

Compensation and Workplace Behaviour: The Catalysts for Personnel Job Performance in Ministries of Education in North- Central Geo-Political Zone, Nigeria

Yusuf A. Ayinde
Department of Educational Management,
University of Ilorin, Ilorin, Nigeria
yaba1019@gmail.com

Abstract

This study examined the effects of compensation and workplace behaviour on personnel job performance in the ministries of education in North-Central Geopolitical Zone, Nigeria. Specifically, it examined the relationship between compensation and workplace behaviour, and personnel job performance in the ministries of education. The objectives of the study were to: examine the level of staff compensation; investigate the level of workplace behaviour; examine the level of personnel job performance; and examine the relationship between compensation and workplace behaviour, and personnel job performance. The study was a descriptive research design of correlation type. Multi-stage sampling technique was used to select three out of the six states in the Geopolitical Zone and purposive sampling technique was used to select all the three state ministries of education in these states. Simple random sampling technique was used to select 503 out of the 878 staff in the state ministries of education, and 145 principal officials (Directors, Assistant and Deputy Directors) out of the 243 in the states which constituted 60%. “Compensation Questionnaire” (CQ), Workplace Behaviour Questionnaire” (WPQ) and “Personnel Job Performance Questionnaire” (PJPQ) were used to collect data for the study. The reliability coefficients for CQ, WPQ and PJPQ were 0.67, 0.75 and 0.86 respectively. Data was analysed using Mean and Standard Deviation while Multiple Regression was used to test the hypothesis at .05 alpha level. The coefficient of multiple regression (R) of 0.72 and multiple correlation of square (R^2) of 0.052 were realized. The study concluded that effective compensation and efficient workplace behaviour play significant roles in enhancing personnel job performance in the ministries of education in North-Central States, Nigeria. The study recommended that, state governments should intensify their efforts by paying more attention to staff compensation through prompt payment of attractive salary, timely promotion, provision of affordable health services and improved training opportunities; and also ensure that staff maintain workplace behaviour through strict implementation of staff code of conduct and that appropriate sanctions are carried out on defaulters.

Keywords: compensation, workplace behaviours, staff job performance, ministries of education

The primary mandate of any ministry of education is to provide access to relevant education at all levels to all citizens, taking into account the issues of

efficacy, equity, and special needs. Realizing that education is the foundation and the central pillar of economic and social development and being cognisant of its core mandate, the Ministry of Education in North-Central Zone, Nigeria continues to commit itself to providing accessible, affordable and relevant education of the highest quality.

The State Ministry of Education has prominent roles to perform in the educational development of the country, being saddled with the responsibility of ensuring effective implementation of the curriculum through effective supervision and inspection of human and non-human resources, and ensuring competent staff for schools (FRN, 2013).

There has been considerable concern with public accountability and effectiveness and personnel performance in all types of government establishments (National Open University of Nigeria, 2015). An important issue is whether compensation and workplace behaviour in the state ministry of education can influence personnel job performance and effectiveness. Quality service is highly desirable in all ramifications for all forms of development, its importance is well recognised but despite all the measures put in place to ensure quality service delivery in Nigeria, the education sector is still suffering from poor quality service delivery and which usually affects the purpose for which the sector was designed (NOUN, 2013). It was observed by the researcher that over the years, the aforementioned objectives of the government have not been fully attained in the North-Central region, which is traceable to the fact that the state ministry of education is deficient in the effective implementation of its responsibilities.

Purpose of the Study

The main purpose of this study was to examine the effects of compensation and workplace behaviour on personnel job performance in ministries of education in North-Central, Nigeria.

Specifically, the study was to:

- i. examine the level of compensation provided to the staff in ministries of education in North-Central, Nigeria,
- ii. investigate the level of workplace behaviour in ministries of education in North-Central, Nigeria,
- iii. determine the level of job performance in ministries of education in North-Central, Nigeria,
- iv. examine the relationship between compensation, and workplace behaviour, and personnel job performance in ministries of education in North-Central, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of compensation provided to the personnel in ministries of education in North-Central States, Nigeria?

