

# The Influence of Some Human Resource Management Practices on Teaching Staff's Performance in The Faculty of Education, University of Khartoum, Sudan

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## Abstract

The study examines the influence of some human resource management HRM practices on the performance of teaching staff members in the faculty of Education University of Khartoum, to rank their influence s; and to boost extra attention on their importance. Data was collected through a survey to explore the teaching staff's experiences. The hypotheses were tested with SPSS. Findings for the overall sample revealed that HRM practices affected staff members positively and significantly. Findings also revealed males; mid-age two groups of 30-39 and 40-49; PhD holders (57.5%); and Assistant Professor (45%) as majority. Future strategies in the University of Khartoum could use potential opportunities of HRM practices for staff development and promotion.

**Key words:** human resource practices, academic promotion

## 1- Introduction

Universities are confronted with challenges to improve teaching staffs' performance to meet intense competition among universities; provide and increase quality of work; and govern utilization of staff resources. HRM have the opportunity to contribute in overcoming these challenges. This research takes Faculty of Education teaching staff members as a case study to see how far these practices can influences their performance. This is important since higher education institutions in Sudan are seeking for strategic practices to raise staffs' performance. By so, the research problem is stated as: "What is the influence of HRM practices on the teaching staff's performance in faculty of education, university of Khartoum?" This is in order to achieve the objectives of resolving the influence of HRM practices on teaching staffs' performance; ranking this influence; and boosting extra attention on their importance. This makes the research important since such practices are essential for any university to achieve its goals and objectives and to cope with changing development demands.

## 2. Literature review and hypotheses development

Performance Management PM is a process by which organizations align their resources, systems and employees to strategic objectives and priorities. It is defined as strategic and integrated approach to increase the effectiveness by improving the performance of the employees; and by developing the capabilities of teams and individual contributors. The objectives of PM are to increase two-way

communication between supervisors and employees; clarify mission; goals, responsibilities, priorities and expectations; identify and resolve performance problems; recognize quality performance; and provide a basis for administrative decisions and strategic planning.

Human resource **planning** HRP determines the human resources required by the organization to achieve its strategic goals; looks issues relating to how people are employed and developed to improve organizational effectiveness. Research results confirmed that succession planning had significant, positive relationship with employee performance (Ali et al. 2019) and similarly in small firms (Gibson et al. 2005); in Gauteng, South Africa (Dubihlela et al. 2014), and has an effect on motivation with 89% in packaging company in Tangerang (Sukmayuda et al. 2019); among local government employees in Nigeria (Tabiu et al. 2020); in commercial banks located in a large city of Pakistan (Ali et al. 2020); among all cashiers at PT. Maju Bersama Supermarket in Medan (Simbolon et al. 2023); in research institutes in Kenya (Kepha, 2015). Also, social capital significantly influences the planning of employee loyalty and retention (Rodriguez et al. 2022), and time management planning positive effects are conditioned upon the amount of interruptions in the day of employees (Parke et al. 2018), while the greater the attention given to employees' training, higher will be their adaptive performance among local government employees in Nigeria (Tabiu et al. 2020).

**Recruitment** focuses on attraction, identification and retention of staff with purposes of present and future recruitment needs in conjunction with HRP and job. Several studies were done concerns its positive and significant influence on employee's performance, such as El-Hiti and El- Mua'shir (2004) in a university; Chavare (2000) in Western Maharashtra; in Solo city, Indonesia (Sutanto et al. 2016); PT Sriwijaya Air Jakarta (Sarinah et al. 2016); in PT Green Glovers Indonesia, in Klaten (Suwanto et al. 2019); in a manufacturing company (Setiawan et al. 2020); in three selected manufacturing companies in Nigeria (Oaya et al. 2017); and similarly in Jakarta (Fitri et al. 2021), and in Nigeria (Praise et al. 2020); Fujairah National Group of UAE (Alnsaari et al. 2019); and in research institutes in Kenya (Kepha et al. 2014, Bako et al. 2017). In addition, ethical issues in recruitment in two public universities in Nyeri County in Kenya had positively and significantly affected on employee performance (Sarah, et al. 2018), and also at telecommunication companies in Erbil- Kurdistan (Hamzaet al. 2021); in the hospitality industry in Ogun State, Nigeria (Soelton et al. 2018); and in industry base in Jeddah, Saudi Arabia (Bakhashwan et al 2021).

