

Employee Performance Appraisal Process, Study Case: Commandant Farrag Secondary School

عملية تقييم أداء الموظف، دراسة حالة ثانوية الرائد فراج ببشار

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المخلص: الهدف من هذه الدراسة هو محاولة ربط المجال النظري والعملي لأحد ظواهر الموارد البشرية ، والتي تكمن في عدم تطبيق الأساليب العلمية والموضوعية لإدارة الأفراد في العديد من المؤسسات في الجزائر. بحكم انني درست في ثانوية الرائد فراج لمدة اثني عشر عاماً ، تم اختيار هذه المؤسسة كنموذج لتطبيق هذه الدراسة. من المهم للغاية معالجة هذا الموضوع ، خاصة في الوقت الحالي الذي تحاول فيه بلادنا إصلاح النظام التعليمي. اجريت هذه الدراسة للبحث عن طريقة حديثة بحتة تأخذ بعين الاعتبار جميع الشروط والواجبات ، لضمان التسيير الفعال لشؤون الأفراد. النتيجة الرئيسية التي تم الحصول عليها هي أن عملية تقييم الأداء لم تصل إلى الهدف المرغوب وهو توجيه مستوى الأداء وتحسينه.

الكلمات المفتاحية: موظف، أداء، تقييم، أهداف، عوامل، ثانوية الرائد فراج

Abstract: The objective of this study is to try to link the theoretical and practical field of one of human resources phenomena, which lies in the absence of applying the scientific and objective methods of managing individuals in many institutions in Algeria. Since I taught in Commandant Farrag Secondary School for twelve years, this institution has been chosen as a model for the application of this study. It is so important to tackle this topic, especially at the present time in which our country is attempting to reform the educational system. This study is conducted to look for a purely modern method that takes into account all the conditions and duties, to ensure effective management of individuals affairs. The main result obtained is that the process of performance evaluation has not reached the desired goal that is to guide and improve the level of performance.

Key Words: employee, performance, evaluation, objectives, factors, Commandant Farrag Secondary School.

JEL Classification: M12.

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Introduction

The evaluation of the performance of individuals working in successful organizations, especially the large ones, has become an essential element in rationalizing the use of human resources, providing data on the performance of individuals in the past and present, and predicting their performance in the future. These data help in making appropriate management decisions such as retaining competent workers and helping average individuals to progress more and more. In fact, this is true for successful organizations, but if we refer to our organizations, we find that the previous management practices in their constant attempts to achieve the best results have shown their limitations in controlling the energies of individuals and organizing and directing them in accordance to the great goals that they aspired to achieve.

It is so important to tackle this topic, especially at the present time where great efforts are exerted by our country Algeria in the field of economic reform and the reformation of the educational system. This is on one hand to narrow the gap between our country and the developed ones by raising the competitiveness of our institutions., On the other hand, through the use of methods and techniques compatible with global economy, keeping pace with scientific progress and technological development that are considered the most important features of recent time so as to achieve fruitful results and good quality through the efficiency of the educational process. So, we can no longer continue to ignore the human element, especially in terms of evaluating its performance. Accordingly the questions that arise are: do we give a great care to manpower and evaluate their performance? How do we evaluate the performance of employees and deal with all the elements and variables related to it? How is the work performance evaluated in Commandant Farraj secondary school?

This study attempts to link the theoretical and practical field of one of human resources phenomena, which lies in the absence of applying the scientific and objective methods of managing individuals in many institutions in our country. Commandant Farraj Secondary School is the educational institution that has been chosen as a model for the application of this study. This paper will start with a literature review in the sense of the evaluation of employees' performance hypothesis, then it will pass to the practical side which is based on Commandant Farraj Secondary School employees' performance in order to find out the ways through which high level of employees' performance can be achieved and the tools used in the evaluation of employees' performance in this institution. The paper will end by the problems associated with the evaluation process.

