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CONTEMPORARY MANAGEMENT ORIENTATION IN THE VOCATIONAL TRAINING AND EDUCATION SECTOR IN THE STATE OF MÉDÉA, ALGERIA (OUTSTANDING PERFORMANCE MANAGEMENT MODEL)

The vocational training and education sector in Algeria faces numerous challenges due to its roles in both economic and social spheres. Therefore, this study aims to determine the extent of outstanding performance management practices in vocational training institutions in the state of Médéa, Algeria. The quantitative analytical approach was used on a sample of 21 vocational training institutions, relying on the questionnaire as a data collection tool, which was distributed to 51 (institution directors, sub-directors, and heads of departments). The study reached several results, the most important of which is the application of outstanding performance management in the studied institutions, where it was proven that the dimensions of performance management exist, and the institutions' application of performance planning and feedback was at a high level. As for the institution's application of the dimension of improving and developing performance and after measuring and evaluating performance, there was a medium level of application.

Keywords: modern management, vocational training, performance, outstanding performance management, education sector.

1. INTRODUCTION

In recent years, the world has witnessed a number of changes that have affected various areas of contemporary life in all countries of the world, regardless of their formations and levels of progress. These changes have affected the style and format of social, economic, and political relations among other institutions. In light of competition, these institutions

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seek to invest in human competencies through making the best use of its distinguished human resources (Katibah, 2020), What distinguishes our current era is that its strength is represented by the practices of the modern management style of knowledge and resources. Modern management practices have never acquired as much importance and attention as they do today. Therefore, organizations today are constantly trying to control the resources they have and are owned by individuals and groups within the organization so that they become owned by everyone and everyone can refer to them (al Karaoui, Kadem, 2019), The human element is undoubtedly crucial for the success of any activity. Therefore, an effective system for managing human performance is essential to assess its efficiency. Therefore, the process of managing outstanding performance is an important tool for managing human resources in organizations in general (Nassani, 2020), Therefore, contemporary organizations are in need of human resources with a distinct balance of skills, and it has been shown in recent years that outstanding performance management is considered one of the basic tools to ensure administrative efficiency and effectiveness by creating an environment in which successful dialogue prevails about work and priorities between employees and the manager, which is considered essential for achieving goals programmed (Boumzaide, 2015).

Researchers realized that there was a need for more attention to modern administrative trends, so through this study we try to reveal the reality of outstanding performance management practices in light of this trend, and the problematic of our study can be formulated as follows:

What is the reality of implementing outstanding performance management in vocational training and education institutions in the state of Médéa, Algeria?

The following sub-questions branch out from this problematic:

- 1) What is the reality of implementing performance planning in vocational training and education institutions in the state of Médéa?
- 2) What is the reality of implementing the dimension of improving and developing performance in vocational training and education institutions in the state of Médéa?
- 3) What is the reality of implementing performance measurement and evaluation dimension in vocational training and education institutions in the state of Médéa?
- 4) What is the reality of applying the performance feedback dimension in vocational training and education institutions in the state of Médéa?

In order to answer the main question of the study, the following main hypothesis was formulated:

There is a good application of outstanding performance management in vocational training and education institutions in the state of Médéa.

The following sub-hypotheses branch out from the main hypothesis:

- 1) There is a good application of the performance planning dimension in vocational training and education institutions in the state of Médéa.
- 2) There is a good application of the dimension of improving and developing performance in vocational training and education institutions in the state of Médéa.
- 3) There is a good application of the performance measurement and evaluation dimension in vocational training and education institutions in the state of Médéa.
- 4) There is a good application of the performance feedback dimension in vocational training and education institutions in the state of Médéa.

The importance of research can be limited to the following elements:

- The importance of the study lies in its discussion of the concept of outstanding performance management of human resources, as it is one of the modern administrative concepts.
- Paying attention to outstanding performance management and building it on scientific and objective foundations.
- Providing a set of suggestions to improve job performance through the dimensions of outstanding performance management;
- This research may benefit those interested in vocational training institutions in developing strategies that would advance the reality of outstanding performance management because of the several goals it achieves.

This research aims to achieve the following objectives:

- Highlighting various theoretical concepts associated with outstanding performance management;
- Identify the most important challenges facing outstanding performance management;
- Trying to uncover the reality of outstanding performance management in the institution under study.

To test the validity of the hypotheses presented, the theoretical part will rely on the descriptive approach, and the applied part will rely on the analytical approach with the aim of knowing the reality of outstanding performance management in vocational training institutions, from the point of view of the study sample, and extracting results and recommendations.

A set of scientific tools were relied upon to obtain and analyze information, such as desk research to review sources directly or indirectly related to the subject of the study. A questionnaire was prepared specifically designed for the purpose of collecting data and distributing it to the study sample. The results of this questionnaire were analyzed using the SPSS software.

