



REVIEW ARTICLE / DERLEME YAZISI

# Performance Evaluation in Schools: A Meta-analysis Study

## Okullarda Performans Değerlendirme: Bir Meta-analiz Çalışması

Fatma Köprülü<sup>1</sup>, Behçet Öznacar<sup>2</sup>

### Abstract:

In this study, a size-effect estimation was carried out to determine the relevance among organizational commitment, workload, motivation, and success in school performance. A meta-analysis method, a quantitative and formal research method that aims at systematic evaluation of previous studies for the outcome, was conducted in this research. To achieve the aim, referred journals such as Web of Science, SCOPUS, Yüksek Öğretim Kurulu (YÖK), and National and International, published between 2010-2020, as well as the quantitative studies, were done in school performance, were scanned and findings were included in this study. The keywords in this study were, “performance, performance evaluation, performance assessment in schools, performans, performans değerlendirme and okullarda performans değerlendirme.” While scanning the publications, WOS and SCOPUS-based, referred journals, for National dissertations YÖK databases were used. 353 types of research were reached in the Literature review, 239 of which were exempted because they were not relevant to the study. 114 types of research were dealt with during the Meta-analysis process. The Q and I<sup>2</sup> statistics were referred to determine the effect-size estimation process. The distribution of the findings was found to be heterogeneous. A strong and positive dimension (Zr=0.581) effect size was calculated between performance evaluation in schools and organizational commitment. The effect size calculated on the basis of the relationship between performance evaluation in schools and workload is also strong and positive (Zr=0.566). The effect of medium level and positive direction (Zr=0.405) between performance evaluation in schools and motivation was calculated. Moderate and positive (Zr =0.424) effect size was found between performance evaluation and academic success in schools. To conclude, it could be said that the reason why not too much research has been done in this field in both Turkey and TRNC is due to the transition to the performance evaluation system in 2015-2016.

**Keywords:** Organizational commitment, Workload, Motivation, Academic success, Meta-analysis

<sup>1</sup>Assoc. Prof., Near East University, Atatürk Faculty of Education, Department of Primary Education, Nicosia-TRNC, Orcid ID: 0000-0002-7233-4224

<sup>2</sup>Assoc. Prof., Near East University, Atatürk Faculty of Education, Department of Primary Education, Nicosia-TRNC, Orcid ID: 0000-0001-6164-1432

**Address of Correspondence/Yazışma Adresi:** Near East University, Atatürk Faculty of Education, Department of Primary Education, Nicosia-TRNC, E-mail: behcet.oznacar@neu.edu.tr

**Date of Received/Geliş Tarihi:** 02.06.2022, **Date of Revision/Düzeltilme Tarihi:** 20.06.2022, **Date of Acceptance/Kabul Tarihi:** 24.10.2022,

**Date of Online Publication/Çevrimiçi Yayın Tarihi:** 06.12.2022

**Citing/Referans Gösterimi:** Köprülü, F. & Öznacar, B. (2022). Performance Evaluation in Schools: A Meta-analysis Study, *Cyprus Turkish Journal of Psychiatry & Psychology*, 4(4): 393-400

