

IMPACT OF HUMAN RESOURCE DEVELOPMENT ON ACADEMIC STAFF COMPETENCY IN TERTIARY INSTITUTIONS IN KATSINA STATE

Nura Bioko

Department of Education,
Umaru Musa Yar'adua University
Katsina, Nigeria
08035790538
nurabioko@gmail.com

And

Prof. Muhammad Umar Sanda

Department of Educational Foundations,
Faculty of Education,
Federal University Dutsinma, Katsina State
08035892454
Msanda@fudutsinma.edu.ng

Abstract

This study examined the impact of human resource development on academic staff competency in tertiary institutions in Katsina State, Nigeria. Two objectives were formulated which includes to examine the impact of mentoring on academic staff competency in tertiary institutions and to ascertain the impact of attending conferences on academic staff competency in tertiary institutions in Katsina State. Two corresponding research questions and two null hypotheses were formulated and tested at 0.05 significance level. A descriptive survey design was adopted, with a population of 2,784 academic staff from universities, polytechnics, and colleges of education in the state. Using proportionate random sampling, a sample of 333 academic staff was selected. Data collection was carried out using a self-developed questionnaire titled "Impact of Human Resource Development on Academic Staff Competency in Tertiary Institutions Questionnaire" (IHRDASCTIQ). The findings revealed that academic staff actively engage in mentoring, which serves as an effective tool for professional growth and improved performance in their roles. Based on these findings, the study recommended that tertiary institutions in Katsina State should further strengthen and expand their mentoring programs. This can be achieved by introducing structured mentoring opportunities, pairing less experienced staff with seasoned mentors, and providing regular training for mentors to enhance their ability to support mentees effectively. By doing so, institutions can improve academic staff competency and overall educational quality. By doing so, institutions can improve academic staff competency and overall educational quality.

Keywords: Human Resource Development, Academic Staff Competency, Tertiary Institutions, Mentoring Programs, Professional Growth

Introduction

The Nigeria educational system faces significant challenges, including declining educational standards, political instability, and economic unpredictability. A robust human resource development (HRD) system is essential for socio-economic growth, as it ensures a skilled and

motivated workforce. HRD enhances productivity, performance, and staff retention, which are crucial for national development (Eze & Ibekwe, 2019). In response, tertiary institutions are increasingly investing in HRD to remain competitive. HRD involves structured strategies such as training, career



progression, and organizational development to improve individual and collective skills. Teacher development, a core aspect of HRD, includes training, orientation, mentoring, seminars, and workshops to enhance employee competence (Opuana, 2016).

HRD focuses on developing personal and organizational skills, knowledge, and abilities to ensure better integration between work and learning (Agwu, 2014). It enhances individual capabilities and optimizes performance in professional settings (Park, 2015). From both individual and organizational perspectives, HRD provides a framework for improving employees' competencies, benefiting both the worker and the institution (Vasantham, 2015). As a strategic organizational tool, HRD nurtures human resources to improve performance and achieve institutional goals (Smith, 2017). A well-structured HRD system fosters learning, growth, and development, ensuring institutions remain innovative and productive.

Academic staff perform diverse roles crucial to the effective functioning of tertiary institutions. Their responsibilities include teaching, research, mentoring, curriculum development, and administrative duties. These activities ensure knowledge dissemination, student intellectual growth, and institutional excellence (Smith, 2017). Beyond instructional duties, academic staff also engage in professional development and community collaboration, reinforcing their commitment to higher education's mission (Smith, Johnson & Anderson, 2020). Their engagement in administrative leadership and continuous development efforts ensures the relevance and quality of academic programs.

Competency among academic staff is a combination of skills, knowledge, behaviors, and abilities essential for

effective performance. It includes teaching proficiency, research capabilities, administrative expertise, and adaptability to evolving educational trends (Hager & Gonczi, 2017). Effective academic staff competency ensures high-quality education, impactful research, and institutional development. Teaching competency, a core requirement, involves curriculum planning, student engagement, and adaptable teaching methodologies. Research competency, another key area, supports knowledge creation and institutional reputation (Eze & Ibekwe, 2019). Technological integration into teaching practices has become increasingly vital, particularly with the rise of digital learning platforms. Institutions that prioritize continuous professional development through training programs see improved academic staff competency, leading to better student outcomes and institutional growth (Okafor & Musa, 2021).

