

The degree to which principals employ electronic job performance evaluations for physical education teachers

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Abstract

The study's goal was to determine how frequently school principals use electronic performance files to evaluate physical education teachers' jobs. To achieve the study's objectives, a questionnaire with 30 items was created. The findings revealed that the mean of using electronic job performance evaluation was medium, with the domain of evaluation criteria having the highest average and the domain of performance file outputs having the lowest. According to the (t) test, there are significant gender differences in the degree of evaluation use with males outnumbering females in such use. We come to the conclusion that for the purpose of assessing the performance of the teacher who is on trial, the electronic performance evaluation is consulted. During the probationary period, his performance and behavior are evaluated. To be brought to his attention after each instance of him acting and performing strongly. To enhance their administrative performance and lessen their workload, teachers' job performance needs to be evaluated electronically.

Keywords: Electronic Evaluation, Evaluation Criteria, Evaluation Objectives, Degree of Use, Public Schools.

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1. Introduction

With the development of technological and informational knowledge in all areas of life and knowledge, including educational administration, the impact of rapid transformation and great changes in the world has been felt over the last few decades. Contemporary administration works to achieve what the individual aspires to, through its success in the functions of multiple administrative operations, to be able to bring about change through possessing the skills to deal with the changes of this era. And for achievement and outstanding performance, both for itself and for employees (Bouskila-Yam & Kluger, 2011). Given the evolution of administrative systems and their operations, paper transactions and traditional procedures have given way to electronic methods in administrative work. Electronic performance evaluation is one of the fundamental modern tools and processes that has borne a large share of the changes in educational institution management (Murad & Bdour, 2016).

The school works to help students develop their personalities by fostering self-awareness, enhancing their energies, and fostering their creativity. For a school to continue to fulfill its mission, there must be continuous follow-up and evaluation of all elements (Al-Azzawi, 2010). The electronic evaluation of job performance is carried out in accordance with standards that are accurate in expressing the performance to be measured and evaluated, resulting in high-quality information being obtained from the performance measure.

These standards must be distinguished by strategic compatibility, which is defined as the extent to which the performance appraisal system can elicit or distinguish job performance that is consistent with the organization's goals, objectives, and culture. That is, in addition to its validity, stability, and ability to distinguish, the scale measures what it is designed to measure (Al-Ta'ani & Al-Damour, 2012).

A physical education (PE) instructor who possesses strong instructional techniques, a wealth of fitness-building knowledge, and a strict teaching attitude will have a significant impact on students' growth as athletes and the development of long-lasting sports habits (Xiong et al, 2020; Behzad et al., 2018).

The process of performance appraisal and management is the most important component of human resource management. Furthermore, it identifies the employees' strengths and weaknesses at the level of individual performance as well as of the organizational unit where they work (Murad & Bdour, 2016). The performance of PE teacher must be assessed in light of crucial performance evaluation factors like objectivity, dependability, participation, and openness (Özer, 2013).

From an administrative standpoint, performance is defined as carrying out the job's obligations and responsibilities at the pace set by the competent and trained worker. This rate can be determined by analyzing performance, examining the quantity of labor and time required, and establishing a reasonable relationship between them (Heslin & VandeWalle, 2011). Performance is the set of goals that the school seeks to achieve through some of its employees; it is the result of the interaction between the individuals' abilities and their motivation to work (Al-Masaeed, 2009).

Performance appraisal is defined as "an organized process of gathering and analyzing information for the purpose of determining the degree to which objectives have been met and making appropriate decisions about them" (Allam, 2018). The electronic performance evaluation is also known as an electronic system, which is developed using processors, operating systems, and application software on a computer, so that all teachers have their own files in which the official electronic evaluation form falls (Al-Kisban, 2010). It is developed to evaluate the performance,

behavior, and results of persons throughout their work by continuous, regular observation of their behavior, performance, and results.

