

**RELATIONSHIP AMONG QUALIFICATIONS, EXPERIENCE,  
GENDER, PROFESSIONAL ATTITUDES AND PERFORMANCE OF  
DIRECTORS OF PHYSICAL EDUCATION IN ADMINISTRATION  
OF SPORTS ACTIVITIES IN GOVERNMENT COLLEGES**



By

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**Supervised by: Professor Dr. Muhammad Shah**

*A dissertation submitted to the Gomal University Dera Ismail Khan in partial  
fulfillment of the requirement for the degree of Doctor of Philosophy*

*August 2008*

## APPROVAL SHEET

The thesis attached hereto entitled “*RELATIONSHIP AMONG QUALIFICATIONS, EXPERIENCE, GENDER, PROFESSIONAL ATTITUDES AND PERFORMANCE OF DIRECTORS OF PHYSICAL EDUCATION IN ADMINISTRATION OF SPORTS ACTIVITIES IN GOVERNMENT COLLEGES*” prepared and submitted by **Salahuddin Khan** in partial fulfillment of the requirements for the Degree of **Doctor of Philosophy in Education** is hereby accepted.

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***IN THE NAME OF ALLAH***  
***THE BENEFICENT***  
***AND***  
***MERCIFUL MOST***

*Dedicated to*  
*My parents, wife, children*  
*And*  
*Sports loving people of the world*

## ***ABSTRACT***

*Title: Relationship among Qualifications, Experience, Gender, Professional Attitudes, and Performance of Directors of Physical Education in Administration of Sports Activities in Government Colleges*

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*Researcher: Salahuddin Khan*

*Advisor: Professor Dr. Muhammad Shah*

*University: Gomal University Dera Ismail Khan (Pakistan)*

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*Subject Area: Sports Sciences*

*Degree: PhD in Education*

*The purpose of the study was to investigate the relationship of experience, qualifications, and gender with professional attitudes and performance of Directors of Physical Education working in government colleges of North West Frontier Province (NWFP) Pakistan.*

*Seven Research questions were formulated in order to find out; (a) is there any relationship of professional attitudes with experience, qualifications, and gender of Directors of Physical Education, (b) Is there any relationship of*

*Performance with experience, qualifications, and gender of Directors of Physical Education?(c) is there any relationship of performance (General Qualities) aspects of DPEs with their experience, qualifications, and gender, (d) is there any relationship of performance (Content Knowledge) aspects of DPEs with their experience, qualifications, and gender, (e) is there any relationship of performance (Classroom Management) aspects of DPEs with their experience, qualifications, and gender, (f) is there any relationship of performance (Coaching Performance) aspects of DPEs with their experience, qualifications, and gender, and (g) is there any relationship of performance (Professional and Personal Qualities) aspects of DPEs with their experience, qualifications, and gender.*

*For data collection two types of instruments were used (a) professional attitudes having 57 items and (b) DPEs performance evaluation having 64 items. These instruments were developed from the available literature (Baumgartner et al (1995), Corbin B. Charles et al (2004), Bucher A. Charles (1978), Mathews K. Donald (1978), Best W. John (1977), Safrit J. Margaret (1981), Johnson L. Barry et al (1988) and Shah M (2004), and (Evaluation of Student Teaching Final Report form of Towson University Maryland), and from different instruments already used for attitude measures and performance evaluation. In order to make the instrument reliable, both the instruments were send to 70 experts all over the country (mostly from NWFP the province where*

*the study was conducted, from Sindh province, Punjab province and from Islamabad the Capital of Pakistan), out of which 50 responses were received. The responses were analyzed for reliability in statistical program "STATISTICA". For professional attitudes instrument out of 57 items, 39 items were selected as reliable having the Cronbach alpha 0.90. Similarly for performance evaluation of DPEs instrument out of 64 items, only 41 items were selected as reliable having the Cronbach alpha 0.94. The professional attitudes scale having 39 reliable items was administered among 90 Directors of Physical Education working in 72 different colleges in NWFP, while performance evaluation scale having 41 reliable items was administered among 1800 students of graduate level studying in the colleges of NWFP.*

*Responses were quantified with 1= **strongly disagree**, 2= **disagree**, 3= **neutral**, 4= **agree**, and 5= **strongly agree**. In professional attitudes scale the scores were revised in case of items showing negative attitudes. In order to analyze the data Pearson Product Moment of co-efficient of correlation "r" was used as statistical technique. Main findings of the study were as follows: (a) the professional attitudes of Directors of Physical Education relationship with experience, qualifications, and gender were not significant. (b) The performance of Directors of Physical Education relationship with experience was found insignificant. Similarly, qualifications and gender were also found insignificant when correlated with the performance of Directors of Physical*

*Education. (c) The relationship of performance (General Qualities) aspects with experience, qualifications, and gender of Directors of Physical Education were not significant. (d) The performance (Content Knowledge and teaching skills) aspects were found insignificant when correlated with experience, and gender of Directors of Physical Education, while (Content Knowledge & teaching skills) aspects of performance of Directors of Physical Education were positively correlated with qualifications. (e) The performance (Classroom Management) aspects were positively correlated with experience and qualifications; on the other hand it was negatively correlated with gender of Directors of Physical Education. (f) Coaching aspect of performance was not significantly correlated with experience, and qualifications of Directors of Physical Education. On the other hand (Coaching Performance) aspects were negatively correlated with gender (Female) of Directors of Physical Education. (g) No significant relationships were found between performance (Professional and Personal Qualities) aspects of Directors of Physical Education with their experience, qualifications, and gender.*

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All the praises and gratitude are to Almighty ALLAH who endowed the researcher with will, energy, and perseverance to complete his doctoral dissertation.

Preparation of doctoral dissertation is a strenuous and painstaking job. This requires sustainable patience, encouragement, and great motivation from several sides. Research is an activity, which cannot be completed alone; it needs the guidance, help, and cooperation of many people. The guidance of supervisor, the help from literature/books/computer/related studies, and the cooperation of the colleagues, experts, scholars and the utmost cooperation include the cooperation of the respondent without them the researcher would not able to complete the task. Research study, like this, is both a solitary and shared activity and I have been blessed with supportive and critical teachers and friends whom I owe my fondest and most lasting debt of gratitude. The findings, interpretations, and conclusions expressed in this dissertation are entirely those of the researcher. Naturally, none of my teachers and friends bears the responsibility for my shortcomings.

Researcher is personally most grateful to several persons who continued to inspire him in completion of his research project. It is not possible to list every name. But Professor Dr. Muhammad Shah Institute of Education and Research

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Neither of these investigations would have been successfully completed, however, without the wholehearted cooperation of those Directors of Physical Education and students who took time from their busy schedules and generously allowed themselves to be questioned, observed and examined by the researcher. I must express my sincerest appreciation and gratitude to them all.

**Salahuddin Khan**

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# **CHAPTER-1**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Over the past few decades, the field of Physical Education has experienced rapid growth and change. Hence it is essential to understand and update the knowledge about Physical Education and all its related areas. Blowing the whistle and getting the class to do thirty push-ups and press-ups might be the traditional perception of Physical Education lessons. But now extensive and deep scientific research has been conducted, which is still being pursued. Various technologies have been modified with the modern ones. Keeping in view the importance of Physical Education, the government of Pakistan has appreciated its significance and has taken steps to enhance the status of Physical Education and Directors of Physical Education (DPEs') in the colleges. Physical Education has recently been introduced at secondary level in North West Frontier Province (NWFP). Several institutions of Physical Education are working at government and at private levels to enhance the status and impact of the subject, in theory and practice.

The importance of Physical Education was seen as a key for improving students' behavior, achievement, self-esteem and the development of social

skills, including teamwork and leadership skills. High quality Physical Education enhances the philosophy of a school; it is motivating further students at the same time in improving their health and well-being (U.S. Department of Health and Human Services, (USDHHS) 1996). The 1996 Surgeon General report stated, performing regular Physical activity is not only useful in maintaining quality life, but it also averts the disease and early death (USDHHS, 1996). According to Sallis (1991), it has been accepted and emphasized by the Surgeon General report, that Physical Education plays an important role in the developing/enhancing the Health and Fitness of the Nations' Youth. Further the report says that the Schools and Colleges are the only major institutions that provide the quality physical activity to satisfy the needs of the most children and youth. (Cited in Kulinna 1999)

Physical Education is not only for leisure but it contributes in the overall development of human body. Therefore, the person who wants to choose it as career should possess the competencies, knowledge, and attitudes to do a good job. They should accept the challenges and responsibilities that go with their positions. At present Pakistan lacks sufficient number of these types of professionals. It is imperative to establish a well-defined standard to allow only qualified individuals to become members of the profession.

Main purpose of this study was to determine a relationship between experiences, qualifications, gender, professional attitudes, and performance of Directors Physical Education in administration of sports activities in government colleges. The researcher attempted to measure the significance relationship between the variables. If any relationship existed among the variables, then, what was the magnitude and level of that relationship? The relationships were whether positive or otherwise. The study further investigated that Directors of Physical Education who were working in the capacity of sports organizers have any positive/negative attitudes towards the field of Physical Education and sports. In addition, DPEs experience, qualification, and gender have any relationship with their professional attitudes and performance.

The importance of Physical Education in the college system has long been recognized (Jean *et al*, 1983). The author further stated, “In recent years, however, there has been an expansion of Physical Education programs. Along-with expanding programs, environment around Physical Education is also changing rapidly, requiring more versatility and greater knowledge than were required in former times”(P-398). This includes sophisticated facilities of playing surface, equipments, much improved skills on the part of sportsmen/sportswomen, the use of advanced technology, and coverage of the mass media and sponsorships have changed the scenario of the sports. The

revolution in the environment of sports has given rise for the need of capable Directors of Physical Education who can function effectively in sports related areas. He/she should be furnished with an advanced education and knowledge, be capable to use the advanced technology and skills in the field of Physical Education and Sports.

In past and at present also Physical Education has not given a due importance in Pakistan. According to Bucher (1978) “Physical Education is one of the most misunderstood professions in the most parts of the world. The average person was not aware of what it can offer to him or her as an individual or to society as a whole”. The author further added, “There are ample evidences that it was still regarded as a *“frill”*, that people think of it as a good means of entertainment but not connected with successful living, and that it was something to be tolerated in education but has no value in realizing educational objectives”. He further pointed out, that “In many schools and colleges, Physical Education is the last activity to be scheduled and the first to be cancelled for special activities” (P-672). Today the educators have accepted that to cope with the rapid changes in the modern world/society the school/colleges curriculum must include and accommodate the relevant life skills (Heyman 2002). In the framework of Physical Education, this involves that the discipline should be redefined in order to cope with the technology-based lifestyle, (Bain 2001 and Pain 1988). Indeed, in recent years there has

been a growing trend to regard “Physical Education as an integrative discipline, encompassing both practice and theory of health education subjects” (Sondag 1997 and Missouri State Dept 1997). In today’s lifestyle, where not only the children but the adults and youth of our society also spend most of their precious time in front of TV or Computer screen. The effect of sedentary lifestyle leads to improper posture, as well as insufficient and harmful movements and loss of basic physical skills. The Physical Education offers the types of physical activities to the children and to youth through which they can enhance their physical strength and functionality (Cited in Heyman 2002). In Pakistan the educators have realized the importance of Physical Education. The HEC after every three years developed/update the curriculum of Physical Education through the National Curriculum Revision Committee, in which experts (in Physical Education) from all over the country are invited. The committee revised and updates the curriculum and then implemented in the institutions of Physical Education.

The focus of this study was on the relationship of professional attitudes and performance of the DPEs’ with experience, qualification, and gender. The researcher has developed two types of scales to measure the professional attitudes and performance of the DPEs’. Teacher’s personality in the attitudinal sense has a significant factor in teacher behavior and it has great impact on student’s achievements (Smith, 1971). Positive teachers’ attitudes create

positive actions towards institutional goals. As attitudes, deteriorate, so do commitment, loyalty, and most importantly performance (Baumgartner, 1995).

According to Shah (2004), “the enhancement of positive professional attitudes not only promotes the teacher’s efficiency, but also helps in making the institutions attractive for students and teachers”(P-2). Alexander (1978) has stated that the attitudes of teachers influence the expectations and behavior towards their students. The student’s academic performance and self-image are influenced by these attitudes, expectations, and behaviors.

According to Nunnally (1978), much of the Physical Education research in the affective domain has focused on attitudes and their performance. “Attitudes concerned feelings about particular social objects, physical objects, types of people, particular persons, social institutions, and government policies”. Keating (2004) stated that it has been widely accepted that the affective and cognitive domains are required to constitute an attitude. According to Eagly (1993) “the affective component of attitude is associated with relatively stable favorable or unfavorable feelings toward an attitude object”. The affective components in this study were therefore, defined as Directors of Physical Education favorable or unfavorable feelings about their profession.

A study by Yeh (1980) has provided interesting results. The study was to identify the teacher's characteristics associated with specific teacher's attitudes. Teachers with more experience tend to be more positive as compared to inexperienced teachers. A study by Jean (1983) regarding the sports and sports involvement has shown the differences of attitudes between the genders. The studies by (Kane, 1982; Kidd & Woodman, 1975; Snyder & Spreitzer, 1979 cited in Jean 83) have also supported the above study.

Another important aspect of this study was to evaluate the performance of Directors of Physical Education as perceived by their students. Performance evaluation means "collecting and using information to judge" (Darling-Hammond *et al* 1983). According to Peterson (2000), two types of performance evaluation exist: formative and summative. Formative evaluation is used for the improvement of instructions, while Summative evaluation is used for the making of personnel decisions. He further stated that as in the teaching profession evaluation are considered as an integral part of the staff development, therefore, both the evaluations are used and have received more importance in the recent literature. Rando (1994) stated that evaluation is the process of determining the worth or value of something. This involves assigning values to a thing or a person being evaluated.

Finley (1993) stated that the problems of teacher evaluation programs begin with the basic consideration evaluation of what. What criteria may be used to determine teacher quality? As the methods and techniques of teaching Physical Education differ from those of other disciplines, so the basic characteristics universal to all “good” teachers, whether this can also be applied to Physical Education Teachers.

There are many methods available for assessing the competency and skills of Physical Education teachers. Researchers continue to explore options for developing the most effective means of assessing these competencies and skills. Teachers’ cognitive knowledge and skills, general education and content knowledge might be determined through written examinations. However, the most important skill a teacher must possess can only be assessed through classroom (Students) evaluation. The literature (Jousha, 2004; Wise *et al* 1984; Maurice, 1996; Peterson, 2000) in teacher evaluation suggests that a vital component of any development in this area may also be focused on the documentation of teacher’s knowledge and skills as well as its evaluation. Therefore, the way teachers are evaluated must accommodate the multiple possibilities of good teaching practice.

Darling-Hammond *et al*, (1983) have suggested that performance evaluations are very useful for the improvement of teachers’ performance. He further

stated that if the information collected through the evaluations are only used for the staff development and for the assistance of the teachers if needed. Using students' evaluation of teacher, the method is inexpensive and has a high degree of reliability. Millman, (1990) suggested that the overall purpose of teachers' evaluation involves collecting and using information to determine the value, worth, or merit of teaching. Peterson, (2000); and Smith, (2004) have stated that "more purposes that are specific are to protect children, reassure teachers that they are doing good jobs, assure audiences interested in teacher performance, make personnel decisions, inform teacher educators, and shape further practice" (Cited in Tozoglu 2006, P-1).

These achievements may be possible if the professionals of Physical Education in our colleges take up the challenges that meet their field of endeavor and, after careful thought and deliberation, develop plans that may result in Physical Education achieving its true potentialities.

## **1.2 BACKGROUND OF INTERCOLLEGIATE SPORTS IN PAKISTAN**

After independence, the Government of Pakistan faced so many problems including the settlement of the migrated refugees, and setting up a central secretariat and its allied departments. In 1953, the ministry of interior was given the responsibility to look after the affairs of education. In 1959, the ministry of education was given an independent role to play, and it was placed under the cabinet minister (Aziz 1965)

According to Khan N M (1988), at the time of independence, very few trained Physical Education Directors were available in schools and in colleges. The ex army personnel worked as Physical Trainers and were called “Drillmasters”. The drillmasters had less knowledge and experience of organizing and conducting of sports activities. As a result, there were no organized sports programs of interschool. However, the intercollegiate sports competitions were arranged under the University of Punjab, established in 1882. The high schools were affiliated with the University, but the University had nothing to do with the school sports program. There was a need of for trained Physical Director having the capability and ability to organize and conduct sport activities in schools and in colleges. It was also important that Physical Education Directors should have equal qualifications as compared to other subject’s teachers in the schools and colleges. To overcome the above stated deficiencies

on the part of Physical Education Teachers/Directors a Physical Education college was established at Lahore in 1950. The author further stated, initially the college was for both genders that provided Physical Education Teachers for schools and Physical Education Directors (DPE) for colleges. The college had offered two courses i.e. Senior Diploma in Physical Education for which the admission was after graduation, and Junior Diploma in Physical Education, which required a minimum qualification of Matriculation. For both courses, the duration was one year. The author further stated, with improved qualifications and training of Teachers in Physical Education, the organized programs of interschool and intercollegiate were set underway. Both sections had their sports tournament committee consisting of several teachers of the schools and colleges. With limited facilities especially for practical and enhancement of the student's enrolment in Physical Education classes, it was decided that a similar college be established to overcome the difficulty. As a result, a college of Physical Education was established at Karachi in 1960 for both genders. New colleges and schools were established to increase the literacy rate because at the outset the literacy rate in Pakistan was 26 % (Khan A, 1954 in Khan N. M, 1988) currently Pakistan has a literacy rate of 42%. The female schools and colleges were also given due consideration because female education was very much limited; the girls could not travel to gain admission in the institutions which were away from their homes. This was due to religious and social factors. With a growing number of female institutions, a

need was felt for a separate college of Physical Education for females. Thus, the female section of the male college of Physical Education, Lahore, was separated, and in 1972, a separate college of Physical Education for women was established in Lahore. (Cited in Khan N. M, 1988 Pp. 52-4)

In July 1976, Department of Health and Physical Education (HPE) Gomal University Dera Ismail Khan Pakistan, first in the country started classes. Before the establishment of the department, there was no institution in the entire country, which could provide opportunities for obtaining higher qualifications in the subject of Physical Education. The Health and Physical Education department first started the M.Sc (Physical Education) classes in 1978. In 1980, the department introduced the Senior Diploma in Physical Education (SDPE) and in 1982, the Junior Diploma in Physical Education (JDPE) classes were started, JDPE was discontinued for some years, and has been resumed since last year (2005) (Gomal University Prospectus 2006-07).

### **1.3 CURRENT INTERCOLLEGIATE AND INTERUNIVERSITY SPORTS COMPETITION IN PAKISTAN**

In Pakistan, intercollegiate sports have been categorized as:

1. Inter-colleges (University) Sports Competition
2. Inter-universities Sports Competition

#### **1.3.1 Inter-colleges (University) Sports Competition**

The University Sport Tournament Committee (USTC) consists of the Principals of the affiliated colleges and the representatives from the university teaching departments are responsible to organize the intercollegiate tournament of different games. The Vice Chancellor is the chairman of the annual general meeting of the USTC. The president of USTC is elected, and after election the president resumes his chair. The Director of Sports of the university is the secretary/treasurer of the USTC. The presidents' for various games are elected during the meeting. The proposed fixture of various games circulated, discussed and finalized by the executive committee, which is also elected during the meeting. In the same meeting the venues of different games are discussed, and allotted to various colleges/zones. The zonal competitions are held in the zones, where the presidents/principals of the colleges, being the zonal presidents are responsible for the smooth conduct of the games. The

presidents/principals organize the games through the College Sports Committee (CSC). The Director of Physical Education (DPE) works as the secretary of the CSC. When all the games are decided, the Intercollegiate Athletics (Track & Field) championship is organized in which all the affiliated colleges and institutions under the jurisdiction of the university and the postgraduate university departments' teams take part. The Director of Sports/Secretary of the USTC presents the annual report of the sporting activities held during the year, which are followed by the prize distribution ceremony. The chief guest normally the Vice Chancellor of the university, awards the shield and trophies to the winning teams, and a prize is awarded to the best player of various games and the best athlete of the track & field championship for his/her best performance. The girls' intercollegiate tournaments are also organized on the same manner and procedure as discussed above. The only difference is that the USTC for women consists of the female principals, and the executive committee also consists of females. The Director of Sports of the concerned university works as Secretary/Treasurer of the women USTC as in male USTC (Khan N. M, 1988 Pp.117-18).

### **1.3.2 Inter-Universities Sports Competition**

The Pakistan Universities Sports Board (PUSB) organizes the interuniversity sports tournament. The Director General of Sports of the Higher Education Commission (HEC) of Pakistan is the ex-officio secretary of the PUSB. The chairperson of the Vice Chancellors' committee (by rotation for one year) is the chairperson of the PUSB. The annual general meeting is held in different places/venues where the representatives from the universities discuss the proposed fixture. The games are distributed to various universities. The university, which organizes a certain game, is granted an advance of fund/money from the HEC to meet the expenditure involved in the competition. The chairman of the HEC already sanctions such amount for every game, which is proposed in the meeting. The Director of Sports of the university (to whom the game is allotted) works as organizing secretary of the committee, and is responsible to organize the game. The president of the USTC is usually the president of the committee, who ascertains that arrangements have been made. (Khan N M 1988)

There are sixty-five (65) universities in the public and private sector that are registered for sports with HEC. These universities are divided into eight (8) zones i.e. A, B, C, D, E, F, G and H. The administrative and technical

guidelines (2006-07) are framed for smooth running/conducting of intervarsity sports.

Following are the guidelines/suggestions by the HEC.

1. The International rules must be observed during the competitions for all games.
2. For major games preliminary rounds would be organized and played in each zone as described above. Each winner and runner-up of the zones would participate in the final zonal competition of the intervarsity.
3. Ten entries for men and six for women are required for intervarsity competition. Moreover, no competition would be held if the actual entries are less than eight for men and five for women.
4. For men events, all the competitions would be played on league system if the entries are up to four teams. If the team's entries are up to five or more then would be organized on knock out system. While for women all the competitions would be played on league system.
5. Experts and qualified personnel will be responsible to act as officials in each event for male and female in the intervarsity sports competition.
6. At least Three (3) teams are required to compete in the zonal round, failing which no competition would be held.
7. Transparency during the eligibility process must be ensured by all the organizing universities.

The eligibility of the players/students to participate in intervarsity sports is as follows.

Only registered students whose age must not exceed 25 years can participate in intervarsity sports competitions. The Registrar/Dy.Registrar/Assist Registrar countersigned the sports Identity Card, in which all the particulars/information regarding the students are filled and signed by the Director of Sports of the university. The registration number of the first degree of the student is mandatory. Furthermore, original Computerized National Identity Card (CNIC), matriculation (K-10), FA/FSc (K-12) and BA/BSc (Graduation) certificates and degrees are required to participate in intervarsity sports competitions of Pakistan.

All the procedure of physical check ups and verifications of the students, documents must be completed well before start of the competition, and it would be done in the managers meeting which must be scheduled before the start of the competition. A committee comprised of the members from the participating universities managers be formed and given the responsibility to resolve the issues of protest and others affaires. During and after competition no protest would be entertained at any cost. (HEC Administrative & Technical Guidelines 2006-07).

## 1.4 STRUCTURE OF SPORTS BODIES IN PAKISTAN

The Governor General of Pakistan Muhammad Ali Jinnah, declared the first Pakistan Olympic Games open in 1948 at Karachi. Addressing the athletes from all over the country he said, *“I bid you welcome. My message to you is build up physical strength not for aggression, not for militarism, but for becoming fit, all your life and all the time, in every walk of life of your nation wherever you be and always to be a force for peace, international amity and good-will. After these games, you shall go to the World Olympiad at Wembley Stadium, London, representing us as messengers of our good will and my best wishes will go with you. Remember, to win is nothing, it is the effort and the spirit behind the effort that counts”*. (Bhatti M. 1990 P-24)

The founder of Pakistan Muhammad Ali Jinnah presided over a meeting of Pakistan Olympic Association (POA), which was formed in 1948. He stressed over the need that the Pakistan sports contingent must participate in the Olympic Games, which were scheduled at London in 1948. In spite of so many difficulties and problems faced by the government of Pakistan, it was a very healthy and bold decision made by the founder. The decision of participation in the Olympic Games led a milestone in the promotion of Sports in the newborn country. POA registered itself with International Olympic Committee (IOC). Different Clubs, Associations, and Federations of games were

formulate/established and sports activities restarted which were withheld at the time of independence from British rule.

The government of Pakistan through an ordinance established the PSB as an autonomous body under the Ministry of Education. The PSB is responsible for the development, promotion, and control of sports in the country at every level, and provides financial support to different sports Federations for their smooth running/functioning. Presently 42 Games Federations and Associations are affiliated to the board and are given annual grants for training and coaching. PSB is now under the Ministry of Sports. Resembling PSB every Province has established its Sports Board under the Provincial Sports Ministry. Each Provincial Sports Board has appointed the District Sports Officers (DSO) and Tehsil (bigger than towns) Sports Officer (TSO) in each District and Teshil of the province to look after and organize the sporting activities in the area.

Clubs of different games are formed at Tehsil level and affiliated/registered with the TSO of that tehsil. For example, when few clubs of Foot Ball are established, then they elect the Tehsil Foot Ball Association's office bearer under the supervision of TSO, and it is registered with TSO. This process is being done in each tehsil of the district, and after the completion of Tehsil Sports Association (TSA) the election of District Sports Association (DSA) office bearer of the different sports in the district conducted. District Sports

Association affiliated/registered itself with DSO of each district of the province. Each District Sports Association of different games then elects the Provincial Sports Association (PSA) of different games, and affiliated/registered with Provincial Sports Board of the province. The Provincial Sports Associations elects the office bearer of the National Federation of those games and elects the office bearer of the Provincial Olympic Association of the province. The National Federations of different games are affiliated / registered with POA and with PSB. The National Federations of different games and Provincial Olympic Associations of the four provinces and the affiliated units e.g. (Pakistan Army, Pak: Navy, Pak: Air Force, Pak: Railway, Pak: Wapda etc) elect the office bearer of the POA. All the election of the Associations and Federations of the different games including Provincial Olympic Associations and Pakistan Olympic Association are being held after each four years. The National Federation of different games is then affiliate/registered with the International Federation of those games. The Pakistan Olympic association is affiliate/registered with International Olympic Committee (IOC). POA organizes the National Games of Pakistan after each two years, in which all the affiliated units of the POA take part. Each National Federation of the Sports organizes the National Championship of those games each year. Each National Federation of the Games selected the teams for International events, the other formalities are

being finalized by the PSB i.e. Visa, Transportations and other financial expenditure etc.

In Pakistan very little research has been carried out so far in Physical Education and sports at school, college, university and at National level. Therefore, the researcher was interested to carry out the research in Physical Education & Sports related areas. In Pakistan trends are there to work in the field of Physical Education & sports. A huge amount of Physical Education personnel are entering every year to the profession and a number of institutions are offering Physical Education subject at public and at private level. Having a considerable amount of qualified and experienced personnel in the field, there is a need of further improvement.

For improvement in any field, expertise and positive attitudes are needed. The study in hand is of much worth as it deals with the professional attitudes of Directors of Physical Education/organizers, and also the performance of Directors of Physical Education as evaluated by their students. As it is widely accepted that attitude plays a vital role in the promotion or demotion of any field/subject. So, it was important to determine the extent of professional attitudes of Directors of Physical Education.

## **1.5 STATEMENT OF THE PROBLEM**

There is a web of so many variables, which interact for promotion of better sports activities. The Directors of Physical Education try to make the environment conducive for the purpose. If the Directors of Physical Education are inexperienced or low qualified, there may be negative impact on organization of sports activities and vice versa.

The proposed study aimed to investigate that is there any Relationship of Experiences, Qualifications, Gender, Professional Attitudes, and Performance of Directors Physical Education of their teaching and administration of sports activities at college level.

The main focus of the study was to determine the extent and magnitude of professional attitudes and its relationship with the qualification, experience, and gender of the Directors of Physical Education. Similarly, the impact of the above variables (qualification, experience, gender) on the performance of the Directors of Physical Education as perceived by their students in administration of sports activities at college level.

## **1.6 OBJECTIVES OF THE STUDY**

The following were the main objectives of the study.