2. THE THEORETICAL FRAMEWORK OF THE STUDY

2.1. Literature review

Documentary analysis helps in scientific research by interpreting existing literature in light of recent findings, as well as identifying the impact of this new information on the field by mapping the development of knowledge. Therefore, we decided to review some studies that have been conducted and are directly related to our topic:

(Forrester, 2011) study considers the extent to which the education sector has embraced performance management and performance-related pay. It contemplates the transfer and adaptation of performance management by the public sector as an audit mechanism for improving the performance, productivity, accountability and transparency of public services. The paper concludes by calling for a broader vision for reshaping education since it is argued that the activities of those working in schools, colleges and universities have been re-oriented by performance management techniques towards a competitive, performance culture. And through their study (Hassan, 2013) sought to determine the role of performance management processes in achieving outstanding performance levels for organizations by adopting the method of analytical study in order to determine the nature of the relationships that control the variables and that lead to their impact on performance

management and its excellence. Data related to the research is through official reports, records of the company under study, and personal interviews. In addition, a form was designed to survey opinions for a sample of 9 individuals. The research reached a set of results, the most important of which is achieving outstanding performance levels for organizations, especially the existence of a strong relationship between performance management processes and organization excellence. Also, the impact of performance management dimensions reached 64% on the organization's excellence, while the rest of the percentage is due to other factors. Where (Dorothy, Bonn, 2017) study reports findings of a recent conceptual literature review of teacher performance management systems as implemented by the teacher service commission in Kenya. It was undertaken by reviewing several teacher service commission circulars, documents used in teacher management, HR literature and the teacher service commission Act. It reflects the perspectives of the authors and teacher service commission management in relation to HRM good practices and theories. Its main purpose was to apprise processes from earlier procedures, to ascertain current levels of use and satisfaction, and to determine whether performance management has become a more effective strategic tool in the human resource management repertoire. The conclusions suggest, that the use of, and satisfaction with performance management systems remain challenging, although there are some indications that the increasing integration of the current perspectives of HRM appears to encourage more strategic links between individual, group, and organizational outcomes. In the same context (Camilleri, Camilleri, 2018) study had two main objectives. Firstly, it critically reviews the extant literature on performance management, including; Kaplan and Norton's Balanced Scorecard Approach. Secondly, it presents a qualitative research that explores the performance appraisal system in a higher education institution. The researcher has conducted semi-structured interview sessions with academic employees to analyse their opinions and perceptions toward their annual Performance Appraisal. The research participants revealed the costs and benefits of their Performance Appraisal exercise. They were aware that their educational leaders could pragmatically employ the Performance Appraisal's metrics to improve their performance outcomes, in terms of stakeholder engagement, internal processes, organisational capacity and innovation, among other areas. Mark Anthony Camilleri study implied that the Performance Appraisal instrument could lead to significant benefits for both the institution as well as for the personal development of individual academics. Where (Benlhabib, Berrado, 2019) study explored the avenues to guarantee complementarity between evaluation and performance management in complex education system and how their outcomes lead to educational equity and Effectiveness. Morocco was used as an empirical case study to give insights about the two issues. the study revealed new evidence in research on relevance of performance management in education system developing countries and the link between education system performance management approaches with those of the evaluation give visible results for the education systems effectiveness. And (Edung, 2023) study was centered on the assessment of teacher performance management in the secondary Education System, in Cross River State, Nigeria. the study pinpoints basic areas where performance management is needed by the staff of the organization which is targeted by the end of the academic year, it is an ongoing process. The study concludes that prompt and timely performance appraisal promotes effective feedback and serves as basic criteria for a motivational tool that helps identify individual strengths and areas for development. this also ensures and gives staff ample opportunity to share ideas for the growth of the organization at large.

2.2. Modern administrative trends

Management in its various fields always seeks to compete and raise its level in order to achieve its goals, survive and excel among institutions, and grow by working to optimally exploit its available resources, both material and human. This is in light of the current developments and technologies that have invaded the lives of individuals, groups, and departments of all kinds. Among the importance of practicing This type of modern administration has proven its importance and its ability to advance societies as a whole, and this is through several features such as the factor of flexibility, the factor of unity of direction, the factor of division of work, and attention to the human factor, which is considered a directing, contributing, decision-making, and monitoring element, because this administration pays special attention to employees, whether in developing their skills, efficiency, interest, or their problems and opinions, and among the contemporary definitions of management we find that it is the process that is carried out by one person or several people to coordinate the activities and actions that are carried out by others for the purpose of achieving certain results that cannot be accomplished by one individual. Management also means the sum of successive steps that aim to direct human and material resources towards achieving the desired goals through coordination of efforts and purposeful arrangement of the elements of production. What is meant by the term management is that it is an integrated mental and behavioral process that involves planning, organization, leadership and control. It can be applied to any type of organization or organizational environment. If we add the term “modern” to the term “management”, we find that modern management is the use and application of modern administrative methods and techniques (Saal, 2022).