2. What is the level of workplace behaviour in the ministries of education in North-Central, Nigeria?
3. What is the level of personnel job performance in the ministries of education in North-Central, Nigeria?

Research Hypothesis

The following research hypothesis was formulated to guide the study:

Ho: There is no significant relationship between compensation and workplace behaviour, and personnel job performance in ministries of education in North-Central, Nigeria.

Review of Related Literature

Compensation packages provided to workers have significant impacts on their morals and commitment on the organisation. Well-compensated workers could have higher remarkable performance or productivity and promotion of ethical practice within the organisation than ones who are poorly compensated (Qureshi & Sajjad, 2015).

Mustafa and Othman (2010) observed that compensation is an indispensable part of the staff because it usually motivates them to be committed to their work. Osibanjo et al. (2014) explained that compensation means the benefits workers get in return for performing organisational tasks. It covers wages, salaries, bonuses or commission, housing allowances, incentive bonus, meals allowances, medical benefits, utility allowances, shift allowances, hospitalization expenses, out of station allowances, vehicle loan benefits, annual leave allowances and car basic allowances. Muguongo et al. (2015) carried out a study of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nithi County, Kenya. Three research questions were raised while three hypotheses were formulated in the study. The study employed a descriptive survey research design, and stratified random sampling technique was used to select a sample size of 214 teachers drawn from the target population of 474. Responses were collated through the administration of a questionnaire. Research questions were answered using chi-square. The study established that the basic pay, allowances and work environment affected teachers' job satisfaction to a great extent. The study concluded that teachers were highly dissatisfied with all aspects of compensation that they received. The researcher recommended that the government should review the teachers' compensation to commensurate with the services rendered. Ami et al. (2015) also carried out a study on the assessment of compensation determinants and its impact on employees' commitment in private tertiary institutions in Ghana. The study adopted a descriptive survey design, while a questionnaire was used to gather data for the study. Stratified sampling technique was used to select 157 academic staff from a total number of seven private tertiary institutions. The study found that compensation was determined by both internal and external factors and that tenure and job position positively influenced the maintenance of organisational membership. It was also realised that financial rewards only

increased continuance commitment but not affective commitment. This study creates awareness and sensitizes stakeholders about the impact of ineffective compensation on employees and institutional performance and how compensation can be tailored to individual needs and wants in achieving both individual and organisational goals. Osibanjo et al. (2014) conducted a study on compensation packages as a strategic tool for employees' performance and retention in selected private universities in Ogun State, South-west, Nigeria. One hundred and eleven respondents (academic and non-academic staff) were sampled for the study, while questionnaire was used to collect data from them. Six hypotheses were formulated in the study. Simple percentage and structural equation modelling were used to analyse the data collected. The study found that there was strong relationship between compensation packages and employees' performance and retention. The study recommended that management and decision makers should endeavour to review compensation packages at various levels in order to earn employees' satisfaction and prevent high labour turnover among the members of staff.

Workplace behaviour is defined as behaviour that an organisation requires or demands of employees at all times which will encourage efficient running of the organisation and subsequently lead to the attainment of the goals (Robbins, 2005). Robbins (2005) believed that consciousness at work (which is a grouping of overall attendance, rule following, and break allotment) has a strong positive effect on an organisation. When the normal workplace behaviour goes outside the norms of the organisation, its consequences are far reaching and affect all levels of the organisation including its decision-making process, productivity, and financial costs.

Aina et al. (2012) carried out a study on organisational culture and employees' commitment in public tertiary institutions in Lagos State, Nigeria. The population of the study consisted of all teaching and non-teaching staff in all public higher institutions of learning in Lagos State. Random sampling technique was used to select four tertiary institutions out of the seven in Lagos State and 50 staff from each of the selected institutions to make a total of 200 respondents. Four hypotheses were raised while data were collected with the use of "Organisational Culture and Employees Commitment Questionnaire". Collected data were analysed through the use of descriptive and inferential statistics. The results showed that there was a significant relationship between organisational culture and employee's commitment in public tertiary institutions in Lagos State. It was recommended that management of the Lagos State tertiary institutions should improve on the current rewards system in their institutions to actualise high levels of employees' commitment as well as output among others.