1. Literature Review

Recently, organizations are keenly concerned with employee performance. The working people are the most important resource of the organizations whether they

are private or public organizations, large or small. This is due, on one hand to the importance of the performance of individuals which is a necessary element for

the continued activities and growth of organizations. On the other hand, it is to increase the cost of this component compared to the other production elements. Due to the increasing importance of this element, it was given more and more interest in addition to the attempt of benefiting from it by optimizing its performance at various organizational levels. Finding out the ways through which high level of employee's performance can be achieved, is becoming one of the decisive factors for the success and achievements of any organization. Researchers' view of the concept of employee performance differs from one to another.

1.1 Performance Evaluation

a. The Concept of Employee Performance

It's convenient to clarify the significance of the concept of employee performance by the following definitions:

According to Mathis & Jackson, "Employee performance is associated with quantity of output, quality of output, timeliness of output, attendance on the job, efficiency of the work completed [and] effectiveness of work completed". (Mathis & Jackson, 2009)

Employee Performance is the fruitful performance of tasks by a selected individual or individuals, set and measured by either a supervisor or organization, to pre-defined suitable standards through the use of efficient and effective available resources within a changing environment.

In Aguinis view, "the definition of performance does not include the results of an employee's behaviour, but only the behaviours themselves. Performance is about behavior or what employees do, not about what employees produce or the outcomes of their work". (Aguinis, 2009)

Perceived employee performance represents the general belief of the employee about both his behaviour and contributions in the achievement and good use and success of the organization. Indeed, the process of assessing the performance of working individuals must be based on the achievement of certain objectives.

b. Objectives of Performance Evaluation

The primary purpose of the performance appraisal process is to obtain factual and real information about the performance and behaviour of working individuals. These information will be beneficial, in the sense that it will help in the achievement of the following partial objectives:

- The Organization's knowledge of the general level of all individuals.
- The use of the information provided by the evaluation to identify the main reasons for the low performance, through sessions with working individuals who have performance problems.
- Detecting individuals' weaknesses in order to identify training needs.
- Assisting in determining the policies of other individuals such as promotion, transportation, dismissal and reward ... etc.
- Improve communication between presidents and subordinates.
- Provide staff with feedback on their performance compared to what was expected from them.

According to the objectives mentioned above, it can be concluded that the evaluation of the performance of working individuals should be the most important factor to be taken into account when making decisions concerning workers' future career.

c. Factors Affecting Employees' Performance

Employees don't perform in a vacuum. According to some researchers and practitioners, some significant factors have a great impact on the performance of employees in a positive or negative way, including:

c.1. Leadership: Leadership is a process whereby an individual influences a group of individuals to achieve common goals.(Northouse ,2007) In Dubrin's view, leadership style is the combination of attitudes and behaviours of a leader, which lead to certain patterns in dealing with the followers.(Dubrin, 2004) Moreover, the leadership style within an organization has a bearing on encouraging or inhibiting employee's performance.(Armstrong &Murlis 2004); (Cronje et al 2001). However, for Chandrasekar, supporting and positive attitude of immediate supervisor with employees create favorable workplace environment and encourage employees that directly affects their performance.(Chandrasekar,2011)

c.2. Coaching: Coaching has become an important technique to improve performance.(Champathes,2006) It is not a one way communication and proves to be a two way communications where coaches identify what can be improved and how it can be improved. Moreover, coaching addresses the belief and behaviours that hinder performance. (Toit,2007) Coaching is also what can help someone else to improve performance.(Starr, 2004)

c.3. Empowerment: Success is defined by Duvall as achievement, accomplishment and attainment which are the consequences of empowerment as follows: (1) individual success in form of employee's role performance, (2) organizational success which is achieved as members of the organization accomplish collective organizational goals and objectives, and (3) as organizational members share a mutually beneficial and satisfying work experience meeting both social and personal growth needs.(Duvall, 1999) Besides, empowerment had significant positive correlations with both performance and satisfaction.(Bartram and Casimir,2007) Further, empowerment was specifically more strongly correlated with the in-role performance of followers than with satisfaction with the manager.

