

Physical Education Teachers' Performance Evaluation

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Abstract: In this study, the aim was to determine how performance evaluation of physical education teachers who worked at primary schools should be in accordance with the opinions of physical education teachers. The research was designed in screening model. The research sample was composed of 226 physical education teachers who worked at the state primary schools located in the city center of Kayseri Province in Turkey. As the data collection tool; Scale of Performance Evaluation Criteria for Physical Education Teachers -a five-point Likert scale- which was developed by Yıldız (2008) and which contains 49 items was used. In order to assess the data; descriptive statistical methods (numbers, percentages, means, standard deviations) were utilized. In order to compare the quantitative data; Mann Whitney-U test was used for the differences between two groups while Kruskal Wallis test was used for the comparison of the inter-group parameters when more than two groups were concerned. The correlation between the subscales was analyzed with Spearman correlation analysis. The findings were assessed with 95 % confidence interval and 5 % significance level. As a result of the study, it was concluded that performance evaluation of the physical education teachers should be conducted through a multiple-inspection committee (principals, province education inspector, teachers, branch teachers and students' parents) once a year in consideration of such criteria as objectivity, reliability, participation and openness.

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1. Introduction

Performance evaluation is one of the most important processes needed to measure organizational effectiveness. Performance evaluation is a well-planned tool that examines and integrates individuals' successes, attitudes and behaviors at work in detail and that assesses the individuals' contribution to the success of the organization. Performance system requires individuals to have objectives that are harmonious with the organizational objectives. Therefore; new methods have continuously been developed and thus deficient/non-functioning parts of the present method is tried to be eliminated. Despite these improvement efforts; methods used are hampered at similar points and thus are criticized. The most mentioned point in these criticisms is that those who work in a traditional style are evaluated only by their superiors (Sabuncuoğlu, 2000).

Performance evaluation is to bring the worker to the most suitable position, to establish objective criteria for promotions, to make the workers to know themselves and to determine those to be dismissed – rather than preparing the forms or measurement tools- (Bingöl, 2003). The outcomes of the performance evaluation may lead to positive or negative effects upon the workers. When outcomes of the performance evaluation are used for such issues as discipline, payment-rise and promotions; the personnel has an opportunity to estimate his/her performance. Also; outcomes of performance evaluation present

information about the successful personnel and that information may be used for the training, guidance, etc. of the personnel (French, 1994).

There are important tasks for those who administer educational processes and for the teachers who execute educational processes in the organization in order to increase productivity. The most important task is inspection and evaluation regarded inseparable part of administrative process. It is possible for the organization to increase effectiveness and to attain the previously-determined objectives only when organizational efforts are evaluated (Aydın, 1993). Effectiveness levels of the organization as a whole and of organizational organs can be determined using evaluation process (Aydın, 1998). Teaching, the basic objective of the teacher-evaluation, may be improved by documenting and confirming the success and professional activities of the teachers. Therefore; success criteria suitable for the mission and vision of the school should be established and teachers should be evaluated considering the mission and vision of the school (Peterson, 1999). A professional performance management is the basis of universal competence and criteria which are needed for an effective teaching (Spindler and Biott, 2000).

While performance evaluation of the teachers is described; it becomes obvious that their performance evaluation differs from other performance evaluation of other professions because they attend to children and their job-definition and job-analysis are different

from school to school. To identify standard methods, tools and equipment to be used for the acquisition of skills, knowledge, attitudes, values and behaviors is hard; which complicates the analysis of the work done by the teachers (Demirbaş and Eroğlu, 2001).

Lately; the fact that improvement of human resources is accepted for education inspection has caused changes in the understanding of inspection of educational organizations. When the current performance evaluation system of the National Education Ministry used in order to improve the personnel is analyzed, it is understood that this performance evaluation process is generally performed by school principals and inspectors and that classic methods are used during the performance evaluation process. We are of the opinion that these methods are inadequate in terms of exploring how the workers execute their works, outcomes of the performance evaluation is not used enough for the decisions related to personnel, performance evaluation is not done by experts and objective criteria are not utilized (Buluç, 2003).