Depending on specific inputs, the model can be run manually or electronically. All of this is done over predetermined time frames during which each person's productivity, activity, and behavior at work are evaluated impartially, objectively, and on an electronic model. As a result, people are ultimately rewarded for their work and productivity (Van Dijk & Kluger, 2011).

In order to improve efficiency, productivity, and performance levels, the electronic performance evaluation is used to identify needs by providing significant saved employee information that can be accessed quickly and easily. Electronic evaluation also provides a graphic analysis of the teachers' performance from the start to the conclusion of the year, and it is easy to determine the performance path, which is either increasing or declining, by looking at the graph. This graph can also be used to identify times and topics of strength and weakness (Al-Kisban, 2010).

The data is a starting point for conducting field studies on the situation of employees, their problems, and the organization's future. It also encourages employees to improve their performance and establishes a fair and objective basis for promotions, transfers, and bonuses (Abdel Naby, 2010). Periodic, ongoing, and regular electronic performance appraisals are required. The computerized performance review method should be used for all employees at all levels, including supervisors and leaders. It is important to rely on adequate and reliable information that is documented in electronic records which are easy to access. The principles regulating the evaluation process must be defined and given by the highest competent authority through a decision or procedure.

Multiple models and procedures should be employed, depending on the number of levels or professions (Durra, Al-Sabbagh, Ahmed & Al-Adwan, 2010). Based on the fundamental difference between the teacher's functions and the functions of other government employees, work has been done to track the teacher's performance using the teacher's electronic evaluation form. The significance of this rests in establishing the concept of management with goals and results, as well as linking individual performance to institutional success through the definition of precise and measurable performance standards.

As a result, they are considered the key source for filling out teachers' annual reports, and the instructors' computerized annual performance file offers a number of objectives that benefit the teacher. Based on the overall outputs of the educational process, which are consistent with the evaluation's objectives, including improving and developing teachers' performance as a final goal for the evaluation process. It also contributes to identifying training and development needs using a scientific and objective methodology (Civil Service Bureau, 2007).

The electronic annual performance appraisal form for teachers is a file for evaluating teacher performance, and it was first used in 2007. It is regarded as the primary recognized reference for filling out yearly reports for instructors (Civil Service Bureau, 2007).

Furthermore, electronic performance evaluation aids in the identification of skilled instructors for leadership positions (Kurtel, 2011). In addition, the electronic performance evaluation file is used as a guide for evaluating the performance of the instructor who is on trial. The teachers' performance and behavior are assessed in three phases during the course of the experiment, with their attention called to the areas of strength in their performance and behavior after each period. If the teachers' performance remains below the required level despite the measures implemented by the principal of

the school or the official concerned, and the teacher receives an average or poor grade at the end of the probationary period, the teacher's could not get the promotion (Civil Service Bureau, 2007).

The electronic evaluation of teachers' performance includes general information about the teacher in the first section. The second section includes the teacher's work, activities, plans, and goals, as well as the part about following up on what the teacher has implemented. In the next section, the school principal's feedback is followed by writing the performance report, which is the output of the work based on the objectives. Then there are the director's recommendations (Civil Service Bureau, 2007).

1.1. Literature Review

Another study (Mwanguzi, 2010) sought to determine the impact of evaluation practices on teachers' job performance in terms of participation in school activities, teaching quality, and participation in school administration. The researcher used the descriptive approach. The study included 163 teachers, with 43 from public schools and 120 from private schools participating. The researcher who concludes, based on the findings that there is no relationship between assessment practices and teacher participation in school activities, but that there is a statistically significant relationship between assessment practices, teaching quality, and teacher participation in administration. A previous study (Namuddu, 2010) of 78 teachers in the Aga Khan Schools in Kampala District, Uganda, found a statistically significant relationship between teacher-based assessments and teacher performance, as well as a statistically significant relationship between school assessment criteria and teacher performance. The findings also revealed that the evaluation criteria lacked specificity, organization, and a focus on individual activities.

