

STAFF DEVELOPMENT AND COMPENSATION PRACTICES AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN NATIONAL TEACHERS INSTITUTE (NTI) IN NORTH CENTRAL NIGERIA

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ABSTRACT

This study examined staff development and compensation of human resourcing practices as correlates of academic performance of National Teachers Institute (NTI) students in North Central Nigeria. The study employed correlational and ex-post facto research designs. The population of this study consists of the 941 course facilitators and 1,637 graduating students in 65 study centres of NTI in the five states of North Central Zone of Nigeria. The sample comprised of 247 academic staff and 297 students from 42 National Teachers Institute Centres in the five states (Kwara, Nasarawa, Benue, Niger, and Kogi). Multistage sampling technique was employed for the study, where proportionate stratified sampling technique and simple random sampling technique were utilized at different stages. The Human Resourcing Practices Questionnaire (HRPQ) and Document on Students' Academic Performance (DSAP) were used for data collection. Data collected were analyzed using mean, standard deviation, and Pearson Product Moment Correlations (PPMC). The results showed that 49.9%, 56.7%, and 49.2% of the students earned pass grade for the year 2020, 2021, and 2022, respectively. The finding revealed that there was low extent of staff professional development and staff compensation practices. The result also revealed significant and strong positive relationship between staff development, staff compensation practices, and academic performance of NTI students ($p = 0.000$). The study concluded that both staff development and staff compensation practices are significant correlates of NTI students' academic performance. The study recommended strong needs for staff development and compensation to improve the academic performance of students.

Keywords: Human Resourcing Practices, Staff Development, Staff Compensation, Academic Performances, National Teachers Institute.

INTRODUCTION

There is no contradiction that education is an excellent instrument for effective national economic, political, and socio-cultural development. In most nations like Nigeria, education system is often a reflection of the people's aspiration, beliefs system, attitudes, values, as well as missions and visions. The National Teachers' Institute (NTI) is one of the tertiary institutions established in 1976 to offer the Nigeria Certificate in Education (NCE) programme by Distance Learning System (DLS). The NTI scope has been extended beyond the turning out of NCE graduates to produce postgraduate diploma in education and bachelor of education (Adeniyi, Hassan & Ogundele, 2013). Also, NTI performs the functions of re-training primary school teachers across the federation which covered innovative ways of teaching primary school core subjects, improvisation of instructional materials, school-based assessment, basic computer skills and sensitization of teachers on the new 9-year basic education curricula among many.

Despite the roles of NTI, the academic performance of students appeared unimpressive for the past five years. This is evident in the general examination records of the students available at the NTI National head office, where in 2018, 2019, 2020, 2021 and 2022 the overall summary of results indicated that 23.2%, 29.5%, 26.8%, 30.2%, and 38.9% of the graduates of those years had one or more spill-over courses respectively. Al Husaini and Shukor (2022) revealed that students' performance was affected by a number of factors such as: shortage of teachers, absence of teaching and learning materials, and the presence of incompetent teachers, unhealthy parental influence and large class size. Others are unconducive teaching and learning environment, and limited home support environment among others.

At the National Teachers Institute, efforts are being made by both academic and non-academic staff, as well as the administrators to improve the academic performance of students. One of such mechanisms is the shift of attention to human resourcing practices which is believed to likely have either positive or negative association with students' academic performance. Human resourcing is a formal plan in an organisation to ensure effective and efficient use of human potentials to accomplish the organisational goals. It is a set of organisational activities directed at stimulating, developing and maintaining an effective personnel in an organisation. Human resourcing concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff to determine the performance of staff in any organization (Omebe, 2014). It is expected that when staff in the NTI are adequately recruited, selected and supervised, inducted and rewarded, appraised and promoted on the job, students' academic performance may improve significantly. Also, proper co-ordination of the activities and efforts of the workers in the institution will not just promote educational goals but may create a process of motivating workers to maximize their in-put in order to increase students' academic performance.