1. To assess the professional qualifications and experience of the Directors of Physical Education working in the Degree Colleges of NWFP Pakistan.
2. To develop a reliable scale for professional attitudes of Directors of Physical Education.
3. To develop a reliable scale for the evaluation of performance of Directors of Physical Education.
4. To identify the professional attitudes of Directors of Physical Education during their course of work in the profession.
5. To evaluate performance of the Directors of Physical Education in their relevant field as perceived by their students.
6. To investigate the relationship of professional attitudes with experience, qualifications, and gender of Directors of Physical Education.
7. To find out the relationship of performance with experience, qualifications and gender of Directors of Physical Education.

## **1.7 SIGNIFICANCE OF THE STUDY**

The Directors of Physical Education in colleges (graduate both male and female) have dual functions. They teach their subject in the classroom and organize sports activities. Sports activities play an important role in wholesome development of the personality of youth by providing them a chance of training for leading a successful practical life. Quite obviously, in this connection it seems necessary to provide them with quality and standard training in the field of sports. According to Braumgartner et al (1995), Society is constantly changing, and this is mirrored within the profession of Physical Education and exercise sciences. Graduates of Physical Education programs are not only becoming teachers and coaches, but also exercise specialists, physical and occupational therapists, sports psychologists, and consultants. In this regard, the role of Directors of Physical Education working in the Colleges cannot be ignored. It is very important that the personnel working in the capacity of Directors of Physical Education should possess all the desired qualities and qualifications regarding teaching the subject of Physical Education and organization of sports activities. This study is very significant as it deals with the relationship between experience, qualification, and gender with professional attitudes and performance of Directors of Physical Education working in different colleges of NWFP. It is obvious that for zeal and interest in sports activities and promoting positive professional attitudes play a vital

role. The study may be helpful in improving the existing conditions of the sports activities as well as teaching behavior of the Directors of Physical Education.

This study may also help in investigating, assessing, and evaluating the performance of the Directors of Physical Education as perceived by their students. In addition to already mentioned purposes, this study may provide useful information in respect of the administrative abilities of the Directors of Physical Education.

## 1.8 RESEARCH QUESTIONS

Following were the main Research questions of the study:

1. Is there any relationship of Professional Attitudes with experience, qualifications, and gender of Directors of Physical Education?
2. Is there any relationship of Performance with experience, qualifications, and gender of Directors of Physical Education?
3. Is there any relationship of Performance (General Qualities) aspects of DPEs' with their experience, qualifications, and gender?
4. Is there any relationship of Performance (Content knowledge and teaching skills) aspects of DPEs' with their experience, qualifications, and gender?
5. Is there any relationship of Performance (Classroom Management) aspects of DPEs' with their experience, qualifications, and gender?
6. Is there any relationship of Performance (Coaching Performance) aspects of DPEs' with their experience, qualifications, and gender?
7. Is there any relationship of Performance (Professional and Personal Qualities) aspects of DPEs' with their experience, qualifications, and gender?

## 1.9 DEFINITION OF TERMS

- NTE: National Teachers Examination
- DPEs': Directors of Physical Education. DPEs' are the personnel who work as an organizer of sports activities and teach the Physical Education subject in the degree (graduate/K14 level) colleges' male/female in Pakistan.
- PE: Physical Education
- FATA: Federally Administered Tribal Areas. The federal government of Pakistan through his Governor of the Province directly administers these areas.
- NWFP: North West Frontier Province. Pakistan has four provinces and its tribal areas, NWFP is one of the province of Pakistan situated to its North West side touching the boundaries with Afghanistan.
- M.Sc: Master of Science
- HPE: Health and Physical Education
- SDPE: Senior Diploma in Physical Education
- FR: Frontier Region. The federal government of Pakistan through his Governor of the Province directly administers these areas.
- NA: Northern Areas. The federal government of Pakistan through his Federal Minister for Northern Areas administered these areas.
- NBPTS: National Board for Professional Teacher Standards
- HEC: Higher Education Commission. This is the supreme body in Pakistan for higher education.
- BISE: Board of Intermediate and Secondary Education. This board is responsible to conduct the secondary (K10) and higher secondary/intermediate (K12) examinations.

BISESTC: Board of Intermediate and Secondary Education Sports  
Tournament Committee

U.S.T.C: University Sports Tournament Committee

PSB: Pakistan Sports Board

ADPE: Assistant Director of Physical Education

POA: Pakistan Olympic Association

DSO: District Sports Officer. DSO is a government employee  
responsible for the conduct of sports activities in districts.

TSO: Tehsil Sports Officer. TSO is a government employee  
responsible for the conduct of sports activities in Tehsils.

IOC: International Olympic Committee

PSA: Provincial Sports Association

DSA: District Sports Association

TSA: Tehsil Sports Association

## **CHAPTER-2**

### **REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

This chapter deals with the study of related literature. The discussion has been divided in to following parts: Part A deals with the review of literature on Attitudes, While Part B deals with the review of literature on Performance Evaluation of teachers. At the end of each part, relevant research studies have been stated; similarly in each part relationship of findings of the present study with the findings of research studies conducted in the field has been stated.

#### **Part A**

##### **Professional Attitudes**

- 2.1. Definitions of Attitude
- 2.2. Components of Attitude
  - 2.2.1 Affective Components
  - 2.2.2 Cognitive Component
  - 2.2.3 Action Component
- 2.3. Historical Background of Attitudes
- 2.4. Formation of Attitude
  - 2.4.1 Social Influence or the Influence of Other People on Attitudes

- 2.4.1.i Parental Influence on Attitudes
- 2.4.1.ii Peer Influence on Attitudes
- 2.4.2. Cognitive Influence or the Influence of Our Reasoning on Attitudes
- 2.4.3. Behavioral Influence or the Influence of Own Behavior on Attitudes
- 2.5. Physical Education Teacher Attitude Scales
- 2.6. Development of Attitude Scale in Physical Education
- 2.7. Research Studies in the Area of Professional Attitudes
- 2.8. Relationship of the Findings of Present Study with Findings of Research Studies Conducted in the Field.

## **2.1 DEFINITIONS OF ATTITUDE**

The concept of attitude in the wider sense is expressed in the definitions given by different personalities.

1. An attitude is a particular feeling about something. It, therefore, involves a tendency to behave in a certain way in situations which involve that something, whether person, idea, or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual. (Herbert Sorenson 1964)

2. Attitude can be defined as positive or negative evaluations of people, objects, ideas, or events. (Bem, 1970)
  
3. Attitude is the predisposition or tendency to react specifically towards an object, situation, or value, usually accompanied by feelings and emotions. Some writers differentiate a verbal attitude from a behavioral; attitude cannot be directly observed but must be inferred from overt behavior, both verbal and non-verbal. (Good Carter V; 1959)
  
4. Geenan J. *et al* (1998) has defined an attitude as judgment of an object or event that prompts individuals to structure their complex social environments, which is to prepare persons for employment while assuming numerous initiatives.
  
5. Nunnally (1978) stated “Attitudes concerned feelings about particular social object, physical objects, types of people, particular persons, social institutions, government policies”.
  
6. Attitudes must be distinguished from beliefs. Beliefs are perceptions of factual matters, of what is true or false. For example, our ideas about how many teeth the alligators have, what causes inflation and whether

artichokes grow on trees, are beliefs. Beliefs do not have an evaluative that is, a liking, or disliking components. Although attitudes and beliefs are different what we say about one applies to another (Andrew B. Crider *et al* 1983).

7. An attitude is a feeling one has about a specific object, such as a situation, a person, an activity, and so forth. (Baumgartner & Jackson, 1995)
8. Munby, (1982) and Ernest (1989) define Attitude as a “teacher’s personal reaction to educational experiences, compounded with other influences”.
9. Affective and cognitive domains are required to constitute an attitude. Cognitive component measures beliefs regarding the features of the attitude object. The affective component of attitude is associated with relatively stable, favorable or unfavorable feelings toward an attitude object. Gozalez, (1992) Eagly (1993).

From the review of numerous definitions of attitudes, it can be concluded that these definitions differ in almost every conceivable important way. Some psychologists define attitudes as inner states, but a few refer to attitudes as

consisting of groups of responses. Some define attitudes as a disposition to respond but others consider the responses as representing the attitude.

## **2.2 COMPONENTS OF ATTITUDE**

Shah (2002) has discussed the following three components of Attitude in his study:

### **2.2.1 Affective Components:**

“These components consist of positive or negative feeling towards an object. Some attitudes are quite irrational and involve little except these affective component e.g. political attitudes in their primitive form may be primarily of this character. The person who likes one set of political ideas and dislikes another, but cannot tell why, reflects an attitude that has a major affective component but very little else. Many attitudes are of this nature” (P-59).

### **2.2.2 Cognitive Components:**

“The word ‘cognitive’ implies knowing. Hence, the cognitive component of an attitude is that aspect based on beliefs or knowledge. Some attitudes are highly intellectualized. A person may take a particular position on a certain political issue because he has thought over the problem and after considering all its

aspects, has decided that the position he takes is the most acceptable one. Sometimes attitudes are based on incorrect information and false beliefs. These are cognitive elements, even though they do not represent true knowledge” (P-59).

### **2.2.3 Action Components:**

“Many expressed attitudes bear little relation to behavior. The fact that the action component can be independent of the other components is important for planning education. Much of what goes on in the name of attitude education is the education of affective and cognitive components of attitudes. Action component is related to the attitudes in which students and teachers are involved in practical activities” (P-60) (Cited in Shah 2002).

## **2.3 HISTORICAL BACKGROUND OF ATTITUDES**

Shah (2002) has discussed in his study that some of the sub-concepts of the attitude have evolved from its history. A readiness to respond has been one persistent definition of attitude from the beginning, but until well into the twentieth century, it was defined as a motor readiness or vigilance.

Fleming (1967) and Sahakian (1982 in Shah) have provided historical analysis of the concept of attitude. Fleming was the first author praise to Darwin who associated emotions with attitudes. But, here again, a motor instead of mental readiness was emphasized with emotions integrated into the concept of motor behavior.

At the turn of the century, as Fleming stated, “the concept of physical readiness continued, as psychologists needed it to explain motor reflexes in the human body”. At the same time, in Germany the Wurzburgian Psychology was slowly emerging, and shifted the human attitude studies into the mental and cognitive aspects. It was a very tough assignment as it competed with physiology, but as behavior was observable therefore, more easily measured. Till late 1920s the concept of Attitude was a physical in industrial psychology when worker fatigue was thought to be an accumulation of poisons, and the result of physical exertion. Therefore, it was theorized that shorter work hours would disfigure the poison, reduce fatigue, and increase production. This “physical” process was said to boost up morale (attitude), but again the rest periods were removed and the workday lengthened. Unexpected results were found in Western Electric’s Hawthorne Plant, where the experimentation was done. Worker production increased because they were aware that they were involved in an experiment. Therefore, it could no longer be supposed that the Worker morale or attitude as physical phenomenon and attitude was no longer related

only to physiology. Fleming and Sahakian introduced these classic experiments in relation with the origin of the "Hawthorne Effect". Sahakian credits "Bogardus Social distance scale of the mid-1920s which helped in quantitative measurement of attitudes", but Fleming claimed that without Thurstone's manifesto "Attitudes can be measured". Attitude was regarded as a fake-science, and needless, "having no means to be measured quantitatively". From the time until World War II, attitude measurement was stressed. "Attitudes could be measured along a similar continuum", Thurstone theorized that using psychophysics as a model, in which one is emotionally motivated from highly favorable to highly unfavorable. In 1930s, Kurt Lewin was pursuing the field theory approach to understand a social behavior in which the active group approaches to attitudes change developed. At the same time Carl Hovland, having analyzed the morale of American soldiers during the war. Similarly, Lindzey (1954 in Shah) stresses the theoretical approaches to the study of social psychology. From this historical background it may be inferred that the study of attitude is not new. The psychologists were enforced to study the human attitudes, as it was affected by the wars, the industrial revolution, and the rise of cognitive learning theories (Cited in Shah 2002).

## **2.4 FORMATION OF ATTITUDE**

Crider *et al* (1983) have stated that Psychologists have identified three major influences on the formation of attitude; social influence, cognitive influence, and behavioral influence. These influences jointly mold our earliest attitudes, and they can change our attitudes throughout our lives. The three major influences are discussed as follows.

### **2.4.1 Social Influence or the Influence of Other People on Attitudes**

According to Crider *et al* (1983) when someone responds to the people or perceives some things, attitudes play a vital role in the process. It is very important to know that how strongly other people influence our attitudes. Parents influence our early attitudes. Later on, peers influence attitudes. Peer and parents influence our early attitudes through three processes. That includes, information provided by them, reinforcement, and the process of identification.

#### **2.4.1.i Parental Influence on Attitudes**

Our parent's influence likes or dislikes of our early childhood. Some of the attitudes, which the children adopted from their parents, may have changed,

but many will remain the same. By providing certain information like, regarding people, objects, ideas, religion, and events of the world, the parents influence the children attitudes. Thus, it becomes the first means to constitute the children's early attitudes. The parents give information to their children that what is good and what is bad. The young children having no information regarding the things believe what their parents say.

The second means through which the parents influence the children's attitudes is by giving them the reward or punishment. Some times the parents' praise the attitudes expressed by their children and some time disapprove when they show other. Such approval and disapproval by the parents have a strong impact on children's attitudes. The third social influence on attitudes is the process of identification. In the growing stage, the children often admire other people and want to become like them, or in other words they idealize some personalities. This is the part of the process of identification in which the children adopt the others' attitudes Crider *et al* (1983).

#### **2.4.1.ii Peer Influence on Attitudes**

Parents are not the only people who influence the children's attitudes, but there are other people too who influence the children's attitudes. By the age of five or six when the children start going to schools, they come in contact and spend

more time with peers. The peers' influence the attitudes of children in the same way the parents do. The children exchange each other with information, they reinforce each other for expressing certain opinions, and they identify with each other Crider *et al* (1983).

#### **2.4.2. Cognitive Influences or the Influence of Our Reasoning on Attitudes**

Crider *et al* (1983) have discussed the cognitive influence on attitudes in his book and stated that another very important source of attitudes is reasoning and logic. Very often, we go beyond what we have been told by other people and figure thing out for ourselves. Many students of attitude change have been shown that one attitude can be logically derived from others. Let us take an example of a study showing that, if one-attitude changes, other logically connected attitudes change as well.

In the study conducted by social psychologist William McGuire (1960 in Crider), high school students completed a questionnaire indicating whether they believed forty-eight (48) different statements were true. Many of these statements were logically related, although related statements were dispersed throughout the questionnaire. For example, three related statements were: “Any form of recreation that constitutes a serious health menace will be outlawed by the City Health Authority”, “The increasing water pollution in this

area will make swimming a serious health hazard”, and “Swimming at the local beaches will be outlawed by the City Health Authority.” As it is clear that the third statement is logically derived from the first two.

About a week after completing the questionnaire, some subjects who did not believe the first statement read essays that tried to persuade them that it was true. The other two questions were not mentioned in the essay. A questionnaire given immediately after the subjects had read the essay showed that they were influenced by it and had come to believe in the first statement. In addition, the questionnaire showed that those who come to believe the first statement and already believe the second statement, that swimming was becoming a health hazard, subsequently came to believe the third statement that swimming would be outlawed, which was derived from the first two. A third questionnaire given a week later showed that the subjects still believed this conclusion (Cited in Crider *et al* 1983).

Thus, it may be concluded that if the people’s belief are changed, then others logical related beliefs could also be changed.

### **2.4.3. Behavioral Influence or the Influence of Own Behavior on Attitudes**

“An attitude is a feeling one has about a specific object, such as a situation, a person, an activity, and so forth. Interest in the measurement of attitudes in physical education is not surprising, since it is often assumed that a person with a positive attitude reflects desirable behavior. It is not always true that attitude reflects behavior. For example, when people are asked about their attitude toward physical activity in general, most will express a positive view, yet many of these people lead sedentary lifestyle. Although attitudes certainly have some bearing on behavior and the linkage between the two is complex”. (Baumgartner 1995 p-418)

The third influence on attitudes is the people’s own behavior. This is strange, as a person may feel that behavior influences the attitudes rather than vice versa. Leon Festinger’s (1957 in Crider) theory of cognitive dissonance will help in explaining that how can behavior influence attitudes. The theory of cognitive dissonance relates to the research by McGuire discussed above. The theory states that whenever two thoughts/opinions are conflicting, an unpleasant tension called cognitive dissonance will be produced. Festinger borrowed the term “dissonance from music, where it means jarring, grating, or inharmonious”. As “two inharmonious thoughts produce dissonance”, people are motivated to reduce it. They can do this by changing one or the other of the inconsistent cognitions (Crider *et al* 1983)

## **2.5 PHYSICAL EDUCATION TEACHER ATTITUDES SCALES**

Baumgartner; & Jackson; (1995), discussed the Validity of Physical Education Attitudes Scales in detail, they stated, “An attitude scale is a self-report measure and suffers from the weaknesses typical of this type of instrument. The limitation is that it reflects only what individuals know and are willing to relate about their attitudes. Students who like a teacher tend to respond more favorably than their true attitudes may warrant, and often-favorable responses on a self-reported scale are accompanied by contrary behavior”. (P-420) The authors further stated, “It is unrealistic to establish an attitude scale’s concurrent validity with actual behavior, most scales claim face validity. This involves defining the content area to be measured and devising attitude statements that logically relate to it. Usually the total score on the scale represents an individual’s attitude toward the content area. Unfortunately, this has created a serious problem of validity on Physical Education attitude scales. If all the scores on the scales are added, it is essential that all statements measure the same general attitude” (P-420).

Numerous Physical Education Teachers and sports/exercise specialists have published attitude scales. Kulinna, and Silverman (1999) have developed the Physical Education attitude scales; they developed an instrument to examine

teacher's attitudes toward teaching physical activity and fitness. Similarly, "physical education teacher attitude toward fitness test scale: Development and Validation" was developed by Keating, & Silverman. (2004). A scale for measuring pre-service physical education teacher attitudes toward fitness test was developed by Keating, & Silverman. (2001).

Kenyon (1968 in Baumgartner) has demonstrated that "attitude must be multidimensional. That is, there are several different types of attitudes toward an object and that the composite score must be split into several scores to validly measure each dimension. For example, assume that a scale measure two factors in a subject's attitude toward Physical Education: (1) the value of physical education for social development and (2) the value of physical education for health and fitness. By simply summing all the scores, two individuals with very different attitudes might receive the same total score. Yet, one may highly value physical education for social development; the other may consider it valueless for social development but important for health and fitness. Thus, the total score is not a valid representation of the true feelings of either person" (P-420).

Chang (2000) has developed a Thirty-two (32)-item Attitude scale to measure the attitude of faculty members towards Student Ratings of Instruction (ASRI).

## **2.6 DEVELOPMENT OF ATTITUDE SCALE IN PHYSICAL EDUCATION**

Two methods are commonly used to develop an attitude scale items or its sub domains (Keating & Silverman 2004). The first method recommended by Rosanberg (1956 in Keating), and it began by gathering domains from target respondents, followed by developing relevant items according to the domains. The second method required pooling relevant items from previous studies on the topic and then generating new items based on conceptual model (Babbie, 1990 in Keating). Both methods have advantages to generate items and sub domains. It ensures that all the items and sub domains are taken into consideration at the beginning of the scale development. Hence, both of the methods were used to generate the items and sub domains. Several Physical Educations and other Attitudes Scale were developed by different authors/researchers some of them are following:

The Kenyon (1968a in Baumgartner) Attitude towards Physical Activity (ATPA) six dimensional measured scales for men consists of 59 items and the parallel scale for women consists of 54 items. The complete instrument with instructions is provided in other scores (Baumgartner & Jackson 1982; Kenyon 1968b; Safrit 1981 in Baumgartner)

Kulinna & Silverman (1999) have developed a reliable and valid instrument to examine the Teacher's attitudes toward teaching physical activity and fitness.

A study by Silverman (1999) has discussed both quantitative and qualitative tools with a particular focus on developing of a reliable and valid instrument for the measurement of students' Attitude toward Physical Education and Physical Activity.

The Attitude toward Effective Teaching (AET) survey instrument and Teaching Performance (TP) instruments were developed by Nasr *et al* (1994), the AET instrument comprised of 37 items on a five-point scale and the TP instrument was comprises of 23 items.

Hans *et al* (2004) constructed a 71-item scale, to focus group sessions with social nurses and paraprofessionals who had experience with underprivileged families. The final version contained 20 items. The scale showed high internal consistency ( $\alpha = 0.92$ ) and high inter-rater reliability ( $r=0.97$ ).

Shah (2002) has developed a reliable scale of Professional Attitudes to study the effectiveness of teachers' training in enhancing the professional attitudes of B.Ed Students with a Cronbach alpha of .78.

## **2.7. RESEARCH STUDIES IN THE AREA OF PROFESSIONAL ATTITUDES**

Early models of researchers illustrating influence on teacher behavior and gave little credibility to the role of attitudes. Munby, (1982) and Ernest (1989) have developed a model related with specifically about knowledge, beliefs, and attitudes. Their model acknowledges the role of beliefs and attitude, it defined attitude as a “teacher’s personal reaction to educational experiences, compounded with other influences”. Ernest suggests that a crucial factor in developing beliefs and attitudes through teacher training activities is the form, rather than the content of the learning experiences.

Alexander and Strain (1978) stated that Attitudes play an important role on two levels: the individual classroom level, and the larger program level. On the classroom level, teacher’s attitudes affect teaching and students. Research shows that teacher’s attitudes influence both their expectations for their students and their behavior towards them. These attitudes, expectations, and behaviors influence both students’ self-image and academic performance.

Robert wolffe (1996) has concluded that a well-planned, short-term field experience, which engages students in careful reflection, can positively influence their attitudes and expectations for students.

Shah (2004) has identified that Teacher's personality in the attitudinal sense is a significant factor in teacher behavior and it has great impact on student's achievements. The enhancement of positive professional attitudes not only promotes the teacher's efficiency, but also helps in making the institutions attractive for students and teachers.

Gozalez, (1992) Eagly & Chaiken (1993) have described that it has been widely accepted that affective and cognitive domains are required to constitute an attitude. Cognitive component measures beliefs regarding the features of the attitude object. The affective component of attitude is associated with relatively stable, favorable or unfavorable feelings toward an attitude object.

Margaret *et al*, (1995) were of the view that affective behavior of interest to the physical educator often includes attitudes, interests, values, psychological traits, and emotional inventories to measure the attitudes of individuals towards physical education or physical activity. Other inventories have been constructed to assess the psychological characteristics of an individual in a sport or physical activity; however, the majority of these instruments have been employed by researchers rather than by physical education teachers.

Much of the Physical Education research in the affective domain has focused on the attitudes and their performance. Nunnally (1978) has stated “Attitudes concerned feelings about particular social object, physical objects, types of people, particular persons, social institutions, government policies”.

## **2.8. RELATIONSHIP OF FINDINGS OF PRESENT STUDY WITH THE FINDINGS OF RESEARCH STUDIES CONDUCTED IN THE FIELD.**

Following is a brief description of previous researches and their relationship with the findings of present study.

Pajares, (1992) observed: it was widely known that regular physical activities were beneficial for health and leading to the overall development and fitness of the human, but very little was known regarding the attitude of physical education teachers’ towards teaching physical activities and fitness. Teachers’ have different ideas regarding the importance of various physical education goals. These ideas of teachers have influenced both the curriculum and instructional/teaching decisions; and ultimately student learning.

Ennis & Zhu, (1991) have identified that “teacher’s attitudes and values toward teaching compose educational value orientations. Value orientations are

characterized by the importance of critical components of the teaching-learning process to the teacher”.

Ennis, (1996) stated that Teachers’ value orientations affect their curricular and teaching decisions. The particular school context also influences teachers’ attitudes and instructional behaviors.

Studies aimed at identifying teacher characteristics associated with specific teacher attitudes have provided interesting results. Yeh, (1980) has stated in his study that teachers with more classroom experience tend to be more positive than inexperienced teachers.

Green & Stager (1986) and Tollefson *et al.* (1985) have found that teacher attitudes at higher grades are more positive. In surveying teacher attitudes toward the Blueprint 2000 standards, Hall and Tremmel (1995) have found the greatest support for the standards among elementary teachers and teachers with less teaching experience (Cited in Rich Janiak 1997).

Cindy L. (2003) has stated in his research study that the relationship between more positive principals’ attitude and more positive experience was found towards inclusion. Furthermore, no significant relationship was found between attitude and years of experience in regular education, special education, or elementary administration.

Studies by Villa, Thousand, Meyers, & Nevin, (1996) and Wisniewski (1994) have found that the experience with individuals having disabilities is related to positive attitudes toward inclusion.

Martua M. (2005) submitted in his study that the quality of the teaching and learning interaction have a significant correlation with the teachers' educational qualifications, teaching experience, and professional attitudes. Further the study indicated that there was a significant linear correlation between teachers' educational qualifications and professional attitudes, and an insignificant linear correlation was found between teaching experience and professional attitudes. He further stated that the teaching experience and teachers' training have no direct effect over the quality of teaching and learning interaction, however, the two will be more significant if they are correlated with a positive professional attitude.

The above studies supported and promoted the present study in hand which concluded that the extent of professional attitude of Directors of Physical Education was found low. No significant relationship was found between professional attitude of Directors of Physical Education with their experience, qualifications, and gender.

## **Part B**

### **Performance Evaluation**

- 2.9. Measurement and Evaluation
  - 2.9.1. Measurement
  - 2.9.2. Evaluation
- 2.10. Evaluation of Teachers by Students
- 2.11. Evaluation Methods
  - 2.11.1 Student Ratings
  - 2.11.2 Peer Review.
  - 2.11.3. Faculty Self-Evaluation
  - 2.11.4. Competency Testing
  - 2.11.5. Classroom Observation
  - 2.11.6. Student Achievement
  - 2.11.7. Teacher Interview
  - 2.11.8. Indirect Measures
- 2.12. Reliability of Student Ratings
- 2.13. Validity of Student Ratings
- 2.14. Development of an Instrument of Students' Evaluation of Teachers
- 2.15. Research Studies in the Area of Performance Evaluation
- 2.16. Relationship of Findings of Present Study with the Findings of Research Studies Conducted in the Field.

## **2.9. MEASUREMENT AND EVALUATION**

The teachers need to know the meaning of the two terms, measurement, and evaluation so that they can understand significant concepts related to assessment and evaluation.

### **2.9.1 Measurement**

The teachers used the measurement as a process of collecting information regarding the performance of a student or a class. Measurement is a descriptive process; it includes a number of expressed in quantitative terms. A student class tests or assignments are marked in terms of numbers to indicate the ability of the student. The common tools for measurement used by the teachers are the class tests or assignments completed by the students with paper and pencil. It is the most widely used criterion for the evaluation of the students' performance. The tests or assignments are not the only tools to measure the ability, hence there are several more tools used by the teachers like, the measuring scales, cameras, tally sheets, oral interview and equipments. (Performance Assessment for Science Teachers (2005))

A physical education teacher uses a variety of measuring tools to measure the ability/performance of the student, these include, the overall fitness measurement, which measures the strength, speed, agility, and flexibility of the students’.

### **2.9.2 Evaluation**

“Evaluation is a dynamic decision making process focusing on changes that have been made. The process involves collecting the suitable data (measurement), judging the value of these data according to some standard, and making decisions based on these data”. (Baumgartner, 1995, P-15) When a teacher makes value judgments about pupils' performance, then he/she is doing more than measuring. He/she is using measurement data to evaluate. All teachers evaluate pupils. Evaluation takes place when a teacher determines which students have satisfactorily completed a course and which ones have not, when the teacher finds that Karim can run better than anyone can in the class, when the teachers decide which students are eligible for participation in intercollegiate competition and which students are not. Evaluation occurs when teachers and parents compare a child's potential with his or her performance: it takes place when teachers praise and encourage students (Performance Assessment for Science Teachers 2005).

## **2.10. EVALUATION OF TEACHERS' BY STUDENTS**

Evaluation of teachers by their students has been officially employed in institutions of higher education since 1927. Numerous studies indicated that when and how much evaluation of teachers by students is presented. Finley (1993) set forth that students have been evaluating teachers since the introduction of the first formal published evaluation form, the Purdue Rating Scale of Instruction, in 1926 (Darr, 1977). Finley further stated that at the post-secondary level, students' evaluation is the most common source of data used to evaluate teaching effectiveness, followed by peer evaluation, administrative evaluation, and teacher self-evaluation. The literature on students evaluation address the design, development, and research related to the evaluation instrument; the validity, reliability, and possible partiality of student evaluation, and the utility of student evaluations in the improvement of teaching. Finley concluded that in order to determine the usefulness of students' evaluations, one must be assured of their reliability, validity and unbiased statements.