Robert (2011) did a study in Houston, Texas, to examine school principals' impressions of the utilization of electronic management technologies in their current schools. In the study, 310 principals completed a 32-item questionnaire about electronic management apps, followed by qualitative interview questions about the role of electronic management in their administrative job. After gathering and evaluating data, the study found that 62.3 percent of principals believe that using electronic management in their schools is important since it helps them improve their administrative performance while also lowering their burden. The findings also revealed that there were no statistically significant differences in principals' assessments of the importance of electronic management in current schools, based on gender, school size, or principals' experience. According to the findings of a study by (Seyal, 2012), managers' computer usage was modest. School principals employ information and communication technologies for administrative objectives, according to the findings. The study also found statistically significant changes based on the experience variable.

Al-Lozi and Al-Zahrani (2012) conducted a study with the goal of identifying the factors affecting workers' job performance, determining the most influential ones, as well as the differences in the impact of these factors based on different demographic factors of workers. The study revealed that there is a substantial association between job performance and the combined independent variables (work environment, job communication, incentives, training, administrative leadership), as well as a favorable relationship between these aspects, individually. It also revealed substantial differences in the impact of organizational factors on work performance based on kind of job, experience, and educational level, but no changes in the impact of organizational factors on job performance based on social status or age.

Bin Zainal and Madon (2013) conducted a study to find the most effective performance appraisal methods utilized by Selangor University administrators in order to improve performance.

The findings revealed that the university relies on the direct manager's evaluation method and self-evaluation, and that senior management should have a thorough understanding of the performance evaluation program, that performance evaluations should be planned ahead of time, and that training on the evaluation system should be provided to achieve the desired results.

Murtaja's (2013) research on a sample of 325 secondary school teachers found that the annual performance appraisal method for secondary school teachers was somewhat effective from the teachers' perspective. Moreover, there are no significant differences in the study participants' estimates of the effectiveness of the annual performance appraisal system related to the gender variable (male, female), age, years of service, or the result of the most recent annual performance review. The findings also revealed a relationship between secondary school teachers' assessment of the effectiveness of the annual teacher performance appraisal system and their assessment of their own job performance.

Bahadir (2013) mentioned that, performance evaluations of PE teacher should not be conducted using subjective criteria. General performance appraisal criteria, intracurricular performance assessment criteria, extra curricular activities 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 decision criteria should be used in PE teacher' performance appraisal system.

According to the findings of Al-Ashqar's (2015) study, the program's effectiveness in assessing employee performance in the agency is high, and the electronic evaluation system contributes to the establishment of training programs to improve employee skills. The findings also revealed a low level of appreciation among UNRWA supervisors of the agency's interest in employee grievances about the evaluation result, as well as a low level of appreciation among supervisors for achievement as an important criterion for promotions, and that the electronic performance evaluation system led to the use of a variety of methods to collect data for the evaluation process, which negatively impacted the quantity and quality of data.

Al-Zoubi & Al-Hamad (2016) did another study with the aim of investigating the barriers to using information technology in public schools. According to the study's findings, managers' assessment of the barriers to employing information technology is that they have a moderate impact, and the types of barriers are listed in descending order of significance (the domain of technical obstacles first, then the financial and administrative obstacles, and finally the cultural obstacles). The findings revealed that there were statistically significant differences between principals' perceptions based on the variable of school stage, but no differences based on gender or principal speciality.

The findings of the Alklsh study (2017), which included 280 male and female teachers, suggested that public school principals' use of information and communication technology was moderate from the teachers' perspective, and that their level of administrative innovation was moderate. From the perspective of teachers, there is a positive, statistically significant association between the degree to which public secondary school principals use information and communication technology and the level of their administrative inventiveness. Mohamed and Osman (2019) did a study to discover the parameters used in evaluating teacher effectiveness. The data was collected using a questionnaire created by the researchers, and the study's findings revealed that the educational and cultural field axis utilized by the educational supervisor and the school director in evaluating the teachers' work received a medium rating.