Many tertiary institutions employ academic staff in roles that extend beyond their formal education. This phenomenon underscores the need for continuous training to meet the evolving educational landscape. In Katsina State and beyond, academic staff frequently undertake responsibilities outside their initial training, highlighting the importance of ongoing professional development (Hager & Gonczi, 2017). The rapid evolution of education necessitates training programs that equip educators with relevant skills to navigate technological advancements and institutional challenges. The study assesses Human Resource Development's impact on tertiary institution academic staff competency in Katsina State, emphasizing the need for structured development programs to enhance institutional effectiveness and academic excellence.



Statement of Problem

Tertiary institutions face significant challenges, including large student enrollments, globalization-driven competition, and the need for prestige. However, many institutions fail to utilize staff development programs to drive positive change. Persistent issues such as underperforming lecturers and declining instruction quality are often linked to inadequate training programs that fail to meet lecturers' performance needs. Despite government-provided training opportunities, their effectiveness in enhancing staff competency remains questionable.

In Katsina State, a prevalent issue is the misalignment between academic qualifications and job requirements. Many academic staff members are assigned roles that demand additional skills beyond their initial academic preparation. This gap underscores the necessity for ongoing professional development to bridge classroom knowledge and practical application in education. Without targeted training programs tailored to the evolving demands of the sector, academic staff struggle to fulfill their roles effectively, adversely affecting education quality.

The performance of academic staff remains a concern in the face of growing educational demands. Issues such as inadequate continuous assessment, poor teacher-student relationships, and declining academic achievement hinder educational outcomes. Additionally, tertiary institutions face fierce competition in attracting and retaining skilled professionals due to limited capacity to offer competitive salaries and benefits. This often results in talented staff leaving for better opportunities, creating a loss of expertise even after training investments.

Studies like Yusuf (2021) and Ibrahim (2021) highlight the multifaceted

challenges of human resource development and staff performance in tertiary institutions. Despite these efforts, the problems persist, emphasizing the need for further exploration. This study examines the impact of human resource development programs on the competency of academic staff in Katsina State's tertiary institutions, aiming to address these pressing issues.

Objectives of The Study

The main objective of this study is to make an assessment on the impact of human resource development on the academic staff competency in tertiary institutions in Katsina State of Nigeria. The specific objectives are:

- i. To examine the impact of mentoring on academic staff competency in tertiary institutions in Katsina State.
- ii. To ascertain the impact of attending conferences on academic staff competency in tertiary institutions in Katsina State.

Research Hypotheses

To achieve the objectives of this study, the following null hypotheses were formulated:

- i. There is no significant impact of mentoring on academic staff competency in tertiary institutions in Katsina State.
- ii. There is no significant impact of attending conferences on academic staff competency in tertiary institutions in Katsina State.

Methodology

This study employed a descriptive survey research design, ideal for examining the impact of variables and generalizing findings from a sample to a larger population. The target population comprised 2,784 academic staff from seven tertiary institutions in Katsina State, including universities, polytechnics, and colleges of education. Using the Research



Advisor table (2006), a sample size of 333 was determined and proportionally distributed across institutions to ensure representativeness. A proportionate random sampling technique was applied.

The primary instrument for data collection was a self-designed questionnaire titled Impact of Human Resource Development on Academic Staff Competency in Tertiary Institutions in Katsina State of Nigeria (IHRDASCTIQ). It contained 35 structured items divided into demographic data (Section A) and variables relevant to the research questions (Sections B–F). Items were measured on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1).

