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Criteria for Evaluating the Administrative and Technical Performance "Sport Training and Biomechanics" for Some High Level Sport Activities.

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Introduction:

Human resources are now one of the major issues which increasingly attract the attention of writers and researchers on economy. This comes in the framework of efforts made to find the ideal combination of factors of production capable of achieving the highest return for the organization whether in the micro or macro economy. This is only possible with an effective system or managing these resources inside the organizations that can utilize all the workers capabilities, skills and interests and expand the extent of individual contributions to the production process and create factors which together contribute to preparing a system to control the performance of the work. Consequently the role played by human resources is not limited planning, attracting and motivating labor force, but goes far beyond to seek the successful means and programs that can retain and evaluate such resources.

Performance evaluation is an important process practiced by human research management. It is also considered important on all levels of the organization from senior leadership to employees in departments and units of the organization in order to achieve the desired objectives they must be treated in a systematic and precise manner, involving all beneficiary parties. (32)

The process of performance evaluation in any one organization is closely related to measuring employees' performance with their different level. It is now used as a training tool to help people upgrade their efficiency and enhance their work performance. That is why evaluation has become one of the basic managerial processes in any organization so as to make sure timely implementation of plans in the manner planned. It also helps ensure the achievement of planning, organizational and guiding objectives and detecting any diversions or problems encountered by each process during implementation so that corrective actions can be taken to be followed by producing, improving and development elements in the work inside the institution.

Since work is very important for the continuity and limit of life, it is an invaluable factor for individuals and communities and nations. It is the means used by individuals to satisfy their needs to achieve their psychological and sociological coordination. They spend most of their time in work they find self-achievement and feel they are valuable and important when participating in taking the decision relating to their work and duties. (27:113)

Performance evaluation is measuring the efficiency of job performance by a particular person and judging his/her ability and aptitude for advancement. Performance evaluation was known for the first time in the American army during World War I. it was only adopted by institutions especially industrial ones, in the late twenties and the early thirties. It has not come to be an organized and specialized function until recently, although many institutions have not, up to these days, followed this approach and many institutions do not use it in a scientific manner based on analysis, it was even used in a non-official manner. (32)

Performance can be administrative or technical. Administrative performance is defined as a review of a systematic assessment including all the aspects of job behavior, taking into consideration the personnel

performance and their ability to meet the job requirements and levels.

According to Ahmed Maher (2001), and Ahmed Maher and Rawya Hassan (2001), the evaluation of employees performance is studying and analyzing their performance of their jobs and observing their behavior during work in order to judge how successful they are and how efficient they are in performing their current job and also to judge the potential of their advancement in the future and for assuming greater responsibilities or being promoted to other job. (2:484) (3:205)

The continuous rise in records set in world championships and Olympics in the present age triggered the trained to improve sport performance by introducing many advanced methods and styles in describing and evaluating the technical performance of top players with a view to achieving the highest performance level.

The description and the evaluation of the level of the technical preparation of athletes are achieved through identifying the skillful performances and the actions and the basic motor elements which the athlete can perform in the selected sport activity. This requires describing the volume and diversity of the plethora of technical performances, actions and motor elements based on scientific logic, and through identifying how and what to extend an athlete masters this plethora of basic skillful performances and determining the effectiveness of performing the components of this wealth of performance. (10:1)

Sport training as a profession means the organization and management of sport education expertise so that it turns into an applied field expertise for the trainer. It is a profession which depends on individual efficiency of the person who accepts to take it up. He must possess a high capability of understanding the science of training and how to use the technical methods, styles and procedures related to organizing and directing the player experience.

Performance evaluation goes through a number of steps, namely:

- Identifying job levels and objectives.
- Ongoing evaluation. This includes developing objectives and principles of accountability, recording and correcting the performance and rewarding distinguished performance.
- Formal recording of performance based on performance level (performance which exceeded expectations achieved – achievements unrealized – accepted performance – unaccepted performance).
- Analyzing performance evaluation forms through identifying objectives and achievements required and comparing them to results.

Hassan Ahmed El-Shafaey (2003) and Afaf Abdel-MoneimDarwish (2007) agree that there are a number of methods that can be used in evaluating performance:

I- Conventional methods such as:

- Method of scales or degrees.
- The general arrangement method.
- Comparing pairs of performers.
- The list method.
- The compulsory distribution method.

II- Modern method:

- The compulsory selection method.
- The critical events method.
- The written assessment method.
- The objective-based management method (11:54) (23:15).

In addition Mohamed El-Sairafy (2005) suggested other methods (mixed measurements – apparently equal division method – comparing one individual to a significant person – the conceptual method – the field event method – the collective assessment method – the self-correction method – correction centers method. (25:290)

Conditions that must be made when developing a performance evaluation system, according to Ahmed SayedMoustafa (2000), are identifying the objectives to be realized through the performance evaluation, identifying the kinds of jobs whose incumbents will be evaluated and their administrative levels, identifying the components of the job whose incumbents performance will be evaluated, identifying components of each of the job elements. (1:72)

Performance evaluation criteria are those elements which are used as pillars of evaluation. Examples of criteria to be used include:

Performance outcomes criteria

- Performance quantity.
- Performance quality.

Performance behavior criteria

- Writing reports.
- Leading the employees.

- Meeting management.
- Regular attendance.
- Cooperation with colleagues.
- Processing beneficiary complaints.

Personal criteria

- Taking the initiatives.
- Attention.
- High motivation.
- Emotional balance. (12:38)

The basic principles of using performance evaluation criteria:

- A relatively large number of criteria must be used in view of the multiplicity of activities practiced by employees so that the various aspects of performance can be covered.
- Criteria must be objective i.e., expressing the basic principles required by the nature of the job, performance outcomes criteria being more objective than others.
- Validity of the criterion, all factors included must express the characteristics required by performance. This can be done through studying and analyzing the job.
- Reliability of the scale or criterion performance outcome must be reached through reliable scales that would vary according scores and levels of performance.
- Discrimination. This means the sensitivity of the criterion towards the differences in the performance levels, however simple these are so that the performance of one person or a number of persons can be discriminated.
- Ease of using the criterion. This means clarity in using the criterion by the person responsible for the evaluation.
- Capability of being measured. This means the possibility of measuring such a criterion or property to be measured. (31)

Sport activity being an essential objective of the state, within the responsibility of the state in financing sport and providing it with all services and facilities and supporting the organization of championships and tournaments. Persons in charge of National teams are a major component of sport a focal point between the higher official authorities and sports clubs and youth centers because they are responsible for managing sport on the technical, administrative and supervision. National teams are one of the important youth sectors especially with the noticeable increase in the number of players and the constant increase in the general budget of sport. National teams are very important in sport because they comprise the youth elite that must benefit from the sport services, being one of the important factors of development of man.

The ever-increasing interest in seeking approaches and means to be used in this important field, the study of administrative and technical performance are becoming important in driving the social organization on scientific basis ultimately leading to the achievement of the society objectives, through the use of multiple group of criteria.

The reason why the stage of the starting age of reaching high level (the specialized stage) was chosen to set the indicators of criteria of technical performance evaluation is that the athlete at this specialized stage is capable of enduring violent exercises and performing the requirements of matches and competitions, compared to the two previous stages (the starting age of practice – the starting stage of specialization). Most of the significant changes in training occur during this stage at the end of which an athlete can perform the different skills involved in the activity practiced without any obstacles on the physical, skillful and tactical levels (13:56). The technique of high level athletes – as the standard model of logical and ideal performance – is used to compare to the technique followed by the athlete to be evaluated.

