

# The Influence Of Planning And Training On Teaching Staff's Performance In The Faculty Of Education, University Of Khartoum, Sudan

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## **Abstract**

Universities seek continuous development to achieve their goals; objectives; efficiency; and effectiveness, where planning and training of staff members are considered important. The objectives of this research, with reference to staff members of faculty of education, university of Khartoum, are to resolve the influence of planning and training on teaching staffs' performance; to rank their influence to help building for future staff development; and to boost extra attention on their importance. Analytical and descriptive methods were applied. A questionnaire was designed to detail respondents' general characteristics and tolerate hypotheses testing. The sample size was 40 subjects (respondents) out of a population of 200 subjects. SPSS was used for data analysis. Results depicted males as a majority; the two mid-age two groups of 30-39 and 40-49 constituted 31% of the subjects which equals percentages of 20-28 yrs and 50+ years age groups; academic qualifications were Bachelor Degree (7.5%); Masters Degree (35%) and PhD (57.5%); years of experience vary with prevalence of 5-10 years of experience; academic status were Lecturer (25%); Assistant Professor (45%); Associate Professor (22.5%); and Full Professor (7.5%). Also, results show statistically significant positive influences of planning and training on staff's performance. Future strategies in the University of Khartoum could use potential opportunities of planning and training for staff development and promotion.

**Key words:** human resource, planning, training, academic promotion

## **1- Introduction**

Universities are confronted with challenges to improve teaching staffs' performance; successfully meet the intense competition among universities; provide and increase quality of work; and to govern the utilization of staff resources. Planning and training of teaching staff have the opportunity to contribute in that to enable universities to overcome these challenges. This is because planning and training are the recognition of the importance of a university's staff member as a vital human resource who could effectively contribute to the work force of the university, benefit for the students, and the society. These will enable a university to optimize its efficiency so as to achieve its objectives and goals.

## **2. Statement of the research problem**

It is well recognized that universities have to find appropriate practices dealing with the changing work environment. The practice of planning and training, as parts of human resource management (HRM), is considered important for organizing human resource to help a university achieving its goals; objectives; efficiency; effectiveness; and keeping on its surviving. This research takes Faculty of Education's teaching staff as a case study to see how far the practice of planning and training can

influence staff's performance there. This is important since higher education institutions in Sudan are seeking for strategic practices relating to human resources development to raise staffs' performance. By so, the research problem could be stated as: What is the influence of planning and training on the teaching staff's performance in faculty of education, university of Khartoum?

### 3. Research hypotheses

Based on research's question the two following two hypotheses were formulated as follows (Figure 1):-

- 1- There is statistically significant influence of planning on the performance of teaching staff in faculty of education, university of Khartoum.
- 2- There is statistically significant influence of training on the performance of teaching staff in faculty of education, university of Khartoum.

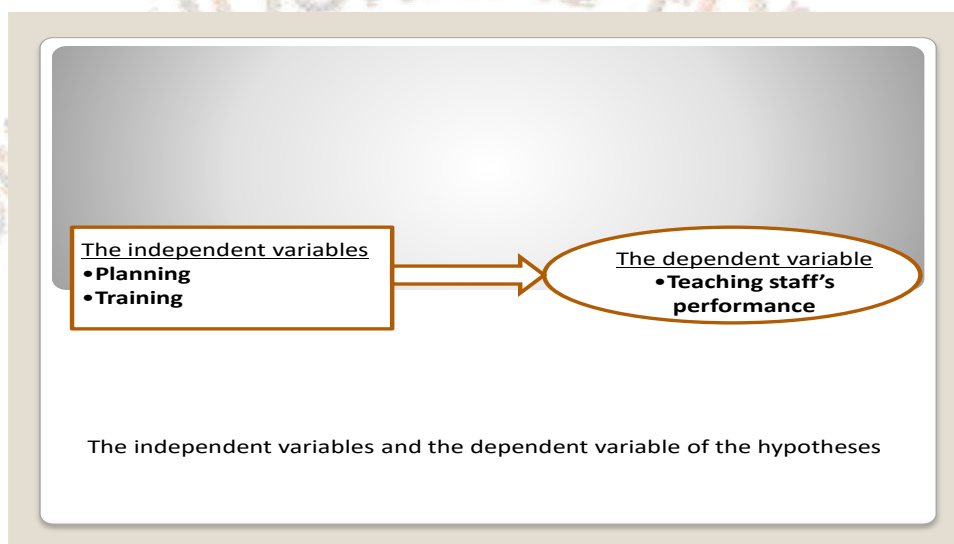


Figure 1: The independent variables and the dependent variable of the two hypotheses