Well-managed organizations tend to achieve better performance and provide the desired work-life balance to their employees, so modern management is one of the important topics in the organization, and management refers to the art and science of achieving organizational goals through the human resource, as managers perform different roles in the organization, Among the functions that managers perform are planning, supervising, controlling, hiring, and leading people in any organization. They are supposed to plan well in order to achieve their organizational goals. Managers should also organize activities in the organization well to achieve organizational goals, especially those who have modern administrative theories in their daily activities. And their practices in the organization in order to manage their organizations more effectively and efficiently, and also enable them to achieve their organizational goals. On the other hand, organizations that have not mixed their daily practices and administrative theories will not manage their organizations well, which makes it difficult to achieve organizational goals, and on a broader scale, The practice of this type of modern administration includes the following (al Karaoui, Kadem, 2019):

- As managers, people perform the managerial tasks of planning, organizing, staffing, leading and controlling.
- Management applies to any type of organization.
- Management applies to managers at all organizational levels.
- To generate surplus is the common objective shared by all managers.
- Finally, management is about productivity and this involves effectiveness and efficiency...

It is also noted that modern management practices are the developmental process that derives its importance from the need for strategic planning, coordination, direction and

control of the large and complex decision-making process. Therefore, management essentially requires the acquisition of administrative competence and effectiveness in the following main areas: problem solving, management, human resources management, and organizational leadership.

2.3. Outstanding performance management

2.3.1. The concept of outstanding performance management

The concept of performance is considered one of the most widely used and common concepts in the field of economics and organization management, as it is considered the subject of wide interest by economic researchers due to the importance this term acquires in business organizations. Performance is defined as the behavior that refers to what a person does in a work situation.(Ashal, 2020). There are those who define it as the employee's behavior and the accomplishment of his job, which are evaluated according to the achievement of the outputs and goals that the environment seeks to achieve according to the available means and pre-determined standards (Belhamel, 2021). Doenick also points out that performance has two main aspects: An interface relates to the quality of the practiced activity, and an interface relates to the quality of the results achieved, and on this basis the level of achieved performance can be judged, which results in four main angles for looking at performance in terms of achieving the quality of these two interfaces (Hobar, lhilah, 2021):

- Performance as a result of task execution;
- Performance as an expression of employees' competence and organization's ability;
- Performance as an acceptable outcome;
- Performance as sustainable results.

As for outstanding performance, it is a state of creativity and organizational excellence to achieve high levels of performance and implementation of operations in the organization, resulting in achievements that exceed what is expected, and with which the stakeholders in the organization are satisfied (Ghanam, 2018).

Various organizations also seek to achieve outstanding performance that ensures they achieve their goals and achieve the highest levels of performance. To know how the organization can benefit from the excellence of its human competencies in achieving outstanding performance in the organization as a whole, outstanding performance management must be practiced (Khalif, 2019/2020), It is defined as an integrated strategic approach in order to achieve the continuous success of the organization, by improving the performance of individuals and developing the capabilities and contributions of teams (Benkhira, Boukhloh, 2021), It is also defined as a continuous process of identifying, measuring and developing the performance of individuals and groups and describing the performance with the strategic goals of the organization (Abdul, 2018).

As for "Armstrong", he believes that human performance management is (Bachikh, Makhloufi, Dahmani, 2020):

- A systematic process that improves organizational performance by developing individual performance and obtaining the best results for the organization, within planned goals;
- The process of directing and supporting employees to work effectively and efficiently in line with the needs of the organization;
- An integrated strategic approach that works to achieve the goals of the organization and employees alike;

- Providing organized and documented feedback on employee performance to supervisors and managers.

2.3.2. The importance and objectives of outstanding performance management

Administrative mechanisms must be created to direct the management of outstanding performance in a way that demonstrates its importance as follows (Kadri, 2015):

- Establishes an information system on the performance of human resources and the changes that occur therein;
- It gives the opportunity to exchange information, opinions and experiences between these resources and their leadership;
- Facilitates the process of supervisors directing and guiding human resources;
- It leads to continuous evaluation of incorrect performance before it becomes part of the permanent behavior of human resources;
- It focuses on correcting performance and eliminating the concept of performance evaluation for mere reward and punishment only;
- Provides the appropriate climate for negotiating problems
- Facilitates the process of selecting leaders and delegating assistants.

The objectives of outstanding performance management can be divided into three points, the most important of which are (Tallal, 2022):

- Strategic objectives: It is considered one of the most important objectives of performance management that links the organization's strategic objectives and employee performance through:
 - Determine strategic objectives;
 - Determine the performance required to achieve strategic objectives;
 - Determine the characteristics required in employees in order to implement the strategy (skill, knowledge, ability, attitude);
 - Evaluation of actual performance;
 - Determine the difference between actual and target performance;
 - Feedback.
- Administrative objectives: In which organizations use private information to manage performance, especially what consists of (employee performance evaluation) in making some administrative decisions.
- Development goals: This is the third goal, which works to develop the skills and capabilities of employees, when employees are not qualified to perform at the required level. The goal of performance management is to raise employee levels, and deficiencies in job performance are often identified through meetings conducted by Manager with employees.

