

## Study manager' evaluation form according to teachers and managers

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**Abstract**— This study was conducted with the purpose of examining school manager's evaluation form according to managers and teachers. The descriptive study method was of measurable kind. In this study, statistical team consisted of whole managers, teachers and professionals involved in education departments of Esfahan city. The sample considered in this research included 120 teachers, 60 managers and experts selected randomly. Research tools included a questionnaire containing 24 questions designed in Likert five-degree scale and one open-response question in the form of interview from experts about formulation of indices, how to conduct evaluation and using the results which were summarized and classified. Evaluation of questionnaire stability was calculated by Kronbakh Alfa which manager's questionnaire validity was estimated to 87% and teacher's one to 94%. One-variable t-test, variance analysis test and elements analysis method were used in order to analyze the data. Questions of questionnaire were classified into three classes: administrative and financial elements, educational elements and managerial and meta-managerial elements. Findings indicated that attention to manager authority in administrative and financial, educational, managerial and meta-managerial skills in evaluation form was more than average level. In addition, the comparison of managers' and teachers' viewpoints in terms of demographic information conducted by multi-variable variance analysis (MANOVA) showed that there is no significant difference between managers' and teachers' viewpoints in evaluation form.

**Index Terms**— manager evaluation, performance evaluation, management skill, educational system

### 1 INTRODUCTION

Organizations require effective methods in performance evaluation in order to improve individuals' performance. Methods evaluated employees' performance according to given criteria and duties description, can identify their performance weaknesses and strengths and enhance quality of services with improving their performance. Considering the competence and skill of agents in society is probably synchronous with the emergence of governments in the world. Aristotle at 25 century ago believed that if s society wants welfare, it should assign the job to its expert, determine the responsibilities, specify regulation and establish law jurisdiction. School managers are among the most important elements of education system towards objectives of education. Therefore, their performance should be identified and evaluated so that accessibility to organization goals is given. The aim of this study is to explain main fields and evaluation components of school managers' performance. Performance evaluation is an important and complex concept because it includes two complex and important approaches: performance measurement and evaluation (Gudelis, 2004). Performance measurement is in turn very important and its definition is difficult. Its importance is known in both terms which often mentioned in the related literature. What is measurable is something that you obtain (Adams & Roberter,

1993) and if you cannot measure it, will not be able to manage it because you don't know whether it is improved (Nilli & Adams, 2004). According to different definitions obtained from this concept, it can be concluded that measuring the continuous stability performance and reporting achievements of predetermined objectives occur during a period (Gudelis, 2004). The concept of performance measurement is also difficult because of performance extension. Performance includes behaviors which are multi-dimensional, measurable and have different value based on contribution to completion of individual, unit or organizational objectives (Aguinis, 2004). In one hand, evaluation concept is also extensive and refers to regular study for determining the quality and importance of a phenomenon (Rasi et.al, 2004). Experts claim that evaluation of teachers' performance isn't a simple, cognitive and objective process (Sarjet et.al, 2005). Evaluation difficulty is because of the variety of criteria and performance objectives and lack of a single approach for evaluation of all teachers, even teachers in the same organizational positions and or one teacher in different situations (Seif, 1384). In this regard, one of the important challenges inside organizations is the discussion of managers' performance evaluation. The current process of performance evaluation in organizations inspired from performance management goes ahead if mentioned in the case form, and apart from performance evaluation, focuses on determining competency and skill, the ability of growth and

enhancement (Esmaeili, 2004).

Nowadays, the importance and the necessity of the evaluation aren't covered for anyone. It is necessary and inevitable in administrative system. When evaluation is scientific and valid, it increases efficiency and competence of personnel and organization and prevents its disorder and disturbance. In some countries, movement towards evaluation is considered as one of the methods for making schools responsible to their work results. In countries like English, northern America and Scandinavian countries, precise and serious inspection of schools and evaluation is as a tool to assure that schools do their tasks. In addition, in order to ensure the quality of education, inspection and supervision is performed inside school. School inspection in an un-intensive education system is a kind of external quality controls which managers and their performance has been examined. This inspection is conducted in various forms and includes external assessment in the form of formal visits to school for identifying quality structure of each school and evaluation by personnel and or a combination of internal and external evaluations (Bazargan, 1383).