Like most of the universities in the world, in the universities of Pakistan including Gomal University, Dera Ismail Khan has started the evaluation of teachers by students since 2004. A study by Seldin (1993) indicates that

students' evaluation of teachers has been used as a part of faculty evaluation system. Marsh & Roche (1993) found that faculties used student's evaluation of their teachers for promotion, improving teaching and to evaluate the teacher performance. Darling-Hammond *et al* (1983) suggested that the use of student's evaluation of teachers are inexpensive, easy to implement, useful in improving teacher's performance, and has a high degree of reliability. According to Arreola (1995) students are easily available source for evaluation. It is more objective and useful than administrator evaluation, classroom evaluation, and peer evaluation. Lawrence *et al* (1980) have established that the students who were informed that the evaluation would be used for administrative decisions relating to course and the teachers they rate all the aspects more favorably than the students who were unaware regarding the decision.

Jousha, (2004) has discussed in her study that the students' evaluation of teacher is one of the popular approaches. Students' evaluation of teacher means that the students being taught by the teacher, they are made to express their opinion and feelings concerning the effectiveness of their teacher instructions, activities, and the level to which they have benefited from those instruction and activities. 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 a 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. The author further stated that the student's evaluation of 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' evaluation of teacher evaluation are that the students know when he/she has been motivated to learn, it is the students whose behavior is to be changed, students' evaluations constitute feedback to the teacher, and students' recognition may promote or motivate good teaching. Most of these assumptions are undeniably true.

The most important characteristic for any successful evaluation method is validity whether a test or procedure measures what it purports to measure. It becomes inappropriate, meaningless, and useless to make specific inferences from invalid measurements. Evidence of validity must be accumulated to support inferences made from evaluation results. (Baumgartner, 1995)

According to Wise *et al* (1984) "successful evaluation methods must also be reliable, effective, and efficient. Reliability means consistency, and evaluation

always must give similar scores, ranking, or ratings for similar tests, regardless of the evaluator or the evaluated. Effectiveness implies that the evaluation must provide results in its most useful format. Summative evaluation yields a teacher performance score or rank that does not have to be interpreted to be used for accountability. Formative evaluation initiates the improvement of weak areas. Efficiency refers to spending time and money for evaluation training, materials, and procedure to ensure the desired results”.

## **2.11. EVALUATION METHODS**

### **2.11.1 Student Ratings**

Darling-Hammond *et al*, (1983) have described that using of student ratings in teacher evaluation has been restricted to higher education, though student input has been collected informally in middle and secondary schools. This method is inexpensive, and has a high degree of reliability.

Teaching is highly complex task to be done, it vary across schools, grade levels and even the classroom. These complex factors make it difficult to evaluate the work of teachers. Two major forms of evaluation are used to evaluate teachers' performance i.e. summative evaluation and formative evaluation. Numerous

sources are used to collect summative and formative evaluation data for teachers' evaluation.

According to Levin (1979) the data for teachers' evaluation fell into six basic categories; i.e. supervisors' observation, self evaluation, students' achievements, special teachers' test, students' evaluation of teachers, and the use of a structured observation instrument.

Weber (1987) indicated that the data collection sources in teachers' performance, even though that a lot of time and resources have been spending on it, yet it does not fulfill the required information. Further he described that one of these sources of data are the students' evaluations of teachers' effectiveness has received major attention from educational researchers over the past few decades.

Doyle (1975) and Mourice (1996) have provided six purposes of students' evaluation of teachers' and teaching. These six purposes include: to provide a basis for administrative decisions on academic rank, promotion and pay raise, self improvement on the part of teachers, to provide criteria for research on teaching, and to provide a basis for advising students on course selection. Mourice further discussed "currently, students' evaluation in the form of ratings of instruction most commonly associated with teachers' evaluation".

According to Perterson, (2000) two different purposes of students' evaluation of teaching are used and in practice nowadays within education, i.e. formative evaluation and summative evaluation. Popham (1988) asserted that the distinction between formative and summative evaluation is important, because very often-different techniques even personnel are used for intended purposes. Centra (1993) has described the difference between summative and formative evaluation. The author distinguished that when the students' evaluation is used for the purpose to help teachers improve and enhance their teaching skills, pinpoint the needed changes, and guide those changes, the evaluations is formative. On the other hand if the evaluation is used for the overall effectiveness of teachers' and making decisions regarding the promotion, pay raise or tenure, the evaluation is summative.

Students' evaluation is mostly conducive at colleges and universities level (Mertler 1996). Very little use has been found by Finley and Crawley (1993) regarding the students' evaluation at secondary level, and even very less application of this method was found at high school level. Students' evaluation of teaching has been highly neglected at high school level Henna *et al* (1983).

Students' ratings of instructions are very systematic source of data collection. Students' ratings are used as feedback for their teachers' performance. These feedbacks are usually taken on surveys with multiple items on it (Hampton, 2001).

### **2.11.2 Peer Review.**

Peer review examines a broader scope of teaching activities than any other methods (Elliot 1985). The author further marked that colleagues observe each other's classroom and examine lesson plans, tests, assignments, and grade them.

Peer observation involves the peers within the faculty to review the teachers' performance through classroom observation, and examine the teaching materials and course design. Peer reviews are also intended for reviewing the classroom behavior of teachers' and its possible relationship to students' learning (Marilla 1998) The author further described that the focus of peer review was on verbal and non-verbal behaviors of both teachers and students' in the classroom. She further discussed that peer observation could produce, comments on the relationship between teachers' actions and students' behaviors, comparison with methods peers consider to be good, and specific suggestions for teachers' to improve teaching. Marilla emphasized that peer observation and evaluation required a very high level of professional ethics. It required a high level of training and analytical skills to observe the peers' instructions/teaching in a classroom. The author further propounded major strengths and weaknesses of peer observations, the strengths include, that (i) peers are familiar with institutions goals, priorities, (ii) faculty problems, and values, (iii) it helps faculty to upgrade their own profession, and (iv) it can be

chosen from teachers'/instructors' content areas. The major weaknesses include, (i) peers' pressure, (ii) personal relationship, and (iii) the data is often biased due to previous data, (iv) peers' relationship might suffer, and (v) possible bias due to observers' preference for own teaching methods.

Peer observations may be used for both formative feedback for the improvement of instruction, and summative assessment for making personnel decisions (Braskamp and Ory, 1994). In assessing faculty work Braskamp and Ory declared, "Peer observations are particularly useful in a program of faculty self-assessment and improvement. Instructors who wish to analyze their own teaching and student learning can benefit from a colleague's observation. Such classroom observations can be flexible and informal. In contrast, observations for personal decision making need to be more formalized and standardized to ensure fairness, reliability, and credibility. Several trained colleagues making independent visits provide more credible summative assessment information than does one untrained colleague making a single visit" (p-202).

Overall, majority of researchers on peer observations agree that peer observation of classroom teaching is one of the useful parts of a peer evaluation process.

### **2.11.3. Faculty Self-Evaluation**

Faculty self-evaluation is a more formal method. It is used to identify the weak areas of teaching and skills, which are used in classroom management. It is an important source used for collecting information regarding the staff development; however use of faculty self-evaluation data for accountability decisions is unsuitable (Darling-Hammond *et al* 1983).

Two levels of teachers' self-evaluation are normally used: the first one is the self-evaluation of teachers' day-to-day classroom teaching; and the second one is the professional self-evaluation of teachers. Through these levels, a teacher can refine his/her instruction and skills for the classroom (Teacher self-evaluation 2006). It is further suggested that some questions that may assist the teachers in reflecting on their evaluations of students' progress, the questions include: (a) was the probing of students' knowledge, understanding, skills, attitudes, and progress sufficient? (b) Were appropriate strategies used for students' information, assessments, and teachings? (c) Were conducive conditions provided to students when their performance had been assessed? (d) Were the strategies used for the assessment of students' levels of abilities faire/appropriate? (e) Was the information collected from students to make evaluation, sufficient? (f) Were the results of students' evaluation reported to their parents and other educators, meaningful and appropriate? Through the reflection of above questions, the teachers can improve their strategies for

students' evaluation. Engaging in self-evaluation is important for teachers as professionals. Through self-evaluation, teachers can improve their professional capabilities, "set improvement targets, and participate in professional development activities" (Teacher self-evaluation 2006).

#### **2.11.4. Competency Testing**

One of the methods used in teachers' evaluation is the competency testing of the teachers. The best example of this type of evaluation is the National Teachers Examination (NTE) testing. The NTE is used for initial certification and for decisions of hiring teachers. The main disadvantage of NTE is the level of its validity. The NTE studies results indicated the low correlation of performance of teachers' evaluations (Soar *et al* 1983). He further argues, "No test has been developed to measure teacher's professional commitment, maturation of decision-making ability, social responsibility, and all-important criteria for effective teaching and learning". Darling-Hammond *et al* (1983) claimed, "Test proponents, however, maintain that examinations guarantee a basic knowledge level, eliminate interviewer bias, and are legally defensible".

#### **2.11.5. Classroom Observation**

Classroom observation methods in teachers' performance evaluation are the most popular methods used in many schools and colleges by the school/college administrators for experienced and for beginning teachers annually (Darling-

Hammond *et al* 1983). The author further described that classroom observation are the easiest data collecting source regarding the teachers' communication and relationship with students, which could not be gathered through other sources.

The classroom observation method was used in Baccalaureate School of Nursing to investigate the use and faculty perceptions of teachers' evaluation (Crawford, 1998). The author continued that the faculty responded that the classroom observation was often conducted by peers and had a moderate value, often performed inconsistently to provide feedback for immediate improvement and for annual reviews. Further the study indicated that Seventy percent respondents give worth to teaching than research or service. The important skills noted in the study were the quality of content, communication skills of teachers, knowledge of the content areas, delivery skills of the teachers, the teaching methods and style, and interpersonal skills.

In addition to students' evaluation of teachers' Dilts *et al* (1994) have suggested that to evaluate teachers' performance/effectiveness other stakeholders methods of evaluations could be used, i.e. the colleagues and administrative assessments, classroom visitations by senior faculty, assessment of the course materials, and the analysis of the videotapes of classroom sessions etc.

Boland & Sims (1988) have supported other external evaluations methods in the teachers' evaluation of effectiveness. They suggested that such as National tests of students, standardized examinations of cognitive performance, and external experts or consultant evaluations might be used to evaluate the teachers' performance. The authors' stress over the value of different assessment of educational and cognitive teaching activities; on the other hand many faculty members identify the worth of teachers' performance evaluations. The process of evaluation is biased, conflicting, remedial, and irregular, as commented by teachers. Boland & Sims have identified the weakness of the teachers' evaluation process, these include, that the evaluation criteria are inconsistently written, the performance expectations are poorly communicated, and insufficient opportunities take place to develop skills in all performance evaluation of teachers' areas. The authors further pointed to some other deficiencies of the process that are, (i) the evaluated teachers are involved in various levels of the process of evaluation, (ii) difficult to ensure due process for teachers' being evaluated, and (iii) a very small amount of concern is paid to interpersonal and professional importance in determining the goals of performance of teachers' evaluation process

Students' evaluation of teachers' were valid; McKeachie (1997) still supported the method after 40 years. However, he criticized the students' conception

about effective teaching. McKeachie, was of the view that the problem with the judging of teachers' effectiveness was that it was based only on teachers' personal characteristics, e.g. enthusiasm etc. He "departed" the careful focus on content of the evaluation instrument and construct validation to examine procedure issues. He explains that students' evaluations were positively correlated with teachers' effectiveness, but the teachers were not equally effective for all students and for goals achieving. Further McKeachie credited preference of small classrooms and more discussion in the classrooms, and simple questions in examinations. Agreeing with other researchers', he stressed over student evaluations, which in his view were the only valid source of data collection on teachers' evaluations. No problem exists in students' evaluation of teachers' instruments, but the problem was in lack of sophistication of the personnel committee who are responsible to use the instrument, McKeachie argues.

The students' might consider the evaluation of teachers' as waste of time, if the problem continues, and they are not sure and see minute improvements in the teaching, based on the evaluations they often completed during their course of study (Dilts *et al* 1994).

Teachers' evaluation scheme is more to give feedback to teachers on the needs of classrooms, it gives opportunities to teachers to learn more and new

techniques, and take pieces of advice from the principals and other teachers on how to make changes in their classrooms Boyd (1989). The author proposes that whenever the teachers' evaluation instruments are made, a variety of teaching skills should be considered. Further he states that while developing an instrument for teachers' evaluation multiple sources of information about teachers' performance should be used to make an instrument more accurate. Concluding Boyd states that the processes of evaluation are the positive experiences for both the teachers and evaluators. And moreover that the challenge evaluators faces are that they make an evaluation process meaningful experience rather than a pass-time activity.

#### **2.11.6. Student Achievement**

The student achievement examinations are one of the methods used in teachers' evaluation. In this method the students are ranked according to their ability, plus, the school and the classes are also ranked according to national norms. Research shows that test scores are positively correlated with teacher behavior under certain conditions (Woolever, 1985). However, "scores also depend on inherent student qualities, such as I.Q., which are independent of teacher influence" (Darling-Hammond *et al* 1983).

#### **2.11.7. Teacher interview**

According to Darling-Hammond *et al* (1983) teachers' interviews are used to hire new teachers, and their evaluation results are communicated to the experienced teachers of the faculty. The author further suggested that to reduce the interviewer bias, the "Teacher Perceiver Interview", an updated, formalized version might be used.

#### **2.11.8. Indirect Measures**

Drake, (1984) mentioned that the teachers' humor, judgment, enthusiasm, and punctuality, are correlated with students' achievements, and these correlation studies have been used in teachers' evaluation. According to Darling-Hammond *et al* (1983) some of the characteristics of the teachers' are more effective in classroom, like the relationship of teachers' flexibility and effectiveness, but these research findings have not been used in teachers' evaluation.

According to Coker (1985) evaluation methods are supported by the existing literature, but the lack of consensus, knowledge of effective teaching, and lack of measurement technology regarding the evaluation represent the evaluation issues. He further put forward that the knowledge and measurement technology could be acquired through the data generated by valid and reliable methods.

## **2.12. RELIABILITY OF STUDENT EVALUATION OF TEACHERS**

A measure is reliable if it measures behavior in a consistent way. The test can be counted on to give similar results each time when it is used (Rothstein, 1985). According to Arubayi (1987), reliability of students' evaluation centers on stability and internal consistency in the evaluation of teaching or teachers. Students' evaluations are reasonably reliable (Peterson, 2000). Reliability determined from item analysis results, and internal consistency among responses to items measuring effective teaching are consistently high (Marsh, 1987). Student's evaluation of teacher performance has demonstrated high reliability (Mertler, 1996). To Darling-Hammond *et al* (1983), reliable test items have normally reliability coefficient range from .80 to .90 and above.

According to Tozoglu (2006), student evaluations of teachers' are consistent among students and reliable from one year to the next. He further explained that studies also show that students differentiate among teaching effectiveness and other affective dimensions such as attitude, interest, and friendliness of the teacher. Tozoglu argues that student evaluations are neither unreliable nor unusual; students can consistently differentiate among teachers, and evaluations are not based solely on popularity factors, a fear expressed by teachers.

### **2.13. VALIDITY OF STUDENT EVALUATION OF TEACHERS**

When it is said that a measure is valid, it means that it measures what it is supposed to measure. It can be predicted that if a person does well on the test, he or she will do well in skills that are predicting (Rothstein, 1985). According to American Psychological Association (APA 1985) indicates that validity is the most important, and it should indicate to the user the extents to which that test are capable of achieving certain aims.

Validity studies on students' evaluation instrument are uncommon, but concern has been demonstrated regarding the evidence of validity of students' evaluation (Riner, 1991 in Tozoglu). In addition to summative purposes, students' evaluations are also useful for formative purposes (Tozoglu, 2006). According to Marsh (1984), students' evaluations are multidimensional, reliable, and stable.

### **2.14. DEVELOPMENT OF AN INSTRUMENT OF STUDENTS' EVALUATION OF TEACHERS**

A variety of methods and instruments are used for the development of students' evaluation of teacher instrument. According to Costin *et al* (1971)

“often the instruments/questionnaires or scales were developed by students groups, departmental committees, or by individual faculty member”. The author further claim, “Only occasionally were these instruments developed under the auspices of a committee or special academic division members of which specialist in educational measurement” (P-511).

Several instruments are used for the student’s evaluation of teachers. “Perhaps the most critical question about student’s evaluation of teachers is whether they are valid; whether they actually measure teaching effectiveness” (Cohen 1981 p-281). Berk (1979), argues, “most of the instruments used by college administrators and instructors lack reliability and validity” (P- 650). The literature regarding the student’s evaluation of teachers instrument refer to only the “issues and problems rather than a clear set of guidelines for instruments construction” (Berk 1979 p-650). The author further announces, “These issues include, (a) how to define the domains and instructional characteristics, (b) what method of scaling is most appropriate? (c) Is a graphic scale more effective than a numerical scale? (d) Are seven-point scales more reliable than five-point scales? (e) Should a neutral position be used? (f) How should the items be generated? And (g) Are both item analysis and factor analysis necessary?” (P-650)

Dowell (1982) proclaimed that “the literature on students evaluation of teachers can be characterized as 1, very extensive 2, contradictory, and 3, of high variable quality” (P-51).

“Typically, students use numerical scales to rate faculty on items concerning various aspects of instruction. However, the rating items generally do not represent either independent or basic aspect of teaching” (Whitely 1976 p-241) The students evaluation of teacher is “normally based on performance in three basic areas: teaching, research, and service”. The author further stated that “although all three areas are difficult to measure accurately, teaching is much more difficult to evaluate than research and service” (Marlin, 1987 p-704).

## **2.15. RESEARCH STUDIES IN THE AREA OF PERFORMANCE EVALUATION**

At most institutions of higher education, teaching is the prime duty and “multidimensional” activity. Evaluating teachers’ performance is the main concern for many evaluators. Students’ feedback on teachers’ evaluation have motivated and authorized the faculty to improve their teaching performance. Students’ comments on teachers’ performance has formed an important base to enhance the quality of educational programs (Dilts, 1994; Siler, 2001; Feldman, 1999).

The methods of students to evaluate the teacher are inexpensive, and high degrees of correlations exist between teacher evaluation and students performance. Bassey, 2002, Darling-Hammond, and Wise, 1983; Josha, 1998; Marsh, 1987; McKeachie, 1991; have stated in their studies that there are many questions about the validity, reliability, utility, interpretability and acceptability of students evaluation as means or measures of evaluating teachers on their jobs, especially, when the results are to serve some summative purposes like promotion, determination of tenure, dismissal, and other forms of award/reprimand.

After combination of ideas and reports on students' evaluations of teachers, Aleomoni (1987) identified eight typical concerns of evaluation of teachers by students, (i) students are immature and inexperienced to judge teachers, (ii) faculties give the impression that only colleague (Peer) can evaluate them, because they have got a lot of experience, are capable and qualified in their field, (iii) because of their popularity in the students warmth, friendliness and charm teacher always wins, (iv) many faculty member think and believe that only those students should evaluate the teachers' performance who have left the institution several years ago, (v) there is a general feeling among the peoples that teachers' evaluation forms are not valid and reliable, (vi) class

size, gender of teachers' students', course outlines and some other external factors could also effect the students' evaluation of teachers, (vii) performance of the students in terms of grade/position in the class/department is highly related to their evaluation, and (viii) faculty members often ask how students' evaluation can be used to improve teacher performance.

Wise *et al* (1984) concluded the following strategies to help implement an effective evaluation program. These strategies are, (a) local needs, and standard must be addressed in evaluation methods, (b) the methods must be reliable with the stated purposes for evaluation, (c) facilities must be used efficiently and properly to obtain reliability, validity, for the evaluation, (d) the institutions must give assurance of time and resources, and (e) teachers must be involved in evaluation process.

Trained evaluators, administrative staff, teachers' involvement and staff development program are needed for an effective evaluation (Drake 1984). A successful evaluation depends on teachers' participation in program design, interest of administrators in the program, clear program objectives, and participants' information sharing (Elliott & Chidley's 1985). According to Martin (1998), Read (2001), student's evaluations of teachers are affected by several extraneous factors for example, students' characteristics e.g. age, sex, race, qualifications, and partiality towards the teacher and the subject, teachers'

characteristics e.g. experience, gender, rank, and personality etc, and some environmental characteristics e.g. atmosphere of the classroom, and other physical features.

Three approaches have been used traditionally in research regarding teachers' effectiveness (Doyle 1987) i.e. examining the teachers' characteristics, their methods of teaching, and their behavior.

Candy (1993) highlighted and found that strong relationship exists between teachers' beliefs and teachers' performance in the classroom situation.

Connors, *et al.* (1990), Wyatt, (1993) argued that having a positive attitude toward the various components of effective teaching, could affect teaching performance.

Nasr (1994) has held that if the relationship between attitude towards effective teaching (AET) and teaching performance (TP) exists, then tertiary administrators should try to improve lecturers' attitudes towards teaching in order to improve the quality of teaching in universities.

Goldhaber and Anthony (2004) found that elementary student achievement gains were larger for student taught by National Board for Professional

Teacher Standards (NBPTS) certified teachers than students taught by non-certified teachers.

A strong positive relationship has been found between teachers' certification, experience and preparation, and students' achievements (Darling-Hammond, 2000).

Students' moods are uncontrollable or partly controllable by their teachers (LaForge 2002). She further added that students are in a unique position to evaluate some aspects of teaching effectiveness. Yet, students' evaluation of teachers measures many of the factors that may or may not relate to students learning. The findings of her correlational study indicate that the more negative the emotional state (depressed, aggressive, and nervous) of the students, the lower evaluation ratings.

Students' moods at the time of evaluation may play an important role in teaching evaluations (Munz & Munz 1997). Further the authors indicated that, positive mood, not negative at the time of an evaluation measures and two weeks before the evaluation assessments correlated positively with course and teachers evaluations.

Martin (1998) has affirmed that the relationship between students' evaluations and grades has received more attention in the literature than any other variable. Neath (1996) describes that higher grades correlate very highly with individual ratings of teaching effectiveness and grading harshly lowers evaluations. He further added that effective instruction can give rise to positive evaluations, and lenient grading standards can give rise to more positive evaluations. Students experiencing positive moods lead towards more lenient ratings of teacher, while students experiencing negative moods may lead towards more severe evaluation of the teachers. Small, Hollenback and Haley (1982) found that emotional states were related to teachers' evaluation.

## **2.16. RELATIONSHIP OF FINDINGS OF PRESENT STUDY WITH THE FINDINGS OF RESEARCH STUDIES CONDUCTED IN THE FIELD.**

It has generally been believed that more or better qualifications and experience result in better performance, or it can be said that a person who has more experience has shown better performance as compared to the less qualified and less experienced person.

A wide range of findings exists on the relationship between experience (years of teaching) and performance. Expected effects of teachers' experience, Hanushek (1986) has found that less than half of the 109 studies revealed that

experience had any statistically significant effects on performance, more experience had a significant positive relationship on performance of these 33 studies showed, while 7 studies indicated that more experience had a negative impact on performance.

Fallon (2003) explored that relationship exists between a teacher verbal ability and student's achievements. He further indicated that the teachers who have exceeded in the subjects they were better teachers of those subjects as compared to those who have not. Experienced teachers have contributed greatly to students' achievements as compared to less experienced teachers, he summed up.

Classic teaching performances of teachers are maximized in first few years of teaching (Greenwald, *et al* 1996; and Murnane, 1995). The study in hand also concluded that some aspects i.e. (general qualities, coaching performance) have shown positive correlation with experience of Directors Physical Education. It means that higher the experience better the performance. Most studies of National Teachers Examination (NTE) results and evaluations of teacher performance show low correlation.

In his book Gene (2002) mentioned that several studies found no relationship between students' achievement and teachers' years of experience. The

researcher further added that some researchers found that teacher education and experience are related to students' achievements. No significant relationship was found between students' achievements and teachers' experience, research findings showed. However, such studies suffer from interpretive errors. Reexamined data show a positive relationship between teachers' experience and students' achievement.

The research on the relationship of teacher/administrator performance and qualifications is mixed. Greenwald, *et al* (1996) observed that higher qualifications of teachers had a positive correlation with performance, while Hanushek (1986) found that it negatively correlated with performance. Goldhaber (1997) marked that a teacher's/administrators qualifications were not positively correlated with their performance (from eight to ten grade), but having higher qualifications of teachers of Mathematics and Science influenced performance. The same results were not found to be true for teachers of English and History.

A study, by Goldhaber, (2000), found that the teachers who possessed the higher degrees (qualifications) in mathematics, the students of those teachers showed greater gain in achievements as compared to those students whose teachers had possessed lesser degree (qualifications) in mathematics. However, no such results are found in science subjects.

The study in hand also concluded and was supported by the above studies. The extent of Professional Attitudes and Performance of Directors of Physical Education was found low. The experience, qualifications have no significant effect on their Professional Attitudes and their Performance. Similarly, the Gender of DPEs has also no positive or negative effects on the Performance and Professional Attitudes.

No significant relationships were found between Professional Attitudes of Directors of Physical Education and their experience, qualifications, and gender. Similarly, the Performance of Directors of Physical Education was found insignificant when correlated with their experience, qualifications, and gender, however some aspects like Content Knowledge, Classroom Management, and Coaching Performance of performance evaluations of Directors of Physical Education were found significant when correlated with the experience, qualifications, and gender of Director Physical Education.

The qualifications of Director Physical Education had positive relationship with performance (Content Knowledge) aspects. The Performance Evaluation (Classroom Management) aspects were positively correlated with experience and qualifications, while it was negatively correlated with gender of Directors

of Physical Education. The (Coaching Performance) aspects of performance evaluation of Directors of Physical Education were negatively correlated with the gender of DPEs.

## **CHAPTER-3**

### **METHODOLOGY**

This chapter deals with the process of data collection in explanatory terms. The chapter is divided in the following main parts:

- 3.1 Population
- 3.2 Sample
- 3.3 Instrument for Data Collection
- 3.4 Sample Size and Selection of the Sample
- 3.5 Professional Attitudes Scale
- 3.6 Performance Evaluation Scale
- 3.7 Likert Type Scale
- 3.8 Validation of Scales
  - 3.8.1 Reliability of the Scales
  - 3.8.2 Validity of the Scales
    - 3.8.3 Content Validity
- 3.9 Administration of Scales
- 3.10 Analytical Procedure
  - 3.10.1 Independent Variables
    - 3.10.1. i Experience

- 3.10.1. ii Gender
- 3.10.1. iii Qualifications
- 3.10.2 Dependent Variables
  - 3.10.2.i Professional Attitude of DPEs
  - 3.10.2.ii Performance Evaluation of DPEs
- 3.10 Analysis of Data
- 3.11 Delimitation

For the purpose of reaching certain findings and drawing conclusions, the researcher has adopted the following procedure. The methodology is elaborated with the help of subheadings to highlight every aspect of the procedure.

### **3.1 POPULATION**

The population for this study comprised all the Directors of Physical Education (DPEs) (male & female) working in the Government Degree Colleges of North West Frontier Province (NWFP) and all the students (male & female) of degree (graduate) classes admitted in Government Colleges of NWFP.

### **3.2 SAMPLE**

Ninety (90) Directors of Physical Education (55 male & 35 female) working in the Government Colleges of NWFP and 1800 Students (1025 male & 775 female) enrolled in degree/graduate classes of NWFP Government Colleges were taken as a sample for study.

### **3.3 INSTRUMENT FOR DATA COLLECTION**

Likert type scales were developed to determine the professional attitudes of DPEs as well as to evaluate the performance of Directors of Physical Education.

### **3.4 SAMPLE SIZE AND SELECTION OF THE SAMPLE**

Total one hundred and twenty (120) Directors of Physical Education are working in Ninety- (90) colleges of twenty-four (24) districts of North West Frontier Province at the time of conducting this research. These colleges are situated in the vast area of the province. Some of the colleges are situated in very remote and hilly places, where approach of the researcher was very difficult and impossible. Out of these 90 colleges, 18 colleges have more than one DPE. From each district, two male and two female colleges were randomly selected. No female college exists in three districts, whereas 10 districts have

one college for both genders. To overcome this difficulty the researcher has selected seventy-two (80%) colleges and Ninety (75%) DPEs from population who were stationed at nearby colleges and the contacts were easy.

