

DEVELOPMENT OF A RELIABLE AND VALID INSTRUMENT FOR THE EVALUATION OF PERFORMANCE OF DIRECTORS OF PHYSICAL EDUCATION

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ABSTRACT

The main purpose of this study was to develop a reliable Instrument to evaluate the performance of Directors of Physical Education working in Government colleges of North West Frontier Province. Main objectives of the study were, to develop a reliable Instrument for PhD research work, to evaluate the performance of Directors of Physical Education using the Instrument, and to collect data using the Instrument for PhD research work. A 41 items reliable and valid instrument was developed for the evaluation of performance of Directors of Physical Education with Cronbach Alpha of 94.

Key Words: - Item correlation, reliability, Cronbach alpha, Statistica, Performance, Evaluation

INTRODUCTION

Student's evaluation of the teacher instruction is used sometimes as a measure of the observed performance of the teacher from the students' point of view. Therefore, some assumptions of using students rating in teacher evaluation i.e. the students knows when he/she has been motivated to learn, it is the students whose behavior is to be changed, students ratings constitute feed back to the teacher, and students recognition may promote or motivate good teaching. Most of these assumptions are undeniably true.

This type of evaluation is used as feedback data to improve instruction and enhance the professional growth of teachers. These evaluations are also used as basis for personnel decisions like promotion, pay rise, dismissal and other forms of award / reprimand for the teacher being assessed. Thus, student's evaluation of teacher is a phenomenon and practice that has thrived over the years in the mucky water of controversy.

Darling-Hammond et al, (1983) have suggested that performance evaluations are useful in improving teacher performance only if the information is used to plan support, staff development, and assistance to teachers in need of assistance. Using student ratings in teacher evaluation, the method is inexpensive, and has a high degree of reliability, but questions of validity and bias remain.

Drake (1984) stresses that an effective evaluation program needs trained evaluators, administrative staff allocated for evaluation time, a staff development program for teachers, and teacher involvement in the evaluation process. Elliott and Chidley's 1985 study of an experimental peer review program found the project's success depended on teacher participation in program design, administrator interest, and teacher release-time for planning, clearly stated objectives, and participants sharing information. But despite the considerable published research on teacher evaluation, the scarcity of successful programs indicates much work remains to be done.