1.2. The current study

Due to an increase in the number of teachers in Jordan's public schools, including graduates of PE, roles and performance have changed. To deal with this difficulty, researchers are looking for solutions that would help teachers finish their work faster.

This necessitates school administrators regularly monitoring their teachers, as the latter are the ones who have the greatest contact with children, and they are the architects of the future. The obligation of building future generations falls upon their shoulders. This is accomplished through a variety of performance evaluation approaches, including the use of technology as a quick instrument for electronic evaluation in order to attain quality, speed, ease, accuracy, safety, and distinctive performance.

Accordingly, the study's problem is represented by the need to determine the extent to which West Amman principals use electronic evaluations of PE teachers' job performance, as well as the degree to which they use electronic evaluations of PE teachers' job performance, according to the variables (gender, years of experience, and educational qualification).

The significance of this study stems primarily from its attempt to define the notion of, as well as the usefulness of technological tools in school administration for improving, facilitating, and completing duties. The study also concentrates on the efficacy of electronic job performance evaluation in influencing teachers, bringing about essential changes based on scientific standards and foundations, increasing work effectiveness, attaining goals and objectives, and on understanding the outcomes of the use of such assessment. As such, the current research aims to answer the following questions:

1. To what extent do government school principals use electronic evaluations of PE teachers' job performance?
2. Are there significant differences in the extent to which government school principals use electronic evaluations of PE teachers' job performance, depending upon the variables (gender, years of experience, and educational qualification)?

2. Method

The descriptive analytical method was used to achieve the study's goals.

2.1. Participants

The study participants were 130 principals from government secondary schools in West Amman, Amman. They were chosen using a basic random approach, and Table 1 details the study sample's distribution by variables.

Table1. Distribution of study sample

Variable	Category	N (%)
Gender	Male	80(62%)
	Female	50(38%)
Educational Qualification	Bachelor	90(69%)
	Postgraduate	40(31%)
Years of Experience	less than 5 years	20(15%)
	5-10 years	40(31%)
	More than 10 years	70(54%)
Total		130

2.2. Measures

2.2.1. The degree of use of electronic evaluation of job performance

Based on the related theoretical literature and a review of the methods of previous studies that examined the degree to which school principals use electronic assessment of teachers' job performance, such as in Al-Ashqar's (2015) study, a questionnaire was created to collect data about government school principals' use of electronic assessment of PE teachers' job performance.

The questionnaire originally had two parts: The first contained general information about the study participants, such as gender, years of experience, and educational qualification. The second part measured the use by school principals in West Amman of electronic evaluation of the job performance of PE teachers. The questionnaire had 30 items on the three major aspects of the study's subject, which are as follows: Electronic evaluation criteria (9 items), the objectives of the electronic evaluation (9 items) and evaluation outcomes (12 items).

A 5-point scale based on the Likert Scale was used, with five degrees of approval, to gauge the extent to which school principals use the electronic evaluation of PE teachers' job performance (to a very high degree, to a great extent, to a moderate degree, to a small degree, to a very small degree).

2.3. The criterion for judging the degree of use

The following criterion was used to identify the degree to which school principals use electronic evaluation of PE teachers' job performance means: low degree of usage (1.0–2.33), medium degree of use (2.34–3.67), and high degree of use (3.68–5.0).

2.4. Validity and reliability of the study tool

2.4.1. Content Validity

The questionnaires were given to ten referees who are experts in educational administration and scientific research at Jordanian universities. They were asked to comment on the structural clarity of the tool's items, the validity of each item in measuring what it was designed to measure, the degree of belonging of each item to the particular field, and the degree to which the language formulation is accurate and complete.

They were also given the opportunity to combine, eliminate, or add to the wording of the tool's items. As a result, some of the items' linguistic wording was changed in response to the experts' amendments and observations.