### **3.5 PROFESSIONAL ATTITUDES SCALE**

The scale was administered to Ninety, (90) DPEs of 72 (42 Male & 30 Female) different colleges of NWFP. Sixty-two (62) DPEs (38 Male & 24 Female) responded with a response rate of 68.88%. For validation, the scale was send to seventy (70) experts in which only twenty five (25) were DPEs, and the rest forty five (45) of those were experts in the field of Physical Education, Sports, Education, and in other subjects of the research field. The twenty-five DPEs who have participated in the pilot study were not included when the actual study data was collected. (Appendix F)

### **3.6 PERFORMANCE EVALUATION SCALE**

Seventy-two (72) colleges (42 Male & 30 Female) were selected randomly. Fifty-four colleges (32 Male & 22 Female) responded with a response rate of 75%. From each male and female college 25 (graduate level) students were randomly selected in order to evaluate the performance of their DPEs. The scale was administered to Eighteen hundred (1800) students (1025 Male & 775

Female) of seventy-two colleges. One thousand three hundred & fifty (1350) students (800 Male & 550 Female) responded with a response rate of 75%. Before proceeding further, the concept of Likert Type Scale is briefly illustrated below.

### 3.7 LIKERT TYPE SCALE

The Likert-type scale requires an expression of the individual's degree of agreement or disagreement with a series of items. A five-step version of a Likert scale is,

1	2	3	4	5
<u>Strongly disagree.</u>	<u>Disagree.</u>	<u>Undecided</u>	<u>Agree.</u>	<u>Strongly agree</u>

If the statement is positively worded, the number circled by the examinee is the score for that item. If the statement is negatively worded, the scoring procedure must be reversed. The circled number must be subtracted from the highest possible number plus 1. For example, if an examinee circles 4, this indicates agreement with the statement but a negative view. Thus, 4 is subtracted from 5 (the highest possible number) and added to 1. This calculation (5-4+1) equals 2, accurately reflecting the examinee's negative perception. Likert scales are very flexible and can be constructed more easily than most of the other types of attitude scales. Ordinarily the items are a mixture of positive and negative

statements to add variety to the scale and reduce the respondent's tendency to respond automatically.

### **3.8 VALIDATION OF SCALES**

Validation evidence was gathered through pilot studies. In estimating the internal consistency of the scales, the Cronbach's coefficient alpha formula was used and results were calculated with the help of computer. To measure a respondent's perception of the usefulness of scale, professional attitudes, and performance evaluation scales based on previous research, current practices, and available literature (Baumgartner *et al* (1995), Charles B. Corbin *et al* (2004), Charles A. Bucher (1972), Donald K. Mathews (1978), John W. Best (1977), Margaret J. Safrit (1981), Barry L. Johnson *et al* (1988) and Shah M (2004), and (Evaluation of Student Teaching Final Report form of Towson University Maryland), were developed.

In the present study Likert- type scale was used to be responded on a five (5)-point scale ranging from **strongly agree** to **strongly disagree**. (Appendix-A)

Following steps were taken in validation of the professional attitude and performance evaluation scales for Directors of Physical Education.

1. For determining reliability of the scale, it was administered to 70 experts in the field of education, physical education, and research (Appendix-B) from all over the country. The responses of the experts received were 50 the return was 71.42%
2. Using the Software, Microsoft Excel, tabulated the responses received.
3. In both the scales, every item had five options (1,2,3,4,5) showing the intensity of the opinion. According to the respondent's opinion the number **1, means strongly disagree, 2 means disagree, 3 means undecided, 4 means agree, and 5 means strongly agree.**
4. The received responses were tabulated and a Computer Software "STATISTICA" was used for measuring reliability/item-analysis. (Appendix-C)
5. A reliable scale with 39 items for professional attitude of DPEs, and 41 items for performance evaluation of DPEs was finally developed for administration. The Cronbach alpha for professional attitudes scale was obtained as .90. Similarly, the Cronbach alpha for performance evaluation of DPEs was calculated .94. A separate answer sheets was prepared on a separate paper to facilitate scoring and analysis.
6. Professional attitude scale was to be responded on five-point scale from one to five responses. According to the respondent's opinion "1" stands for strongly disagree, "2" for disagree, "3" for undecided, "4" for agree, and "5" for strongly agree. Items showing positive attitude include item

no, 1, 2, 3, 6, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 36, 37, 38, and 39. Similarly, the responses showing negative attitudes are converted as 1 into 5, 2 into 4, 3 into 3, 4 into 2, and 5 into 1. Items number, 5, 8, 13, 30, and 33 fell under this category.

Both the questionnaires (scales) have clear directions on its first page for respondents. The respondents were taken in to confidence that their reply would be used only for research purposes and would not be used for any other purpose. A copy of the questionnaires can be observed in (Appendix-D)

### **3.8.1 Reliability of Professional Attitudes Scale of Directors of Physical Education**

“One important quality of a measurement is reliability. A reliable test or instrument measures whatever it measures consistently. That is if an individual whose ability has not changed is measured twice with a perfectly reliable measuring device, the two scores will be identical”. (Baumgartner 1995 P-114)

According to Baumgartner (1995) “an attitude scale is a self-report measure and suffers from the weaknesses typical of this type of instrument. Its principal limitation is that it reflects only what individuals know and willing to relate about their attitudes. Students who like a teacher tend to respond more favorably than their true attitudes may warrant, and often-favorable responses

on a self-report scale are accompanied by contrary behavior. For example, a student may express a favorable attitude toward physical activity and fitness yet is inactive and unfit” (P-420). The author further describes that it is unrealistic to establish a parallel validity of the attitude scales with its actual behavior, the majority scales claim face validity. The process involves defining the content area to be measured and developing attitude statements that logically relate to it. The total score on the scale usually represents an individual’s attitude toward the content area. “Unfortunately, this has created a serious problem of validity on physical education attitude scale. If you sum all the scores on the scale, it is essential that all statements measure the same general attitude” (P-420).

Numerous Physical Education teachers and exercise specialists have published attitude scales. The Physical Education attitude scales by (Keating, Silverman, 2004; Kulinna, & Silverman, 1999; Nasr A. *et al*, 1994;). These published scales report high reliability estimates ( $\geq 0.85$ ), but their validity has not been established.

The reliability alpha coefficient of Professional Attitudes Scale of Directors of Physical Education used in this study was obtained from the responses of twenty five (25) DPEs which were included in the pilot study and again in final study. Their responses were nearly the same as were in pilot study. The alpha

co-efficient in pilot study was measured as 0.88, and in the final data collected from sixty two (62) DPEs were 0.90. Thus, the result of the reliability co-efficient shows that the scale for Professional Attitudes of Directors of Physical Education is reasonably reliable.

### **3.8.2 Reliability of Performance Evaluation Scale of Directors of Physical Education**

The reliability of scale (student ratings) centers on stability and internal consistency in the evaluation of instructions or teacher (Arubayi, 1987). The reliability of scale (student ratings) is commonly determined from the results of item analyses (i.e. correlations among responses to different items designed to measure the same component of effective teaching) and from studies of integrated agreement (i.e. agreement among ratings by different students in the same class) Tozoglu (2006).

The reliability of Performance Evaluation Scale of Directors of Physical Education used in this study was obtained from the responses of the students of Department of Sports Sciences and Physical education Gomal University Dera Ismail Khan. The Cronback alpha was measured as 0.91. The same scale was used in the final data collected from the graduate students of different colleges was obtained as 0.94. The result shows that the Performance Evaluation of Directors of Physical Education Scale is highly reliable.

### **3.8.3 Validity of Professional Attitudes Scale of Directors of Physical Education**

“A test or measuring instrument/scale is valid if it measures what it is supposed to measure. To have validity, then, a test must be relevant and reliable-relevant to the trait being tested and reliable as a measurement of that trait” (Baumgartner, 1995. P-140). The literature on validity remains very fluid and not perfectly conclusive. The validity issue seemed to have focused on the construction of instruments to defer items and subscales, which were intended to measure student-learning outcome (Aleamoni & Hexner, 1980).

The validity of the Professional Attitudes Scale was determined through applying the scale on the thirty-five (35) Physical Education Teachers of the higher secondary schools (grade XI-XII) after four weeks that of original data was gathered from the seventy- (70) DPEs working in the degree (graduate) colleges of North West Frontier Province Pakistan. The scale measured the same results as had been gathered from the DPEs except a few of the items that showed fewer responses i.e. item No 14, 20, 25, and 34.

### **3.8.4 Validity of Performance Evaluation Scale of Directors of Physical Education**

The Performance Evaluation of Directors of Physical Education Scale's validity was determined through applying the scale on forty (40) students of the higher secondary schools (XI & XII), to give their response on the scale regarding the performance of their Physical Education Teachers (PETs) working in the schools. The result of the data showed that the scale had high validity as it gave the desired results.

The validity of a measure in the area of student evaluations of their Directors of Physical Education indicates to what extent the Professional Attitudes and Performance Evaluation Scale items measure some aspects of DPEs Professional Attitudes and Performance.

### **3.8.5 Content Validity of Professional Attitudes & Performance Evaluation of Directors of Physical Education Scales**

Content validity incorporates estimates of the extent to which the content of an instrument/Scale relates to what it is designed to measure. Construct validity evaluates the degree to which the scores from an instrument correspond to other measures of the theoretical trait.

Content validity of the final version of the scales was designed through review of related literature (Keating, & Silverman, 2004; Kulinna, & Silverman, 1999; Nasr A. *et al*, 1994; Baumgartner & Jackson 1995, Charles B. *et al* 2004,

Charles 1972, Donald 1978, Best 1977, Margaret, 1981, Barry L, *et al* 1988, Shah, 2004), and (Evaluation of Student Teaching Final Report form of Towson University Maryland). Comments, suggestions of the staff in the Department of Sports Sciences & Physical Education, Institute of Education and Research Gomal University, and experts in the field of Physical Education, Sports and research.

### **3.9 ADMINISTRATION OF SCALES**

The professional attitudes scale was distributed among 90 Directors of Physical Education (55 Male & 35 Female) of different colleges of NWFP (Appendix-E). The DPEs were randomly selected having the representation of all areas of NWFP. Sixty-two (62) DPEs returned the scale (38 Male & 24 Female): an overall response rate of 68.86% (Male 69.09% & Female 68.57%). The scale was administered to 30 DPEs (Male 20 & Female 10) through mail, and to 30 DPEs (Male 20 & Female 10) through (M.Sc HPE Session 2003-04) students studying at the time of collecting data in the Department of Health and Physical Education Gomal University Dera Ismail Khan. Thirty, (30) DPEs (Male 15 & Female 15) were administered personally. Mailed scales were returned by 18 DPEs (Male 12 & Female 6): an overall response rate of 60% (Male 60% & Female 60%). Similarly, 24 DPEs returned the scale

administered by students (Male 16 & Female 8): an overall response rate of 80% (Male 80% & Female 80%) and 20 out of 30 DPEs (Male 10 & Female 10) returned the scale: an overall response rate of 66.66% distributed personally (Male 66.66% and Female 66.66%).

The performance evaluation scale was administered among 1800 (1025 Male & 775 Female) graduate students of 72 (42 male & 30 Female) colleges, 25 students from each college selected randomly. The scale was administered to 28 (18 Male & 10 Female) colleges through M.Sc (HPE) students. Fifteen, 15 colleges (10 Male & 5 Female) were administered by post and 29 colleges (14 Male & 15 Female) were administered personally. Fifty-four, (54) colleges' students returned the instrument: an overall response rate of 75%. Seven hundred 700 hundred students of 29 (14 Male & 15 Female) colleges were selected randomly and were filled the scale from them personally; their response rate was 96.55%. The scale was sent to 850 (550 Male & 300 Female) students through MSc (HPE) students selected randomly from 28 (18 Male & 10 Female) colleges. Six hundred and seventy (670) students (450 Male & 225 Female) filled the scale and returned it with an overall response rate of 78.82%. The scale was administered to 250 (125 male & 125 Female) students of 10 colleges (5 male & 5 Female) by post, (to DPEs with the request to fill the scale and return it back to the researcher), of which one hundred and

seventy five (175) students (100 Male & 75 Female) of seven (7) colleges (5 Male & 3 Female) have returned the scale: an overall response rate of 70%.

### **3.10 ANALYTICAL PROCEDURE**

#### **3.10.1 Independent Variables**

Three independent variables were used in the study:

##### **3.10.1. i Experience:-**

This continuous variable was measured by asking the respondents to indicate the number of years they spent as Director of Physical Education (DPEs).

The number of years spent was categorized as following:

**1, 1-8 years    2, 9-15 years    3, 16-22 years    4, 23-30 years    5, 31-35 years**

##### **3.10.1. ii Gender:-**

This true dichotomous variable was measured as male or female.

##### **3.10.1. iii Qualifications:-**

This variable was measured as low and high (SDPE and M.Sc) qualifications. Qualifications was in terms of degrees in the field of Health and Physical Education, the DPEs had received in the Universities / Colleges of Physical Education. There were two levels of Professional education termed as Senior

Diploma in Physical Education (SDPE) one year training, and Master of Science in Health and Physical Education (M.Sc) one year training after SDPE.

### **3.10.2. Dependent Variables**

In this study two dependent variables were used, namely Professional Attitudes of DPEs and Performance Evaluation of DPEs as mentioned above.

#### **3.10.2.i Professional Attitudes of DPEs: -**

This continuous Variable was measured by 39 Likert-type items by asking the respondents to indicate the attitude they had for Physical Education and Sports activities. They marked on the appropriate category out of the five categories ranging from “Strongly agree,” to strongly disagree” as described by the items.

For the purpose of interpreting the Professional Attitudes of DPEs (Likert-Scale items 1-39) the overall mean of the scale was calculated and thus divided into three levels, number 1 stands for Negative Attitude of the DPEs, 2 reveal the Neutral Attitude, and 3 shows the Positive Attitude of the DPEs. To calculate the three levels the mean below 2.49 was treated as a negative attitude, a mean between 2.50 to 3.49 as neutral attitude, and a mean above 3.50 treated as a level of positive attitude of the DPEs (Chang, 2000).

#### **3.10.2.ii Performance Evaluation of DPEs:-**

Forty-one (41) Likert-type items also measured this continuous variable by asking the respondents to indicate the Performance of their DPEs working in

the Government Colleges of NWFP. The respondents (Students) marked on the appropriate category out of the five categories ranging from “Strongly agree,” to “Strongly disagree” as described by the items. The scale was further subdivided into five categories (aspects) i.e. **1. General Qualities (items 1-5) 2. Content Knowledge and Teaching Skills (items 6-17) 3. Classroom Management (items 18-21) 4. Coaching Performance (items 22-26) 5. Professional and Personal Qualities (items 27-41).** The mean of overall performance (item 1-41) and each of the five aspects of the performance of DPEs was calculated. The overall performance and each aspect of the performance scale was then divided into three levels, i.e. **1 stand for Low Performance, 2 reveal Neutral and 3, indicates High Performance.** To calculate the three levels the mean below 2.49 was treated as a negative attitude, a mean between 2.50 to 3.49 as neutral attitude, and a mean above 3.50 treated as a level of positive attitude of the DPEs (Chang, 2000).

### **3.11 ANALYSIS OF DATA**

The coded data was analyzed by utilizing a statistical technique called Pearson Product Moment Correlation (Coefficient of Correlation). The technique can be utilized with both continuous and categorical independent variables.

Correlation techniques are generally intended to answer three questions about two variables or set of data (a) is there a relationship between two variables (or

set of data)? If “yes”, then two other questions follow: (b) what is the direction of the relationship? And (c) what is the magnitude?

Relationship in this context refers to any tendency for the two variables (or set of data) to vary consistently. Pearson Product Moment Coefficient of Correlation, one of the best-known measures of association, is a statistical value ranging from -1.0 to + 1.0 and expresses this relationship in quantitative form (Louis and Lawrence 1986). The Coefficient is represented by the symbol ( $r$ ). Where the two variables or set of data fluctuate in same direction, i.e. as one increases so does the other, or as one decreases so does the other, a positive relationship is said to exist. Correlations reflecting this pattern are prefaced with a plus (+) sign to indicate the positive nature of the relationship. Thus, + 1.0 would indicate perfect positive correlation or relationship between two factors. A negative correlation-ship, on the other hand, is to be found when an increase in one variable is accompanied by a decrease in the other variable. Negative correlations are prefaced with a minus (-) sign. Thus – 1.0 would represent perfect negative correlation. The significance of ( $r$ ) is related to the size of the sample: small ( $r$ s) may be sign ificant when based on a large size ( $N$ ), whereas large values of ( $r$ ) may not be significant when based on a small sample (Deobold B. 73). **For Example;**

**Table of responses of relationship of Prof: Attitudes with exp; qual; & gender of DPEs**

Attit Y	Exp X1	Qual X2	Gen X3	X1 <sup>2</sup>	X2 <sup>2</sup>	X3 <sup>2</sup>	X1 X2	X1 Y	X2 Y	X3 Y	Y2	X1 X3	X2 X3
1	1	2	2	1	4	4	2	1	2	2	1	2	4
1	1	2	2	1	4	4	2	1	2	2	1	2	4
1	1	2	2	1	4	4	2	1	2	2	1	2	4
2	1	2	2	1	4	4	2	2	4	4	4	2	4
1	1	2	2	1	4	4	2	1	2	2	1	2	4
2	1	2	2	1	4	4	2	2	4	4	4	2	4
2	1	2	2	1	4	4	2	2	4	4	4	2	4
1	1	2	2	1	4	4	2	1	2	2	1	2	4
2	1	2	2	1	4	4	2	2	4	4	4	2	4
3	1	2	2	1	4	4	2	3	6	6	9	2	4
3	1	1	2	1	1	4	1	3	3	6	9	2	2
1	1	1	2	1	1	4	1	1	1	2	1	2	2
2	1	1	2	1	1	4	1	2	2	4	4	2	2
1	1	1	2	1	1	4	1	1	1	2	1	2	2
1	1	1	2	1	1	4	1	1	1	2	1	2	2
1	1	2	1	1	4	1	2	1	2	1	1	1	2
2	1	2	1	1	4	1	2	2	4	2	4	1	2
2	1	2	1	1	4	1	2	2	4	2	4	1	2
3	1	2	1	1	4	1	2	3	6	3	9	1	2
3	1	2	1	1	4	1	2	3	6	3	9	1	2
1	1	2	1	1	4	1	2	1	2	1	1	1	2
1	1	2	1	1	4	1	2	1	2	1	1	1	2
1	1	2	1	1	4	1	2	1	2	1	1	1	2
1	1	2	1	1	4	1	2	1	2	1	1	1	2
3	1	2	1	1	4	1	2	3	6	3	9	1	2
2	1	2	1	1	4	1	2	2	4	2	4	1	2
1	1	2	1	1	4	1	2	1	2	1	1	1	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	2	2	2	4	4	4	4	6	6	6	9	4	4
2	2	2	2	4	4	4	4	4	4	4	4	4	4
1	2	2	2	4	4	4	4	2	2	2	1	4	4
2	2	2	2	4	4	4	4	4	4	4	4	4	4
1	2	2	1	4	4	1	4	2	2	1	1	2	2
1	2	2	1	4	4	1	4	2	2	1	1	2	2
3	2	2	1	4	4	1	4	6	6	3	9	2	2
3	2	2	1	4	4	1	4	6	6	3	9	2	2
1	2	2	1	4	4	1	4	2	2	1	1	2	2
1	2	2	1	4	4	1	4	2	2	1	1	2	2
1	2	2	1	4	4	1	4	2	2	1	1	2	2
3	2	2	1	4	4	1	4	6	6	3	9	2	2
1	3	2	2	9	4	4	6	3	2	2	1	6	4
3	3	2	2	9	4	4	6	9	6	6	9	6	4
1	3	2	2	9	4	4	6	3	2	2	1	6	4
2	3	2	2	9	4	4	6	6	4	4	4	6	4
1	3	2	2	9	4	4	6	3	2	2	1	6	4
1	3	2	1	9	4	1	6	3	2	1	1	3	2
2	3	2	1	9	4	1	6	6	4	2	4	3	2
1	3	2	1	9	4	1	6	3	2	1	1	3	2
2	3	2	1	9	4	1	6	6	4	2	4	3	2
1	3	2	1	9	4	1	6	3	2	1	1	3	2
1	4	2	1	16	4	1	8	4	2	1	1	4	2
2	4	2	1	16	4	1	8	8	4	2	4	4	2
3	4	2	1	16	4	1	8	12	6	3	9	4	2
1	4	2	1	16	4	1	8	4	2	1	1	4	2
1	4	2	1	16	4	1	8	4	2	1	1	4	2
1	4	2	1	16	4	1	8	4	2	1	1	4	2
2	4	2	1	16	4	1	8	8	4	2	4	4	2
1	4	2	1	16	4	1	8	4	2	1	1	4	2
1	5	2	1	25	4	1	10	5	2	1	1	5	2
3	5	2	1	25	4	1	10	15	6	3	9	5	2
2	5	2	1	25	4	1	10	10	4	2	4	5	2
1	5	2	1	25	4	1	10	5	2	1	1	5	2
<b>102</b>	<b>134</b>	<b>118</b>	<b>86</b>	<b>394</b>	<b>230</b>	<b>134</b>	<b>262</b>	<b>218</b>	<b>195</b>	<b>142</b>	<b>206</b>	<b>172</b>	<b>161</b>

**Formulas for Calculation the Pearson Product Moment Coefficient of Correlation (r)**

**Dependent Variable = Professional Attitudes ( y ) n = 62**

**Independent Variables = Experience ( X1 ) Qualifications (X2) and Gender = (X3)**

$$r_{x_1 y} = \frac{n\sum X_1 Y - (\sum X_1)(\sum Y)}{\sqrt{[n\sum X_1^2 - (\sum X_1)^2] [n\sum Y^2 - (\sum Y)^2]}} \quad (\text{Relationship of Professional Attitudes with Exp, DPEs})$$

$$r_{x_2 y} = \frac{n\sum X_2 Y - (\sum X_2)(\sum Y)}{\sqrt{[n\sum X_2^2 - (\sum X_2)^2] [n\sum Y^2 - (\sum Y)^2]}} \quad (\text{Relationship of Professional Attitudes with Qual, DPEs})$$

$$r_{x_3 y} = \frac{n\sum X_3 Y - (\sum X_3)(\sum Y)}{\sqrt{[n\sum X_3^2 - (\sum X_3)^2] [n\sum Y^2 - (\sum Y)^2]}} \quad (\text{Relationship of Professional Attitudes with Gen, DPEs})$$

Where

$$\begin{aligned} n &= 62 & \sum Y &= 102 & \sum X_1 &= 134 & \sum X_2 &= 118 & \sum X_3 &= 86 & \sum X_1^2 &= 394 \\ \sum X_2^2 &= 230 & \sum X_3^2 &= 134 & \sum X_1 X_2 &= 262 & \sum X_1 Y &= 218 & \sum X_2 Y &= 195 \\ \sum X_3 Y &= 142 & \sum Y^2 &= 206 & \sum X_1 X_2 &= 172 & \sum X_2 X_3 &= 161 \end{aligned}$$

**Relationship of Experience with Professional Attitudes of Directors of Physical Education**

$$r_{x_1 y} = \frac{n\sum X_1 Y - (\sum X_1)(\sum Y)}{\sqrt{[n\sum X_1^2 - (\sum X_1)^2] [n\sum Y^2 - (\sum Y)^2]}}$$

$$r_{x_1 y} = \frac{62(218) - (134)(102)}{\sqrt{[62(394) - (134)^2][62(206) - (102)^2]}} = \frac{13516 - 13668}{\sqrt{[24428 - 17956][12772 - 10404]}}$$

$$= \frac{-152}{\sqrt{(6472)(2368)}} = \frac{-152}{\sqrt{15325696}} = \frac{-152}{3914.80} = \mathbf{-.039 \text{ (Table 4.1)}}$$

### Relationship of Qualifications with Professional Attitudes of Directors of Physical Education

$$r_{x_2 y} = \frac{n\sum X_2 Y - (\sum X_2)(\sum Y)}{\sqrt{[n\sum X_2^2 - (\sum X_2)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$r_{x_2 y} = \frac{62(195) - (118)(102)}{\sqrt{[62(230) - (118)^2][62(206) - (102)^2]}} = \frac{12090 - 12036}{\sqrt{[14260 - 13924][12772 - 10404]}}$$

$$= \frac{54}{\sqrt{(336)(2368)}} = \frac{54}{\sqrt{795648}} = \frac{54}{891.99} = \mathbf{.061 \text{ (Table 4.1)}}$$

### Relationship of Gender with Professional Attitudes of Directors of Physical Education

$$r_{x_3 y} = \frac{n\sum X_3 Y - (\sum X_3)(\sum Y)}{\sqrt{[n\sum X_3^2 - (\sum X_3)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{62(142) - (86)(102)}{\sqrt{[62(134) - (86)^2][62(206) - (102)^2]}} = \frac{8804 - 8772}{\sqrt{[8308 - 7396][12772 - 10404]}} = \frac{32}{\sqrt{2159616}}$$

$$= \frac{32}{1469.56} = \mathbf{.022 \text{ (Table 4.1)}}$$

### **3.12 DELIMITATION**

Keeping in view the scattered Federally Administered Tribal Areas, (FATA) Frontier Regions (FR), and Northern Areas (NR), under the administrative control of North West Frontier Province (NWFP) government, it was not possible to contact the Directors of Physical Education working there and students of those colleges. To overcome this difficulty, the researcher delimited the boundaries of this research study to the settled areas of NWFP.

## **CHAPTER - 4**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **INTRODUCTION**

This chapter deals with presentation and analysis of data acquired through the statistical techniques illustrate in chapter-3. Two types of instruments were used in this study. To determined the Professional attitudes of Directors' of Physical Education and to evaluate the Performance of Directors' of Physical Education working in Government Colleges of NWFP. The data introduce in shape of tables.

The study aimed at to investigate the relationship of Professional attitudes and Performance with Experience, Qualifications, and Gender of Directors' of Physical Education. For this purpose, Pearson Product Moment Coefficient of Correlations was used as statistical techniques.

The Professional Attitudes instrument was distributed among Ninety (90) male and female Directors' of Physical Education working in different Government colleges of NWFP, Sixty-two' (62) Directors' of Physical Education returned the instrument an overall response rate of 68.88%. The performance evaluation instrument was distributed among eighteen hundreds' (1800) students, (Twenty-five (25) students from each male and female college) of Seventy-

two (72) colleges. Fifty-four (54) colleges returned the instrument in which Thirty-two (32) colleges were male and Twenty-two (22) colleges were of female. One thousand three hundred and fifty' (1350) students returned the instrument an overall response rate of 75%.

TABLE - 4.1

SHOWING THE RELATIONSHIP OF PROFESSIONAL ATTITUDES (TOTAL ITEMS) WITH EXPERIENCE, QUALIFICATION, AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table 4.1 shows the relationship of Professional Attitudes (Total items) of Directors' of Physical Education with Experience Qualifications and Gender at .05 level. No significant relationship was found among these variables as the mean and standard deviation were 2.16, 1.308, 1.90, .2980 and 1.38, .4910 and the co-efficient values were -.039, .061, and .022 respectively and (2 Tailed) sig. were .764, .640, and .867.

Relationship of professional attitudes (total items) with experience, qualification, and gender of Directors' of Physical Education				
<b>Variables</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r Value</b>	<b>2 Tailed Sig. Level</b>
<b>Experience</b>	2.16	1.308	-.039	.764
<b>Qualifications</b>	1.90	.2980	.061	.640
<b>Gender</b>	1.38	.4910	.022	.867

\* **Significant at 0.5 level**

\*\* **Significant at 0.1 level**

TABLE – 4.2

SHOWING THE RELATIONSHIP OF PERFORMANCE (TOTAL ITEMS) WITH EXPERIENCE, QUALIFICATION, AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table 4.2 shows the relationship of Performance (Total items) of Directors' of Physical Education with Experience, Qualifications, and Gender at .05 levels. There was no significant relationship between performance (total items) and experience as the mean and standard deviation were 15.68 and 8.57 and the coefficient value was -.004, and sig level was .885. Similarly, insignificant relationship was found among the performance (total items) and qualification, and gender, as the mean and standard deviation were 1.888, .314, and 1.407, .0491, and the coefficient values were -.023, -.034. The 2 tailed sig level was .407 and .216 respectively.

