

## APPENDIX A

### STAGES OF CONCERN ABOUT THE INNOVATION

- 0 AWARENESS: Little concern about or involvement with the innovation is indicated.
- 1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
- 2 PERSONAL: Individual is uncertain about the demands of the innovation, his inadequacy to meet those demands, and his role with the innovation. This includes analysis of his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
- 3 MANAGEMENT: Attention is focused on the processes and task of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
- 4 CONSEQUENCE: Attention focuses on impact of the innovation on students in his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcome, including performance and competences, and changes needed to increase student outcomes.
- 5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.
- 6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to proposed or existing form of the innovation.

## APPENDIX B

### LEVELS OF USE OF THE INNOVATION

- 0    NONUSE: The teacher does not know the innovative programme exists and is doing nothing in relation to it.
- I    ORIENTATION: The teacher is finding out about the programme by soliciting and/or reading general descriptions. After becoming familiar with it a decision is made whether or not to use the programme. (Note: In many cases use of the innovation is mandated, so this exploration activity is often not for the purpose of making a decision).
- II    PREPARATION: The teacher is actively learning in detail about the role, the procedures and the materials required to use the innovation. This may include attendance at workshop and meetings and detailed examination of the materials.
- III    MECHANICAL USE: The teacher's use of the innovation reflects lack of effective management and lack of anticipation of more than day-to-day needs, problems, and events. Changes that are made are primarily to meet such teacher needs as order, quiet and less out-of-school preparation time.
- IVa    ROUTINE: At this level the logistics and organization required by the programme have been established and problems are handled routinely. Few if any changes are made in how the innovation is used.
- IVb    REFINEMENT: The teacher is making changes in the use of the innovation based on its cognitive and affective effects on children. Materials and procedures are varied, either as a whole or in reference to the individual child. Feedback about the programme, and changes are made based on this information.
- V    INTEGRATION: The teacher at this level is expanding use of the innovation by collaborating with one or more teachers for the purpose of achieving greater impact. This is typically done through regularly sharing resources, information and/or children in an effort to increase learning.
- VI    RENEWAL: At this level the teacher is actively looking for other innovations or ideas to supplement or replace the innovation altogether. Various combinations of these are explored and tried.

## APPENDIX C

### STATEMENTS ON THE STAGES OF CONCERN QUESTIONNAIRE ARRANGED ACCORDING TO STAGE

Item No.	Statements
<u>STAGE 0</u>	
3	I don't even know what the innovation is.
12	I am not concerned about this innovation.
21	I am completely occupied with other things.
23	Although I don't know about this innovation, I am concerned about things in the area.
30.	At this time, I am not interested in learning about this innovation.
<u>STAGE 1</u>	
6	I have a very limited knowledge about the innovation.
14	I would like to discuss the possibility of using the innovation.
15	I would like to know what resources are available if we decide to adopt this innovation.
26	I would like to know what the use of the innovation will require in the immediate future.
35	I would like to know how this innovation is better than what we have now.
<u>STAGE 2</u>	
7	I would like to know the effect of reorganization on my professional status.
13	I would like to know who will make the decision in the new system.
17	I would like to know how my teaching or administration is supposed to change.
28	I would like to have more information on time and energy commitments required by this innovation.
33	I would like to know how my role will change when I am using the innovation.

## APPENDIX C (Continued)

Item No.	Statements
<u>STAGE 3</u>	
4	I am concerned about not having enough time to organize myself each day.
8	I am concerned about conflict between my interests and my responsibilities.
16	I am concerned about my inability to manage all the innovation requires.
25	I am concerned about time spent working with non-academic problems related to this innovation.
34	Coordination of tasks and people is taking too much of my time.
<u>STAGE 4</u>	
1	I am concerned about students' attitudes toward this innovation.
11	I am concerned about how the innovation affects students.
19	I am concerned about evaluating my impact on students.
24	I would like to excite my students about their part in this approach.
32	I would like to use feedback from students to change the program.
<u>STAGE 5</u>	
5	I would like to help others in their use of the innovation.
10	I would like to develop working relationships with both our school and outside school using this innovation.
18	I would like to familiarize other departments or persons with the progress of this new approach.
27	I would like to coordinate my effort with others to maximise the innovation's effects.
29	I would like to know what other schools are doing in this area.

**LEVELS OF USE**  
**SCALE POINT**  
**DEFINITIONS OF THE**  
**LEVELS OF USE**  
**OF THE INNOVATION**

Levels of Use are distinct states that reflect observably different types of uses and patterns of innovation use exhibited by individuals and groups. These levels characterize a development in acquiring new and varying uses of the innovation. Each level encompasses a range of behaviors, but is limited by a set of preexisting Decision Points. For present purposes, each level is defined by seven categories.