Human resourcing practices in education therefore refers to the processes employed in getting the right staff for the institution job, retaining and maintenance of staff, staff relationship, staff development, procurement of staff and job performance reward (Daniel, 2018; Okafor, 2018). Human resourcing can be essential in creating school positive climate for fostering effective teaching and learning. According to Sukawati, Gunawan, Ubaidillah, Maulina and Santoso (2020), HRM in a school context refers to the process of managing and developing the school's

workforce, including teachers, administrative staff, support staff, and other employees. The HRM is also responsible for creating a positive and supportive work environment that fosters employees' morale, engagement, and retention (Wesley & Sutner, 2022). It involves placing staff in right perspective, coaching, mentoring, developing, and rewarding them for optimal solution to the complex challenges facing higher education (Ssemugenyi, Seje & Asumwa, 2020). There are many human resourcing practices. Wesley and Sutner (2022) classified human resources practices into strategic practices and non-strategic practices, but the present study focused on staff development and compensation.

Staff development refers to the planned attempt by any institution towards assisting its employees in the acquisition process of job related competencies, attitudes, knowledge, skills, and behaviours that are relevant for the accomplishment of individual's job performances (Okafor, 2018). In educational setting, staff development is a planned and systematic effort to develop knowledge through learning experiences for effective performance in an activity (Hoque & Atheef, 2024). It involves on-the-job training, in-service training, mentorship and workshop. Developing NTI staff will promote job experiences, personality growth, competencies and abilities which will help staff members prepare for the future task. However, over the years, staff development in NTI may not have been prioritized and many staff may not be provided with the opportunity to develop themselves. Therefore, if NTI staff are trained on programmes or developed professionally, there may be the tendency that they will share their expertise and experience to the students, impart the new skills and knowledge to students, and utilize what they have learnt subsequently in the work for optimal students' academic performance.

Compensation is another human resourcing practice that educational institutions used to reinforce staff behaviours and stimulate them to work towards achieving the goals of the school. This could come in form of awards, rewards, or recognition as a result of acceptable knowledge-sharing practices in the organisation, as well as excellent performance for desirable practices in the NTI such as bonuses, promotions and honorarium. Compensation is all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship such as increased salary and promotion resulting from the annual review of performance (Ssemugenyi, Seje & Asumwa, 2020). According to Checkmark (2022), compensation is the remuneration awarded to an employee in exchange for their services or individual contributions to your business. It has been observed that most NTI staff for long now have not been rewarded or compensated for quality work done. Nevertheless, having the adequate compensation, right reward, and frequent recognition may trigger the process of knowledge acquisition and sharing, as well as skills development among the students which may significantly influence students' academic performance.

Review of empirical investigations showed that attention was given to human resource management and staff performance in education. Makau (2018) found that there was a positive correlation between teacher performance and recruitment and selection in secondary schools in Machakos County. The quality of teaching which could indirectly affect students' academic performance was found to be influenced by human resourcing practices (Ngaji, & Wonah, 2019). The authors (Ngaji & Wonah, 2019) explored human resource management practices and the quality of teaching in private secondary schools in Cross River State, Nigeria. The result of the study revealed that the selection procedure significantly influenced the

quality of teaching in private secondary schools. In addition, Makau and Phelgonah (2018) observed that proper staffing practices influence teachers' effectiveness and pupils' academic performance. More so, a study revealed that HRD practices have a positive impact on the work performance of academic staff (Ssemugeny, Seje, Asumwa, 2020).

In Nigeria, Bassey (2021) who ascertained the influence of human resources management on students' performance in examinations in public senior secondary schools in Port Harcourt Metropolis, Rivers State. The results showed that recruitment and selection had a significant influence on students' academic performance in WAEC examinations. From the foregoing assessment of empirical investigations, most of the studies were conducted in secondary schools and a few in tertiary schools, especially universities. Also, the North-central parts of Nigeria are left behind in these investigations. However, it can be assumed that the adequate staff development and compensation practices in NTI may be positively associated with the academic performance of NTI students in North Central Nigeria.

This study when completed would be of immense benefits to students, staff, school management, policy makers, government, and researchers. It is worthy to note that when these issue of unimpressive academic performance is addressed, it would make significant impact not only to the education sector, but national development. All the educational institutions may be handled by human resources who are competent, satisfied, and determined to achieve the institution's goals. In the education sector, improved academic performance of students would help project the positive image of education in Nigeria which can draw the attention of government to education, as well as attract public private partnership in education. Improving the academic performance of students will also have implications for proper placement of staff on the job and this will increase job performance and productivity.