Honingh and Oort (2009) compared teachers' organisational behaviour in publicly- and privately-funded schools in the Dutch Vocational Education and Training (VET). Self-report questionnaires were distributed to teachers measuring their attitudes, sense of identification and perception of the school

climate. The analyses showed that teachers in publicly funded schools reported a less curriculum-oriented attitude, a lower sense of identification, and perceived a less supportive school climate than teachers in privately funded schools. Funding did not affect the extent to which teachers had a student-oriented attitude. Also, the analyses showed significant effects of teacher characteristics, the disciplinary sector, and affiliation characteristics on teachers' organisational behaviour. The study indicated differences in teachers' organisational behaviour in publicly and privately funded schools.

Conceptual Framework of the Study

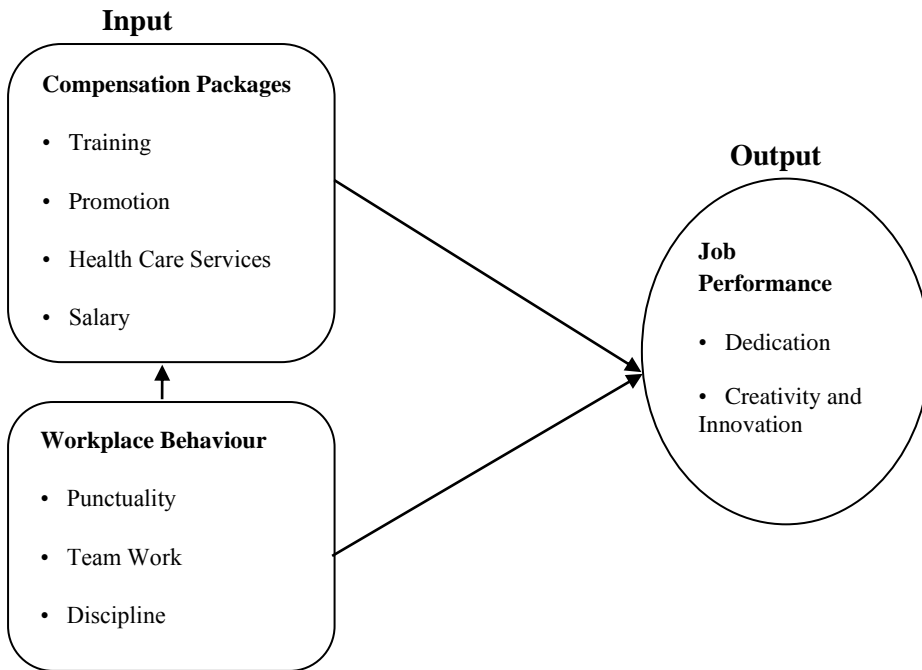


Figure 1. Compensation, workplace behaviour and job performance in states ministries of education in North-Central Zone, Nigeria

The conceptual framework in Figure 1 shows the relationship between compensation and workplace behaviour, and job performance in ministries of education in North-Central Geo-Political Zone. Compensation and workplace behaviour are the independent variables that serve as predictors to the dependent variable (job performance). Compensation stands to be an important tool that every organisation needs to employ for the realisation of its goals. Quality service is highly desirable in all ramifications for the achievement of the stated goals of any organisation and the services will be effectively performed if the employees are well motivated in terms of adequate compensation. As shown in the model, the component of compensation includes; salary, promotion, health care services and training opportunities. The model also indicates the components of workplace behaviour as: team work, punctuality and discipline.