In the light of the above review of theoretical writings and after a review of the results of the previous research work in the field of evaluating administrative and technical work. Results of the previous studies on the subjects illustrate the importance of the process of performance evaluation, whether technical or administrative. For example the study by Darwish Abdel-Rahman Youssef (2000) (15) "Perception of the Performance Evaluation System by Employees as related to Some Personal and Organizational Factors", which stated that the level of perception of employees of how the performance evaluation system contributes to developing their performance and improving the organizational relationships varied according to job and educational level, practical experience and the current job. The study by BaheejaMuhammed Al-Dulaimy (2001) (8) "A Suggested Mechanism to Evaluate the Performance of Directors of Elementary School in Bahrain of Their Roles in the Light of the Actual Performance Criteria" had as a result the identification of actual criteria of the effective performance in the excellent and the very good levels, and the fact that 50% of individuals were ineffective, the study

by Mohamed Abdel-Hameed Hassan Aly (2001) (26) "Guiding Some Biomechanical Indicators to Improve the Performance of the Direct Free Kick in Soccer" and as result equations predicting accuracy of performing the free kick with the inside of the foot in the effective area based on the biomechanical indicators deduced from multiple regression, and identifying a number of biomechanical indicators contributing to accuracy during certain moments selected for imaging from the side and from the back. The study by Yasser Ahmed Sebaey (2002) (30) "Employees' Perceptions of Performance Evaluation System as Related to Work Stress in the Banking System" found that no consideration was given to developing objective criteria for performance evaluation; employees did not have full knowledge of the criteria, and did not care the performance evaluation process as an important administrative process, not just a routine process the study by Iman Mohamed El-Sayed (2005) (6) "Evaluating the Performance of the Technical Committee of Managing and Judging Rhythmic Gymnastics Championships of the Egyptian Gymnastics Federation" showed the deficiency of the general policy adopted to widen the base of practicing rhythmic gymnastics. It also showed the insufficiency the budget of the technical committee. The study by Nagwan Adel Ghoneim (2005) "Suggested Criteria for the Evaluation of the Administrative Performance of Supervisors of the 4-6 Years-Old Children Motor Education in Alexandria Clubs" recommended the realization of the objectives of evaluating the administrative performance to provide officials with indicators that might be useful in selecting employees and identifying future plans and detecting defects in performance. The study by TarekGamal Mohamed Alaa-Eddin (2005) "A Statistic – Bio-mechanic Model of Pushing with the Feet in Sport Performance" found 24 equations predicting models of jumping and bio-mechanic factors of essential contributions to pushing with the feet in every sport activity. The study by Aly Abdel-Aziz Aly El-Sharaby (2006) (24) "Evaluating and Administrative Work in the Sporting Army Club" showed that there was no estimated budget for each activity separately which had a negative effect on the performing the work required. Jobs are not classified on scientific plans. The study by Oday Kareem Rahman (2009) (22) "Evaluating the Administrative and Leader Performance of the Football Federation in the Governorate of Diyala" shows as a result that there are problems with the budget that prevent the implementation of the plan set to achieve objectives, and that there are no standardize criteria for selecting the federation administrative staff to be appointed to administrative positions. The study by Amira Ahmed Mohamed Ibrahim (2009) (4) determining the discriminant indicators for the comparative effectiveness of the biomechanics of performing the smash hit by table tennis players of different levels showed that there are statistically significant differences between the means of some bio-kinematic indicators in the distinguished and non-distinguished group favoring the distinguished group in the indicators of the mean directional linear speed outcome of the head and the left knee in the stages of the hitting and the follow-up and the right ankle in the preparatory stage during the back swing of the hitting arm. The study by Sofia FouadHabashy (2010) (20) "Evaluating the Performance of Sports Specialists – An Analytical Study of Methods of Evaluation in Some Egyptian Universities" suggested that evaluation mostly connected to the level of each individual specialist in the light of the conclusions and responsibilities led upon them. The study by ImanAbou El-Ela (2013) (7) "Indicators of Some Motor Characteristics and Their Effect on Performance Outputs of Javelin Throwers of Different Digital Levels" reached results about the bio-mechanic indicators associated to motor flow. The lower the momentary value of the amount of horizontal displacement of the path of body gravity center, the higher are the chances that the flow would have an opposite effect on the outputs of the motor performance of throwing the javelin. The study by Samar Mohamed GaberBerequa (2013) (18) "Studying the Electric Activity of Some Muscles of the Upper Limb in the Forms of the Front Straight Serve as a Basis to Design Specific Exercises in Table Tennis" results showed that the total time of performing was least with the pole dropped on the far end of the table, followed by the middle of the table followed by behind the net respectively. Time of performing the back swing was longer than time of the swing and serving in all forms of performance. And the time of the front swing and the serving was less in all forms of performance and the time of performing the final stage was different in all forms of performance.

A number of the cited studies addressed the criteria of evaluating sport specialists in Egyptian universities, and the performance evaluation systems as related to work stress. However the criteria and objective methods of the evaluation process both of the administrative and technical performance were not considered. This gives a special importance for the present study which aims at setting criteria for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities.

Objectives of the Research

The research aims at setting criteria for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities (national teams) through:

1. Identifying the concept and importance of setting criteria for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities;
2. Identifying types of setting criteria for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities;
3. Identifying an integrated approach for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities;
4. Identifying the best method of evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities.

Research Questions

1. What is the importance of setting criteria for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities?
2. What are the types of setting criteria for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities? What is the integrated approach for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities?
3. What are the traditional and modern methods of evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities?
4. What is the best method of evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities?

Research Procedures

Methods

The survey (the descriptive method) was used being suitable for this type of study.

Research community

Members of the administrative and technical staff in the national teams of Egypt in some team activities, basketball – hockey – soccer – handball – volleyball – water polo and some individual activities: wrestling – judo – taekwondo – kung fu – gymnastics – athletics – boxing – squash – lawn tennis – table tennis, as shown in table 1

Table 1

Team activities (6)		Individual activities (10)	
Members of the administrative staff (director –assistant director – 2 specialists)	Members of the technical staff (technical director –assistant – trainer – assistant coach – physician)	Members of the administrative staff (director –assistant director – 2 specialists)	Members of the technical staff (technical director – assistant –trainer – assistant coach – physician)
4 members for each activity = 24	5 members for each activity = 30	4 members for each activity = 40	5 members for each activity = 50

Research Sample

The research was applied to a non-random sample of members of the administrative and the technical staff in a number of team activities and individual activities (N=144).

Table 2
Description of the research sample

Sr.	Sample subjects	Total community	Reliabale sample	Sample before exclusion	Excluded subjects	Final basic sample	Percentage of sample
1	Members of the administrative staff	64	15	49	5	44	68.7%
2	Members of the technical staff	80	20	60	8	52	65%
-	Total	144	35	109	13	96	66.66%

Data Collecting Tools

The questionnaire was used as a tool for collecting data.

The questionnaire of criteria for evaluating the administrative and technical performance "sport training and biomechanics" for some high level sport activities

Steps of constructing the questionnaire form

Identifying axes and statements of the questionnaire

Based on theoretical readings and consulting the scientific research and studies related to the problem of the research 5 axes were identified which helped identify the criteria to be used in evaluating the administrative and technical performance of members of the administrative and technical staff in selected team and individual activities. The form was submitted in its initial design to experts specialized in sport administration and sport training in the faculties of physical education in Alexandria University asking for their opinion on the compatibility of each axis of the main objective of the questionnaire and also on the arrangement of axes and statesmen in a way that reflects the relative importance of each axis. The authors accepted 90% as a minimum percentage for consensus.

Scientific coefficients used for the standardization the questionnaire form

In order to make sure of the viability of the form, the following coefficients were used:

Validity of the form (including validity of the judges – validity of internal consistence) and reliability.