Data collection was carried out personally by the researcher and assistants using the "on-the-spot" method. Descriptive statistics (mean and standard deviation) and ANOVA were used to analyze the data, with all hypotheses tested at a 0.05 significance level using SPSS version 23. Three null hypothesis were tested. Any hypothesis that is greater than 5% or $p=0.05$ will be retained and the hypothesis

that is less than $p<0.05$ will be rejected. As recommended by Gabrenja in Sani (2016), that if p -value is greater than the alpha-value (0.05), the null hypothesis should be retained. The hypothesis formulated was tested using the one-way ANOVA. However, to give a general description of the respondents on the issue raised, frequencies, means, and simple percentages were used.

Answering Research Questions

The researcher used 2.50 as the mean otherwise known as decision mean since the instrument was structured along a modified four point likert scale structure to take decision on whether to accept or reject the research questions after comparing it with the cumulative mean. Therefore, a mean score of 2.50 and above indicate positive response to the research question and accepted while a mean score below 2.5 indicate negative answer to the research question and rejected.

Research Question 1: What is the impact of mentoring on academic staff competency in tertiary institutions in Katsina State?

Table 1: Descriptive Statistics of the Raw Data Collected on the Impact of Mentoring on Academic Staff Competency in Tertiary Institutions in Katsina State

| S/N | Item Statements | Respondents | Response | | | | | | |
|-----|---|--------------|----------|----|----|----|----|------|------|
| | | | N | SA | A | D | SD | Mean | S. D |
| 1 | The academic staff of my institution are provided with proper mentoring opportunities | Universities | 185 | 94 | 74 | 18 | 1 | 3.40 | 0.69 |
| | | Polytechnics | 94 | 38 | 42 | 13 | 1 | 3.24 | 0.72 |
| | | COEs | 31 | 11 | 15 | 5 | 0 | 3.19 | 0.70 |
| 2 | I have participated in a formal mentoring programme within my institution | Universities | 185 | 62 | 88 | 34 | 3 | 3.13 | 0.75 |
| | | Polytechnics | 94 | 31 | 46 | 16 | 1 | 3.18 | 0.71 |
| | | COEs | 31 | 11 | 15 | 5 | 0 | 3.29 | 0.74 |
| 3 | Mentoring programmes are very effective in supporting the professional growth and development of academic staff | Universities | 185 | 78 | 76 | 31 | 2 | 3.23 | 0.76 |
| | | Polytechnics | 94 | 41 | 44 | 9 | 0 | 3.34 | 0.65 |
| | | COEs | 31 | 13 | 15 | 3 | 0 | 3.32 | 0.65 |
| 4. | Through mentoring, | Universities | 185 | 96 | 59 | 29 | 1 | 3.35 | 0.76 |



| | | | | | | | | | |
|-------------------|---|--------------|-----|----|----|----|---|-------------|------|
| | teachers in my institution learn how to plan lectures well and this enables them to perform better in lesson delivery | Polytechnics | 94 | 34 | 46 | 14 | 2 | 3.19 | 0.73 |
| | | COEs | 31 | 11 | 17 | 2 | 1 | 3.23 | 0.72 |
| 5 | Through mentoring, teachers in my institution learn how to control their classes and this enhances their performance in lesson delivery | Universities | 185 | 87 | 70 | 27 | 1 | 3.31 | 0.74 |
| | | Polytechnics | 94 | 40 | 38 | 15 | 1 | 3.24 | 0.75 |
| | | COEs | 31 | 20 | 6 | 5 | 0 | 3.48 | 0.77 |
| 6 | My institution supports mentoring initiatives and encourages teachers to participate the exercise | Universities | 185 | 66 | 90 | 26 | 3 | 3.18 | 0.73 |
| | | Polytechnics | 94 | 28 | 52 | 12 | 2 | 3.13 | 0.70 |
| | | COEs | 31 | 15 | 13 | 3 | 0 | 3.39 | 0.67 |
| 7 | Teachers usually experience improvement in their performance when properly engaged in mentoring programme | Universities | 185 | 94 | 64 | 25 | 2 | 3.35 | 0.75 |
| | | Polytechnics | 94 | 40 | 38 | 15 | 1 | 3.24 | 0.75 |
| | | COEs | 31 | 20 | 6 | 5 | 0 | 3.06 | 0.93 |
| Grand Mean | | | | | | | | 3.26 | |

Table 1 above shows the numbers, means and standard deviation of the response of respondents on the research question on impact of mentoring on academic staff activities in tertiary institutions in Katsina State. As revealed by item one to seven, where by the average mean of Universities academic staff stood at 3.28. The average mean of Polytechnics academic staff stands at 3.28, in the same vein that of academic staff of Colleges of Education indicates 3.22, these sums are all greater

than the decision mean of 2.5. This is a clear indication that most of the respondents agree that mentoring has significant impact on academic staff activities in tertiary institutions in Katsina State.