Workplace behaviour is also needed for the goals to be achieved. No matter the efforts put in place by any organisation in term of resources and compensation packages unless it intensifies its efforts in continually harnessing code of conducts (workplace behaviour) and ensuring strict implementation, the efforts will prove futile.

Methodology

The research design adopted for this study was descriptive survey. This design was considered appropriate for this study because it allowed the researcher to systematically gather respondents' opinions on the relationships between compensation packages and staff job performance, and workplace behaviour and staff job performance in the state ministries of education in North-Central Geo-Political Zone, Nigeria.

The population of the study comprised all the 1461 staff, 30 Directors, 364 Deputy Directors of department/unit and six Permanent Secretaries from the six state ministries of education, (Kwara, Kogi, Niger, Nasarawa, Benue, Plateau excluding Federal Capital Territory, Abuja) that constitute the North-Central Geo-Political Zone, Nigeria. The target population of the study comprised 878 staff, 15 Directors, 235 Deputy Directors of departments/units and three Permanent Secretaries from the selected three state ministries of education, (Kwara, Nasarawa and Niger) as at August, 2019. Simple random sampling procedure was used to select three states out of the six states in the North Central while all the three ministries of education in these states were purposively selected to ensure homogeneity.

Simple random sampling technique was used to select 531 out of 878 which was 60% of the entire staff in the three state ministries of education as respondents. The choice of the sample population was based on the submission of Olaitan and Nwoke (2014) who stated that if the population is a few thousands, a 60% or more sample will do. Based on this view, 60% of the population was used. Purposive sampling technique was also used to select 145 principal officers out of 235 also 60%, comprising fifteen Directors and 130 Deputy Directors of department/unit, from the selected three state ministries of education (Kwara, Nasarawa and Niger) as respondents for the study. Five hundred and three out of 531 questionnaires distributed to the respondents were retrieved.

The instruments for gathering data for this study were questionnaires designed by the researcher. One of them entitled "Compensation Questionnaire" (CQ) was used to collect information from selected personnel in the three state ministries of education on the level of compensation packages provided for them. Other instruments included "Workplace Behaviour Questionnaire" (WBQ) which was used to elicit relevant information on the level of staff workplace behaviour; and "Personnel Job Performance Questionnaire" (PJPQ) used to collect information about the productivity of the staff in the three state ministries of education sampled (Kwara, Nasarawa and Niger). The structured statements on (CQ) consisting 20 items attracted the response of options:

YES/NO; statements on (WPQ) consisting 15 items attracted responses using a Likert scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. While statements on PJPQ consisting 15 items had options; Always (A) 4, Often (OF) 3, Occasionally (OC) 2 and Never (N) 1. Respondents were asked to put a tick (✓) against each of the items to make their choice. The questionnaires designed were validated by experts. Reliability of the instrument was computed using Cronbach Alpha method at 0.05 level of significance and reliability coefficient of 0.67, 0.75, and 0.86 were obtained for compensation (CQ), workplace behaviour (WPB) and personnel job performance (PJP) respectively. Descriptive statistical technique of percentage, mean and standard deviation were used to analyse the research questions raised and multiple regression was used to test the hypothesis formulated at 0.05 level of significance.

Results

Research Question 1:

What is the level of compensation provided to the personnel in the ministries of education in North-Central, Nigeria?

Table 1

Mean and Standard Deviation of the Level of Compensation Provided to the Personnel in North-Central, Nigeria

S/N	Variables	N	\bar{X}	SD	Decision
1	Salary	503	2.51	0.64	Moderate
2	Promotion	503	1.42	0.28	Low
3	Health Services	503	1.72	0.42	Low
4	Training Opportunities	503	1.60	0.35	Low
	Grand Mean		1.81		Low

Key

\bar{X}

1.00-1.99	Low
2.00-2.99	Moderate
3.00-4.00	High

Table 1 explains the mean and standard deviation of the level of compensation provided to the personnel in the ministries of education in North-Central States, Nigeria. It was discovered that salary, promotion, health services and training opportunities had mean scores of 2.51, 1.42, 1.72 and 1.60 respectively and they were all found to be low except salary which was moderate. Therefore, the grand mean of 1.82 clearly shows that the level of compensation provided to personnel in the ministries of education in North-Central, Nigeria was low.