I- Validity of the questionnaire form

This was found through:

a- Validity of the judges

This was found by submitting the questionnaire form in its initial design to experts in sports administration in order to verify the connection between statements and basic axes, and judging the extent to which statements represent the axes under which they are included, and phrasing the statements in an objective manner proportionate the research sample. The form was submitted to 7 experts (Attachment 1) and eventually the fourth axis was modified to include only the best 6 criteria (instead of 17 methods) to evaluate performance both on the administrative and technical levels. These are: the objective-based management – the collective estimation method – the compulsory distribution method – the written reports method – the compulsory selection method – the pair comparison method. The form in its final design is in Attachment 2.

b- Validity of internal consistence of the first form statements

Table 3

Correlation coefficients between scores given to research axes and the total score (N=35)

	Questionnaire axes	Correlation coefficients
1	Concept and importance of criteria of evaluating administrative and technical performance	0.835
2	Types of criteria of evaluating administrative and technical performance	0.970
3	The integrated approach to evaluate performance	0.820
4	The traditional and modern methods in evaluating technical and administrative performance	0.835
5	Impacts of evaluating the performance	0.890

The tabular value of the correlation coefficient significant at the 0.01 level = 0.256

Table 3 shows that the calculated values of the correlation coefficients between the stores given to the research axes and the total scores are higher than the tabular value at the significant level of 0.01, indicating the strong relationship between the research axes and the total score of the form, thus proving the validity of composition of the research tool.

The internal consistence of the research axes statements were also verified by calculating the correlation coefficient between the score given to each statement and the total score of the axis under which it is included as shown in table 3

Table 4

Correlation coefficients between the statement score and the score of the axis under which it is included

	Questionnaire axes	Serial number of statements	Number of statements	Correlation coefficient
1	Concept and importance of criteria of evaluating administrative and technical performance	1 : 33	33	0.882 – 0.952
2	Types of criteria of evaluating administrative and technical performance	34 : 61	28	0.855 – 0.932
3	The integrated approach to evaluate performance	62 : 94	33	0.835 – 0.890
4	The traditional and modern methods in evaluating technical and administrative performance	95 : 167	73	0.820 – 0.912
5	Impacts of evaluating the performance	168 : 197	30	0.840 – 0.952

Table 4 shows that the calculated values of the correlation coefficients between the stores given to the research axes and the total scores are statistically significant values at the significant level of 0.01, indicating the strong relationship between the research axes and the total score of the form, thus proving the internal consistence of composition of the form.

II- Reliability of the questionnaire form

Reliability of the form axes was confirmed and the total reliability coefficient of the form was found, as shown in table 4

Table 5

Reliability coefficients of the form axes and total reliability coefficient of the form

	Questionnaire axes	Serial number of statements	Number of statements	Reliability coefficient	Reliability of the form
1	Concept and importance of criteria of evaluating administrative and technical performance	1 : 33	33	0.882 – 0.952	0.894
2	Types of criteria of evaluating administrative and technical performance	34 : 61	28	0.855 – 0.932	0.894
3	The integrated approach to evaluate performance	62 : 94	33	0.835 – 0.890	0.894
4	The traditional and modern methods in evaluating technical and administrative performance	95 : 171	77	0.820 – 0.912	0.894
5	Impacts of evaluating the performance	172 : 202	30	0.840 – 0.952	0.894

Table 5 shows that the values of reliability coefficients of components of each axis are lower than the reliability coefficient of the axis under which it is included, thus indicating that deleting any statement would negatively affect the axis. The total reliability coefficient of the form was 0.894, thus proving the high reliability of the form.

The questionnaire of the criteria evaluating the technical performance in individual and team sport activities

A special questionnaire form was designed for the criteria of evaluating technical performance and applied to a pilot sample of 20 technical staff members. Response of all sample subjects was negative, indicating that the pilot sample subjects were not acquainted with the criteria. Authors of the paper decided to apply the form on the basic sample subject to confirm this result (Attachment 3).

Standardization of the second form

The second form (Attachment 3) was only applied to the technical staff members to obtain their opinions on the criteria of evaluating the technical performance and the application of this form. Percentages showed non-acquaintance with and lack of understanding of the criteria of evaluating the technical performance with a percentage of 100%. Based on this result a form was designed including the form axes and each criterion was stated in detail together with stages of application as suggested by judges or experts and specialists in training and biomechanics.

Applying research tools

The questionnaire validity and reliability confirmed, and a final form of the questionnaire decided (Attachment 2).the questionnaire was distributed to the basic sample of the research which consisted of 96 subjects representing administrative and technical staff members. The questionnaire was applied to the basic research sample in the period from 5/2013 to 7/2013. The questionnaire for the technical staff members was distributed to 52 members.

Statistical treatments

1. Chronbach's Alpha coefficient
2. Chi Square
3. Frequencies
4. Percentages

Presentation and discussion of the results

Table 6
Axis I: the concept and importance of criteria evaluating the administrative and technical performance

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
	a. Concept of the criteria of evaluating administrative performance is					
1.	- Measuring how far the incumbent possesses the qualities necessary for the good performance of the job	88.0	12.0	92.6	7.4	2.47
2.	- A review of evaluating a prospect of job behavior aspects	94.7	5.3	86.7	13.13	6.58
3.	- The objective method of analyzing the quality of human behavior in work	83.3	16.7	89.3	10.7	3.2
4.	- A verification of the viability of a particular decision or selection of information	86.0	14.0	88.1	11.9	0.40
5.	- Identifying the essential differences between the actual results targeted for the development of stages of the work	94.7	5.3	88.1	11.9	4.76
6.	- Self-studying and analyzing of employees of their work and observing their behavior and conduct during work	89.3	10.7	93.0	7.0	1.66
7.	- The existence of evaluation requires the existence of a criterion of performance of the individuals to which it is compared as a basis for judgment before starting the evaluation process	85.6	14.7	87.0	13.0	0.14
8.	- Judging objects, persons or subjects. This requires the use of criteria, levels or stations to assess the value and includes the improvement, modification and development based on such judgments	82.7	17.7	89.3	10.7	3.68
9.	- Criteria to evaluate performance of individuals to measure the levels at which performance is considered satisfactory and for comparison with the actual performance	83.3	16.7	88.5	11.5	2.24
10.	- Performance evaluation is a continuous administrative function accompanying the actual performance	90.0	10.0	92.2	7.8	0.61
11.	- Control is closely related to performance evaluation is part of the control system	94.7	5.3	88.1	11.9	4.76
	b. The importance of criteria of evaluating administrative performance					
12.	- Identifying objects and levels that must be realized by the performance	89.3	10.7	93.0	7.0	1.66
13.	- Measuring the actual results of performance	85.3	14.7	87.0	13.0	0.14
14.	- Analyzing and comparing the actual results	82.7	17.3	89.3	10.7	3.68
15.	- Direction and guidance	83.3	16.7	88.5	11.5	2.24
16.	- To realize the objectives of scientific research the new supervisors must be well-chosen and the policies of salaries, incentives and bonuses must be evaluated	86.0	14.0	88.1	11.9	0.40
17.	- Performance reports must be written for the manager to inform him how the work is done	85.3	14.7	89.3	10.7	1.39
18.	- Understanding weaknesses and points of strength in supervisors	94.7	5.3	86.7	13.3	6.58
19.	- Ease of judging the method of choosing the new supervisor	88.0	12.0	92.6	7.4	2.47
	- Increasing the efficiency of job performance					

