

A STUDY ABOUT ACADEMIC PERFORMANCE EVALUATION OF GOMAL UNIVERSITY TEACHERS AS PERCEIVED BY THEIR ADMINISTRATIVE HEADS

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ABSTRACT

This study aimed to evaluate the academic performance of the university teachers as perceived by their Administrative Heads. Objectives of this study were a). To know the methods of teaching used by the teachers during teaching learning process, b). To know the significant difference among the academic performance of the university teachers, working in four faculties of the university. For the said purpose, data was collected from the administrative heads of 28 different departments/colleges of four faculties at Gomal University Dera Ismail Khan. A Reliable, Likert scale having 10 items on academic performance was constructed and distributed among the heads of different departments to rate at least 3 teachers randomly of their departments. Responses on the scale were quantified as taken Strongly Disagree (SDA)=1, Disagree (DA)=2, Undecided (UD)=3, Agree (A)=4, and Strongly Agree (SA)=5. The collected data was then computed in a "Statistica" program in computer to draw findings and conclusion. In order to test the significant difference among the mean scores obtained from the perceptions of administrative heads about teachers' academic performance, one way ANOVA was used as statistical technique. Main finding of the study was found that there was no significant difference among the mean scores obtained from the perceptions of the Administrative Heads, working in four faculties about teachers' academic performance. It means that the perceptions of the Administrative Heads were the same regarding their academic performance. However, it was also investigated that teachers, working in the faculty of Pharmacy were found better with academic performance as compared to the other three faculties. From the findings of the study, it was concluded that the Administrative Heads of 28 different departments at four faculties perceived their teachers with same manner keeping in view their academic performance.

INTRODUCTION

Learning is a process of psychosocial transaction between teachers and students in which the teachers have a dominant position. Students are not only imparted a particular skill, qualifications, and experience but an entire set of behavior. If the behavior of teacher is problematic, then the student is negatively affected, while competent and capable teachers inculcate positive habits in the students. Learning is a life long process and there is always room for improvement. Teachers being the builders of nations need continuous efforts to improve their own knowledge and transfer it to the new generation. There is need of well-qualified and trained teachers to deal positively with their students in teaching.

The Role of Administrators

The role of administrator in the teachers' performance evaluation performs well. According to the American Association for Higher Education (AAHE, 1998) conducted a research available online of Joint Task Force on Student Learning; the "whole college" of teachers, administrators, students, and career professionals must collaborate on the assessment and improvement of teaching and learning. Results from research show that administrators are more important than environment, structure, institution type, and control in accounting for performance. Administrators are well informed about the teachers in the departments, so they can evaluate better. As Estrin (1962) says that the department's head should visit a class