**Öz:**

Okullarda performans değerlendirilmesi amacıyla yapılan bu araştırmada örgütsel bağlılık, iş yükü, motivasyon, akademik başarı düzeyi arasındaki ilişkiye dayalı olarak etki büyüklüğü hesaplanması yapılmıştır. Bu amaca ulaşabilmek için meta analiz yöntemi kullanılmıştır. Nicel ve biçimsel bir araştırma yöntemi olan meta analiz yöntemi önceden yapılmış çalışmaların sistematik olarak değerlendirilerek sonuçlara varabilmek için kullanılan bir araştırma yöntemidir. Bu araştırmanın amacına ulaşabilmek için 2010-2020 yılları arasında Web of Science, SCOPUS, Yüksek Öğrenim Kurumu (YÖK) ve ulusal ve uluslararası düzeyindeki hakemli dergiler taranarak okullarda performans değerlendirmeye ilişkin nicel araştırma yöntemi ile yapılan çalışmalar araştırmaya dahil edilmiştir. Tarama sürecinde, “performans, performans değerlendirmesi, okullarda performans değerlendirmesi, performance, performance evaluation, performance evaluation in schools, performance assessment in schools” kelimeleri anahtar sözcük olarak seçilmiştir. Yayınların taranmasında ulusal ve uluslararası makaleler için WOS, SCOPUS tabanları ve hakemli dergiler, ulusal tezler için YÖK veri tabanı kullanılmıştır. Literatür incelemesi sonucunda toplam 353 araştırmaya ulaşılmıştır. Bunlardan 239’u araştırmanın sınıflandırılmasına uymadığı için araştırmaya dahil edilmemiştir. Meta-analiz çalışması kapsamına 114 araştırma dahil edilmiştir. İlişkisel olarak etki büyüklüğü hesaplanmasının hangi modele göre yapılabileceğini belirlemek için Q ve I<sup>2</sup> istatistikleri yapılmıştır. Sonuçlara göre dağılımların heterojen yapıda olduğu görülmüştür. Okullarda performans değerlendirilmesi ile örgütsel bağlılık arasında güçlü ve pozitif yönlü ( $Zr=0.581$ ) etki büyüklüğü hesaplanmıştır. Okullarda performans değerlendirilmesi ile iş yükü arasındaki ilişkiye göre hesaplanan etki büyüklüğü de güçlü ve pozitifdir ( $Zr=0.566$ ). Okullarda performans değerlendirilmesi ile motivasyon arasındaki orta düzey ve pozitif yönde ( $Zr=0.405$ ) etkisi hesaplanmıştır. Okullarda performans değerlendirilmesi ile akademik başarı arasında orta ve pozitif yönlü ( $Zr=0.424$ ) etki büyüklüğü bulunmuştur. Sonuç olarak hem Türkiye’de hem de KKTC’de bu alanda çok fazla araştırma yapılmamasının nedeninin 2015-2016 yıllarında performans değerlendirme sistemine geçişten kaynaklandığı söylenebilir.

**Anahtar Kelimeler:** Örgütsel bağlılık, iş yükü, motivasyon, akademik başarı, meta analiz

**Introduction**

In contemporary education, providing quality and effective teaching can be achieved by evaluating performance in schools because reaching expectations is possible if all the school staff, who have the key roles, carry out their duties effectively for the betterment of the education system. This is why, both the school directors and teachers need to develop themselves and help learners improve their performance for better learning.

As it can be observed in Literature, Darling and Hammond emphasize that firstly the education system should be effective and there should be qualified teachers to increase student success. Bostancı and Kayalp (2011) point to the need saying that teachers should give feedback about their performance, specify their educational needs, and be directed. Philip et al; (2015) raised a similar view and suggested a sound information system to support the evaluation of psychological applications. In a study, Erdem (2006) stressed the need for supervision to increase outcomes in education. In this respect, supervision plays a great role in specifying deficiencies and meeting needs.

Armstrong (1996) advocated that attempts to increase performance need to be specified in advance and put into practice and supervised evaluated, and directed. As in all other organizations, supervision is an ongoing process in educational institutions. Bursalıoğlu (2013) defined the aim of educational institutions, as sociological, vocational, and political, based on social and organizational values. Nartgün (2016) stressed that to achieve educational institutions' goals and increase quality, educational process activities should be updated and developed. Thus, the

development of the teachers' performance in educational institutions should be monitored through feedback by evaluating their performance. Bostancı and Kayalp (2011) stated that the ability of teachers to perform at a high level in educational institutions depends on giving quality feedback on their educational performance, determining their current situation with results, ensuring their development and change, and providing guidance on their performance. Moreover, all job descriptions of teachers working in educational institutions, which can be expressed as performance, are explained by the National Education System through laws or regulations (Boyacı, 2013).

Taymaz (2012) argues and states that the teacher, who is the backbone of teaching in the learning process, should be provided with ongoing in-service training supported by educational activities to respond to the demands of our time. Köprülü (2021) stated that the rapid development of technology has brought the need for more innovative teaching techniques due to changes in tools and the applications used in the educational field. Thus, Performance evaluation is a process that helps the administrators to see eye-to-eye about expectations, goals, and career progress, including how a teacher's work aligns with the educational organization's overall vision. Generally speaking, performance evaluation views teachers from the perspective of the broader workplace structure.

Organizational commitment is the concept that includes the aims and targets of the development organization and sustains efforts to reach the aims. At this point, it is crucially important to supervise to increase student success

now and in the future. Aydın (2013) describes supervision as the process of definition, evaluation, and development.