Dpoey (2002) mentions to capabilities expected from managers in northern America in studying the necessary skills for school managers. In 1980, American community of middle school managers recognized twelve necessary skills or abilities for managers by its evaluation centers. Proficiency in problem analysis: can determine main elements of a problem and search information with a clear objective. Judgment: can identify education requirements and establish priorities. Proficiency in organizing: plan and control others activity, use resources optimally and accountability to various and different demands. Skill in making decision: can specify appropriate time for decision-making and act individually. Educational leadership: can attract others to participate in solving problems and guide them in realizing different duties. Sensitivity: can understand others' requirements and personal problems and help to solve conflicts. Stress tolerance: can work and dominate on itself in stressful environment, Can verbalize thoughts and events clearly and distinctly, communicate in written form, can express thoughts and events in written form clearly for different groups. Public culture: having skill to discuss about topics related to education, policy, current events and tendency to participate actively in society life. Personal incentive: tendency or necessity to progress and success in activities undertaken. Coordinated training value: having a coordinated training philosophy emerged from past great ideas and prepare to accept new thoughts and changes (Eghbal, 1386). Derfaki

(1379) in his study concluded that personnel performance evaluation in organization's manpower improvement programs which is one of the evaluation objectives wouldn't be effective and doesn't show considerable information about weaknesses of individuals' occupational and behavioral performance. Tiban (1379) in studying and analyzing the current condition of performance evaluation system achieved to these results. The results of annual evaluation are completely effective in generating inequality sense among employees. It isn't effective to evaluate employees annually in terms of knowledge of people about organizational desires and expectations. It isn't effective to evaluate in terms of knowledge of strong and weak employees as well as appointment in higher positions and its cause is to conduct nominal evaluation. Nazari (1381) in his study under "the survey of teachers' performance evaluation system" concluded that evaluation is a necessary and vital matter and education should possess a logical evaluation system as an organization. Managers and teachers are among important elements of educational system and their performance affects whole system. Therefore, we should attempt to invite motivated managers and teachers in schools and remove indifference and discouragement from schools using human resources management tools. Ali Mohammadi (1382) in an investigation under "the study of errors in evaluation methods" achieved to this conclusion: errors in evaluation is resulted from functional factors, process factors, adequate incompetence of evaluators. According to Ahmadian (1385), the most important objectives of performance evaluation system include improvement of satisfaction, enhancement of performance level and finally effectiveness of organization activities. In order to achieve above-mentioned objectives, we should try continuously to improve its mechanisms. The consequence of such efforts will be self-evaluation, creating encouragement and punishment system scientifically and properly, conducting organization towards progress and finally more rapid realization and improvement of organizational objectives. Sherli (2003) showed in his research that we should consider indices such as accessibility to objectives, incentive and communication with client in order to evaluate manager activity. Sirjivani (2003) introduced manager's evaluation indices in this manner: the number of innovative solutions, ability to solve problems innovatively and personnel encouragement amount in achieving the objectives. Lutz (2005) in his studies applied two criteria in order to explain effective management: a-realize organization purposes with high qualitative and quantitative standards, b-provide employees with satisfaction and job commitment. The realization of organization objectives is one of the main criteria for measuring manager performance. What is important in this regard include management reliance on purpose and existential philosophy of organization. Although main

criterion for manager evaluation is his performance quality in realizing the objectives of organization, personnel have key role in this regard. In a study done by Katen (2005), it became clear that managers obtain their desirable results and create secure and regular educational environments. They should be always available, visit to classrooms in regular, involve their personnel in decision-makings, collaborate with them and participate actively in educational programs of school (Ghaforian, 1383).