### 4. The research objectives

This research objects to:-

- i. Resolve the influence of planning and training on teaching staffs' performance;
- ii. Order the influence of these practices on teaching staffs' performance to help building for future staff development;
- iii. Boost extra attention on the importance of planning and training on teaching staffs' performance.

### 5. The significance of the research

The significance of this research is that;

- 1- planning and training are essential for the achievement of as university's goals and objectives;
- 2- rapidly changing work environment imposed a necessity for accommodation of planning and training practices in modern universities;
- 3- Identification of the relationship between planning, training and teaching staffs' performance is crucial for the future development of higher education institutions.

## 6. Scope of the Study

The boundaries of the study will be confined to:

- 1- Concepts: studying the influence of planning and training practices on the teaching staff's performance in the faculty of education, University of Khartoum
- 2- Geographic area and time duration: Faculty of Education, University of Khartoum, Omdurman, 12-15 January 2023.
- 3- External validity of the study: the study will accept this since it is one of the first studies done in this field of research in the faculty of education, University of Khartoum.

## 7. Previous studies

Results confirm the association between planning activity and performance in small firms (Gibson et al. 2005). Succession planning had significant, positive relationship with employee performance (Ali et al. 2019). Strategic planning, in the form of employee participation, implementation incentives, and its evaluation and control, influences business performance in a significant way in Gauteng, South Africa (Dubihlela et al. 2014). Planning has an effect on motivation with 89% in packaging company in Tangerang (Sukmayuda et al. 2019). Time management planning positive effects are conditioned upon the amount of interruptions in the day of employees (Parke et al. 2018). The greater the attention given to employees' training, higher will be their adaptive performance among local government employees in Nigeria (Tabiu et al. 2020). Succession planning has a direct and indirect effect on engagement of employee performance. Job resources and engagement mediate the association between succession planning and employee performance in commercial banks located in a large city of Pakistan (Ali et al. 2020). Human resource planning has a positive and significant effect on employee performance among all cashiers at PT. Maju Bersama Supermarket in Medan (Simbolon et al. 2023). Human resource planning has a positive influence on employee performance in research institutes in Kenya (Kepha, 2015). Social capital significantly influences the planning of employee loyalty and retention (Rodriguez et al. 2022).

There are different types of programs of Human resource management that may have to be designed for workers of different sectors. These programs are training, counseling, participation, welfare, quality of work life, quality circle, and grievance mechanism. Some measures were done for the human resource development HRD climate in terms of different dimensions including like succession training, and its relationship with the ten dimensions of human resource development HRD climate and university commitment, where his study propounds that positive perception further enhances the performance of managers. Munjuri (2011) focused on the influence of practices of the human resource management HRM on the performance of employees and the study aimed to find the influence of training, performance associated with payment, employment security, occupations design, and job opportunities. The study reached to that, payment associated with performance had the biggest influence in raising the performance of employees. The education and training program for an employee is expected to provide motivation for employee in improving their performance skills and subsequently able to employee achievement (Hidayat et al. 2018).

Training has been found in connection with increasing job satisfaction and morale. It supposes to individuals to have more power over jobs, aid employees to be aware of how their efforts fit into their

organization and further motivated as they know how and what they do for the success of their organizations. Training improved employees in communications and customer service skills as a result of decrease in the degree of complaints from their customers (Hafiz, 2015). The Naqvi study's (2013) results were presented for ensuring training effectiveness and enhancing employee's performance for school teachers and analyzing its relationship between training and teachers' performance in government schools in Kolti, where teachers' effectiveness can be improved simply by suitable education and training (Naqvi, 2013). At Jordanian private hospitals, there is strong relationship between training component in general and the independent variables of application the stages of training process, training programs diversity, and used modern technology in training programs and there is a variation influence of the training component (combined) on the performance of workers, quality of medical services, and organizational commitment (Diab, et al. 2015).

