



# **The Influence of Rewarding and Performance Appraisal 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 rewarding and performance appraisal 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 rewarding and performance appraisal 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; mid-age two groups of 30-39 and 40-49 constituted 31% of the subjects which equals 20-28 yrs and 50+ years age groups percentages; 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 rewarding and performance appraisal on staff's performance. Future strategies in the University of Khartoum could use potential opportunities of rewarding and performance appraisal for staff development and promotion.

**Key words:** human resource, rewarding, performance appraisal, 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. Rewarding and performance appraisal of teaching staff have the opportunity to contribute in that to enable universities to overcome these challenges. This is because rewarding and performance appraisal 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 rewarding and performance appraisal, 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 rewarding and performance appraisal 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 rewarding and performance appraisal 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 rewarding on the performance of teaching staff in faculty of education, university of Khartoum.
- 2- There is statistically significant influence of performance appraisal on the performance of teaching staff in faculty of education, university of Khartoum.

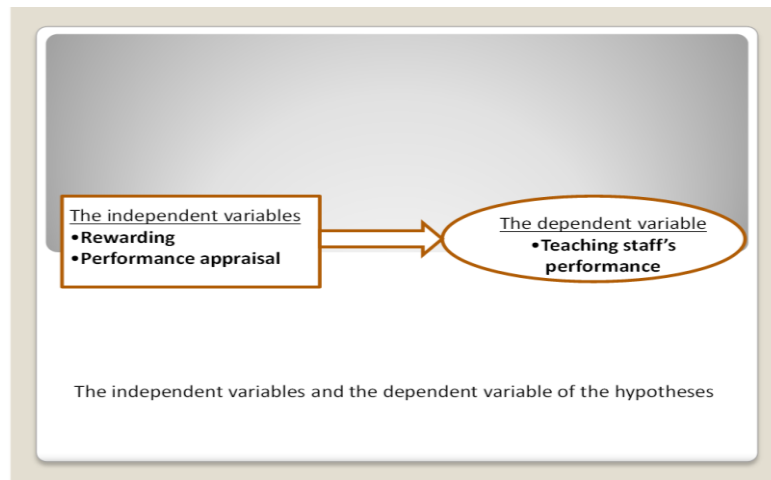


Figure 1: The independent variables and the dependent variable of the two hypotheses

#### 4. The research objectives

This research objects to:-

- i. Resolve the influence of rewarding and performance appraisal 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 rewarding and performance appraisal on teaching staffs' performance.

#### 5. The significance of the research

The significance of this research is that;

- 1- rewarding and performance appraisal are essential for the achievement of as university's goals and objectives;
- 2- rapidly changing work environment imposed a necessity for accommodation of rewarding and performance appraisal practices in modern universities;
- 3- Identification of the relationship between rewarding, performance appraisal 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 rewarding and performance appraisal 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

There are many studies done on the influence of rewarding on employees' performance. Edirisooriya's study (2014) confirmed a positive relationship between extrinsic reward and employee performance in ElectriCo, a public sector organization in Sri Lanka; and similarly Ibrar et al. study (2015) in Kalakand private school where most of the organizations implement rewards system to increase job performance and job satisfaction; and by Salah's study (2016) among people working for unified mining companies in the southern part of Jordan where rewards types of extrinsic and intrinsic and rewards mix have positively influenced employees' performance there. Similarly, extrinsic rewards are critical for employee performance in Shogwe diocese, Rawanda (Chantal et al, 2022), while Saeed et al. (2013) indicated that that intrinsic and extrinsic rewards have different influences on performance of employee; and intrinsic rewards have higher impact than extrinsic rewards in technical education authority of Pakistan. Also, Ahmad et al. study (2019) has shown that reward system was positively correlated to employee performance in Islamic and conventional banks in different parts of cities of Lahore and Kasur. On the other hand the result of study done by Siswanto et al. (2021) among employees at the manufacture corporate of

Sukorejo, Pasuruan, Indonesia, shows that the rewards do not have a direct influence on the performance of employees. However, it has a significant positive effect on the performance of employees through employee engagement. Rewards play a motivational role in the personality of an employee and urge them to produce loyalty and show good performance where there is strong relationship between both rewards types of extrinsic and intrinsic and employee performance in Courier companies of city Faisalabad, Pakistan (Khan, 2017). Furthermore, Gungor's study on global banks (2011), employee performance effectiveness is determined on reward systems.