Research Question 2: *What is the level of workplace behaviour in the ministries of education in North-Central, Nigeria?*

Table 2

Mean and Standard Deviation of the Level of Workplace Behaviour in the Ministries of Education in North-Central, Nigeria

S/N	Variables	N	\bar{X}	SD	Decision
1	Punctuality	503	2.25	0.63	Moderate
2	Teamwork	503	2.09	0.52	Moderate
3	Discipline	503	2.41	0.58	Moderate
	Grand Mean		2.25		Moderate

Key \bar{X}

1.00-1.99	Low
2.00-2.99	Moderate
3.00-4.00	High

Table 2 shows the mean and standard deviation of the level of workplace behaviour in the ministries of education, North-Central States, Nigeria. It was discovered that punctuality, teamwork and discipline had mean scores of 2.25, 2.09 and 2.41 respectively which as such is considered moderate. Therefore, the grand mean of 2.25 shows that the level of workplace behaviour in the ministries of education, North-Central, Nigeria was moderate.

Research Question 3: *What is the level of personnel job performance in the ministries of education in North-Central, Nigeria?*

Table 3

Mean and Standard Deviation of the Level of Personnel Job Performance in the Ministries of Education in North-Central, Nigeria

S/N	Variables	N	\bar{X}	SD	Decision
1	Dedication	503	1.93	0.53	Low
2	Creativity	503	1.99	0.47	Low
3	Quality of work output	503	1.83	0.58	Low
	Grand Mean		1.92		Low

Key \bar{X}

1.00-1.99	Low
2.00-2.99	Moderate
3.00-4.00	High

Table 3 presents the mean and standard deviation of the level of personnel job performance in the state ministries of education in North-Central States, Nigeria. It was found out that dedication, creativity and quality of work output had mean scores of 1.93, 1.99 and 1.83 respectively which as such is considered low. Therefore, the grand mean of 1.92 depicted that the level of

personnel job performance in the ministries of education in North-Central States, Nigeria was low.

Ho: *Compensation and workplace behaviour affect personnel job performance in the ministries of education in North-Central, Nigeria*

Inferential statistics of Multiple Regression was used to test the main hypothesis.

Table 4

Multiple Regression Analysis of Compensation, Workplace Behaviour and Personnel Job Performance in the Ministries of Education in North-Central, Nigeria

Variables	B	Std. Error	Beta	t-values	Sig
Constant	35.64	4.17		12.35	0.00
	0.26	0.07	0.12	4.73	0.06
Compensation					
Workplace behaviour	-0.07	0.06	-0.04	-.523	0.31

Table 4 shows the relative contributions of compensation and workplace behaviour to the personnel job performance in the ministries of education in North-Central, Nigeria. It was found that the regression weight (B) of compensation and workplace behaviour were 0.26 and -0.07 respectively. Also, the standard error of compensation and workplace behaviour were found to be 0.07 and 0.06 respectively. This signifies that 0.26 unit of compensation and -0.07 decrease of workplace behaviour would be responsible for every increase in the personnel job performance in the ministries of education in North-Central, Nigeria.

Table 5

Summary of the Relationship among Compensation, Workplace Behaviour and Personnel Job Performance in Ministries of Education in North-Central, Nigeria

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig
Personnel Job Performance					
Workplace Behaviour	0.72	0.052	.051	0.36	0.06
Compensation					

Table 5 shows how compensation and workplace behaviour predicted personnel job performance in the ministries of education in North-Central, Nigeria. The coefficient of multiple regression (R) of 0.72 and multiple correlation of square (R^2) of 0.052 were realized. Therefore, this depicts that, 5.2% variance of personnel job performance was as a result of the contribution of compensation and workplace behaviour.