In order to achieve goals in education, besides providing help, teachers should be monitored and their performance should regularly be overviewed (Brown, 2005). Performance evaluation should be subject to certain criteria, such as job description, regulations, annual lesson plans to lead the Director. Thus, the Director will be able to determine the teachers' weaknesses and strengths. Obviously, performance evaluation is not the only way in this issue. While doing so, activities to develop performance need to be done. At this point, the ones with low performance will have the opportunity to develop themselves. At the same time, the ones with high performance will even move themselves forward. In short, a performance evaluation system is a tool to exchange information, collaboration and coordination, sharing failure and success for the betterment of education and development. Performance evaluation is a process to define the staff's success and to specify their organizational expectations. Uraygil (2013) supports this idea and adds saying that increasing performance and occupational development is achieved through performance evaluation.

#### Problem Statement

The findings obtained from all the researches done in performance evaluation in educational sciences in schools have been put together to specify the effect size of independent variables. This study was carried out to determine the effect of the independent variables in terms of performance evaluation in schools.

#### The Purpose of The Study

The purpose of this study is to examine performance evaluation in schools by overviewing the studies done between the years 2010-2020 to define the effect of independent variables on performance evaluation in schools.

#### Sub-aims

Answers to the following questions were sought to respond to the aim of the study.

According to directors' and teachers' perception, what is the level of effect size and direction between performance evaluation in schools and organizational commitment?

According to directors' and teachers' perception, what is the level of effect size and direction between performance evaluation in schools and workload?

According to directors' and teachers' perception, what is the level of effect size and direction between performance evaluation in schools and motivation?

According to directors' and teachers' perception, what is the level of effect size and direction between performance evaluation in schools and academic achievement?

#### Method

Studies reviewed in literature were analysed through the meta-analysis method to specify performance evaluation in schools. The meta-analysis method is conducted to reach findings from similar studies done previously on a certain topic or a theme put together and to systematically evaluate the quantitative findings. As A. Shorten and B. Shorten (2013) state, meta-analysis is a method to calculate the size-effect of independent studies to statistically calculate common effect. For Dinçer (2014), the meta-analysis method is the way through which findings from different studies are put together to reach a common result as well as to reanalyse the findings obtained. Finally, approval of ethics committee was obtained.

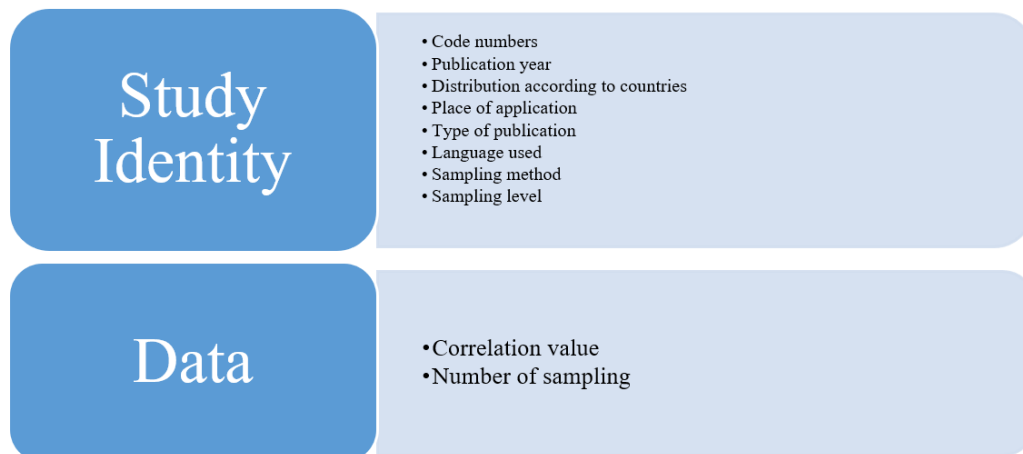
#### Data Collection

In order to reach the aim of this study, referred journals, WOS, SCOPUS, YÖK, national and international journals carried out through quantitative research methods to define performance evaluation in schools and published between 2010-2020 were overviewed. While doing so, "performance, performance evaluation, performance evaluation in schools, performans, performans değerlendirilmesi, okullarda performans değerlendirilmesi" were used as keywords. WOS and SCOPUS database in overviewing national and international journals and books and YÖK database for dissertations at national levels were referred to.