Luthans' study in a large, nonprofit institution (2000) indicated that, a key dimension for effective leadership involves reinforcing and motivating others to encourage superior performance. Financial and non-financial rewards can be utilized for this purpose. The employees in that institution indicated that they highly personalized recognition for a job well done as critical dimension of their reward system. The study of Sureephong et al. (2020) in Massive Open Online Courses in Halal science center, Chulalongkorn University, Thailand, confirmed that the group of tangible non-monetary rewards reached the significant highest score on the valence instrumentality, and expectancy variable (VIE theory) questionnaire and over 60% of participants exposed to non-tangible rewards completed the course's conditions (Sureephong et al. 2020). In Gungor's study on global banks (2011), employee performance effectiveness is determined on reward systems. The relationship between rewards, motivation, and employee's job satisfaction were substantiated collected from 422 empirical responses (Kumari et al 2021). Also, significant results for administrative staff and lectures are shown in the relationship between rewards and job satisfaction and employee performance at a private university in east Java (Ratri et al. 2021). Wasiu et al. (2014) shows a significant relationship between employee's performance and salary package, employee job allowance and performance and in-service training and employee's performance in his study in selected secondary schools in Lagos State (Wasiu et al.2014).

Similar to rewarding influence on employees' performance there are also, many studies done to reveal the influence of performance appraisal on employees' performance. Alsuwaidi et al. (2021) done a comprehensive analysis of 27 articles from 2015-2020 on the performance appraisal and employee motivation provided an insight into current trend of how performance appraisal affects employee's motivation. Performance appraisal system is used in the organization to measure the effectiveness and efficiency of their employees. Performance appraisal system is needed because every employee has a different attitude to handle the work. Performance appraisal tends to improve work performance, communication expectations, determining employee potential and aiding employee counseling (Aggrawal et al. 2013). Methods of employee performance appraisal in agricultural organizations in Czech Republic included predefined goal-based performance appraisal, predefined standard outcome-based performance appraisal and appraisal interviews which proved to be effective (Venclova et al. 2013). Results based on a survey of Mexican employees provided support for most of the hypothesized relationships between performance appraisal characteristics and perceived reactions of employees to the appraisal characteristics and outcomes (Selvarajan et al. 2012). The

Muriuki et al. (2021) depicted that, to develop reliable and unbiased ways of evaluating employees, organizations should understand the key benefits of employee performance. Evidence of positive relationship between employee appraisal and employee performance have been recorded in literature and the confirmation have been registered in both public and private organizations where performance appraisal can be alleviated by human resource functions. Muriuki et al. (2021) found that inadequacies in performance appraisals are related to organization structure context. A detailed survey done by Thomas et al. (1994) of Fortune companies revealed that many companies support performance appraisal and have such systems in place, but concerns about fairness and the absence of any positive rewards for negative appraisal greatly reduce their value as a management tool. Decisions regarding the strategic nature of performance appraisal are made at the corporate level in over 2/3 of the large companies. A study in ten selected commercial banks in Trans-Nzoia County, Kenya found a significant relationship between performance appraisal and worker's performance (Wanjala et al. 2015). From the findings of the study of World Health Organization in Kenya Country Office, Garissa sub-office, Somalia and Sudan offices, that organizations should appraise their employees often through utilized targets, accomplishments, organization goals, time management and efficiency for performance measure purposes as it would lead to increased employees' productivity. Organizations should establish and adopt performance appraisal systems to aid providing opportunities to the management in identifying staff training needs, help employees meet performance targets, offer poor performers a chance to improve, etc. (Mwema et al. 2014). The result of the study of Nass Construction Company examined the status of the performance appraisal system and showed that, the performance appraisal system of the company has brought about both positive and negative impact on the employees performance (Daoanis, 2012). Ineffective practice of performance appraisal could affect employee productivity in a Nigerian university (Onyije, 2015). A study on the effect of performance appraisal on employee performance in Bank Syariah Mandiri Area Medan Ahmad Yani showed an effect on the employees' performance with a significance of  $0.000 < 0.05$  by obtaining  $t\text{-count } 50.352 > t\text{-table } 2.101$  (Hayati et al.2019). The impact of performance appraisal on employees' performance in telecommunication sector in Nigeria as studied among MTN employees was significant and there was a high level of awareness among the staff of MTN Company (Sajuyigbe, 2017). Also, the findings of the study among students in a university revealed that employee participation, performance appraisal, and job description have significant effect on organizational effectiveness (Tahsildari et al. 2015). There is a general positive (and absolutely impact) relationship of performance appraisal on employee's motivation in Islamic Banking (Saeed et al. 2016), and in Turkish forest products industry Aydin et al. (2018) investigation of the influence of performance appraisal on employee motivation and productivity, indicated a high effect, it was a major factor in motivation and productivity of employees.