**LEVEL 0**  
**DECISION POINT A:** State in which the user has no knowledge of the innovation, involvement with the innovation, and nothing toward becoming involved.

**LEVEL I**  
**DECISION POINT A:** State in which the user receives or is acquiring information about the innovation and/or has tested or is exploring its value orientation and its demands upon user and system.

**LEVEL II**  
**DECISION POINT B:** State in which the user begins for first use of the innovation.

**LEVEL III**  
**DECISION POINT C:** State in which the user explores test effect of the innovation's day-to-day use of the innovation. Short time for reflection. Changes are made now to meet user's own client needs. The user is only engaged in a strenuous attempt under the tasks required to use the innovation, often resulting in disappointed practical use.

**LEVEL IV A**  
**DECISION POINT C:** State in which the user uses of the innovation is well. Few if any changes are being in ongoing use. Little preparation brought to bring given to innovation use or its consequences.

**DECISION POINT D-C**  
**LEVEL IV B**  
**DECISION POINT E:** State in which the user makes own efforts to use the innovation to increase impact on clients within their sphere of influence. Variations based on knowledge of both short-term consequences for clients.

**LEVEL V**  
**DECISION POINT F:** State in which the user makes own efforts to use the innovation with related activities of colleagues to achieve a collective impact within their common sphere of influence.

**LEVEL VI**  
**DECISION POINT F:** State in which the user refines the quality of use of the innovation. Seeks major modifications of innovations to present innovation to increased impact on clients, explore new developments in the field, explores new goals for self and the field.

## APPENDIX D

### CATEGORIES

#### KNOWLEDGE

That which the user knows about characteristics of the innovation, how to use it, and consequences of its use. This is cognitive knowledge related to using the innovation, not feelings or attitudes.

#### ACQUIRING INFORMATION

Solicits information about the innovation in a variety of ways, including questioning resource persons, corresponding with resource agencies, reviewing printed materials, and reading media.

#### SHARING

Discusses the innovation with others. Shares plans, ideas, resources, outcomes, and problems related to use of the innovation.

LEVEL	DECISION POINT	CATEGORIES		
		KNOWLEDGE	ACQUIRING INFORMATION	SHARING
0		Knows nothing about this or similar innovations or has only very limited general knowledge of efforts to develop innovations in the area.	Takes little or no action to solicit information beyond reviewing descriptive information about this or similar innovations when it happens to come to personal attention.	Is not communicating with others about the innovation beyond possibly acknowledging that the innovation exists.
1	A	Takes action to learn more detailed information about the innovation.	Solicits descriptive material about the innovation. Seeks commons and knowledge of others through discussions, visits, or workshops.	Discusses the innovation in general terms and/or exchanges descriptive information, materials, or ideas about the innovation and possible implications of its use.
2	B	Makes a decision to use the innovation by establishing a time to begin.	Seeks information and resources specifically related to preparation for use of the innovation in own setting.	Discusses resources needed for initial use of the innovation. Does effort to procure training and in planning for resources, logistics, schedules, etc., in preparation for first use.
3	C	Begins first use of the innovation.	Solicits management information about such things as logistical, scheduling techniques, and ideas for reducing amount of time and work required of user.	Discusses management and logistic issues related to use of the innovation. Resources and materials are shared for purposes of reducing management, cost and logistical problems related to use of the innovation.
4	D	A routine pattern of use is established.	Makes no special efforts to seek information as a part of ongoing use of the innovation.	Discusses current use of the innovation with little or no reference to ways of changing use.
5	E	Changes use of the innovation based on formal or informal evaluation in order to increase client outcomes.	Solicits information and materials that focus specifically on changing use of the innovation to affect client outcomes.	Discusses own methods of modifying use of the innovation to change client outcomes.
6	F	Initiates changes in use of innovation based on input of and in collaboration with what colleagues are doing.	Solicits information and opinions for the purpose of collaborating with others in use of the innovation.	Discusses efforts to increase client impact through collaboration with others on personal use of the innovation.
7		Knows how to coordinate own use of the innovation with colleagues to provide a collective impact on clients.	Solicits information and materials about other innovations as alternatives to the present innovation or for making major modifications in the innovation.	Focuses discussions on identification of major alternatives or replacements for the current innovation.

