agriculture Instructor on Co-curricular Activities

Indicators	Responses Ex 5	VS 4	S 3	FS 2.	US 1	Total	W.M.	I
Co-curricular Activities								
1. Take charge of the supervision of field activities of agricultural projects asigned to him/ her in the school	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
2. Conducts institutional study or experiment related to agriculture with group	1 (5)	5 (20)	1 (3)	1 (2)	0 (0)	30	3.75	VS
3. Assist and advise the FFP, FAHP and FFPCC Chapter and other school sponsored organization	0 (0)	5 (20)	3 (9)	0 (0)	0 (0)	29	3.63	VS
4. Coordinate institutional extension work	5 (25)	3 (12)	0 (0)	0 (0)	0 (0)	37	4.63	Ex
5. Plan and organize school related activities when assigned	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.87	VS
6. Punctual and regular in attending meeting and conferences	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.87	VS
7. Punctual and regular in attending school affairs and other school social activities	5 (25)	3 (12)	0 (0)	0 (0)	0 (0)	37	4.63	Ex
8. Punctual and regular in submitting the required reports	4 (20)	4 (16)	0 (0)	0 (0)	0 (0)	36	4.50	VS
9. Maintains individual extension work performance rating	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
10. Undergo action research at least one in a semester	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
Overall Total							41.52	
Grand Mean							4.15	VS

Legend:

4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 30

Instructor's Perception on their Teaching Competence in Co-curricular Activities

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Co-curricular Activities								
1. Take charge of the supervision of field activities of agricultural projects asigned to him/ her in the school	3 (15)	7 (28)	2 (6)	0 (0)	0 (0)	49	4.08	VS
2. Conducts institutional study or experiment related to agriculture with group	1 (5)	9 (36)	2 (6)	0 (0)	0 (0)	47	3.92	VS
3. Assist and advise the FFP, FAHP and FFPCC Chapter and other school sponsored organization	2 (10)	10 (40)	0 (0)	0 (0)	0 (0)	50	4.17	VS
4. Coordinate institutional extension work	2 (10)	9 (36)	1 (3)	0 (0)	0 (0)	49	4.08	VS
5. Plan and organize school related activities when assigned	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	49	4.25	VS
6. Punctual and regular in attending meeting and conferences	8 (40)	3 (12)	1 (3)	0 (0)	0 (0)	55	4.58	Ex
7. Punctual and regular in attending school affairs and other school social activities	3 (15)	8 (32)	1 (3)	0 (0)	0 (0)	50	4.17	VS
8. Punctual and regular in submitting the required reports	4 (20)	8 (32)	0 (0)	0 (0)	0 (0)	52	4.33	VS
9. Maintains individual extension work performance rating	4 (20)	5 (20)	3 (9)	0 (0)	0 (0)	49	4.08	VS
10. Undergo action research at least one in a semester	0 (0)	6 (24)	4 (12)	0 (0)	0 (0)	36	3.00	S
Overall Total							40.66	
Grand Mean							4.07	VS

Legend:

4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

to undergo action research at least one in a semester, as only "satisfactory", but perceived their ability to be punctual and regular in attending meetings and conferences as excellent. Their abilities to do the rest of the co-curricular activities included in the same table were perceived by the same group as "very satisfactory". At an overall total weighted mean of 40.66 and a grand mean of 4.07.

This implies, that given more incentives and motivation, these subjects of the study can perform better in co-curricular leadership than what they are doing today and they are very much aware of this weakness. However, it will take a series of trainings and motivations to convince them to do research.

Table 31 however, presents the perception of the students' group on the subjects' abilities to perform/participate/lead in all the listed co-curricular activities, in this table, to be "very satisfactory".

This implies that the students have strong confidence on the abilities of their agriculture instructors to perform and lead in their co-curricular activities. This condition is favorable to the

Table 31

Student's Perception on the Teaching Competence of the Agriculture Instructor on Co-curricular Activities

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Co-curricular Activities								
1. Take charge of the supervision of field activities of agricultural projects asigned to him/ her in the school	135 (675)	66 (264)	48 (144)	9 (18)	12 (12)	1113	4.12	VS
2. Conducts institutional study or experiment related to agriculture with group	123 (615)	78 (312)	45 (135)	6 (12)	18 (18)	1092	4.04	VS
3. Assist and advise the FFP, FAHP and FFPCC Chapter and other school sponsored organization	111 (555)	72 (288)	63 (189)	12 (24)	12 (12)	1068	3.95	VS
4. Coordinate institutional extension work	108 (540)	111 (444)	21 (63)	12 (24)	18 (18)	1089	4.03	VS
5. Plan and organize school related activities when assigned	132 (660)	90 (360)	27 (81)	3 (6)	18 (18)	1125	4.17	VS
6. Punctual and regular in attending meeting and conferences	102 (510)	81 (324)	39 (117)	12 (24)	36 (36)	1011	3.74	VS
7. Punctual and regular in attending school affairs and other school social activities	117 (585)	114 (456)	15 (45)	3 (6)	21 (21)	1113	4.13	VS
8. Punctual and regular in submitting the required reports	93 (465)	111 (444)	54 (162)	9 (18)	3 (3)	1092	4.04	VS
9. Maintains individual extension work performance rating	117 (585)	81 (324)	33 (99)	12 (24)	27 (27)	1059	3.92	VS
10. Undergo action research at least one in a semester	114 (570)	99 (396)	30 (90)	21 (42)	6 (6)	1104	4.09	VS
Overall Total							40.22	
Grand Mean							4.02	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 32

Comparison of the Perception of the Respondents on the Co-curricular Activities of the Agriculture Instructors

Items in Co-curricular Activities	Respondents: Administrator WM	I	Instructor WM	I	Student WM	I
1. Take charge of the supervision of field activities of agricultural projects asigned to him/ her in the school	4.13	VS	4.08	VS	4.12	VS
2. Conducts institutional study or experiment related to agriculture with group	3.75	VS	3.92	VS	4.04	VS
3. Assist and advise the FFP, FAHP and FFPCC Chapter and other school sponsored organization	3.63	VS	4.17	VS	3.95	VS
4. Coordinate institutional extension work	4.63	Ex	4.08	VS	4.03	VS
5. Plan and organize school related activities when assigned	3.87	VS	4.25	VS	4.17	VS
6. Punctual and regular in attending meeting and conferences	3.87	VS	4.58	Ex	3.74	VS
7. Punctual and regular in attending school affairs and other school social activities	4.63	Ex	4.17	VS	4.12	VS
8. Punctual and regular in submitting the required reports	4.50	VS	4.33	VS	4.04	VS
9. Maintains individual extension work performance rating	4.38	VS	4.08	VS	3.92	VS
10. Undergo action research at least one in a semester	4.13	VS	3.00	S	4.09	VS
Mean	4.15	VS	4.07	VS	4.021	VS
Sd	0.36		0.4147		0.125	

cultivation of confidence and rapport between students and instructors.

Table 32 compares the perceptions of the three groups of respondents on the abilities and competence of SSCAF agriculture instructors in participation and in leading various co-curricular activities of the school. The table shows that the administrators' group differ from the perceptions of the instructors and students on the instructors abilities to be punctual and regular in attending school affairs and other school social activities, which they perceived as "excellent". The rest of the co-curricular activities reflected in this table, the administrators' group perceived them as "very satisfactory", which agree with those perceptions of the same activities by the students' group. They differ in their perceptions of the instructors ability to attend meetings and conferences which the administrators and students perceived as "very satisfactory", while the instructors perceived themselves as "excellent". The administrators and students perceived the ability of the instructors to undergo research as "very satisfactory", while the instructors' groups perceived their own ability

as only "satisfactory". This is shown by the overall total weighted mean of 4.021.

This implies that the students of the college have high confidence on the ability of the instructors to lead and participate in their co-curricular activities; but the instructors know that they are not doing as much as expected, hence may need better motivation and incentives for them to be encouraged to do more.

Table 33 presents the F-test result on the perception of respondents relative to co-curricular activities of the agriculture instructors. As shown on the table, the computed F value of 0.4051 is less than the critical F value of 3.35, thus the null hypothesis

Table 33

Result of the F-test on the Perception of the Respondents Relative to Co-curricular Activities of the Agriculture Instructors

Source of Variation	SS	df	MS	F Computed	F Critical	Inter-pretation
Respondent Group	0.08744	2	0.04372	0.5312	3.35	Accept Ho
Error	2.91337	27	0.107925			
Total	3.00081	29				

was accepted, which means that the administrators, students and instructors themselves have more or less the same perception on the teaching competence of SSCAF agriculture instructors on co-curricular activities.

Along Human Relations

Table 34 shows the administrators' perception of the SSCAF agriculture instructors' human relations as "very satisfactory", except with the instructors' ability to serve as consultants on school work and activities, with an over all total weighted mean of 157.13 and a grand mean of 4.03.

This implies, that on consultancy service the administrators see instructors as ineffective or weak hence, it could be said that some special trainings on human relations is needed and also need more socialization with students and community folks. There is also a need of stronger encouragement and support from the administration and personnel organization officials on the subjects' social development and exposure. There is a need to organize more joint activities with students and the community for stronger friendly relations.

Table 34

Administrators' Perception on the Teaching competence of the Agriculture Instructor on Human Relationship

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Human Relationship								
1. With peers								
a. Personal behavior is acceptable by fellow instructors	2 (10)	4 (16)	2 (6)	0 (0)	0 (0)	32	4.00	VS
b. Maintains friendly relations with fellow instructors	2 (10)	4 (16)	2 (6)	0 (0)	0 (0)	32	4.00	VS
c. Gives advises and suggestions to solve problems of fellow instructors	2 (10)	4 (16)	2 (6)	0 (0)	0 (0)	32	4.00	VS
d. Cooperates in any school activities with fellow instructors	3 (15)	4 (16)	1 (3)	0 (0)	0 (0)	34	4.25	VS
e. Shows favorable attitude in cooperative undertakings whether serving as leaders or fellowmen	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
f. Shows willingness to support peer's programs and ideas	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
g. Shows joy for other's success	0 (0)	6 (24)	1 (3)	1 (2)	0 (0)	29	3.63	VS
h. Shows matured judgement and decisions in relation with others (comes to positive agreement and decisions in consideration of others)	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
i. Understand human weakness to avoid conflicts	2 (10)	5 (20)	0 (0)	1 (2)	0 (0)	32	4.00	VS
j. Shows good manners in words and in deed	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS

Table 34 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
2. Administrators								
a. Establishes friendly relationship with superiors but separate personal and official relationship with	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
b. Coordinates with the administrators in all school related activities	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
c. Gives feedback to administrators for school development	1 (5)	6 (24)	1 (3)	0 (0)	0 (0)	32	4.00	VS
d. Accepts advises and suggestions from administrators	2 (10)	4 (16)	2 (6)	0 (0)	0 (0)	32	4.00	VS
e. Shows respect of authority in choice of words and action	2 (10)	4 (16)	2 (6)	0 (0)	0 (0)	32	4.00	VS
f. Shows cooperation and positive attitude to change towards the attainment of school goals and objectives	2 (10)	4 (16)	2 (6)	0 (0)	0 (0)	32	4.00	VS
g. Presents problems and quiry to the right authority/person instead of gossiping about it	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
h. Shows positive attitude towards institutional activities as mandated by CHED through school administrator	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
i. Avoid conflicts by doing job functions and expected behavior of a teacher based on CHED and constitutional mandates	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS

Table 34 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
j. Observe protocol in administrator-subordinate relationships	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
3. With Students								
a. Maintains a matured friendly(raport) relations with students	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
b. Extends advises and guidance to students	0 (0)	5 (20)	3 (9)	0 (0)	0 (0)	29	3.63	VS
c. Approachable by students	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
d. Accepts students feedback for improvement	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
e. Serves as model of desirable and exemplary behavior	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
f. Serves as father/mother of students in school	2 (10)	6 (24)	0 (0)	0 (0)	0 (0)	34	4.25	VS
g. Serves as consultant on school work and activities	0 (0)	4 (16)	4 (12)	0 (0)	0 (0)	28	3.50	S
h. Calm and respectable and maintains personal integrity when confronted/facing students with problem(s)	4 (20)	4 (16)	0 (0)	0 (0)	0 (0)	36	4.50	VS
i. Speaks in a friendly manner but with authority when disciplining students	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
4. With Community Relatiionship								
a. Extends advises and suggestions to solve problems existing in the community	3 (15)	3 (12)	2 (6)	0 (0)	0 (0)	33	4.13	VS

Table 34 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
b. Coordinates all school related activities in the community	0 (0)	5 (20)	3 (9)	0 (0)	0 (0)	29	3.63	VS
c. Extends goodwill to the people in the community	0 (0)	5 (20)	3 (9)	0 (0)	0 (0)	29	3.63	VS
d. Introduces extension programs for community development	3 (15)	5 (20)	0 (0)	0 (0)	0 (0)	35	4.38	VS
e. Serves as community leader for economic development	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
f. Serves as consultant for social activities	2 (10)	6 (24)	0 (0)	0 (0)	0 (0)	34	4.25	VS
g. Mix with community folks and understands their needs and helps them to attain some	2 (10)	5 (20)	1 (3)	0 (0)	0 (0)	33	4.13	VS
h. Joins and lead social activities of the community	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
i. Joins religious community functions	1 (5)	5 (20)	2 (6)	0 (0)	0 (0)	31	3.88	VS
j. Maintains good relations with community political leaders and officials	2 (10)	3 (12)	3 (9)	0 (0)	0 (0)	31	3.88	VS
Overall Total							157.13	
Grand Mean							4.03	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