c.4. Participation: In their research Chen and Tjosvold, revealed that participation management concerns employees' involvement in the decision making process where the employees feel that they have the opportunity to discuss problems and have an influence on the organizational decisions. The overall impact of participation increased employee job performance. (Chen and Tjosvold,2006) Moreover, organizations can act so as to increase or decrease the levels of these mediator variables within their personals and potentially strengthen the positive performance effects of employee participation.(Lam et al, 2002) In addition to that, employee will be motivated because management considers them as partners and not as subordinates, contributing in the success of the organization and therefore they will avoid engaging into counterproductive behaviours hence improved performance through timely

achievement of organizational goals and objectives.(Carrel, Kuzmits and Elbert,1989).

c.5. Organizational Culture: Organizational culture is common values and behaviours of the people that are considered as a tool which leads to the successful achievement of organization goals. On the other hand, Strong culture in the organization is very helpful to enhance the performance of the employees that leads to the achievement of the goals aspired and increase the overall performance of the organization.(Deal and Kennedy,1982) According to Stewart, norms and values of organizational culture highly affect those who are directly or indirectly involved with the organization. These norms are invisible but have a big influence on the performance of employees and profitability. The most important characteristic is shared value.(Stewart, 2001)

Shared value of employees is one of the basic components of organizational culture. (Smit and Cronje,1992); (Hellriegel et al,1998) However, Schein clarifies that value which is a set of social norms that define the rules or framework for social interaction and communication behaviours of society's members, is a reflection of causal culture assumptions.(Schein,1994) Furthermore, academics and practitioners argue that the performance of an organization is dependent on the degree to which the values of the culture are widely shared.(Peters and Waterman,1982) Also, it is widely argued that shared and strongly held values enable management to predict employee reactions to certain strategic options and by reducing these values, the effects may be undesirable. (Ogbonna,1993)

c.6. Working Environment and Employees' Performance: Working Environment has a great impact on Employees' Performance and the degree of this impact is the counterpart requirement of a creative career. Higher job satisfaction and lower intentions to leave were found for those individuals whose work environment accompanied the creative requirements of jobs. Enhancing the creative performance of employees has been recommended as dire for remaining competitive in a dynamic environment and for enhancing the overall innovations of an organization. (Janssen, O. and NW. Van Yperen,2004)

Working environment can be split into physical and behavioural components. Concerning the physical environment, it is consisted of elements that are related to the office occupiers' ability to physically be in connection with their office environment. However, the behavioural environment is composed of components that are related to how well the office occupiers connect with each other, and the influence the office environment can have on the behaviour of the individual. In Haynes view, the physical environment with the productivity of its occupants falls into two main categories office layout (open-plan versus cellular offices) and office comfort (matching the office environment to the work processes), and the behavioural environment which represents the two main components namely interaction and distraction.(Haynes, 2008)

In fact, there was a big relation between working environment and employees' performance. Working environment is a very important factor that affects their performance and this is shown by various researches. Robert Half

International Inc. claimed that working environment is the most important factor in keeping an employee satisfied. According to his survey report in 1993, only 9% employees said that the working environment was an important factor in keeping employees satisfied, while other critical factors include the importance of praise and recognition, and compensation each was 28% of those surveyed. Six years ago praise and recognition was 47% of those surveyed and only 4% said that promotion is a big factor that keeps employees satisfied, compared with 26% who said that in 1993. Moreover, the importance of compensation and benefits was 28%, while in the 1993 survey it was 7%. (Al-Anzi N. M., 2009) Furthermore through the research done, it was shown that engaging in recreation activities at working environment resulted in: relax mind (82.3%), reduce stress (62.9%), increase confidence and self-esteem (59.7%), and improve health (53.2%). So, working environment recreation had a positive effect on employee performance because due to this job, satisfaction increased (92%), quality of service and customer satisfaction increased (72%) and enhanced productivity increased (77.5%). (Mokaya, 2012)