#### Coding Method and Specifying Study Characteristics

The basic characteristic of the meta-analysis method is that everything is coded after the literature overview. Coding the data may confusing, boring, and time-consuming, which is assumed to be the critical process of the analysis and should be carried out correctly (Hunter & Schmidt, 2004; p.470). The criterion used in the meta-analysis is as in Figure 1

**Figure 1.** Coding Method And Specifying Study Characteristics



As in Figure 1, the coding system is in two sections, the first showing the identities in the study and the second the data. Every study in the research was coded. The types of the research were composed of articles, post-graduate dissertations, PhD theses, and sections from books. The samplings were from overseas and TRNC (Turkish Republic of Northern Cyprus). The independent samplings used in this research were classified as organizational commitment, workload, motivation, and academic success. The independent variables were examined in light of the research numbers obtained.

### The Criterion

Kaplan, Topan and Erkan (2013) argue that before deciding on the criterion, there should be a literature overview or including all the studies in a meta-analysis application could end in incorrect results.

1-Articles published in Web of Science and SCOPUS databases between 2010 and 2020.

2-Sections on from the books published between 2010-2020 Web of Science and SCOPUS databases.

3-YÖK (Higher Education Institution) Post-graduate and PhD dissertations between 2010-2020.

4-Article published in National and International refereed journals between 2010-2020.

5-All the necessary studies regarding performance evaluation at teachers and/or Directors levels.

6-Studies regarding the connection of performance evaluation with some variables (organizational commitment, work-load, motivation, and academic success).

### Data Analysis

Based on the correlation between performance evaluation and independent variables to specify effect-size “r” coefficient and number of samples “N” were calculated through Fisher’s Z scale. Calculations and analyzes were made using the Comprehensive Meta-Analysis (CMA) program.

### Results

The descriptive statistics subjected to meta-analysis evaluation are explained in Table 1 as the year of the study, language, type of publication, level of sampling, type of sampling, and statistical information of values regarding the variables.

**Table 1.** The Descriptive Statistics Subjected to Meta-Analysis Evaluation

Demographic Variables	f	%
<b>Year</b>		
2010	8	7
2011	9	7.9
2012	11	9.6
2013	11	9.6
2014	6	5.3
2015	9	7.9
2016	13	11.4
2017	11	9.6
2018	10	8.8
2019	14	12.3
2020	12	10.5
<b>Country</b>		
USA	25	21.9
China	19	16.7
Turkey	18	15.8
Australia	8	7
Canada	7	6.1
Malasia	6	5.3
Spain	5	4.5
Germany	5	4.5
Iran	4	3.5
TRNC	4	3.5
Japan	3	2.6
Saudi Arabia	2	1.7
Brasil	2	1.7
France	2	1.7
Norway	2	1.7
India	1	0.9
Israel	1	0.9
<b>Region</b>		
Overseas	110	96.5
TRNC	4	3.5
<b>Type of Publication</b>		

Articles	95	83.3
Post-graduate Theses	14	12.4
PhD Dissertations	3	2.6
Books	2	1.7
<b>Language</b>		
English	97	85
Turkish	17	15
<b>Sampling Method</b>		
Random Sampling	45	39.5
Category Sampling	29	25.5
Unspecified	24	21
Group Sampling	12	10.5
Other	4	3.5
<b>Sampling Level</b>		
Teacher	47	41.2
Director	20	17.5
Teacher-Director	18	15.8
School	15	13.2
Teacher-Student	7	6.1
Teacher-Director-Student	5	4.4
Teacher-Student-Parent	2	1.8
<b>Total</b>	<b>114</b>	<b>100</b>

Table 1 reveals the distribution of studies done in schools through meta-analysis. It has been observed that researches in the subject matter have been in progress between 2010-2020. The distribution of studies done in evaluating performance in schools in the light of scanned WOS, SCOPUS, YÖK, and refereed National and International journals are stated in frequencies and percentages. It is observed that the studies have been done in 15 countries, among which the U.S.A has the highest number of publications (25, %21.9), followed by China (%16.7) and Turkey (%15.8). Moreover, it can be observed in Table 1, %80.7 of the studies were done in

overseas countries and %3.5 in TRNC. Also, as revealed in the table, %83.3 of the studies were articles, %12.4 post-graduate theses, %2.6 PhD. Dissertations, and %1.7 sections from books. Besides these, %85 of the studies was done in English and %25 in Turkish language. Furthermore, %39.5 of the researches were done through random sampling, %25.5 through category sampling, %21 through unspecified sampling, %10.5 through group sampling, and %3.5 through other methods. Finally, the majority of the participants are teachers (%41.2), followed by Directors (17.5), Director-Teacher (%15.8), and Teacher-Student-Parent (1.8), the lowest rate.

