

EVALUATION OF ACADEMIC PERFORMANCE OF UNIVERSITY TEACHERS AS PERCEIVED BY THEIR STUDENTS (A case study of Gomal University Teachers)

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ABSTRACT

The problem under investigation was to determine the evaluation of academic performance of university teachers as perceived by their students. Significance of this study was to know a) The methods of teaching used regarding their performance during teaching learning process. b) is there any significant difference among the academic performance of the university teachers, working in four faculties of the university as perceived by their students? The study was mainly concerned with teaching behavior of university teachers. For the said purpose, data was collected from students, enrolled in different departments of four faculties at Gomal University Dera Ismail Khan. Eighty- (80) students of final years, enrolled in four faculties were selected randomly. A Reliable, Likert type constructed scale having 41 items on academic performance was distributed among the students at different departments to rate their teachers. Responses on the scale were quantified with Strongly Disagree(SDA)=1, Disagree(DA)=2, Undecided (UD)=3, Agree (A)=4, and Strongly Agree (SA)=5. The collected data then computed in a "Statistica" program in computer to calculate conclusion. In order to test the significant difference among the mean scores obtained from the perceptions of students about their teachers' academic performance, one way ANOVA was used as statistical technique. Main finding of the study was found that there was significant difference among the mean scores obtained from the perceptions of the students enrolled in four faculties about their teachers' academic performance. It means that the perceptions of the students were different in relation to the academic performance of their teachers and it was further investigated that the students enrolled in the faculty of Pharmacy were more satisfied with academic performance of their teachers as compared to the other three faculties. From the findings of the study, it was concluded that the students enrolled in four faculties perceived their teachers differently keeping in view their academic performance.

INTRODUCTION

Education requires well-organized curriculum and environment along with experienced teachers. Teachers' attitude, experience, and teaching methods play a vital role in teaching learning process. Satisfying and sharpening the inquisitive capacity of the students, positive attitude and participatory methodologies are required. Students' involvement in the teaching learning process becomes a source of intrinsic motivation; however, teachers have to play a vital role in harnessing the intellectual potentials of the students. They are the people who give direction and advice to the learners. Their behavior, communication skills, conceptual

clarity and psychological equanimity have direct bearing on the character and personality of the students. 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 never-ending 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-