2.4.2. Reliability of the study tool

Cronbach's alpha reliability was used to extract the internal consistency and calculate the reliability coefficients for the study instrument's domains. A survey sample of 30 male and female managers was used to test and retest the instrument.

With a 14-day time delay between the two application times, the Pearson correlation coefficient was calculated. According to Table 2, Cronbach's alpha stability coefficients for the performance domains ranged from 0.90 to 0.93, and Pearson's correlation coefficients ranged from 0.76 to 0.82, both of which are considered high stability values.

Table 2. Cronbach's alpha coefficient and test-retest reliability

No.	Domain	No. of Item	Cronbach's α	Stability Reliability
1	Evaluation Criteria	9	0.90	0.76
2	Evaluation objectives	9	0.93	0.82
3	Evaluation Outcomes	12	0.92	0.82
	Total	30	0.90	0.86

2.5. Data analysis

For each field and item of the questionnaire, the mean (M) and standard deviation (SD) of the responses of the study survey participants were calculated, classifying the items in descending order according to the arithmetic averages and assessing the degree of usage of the electronic evaluation.

The significance of the variations in participant estimations based on gender and academic qualification was determined using an independent sample T-test for the independent samples. Using one-way analysis of variance, participants' estimates on the extent to which school principals use electronic evaluation of PE teachers' job performance were compared according to years of experience.

3. Results and Discussion

Table 3 shows that M of the study participants' responses indicated a medium level of commitment by school principals to using electronic evaluation of job performance of PE teachers. The overall M was 2.65, with SD of 0.77. The field of electronic assessment criteria had the greatest estimate, with an M value of 2.71, and the field of electronic assessment outputs had the lowest estimate, with an M value of 2.65. This study supported the findings of Seyal (2012), Al-Zoubi & Al-Hamd (2016), Alklsh (2017), Al-Ta'ani & Damour (2015), Murtaja (2013), and others (Mohamed & Othman, 2019).

According to the researchers, principals' use of electronic job performance evaluations for PE teachers did not reach the desired level despite electronic job performance evaluations containing positives that have an impact on the teacher as well as the educational process and its components. Evaluation aids in making positive decisions about work performance in a way that accomplishes the educational institution's goals in order to carry out its responsibilities.

According to (Helmy, 1991), the nature of the current era has placed additional tasks on the teacher in relation to the learner. At the same time, the study emphasized the significance of ongoing evaluation of the teachers' performance in order to determine the extent to which they were successful in fulfilling their tasks. The process of evaluating a teacher's performance assists educational institutions in achieving a set of objectives, which include measuring the teachers' progress or regress in work with concrete standards or weights, as well as in determining whether or not they have achieved the necessary balance between work requirements and their academic qualifications and characteristics.

This is supported by (Ubari, 2018), who views evaluation as a methodical process that necessitates the collecting of objective and truthful data from a variety of sources in light of specific goals, through utilizing a number of instruments, in order to come up with quantitative estimations and descriptive data. It is based on making accurate judgements or conclusions about individuals, and it has a substantial impact on the level of performance and efficiency in carrying out specific activities or tasks.

Table 3. M and SD of the responses of the study participants on each domain

Domain	M	SD	Ranking	Estimates
Electronic evaluation criteria	2.71	0.45	1	Medium
Electronic assessment goals	2.70	0.61	2	Medium
Electronic evaluation outputs	2.65	0.81	3	Medium
Total	2.65	0.77		Medium

The M and SD of the participants' responses to the items in each domain of the degree of using the electronic evaluation of PE instructors' job performance were discovered. Table 4 shows that all of the electronic evaluation criteria items scored in the middle, with a total M of 2.71 and an SD of 0.90, and the highest average was for item No. 6, which states that (The positive feedback that I record on the electronic evaluation system increases the motivation of the PE teacher to work). It had an M of 2.96.