Relationship of performance (total items) with experience, qualification, and gender of Directors' of Physical Education				
<b>Variables</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r Value</b>	<b>2 Tailed Sig. Level</b>
<b>Experience</b>	15.68	8.57	-.004	.885
<b>Qualifications</b>	1.888	.314	-.023	.407
<b>Gender</b>	1.407	.491	-.034	.216

TABLE – 4.3

SHOWING THE RELATIONSHIP OF PERFORMANCE (GENERAL QUALITIES) ASPECTS WITH EXPERIENCE, QUALIFICATION, AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table 4.3 shows the relationship of General qualities aspects of Performance of Directors' of Physical Education with Experience Qualifications and Gender at .05 level. There was no significant relationship found among these variables as the mean and standard deviation of these variables were 15.68, 8.57, 1.888, .314 and 1.407, .491 and the coefficient values were .027, -.023, and .001 respectively and (2 Tailed) sig. were .314, .405 and .957.

Relationship of performance (general qualities) aspects with experience, qualification, and gender of Directors' of Physical Education				
<b>Variables</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r Value</b>	<b>2 Tailed Sig. Level</b>
<b>Experience</b>	15.68	8.57	.027	.314
<b>Qualifications</b>	1.888	.314	-.023	.405
<b>Gender</b>	1.407	.491	.001	.957

TABLE – 4.4

SHOWING THE RELATIONSHIP OF PERFORMANCE (CONTENT KNOWLEDGE AND TEACHING SKILLS) ASPECTS WITH EXPERIENCE, QUALIFICATION, AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table 4.4 shows the relationship of Content Knowledge and Teaching Skills aspects of Performance of Directors' of Physical Education with Experience Qualification and Gender at .05 level. There was no significant relationship found between experience and Content Knowledge and Teaching Skills aspects of Performance of Directors' of Physical Education as the mean and standard deviation were 15.68, and 8.57 and co-efficient value was -.009, and (2 Tailed) sig was .748. The Content Knowledge and Teaching Skills aspect of performance of Director Physical Education was significant at .05 level with Qualifications as co-efficient value was .070 and (2 Tailed) sig .010. On the other hand, no significant relationship was found between Content Knowledge and Teaching Skills aspect of performance of Director Physical Education and Gender as the mean and standard deviation were 1.407, and .491 and co-efficient value was -.034, and (2 Tailed) sig was .216.

Relationship of performance (Content Knowledge and Teaching Skills) aspects with experience, qualification, and gender of Directors' of Physical Education				
<b>Variables</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r Value</b>	<b>2 Tailed Sig. Level</b>
<b>Experience</b>	15.68	8.57	-.009	.748
<b>Qualifications</b>	1.888	.314	.070*	.010
<b>Gender</b>	1.407	.491	-.034	.216

TABLE – 4.5

SHOWING THE RELATIONSHIP OF PERFORMANCE (CLASSROOM MANAGEMENT) ASPECTS WITH EXPERIENCE, QUALIFICATION, AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table 4.5 shows the relationship of Classroom Management aspects of Performance of Directors' of Physical Education with Experience Qualifications and Gender at .05 level. A significant positive relationship was found among Classroom Management aspects of Performance of Directors' of Physical Education with Experience and Qualifications, while with Gender variable a negative relationship was found as the Mean of these variables were 15.68, 1.888, and 1.407 and the Standard Deviations were 8.57, .314, and .491 respectively. The Co-efficient values were .057, .069, and -.070 respectively and (2 Tailed) sig. .036, .012, and .010 which were significant at 0.5 level.

Relationship of performance (classroom management) aspects with experience, qualification, and gender of Directors' of Physical Education				
<b>Variables</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r Value</b>	<b>2 Tailed Sig. Level</b>
<b>Experience</b>	15.68	8.57	.057*	.036
<b>Qualifications</b>	1.888	.314	.069*	.012
<b>Gender</b>	1.407	.491	-.070*	.010

TABLE – 4.6

SHOWING THE RELATIONSHIP OF PERFORMANCE (COACHING PERFORMANCE) ASPECTS WITH EXPERIENCE, QUALIFICATION, AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table 4.6 shows the relationship of Coaching Performance aspects of Performance of Directors' of Physical Education with Experience and Qualifications and Gender at .05 level. There was no significant relationship found among the Coaching Performance aspects variable with Experience and Qualification as the Mean of these variables were 15.68, 1.888, and 1.491 and the Standard Deviation of these variables were 8.572, .314, and .491 respectively. The Co-efficient values were .051, and .049 and (2 Tailed) sig. was .059 and .073, which were not significant. The Coaching Performance aspects of Performance of Directors' of Physical Education were negatively correlated with Gender, as the Mean and Standard Deviation were 1.407, and .491. The Co-efficient value was -.085 and (2 Tailed) sig. 002, which was significant at 0.1 level.

Relationship of performance (coaching performance) aspects with experience, qualification, and gender of Directors' of Physical Education				
<b>Variables</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r Value</b>	<b>2 Tailed Sig. Level</b>
<b>Experience</b>	15.68	8.57	.051	.059
<b>Qualifications</b>	1.888	.314	.049	.073
<b>Gender</b>	1.407	.491	-.085**	.002

TABLE – 4.7

SHOWING THE RELATIONSHIP OF PERFORMANCE (PROFESSIONAL AND PERSONAL QUALITIES) ASPECTS WITH EXPERIENCE, QUALIFICATION, AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table 4.7 shows the relationship of Professional and Personal Qualities aspects of Performance of Directors' of Physical Education with Experience Qualifications and Gender at .05 level. No significant relationship was found among these variables as the Mean of these variables was 15.68, 1.888, and 1.407 and the Standard Deviation was 8.572, .314, and .491 respectively. The Co-efficient values were -.023, .031, and .004 and (2 Tailed) sig. .407, .255 and .879 which were not significant at 0.5 level.

Relationship of performance (professional and personal qualities) aspects with experience, qualification, and gender of Directors' of Physical Education				
<b>Variables</b>	<b>Mean</b>	<b>Std. Div</b>	<b>r Value</b>	<b>2 Tailed Sig. Level</b>
<b>Experience</b>	15.68	8.57	-.023	.407
<b>Qualifications</b>	1.888	.314	.031	.255
<b>Gender</b>	1.407	.491	.004	.879

Table 4.8  
SHOWING RELATIONSHIP OF ARRANGEMENT OF INTERESTING AND UNINTERESTING ACTIVITIES IN SUCH A WAY THAT STUDENTS MAY TAKE PART IN UNINTERESTING ACTIVITIES WITH EXPERIENCE, QUALIFICATIONS, AND GENDER OF DPEs'

Table-4.8 shows the relationship between item # 1 (of Professional Attitudes scale of DPEs'') and experience, qualifications and gender of DPEs' was not significant at .05 level as coefficient value was .155, .015, -.062 and (2.Tailed) Significant level was .228, .908, and .631 respectively.

S.N	Item # 1 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
1	During the course of instruction, activities may be arranged into interesting and uninteresting in such a way that the students participating in the interesting activities may also utilize their capabilities in learning uninteresting activities.	r = -.009 Sig = .730	r = .052 Sig = .054	r = .005 Sig = .858

Table 4.9  
SHOWING RELATIONSHIP OF FREEDOM IN ACTIVITIES TO REMOVE ANY SIGN OF BOREDOM IN STUDENTS WITH EXPERIENCE, QUALIFICATIONS, AND GENDER OF DPEs'

Table-4.9 illustrates the relationship of item # 2 with experience was significant at .05 level as coefficient Value was .082 and Sig: level was .003. The correlation of item # 2 with qualifications and Gender was not significant at .05 level as the coefficient Value was -.041 and -.010, the Sig: level was .134 and .719 respectively

S.N	Item # 2 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
2	The students may be afforded freedom in their activities in order to remove any sign of boredom.	r = .082** Sig = .003	r = -.041 Sig = .134	r = -.010 Sig = .719

Table 4.10  
 SHOWING RELATIONSHIP OF COPING THE PROBLEMS PERSONALLY RATHER LOOKING TO HIGHER AUTHORITIES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.10 illustrates the relationship of item # 3 with experience was significant at .05 level as coefficient Value was .087 and Sig: level was .001. The correlation of item # 3 with qualifications and Gender was not significant at .05 level as the coefficient Value was .013 and -.011, the Sig: level was .642 and .683 respectively

S.N	Item # 3 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
3	The problems related to dwascipline may be dealt on one's own accord rather than looking to higher authorities for their solution.	r = .087** Sig = .001	r = .013 Sig = .642	r = -.011 Sig = .683

Table 4.11  
 SHOWING RELATIONSHIP OF ADOPTING PE AS PROFESSION ONE REMAINS ECONOMICALLY DEPRESSED WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.11 demonstrates the relationship of item # 4 with Experience and qualification was positively correlated at .05 level, as the r value were .080, .083, and the Sig: level were .003 and .002. Item # 4 was negatively correlated with gender of DPEs' as the r-value was -.98 and Sig: level was .000.

S.N	Item # 4 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
4	By selecting and adopting physical education as a profession one remains economically depressed.	r = .080** Sig = .003	r = .083** Sig = .002	r = -.098** Sig = .000

Table 4.12  
 SHOWING RELATIONSHIP OF ADAPTATION OF PRINCIPLE'S DECISIONS BY THE DPE WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.12 displays the relationship of item # 5 with experience was not significant as the r value was -.015 and the Sig: level was .570. On the other hand item # 5 has a positive correlation with qualification and gender of the DPEs' at .05 level, as the r value were .059 and .063 and Sig: level were .029 and .022 respectively.

S.N	Item # 5 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
5	The DPE may adopt the decwasions of hwas Principal, which they themselves consider irrelevant.	r = -.015 Sig = .570	r = .059* Sig = .029	r = .063* Sig = .022

Table 4.13  
 SHOWING RELATIONSHIP OF CENTRAL ROLE OF DPEs' IN LEARNING WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.13 presents the relationship between item # 6 and experience, qualifications and gender of DPEs' was not significant at .05 level as coefficient value were -.007, .001, .032 and (2.Tailed) Significant level was .800, .985, and .233 respectively.

S.N	Item # 6 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
6	The role of DPE may be central in all teaching learning process.	r = -.007 Sig = .800	r = .001 Sig = .985	r = .032 Sig = .233

Table 4.14  
SHOWING RELATIONSHIP OF GROUP DISCUSSIONS AMONG STUDENTS MAY BE ENCOURAGED WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.14 shows the relationship of item # 7 with experience was significant at .05 level as coefficient Value was .055 and Sig: level was .043. The correlation of item # 7 with qualifications and Gender was not significant at .05 level as the coefficient Value was .012 and -.002, the Sig: level was .671 and .944 respectively.

S.N	Item # 7 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
7	The group discussion among students may be encouraged.	r = .055* Sig = .043	r = .012 Sig = .671	r = -.002 Sig = .944

Table 4.15  
SHOWING RELATIONSHIP OF AVOIDING CONVERSATION WITH THE STUDENTS FOR MAINTAINING DISCIPLINE AT PLAYGROUND BY THE DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.15 explains the relationship of item # 8 with Experience, qualification gender was positively correlated at .05 level, as the r value were .089, .125, and .072, the Sig: level were .000, .000, and .008 respectively.

S.N	Item # 8 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
8	Conversation with the students at a playground should be avoided so that it may not disturb discipline.	r = .099** Sig = .000	r = .125** Sig = .000	r = .072** Sig = .008

Table 4.16  
SHOWING RELATIONSHIP OF HAPHAZARD QUESTIONING OF THE STUDENTS BE TOLERATED BY DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.16 describes the relationship item # 9 with experience and gender was not significant at .05 level as the r value were .037 and .015, and the Sig: level was .171 and .579. On the other hand, item # 9 was negatively correlated with qualification at .05 level as the r value was -.053 and Sig: level was .050.

S.N	Item # 9 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
9	The haphazard questioning of the students may be tolerated.	r = .037 Sig = .171	r = -.053* Sig = .050	r = .015 Sig = .579

Table 4.17  
SHOWING RELATIONSHIP OF IDENTIFICATIONS OF CAUSES OF ACADEMIC DEFICIENCIES AND VIOLATION OF DISCIPLINE BY DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.17 shows the relationship of item # 10 with experience and qualification was significant at .05 level as the r value were .105 and .069, and the Sig: level was .000 and .011. On the other hand, item # 10 was not significant with gender at .05 level as the r value was -.032 and Sig: level was .237.

S.N	Item # 10 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
10	Causes of academic deficiencies and violation of discipline among the students may be identified and efforts may be made to remove them.	r = .105** Sig = .000	r = .069* Sig = .011	r = -.032 Sig = .237

Table 4.18  
 SHOWING RELATIONSHIP OF THE TECHNIQUES MAY DEVELOP BY  
 THE DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND  
 GENDER

Table-4.18 explains the relationship of item # 11 with experience and gender was not significant at .05 level as the r value were .051 and -.001, and the Sig: level was .060 and .959. On the other hand, item # 11 was significant with qualification at .05 level as the r value was .106 and Sig: level was .000.

S.N	Item # 11 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
11	The skills and techniques may develop by the DPE, so that the students can easily enhance their performance in the games.	r = .051 Sig = .060	r = .106** Sig = .000	r = -.001 Sig = .959

Table 4.19  
 SHOWING RELATIONSHIP OF SPORTS ENHANCES THE PHYSICAL  
 CONDITIONS OF AN INDIVIDUAL WITH EXPERIENCE,  
 QUALIFICATIONS AND GENDER OF DPEs'

Table-4.19 describes the relationship of item # 12 with experience and gender was not significant at .05 level as the r value were .028 and -.025, and the Sig: level was .306 and .368. Item # 11 was positively correlated with qualification at .05 level as the r value was .084 and Sig: level was .002.

S.N	Item # 12 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
12	Participation in sports enhances the physical conditions of an individual.	r = .028 Sig = .306	r = .084** Sig = .002	r = -.025 Sig = .368

Table 4.20  
 SHOWING RELATIONSHIP OF STRICT DISCIPLINE MAY BE MAINTAINED BY NEWLY TRAINED DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.20 describes the relationship of item # 13 with experience qualification, and gender was not significant at .05 level as the r value were .042, .045, and -.007, and the Sig: level were .124, .096, and .789 respectively.

S.N	Item # 13 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
13	Strict discipline may be maintained by a newly trained Director Physical Education and with the passage of time when the students learn respect for that DPE; they may be allowed close intimacy.	r = .042 Sig = .125	r = .045 Sig = .096	r = -.007 Sig = .789

Table 4.21  
 SHOWING RELATIONSHIP OF SPORTS ACTIVITIES PROMOTES KNOWLEDGE OF GAMES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DIRECTORS' OF PHYSICAL EDUCATION

Table-4.21 illustrates the relationship of item # 14 with experience qualification, and gender was not significant at .05 level as the r value were -.013, .004, and -.041, and the Sig: level were .254, .891, and .133 respectively.

S.N	Item # 14 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
14	Taking part in sports activities promotes knowledge of the essential of games.	r = -.013 Sig = .254	r = .004 Sig = .891	r = -.041 Sig = .133

Table 4.22  
 SHOWING RELATIONSHIP OF DPEs' MAY KEEP IN MIND THE INDIVIDUAL DIFFERENCES OF THE STUDENTS WHILE GIVING PE INSTRUCTIONS WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.22 shows the relationship of item # 15 with experience qualification, and gender was not significant at .05 level as the r value were -.002, .010, and -.021, and the Sig: level were .950, .703, and .436 respectively.

S.N	Item # 15 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
15	Individual differences of the students may be kept in mind while giving instruction about Physical Education.	r = -.002 Sig = .950	r = .010 Sig = .703	r = -.021 Sig = .436

Table 4.23  
 SHOWING RELATIONSHIP OF FOR EFFECTIVE TEACHING THE DPEs' MAY GIVE DUE IMPORTANCE TO THE NEEDS AND INTEREST OF THE STUDENTS WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.23 shows the relationship of item # 16 with experience qualification, and gender was not significant at .05 level as the r value were .049, .012, and -.007, and the Sig: level were .074, .652, and .795 respectively.

S.N	Item # 16 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
16	Needs and interest of the students may be given due importance for effective teaching.	r = .049 Sig = .074	r = .012 Sig = .652	r = -.007 Sig = .795

Table 4.24  
 SHOWING RELATIONSHIP OF THE STUDENT'S ENCOURAGEMENT TO ADOPT THE POSITIVE ATTITUDES AND VALUES IN SPORTS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.24 explains the relationship of item # 17 with experience and gender was not significant at .05 level as the r value were -.012 and .004, and the Sig: level were .661 and .894. In contrast, relationship of qualification with item # 17 was positively correlated at .01 level as the r value was .090 and Sig: level was .001.

S.N	Item # 17 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
17	The students may be encouraged to adopt such attitudes and valves related to sports, which they cannot adopt in their homes.	r = -.012 Sig = .661	r = .090** Sig = .001	r = .004 Sig = .894

Table 4.25  
 SHOWING RELATIONSHIP OF VIOLATION OF THE RULES BY THE STUDENTS MAY BE IGNORED WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.25 reveals the relationship of item # 18 with experience qualification, and gender was not significant at .05 level as the r value were -.020, .039, and .003, and the Sig: level were .469, .151, and .915 respectively.

S.N	Item # 18 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
18	Some times violation of the rules and regulations of the games by the students may be ignored.	r = -.020 Sig = .469	r = .039 Sig = .151	r = .003 Sig = .915

Table 4.26  
 SHOWING RELATIONSHIP OF AS DPE PRIORITY MAY BE GIVEN TO THE TEACHING OF BASIC SKILLS OF THE GAMES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.26 exposes the relationship of item # 19 with experience qualification, and gender was not significant at .05 level as the r value were .038, .031, and .016, and the Sig: level were .162, .254, and .560 respectively.

S.N	Item # 19 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
19	As Director of Physical Education, priority may be given to the teaching of basic skills of the particular game.	r = .038 Sig = .162	r = .031 Sig = .254	r = .016 Sig = .560

Table 4.27  
 SHOWING RELATIONSHIP OF AS DPE HE/SHE MAY ACCEPT ANY OFFICE OF SPORTS ASSOCIATION AND FEDERATION WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.27 shows the relationship of item # 20 with experience and qualification was negatively correlated at .05 level as the r value were -.056, and -.063, and the Sig: level were .039, and .020. On the other hand, the relationship of item # 20 with gender was not significant at .05 level as the r value was -.010 and Sig: level was .718.

S.N	Item # 20 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
20	The DPE may accept any office of responsibility in any sports association and federation.	r = -.056* Sig = .039	r = -.063* Sig = .020	r = -.010 Sig = .718

Table 4.28  
 SHOWING RELATIONSHIP OF PARTICIPATION IN SPORTS  
 PROMOTES BETTER HEALTH CONDITIONS OF STUDENTS WITH  
 EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.28 illustrates the relationship of item # 21 with experience qualification, and gender was not significant at .05 level as the r value were .012, .010, and .036, and the Sig: level were .649, .713, and .191 respectively.

S.N	Item # 21 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
21	To promote better health conditions, the students may take part in the sporting activities.	r = .012 Sig = .649	r = .010 Sig = .713	r = .036 Sig = .191

Table 4.29  
 SHOWING RELATIONSHIP OF ENHANCEMENT OF BETTER SKILLS  
 IN SPORTS THE STUDENTS' MAY ALLOWED FOR DISCUSSIONS AT  
 GROUND/GYMNASIUM WITH EXPERIENCE, QUALIFICATIONS, AND  
 GENDER OF DPEs'

Table-4.29 illustrates the relationship of item # 22 with experience qualification, and gender was not significant at .05 level as the r value were .003, -.029, and .015, and the Sig: level were .906, .288, and .577 respectively.

S.N	Item # 22 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
22	The students may be allowed for prolonged discussions in the ground/gymnasium, so that they may enhance their skills in the game.	r = .003 Sig = .906	r = -.029 Sig = .288	r = .015 Sig = .577

Table 4.30  
 SHOWING RELATIONSHIP OF PUBLICITY WAS NECESSARY FOR  
 ENCOURAGEMENT OF STUDENTS IN SPORTS WITH EXPERIENCE,  
 QUALIFICATIONS AND GENDER OF DPEs'

Table-4.30 shows the relationship of item # 23 with experience and gender was significant at .05 level as the r value were .069 and -.101. The correlation of item # 23 with qualification was not significant at .05 level as the r value was -.009 and the Sig: level was .741.

S.N	Item # 23 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
23	Publicity was necessary for the encouragement of the students in sporting activities.	r = .069* Sig = .011	r = -.009 Sig = .741	r = -.101** Sig = .000

Table 4.31  
 SHOWING RELATIONSHIP OF THE DPE MAY ALLOW STUDENTS TO  
 ADOPT THEIR OWN TECHNIQUES WITH EXPERIENCE,  
 QUALIFICATIONS AND GENDER OF DPEs'

Table-4.31 explains the relationship of item # 24 with experience qualification, and gender was not significant at .05 level as the r value were -.036, .046, and .045, and the Sig: level were .181, .088, and .099 respectively.

S.N	Item # 24 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
24	The students may be allowed to adopt their own techniques even if these techniques were incorrect from their DPEs' point of view.	r = -.036 Sig = .181	r = .046 Sig = .088	r = .045 Sig = .099

Table 4.32  
 SHOWING RELATIONSHIP THAT DPEs' MAY NOT BE DISCRIMINATORY WHILE EVALUATING PERFORMANCE OF THEIR STUDENTS WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.32 describes the relationship of item # 25 with experience qualification, and gender was significant at .05 level as the r value were .064, .093, and -.083, and the Sig: level were .019, .001, and .002 respectively.

S.N	Item # 25 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
25	The DPE may not be discriminatory while evaluating performance of students.	r = .064* Sig = .019	r = .093** Sig = .001	r = -.083** Sig = .002

Table 4.33  
 SHOWING RELATIONSHIP FOR MAINTAINING DISCIPLINE IN THE ABSENCE OF DPE THE TEAM CAPTAIN MUST BE A HARD MASTER WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.33 explains the relationship of item # 26 with experience and gender was significant at .05 level as the r value were .054, and -.068, and the Sig: level were .047 and .012. On the other hand the relationship of item # 26 with qualification was not significant at .05 level as the r value was .021 and Sig: level was .434.

S.N	Item # 26 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
26	The tem captain must be a hard master so that strict discipline can be maintain in the absence of Director Physical Education.	r = .054* Sig = .047	r = .021 Sig = .434	r = -.068* Sig = .012

Table 4.34  
 SHOWING RELATIONSHIP OF USING A VARIETY OF TECHNIQUES  
 FOR TEACHING IN PHYSICAL EDUCATION WITH EXPERIENCE,  
 QUALIFICATIONS AND GENDER OF DPEs'

Table-4.34 describes the relationship of item # 27 with experience qualification, and gender was not significant at .05 level as the r value were .051, .002, and .009, and the Sig: level were .059, .952, and .734 respectively.

S.N	Item # 27 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
27	A variety of techniques may be used for teaching of physical education curriculum.	r = .051 Sig = .059	r = .002 Sig = .952	r = .009 Sig = .734

Table 4.35  
 SHOWING RELATIONSHIP OF FOR MOTIVATION IN LEARNING AND  
 FOR BETTER PERFORMANCE IN SPORTS THE DPE MAY COMPARE  
 THE ATHLETES WITH ONE ANOTHER WITH EXPERIENCE,  
 QUALIFICATIONS AND GENDER OF DPEs'

Table-4.35 illustrates the relationship of item # 28 with experience qualification, and gender was not significant at .05 level as the r value were .026, .027, and .000, and the Sig: level were .335, .314, and .988 respectively.

S.N	Item # 28 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
28	A comparison of the athletes with one another in their games and sports achievements may be made for the purpose of motivation in learning.	r = .026 Sig = .335	r = .027 Sig = .314	r = .000 Sig = 988

Table 4.36  
 SHOWING RELATIONSHIP THAT THE STUDENTS MAY BE EDUCATED TO COMPLY IMMEDIATELY WITH THE ORDERS OF THEIR DPES' WITHOUT ANY HESITATION WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.36 shows the relationship of item # 29 with experience and gender was not significant at .05 level as the r value were -.018 and -.005, the Sig: level were .508 and .852. The relationship of item # 29 with qualification was significant at .05 level as the r value was -.071 and Sig: level was .009.

S.N	Item # 29 from Professional Attitude of DPES' Scale	Experience of DPES'	Qualificat of DPES'	Gender of DPES'
29	The students may be educated to comply immediately with the orders of their DPE without any hesitation.	r = -.018 Sig = .508	r = -.071** Sig = .009	r = -.005 Sig = .852

Table 4.37  
 SHOWING RELATIONSHIP OF USING THE WORD OF PRAISE AND APPRECIATION IN RARE CASES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPES'

Table-4.37 shows the relationship of item # 30 with experience and gender was not significant at .05 level as the r value were .014 and .047, the Sig: level were .607 and .084. The relationship of item # 30 with qualification was significant at .05 level as the r value was .066 and Sig: level was .016.

S.N	Item # 30 from Professional Attitude of DPES' Scale	Experience of DPES'	Qualificat of DPES'	Gender of DPES'
30	The word of praise and appreciation may be used only in rare cases, so that these words may not lose their utility.	r = .014 Sig = .607	r = .066* Sig = .016	r = .047 Sig = .084

Table 4.38  
 SHOWING RELATIONSHIP OF THE DPE MAY INCORPORATE  
 SUITABLE RESPONSES AND IDEAS OF STUDENTS IN HIS  
 INSTRUCTIONS WITH EXPERIENCE, QUALIFICATIONS AND  
 GENDER OF DPEs'

Table-4.38 shows the relationship of item # 31 with experience and gender was not significant at .05 level as the r value were -.020 and .023, the Sig: level were .468 and .396. The relationship of item # 31 with qualification was significant at .05 level as the r value was -.082 and Sig: level was .003.

S.N	Item # 31 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
31	The DPE may incorporate suitable responses and ideas of students in his instructions.	r = -.020 Sig = .468	r = -.082** Sig = .003	r = .023 Sig = .396

Table 4.39  
 SHOWING RELATIONSHIP OF THE PLANNING AND DESIGN OF A  
 PROGRAM OF ACTIVITIES MAY BE PREPARED BEFORE  
 INSTRUCTIONS WITH EXPERIENCE, QUALIFICATIONS AND  
 GENDER OF DPEs'

Table-4.39 explains the relationship of item # 32 with qualification and gender was not significant at .05 level as the r value were -.014 and .017, the Sig: level were .612 and .531. The relationship of item # 31 with experience was significant at .05 level as the r value was .059 and Sig: level was .029.

S.N	Item # 32 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
32	The planning and design of a program of activities may be prepared before instructions.	r = .059* Sig = .029	r = -.014 Sig = .612	r = .017 Sig = .531

Table 4.40  
 SHOWING RELATIONSHIP FOR ECONOMIC BENEFITS THE DPES' MAY LEAVE THE PROFESSION WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.40 explains the relationship item # 33 with experience qualification, and gender was not significant at .05 level as the r value were -.015, .043, and -.006, and the Sig: level were .572, .117, and .835 respectively.

S.N	Item # 33 from Professional Attitude of DPES' Scale	Experience of DPES'	Qualificat of DPES'	Gender of DPES'
33	The DPE may leave the profession of physical education and accept other profession as and when chance occurs for economic benefits only.	r = -.015 Sig = .572	r = .043 Sig = .117	r = -.006 Sig = .835

Table 4.41  
 SHOWING RELATIONSHIP OF SPORTS GIVES YOU A PERSONAL SATISFACTION WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPES'

Table-4.41 explains the relationship of item # 34 with experience qualification, and gender was not significant at .05 level as the r value were .022, -.034, and .042, and the Sig: level were .421, .205, and .123 respectively.

S.N	Item # 34 from Professional Attitude of DPES' Scale	Experience of DPES'	Qualificat of DPES'	Gender of DPES'
34	Taking part in sporting events give you a personal satisfaction.	r = .022 Sig = .421	r = -.034 Sig = .205	r = .042 Sig = .123

Table 4.42  
 SHOWING RELATIONSHIP OF POSTURE DEFORMITIES CAN BE IMPROVED BY PHYSICAL EDUCATION ACTIVITIES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.42 makes clear the relationship of item # 35 with experience qualification, and gender was not significant at .05 level as the r value were .013, .049, and .034, and the Sig: level were .623, .073, and .209 respectively.