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
20.	- Achieving justice among workers	91.3	8.7	96.7	3.3	5.53
21.	- Identifying knowledge and information necessary for the job	94.7	5.3	96.7	3.3	0.99
22.	- Employing the right person in the right place	90.0	10.0	94.8	5.2	3.48
23.	- Detecting training requirements	86.0	14.0	88.1	11.9	0.40
24.	- Improving the administrative and educational processes	85.3	14.7	89.3	10.7	1.39
25.	- Awarding incentives and in-kind benefits	83.3	16.7	88.5	11.5	2.24
26.	- Planning for human resources	82.7	17.3	89.3	10.7	3.68
27.	- Evaluating the policy of selection, employment and transfer	89.3	10.7	93.0	7.0	1.66
28.	- Developing the plan of administrative and technical training	89.3	10.7	81.9	18.1	4.13
29.	- Evaluating the policy of salaries and incentives	94.7	5.3	88.1	11.9	4.76
30.	- Detecting inadequate communication skills	90.0	10.0	92.2	7.8	0.61
31.	- Providing decision makers with information about the performance of employees of the organization	91.3	8.7	96.7	3.3	5.53
32.	- Giving senior managements realistic information about the performance of the employees of the organization	83.3	16.7	89.6	10.4	3.47
33.	- Giving prediction indicators for selection and recruitment in the organization	94.7	5.3	86.7	13.3	6.58

Table 6 shows that the calculated K2 value of the significance of the differences between responses of the technical sample and the administrative sample is not statistically significant, thus proving the non-existence of statistically significant differences between their responses about the concept and importance of criteria of evaluating administrative and technical performance.

It also shows that percentages of response in the administrative population varied between 82.7% and 94.7% while that of the technical population varied between 86.7% and 93%.

The study sample of the administrative and technical staff members agreed with high percentages on most of the statements of the first axis. Statements (21) and (33), stating the importance of criteria of evaluating the administrative and technical performance in achieving justice between employees and giving prediction indicators for selection and recruitment in the organization had the highest percentage of agreement (94.7% - 96.7%).

This was indicated by Ahmed Hassan El-Shafaey (2003) concerning the importance of criteria of evaluating the administrative and technical performance (planning the work force through evaluation results – evaluating the selection policy – evaluation the policy of recruitment and administrative transfer – developing the training plan – drawing or evaluating the policy of salaries and inceptives – planning the policies and programs of promotion and career – detecting inadequacy in communication channels with managers – helping employees being evaluated recognize weaknesses and advances – providing decision makers with information about the performance of specialists – contributing to suggesting suitable financial rewards for specialists). (11:58)

Percentages of agreement in sample categories for the statements (2), (5), (9) and (10) varied between 90% and 94% for the administrative staff members and between 88.1% - 92.2% for the technical staff members which indicate the concept of criteria of evaluating performance. This was confirmed by a number of references which considered the criteria of evaluating performance as the basis for judging and comparing the individual, or the levels at which performance is considered good and satisfactory, researchers disagreed on the identification of such criteria. Some suggested a particular group of criteria for each administrative level, while some suggested criteria said to be possibly applicable to all jobs. (12:38)

Table 7
Axis 2: Types of criteria for evaluating the administrative and technical performance

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
I- Through performance outcomes						
34.	- Amount of performance	94.7	5.3	86.7	13.3	6.58
35.	- Quality of performance	83.3	16.7	89.3	10.7	3.02
II- Criteria for performance conduct						
36.	- Dealing with employees complaints	86.0	14.0	88.1	11.9	0.40
37.	- Managing meetings	85.3	14.7	87.0	13.0	0.14
38.	- Regular Attendance	89.3	10.7	93.0	7.0	1.66
39.	- Cooperation with colleagues	94.7	5.3	88.1	11.9	4.76
40.	- Leading employees	90.0	10.0	92.2	7.8	0.61
III- Personal criteria						
41.	- Taking the initiatives	88.0	12.0	92.6	7.4	2.47
42.	- Attention	91.3	8.7	96.7	3.3	5.53
43.	- High motivation	86.0	14.0	88.1	11.9	0.40
44.	- Emotional balance	85.3	14.7	89.3	10.7	1.39
- Principals or conditions of using the criteria for evaluating administrative performance:						
45.	- Using a large number of criteria to cover all aspects	82.7	17.3	89.3	10.7	3.68
46.	- Criteria are objective	94.7	5.3	86.7	13.3	6.58
47.	- Criteria have different weights	91.3	8.7	96.7	3.3	5.53
48.	- The most objective criteria are those associated with performance outcomes (amount – quality)	83.3	16.7	89.6	10.4	3.47
49.	- These are followed by criteria of conduct	90.0	10.0	94.8	5.2	3.48
50.	- Finally come the personal qualities which are less efficient in measuring performance efficiency	83.3	16.7	89.3	10.7	3.02
- Criteria for evaluating performance of supervisors						
	A- elements: these include an individual's qualities and good characteristics	88.0	12.0	92.6	7.4	2.47
51.	- Concrete elements that can be easily measured such as:					
52.	- Regular attendance	94.7	5.3	88.1	11.9	4.76
53.	- Accuracy	82.7	17.3	89.3	10.7	3.68
54.	- Respect of working hours	80.7	19.3	89.6	10.4	6.60
- Non-concrete elements which are difficult to measure, such as:						
55.	- Honesty	85.3	14.7	91.9	8.1	4.37
56.	- Intelligence	90.0	10.0	96.7	3.3	7.95
57.	- Cooperation	86.0	14.0	96.7	3.3	15.0
58.	- Sacrifice	88.0	12.0	95.9	4.1	9.42

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
	B- Equipment: these are:					
59.	- Quantitative equipment: Identifying a particular amount to be produced by production units in particular period of time.	82.7	17.3	89.3	10.7	3.68
60.	- Qualitative equipment: An individual's production reaching a particular level of quality, accuracy, perfection and excellence	86.7	13.3	87.4	12.6	0.05
61.	- Quantitative and qualitative equipment: A mixture of the two previous types	82.7	17.3	88.1	11.9	2.43

Table 7 shows that the calculated K2 value of the significance of the differences between responses of the technical sample and the administrative sample is not statistically significant, thus proving the non-existence of statistically significant differences between their responses about the types of criteria of evaluating administrative and technical performance.

It also shows that percentages of response by the administrative population varied between 80.7% and 94.7% while that of the technical population varied between 88.1% and 96.7% in the types of criteria of evaluating administrative and technical performance.

Research sample subjects also agreed on statements 45-50 with a percentage of 82.7%:94.7% in the administrative population sample and 86.7%:96.7% in the technical population sample on the conditions of using the criteria for evaluating the administrative and technical performance.