Research Question 2: What is the impact of attending conferences on academic staff competency in tertiary institutions in Katsina State?

Table 2: Descriptive Statistics of the Raw Data Collected on the Impact of Attending Conferences on Academic Staff Competency in Tertiary Institutions in Katsina State

| S/N | Item Statements | Respondents | Response | | | | | Mean | S. D |
|-----|--|--------------|----------|----|----|----|----|------|------|
| | | | N | SA | A | D | SD | | |
| 1 | Teachers attend conferences on how to use instructional materials regularly | Universities | 185 | 69 | 86 | 28 | 1 | 3.22 | 0.72 |
| | | Polytechnics | 94 | 34 | 45 | 14 | 0 | 3.23 | 0.71 |
| | | COEs | 31 | 9 | 16 | 6 | 0 | 3.1 | 0.7 |
| 2 | Teachers' conference on instructional materials allows them to overcome difficulties in presenting certain complex topics. | Universities | 185 | 74 | 88 | 23 | 0 | 3.28 | 0.67 |
| | | Polytechnics | 94 | 41 | 46 | 7 | 0 | 3.36 | 0.62 |
| | | COEs | 31 | 16 | 13 | 2 | 0 | 3.45 | 0.62 |



| | | | | | | | | | |
|-------------------|--|--------------|-----|----|----|----|-------------|------|------|
| 3 | Teachers apply outcomes of conference programmes in their classrooms | Universities | 185 | 73 | 76 | 35 | 1 | 3.19 | 0.76 |
| | | Polytechnics | 94 | 39 | 39 | 15 | 1 | 3.23 | 0.75 |
| | | COEs | 31 | 16 | 13 | 2 | 0 | 3.45 | 0.62 |
| 4 | Educators who attend conferences usually have improved classroom practices in instruction, professional development and communication skills | Universities | 185 | 79 | 85 | 21 | 0 | 3.31 | 0.67 |
| | | Polytechnics | 94 | 43 | 44 | 7 | 0 | 3.38 | 0.62 |
| | | COEs | 31 | 13 | 14 | 4 | 0 | 3.29 | 0.69 |
| 5 | Attendance to conferences help to increase academic staff confidence and competence in teaching | Universities | 185 | 66 | 91 | 25 | 3 | 3.19 | 0.72 |
| | | Polytechnics | 94 | 31 | 50 | 11 | 2 | 3.17 | 0.71 |
| | | COEs | 31 | 10 | 21 | 0 | 0 | 3.32 | 0.48 |
| 6 | Attending conferences enhances teachers' professional development and job satisfaction | Universities | 185 | 93 | 65 | 24 | 3 | 3.34 | 0.76 |
| | | Polytechnics | 94 | 44 | 36 | 13 | 1 | 3.31 | 0.74 |
| | | COEs | 31 | 14 | 13 | 4 | 0 | 3.32 | 0.7 |
| 7 | Through regular conference programmes teachers knowledge is updated | Universities | 185 | 69 | 86 | 28 | 1 | 3.22 | 0.72 |
| | | Polytechnics | 94 | 33 | 45 | 15 | 1 | 3.21 | 0.71 |
| | | COEs | 31 | 16 | 15 | 0 | 0 | 3.52 | 0.51 |
| Grand Mean | | | | | | | 3.29 | | |

Table 2 above shows the numbers, means and standard deviation of the response of respondents on the impact of attending conferences on academic staff competency in tertiary institutions in Katsina State. As revealed by item one to seven, where the average mean of Universities academic staff stood at 3.25. The average mean of Polytechnics academic staff stands at 3.27, while that of academic staff of Colleges of Education indicates 3.35. However, the grand mean stood at 3.29 the sum is equally greater than the decision means of 2.5. This is a clear indication that most of the respondents agree that attending conferences on academic staff competency in tertiary institutions in Katsina State.