## APPENDIX D

CATEGORIES			
ASSESSING	PLANNING	STATUS REPORTING	PERFORMING
<p>Examines the potential of actual use of the innovation or its direct impact of it. This can be a formal assessment or can involve actual collection and analysis of data.</p>	<p>Designs and outlines short and/or long-range steps to be taken during process of innovation adoption, i.e., aligns resources, schedules, activities, meets with others, organizes, and/or coordinates use of the innovation.</p>	<p>Describes personal state of the present time in relation to use of the innovation.</p>	<p>Carries out the actions and activities entailed in operationalizing the innovation.</p>
<p>Takes no action to analyze the innovation as characteristics, possible use, or consequences of use.</p>	<p>Schedules no time and specifies no steps for the study or use of the innovation.</p>	<p>Reports little or no personal involvement with the innovation.</p>	<p>Takes no discernible action, starts learning about or using the innovation. The innovation and/or its accomplishments are not present or in use.</p>
<p>Analyzes and compares materials, costs, requirements for use, evaluation reports, potential effects, strengths and weaknesses for purpose of making a decision about use of the innovation.</p>	<p>Plans to gather necessary information and resources as needed to make a decision for or against use of the innovation.</p>	<p>Reports presently extending self to what the innovation is and is not.</p>	<p>Explores the innovation and requirements for its use by talking to others about it, reviewing descriptive information and sample materials, attending orientation sessions, and observing others using it.</p>
<p>Analyzes detailed requirements and available resources for initial use of the innovation.</p>	<p>Identifies steps and procedures entailed in obtaining resources and organizing activities and events for initial use of the innovation.</p>	<p>Reports preparing self for initial use of the innovation.</p>	<p>Studies reference materials to craft, organize, prioritize, and select activities and events for initial use.</p>
<p>Examines own use of the innovation with respect to elements of logistics, management, time, schedules, reflectors are general reflections of clients.</p>	<p>Plans for organizing and managing resources, activities, and events related primarily to immediate ongoing use of the innovation. Planned for changes address managerial or logistical issues with a short-term perspective.</p>	<p>Reports that logistics, time, management, resource organization, etc., are the focus of most personal efforts to use the innovation.</p>	<p>Manages innovation with varying degrees of efficiency. Often lacks anticipation of immediate consequences. The flow of activities may be uncoordinated, unchallenged, unclear, and uncertain when changes are made, and may erratically in response to logistic and organizational problems.</p>
<p>Limits planning activities to those activities when user has high degree of confidence in the use of the innovation for the purpose of initiating use.</p>	<p>Plans intermediate and long-range directions with little projected variation in how the innovation will be used. Planning focuses on routine use of resources, personnel, etc.</p>	<p>Reports that personal use of the innovation is going along satisfactorily with few if any problems.</p>	<p>Uses the innovation (mostly with minor management problems) and finds there is little variation in pattern of use.</p>
<p>Assesses use of the innovation for the purpose of changing client practices to improve client outcomes.</p>	<p>Develops intermediate and long-range plans that anticipate possible and needed steps, resources, and events designed to enhance client outcomes.</p>	<p>Reports varying use of the innovation in order to change client outcomes.</p>	<p>Explores and experiments with altering the combinations of the innovation with existing practices to maximize client involvement and to enhance client outcomes.</p>
<p>Assumes collaborative use of the innovation in terms of client outcomes and strengthens the awareness of the educated user.</p>	<p>Plans specific actions to coordinate own use of the innovation with others to achieve increased impact on clients.</p>	<p>Reports spending time and energy collaborating with others about integrating own use of the innovation.</p>	<p>Collaborates with others in use of the innovation as a means for exploring the innovation's impact on clients. Changes in use are made in collaboration with others.</p>
<p>Assumes schematics and consequences of major modifications or alternatives to the present innovation.</p>	<p>Plans activities that involve pursuit of alternatives to enhance or replace the innovation.</p>	<p>Reports congealing major modifications of or alternatives to expand use of the innovation.</p>	<p>Explores other innovations that could be used in combination with or in place of the present innovation in an attempt to develop more effective means to achieving client outcomes.</p>

## APPENDIX E1

### TEACHER QUESTIONNAIRE IN ENGLISH

#### A. Concerns About Innovation

The purpose of this questionnaire is to determine what people who are using or thinking about using various programme are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various innovations to many years of experience in using them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
- This statement is very true of me at this time.  
This statement is somewhat true of me now.  
This statement is not at all true of me at this time.  
This statement seems irrelevant to me.
- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|

Please respond to the items in terms of your present concerns, of how you feel about your involvement or potential involvement with the teaching of the Sixth Form Geography Curriculum. The name geography curriculum does not appear in the items. However, phrases such as "the innovation", "this approach", "the program", and "the new system" all refer to the new Sixth Form Geography curriculum.