Physical education teachers are supposed to deal with sportive activities both at their school and at the other schools after the daily courses. Besides, they are supposed to join the meetings of the school. They make preparations for the lesson plans, unit plans and sportive activities. They are supposed to get ready for the special official days and weeks, to join official ceremonies and other meetings held outside the school for the official ceremonies. Apart from all these; training activities and refereeing activities performed in order to develop professionally and to make contributions to the sportive development require heavy responsibilities (Tamer and Pular, 2001). Moreover; physical education teachers are supposed to know how they should utilize technological advancements in order to provide counseling for the students during teaching-learning process in a successful way (Sirin and Caglayan, 2013).

The fact that physical education teachers are inspected by the inspectors Ministry of National Education in points of Sports Clubs Inspection and Course Inspection and their performance is accordingly determined is not indicative of their development (Nebioğlu, 2004). The methods used in the performance evaluation and the outcomes obtained are always open to criticism. An objective performance evaluation method which truly assesses personnel productivity, personnel habits and behaviors has not been designed, yet. Each method has drawbacks on its own and difficulties in the practice. What matters is to know what these problems are and to act accordingly (Sabuncuoğlu, 2000).

In this sense; we are of the opinion that the current research is of high importance with regards to

determination of performance evaluation criteria of the physical education teachers and in terms of exploring the problems of performance evaluation performed by Ministry of National Education.

In this study, the aim was to determine how performance evaluation of physical education teachers who worked at primary schools should be in accordance with the opinions of physical education teachers about performance evaluation.

2. Materials and Methods

2.1. Research Method

The research was designed in screening model. Screening model is a research approach in which a situation in the past or in the present is described as it is. The individual or the object, which is aimed by the research, is described under its own conditions as it is. No efforts are done to affect these conditions (Karasar, 2009).

2.2. Population and Sample

The population of the research was composed of 340 physical education teachers who worked at the state primary schools located in the city centers of Kayseri Province in Turkey. The sample of the research was consisted of 226 physical education teachers selected from the population using random sampling method during the second term of 2011-2012 academic year.

2.3. Data Collection Tools

In the research, Scale of Performance Evaluation Criteria for Physical Education Teachers -a five-point Likert scale- which was developed by Yıldız (2008) and which contains 49 items was used. Also, three of the five questions of the personal information form developed by Yıldız (2008) were administered to the participants. The scale has seven independent subscales. These are as follows: *General Performance Evaluation Criteria*, *Intracurricular Performance Evaluation Criteria*, *Extracurricular Performance Evaluation Criteria*, *Administrative Performance Criteria*, *Factors to Decrease Performance*, *Things to Consider in Performance Evaluation and Use of Performance Evaluation Outcomes in Different Decisions*. The scale includes 5 options marked as “I absolutely disagree”, “I agree a bit”, “I partly agree”, “I agree” and “I absolutely agree”. It was understood that factor loads of the all of the items ranged from .35 to .98. Item-total correlations ranged between .30 and .95. On the data collection tool; variance rate yielded by the first factor was by 54.9 %, variance rate yielded by the second factor was by 88.7 %, variance rate yielded by the third factor was by 85 %, variance rate yielded by the fourth factor was by 87.7 %, variance rate yielded by the fifth factor was by 44.4 %,

variance rate yielded by the sixth factor was by 45 % and variance rate yielded by the seventh factor was by 54.9 %. Alpha internal consistency coefficients for the reliability of the data collection tool was .89 for the first factor, .83 for the second factor, .96 for the third factor, .94 for the fourth factor, .86 for the fifth factor, .86 for the sixth factor and .83 for the seventh factor.

2.4. Analysis of Data

The data obtained in the research were analyzed using SPSS (Statistical Package for Social Sciences) for Windows 17.0 program. In order to assess the data; descriptive statistical methods (numbers, percentages, means, standard deviations) were utilized. In order to compare the quantitative data; Mann Whitney-U test was used for difference between two groups while Kruskal Wallis test was used for the comparison of

the inter-group parameters when more than two groups were concerned. The correlations between the subscales were analyzed with Spearman correlation analysis. The findings were assessed with 95 % confidence interval and 5 % significance level.

3. Results

95 of the participant physical education teachers were female (42.0 %) and 131 were male (58.0 %). 58 of the participant physical education teachers had a length of service of 1-5 years (25.7 %), 66 had a length of service of 6-10 years (29.2 %), 82 had length of service of 11-15 years (36.3 %) and 20 had length of service of \geq 15 years (8.8 %). 215 of the participant physical education teachers had undergraduate degree (95.1 %) while 11 had master degree (4.9 %).