Table 35 shows the self-perception of the agriculture instructors on their ability to relate themselves with community folks and students, as authorities to be consulted on various matters they are

Table 35

Instructors' Perception on their Teaching competence on Human Relationship

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Human Relationship								
1. With peers								
a. Personal behavior is acceptable by fellow instructors	3 (15)	9 (36)	0 (0)	0 (0)	0 (0)	51	4.25	VS
b. Maintains friendly relations with fellow instructors	4 (20)	6 (24)	2 (6)	0 (0)	0 (0)	50	4.17	VS
c. Gives advises and suggestions to solve problems of fellow instructors	5 (25)	6 (24)	1 (3)	0 (0)	0 (0)	52	4.33	VS
d. Cooperates in any school activities with fellow instructors	3 (15)	7 (28)	2 (6)	0 (0)	0 (0)	49	4.08	VS
e. Shows favorable attitude in cooperative undertakings whether serving as leaders or fellowmen	4 (20)	6 (24)	2 (6)	0 (0)	0 (0)	50	4.17	VS
f. Shows willingness to support peer's programs and ideas	4 (20)	6 (24)	2 (6)	0 (0)	0 (0)	50	4.17	VS
g. Shows joy for other's success	3 (15)	7 (28)	2 (6)	0 (0)	0 (0)	49	4.08	VS
h. Shows matured judgement and decisions in relation with others (comes to positive agreement and decisions in consideration of others)	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
i. Understand human weakness to avoid conflicts	5 (25)	7 (28)	0 (0)	0 (0)	0 (0)	53	4.42	VS
j. Shows good manners in words and in deed	3 (15)	8 (32)	1 (3)	0 (0)	0 (0)	50	4.17	VS

Table 35 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
2. Administrators								
a. Establishes friendly relationship with superiors but separate personal and official relationship with	5 (25)	5 (20)	2 (6)	0 (0)	0 (0)	51	4.25	VS
b. Coordinates with the administrators in all school related activities	4 (20)	6 (24)	2 (6)	0 (0)	0 (0)	50	4.17	VS
c. Gives feedback to administrators for school development	1 (5)	7 (28)	4 (12)	0 (0)	0 (0)	45	3.75	VS
d. Accepts advises and suggestions from administrators	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
e. Shows respect of authority in choice of words and action	5 (25)	6 (24)	1 (3)	0 (0)	0 (0)	52	4.33	VS
f. Shows cooperation and positive attitude to change towards the attainment of school goals and objectives	5 (25)	6 (24)	1 (3)	0 (0)	0 (0)	52	4.33	VS
g. Presents problems and quiry to the right authority/person instead of gossiping about it	2 (10)	9 (36)	1 (3)	0 (0)	0 (0)	44	4.08	VS
h. Shows positive attitude towards institutional activities as mandated by CHED through school administrator	3 (15)	9 (36)	0 (0)	0 (0)	0 (0)	51	4.25	VS
i. Avoid conflicts by doing job functions and expected behavior of a teacher based on CHED and constitutional mandates	5 (25)	4 (16)	3 (9)	0 (0)	0 (0)	50	4.17	VS

Table 35 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
j. Observe protocol in administrator-subordinate relationships	5 (25)	6 (24)	1 (3)	0 (0)	0 (0)	52	4.33	VS
3. With Students								
a. Maintains a matured friendly(raport) relations with students	6 (30)	4 (16)	2 (6)	0 (0)	0 (0)	52	4.33	VS
b. Extends advises and guidance to students	6 (30)	5 (20)	1 (3)	0 (0)	0 (0)	53	4.42	VS
c. Approachable by students	5 (25)	7 (28)	0 (0)	0 (0)	0 (0)	53	4.42	VS
d. Accepts students feedback for improvement	6 (30)	5 (20)	1 (3)	0 (0)	0 (0)	53	4.42	VS
e. Serves as model of desirable and exemplary behavior	4 (20)	8 (32)	0 (0)	0 (0)	0 (0)	52	4.33	VS
f. Serves as father/mother of students in school	7 (35)	4 (16)	1 (3)	0 (0)	0 (0)	54	4.50	VS
g. Serves as consultant on school work and activities	5 (25)	5 (20)	2 (6)	0 (0)	0 (0)	51	4.25	VS
h. Calm and respectable and maintains personal integrity when confronted/facing students with problem(s)	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
i. Speaks in a friendly manner but with authority when disciplining students	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
4. With Community Relatiionship								
a. Extends advises and suggestions to solve problems existing in the community	6 (30)	3 (12)	3 (9)	0 (0)	0 (0)	51	4.25	VS

Table 35 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
b. Coordinates all school related activities in the community	5 (25)	6 (24)	1 (3)	0 (0)	0 (0)	52	4.33	VS
c. Extends goodwill to the people in the community	5 (25)	6 (24)	1 (3)	0 (0)	0 (0)	52	4.33	VS
d. Introduces extension programs for community development	4 (20)	7 (28)	1 (3)	0 (0)	0 (0)	51	4.25	VS
e. Serves as community leader for economic development	2 (10)	6 (24)	4 (12)	0 (0)	0 (0)	46	3.83	VS
f. Serves as consultant for social activities	4 (20)	2 (8)	6 (18)	0 (0)	0 (0)	46	3.83	VS
g. Mix with community folks and understands their needs and helps them to attain some	3 (15)	7 (28)	3 (9)	0 (0)	0 (0)	52	4.33	VS
h. Joins and lead social activities of the community	4 (20)	6 (24)	2 (6)	0 (0)	0 (0)	50	4.17	VS
i. Joins religious community functions	2 (10)	7 (28)	3 (9)	0 (0)	0 (0)	47	3.92	VS
j. Maintains good relations with community political leaders and officials	3 (15)	8 (32)	1 (3)	0 (0)	0 (0)	50	4.17	VS
Overall Total							164.58	
Grand Mean							4.22	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

knowledgeable of. These instructors view their behavior as "very satisfactory".

Table 36

Students' Perception on the Teaching competence of the Agriculture Instructor on Human Relationship

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
Human Relationship								
1. With peers								
a. Personal behavior is acceptable by fellow instructors	144 (720)	81 (324)	30 (90)	12 (24)	3 (3)	1161	4.30	VS
b. Maintains friendly relations with fellow instructors	123 (615)	102 (408)	27 (81)	15 (30)	3 (3)	1137	4.21	VS
c. Gives advises and suggestions to solve problems of fellow instructors	114 (570)	108 (432)	39 (117)	6 (12)	3 (3)	1134	4.20	VS
d. Cooperates in any school activities with fellow instructors	132 (660)	99 (396)	24 (72)	6 (12)	9 (9)	1149	4.26	VS
e. Shows favorable attitude in cooperative undertakings whether serving as leaders or fellowmen	129 (645)	93 (372)	30 (90)	3 (6)	15 (15)	1128	4.18	VS
f. Shows willingness to support peer's programs and ideas	135 (675)	69 (276)	42 (126)	18 (36)	6 (6)	1119	4.14	VS
g. Shows joy for other's success	81 (405)	120 (480)	54 (162)	6 (12)	9 (9)	1068	3.96	VS
h. Shows matured judgement and decisions in relation with others (comes to positive agreement and decisions in consideration of others)	132 (660)	7 (28)	39 (117)	18 (36)	9 (9)	850	3.15	S
i. Understand human weakness to avoid conflicts	126 (630)	80 (320)	51 (153)	9 (18)	4 (4)	1125	4.17	VS
j. Shows good manners in words and in deed	135 (675)	102 (408)	18 (54)	9 (18)	6 (6)	1161	4.3	VS

Table 36 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
2. Administrators								
a. Establishes friendly relationship with superiors but separate personal and official relationship with	69 (345)	111 (444)	45 (135)	12 (24)	33 (33)	981	3.63	VS
b. Coordinates with the administrators in all school related activities	120 (600)	105 (420)	27 (81)	6 (12)	12 (12)	1125	4.17	VS
c. Gives feedback to administrators for school development	81 (405)	129 (516)	51 (153)	3 (6)	6 (6)	1086	4.02	VS
d. Accepts advises and suggestions from administrators	111 (555)	105 (420)	30 (90)	6 (12)	18 (18)	1095	4.06	VS
e. Shows respect of authority in choice of words and action	123 (615)	96 (384)	27 (81)	12 (24)	12 (12)	1116	4.13	VS
f. Shows cooperation and positive attitude to change towards the attainment of school goals and objectives	114 (570)	105 (420)	36 (108)	6 (12)	9 (9)	1119	4.14	VS
g. Presents problems and quiry to the right authority/person instead of gossiping about it	88 (440)	95 (380)	70 (210)	6 (12)	11 (11)	1053	3.90	VS
h. Shows positive attitude towards institutional activities as mandated by CHED through school administrator	114 (570)	100 (400)	3 (9)	9 (18)	14 (14)	1011	3.74	VS
i. Avoid conflicts by doing job functions and expected behavior of a teacher based on CHED and constitutional mandates	120 (600)	90 (360)	39 (117)	9 (18)	12 (12)	1107	4.10	VS

Table 36 (cont'd.)

Indicators	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
j. Observe protocol in administrator-subordinate relationships	108 (540)	96 (384)	39 (117)	15 (30)	12 (12)	1083	4.01	VS
3. With Students								
a. Maintains a matured friendly(raport) relations with students	99 (495)	102 (408)	36 (108)	15 (30)	18 (18)	1059	3.92	VS
b. Extends advises and guidance to students	95 (475)	107 (428)	30 (90)	12 (24)	26 (26)	1043	3.86	VS
c. Approachable by students	120 (600)	90 (360)	21 (63)	12 (24)	27 (27)	1074	3.98	
d. Accepts students feedback for improvement	123 (615)	84 (336)	33 (99)	15 (30)	15 (15)	1095	4.06	
e. Serves as model of desirable and exemplary behavior	111 (555)	78 (312)	60 (180)	6 (12)	15 (15)	1074	3.98	
f. Serves as father/mother of students in school	108 (540)	96 (384)	45 (135)	6 (12)	15 (15)	1086	4.02	VS
g. Serves as consultant on school work and activities	123 (615)	102 (408)	12 (36)	9 (18)	24 (24)	1101	4.08	VS
h. Calm and respectable and maintains personal integrity when confronted/facing students with problem(s)	105 (525)	117 (468)	6 (18)	9 (18)	33 (33)	1062	3.93	VS
i. Speaks in a friendly manner but with authority when disciplining students	114 (570)	102 (408)	15 (45)	15 (30)	24 (24)	1077	3.99	VS
4. With Community Relatiionship								
a. Extends advises and suggestions to solve problems existing in the community	99 (495)	102 (408)	42 (126)	24 (48)	3 (3)	1080	4..00	VS

Table 36 (cont'd.)

rate	Responses Ex 5	VS 4	S 3	FS 2	US 1	Total	W.M.	I
b. Coordinates all school related activities in the community	114 (570)	105 (420)	43 (129)	3 (6)	5 (5)	1130	4.19	VS
c. Extends goodwill to the people in the community	96 (480)	96 (384)	48 (144)	27 (54)	3 (3)	1065	3.94	VS
d. Introduces extension programs for community development	108 (540)	99 (396)	39 (117)	21 (42)	3 (3)	1098	4.07	VS
e. Serves as community leader for economic development	132 (660)	84 (336)	33 (99)	18 (36)	3 (3)	1134	4.20	VS
f. Serves as consultant for social activities	39 (195)	108 (432)	48 (144)	72 (142)	3 (3)	916	3.39	S
g. Mix with community folks and understands their needs and helps them to attain some	108 (540)	81 (324)	45 (135)	29 (58)	9 (9)	1066	3.95	VS
h. Joins and lead social activities of the community	105 (525)	117 (468)	39 (117)	6 (12)	3 (3)	1125	4.17	VS
i. Joins religious community functions	108 (540)	99 (396)	45 (135)	9 (18)	9 (9)	1098	4.07	VS
j. Maintains good relations with community political leaders and officials	87 (435)	99 (396)	54 (162)	12 (24)	9 (9)	1026	3.80	VS
Overall Total							156.37	
Grand Mean							4.01	VS

Legend:
4.51 - 5.00 - Excellent (Ex)
3.51 - 4.50 - Very Satisfactory (VS)
2.51 - 3.50 - Satisfactory (S)
1.51-2.50 - Fairly Satisfactory (FS)
1.00-1.50 - Unsatisfactory (US)

guidance, and all those that may help them effectively assess their personality and social values for their improvement.

Table 36, presents the students' perception of the human relations behavior of the agriculture instructors,

This implies that they could not see their weaknesses on human relations hence there is a need of certain group dynamic trainings, on public relations, and they rated them "very satisfactory" in most of the items mentioned in the study, but they see these instructors to be only "satisfactory" in "showing matured judgment and decisions in relation with others" and in "acting or serving as consultants for social activities" as shown by an overall total weighted mean of 157.37 and a grand mean of 4.01.

This implies that the subjects though educationally qualified and are at their best age to serve as instructors, are still socially immature in dealings with others. This is a serious matter to be looked into, thus need experts to train them towards matured decision making and judgment since these perceived weaknesses will have great effect on the school's handling of students and in the school's dealings with the community in its extension program.