## 2 METHOD

The method of research in this descriptive study is measurable. In this research, statistical team includes managers, teachers and experts in Esfahan education. Since the proportions of P and Q weren't given, at first they were estimated by 30 elementary questionnaires. As a result, the capacity of sample was determined as 120 persons for teachers and 60 persons for managers. Sampling method was random which in all schools a questionnaire was distributed among managers but it was distributed among teachers in accordance to sample content and in the form of available sample. In the current study, the necessary data were gathered using two individual interviews with professionals and authorities in a semi-structured method as well as studying the present evaluation forms as a questionnaire. In total, the content of 10 individual interviews and 160 series of responses related to questionnaire were analyzed. Data collection tool is questionnaire and has two general sections: a) closed-response questions according to this evaluation form, b) open-response questions in the form of interview about how to conduct evaluation and use the results of this evaluation and its indices and express suggestions and criticisms to respond to closed-response questions using a Likert five-degree scale. Tool stability was obtained using Kronbakh Alfa coefficient by which managers were estimated to 94% and teachers to 87%. In relation to justifiability, it is necessary to note that investigator can not change the questions because of using evaluation form questions and in fact, this study determines justifiability of questions. Data analysis was conducted in both descriptive and deductive statistic levels. In descriptive statistic level, we used table, frequency distribution, diagrams, percentage, mean and standard deviation. In deductive statistic level, we used analysis of agents, one-variable t-test and multi-variable (MANOVA) variance analysis test. Data processing was conducted in SPSS software medium (version 16).

## 3 THE FINDING OF DESCRIPTIVE-MEASURABLE METHOD

### The first question: Is manager authority in administrative-financial skills considered in the evaluation forms?

Table (1) frequency distribution and the percentage of responses to administrative-based questions

number	To what extent, each of following cases measure administrative-financial skills		Very low	low	high	Very high	average
17	Control enforcement of law	F %		2 8.1	33 0.30	75 2.68	71.3
23	Comply with laws	F %	1 /9	2 8.1	28 5.25	79 8.71	75.3
22	Attend timely in work place	F %		2 8.1	19 3.17	89 9.80	82.3
15	Control enrollment of learners	F %		6 5.5	32 1.29	72 5.65	67.3
19	Prepare	F %		4 6.3	37 6.33	69 7.62	64.3
20	Perform duties related to costs	F %		1 0.9	36 7.32	73 4.66	71.3
16	Enforcement of circular letters	F %		2 8.1	34 9.30	74 3.67	63.3
5	Formation of councils	F %		4 6.3	36 7.32	70 6.63	64.3
1	Organizing man power with coordination of sovereign department	F %	3 7.2	9 2.8	44 0.40	54 1.49	24.3
18	Take advantage of financial resources	F %		3 7.2	38 5.34	69 7.62	49.3

According to table (1), the most score average of answers is related to index 22 "attend timely in work and participate effectively" with mean 82.3 and the least average is related to index 1 "organizing man power with coordination of sovereign office and send description of duties and expectation from educational counterparts at the beginning of educational year" with mean 24.3.

### The second question: is manager capability in educational skills is considered in evaluation forms?

Table (2) frequency distribution and the percentage of answers to questions about manager's educational skills

number	To what extent, each of following cases measure educational skills		Very low	low	high	Very high	average
11	Innovation, invention and initiative in performing tasks	F %		7 4.6	43 1.39	60 5.54	50.3
10	Provide suitable basis to present designs	F %		7 4.6	41 3.37	62 4.56	51.3
6	Identify factors of educational loss	F %		6 5.5	31 2.28	73 4.66	65.3
13	Control in learning and teaching processes	F %	1 0.9	5 5.4	31 2.28	73 4.66	68.3
14	Monitor personnel performance in educational	F %		4 6.3	33 0.30	73 4.66	68.3
4	Take advantage of man power in educational unit	F %	1 0.9	2 8.1	33 0.30	74 3.67	63.3

Findings in table (2) show that the most score average of answers is related to index 13 “monitor personnel performance in educational unit and their evaluation” with mean 68.3 and the least average is related to index 11 “innovation, invention and initiative in performing tasks and or invent good methods to transfer insights and occupational skill of others” with mean 50.3.