Training has a clear effect on the performance of employees in telecommunication industry in Uganda (Nassazi, 2013). Afroz (2018) indicated that, general training enhances employee engagement, employee motivation and job satisfaction. The more the employee gets training, the more efficient their level of performance in Banking sector, Tangail, Bangladesh. In the two Lebanese companies of Bonjus and Khatib and Alami design training programs for long and short term abilities have benefited employees as well as the two companies. Employees were able to develop inner satisfaction, received positive evaluation feedback, understood how to achieve a quality output, and develop career beyond classroom (Halawi et al. 2018).

Training given to the employees in private sector, Coimbatore District improves the performance level of the employees. The increase is performed in the employee productivity after the training (Anitha et al. 2016). There was strong positive relationship between training and performance of employees in Mutare city council, Zimbabwe (Dabale et al. 2014).

Onyango et al. (2020) indicated in their study in Siaya county, Kenya 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, and that there is a strong positive relationship between training of employees and performance among health workers. In Uganda's health sector regression analysis indicate that training and employee engagement significantly predicts employee performance by 44.7% and correlation analysis (Sendawula et al. 2018). Guan et al. (2019) study in two Chinese manufacturing firms found that, work engagement mediates the relationship between training and in-role task performance, while the relationship between work engagement and both task performance and organizational citizenship behavior are moderated by human resource management strength. Mina et al. (2019) proved a positive and significant relationship between training, authentic leadership and employee performance in Jeddah Islamic Port (Mira et al 2019).

## 8- Theoretical framework

Human resource management (HRM) denotes to the philosophies; policies; procedures; and practices relating to managing an employees (Sims, 2002). The four key dimensions to HRM include commitment; flexibility; quality; and integration. Human resource management operates through human resource systems that bring together in a coherent way human resource philosophies

describing the overarching values and guiding principles adopted in managing people. HRM has many definitions among which is that it is a strategic and coherent approach to the management of an organization's most valued assets, the people working there, who individually and collectively contribute to the achievement of its objectives (Armstrong, 2006). HRM is also defined as a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an integrated array of cultural, structural and personnel techniques (Storey, 1995). HRM is further defined as activities designed to provide for and coordinate the human resources of an organization (Byars & Rue, 2004). HRM includes anything and everything associated with the management of employment relationships in the firm (Boxall & Purcell, 2000).

Human resource planning HRP determines the human resources required by the organization to achieve its strategic goals. Human resource planning also looks at broader issues relating to the ways in which people are employed and developed in order to improve organizational effectiveness. Human Resources planning is a process by which management determine how the organization should move from its current worker position to its desired worker position. It can therefore play an important part in strategic human resource management. The objectives of human resource planning may be summarized as to include forecasting human resources requirements: to determine the future needs of human resources in an organization; effective management of change: to cope with changes in the different aspects, which affect the organization; realizing the organizational goals: in order to meet the expansion and other organizational activities; promoting employees. HRP gives the feedback in the form of employee data, which can be used in decision-making in promotional opportunities to be made available for the organization; and effective utilization of human resources.

There are five phases for human resources planning which are, Phase 1: Analyzing: What are the key human resources information needed? Phase 2: Forecasting: Demand versus Supply analysis; Phase 3: Planning: (Identification of Strategy); Phase 4: Implementation: Executing the New Strategies; and Phase-5: Evaluating: Feedback on Effectiveness of Outcomes. Human resource planning should involve in the following areas: collect, maintain, improve and interpret the relevant information of human resource; develop procedures and techniques to determine the requirements of different types of human resources; employ suitable techniques leading to effective allocation of work with a view to improving human resources utilization; conduct research to determine the factors hampering the contribution of the individuals groups to the organization; develop and employ methods of economic assessment of human resources; evaluate the procurement, promotion, and retention of the effective human resources; and analysis the dynamic process of recruitment, promotion, and the loss to the organization

The major reasons for the emphasis on human resources planning at the macro level are employment-unemployment situation; technological change; organizational Change; Demographic Change; Skill Shortage; Governmental Influences; legislative control; impact of the pressure group; systems approach; and lead time.