**Table 2.** Performance Evaluation and Organizational Commitment-Homogeneity Test, Q, I<sup>2</sup> and Tau-Square Statistics Result And Random-Effect Model In Schools.

Q value	df(Q)		p		I <sup>2</sup>	τ <sup>2</sup>			
2852.009	51		0.000		98.21		0.181		
Independent Variable	k	r	Z <sub>r</sub>	Σ <sup>n</sup>	Varianc e	%95 CI for Fisher's Z Effect-Size		Z	p
						Low Limit	Upper Limit		
Organizational Commitment	52	0.523	0.581	16315	0.004	0.462	0.699	9.61	<b>0.00</b>

\* p <0.5

As it is noted in Table 2, the Q value in the homogeneity test came out as 51 with a degree of freedom and calculated as 2882.009, which was assumed to be %95 meaningful. The p-value of homogeneity was found to be below the critical value, which is acceptable for heterogeneity of the studies.

According to homogeneity results, the effect-size calculation between performance evaluation and organizational commitment was statistically different in

the distribution of the studies and turned into a heterogeneous structure with %98.21 I<sup>2</sup> value.

In terms of the random effect model related to the connection between performance evaluation and organizational commitment in school, Fisher's Z effect size was calculated as 0.581. This finding indicates a positive, strong, and meaningful effect (p<.05) between performance evaluation and organizational commitment in schools.

**Table 3.** Statistical Results Of Performance Evaluation and Work-Load-Homogeneity Test, Q, I<sup>2</sup> And Tau-Square And Random Effect Model In Schools

Q value	df(Q)		p		I <sup>2</sup>	τ <sup>2</sup>			
455.956	21		0.000		95.39	0.085			
Independent Variable	k	r	Z <sub>r</sub>	Σ <sup>n</sup>	Variance	%95 CI for Fisher's Z Effect-Size Low Limit    Upper Limit		Z	P
Work-Load	22	0.512	0.566	5493	0.004	0.440	0.692	8.81	<b>0.00</b>

\* p <0.5

Table 3 shows that a 455.956 Q-value calculated through 21 degrees of freedom was statistically found meaningful (p<0.5). This statistically meaningful difference indicates a heterogeneous structure. The analysis of homogeneity test and I<sup>2</sup> results show a difference in the studies to specify

the effect-size calculated related to performance evaluation and workload in schools.

The Fishers Z effect size in the subject question was calculated as 0.566. At this point, it is possible to talk about a positive, meaningful, and strong effect size (p<0.5) between the two variables.

**Table 4.** Results Of Performance Evaluation and Motivation-Homogeneity Test, Q, I<sup>2</sup> And Tau-Square Statistics And Random Effect Model In Schools

Q value	df(Q)		p		I <sup>2</sup>	τ <sup>2</sup>			
691.356	20		0.000		97.11	0.073			
Independent Variable	k	r	Z <sub>r</sub>	Σ <sup>n</sup>	Variance	%95 CI for Fisher's Z Effect-Size Low Limit    Upper Limit		Z	P
Motivation	21	0.384	0.405	10837	0.004	0.284	0.525	6.57	<b>0.00</b>

\* p <0.5

As Table 4 indicates, the 691.356 Q value calculated through 20 degrees of freedom was found to be at a statistically meaningful level (p<0.5). The Fisher's Z value in terms of the connection between performance evaluation and motivation in schools was

calculated as 0.45. In this respect, a positive meaningful picture (p<0.5), as well as an average level effect size, was observed in terms of the random-effects model between performance evaluation and motivation in schools.