This conforms to the statement made by Ahmed El-SayedMoustafa (2000) that certain principles should govern the criteria of evaluating performance as follows:

- A large number of criteria must be used to cover the different aspects of an individual's performance.
- Criteria should be objective as possible and should focus on concrete aspects of performance whenever possible.
- Criteria should have different weights so as to reflect their effect and relationship with performance.
- The most objective criteria are those associated with performance outcomes (amount – quality), followed by criteria of conduct used to reach performance outcomes, whereas criteria of personal qualities are less efficient in measuring performance. (1:95)

The statement no. 56 "cooperation is a non-concrete element difference to measuring as a criterion for evaluating the performance of supervisors for the highest value for K2 square compared to the other statements of the axis (15.0)"

Salem AbellatifSwaydan suggested that there are a number of foundations and criteria that should be considered when evaluating, which are:

- Evaluating performance should be related to objective, i.e., evaluation must be done in the light of particular objectives set for achievement.
- Evaluation must be comprehensive i.e., it should not only focus on the diversity of knowledge but also it aims at changing to the better.
- Evaluation must be based on science and evaluation tools should be varied, reliable, and objective so as to realize their purpose in full.
- Evaluation should save time, efforts and costs.
- Collaboration and cooperation in evaluation.
- Continuity of evaluation. (17:92)

Table 8
Third axis: the integrated approach to evaluate the administrative and technical performance

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
62.	- Policies on performance evaluation must not be considered separately but should be connected to other policies especially:	87.3	12.7	9.7	9.3	1.19

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
63.	- Administrative training	94.0	6.0	96.7	3.3	7.67
64.	- Supervision	90.0	10.0	93.0	7.0	1.4
65.	- Communication system	86.7	13.3	88.5	11.5	0.31
	- Steps of the integrated approach to evaluation include:					
66.	- Identifying objectives to be achieved	80.0	20.0	81.9	18.1	0.22
67.	- Answering this question: "What is it you want to evaluate?"	88.0	12.0	89.3	10.7	0.15
68.	- Performance of employees	87.3	12.7	93.0	7.0	3.71
69.	- Dividing steps into parts to identify the criteria and the means of measurement	90.0	10.0	89.6	10.4	0.1
	- Choosing the way to do this *In this case the administration might combine two methods*					
70.	- General arrangement	94.7	5.3	88.5	11.5	4.33
71.	- Objective-based management	82.7	18.0	85.6	14.4	0.92
72.	- Identifying the factors selected to evaluate employees and supervisors alike	88.0	12.0	93.0	7.0	0.27
73.	- Clarifying advantages of following the evaluation plan to employees	90.0	10.0	89.3	10.7	0.6
74.	- Deepening the concept of supervision in supervisors	83.3	16.7	87.4	12.6	10.33
75.	- Informing excellent and lower – grade – employees of their progress	94.0	6.0	94.1	5.9	00.00
76.	- Holding periodic meetings to discuss the process of evaluating employees	90.0	10.0	96.7	3.3	7.95
77.	- Applying parts revised and modified	94.7	5.3	93.0	7.0	0.47
78.	- Revising methods used in evaluating performance	88.0	12.0	92.0	7.4	2.47
	Causes of failure of evaluation methods:					
	I- Evaluation methods-related causes					
79.	- Non-accuracy of criteria of evaluation	90.0	10.0	87.4	12.6	0.63
80.	- Lack of sound and adequate instructions	94.7	5.3	93.0	7.0	0.47
81.	- Non-accuracy of measurement grades (excellent – very good – good – average)	90.0	10.0	88.5	11.5	0.22
82.	- Non-clarity of roles of personnel management and executive managers and non-clarity of the job of each of them	85.3	14.7	90.0	10.0	2.04
	II- Causes related to evaluators					
83.	- Generalizing outcomes	87.3	12.7	87.4	12.6	00.00
84.	- Non-understanding of criteria for evaluation	90.0	10.0	90.7	9.3	0.06
85.	- Tendency to show qualities such as	92.0	8.0	94.4	5.6	0.96
86.	- Making light of things – intransigent – stimulation	94.7	5.3	96.7	3.3	0.99
87.	- Personal bios	84.0	16.0	89.3	10.7	2.42
	- The main reasons for failure of approaches to performance evaluation					
88.	- Using one model	94.7	5.3	96.7	3.3	0.99
89.	- Criteria are not compatible with work outcomes and objectives	83.3	16.7	85.2	14.8	0.25

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
90.	- Over-leniency	85.3	14.7	90.0	10.0	2.04
91.	- Bad application of models of performance evaluation	90.0	10.0	91.1	8.9	0.14
92.	- Lack of a system to provide employees with information and data necessary to their jobs	83.3	16.7	86.7	13.3	0.86
93.	- Fear from realistic evaluation	94.7	5.3	93.0	7.0	0.47
94.	- Tendency in grievance committees to favor employees	90.0	10.0	87.4	12.6	0.63

Table 8 shows that the calculated K2 value of the significance of the differences between responses of the technical sample and the administrative sample is not statistically significant, thus proving the non-existence of statistically significant differences between their responses about the integrated approach to evaluate the administrative and technical performance.

It also shows that percentages of response in the administrative population varied between 80.7% and 94.7% while that of the technical population varied between 81.9% and 96.7%.

Statements no. 75, 76 and 77 about informing excellent and lower grades employees of their progress, Holding periodic meetings to discuss the process of evaluating employees and Applying parts revised and modified, obtained high percentages of agreement between the opinions of the research sample categories ranging between 90.0% and 94.07% in the administrative population sample and 93.0% and 96.7% of the technical population sample.

Opinions of administrative population sample varied between 83.3% and 94.7% and those of the technical population sample ranged between 85.2% and 96.7% about the reasons of failure of performance evaluation methods. This conforms to the statement by Ahmed Anwar Raslan (2000) that the failure of performance evaluation systems in Egypt is due to a number of reasons, the most important of which are:

- Using one model in the organization to evaluate performance of all employees, despite the differences in their jobs and levels.
- The separation between evaluation criteria and work outcomes and objectives and concentrating on inaccurate, non-concrete criteria.
- Giving employees high grades for their performance by their managers, being a sort of a social consolidation.
- Negligence by personnel administrations when reviewing the accuracy of grades granted employees by their managers.
- Lack of good systems to select employees in a realistic manner.
- Tendency by grievance committees to favor employees in an non-objective manner thus undermining the system
- Not using results of evaluation for its different purposes. (4:287)

The authors of this paper believe that some of the measurements used do not reflect the actual performance of the job in a realistic manner and focus on personal aspects. This is especially true for measurements concerning some jobs that require high degrees of experience and skill where it is difficult to measure the performance of such employees due to the high degree of knowledge and specialization in technical sides which is higher than the knowledge of their superiors thus forcing the latter to give those persons degrees higher than their actual performance or using non-objective elements which has nothing to do with the actual performance of the job such as appearance, cooperation or other personal aspects. Some measurements are vague and difficult to understand by employees thus leading to non-satisfaction by employees about the fairness of evaluation.

Table 9

Axis 4: The best criteria for evaluating the administrative and technical performance of some high level sport activity

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
I. Objective-driven management method						
95.	- Systemic method of evaluation in which managers and employees agree on the general objectives and the main areas and results	87.3	12.7	90.7	9.3	1.19
96.	Identifying criteria used in measuring advancing towards the objective	94.0	6.0	96.7	3.3	7.67
97.	Evaluating objectives achieved or being achieved	90.0	10.0	93.0	7.0	1.14
- This method involves two basic steps, which are:						
98.	Identifying objectives	86.7	13.3	88.5	11.5	0.31
99.	Review of performance	83.3	16.7	86.3	13.7	0.67
The basic components of objective-driven management:						
100.	Collective participation by supervisor and employees	80	20	81.9	18.1	0.22
101.	A person would identify short-term objectives in collaboration with his/her manager	86	14	89.3	10.7	0.98
102.	Identifying a set of behaviour patterns required for performing the job	88	12	89.3	10.07	0.15
103.	Using a system of measurement	84	16	89.6	10.4	2.82
104.	Informing employees of the behaviour patterns required and how to practice them	83.3	12.7	93	7	3.71
105.	Informing employees of the performance level and rewarding positive results	89.3	10.7	86.7	13.3	0.63
Advantages:						
106.	Encouraging employees to identifying specific objectives	90	10	96.7	3.3	7.95
107.	It is an objective method that depends on actual performance	94	6	94.1	5.9	0
108.	Informing employees of what is required from them	94.7	5.3	88.5	11.5	4.33
109.	Facilitating planning and coordination of the institution's general objectives	82	18	85	14.4	4.17
Disadvantages:						
110.	It is result-oriented, thus neglecting the "how–to-do-it" component	88	12	93	7	0.17
111.	It is difficult to compare performance of two different persons	82	18	85	14	0.92
112.	Because each person is evaluated based on the achievement of specific objectives	82.7	17.3	89.6	10.4	4.17
113.	It is difficult to apply in reality for the following reasons:	88	12	93	7	0.17
114.	It requires high administrative skills to identify objectives.	90	10	89.3	10.7	0.07
115.	Objective phrasing skills	83.3	16.7	87.4	12.6	1.33
116.	Individual objectives are difficult to isentify because it is based on team work	94.7	5.3	93	7	0.47
117.	It is difficult to measure specific objectives	88	12	92	7.4	2.47
118.	It is difficult to apply to lower levels of management	94	6	89.3	10.7	2.63
119.	The process of evaluating performance in the light of the objective-driven management method:	90	10	87.4	12.6	0.63
120.	Identifying organizational objectives	94.7	5.3	93	7	0.47
121.	Identifying departmental objectives	90	10	88.5	11.5	0.22
Identifying objectives through						