Table 37 compares the perceptions of the three groups of respondents on the human relations behavior of SSCAF agriculture instructors. In the table is shown, that as a whole, these subjects of the study socially

Table 37

Comparison of the Perception of the Respondents on Human Relationship manifested by the Agriculture

Items on Human Relationship	Respondents: Administrator WM	Administrator I	Instructor WM	Instructor I	Student WM	Student I
1. With peers						
a. Personal behavior is acceptable by fellow instructors	4.00	VS	4.25	VS	4.30	VS
b. Maintains friendly relations with fellow instructors	4.00	VS	4.17	VS	4.21	VS
c. Gives advises and suggestions to solve problems of fellow instructors	4.00	VS	4.33	VS	4.20	VS
d. Cooperates in any school activities with fellow instructors	4.25	VS	4.08	VS	4.26	VS
e. Shows favorable attitude in cooperative undertakings whether serving as leaders or fellowmen	4.13	VS	4.17	VS	4.18	VS
f. Shows willingness to support peer's programs and ideas	4.13	VS	4.17	VS	4.14	VS
g. Shows joy for other's success	3.63	VS	4.08	VS	3.96	VS
h. Shows matured judgement and decisions in relation with others (comes to positive agreement and decisions in consideration of others)	3.88	VS	4.25	VS	3.15	S
i. Understand human weakness to avoid conflicts	4.00	VS	4.42	VS	4.17	VS
j. Shows good manners in words and in deed	4.38	VS	4.17	VS	4.30	VS

Table 37 (cont'd.)

Items on Human Relationship	Respondents: Administrator WM	I	Instructor WM	I	Student WM	I
2. Administrators						
a. Establishes friendly relationship with superiors but separate personal and official relationship with	4.38	VS	4.25	VS	3.63	VS
b. Coordinates with the administrators in all school related activities	3.88	VS	4.17	VS	4.17	VS
c. Gives feedback to administrators for school development	4.00	VS	3.75	VS	4.02	VS
d. Accepts advises and suggestions from administrators	4.00	VS	4.25	VS	4.06	VS
e. Shows respect of authority in choice of words and action	4,00	VS	4.33	VS	4.13	VS
f. Shows cooperation and positive attitude to change towards the attainment of school goals and objectives	4.00	VS	4.33	VS	4.14	VS
g. Presents problems and quiry to the right authority/person instead of gossiping about it	3.88	VS	4.08	VS	3.90	VS
h. Shows positive attitude towards institutional activities as mandated by CHED through school administrator	4.13	VS	4.25	VS	3.74	VS
i. Avoid conflicts by doing job functions and expected behavior of a teacher based on CHED and constitutional mandates	4.13	VS	4.17	VS	4.10	VS

Table 37 (cont'd.)

Items on Human Relationship	Respondents: Administrator WM	Administrator I	Instructor WM	Instructor I	Student WM	Student I
j. Observe protocol in administrator-subordinate relationships	4.13	VS	4.33	VS	4.01	VS
3. With Students						
a. Maintains a matured friendly(raport) relations with students	3.88	VS	4.33	VS	3.92	VS
b. Extends advises and guidance to students	3.63	VS	4.42	VS	3.86	VS
c. Approachable by students	3.88	VS	4.42	VS	3.98	VS
d. Accepts students feedback for improvement	3.88	VS	4.42	VS	4.06	VS
e. Serves as model of desirable and exemplary behavior	4.38	VS	4.33	VS	3.98	VS
f. Serves as father/mother of students in school	4.25	VS	4.50	VS	4.02	VS
g. Serves as consultant on school work and activities	3.50	S	4.25	VS	4.08	VS
h. Calm and respectable and maintains personal integrity when confronted/facing students with problem(s)	4.50	VS	4.25	VS	3.93	VS
i. Speaks in a friendly manner but with authority when disciplining students	4.38	VS	4.25	VS	3.99	VS
4. With Community Relatiionship						
a. Extends advises and suggestions to solve problems existing in the community	4.13	VS	4.25	VS	4.00	VS

Table 37 (cont'd.)

Items on Human Relationship	Respondents: Administrator WM	I	Instructor WM	I	Student WM	I
b. Coordinates all school related activities in the community	3.63	VS	4.33	VS	4.19	VS
c. Extends goodwill to the people in the community	3.63	VS	4.33	VS	3.94	VS
d. Introduces extension programs for community development	4.38	VS	4.25	VS	4.07	VS
e. Serves as community leader for economic development	4.13	VS	3.83	VS	4.20	VS
f. Serves as consultant for social activities	4.25	VS	3.83	VS	3.39	S
g. Mix with community folks and understands their needs and helps them to attain some	4.13	VS	4.33	VS	3.95	VS
h. Joins and lead social activities of the community	3.88	VS	4.17	VS	4.17	VS
i. Joins religious community functions	3.88	VS	3.92	VS	4.07	VS
j. Maintains good relations with community political leaders and officials	3.88	VS	4.17	VS	3.80	VS
Mean	4.03	VS	4.22	VS	4.01	VS
SD	0.24		0.17		0.22	

behave "very satisfactory", but the students and administrators agree in rating them "slightly satisfactory" in their attitude as consultants for social activities; in making matured decisions and judgment in relation with others, and in extending advices and

suggestions to solve problems existing in the community as shown by an overall total weighted mean of 4.01.

These findings will greatly affect the success aimed by the school in maintaining good relations with the students and the community especially in its goal of being effective in their teaching and in the transfer of classroom learning to various field activities for development.

Table 38 shows the result of F-test on the relations of the perceptions of the three groups of respondents on the human relations ability of the SSCAF agriculture instructors. From the table it will be read that the computed F value is 11.268364, which is greater than the

Table 38

Result of F-test on the Perceptions of the Three Groups of Respondents on Human Relationship by the SSCAF Agriculture Instructors

Source of Variations	SS	df	Ms	F Computed	F Critical	Interpretation
Respondents Group	1.0554205	2	8.5277102	11.268364	3.07	Reject Ho
Error	5.3387487	114	0.0468311			

critical F value of 3.07, rejected Ho, which means that there is a significant difference between the perceptions of the three groups of respondents.

Sceffe's test result showed that between the administrator and instructors' group, the difference of their perceptions was significant, at a computed F value of 15.031678 against the critical F value of 6.14. There was also a significant difference between the perceptions of the instructors and the students' group, as shown by the F-test result of 18.362797 against the critical F value of 6.14. There was however a non-significant difference between the perceptions of the administrators and the students' group, with a computed F value of 0.1665559 against the critical F value of 6.14.

Table 39

Scheffe's Results on the Comparison of the Perception of the Respondents

Fair Comparison	F Computed	F Critical	Interpretation
Administrators and Instructors	15.031078	6.14	S
Administrators and Students	0.1665559	6.14	NS
Instructors and Students	18.363	6.14	S

This implies that to allow the instructors to see and understand their own selves in relation to human relations, there is a need for some kind of a series of group dynamics, public relations and values formation that must be conducted.

By Age

Table 40 shows a not significant relationship of age to the teaching competence of SSCAF agriculture instructors with the computed t value of .435, against a critical t value of 1.8.

Table 40

Correlation (Teaching Competence and Age)

	X	Y	XY
1.	4.01	56	224.56
2.	4.17	38	158.46
3.	4.23	58	245.34
4.	3.83	36	137.88
5.	3.73	37	138.01
6.	3.97	52	206.44
7.	4.01	36	144.36
8.	3.77	30	113.10
9.	3.83	46	176.18
10.	3.58	46	164.68
11.	4.23	36	152.28
12.	3.87	38	147.06
	$\Sigma X=47.28$	$\Sigma Y= 509$	2008.35
	$\Sigma X^2=186.7382$	$\Sigma Y^2=22481$	

Formula:

$$R = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2)-(\Sigma X)^2][N(\Sigma Y^2)-(\Sigma Y)^2}}$$

$$= \frac{12(2008.35)-(47.28)(509)}{\sqrt{[12(186.7382)-(47.28)^2][12(22481)(509)^2]}}$$

$$= \frac{24100.2-24065.52}{\sqrt{[2240.8584-2235.3984][269772-259081]}}$$

$$= \frac{34.68}{\sqrt{(5.46)(10691)}} \qquad = \frac{34.68}{\sqrt{(5.46)(10691)}}$$

$$r = \frac{34.68}{241.60475} = 0.1435 \quad \text{Accept Ho}$$

$r^2 = 0.02059$ or 2.059%

By Sex

Table 41 shows a not significant relationship of sex to teaching competence of the agriculture instructors, at a computed t value of 01990079, against a critical t value of 1.8.

Table 41

Correlation (Teaching Competence and Sex)

	Sex	
1. 4.01	M	0
2. 4.17	M	0
3. 4.23	M	0
4. 3.83	F	1
5. 3.73	M	0
6. 3.97	F	1
7. 4.01	F	1
8. 3.77	M	0
9. 3.83	M	0
10. 3.58	M	0
11. 4.23	M	0
12. 3.87	F	1

Data:

$n_0 = 8$ $\quad\quad$ $\overline{X_0} = 3.944$

$n_1 = 4$ $\quad\quad$ $\overline{X_1} = 3.92$

$Sd = 0.205225$

$$r_{pb} = \frac{X_1 - X_0}{S_x} \sqrt{\frac{n_1 n_0}{n(n-1)}}$$

$$r_{pb} = \frac{3.944 - 3.92}{0.205225}\sqrt{\frac{4(8)}{12(11)}}$$

$$r_{pb} = \frac{.025}{0.205225}\sqrt{\frac{32}{132}}$$

$$= (0.121817517)(0.492365963)$$

$$= 0.0599 \text{ or } 0.060$$

$$r^2 = 0.0036 \text{ or } .36\%$$

$$t = \frac{0.060\sqrt{12-2}}{\sqrt{1-(0.060)^2}} = \frac{0.060(3.16227)}{0.998198}$$

$$= \frac{0.189736659}{0.998198} = 0.190079 \quad \text{Accept Ho}$$

By Civil Status

Table 42 shows a not significant relationship of civil status to teaching competence of SSCAF agriculture instructors, at a computed t value of 0.86, against a critical t value of 1.8.

Table 42

Correlation (Teaching Competence and Civil Status)

		Civil Status
1. 4.01	M	0
2. 4.17	M	0
3. 4.23	M	0
4. 3.83	M	0
5. 3.73	M	0
6. 3.97	M	0
7. 4.01	M	0
8. 3.77	S	1
9. 3.83	M	0
10. 3.58	M	0
11. 4.23	M	0
12. 3.87	M	0

Data:

$n_0 = 11$ $\quad \overline{X_0} = 3.95$

$n_1 = 1$ $\quad \overline{X_1} = 3.77$

Sd = 0.2052253

$$r_{pb} = \frac{X_1 - X_0}{S_x} \sqrt{\frac{n_1 n_0}{n(n-1)}}$$

$$r_{pb} = \frac{3.95 - 3.77}{0.2052253} \sqrt{\frac{11(1)}{12(11)}}$$

$$r_{pb} = \frac{.025}{0.2052253} \sqrt{\frac{11}{132}}$$

$= (0.877084842)(0.301511344)$

$= 0.2644$ moderate correlation

$r^2 = 0.0699$ or 6.99%

$$t = \frac{0.2644\sqrt{12-2}}{\sqrt{1-(0.2644)^2}} = \frac{0.2644(3.16227)}{0.9644}$$

$$= \frac{0.836104188}{0.9644} = 0.86 \quad \text{Accept Ho}$$

By Average Monthly Income

Table 43 shows a not significant relationship of average income to teaching competence of SSCAF agriculture instructors, at a computed t value of 0.0.101145794, against a critical t value of 1.8.

Table 43

Correlation (Teaching Competence and Income)

X	Income (in thousand pesos)	XY
1. 4.01	13	52.13
2. 4.17	11	45.87
3. 4.23	13	54.99
4. 3.83	11	42.13
5. 3.73	10	37.30
6. 3.97	10	39.70
7. 4.01	10	40.10
8. 3.77	10	37.70
9. 3.83	10	38.30
10. 3.58	14	50.12
11. 4.23	11	46.53
12. 3.87	10	38.70
$\Sigma X=47.23$	$\Sigma Y= 133$	523.57
$\Sigma X^2=186.3527$	$\Sigma Y^2= 1497$	

Formula:

$$R = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2)-(\Sigma X)^2][N(\Sigma Y^2)-(\Sigma Y)^2}}$$

$$= \frac{12(523.57)-(47.23)(133)}{\sqrt{[12(186.3527)-(47.23)^2][12(1497)(133)^2]}}$$

$$= \frac{6282.84-6281.52}{\sqrt{[2236.2324-2230.6729][17964 - 17689]}}$$

$$= \frac{1.25}{\sqrt{(5.55956)(275)}} = \frac{1.25}{\sqrt{1528.8625}}$$

$$r = \frac{1.25}{39.10067135} = 0.03196876$$

$r^2 = 0.001022001$ or 0.1%

$$t = \frac{0.3196876\sqrt{12-2}}{\sqrt{1-(0.001022001)^2}} = \frac{0.03196876(3.16227766)}{0.999488868}$$

$$= \frac{0.101094095}{0.999488868} = 0.101145794 \quad \text{Accept Ho}$$

By Educational Background

Table 44 shows a not significant relationship of educational background to teaching competence of SSCAF agriculture instructors, at a computed t value of 0.07908, against a critical t value of 1.8.

Table 44

Correlation (Teaching Competence and Educational Background)

	Educ. Background	
1. 4.01	H	0
2. 4.17	H	0
3. 4.23	M	1
4. 3.83	H	0
5. 3.73	M	1
6. 3.97	M	1
7. 4.01	M	1
8. 3.77	M	1
9. 3.83	H	0
10. 3.58	H	0
11. 4.23	H	0
12. 3.87	H	0

Data:

$n_0 = 7$ $\quad \overline{X_0} = 3.93$

$n_1 = 5$ $\quad \overline{X_1} = 3.94$

$Sd = 0.2052$

$$r_{pb} = \frac{X_1 - X_0}{S_x} \sqrt{\frac{n_1 n_0}{n(n-1)}}$$

$$r_{pb} = \frac{3.94 - 3.93}{0.2052}\sqrt{\frac{7(5)}{12(11)}}$$

$$= (0.04887329)(0.51492865)$$

$$= 0.0250$$

$r^2 = 0.000625$ or .0625%

$$t = \frac{0.0250\sqrt{12-2}}{\sqrt{1-(0.0250)^2}} = \frac{0.0250(3.16227)}{0.999687451}$$

$$= \frac{0.07905675}{0.99687451} = 0.07908 \quad \text{Accept Ho}$$

By Seminars/Trainings Attended

Table 45 shows a not significant relationship of seminars/trainings attended to teaching competence of SSCAF agriculture instructors, at a computed t value of 1.612279642, against a critical t value of 1.8.