**Table 5.** Performance Evaluation and Academic Success In Schools – Homogeneity Test, Q, I<sup>2</sup> And Tau-Square Statistical And Random Effect Model

Q value	df(Q)		p		I <sup>2</sup>	τ <sup>2</sup>			
283.348	5		0.000		98.24	0.148			
Independent Variable	k	r	Z <sub>r</sub>	Σ <sup>n</sup>	Variance	%95 CI for Fisher's Z Effect-Size Low Limit    Upper Limit		Z	P
Academic Success	6	0.400	0.424	2496	0.025	0.112	0.736	2.05	0.08

\* p <0.5

As it is stated in Table 5, the Q value calculated through 5 degrees of freedom was found as 238.348 which is statistically assumed to be meaningful (p<0.5). The Fisher's Z effect-size value calculated through the Random effect-size model was found as 0.424 and this indicates a positive, meaningful average level of effect

(p<0.5) between performance evaluation and academic success in schools.

**Discussion**

It has been observed that there is a positive, strong, and meaningful connection between performance evaluation and organizational commitment in schools. This is an

indication of the importance of organizational commitment in forming performance evaluation. The results of the studies done in the subject matter commonly match up with the findings in this research. Defining factors affecting teacher's job satisfaction is a necessity, which, if specified truly, adds to their trust in their organizations. Topcan et al., (2013) support this argument and agree on positive outcomes. Job satisfaction among teachers and Directors affects the relationships positively. Organizational commitment plays a great role in performance evaluation in schools.

The findings of this study reveal a positive, strong, and meaningful connection between performance evaluation and workload in schools. As it was reviewed in the literature, an increase in workload raises the staff more interested and more active (Brungen, 2015). More workload means a more positive attitude (Miller, 2016; Kuntz, Mennicken and Scholtes, 2011). On the other hand, excess workload decreases individual performance (Turgut, 2011; Wong and Laschinger, 2013). Studies show that excess workload causes worn out (Xiaoming et al., 2014). Guastello (2016) argues that excess workload makes the employer leave the job. In this respect, it can be said that excess workload will affect individual performance negatively.

It has been noted that there is a positive, meaningful, and average connection between performance evaluation and motivation in schools. Positive feedback shows that there is a strong connection between teachers and Directors. Working in a reasonable and healthy school environment affects the staff's performance positively. Motivation is to raise performance and fulfil organizational targets effectively and productively. Individuals with high motivation do the same job for a long time (Robbins & Judge, 2007). Uyargil (2013) reported that in performance evaluation, the most important aspect is by who or whom the evaluation will be carried out and whether the person or persons who will give his point of view has the experience to do it or not. Since if he has not got any knowledge or experience of how to evaluate the teachers, he might demotivate the teachers.

It has been noticed that there is a positive, meaningful, and average connection between performance evaluation and academic success in schools. Academic success is an important concept that affects one's whole life. When successful, people feel happy, individual satisfaction, and trust, whereas, failure in success causes emotional reactions such as disappointment, worry and depression, displaying disappointment, worried and depression and causes. Individuals with high performance exhibit less antisocial behaviours compared to the ones with low performance (Güzel & Oral, 2011). It is known that successful individuals work harder and focus more on intensive work. Karasakaloğlu & Saracaloğlu (2009) argue that individuals with high academic success have a high learning level and add that success is effective on academic self. Individuals with high academic level perform better so, it can be said that teachers are the key to improving the performance of the learners as well not only themselves.

## Conclusion

This study examined the researches done in performance evaluation carried out through WOS, SCOPUS, YÖK, and refereed National and International Journals between 2010-2020. Following this, the Q and I<sup>2</sup> statistics were applied to specify the model for related effect-size. It was

observed that the result of the analyses indicated a heterogeneous structure of the distribution. All the analyses were carried out through a random effect model.

Literature overview has indicated that performance evaluation is widely applied in organizations. Whereas, this was put into practice in schools late. Aktan (2003) suggests that performance evaluation in educational institutions should be a process to specify the ones who work more and who work less and award the hard worker. Education is crucial in personnel development and their behaviour at work. Education increases individual performance and productivity. It plays a big role in the management of possible risks in new educational markets and technologies. Developed countries manage education in the best way, which contributes to institutional performance (Dermol & Cater, 2013).