S.N	Item # 35 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
35	Posture deformities can be improved by taking part in physical education activities.	r = .013 Sig = .623	r = .049 Sig = .073	r = .034 Sig = .209

Table 4.43  
 SHOWING RELATIONSHIP OF SPORTS GIVE THE KNOWLEDGE OF HOW THE BODY FUNCTIONS AND IT'S RELATIONSHIP TO PHYSICAL EDUCATION WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.43 shows the relationship of s item # 28 with experience qualification, and gender was not significant at .05 level as the r value were .021, -.019, and .048, and the Sig: level were .432, .487, and .077 respectively.

S.N	Item # 36 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
36	Sports give the knowledge of how the body functions and its relationship to physical education.	r = .021 Sig = .432	r = -.019 Sig = .487	r = .048 Sig = .077

Table 4.44  
 SHOWING RELATIONSHIP OF GROWTH FACTORS AFFECTED BY  
 MOVEMENT CAN BE ENHANCED THROUGH SPORTS WITH  
 EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.44 shows the relationship of item # 37 with experience and qualification was not significant at .05 level as the r value were .025, -.025 and the Sig: level were .365, .362. The relationship of item # 37 with gender was significant at .05 level as the r-value was .077 and the Sig: level was .004.

S.N	Item # 37 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
37	Growth and development factors affected by movement can be enhanced through understanding sports.	r = .025 Sig = .365	r = -.025 Sig = .362	r = .077** Sig = .004

Table 4.45  
 SHOWING RELATIONSHIP OF PARTICIPATION IN SPORTING  
 ACTIVITIES WAS THE WORTHY USE OF LEISURE WITH  
 EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.45 shows the relationship of item # 38 with experience and gender was not significant at .05 level as the r value were .001, and .037, the Sig: level were .959 and .180. On the other hand the relationship of item # 38 with qualification was significant at .05 level as the r value was -.070 and the Sig: level was .010.

S.N	Item # 38 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
38	Engagement in sporting activities was the worthy use of leisure.	r = .001 Sig = .959	r = -.070* Sig = .010	r = .037 Sig = .180

Table 4.46  
 SHOWING RELATIONSHIP OF THE INSTRUCTIONS OF PHYSICAL  
 ACTIVITIES MAY BE MADE MORE EFFECTIVE ON THE BASIS OF  
 LOGICAL ARGUMENTS WITH EXPERIENCE, QUALIFICATIONS AND  
 GENDER OF DPEs'

Table-4.46 illustrates the relationship of item # 39 with experience qualification, and gender was not significant at .05 level as the r value were .009, .036, and .052, and the Sig: level were .746, .192, and .058 respectively.

S.N	Item # 39 from Professional Attitude of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
39	The instructions of physical activities may be made more effective on the basis of logical arguments.	r = .009 Sig = .746	r = .036 Sig = .192	r = .052 Sig = .058

Table 4.47

SHOWING RELATIONSHIP OF SELF CONFIDENCE WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.47 shows the relationship of item # 1 with experience qualification, and gender was not significant at .05 level as the r value were -.009, .052, and .005, and the Sig: level were .730, .054, and .858 respectively.

SN	Item # 1 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
1	Self Confidence	r = -.009 Sig = .730	r = .052 Sig = .054	r = .005 Sig = .858

Table 4.48

SHOWING RELATIONSHIP OF EFFECTIVE USE OF RESOURCES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.48 shows the relationship of item # 2 with qualification, and gender was not significant at .05 level as the r value were -.041, and -.010, and the Sig: level were .134, and .719. While the relationship of item # 2 with experience was significant at .05 level, as the coefficient value was .082 and the Sig: level was .003.

SN	Item # 2 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
2	Effective use of resources (Technology, material, facilities, etc)	r = .082** Sig = .003	r = -.041 Sig = .134	r = -.010 Sig = .719

Table 4.49

SHOWING RELATIONSHIP OF EXPRESS FEELINGS IN CONSTRUCTIVE WAYS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.49 shows the relationship of item # 3 with qualification, and gender was not significant at .05 level as the r value were .013, and -.011, and the Sig: level were .642, and .683. While the relationship of item # 3 with experience was significant at .05 level, as the coefficient value was .087 and the Sig: level was .001.

SN	Item # 3 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
3	Expresses feelings in constructive ways	r = .087** Sig = .001	r = .013 Sig = .642	r = -.011 Sig = .683

Table 4.50

SHOWING RELATIONSHIP OF AWARENESS OF OTHERS FEELINGS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.50 shows the relationship of item # 4 was positively correlated with experience and qualification, at the same time the gender was negatively correlated with item # 4 and significant at .01 level as the r value were .080, .083, and -.098, and the Sig: level were .003, .002, and .000 respectively.

SN	Item # 4 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
4	Shows awareness of others feelings (students and teachers)	r = .080** Sig = .003	r = .083** Sig = .002	r = -.098** Sig = .000

Table 4.51

SHOWING RELATIONSHIP OF HANDLING OF DISRUPTIVE SITUATIONS IN A PROFESSIONAL MANNER BY THE DPES' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.51 shows the relationship of item # 5 with qualification, and gender was significant at .05 level as the r value were .059, and .063, and the Sig: level were .029, and .022. While the relationship of item # 5 with experience was not significant at .05 level, as the coefficient value was -.015 and the Sig: level was .570.

SN	Item # 5 from Performance Evaluation of DPES' Scale	Experience of DPES'	Qualificat of DPES'	Gender of DPES'
5	Handles potentially disruptive situations in a professional and constructive manner	r = -.015 Sig = .570	r = .059* Sig = .029	r = .063* Sig = .022

Table 4.52

SHOWING RELATIONSHIP OF FAMILIAR NESS OF DPES' IN MANY AREAS OF PE WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.52 shows the relationship of item # 6 with experience qualification, and gender was not significant at .05 level as the r value were -.007, .001, and .032, and the Sig: level were .800, .985, and .233 respectively.

SN	Item # 6 from Performance Evaluation of DPES' Scale	Experience of DPES'	Qualificat of DPES'	Gender of DPES'
6	Was familiar with many content areas in Physical education	r = -.007 Sig = .800	r = .001 Sig = .985	r = .032 Sig = .233

Table 4.53

SHOWING RELATIONSHIP OF WILLINGNESS TO LEARN UNFAMILIAR AREAS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.53 shows the relationship of item # 7 with qualification, and gender was not significant at .05 level as the r value were .012, and .002, the Sig: level were .671, and .944. On the other hand the relationship of item # 7 with experience was significant at .05 level as the r value was .055 and the Sig: level was .043.

SN	Item # 7 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
7	Demonstrates a willingness to learn unfamiliar areas	r = .055* Sig = .043	r = .012 Sig = .671	r = -.002 Sig = .944

Table 4.54

SHOWING RELATIONSHIP OF UNDERSTANDING OF STUDENT KNOWLEDGE, SKILLS, AND READINESS LEVELS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.54 shows the relationship of item # 8 positively correlated with experience qualification and gender at .01 level as the coefficient value were .099, .125, and .072, the Sig: level were .000, .000 and .008 respectively.

SN	Item # 8 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
8	Understanding of student knowledge, skills, and readiness levels	r = .099** Sig = .000	r = .125** Sig = .000	r = .072** Sig = .008

Table 4.55

SHOWING RELATIONSHIP OF USING VARIETIES OF MATERIALS APPROPRIATE FOR LESSON AND FOR STUDENT'S ABILITIES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.55 shows the relationship of item # 9 with experience and gender was not significant at .05 level as the r value were .037, and .015, the Sig: level were .171, and .579. On the other hand, the relationship of item # 9 with qualification was negatively correlated at .05 level as the r value was -.053 and the Sig: level was .050.

SN	Item # 9 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
9	Uses a variety of materials appropriate to the lesson's objectives and the student's abilities	r = .037 Sig = .171	r = -.053* Sig = .050	r = .015 Sig = .579

Table 4.56

SHOWING RELATIONSHIP OF PLANS MEANINGFUL AND CREATIVE LESSONS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.56 shows the relationship of item # 10 with experience and qualification was significant at .05 level as the r value were .105, and .069, the Sig: level were .000, and .011. On the other hand, the relationship of item # 10 with qualification was not significant at .05 level as the r value was -.032 and the Sig: level was .237.

SN	Item # 10 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
10	Plans meaningful and creative lessons	r = .105** Sig = .000	r = .069* Sig = .011	r = -.032 Sig = .237

Table 4.57

SHOWING RELATIONSHIP OF USES A VARIETY OF TEACHING METHODS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.57 shows the relationship of item # 11 with experience and gender was not significant at .05 level as the r value were .051, and -.001, the Sig: level were .060, and .959. While, the relationship of item # 11 with qualification was positively correlated at .01 level as the r value was .106 and the Sig: level was .000.

SN	Item # 11 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
11	Uses a variety of teaching methods	r = .051 Sig = .060	r = .106** Sig = .000	r = -.001 Sig = .959

Table 4.58

SHOWING RELATIONSHIP OF ENCOURAGEMENT OF FEEDBACK FROM SPECIFIC SKILLS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.58 shows the relationship of item # 12 with experience and gender was not significant at .05 level as the r value were .028, and -.025, the Sig: level were .306, and .368. On the other hand, the relationship of item # 12 with qualification was positively correlated at .01 level as the r value was .084 and the Sig: level was .002.

SN	Item # 12 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
12	Encourages proper feedback from specific skills	r = .028 Sig = .306	r = .084** Sig = .002	r = -.025 Sig = .368

Table 4.59

SHOWING RELATIONSHIP OF THE ABILITY OF INDIVIDUALIZING INSTRUCTION REGARDING STUDENTS' WITH SPECIAL NEEDS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.59 shows the relationship of item # 13 with experience qualification, and gender was not significant at .05 level as the r value were .042, .045, and -.007, and the Sig: level were .125, .096, and .789 respectively.

SN	Item # 13 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
13	Has the ability of individualizing instruction regarding students with special needs	r = .042 Sig = .125	r = .045 Sig = .096	r = -.007 Sig = .789

Table 4.60

SHOWING RELATIONSHIP OF ORAL AND WRITTEN COMMUNICATIONS WERE CLEAR WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.60 shows the relationship of item # 14 with experience qualification, and gender was not significant at .05 level as the r value were -.013, .004, and -.041, and the Sig: level were .254, .891, and .133 respectively.

SN	Item # 14 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
14	Oral and written communications were clear and precise	r = -.013 Sig = .254	r = .004 Sig = .891	r = -.041 Sig = .133

Table 4.61

SHOWING RELATIONSHIP OF USES A VARIETY OF QUESTIONING AND DISCUSSION TECHNIQUES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.61 shows the relationship of item # 15 with experience qualification, and gender was not significant at .05 level as the r value were -.002, .010, and -.021, and the Sig: level were .950, .703, and .436 respectively

SN	Item # 15 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
15	Uses a variety of questioning and discussion techniques	r = -.002 Sig = .950	r = .010 Sig = .703	r = -.021 Sig = .436

Table 4.62

SHOWING RELATIONSHIP OF MONITOR AND ASSESSES PROGRESS OF STUDENTS AND PROVIDES FEEDBACK WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.62 shows the relationship of item # 16 with experience qualification, and gender was not significant at .05 level as the r value were .049, .012, and -.007, and the Sig: level were .074, .652, and .795 respectively

SN	Item # 16 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
16	Monitor and assesses progress of students and provides constructive feedback	r = .049 Sig = .074	r = .012 Sig = .652	r = -.007 Sig = .795

Table 4.63

SHOWING RELATIONSHIP OF PROVIDES OPPORTUNITY TO STUDENTS TO RE-LEARN THE ACTIVITY WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.63 shows the relationship of item # 17 with experience and gender was not significant at .05 level as the r value were -.012, and .004, the Sig: level were .661, and .894. On the other hand, the relationship of item # 17 with qualification was positively correlated at .01 level as the r value was .090 and the Sig: level was .001.

SN	Item # 17 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
17	Provides opportunity to students to re-learn the activity	r = -.012 Sig = .661	r = .090** Sig = .001	r = .004 Sig = .894

Table 4.64

SHOWING RELATIONSHIP OF CONSISTENT REINFORCEMENT OF RULES IN PE WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.64 shows the relationships of item # 18 with experience qualification, and gender was not significant at .05 level as the r value were -.020, .039, and .003, and the Sig: level were .469, .151, and .915 respectively

SN	Item # 18 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
18	Rules of Physical Education were consistently reinforced	r = -.020 Sig = .469	r = .039 Sig = .151	r = .003 Sig = .915

Table 4.65

SHOWING RELATIONSHIP OF MAINTAINING CONDUCTIVE ATMOSPHERE FOR LEARNING WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.65 shows the relationship of item # 19 with experience qualification, and gender was not significant at .05 level as the r value were .038, .031, and .016, and the Sig: level were .162, .254, and .560 respectively.

SN	Item # 19 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
19	Maintain atmosphere conducive to learning.	r = .038 Sig = .162	r = .031 Sig = .254	r = .016 Sig = .560

Table 4.66

SHOWING RELATIONSHIP OF MAINTAINING ETHICS IN THE CLASSROOM WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.66 shows the relationship of item # 20 with experience and qualification was negatively correlated at .05 level as the r value were -.056, and -.063 the Sig: level were .039 and .020. While the relationship of item # 20 with gender was not significant at .05 level as the r value was -.010 and the Sig: level was .718.

SN	Item # 20 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
20	Makes efforts to maintain morality and ethics in the classroom	r = -.056* Sig = .039	r = -.063* Sig = .020	r = -.010 Sig = .718

Table 4.67

SHOWING RELATIONSHIP OF CREATING AN ATMOSPHERE OF MUTUAL RESPECT WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.67 shows the relationship of item # 21 with experience qualification, and gender was not significant at .05 level as the r value were .012, .010, and .036, and the Sig: level were .649, .713, and .191 respectively.

SN	Item # 21 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
21	Creates and maintains an atmosphere of mutual respect.	r = .012 Sig = .649	r = .010 Sig = .713	r = .036 Sig = .191

Table 4.68

SHOWING RELATIONSHIP OF KNOWING OF FUNDAMENTAL SKILLS OF GAMES BY DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.68 shows the relationship of item # 22 with experience qualification, and gender was not significant at .05 level as the r value were .003, -.029, and .015, and the Sig: level were .906, .288, and .577 respectively.

SN	Item # 22 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
22	Was knowledgeable of fundamental skills of Games and Sports	r = .003 Sig = .906	r = -.029 Sig = .288	r = .015 Sig = .577

Table 4.69

SHOWING RELATIONSHIP OF DPEs' WILLINGNESS TO IMPROVE COACHING ABILITY WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER OF

Table-4.69 shows the relationship of item # 23 with experience and gender was significant at .05 level as the r value were .069, and -.101 the Sig: level were .011 and .000. While the relationship of item # 23 with qualification was not significant at .05 level as the r value was -.009 and the Sig: level was .741.

SN	Item # 23 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
23	Has a willingness to improve coaching ability and knowledge.	r = .069* Sig = .011	r = -.009 Sig = .741	r = -.101** Sig = .000

Table 4.70

SHOWING RELATIONSHIP OF ABILITY TO TEACH, ANALYZE, AND CORRECT THE TECHNIQUES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.70 shows the relationship of item # 24 with experience qualification, and gender was not significant at .05 level as the r value were -.036, .046, and .045, and the Sig: level were .181, .088, and .099 respectively.

SN	Item # 24 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
24	Demonstrates the ability to teach, analyze, and correct techniques	r = -.036 Sig = .181	r = .046 Sig = .088	r = .045 Sig = .099

Table 4.71

SHOWING RELATIONSHIP OF DEVOTING TIME AND ENERGY TO COACHING DUTIES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.71 shows the relationship of item # 25 with experience qualification, and gender was significant at .05 level as the r value were .064, .093, and -.083, and the Sig: level were .019, .001, and .002 respectively.

SN	Item # 25 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
25	Devotes time and energy to coaching duties	r = .064* Sig = .019	r = .093** Sig = .001	r = -.083** Sig = .002

Table 4.72

SHOWING RELATIONSHIP OF APPLIES KNOWLEDGE OF SKILLS, TECHNIQUES, AND STRATEGIES OF THE SPORTS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.72 shows the relationship of item # 26 with experience and gender was significant at .05 level as the r value were .054 and -.068. On the other hand, the correlation of item # 26 with qualification was not significant at .05 level as the r value was .021, and the Sig: level was .434.

SN	Item # 26 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
26	Applies knowledge of skills, techniques, and strategies of the sports	r = .054* Sig = .047	r = .021 Sig = .434	r = -.068* Sig = .012

Table 4.73

SHOWING RELATIONSHIP OF AWARENESS ABOUT RECENT EDUCATIONAL TRENDS BY DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.73 illustrate the relationship of item # 27 with experience qualification, and gender was not significant at .05 level as the r value were .051, .002, and .009, and the Sig: level were .059, .952, and .734 respectively.

SN	Item # 27 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
27	Was well aware about recent educational trends	r = .051 Sig = .059	r = .002 Sig = .952	r = .009 Sig = .734

Table 4.74

SHOWING RELATIONSHIP OF DPEs' COLLABORATIVE WORKS TO MAINTAIN A SAFE AND PRODUCTIVE ENVIRONMENT WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.70 demonstrate the relationship of item # 28 with experience qualification, and gender was not significant at .05 level as the r value were .026, .027, and .000, and the Sig: level were .335, .314, and .988 respectively.

SN	Item # 28 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
28	Works collaboratively to maintain a safe, orderly, and productive environment	r = .026 Sig = .335	r = .027 Sig = .314	r = .000 Sig = 988

Table 4.75

SHOWING RELATIONSHIP OF AVAILABILITY OF DPEs' IN THE INSTITUTION WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.75 shows the relationship of item # 29 with experience and gender was not significant at .05 level as the r value were -.018 and -.005 the Sig: level were .508 and .852. While the relationship of item # 29 with qualification was significant at .01 level as the coefficient value was -.071 and the Sig: level was .009.

SN	Item # 29 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
29	Was available in the institution for meetings and consultations	r = -.018 Sig = .508	r = -.071** Sig = .009	r = -.005 Sig = .852

Table 4.76

SHOWING THE RELATIONSHIP OF COMPLY WITH ATTENDANCE AND PUNCTUALITY POLICIES OF INSTITUTION WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.76 prove the relationship of item # 30 with experience and gender was not significant at .05 level as the r value were .014 and .047 the Sig: level were .607 and .084. While the relationship of item # 30 with qualification was significant at .05 level as the coefficient value was .066 and the Sig: level was .016.

SN	Item # 30 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
30	Complies with attendance and punctuality policies and procedures of the institution	r = .014 Sig = .607	r = .066* Sig = .016	r = .047 Sig = .084

Table 4.77

SHOWING THE RELATIONSHIP OF WORK AS A ROLE MODEL FOR ATHLETES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.77 explains the relationship of item # 31 with experience and gender was not significant at .05 level as the r value were -.020 and .023 the Sig: level were .468 and .396. On the other hand, the relationship of item # 31 with qualification was significant at .01 level as the coefficient value was -.082 and the Sig: level was .003.

SN	Item # 31 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
31	To work as a positive role model for athletes	r = -.020 Sig = .468	r = -.082** Sig = .003	r = .023 Sig = .396

Table 4.78

SHOWING RELATIONSHIP OF DEMONSTRATION OF ETHICAL BEHAVIOR DURING PHYSICAL ACTIVITIES WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.78 shows the relationship of item # 32 with qualification and gender was not significant at .05 level as the r value were -.014 and .017 the Sig: level were .612 and .531. While the relationship of item # 32 with experience was significant at .05 level as the coefficient value was .059 and the Sig: level was .029.

SN	Item # 32 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
32	Demonstrates ethical behavior during Physical Activities	r = .059* Sig = .029	r = -.014 Sig = .612	r = .017 Sig = .531

Table 4.79

SHOWING THE RELATIONSHIP OF MAINTAINING DEMOCRATIC DISCIPLINE IN THE INSTITUTION WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.79 demonstrate the relationship of item # 33 with experience qualification, and gender was not significant at .05 level as the r value were -.015, .043, and -.006, and the Sig: level were .572, .177, and .835 respectively.

SN	Item # 33 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
33	Maintains democratic discipline in the institution	r = -.015 Sig = .572	r = .043 Sig = .117	r = -.006 Sig = .835

Table 4.80

SHOWING THE RELATIONSHIP OF ADHERE TO RULES AND REGULATIONS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.80 reveal the relationship of item # 34 with experience qualification, and gender was not significant at .05 level as the r value were .022, -.034, and .042, and the Sig: level were .421, .205, and .123 respectively.

SN	Item # 34 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
34	Adhere to rules and regulations.	r = .022 Sig = .421	r = -.034 Sig = .205	r = .042 Sig = .123

Table 4.81

SHOWING THE RELATIONSHIP OF COOPERATION OF DPEs' WITH HIGHER AUTHORITIES WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.81 exhibit the relationship of item # 35 with experience qualification, and gender was not significant at .05 level as the r value were .013, .049, and .034, and the Sig: level were .623, .073, and .209 respectively.

SN	Item # 35 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
35	Cooperates with higher authorities	r = .013 Sig = .623	r = .049 Sig = .073	r = .034 Sig = .209

Table 4.82

SHOWING THE RELATIONSHIP OF KEEPING THE PRINCIPAL INFORMED ABOUT UNUSUAL EVENTS WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.82 express the relationship of item # 36 with experience qualification, and gender was not significant at .05 level as the r value were .021, -.019, and .048, and the Sig: level were .432, .487, and .077 respectively.

SN	Item # 36 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
36	Keeps the Principal informed about any unusual events	r = .021 Sig = .432	r = -.019 Sig = .487	r = .048 Sig = .077

Table 4.83

SHOWING THE RELATIONSHIP OF PARTICIPATING IN ACTIVITIES TO PROMOTE THE PROFESSION WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.83 explains the relationship of item # 37 with experience and qualification was not significant at .05 level as the r value were .025 and -.025 the Sig: level were .365 and .362. On the other hand, the relationship of item # 37 with gender was significant at .01 level as the coefficient value was .077 and the Sig: level was .004.

SN	Item # 37 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
37	Participates in activities to promote general welfare of the institution and the profession	r = .025 Sig = .365	r = -.025 Sig = .362	r = .077** Sig = .004

Table 4.84

SHOWING THE RELATIONSHIP OF MAINTAINING PROFESSIONAL APPEARANCE AND CONDUCT WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.84 clarifies the relationship of item # 38 with experience and gender was not significant at .05 level as the r value were .001 and .037 the Sig: level were .959 and .180. On the other hand, the relationship of item # 38 with qualification was significant at .05 level as the coefficient value was -.070 and the Sig: level was .010.

SN	Item # 38 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
38	Maintains professional appearance and conduct	r = .001 Sig = .959	r = -.070* Sig = .010	r = .037 Sig = .180

Table 4.85

SHOWING THE RELATIONSHIP OF COOPERATION OF DPEs' IN ACHIEVING THE GOALS OF THE INSTITUTION'S WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.85 state the relationship of item # 39 with experience qualification, and gender was not significant at .05 level as the r value were .009, .036, and .052, and the Sig: level were .746, .192, and .058 respectively.

SN	Item # 39 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
39	Cooperates in achieving the goals of the institution's annual educational and sports plan	r = .009 Sig = .746	r = .036 Sig = .192	r = .052 Sig = .058

Table 4.86

SHOWING THE RELATIONSHIP OF PARTICIPATION IN SPORTS ASSOCIATIONS, AND OTHER IN-SERVICE TRAINING BY DPEs' WITH THEIR EXPERIENCE, QUALIFICATIONS AND GENDER

Table-4.86 express the relationship of item # 40 with experience qualification, and gender was not significant at .05 level as the r value were .019, -.035, and .020, and the Sig: level were .492, .198, and .454 respectively.

SN	Item # 40 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
40	Participates in sports associations, and other in-service training and professional growth opportunities	r = .019 Sig = .492	r = -.035 Sig = .198	r = .020 Sig = .454

Table 4.87

SHOWING THE RELATIONSHIP OF MAINTENANCE OF PUNCTUALITY IN ALL MATTERS PERTAINING TO PROFESSIONAL ROLE WITH EXPERIENCE, QUALIFICATIONS AND GENDER OF DPEs'

Table-4.87 clarifies the relationship of item # 41 with qualification and gender was not significant at .05 level as the r value were .027 and -.012 the Sig: level were .325 and .648. While, the relationship of item # 41 with experience was significant at .05 level as the coefficient value was .060 and the Sig: level was .027.

SN	Item # 41 from Performance Evaluation of DPEs' Scale	Experience of DPEs'	Qualificat of DPEs'	Gender of DPEs'
41	Maintains punctuality in all matters pertaining to professional role	r = .060* Sig = .027	r = .027 Sig = .325	r = -.012 Sig = .648

## **CHAPTER-5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, RECOMMENDATIONS, AND SOME SUGGESTIONS FOR FURTHER RESEARCH**

#### **5.1 SUMMARY**

The study aimed at investigating the Relationship of Experience, Qualifications, Gender, Professional Attitudes and Performance of Directors of Physical Education working in Government Colleges of NWFP.

Main objectives of the study were (a) to assess the professional qualifications and experience of the Directors of Physical Education, working in the Degree Colleges of North West Frontier Province, (b) to develop a reliable scale for professional attitudes of Directors of Physical Education (c) to develop a reliable scale for the evaluation of performance of Directors of Physical Education (d) to know about the professional attitudes of DPEs (e), to evaluate performance of the DPEs in their relevant field (f) to investigate the relationship of professional attitudes of DPEs with their experience, qualifications, and gender (g) to investigate the relationship of performance of DPEs with their experience, qualifications, and gender.

For the fulfillment of these objectives, seven research questions were subjected to test. These questions were summarized as follows: (1) Is there any relationship of Professional Attitudes of DPEs with their experience, qualifications, and gender? (2) Is there any relationship of performance of DPEs with their experience, qualification, and gender (3) Is there any relationship of Performance (General Qualities) of DPEs with their experience, qualifications, and gender? (4) Is there any relationship of Performance (Content knowledge and teaching skills) of DPEs with their experience, qualifications, and gender? (5) Is there any relationship of Performance (Classroom Management) of DPEs with their experience, qualifications, and gender? (6) Is there any relationship of Performance (Coaching Performance) of DPEs with their experience, qualifications, and gender? (7) Is there any relationship of Performance (Professional and Personal Qualities) of DPEs with their experience, qualifications, and gender?

A representative sample of 90 Directors of Physical Education was selected to determine the professional attitudes of Director of Physical Education from the Government Colleges of North West Frontier Province. Similarly, 1800 students studying in degree classes of Government Colleges of NWFP were selected randomly to evaluate the performance of Directors of Physical Education. A professional Attitudes scale having 39 items was distributed

among the DPEs; similarly, a Performance Evaluation Scale having 41 items was dealt out among the students to evaluate the performance of their Directors of Physical Education.

The responses of Directors of Physical Education and students were quantified and analyzed through Computer Software (SPSS-12). To calculate the significant relationship among experience, qualifications, and gender, of DPEs working in government colleges of NWFP with Professional attitudes and performance. Pearson Product Moment correlation of coefficient (  $r$  ) was the main statistical technique used in the study.

## 5.2 FINDINGS

Following were the main findings of the study.

1. The Professional Attitudes of Directors of Physical Education had no significant relationship with experience. Similarly, neither qualifications nor gender had any significant relationship with professional attitudes and performance of Directors of Physical Education. (Table- 4.1)
2. The relationship of the Performance of Directors of Physical Education with experience was found insignificant. Similarly, qualifications and gender were also found insignificant when correlated with the performance of Directors of Physical Education. (Table- 4.2)
3. The relationship of the aspects of performance of DPEs (General Qualities) with experience was calculated as insignificant. Similarly, the relationships among qualifications, and gender with performance of Directors of Physical Education were also found insignificant. (Table- 4.3)

4. The performance (Content Knowledge and Teaching Skills) aspects were insignificant when correlated with experience, and gender of Directors of Physical Education, whereas (Content Knowledge) aspects of performance evaluation of DPEs were positively correlated with qualifications of Directors of Physical Education. (Table- 4.4)
5. The performance evaluation (Classroom Management) aspects were positively correlated with experience, qualifications, while they were negatively correlated with gender of Directors of Physical Education. (Table- 4.5)
6. Coaching aspects of performance evaluation of DPEs were not significantly correlated with their experience, and qualifications. On the other hand, (Coaching Performance) aspects were negatively correlated with gender (Female) of Directors of Physical Education. (Table- 4.6)
7. No significant relationship was found between performance (Professional and Personal Qualities) aspects of Directors of Physical Education with their experience. Similarly, qualifications, and gender were also found insignificant when correlated with the performance of Directors of Physical Education. (Table- 4.7)

### 5.3 DISCUSSIONS

Following is a brief discussion about the findings observation and conclusions of the study. The main focus is on other research findings and the comparison of this study with other research findings and the possibilities as to why the findings are like this.