Table 45

Correlation (Teaching Competence and Seminars/Trainings Attended)

	X	Seminars/Trainings Attended	XY
1.	4.01	6	26.06
2.	4.17	10	41.70
3.	4.23	15	63.45
4.	3.83	0	0
5.	3.73	8	29.84
6.	3.97	13	51.61

7.	4.01	4	16.04
8.	3.77	4	15.08
9.	3.83	5	19.15
10.	3.58	6	21.48
11.	4.23	6	25.38
12.	3.87	8	30.96
$\Sigma X=47.23$		$\Sigma Y=85$	338.75
$\Sigma X^2=186.3527$		$\Sigma Y^2=787$	

Formula:

$$R = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2)-(\Sigma X)^2][N(\Sigma Y^2)-(\Sigma Y)^2}}$$

$$= \frac{12(338.75)-(47.23)(85)}{\sqrt{[12(186.3527)-(47.23)^2][12(787)-(85)^2]}}$$

$$= \frac{4065-4014.55}{\sqrt{[2236.2324-2230.6729][9444 - 7225]}}$$

$$= \frac{4065-4014.55}{\sqrt{(5.5595)(2219)}} = \frac{50.45}{\sqrt{12336.5305}}$$

$$r = \frac{50.45}{111.0699352} = 0.454218325$$

$r^2 = 0.206314287$ or 20.63%

$$t = \frac{0.454218325\sqrt{12-2}}{\sqrt{1-(0.206314287)^2}} = \frac{0.454218325\ (3.16227766)}{0.890890404}$$

$$= \frac{1.436364462}{0.890890404} = 1.612279642 \quad \text{Accept Ho}$$

By Performance Ratings

Table 46 shows a not significant relationship of performance rating to teaching competence of SSCAF agriculture instructors, at a computed t value of 0.736566263, against a critical t value of 1.8.

Table 46

Correlation (Teaching Competence and Performance Rating)

X	Performance Rating	XY
1. 4.01	92	368.92
2. 4.17	89	371.13
3. 4.23	93	393.39
4. 3.83	92	352.36
5. 3.73	89	331.97
6. 3.97	89	353.33
7. 4.01	89	356.89
8. 3.77	90	339.30
9. 3.83	91	348.53
10. 3.58	90	322.20
11. 4.23	91	384.93
12. 3.87	92	356.04
$\Sigma X=47.23$	$\Sigma Y= 1087$	4278.99
$\Sigma X^2=186.3527$	$\Sigma Y^2=98487$	

Formula:

$$R = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2)-(\Sigma X)^2][N(\Sigma Y^2)-(\Sigma Y)^2}}$$

$$= \frac{12(4278.99)-(47.23)(1087)}{\sqrt{[12(186.3527)-(47.23)^2][12(98487)-(1087)^2]}}$$

$$= \frac{4065-4014.55}{\sqrt{[2236.2324-2230.6729][1181844-1181569]}}$$

$$= \frac{8.87}{\sqrt{(5.5595)(275)}} \qquad = \frac{8.87}{\sqrt{1528.8625}}$$

$$r = \frac{8.87}{39.10067135} = 0.226850324$$

$r^2 = 0.051461069$ or 5.14%

$$t = \frac{0.226850324\sqrt{12-2}}{\sqrt{1-0.051461069}} = \frac{0.226850324\ (3.16227766)}{0.973929633}$$

$$= \frac{.717363711}{0.973929633} = 0.736566263 \qquad \text{Accept Ho}$$

By Length of Service

Table 47 shows a not significant relationship of length of service to teaching competence of SSCAF agriculture instructors, at a computed t value of 0.433621503, against a critical t value of 1.8.

Table 47

Correlation (Teaching Competence and Length of Service)

X	Length of Service	XY
1. 4.01	27	108.27
2. 4.17	17	70.89
3. 4.23	25	105.75
4. 3.83	13	49.79
5. 3.73	14	52.22
6. 3.97	20	79.40
7. 4.01	12	48.12
8. 3.77	5	18.85
9. 3.83	22	84.26
10. 3.58	24	85.92
11. 4.23	14	59.22
12. 3.87	17	65.79
$\Sigma X=47.23$	$\Sigma Y=$ 210	828.48
$\Sigma X^2=186.3527$	$\Sigma Y^2=$ 4122	

Formula:

$$R = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2)-(\Sigma X)^2][N(\Sigma Y^2)-(\Sigma Y)^2}}$$

$$= \frac{12(828.48)-(47.23)(210)}{\sqrt{[12(186.3527)-(47.23)^2][12(4122)-(210)^2]}}$$

$$= \frac{9941.76-9918.3}{\sqrt{[2236.2324-2230.6729][49464-44100]}}$$

$$= \frac{23.46}{\sqrt{(5.5595)(5364)}} \qquad = \frac{23.46}{\sqrt{29821.158}}$$

$$r = \frac{23.46}{172.6880366} = 0.135851912$$

$r^2 = 0.018455741$ or 1.84%

$$t = \frac{0.135851912\sqrt{12-2}}{\sqrt{1-0.018455741}} = \frac{0.135851912\ (3.16227766)}{0.990729155}$$

$$= \frac{0.429601466}{0.990729155} = 0.433621503$$ Accept Ho

By Workload

Table 48 shows a not significant relationship of faculty workload to teaching competence of SSCAF agriculture instructors, at a computed t value of 0.38191105, against a critical t value of 1.8.

Table 48

Correlation (Teaching Competence and Workload)

	Workload	
1. 4.01	OL	2
2. 4.17	NL	1
3. 4.23	OL	2
4. 3.83	NL	1
5. 3.73	NL	1
6. 3.97	OL	4
7. 4.01	OL	5
8. 3.77	OL	3
9. 3.83	NL	1
10. 3.58	OL	8
11. 4.23	OL	3
12. 3.87	OL	1

Data:

$n_0 = 4$ $\quad \overline{X_0} = 3.92$

$n_1 = 8$ $\quad \overline{X_1} = 3.97$

$Sd = 0.2052$

$$r_{pb} = \frac{X_1 - X_0}{S_x} \sqrt{\frac{n_1 n_0}{n(n-1)}}$$

$$r_{pb} = \frac{3.97 - 3.92}{0.2052}\sqrt{\frac{4(8)}{12(11)}}$$

$$= (0.2436)(0.49236596)$$

$$= 0.1199$$

$$r^2 = 0.01437 \text{ or } 1.43\%$$

$$t = \frac{0.1199\sqrt{12-2}}{\sqrt{1-0.01437}} = \frac{0.1199\ (3.16227)}{0.992789}$$

$$= \frac{0.379157091}{0.992789} = 0.38191105 \qquad \text{Accept Ho}$$

Summary of Relationship of Teaching Competence and the Different Variates of Teacher-related Factors

Table 49 presented a summary of the relationships of the nine (9) other variates to the teaching competence of SSCAF agriculture instructors, showing a not significant relationship between all nine (9) variates to the teaching competence of the instructors.

This implies that each of the variates of sex, age, civil status, average monthly income, educational background, relevant training attended for the last five years,

efficiency/performance rating, length of service and work load, does not significantly affect the teaching competence of the agriculture instructors of SSCAF. This further implies that they are matured enough not to allow personal matters to affect their official tasks as instructors.

Table 49

Summary of Relationship of Teaching Competence and The Different Variates of Teacher-related Factors

Variate	Computed r	r^2	Fisher's t	t Critical	Interpretation
Age	0.1435	0.0205	0.4585	1.80	not significant
Sex	0.0600	0.0036	0.1901	1.80	not significant
Civil Status	0.2644	0.0699	0.8600	1.80	not significant
Average monthly income	0.0320	0.0010	0.1011	1.80	not significant
Educational background	0.0250	0.0006	0.0790	1.80	not significant
Relevant training attended for the last five years	0.4542	0.2063	1.6123	1.80	not significant
Efficiency/ performance rating	0.2269	0.0515	0.7366	1.80	not significant
Length of sevice	0.1359	0.0185	0.4336	1.80	not significant
Work Load	0.1199	0.0144	0.3819	1.80	not significant

Chapter 5

SUMMARY, CONCLUSION, RECOMMENDATION

This chapter presents the summary, conclusions and recommendations based on the result of this study.

Summary of findings

This study was an attempt to specifically assess the present teaching competence of Samar State College of Agriculture and Forestry's (SSCAF) agriculture instructors only. This was to establish an updated factual data on the teaching competencies of the present SSCAF agriculture instructors, together with their problems, solutions and suggestion, which shall serve as a reference to the formulation of policies and planning for improvement of the school towards quality and functional learning, and towards a strong extension assistance to the long time goal of the country . . . the improvement of our economic condition through positive changes in the community as suggested by Sanayan sa Kakayahan Agrikultura (SAKA) as presented by Castro (1998).

Since according to Prator (1987), there are three cornerstones of an individual's learning: the learner,

the teacher and the material (school, facilities, audio-visual aids), the researcher chose to investigate the present condition of the agriculture teacher competencies and what the school has to offer to facilitate learning.

A survey therefore, with the use of questionnaire was conducted and it gathered the following data:

1. The ages of SSCAF twelve (12) agriculture instructors were: one (1) (8.33%) was 30 years old, 3 (25%) were 35, 30 to 55 and above, (one (1) (8.33%) was aged 37, 2 (16.67%) were 38, another 2 (16.67%) were 46, 1 (8.33%) was 52, 1 (8.33%) was 56, and another 1 (8.33%) was aged 58). S.D. of 8.99 showed that 10 of the total of 12 agriculture instructors falls within the bracket of 34.41 to 51.39 years old, which also represent the majority of the clientele.

2. As to gender, four of the twelve (12) agriculture instructors were females, and eight (8) were males.

3. The civil status of these agriculture instructors shows a majority of eleven (11) were married, thus only one (1) was single.

4. The educational background of these subjects is high, with only one holding but a bachelor's degree, and S.D. of 1.055 revealed that 9 of the twelve (12)

instructors fall within the bracket of between those with Master's degree and those with bachelors degree with advanced units leading to Masters. There is also but one who have earned his doctor's degree.

5. As to their training and seminar exposures, SSCAF agriculture instructors for the last five years have attended an average of 23.9 seminars at a grand mean of 1.99, which means that in general, the instructors attended in a limited way, only regional level seminars/trainings.

6. As per office record of the agriculture instructors' performance rating for the last five years, the research showed an average rating of 'very satisfactory' for all twelve-agriculture instructors of Samar State College of Agriculture and Forestry.

7. These agriculture instructors presented varied number of years experience in teaching agriculture subjects and with other related assignments, where S.D. of 6.37 showed that 9 of the 12 agriculture instructors showed experiences between 11.13 to 23.37 years service.

8. The work load of these instructors were distributed based on their specializations and other trainings: Four instructors got minimum hour of forty

(40) hours a week, one with forty-one (41), two with forty-two (42), another two with forty-three (43), one with forty-four (44), another one with forty-five (45), and one with forty-eight (48) hours a week. The extra hours load that range from one (1) to eight (8) hours are due to special project and office work assignment. Research time is found wanting, but extension is given much time, ranging from five (5) to ten (10) hours a week, where six (6) allotted themselves five (5) hours, one (1) 6 hours, four (4) ten hours a week, but one gave himself no time for extension, but reported a 20 hour for instruction, ten (10) hour for production, and ten hour for office work, a load which need looking into.

There is a call to look into the specific functions of each instructor when assigning work load and budgeting work time for each.

9. On the teaching competence of the agriculture instructors relative to their use of strategies and methods, the three groups of respondents all perceived the abilities of the instructors as "very satisfactory". They differ slightly, only in "Encourage learning new ideas", where the administrators' group perceived the instructors' abilities as only "satisfactory", while the

other two groups agreed on "very satisfactory", In "Effective in their use of audio-visual aids", the students differ by their perception of the instructors' abilities as only "satisfactory", against the "very satisfactory" perception of the other two groups.

The statistical computation rejected the hypothesis that states, "that there is no significant difference between the perceptions of the three groups of respondent at a computed F value of 10.38, against the critical F value of 3.32 at 0.05 level of confidence. This means that the respondents' perception differ as to the teaching competence of the agriculture instructors relative to their use of teaching strategies and methods. Scheffe's test pointed the difference in perceptions between that of the administrators' group and the instructors' group (computed F value 18.07 - critical F value 6.64) and also between that of the instructors' group and the students' group (computed F value 11.93 - critical F value 6.64).

10. As to the teaching competence of SSCAF agriculture instructors, relative to their communicative skills in the use of Filipino and English (medium of instruction), the study gathered that all three groups

perceived the subjects' abilities as "very satisfactory", except on their ability to use good written Filipino, and their ability to check students' oral and written communication skills in English, where the administrators' group perceived the subjects' abilities only as satisfactory; the instructors' group also perceived their abilities to use good written English, ability to check students' oral and written communication skills in English and Filipino only "satisfactory"; the students' group also perceived the instructors' abilities to use good written English and ability to check students' oral and written communication in English, also as just satisfactory. The result of the F test computation accepted the hypothesis that indicates that there is no significant difference in the perception of the three groups of respondents on the communicative abilities (Filipino and English) of SSCAF agriculture instructors, as shown in the computed F at 0.089, against the critical F value of 3.40, at 0.05 level of confidence.