2.3.3. Requirements and models for outstanding performance management

The researchers, “LeBouckaert and Halligan”, proposed dividing performance management into four sub-models that express the development of this type of management. These models were built on three main axes: measurement, integration, and use. The first axis is based on collecting data and information in a manner consistent with the objectives of performance measurement and analysis. The second axis includes the extent of integrating and incorporating performance culture and methods of measuring it into procedures, regulations and laws. The third axis represents the extent of the actual and successful use of the performance measurement process and the data generated from it in

controlling and leading this administration. These types are represented in (Hobar, Ihliah, 2021):

- The traditional model: This model is considered the source of the rest of the models, given that its essence does not depend heavily on the essence of performance, as it relies on simple and primitive indicators and measures, which do not represent the diverse objectives of public administrations, and do not give the true picture of the financial, strategic and organizational situation of these administrations. These signals and measures are not based on clear scientific and methodological foundations.
- Performance management model: This model represents the extent of public administration's compliance with the laws and regulations subject to it, and is based on some indicators that measure this without considering other variables, especially the human aspect, and the extent of the effectiveness of this administration, which shows the shortcomings of this model, but it is considered a logical development for the previous model, given the inclusion of organizational performance measurement indicators, which are considered very limited in their use.
- Management model using performance: This model is linked to the use of the main concepts of performance across the management stages of public administrations, but in an inconsistent manner, that is, the information resulting from the measurement process and performance analysis is not linked between the various branches of public administration, and between the various management stages, which leads to a lack of Optimal use of the information resulting from the study and analysis of the performance of this department, and in this way it is not possible to achieve the highest levels of performance and reach the best desired results.
- Outstanding Performance Management Model: This model is considered, according to researchers, the best compared to previous models, as it includes performance across all management stages, and in a way that ensures consistency and harmony between the activities of public administration, and between its performance levels in proportion to the various variables surrounding this administration, and in a way that allows for control of its activity. And lead it to achieve the highest levels of performance. This model is based on building a performance measurement system that is integrated into the public administrations information system, and requires a high degree of consistency and harmony with this system. It also requires that the outputs of the performance measurement system be clear, understandable, and analyzable, so that decision makers can control and lead the performance of public administration.

The idea of performance management is also based on a simple logic that requires the availability of a set of characteristics defined by "Abdul Muti Shaqoua" in the following points (Saiah, 2020):

- Designing the work in a scientific way that determines the required performance, its method, and the expected results upon completion of implementation;
- Providing the material and technical performance requirements and all the resources required for the proper implementation of the work according to the established design;
- Creating the conditions surrounding the place where the work is carried out;
- Providing a qualified individual to carry out the work, preparing and training him on the correct performance methods, and providing complete information about the

performance plan, its goals and objectives, the required quality levels, and all the evaluation criteria followed;

- Monitoring performance, observing what the individual does while working, and providing him with updated information;
- Monitoring and evaluating implementation results in comparison to the specified goals and rates, and rewarding the worker for his performance according to the evaluation results.

2.3.4. Dimensions of outstanding performance management

The dimensions of outstanding performance management were determined by relying on the most frequent dimensions according to the opinions of a number of writers and researchers, which are: (performance planning, performance measurement and evaluation, performance improvement and development, and performance feedback), as shown in the Table 1 (Safa, 2016):

Table 1. Dimensions of performance management according to a number of writers and researchers

Dimensions of performance management	Performance planning	sharing and communication	Performance organization	Diagnosis of the gap	Leadership and direction	Performance rewards	Administrative priorities	Making administrative decisions	Review and monitor performance	Training	Improving and developing	Performance contribution	Performance evaluation	Data collection	Feedback
Researchers															
(Melo, 2001)	X								X				X		X
(El-Salmi, 2001)										X	X		X		
(Schwartz, 2001)				X	X	X			X		X		X		
(El-Sarn, 2002)			X								X				X
(Torrington et. al., 2002)					X			X			X				
(Noe et. al., 2003)											X				X
(Pulakos, 2004)									X		X	X			X
(Jones, 2005)						X				X	X				X
(Lucas et. al., 2006)	X					X		X			X				X
(Gillespie, 2006)	X	X			X	X			X		X				
(Armstrong, 2009)	X						X				X				X
(Noe, 2011)	X								X	X	X		X	X	X
(El-Mahna, 2021)	X										X		X		X
(Salman, 2013)	X								X		X		X		X
(El-Qaisi, 2014)	X										X		X		X
Points	14	01	01	01	03	04	01	02	06	03	13	01	07	01	11

Source: (Safa, 2016).