Hypotheses 1: There is no Significant Impact of Mentoring on Academic Staff Competency in Tertiary Institutions in Katsina State.

There is no significant impact of mentoring on academic staff competency in tertiary institutions in Katsina State. Data collected through item 1-7 of the questionnaire were used to analyze agreements in the opinions relating to hypothesis 1. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses.

The results are presented in table 3.

**Table 3: Summary of Analysis of Variance on the Impact of Mentoring on Academic Staff Competency in Tertiary Institutions in Katsina State.**

| Status | Sum of Square | Df | Mean Square | F-cal | P-value | Decision |
|----------------|-----------------|------------|-------------|-------|---------|----------|
| Between Groups | 7.696 | 2 | 3.848 | 1.094 | 0.336 | Retained |
| Within Groups | 1080.059 | 307 | 3.518 | | | |
| Total | 1087.755 | 309 | | | | |

Table 1.3 above, presents results on impact of mentoring on academic staff competency in tertiary institutions in Katsina State shows that the F-cal is (1.094) and the P-value is 0.336 at 0.05 level of significance. Since the P-value 0.336 is greater than the level of significance of 0.05 set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinion of academic staff of universities, colleges of education and polytechnics on the impact of mentoring on academic staff competency in tertiary institutions in Katsina State. Therefore, the null hypothesis is retained.

Hypotheses 2: There is no significant impact of attending conferences on academic staff competency in tertiary institutions in Katsina State.

There is no significant impact of attending conferences on academic staff competency in tertiary institutions in Katsina State. Data collected through item 1-7 of the second cluster of the questionnaire were used to analyze agreements in the opinions relating to hypothesis 2. To that effect, all the items were analyzed by the use of statistical tool of Analysis of Variance and to record the difference or otherwise of the responses.

The results are presented in table 4.

Table 4: Summary of Analysis of Variance on the Impact of Attending Conferences on Academic Staff Competency in Tertiary Institutions in Katsina State

| Status | Sum of Square | Df | Mean Square | F-cal | P-value | Decision |
|----------------|-----------------|------------|-------------|-------|---------|----------|
| Between Groups | 7.211 | 2 | 3.606 | 1.016 | .363 | Retained |
| Within Groups | 1089.256 | 307 | 3.548 | | | |
| Total | 1096.468 | 309 | | | | |

Table 4, which shows the impact of attending conferences on academic staff competency in tertiary institutions in Katsina State indicates that the F-cal is (1.016) and the P-value is 0.363 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinion of academic staff of universities, colleges of education and polytechnics on the influence of attending conferences on academic staff competency in tertiary institutions in Katsina State. Therefore, the null hypothesis is retained.

Discussion of Findings

The results indicated that there is significant impact on the opinion of

academic staff of universities, polytechnics and colleges of education on the impact of mentoring on academic staff competency in tertiary institutions in Katsina, the opinions of respondents were gathered and their responses revealed that mentoring programmes are very effective in supporting the professional growth and development of academic staff, it also shows that through mentoring academic staff learn how to plan lectures well and this enables them to perform better in lesson delivery this is in line with the thoughts of Ezeanokwasa (2016), who opines that mentoring programmes has made it easy for teachers to direct and guide their junior colleagues on areas of difficulty. This finding is in agreement with the research finding of Ibrahim



(2021) that Many teachers improve their lesson planning skills through guidance from experienced colleagues. This mentorship helps them organize lessons more effectively, refine their teaching strategies, and enhance their overall instructional delivery. Mentoring has been a guide among colleagues, the guidance given, helps the teacher confidence in handling and discharging his responsibilities for effective lessons. It is obvious that most teachers master their subjects through prompt supervision and guidance of an older or some old hands. The ideas they initially learnt from the college became much more molded and strengthened through mentoring.