11. As to the agriculture instructors' teaching competence relative to knowledge of subject matter, all three groups of respondents agreed on a perception of

"very satisfactory", except for the instructors' ability to relate subject matter to situation in a practical manner, where the instructors' perceived themselves to be excellent.

The F test result of 10.06, which is greater than the critical F value of 3.35 at 0.05 level of confidence, rejected the hypothesis that states, that there is no significant difference in the perceptions of the three groups of respondents relative to their knowledge of subject matter.

Since there is a difference, Scheffe's test was applied and the result showed that the difference lies between the perceptions of the administrator's group and the instructors' group with an F value of 18.278, which is greater than the F critical value of 6.70.

12. On classroom management, all three groups perceived in general, the instructors' abilities as "very satisfactory" with an over all total weighted mean of 3.97. However, there is a slight difference in the perception of the instructors' group on their ability to maintain student discipline, where they perceived themselves as "excellent"; and another difference lies on the perception of the students' group on regular and

punctual in classroom work and activities, which they perceived as also excellent, F test shows a computes F value of 4.724, result of which is greater than the F critical value of 3.4 at 0.05 level of confidence, at df 2.24. The alternative hypothesis shows therefore a significant difference in the perception of the three groups of respondents, and Scheffe's test points the difference to lie between the perceptions of the instructors' group and the students' group at a computed F value of 8.7456, which is greater than the critical F value of 6.80. A difference also lies between the perceptions of the administrators and instructors' group at a computed F value of 4.8357 against the critical F value of 6.80.

13. The three groups of respondents agreed in general on their "very satisfactory" perception of co-curricular abilities of the SSCAF agriculture instructors, except on their abilities to undergo action research where the instructors rated themselves as only satisfactory, while their ability to be punctual and regular in attending school affairs and other social activities was perceived by the administrators to be excellent, and the instructors also rated themselves

excellent on punctual and regular in attending school meetings and conferences. This is shown by the over all total weighted mean of 4.021. F test result of 0.4051, which is lesser than the critical F value of 3.35, hence accepted the hypothesis, which means that the perceptions of all three groups of respondents showed no significant differences.

14. The three groups of respondents perceived the SSCAF agriculture instructors to be "very satisfactory" in their human relations behavior, except that the administrators' group perceived that they are but "satisfactory" in serving as consultants on students' school work and activities, and the students' group perceived as 'satisfactory', their abilities to serve as consultants on social activities and to show matured judgment and decisions in relations with others.

15. Each of the following ten variates of sex, age, civil status, average monthly income, educational background, relevant training attended for the last five years, efficiency/performance rating, length of service, and workload has no significant relationship with the perceived teaching competencies of SSCAF agriculture instructors by the three groups of respondents. The

computed F value for each variates that follows are all lesser than the critical F value of 1.8, at 0.05 level of significance: age, at 0.1435; sex at 0.190079; civil status at 0.86, average monthly income at 0.101145794; educational background at 0.07908, relevant trainings attended for the last five years at 1.612279642; efficiency/performance rating at 0.736566263; length of service at 0.433621503 and workload at 0.38191105.

Conclusion

Based on the findings of this study, it was concluded that:

1. The majority of SSCAF agriculture instructors' are in their middle age, or at their 30's, and 40's considered to be active, curious energetic and enthusiastic to do more for a better future;

2. The majority of SSCAF agriculture instructors are males;

3. The majority of these agriculture instructors are married;

4. The majority of these subjects of the study are master's degree holder or are with advanced units leading

to a masters degree, but most of their post studies are not in line with agriculture.

5. These instructors have limited trainings and seminars and those they have attended were most of regional level.

6. All of the agriculture instructors got an average of "very satisfactory" efficiency rating, for their last five years service.

7. These agriculture instructors are experienced workers with a majority of 9 showing 11.13 to 23.37 years experience.

8. The work load of the agriculture instructors were normally distributed, with some having one (1) to eight (8) hour a week extra load due to special project or office assignment based on expertise, but they are found wanting time for research, with only one reporting a three hour a week research time, while others (the other eleven instructors) gave no time for it. Extension is a favorite, where each instructor reported a time allotment ranging from five (5) to ten hours a week. One however is too concentrated on instruction, production and office work, who totally gave no time for research and extension. Loading did not consider special functions

of some instructors, and time budget was not well distributed as to instructors' required functions (instruction, production, extension and research)

9. The teaching competencies of the instructors on the use of teaching methods/strategies is very satisfactory but it is noteworthy to print out that they are weak in encouraging students to learn new ideas, and in the effective use of audio-visual aids, two skills which is very important for the goal of keeping up with new trends in agricultural technology to improve agricultural outputs.

10. The SSCAF instructors were found very satisfactory in their competence in communication skills, except on the oral and written usage of Filipino and English and on the extent of being able to check students oral and written work in the two language of instructions where they were rated to be weak..

11. SSCAF agriculture instructors were found knowledgeable of the agricultural subjects they were assigned, but for the benefit of clarification, there is a need of checking on the claim of excellence by instructors on their knowledge of the subject they are teaching.

12. In classroom management, the instructors were found to be very satisfactorily competent, except that the instructors perceived themselves to be more than that, by rating themselves excellent in their ability to maintain discipline, and the students also perceived the instructors ability to be regular and punctual to classroom work and activities as excellent. These ratings need verification to have accurate facts of the school conditions and resources.

13. It was concluded that the instructors were very satisfactory in their co-curricular leadership ability except on the ability to undergo research which was strongly found wanting, yet they were rated excellent on their ability to be punctual and regular in attending school meetings and conferences.

14. The human relations behavior of the subjects, though generally perceived as "very satisfactory", has a serious setback with the identified weaknesses by both the administrators' group and the students group, since it relates to a necessary rapport between the teachers and the clientele (students and community folks). The three weaknesses speak of the wrong attitude and ability to deal with others, which are very necessary in a

teaching-learning situation, especially during community work.

Recommendations

1. It is recommended that to maximize the potentials of human resource available for quality output, scholarships or permit to study must be given with guiding suggestions for specialization on their major field to enhance the better application of new agricultural technology. Advance education must not be had for complacency purposes.

2. It is recommended that workload should be given a guide for proper time budget of an average/regular 40 hour a week load, properly distributed between instruction, production, research and extension. Clerical work (office work) for classroom teachers could be 2 hours a day, to be spent on lesson preparations which is a part of instruction time, recommending therefore, a 15 hour classroom assignment to give more time for research, production, and extension work.

3. Giving work load should consider instructor's time to do task relative to designation or special assignments.

4. It is recommended that a refresher

seminar/ workshop/ demonstrations on teaching methods/strategies focused on teaching agriculture be conducted, to give room for accurate self analysis by SSCAF agriculture instructors on their skills and abilities in the use of teaching methods and strategies, based on a refreshed bases/standard.

5. Recommended further, that a practical training be conducted on various ways of using and comparing audio-visual aids, new technologies in agriculture for teaching improvement.

6. More trainings on various ways of guiding students in the actual application of agricultural theories learned in the classroom to actual field work conditions, is suggested.

7. A refresher course be offered for the agriculture instructors on the proper use of written and oral teaching materials in Filipino and on checking students' work that are written in Filipino.

8. The same refresher course is recommended for the use of oral and written English, to facilitate better classroom communications.

9. It is suggested that a proficiency test on agricultural knowledge and skills be conducted among

SSCAF agriculture instructors to put in the right place, the self-concept of each of these instructors, and to show them where they are, and on which are they going to work for improvement of themselves.

10. Another training is recommended on various ways of applying theories learned to practical situations.

11. It is recommended that a firm administrative policy be drawn, on the punctuality and regularity of attendance of classes and other school functions among college instructors and employees to maximize service for college clientele (students).

12. A fixed schedule of submission of grades and other feedback due to students be established and honestly implemented for the good of the service.

13. It is recommended that a serious character building training, on group dynamics, effective communication and values formation and personality development for school staff be given immediate attention at the earliest time possible, if the school wish to have an effective impact of its teaching on the lives of its clientele.

14. Re-orientation training on research and extension is needed to encourage the instructors to get

into research individually or in-group, personal or institutionalized.

15. Stronger motivations and more incentives are recommended to encourage more research, production and extension work.

16. It is recommended that more research be conducted on attitudes, values or personality (as a whole) of agriculture instructors relative to effective teaching in formal, and non-formal classes.

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A P P E N D I C E S

Appendix A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

The Dean
College of Graduate Studies
Samar state Polytechnic College
Catbalogan, Samar

Feb. 1, 2001
Date

Sir:

This thesis/dissertation entitled Teaching Competencies of SSCAF Agriculture Instructors: An Assessment for Improvement prepared and submitted by Eliodoro D. Original in partial fulfillment of the requirements for the degree of Master of Arts in Administration and Supervision is recommended for Pre/Final oral examination on the date and time convenient to your office.

Sgd. **TERESITA TY NEYPES, D.A.**
Adviser

Date of
ORAL DEFENSE

February 11, 2001

Sunday Day

1:30 p.m. Time

SSPC GRADUATE SCHOOL
Dean's Office

Appendix B

Samar State Polytechnic College
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar

May 20,1999

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my desire to start writing my Thesis Proposal, I have the honor to submit for approval one of the following problems hereto mentioned:

1. Teaching competence of Agriculture Instructors in Samar State College of Agriculture and Forestry, under the Diploma in Agricultural Technology - Bachelor in Agriculture and Forestry.

2. The Admission requirements and scholastic performance of college students of Samar State College of Agriculture and Forestry.

3. An improvised incubator a technical feasibility study.

Hoping for your favorable approval of any of these problems.

Very truly yours,

Sgd. **ELIODORO D. ORIGINAL**
Researcher

Approved:

Sgd. **RIZALINA M. URBIZTONDO, Ed.D.**
Dean, College of Graduate Studies

Appendix C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME : ORIGINAL, ELIODORO DIAZ
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE : M.A. IN ADMINISTRATION AND SUPERVISION

AREA OF SPECIALIZATION : ADMINISTRATION AND SUPERVISION

TITLE OF PROPOSED THESIS/DISSERTATION : TEACHING COMPETENCIES OF SSCAF AGRICULTURE INSTRUCTORS: AN ASSESSMENT FOR IMPROVEMENT

Sgd. **ELIODORO D. ORIGINAL**
Applicant

Sgd. **TERESITA TY NEYPES, D.A.**
Name of Designated Adviser

APPROVED:

Sgd. **EUSEBIO PACOLOR, Ph.D.**
Dean, Graduate Studies

CONFORME:

Sgd. **TERESITA TY NEYPES, D.A.**
Adviser

In 3 copies: **1st copy – for the Dean**
2nd copy – for the Adviser
3rd copy – for the applicant

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

The Dean
College of Graduate Studies
Samar state Polytechnic College
Catbalogan, Samar

March 31, 2001
Date

Sir:

This thesis/dissertation entitled Teaching Competencies of SSCAF Agriculture Instructors: An Assessment for Improvement

prepared and submitted by Eliodoro D. Original in partial fulfillment of the requirements for the degree of Master of Arts in Administration and Supervision is recommended for Pre/Final oral examination on the date and time convenient to your office.

Sgd. **TERESITA TY NEYPES, D.A.**
Adviser

Date of
ORAL DEFENSE

April 6, 2001

friday Day

8:30 a.m. Time

SSPC GRADUATE SCHOOL
Dean's Office

Appendix E

SAMAR STATE COLLEGE OF AGRICULTURE AND FORESTRY
San Jorge, Samar

Summary of Bachelor in Agricultural Technology (BAT)
Graduates and Their Placements
as of SY 1995-1996 to 1999-200

Total number of graduates = 95

Placement	Number	Percent
A.F.P. 34th IB	1	1.05%
N.G.O. (Various Organization)	18	18.96%
L.S.U.'s (Local gov't. Units)	10	10.54%
P.N.P.'s	7	7.38%
Dept. Of Agriculture	6	6.31%
Elem. Grades Teacher	1	1.05%
Factory Workers	5	5.30%
Sales Lady	6	6.31%
Engage in small business	2	2.10%
Studying (another course)	4	4.21%
Fire Department	1	1.05%
Self employed/Farming	33	34.69%
Unaccounted	1	1.05%
	95	100.00%

Prepared by:

(SGD)ROSA C. CAILO
Guidance Councilor III

Appendix F

Employment Status of High School Graduates
As of SY 1991-1992 to 1994-1995

Employment Status	Male		Female		Total	
	F	%	F	%	F	%
Employed	39	34.82	33	30.84	72	32.88
Self-employed	51	45.53	43	40.19	94	42.92
Unemployed	7	6.25	8	7.48	15	6.85
Studying	15	13.39	23	21.49	38	17.35
TOTAL	112	100	107	100	219	100

Appendix G

Type of Employment of Graduates
As of SY 1995-1996 to 1999-2000

Type Of Employment	Male		Female		Total	
	F	%	F	%	F	%
Permanent	23	51.11	11	40.74	34	47.22
Temporary	12	26.67	10	37.04	22	30.56
Emergency	3	6.67	2	7.41	5	6.94
Contractual	7	15.55	4	14.81	11	15.98
TOTAL	45	100	27	100	72	100

Appendix H

Occupation of Self-Employed Graduates
As of SY 1995-1996 to 1999-2000

Self-employment Activities	Male		Female		Total	
	F	%	F	%	F	%
Farming	16	31.37	6	13.95	22	23.40
Agri-business	5	9.80	2	4.65	7	7.45
Poultry raising	3	5.88	2	4.65	5	.32
Hog raising	5	9.80	0	0	5	5.32
Carpentry	4	7.84	0	0	4	7.84
Dressmaking	0	0	5	11.63	5	5.32
Food-business	2	3.92	6	13.95	8	8.51
Beautician	2	3.92	4	9.30	6	6.38
Sari-sari store	3	5.88	16	37.20	19	20.12
Electrician	2	3.92	0	0	2	2.13
Driver-mechanic	3	5.88	0	0	3	3.19
Radio repair	4	3.92	0	0	4	4.25
Furniture/ Upholstery	4	7.87	2	4.65	4	1.25
Total	53	100	43	100	94	100

Appendix I

University of Toledo Competency Indicators

Topic: Planning, teaching materials/equipment and evaluation:

Plans unit for instruction.

