

STUDY ON RELATIONSHIP OF EXPERIENCE, QUALIFICATIONS AND GENDER WITH PERFORMANCE OF DIRECTORS PHYSICAL EDUCATION AS PERCEIVED BY THEIR STUDENTS

SALAHUDDIN KHAN¹, MUHAMMAD SHAH² AND MIRAJ-UD-DIN³

¹Department of HPE, Gomal University, Dear Ismail Khan. (NWFP) Pakistan

²Institute of Education & Research, Gomal University, Dear Ismail Khan. (NWFP) Pakistan

³University WENSAM. College, Gomal University, Dear Ismail Khan. (NWFP) Pakistan

ABSTRACT

The purpose of the study was to investigate the relationship of experience, qualifications, and gender with performance of Directors of Physical Education working in government colleges of North West Frontier Province Pakistan. For data collection a Performance Evaluation Instrument having 64 items was developed from the available literature and from different instruments already used for Performance Evaluation. In order to make the instrument reliable the instrument was sent to 70 experts in all over the country out of which 50 responses were received. The responses were analyzed for reliability in statistical program "STATISTICA". Out of 64 items, only 41 items were selected as reliable having the Cronbach alpha 0.94. The 41 items performance evaluation scale was administered among 1800 students of graduate level studying in the government colleges of NWFP at the time of conducting this study. Responses were quantified with 1= strongly disagree 2= disagree 3= undecided 4= agree and 5= strongly agree. In order to analyze the data Multiple Coefficient of Correlation statistical technique was used.

INTRODUCTION

The main purpose of this study was to ascertain the Relationship of experience, qualifications, and gender of Directors Physical Education with their performance. The importance of Physical Education in the fabric of the college system has long been recognized. In recent years, however, there has been a tremendous expansion of Physical Education programs. Along-with expanding programs, environment around Physical Education also are changing rapidly, requiring more versatility and greater knowledge than were called for in former times.

It is generally believed that more or better qualifications and experience result in better performance, or it can be said that a person who have more experience have shown better performance as compared to the less qualified and less experienced person. When we talk about teacher performance evaluation, it means that the "collecting and

using information to judge." (Darling-Hammond and others (1983) Two performance evaluation types exist: formative and summative. Formative evaluation is a tool used to improve instruction while Summative evaluation is a tool used to make personnel decisions. As the teaching profession considers evaluation an integral part of staff development, both evaluation uses have received more importance in the recent literature. The problems of teacher evaluation programs begin with the basic consideration: evaluation of what? What Criteria used to determine teacher quality? Because teaching method and techniques of Physical Education differs from those of mathematics and English teachers. Are there basic characteristics universal to all "good" teachers?

The evaluation criteria must be measurable. The current literature generally agrees "good" means "effective" A good teacher teaches, students, in response, learn. But