Item No.4 came in second place and states (The negative feedback that I record on the electronic evaluation system alerts the PE teacher to enhance weakness points in the future), with an M of 2.94. The M value for item No. 3 is 2.75, which states that (The electronic form encourages partnership between the school principal and the PE teacher). This is taken as proof of the significance of the input derived from the electronic evaluation system, regardless of whether it is positive or negative.

Some researchers suggest that the data from this input should be updated as part of the review process. It is regarded as a critical aspect in assisting in the control of PE teachers' job performance. According to (Sukar, Al-Khaznadar, & Naji, 2005), evaluating a teacher's performance reflects a judgment on the degree of a teacher's possession of certain performance skills, with the goal of boosting that level by overcoming the causes and circumstances of their performance weakness.

According to (Kenioua, Bachir & Bacha 2016) there is a strong positive correlation between job satisfaction and job performance as well as between job satisfaction and organizational commitment. In order to ensure the success of PE teachers, it is necessary to establish the right environment and to offer incentives and promotions based on unambiguous standards.

As a result, the reasons and circumstances that contribute to their strength are enhanced. (Al-Agha, 2004) adds that this process is carried out by principals, other teachers, and mentors to guarantee that teachers' professional growth is maintained.

Table 4. M and SD of the electronic evaluation criteria domain

Item No.	Item	M	SD	Ranking	Estimates
6	The positive feedback that I record on the electronic evaluation system increases the motivation of the physical education teacher to work	2.96	.98	1	Medium
4	The negative feedback that I record on the electronic evaluation system alerts the physical education teacher to enhance weakness points in the future	2.94	0.87	2	Medium
9	The criteria used in the electronic assessment system for physical education teachers are clear and easy to use	2.92	0.59	3	Medium
8	The system is flexible and accessible to most physical education teachers	2.90	0.90	4	Medium
5	The first part accurately measures the activity related to the physical education teacher's work	2.90	0.93	5	Medium
2	The performance profile standards constitute a strong incentive to double the effort towards achieving the goals	2.80	0.87	6	Medium
1	The electronic evaluation form used is consistent with the tasks	2.78	0.60	7	Medium

	performed by the physical education teacher				
7	The electronic form is realistic and directly linked to the school's goals	2.75	0.93	8	Medium
3	The electronic form encourages partnership between the school principal and the physical education teacher	2.71	0.91	9	Medium
	Total	2.71	0.90		Medium

Table 5 demonstrates this. All elements in the domain of electronic evaluation objectives were used to a medium extent, with M of 2.70 and an SD of (0.68). With M= 2.90, the highest estimate was for item 17, which said (I use the comparative principle of electronic assessment for the purpose of competition among PE teachers) with M of 2.88.

Item 15 (Highlighting individual differences between PE teachers in performance based on electronic assessment) is the second arrangement. Finally, with M of 2.70, the lowest estimate was for item 18, which states (I'm eager to place the PE teacher where he belongs, based on his qualifications and abilities as determined by electronic data analysis).

The researchers feel that, despite the items' moderate effectiveness, the school principals used the evaluation data positively, where the paragraphs that trigger the principle of comparison were taken electronically for the purpose of teacher competition. The greater the averages in the degree of use, the more individual variances there are. This is a promising sign that the evaluation process will continue to gain strength. However, in light of the skills accessible to them from human cadres with traits that respond to such indicators, it is a conventional strategy utilized by managers.

The researchers believe that the focus should be on the teachers' functioning skills, and ethics dictate that they collaborate with the group to which they are administratively assigned. This is to secure the advancement and progress of the society, whose foundation is the educational process.

Salem (2004) claims that traditional evaluation is based on an educational philosophy that stresses individual differences and fosters competition to enable individuals to achieve a relative superior position among their peers, without attempting to establish what practical talents, ethics, and positive constructive behaviors the individual possesses. Take, for example, the group's similar interests as a team that should collaborate for the welfare of society and its growth.