Plans instruction at a variety of cognitive levels.

Can state pupil outcomes and/or student course objectives in behavioral terms (behavioral adjectives).

Have realistic expectations for the learning process and student readiness for learning.

Gathers, organizes, and evaluates pertinent information about students for effective instruction.

Identifies and evaluates learning problems of students in content area being taught.

Keeps informed of current professional/subject area literature and curricular learning materials/resources available.

Knows how to select (for construct), organize and use appropriate instructional materials and equipment to facilitate learning activities.

Uses criteria and effective procedures to determining pupil achievement of learning objectives.

Selects/develops appropriate assessment techniques and instrument for instructional activities.

Collects, quantifies, and interprets, data from appropriate assessment instruments.

Maintains evaluation records.

Engages professional development by obtaining and analyzing evaluative information concerning the effectiveness of instruction.

Uses information about the effectiveness of instruction to revise it, with possible curriculum modifications.

Relates to accountability issues concerning responsibilities to students, parents, and the instructional process.

Topic: Instructional strategies, techniques, and/or methods

Uses a variety of instructional strategies.

Uses convergent and divergent inquiry strategies.

Develops and demonstrates problem solving skills.

Establishes transitions and sequences in instruction, which are varied.

Modifies instructional activities to accommodate identified learner needs.

Demonstrate ability to work with individuals, small groups and large groups.

Structures the use of time to facilitate student learning.

Uses a variety of resources and materials.

Provides learning experiences, which enable the students to transfer principles and generalizations to situations outside of school.

Provides assignment/learning opportunities interesting and appropriate to different ability levels of pupils.

Demonstrates knowledge in the subject areas.

Demonstrate self-direction and conveys the impression of knowing what to do and how to do it.

Works effectively as a member of an instructional team.

Uses acceptable written and oral expression with learners.

Adjusts components of the physical/learning environment over which the teacher has control to facilitate learning.

Topic: Communication with learners

Provides group communication (cooperation, interaction, learning from others).

Uses variety of functional verbal and non-verbal communication skills with students.

Gives clean direction and explanations.

Uses questions that lead students to analyze, synthesize and think critically.

Accepts varied students view points and/or asks students to extend or elaborate answers or ideas.

Demonstrates the proper learning skills.

Provides feedback to learners on their cognitive performance.

Expresses a positive attitude toward the teaching profession.

Topic: Learner reinforcement-involvement

Maintains an environment in which students are actively, working on-task.

Implements as effective classroom management system for positive student behavior (discipline).

Uses positive reinforcement patterns with students.

Assists students in discovering and correcting errors and inaccuracies.

Develop student's feedback, evaluation skills and student self-evaluation.

Topic: Professional standards

Accepts responsibility, is dependable.

Evidences cooperation with others (teachers, administrators, support staff, parents, etc.) in planning and teaching.

Acts as an appropriate model in terms of ethics, attitudes and values.

Attends teacher and other professional meetings.

Understands and follows school law, policies, and procedures and their effects on teachers, and teaching, including professional conduct standards.

Salt Lake City School District Competency Indicators

Determines standards of expected student performance: Pre-assessment (diagnosis); competencies expected at a given level: determines individual needs; expected goals for student achievement; evaluation of goals.

Provides learning environment: availability of resource personnel; availability of variety of resource materials; physical organization and learning process; positive attitude toward students; exhibits an attitude

that all students can learn; teacher shows enthusiasm and commitment for the subject taught; student behavior demonstrates acceptance of learning experience.

Demonstrates appropriate student control: evidence that students know what to do; evidence that student is working at task; demonstrate fairness, acceptance, respect and flexibility; appropriate control in difficult situations; anticipate and avoids crisis.

Demonstrates appropriate for teaching: demonstrates techniques that are appropriate to different levels of learning; adjusts techniques to different learning styles; uses variety of techniques to teach specific skill a concept; gives directions that are clear, concise, and appropriate to the student learning level; establishes two-way communication with students and utilizes feedback to determine teaching strategies; demonstrate a purpose has been determined for instruction; exhibits evidence of effective planning.

Appendix J

Principal's Ranking of Effective Teacher Competencies

Rank of Importance	Competency	Definition
1	Task orientation	The extent to which the classroom is businesslike, the students spend their time on academic subjects, and the teacher presents clear goals to the students.
2	Enthusiasm and interest	The amount of Teacher's vigor, power, and involvement.
3	Direct instruction	The extent to which the teacher sets and articulates the learning goals, actively assesses student progress, and frequently makes class presentation illustrating how to do assigned work.
4	Pacing	The extent to which the level of difficulty and the pace of the lesson is appropriate for the student's ability and interest.
5	Feedback	The extent to which the teacher provides the students with positive and negative feedback.

6	Management	The extent to which the teacher is able to conduct the class without instruction in being interrupted.
7	Questioning	The extent to which the teacher asks questions at different levels and adjusts them appropriately in the classroom.
8	Instructional time	The allocation of a period of time for a lesson adequate to cover the material yet flexible enough to allow for the unexpected.
9	Variability	The amount of flexibility or adjustability of teaching methods; the amount of extra material in the classroom.
10	Structuring	The extent to which the teacher directs instructions.
11	Opportunity to learn criterion material	The extent to which criterion material is covered in class.

Appendix K

ANOVA Computation on Teaching Method/Strategies

	ΣX	ΣX^2	N	$\bar{X}$	S.D.
Administrator	42.02	161.81	11	3.82	0.34
Instructor	47.34	204.07	11	4.30	0.18
Student	42.99	168.64	11	3.91	0.25
	132.37	534. 52	33		

Solution:

$$SS_T = \Sigma X_T^2 - \frac{(\Sigma X_T)^2}{N_T}$$

$$= 534.52 - \frac{(132.37)^2}{33}$$

$$= 534.52 - \frac{530.96}{33}$$

$$= 3.56$$

$$SS_C = \frac{(42.04)^2 + (47.34)^2 + (42.99)^2}{11} - \frac{(132.37)^2}{33}$$

$$= 1.456$$

$$SS_E = SS_T - SS_C$$

$$= 3.56 - 1.456$$

$$= 2.104$$

Scheffe's Test:

Administrator vs Instructor

$$F' = \frac{(3.82 - 4.30)^2}{\dfrac{0.0701\ (11+11)}{(11)(11)}}$$

$$= \frac{(-0.48)^2}{0.0127454}$$

$$= \frac{0.2304}{0.0127454}$$

$$= 18.07$$

Administrator vs Student

$$F = \frac{(3.82 - 3.91)^2}{0.0127454}$$

$$= \frac{.0081}{0.0127454}$$

$$= 0.6355$$

Instructors and Students

$$F' = \frac{(4.30 - 3.91)^2}{0.0127454}$$

$$= \frac{0.1521}{0.0127454}$$

$$= 11.93$$

F' critical = 2(3.32)

= 6.64

Appendix L

ANOVA Computation on Communication Skills

	ΣX	ΣX^2	N	$\overline{X}$	Sd
Administrator	33.03	121.94	9	3.67	0.30
Instructor	33.25	125.53	9	3.69	0.58
Student	33.86	129.50	9	3.76	0.51
	100.14	376.97	27		

Solution:

$$SS_T = 376.97 - \frac{(100.14)^2}{27}$$

$$= 376.97 - 371.40813$$

$$= 5.5619$$

$$SS_C = \frac{(33.03)^2 + (33.25)^2 - (33.86)^2}{9} - \frac{(100.14)^2}{27}$$

$$= 371.44922 - 371.40813$$

$$= 0.04109$$

$$SS_E = 5.5619 - 0.04109$$

$$= 5.520807778$$

Appendix M

F-test Computation on Knowledge of the Subject Matter

	ΣX	ΣX^2	N	$\bar{X}$	S.D
Administrator	39.50	156.2814	10	3.95	0.168
Instructor	43.00	185.2662	10	4.30	0.211
Student	40.29	162.6107	10	4.03	0.88
	122.79	504.1583	30		

Solution:

$$SS_T = 504.1583 - \frac{(122.79)^2}{30}$$

$$= 504.1583 - 502.57947$$

$$= 1.57883$$

$$SS_C = \frac{(39.50)^2 + (43.00)^2 - (40.29)^2}{10} - \frac{(122.79)^2}{30}$$

$$= 503.25341 - 502.57947$$

$$= 0.67394$$

$$SS_E = 1.57883 - 0.67394$$

$$= 0.90489$$

Scheffe's Test:

Administrator vs Instructor

$$F' = \frac{(3.95 - 4.30)^2}{\dfrac{0.03351(10+10)}{(10)(10)}}$$

$$= \frac{(-0.35)^2}{0.006702}$$

$$= \frac{0.1225}{0.006702}$$

$$= 18.278$$

Administrator vs Student

$$F' = \frac{(3.95 - 4.03)^2}{0.006702}$$

$$= \frac{.0064}{0.006702}$$

$$= 0.9549$$

Instructors and Students

$$F' = \frac{(4.30 - 4.03)^2}{0.006702}$$

$$= \frac{0.0729}{0.006702}$$

$$= 10.877$$

F' critical = 2 (3.35)

= 6.70

Appendix N

F-test Computation on the Perception of the Respondents Relative to Classroom Management

	ΣX	ΣX^2	N	$\overline{X}$
Administrator	36.66	149.9658	9	4.07
Instructor	39.25	171.4137	9	4.36
Student	35.73	142.8489	9	3.97
	111.64	464.2284	27	

Solution:

$$SS_T = 464.2284 - \frac{(111.64)^2}{27}$$

$$= 464.22843 - 461.61073$$

$$= 2.6176741$$

$$SS_C = \frac{(36.66)^2 + (39.25)^2 - (35.73)^2}{9} - \frac{(111.64)^2}{27}$$

$$= 462.35011 - 461.61073$$

$$= 0.7393851$$

$$SS_E = 2.6176741 - 0.7393851$$

$$= 1.8782889$$

Scheffe's Test:

Administrator vs Instructor

$$F' = \frac{(4.07 - 4.36)^2}{0.078262\left(\frac{9+9}{(9)(9)}\right)}$$

$$= \frac{(-0.29)^2}{0.0173915}$$

$$= \frac{0.0841}{0.0173915}$$

$$= 4.8357$$

Administrator vs Student

$$F' = \frac{(4.07 - 3.97)^2}{0.0173915}$$

$$= \frac{.01}{0.0173915}$$

$$= 0.57499$$

Instructors and Students

$$F' = \frac{(4.36 - 3.97)^2}{0.0173915}$$

$$= \frac{0.1521}{0.0173915}$$

$$= 8.7456$$

F' critical $= 2\ (3.40)$

$= 6.80$

Appendix O

F-test Computation on Co-curricular Activities

	ΣX	ΣX^2	N	$\overline{X}$
Administrator	41.52	173.6152	10	4.15
Instructor	40.66	166.8712	10	4.070
Student	40.22	161.90641	10	4.020
	122.40	502.39281	30	

Solution:

$$SS_T = 502.39281 - \frac{(122.40)^2}{30}$$

$$= 502.39281 - 499.392$$

$$= 3.00081$$

$$SS_C = \frac{(41.52)^2 + (40.66)^2 - (40.22)^2}{10} - \frac{(122.40)^2}{30}$$

$$= 499.47944 - 499.392$$

$$= 0.08744$$

$$SS_E = 3.00081 - 0.08744$$

$$= 2.91337$$

Appendix P

F-test Computation on Human Relationship

	ΣX	ΣX^2	N	$\bar{X}$
Administrators -	157.13	635.3589	39	4.03
Instructors -	164.58	695.5778	39	4.22
Students -	156.37	628.9659	39	4.01
	478.08	1959.9026	117	

Solution I:

$$SS_t = 1959.9026 - \frac{(478.08)^2}{117}$$

$$SS_t = 6.3941692$$

$$SS_c = \frac{(157.13)^2 + (164.58)^2 + (156.37)^2}{39} - \frac{(478.08)^2}{117}$$

$$SS_c = 1.0554205$$

$$SS_e = 6.3941692 - 1.0554205$$

$$SS_e = 5.3387487$$

Appendix Q

Scheffe's Test

Administrators vs Instructors

$$F' = \frac{(4.03 - 4.22)^2}{0.0468311\left[\frac{39+39}{(39)(39)}\right]}$$

$$F' = \frac{0.0576}{2.4015949 \times 10^{-3}}$$

$$F' = 15.031678$$

Administrators vs Students

$$F' = \frac{(4.03 - 4.01)^2}{2.4015949 \times 10^{-3}}$$

$$F' = 0.1665559$$

Instrutors vs Students

$$F' = \frac{(4.22 - 4.01)^2}{2.4015949 \times 10^{-3}}$$

$$F' = 18.362797$$

F' Critical = 2(3.07)

F' Critical = 6.14

Appendix R

Summary of the Agriculture Instructor Variates

	Teaching Competence	Age	Sex	Civil Status	Average Income	Educ. Background	Trainings/ Sem. Attended	Perf. Rating	Length of Service/yrs.	Hours/week Workload
1	4.01	56	M	M	13,000.00	H	2N-6	92 VS	27	OL 42
2	4.17	38	M	M	11,000.00	H	2R-4 2N-6	89 VS	17	NL 40
3	4.23	58	M	M	13,000.00	M	3R-6 3N-9	93 VS	25	OL 42
4	3.83	36	F	M	11,000.00	H	NONE-0	92 VS	13	NL 40
5	3.73	37	M	M	10,000.00	M	4R-8	89 VS	14	NL 40
6	3.97	52	F	M	10,000.00	M	2R-4 3N-9	89 VS	20	OL 44
7	4.01	36	F	M	10,000.00	M	2R-2 2L-2	89VS	12	OL 45
8	3.77	30	M	S	10,000.00	H	1R-2 2L-2	90 VS	5	OL 43
9	3.83	46	M	M	10,000.00	H	1R-2 1N-3	91 VS	22	NL 40
10	3.58	46	M	M	14,000.00	H	3R-6	90 VS	24	OL 48
11	4.23	36	M	M	11,000.00	H	1L-4 1R-2	91 VS	14	OL 43
12	3.87	38	F	M	10,000.00	H	3R-6 2L-2	92 VS	17	OL 41

Appendix S

February 22,2001

My dear respondents:

The undersigned is conducting a survey on the SSCAF Agriculture Teachers teaching competence. In this regard, he is requesting for your help and assistance, by answering the questions herein attached.