This study was an investigation of relationship of experience, qualifications, gender, professional attitudes and performance of Directors of Physical Education working in Government Colleges of NWFP. Two types of Scales were developed and used in this study (as previously discussed in Chapter 3).

This study investigated that whether the experience qualifications and gender had any positive/negative relationship with professional attitudes of Directors of Physical Education. In addition, it was attempt to probe that whether the performance of the Directors of Physical Education had any positive/negative relationship with experience, qualification, and gender.

Experience plays a vital role in teaching. Teachers who have more experience show positive attitude as compared to less experienced teachers. A study by Yeh (1980) explored that the attitude of teachers with more classroom experience tend to be more positive than inexperienced teachers. Pajares (1992) expressed that very little is known about physical education teachers'

attitudes toward teaching physical activity and fitness. Similarly, Green and Stager (1986) and Tollefson *et al* (1985) have found that attitude of teachers at higher grades are more positive. Hall and Tremmel (1995) proclaimed a positive attitude of elementary teachers and teachers with less teaching experience toward the Blueprint 2000 standards. (Cited in Rich Janiak 1997) Cindy L. (2003) has affirmed in his research study that more positive the experience, the more positive a principal's attitude could be found toward inclusion. No significant relationships were found between attitude and the years of experience in regular education, special education, or elementary administration. Martua M. (2005) asserted in his study that there was a significant correlation of the teachers' educational qualification, teaching experience and professional attitude with the quality of teaching and leaning interaction. Further, the finding suggested that there was a significant linear correlation between teachers' educational qualifications and professional attitude and an insignificant linear correlation between teaching experience and professional attitude. He further stated that the teaching experience and teachers' training had no direct effect over the quality of teaching and learning interaction, however, the two will be more significant if they are correlated with a positive professional attitude.

In the research study in hand, no significant relationship was found between professional attitudes of Directors of Physical Education and experience,

while insignificant correlation was found between professional attitudes of Directors of Physical Education and their qualifications. Similarly, gender also showed insignificant correlation with professional attitudes of DPEs (Table 4.1).

It was generally believed that more or better qualifications and experience resulted in better performance, or it could be said that a person who had more experience and qualifications will show better performance as compared to the low qualified and less experienced person. But the research studies conducted in the field are not in line with this idea. There was a wide range of findings in the relationship between experience (years of teaching) and performance. Hanushek (1986) deduced that less than half of the 109 previous studies on the estimated effects of teacher experience showed that the experience had insignificant effects on performance. Of these, 33 studies inferred that more experience had a significant positive relationship, but seven found that more experience had negative impact on performance. Most results of the studies of National Teachers Examination (NTE) showed that evaluations of teacher performance have low correlation. Ory (2001), Wachtel (1998) found smaller positive relationship between rank, age, experience, and research productivity (performance) of the faculty members. Wachtel (1998) further professed, "Gender effects have been found in some studies, but they are modest in magnitude, and contradictory in directions". Fallon and Daniel, (2003) have

declared that a correlation exists between a teachers verbal ability and student's achievements. Teachers who had high qualifications were better teachers of that subject than those who did not have. More experienced teachers made greater contributions to student learning than less experienced teachers. Annual Report of the Florida Department of Education (2004) mentioned that some studies had found a strong positive association between teacher certification (qualification), preparation and experience, and students' achievement (Darling-Hammond 2000, and Fetler 2001). It was also demonstrated that non-certified new teachers had a negative effect on students' achievement (Darling-Hammond 2000).

In this study it was concluded that performance of Directors of Physical Education was found insignificant when correlated with their experience, qualification, and gender (Table 4.2).

There may be several reasons behind the conclusions of this study that the Directors' of Physical Education working in the college sector have shown low performance and professional attitudes. One of the main reasons may be that the DPEs' have no further opportunity of their promotion. The DPEs' get appointed in a scale and after serving for more than thirty years get retired in the same scale, therefore they develop negative attitude towards their profession (administration of sports activities) as well as their performances in

the field were significantly low. The other reason may be that students/professionals enter this field/profession lacking the background and aptitude of physical education and sports. They enter the field for the reason that they would get a job easily, as there is want/shortage/insufficiency of Physical Education professionals in Pakistan. One of the main causes might also be the admission criteria in the institutions/departments, as the admission to this field (Physical Education) is only on academic merit (in Gomal University) therefore, the students who had Physical Education and sports background; or who were good sportsmen/sportswomen and had low academic status were debarred from seeking admission to the field. In addition, the professionals after completing the courses lack in their attitudes towards Physical Education and sports. In Pakistan generally and in educational institutions particularly the sporting activities are much less (Need to be investigated). Only one sports Cricket has been given a lot of coverage, attention, time, and funds, the others sports have been neglected by the higher authorities (Government and sports organizers).

The performance (general qualities) aspects were insignificant when correlated with experience, qualification, and gender of Directors' of Physical Education. (Table 4.3)

Gene (2002) has cited in his book about several studies in which no relationship was found between student achievement and teacher experience (in years). He further described that some researchers found that teacher education and experience have positive relationship to student's achievements. Research findings show no significant relationship between students' achievements and teacher experience; however, such studies suffer from interpretive errors. Reexamined data showed a positive relationship between teacher experience and students achievement. Greenwald *et al* (1996) and Murnane (1995) suggested that typical teaching performance peaks in teacher's first few years (less experience). New teachers have shown better performance.

The qualifications of Directors' of Physical Education have positive relationship with performance (content knowledge and teaching skills) aspects. This meant that high qualification resulted in better performance in content knowledge and teaching skills aspect of DPEs'. On the other hand, no significant relationship was found among performance content knowledge and teaching skills aspect of DPEs' with experience and gender (Table 4.4).

The research on the relationship of teacher/administrator performance and qualifications is mixed, (Greenwald, 1996) found that higher qualifications

of teachers had a positive correlation with performance. While Hanushek (1986) found that it adversely correlated with performance.

The reason behind this finding was that highly qualified (MSc) Directors' of Physical Education were in a better position because they had enhanced/excelled in qualifications. As at the Master level here in Pakistan generally and in Gomal University particularly the students are engaged in a variety of activities combined with the academics or class work. The students have to complete their research thesis on one of the topics related to Physical Education and Education; they are also engaged in seminars, first term report, discussions, current sports, research projects, refereeing, and umpiring, and in first aid activities. The students are not only engaged in activities but also have to secure high/pass marks in the above-mentioned activities. Therefore, the highly qualified (MSc) Directors of Physical Education are in a position to show better performance in the content knowledge and teaching skills aspect of performance as compared to low qualified (SDPE) Directors of Physical Education.

As discussed above, those students that are in the lessons of Master in Science (MSc) in Physical Education classes are well prepared for teaching. They have been trained as to how to deal and manage in the classroom situation. This study indicated that Performance Evaluation (Classroom management) aspects

were positively correlated with experience, qualifications of Directors' of Physical Education. It meant that experienced DPEs' have shown better performance in classroom management aspect as compared to less experienced DPEs'. The high qualification (MSc) DPEs have shown better performance in Classroom Management aspects as compared to low qualification (SDPE) DPEs'. The gender of Directors of Physical Education has negative correlation with Classroom Management aspect of performance. The study illustrated that female DPEs have shown low performance in the area of Classroom Management aspects, while the male Directors of Physical Education have demonstrated better performance (Table 4.5).

One of the qualities DPEs must possess is the ability to coach the students. Although, in Pakistan coaching education is not provided separately. In the educational institutions (Schools/Colleges/Universities) of Pakistan, no separate coaches are available for the students. The DPEs are the personnel, who have to act as a coach also. Coaching is an ability to give guidance and enhance the skills of the players in specific games. Each sport/game needs separate coaching, because every game is different to other one. The coach provides instructions, directions, or supervision to athletics/sports teams for developing ability or skill to perform in sports contests. According to Dils & Ziatz, (2000 in Jody 2002) "competent coaches need to know the objectives and benefits of sports so that they know what to teach, model, and reinforce".

Jones, Armour, & Potrac, (2002 in Jody) have claimed that “limited research is conducted on the inaccurate science of coaching and the complex active social activity in which the coach is engaged”. Conn & Razor, (1989 in Jody) stated that the appointment of untrianed/unprepared/unskilled individuals to coaching positions could lead to serious medical problems as well as serious legal problems for sport organizations and athletes. Johnson, (1992 in Jody) stated that the failure of the coaches often claimed by the public, as the coaches are failed to give proper guidance of skills and techniques, and to warn the athletes of the dangers/risks involved in sports. Further, the author stated that the coaches are fail to provide adequate training to bring good leadership qualities in athlete through sports program. Potrac, Brewer, Jones, Armour, & Hoff, (2000 in Jody) suggested that “further, investigation of the multifaceted social relationships between coach and athlete is necessary to understand more fully how coach training can be linked to meeting the psychological and physical development of athletes more effectively”.

According to National Association for Sports and Physical Education (NASPE, 1995 in Jody), over 140-sports organizations have agreed that there must be a core body of knowledge from which coaching expertise may be developed.

The National Standards for Athletic Coaches (NSAC, 2001 in Jody) document contains 37 standards that are grouped into eight domains of knowledge and

ability. These Domains include injury prevention; care and management; risk management; growth, development and learning; training; conditioning and nutrition; social/psychological aspects'; skills'; tactics and strategies; teaching and administration; and professional preparation and development.

This study suggested that coaching aspect of performance evaluation of DPEs was not significantly correlated with their experience, and qualifications. On the other hand, Coaching Performance aspects were negatively correlated with gender (Female) of Directors' of Physical Education. It means that the female Directors' of Physical Education have shown not as much as of Coaching Performance as compared to the male Directors' of Physical Education (Table 4.6).

Why the findings are like this, there may be several reasons. One of the main reasons may be the cultural/religious factor. Our culture/religion (Islam) does not allow the females without any intensive reason. The sports activities are not included in those intensive reasons. They are allowed in exceptional cases like (old female, where there are no male in the family or in case of emergency). In our culture (Pakistani/Islamic) the females are considered as fragile and symbol of beauty only. They are supposed to take care of domestic affairs only; and to maintain the household. They have the least concern with

the outside of house activities. They are not allowed to participate in sporting activities in general and in front of the males in particular. If the females want to take part in any sporting activities, they are supposed to do the activities under the premises of four walls, where there is no male to watch them, or even to conduct the activities for them. However, our religion allows the females to participate in sporting activities, but there are certain restrictions regarding this. In which the females should be in four walls and there should not be any male inside the premises. They may participate in their full dress; all parts of the body must be covered. This may be the main reason that the female participation in sports is very low at every level in Pakistan in general and in North West Frontier Province (where the study was conducted) in particular. When these females enter the profession, they have less knowledge of sports; their skills in sports and their coaching abilities are very low. After the completion of their professional training in the physical education institutions/departments, when they are appointed as Directors' of Physical Education in the colleges, they show less coaching abilities as compared to their male counterparts.

Goldhaber and Brewer (1997) found that a teachers/Directors Physical Education qualification was not positively correlated with their performance (from eight to ten grade), but having higher qualifications in Mathematics and

Science for Mathematics and Science teachers influence performance. The same results were not found to be true for teachers of English and History.

The study in hand concluded that no significant relationship was found between performance (Professional and Personal Qualities) aspects of Directors of Physical Education with their experience, qualifications, and gender (Table 4.7).

## **5.4 CONCLUSIONS**

The following main conclusions were drawn from the study;

It was concluded from the study that DPEs' working in Government Colleges of NWFP possess two levels of professional qualifications i.e. Senior Diploma in Physical Education (SDPE one year after graduation) and Master of Science in Physical Education (M.Sc one year after SDPE). Similarly, the Directors of Physical Education working in Government Colleges of NWFP having professional experience ranging from one year to thirty years. A thirty-nine (39) items reliable professional attitude of Directors' of Physical Education scale was developed with a Cronbach alpha of 0.90. Similarly, forty-one (41) items reliable and valid performance evaluation of Directors' of Physical Education scale was developed with a Cronbach alpha of 0.94. The extent of

Professional Attitudes and Performance of Director Physical Education was found low. The experience, qualifications have no effect on their Professional Attitudes and their Performance. Similarly, the Gender of DPEs' has also no effect on the Performance and Professional Attitudes.

No significant relationship was found between Professional Attitudes of Directors' of Physical Education and their experience, qualifications, and gender. Similarly, the Performance of Directors' of Physical Education was found insignificant when correlated with their experience, qualifications, and gender, however some aspects like Content Knowledge, Classroom Management, and Coaching Performance were found significant when correlated with the experience, qualifications, and gender of Directors of Physical Education.

The qualifications of Director Physical Education had positive relationship with performance (Content Knowledge) aspects. The Performance Evaluation (Classroom Management) aspects were positively correlated with experience and qualifications, while they were negatively correlated with gender of Directors of Physical Education. The (Coaching Performance) aspects of performance evaluation of Directors of Physical Education were negatively correlated with the gender of DPEs.

## 5.5 RECOMMENDATIONS

Keeping in view the findings and conclusions of the study, following are some recommendations to take maximum advantage of the result of the study:

1. Sports and co-curricular activities in the colleges may have a positive influence on students attitudes, therefore, these activities may be given their due importance. So that, those students may be able to develop positive attitudes from these activities.
2. There is a need to administer an aptitude test at college level to sort out and identify those students who are inclined towards selecting physical education as profession.
3. Colleges of Physical Education and university departments may raise their pre-service and in-service physical education teachers training programs to enhance the professional attitudes of DPEs.
4. More emphases may focus on interpersonal communication, critical thinking, problem solving, and technical knowledge of sports and physical education teacher training program.
5. Since attitudes of Directors of Physical Education are one of the major factors effecting students learning, additional physical education teacher training may improve not only Directors of Physical Education's attitudes, but also Directors of Physical Education's performance. It is recommended that the Department of

Sports Sciences & Physical Education Gomal University may develop a program of additional Physical Education teacher training.

6. One of the main reasons of low performance of Directors of Physical Education may be that the students getting admissions into this field may not have positive attitude necessary for the field, and they just jump into the field seeking employment. Therefore, the institutions providing the training for Directors of Physical Education may develop a plan or curriculum so that they may be able to provide and enhance the specific attitude required for the Physical Education profession.
7. The promotions system of Directors' of Physical Education is static, i.e. the Directors of Physical Education when employed, remain in the same grade after serving for 25 to 30 years. This may be one of the major factors of low performances and low professional attitudes of DPEs. It is therefore, suggested that the Government of NWFP may prepare a service structure for the promotion of Directors of Physical Education working in the colleges of North West Frontier Province.
8. It is recommended that before the appointment of the DPEs, an attitude/aptitude test may be conducted to assess/judge the extent of attitude and aptitude of the students.

9. It is to recommend also, that when the Directors of Physical Education are appointed, the authorities may conduct a practical examination in order to judge the candidates' level of knowledge regarding the Physical Education and Sports.

## **5.6 SUGGESTIONS FOR FUTURE RESEARCH**

- a. More findings should be obtained that are valid and the research study may be expanded to Inter-colleges, and Technical colleges.
- b. This research study was conducted particularly on Graduate level students of different colleges of NWFP. It may also be conducted on students of Inter level and Mater level in the Universities.
- c. The study may be sent to all the Institutions/Departments of Physical Education for sake of guidance in future research activities.
- d. The study may be replicated using other standardized instruments. Some other variables like location of colleges, job satisfaction, professional players, and amateur players etc may also be included in the sphere of research.
- e. The study may also be conducted at National Level by taking a large sample to achieve better results.

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Appendix -A

**GOMAL UNIVERSITY DERA ISMAIL KHAN**  
**Institute of Education and Research**

Date: - -----

Name: - -----

Post held: - -----

Qualifications: - -----

Experience: - -----

Respected Sir/Madam-----

Asalam-o-allakum.

I am a research Scholar registered in PhD (Education) in Institute of Education and Research, Gomal University Dera Ismail Khan. My research topic is, **“Relationship among Qualifications, Experience, Gender, Professional Attitudes and Performance of Directors of Physical Education in Administration of Sports Activities in Government Colleges”**

For the purpose, I want to develop a reliable scale. As a competent scholar/researcher, I need your assistance. Kindly read carefully and rate each statement as to what extent it will be suitable for measurement of Professional Attitudes and Performance of Directors of Physical Education. Your impartial opinion can help me in getting authentic and credible data. I shall be grateful to you for your assistance and early response.

Thanking you in anticipation.

Your Sincerely,

Salah-ud-din Khan  
PhD Scholar,  
Lecturer, HPE Department GU DI Khan  
Phone # 0966-750228 off 750124 Res  
E-mail salahudn1@yahoo.com

Note; The Numbers used have the following meanings,

**5 = Strongly Agree 4 = Agree 3 = Un decided 2 = Disagree 1 = Strongly Disagree**

Appendix –B

**PILOT STUDY  
SCALE FOR PROFESSIONAL ATTITUDES OF  
DIRECTORS OF PHYSICAL EDUCATION**

		1	2	3	4	5
1	To tell one of your colleagues that I am fully aware of your problems related to discipline and I am ready to help you.					
2	During the course of instruction, activities may be arranged into interesting and uninteresting in such a way that the students participating in the interesting activities may also utilize their capabilities in learning uninteresting activities.					
3	The students may be afforded freedom in their activities in order to remove any sign of boredom.					
4	Punishment may be given to those students who deserve it.					
5	The parents and relatives of students may not be allowed free entry in the college.					
6	The problems related to discipline may be dealt on one's own accord rather than looking to higher authorities for their solution.					
7	By selecting and adopting physical education as a profession one remains economically depressed.					
8	The DPE may adopt the decisions of his Principal, which they themselves consider irrelevant.					
9	The role of DPE may be central in all teaching learning process.					
10	The group discussion among students may be encouraged.					
11	Conversation with the students at a playground should be avoided so that it may not disturb discipline.					
12	The haphazard questioning of the students may be tolerated.					
13	In order to maintain individual status of the DPE their contact with common men of society may be avoided particularly on the occasion of National and annual sports day of the college and other celebration.					
14	Causes of academic deficiencies and violation of discipline among the students may be identified and efforts may be made to remove them.					
15	Punishment may be given to the pugnacious students who inflict violence on other students.					
16	To maintain individual status the DPE should avoid close intimacy with the students because it lowers his honor.					
17	The skills and techniques may develop by the DPE, so that the students can easily enhance their performance in the games.					

18	In view of desires of parents, the students may be prevented from going out for games or may not be allowed to play.					
19	Participation in sports enhances the physical conditions of an individual.					
20	The DPE must participate in customs and conventions of the community.					
21	Strict discipline may be maintained by a newly trained Director Physical Education and with the passage of time when the students learn respect for that DPE; they may be allowed close intimacy.					
22	Taking part in sports activities promotes knowledge of the essential of games.					
23	Individual differences of the students may be kept in mind while giving instruction about Physical Education.					
24	Needs and interest of the students may be given due importance for effective teaching.					
25	The students may be encouraged to adopt such attitudes and values related to sports, which they cannot adopt in their homes.					
26	Some times violation of the rules and regulations of the games by the students may be ignored.					
27	As Director of Physical Education priority may be given to the teaching of basic skills of the particular game.					
28	The DPE may accept any office of responsibility in any sports association and federation.					
29	The DPE should accept the responsibilities in a college located in some backward and for flung area.					
30	The practice of the game is necessary to promote basic skills in sports.					
31	To promote better health conditions, the students may take part in the sporting activities.					
32	The students may be allowed for prolonged discussions in the ground/gymnasium, so that they may enhance their skills in the game.					
33	DPEs may change a college after every two or three years in order to gain experience of new environment.					
34	Publicity is necessary for the encouragement of the students in sporting activities.					
35	The students may be allowed to adopt their own techniques even if these techniques are incorrect from their DPEs point of view.					
36	The DPE may admonish students in a playground in order to maintain his dominance over them.					

37	The DPE may not be discriminatory while evaluating performance of students.					
38	The games have negative impact on moral behavior and educational abilities of the students, as such; they should be prevented from participation in sports.					
39	The tem captain must be a hard master so that strict discipline can be maintain in the absence of Director Physical Education.					
40	A variety of techniques may be used for teaching of physical education curriculum.					
41	The DPE must avoid demonstrating physical education activities at playground.					
42	A comparison of the athletes with one another in their games and sports achievements may be made for the purpose of motivation in learning.					
43	The students may be educated to comply immediately with the orders of their DPE without any hesitation.					
44	The word of praise and appreciation may be used only in rare cases, so that these words may not lose their utility.					
45	The DPE may visit parents of his students to discuss problems and difficulties faced by the students.					
46	The DPE may incorporate suitable responses and ideas of students in his instructions.					
47	The planning and design of a program of activities may be prepared before instructions.					
48	Despite lack of interest in the physical education profession it may be adopted for economic earning only.					
49	The DPE may leave the profession of physical education and accept other profession as and when chance occurs for economic benefits only.					
50	Taking part in sporting events give you a personal satisfaction.					
51	Posture deformities can be improved by taking part in physical education activities.					
52	Sports give the knowledge of how the body functions and its relationship to physical education.					
53	Growth and development factors affected by movement can be enhanced through understanding sports.					
54	Engagement in sporting activities is the worthy use of leisure.					
55	Participation in sports develops self-control in trying situations.					
56	The instructions of physical activities may be made more effective on the basis of logical arguments.					
57	The D.P.E may assist parents or other members of community in solution of student's problems through effective discussion.					

**PILOT STUDY  
SCALE FOR PERFORMANCE EVALUATION OF  
DIRECTORS OF PHYSICAL EDUCATION**

	<b>General Qualities.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Dependability.					
2	Professional appearance.					
3	Enthusiasm.					
4	Initiative.					
5	Self Confidence.					
6	Effective use of voice and speech.					
7	Effective use of oral and written work.					
8	Effective use of resources (Technology, material, facilities, etc)					
9	Good listening skills (with students and staff.)					
10	Expresses feelings in constructive ways.					
11	Shows awareness of others feelings (students and teachers)					
12	Handles potentially disruptive situations in a professional and constructive manner.					
	<b>Content Knowledge and Teaching Skills</b>					
13	Is familiar with many content areas in Physical education.					
14	Demonstrates a willingness to learn unfamiliar areas.					
15	Uses subject matter that is age and skill appropriate.					
16	Uses resources to strengthen content knowledge.					
17	Understanding of student knowledge, skills, and readiness levels.					
18	Uses a variety of materials appropriate to the lesson's objectives and the student's abilities.					
19	Plans meaningful and creative lessons.					
20	Makes subject matter relevant.					
21	Uses a variety of teaching methods.					
22	Uses a variety of teaching style.					
23	Uses an accurate demonstration.					
24	Provides clear, concise instructions.					
25	Encourages proper feedback from specific skills.					
26	Has the ability of individualizing instruction regarding students with special needs.					
27	Oral and written communications are clear and precise.					
28	Uses a variety of questioning and discussion techniques.					

29	Monitor and assesses progress of students and provides constructive feedback.					
30	Provides opportunity to students to re-learn the activity.					
	<b>Classroom Management.</b>					
31	To take care of routine matters.					
32	Rules of Physical Education are consistently reinforced.					
33	Maintain atmosphere conducive to learning.					
34	Provides student's task oriented activities.					
35	Makes efforts to maintain morality and ethics in the classroom.					
36	Creates and maintains an atmosphere of mutual respect.					
	<b>Coaching Performance.</b>					
37	Is knowledgeable of fundamental skills of Games and Sports.					
38	Uses a variety of tactics and strategies.					
39	Has a willingness to improve coaching ability and knowledge.					
40	Demonstrates the ability to teach, analyze, and correct techniques.					
41	Devotes time and energy to coaching duties.					
42	Applies knowledge of skills, techniques, and strategies of the sports.					
	<b>Professional and Personal Qualities.</b>					
43	Is well aware about recent educational trends.					
44	Collaborates with colleagues.					
45	Display leadership qualities.					
46	Works collaboratively to maintain a safe, orderly, and productive environment.					
47	Is available in the institution for meetings and consultations.					
48	Complies with attendance and punctuality policies and procedures of the institution.					
49	To work as a positive role model for athletes.					
50	Demonstrates ethical behavior during Physical Activities.					
51	A model of good sportsmanship.					
52	Maintains democratic discipline in the institution.					
53	Adhere to rules and regulations.					
54	Cooperates with higher authorities.					
55	Shows loyalty and Supports to the Principal.					
56	Keeps the Principal informed about any unusual events.					
57	Exhibits interest for the total sports program.					
58	Performs duties and assignments effectively.					
59	Participates in activities to promote general welfare of the institution and the profession.					
60	Maintains professional appearance and conduct.					