**Thank you for taking time to complete this questionnaire.**

	0	1	2	3	4	5	6	7	
	Not true of me now			Somewhat true of me now			Very true of me now		
1. I am concerned about students' attitude towards this innovation.	0	1	2	3	4	5	6	7	
2. I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7	
3. I don't even know what the innovation is.	0	1	2	3	4	5	6	7	
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7	
5. I would like to help other schools in their use of the innovation.	0	1	2	3	4	5	6	7	
6. I have very limited knowledge about the innovation.	0	1	2	3	4	5	6	7	
7. I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7	
8. I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7	
9. I am concerned about revising my use of the innovation.	0	1	2	3	4	5	6	7	
10. I would like to develop working relationships with both our school and other schools using this innovation.	0	1	2	3	4	5	6	7	
11. I am concerned about how the innovation affects students.	0	1	2	3	4	5	6	7	
12. I am not concerned about this innovation.	0	1	2	3	4	5	6	7	
13. I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7	

	0	1	2	3	4	5	6	7	
	Not true of me now			Somewhat true of me now			Very true of me now		
14. I would like to discuss the possibility of using the innovation.	0	1	2	3	4	5	6	7	
15. I would like to know what resources are available if we decide to adopt this innovation.	0	1	2	3	4	5	6	7	
16. I am concerned about my inability to manage all the innovation requires.	0	1	2	3	4	5	6	7	
17. I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7	
18. I would like to familiarize other schools or teachers with the progress of this new approach.	0	1	2	3	4	5	6	7	
19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7	
20. I would like to revise the innovation's instructional approach.	0	1	2	3	4	5	6	7	
21. I am completely occupied with other things.	0	1	2	3	4	5	6	7	
22. I would like to modify our use of the innovation based on the experiences of the students.	0	1	2	3	4	5	6	7	
23. Although I don't know about this innovation, I am concerned about things in the area.	0	1	2	3	4	5	6	7	
24. I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7	
25. I am concerned about time spent working with non-academic problems related to this innovation.	0	1	2	3	4	5	6	7	

	0	1	2	3	4	5	6	7	
	Not true of me now			Somewhat true of me now			Very true of me now		
26. I would like to know what the use of the innovation will require in the immediate future.	0	1	2	3	4	5	6	7	
27. I would like to coordinate my effort with others to maximize the innovation's effects.	0	1	2	3	4	5	6	7	
28. I would like to have more information on time and energy commitments required by this innovation.	0	1	2	3	4	5	6	7	
29. I would like to know what other schools are doing in this area.	0	1	2	3	4	5	6	7	
30. At this time I am not interested in learning about this innovation.	0	1	2	3	4	5	6	7	
31. I would like to determine how to supplement, enhance, or replace the innovation.	0	1	2	3	4	5	6	7	
32. I would like to use feedback from students to change the programme.	0	1	2	3	4	5	6	7	
33. I would like to know how my role will change when I am using the innovation.	0	1	2	3	4	5	6	7	
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7	
35. I would like to know how this innovation is better than what we have now (i.e. without this component in my elective).	0	1	2	3	4	5	6	7	

**B. Background Information.**

Please complete the following by placing a tick ( / ) in the boxes provided.

36. Sex :                    Male                    1 (   )

                          Female                    2 (   )

37. Age :                    20 - 29 years                    1 (   )

                          30 - 39 years                    2 (   )

                          40 - 55 years                    3 (   )

38. How many years have you been teaching?

Less than 10 years                    1 (   )

10 years and above                    2 (   )

39. Have you attended any in-service courses on the new Sixth Form Geography curriculum?

Yes                    1 (   )

No                    2 (   )

40. If your answer to question 39 is "Yes", which level in-service course did you attend ?

State-organised                    1 (   )

School-based                    2 (   )

41. Where is your present school located ?

Urban area                    1 (   )

Rural area                    2 (   )

## APPENDIX E2

### TEACHER QUESTIONNAIRE IN THE MALAY LANGUAGE

#### A. Perihatin Tentang Inovasi

Tujuan soalselidik ini adalah untuk menentukan apakah perihatin-perihatin mereka yang sedang ataupun yang akan menggunakan sesuatu program yang baru (inovasi). Pernyataan-pernyataan soalselidik ini telah dibina daripada respons-respons guru di sekolah dan di maktab. Guru-guru ini terdiri daripada mereka yang langsung tidak ada pengetahuan tentang sesuatu inovasi kepada mereka yang berpengalaman mengguna innovasi yang berkenaan. Oleh yang demikian, sebahagian daripada pernyataan-pernyataan ini mungkin tidak begitu relevan ataupun langsung tidak relevan kepada anda pada masa ini. Bagi pernyataan-pernyataan yang langsung tidak relevan kepada anda, sila bulatkan angka "0" pada skala yang diberi. Pernyataan-pernyataan lain yang mewakili perihatin-perihatin anda haruslah ditandakan lebih tinggi pada skala tersebut mengikut kekuatan perihatin anda.