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
122.	Supervisor	83.3	16.7	86.7	13.3	0.86
123.	Suggestions by employees	90	10	91.1	8.9	0.14
124.	Approving objectives	85.3	14.7	90	10.7	2.04
125.	Provisional revision	87.3	12.7	87.4	12.6	0
126.	Excluding inappropriate objectives	90	10	90.7	9.3	0.06
127.	Modifying objectives	84	16	89.3	10.7	2.42
128.	Revising objectives	94	6	87.4	12.6	4.56
	2- collective assessment method					
129.	Evaluation is done by a committee comprising as member the direct supervisor of the employee.	94.7	5.3	96.7	3.3	0.99
130.	One member of the committee is chosen to be coordinator of the committee's work	80	0.2	87	13	3.65
	Advantages:					
131.	Conducting an evaluation in a systemic manner	86.7	13.3	89.3	10.7	0.63
132.	It allows a discussion between head and members of the group.	97.7	5.3	93.3	6.7	0.3
133.	It allows head of the group to see other areas which were ignored	89.3	10.7	88.1	11.9	0.13
134.	It identifies areas where employees need improvement	88	12	93	7	2.96
135.	It provides a base for discussing the real future objectives	85.3	14.7	91.1	8.9	0.33
	:3- The compulsory distribution method					
136.	It is based on the normal distribution aspect	89.3	10.7	88.1	11.9	0.13
137.	Distribution of efficiency level would often follow the normal curve, where the majority of employees are n the normal or average efficiency, while the minority are in the high or low efficiency.	83.3	16.7	89.3	10.7	3.02
	Advantages:					
138.	It is an easy to use method which enables studying and analyzing employees.	90	10	95.6	4.4	4.95
139.	- studying and analyzing employees	94	6	94.8	5.2	0.12
140.	- allows a certain degree of objectivity	83.3	16.7	85.2	14.8	0.25
141.	Can only be used with large numbers	89.3	10.7	85.2	14.8	1.44
	Disadvantages					
142.	- this method is of limited use	81.3	18.7	84.8	15.2	1.59
143.	It does not show the management weaknesses of employee's performance so that they can be addressed	89.3	10.7	90	10	0.05
	4- The written reports method					
144.	It does not require the use of specific tables or lists or any other means	83.3	16.7	89.3	10.7	3.02
145.	- it is arranged in groups under titles such as:	86.7	13.3	84.8	15.2	0.27
146.	The nature of job evaluation	81.3	18.7	87	13	2.46
147.	Reasons of the behaviour	80	20	86.7	13.3	3.24
148.	Qualities of the employee	85.3	14.7	89.3	10.7	1.39
149.	- developing the future needs	87.3	12.7	87	13	0.01
	Advantages:					
150.	The supervisor observes and analyses	90	10	89.3	10.7	0.06

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
151.	Results of the evaluation largely depend on the evaluator's skill, ability and effort rather than on mental evaluation	94.7	5.3	87.4	12.6	5.65
	5- The compulsory selection method					
152.	A number of statements are phrased to reflect the performance of the employee and are divided into four-statement evaluation groups.	86.7	13.3	89.3	10.7	0.63
153.	- two of these represent the qualities desired	87.3	12.7	93	7	3.71
154.	- the other two represent the undesired qualities in the employee's performance and requires the supervisor to choose two of the four phrases	90	10	87.4	12.6	0.63
155.	When evaluating selected phrases, value is calculated to be stated in the result of evaluation	82.7	17.3	89.3	10.7	3.68
156.	The supervisor observes and analyses	94.7	5.3	96.7	3.3	0.99
157.	Results of the evaluation largely depend on the evaluator's skill, ability and effort rather than on mental evaluation	86.7	13.3	89.3	10.7	0.63
	Advantages:					
158.	Achieving objectivity of evaluation because evaluator does not know how far the specific qualities are important	83.3	16.7	85.2	14.8	0.25
159.	The evaluator will be obliged to seriously study the employee's performance..	89.3	10.7	90	10	0.05
	- disadvantages					
160.	- difficult to understand and apply	83.3	16.7	89.3	10.7	3.02
161.	Secrecy of weights given by management	81.3	18.7	87	13	2.46
162.	It needs high skill and efficiency to select the couple	85.3	14.7	89.3	10.7	1.39
	Comparing pairs of employees					
163.	the evaluator compares every employee with all the other employees	87.3	12.7	87	13	0.01
164.	In this method, if more than one person holds the comparison, they will reach the same results	90	10	89.3	10.7	0.06
	Disadvantages:					
165.	Limited effectiveness	86.7	13.3	89.3	10.7	0.63
166.	This method is good in testing the selection and recruitment policy and how far this helps in selecting the right person	87.3	12.7	93	7	3.71
167.	Fails to detect negative behaviour patterns which need correction	85.3	14.7	89.3	10.7	1.39

Table 9 shows that the calculated K2 value of the significance of the differences between responses of the technical sample and the administrative sample is not statistically significant, thus proving the non-existence of statistically significant differences between their responses about the best criteria to evaluate the administrative and technical performance for some of the high level sport activities.

It also shows that percentages of response in the administrative population varied between 80.0% and 94.7% while that of the technical population varied between 84.8% and 96.7%.

Opinions of the research sample categories on statements 96, 97, 107, 116, 120 and 123 which address the objective-based management method as one of the most important methods of measuring and evaluating administrative and technical performanceobtained high percentages of agreement varying between 90.0% and 94.07% for the administrative staff members and 91.1% and 94.7% for the technical staff members.

This method is result-driven, i.e. the direct supervisor will not consider the behavior or qualities of employees but would only focus on what results they could achieve. This method goes into several steps:

- During the implementation, the manager would help employees in achieving the objectives and follow up the achievement of results.
- At the end of the period agreed on, results achieved would be evaluated by comparing what was achieved to what was agreed on at the beginning of period and spotting the deviation from implementation both positively and negatively.
- This method is objective but it needs more effort from the direct supervisor to set clear objectives and quantity accepted by employees.

Percentages of agreement in the opinions of the research sample on the statements from 129 to 135 on the methods of the collective assessment ranged between 80.0% and 94.7% for the administrative staff and 87.0% and 96.7% for the technical staff.

Percentages of agreement in the opinions of the research sample on the statements from 136 to 143 on the compulsory distribution method ranged between 81.3% and 94.0% for the administrative staff and 84.8% and 95.6% for the technical staff.

In this method each manager would be relatively obliged to distribute his employees over efficiency measurements score in a manner determined by the organization, which is also called the natural distribution and sees that most individuals obtain a median score on the scale while the percentage becomes lower as we go far from the median score whether obtaining higher or lower.