After reviewing previous studies, the most important dimensions were chosen that suit our study and that correspond to the specificity of the vocational training institutions in which our field study is conducted. These dimensions can be presented as follows.

- The first dimension: the performance planning dimension
Planning is the first stage of the performance management system process cycle. It provides the foundation for an effective process and helps encourage commitment and understanding by linking the employee's work with the company's goals. Performance planning is defined as setting goals and standards that are linked to the company's strategy and major development plans in performance.
- The second dimension: Improving and developing performance dimension
The idea of improving performance is based on treating deficiencies and deviations in actual performance from target performance, which may be due to any element of performance. We can differentiate between improvement and development to innovate or introduce new levels to the employee's performance that did not exist before.
- The third dimension: Measuring and evaluating performance dimension
Researchers differed in their definition of the concept of performance evaluation, according to the orientations of each of them, as some defined it as estimating the value or quantity of something in relation to specific standards. The goal of evaluation is to objectively judge the work subject to evaluation, whether it is good or bad, successful or unsuccessful, by analyzing and interpreting the information available about it in light of the factors and circumstances that would affect the work.
- The fourth dimension: Performance feedback dimension
Feedback can be defined as the process through which managers and employees are provided with information to evaluate performance and give them the opportunity to reflect carefully on their performance and develop future plans with employees. It is an important activity that employees must carry out for the purpose of planning their work and priorities and to clarify matters to the manager well and in advance if the agreed-upon performance will not take place on the agreed date.

3. THE APPLIED FRAMEWORK OF THE STUDY

After completing the theoretical framing of the study, a field study must be prepared to determine the extent to which the theories and concepts fit the reality of the institutions under study, and the extent to which outstanding performance management is applied and practiced in vocational training institutions in the state of Médéa, Algeria. We initially decided to present the introductory aspect of the institution, and then we review the most important results reached through our analysis and study of the reality of outstanding performance management.

3.1. Presentation of the vocational training and education sector

Since Algeria's independence, the vocational training and education sector has witnessed gradual progress with the increasing number of public training institutions. This progress must be framed by institutions that support pedagogical activities, represented by the National Institute for Vocational Training and Education, as the vocational training and education sector constitutes a strategic pole that contributes to economic and social development. For the country, it works mainly to achieve and guarantee a workforce characterized by professional training qualified to meet the needs of the labor market. It

also works to ensure complementary or transformative training for the benefit of workers and employees in order to improve their qualifications and master their skills on an ongoing basis in accordance with the requirements of the labor market and technological development, as well as providing economic and social stakeholders with resources. Qualified human beings capable of controlling the job position, in addition to developing and improving the returns of economic institutions through continuous updating of workers' knowledge and qualifications in accordance with developments in professions, the number of private institutions for vocational training reaches 633 institutions, and in their entirety they provide training limited to different branches and specializations, in addition to pedagogical engineering institutions represented by the National Institute for Vocational Training and Education and the 6 institutes for vocational training and education, in addition to support institutions.

3.2. Data collection tools

The questionnaire was relied upon as a tool for the study, and the latter included two parts as follows:

The first part: relates to the personal information of the sample members, which are gender, age, educational level, years of experience, and job held.

The second part: relates to the subject of the study and includes four dimensions (performance planning, improving and developing performance, measuring and evaluating performance, and performance feedback) and the degrees of agreement with the statements were according to a five-point Likert scale.

3.3. Study population and sample

The study population represents all vocational training institutions in the state of Médéa. The study includes 91 samples consisting of (institution directors, sub-directors, and department heads) from 21 training institutions, including 4 specialized institutes and 17 vocational training centers. the analytical quantitative approach was used in addition to using observation as a tool to help analyze the data. The field study was also conducted over a period of six months, with two stages of data collection and analysis, where we randomly distributed 60 questionnaires to the sample and 51 of them were retrieved.

3.4. Validity and reliability of the study tool

The reliability of the study tool can be verified through Table 2, which shows the **Cronbach Alpha coefficients** for the dimensions of the study and the questionnaire as a whole.

Table 2. Cronbach's alpha coefficient for the dimensions of the study and the questionnaire as a whole

Dimensions	Number of Statements	Cronbach's alpha coefficient	The validity coefficient
Performance planning dimension	08	0.763	0.873
Improving and developing performance dimension	06	0.694	0.833
Measuring and evaluating performance dimension	08	0.798	0.893
Performance feedback dimension	06	0.664	0.815
The questionnaire	28	0.689	0.830

Source: Prepared by the researchers based on the outputs of the SPSS software.

It is clear from Tables 2 that the value of the **Cronbach Alpha coefficient** for the questionnaire as a whole is (0.689), which is a good percentage as it is higher than the acceptable percentage, as is evident from the validity coefficient for the questionnaire as a whole is (0.830). This value is an important indicator of the validity of applying the study tool for the purpose of achieving its objectives.

