

*Full Length Research Paper*

# Performance appraisal of physical education teachers

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In this study, the aim was to determine views of school principals on how performance appraisal of physical education teachers who worked at primary schools should be done. The research was designed in screening model. The research group composed of 152 school principals and deputy principals who worked at state primary schools located in the city centers of Kayseri, Kırşehir and Nevşehir during 2011 to 2012 academic years in Turkey. As the data collection tool; Scale of Performance Evaluation Criteria for Physical Education Teachers -a five-point Likert scale- containing 49 items/statements which was developed 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; performance appraisal of the physical education teachers should not be conducted with subjective criterias. General performance appraisal criteria, intracurricular performance appraisal criteria, extracurricular performance appraisal criteria, administrative performance criteria, factors to decrease performance criteria, things to consider in performance appraisal criteria and use of performance appraisal outcomes in different decisions criteria should be used in physical education teachers' performance appraisal system.

**Key words:** Physical education teacher, performance appraisal, school principal, Deputy Principal.

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## INTRODUCTION

Performance appraisal is the process in which works, activities, weak points, competences, incompetences, -in short all aspects of the workers- are controlled no matter what position they occupy and where they work (Fındıkçı, 2002). Performance appraisal is to help the workers use their personal abilities and skills by enabling them to become aware of having the correct abilities and skills that stimulate them to perform their tasks in with organization mission in order to raise performance and attainment of the workers (Özgen et al., 2002). Main objectives of the performance appraisal are divided into

two groups: appraisal and improvement. Objectives of the appraisal are related to such issues as salary, awarding, promoting, degradation, removal from the office and retirement whereas objectives of the improvement are associated with such processes as performance improvement, feedback and planning. Appraisal and improvement are embodied in an inseparable structure but should be regarded interdependent (Tarcın, 2001). In brief; outcomes of performance appraisal should help make decisions about such issues as personnel planning, strategic planning, payment-salary management,

determination of training needs of the workers, dismissal decisions and career planning (Adal et al., 1998). Administration team of an organization cannot –and should not– make decisions without information obtained through performance appraisal. As in other political issues related to human resources; performance appraisal, too, should be designed in accordance with the legal regulations which ban discrimination against any groups. Another objective of the performance appraisal is to get feedback about how close the workers are to the standards determined in work-analysis and in job-descriptions. The feedback may be highly beneficial if it is transmitted in a positive approach and supported with professional training (Palmer, 1993).

The reason why performance appraisal is very important is the opportunity to measure objectively whether or not things are going well in an organization. Also; performance appraisal focuses on job performance of the workers. The main rationale is not to find the weak/deficient points and to punish the workers but to explore and to award the successful workers and to repair the weak/deficient points; which not only increases productivity of the organization but also makes each worker to look into themselves with self-appraisal (Karip et al., 2002). Performance appraisal indicates whether or not workers are ready to take responsibility or in need of training so that they can keep up with the present situation. Performance appraisal sheds light on training programs (Yüksel, 2000).

The first step while forming a performance appraisal system in an organization is to determine what the objectives and aims of the organization should be. A realistic job-appraisal and analysis will also reveal what should be expected from the performance appraisal system. These expectations are the ability to notice to what degree the objectives and aims are understood, the ability to make decisions based on facts, the ability to see the organization as a whole, the ability to detect the needs of the individuals and organization and the ability to keep the improvement at a high level (Palmer, 1993).

Performance is related to what the individuals do rather than what they can do. Teacher performance competence is the feeling of competence the teachers perceive while performing activities at the educational institutions where they are charged (Başar, 1995). Educational value of a school is equal to the educational power of teachers who work at the school. To know the degree of the educational power is the basic task of those who administer the school. Therefore, each school principal should be aware of the educational power of the teachers and their contributions to the educational productions produced at the school (Başaran, 1985).

Teacher performance appraisal is performed through teacher-competence. That competence should have the quality to be used in order to acquire knowledge, ability, attitude, value and behaviors in different settings and under different conditions. Teachers cannot follow their

students during the following years and therefore, it is hard to determine teachers' contributions to the success of the students and their effects upon the students. This ambiguity leads to lack of motivation among the teachers (Karip et al., 2002).

In the educational institutions; it is the physical education teacher who constitutes one of the important parts, is needed in order to make physical activities a part of people's lives and who accomplishes the objective of the physical education course. Not only knowledge, ability and personal characteristics but also teachers' complete pedagogical competence of the course increase their success. The fact that physical education teachers are inspected by the inspectors of the National Education Ministry in points of Sports Clubs Inspection and Course Inspection and accordingly their performance is determined is not indicative of their development (Nebioğlu, 2004).