Contohnya:

- 0 1 2 3 4 5 6  7 Pernyataan ini amat benar bagi saya pada masa ini.  
0 1 2 3  4 5 6 7 Pernyataan ini adalah benar bagi saya pada masa ini.  
 0 1 2 3 4 5 6 7 Pernyataan ini tidak benar bagi saya pada masa ini.  
 0 1 2 3 4 5 6 7 Pernyataan ini nampaknya tidak relevan kepada saya.

Sila respon kepada semua pernyataan dari segi perihatin anda tentang bagaimana perasaan anda dalam pengajaran mata pelajaran Geografi Tingkatan 6. Istilah Kurikulum Baru Geografi tidak dinyatakan dalam mana-mana pernyataan. Walau bagaimanapun, istilah-istilah seperti "inovasi ini", "pendekatan ini", "program ini", dan "sistem baru ini", semuanya merujuk kepada Kurikulum Baru Geografi Tingkatan 6. Anda diingatkan supaya respon kepada setiap pernyataan dari segi perihatin anda PADA MASA INI.

Terima kasih kerana sudi mengambil masa untuk menjawab soalselidik ini.

	0	1	2	3	4	5	6	7
	Tidak benar bagi saya pada masa ini		Adalah benar bagi saya pada masa ini		Amat benar bagi saya pada masa ini			
1.	Saya perihatin tentang sikap pelajar terhadap innovasi ini.	0	1	2	3	4	5	6
2.	Kini saya tahu ada pendekatan lain yang mungkin lebih baik.	0	1	2	3	4	5	6
3.	Saya langsung tidak tahu apakah innovasi ini.	0	1	2	3	4	5	6
4.	Saya perihatin tentang masa yang tidak mencukupi untuk saya mengurus diri setiap hari.	0	1	2	3	4	5	6
5.	Saya ingin menolong sekolah-sekolah lain menggunakan innovasi ini.	0	1	2	3	4	5	6
6.	Pengetahuan saya tentang innovasi ini amat terhad.	0	1	2	3	4	5	6
7.	Saya ingin tahu apakah kesan penyusunan semula ke atas kedudukan profesional saya.	0	1	2	3	4	5	6
8.	Saya perihatin tentang percanggahan di antara minat dan tanggungjawab saya.	0	1	2	3	4	5	6
9.	Saya ingin mengubahsuai cara saya menggunakan innovasi ini.	0	1	2	3	4	5	6
10.	Saya ingin mewujudkan hubungan kerjasama dengan guru-guru di sekolah saya dan di sekolah-sekolah lain yang menggunakan innovasi ini.	0	1	2	3	4	5	6
11.	Saya perihatin tentang apakah kesan innovasi ini ke atas pelajar-pelajar.	0	1	2	3	4	5	6
12.	Saya tidak perihatin tentang innovasi ini.	0	1	2	3	4	5	6
13.	Saya ingin tahu siapakah yang membuat keputusan dalam sistem baru ini.	0	1	2	3	4	5	6

	0	1	2	3	4	5	6	7
	Tidak benar bagi saya pada masa ini	Adalah benar bagi saya pada masa ini		Amat benar bagi saya pada masa ini				
14.	Saya ingin berbincang tentang kemungkinan saya menggunakan innovasi ini.	0	1	2	3	4	5	6
15.	Saya ingin tahu apakah sumber-sumber yang sedia ada sekiranya kita menerima dan menggunakan innovasi ini.	0	1	2	3	4	5	6
16.	Saya perihatin sekiranya tidak berkeupayaan untuk menguruskan semua yang diperlukan oleh innovasi ini.	0	1	2	3	4	5	6
17.	Saya ingin tahu bagaimana pengajaran atau pentadbiran saya harus berubah.	0	1	2	3	4	5	6
18.	Saya ingin membiasakan sekolah-sekolah atau guru-guru lain dengan kemajuan pendekatan baru ini.	0	1	2	3	4	5	6
19.	Saya perihatin tentang bagaimana saya boleh menilai kesan pengajaran saya ke atas murid.	0	1	2	3	4	5	6
20.	Saya ingin memperbaiki pendekatan pengajaran innovasi ini.	0	1	2	3	4	5	6
21.	Saya terlalu sibuk dengan hal-hal lain.	0	1	2	3	4	5	6
22.	Saya ingin mengubahsuai cara menggunakan innovasi ini berdasarkan pengalaman murid-murid.	0	1	2	3	4	5	6
23.	Walaupun saya tidak tahu tentang innovasi ini, saya perihatin tentang hal-hal yang berkaitan dengannya.	0	1	2	3	4	5	6
24.	Saya ingin merangsangkan pelajar saya tentang peranan mereka dalam pendekatan ini.	0	1	2	3	4	5	6