Hassan (2009) claims that electronic evaluation entails making a decision based on the application of a particular criterion or criteria. This refers to the provision of an electronic evaluation of a variety of events that can be judged in light of the criteria in order to make judgments; this contributes to improving job performance, which researchers believe indicates the need to improve the efficiency of human cadres in educational institutions, as well as work to improve managers' ability to use these indicators to improve employee job performance.

Table 5. M and SD of electronic evaluation objectives domain

Item No.	Item	M	SD	Ranking	Estimates
17	I use the comparative principle of electronic assessment for the purpose of competition among physical education teachers	2.90	0.93	1	Medium
15	Highlighting individual differences between physical education teachers in performance based on electronic assessment	2.88	0.87	2	Medium
14	Easily discover the strengths and weaknesses of physical education teachers based on electronic assessment through data analysis and graph	2.87	0.90	3	Medium
16	Determining the training and development needs of physical education teachers according to a scientific and objective methodology shown on the graph	2.84	0.81	4	Medium

10	The use of electronic performance assessment increases physical education teachers' confidence in their principal and that the results are objective	2.81	0.89	5	Medium
13	Through electronic performance evaluation, the principle of fairness is achieved among physical education teachers because of the non-interference of bias	2.76	0.91	6	Medium
11	Determine the skills of delegating powers and responsibilities that the physical education teacher incorporates into the electronic form.	2.76	1.01	7	Medium
12	I take into account the positive impact on the goals of the physical education teacher and the goals of the school through the electronic evaluation form	2.72	0.97	8	Medium
18	I'm eager to place the physical education teacher where he belongs, based on his qualifications and abilities as determined by electronic data analysis.	2.70	0.77	9	Medium
Total		2.70	0.68		Medium

Table 6 shows that all items in the output domain of the performance file had a medium degree of use, with M of 2.65 and an SD of 1.02. The most significant estimate was for item 24, which said (The PE teacher was briefed on the progress of the electronic evaluation to increase his degree of satisfaction with his products), with the M value of 3.10.

Item No. 20 was in the second order, and its M value was 3.09, and it stated (Motivating the PE teacher to develop remedial plans for educational problems in a special electronic item). With M of 2.65, the lowest estimate was for item No. 25, which states (Assists PE teachers to be involved in/associated with regulations and laws so that they are aware of educational legislation).

According to studies, this dimension expresses the usage of evaluation outputs in enhancing work performance. As a result, the highest levels used the two paragraphs of informing the teachers of the evaluation to increase their level of satisfaction with their performance and motivate them to develop plans to solve the pedagogical problems' that they were facing, which is one of the most important principles to follow in order for the teacher's evaluation to play its important role in guidance and counseling. Professional development programs and training courses are being prepared.

Al-Feki (1994) emphasizes that this is one of the most crucial rules that must be followed for the evaluation to be effective. The assessment results must be shared with the teacher so that he is aware of any weaknesses, and what to do about it. The teacher must also be aware of his obligations in carrying out his duties. The director, supervisor, or teacher should continuously evaluate the students. On the other hand (Suleiman, 2006) highlighted the need of knowing the results of evaluations, in order to fulfill teachers' professional growth goals.

Table 6. M and SD of electronic evaluation outputs domain

Item No.	Item	M	SD	Ranking	Estimates
24	The physical education teacher was briefed on the progress of the electronic evaluation to increase his degree of satisfaction with his products	3.10	0.80	1	Medium
20	Motivating the physical education teacher to develop remedial plans for educational problems in a special electronic item	3.09	0.82	2	Medium
22	In the electronic assessment, I take into account the assistance of the physical education teacher in comparing the results of his work with the agreed standards according to accurate results	3.06	0.73	3	Medium
29	Adhere to the electronic evaluation form to increase the motivation of the physical education teacher to work	3.01	0.88	4	Medium