In this study, we aimed at determining opinions of school principals about how should be performance appraisal of physical education teachers who worked at primary schools.

## MATERIALS AND METHODS

### Study 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).

### Research group

Through the random sampling method; the research group was composed of 152 school principals and assistants of school principals who worked at 53 state primary schools located in the city centers of Kayseri (n=19), Kırşehir (n=17) and Nevşehir (n=17) during 2011 to 2012 academic year in Turkey. 52 of the school principals and deputy principals worked in Kayseri, 50 in Kırşehir and 50 in Nevşehir Provinces.

### Data collection tools

In the research, Scale of Performance Evaluation Criteria for Physical Education Teachers -a five-point Likert scale- contains 49 items/statements which was developed by Yıldız (2008) was used. Also, four of the five questions of the personal information form developed by Yıldız (2008) were administered to the school principals. The scale has seven subscales. These are as follows: General Performance Appraisal Criteria (GPAC), Intracurricular Performance Appraisal Criteria (IPAC), Extracurricular Performance Appraisal Criteria (EPAC), Administrative Performance Criteria (APC), Factors to Decrease Performance (FDP), Things to Consider in Performance Appraisal (TCPA) and Use of Performance Appraisal Outcomes in Different Decisions (UPAODD). The scale includes 5 options marked by the participants as "I absolutely disagree", "I agree a bit", "I partly agree", "I agree" and "I absolutely agree". It was understood that

**Table 1.** Alpha internal consistency coefficients for the reliability.

	Alpha
GPAC	.86
IPAC	.79
EPAC	.88
APC	.88
FDP	.90
TCPA	.91
UPAODD	.87

factor loads of 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. And also alpha internal consistency coefficients for the reliability of the data collection tool in this research is shown in Table 1.

#### Analysis of data

The data obtained in the research were analyzed using SPSS 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.

## RESULTS

38 of the school principals and deputy principals were female (25.0%) and 114 were male (75.0%). 11 of the school principals and deputy principals had a length of service of 6 to 10 years (7.2%), 50 had a length of service of 11 to 15 years (32.9%), 47 had length of service of 16 to 20 years (30.9%) and 44 had length of service of  $\geq$  21 years (28.9%).

15 of the school principals and deputy principals had associate degree (9.9%), 125 had undergraduate degree (82.2%) and 12 had master degree (7.9%). 23 of the school principals and deputy principals graduated from Education Institute (15.1%), 30 completed Open University Undergraduate Degree (19.7%), 85 graduated from Education Faculty (55.9%), 5 graduated from Education Sciences Faculty (3.3%) and 9 graduated from

Science and Literature Faculty (5.9%). 52 of the school principals and deputy principals participated in the study from Kayseri (34.2%), 50 from Kirşehir (32.9%) and 50 from Nevşehir (32.9%).

Quantitative distributions concerning the opinions of the participant school principals about performance appraisal of the physical education teachers were shown in Table 2.

The answers given to the question about who should conduct performance appraisal of the physical education teachers were as follows: 32 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by school principals (21.1%); 1 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by deputy principals (0.7%); 3 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by students (2.0%); 24 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by school principal and province education inspector together (15.8%); 16 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by school principals and deputy principals together (10.5%); 3 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by school principals and teachers together (2.0%); 19 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by the school principal, deputy principals and province education inspector together (12.5%) and 54 of the school principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by a multiple-inspection committee (principals, province education inspector, teachers, branch teachers, students and their parents) (35.5%).

The answers given to the question how often performance appraisal of the physical education teachers should be conducted were shown below: 38 of the school principals and deputy principals told that performance appraisal should be conducted at end of each academic term (once in every four months) (25.0%); 102 of the school principals and deputy principals told that performance appraisal should be conducted once a year (67.1%) and 12 of the school principals and deputy principals told that performance appraisal should be conducted at different times (7.9%). The answers of those who told that performance appraisal should be conducted at different times were as follows: 1 principal told that performance appraisal should be conducted during the first and second academic term and at the end of the academic year; 7 principals told that performance appraisal should be conducted once in every two years; 3

**Table 2.** Opinions of the participant school principals about performance appraisal of the physical education teachers.