Table 6

Regression Analysis of *Compensation, Workplace Behaviour and Personnel Job Performance in the State Ministries of Education in North-Central, Nigeria*

Model	Sum of Square	Mean square	Calculated f-value	p-value	Decision
Regression	4.59	0.296	0.379	0.00	Ho Rejected
Residual	213.079				
Total	217.669	0.126			

Table 6 shows the calculated f-value (0.379) while the p-value (0.00) is less than the significance level (0.05). Hence the null hypothesis (Ho) which was rejected. This implies that compensation and workplace behaviour have great effect on personnel job performance in the ministries of education in North-Central, Nigeria.

Discussion of Findings

The findings of the Research Question 1 revealed that the level of compensation provided to the personnel in the ministries of education in North-Central States, Nigeria was low. This shows that the compensation provided to the personnel in the ministries of education in North-Central States, Nigeria was not encouraging and this could be affecting their job performance. Without improvement in the manner in which governments in the North-Central Nigeria compensate their personnel in the ministries of education, their job performance might not be effective and this could affect realisation of the stated goals. This finding is in line with the view of Agata (2014) that, the manner in which some state governments in Nigeria compensate their workers is not encouraging and this could be one of the factors responsible for their ineffective job performance. As observed by Mustafa and Othman (2010), compensation is an indispensable part of the employee. When it is well provided, employees would be happy and they tend to be unhappy the moment they are not well compensated and the end result could be ineffective job performance.

The findings of the Research Question 2 revealed that the level of workplace behaviour in the ministries of education in North-Central, Nigeria was moderate. This means that the personnel attitude to the work in the ministries of education in North-Central, Nigeria was not encouraging enough and far from what could enhance their effective job performance. This finding corroborates the view of Samson (2018) that, workplace behaviour of some workers in some states in Nigeria was not high enough to facilitate their effective job performance. He further stated that some of these workers do not go to work at the right time, some might not go to work for days without any cogent reason, some are not ready to collaborate with their colleagues to achieve the state goals and the level of indiscipline in some of these workers is very disgusting. This finding corroborates the view of Monday (2017) that, many workers in the government enterprises see the work they do as nobody's father's

business. This is the reason why their workplace behaviour has been poor. Unless they change this bad attitude, the level of productivity in these organisations might not be appreciable.

The findings of the Research Question 3 revealed that the level of personnel job performance in the ministries of education in the North-Central States, Nigeria was low. This implies that, what was discovered in the services delivery of the personnel in the ministries of education in North-Central States, Nigeria was discouraging and there is need for government to expedite actions on how this can be improved. This finding is in line with that of Monday (2017) that the level of job performance of the employees in the public enterprises in Kogi State was low. This needs to be urgently prevailed upon by the state government to facilitate better operation of these organisations. In addition, Samson (2018) opined that, job performance of employees determines the success of any organisation. When the job performance is effective, the organisation stands at a good position to achieve the stated goals but the reverse is the case when the job performance is unappealing.

The findings of the hypothesis tested revealed that there was a significant relationship between compensation and workplace behaviour, and personnel job performance in the ministries of education in North-Central States, Nigeria. This connotes that when government in the North-Central States, Nigeria fervently key into adequate provision of compensation (salary, health care services, training opportunities and health services) to their personnel in the ministries of education, it could enhance their effective job performance. This finding is in tandem with the view of Islam and Ismail (2008) who opined that compensation such as salary, promotion, capacity building and fringe benefits occupy a crucial position in the management of employees in any organisation. In an organisation with no attractive and befitting compensation packages, employees' job performance might not be effective and this could hinder actualisation of the stated goals. Qureshi and Sajjad (2015) also believed that, compensation provided to workers in an organisation have significant impact on their job performance. An organisation which places priority on the compensation of its employees could achieve higher remarkable employees' job performance than its counterpart which shows nonchalant attitudes to the compensation of its employees.