**Training** implies preparing an employee for an occupation or specific skills. Training is required if there is a change in technology, working conditions, products, inadequate performance, shortage of staff. Training needs are discrepancies between identifiable shortfalls in knowledge, attitudes or skills. It increases job satisfaction and morale ((Afroz, 2018), Hafiz, 2015). Numerous studies confirmed the significant influence of training on employees' performance such as those done by Munjuri (2011); Hidayat et al. (2018); (Hafiz, 2015); and for school teachers in government schools in Kolti (Naqvi, 2013); at Jordanian private hospitals (Diab, et al. 2015)); in telecommunication industry in Uganda (Nassazi, 2013); in Banking sector, Tangail, Bangladesh (Afroz; 2018); in Uganda's health sector (Sendawula et al. 2018); in two Chinese manufacturing firms (Guan et al. 2019); and by Mina et al. (2019) in Jeddah Islamic Port; in the two Lebanese companies of Bonjus and Khatib and Alami (Halawi et al. 2018); in private sector, Coimbatore District (Anitha et al. 2016); in Mutare city council, Zimbabwe (Dabale et al. 2014); and Onyango et al. (2020) in Siaya county, Kenya who also indicated to

the low job satisfaction and low motivation which not only reduce performance of the health system but also constitute a serious push factor for migration of health workers.

A well **designed job** brings involvement and satisfaction to the employees and they perform well by employing all their energies in the work; and may foster employee well-being and engagement (Tims et al. 2013). A review of the literature generally confirms the prediction that job enlargement is more likely to lead to increased product quality than to increased productivity (Lawler, 1969) which was confirmed by findings of Suri's (2016). Psychological perception of an employee has significant positive impact on the relationship of job design and employee performance (Zareen, 2013). Findings of the research in the FMCG's sector in Pakistan (Ali et al. 2014), indicate a positive relationship between job design and employee performance, and similarly in Kalmunai zone in Sir Lanka (Aroosiya et al. 2013); in fertilizer companies listed in Lahore Stock Exchange (Abid et al. 2013); at the Presbyterian University of East Africa (Kariuki et al, 2015); among employees at GCB and GTB Bank (Mensah-Bonsu, 2012); among employees of casual restaurant chain in Singapore (Raub, 2018); in restaurants in China (Li et al. 2021); Nigerian banking (Okolo, 2018); and in Bni tbk, manado (Surina, 2015). Moreover, the interaction between job redesign and job satisfaction is found to be positively related to employee performance (Siengthai et al. 2016);

**Reward** management is concerned with the formulation and implementation of strategies and policies, the purposes of which are to reward people fairly, equitably and consistently in accordance with their value to the organization and thus help the organization to achieve its strategic goals. A key dimension for effective leadership involves reinforcing and motivating others to encourage superior performance (Luthans, 2000). Rewards play a motivational role in the personality of an employee and urge them to produce loyalty and show good performance in Courier companies of city Faisalabad, Pakistan (Khan, 2017); alongside with various non-financial rewards which enhance satisfaction level (Haider e al. 2015); There is a positive relationship between rewarding and employee performance in Electri. Co. in Sri Lanka (Edirisooriya, 2014); in Kalakand private school (Ibrar et al. 2015); among people working for unified mining companies in the southern part of Jordan (Salah, 2016); at the manufacture corporate of Sukorejo, Pasuruan, Indonesia (Siswanto et al. 2021); in Islamic and conventional banks in different parts of cities of Lahore and Kasur (Ahmad et al.2019); in Shogwe diocese, Rawanda (Chantal et al, 2022); in technical education authority of Pakistan (Saeed et al. 2013); in Massive Open Online Courses in Halal science center, Chulalongkorn University, Thailand (Sureephong et al. 2020); and on global banks (Gungor, 2011); and from 422 empirical responses (Kumari et al 2021); at a private university in east Java (Ratri et al. 2021); and in-service training in selected secondary schools in Lagos State (Wasiu et al.2014).

**Performance appraisal** is a process by which organizations align their resources, systems and employees to strategic objectives and priorities. It is strategic and integrated approach to increase the effectiveness of organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors. Performance appraisal tends to improve work performance, communication expectations, determining employee potential and aiding employee counseling (Aggrawal et al. 2013). There are many studies available confirm the positive and significant impact of performance appraisal on employee's performance such as those done by Alsuwaidi et al. (2021) who analysed 27 articles from 2015-2020 on that topic; in Czech Republic (Venclova et al.