Quantitative distributions concerning the opinions of the participant physical education teachers about performance evaluation were shown in Table 1.

Table 1. Opinions of the physical education teachers about performance evaluation

Tables	Variables	Frequency	Percentages (%)
Who or which group do you think should conduct performance evaluation of the physical education teachers?	School principal	30	13.3
	Assistant of School principal	3	1.3
	Province education inspector	5	2.2
	Teachers	11	4.9
	Students	40	17.7
	Students' parents	1	0.4
	School principal and province education inspector together	42	18.6
	School principal and Assistant of School principal together	14	6.2
	School principal and teachers together	14	6.2
	School principal, Assistant of School principal and province education inspector together	21	9.3
	Multiple-inspection committee (principals, province education inspector, teachers, branch teachers, students and their parents)	45	19.9
	TOTAL	226	100.0
	How often should performance evaluation of the physical education teachers be conducted?	At the end of academic year (once in every four months)	64
Once a year		147	65.0
Different times		15	6.6
TOTAL		226	100.0

The answers given to the question about who should conduct performance evaluation of the physical education teachers were as follows: 30 of the physical education teachers told that performance evaluation should be conducted by school principals (13.3 %); 3 of the physical education teachers told that performance evaluation should be conducted by assistants of the principals (1.3 %); 5 of the physical education teachers told that performance evaluation should be conducted by province education inspector (2.2 %); 11 of the physical education teachers told that performance evaluation should be conducted by

teachers (4.9 %); 40 of the physical education teachers told that performance evaluation should be conducted by students (17.7 %); 1 of the physical education teachers told that performance evaluation should be conducted by students' parents (0.4 %); 42 of the physical education teachers told that performance evaluation should be conducted by the school principal and province education inspector together (18.6 %); 14 of the physical education teachers told that performance evaluation should be conducted by the school principals and assistants of the principals together (6.2 %); 14 of the physical education teachers

told that performance evaluation should be conducted by the school principals and teachers together (6.2 %); 21 of the physical education teachers told that performance evaluation should be conducted by the school principals, assistants of the principals and province education inspector together (9.3 %) and 45 of the physical education teachers told that performance evaluation should be conducted by a multiple-inspection committee (principals, province education inspector, teachers, branch teachers, students and their parents) (19.9 %).

The answers given to the question how often performance evaluation of the physical education teachers should be conducted were shown below: 64 of the physical education teachers told that performance evaluation should be conducted at the end of each academic term (once in every four months) (28.3 %); 147 of the physical education teachers told that performance evaluation should be conducted once a year (65.0 %) and 15 of the physical education teachers told that performance evaluation should be conducted at different times (6.6 %). The answers of those who told that performance evaluation should be conducted at different times were as follows: 3 physical education teachers told that performance evaluation should be conducted each month, 4 physical education teachers told that performance evaluation should be conducted once in every two years; 4 physical education teachers told that performance evaluation should be conducted once in every three years, 3 physical education teachers told that performance evaluation should be conducted once in every four years and 1 physical education teacher

told that performance evaluation should be conducted once in every five years.

Qualitative distributions about participation level of the physical education teachers in performance subscales were shown in Figure 1.

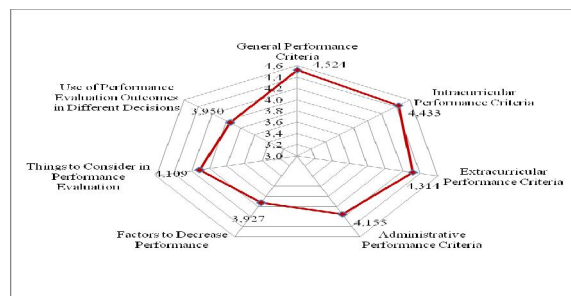


Figure 1. Participation level of the physical education teachers in performance subscales

It was found out that participants' levels of General Performance Criteria (4.524 ± 0.586), Intracurricular Performance Criteria (4.433 ± 0.531) and Extracurricular Performance Criteria (4.314 ± 0.680) were at a higher level; Participants' levels of Administrative Performance Criteria (4.155 ± 0.767), Factors to Decrease Performance (3.927 ± 0.782), Things to Consider in Performance Evaluation (4.109 ± 0.881) and Use of Performance Evaluation Outcomes in Different Decisions (3.950 ± 0.851) were at a high level.