3.5. Personal and functional characteristics of the study sample

This part includes presenting the personal and functional characteristics of the sample members, and descriptive statistics were used to extract frequencies and percentages, where we reached the following results:

Table 3. Personal and functional characteristics of the study sample

	Section	Frequency	Percentage
Gender	Male	45	88.2
	Female	6	11.8
	The total	51	100
Age	Less than 30 years old	2	3.9
	From 10 to less than 15 years	13	25.5
	From 15 to less than 20 years old	10	19.6
	20 years and over	26	51
	The total	51	100
Educational level	Secondary school or less	9	17.6
	Bachelor's degree	18	35.3
	Master's degree	12	23.5
	Postgraduate diploma	2	3.9
	diploma	10	19.6
	The total	51	100
Years of Experience	From 5 to less than 10 years	4	7.8
	From 10 to less than 15 years	4	7.8
	From 15 to less than 20 years old	16	31.4
	20 years and over	27	52.9
	The total	51	100
Job held	Director of an institution	12	23.5
	Sub-manager	10	19.6
	Head of a department	29	56.9
	The total	51	100

Source: Prepared by the researchers based on the outputs of the SPSS software.

The results, according to Table 3, indicate that the study's members were male with a representation rate of (88.2%), while females were represented by (11.8%), which means that the largest percentage of the study sample was male, and this disparity between the sexes can be explained by the nature of sensitive jobs. It is also clear to us that the predominant age group among the study sample is (20 years and above), with a percentage of (51%), and this is due to the nature of the jobs represented in them being senior positions. The percentage of study sample who hold a bachelor's degree ranked first, as the

percentage reached (35.3%). These results indicate that vocational training institutions use competencies in the management process, especially senior positions. With regard to the percentage of study sample who have experience (20 years or more), it ranked first with a percentage of (52.9%). These results demonstrate the possession of human resources. With expertise that can be employed to improve performance, and with regard to the distribution of study personnel according to the position occupied, Table 3 shows that the percentage of study personnel that ranked first were heads of departments at a percentage of (56.9%) and this is due to the large number of centers in the state compared to institutes.

3.6. The extent to which vocational training institutions in the state of médéa apply the dimensions of outstanding performance management

3.6.1. Performance planning dimension

It is clear from the table above that the study sample's answers to the performance planning dimension were "often", meaning that there is an application of the performance planning dimension in vocational training institutions, where the arithmetic mean of the performance planning dimension was estimated at (3.70), with a standard deviation of (0.480), which indicates that there is agreement among the sample regarding what was stated in the content of this dimension, and according to the study's scale, this variable indicates that the general attitude of individuals was at a high level. We also note that all

Table 4. Arithmetic means and standard deviations for statements of Performance planning dimension

Num	Statements	Arithmetic average mean	Standard déviation	General trend
1	The institution uses extensive data to develop the planning process	3.56	0.700	Often
2	The developed plan includes identifying current and future opportunities	3.84	0.731	Often
3	The institution takes into account transparency in preparing and reviewing its plans	3.86	0.721	Often
4	The institution announces the goals to be achieved to its employees	3.62	0.799	Often
5	The goals to be achieved in the institution are consistent with the available resources	3.80	0.894	Often
6	The institution's senior management has a clear vision of the importance of performance planning	3.74	0.770	Often
7	senior management encourages employee participation in workforce decision-making	3.54	0.878	Often
8	The institution analyses and studies the factors of the internal and external environment	3.62	0.747	Often
Performance planning dimension		3.70	0.480	Often

Source: Prepared by the researchers based on the outputs of the SPSS software.

the answers of the study sample members according to the program's outcomes are opinions trends that are mostly characterized, and this indicates the institutions under study plan performance by focusing actors on the planning process as it is a fundamental process, as vocational training institutions hold periodic meetings, courses, and conferences to determine the needs of the institutions and set goals for carrying out the planning process.

3.6.2. Dimension of improving and developing performance

It is clear from the table above that the study sample's answers to the dimension of improving and developing performance were "sometimes", meaning that there is an application of the dimension of improving and developing performance in vocational training institutions, where the arithmetic mean of the dimension of improving and developing performance was estimated at (3.12), with a standard deviation of (0.626). Which indicates that there is agreement among the sample regarding what was stated in the content of this dimension, and according to the study's scale, this variable indicates that the general attitude of the individuals was at an average level. We also note that all the answers of the study sample members according to the program's outcomes are opinions characterized mostly by "sometimes". This indicates that the institutions under study sometimes improve and develop performance by conducting sensitization courses to encourage workers to improve and develop their performance, in addition to providing

Table 5. Arithmetic means and standard deviations for statements of improving and developing performance dimension

Num	Statements	Arithmetic average mean	Standard déviation	General trend
1	The institution seeks to encourage the preparation of research and studies related to improving the performance of its employees and adopt its beneficial results	3.11	1.14	Sometimes
2	There is a need for an organization to review the development of a performance system	3.13	0.848	Sometimes
3	The institution has a special research and studies department that carries out research and development operations	2.07	1.146	Rarely
4	The institution uses advanced technology to improve employee performance	3.01	1.157	Sometimes
5	The institution desires to develop the performance of employees in order to meet current and future work requirements	3.72	0.826	Often
6	The institution provides accurate and useful feedback to employees about their performance with the aim of helping them improve and develop their performance	3.64	0.770	Often
Dimension of Improving and developing performance		3.12	0.626	Sometimes

Source: Prepared by the researchers based on the outputs of the SPSS software.

several annual courses regarding improving the level and developing individual and collective competencies. However, there are some shortcomings in the institutions regarding research and development operations.