There are three approaches to educational planning which is firstly, social demand approach: Social Demand Approach: The social demand approach lies on the assessment of society's requirement for education. In principles, it is an aggregate of individuals demand for education in respect of all individuals within the society. Secondly, rate of return approach: critics of social demand approach argue that the decision to choose more or less of education, beyond a legal school-learning age, is made by an individual who attaches a positive value to the present and the future benefits of education. Thirdly, manpower requirement approaches: there is a definite link between the education and economic growth and that lack of skilled manpower in required number impedes / hinders growth.

Based on the forecasts of educated manpower requirement over a specified period, the planners would then indicate the directions of development of the educational sector over the same specific period. An ideal human resources planning system should be holistic in its approach linked with strategies planning and budget process; built around our service needs and skills required to deliver quality service; responsive to change variables (economic, technological, political, and environmental mandate); supportive of continual learning and development concepts; and data driven that allow for scenario building because of changing assumptions for different desired outcomes.

Training implies preparing an employee for an occupation or specific skills. Training means learning related to present job. 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. A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. Some useful indicators for training needs analysis include legislation or policy changes, lack of basic skills, poor performance, new technology, customer requests, new products/services, higher performance standards, new jobs , and Career progression requirements. Training needs analysis is done on three levels (Gomez-Mejia 2007) which are; **organizational level need**: changes of the mandate of state agency and expectations of consumers through surveys may reveal a need for organizations to change the behavior of service providers or retooling them; **task analysis needs (job analysis)**: skill required to perform a given task could help to determine the needs of the current jobholders; and **person analysis need**: the competencies of current jobholders could also be assessed to determine their suitability for their jobs. Training should answer the questions such what skill gaps are there in the organization? ; Which problems can be solved by training? What are the appropriate non-training solutions? What will happen if no training is provided? ; And what would be the best way to provide the training? Carrying out a training needs analysis is a task for an experienced trainer, but it also requires a good understanding of what goes on in the job and what the management is thinking. Training needs analysis also requires excellent listening and analytical skills. It is an art, not a science to balance all the competing needs and interests.

### 9. 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 (table 1) consists of two parts:

- a- Part one: is general information about the interviewees included sex; age; academic qualification; years of experience; and academic status.
- b- Part two: represents the scale phrases which measure all the elements of planning and training; in addition to the dependent variable under study which is staffs performance. The scale contains 24 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) as shown by table (1).

**Table 1: The clauses of the independent variables and the dependent variable**

Part two: phrases of the independent variables and the dependent variable

Independent variables	Clauses	C.A	A	N	D.A	C.D.A
<b>1- Planning</b>						
1-1-	The faculty has long-term plan for HRM					
1-2-	Planning works for ideal employment of material and human potentialities in the faculty towards better performance					
1-3-	The faculty uses prediction tools to decide the future needs of human resources					
1-4-	The faculty do analysis of the external environment to identify the presence and abundance human resources					
1-5-	Planning participates in the fulfillment of the faculty needs of personnel					
<b>2- Training</b>						
2-1-	The faculty designs training and promotion programs					
2-2-	The employees are subject to training programs annually					
2-3-	Training programs are determined according the faculty's needs					
3-4-	The dissimilarity of training programs participate in directing employees' competences towards the right direction					
2-5-	Training participates in supporting an individual to apply for higher jobs in a shorter time					
<b>Depended variable :teaching staffs' performance staff members : Clauses</b>		<b>C.A</b>	<b>A</b>	<b>N</b>	<b>D.A</b>	<b>C.D.A</b>
1-	staff members wish and ready to work outside the work hours if there is a necessity					
2-	A staff members has sufficient readiness to bear complete responsibility					
3-	staff members do their duties with efficiency and effectiveness					
4-	staff members are competent to sole the work's problems					
5-	A staff member puts a plan for his work so as to avoid spontaneous or swift works					
6-	Your department achieves its objectives in a time less than expected					
7-	Your department achieves its objectives with a fewer number of staff members that the required					
8-	staff members seek for better ways of work and does nor confine to preceding ways					
9-	staff members can conveniently deal with the work pressures					
10-	staff members do not ignore problems but take early actions to solve them temporarily, however not completely					
11-	staff members at your department work to achieve the scheduled objectives in the proper time					
12-	your department still achieving the faculty's objectives within the budget					
13-	your department achieved its financial objectives in the previous year					
14-	your department achieved the specified roles determined by the budget					