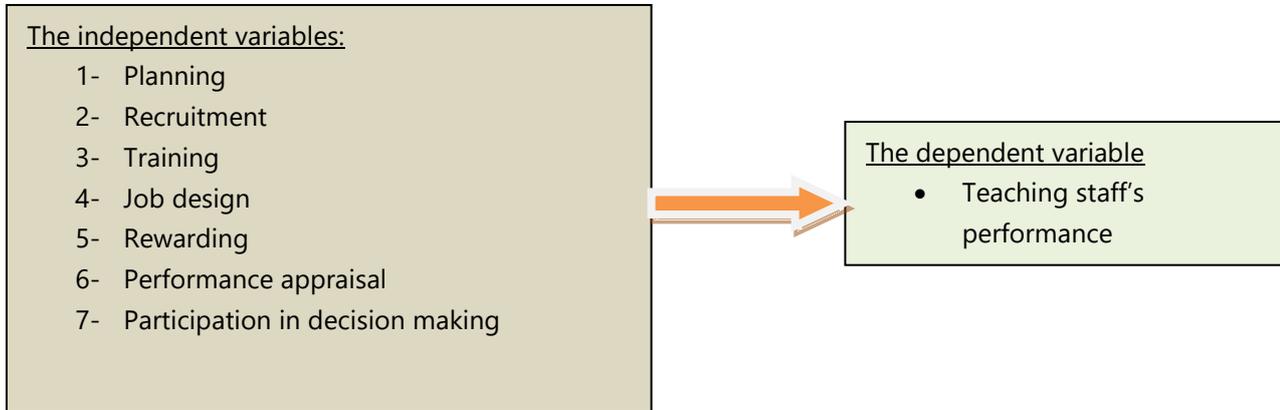
2013); on a survey of Mexican employees (Selvarajan et al. 2012); Muriuki et al. (2021); Thomas et al. (1994) study of Fortune companies; and in ten selected commercial banks in Trans-Nzoia County, Kenya (Wanjala et al. 2015); and by World Health Organization in Kenya Country Office, Garissa sub-office, Somalia and Sudan offices (Mwema et al. 2014); and by Nass Construction Company (Daoanis, 2012); in a Nigerian university (Onyije, 2015); and in Bank Syariah Mandiri Area Medan Ahmad Yani (Hayati et al.2019); in telecommunication sector in Nigeria (Sajuyigbe, 2017); and among students in a university (Tahsildari et al. 2015); in Islamic Banking (Saeed et al. 2016), and in Turkish forest products industry (Aydin et al. 2018).

**Participation** of employees in decision making can be defined as a mean for creating an environment that encourages employees to participate in problem solving that will contribute in the achievement of systematic objectives (Cangemiet al. 1985). This involves co-participation of the managers and the employees in making decisions of shared interests. Perception of the participative effectiveness and work unit and allocentrism moderated the relationship between participative decision making opportunity and group performance from the Hong Kong and U.S. branches of one organization (Lam et al. 2002). Restricted decision making autonomy was negatively associated with both managers' health and their managerial work performance over time at seven Swedish hospitals (Fallman et al. 2019). General work engagement had positive effects on analytic decision making and moderated the relationship between intuitive decision making and contextual performance (Gordon et al. 2015). Emotional intelligence and decision making simultaneously affect managerial performance, but partially decision making has a more dominant influence in 44 regional device organizations leaders in Padang Lawas Paluta district (Harahap et al. 2020). Employee participation in decision making had significant positive impact on organizational performance of selected small and medium scale enterprises in Lagos, Nigeria (Ojokuku et al. 2014); and in selected hotels in Owerri, Imo State, Nigeria (Ugwu et al. 2018). Environment, experience, skills, decision making affect career (Pascariati et al. 2022), and employees' participation in the organizational decision making process proved it as effective tool in enhancing positive outcomes for organization (Shaed et al. 2015); in the manufacturing sector in Nigeria (Kuye et al. ).