61	Cooperates in achieving the goals of the institution's annual educational and sports plan.					
62	Participates in sports associations, and other in-service training and professional growth opportunities					
63	Maintains punctuality in all matters pertaining to professional role.					
64	Exhibits cooperative relationship with parents (e.g. Parents conferences, Parental contact)					

Appendix –D

**Summary for Scale of Professional Attitudes of Directors of Physical Education**

**Summary for scale: Mean=208.940 Std.Dv.=22.5438 Valid N: 50  
Cronbach alpha: .908200 Standardized alpha: .906124  
Average inter-item corr.: .151196**

	Mean if deleted	Var. if deleted	StDv. if deleted	<b>Itm-Totl Correl.</b>	Alpha if deleted
CASE1	205.2600	494.9924	22.24842	.060876	.909328
CASE2	204.8200	467.2676	21.61637	.666017	.903584
CASE3	204.6800	478.6176	21.87733	.466092	.905806
CASE4	206.0600	492.1364	22.18415	.115296	.909127
CASE5	205.4000	491.0000	22.15852	.114665	.909585
CASE6	204.6000	471.4400	21.71267	.654143	.904077
CASE7	205.1400	481.4004	21.94084	.348955	.906894
CASE8	205.1400	482.5604	21.96726	.297042	.907499
CASE9	204.7600	468.5424	21.64584	.589719	.904248
CASE10	204.7800	479.8916	21.90643	.451051	.905981
CASE11	205.1400	482.4004	21.96362	.319295	.907209
CASE12	204.7800	484.9716	22.02207	.317615	.907156
CASE13	206.9800	493.4596	22.21395	.127497	.908538
CASE14	204.7200	475.9216	21.81563	.557407	.905039
CASE15	207.1000	496.1300	22.27398	.040044	.909243
CASE16	207.0000	494.3600	22.23421	.088220	.908939
CASE17	204.7600	473.7824	21.76654	.550447	.904906
CASE18	205.4600	485.0884	22.02472	.233462	.908264
CASE19	204.6800	476.9776	21.83982	.508046	.905419
CASE20	205.0400	490.9984	22.15848	.186290	.908178
CASE21	205.0000	470.4800	21.69055	.561081	.904606
CASE22	204.5000	471.4500	21.71290	.679699	.903955
CASE23	204.5600	467.4464	21.62051	.581071	.904260
CASE24	204.5000	473.0100	21.74879	.656010	.904245
CASE25	204.9600	472.7584	21.74301	.565016	.904730
CASE26	205.2400	483.3024	21.98414	.280037	.907690
CASE27	204.7200	472.9616	21.74768	.575568	.904675
CASE28	204.7000	474.8900	21.79197	.525265	.905159
CASE29	206.8000	494.1600	22.22971	.095676	.908862
CASE30	206.8200	497.3476	22.30129	.007991	.909287

CASE31	204.7200	472.7216	21.74216	.544563	.904876
CASE32	205.1400	469.6804	21.67211	.552547	.904638
CASE33	206.7800	496.8516	22.29017	.022663	.909237
CASE34	204.9800	476.0596	21.81879	.452416	.905813
CASE35	205.3800	468.8756	21.65354	.419325	.906454
CASE36	205.4200	484.5236	22.01190	.216903	.908724
CASE37	204.7400	468.5124	21.64515	.587146	.904268
CASE38	206.8800	495.4256	22.25816	.060786	.909092
CASE39	205.3200	478.9376	21.88464	.331836	.907248
CASE40	204.7800	474.1316	21.77456	.533878	.905047
CASE41	206.8600	504.0004	22.44995	-.184041	.911063
CASE42	204.8800	474.9856	21.79416	.501872	.905341
CASE43	204.9400	478.2964	21.86999	.387355	.906513
CASE44	205.0000	480.8000	21.92715	.325495	.907214
CASE45	206.5800	500.1636	22.36434	-.070707	.910805
CASE46	204.7400	480.6724	21.92424	.434885	.906133
CASE47	204.4400	475.4864	21.80565	.540196	.905103
CASE48	205.1000	484.1300	22.00295	.231098	.908477
CASE49	204.9200	483.4336	21.98712	.275995	.907741
CASE50	204.6400	476.9104	21.83828	.563829	.905099
CASE51	204.6600	481.2244	21.93683	.514745	.905757
CASE52	204.8400	484.7344	22.01669	.383583	.906672
CASE53	204.5800	473.4836	21.75968	.598685	.904583
CASE54	204.7200	482.8816	21.97457	.373089	.906670
CASE55	206.4800	490.0896	22.13797	.213069	.907971
CASE56	204.6800	476.1776	21.82149	.612174	.904802
CASE57	206.3400	493.8244	22.22216	.105500	.908787

Appendix -E

**Summary for scale of Performance Evaluation of Directors of Physical Education**

**Summary for scale: Mean=225.080      Std.Dv.=29.1413      Valid N:50**  
**Cronbach alpha: .945895                      Standardized alpha: .941590**  
**Average inter-item corr.: .215637**

	Mean if deleted	Var. if deleted	StDv. if deleted	Itm-Totl Correl.	Alpha if deleted
CASE1	221.9600	836.9584	28.93023	-.090444	.948162
CASE2	221.5800	823.5236	28.69710	.113826	.946985
CASE3	221.3600	826.2704	28.74492	.094140	.946712
CASE4	222.2200	836.2916	28.91871	-.082254	.947980
CASE5	221.1000	802.8500	28.33461	.458243	.945065
CASE6	222.0600	819.8964	28.63383	.210572	.946195
CASE7	222.8800	821.3856	28.65983	.201881	.946149
CASE8	221.1200	798.2656	28.25360	.549703	.944579
CASE9	221.8200	825.1075	28.72469	.110114	.946702
CASE10	221.0200	793.1796	28.16344	.684132	.943938
CASE11	220.8600	800.9204	28.30054	.598173	.944427
CASE12	220.5600	803.8864	28.35289	.626497	.944436
CASE13	220.6800	800.2177	28.28812	.526160	.944704
CASE14	220.9400	794.8163	28.19249	.557125	.944526
CASE15	222.8600	819.9604	28.63495	.235615	.945992
CASE16	222.7400	818.5924	28.61105	.217846	.946239
CASE17	220.9600	800.4384	28.29202	.602361	.944401
CASE18	220.9400	784.8564	28.01529	.779945	.943359
CASE19	220.8800	796.7856	28.22739	.623493	.944244
CASE20	223.1000	831.8500	28.84181	-.002845	.946711
CASE21	220.8600	790.5604	28.11691	.690717	.943847
CASE22	223.3000	824.0100	28.70557	.224360	.945893
CASE23	223.4600	827.9684	28.77444	.132054	.946111
CASE24	223.4400	833.9664	28.87848	-.066699	.946608
CASE25	221.1400	787.3204	28.05923	.745676	.943556
CASE26	220.8800	783.0656	27.98331	.769041	.943348
CASE27	220.7800	786.4116	28.04303	.829989	.943257
CASE28	221.0000	782.4401	27.97213	.768509	.943333
CASE29	220.9200	786.2736	28.04057	.700039	.943715
CASE30	220.9600	800.4784	28.29273	.547730	.944608

CASE31	222.3600	819.5504	28.62779	.199225	.946342
CASE32	221.1800	792.6675	28.15435	.745771	.943729
CASE33	221.0600	795.6564	28.20738	.624201	.944218
CASE34	222.4800	821.2897	28.65815	.210221	.946092
CASE35	220.6800	780.6576	27.94025	.837682	.943019
CASE36	220.8200	786.5076	28.04474	.800588	.943346
CASE37	220.8000	795.0800	28.19716	.603301	.944296
CASE38	223.3600	832.2304	28.84840	-.009731	.946526
CASE39	220.7000	793.2100	28.16398	.741658	.943760
CASE40	220.9400	784.7764	28.01386	.812217	.943248
CASE41	220.9200	795.3136	28.20131	.632060	.944180
CASE42	220.9200	793.3136	28.16582	.597000	.944306
CASE43	221.1800	797.8276	28.24584	.516129	.944758
CASE44	223.4600	828.4884	28.78347	.106048	.946204
CASE45	223.3000	826.3300	28.74596	.141115	.946189
CASE46	220.7800	798.5715	28.25901	.663221	.944163
CASE47	221.2000	800.3201	28.28993	.550604	.944594
CASE48	220.7400	799.3524	28.27282	.640905	.944251
CASE49	220.8400	792.2944	28.14772	.698177	.943865
CASE50	221.0400	787.4384	28.06133	.674677	.943853
CASE51	223.1800	828.4677	28.78311	.070195	.946563
CASE52	221.1400	802.2004	28.32314	.519114	.944750
CASE53	223.1600	817.5744	28.59326	.319240	.945616
CASE54	220.8600	800.4804	28.29276	.529091	.944692
CASE55	222.6000	827.7600	28.77082	.086007	.946504
CASE56	221.2200	801.7316	28.31487	.510049	.944789
CASE57	222.7200	828.6816	28.78683	.061128	.946656
CASE58	221.6200	832.2756	28.84919	-.017795	.947319
CASE59	220.6400	805.0704	28.37376	.546606	.944689
CASE60	221.0200	814.4196	28.53804	.359385	.945471
CASE61	220.5400	805.3684	28.37901	.664978	.944415
CASE62	220.5200	800.7297	28.29717	.701087	.944149
CASE63	220.8600	806.1204	28.39226	.459450	.945040
CASE64	222.8200	825.5076	28.73165	.133348	.946342

Appendix –F

**List of the Respondents for Pilot Study**

1. Dr. Saeed Anwar Professor, Director Institute of Education & Research (I.E.R)Gomal University (G.U)Dera Ismail Khan (DIKhan)
2. Dr. Umer Ali Khan Associate Professor, I.E.R Gomal University DIKhan
3. Dr. Muhammad Shah Assistant Professor, I.E.R Gomal University DIKhan
4. Dr. Abdur Rehman Assistant Professor, I.E.R Gomal University DIKhan
5. Dr. Ayesha Bibi Assistant Professor, I.E.R Gomal University DIKhan
6. Mrs Razia Sultana Assistant Professor, I.E.R Gomal University DIKhan
7. Mr Gushan Pir Assistant Professor, I.E.R Gomal University DIKhan
8. Mr Khurshid Ahmad Assistant Professor, I.E.R Gomal University DIKhan
9. Mr Rafique Ullah Assistant Professor, I.E.R Gomal University DIKhan
10. Mr Shah Behram Assistant Professor, I.E.R Gomal University DIKhan
11. Mr Amir Atta Lecturer I.E.R Gomal University DIKhan
12. Mr Asif Jamil Ahmad Assistant Professor, Health & Physical Education Department (HPE)Gomal University Dera Ismail Khan
13. Mr. Jalil-ur-Reman Lecturer, HPE Department GU DIKhan

14. Mr. Noor Muhammad Lecturer, HPE Department GU DIKhan
15. Mr. Muhammad Aslam Bahtti Fiel Officer, HPE Department GU DIKhan
16. Mr. Muhib Ullah Director Sports, Gomal University DIKhan
17. Mr. Miraj ud Din Senior Teacher, Wensum College GU DIKhan
18. Mr. Shadiullah Khan Assistant Professor, Public Administration GU DIKhan
19. Dr. Badar Shah Associate Professor, Public Administration GU DIKhan
20. Dr. Gohar Zaman Assistant Professor, Public Administration GU DIKhan
21. Dr. Muhammad Nawaz Assistant Professor, Mass Communication GU DIKhan
22. Mr. Muhammad Iqbal Assistant Professor, Law College GU DIKhan
23. Dr Muhammad Aslam Pervez Assistant Professor, Mass Communication GU DIKhan
24. Dr M Waseem Akbar Assistant Professor, Mass Communication GU DIKhan
25. Mr. Farish Ullah Assistant Professor, Mass Communication GU DIKhan
26. Dr Rashid Rehman Associate Professor, Business Administration GU DIKhan
27. Dr Asmat Ullah Khan Associate Professor, Economics Department GU DIKhan
28. Dr Waheed Mughal Deputy Director General, (Instructional)Pakistan Sports Board Islamabad
29. Dr Waqar Ahmad Deputy Director General,(Medical) Pakistan

Sports Board Islamabad

30. Mr. Pervaz Mughal Director, (Instructional)Pakistan Sports Board Islamabad
31. Mr. Allah Bukhash Deputy Director Physical Federal Board of Intermediate & Secondary Education Islamabad
32. Mrs. Shaheen Khan Director Sports, Higher Education Commission Islamabad
33. Mr. Riaz Ahmad Alvey
34. Mrs. Sofia Shaheen Director Sports, Karachi University Karachi
35. Mrs. Abida Shaheen Lecturer, Department of Physical Education University of Karachi, Karachi
36. Mrs. Yasmeen Iqbal Qureshi Associate Professor Chair person, Center for Health & Physical Education University of Sindh Jamshoro
37. Mr. Muhammad Akram Ansari Lecturer, Centre for Health & Physical Education, University of Sindh, jamshoro
38. Mr. Turs Mhoy-ud-Din Director Sports, Bahauddin Zakariya University, Multan
39. Mr. Zain-ul-abedin Director Physical Education, University of AJ&K, Muzaffarabad
40. Mr. Jaber Ali Qureshi Principal, National College of Physical education & Sports Iqra University, I-8/1 Mughal Market Islamabad
41. Mr. Muhammad Riaz Alvi, Higher Education Commission Islamabad
42. Mr. Shafqat Rasool Assistant Professor, College of Physical Education Lahore
43. Mrs. Shaheena Ishtiaq Lecturer, Department of Physical Education,

- Lahore College of Women University, Lahore
44. Mrs. Tabasum Abbass Director Sports, Board of Intermediate & Secondary Education, Lahore
  45. Mr. Din Muhammad Director Stadium, Qayum Stadium Peshawar
  46. Mr. Malik Asif Director Physical Education, (DPE)Govt. Degree College Haripur
  47. Mr. Shfique Ahmad Director Sports, Agriculture University Faisal Abad
  48. Mrs. Rashida Gaznavi Deputy Director Sports (Women) NWFP Sports Board Peshawar
  49. Mr. Shahid Hussain Durrani (DPE) Govt. Degree College # 2 Bannu
  50. Mrs. Shakeela Khanum (DPE) Govt. Girls Degree College Bannu
  51. Mr. Kamil Nawaz (DPE) Govt. Polly Technical Institute Dera Ismail Khan
  52. Mr. Obaid Ullah Khan (DPE) Govt. Post Graduate College Bannu
  53. Mr. Ali Sher Khan (DPE) Govt. Post Graduate College Bannu
  54. Mr. Sana Ullah Khan (DPE) Govt Degree College Hangu
  55. Mr. Javed Akhtar Assistant Professor, college of Physical Education Lahore
  56. Mr. Muhammad Ismail (DPE) Govt. Degree College MiranShah
  57. Mr. Abdul Qayum Khan (DPE) Govt. Degree College Lakki Marwat
  58. Mrs. Gul Nar (DPE) Govt Girls Degree College Abbottabad
  59. Mrs. Sarwat Jabeen (DPE) Govt. Girls Degree College Lakki Marwat
  60. Mr. Rashidullah (DPE) Govt. Post Graduate College Abbottabad
  61. Mrs. Raham Bibi (DPE) Frontior College for Women Peshawar

62. Mr. Muhammad Hashim (DPE) Govt. Degree College # 2 Peshawar
63. Miss Gul Nar (DPE) Govt. Girls College Mardan
64. Mr. Muhammad Younis (DPE) Govt. Degree College Mardan
65. Mr. Lutful Haq (DPE) Govt. Degree College Sawabi
66. Mr. Muhammad Arif (DPE) Govt. Degree College Khar Bajaur
67. Miss Gulshan (DPE) Govt. Girls Degree College Kohat
68. Miss Andaleeb Firdos (DPE) Govt. Girls Degree College Thana
69. Mr. Farooq Hussian (DPE) Govt. Degree College Akora Khattak
70. Mr. Jamshaid Baloch (DPE) Govt. Degree College Nawab Lasan  
Manshra

Appendix -G

**GOMAL UNIVERSITY DERA ISMAIL KHAN**

**Institute of Education and Research**

Dear Director of Physical Education

Assalam-o-Aliakum

I am working on PhD Thesis; my research topic is **“Relationship among Qualifications, Experience, Gender, Professional Attitudes and Performance of Directors of Physical Education in Administration of Sports Activities in Government Colleges”**. For this purpose, I need your help and cooperation in collecting the data for my research work of PhD. As a Director of Physical Education and a member of the profession, you will have to perform so many activities, which can be classified in to the following main aspects.

1. Director Physical Education as a Director of Learning.
2. Director Physical Education as an expert/coach of Physical Education & Sports
3. Director Physical Education as a member of teaching profession.

You are requested to please opine freely on the following statements keeping in view the above written three aspects. Every statement has five options (1,2,3,4,5) these numbers indicates the intensity of your opinion as follow,

- |                      |             |
|----------------------|-------------|
| 1. Strongly Disagree | 2. Disagree |
| 2. Undecided         | 3. Agree    |
| 3. Strongly Agree    |             |

Your responses will be kept confidential, and will be used only for the research purposes.

Sincerely,

Salahuddin Khan,  
PhD Scholar, /Lecturer  
HPE Department Gomal University D.I.Khan  
Phone # off 0966-750228/ Res. 750124  
E-mail salahaudn1@yahoo.com

Appendix -H

Name: ----- Qualifications: ----- Experience: - -----

Sex: -----Working College/District/City: - -----

**After Validation from Pilot Study  
A Reliable and Validated Professional Attitudes Scale for  
Directors of Physical Education**

		1	2	3	4	5
1	During the course of instruction, activities may be arranged into interesting and uninteresting in such a way that the students participating in the interesting activities may also utilize their capabilities in learning uninteresting activities.					
2	The students may be afforded freedom in their activities in order to remove any sign of boredom.					
3	The problems related to discipline may be dealt on one's own accord rather than looking to higher authorities for their solution.					
4	By selecting and adopting physical education as a profession one remains economically depressed.					
5	The DPE may adopt the decisions of his Principal, which they themselves consider irrelevant.					
6	The role of DPE may be central in all teaching learning process.					
7	The group discussion among students may be encouraged.					
8	Conversation with the students at a playground should be avoided so that it may not disturb discipline.					
9	The haphazard questioning of the students may be tolerated.					
10	Causes of academic deficiencies and violation of discipline among the students may be identified and efforts may be made to remove them.					
11	The skills and techniques may develop by the DPE, so that the students can easily enhance their performance in the games.					
12	Participation in sports enhances the physical conditions of an individual.					
13	Strict discipline may be maintained by a newly trained Director Physical Education and with the passage of time when the students learn respect for that DPE; they may be allowed close intimacy.					
14	Taking part in sports activities promotes knowledge of the essential of games.					

15	Individual differences of the students may be kept in mind while giving instruction about Physical Education.					
16	Needs and interest of the students may be given due importance for effective teaching.					
17	The students may be encouraged to adopt such attitudes and values related to sports, which they cannot adopt in their homes.					
18	Some times violation of the rules and regulations of the games by the students may be ignored.					
19	As Director of Physical Education priority may be given to the teaching of basic skills of the particular game.					
20	The DPE may accept any office of responsibility in any sports association and federation.					
21	To promote better health conditions, the students may take part in the sporting activities.					
22	The students may be allowed for prolonged discussions in the ground/gymnasium, so that they may enhance their skills in the game.					
23	Publicity is necessary for the encouragement of the students in sporting activities.					
24	The students may be allowed to adopt their own techniques even if these techniques are incorrect from their DPEs point of view.					
25	The DPE may not be discriminatory while evaluating performance of students.					
26	The team captain must be a hard master so that strict discipline can be maintained in the absence of Director Physical Education.					
27	A variety of techniques may be used for teaching of physical education curriculum.					
28	A comparison of the athletes with one another in their games and sports achievements may be made for the purpose of motivation in learning.					
29	The students may be educated to comply immediately with the orders of their DPE without any hesitation.					
30	The word of praise and appreciation may be used only in rare cases, so that these words may not lose their utility.					
31	The DPE may incorporate suitable responses and ideas of students in his instructions.					
32	The planning and design of a program of activities may be prepared before instructions.					

33	The DPE may leave the profession of physical education and accept other profession as and when chance occurs for economic benefits only.					
34	Taking part in sporting events give you a personal satisfaction.					
35	Posture deformities can be improved by taking part in physical education activities.					
36	Sports give the knowledge of how the body functions and its relationship to physical education.					
37	Growth and development factors affected by movement can be enhanced through understanding sports.					
38	Engagement in sporting activities is the worthy use of leisure.					
39	The instructions of physical activities may be made more effective on the basis of logical arguments.					

Appendix -I

**GOMAL UNIVERSITY DERA ISMAIL KHAN**

**Institute of Education and Research**

Dear Student,

Dated: -----

Assalaam-o-Aliakum,

I am working on PhD Research; my topic of study is **“Relationship among Qualifications, Experience, Gender, Professional Attitudes, and Performance of Directors of Physical Education in Administration of Sports Activities in Government Colleges”**. For the purpose, I need your help in collecting the data. Followings are some questions regarding the Performance of your Director of Physical Education. Kindly read the questions carefully and grade each one, as you like. The grading are **1, 2,3,4,5**. Which means?

**1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5=Strongly Agree**

At the end of each portion, you have to mark one of the following category i.e. (1= Low Performance, 2= Neutral and 3= High Performance on behalf of your Director Physical Education). Your name will be kept confidential, and the data will be used only for research purposes.

Sincerely,

Salahuddin Khan,  
PhD Scholar,  
Health & Physical Education  
Department Gomal University D.I.Khan  
Phone # off. 0966-750228/ Res. 750124  
E-mail salahaudn1@yahoo.com

Appendix –J

Name:- ----- Sex:----- Class/Year:- -----

College:- ----- District/City:- -----

**After Validation from Pilot Study  
A Reliable and Validated Performance Evaluation Scale for  
Directors of Physical Education**

S.No	General Qualities.	1	2	3	4	5
1	Self Confidence					
2	Effective use of resources (Technology, material, facilities, etc)					
3	Expresses feelings in constructive ways.					
4	Shows awareness of others feelings (students and teachers)					
5	Handles potentially disruptive situations in a professional and constructive manner.					
	<b>(1) Low Performance (2) Neutral (3) High Performance</b>					
	<b>Content Knowledge and Teaching Skills</b>					
6	Is familiar with many content areas in Physical education.					
7	Demonstrates a willingness to learn unfamiliar areas.					
8	Understanding of student knowledge, skills, and readiness levels.					
9	Uses a variety of materials appropriate to the lesson's objectives and the student's abilities.					
10	Plans meaningful and creative lessons.					
11	Uses a variety of teaching methods.					
12	Encourages proper feedback from specific skills.					
13	Has the ability of individualizing instruction regarding students with special needs.					
14	Oral and written communications are clear and precise.					
15	Uses a variety of questioning and discussion techniques.					
16	Monitor and assesses progress of students and provides constructive feedback.					
17	Provides opportunity to students to re-learn the activity.					
	<b>(1) Low Performance (2) Neutral (3) High Performance</b>					
	<b>Classroom Management.</b>					
18	Rules of Physical Education are consistently reinforced.					

19	Maintain atmosphere conducive to learning.						
20	Makes efforts to maintain morality and ethics in the classroom.						
21	Creates and maintains an atmosphere of mutual respect.						
	<b>(1) Low Performance (2) Neutral (3) High Performance</b>						
	<b>Coaching Performance.</b>						
22	Is knowledgeable of fundamental skills of Games and Sports.						
23	Has a willingness to improve coaching ability and knowledge.						
24	Demonstrates the ability to teach, analyze, and correct techniques.						
25	Devotes time and energy to coaching duties.						
26	Applies knowledge of skills, techniques, and strategies of the sports.						
	<b>(1) Low Performance (2) Neutral (3) High Performance</b>						
	<b>Professional and Personal Qualities.</b>						
27	Is well aware about recent educational trends.						
28	Works collaboratively to maintain a safe, orderly, and productive environment.						
29	Is available in the institution for meetings and consultations.						
30	Complies with attendance and punctuality policies and procedures of the institution.						
31	To work as a positive role model for athletes.						
32	Demonstrates ethical behavior during Physical Activities.						
33	Maintains democratic discipline in the institution.						
34	Adhere to rules and regulations.						
35	Cooperates with higher authorities.						
36	Keeps the Principal informed about any unusual events.						
37	Participates in activities to promote general welfare of the institution and the profession.						
38	Maintains professional appearance and conduct.						
39	Cooperates in achieving the goals of the institution's annual educational and sports plan.						
40	Participates in sports associations, and other in-service training and professional growth opportunities.						
41	Maintains punctuality in all matters pertaining to professional role.						
	<b>(1) Low Performance (2) Neutral (3) High Performance</b>						

Appendix -K

***List of Respondents Who Responded for Professional Attitudes Scale***

1. Mr Abdul Jalil (DPE) Govt. Degree College Pabbi Peshawar
2. Mr Jamshaid Baloch (DPE) Govt. Degree College Nawab Lasan  
Mansehra
3. Mrs Raham Bibi (DPE) Frontior College for Women Peshawar
4. Mr Muhammad Hashim (DPE) Govt. Degree College # 2 Peshawar
5. Miss Gul Nar (DPE) Govt. Girls College Mardan
6. Mr Muhammad Younis (DPE) Govt. Degree College Mardan
7. Mr Lutful Haq (DPE) Govt. Degree College Sawabi
8. Muhammad Arif (DPE) Govt. Degree College Khar Bajaur
9. Miss Gulshan (DPE) Govt. Girls Degree College Kohat
10. Miss Andaleeb Firdos (DPE) Govt. Girls Degree College Thana
11. Mr Farooq Hussian (DPE) Govt. Degree College Akora Khattak
12. Mr Ali Sher Khan (DPE) Govt. Post Graduate College Bannu
13. Mr Sana Ullah Khan (DPE) Govt Degree College Hangu
14. Mr Muhammad Ismail (DPE) Govt. Degree College MiranShah
15. Mr Abdul Qayum Khan (DPE) Govt. Degree College Lakki  
Marwat
16. Mrs Gul Nar (DPE) Govt Girls Degree College Abbottabad
17. Mrs Sarwat Jabeen (DPE) Govt. Girls Degree College Lakki  
Marwat
18. Mr Rashidullah (DPE) Govt. Post Graduate College Abbottabad
19. Mr Shahid Hussain Durrani (DPE) Govt. Degree College # 2 Bannu
20. Mrs Shakeela Khanum (DPE) Govt. Girls Degree College Bannu
21. Mr Obaid Ullah Khan (DPE) Govt. Post Graduate College Bannu
22. Mr Malik Asif Director Physical Education, (DPE)Govt. Degree

College Haripur

23. Miss Farah (DPE) Govt. Girls Degree College Pir Piai Nowshera
24. Miss Sadia Anwar (DPE) Govt. Girls College # 1 Abbottabad
25. Mr Hayat Shah (DPE) Govt. Degree College Thakat Bhai Mardan
26. Mr Khalid Mehmood (DPE) Govt. Degree College Havelian  
Abbottabad
27. Miss Ayesha Batool (DPE) Govt. Girls Degree College Swabi
28. Mr Aftab Ahmad (DPE) Govt. Post Graduate College Kohat
29. Mr Farid Ullah (DPE) Govt. Degree College Hangu
30. Mrs Robina Amjad (DPE) Govt. Girls Degree College # 1 Dera  
Ismail Khan
31. Mr Abdul Malik (DPE) Govt. Degree College Karak
32. Mr. Ghulam Ahmad (DPE) Govt. Degree College Tank
33. Mr. Muhammad Anwar (DPE) Govt. Post Graduate College Lakki  
Marwat
34. Miss Anila Azmat (DPE) F.E.F Girls Degree College Kohat
35. Miss Zopash (DPE) F.E.F Girls Degree College Bannu
36. Miss Narjus Bukhari (DPE) Govt. Girls Degree College Karak
37. Mr. Khalid Zaman (DPE) Govt. Degree College Tarbela Swabi
38. Miss Momana Saeed (DPE) Govt. Girls Degree College Kohat  
Road Peshawar
39. Miss Janzada (DPE) Govt. Girls Degree College Shahi Bagh  
Peshawar
40. Mr. Hakeem Khan (DPE) Govt. Post Graduate College Mardan
41. Mr. Noor-ul-Amin (DPE) Govt. Degree College Khairabad Mardan
42. Mr. Sammiullah (DPE) Govt. Post Graduate College Nowshera
43. Miss Samina (DPE) Govt. Girls Degree College Haripur
44. Mrs. Farhad Sami (DPE) Govt. Girls Degree College Nowshera

45. Mrs. Sajida Sufi (DPE) City Distt. Girls Degree College Peshawar
46. Mr. Muhammad Bashir (DPE) Govt. Degree College Toru Mardan
47. Mr. Azizullah Khatak (DPE) Govt. Degree College Sabirabad  
Karak
48. Mrs. Iqbal Bhatti (DPE) Govt. Girls Degree College # 2 Dera  
Ismail Khan
49. Mr. Mazoor Hussain (DPE) Govt. Degree College # 2 Abbottabad
50. Mr. Muhammad Zaman (DPE) Govt. Degree College Thana
51. Mr. Malik Saeed (DPE) Govt. Post Graduate College # 1 Dera  
Ismail Khan
52. Mr. Juma Khan (DPE) Govt. Degree College # 2 Dera Ismail Khan
53. Mrs. Samina Habib (DPE) Govt. Girls Degree College Kohat
54. Mrs. Saeeda Malik (DPE) Govt. Girls Degree College Mansehra
55. Mr. Abbass Khan (DPE) Govt. Degree College Paniala DIKhan
56. Mr. Abdur Rehman (DPE) Govt. Degree College Ghazni Khell  
Lakki Marwat
57. Mr. Shrifullah (DPE) Govt. Degree College Lahore Swabi
58. Mr. Farooq Mustafa (DPE) Govt. Degree College Mangaura Swat
59. Mr. Massawar Khan (DPE) Govt. Degree College Mittran  
Peshawar
60. Mr. Muhammad Ayaz (DPE) Govt. Post Graduate College  
Charsada
61. Mr. Amir Zahid Shah (DPE) Govt. Degree College Hangu
62. Mr. Diabaz Khan (DPE) Govt. College Banda Daud Shah Distt.  
Karak

Appendix -L

***Pearson Product Moment Correlation Table***

<b>df</b>	<b>5%</b>	<b>1%</b>	<b>df</b>	<b>5%</b>	<b>1%</b>
1	.997	1.000	24	.388	.496
2	.950	.990	25	.381	.487
3	.878	.959	26	.374	.478
4	.811	.917	27	.367	.470
5	.754	.874	28	.361	.463
6	.707	.834	29	.355	.456
7	.666	.798	30	.349	.449
8	.632	.765	35	.325	.418
9	.602	.735	40	.304	.393
10	.576	.708	45	.288	.372
11	.553	.684	50	.273	.354
12	.532	.661	60	.250	.325
13	.514	.641	70	.232	.302
14	.497	.623	80	.217	.283
15	.482	.606	90	.205	.267
16	.468	.590	100	.195	.254
17	.456	.575	125	.174	.228
18	.444	.561	150	.159	.208
19	.433	.549	200	.138	.181
20	.423	.537	300	.113	.148
21	.413	.526	400	.098	.128
22	.404	.515	500	.088	.115
23	.396	.505	1000	.062	.081

\* The df for the correlation is N-2, where N is the number of pairs.

***LIST OF RESEARCH PUBLICATION***

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