**10- Target population, sample size; sampling techniques; and validity and reliability of instruments**

The target population is the teaching staff members of faculty of education, University of Khartoum. Their number is 200 distributed within the four categories of Lecturer, Assistant Professor, Associate Professor, and Full Professor.

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 (Kpolovie, 2011):

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

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 selected from the total number of the population by using table of random numbers. Forty (40) questionnaire forms were distributed to the required target groups, and they were fully retrieved (100%). These 40 subjects were interviewed after being selected by using table of random numbers.

Measurement of validity and reliability of instruments was done by applying the square root of alpha Lekronbakh (table 2). 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).

**Table 2: Paragraph connection transactions with the total degree (internal consistency) (N =40)**

Variable 1	clause	link	Variable 2	Clause	Link	Variable 3	clause	link	clause	link	clause	link
planning	1	.52	training	6	.56	employees' performance	11	.31	16	.47	21	.46
	2	.36		7	.55		12	.12	17	.58	22	.45
	3	.61		8	.65		13	.35	18	.57	23	.50
	4	.66		9	.52		14	.63	19	.27	24	.57
	5	.56		10	.47		15	.47	20	.37	25	.49



## 11-Data analysis methods

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 subjects.
- 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 planning and training of with teaching staffs performance.
- 4- Simple regression formula was used:  $Y = B + X$  (Regression to identify the extent of the influence of planning and training 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 two variables; the pull – up test on the bar: the possible alternatives in the test as well as the vertical jump test of stability were determined.

## 12- Results and discussion

### 12.1. Statistical description of the sample

The general characteristics of respondents are shown by table 3. 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 3: General characteristic of the study sample**

A characteristic	Classification	Frequency	Percent
Sex	Male	29	72.5
	Female	11	27.5
	<b>Total</b>	<b>40</b>	<b>%100</b>
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
	<b>Total</b>	<b>40</b>	<b>%100</b>
Academic qualification	Bachelor Degree	3	7.5
	Masters Degree	14	35.0
	PhD	23	57.5
	<b>Total</b>	<b>40</b>	<b>%100</b>
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
	<b>Total</b>	<b>40</b>	<b>%100</b>
Academic Status	Lecturer	10	25.0
	Assistant Professor	18	45.0
	Associate Professor	9	22.5
	Full Professor	3	7.5
	<b>Total</b>	<b>40</b>	<b>%100</b>

**12.2. Statistical testing of the hypotheses:-**

**12.2.1. Testing the first hypothesis: “there is statistically significant influence of planning on the performance of teaching staff in the faculty of education, university of Khartoum”.**

Table (4.6) shows the values of regression and residuals as 2.960 and 13.040 respectively, while the values of P and R were 1.544, and 0.43 and the coefficient of determination (R Square) was 0.182. The values of the analysis of variance which benefit in the interpretation of the model as a whole through the value of F- statistic were also shown by table (4). 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 (4) 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 effect. Significantly, **in the**

**multiple regression models** and **according to the t-test** there is a strong relationship between planning and human resource management which proves the first hypothesis that: “there is statistically significant influence of planning on the performance of employees in the Faculty of Education, University of Khartoum”.