c.7. Motivation: Motivation is a driving force to accomplish any task. According to Jobber, motivation is a key determinant of job performance and a poorly motivated force which will be costly in terms of excessive staff turnover, higher expenses, negative morale and increased use of managements' time. (Jobber, 1994) Therefore, management must know what exactly stimulates their staff in order that resources will not be misallocated and dissatisfaction develops among employees. (Jobber, 1994) In addition to that, in dealing with employees who are high performers, motivation is so important, otherwise their performance will decline or they will simply leave the job. (Green, 2000) When dealing with low performers, motivation is a prerequisite; otherwise these employees will drag results down, lower productivity and effectively would not leave the organization.

A motivated workforce is very important because the complete participation of employees will certainly drive the profitability of the organization. (Carlsen, 2003) On the other hand, Darmon believes that motivation is educating employees to channel their efforts towards organizational activities and thus increasing the performance of the boundary spanning roles. (Darmon, 1974) According to Denton, a motivated workforce will lead to greater understanding, acceptance, commitment to implementation, understanding of objectives and decision making between management and employees. There are 6 essential elements of motivation including rewards, pay, profit sharing, promotion, recognition, and job enrichment. (Denton, 1991)

c.8. Training: Training is a developing process of employees' skill in order to improve the performance. (Swanson, 1999) Training is a type of activity which is planned, systematically and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. (Gordon, 1992) As regards the effects of training and development on employee performance, Wright & Geroy note that employee competencies change through effective training programs. (Wright and Geroy, 2001).

Furthermore, training has been proved to generate performance improvement, related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour. (Appiah, 2010); (Harrison, 2000); (Guest, 1997) According to Belcourt, Wright and Saks, most of managers give training to their employees for three main purposes which are to: (1) increase productivity or the performance of employees; (2) achieve organizational goals; and (3) invest in employees in order to succeed in the unpredictable and turbulent business environment. There are three most vital types of training: training needs assessment, training contents, and delivery approaches on job training. (Belcourt, Wright and Saks, 2000).

2. Methodology:

2.1 Evaluation of Work Performance at Commandant Farraj Secondary School:

The practical side is based on Commandant Farraj Secondary School employee performance. Commandant Farraj secondary school is an educational institution which was established on 1st September 1980. It seeks to form future generations and the evaluation of work performance in this institution is considered as an essential foundation in its educational program and its scientific journey to know how to proceed to achieve its goals and what path should be taken to reap fruitful results.

The evaluation of work performance is one of the tools used by the administration at the headquarters of Commandant Farraj secondary school annually and every semester. This tool is used to evaluate the performance of employees within the institution and this is based on their discipline taking into account the behavior of employees towards the administration and customers. In addition to their willingness to perform their duties for the sake of carrying out the process of working with the adoption of the legislative texts in its application for its role.

The evaluation is considered as a mark given by the director of the institution. From the practical side, this determines the type of promotion speed in the grades as well as the extent to which the worker is entitled to register in the list of professional qualifications. Also, through the assessment, which occurred in the institution, staff are motivated to raise their level of performance and create an entrepreneurial environment that benefits the institution. It will also encourage the diligent workers and push the defaulters to improve their performance. This could be done by daily follow-up by the director to the performance of employees and how they perform their work. Through this assessment, the institution will become able to know the extent of supervision and effectiveness while carrying out their duties. Accordingly, we can derive a comprehensive definition for performance evaluation in the institution.

a. The Concept and Areas of the Use of Evaluation at Commandant Farraj Secondary School:

a.1. Performance Appraisal Concept: is an attempt to trace and know the method applied by the employee's in his performance to his professional duties

and behaviour that characterizes this performance. This will help in the application of the legal procedures of cost-effectiveness and improvement of the level as well as stimulate the diligent and raise the level of defaulters to improve performance. Consequently, an atmosphere of initiative and activities will be created and as a result fruitful benefits for the institution will be gained.