**The third question: is manager authority in managerial and meta-managerial skills considered in evaluation forms?**

Table (3) frequency distribution and the percentage of answer to managerial, meta-managerial-based questions

number	To what extent, each of following cases measure managerial and meta-managerial skills		Very low	low	high	Very high	average
3	Formulate plan for educational unit		1	5	34	70	41.3
			0.9	5.4	9.30	6.63	
2	Organize in order to encourage counterparts		1	7	45	57	35.3
			0.9	4.6	9.40	8.51	
9	Attempt to provide a suitable basis to develop			9	37	64	43.3
				2.8	6.33	2.58	
7	Prepare elementary works to hold and send			7	26	77	63.3
				4.6	6.23	0.70	
21	Comply with Islamic rites and social normality		1	1	23	85	78.3
			0.9	0.9	9.20	3.77	
26	Study books and justifiable publications in relation		4	19	69	68	25.3
			5.2	9.11	1.43	5.42	
12	Enhance health level, spiritual and physical health			7	26	77	63.3
				6.4	6.23	0.70	
8	Attempt to establish desirable human relations			4	25	81	76.3
				6.3	7.22	6.73	

According to table (3), the most score average of answers is related to index 21 “comply with Islamic rites and social normality” with mean 78.3 and the least average is related to index 26 “study books and justifiable publications in relation to tasks” with mean 25.3.

The results of data analysis related to considering administrative, financial, educational, managerial and meta-managerial skills of managers in evaluation form showed that t observed in critical table value is bigger at 0% error level. Therefore manager authority in above-mentioned skills is considered in evaluation form which its results are shown in table (4).

Table (4) comparison of manager authority score in administrative, financial, educational, managerial and meta-managerial skills with assumed mean 3

First agent	average	std	ste	t
Financial, administrative	63.3	0.358	0.028	40.22
educational	61.3	0.456	0.0360	97.19
Managerial, meta-managerial	49.3	0.412	0.032	27.15

Multi-variable variance analysis (MANOVA) was used to examine the differences between managers’ and teachers’ viewpoint in terms of sex, education, course and service record about these three-fold factors. According to results in table (2), t observed in administrative-financial, educational, managerial and meta-managerial components wasn’t significant at level  $p \leq 0.05$  in terms of position (teacher or manager), sex, education, educational course and service record, and respondents had the same views.

Table (5) the summary of multi-variable variance analysis

Demographic information	aspects	F	Significance level	difference	Statistical exponent
position	Administrative, financial	0.495	0.483	0.005	0.107
	Educational	0.145	0.705	0.0021	0.066
	Managerial, meta-managerial	75.2	0.100	0.010	0.376
sex	Administrative, financial	0.016	0.899	0.000	0.052
	Educational	01.1	0.316	0.010	0.169
	Managerial, meta-managerial	0.937	0.335	0.010	0.160
education	Administrative, financial	0.570	0.636	0.017	0.164
	Educational	0.807	0.493	0.025	0.219
	Managerial, meta-managerial	0.416	0.742	0.013	0.130
course	Administrative, financial	54.1	0.219	0.031	0.21
	Educational	88.1	0.157	0.038	0.384
	Managerial, meta-managerial	08.1	0.344	0.022	0.234
background	Administrative, financial	0.675	0.569	0.021	0.188
	Educational	0.975	0.408	0.030	0.259
	Managerial, meta-managerial	0.810	0.492	0.025	0.219

At first, agent analysis method was used to classify and reduce questions in varimax method which the results of 24-fold questions were classified into three administrative and financial, educational and managerial/meta-managerial elements.

Table (6) distribution of net value, the percentage of variance and combined agent variance

agents	Net value	Variance percentage	Combined variance percentage
Administrative, financial	24.5	79.22	79.22
educational	14.4	03.18	83.40
Managerial, meta-managerial	57.3	53.15	37.56

Based on table (6), 24 questions in questionnaire were reduced to three factors in varimax method which sampling adequacy index value (KMO) 0.889 indicates sampling adequacy. The first agent called administrative, financial explains



79.22 % of variance. The second agent called educational explains 03.18 percent of variance and the third agent called managerial and meta-managerial agent explains 53.15 percent of variance.

**Findings from gathering information by interview**

The existence of open-response question in questionnaire allows student to talk with authorities and experienced managers while respond to questionnaire and obtain literature related to this topic. In this regard, we mention to cases classified and summarized under suggestions and criticisms about this evaluation form on the basis of interview results.