19	I seek to improve the relationship between the principals and the physical education teacher through a participatory electronic evaluation form	3.01	0.93	4	Medium
28	I set the percentage of the performance outputs as a mechanism and show it to the physical education teacher to see where he reached in his performance, which appears in the graph during the year of work	3.00	0.91	6	Medium
21	Understanding of the physical education teacher regarding the objectives and mission of the electronic assessment	2.99	0.90	7	Medium
26	Understanding of the physical education teacher regarding the modern educational system and its philosophy	2.90	0.93	8	Medium
23	The physical education teacher' was keen to invest the official working time to make a product using the electronic evaluation system	2.88	0.87	9	Medium
27	Physical education teachers keenness to work in a team spirit	2.84	0.81	10	Medium
30	I monitor the implementation of educational activities according to the tracking on the electronic evaluation form	2.72	0.93	11	Medium
25	Assists physical education teachers to be involved in/associated with regulations and laws so that they are aware of educational legislation	2.71	1.01	12	Medium
Total		2.65	0.10		

Table 7 shows the results of the t-test for independent samples. Due to the gender variability, which is skewed in favor of males, there are statistically significant variations in the degree to which school administrators employ the electronic assessment of PE teachers, at the significance level (0.05).

Results also reveals that there were statistically significant differences in the estimates of the study participants on the degree of school principals' use of electronic assessment of PE teachers' job performance, depending on the educational qualification variable, with the value of T reaching a statistically significant difference in favor of those with higher qualification certificates (1.66). The findings were consistent with those of Al-Ta'ani and Al-Damour (2015), Mohamed and Osman (2019), Bin Zainal and Madon (2013), Al-Issa (2012), Muwanguzi (2010), and Namuddu (2010). (2010), whereas they differed from Al-Rashidi (2010) and the study of Murtaja (2013).

Table 7. Results of the T-test according to the variables of gender and educational qualification

Variable		n	M	SD	t	df	Sig.
Gender	Male	80	2.86	0.82	4.0	128	0.000*
	Female	50	2.82	0.81			
Educational Qualification	Bachelor	90	2.81	0.90	1.66	128	0.024*
	Postgraduate	40	2.87	0.80			

* Significance level ($\alpha \leq 0.05$)

The One Way ANOVA analysis results in Table 8 reveal that there were no statistically significant differences in the estimates of the study sample members, at the significance level (0.05). The degree to which school principals use electronic evaluation of PE teachers' job performance is determined by years of experience variable. Al-Ta'ani and Al-Damour (2015), Mohamed & Osman (2019), Bin Zainal & Madon (2013), Al-Issa (2012), Muwanguzi (2010), Namuddu (2010), Al-Rashidi (2010), and Murtaja (2013) all achieved similar results.

Table 8. Results of the One Way ANOVA analysis due to the variable of the years of experience

Source	Sum of Squares	df	Mean Squares	F	Sig.
Years of Experience	1.822	2	0.911	1.370	0.256
Error	219.40	127	0.665		
Total	242.49	129			

* Significance level ($\alpha \leq 0.05$)

In general, performance appraisals of PE teacher determined by school principals and provincial education inspectors are a system that cannot differentiate between successful and unsuccessful teachers. As a result, performance evaluations of PE teacher should not be conducted using subjective criteria (Bahadir, 2013).

4. Recommendations

The importance of teacher evaluation skills for school principals, as well as training principals on electronic evaluation and making them aware of the value of utilizing these standards in evaluating performance and objectivity in doing so cannot be overemphasized. The Ministry of Education should bolster the conduct of the electronic evaluation procedure based on the principals' performance files. The electronic evaluation procedure should be repeated on a regular basis, and it should be well-organized. All parties should be aware of the criteria for electronic evaluation. More research is needed to determine the extent to which school principals employ the criteria for evaluating teachers based on their performance files.

5. Limitations

The current research focused on public secondary schools in Amman, Jordan. The study focused solely on school principals, with no teachers included in the sample. Furthermore, it was limited to a specific area of Amman, reducing the likelihood of generalizability of the findings beyond the same or similar populations.

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