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## 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. HRM includes anything and everything associated with the management of employment relationships in the firm (Boxall & Purcell, 2000).

**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. It deals with the design, implementation and maintenance of reward systems (reward processes, practices and procedures) that aim to meet the needs of both the organization and its stakeholders. The aims of reward management are to reward people according to the organization values and wants to pay for; reward people for the value they create; reward the right things to convey the right message about what is important in terms of behaviors and outcomes; develop a performance culture; motivate people and obtain their commitment and engagement; help to attract and retain the high quality people the university needs; and create total reward processes that recognize the importance of both financial and non-financial rewards.

**Performance appraisal** involves clarifying the job duties, defining performance standards, and documenting, evaluating and discussing performance with each employee. Performance appraisal is also known as a process by which organizations align their resources, systems and employees to strategic objectives and priorities. Also defined that performance appraisal 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. The purpose of performance appraisal is to take the decisions regarding the pay, transfer, promotion etc. while the purpose of job evaluation is to determine the worth/value of the job. In addition, performance appraisal helps in making decision like transfer or promotion while job evaluation helps in making decisions regarding wage policy. There are differences between performance appraisal and job evaluation. Performance appraisal considers the individual abilities and comparative merit of individuals while job evaluation considers the requirement of the job in terms of job specification and job description.

The objectives of performance appraisal 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, provide a basis for administrative decisions such as promotions, succession/progression and strategic planning, and pay for performance. The main purposes of measuring employee performance are to provide promotions based on competence and performance; to assess the training and development need of employees; to decide upon a pay raise where (as in the unorganized sector) regular pay scales have not been fixed; to assist the low performer with constructive criticism and guidance for the purpose of their development; to improve communication between the superior and the subordinates, to increase the trust between the rater and the rate, and finally, performance appraisal can be used to determine whether human resource programs such as selection, training and transfers have been effective or not.

The rules of a good performance appraisal include that, performance appraisal system must be easily understood; performance must be job-related with performance standards that are developed through job analysis; employees must be given a written copy of their job standards in advance of evaluators; performance appraisal activities must have the support of who administer it; managers must be able to observe the behavior they are rating; supervisor should be trained to use the evaluation form correctly; performance appraisal system should fit the organizations operation and structure; evaluators should discuss openly with employees and also counseling or corrective guidance should be offered to help poor performers to improve their performance.

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## 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 consisting 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 rewarding and performance appraisal; 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**

Independent variables	Clauses	C.A	A	N	D.A	C.D.A
<b>1-Rewarding</b>						
1-1- The faculty does not provide rewards to its staff members						
2-1- Rewards of in the faculty depends on performance of staff members						
3-1--The faculties focuses on equality in the distribution of rewards among staff members						
4-1- Material and psychological rewards form a strong motive for distinction in staff members' performance						
5-1- Rewards are given when staff members' performance exceeds what is required from him						
<b>2-performance appraisal</b>						
1-2- Performance appraisal is used as a basic tool to determine the low staff members' performance for their training and upgrading their level						
2-2- There are different standards of performance of staff members in the faculty						
3-3- It is never said to me whether I'm doing good work						
4-2- Information about performance quality are easily available to employees						
5-2-The process of job performance appraisal leads to ordering of staff members according to their performance						
<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
rewarding	<b>1</b>	.28	Performance appraisal	<b>6</b>	.40	Teaching staff performance performance)	<b>11</b>	.31	<b>16</b>	.47	<b>21</b>	.46
	<b>2</b>	.24		<b>7</b>	.56		<b>12</b>	.12	<b>17</b>	.58	<b>22</b>	.45
	<b>3</b>	.51		<b>8</b>	.24		<b>13</b>	.35	<b>18</b>	.57	<b>23</b>	.50
	<b>4</b>	.51		<b>9</b>	.41		<b>14</b>	.63	<b>19</b>	.27	<b>24</b>	.57
	<b>5</b>	.56		<b>10</b>	.35		<b>15</b>	.47	<b>20</b>	.37	<b>25</b>	.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 rewarding and performance appraisal of with employees' performance).
- 4- Simple regression formula was used:  $Y = B + X$  (Regression to identify the extent of the influence of rewarding and performance appraisal on employees' 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 R2 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 hypothesis: "there is statistically significant influence of rewarding on the performance of teaching staff in the faculty of education, university of Khartoum".