3.6.3. Dimension of measuring and evaluating performance

It is clear from the table above that the study sample's answers to the performance measurement and evaluation dimension were "sometimes", meaning that there is a relative application of the performance measurement and evaluation dimension in vocational training institutions, where the arithmetic mean for the performance measurement and evaluation dimension was estimated at (3.29), with a standard deviation of (0.688). Which indicates that there is agreement among the sample regarding what was stated in the content of this dimension, and according to the study's scale, this variable indicates that the general attitude of the individuals was at an average level. We also note that all the answers of the study sample members according to the program's outcomes are opinions, most of which are characterized by "sometimes". This indicates that the institutions under study sometimes measure and evaluate performance through the periodic methods and processes that institutions apply to measure and evaluate performance, which are represented in observations and reports related to actual performance and its outputs, and this depends on the nature of their activities, given that these training institutions are public service institutions.

Table 6. Arithmetic means and standard deviations for statements of the measuring and evaluating performance dimension

Num	Statements	Arithmetic average mean	Standard déviation	General trend
1	The institution considers financial and non-financial indicators as criteria for evaluating its performance	2.84	1.488	Sometimes
2	The institution's strategy is achieved through the performance of its resources	3.31	1.048	Sometimes
3	The institution has a clear and specific system for evaluating performance	3.41	0.962	Often
4	Performance evaluation aims to rationalize the use of available resources	3.74	0.844	Often
5	The institution works to develop performance evaluation methods on a continuous and regular basis	3.62	0.823	Often
6	Every department in the institution evaluates its performance	3.58	0.941	Often
7	The institution has an effective integrated information system that helps evaluate its performance	3.23	0.991	Sometimes
8	The institution applies the balanced scorecard method to evaluate its performance	2.60	1.281	Sometimes
Measuring and evaluating performance dimension		3.29	0.688	Sometimes

Source: Prepared by the researchers based on the outputs of the SPSS software.

3.6.4. Performance feedback dimension

It is clear from the table above that the study sample's answers to the performance feedback dimension were "often", meaning that there is an application of the performance feedback dimension in vocational training institutions, where the arithmetic mean of the performance feedback dimension was estimated at (3.45), with a standard deviation of (0.569). Which indicates that there is agreement among the sample regarding what was stated in the content of this dimension, and according to the study's scale, this variable indicates that the general attitude of the individuals was at a high level. We also note that all the answers of the study sample members according to the program's outcomes are opinions, most of which are characterized by "often". This indicates that the institutions under study provide feedback on performance by documenting all the outputs of performance measurement and evaluation processes in order to use them as inputs in the planning process, while working to correct deviations by programming training courses in improving the level and developing performance.

Table 7. Arithmetic means and standard deviations for statements of the performance feedback dimension

Num	Statements	Arithmetic average mean	Standard déviation	General trend
1	The institution is interested in finding leaders who can influence the behavior of employees to achieve goals	3.21	1.136	Sometimes
2	Ideas and suggestions are communicated directly from employees to officials in the institution	3.33	0.972	Sometimes
3	The institution's employees are interviewed with superiors to discuss the results of their performance evaluation	3.74	0.844	Often
4	Feedback mechanisms used in the institution make employees aware of their weaknesses	3.29	0.831	Sometimes
5	Feedback enables the institution's management to link evaluation processes to development practices in employee performance to prevent deviations	3.52	0.833	Often
6	The institution uses feedback information as a main input to motivate employees towards achieving their goals	3.62	0.937	Often
performance feedback dimension		3.45	0.569	Often

Source: Prepared by the researchers based on the outputs of the SPSS software.

3.7. TESTING THE VALIDITY OF HYPOTHESES

To test the validity of these hypotheses, the arithmetic means and standard deviations of the dimensions of outstanding performance management were considered.

3.7.1. Results of testing the first sub-hypothesis

There is an application of the performance planning dimension in vocational training institutions in the state of Médéa.

The average score for the performance planning dimension was calculated as 3.70. On the five-point Likert scale, this falls within the range [3.40–4.20] for the corresponding category, indicating a significant application of performance planning in the studied institutions. The standard deviation was calculated as 0.480, which is less than 1, suggesting a high level of agreement among respondents. Thus, there is strong support for the first sub-hypothesis, indicating acceptance.