Although efforts have been made from various quartres by management, staff, students themselves and government through the provision of teaching facilities, learners support services, monitoring and supervision of staff/programs, provision of guidance services among others to improve academic performance of the students, yet, the performance seems unimpressive. The unimpressive performance has sparked reaction from education stakeholders to ask what could lead to the low academic performance of the students. As such, the study seeks to answer the question "to what extent do staff development and compensation practices relate to the academic performance of students in National Teachers Institute?" Consequently, there is the tendency that if this problem lingers without addressing it, there may be possibility of turning out incompetent teachers who are expected to teach children regarded as leaders of tomorrow. As such, the economy and socio-political institutions of the nation may be handled by unskilled and unqualified individuals in the future. In addition, poor development of knowledge management capacity may emerge. It is in the light of this impending dangers that the present study intends to examine human resourcing practices (staff development and compensation) as correlate of NTI students' academic performance in North Central Nigeria.

Aim and Objectives of the Study

The aim of the study is to evaluate staff development and compensation as correlates of students' academic performance in National Teachers' Institute (NTI), Nigeria. The specific objectives of the study are to:

- i. ascertain the academic performance profile of NTI students in North Central Nigeria from 2020-2022;
- ii. determine the extent to which NTI management develop staff professionally in North Central Nigeria;
- iii. find out the extent to which NTI management compensate staff in North Central Nigeria;
- iv. determine the extent to which staff development and compensation correlates with academic performance of NTI students in North Central Nigeria.

Research Questions

The study answered the following questions:

1. What is the academic performance profile of NTI students in North Central Nigeria from 2020 to 2022?
2. To what extent does NTI management develop staff professionally in North Central Nigeria?
3. To what extent does NTI management compensate staff in North Central Nigeria?

Hypotheses

The researchers formulated and tested the following hypotheses at a 0.05 level of significance:

HO1: There is no significant relationship between staff development practices and academic performance of NTI students in North Central Nigeria.

HO2: There is no significant relationship between staff compensation practices and academic performance of NTI students in North Central Nigeria.

METHOD AND PROCEDURE

Research Design

The study employed correlational and ex post facto research designs. A correlational research design was adopted because it measures a relationship between two or more variables without the researcher manipulating any of the variables (Cohen, Manion & Morrison, 2013). Furthermore, ex post facto research according to Saleh and Kowalczyk (2023) focuses on how actions that have already occurred can predict certain causes. Therefore, academic performance is an existing document hence cannot be manipulated and this justifies the need for this design.

Population and Sample

The population of this study consisted of all the 941 course facilitators (ad hoc academic staff) and 1,637 graduating students in 65 study centres of National Teachers Institute in the five states of North Central Zone of Nigeria (NTI, 2022 Staff Audit Data), making overall total of 2,578 respondents. The states are Plateau, Kwara, Nasarawa, Benue, Niger, and Kogi as well as Federal Capital Territory Abuja. The sample comprised of 247 academic staff and 297 students from 42 National Teachers Institute Centres in the five states (Kwara, Nasarawa, Benue, Niger, and Kogi) in North Central Zone of Nigeria. Multistage sampling technique was employed for the study. First, proportionate stratified sampling technique was used. In

the next stages, the lottery method of simple random sampling technique was used to select the five states, as well as centres and participants across selected stratum in each of the states in North Central Nigeria.

Instrument for Data Collection

The instruments used for data collection were questionnaire (Human Resourcing Practices Questionnaire, HRPQ) and document (Students' Academic Performance Result Template - SAPRT). The HRSQ was adapted from Human Resources Management Policies and Practices Scale (HRMPPS) developed by Demo, Neiva, Nunes, and Rozzett (2012). The HRPO consists of two sections, A and B. Section A was Bio Data. In this section, respondents were instructed to indicate the name of the centre, state, and department. Whereas, section B consisted of thirty six (36) items measuring six human resourcing practices which include: recruitment; staff development (e.g. "NTI helps me develop the skills I need for the successful accomplishment of my duties" "NTI provides supports to staff for further study"); staff compensation (e.g. "In NTI, I get incentives such as promotions, commissioned functions, awards, bonuses, and so on" "NTI remunerates me according to the remuneration offered in other similar institution"). Other components are performance appraisal, staff maintenance services, and human relations. Participants were expected to indicate their degree of agreement on an item by ticking the appropriate column using 5-point scale as: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, and Strongly Disagree = 1. The document (SAPRT) showed the grade point and the cumulative grade point average (CGPA) of the final year students from 2020-2022.

The content validity was carried out on HRPS. This was determined by experts in Educational Management, as well as Research, Measurement and Evaluation units in the Department of Educational Foundations, University of Jos, Nigeria. The Cronbach's alpha reliability test was conducted and yielded a 0.88 reliability coefficient which was strongly reliable.