Another finding revealed that attending conferences has significant impact on academic staff activities in tertiary institutions in Katsina State. Conference enables teachers to share ideas with other colleagues through discussing pressing topical issues. This would assist in molding the teacher to perfect his subject area and have additional knowledge to current methods of learning. Yusuf (2021) stressed that, conferences are usually used to tackle a single or set of problems. Also this result corroborates the finding of Akinyele (2017) that teachers who were exposed to staff developmental programmes such as seminars, workshops, conference, symposiums among others were more effective in their jobs. This aligns with the idea that conferences not only enhance professional knowledge but also foster collaboration and innovation among academic staff. When teachers exchange ideas, they bring fresh perspectives into their classrooms, which directly benefits student learning outcomes. Additionally, attending conferences helps educators stay updated on global educational trends, equipping them to address emerging challenges in the sector.

Conclusion

The study highlighted the pivotal role that human resource development programmes play in the professional development of academic staff within tertiary institutions in Katsina State. The institutions' proactive approach to mentoring, along with their encouragement of participation in conferences, seminars, workshops, and in-service training, has significantly enhanced the skills, confidence, and job performance of their staff. These professional development activities have not only improved classroom practices but also contributed to the staff's ability to provide effective feedback, monitor student progress, and deliver quality education. As a result, the overall performance of academic staff has been boosted, leading to a more effective educational system.

Moreover, the effective collaboration and partnerships between the management of these institutions and external organizations have further amplified the impact of human resource development initiatives. This external support has enriched the professional growth of academic staff and positively influenced student outcomes. The combined efforts of both internal and external stakeholders have thus created a conducive environment for continuous improvement, ensuring that tertiary institutions in Katsina State remain at the forefront of educational excellence.

Recommendations

In view of the findings of the study and conclusion; the following recommendations were made:

1. Tertiary institutions in Katsina State should continue to enhance and expand their mentoring programs. This can be achieved by providing more structured mentoring opportunities, pairing less experienced academic staff with seasoned mentors, and



offering regular training for mentors to ensure they can effectively support the professional growth of their mentees.

2. Institutions should allocate more resources and create additional opportunities for academic staff to attend relevant conferences. This will enable staff to stay current with the latest developments in their fields, further improving their teaching practices and contributing to their overall professional competence.

References

- Adewale, T., & Daramola, K. (2020). Professional development and academic staff competencies in Nigerian universities. *Journal of Educational Leadership and Policy*, 11(2), 33-45.
- Agwu, M. A. & Ogriki, T. (2014). Human Resource Development and Organizational Performance in the Nigeria Liquefied Natural Gas Company Limited, Bonny, *Journal of Management and Sustainability*; Vol. 4, No.4
- Eze, C. E., & Ibekwe, I. J. (2019). Research competencies of academic staff in Nigerian tertiary institutions: Challenges and prospects. *African Journal of Education and Practice*, 5(3), 21-33.
- Hager, P., & Gonczi, A. (2017). What is competence? Rethinking the concept in professional education. *Studies in Higher Education*, 42(5), 767-779.
- Ibrahim, R. K., (2021). HRD interventions, employee competencies and organizational effectiveness: an empirical study. *European Journal of Training and Development*, 40(5), 345-365. doi: 10.1108/EJTD-02-2016-0008.
- Okafor, O., & Musa, J. (2021). Digital competencies and the evolving role of academic staff in Nigerian universities. *Journal of Technology and Education*, 14(1), 44-58.
- Opuana, H. (2016) Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Asaba Metropolis in Delta State, Nigeria Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria, Nigeria
- Smith, A. (2017). The role of effective teaching in higher education. *Journal of Higher Education*, 42(3), 345-361.
- Vasantham, A. (2015) The Effects of a Training Program in Improving Instructional Competencies for Special Education Teachers in Jordan. *Educational Research*, Vol. 2 (3) pp. 1021-1030.
- Yusuf, H. L. (2021) Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Bauchi State, Nigeria, a Thesis Submitted to the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, Nigeria in Partial Fulfillments for the Award of Master of Education Degree (M.Ed) in Educational Administration and planning