The Turkish government adopted the Appointment and Change of Place, Article 54, published in 29329 numbered Official Gazette authorizing school Directors to practice performance evaluation in 2015-2016 academic year to supervise teachers' performance. The feedback teachers received contributed to their professional development. This matches well with Uçar's (2005) findings. Aydın (2018) emphasizes that supervision should not be just in the Director's hands, but to education inspectors who can guide teachers productively and effectively. All the tasks of the teaching staff have been defined through rules and regulations by the National Ministry of Education (MEB). There have been insufficient studies in this field both in Turkey and TRNC and this is because the performance evaluation system was adapted in 2015-2016. To conclude, it can be said that teachers are the key to improving the performance of learners. Thus, performance evaluation is necessary since occupational development is achieved through it.

## Limitation of the study

To be able to objectively evaluate this study: Referred journals such as Web of Science, SCOPUS, Yüksek Öğrenim Kurulu (YÖK), and National and International, published between 2010-2020, as well as the quantitative studies, were done in school performance, were scanned and findings were included in this study. Studies were chosen for meta-analysis based on inclusion criteria. 114 types of research were dealt with during the Meta-analysis process.

## Recommendations

In the light of the findings, it has been observed that studies in this field were limited by articles only. Studies that were included in the meta-analysis were particularly PhD dissertations and sections in books. It is strongly recommended that more studies should be done during PhD dissertations related to performance evaluation in schools because most of the PhD dissertations are in Computer engineering and Nursing.

## Declarations

### Ethics Approval and Consent to Participate

This study was conducted in compliance with the principles of the Helsinki Declaration. Ethical approval was granted by the Near East University Ethics Committee.

### Consent for Publication

Not applicable.

### Availability of Data and Materials

Not applicable.

### Competing Interests

The author declares that no competing interests in this manuscript.

### Funding

Not applicable.