Procedure for Data Collection

The researchers identified the eligible participants and issued consent letters to them based on ethical grounds. An introductory letter from the Department of Educational Foundations, University of Jos was presented to the zonal coordinator, NTI North Central Nigeria and coordinators of the NTI centres across the state to seek their consents before data collection. The essence of this was for ethical confirmation. The data collection involved training of research assistants, administration of instruments, and scoring of the instruments. The face to face administration was applied. The participants were presented with the questionnaires, they were instructed to read the instructions and then respond accordingly. The questionnaires were filled within 40 to 50 minutes in their respective offices and collected immediately after completion.

Data Analysis

The data were analyzed using mean and standard deviation. These were used to answer all the research questions. Mean score was used because it takes into consideration all the individual scores, while standard deviation stipulated the extent to which participants deviate from the general mean. The decision rule was set at mean greater than or equal to 3.0 = agreed, while mean less than 3.0 = disagreed. The Pearson product Moment Correlations (PPMC) was used test the relationship between the human resourcing practices (staff development and

compensation) and NTI students' academic performance. All analysis were done with SPSS V.26.

Ethical consideration

All the participants were provided with consent form and only those who signed the informed-consent participated in the study. The responses of the respondents were treated with utmost confidentiality and all data supplied by the respondents were used for research purposes only.

RESULTS

Table 1: Academic Performance Profile of NTI Students in North Central Nigeria from 2020 to 2022

CGPA	Year = Academic Performance	2020		2021		2022	
		F	%	F	%	F	%
< 1.0	Fail	12	4.0	21	7.1	7	2.4
1.0 – 1.99	Lower Pass	81	27.3	20	6.7	26	8.8
2.0 – 2.99	Pass	148	49.8	168	56.7	146	49.2
3.0 – 3.49	Merit	31	10.4	50	16.8	46	15.5
3.50 – 4.49	Credit	18	6.1	28	9.4	38	12.8
4.5 – 5.0	Distinction	7	2.4	10	3.4	34	11.4
	Total	297	100.0	297	100.0	297	100.0

n = 297. **Source:** Field Survey

Results in Table 1 indicates that in 2020, 4.0% students failed (CGPA less than 1), 27.3% students had lower pass (CGPA = 1.0 - 1.99), 49.8% got pass grade (CGPA = 2.0 – 2.99), 10.4% had merit (CGPA = 3.0 - 3.49), while 6.1% earned credit (3.50 - 4.49), and 2.4% students had distinction (CGPA = 4.5 - 5.0). In 2021, 7.1% of the students, failed and 6.7% got lower pass. Also, 56.7% got “pass” grade, 16.8% had merit, while 9.4% and 3.4% had credit and distinction respectively. Likewise, in 2022, 2.4% failed, 8.8% and 49.2% had lower pass and pass grades respectively. Whereas, 15.5% had merit grade, 12.8% had credit, and 11.4% earned distinction. The result implies that majority of the students earned pass grade for the three years of assessment (2021, 2022, and 2023). The result shows some level of inconsistencies and it is an unimpressive academic performances.

Table 2: Extent to which NTI Management Developed Staff Professionally in North Central Nigeria

S/n	Statement	n	$\bar{X}$	SD	Remark
1	The NTI management provides me on-the-job training.	243	3.25	.93	Agreed
2	Staff in NTI enjoys in-service training opportunity.	243	2.74	.58	Disagreed
3	The NTI management provides scholarship support to their staff for further study	243	2.70	.65	Disagreed
4	In the NTI, mentorship is a priority	243	2.47	.87	Disagreed

5	The NTI management organizes workshops for their staff.	243	2.74	.62	Disagreed
6	The NTI organizes regular refresher courses for staff.	243	2.65	.71	Disagreed
Average Mean			2.75	0.73	Low

NB: Decision: $\bar{X} < 3.0$ = Disagreed/low, $\bar{X} \geq 3.0$ = Agreed/high on 5-point scale. **Source:** Field Survey

Information in Table 2 reveals that all the items have mean scores less than 3.0 which is the bench mark ($\bar{X} < 3.0$) except item 1 with mean score as 3.25. The average mean of 2.75 signifies that NTI in North Central Nigeria had low extent of staff professional development. Respondents although agreed that NTI provides on-the-job training, they disagreed that it grants in-service training opportunity for staff, provides scholarship support to their staff for further study, and prioritise mentorship. They also disagreed that NTI organizes workshop and organizes regular refresher courses for staff.