	Variable	Frequency	Percentage
Who or which group do you think should conduct performance appraisals of the physical education teachers?	School principal	32	21.1
	Assistant of School principal	1	0.7
	Students	3	2.0
	School principal and province education inspector together	24	15.8
	School principal and Assistant of School principal together	16	10.5
	School principal and teachers together	3	2.0
	School principal, Assistant of School principal and province education inspector together	19	12.5
	multiple-inspection committee (principals, province education inspector, teachers, branch teachers, students and their parents)	54	35.5
	Total	152	100.0
How often should performance appraisals of the physical education teachers be conducted?	At the end of academic year (once in every four months)	38	25.0
	Once a year	102	67.1
	Different times	12	7.9
	Total	152	100.0

**Table 3.** The correlation between participation levels of the school principals in performance subscales of the physical education teachers.

	1	2	3	4	5	6	7
GPAC	1						
IPAC	0.688**	1					
EPAC	0.595**	0.751**	1				
APC	0.561**	0.620**	0.597**	1			
FDP	-0.075	-0.026	0.024	0.027	1		
TCPA	0.196*	0.394**	0.371**	0.369**	0.352**	1	
UPAODD	0.019	0.243**	0.207*	0.155	0.166*	0.521	1
Mean	4.457	4.476	4.368	4.319	3.625	4.191	4.022
Standard Deviation	0.509	0.46	0.559	0.64	0.943	0.868	0.803

principals told that performance appraisal should be conducted once in every four years and 1 principal told that performance appraisal should be conducted once in every ten years.

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

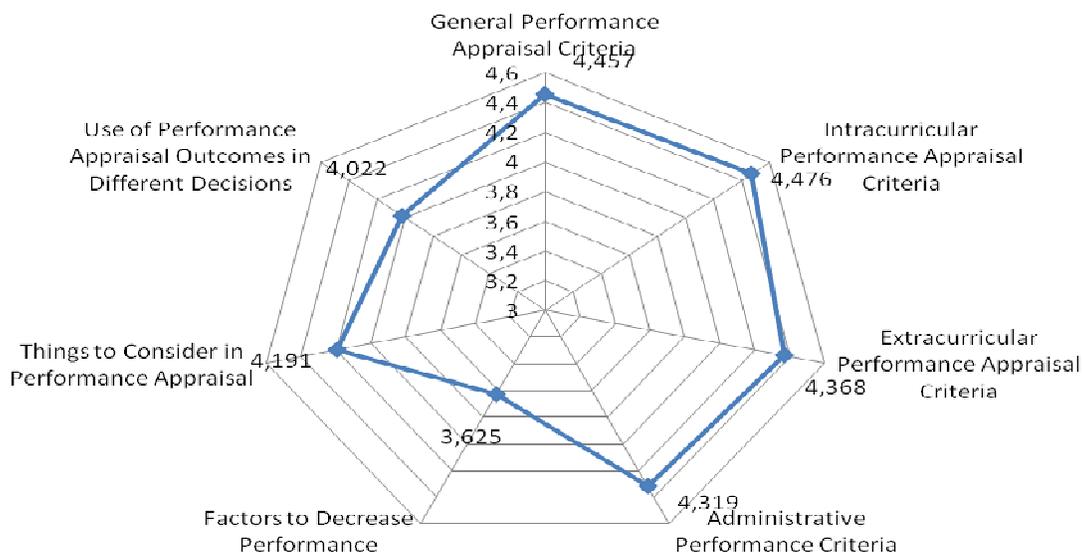
It was found out that participants' levels of GPAC ( $4.457 \pm 0.509$ ), IPAC ( $4.476 \pm 0.460$ ), EPAC ( $4.368 \pm 0.559$ ) and APC ( $4.319 \pm 0.640$ ) were at a higher level; participants' levels of FDP ( $3.625 \pm 0.943$ ), TCPA ( $4.191 \pm 0.868$ ) and UPAODD ( $4.191 \pm 0.868$ ) were at a high level.

Quantitative distributions about correlation between participation levels of the school principals in performance subscales of the physical education teachers were shown

in Table 3. It was explored that there was a high linear correlation between GPAC, IPAC, EPAC and APC ( $r > 0.50$ ). There was not any correlation between FDP and other performance subscales ( $p > 0.05$ ). There was a weak linear correlation between TCPA and other performance subscales ( $r < 0.40$ ). There was a weak linear correlation between UPAODD and IPAC, EPAC and FDP ( $r < 0.25$ ).

Quantitative distributions about correlation between participation levels of the school principals in performance subscales of the physical education teachers and gender were shown in Table 4.

Performance subscales were compared with Mann Whitney U test in terms of descriptive characteristics of the research and significant findings were obtained: in terms of gender; and APC scores of the female school



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

**Table 4.** The correlation between participation school principals in performance subscales of the physical education teachers and gender.