**Based** on the reviewed literature, a basic hypothesis ( $H_0$ ) was formulated: "there is statically significant influence of HRM practices on the performance of the teaching staff in faculty of education, University of Khartoum". Seven sub-hypotheses, with reference to faculty of education, university of Khartoum, were formulated as follows:

- 1-  $H_1$  "there is statistically significant influence of planning on the performance of teaching staff"
- 2-  $H_2$ : "there is statistically significant influence of recruitment on the performance of teaching staff"
- 3-  $H_3$  "there is statistically significant influence of training on the performance of teaching staff"
- 4-  $H_4$  "there is statistically significant influence of job design on the performance of teaching staff"
- 5-  $H_5$  "there is statistically significant influence of rewarding on the performance of teaching staff"
- 6-  $H_6$  "there is statistically significant influence of performance appraisal on the performance of teaching staff"
- 7-  $H_7$  "there is statistically significant influence of participation in decision making on the performance of teaching staff"

In the present study, there is one arrow emerging from a combination of seven independent variables pointing to the dependent variable (Fig.1).



**Figure 1: the conceptual model of the research variables**

**3- Research methods and sources of data**

Analytical and descriptive methods were applied. Secondary data included documents review relevant to the study available on scientific sites, while primary data included a questionnaire consisting of two parts:

- a- Part one: is general information about the interviewees included sex; age; academic qualification; years of experience; and academic status (table 2).
- b- Part two: represents the scale clauses which measure all the items of HRM practices (Table 3); in addition to the dependent variable (Table 1). The scale contains 50 clauses to be analyzed according to the five graded Likert scale which consists of five levels: completely agree (C.A); agree (A); neutral (N); disagree (D.A); completely disagree (C.D.A).

**Table 1: Scale items of the dependent variable**

Depended variable: Teaching staff's performance clauses
Staff members wish and ready to work outside the work hours if there is a necessity
A staff member has sufficient readiness to bear complete responsibility
Staff members do their duties with efficiency and effectively
Staff members are competent to solve the work's problems
A staff member puts a plan for his work so as to avoid spontaneous or swift works
Your department achieves its objectives in a time less than expected
Your department achieves its objectives with a fewer number of staff members that the required
Staff members seek for better ways of work and does not confine to preceding ways
Staff members can conveniently deal with the work pressures
Staff members do not ignore problems but take early actions to solve them temporarily, however not completely
Staff members at your department work to achieve the scheduled objectives in the proper time
Your department still achieving the faculty's objectives within the budget allocated
Your department achieved its academic objectives in the previous year
Your department achieved the specified roles determined by the faculty

The target population is the teaching staff members of faculty of education, University of Khartoum. Their number is 200. In order to make the sample representative, accurate, and precise which are

required for valid conclusion and generalization to the population, when probability sampling procedures are used, was the one developed by Research Division of the National Education Association in the United States (Kpolovie, 2011), which pointed that when the size of the population of a research is known, the random sampling procedures are to be applied in drawing the sample, the minimum sample size can be computed with the formula:-

$$S = \frac{x^2 NP (1-P)}{a^2 (N-1) + x^2 P (1-P)}$$

S= sample size;  $x^2$  = chi-square table value for one degree of freedom at the desired level of confidence; N= population size; P=population proportion, assumed to be 0.5 as it provides maximum sample size; a= level of significance, usually 0.05 at which decision errors (type 1 and type 2) are reduced to barely minimum. This formula was reduced to:

$$S = \frac{N}{1 + N(a)^2}$$

S= sample size; N= population size; a= level of significance, which 0.05

The applying of this formula was as follows:

$S = 200 / 1 + 200 (0.0025)$ ;  $S = 200 / 0.5025$ ;  $S = 398.0099$  which were approximated to: 40 subjects. These 40 subjects were interviewed after being selected by using table of random numbers. Forty questionnaire forms were distributed to the required target groups, and they were fully retrieved (100%). Measurement of validity and reliability of instruments was done by applying the square root of alpha Lekronbakh Calculation of correlation transactions and the results of the internal consistency of the scale vertebrae have highlighted that there is an internal consistency above the average. The total correlation laboratory (Alpha = 0.89).