The written report method obtained percentages of agreement varying between 80.0% and 94.7% for the administrative staff members and 84.8% and 90.0% for the technical staff members. It is a simple method in which the manager or supervisor writes a detailed report about the employee describing the employee's points of strength and weakness and skills that an be developed in addition to the possibility of advancement and promotion.

Percentages of agreement on the compulsory selection method varied between 81.3% and 94.0% for the administrative staff members and between 85.2% and 96.7% for the technical staff members.

Percentages of agreement on the statements 163 – 167 varied between 85.3% and 90.0% for the administrative staff members and between 86.0% and 93.0% for the technical staff members.

Authors of this paper believe that this method allows each employee to be compared with other employees in the same department, and pairs of comparisons are thus made showing which employee is better. Combining theses comparisons makes it possible to arrange employees down according to their general performance and according to the comparisons made.

Based on percentages of agreement on axes of evaluation, the relative importance of each is as follows:

1. objective-driven management method;
2. collective assessment method;
3. compulsory distribution method;
4. written report method;
5. compulsory selection method;
6. comparing pairs of employees method.

Table 10

Axis 5: Effects of evaluating the administrative and technical performance

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
Effects of evaluating the administrative and technical performance						
Promotion: promotion planning:						
Promotion bases						
168.	Based on efficiency	87.3	12.7	90.7	9.3	1.19
169.	Based on seniority	94.0	6.0	96.7	3.3	7.67
Promotion conditions						
170.	Availability of a vacancy.	90.0	10.0	93.0	7.0	1.14
171.	Promoting to the next position	86.7	13.3	88.5	11.5	0.31
172.	Elapse of a period required for promotion	83.3	16.7	86.3	13.7	0.67
173.	Job efficiency requirements	80.0	20.0	81.9	18.1	0.22
174.	A promotion decision is issued by concerned authority	86.0	14.0	89.3	10.7	0.98

Sr.	Statements	Administrative staff		Technical staff		K2
		Yes	No	Yes	No	
175.	There is nothing that prevents the promotion	88.0	12.0	89.3	10.7	0.15
Transfer: moving an employee from one job to another on the same organizational level						
Principles of transfer						
176.	Studying the institution's circumstances and nature of work	84.0	16.0	89.6	10.4	2.82
177.	A control system in place to know the abilities of employees	87.3	12.7	93.0	7.0	3.71
178.	Clarifying reasons for transfer	89.3	10.7	86.7	13.3	0.63
179.	Identifying the principles of preference in transfer (seniority or efficiency)	90.0	10.0	96.7	3.3	7.95
180.	Considering the effect of transfer	94.0	6.0	94.1	5.9	00.00
181.	Promotion, transfer and recruitment should be inseparable	90.0	10.0	89.6	10.4	0.01
182.	Transfer procedures in place	82.7	17.3	89.6	10.4	4.17
Transfer policy components are:						
183.	Identifying foundations for the transfer	83.3	16.7	87.4	12.6	1.33
184.	Identifying a person responsible for the transfer and approval thereof	94.7	5.3	93.0	7.0	0.47
185.	Similarity of salary rate	88.0	12.0	92.6	7.4	2.47
- training						
186.	It is a planned activity aiming at making changes in the individual or the group concerning information, experience, skills, performance rates, methods of work, behaviour and attitudes to make the person fit to work efficiently	94.0	6.0	89.3	10.7	2.63
Training is important for:						
187.	Increasing production	90.0	10.0	87.4	12.6	0.63
188.	Raising morals	94.7	5.3	93.0	7.0	0.47
189.	Reducing job accidents	90.0	10.0	88.5	11.5	0.22
190.	Continuity and stability of organization	83.3	16.7	86.7	13.3	0.86
191.	Economy of costs	85.3	14.7	90.0	10.0	2.04
192.	Reducing the rate of job rotation	87.3	12.7	87.4	12.6	00.00
193.	Saving the reserve force of the institution	90.0	10.0	90.7	9.3	0.06
194.	Reducing supervision	83.3	16.7	86.3	13.7	0.67
195.	The supervisors' training aiming at enhancement of leadership	92.0	8.0	94.4	5.6	0.96
D- Penalty and terminating service						
196.	This is the last resort for management towards an employee found inefficient by the objective performance reports	90.0	10.0	89.3	10.7	0.06
197.	And cannot be corrected or reformed	84.0	16.0	89.3	10.7	2.42

Table 10 shows that the calculated K2 value of the significance of the differences between responses of the technical sample and the administrative sample is not statistically significant, thus proving the non-existence of statistically significant differences between their responses about the effects of evaluating administrative and technical performance.

It also shows that percentages of response in the administrative population varied between 80.0% and 94.7% while that of the technical population varied between 84.8% and 96.7%.

The study sample of the administrative and technical staff members showed a high percentage of agreement on most of the statements in the axis

This was suggested by Salah El-Din Abdel Baki (2000), Ahmed Maher (2001) and Mostafa Kamel (2002) who stated that it is possible to make use of the evaluation process results in developing new and realistic personnel policy for work in organizations. This may include:

- Developing a good promotion policy that would allow the selection of the most suitable persons to fill vacancies at the highest organizational levels;
- The rationalization of a successful selection and recruitment policy to have the right person in the right place;
- Improving work relationships within the institution to create a sense of comfort and re-assurance among employees (19-37)(2:2000)(28-304)

Hassan Ahmed El-Shafee (2003) suggested that the evaluation of performance is one of the most important elements of the administrative process, because it aims at ensuring the achievement of work objectives specified. Evaluation therefore depends on some basic elements such as identifying objectives and levels to be achieved by performance, measuring the actual results of performance, analyzing actual results and comparing them to what should have been achieved. Evaluation is thus the criterion for the evaluation of personnel performance to measure the levels at which performance is regarded as satisfactory and to compare the actual performance, and measure the concrete characteristics of personnel for purposes of promotion or penalty (11: 68-69).

Results of applying the form for the criteria of evaluation the technical performance in individual and team sport activities

The form was applied to the basic research sample (N=52) from the technical staff members. The results were passive, meaning that they have no knowledge of the criteria.

Conclusions

In the light of the research results, he following conclusions were made:

1. **Conclusions made from Form 1 (for the administrative and technical staff members)**

1) Axis 1: "Concept and importance of the criteria for evaluating administrative and technical performance in some high level sport activities"

The concept of the criteria for evaluating administrative and technical performance:

- It is a review of an evaluation of a perspective that comprises aspects of job behavior.
- It involves the essential differences between actual results with the aim of developing work stages.
- Surveillance is closely related to performance evaluation and is part of the control system.

Importance of the criteria for evaluating administrative and technical performance:

- understanding points of weakness and strength of supervisors;
- achieving justice between employees;
- evaluating the policy of salaries and incentives;
- providing decision makers with information about the performance of employees in the organization;
- providing predicting indicators for selection and recruitment in the organization

2) Axis 2: Types of criteria for evaluating the administrative and technical performance for some high level sport activities;

- Performance outcomes;
- Performance behavior;
- Personal Criteria;
- Evaluating concrete and non-concrete elements.

3) Axis 3: The integrated approach for evaluating the administrative and technical performance for some high level sport activities.

The main steps of the integrated approach for evaluating the performance

- Informing employees of the advantages of complying with the evaluation plan;
- Informing excellent and lower – grade employees of their progress;
- Holding periodic meetings to discuss the process of evaluating employees;
- Applying parts revised and modified;
- Revising methods used in evaluating performance.