	Group	N	Mean	SD	MW	p
GPAC	Female	38	4.521	0.473	1975.000	0.407
	Male	114	4.435	0.521		
IPAC	Female	38	4.498	0.528	2005.000	0.491
	Male	114	4.469	0.438		
EPAC	Female	38	4.469	0.474	1897.000	0.246
	Male	114	4.335	0.583		
APC	Female	38	4.454	0.657	1703.000	0.045*
	Male	114	4.274	0.631		
FDP	Female	38	3.713	0.827	2044.500	0.605
	Male	114	3.596	0.980		
TCPA	Female	38	4.237	0.974	1962.000	0.376
	Male	114	4.175	0.833		
UPAODD	Female	38	4.193	0.756	1759.000	0.082
	Male	114	3.965	0.814		

p < 0.05\*.

principals ( $x=4.454$ ) were higher than those of male school principals ( $x=4.274$ ) ( $p= 0.045 < 0.05$ ). On the other hand; opinions of female and male school principals were similar in terms of GPAC, IPAC, EPAC, FDP, TCPA and UPAODD ( $p>0.05$ ).

Quantitative distributions about correlation between participation levels of the school principals in performance subscales of the physical education teachers and length of service were shown in Table 5.

It was noted that opinions of the school principals about

**Table 5.** The correlation between participation school principals in performance subscales of the physical education teachers and length of service.

	Group	N	Mean	SD	KW	p
GPAC	6-10 years	11	3.873	0.791	18.596	0.000*
	11-15 years	50	4.452	0.467		
	16-20 years	47	4.681	0.358		
	21 years and over	44	4.368	0.478		
IPAC	6-10 years	11	4.03	0.518	20.868	0.000*
	11-15 years	50	4.32	0.527		
	16-20 years	47	4.656	0.336		
	21 years and over	44	4.572	0.347		
EPAC	6-10 years	11	3.894	0.851	14.92	0.002*
	11-15 years	50	4.2	0.628		
	16-20 years	47	4.582	0.435		
	21 years and over	44	4.451	0.36		
APC	6-10 years	11	3.727	0.862	15.311	0.002*
	11-15 years	50	4.2	0.694		
	16-20 years	47	4.58	0.446		
	21 years and over	44	4.324	0.57		
FDP	6-10 years	11	3.331	0.796	13.969	0.003*
	11-15 years	50	3.695	0.889		
	16-20 years	47	3.29	1.075		
	21 years and over	44	3.977	0.747		
TCPA	6-10 years	11	3.515	1.129	12.439	0.006*
	11-15 years	50	4	0.918		
	16-20 years	47	4.34	0.737		
	21 years and over	44	4.417	0.754		
UPAODD	6-10 years	11	3.5	0.922	7.177	0.066
	11-15 years	50	3.897	0.965		
	16-20 years	47	4.117	0.624		
	21 years and over	44	4.193	0.682		

p &lt; 0.05\*

performance subscales increased positively as their length of service increased ( $p < 0.05$ ).

Quantitative distributions about correlation between participation levels of the school principals in performance subscales of the physical education teachers and educational level were shown in Table 6.

It was observed that different educational level school principals' views were similar about performance subscales ( $p < 0.05$ ).

## DISCUSSION

According to the results in Table 2; the participant school

principals and deputy principals told that performance appraisal of the physical education teachers should be conducted by a multiple-inspection-committee (principals, province education inspector, teachers, branch teachers, students and their parents); which may prove that school principals consider the participation of other peers/parts in performance appraisal important so that the inspection could be realized correctly and supported by different peers/parts. The study of Yıldız (2008) on performance appraisal of physical education teachers indicated that nearly half of the school principals and deputy principals emphasized that performance appraisal should be conducted by a multiple-inspection-committee. But, the study of Karip et al. (2002) Demirbaş and Eroğlu (2001)

**Table 6.** The correlation between participation school principals in performance subscales of the physical education teachers and educational level.

	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>KW</b>	<b>p</b>
GPAC	Associate Degree	15	4.36	0.629	297	0.744
	Bachelor Degree	125	4.467	0.445		
	Master Degree	12	4.467	0.9		
IPAC	Associate Degree	15	4.489	0.42	0.311	0.733
	Bachelor Degree	125	4.484	0.446		
	Master Degree	12	4.375	0.653		
EPAC	Associate Degree	15	4.489	0.425	0.559	0.573
	Bachelor Degree	125	4.364	0.539		
	Master Degree	12	4.264	0.869		
APC	Associate Degree	15	4.333	0.588	1.635	0.198
	Bachelor Degree	125	4.348	0.618		
	Master Degree	12	4	0.873		
FDP	Associate Degree	15	3.776	0.699	0.25	0.779
	Bachelor Degree	125	3.601	1		
	Master Degree	12	3.682	0.515		
TCPA	Associate Degree	15	4.333	0.604	2.281	0.106
	Bachelor Degree	125	4.221	0.835		
	Master Degree	12	3.694	1.306		
UPAODD	Associate Degree	15	4.178	0.429	1.049	0.353
	Bachelor Degree	125	4.031	0.837		
	Master Degree	12	3.736	0,773		