The value of the regression as depicted by table (4) 5.514 and the value of the residual amounted to 14.349, the value of P was 3.576, and the value of the regression R amounted to 0.587, while the coefficient of determination R<sup>2</sup> was (0.345). Table (4) 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 (4) 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 effect 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 in the faculty of education, university of Khartoum".

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

Model	Regression	Residual	F	R	R 2	T.Test	Sig.
1-The faculty does not provide rewards to its staff members	5.514	14.349	3.576	.587(a)	.345	10.743	.000
2-Rewards in the faculty depends on staff members' performance						.988	.330
3-The faculties focuses on equality in the distribution of rewards among staff members						-1.511	.140
4-Material and psychological rewards form a strong motive for distinction in staff members' performance.						-1.191	.242
5-Rewards are given when an staff member' performance exceeds what is required from him.						1.110	.275

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).

**12.2.2. Testing the hypothesis: "there is statistically significant influence of the performance appraisal on the performance of teaching staff in the faculty of education, university of Khartoum".**

The values of regression, residual in table (5) were 2.209 and 15.744 respectively. The value of F amounted to 1.089 and the value of regression R amounted to 0.372 while the coefficient of determination R<sup>2</sup> was (0.138). The table (5) 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 effect 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 in the faculty of education, university of Khartoum".

**Table 5. Statistical analysis of influence of performance appraisal on performance of the teaching staff in the faculty of education, university of Khartoum**

Model	Regression	Residual	F	R	R <sup>2</sup>	T. Test	Sig.
1-Performance appraisal is used as a basic tool to determine the low staff members' performance for their training and upgrading their level	2.209	15.744	1.089	.372(a)	.138	8.312	.000
2-There are different standards of performance appraisal in the faculty						-.041	.968
3-It is never said to me whether I'm doing good work						-1.775	.085
4-Information about performance appraisal is easily available to staff members						-.328	.745
5-The process of performance appraisal leads to ordering of staff members' according to their performance appraisal						-.688	.496

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) indication of the importance of performance appraisal world-widely. However, It agrees with Daoanis' study (2012) in the one side and disagree in another side.

**12.3 Ranking the influence of rewarding and performance appraisal**

Ranking of both independent variables of rewarding and performance appraisal by using coefficient of determination R square (R<sup>2</sup>) shown by tables 4 and 5, ranks rewarding first with a value of 0.345 (34.5%) and performance appraisal second with a value of 0.138 (13.8%). This means that, rewarding is more influential than performance appraisal. The reason for that might be bound with extrinsic rewarding which eventually contribute into the financial budget of a staff member which agrees with Luthans' (2000); Sureephong et al. (2020); Haider e al. (2015); and Wasiu et al. (2014). Generally, alongside the importance of financial rewards the employees also anticipate various non-financial rewards such as job recognition, decision making, and appreciation from the organization. The impact of non-financial rewards is instrumental in enlightening the employee's morale and enhances their satisfaction level (Haider e al. 2015). However, the dimensional analysis indicated an insignificant impact of intrinsic and extrinsic motivation on contextual performance.

**13-Conclusions**

This study performs an analysis of the influence of rewarding and performance appraisal on staff's performance in the faculty of education, university of Khartoum. The results suggest that there are statistically significant influences of rewarding and performance appraisal on the staffs performance if the faculty of education, University of Khartoum; rewarding is more influential than performance appraisal on teaching staff's performance; rewards depend on teaching staffs' performance, where 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; 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 are positive impacts of these two independent variable on a human resource which would affect the academic impacts on students, scientific research, 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 rewarding and performance appraisal for staff development and promotion. Yet, this research did not include all aspects of rewarding and performance appraisal and that could be addressed in future research.

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