	0	1	2	3	4	5	6	7
	Tidak benar bagi saya pada masa ini	Adalah benar bagi saya pada masa ini			Amet benar bagi saya pada masa ini			
25.	Saya perihatin tentang masa yang dihabiskan untuk menyelesaikan masalah-masalah bukan akademik berhubung dengan innovasi ini.	0	1	2	3	4	5	6
26.	Saya ingin tahu apakah yang akan diperlukan untuk menggunakan innovasi ini pada masa depan.	0	1	2	3	4	5	7
27.	Saya ingin menyelesaikan usaha-usaha saya dengan orang lain untuk memaksimumkan kesen innovasi ini.	0	1	2	3	4	5	7
28.	Saya ingin mendapat maklumat lanjut tentang masa dan tenaga yang diperlukan oleh innovasi ini.	0	1	2	3	4	5	7
29.	Saya ingin tahu apakah yang sedang dilakukan oleh sekolah-sekolah lain dalam bidang ini..	0	1	2	3	4	5	7
30.	Pada masa ini saya tidak berminat untuk mengetahui innovasi ini.	0	1	2	3	4	5	7
31.	Saya ingin menentukan bagaimana saya boleh menokok tambahan, mempertingkatkan atau menggantikan innovasi ini.	0	1	2	3	4	5	7
32.	Saya ingin menggunakan maklumat dasar daripada pelajar untuk mengubah program ini.	0	1	2	3	4	5	7
33.	Saya ingin tahu bagaimana peranan saya akan berubah bila saya menggunakan innovasi ini.	0	1	2	3	4	5	7
34.	Usaha penyelesaian tugas dan orang banyak mengambil masa saya.	0	1	2	3	4	5	7

0	1	2	3	4	5	6	7
Tidak benar bagi saya pada masa ini	Adalah benar bagi saya pada masa ini	Amat benar bagi saya pada masa ini					

35. Saya ingin tahu bagaimana innovasi ini lebih baik daripada apa yang sedia ada (iaitu tanpa komponen ini dalam elektrik saya).

0	1	2	3	4	5	6	7
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## **B. MakJumat Latarbelakang.**

Sila lengkapkan butir-butir berikut dengan menandakan ( / ) dalam kotak-kotak yang berkenaan.

36. Jantina : Lelaki 1 ( )  
Perempuan 2 ( )



38. Jumlah tahun pengalaman mengajar :

Kurang daripada 10 tahun                    1 ( )

10 tahun dan ke atas                    2 ( )

39. Pernahkah anda menyertai kursus dalam perkhidmatan bagi program Geografi Tingkatan 6 yang baru ini ?

Pernah:	1 ( )
Tidak pernah	2 ( )

40. Jika jawapan anda kepada soalan 39 ialah "Pernah", apakah peringkat kursus yang telah anda hadiri ?

- Peringkat Negeri                                    1 ( )  
Peringkat Sekolah                                    2 ( )

41. Nyatakan lokasi sekolah anda.

- Kawasan bandar 1 ( )  
Kawasan luar bandar 2 ( )

## APPENDIX F1

### LEVELS OF USE (LoU) INTERVIEW SCHEDULE IN ENGLISH

Subject No. : \_\_\_\_\_

Interview Date: \_\_\_\_\_

Name of teacher: \_\_\_\_\_

Time : \_\_\_\_\_

#### INTRODUCTION

I understand you are teaching the new Sixth Form Geography subject. I would like to find out how you go about teaching it.

1. Given your present circumstances in the classroom and school context, what do you perceive as the strengths of the new Sixth Form Geography curriculum ?

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2. You have just expressed your opinion on the strengths of the Geography curriculum. What do you think are some of the weaknesses of this curriculum ?

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3. Given these weaknesses, have you made any attempts to overcome them ?

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4. Are you currently looking for any information relating to this Geography program ?

Yes ( )

No ( ) [ If No, proceed to question 6 ]

5. What kind of information are you looking for and for what purpose ?

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6. Do you work with others, whether within or outside your school, in the teaching of this new curriculum ?

Yes ( )

No ( ) ( If No, proceed to question 17 )

7. Have you made any changes in the teaching of this component based on this coordination ?

Yes ( )

No ( ) [ If No, proceed to question 17 ]

8. How do you work together ?

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9. What do you share with one another ?

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10. How frequently do you work together and share ?