**Table 4: Statistical analysis of the influence of planning on performance of the teaching staff in the faculty of education, University of Khartoum**

Model	Regression	Residual	F	R	R Square	T.Test	Sig.
1- The faculty has long-term plan for HRM	2.960	13.040	1.544	.430(a)	0.185	9.193	.000
2- Planning works for ideal employment of material and human potentialities in the faculty towards better performance						.210	.835
3- The faculty uses prediction tools to decide the future needs of human resources						-1.014	.318
The faculty do analysis of the external environment to identify the presence and abundance human resources						.536	.596
5- Planning participates in the fulfillment of the faculty needs of personnel						-.282	.780

The positive statistically significant influence of planning on staff’s performance in the faculty of education, agrees with almost all the results of the reviewed previous studies such as in small firms (Gibson et al. 2005); succession planning (Ali et al. 2019, Ali et al. 2020); strategic planning in Gauteng, South Africa (Dubihlela et al. 2014); with motivation in packaging company in Tangerang (Sukmayuda et al. 2019); time management plannin in the day of employees (Parke et al. 2018); among local government employees in Nigeria (Tabiu et al. 2020); all cashiers at PT. Maju Bersama Supermarket in Medan (Simbolon et al. 2023); in research institutes in Kenya (Kepha, 2015); and with social capital (Rodriguez et al. 2022).

**12.2.3. Testing the second hypothesis: “there is statistically significant influence on the performance of teaching staff in the faculty of education, university of Khartoum”.**

From table (5) the values of the regression; residual; P; R were 1.754; 14.246; 1.077, and 0.331 respectively, while the coefficient of determination R2 was (0.100). Table 4.8 also includes the values of analysis of variance which can define on the explanatory power of the model as a whole through the F statistic. 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 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 effect 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 of human resource on the performance of employees (teaching staff in the faculty of education, university of Khartoum)".

**Table 5. Statistical analysis of the influence of training on performance of the teaching staff in the faculty of education**

Model	Regression	Residual	F	R	R Square	T.Test	Sig.
1-The faculty designs training and promotion programs	1.754	14.246	1.077	.331(a)	.110	8.973	.000
2-The employees (including staff members) are subject to training programs annually						-.398	.693
3-Training programs are determined according the faculty's needs						-.367	.716
4-The dissimilarity of training programs participate in directing employees' competences towards the right direction (including staff members)						-.281	.781
5-Training participates in supporting an individual (a staff member) to apply for higher jobs in a shorter time						-.950	.349

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).

**12.3. Ranking the influence of planning and training**

Ranking of both independent variables of planning and training by using coefficient of determination R square (R2) shown by tables 4 and 5, ranks planning first with a value of 0.185 (18.5%) and training second with a value of .110 (11.0%). This means that, planning is more influential than training. The reason for that might be bound with that planning determines how the organization should move from its current worker position to its desired worker position and therefore, It can play an important part in strategic human resource management; gives the feedback that can be used in decision-making in promotional opportunities and effective utilization of human resources; and also, as it deals with employment-unemployment situation; technological change; organizational change; demographic change; skill Shortage; governmental Influences; legislative control; impact of the pressure group; systems approach; and lead time. This agrees with studies done by Onyango et al. (2020); (Dabale et al. 2014); (Nassazi, 2013); Afroz (2018); (Hafiz, 2015); and (Hidayat et al. 2018), for example. The impact of planning on human resource development is essential for future continuation and flourishing in a rapidly changing world.

### 13-Conclusions

This study performs an analysis of the influence of planning and training on staff's performance in the faculty of education, university of Khartoum. The results suggest that there are statistically significant influences of planning and training on the staffs performance if the faculty of education, University of Khartoum; planning is more influential than training on teaching staff's performance; planning in the faculty has long-term plan for human resource management HRM including its staff members; works for ideal employment of material and human potentialities in the faculty towards better performance; the faculty uses prediction tools to decide the future needs of human resources including staff members; the faculty do analysis of the external environment to identify the presence and abundance human resources; and planning participates in the fulfillment of the faculty needs of personnel including staff members. Similarly, training has promotion programs; subject of teaching staff to annual training; here are dissimilarities of training programs which directs staff members competences; and there is a participation of training in supporting a staff member for higher jobs in a shorter time. These positive aspects of these two independent variables would certainly; affect the academic impacts on students, scientific research production, and community service by staff members of the faculty of education, university of Khartoum. Future strategies in the University of Khartoum could use potential opportunities of planning and training for staff development and promotion. Yet, this research did not include all aspects of planning and training and that could be addressed in future research.

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