3.7.2. Results of testing the second sub-hypothesis

There is an application of the dimension of improving and developing performance in vocational training institutions in the state of Médéa.

The average score for the improving and developing performance dimension was calculated as 3.12. On the five-point Likert scale, this falls within the range [2.60–3.40] for the neutral category, indicating a relative application of improving and developing performance in the studied institutions. The standard deviation was calculated as 0.626, which is less than 1, suggesting a high level of agreement among respondents. Thus, there is strong support for the second sub-hypothesis, indicating acceptance.

3.7.3. Results of testing the third sub-hypothesis

There is an application of the measurement and evaluation dimension of performance in vocational training institutions in the state of Médéa.

The average score for the measurement and evaluation dimension was calculated as 3.29. On the five-point Likert scale, this falls within the range [2.60–3.40] for the neutral category, indicating a relative application of measurement and evaluation performance in the studied institutions. The standard deviation was calculated as 0.688, which is less than 1, suggesting a high level of agreement among respondents. Thus, there is strong support for the third sub-hypothesis, indicating acceptance.

3.7.4. Results of testing the fourth sub-hypothesis

There is an application of the performance feedback dimension in vocational training institutions in the state of Médéa.

The average score for the performance feedback dimension was calculated as 3.45. On the five-point Likert scale, this falls within the range [3.40–4.20] for the corresponding category, indicating a significant application of the performance feedback in the studied institutions. The standard deviation was calculated as 0.569, which is less than 1, suggesting a high level of agreement among respondents. Thus, there is strong support for the third sub-hypothesis, indicating acceptance.

3.8. Results of testing the main hypothesis

The main hypothesis: There is an application of outstanding performance management in vocational training institutions in the state of Médéa

Since in our topic, which is entitled “The reality of outstanding performance Management in Vocational Training in the State of Médéa”, there is no dependent variable and therefore the validity of the hypotheses cannot be tested by extracting the sig value, but rather it can be tested by interpreting the direction and opinions of the studied sample members through general arithmetic averages. The general standard deviations for the following dimensions.

Table 8. Dimensions of outstanding performance management as a whole

Dimensions	arithmetic average mean	standard deviation	General trend
Performance planning dimension	3.70	0.480	Often
Improving and developing performance dimension	3.12	0.626	Sometimes
Measuring and evaluating performance dimension	3.29	0.688	Sometimes
Performance feedback dimension	3.45	0.569	Often
Total	3.40	0.428	Sometimes

Source: Prepared by the researchers based on the outputs of the SPSS software.

From the above table, it is clear to us that the total general arithmetic mean of the study dimensions was calculated as 3.40, and the standard deviation was calculated as 0.428. On the five-point Likert scale, this falls within the range [3.40–4.20] for the corresponding category. The total standard deviation was calculated as 0.428, which is less than 1, which explains the adoption and application of outstanding performance management in vocational training institutions in the state of Médéa.

4. CONCLUSION

Modern management practices are among the important practices that must be available in every institution because their role lies in providing beneficiaries and decision makers at the administrative levels of the institution with the necessary information at the right time to achieve outstanding performance. Modern management practices in most contemporary institutions today are among the important departments as they manage an important resource of the institution, and through this study in which we tried to reveal the reality of outstanding performance management practices in light of this approach, we reached a set of results and recommendations as follows:

- Vocational training institutions in the state of Médéa apply outstanding performance management. The adoption and application of outstanding performance management in vocational training institutions in the state of Médéa is explained through its dimensions represented in the following:
 - Institutions plan performance by focusing actors on the planning process as a fundamental process. Vocational training institutions hold periodic meetings, courses, and conferences to determine the institutions' needs and set goals for carrying out the planning process.
 - Institutions sometimes improve and develop performance by conducting awareness-raising courses to motivate workers to improve and develop their performance, in addition to providing several annual courses regarding improving the level and developing individual and collective competencies. However, there

are some shortcomings in institutions with regard to research and development processes.

- Institutions evaluate performance using periodic methods and processes, such as observations and reports, that are based on actual performance and its outcomes. This depends on the nature of their activities, given that these training institutions are public service institutions.
- Institutions provide feedback on performance by documenting all the outputs of performance measurement and evaluation processes in order to use them as inputs in the planning process, while working to correct deviations by programming training courses in improving the level and developing performance.
- There are a number of challenges and difficulties that limit the use of performance management, including organizational challenges, the absence of effective communication mechanisms, the difficulty of measuring performance due to the absence of precise standards, and the lack of interest in research and development processes. The difficulties of managing outstanding performance can be addressed through:
 - Formation and training of workers on modern technologies;
 - Using advanced technology to improve employee performance;
 - Establishing a special research and studies department that carries out research and development operations;
 - Applying effective performance evaluation methods such as the balanced scorecard method;
 - Institutions should pay attention to financial and non-financial indicators as criteria for evaluating their performance.

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