p &lt;0.05\*

and Uçar (2001) reported that performance appraisal should be conducted through a certain committee. The study of Karip et al. (2002) underlined the fact that school management was indifferent to performance appraisal process if there was no problem but a short visit paid by the inspector and performance appraisal performed during this short visit could not make sufficient contribution to the improvement of the teachers; therefore observation-interview and appraisal forms -as a method- were needed and openness was inevitable during performance appraisal. Eskici (2005) demonstrated that performance appraisal system affected job satisfaction of the personnel considerably and the currently implemented traditional performance appraisal system could not give an effective performance appraisal since they were often subjective. In the study of Anagün (2002), it was explored that principals of primary schools presented positive opinions to conduct performance appraisal processes through objective criteria at schools whereas they

agreed that performance appraisal that was performed through personnel records could not reflect real performance. In the study of Niederriter (2003), it was found out that school principals used a primitive and oppressive performance appraisal model. The study of Amendt (2004) emphasized that school principals should get a training about teacher performance appraisal and teacher efficiency.

The participant school principals told that performance appraisals of physical education teachers should be conducted once a year; which may mean that the school principals needed at least one academic year to know the teachers and to follow their performances and therefore they were of the opinion that it is suitable to conduct performance appraisals of physical education teachers once a year.

According to the results of the Figure 1, it was seen that participation of the school principals in the subscales of GPAC, IPAC, EPAC, APC was at a higher level. In

light of these results; the school principals considered issues -such as pedagogical content knowledge and professional skills, visual presentation of the movements of the course, optimizing the setting where the course was taught, keeping the sports room tidy- highly important in performance appraisals of physical education teachers. The study of Uçar (2001) highlighted that teachers' professional improvement status, personal characteristics and pre-course efforts should be used in performance appraisal. The study of Yıldız (2008) pointed out that school principals valued physical teachers' GPAC, IPAC and APC. However, it was seen that participation of the school principals in the subscales of FDP, TCPA and UPAODD was at a high level. As a conclusion; it may be concluded that the school principals were of the opinion that such obligatory activities in which physical education teachers compulsorily participated and which decreased their performance as conducting national holidays, training school sportive teams, etc.; participating scientific meetings and oversea assignments should be considered in performance appraisal.

According to the results seen in Table 3, it may be suggested that school principals thought that the correlation between general performances (pedagogical content knowledge and professional skills etc.), intra-curricular performances (teaching methods and techniques etc.), extracurricular performances (participation of the students in out-of-school activities etc.) and administrative performances (preparing sports notice board etc.) affected each other and thus is thought that when one performance increased so did another. We therefore may propose that it will be correct that school principals make efforts to raise performances of the teachers using programs to reinforce their professional skills. The study of Ramirez (2005) reported that school principals used a comprehensive teacher appraisal system by holding training and improvement programs for teachers and implementing teacher performance appraisal system more than once a year and as a result, this system improved the teacher. Celik and Karakus (2012) found out that school principals had the opinion that emotional intelligence played a positive role in individual and organizational performance. The study of Timperley (1998) maintained that school principals told that performance appraisal should be used only for developmental objectives.

According to the results in Table 4, participation levels in physical education teachers' about APC of the female school teachers were higher than male school teachers; which may be interpreted that female school teachers stick to codes and regulation and law more, are more careful and valued principal quality more. In the study of Altinkurt and Yilmaz (2012); it was seen that the biggest hindrances in front of the female principals were patriarchal structure of the society and patriarchal prejudices. It may be told that female principals did their job more carefully and meticulously despite the hierarchy

and the order in the society.

According to the results in Table 5, it may be said that with high level of experience caused by the increased length of service, the school principals had a higher level of expectation about the performance of the physical education teachers because they could make better observations and assessments.

## Conclusion

In the general sense, it is seen that performance appraisals of the physical education teachers determined by the school principals and province education inspector is a system which cannot explore the difference between successful teachers and unsuccessful teachers. Therefore, performance appraisal of the physical education teachers shouldn't be conducted with subjective criterias. GPAC, IPAC, EPAC, APC, FDP, TCPA and UPAODD should be used in physical education teachers' performance appraisal system.

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