**(7) suggested components by experts and senior managers about evaluation forms**

row	Suggested topics by experts
1	Increase personnel participation in evaluation process
2	Make culture in evaluating
3	Eliminate cases not indicating manager's competence or incompetence
4	Evaluation should be carried out collectively and various experts express their views
5	Specific score is designed for difference in geographical school conditions
6	A part of manager evaluation is performed by counterparts accurately
7	Form should not be completely close response (manager's primary performance should be stated)
8	Components are transformed into a notebook and assign them to managers
9	Monitor continuously and its feedback should be made clear
10	Managers should study evaluation articles in sessions
11	Evaluation is carried out by informed people
12	Apply evaluation results properly
13	Pay attention to managers' task basis (manager's attention and activity in education)
14	Design suitable form and focus on methods of performance

**(8) experts' and senior managers' criticisms about evaluation forms**

row	Experts' criticisms about evaluation components
1	The existing evaluation indices are general
2	Lack of precise definition of indices (components)
3	Majority of indices can not be measurable
4	The current indices don't include all managers' activities
5	Environmental factors aren't considered in the forms
6	Not surveying of counterparts and ...
7	Lack of efficient and precise control of counterparts' performance
8	Unavailability of cultural basis required for evaluation
9	Weakness of administrative departments in conducting regulations precisely
10	Apply evaluators' interest for granting in evaluation components
11	not conducting evaluation cycle precisely (interview at the beginning and end of course)
12	Not comply with managers in relation to some components
13	Pay no attention to competency on the basis of evaluation score

14	Lack of sanction in arranged functions about evaluation results
15	Evaluation objective isn't clear (lose evaluation objectives)
16	Having no evaluation effect on position enhancement or deposition
17	Forget form until giving score

**Formulate indices in evaluation form based on management skills**

number	a) manager's educational specialized skills (classification of subtopics)
1	Present models of effective teaching methods if necessary
2	Visit classroom frequently and observe process of activities alternatively
3	Apply efficient methods for scheduling teachers' activity
4	Support counterparts to present innovative teaching methods
5	Make decision continuously in relation to educational programs for students
6	Pay attention to perform educational programs
7	Do activities based on student development
8	Provide encouraging opportunities for professional personnel development
9	Coordinate and control exams
10	Control, evaluate and consult with employees about their performance
11	specify guidance books for students
12	Determine educational requirements with cooperation of personnel
number	b) technical management skills
1	Understand changes and developments carried out in education
2	Attend in sessions, read specified journals
3	Use existing technologies
4	Attend in conferences, educational courses and workshops
5	Attempt to provide students and counterparts with a secure, clean and pleasant medium
6	Understand instructions and regulations
number	c) human skills for manager
1	Respect senior people
2	Respect counterparts', students' and parent's rights
3	Interact with parent about how to improve quality of education
4	Develop coordination between teachers
5	Have critical spirit
6	Have honesty in speech and avoid to apply improper allusion and criticism
7	Have sympathy spirit, respectfulness and concern about personnel and students
8	Being responsible
number	d) administrative and organizational skills for manager
1	Efficient management of financial resources
2	Inform supervisor about absence and return date
3	Record educational activities and occupational reports of employees
4	Attend regularly at work and reach to work place in time
5	Assign resources properly in cooperation with counterparts
6	Empower in reaching the objectives better
7	Prepare reports of school timely
8	Guide activities related to teachers, students and other employees
9	Inform department of efforts, problems and progresses in academy

**4 DISCUSSION AND CONCLUSION**

The analyses of findings based on attention to manager ability in administrative and financial skills in evaluation form showed that average score in considering manager ability in administrative, financial skills was 63.3 with standard devia-

tion 358.0. In addition,  $t$  observed from critical value showed that focus on managers' ability in evaluation forms was more than average level. Administrative, financial agent represent 79.22 percent of variance indicating importance of this agent in existing evaluation forms compared with educational, managerial and meta-managerial agents.

Analysis of findings related to considering manager ability in educational skills in evaluation form indicated that average score in considering manager's ability in educational skills is 61.3 with standard deviation 456.0. Also  $t$  observed from critical value in table is bigger at error level 5%. The comparison of average responses with assumed average 3 showed that attention to managers' ability in educational skills is more than average level in evaluation forms. Educational agent represents 03.18 percent of variance.