SPSS was used to do statistical analysis of the study's data and the techniques used were;

- 1- Descriptive analysis of the personal (general) characteristics of the study sample.
- 2- Validity and reliability: it has a standard degree comes from the entered data and it confirms the correctness of the data (when the number exceeds 1.05 – 3.00 it means presence of validity and reliability. It can be converted to a percent).
- 3- The t- test was applied to the two variables (the two samples), and the relation between the two variable X and Y was done (Correlation to identify the extent of the influence of HRM practices with teaching staffs performance).
- 4- Simple regression formula was used:  $Y = B + X$  (Regression to identify the extent of the influence of HRM practices on teaching staff's performance, and the confidence level of 0.05 was determined.
- 5- Residuals were calculated to all residuals of sample errors.
- 6- The relationship formula R was calculated; the R<sup>2</sup> coefficient of determination (explanation) was calculated for the relationship between the independent variables and the dependent variable; the pull – up test on the bar: the possible alternatives in the test as well as the vertical jump test of stability were determined.

## 4. Results and discussion

### 4.1. Statistical description of the sample

The general characteristics of respondents are shown by table 2. The majority of the sample is males which could be referred to the gap created since the introduction of modern education in Sudan which was almost completely males biased. In recent decades, however, this situation was almost reversed to females who, for example, constituted 64.30% of the total number of students admitted in governmental universities in Sudan compared to 35.80% for males (Alredaisy, 2021). In the academic year 2013/2014

the number of female staff members in faculties of education in governmental universities exceeded the number of males by 4.41% (Alredaisy, 2021).

The age of the respondents by percent as less 2.5% for those aged 20 yrs; and 32.5% for the age group of 20- 28 yrs; and 17.5% for the age group of 30- 39 yrs; and 15% for those aged 40- 49 yrs; while those who are 50 yrs and more were 32.5%. The mid- age two groups of 30-39 and 40-49 constitute 31% of the respondents which equals those who aged more than 50 years and to those aged between 20-28 yrs. The age of respondents distributed evenly among the age groups of the staff members in the faculty of education which means a continuation of recruitment and replacement of staff members at time of retirement which is at the age of sixty five years.

The academic qualifications are Bachelor Degree (7.5%); and Masters Degree (35%) and PhD and (57.5%). This corresponds with the distribution of the respondents by age groups where those aged 40-49 yrs were 15% and those who aged 50 yrs and more were 32.5%. The adding of these two percent gives 49.5% which is close to 57.5% who hold PhD. The academic qualifications of the respondents correspond with the distribution of the respondents by age groups. The years of experience of the respondents specifically vary where 2.5% have 5 yrs; and 45% have 5-10 yrs; and 15% have 11-15 yrs; and 7.5% have 16-20 yrs of experience. These percents indicate to the prevalence of those who have 5-10 years of experience which exceeded other distributions and skewed on others. The years of experience is an indication to a lesser respondents who have long years of experience, and actually they are close to retirement. The academic status of the respondents distributed unevenly. The academic status of the respondents distribute as Lecturer (25%); Assistant Professor (45%); Associate Professor (22.5%); and Full Professor (7.5%). The status of Assistant Professor conforms to the statistics of the distribution of the respondents within the age groups and years of experience. The academic status of Assistant Professor conforms to the distribution of the respondents by age groups and years of experience.

**Table 2:** General characteristic of the study sample (N=40, %=100)

A characteristic	Classification	Frequency	Percent
Sex	Male	29	72.5
	Female	11	27.5
Age Structure	less than 20	1	2.5
	20-29	13	32.5
	30-39	7	17.5
	40-49	6	15.0
	50 and	13	32.5
Academic qualification	Bachelor Degree	3	7.5
	Masters Degree	14	35.0
	PhD	23	57.5

Years of experience	5 yrs	1	2.5
	5-10 yrs	18	45.0
	11-15 yrs	6	15.0
	16-20 yrs	3	7.5
Academic Status	Lecturer	10	25.0
	Assistant Professor	18	45.0
	Associate Professor	9	22.5
	Full Professor	3	7.5

#### 4.2. Statistical testing of the hypotheses

Each sub-hypothesis was statistically tested as follows:-

**1-H<sub>1</sub>:** The high significance of the F -test ( $P < 0.0001$ ) confirms the high explanatory power of the multiple linear regression models from a statistical point of view. From these statistics provided in table (3) a conclusion could be reached that, the independent variables (the pull-up test on the bar) were statistically significant, according to the t-test (at a significant level of  $P \leq 0.05$ ), while the (vital capacity test) was almost significant (at a significant level of  $P \leq 0.05$ ), but the independent variable (vertical jump test of steadiness) had no influence. Significantly, in the multiple regression models and according to the t-test there is a strong relationship between planning and staff's performance which proves H<sub>1</sub>.