a.2. Areas of the Use of Work Performance Evaluation in the Institution:

- Annual administrative mark given to the employee once a year.
- Bonus mark of the improvement of the educational performance: the average will be given every semester and it has a special ladder.
- Mark granted by inspectors when they visit the staff of the institution.
- Other points are also awarded to staff in special cases such as participation in transfers or registration in the qualification list.

b. Basic Considerations and the Types of Evaluation

b.1. Basic Considerations in the Evaluation Process

When evaluating the performance within the institution, the following issues are taken into account:

- Education Staff

- **Attendance:** includes absence and delays.
- **Training:** includes seminars and educational activity.
- **The initiative:** includes diagnosing, enriching and diversifying the educational preparation, the use of the means of illustration, participation in the beautification of the classroom, preserving the beauty of the institution, the working environment, and the means and equipments.

- Staff Framing

- **Attendance:** includes absence, delays, management and holding councils.
- **Training:** includes seminars and participation in the training processes.
- **The initiative:** includes relations outside and within the institution.

b.2. Types of Evaluation in the Institution

- The educational staff or the training officer are monitored by recording the number of absences and delays, and their attendance to seminars, and participation in the institution, good preparation for the lessons and contributing in the school life. Effectively, a mark will be awarded according to the dotting table. (Unit of Educational Support - Support for the Formation of Secondary and Supplementary Education Institutions)

2.2. The Responsibles of the Evaluation and the Steps and Standards Used

a. The Responsibles of the Evaluation in the Institution

- The person in charge of evaluation within the secondary school is the director of the institution where the law authorizes him to do so. (Unit of Educational Support - Support for the Formation of Secondary and Supplementary Education Institutions)
- Granting an administrative point to all employees under his authority, estimated in accordance with the mark shedule, accompanied by a written note.
- Granting the point of revenue (monthly, and paid hexagonal) to all employees under his authority according to a schedule allocated to it. The

mark granted to workers by inspectors and their evaluation during their visit to the institution is also taken into account.

a.1. The Steps Applied during the Evaluation Process: This is done through the registration of:

- The absence and attendance of both employees and framers of education and their delay in work are recorded.
- Registration of their attendance for educational seminars as well as their participation in educational activities.
- Participation in the educational activity of the institution (educational cells) and the serious preparation for lessons.
- Participate in the beautification of the classroom and the use of means of clarification and enrichment and diversification of educational preparation.
- Preserving the beauty of the institution and work environment and means and equipment.
- Punctual attendance for councils when held.
- Contribution in the prosperity of the institution through the improvement of relations outside the institution with all bodies, associations and unions.
- Improvement of the relations within the institution with all workers, providing the atmosphere for a good school life, decorating the institution, maintaining the safety of its activity and security in accordance with the applicable standards and attending exams.

a.2. Performance Evaluation Criteria:

- **Attendance:** 0 to 8 points, including:

- **Absence:** 0 to 06 points for each absence without justification, and deducting the six points (06) if the unjustified absence reaches twice a month.
- **Delay:** from 0 to 02 points, one point deducted from it for each delay and deprived of the two points if the delays reached twice a month for every employee benefited from sick leave, the number of its days exceed 07 days a month, regardless of procedures related to the deduction of the salary of the days of absence.
- **Conducting and Holding Councils:** from 0 to 04 points deprived from each frame delayed twice from holding councils in a punctual manner or observed to be lenient in the management of the institution.

- **Training:** 0 to 06 points and are distributed as follows:

- **Seminars:** 0 to 03 points, and will be deprived from each employee be absent from attending one educational seminar a month.
- **Educational activity:** 0 to 03 points and each employee benefits from it by proving his participation in the educational activity of the institution (educational cells) and the serious preparation for lessons.

- **Initiative:** 0 to 06 points and awarded to the employee who used to work on:

- Diagnosis, enrichment and distribution of educational preparation (1.5).
- Use of means of explanation (1.5).
- Participation in the beautification of the classroom (1.5).
- Maintain the beauty of the institution, work environment and means and

equipments (1.5).