Thank you very much for your kind help.

Sincerely,

Sgd. **ELIODORO ORIGINAL**
Researcher

Appendix T

Set 1
QUESTIONAIRE

Teaching Competence of Agriculture Instructors in the Samar State College of Agriculture and Forestry: An Evaluation

(For Agriculture Instructors only)

PART I
INSTRUCTOR'S PROFILE

Instructions:

Please read each of the following statements. Then supply the needed information by writing your answer in the blank provided for.

A. Preliminary information

Name of School : _____
Location : _____

B. Personal Data

1. Name : _____

2. Age : _____

3. Sex : M ☐ F ☐

4. Civil Status : Single ☐ Married ☐
Widow ☐ Separated ☐

5. Average Monthly Income: _____
(Pls. Specify)

6. Highest Educational Qualification:

6.1. Degree : _____
6.2. Major Field : _____
6.3. Are you still pursuing a higher Degree:
( )Yes ( ) No

6.4 If yes, what degree? _____

6.5 Major Field : _____

6.6 How far are you from the completion of your desired degree?

( ) Completion of course requirement

( ) Completion of thesis requirement

7. What relevant trainings, workshops or seminars have you attended since you became an agriculture instructor?

TITLE	LEVEL			INCLUSIVE DATES	SPONSORING AGENCY
	L	R	N		

No. of Trainings	LEVEL		
	LOCAL/PROV'L.	REGIONAL	NATIONAL
0-4	( )	( )	( )
5-9	( )	( )	( )
10-over	( )	( )	( )

Others pls. Specify : _____

C. How long have you been in the service?

_____

(Pls. State in Years)

D. Workload Background

1. Number of hours workload per week

a. instruction _____hours per week

b. research _____hours per week

c. extension _____hours per week

d. production project _____hours per week.

e. others, pls. Specify _____

2. What subjects have you taught since you became an agriculture instructor?

Subject taught	No. of class hrs./week
_____	_____
_____	_____
_____	_____
_____	_____

3. What other assignments do you have other than teaching since you became an agriculture instructor to date?

   3.1 Adviser to the following organizations:

   _____
   _____
   _____
   _____

   3.2 In-charge of the following school projects/programs?

   _____
   _____
   _____
   _____

   3.3 Others please specify.

   _____
   _____
   _____
   _____

4. Which of the following agricultural projects are existing in your school and which is most updated and effective model for student's learning?

   ( ) Rice Project
   ( ) Corn Project
   ( ) Rootcrop Project
   ( ) Vegetable Project
   ( ) Fruit tree Project
   ( ) Piggery Project
   ( ) Poultry Project
   ( ) Cattle Project
   ( ) Sheep

( ) Goat
( ) Others, pls. Specify _____

PART II

Directions:

Please place the corresponding scores in the space along the continuum that best describe your teaching competence as agricultural instructors. Please use the five point rating scale below.

Description	Rating
Excellent	5
Very Satisfactory	4
Satisfactory	3
Fairly Satisfactory	2
Unsatisfactory	1

Your answer to all the statements will be held confidential.

Items to rate	Excellent (Ex)	Very Satisfactory (VS)	Satisfactory (S)	Fairly Satisfactory (FS)	Unsatisfactory (US)
1 Teaching Competence					
1.1 Has the ability to give clear class instruction.					
1.2 Encourages learning of new ideas.					
1.3 Adopts teaching methods based on student's needs.					
1.4 Has the ability to motivate students.					
1.5 Effectively use audio-visual aids.					
1.6 Effective in guiding students' transfer of learning to actual work situation.					
1.7 Has sense of humor during classroom activities.					
1.8 Strongly and effectively motivate students' participation and learning.					
1.9 Present challenging learning activities.					
1.10 Expert in art of questioning and evaluation.					
1.11 Uses teaching aids and resources important and relevant to instruction.					
1.12 Others, pls. specify.					
2 Communication Skills					
2.1 Uses good oral Filipino.					
2.2 Uses good written English.					

2.3 Uses good written Filipino.					
2.4 Has the ability to adjust vocabulary to group work.					
2.5 Has the ability to check students' oral and written communication skills in English.					
2.6 Has the ability to Check students' oral and written communication skills in Filipino.					
2.7 Has effective use in non-verbal communications.					
2.8 Articulate and clear in oral communication.					
2.9 Writes in simple, clear and understandable style for the level of his/her student.					
2.10 Others, please specify.					
3 Knowledge of the subject matter.					
3.1 Has the ability to relate subject matter to situation in a practical manner.					
3.2 Has the mastery of Ideas and skills related to subject matter of activity.					
3.3 Subject matter content is well organized.					
3.4 Subject matter content is meaningful to learners.					
3.5 Explains the course objective clearly.					

3.6 Demonstrate thorough knowledge of the lecture or laboratory work.					
3.7 Explains each laboratory work clearly.					
3.8 Can stimulate intellectual curiosity and independent thinking.					
3.9 Answers questions in an expert and knowledgeable manner.					
3.10 Cites current information to supplement data in the text and relates present/past activities.					
3.11 Others, please specify.					
4 Classroom management					
4.1 Has the ability to maintain student discipline.					
4.2 Maintains proper physical aspects for the comfort of students, such as cleanliness, lighting, ventilation and orderliness.					
4.3 Has the ability to determine students' weaknesses and to apply remedial instruction.					
4.4 Comes to class well prepared.					
4.5 Plans laboratory activities carefully so as to make them interesting & relevant.					

4.6 Presents laboratory work in well organized manner.					
4.7 Allocates sufficient time to laboratory works.					
4.8 Regular and punctual in classroom work and activities.					
4.9 Regular and punctual in giving feedback to students on students' performance rating (quizzes, etc.).					
4.10 Others, please specify.					
5 Co-curricular activities.					
5.1 Take charge of the supervision of field activities of agricultural projects assigned to him/her in the school.					
5.2 Conducts institutional study or experiment related to agriculture with group.					
5.3 Assist and advise the FFP, FAHP and FFPCC Chapter and other school sponsored organization.					
5.4 Coordinate institutional extension work.					
5.5 Plan and organize School related activities when assigned.					
5.6 Punctual and regular in attending meetings and conferences.					

5.7 Punctual and regular in attending school affairs and other school social activities.					
5.8 Punctual and regular in submitting the required reports.					
5.9 Maintains individual extension work.					
5.10 Undergo action research at least one in a semester.					
5.11 Others, please specify.					
6 Human relationship.					
6a With peers.					
6a.1 Personal behavior in acceptable by fellow instructors.					
6a.2 Maintains friendly relations with fellow instructors.					
6a.3 Gives advices and suggestions to solve problems of fellow instructors.					
6a.4 Cooperates in any school activity fellow instructors.					
6a.5 Shows favorable attitude in cooperative undertakings whether serving as leaders or fellowmen.					
6a.6 Shows willingness to support peer's programs and ideas.					
6a.7 Shows joy for other's success.					

6a.8 Shows matured judgment and decisions in relation with others (come to positive agreement and decisions in consideration of others).					
6a.9 Understands human weakness to avoid conflicts.					
6a.10 Shows good manner in words and in deeds.					
6a.11 Others, please specify.					
6b Administrators					
6b.1 Establishes friendly relationship with superiors but separate personal and official relationship.					
6b.2 Coordinates with the administrators in all school related activities.					
6b.3 Gives feedback to administrators for school development.					
6b.4 Accepts advises and suggestions from administrators.					
6b.5 Shows respect of authority in choice of words and action.					
6b.6 Shows cooperation and positive attitude to change towards the attainment of school goals and objectives.					

6b.7 Present problems and quiry to the right authority/person instead of gossiping about it.					
6b.8 Shows positive attitude towards institutional activities as mandated by CHED through school administrator.					
6b.9 Avoid conflicts by doing job functions and expected behavior of a teacher based on CHED & constitutional mandates.					
6b.10 Observe protocol in administrator-subordinate relationships.					
6b.11 Others, please specify.					
6c With students					
6c.1 Maintains a matured friendly (rapport) relations with students.					
6c.2 Extends advices and guidance to students.					
6c.3 Approachable by students.					
6c.4 Accepts students feedback for improvement.					
6c.5 Serves as model of desirable & exemplary behavior.					
6c.6 Serves as father/ mother to students in school.					

6c.7 Serves as consultant on school work and activities.					
6c.8 Calm and respectable and maintains personal integrity when confronted/facing students with problem(s).					
6c.9 Speaks in a friendly manner but with authority when disciplining students.					
6c.10 Others, please specify.					
6d With-community relationship					
6d.1 Extends advices and suggestions to solve problem existing in community.					
6d.2 Coordinates all school related activities in the community.					
6d.3 Extends goodwill to the people in the community.					
6c.4 Introduces extension programs for community development.					
6c.5 Serves as community leader for economic development.					
6c.6 Serves as consultant for social activities.					
6c.7 Mix with community folks and understands their needs and helps them to attain some.					
6c.8 Joins and lead social activities of the community.					

6c.9 Joins religious community functions. 6c.10 Maintains good relations with community political leaders and officials. 6c.11 Others, please specify.					

Appendix U

February 22, 2001

My dear respondents:

The undersigned is conducting a survey on the SSCAF Agriculture Teacher teaching competence. In this regard, he is requesting for your help and assistance, by answering the questions herein attached.

Thank you very much for your kind help.

Sincerely,

ELIODORO D. ORIGINAL
Researcher

Set 2

For Administrators Only

Part I

Name of Instructor :(Important)_____

Name of Rater :(Optional)_____

Name of Ratee :_____

Part II

Directions:

Please place the corresponding scores in the space along the continuum that best describe your teaching competence as agricultural instructors. Please use the five point rating scale below.

Description	Rating
Excellent	5
Very Satisfactory	4
Satisfactory	3
Fairly Satisfactory	2
Unsatisfactory	1

Your answer to all the statements will be held confidential.

Items to rate	Excellent (Ex)	Very Satisfactory (VS)	Satisfactory (S)	Fairly Satisfactory (FS)	Unsatisfactory (US)
1 Teaching Competence					
1.1 Has the ability to give clear class instruction.					
1.2 Encourages learning of new ideas.					
1.3 Adopts teaching methods based on student's needs.					
1.4 Has the ability to motivate students.					
1.5 Effectively use audio-visual aids.					
1.6 Effective in guiding students' transfer of learning to actual work situation.					
1.7 Has sense of humor during classroom activities.					
1.8 Strongly and effectively motivate students' participation and learning.					
1.9 Present challenging learning activities.					
1.10 Expert in art of questioning and evaluation.					
1.11 Uses teaching aids and resources important and relevant to instruction.					
1.12 Others, pls. specify.					
2 Communication Skills					
2.1 Uses good oral Filipino.					
2.2 Uses good written English.					

2.3 Uses good written Filipino.					
2.4 Has the ability to adjust vocabulary to group work.					
2.5 Has the ability to check students' oral and written communication skills in English.					
2.6 Has the ability to Check students' oral and written communication skills in Filipino.					
2.7 Has effective use in non-verbal communications.					
2.8 Articulate and clear in oral communication.					
2.9 Writes in simple, clear and understandable style for the level of his/her student.					
2.10 Others, please specify.					
3 Knowledge of the subject matter.					
3.1 Has the ability to relate subject matter to situation in a practical manner.					
3.2 Has the mastery of Ideas and skills related to subject matter of activity.					
3.3 Subject matter content is well organized.					
3.4 Subject matter content is meaningful to learners.					
3.5 Explains the course objective clearly.					

3.6 Demonstrate thorough knowledge of the lecture or laboratory work.					
3.7 Explains each laboratory work clearly.					
3.8 Can stimulate intellectual curiosity and independent thinking.					
3.9 Answers questions in an expert and knowledgeable manner.					
3.10 Cites current information to supplement data in the text and relates present/past activities.					
3.11 Others, please specify.					
4 Classroom management					
4.1 Has the ability to maintain student discipline.					
4.2 Maintains proper physical aspects for the comfort of students, such as cleanliness, lighting, ventilation and orderliness.					
4.3 Has the ability to determine students' weaknesses and to apply remedial instruction.					
4.4 Comes to class well prepared.					
4.5 Plans laboratory activities carefully so as to make them interesting & relevant.					