**2-H<sub>2</sub>:** The high significance of the F test ( $P < 0.0001$ ) confirms the high explanatory power of the multiple linear regression models from the statistical point of view. The explanatory power of the model through the F statistic (table 3) could enable one to conclude that the independent variables (the pull-up test on the bar) were statistically significant, according to the t test (at a significant level  $P \leq 0.05$ ), while (vital capacity test) was almost significant (at a significant level  $P \leq 0.05$ ), but the independent variable (vertical jump test of stability) was not significant. The significant influence in the multiple regression models, according to the t-test, indicates to a strong relationship between recruitment and staff's performance which proves H<sub>2</sub>. The positive statistically significant influence of recruitment on staff's performance in the faculty of education, agrees with almost all the results of the reviewed previous studies as for example, of (Sutanto et al. 2016); (Arifin et al.2020); Chavare (2000; Sarinah et al. 2016); (Oaya et al. 2017); (Setiawan et al. 2020). The facets of employee commitment, productivity and the quality of work; policies of attraction; advertisement; and internal employee recommendation; selection methods; assessment centers; psychometric tests; interviews; and selection process and competence are essentials of recruitment. However, it partially disagrees with Suwanto et al.( 2019) study.

**3-H<sub>3</sub>:** The high significance of the F test ( $P < 0.0001$ ) in table 3, confirms the high explanatory power of the multiple linear regression model from the statistical point of view where a conclusion can be stated that, the independent variables (the pull-up test on the bar) was significant statistically, according to the t -test (at a significant level  $P \leq 0.05$ ), while (vital capacity test) was almost significant (at a significant

level of  $P \leq 0.05$ ), but the independent variable (vertical jump test of stability) was not significant. Significant influence in the multiple regression models, according to the t test, indicates to a strong relationship between training and human resource management which proves the third hypothesis that: “there is statistically significant influence of training on the performance of employees which proves **H<sub>3</sub>**.”

**4-H<sub>4</sub>:** The values of variance analysis (F statistic), in table 3, which can be defined through the explanatory power of the model as a whole is of high significance where F - test ( $P < 0.0001$ ). This confirms the high explanatory power of the multiple linear regression models from the statistical point of view. This enable for a conclusion that, the independent variables (the pull-up test on the bar) was significant statistically, according to the t test (at a significant level  $P \leq 0.05$ ), while (vital capacity test) was almost significant (at a significant level  $P \leq 0.05$ ), but the independent variable (vertical jump test of stability) was not significant. There was a significant influence in the multiple regression models, according to the t-test, which proves the fifth hypothesis that there, is: “an influence of job design and analysis on the performance of employees which confirms **H<sub>4</sub>**.” The positive statistically significant influence of performance appraisal on staff’s performance in the faculty of education, agrees with almost all the results of the reviewed previous studies as for example, of This result confirmed the results of Gupa(1998); Sirmannarayana (2005); Mina et al. (2019); Guan et al. (2019); (Sendawula et al. 2018); Onyango et al. (2020); (Dabale et al. 2014); (Nassazi, 2013); Afroz (2018); (Hafiz, 2015); and (Hidayat et al. 2018) The positive statistically significant influence of job design on staff’s performance in the faculty of education, university of Khartoum agrees with the results of majority of the reviewed previous studies outlined here, as for example, those done by Wood et al. (2012); Tims et al. (2013). Ali et al. (2014); Aroosiya et al. (2013); Aroosiya et al. (2013); Kariuki et al. (2015); and Siengthai et al. (2016). Psychological perception; performance maximization; job enlargement; and employee satisfaction are some facets of the positivity of this relationship between job design and staff’s performance in the faculty of education-University of Khartoum. However, this research partially disagrees with Mensah-Bonsu’s study (2012).