- **Relations Outside the Institution:** 0 to 03 points and will be deprived of each frame does not contribute in the prosperity of the institution in terms of improving relations with all bodies, associations and unions.
- **Relations Within the Institution:** from 0 to 03 points, and will be deprived from every frame who does not try his best to improve relations within the institution with all workers, provide the appropriate atmosphere for a good school life, decorate the institution, and maintain the safety of its activity and security in accordance with the applicable standards.

c. Methods and Documentations used in Performance Evaluation:

c.1. Methods used in Evaluation:

-Ranking Method :the manager arranges his subordinates in the form of groups such as the group of excellent, good, average and so on. The president may also compare each subordinate to the rest of the subordinates within the group and continue to do so until they are all evaluated, i.e. organizing them, starting from the first to the last.

c.2. Documents used in Performance Evaluation

Documents used in performance evaluation are as follows:

Table 1: Performance Evaluation Criteria

1.Attendance : from 0 to 8 and is divided into:
A - Absences: 0 to 6: 3 points deducted from each absence, and 6 points in the absence of twice a month.
B - Arrears: 0 to 2: one point is deducted from each delay. Every employee who benefits from a sick leave exceeding seven days per month shall be deprived of the eight points.
2.Composition : from 0 to 6
A - Seminars: 0 to 3: deprived of each employee absent from attending one seminar a month.
B - Educational activity: from 0 to 3: Every employee benefits from his participation in the educational activity of the institution, and the preparation of good lessons.
3.Initiative: from 0 to 6
For those who have contributed to school life.

Source: Commandant Farraj Secondary School

Note: concerning revenue benefit, teachers are evaluated in July and August within the second semester on the basis of the average of the four following months (September-October-November-December). However, the director evaluates the teachers who can appeal against the manager decision concerning the mark given by him.

**Table 2: Evaluation Form of the Educational Performance Improvement
Grant for swaggering staff**

Name and surname of the employee:

Rank:

	Evaluation	measures	M1	M2	M3	M4	M5	M6	The result obtained
Attendance	Absences and delays 0-8	Any person who is absent or delayed without justification shall be deducted more than once a month and who does not reside in the institution when housing is available							
	Management and holding boards 0-8	Any delay shall be deducted from the board of directors in its time or negligence in the management of the institution							
Training		The eight points of the barrier shall be deducted if the period of his absence is not justified 3 days per month, or benefit from a seven-day sick leave							
	Seminars 0-4	Each faculty member shall be deducted once from attending an educational seminar.							
	Contribution to the formative processes 0 – 8	Each frame will benefit from the composition of the staff under its responsibility.							
	Relationship outside the institution 0 – 6								
	Relationship inside the institution 0 – 6								
Total :...../ 40									

Source: Commandant Farraj Secondary School

Table 3: Evaluation Form of the Educational Performance Improvement Grant for Financial Management Workers of Institutions

Name and surname of the employee:

Rank:

Evaluation		Measures						The result obtained
		M1	M2	M3	M4	M5	M6	
Attendance	Absences and delays 0-5	Any person who is absent or delayed without more than two times a month shall be deducted two points in each delay twice a month. The four points shall be deducted for each employee who does not reside in the institution with the availability of housing.						
	Management & permanent adjustment of calculations 0 -5	It is deducted from each employee does not carry out the basic operations of financial management and is denied to a career assistant who does not perform the tasks assigned to him.						
		Each employee is deprived from these eight points in case he has benefited from a sick leave exceeding seven days a month.						
The initiative	Provision of educational means 0-5	Deducted from each employee who fails to provide educational means and search for their acquisition.						
	Preservation of the institution and its property 0 -5	Deducted from each employee does not care about the maintenance of the institution, the equipment, the security and health of pupils.						

Source: Commandant Farraj Secondary School

Note: 10 points per month are deducted for each employee who absences without legal justification for examinations and the competitions to which he was called as a framed, rectifier, guard or member of the secretariat.