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11. What do you see as the effects of this collaboration ?

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12. What, if any, particular kind of information are you looking for in relation to this collaboration ?

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13. Do you talk with others about your collaboration ?

Yes ( )

No ( ) [ If No, proceed to question 17 ]

14. What do you share with them ?

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15. Have you done any formal or informal evaluation of this collaboration that is on-going between you and others within or outside the school ?

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16. What plans do you have for this kind of collaboration in the future ?

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17. Do you discuss with others, inside or outside your school, about this Geography program ?

Yes ( )

No ( ) [ If No, proceed to question 20 ]

18. What do you discuss with them ?

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19. Have you considered any other method or thought about different ways of teaching this component apart from those you are using now ?

Yes ( )

No ( )

20. Are you doing any evaluation, either formally or informally, of this Geography program that would affect your teaching of this subject ?

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21. Have you received any feedback from students that would affect the way you are teaching this subject ?

Yes ( )

No ( ) [ If No, proceed to question 23 ]

22. What have you done with the information received from the pupils as feedback?

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23. Have you made any changes in how you teach this subject ?

Yes ( )

No ( ) [ If No, proceed to question 26 ]

24. a. What changes did you make ?

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b. Why are these changes made ?

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c. How recently were they made ?

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25. Are you considering making any other changes ?

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26. Looking ahead, what plans, if any, do you have in relation to your teaching of this subject ?

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27. Are you considering or planning to make major modifications to this program in your teaching at this time ?

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28. Do you use the content and methods of this Geography program in teaching other subject areas ?

Yes ( )

No ( )

29. What are the subject areas where you use this Geography program ?

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## APPENDIX F2

### LEVELS OF USE (LoU) INTERVIEW SCHEDULE IN MALAY LANGUAGE

No. Subjek : \_\_\_\_\_

Tarikh Temuramah : \_\_\_\_\_

Nama Guru : \_\_\_\_\_

Masa : \_\_\_\_\_

#### PENGENALAN

Saya difahamkan cikgu mengajar mata pelajaran Geografi Tingkatan 6. Saya ingin mengetahui bagaimana cikgu mengendalikan pengajaran mata pelajaran ini.

1. Pada pendapat cikgu, apakah kelebihan-kelebihan kurikulum Geografi baru ini dalam konteks anda di sekolah ini ?

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2. Cikgu telah memberi pendapat tentang kelebihan-kelebihan program Geografi ini. Pada pendapat cikgu, apakah kelemahan-kelemahan program ini dalam situasi anda sekarang ?

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3. Adakah cikgu cuba mengatasi kelemahan-kelemahan tersebut ? Dan jika ada, apakah yang telah cikgu lakukan untuk mengatasinya ?

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4. Adakah cikgu sedang mencari apa-apa maklumat tentang mata pelajaran Geografi ini?

Ya

Tidak  [ Jika Tidak, terus ke soalan 6 ]

5. Apakah jenis maklumat yang cikgu sedang cari dan apakah tujuannya ?

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6. Dalam pengajaran Geografi, adakah cikgu bekerjasama atau berkoordinasi dengan guru-guru lain atau pihak lain di dalam atau di luar sekolah ?

Ya

Tidak  [ Jika Tidak, terus ke soalan 17 ]

7. Berdasarkan pada kerjasama atau koordinasi ini, adakah cikgu membuat apa-apa perubahan dalam pengajaran Geografi cikgu?

Ya

Tidak  [ Jika Tidak, terus ke soalan 17 ]

8. Bagaimanakah cikgu bekerjasama atau berkoordinasi dengan mereka ?

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9. Apakah yang dikongsikan antara satu sama lain dalam koordinasi ini ?

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10. Berapa kerapkah kerjasama atau koordinasi ini dilakukan ?

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11. Pada pendapat cikgu, apakah kesan atau akibat kerjasama atau koordinasi ini ?

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12. Adakah cikgu sedang mencari maklumat berhubung dengan kerjasama ini? Jika ada, apakah jenis maklumat yang dicari ?

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13. Adakah cikgu berbincang dengan pihak-pihak lain tentang kerjasama ini ?

Ya      (    )

Tidak    (    )    [ Jika Tidak, terus ke soalan 17 ]

14. Apakah yang cikgu bincangkan dengan pihak-pihak lain ini ?

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15. Adakah cikgu membuat apa-apa penilaian, sama ada secara formal atau tidak formal, tentang bagaimana kemajuan kerjasama ini?

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16. Apakah rancangan cikgu untuk usaha kerjasama ini pada masa depan ?

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17. Adakah cikgu pernah berbincang dengan guru-guru atau pihak lain sama ada di dalam atau di luar sekolah tentang mata pelajaran Geografi ini ?