Causes of failure of evaluation methods:

- Non-accuracy of criteria of evaluation
- Lack of sound and adequate instructions
- Non-accuracy of measurement grades (excellent – very good – good – average)
- Tendency to show qualities such as making light of things – intransigent – stimulation;

- Using one model;
- Fear from realistic evaluation;
- Tendency in grievance committees to favor employees.

4) Axis 4: The best method of evaluating the administrative and technical performance for some high level sport activities.

A) The objective-driven management. Some of the advantages here are:

- Encouraging personnel to achieve specific objectives;
- it is an objective method depending on the actual performance;
- informing personnel of the work they are expected to do.

Disadvantages include:

- Individual objectives are difficult to identify because it is a team work;
- It is difficult to apply to lower levels of management.

B) The collective assessment method

- Evaluation is done by a committee comprising as member the direct supervisor of the employee.
- It allows a discussion between head and members of the group.

C) The compulsory distribution method

- It is an easy to use method which enables studying and analysing employees.

D) The written reports method

- The supervisor observes and analyses.
- Results of the evaluation largely depend on the evaluator's skill, ability and effort rather than on mental evaluation

E) The compulsory selection method

- A number of statements are phrased to reflect the performance of the employee and are divided into four-statement evaluation groups.
- The evaluator will be obliged to seriously study the employee's performance.

F) Comparing pairs of employees

- In this method, if more than one person holds the comparison, they will reach the same results.
- This method is good in testing the selection and recruitment policy and how far this helps in selecting the right person.
-
- V. Axis 5: "Effects of evaluating the administrative and technical performance of some high level sport activities"
- Promotion is based on seniority.
- Transfer of employees is based on specific principles of preference (seniority or efficiency) and should consider the impacts of the transfer. Promotion, transfer and recruitment are inseparable.
- Training enhances the employees' morals, reduces accidents and saves funds. It also helps the advancement of the administration.

2. Conclusions made from Form 2 (only for the technical staff members)

Based on criteria agreed on by judges and experts, the following conclusion was made: the research sample subjects are not acquainted with, and have no knowledge of the criteria for evaluating technical performance or of the steps necessary for their application.

Recommendations

In the light of the research conclusions, the following recommendations were made:

1. for those in charge in the Ministry of Sport, the Ministry of Youth, the Olympic Committee, Sport Federations, Sports clubs, youth centers, officials of different sports administrative and technical bodies: adoption of the suggested models when evaluating the administrative and technical performance
2. Adoption of the suggested models for application when evaluating the administrative and technical performance:

Figure 1
Model 1 for the administrative and technical staff members

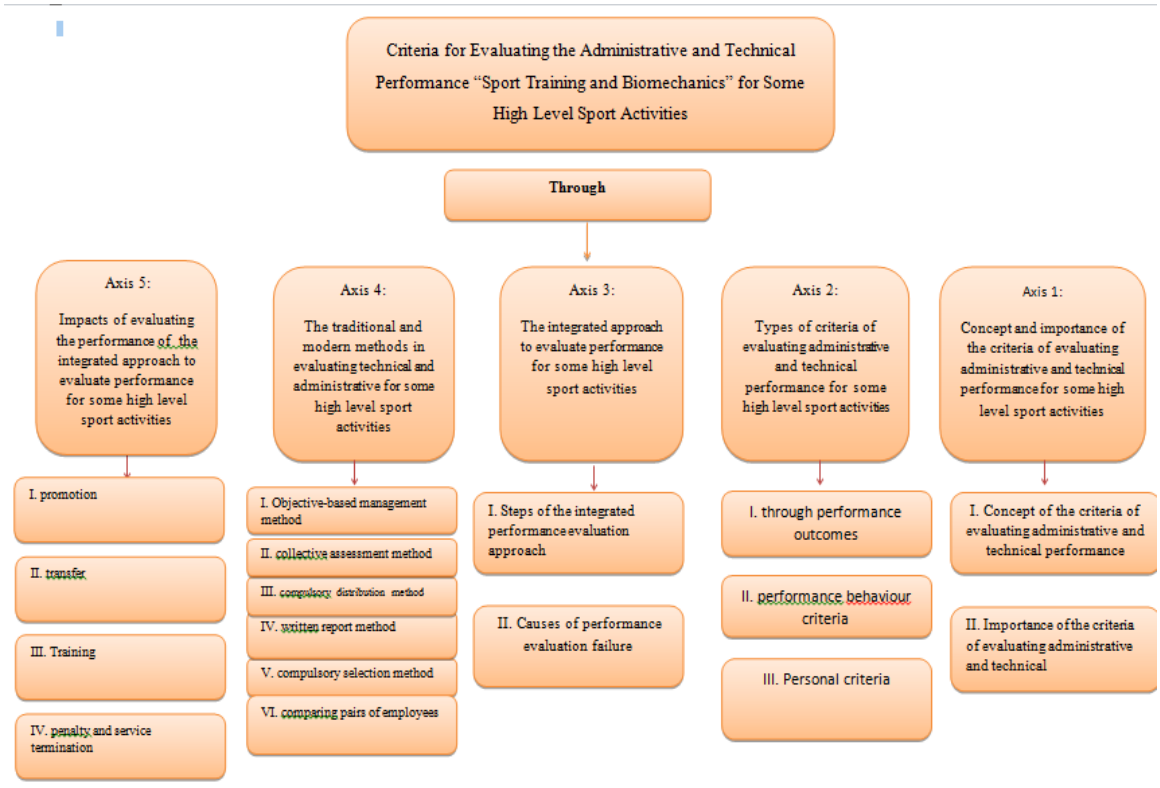
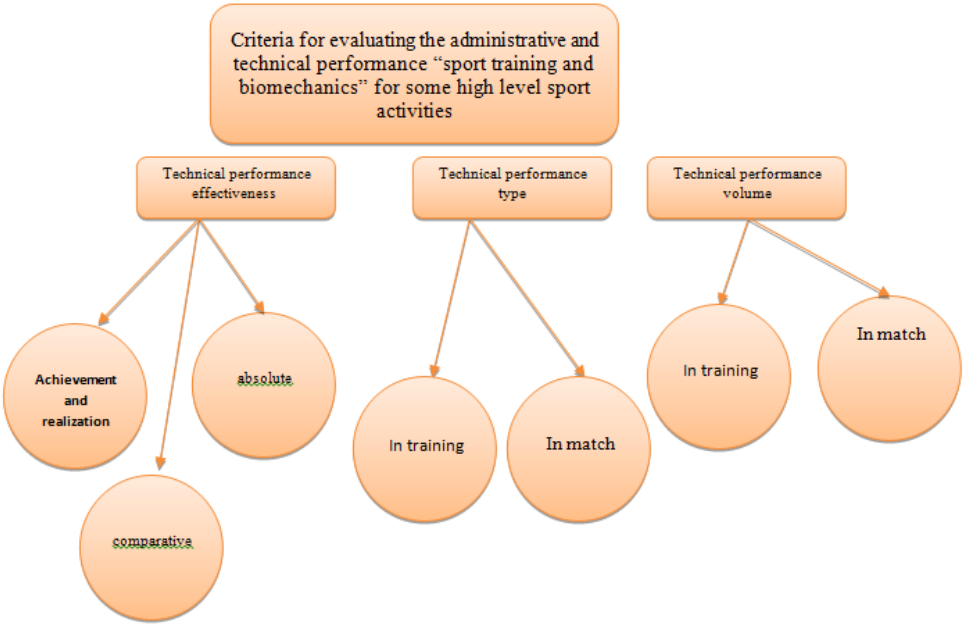


Figure 2
Model 2 for sport training and bio-mechanics



3. Results of Questionnaire 1 (attachment I) and Questionnaire 2 (Attachment II). Should guide the application of the suggested models

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