**5-H<sub>5</sub>:** Table (3) includes the values of variance analysis, which can benefit in the explanatory power of the model as a whole through the F statistic. It is noted from the table of the analysis of variance that there is high significance of the F test ( $P < 0.0001$ ), which confirms the high explanatory power of the multiple linear regression model from the statistical point of view. From table (3) we conclude that, the independent variables (the pull-up test on the bar) was significant statistically, according to the t test (at a significant level  $P \leq 0.05$ ), while (vital capacity test) was almost significant (at a significant level  $P \leq 0.05$ ), but the independent variable (vertical jump test of stability) was not significant. There was a significant influence in the multiple regression models, according to the t-test, which indicates to a strong relationship between rewards and staff’s performance which proves the first hypothesis that: “there is statistically significant influence of rewarding on the performance of teaching staff” which confirms **H<sub>5</sub>**. The positive statistically significant influence of rewarding on staff’s performance in the faculty of education, university of Khartoum agrees with the results of majority of the reviewed previous studies outlined here, as for example, those done by Edirisooriya (2014); Ibrar et al. (2015); Salah (2016); Khan (2017); and Chantal et al, 2022). The side of job recognition and appreciation from the University of Khartoum agrees with Haider e al. study (2015). However, it disagrees with some other studies such as Siswanto et al. study (2021). Motivation, psychological rewards motivate staff members

in the faculty of education which agrees with results of the many outlined previous studies such as those done by Kumari et al (2021), and with Wasiu et al. (2014) on salary package (the material rewarding).

**6-H6:** Table (3) includes the values of variance analysis, which can be defined on the explanatory power of the model as a whole through the F statistic, and as noted from the table of the analysis of variance, the high significance of the F test ( $P < 0.0001$ ), which confirms the high explanatory power of the multiple linear regression model from the statistical point of view, could enable one to conclude that, the independent variables (the pull-up test on the bar) was significant statistically according to the t test (at a significant level  $P \leq 0.05$ ), while (vital capacity test) was almost significant (at a significant level  $P \leq 0.05$ ), but the independent variable (vertical jump test of stability) was not significant. There was a significant influence in the multiple regression models, according to the t-test, which proves the sixth hypothesis that: “there is statistically significant influence of the performance evaluation on the performance of teaching staff” which confirms **H6**. The positive statistically significant influence of performance appraisal on staff’s performance in the faculty of education, agrees with almost all the results of the reviewed previous studies as for example, of Aggrawal et al. (2013); Thomas et al. (1994); Wanjala et al. (2015); Onyije (2015); Hayati et al. (2019); and Tahsildari et al. (2015), etc. it confirms Alsuwaidi et al. (2021) on indication of the importance of performance appraisal world-widely. However, It disagrees with Daoanis’ study (2012) in the one side and agree in another side.

**7-H7:** On the explanatory power of the model as a whole through the F statistic, and as could be noted from the analysis of variance (table 3), the high significance of the F test ( $P < 0.0001$ ) confirms the high explanatory power of the multiple linear regression model from the statistical point of view. From table (4) a conclusion could be reached that, the independent variables (the pull-up test on the bar) was significant statistically according to the t test (at a significant level  $P \leq 0.05$ ), while the vital capacity test was almost significant (at a significant level  $P \leq 0.05$ ), but the independent variable (vertical jump test of stability) was not significant. Significant influence in the multiple regression models, according to the t-test, indicates to presence of a strong relationship between participation in decision-making and human resource management which proves the seventh hypothesis that: “there is statistically significant influence of participation in decision making on the performance of on teaching staff” which confirms

**H7.** The positive statistically significant influence of participation in decision making on staff’s performance in the faculty of education, agrees with almost all the results of the reviewed previous studies as for example, of Kuye et al. (2011); Shaedet al (2015); Pascariatiet al. (2022); Ugwi et al. (2018); and Haraharp et al (2020).

Table 3: Results of the statistical analysis of the influence of human resource management practices on performance of the teaching staff in the faculty of education

Independent variables	clauses	Regression	Residual	F	R	R2	T.Test	Sig.
planning	1-1- The faculty has long-term plan for HRM						9.193	.000
	1-2- Planning works for ideal employment of						.210	.835

	material and human potentialities towards better performance							
	1-3- The faculty uses prediction tools to decide the future needs of staff members	2.960	13.040	1.544	.430(a)	0.185	-1.014	.318
	1-4- The faculty do analysis of the external environment to identify the presence and abundance of staff members						.536	.596
	1-5- Planning participates in the fulfillment of the faculty needs of personnel						-.282	.780
2- recruitment	2-1- The faculty identifies interviewing and tests in recruitment						9.383	.000
	2-2- The selection of staff according to appropriate standards leads to influence their performance			1.540			.450	.655
	2-3- The faculty uses HRM offices to fill its job vacancies				.502(a)	.252	.593	.557
	2-4- The faculty works to get optimum qualifications and competencies found in the market	4.033	11.967				-1.254	.219
	2-5- Selection of staff comes through a number of committees						-.647	.522
	2-6- The faculty uses competence standard in staff selection						-1.654	.108
	2-7- The faculty uses various methods in selection of applicants						-.037	.971