Ya      (    )

Tidak    (    ) [ Jika Tidak, terus ke soalan 20 ]

18. Apakah yang cikgu bincangkan dengan mereka ?

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19. Adakah cikgu sudah memikirkan tentang kaedah atau cara-cara lain untuk mengajar mata pelajaran Geografi ini selain daripada apa yang anda gunakan sekarang ?

Ya      (    )

Tidak    (    )

20. Adakah cikgu sedang membuat penilaian sama ada secara formal atau tidak formal, tentang mata pelajaran Geografi ini yang akan mempengaruhi pengajaran anda ?

Ya ( )

Tidak ( )

21. Sudahkah cikgu menerima apa-apa maklumbalas daripada murid anda yang boleh mempengaruhi cara cikgu mengajar mata pelajaran Geografi ini?

Ya ( )

Tidak ( ) [ Jika Tidak, terus ke soalan 23 ]

22. Dengan maklumat yang cikgu terima daripada murid anda, apakah yang cikgu akan lakukan dengannya?

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23. Adakah cikgu membuat apa-apa perubahan dalam cara cikgu mengajar mata pelajaran Geografi ini?

Ya ( )

Tidak ( ) [ Jika Tidak, terus ke soalan 25 ]

24. a. Apakah perubahan-perubahan yang telah dilakukan cikgu?

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- b. Apakah sebab-sebab perubahan-perubahan ini dilakukan?

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- c. Bilakah perubahan-perubahan ini dilakukan?

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25. Adakah cikgu sedang memikirkan perubahan-perubahan lain yang cikgu ingin lakukan ?

Ya           (   )

Tidak       (   )

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26. Berhubung dengan pengajaran mata pelajaran Geografi ini, adakah cikgu mempunyai apa-apa rancangan untuk masa depan ?

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27. Adakah cikgu sedang memikirkan ataupun sedang membuat rancangan untuk membuat modifikasi atau rombakan terhadap program Geografi ini ?

Ya           (   )

Tidak       (   )

28. Adakah cikgu menggunakan strategi dan kandungan Geografi ini dalam pengajaran mata pelajaran lain ?

Ya           (   )

Tidak       (   )

29. Apakah mata pelajaran - mata pelajaran lain tersebut ?

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## APPENDIX G

**STAGES OF CONCERN RAW SCORE-PERCENTILE CONVERSION CHART  
FOR STAGES OF CONCERN QUESTIONNAIRE**

Raw Scale Score Total	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Total Raw Score	Percentile
0	10	5	5	2	1	1	1		
1	23	12	12	5	1	2	2	1-42	3
2	29	16	14	7	1	3	3	43-55	6
3	37	19	17	9	2	3	5	56-60	9
4	46	23	21	11	2	4	6	61-66	12
5	53	27	25	15	3	5	9	68-72	18
6	60	30	28	18	3	7	11	73-74	18
7	66	34	31	23	4	9	14	75-78	21
8	72	37	35	27	5	10	17	79-80	24
9	77	40	39	30	5	12	20	81-83	27
10	81	43	41	34	7	14	22	84-86	30
11	84	45	45	39	8	16	26	87-89	33
12	86	48	48	43	9	19	30	90-92	36
13	89	51	52	47	11	22	34	93-95	39
14	91	54	55	52	13	25	38	96-98	42
15	93	57	57	56	16	28	42	99-101	45
16	94	60	59	60	19	31	47	102-104	48
17	95	63	63	65	21	36	52	105-107	51
18	96	66	67	69	24	40	57	108-100	54
19	97	69	70	73	27	44	60	111-112	57
20	98	72	72	77	30	48	65	113-114	60
21	98	75	76	80	33	52	69	115-118	63
22	99	80	78	83	38	55	73	119-122	66
23	99	84	80	85	43	59	77	123-125	69
24	99	88	83	88	48	64	81	126-127	71
25	99	90	85	90	54	68	84	128-132	74
26	99	81	87	92	59	72	87	133-136	77
27	99	93	89	94	63	76	90	137-141	80
28	99	95	91	95	66	80	92	142-144	83
29	99	96	92	97	71	84	94	145-150	86
30	99	97	94	97	76	88	96	151-156	89
31	99	98	95	98	82	91	97	157-161	92
32	99	99	96	98	86	93	98	162-173	95
33	99	99	96	99	90	95	99	174-189	98
34	99	99	97	99	92	97	99	191-245	99
35	99	99	99	99	96	98	99		

Source: G.E. Hall, a.A. George, and W.L. Rutherford, Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire. University of Texas: R & D Centre for Teacher Education, 1977.