Employee signatures

M1		M4	
M2		M5	
M3		M6	

b. Problems Associated with the Evaluation Process

- **Generalization:** the natural tendency of the individuals involved in the evaluation process is to be influenced by some aspects without others. In other words, the judgment of a single property may be generalized to the other properties.
- **Softness and hardness:** Some managers tend to be flexible or hard to judge their subordinates, that is to say, their assessment for them is either good or bad. This error may result from a lack of familiarity with the evaluation criteria or by personal interpretations of subordinates' behaviour.
- **Bias:** In fact, the manager's sense of subordination greatly affects his assessment to the employee. Such bias is particularly evident in case the method used does not exist or is not clear. In addition to the compromises and also regulatory indicators that resulted from the application of traditional methods of evaluation.

Conclusion

Evaluation is a daily follow-up to the employee in his career path, by increasing the level of production within the institution. This latter will be achieved by the provision of labor and the thinking of the employee, as well as strengthen the relationship between them and among their employees. In addition to the creation of an atmosphere of trust and ethical dealings by proposing a group of appropriate means and methods to develop the employees' behavior and improve their functional structure. Eventually, this aim will be gained through the selection of officials capable of taking the evaluation process in an objective manner based on scientific grounds.

Commandant Farraj Secondary School is an institution with a strong influence in the field of education. In order to be able to direct its activities properly and to perform its task in the best way, it is necessary for this institution to adapt the procedures of the management of human resources with the requirements of the time of efficiency and effectiveness. This of course, through the use of thematic techniques and scientific methods and the inclusion of automated information in the process of decisions on human resources management, which is a key factor and crucial in the activity of the educational system because there is no specific model for evaluating performance that can be recommended. There are scientific and practical bases and rules that can be

applied according to the differentiation and diversity of institutions in terms of activity, size and legal status.

Results and Recommendations:

Judging performance is not an end in itself, but one of its consequences. In terms of evaluating the employees' performance at Commandant Farraj secondary school, through our visit to this institution, we concluded that the evaluation process will not reach its desired goal since the goal of the evaluation process is to judge the performance and search for the errors committed and not to know the causes of the errors and try to correct them. It is also concluded that among the factors that contribute in the disruption of the evaluation process is the lack or the total absence of experience of some evaluators, which lead to a random estimation. In addition to that, it is concluded that the main reason which makes the evaluation process useless is the lack of professional conscience because the evaluation criteria used in this institution are the standards of performance behavior and standards of character traits without taking into consideration performance results, that is to say the impact of the teacher on the level of the students, for example, some of the evaluation points are high, while the results of the students are weak.

The main role of the evaluator is to be a guide, not an inspector in order to help the employee develop his points of strengths and improve his weak points. Besides, after the announcement of the results, it is advisable if there will be a discussion about these results between the manager and the subordinate.

If the interview method was used to discuss the results of the evaluation in the educational institutions in an objective manner, it will reach its goal which is the interest of the employee. In order to achieve its objectives, these institutions should inform the employee about the result of the evaluation sincerely and honestly during the interview.

It is necessary to conduct training sessions for the evaluators in order to raise the level of the evaluation process. In addition, a pedagogic council should be set up to deal with the evaluation process under the direct supervision of the president.

The educational institutions must re-evaluate their criteria in performance evaluation. The performance evaluation of the teaching staff is conducted every six months. This does not give a good estimate of performance therefore, it is convenient if it is done every three months, that is to say the assessment will be done at least twice a year. In addition to that, in the evaluation process, it is better to rely on the principle of reward for the winners and punishment for the losers in order to develop and achieve the performance process.

Indeed, most of the Algerian institutions, including the educational ones, suffer from a lack of follow-up and monitoring of the performance of individuals during the course of their work, which lead to negligence. Therefore these institutions have to apply a relative follow-up to accustom the employees on it and consequently, they will try to improve their performance.

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