	for jobs							
<b>3-training</b>	3-1- The faculty designs training and promotion programs	1.754	14.246	1.077	.331(a)	.110	8.973	.000
	3-2- The staff members are subject to training programs annually						-.398	.693
	3-3- Training programs are determined according the faculty's needs						-.367	.716
	3-4- The dissimilarity of training programs participate in directing staff's competences towards the right direction						-.281	.781
	3-5- Training participates in supporting a staff member to apply for higher jobs in a shorter time						-.950	.349
<b>4-job design</b>	4-1- Career requirements are changed annually based on job requirements	1.487	14.513	.846	.333(a)	.111	6.031	.000
	4-2- The faculty depends on standards in careers design						-.337	.738
	4-3- The faculty endeavors to enhance work by adding new duties to careers						-1.684	.101
	4-4- The faculty works to expand work horizontally by adding new duties						1.062	.296
<b>5-rewarding</b>	5-1- The faculty does not provide rewards to its employees	5.514	14.349				10.743	.000
	5-2- Rewards in the						.988	.330

	faculty depends on performance							
	5-3 -The faculty focuses on equality in the distribution of rewards			3.576	.587(a)	.345	-1.511	.140
	5-4- Material and psychological rewards form a strong motive for distinction in performance						-1.191	.242
	5-5- Rewards are given when a staff member's performance exceeds what is required from him						1.110	.275
6- performance appraisal	6-1- Performance appraisal is used as a basic tool to determine the low staff's performance for their training and upgrading their level						8.312	.000
	6-2- There are different standards of performance in the faculty			1.089	.372(a)	.138	-.041	.968
	6-3- It is never said to me whether I'm doing good work	2.209	15.744				-1.775	.085
	6-4- Information about performance quality are easily available to staff members						-.328	.745
	6-5- The process of job appraisal leads to ordering of staff according to their performance						-.688	.496
7- participation in decision making	7-1- your own views and ideas are taken into consideration by the faculty	1.700	15.744				6.965	.000

7-2- evaluation standards in the faculty takes into consideration the colleagues' own views			.808	.326(a)	.106		-.533	.597
7-3- it is mostly that the faculty implement your ideas in wok							.214	.832
7-4- there is a committee to represent the staff in the faculty							.556	.582
7-5- there is a window (box) for staff's suggestions in the faculty							.043	.966

**4.3. Ranking the influence of HRM practices on staff's performance according to R square**

Through the multiple regression analysis, the influence of HRM practices on staff's performance in the faculty of education, university of Khartoum could be ranked according to R square (coefficient of determination) value, outlined in table 3; and here is shown by table 4; which ranked rewarding first as the most influential variable on the performance of the teaching staff, while it ranked participation of staff members in decision making as last. However, these variables contributed significantly with varying degrees to shape the general performance of the staff members in that faculty.

Table 4: Ranking the influence of HRM practices on staff's performance according to R2

HRM practices	R2 (coefficient of determination)
Rewarding	.345 (34.5%)
Recruitment	.252 (25.2%)
Planning	0.185 (18.5%)
Performance appraisal	.138 (13.8%)
Job analysis and design	.111(11.1%)
Training	.110 (11.0%)
Participation in decision making	.106 (10.6%)

**5. Conclusions**

This study performs an analysis of the influence of HRM practices on the staff's performance in the faculty of education, university of Khartoum. The results suggest that there are statistically significant influences on the staffs performance; where rewarding is more influential than other independent variables which could be referred to fact that, the faculty focuses on equality in the distribution of rewards among its staff members; material and psychological rewards form a strong motive for distinction in performance of staff members. The other variables considered in this research were also statistically significant where for example, performance appraisal has different standards and used as a

basic tool to determine the low employees' performance; information about performance appraisal process is available and leads to ordering of staff members according to their performance level. These positive impacts of these independent variables on staff performance would significantly improve academics of students, scientific research and community service by the staff members. Future strategies in the University of Khartoum should enhance HRM practices for staff promotion. Yet, this research did not include all aspects of HRM practices and that could be addressed in future research.

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