Table 3: Extent to which NTI Management Compensate Staff in North Central Nigeria

S/n	Statement	n	$\bar{X}$	SD	Remark
1	In NTI, I get incentives such as promotions/award.	243	2.46	.61	Disagreed
2	The NTI management rewards me in kind at the end of the session such as food stuff.	243	2.28	.60	Disagreed
3	The NIT management offers me salary that is compatible with my qualification.	243	2.47	.61	Disagreed
4	The NTI management gives me bonuses every end of the year.	243	2.46	.75	Disagreed
5	In NTI, my family health is insured.	243	2.88	.66	Disagreed
Average Mean			2.51	0.65	Low

NB: Decision: $\bar{X} < 3.0$ = Disagreed/low, $\bar{X} \geq 3.0$ = Agreed/high on 5-point scale. **Source:** Field Survey

Data in Table 3 shows the extent to which NTI management compensate staff in North Central Nigeria. The result indicates that all the items have mean scores less than the cut-off mark of 3.0 ($\bar{X} < 3.0$). The average mean of 2.51 meant low extent. This suggests that NTI in North Central Nigeria has low extent of staff compensation. The staff disagreed that they get incentives such as promotions/awards from NTI and that the institution rewards them in kind at the end of the session with item such as food stuff. The respondents also disagreed that NTI offers them a salary (honorarium) that is compatible with their qualification and gives them bonuses every end of the year. They further discontent that in NTI, their family health is insured.

Table 4: Relationship Between Staff Development Practices and Academic Performance of NTI Students in North Central Nigeria

Variable	$\bar{X}$	SD	r	p	Decision
Staff Development	16.54	4.49	0.60**	0.000	Rejected
Academic Performance	2.84	0.66			

P < 0.05. n = 243. **Source:** Field Survey

Data in Table 4 displays the relationship between staff development and academic performance. Finding indicated that the p-value of 0.000 is less than the 0.05 level of significance ($p < 0.05$). Consequently, there is enough proof to reject the null hypothesis and concludes that there is significant positive (strong) relationship between staff development and academic performance students of NTI students ($r = 0.60$, $p = 0.000$). This implies that staff development significantly and positively associated with academic performance of NTI students in North Central Nigeria. The positive direction of association signifies that increase in staff development may likely increase academic performance of NTI students.

Table 5: Relationship between Staff Compensation Practices and Academic Performance of NTI Students in North Central Nigeria

Variable	$\bar{X}$	SD	r	P	Decision
Staff Compensation	12.55	3.89	0.43**	0.000	Rejected
Academic Performance	2.84	0.66			

P < 0.05. n = 243. **Source:** Field Survey

Table 5 result shows the relationship between staff compensation and academic performance. Result indicates that the p-value of 0.000 is also less than the 0.05 level of significance ($p < 0.05$). Consequently, the researcher has enough evidence to reject the null hypothesis and conclude that there is a significant relationship between staff compensation and academic performance of students in NTI, $r = 0.05$, $p = 0.000$. This implies that staff compensation significantly and positively (strongly) related to academic performance of NTI students in North Central Nigeria. The positive direction of association means that an increase in staff compensation would likely bring about an increase in academic performance of NTI students.

DISCUSSION

The study examined staff development and compensation of human resourcing practices as correlates of academic performance of NTI students in North Central Nigeria. A section of the results showed that majority (49.9%, 56.7%, and 49.2%) of the students earned pass grade for the three years (2020, 2021, and 2022) of assessment. In corroboration, Obara, et al. (2019) explored the learning environment, students' variables, and academic achievement of second-year students in selected core education courses and found low performance among the students. The present results showed some level of inconsistencies and unimpressive academic performances. Al Husaini and Shukor (2022) results revealed low grades, previous assessment grade, student internal assessment grade, and GPA among tertiary education students. The possibility of the present outcomes (pass grades) may be partly attributed to human resourcing. For example, most of the staff are on contract or ad hoc services and placed on

honorarium instead of salary, hence effective services may not be given. The implication of the present finding is that, pass grades where almost 49.9 - 56.7% of the students obtained is closed to average performance but could be improved when effective human resourcing is practiced in NTI.