Qualitative distributions about correlation between participation in performance subscales of the physical education teachers were shown in Table 2.

Table 2. Correlation between participation in performance subscales of the physical education teachers

	1	2	3	4	5	6	7
General Performance Criteria	1						
Intracurricular Performance Criteria	0.646**	1					
Extracurricular Performance Criteria	0.448**	0.745**	1				
Administrative Performance Criteria	0.360**	0.473**	0.532**	1			
Factors To Decrease Performance	0.322**	0.267**	0.325**	0.116**	1		
Things To Consider In Performance Evaluation	0.359**	0.375**	0.287**	0.286**	0.234**	1	
Use Of Performance Evaluation Outcomes In Different Decisions	0.362**	0.421**	0.336**	0.307**	0.268**	0.592**	1
Means	4.524	4.433	4.314	4.155	3.927	4.109	3.950
Standard Deviation	0.586	0.531	0.68	0.767	0.782	0.881	0.851

** p<0.001

It was explored that there was a high linear correlation between Intracurricular Performance Criteria and Extracurricular Performance Criteria ($r=0.745$); there was a high linear correlation between General Performance Criteria and Intracurricular Performance Criteria ($r=0.646$); there was a moderate linear correlation between Things to Consider in Performance Evaluation and Use of Performance Evaluation Outcomes in Different Decisions ($r=0.592$) and there was a moderate linear correlation between Extracurricular Performance Criteria and

Administrative Performance Criteria ($r=0.532$). There was weak linear correlation between other performance subscales.

Performance subscales did not differ in terms of sex/gender and educational status ($p>0.05$) whereas there was a difference in length of service in terms of General Performance Criteria, Intracurricular Performance Criteria and Things to Consider in Performance Evaluation ($p<0.05$).

Qualitative distributions about correlation between participation in performance subscales of the

physical education teachers and length of service were shown in Table 3.

Table 1. The correlation between participation in performance subscales of the physical education teachers and length of service

Groups	1-5 Years		6-10 Years		11-15 Years		> 15Years		Kw	P
	Means	Sd	Means	Sd	Means	Sd	Means	Sd		
General Performance Evaluation Criteria	4.648	0.483	4.582	0.629	4.398	0.634	4.490	0.408	10.163	0.017
Intracurricular Performance Evaluation Criteria	4.543	0.483	4.481	0.609	4.300	0.518	4.504	0.320	13.469	0.004
Extracurricular Performance Evaluation Criteria	4.353	0.704	4.381	0.667	4.191	0.711	4.483	0.439	4.517	0.211
Administrative Performance Criteria	4.306	0.757	4.117	0.863	4.058	0.720	4.238	0.610	5.562	0.135
Factors to Decrease Performance	3.873	1.002	3.853	0.773	3.989	0.645	4.077	0.588	1.207	0.751
Things to Consider in Performance Evaluation	4.362	0.859	3.970	1.098	3.951	0.691	4.483	0.546	17.963	0.000
Use of Performance Evaluation Outcomes in Different Decisions	4.029	0.774	3.929	0.992	3.884	0.813	4.058	0.740	1.814	0.612

It was noted that scores of General Performance Criteria of those whose length of service was between 1 and 5 years were higher than those whose length of service was between 11 and 15 years (MWU=1806.000; $p=0.013<0.05$). Scores of General Performance Criteria of those whose length of service was between 1 and 5 years were higher than those whose length of service was over 15 years (MWU=398,500; $p=0,033<0,05$). Scores of General Performance Criteria of those whose length of service was between 6 and 10 years were higher than those whose length of service was between 11 and 15 years (MWU=2134.500; $p=0.024<0.05$). Scores of Intracurricular Performance Criteria of those whose length of service was between 1 and 5 years were higher than those whose length of service was between 11 and 15 years (MWU=1630.000; $p=0.002<0.05$). Scores of Intracurricular Performance Criteria of those whose length of service was between 6 and 10 years were higher than those whose length of service was between 11 and 15 years (MWU=1956.500; $p=0.004<0.05$). Scores of Things to Consider in Performance Evaluation of those whose length of service was between 1 and 5 years were higher than those whose length of service was between 6 and 10 years (MWU=1528.500; $p=0.047<0.05$). Scores of Things to Consider in Performance Evaluation of those whose length of service was between 1 and 5 years were higher than those whose length of service was between 11 and 15 years (MWU=1479.500; $p=0.000<0.05$). Scores of Things to Consider in Performance Evaluation of those whose length of service was over 15 years were higher than those whose length of service was between 11 and 15 years (MWU=434,000; $p=0,001<0,05$).