4.6 Presents laboratory work in well organized manner.					
4.7 Allocates sufficient time to laboratory works.					
4.8 Regular and punctual in classroom work and activities.					
4.9 Regular and punctual in giving feedback to students on students' performance rating (quizzes, etc.).					
4.10 Others, please specify.					
5 Co-curricular activities.					
5.1 Take charge of the supervision of field activities of agricultural projects assigned to him/her in the school.					
5.2 Conducts institutional study or experiment related to agriculture with group.					
5.3 Assist and advise the FFP, FAHP and FFPCC Chapter and other school sponsored organization.					
5.4 Coordinate institutional extension work.					
5.5 Plan and organize School related activities when assigned.					
5.6 Punctual and regular in attending meetings and conferences.					

5.7 Punctual and regular in attending school affairs and other school social activities.					
5.8 Punctual and regular in submitting the required reports.					
5.9 Maintains individual extension work.					
5.10 Undergo action research at least one in a semester.					
5.11 Others, please specify.					
6 Human relationship.					
6a With peers.					
6a.1 Personal behavior in acceptable by fellow instructors.					
6a.2 Maintains friendly relations with fellow instructors.					
6a.3 Gives advices and suggestions to solve problems of fellow instructors.					
6a.4 Cooperates in any school activity fellow instructors.					
6a.5 Shows favorable attitude in cooperative undertakings whether serving as leaders or fellowmen.					
6a.6 Shows willingness to support peer's programs and ideas.					
6a.7 Shows joy for other's success.					

6a.8 Shows matured judgment and decisions in relation with others (come to positive agreement and decisions in consideration of others).					
6a.9 Understands human weakness to avoid conflicts.					
6a.10 Shows good manner in words and in deeds.					
6a.11 Others, please specify.					
6b Administrators					
6b.1 Establishes friendly relationship with superiors but separate personal and official relationship.					
6b.2 Coordinates with the administrators in all school related activities.					
6b.3 Gives feedback to administrators for school development.					
6b.4 Accepts advises and suggestions from administrators.					
6b.5 Shows respect of authority in choice of words and action.					
6b.6 Shows cooperation and positive attitude to change towards the attainment of school goals and objectives.					

6b.7 Present problems and quiry to the right authority/person instead of gossiping about it.					
6b.8 Shows positive attitude towards institutional activities as mandated by CHED through school administrator.					
6b.9 Avoid conflicts by doing job functions and expected behavior of a teacher based on CHED & constitutional mandates.					
6b.10 Observe protocol in administrator-subordinate relationships.					
6b.11 Others, please specify.					
6c With students					
6c.1 Maintains a matured friendly (rapport) relations with students.					
6c.2 Extends advices and guidance to students.					
6c.3 Approachable by students.					
6c.4 Accepts students feedback for improvement.					
6c.5 Serves as model of desirable & exemplary behavior.					
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6c.7 Serves as consultant on school work and activities.					
6c.8 Calm and respectable and maintains personal integrity when confronted/facing students with problem(s).					
6c.9 Speaks in a friendly manner but with authority when disciplining students.					
6c.10 Others, please specify.					
6d With-community relationship					
6d.1 Extends advices and suggestions to solve problem existing in community.					
6d.2 Coordinates all school related activities in the community.					
6d.3 Extends goodwill to the people in the community.					
6c.4 Introduces extension programs for community development.					
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6c.7 Mix with community folks and understands their needs and helps them to attain some.					
6c.8 Joins and lead social activities of the community.					

6c.9 Joins religious community functions. 6c.10 Maintains good relations with community political leaders and officials. 6c.11 Others, please specify.					

Appendix V

February 22, 2001

My dear respondents:

The undersigned is conducting a survey on the SSCAF Agriculture Teacher teaching competence. In this regard, he is requesting for your help and assistance, by answering the questions herein attached.

Thank you very much for your kind help.

Sincerely,

ELIODORO D. ORIGINAL
Researcher

Set 3

For Students Only

Part I

Name of Student :(Important)_____

Name of Rater :(Optional)_____

Name of Ratee :_____

Part II

Students' evaluation of the Agriculture Instructors teaching competence

Directions:

Please place the corresponding scores in the space along the continuum that best describe your teaching competence as agricultural instructors. Please use the five point rating scale below.

Description	Rating
Excellent	5
Very Satisfactory	4
Satisfactory	3
Fairly Satisfactory	2
Unsatisfactory	1

Your answer to all the statements will be held confidential.

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1.6 Effective in guiding students' transfer of learning to actual work situation.					
1.7 Has sense of humor during classroom activities.					
1.8 Strongly and effectively motivate students' participation and learning.					
1.9 Present challenging learning activities.					
1.10 Expert in art of questioning and evaluation.					
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1.12 Others, pls. specify.					
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2.1 Uses good oral Filipino.					
2.2 Uses good written English.					

2.3 Uses good written Filipino.					
2.4 Has the ability to adjust vocabulary to group work.					
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2.9 Writes in simple, clear and understandable style for the level of his/her student.					
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4.4 Comes to class well prepared.					
4.5 Plans laboratory activities carefully so as to make them interesting & relevant.					

4.6 Presents laboratory work in well organized manner.					
4.7 Allocates sufficient time to laboratory works.					
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4.9 Regular and punctual in giving feedback to students on students' performance rating (quizzes, etc.).					
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5.1 Take charge of the supervision of field activities of agricultural projects assigned to him/her in the school.					
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5.5 Plan and organize School related activities when assigned.					
5.6 Punctual and regular in attending meetings and conferences.					

5.7 Punctual and regular in attending school affairs and other school social activities.					
5.8 Punctual and regular in submitting the required reports.					
5.9 Maintains individual extension work.					
5.10 Undergo action research at least one in a semester.					
5.11 Others, please specify.					
6 Human relationship.					
6a With peers.					
6a.1 Personal behavior in acceptable by fellow instructors.					
6a.2 Maintains friendly relations with fellow instructors.					
6a.3 Gives advices and suggestions to solve problems of fellow instructors.					
6a.4 Cooperates in any school activity fellow instructors.					
6a.5 Shows favorable attitude in cooperative undertakings whether serving as leaders or fellowmen.					
6a.6 Shows willingness to support peer's programs and ideas.					
6a.7 Shows joy for other's success.					

6a.8 Shows matured judgment and decisions in relation with others (come to positive agreement and decisions in consideration of others).					
6a.9 Understands human weakness to avoid conflicts.					
6a.10 Shows good manner in words and in deeds.					
6a.11 Others, please specify.					
6b Administrators					
6b.1 Establishes friendly relationship with superiors but separate personal and official relationship.					
6b.2 Coordinates with the administrators in all school related activities.					
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6b.7 Present problems and quiry to the right authority/person instead of gossiping about it.					
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6b.9 Avoid conflicts by doing job functions and expected behavior of a teacher based on CHED & constitutional mandates.					
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6b.11 Others, please specify.					
6c With students					
6c.1 Maintains a matured friendly (rapport) relations with students.					
6c.2 Extends advices and guidance to students.					
6c.3 Approachable by students.					
6c.4 Accepts students feedback for improvement.					
6c.5 Serves as model of desirable & exemplary behavior.					
6c.6 Serves as father/ mother to students in school.					

6c.7 Serves as consultant on school work and activities.					
6c.8 Calm and respectable and maintains personal integrity when confronted/facing students with problem(s).					
6c.9 Speaks in a friendly manner but with authority when disciplining students.					
6c.10 Others, please specify.					
6d With-community relationship					
6d.1 Extends advices and suggestions to solve problem existing in community.					
6d.2 Coordinates all school related activities in the community.					
6d.3 Extends goodwill to the people in the community.					
6c.4 Introduces extension programs for community development.					
6c.5 Serves as community leader for economic development.					
6c.6 Serves as consultant for social activities.					
6c.7 Mix with community folks and understands their needs and helps them to attain some.					
6c.8 Joins and lead social activities of the community.					

6c.9 Joins religious community functions. 6c.10 Maintains good relations with community political leaders and officials. 6c.11 Others, please specify.					

C U R R I C U L U M V I T A E

CURRICULUM VITAE

NAME	:	**Eliodoro D. Original**
ADDRESS	:	sscaf, San Jorge, Samar
DATE OF BIRTH	:	December 27, 1953
PLACE OF BIRTH	:	Piñaplata, Gandara, Samar
PRESENT POSITION	:	Assistant Professor I
STATION	:	Samar State College of Agriculture and Forestry San Jorge, Samar
CIVIL STATUS	:	Married
RELIGION	:	Roman Catholic

EDUCATIONAL BACKGROUND

Primary Education:

Piñaplata Elementary School
Brgy. Pinaplata, Gandara, Samar
1961 – 1967

Elementary Education:

Piñaplata Elementary School
Brgy. Piñaplata, Gandara, Samar
1965 – 1967

Secondary Education:

Samar National Agricultural
School, San Jorge, Samar
1967 – 1971

College Education:

Associate in Agricultural Technology
Samar National Agricultural School
1976 - 1978

Bachelor of Science in Agriculture
Samar National Agricultural Junior College
San Jorge, Samar
1978 - 1979

Bachelor of Science in Agricultural Education
University of Eastern Philippines
University Town, Catarman, Northern Samar
1979 - 1982

Graduate:

MAG-DEV Extramural Study
Visayas State College of Agriculture
Baybay, Leyte
1985 - 1987

Master of Arts in Administration and Supervision
Samar State Polytechnic College
Catbalogan, Samar
1989 to date (on-going)

Massive Upgrading - Major Physical Education
Samar State Polytechnic College
Catbalogan, Samar
1999

CIVIL SERVICE ELIGIBILITY

Professional Board
Examination for Teachers
(PBET) : November 28, 1982

HONORS AND AWARDS RECEIVED

Valedictorian	:	Piñaplata Elementary School 1961 - 1965
Valedictorian	:	Piñaplata Elementary School 1965 - 1966
Third Honors	:	Samar Nat'l. Agricultural School 1967 -1968
Outstanding Leader Of the Year	:	University of Eastern Phil. University Town, Catarman, Northern Samar 1981

POSITIONS HELD

Agriculturist	:	Ipil-Ipil Production Samar National Agricultural School, San Jorge, Samar
Secondary School Teacher	:	Samar Nat'l. Agricultural School San Jorge, Samar 1982 - 1989
Instructor I	:	Samar nat'l. Agricultural School San Jorge, Samar 1989 - 1990
Instructor II	:	Samar nat'l. Agricultural School San Jorge, Samar 1990 - 1997
Assistant Prof. I	:	Samar State College of Agriculture and Forestry San Jorge, Samar 1998 to date

CO - CURRICULAR ACTIVITIES

President, Student Body Organization	:	Samar Nat'l. Agricultural School San Jorge, Samar 1978 - 1979
President, FFPCC	:	University of Eastern Phil. University Town, Catarman, Northern Samar 1980 - 1981
Adviser, Student Body Organization	:	Samar Nat'l. Agricultural School San Jorge, Samar 1982 - 1988
Athletic Coordinator:		Samar Nat'l. Agricultural School San Jorge, Samar 1982 - 1989
EVRAA Officiating Official	:	Southern Leyte School of Arts & Trades, Sogod, Southern Leyte February 20-25, 1989
Coordinator Scholarship Prog. Of Cong. Rodolfo T. Tuazon-Cong. 1st District of Samar	:	Samar State College of Agriculture and Forestry San Jorge, Samar 1997 to date
Industrial Coordinator on TESDA	:	Samar State College of Agriculture and Forestry San Jorge, Samar 1999 to date

Member, Selection Promotion Board	:	Samar State College of Agriculture and Forestry San Jorge, Samar July 5, 2000 to date
Member, Pre-Qualification Bids and Awards Committee (PBAC)	:	SSCAF, San Jorge, Samar
Member, Board of Trustees (Faculty President)	:	SSCAF, San Jorge, Samar 1998 to date

TRAININGS, SEMINARS AND WORKSHOPS ATTENDED

Training on Agricultural Project Management, Central Luzon State University, Muñoz, Nueva Ecija, July 7-16, 1997.

Applying Job analysis in Assessing Apprenticeship/Learnership Program, TESDA Conference Hall, Brgy. Abucay, Tacloban City, April 20-24, 1998.

B-MEG Poultry Raising Seminar, Calbayog City, January 20, 1987.

Seminar on the Housing Loan Program (EHLP) at Pag-Ibig Fund TARO, September 13, 1996.

Test Construction Seminar Workshop, Regional Education Learning Center, November 28-29, 1996.

Seminar on Profitable Hog Raising, San Jorge, Samar, January 22, 1997.

Training course on Artificial in Cattle and Swine, VISCA, Baybay, Leyte, December 1-17, 1998.

Methodology and Presentation Skills Training Program for Technology Based Education and Training Institutions, Population Commission, Candahug, Palo, Leyte, February 5-8, 1999.

Values Orientation Workshop (VOW), Samar State College of Agriculture and Forestry, San Jorge, Samar, February 23-25, 1999.

Regional Workshop on the Establishment of a National Trainer Qualification and Certification System (NTQCS), Hotel Alejandro, Tacloban City, August 10, 1999.

Settling Employee-Management Disputes Seminar, Civil Service Commission, Catbalogan, Samar, October 28, 1999.

Seminar-Workshop on Basic Course on Dual Training, Industrial Coordination, Ritz Tower de Leyte, Tacloban City.

2000 PASUC Mid-Year Conference, "Effective and Productive SUCs Governance in the New Millennium", Batangas Plaza, Batangas City, June 20-22, 2000.

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