### Authors' Contributions

All authors have read and approved the final version of the article

## References

- Armstrong, M. (1996). Employee reward. London: Institute of Personnel and Development (IPD) House.
- Aktan, C. (2003). Akademik Performans Değerlendirme Sistemi (APDS) Önerisi. [www.canaktan.org/egitim/universite-reform/apds-sistemi.html](http://www.canaktan.org/egitim/universite-reform/apds-sistemi.html)
- Aydın, İ. (2018). Okullarda Denetim için ) Neden, Hürriyet, Okullarda denetim için 9 neden - Son Dakika Eğitim Haberleri ([hurriyet.com.tr](http://hurriyet.com.tr))
- Aydın, M. (2013). Çağdaş Eğitim Denetimi. Ankara: Hatipoğlu Yayınevi.
- Bostancı, A. B. & Kayalp, D. (2011). İlköğretim Okullarında Öğretmen Performansının Geliştirilmesi. Kastamonu Eğitim Dergisi, 19(1),127-140.
- Brown, A. (2005). Implementing Performance Management in England's Primary Schools. International Journal of Productivity and Performance Management. ISSN:1741-0401.
- Bruggen, A. (2015). An Empirical Investigation of the Relationship Between Workload and Performance. Management Decision, 53(10), 2377- 2389.
- Bursalıoğlu, Z. (2013). Okul Yönetiminde Yeni Yapı ve Davranış. Ankara: Pegem Akademi Yayınları
- Darling & Hammon, L. (2010). Evaluating Teacher Effectiveness: How teacher Performance Assessments Can Measure and Improve Teaching. Washington: Center for American Progress.
- Dermol, V. & Cater, T. (2013). The Influence of Training and Training Transfer Factors on Organisational Learning and Performance. Personnel Review, 42(3): 324-348.
- Dinçer, S. (2014). Eğitim bilimlerinde meta-analiz. Ankara: Pegem Akademi.
- Erdem, A. R. (2006). Öğretimin Denetiminde Yeni Bakış Açısı: "Sürekli Geliştirme" Temeline Dayalı Öğretimin Denetimi. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, (16), 275-294.
- Filipe, M.N.M., Ferreira, F.A.F. ve Santos, S.P. (2015). A Multiple Criteria Information System for Pedagogical Evaluation and Professional Development of Teachers. Journal of the Operational Research Society, 66(11), 1769-1782.
- Guastello, S. J. (2016). A Nonlinear Paradigm for Resilience, Workload, Performance, and Clinical Phenomena. Industrial and Organizational Psychology, 9(02), 509-516.
- Güzel, H. ve Oral, İ. (2011). Fizik Öğretmen Adaylarının Profilleri ile Fizik Dersi Başarıları Arasındaki İlişkinin İncelenmesi. Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi, 31, 115-137.
- Hunter, J. E. & Schmidt, F. L. (2004). Methods of meta-analysis: Correcting error and bias in research findings (Second Edition). Thousand Oaks: Sage Pub.
- Kablan, Z., Topan, B. ve Erkan, B. (2013). Sınıf içi öğretimde materyal kullanımının etkililik düzeyi: Bir meta-analiz çalışması. Kuram ve Uygulamada Eğitim Bilimleri, 13(3), 1629-1644.
- Karasakaloğlu, N. ve Saracaloğlu, A.S. (2009). Sınıf Öğretmeni Adaylarının Türkçe Derslerine Yönelik Tutumları, Akademik Benlik Tasarımları İle Başarıları Arasındaki İlişki. Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 6, 1, 343-362.
- Köprülü, F. (2021). The Effect of Using Technology Supported Material in Teaching English to First-Year Primary School Children: On Their Academic Success During COVID-19. Frontiers in Psychology, 4308.
- Kuntz, L., Mennicken, R., & Scholtes, S. (2011). Stress on the Ward—An Empirical Study of The Nonlinear Relationship between Organizational Workload and Service Quality (No. 277). Ruhr Economic Papers. 12 (4), 145-189.
- Miller, B. A. (2016). Assessing Organizational Performance in Higher Education. New York: John Wiley & Sons.
- Millî Eğitim Bakanlığı (2016). Öğretmen denetim rehberi. Ankara: MEB Rehberlik ve Denetim Başkanlığı Yayını.
- Özdemir, Servet. Çalık, Temel. Kılınc, Ç. Ali. Koşar, Serkan. Sezgin, Ferudun. Boyacı, Adnan. Ağaoglu, Esmâ. Cemaloğlu, Necati. Dönmez, Burhanettin. Öğdem, Zeki. Tüzel, Emel. Kurt, Türker. (2013). Türk Eğitim Sistemi ve Okul Yönetimi. 2.bs. Ankara: Pegem Akademi.
- Robbins, S., & Judge, T. (2007). Organizational Behavior, Pearson, New Jersey.
- Sağır, Mahmut. Göksoy, Süleyman. Şenay S. Nartgün. İbrahim Gül. Yüksel Gündüz. Şenyurt Yenipınar. İsa Yıldırım. Durdağı Akan. Türkan Argon. Serkan Ekinci. Hüseyin Dinç. Aynur Bozkurt. Ahmet Yurdakul. Ümit Kahraman. Kaya Yıldız. Hüseyin Arslan. Damla Arslan. Kemal Kayıkcı. Ramazan Yirci. (2016). Eğitimde Denetim ve Değerlendirme. 1. bs. Ankara: Pegem Akademi.
- Shorten, A. & Shorten, B. (2013). What is Meta-Analysis? Evidence-Based Nursing, 16(1), 3-4.
- Taymaz, H. (2012). Eğitim Sisteminde Teftiş. Kavramlar İlkeler Yöntemler. 9.bs. Ankara: Pegem Akademik Yayıncılık.
- Top, M., Tarcan, M., Tekingündüz, S., & Hikmet, N. (2013). An analysis of relationships among transformational leadership, job satisfaction, organizational commitment and organizational trust in two Turkish hospitals. The International journal of health planning and management, 28(3), e217-e241.
- Turgut, T. (2011). Çalışmaya Tutkunluk: İş Yükü, Esnek Çalışma Saatleri, Yönetici Desteği ve İş-Aile Çatışması İle İlişkileri. Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi, 25(3-4), 43-62.
- Uçar, Y. (2005). Performans Değerlendirme ve Eğitim Kurumlarında Bir Uygulama (Yüksek lisans tezi). Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü.
- Uyargil, C. (2013). Performans Yönetimi, Bireysel Performansın Planlanması Değerlendirilmesi ve Geliştirilmesi. 3.bs. İstanbul: Beta Yayıncılık.
- Wong, C. A., & Laschinger, H. K. (2013). Authentic leadership, performance, and job satisfaction: the mediating role of empowerment. Journal of Advanced Nursing, 69(4), 947- 959.
- Xiaoming, Y., Ma, B. J., Chang, C. L., & Shieh, C. J. (2014). Effects of Workload on Burnout and Turnover Intention of Medical Staff: A Study. Ethno Med, 8, 229-237.