In another finding, NTI in North Central Nigeria had low extent of staff professional development. Respondents although agreed that NTI provides on-the-job training, they disagreed that it grants in-service training opportunity for staff, provides scholarship support to their staff for further study, and prioritise mentorship. This finding supports Wagithunu, Edabu, and Sinan (2017) finding showed that staff development processes were inadequate and this influence trainees' academic performance. In the present study, NTI staff attested that although they can use knowledge acquired in training at work, NTI could not help them develop the skills needed for the successful accomplishment of duties. It was confirmed in some organisation that the processes of training and development unsupported the development of skills that have been required which must be applied to real work during performing tasks and functional duties (Kinyua & Muchanje, 2023). NTI staff in the area covered disagreed that NTI management organize workshop for staffs. Also, the respondents disagreed that NTI management organizes regular refresher courses for staff. This finding is possible because NTI only develop their regular staff and offer scholarship support to few. Consequently, poor development of the academic staff who are saddled with the responsible of transmitting knowledge could lead to stagnated ideas and transmission of outdated ideas to students which may affect global competition, hence low student academic performance in the NTI.

Findings also suggested that NTI in North Central Nigeria has low extent of staff compensation. The staff disagreed that they get incentives such as promotions/awards from NTI and that the institution rewards them in kind at the end of the session with item such as food stuff. Evidently, Kumar (2016) discovered lack of compensation which can lead to absenteeism, low turnover, go-slow, and strikes. Present findings discovered that NTI did not offer salary (honorarium) that is compatible with the staff qualification and gives them bonuses every end of the year. In NTI, family health of the staff is not insured. In tune with the present finding, Pepra-Mensah, NtimAdjei, and Agyei (2017) found that teachers have a negative perception of compensation practices of the service in terms of base pay, incentives, and benefits and these significantly affected their job satisfaction. This findings may be true since contract staff and regular staff are treated differently in most Nigerian institutions. The regular staff are given preferential treatment compared to the contract or ad hoc staff. The implication is that, when NTI staff are adequately compensated, there will be high motivation to engage in research, attend classes regularly, and work hard towards improving students' academic performance.

There was also a significant strong positive relationship between staff development and academic performance of NTI students. This finding was not supported by Anwar and Abdullah (2021). They found that training does not significantly predicted organisational performance and success. The reasons for different finding might be linked to methodology and context of study. The present finding showed that staff development significantly and positively associated with academic performance of NTI students in North Central Nigeria. Ngaji and Wonah (2019) explored human resource management practices and the students'

and staff performance in private secondary schools in Nigeria. The result of the study revealed that staff development significantly influenced the performance of both staff and students. More so, a study revealed that human resource practices have a positive impact on the work performance of academic staff (Ssemugeny, Seje, Asumwa, 2020). Notwithstanding, the positive direction of association signifies that increase in staff development may likely increase academic performance of NTI students.

More so, there was a significant relationship between staff compensation and academic performance of students in NTI. Disharmonizing this finding, Hee and Jing (2018) discovered that compensation, benefits and work-life policies were not significant in predicting employee performance in education. Variation between both studies could be traced to the context and content of the studies. The present study revealed that staff compensation significantly and positively (strongly) related to academic performance of NTI students in North Central Nigeria. Effective compensation can also help improves job satisfaction and employee engagement that will helps in retaining top employees to stay in compliance with federal and state government agencies (Checkmark, 2022). The implication is that, positive direction of association means that an increase in staff compensation would likely bring about an increase in academic performance of NTI students.

CONCLUSION

The impeccable contribution of human resourcing practices to academic performance of students is highly acknowledged. Therefore, the present study investigated staff development and compensation as correlates of academic performance of students in NTI and inferred that academic performance of students is yet to attain satisfactory level. Also, staff development and compensation are human resourcing practices that are giving less attention by the management of NTI. Consequently, both staff development and compensation practices are significant correlates of academic performance. As such, effective staff development and compensation would likely improve the academic performance of students in NTI.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. The NTI students should intensify efforts towards improving their academic performance since their performance was not encouraging.
2. The NTI management should develop their staff through training, workshops and seminars to update their knowledge. They should be prudent in the management of both human and capital resources allocated to them. These will help improve academic performance of students.
3. The NTI staff should avail themselves for professional development to increase knowledge and understanding. They should attain related workshops, conferences, and seminars organised for them.
4. The Federal government should provide funds and advocate for mandatory workshops and training of NTI staff. The funds will help in adequate staff compensation and improvement of students' academic performance.

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