4. Discussion

According to the results in Table 1; the answers given to the question who should conduct the performance evaluation were as follows respectively: a multiple-inspection committee, principals and province education inspector together and students; which may be concluded by the teachers that their performance evaluation conducted by a large committee would be more objective. The study of Bozkurt Bostancı (2004) reported that primary school teachers were rather doubtful about the objectivity of the performance evaluation. The study of Uçar (2001) indicated that personnel records could not evaluate the teachers objectively, these records failed to measure one-year-performance of the teachers, evaluation of the teachers through the current personnel records resulted in poor/inadequate evaluation and therefore performance evaluation system should be improved. The study of Mirkazemi et al. (2012) demonstrated that performance evaluation of the physical education teachers were conducted with quantitative data and as a result not all aspects of the teachers were inspected. The study of Chao et al. (2012) pointed out that well-organized performance evaluation criteria of physical education teachers were important but evaluation system was poor and inadequate and therefore the teachers were unwilling to participate in this evaluation system. When it was considered that performance evaluation was a process and because it was not only school principals and inspectors who were subjected to this process; it may be said that participation of the branch teachers, students and their parents in performance evaluation process would be appropriate. The study of Alay (2006) showed that performance evaluation conducted by school principals and inspectors was poor and insufficient and it should be done by a multiple-committee. The study of Oğuz (2002) on principals, inspectors and teachers reported that performance evaluation should

be conducted by a certain committee. The study of Karip et al. (2002) emphasized the use of multiple-committees (principals, inspector, teachers, branch teachers, students and their parents) in performance evaluation. The study of Demirbaş and Eroğlu (2001) stressed that principals, inspector, branch teachers and teachers should be included in the process of performance evaluation. Likewise; the study of Uçar (2001) highlighted that students, their parents, branch teachers and teachers themselves should be included in the process of performance evaluation.

As for the answers given to the question how often performance evaluation of the physical education teachers should be conducted; performance evaluation done once a year was emphasized more. Physical education teachers found it more appropriate to conduct performance evaluation at the end of the academic year; which may be concluded that performance evaluation done once a year is more possible/reasonable because it is a process. Unlike research findings; the study of Yıldız (2008) on physical education teachers and the study of Demirbaş and Eroğlu (2001) on primary school teachers indicated that performance evaluation should be conducted once in every four months.

According to the results of Figure 1; physical education teachers participated in General Performance Criteria, Intracurricular Performance Criteria and Extracurricular Performance Criteria at a higher level and told that these criteria should definitely be included in the performance evaluation, and also they participated in Administrative Performance Criteria, Factors to Decrease Performance, Things to Consider in Performance Evaluation and Use of Performance Evaluation Outcomes in Different Decisions at a high level and stated that these criteria should also be included in the performance evaluation.

In the general sense; the physical education teachers told that general performance criteria (branch knowledge, professional skills, knowing growth characteristics of the students etc.), intracurricular performance criteria (effective use of tools and equipments of the physical education course, effective use of teaching methods and techniques and teaching moral concepts such as honesty etc.) and extracurricular performance criteria (annual and daily lesson plans, maintenance of sports fields, participation of the students in out-of-school activities etc.) were important in performance evaluation; which may be suggested that physical education teachers are aware that professional and personal abilities and skills are important for teaching-competence. In her study on teachers, Erden (1998) divided the qualifications teachers should have into two: personal qualifications and professional qualifications. Personal

qualifications included honesty and justice while professional qualifications included branch knowledge and professional skills. The study of Yıldız (2008) reported that physical education teachers considered General Performance Criteria, Intracurricular Performance Criteria and Extracurricular Performance Criteria very important and they definitely agreed with these criteria by accepting them more than school principals, assistant of school principals and inspectors.