Analysis of findings related to considering manager ability in managerial and meta-managerial skills showed that average score in considering manager ability in managerial and meta-managerial skills was 49.3 with standard deviation 412.0. Comparison of average responses with assumed average 3 indicated that attention to managers' ability in managerial and meta-managerial skills was more than average level in evaluation forms. Managerial and meta-managerial agents with 53.15% represent the lowest percentage of variance among these three agents. Studies show that managers' performance can be separated in various forms and the study and evaluation of their performance is conducted with regard to kinds of human, cognitive and financial skills as well as planning, leadership, organizing, communication and decision-making known as managerial and meta-managerial skills.

According to above-mentioned matters, the result of this study is not consistent with Esna Ashar (1375), Derfaki (1379), Tiban (1379), Hakimi (1378), Ahmadnia (1385) and .... The results of previous research showed that the current process of evaluation system couldn't access to its objectives. In addition, concerning reform programs of organization which is one of the objectives of evaluation, any achievement isn't obtained as well as doesn't represent considerable information about occupational and behavioral weaknesses. Conducting evaluations isn't effective in knowledge of strong and weak personnel.

It is necessary to note that the objective of previous researches is to examine evaluation system in education. While in this study, researcher examines the existing indices in evaluation forms, the results of research according to questionnaire questions indicate that indices are suitable in these forms which of course, matters about form generalities were addressed and we mention to them in open-response question findings.

Open-response question findings in the form of interview are consistent with results of studies by Ahmadnia who think evaluation objective is to improve performance level of employees. Divis and Satish (1993), Larens and Clinton (1998) mentioned to kinds of management skills and considering those skills in evaluation which are consistent with open-response question findings. Katlin Katen (2005), Sherli (2003) and Sejjvani (2003) emphasized indices such as ability to solve problems innovatively, ability to encourage personnel, motivate and communicate with client. What was introduced as a

new approach in evaluation was to adjust evaluation form using criteria so that the performance of managers is improved. Indices involving management activities are effective in removing defects and reaching to desirable condition. The suggested indices were classified into four classes: a) specialized educational skills, b) technical skills, c) human skills and d) organizational, administrative and financial skills and sub-topics related to each skill made clear. The existential nature of this pattern is to produce a tool for evaluating management performance. Based on theoretical fundamentals, the objectives of this pattern include: measure comprehensive and precise evaluation of management performance, provide a basis to determine manager's performance evaluation components and indices, determine manager's competence in terms of objective performance. Nowadays, we mostly discuss evaluation as a determinant agent for effectiveness of any cultural, social and educational development program. Therefore, developing process of evaluation is more emphasized. Management evaluation is one of the topics which is today considered more important because of necessity to given indices in understanding weaknesses and strengths of managers and determining more precise factors and aspects. In a survey of managers about evaluation form, they explained that the most important barrier and the first priority in evaluation is lack of acceptable standards in conducting evaluation. They also addressed some investigable cases, for example, evaluation cycle isn't done precisely, managers' performance measurement isn't similar to fact and feedback course isn't conducted in evaluation system. The most frequent indices which are in management evaluation form include: ability to organize and use man power suitably, comply with regulations and hierarchy, control education process, communicate with counterparts and .... According to the importance of evaluation topic and its role in improving management performance, education department should provide a field to improve the results of evaluation. Similarly, permanent control of management activities is emphasized. It is interesting to note that parent and counterparts as informed people in the process of management activity are of special importance towards enhancement of efforts of academy activities. Managers' participation in preparing evaluation forms not only helps to design forms consistent with performance kind in terms of local condition, it also makes managers pay more attention to evaluation feedback and increase their performance improvement. One of the cases which can be addressed in preparing evaluation forms is to relate evaluation options to different aspects of managers' activity. When evaluation is in accordance with principles and its enforcement method is appropriate, undoubtedly it improves performance and enhances quality level of activities. It also induces more motivation in managers. Evaluation by oneself and counterparts is an effective and just strategy for evaluation. One of the suitable feedbacks and results is to use evaluation results in its enhancement. Evaluation importance requires that education system moves towards its improvement. According to evaluation importance in enhancing performance quality and inducing motivation in managers it seems that evaluation process is improved by reviewing evaluation forms, changing and formulating more precise and clear indi-

ces. The main limitations of this research included limited results of this research in Esfahan city and limited conclusions to statistical team.

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