Besides; physical education teachers emphasized that Administrative Performance Criteria (sports notice board, cups and medallions, planning and preparing registers and files for the Sports Clubs etc.), Factors to Decrease Performance, (principals, other teachers, students and their parents consider the PE course insignificant, inadequate physical conditions, PE teachers' obligation to hold many extracurricular organizations etc.), Things to Consider in Performance Evaluation (prizes, documents of professional works, participation in scientific meetings etc.) and Use of Performance Evaluation Outcomes in Different Decisions (transfers, assignments abroad, rank-promotion, financial awards etc.) were important in performance evaluation. It may be said that numerous factors (negative thoughts about PE course, inappropriate physical conditions, not encouraging the PE teachers to join seminars and scientific meetings, no financial or motivational feedback of the performance evaluation) affect performances of the physical education teachers negatively. The study of Yıldız (2008) pointed out that physical education teachers found it important to use Administrative Performance Criteria, Factors to Decrease Performance, Things to Consider in Performance Evaluation and Use of Performance Evaluation Outcomes in Different Decisions and agreed with these criteria. In the study of Semerci and Semerci (2004), it was noted that teachers preferred PE teaching voluntarily but their interest and eagerness in PE course decreased due to inappropriate physical conditions at schools, financial difficulties and lack of interest in PE course and as a result their performance decreased. The study of Birinci (1995) showed that outcomes of the performance evaluation should be used in wage-arrangements. In the study of Mirkazemi et al. (2012), it was determined that the most important parameter of performance evaluation of PE teachers was the criteria that the schools were supplied with sports fields and sports halls large enough and well-equipped.

According to the results in Table 2; it was suggested that as intracurricular performances of the physical education teachers increased so did their extracurricular performances and as general performances of the physical education teachers

increased so did their intracurricular performances; which may mean that PE teachers may use course-material and methods during the course more efficiently thanks to the pre-course preparations and planning as they develop their branch knowledge and professional skills. In the study of Uçar (2001), it was suggested that professional development of the teachers, their personal characteristics and their pre-course activities should be used in performance evaluation. The study of Edwards (2004) reported that teaching practices would be enriched more if development and advancement of the teachers were taken into consideration during performance evaluation process.

However; it was noted that Things to Consider in Performance Evaluation did not affect Use of Performance Evaluation Outcomes in Different Decisions and Extracurricular Performance did not affect Administrative Performance; which showed that prizes and documents of professional works did not result in rank-promotion and financial awards, and that arranging daily and annual plans in accordance with the students and the conditions did not have any effects upon sportive club activities and sportive management.

According to the results in Table 3; it was observed that physical education teachers with short length of service participated in performance evaluation criteria more compared to those with a length of service over 10 years; which may be commented that physical education teachers with short length of service adopted/accepted performance evaluation criteria more because of their high level of professional excitement, idealism and professional satisfaction. The study of Nalcaci (2012) showed that there was a positive correlation between school climate perception and professional satisfaction of the teachers. Unlike research results; the study of Eskici (2005) did not find any difference between length of service and satisfaction with performance evaluation system.

Physical education is an inseparable part of general education. If physical education courses are taught in line with the expectations of the individuals, society and PE teachers and professional development training organized by the school management are provided; productivity and performances of the PE teachers will increase. In the study of Teel (2003), it was emphasized that organizational support and a supporting leader was of high importance in terms of increasing the teachers' performance and attaining positive outcomes. The study of Ramirez (2005) stressed that an effective educative leadership and a comprehensive teacher evaluation system will make important contributions to teaching and learning processes. The study of Uzor (2005) underlined that

education based on teacher standards, professional development, focus on learning, cooperation, teacher responsibility, teacher effectiveness, teacher stability, strong cultural identity, parent-society commitment and leadership played a key role in improving teaching practices.

5. Conclusion

While expectations of the schools from the teachers have been changing due to the technological advancements, so have expectations of the teachers from educational system and school. Therefore; performance evaluation is regarded as the biggest assistant system of career planning. Physical education teachers have many responsibilities performed out of working-hours at the school unlike other branch teachers. Yet, inspection of the physical education teachers is performed under two titles "Sports Clubs Inspection and Course Inspection" and there are some problems in this performance evaluation system in the sense of objectivity and reliability. In this sense; objectivity, reliability, participation and openness are becoming important performance evaluation criteria. To this end; it is necessary that performances of the physical education teachers should be evaluated in consideration of these performance evaluation criteria.

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