Also, behaviour exhibited by the personnel in the ministries of education in North-Central States, Nigeria on the job could determine their job performance. When the personnel in these organisations make punctuality, teamwork and discipline their watchword, it could lead to effective performance of their job. According to James (2016), workplace behaviour of employees determines how they perform their job in the organisation. An employee who is very committed, punctual, accommodating, trustworthy, supportive and loyal to the organisation is likely to perform his job effectively and the reverse is the case when an employee gives little or no regards for all these. In the same vein, Samson (2018) believed that, one of the factors responsible for ineffectiveness

of some public enterprises in Nigeria is poor workplace behaviour of the workers. No matter how skilled and knowledgeable workers in an organisation are, unless they cultivate positive workplace behaviour, their job performance might continue to be discouraging thereby resulting in poor productivity of the organisation.

Conclusion

A significant relationship existed among compensation and workplace behaviour, and personnel job performance in the state ministries of education in North-Central, Nigeria. The study revealed that the level of compensation provided to the staff in these institutions was low and the level of workplace behaviour was also low therefore, the level of personnel job performance in these institutions was low.

Achieving effective personnel job performance in the state ministries of education can be traced to both effective compensations provided to staff (attractive salary, timely promotion, conducive working environment, opportunity for professional trainings and provision of affordable health services) and workplace behaviour (punctuality, discipline and team work). This is based on the fact that both compensation and workplace behaviour serve as predictors or determinants of staff productivity.

Recommendations

Based on the above discussions, the following are recommended:

- i. state governments need to intensify their efforts by paying more attention to ensure that salary of staff in the ministries of education is attractive and frequently paid to enhance job performance;
- ii. governments should ensure that adequate incentives such as allowances, bonus for extra hours spent in office which would enable staff to be highly committed to their job are provided;
- iii. governments should provide an enabling environment by providing offices with necessary equipment that would enhance personnel job performance;
- iv. promotion process and procedure should be timely followed and implemented to boost staff morale, so that their productivity will increase;
- v. affordable health care services should be made available to the state ministries of education through the provision of sickbays or clinics with adequate health facilities and drugs; health insurance scheme should be given to the staff like that of their colleagues in the federal ministry of education to improve their commitment to the institutions;
- vi. government should provide enabling environment which will make staff consider it a moral obligation to stay in the institutions and effectively improve their productivity and performance;
- vii. training opportunities should be made available for staff regularly to acquire more knowledge, techniques and skills which would make them

- more relevant professionally, thereby improving their performance to the job;
- viii. the authorities at the state ministries of education must develop and implement a policy and procedure to foster appropriate workplace behaviour and a culture of respect and to deal effectively with inappropriate workplace behaviour;
 - ix. regular orientation and sensitisation should be carried out for staff and adequate information about discipline provided that will promote appropriate behaviour at work; and
 - x. there should be a proactive approach in developing the interpersonal skills of persons selected to supervise/manage positions in terms of their ability to relate appropriately to staff who report to them and their ability to build teamwork among the staff.

References

- Agata, W. (2014). Determinants of organizational commitment. *Human Resources Management & Ergonomics*, 8(1), 129-146.
- Aina, S. Adeyeye, F., & Ige, K. (2012). Organisational culture and employees' commitment in public tertiary institutions in Lagos State. *European Journal of Globalisation and Development Research*, 3(1), 128-142.
- Ami, A.V., Boatun, P. A., & Yamoah, P. (2015). An assessment of compensation determinants and their impact on employee commitment to organization. *Journal of Occupational Psychology*, 6(3), 1-18.
- Federal Republic of Nigeria (2013). *National policy on education Lagos: NERDC*.
- Honingh, M. E., & Oort, F. J. (2009). Teachers' organisational behaviour in public and private funded schools. *Emerald Group Publishing*, (23), 172-184.
- Islam, R., & Ismail, A. Z. (2008). *Human resource management*. New York: McGraw-Hill/Irwin.
- James, K. O. (2016). *Role employees' workplace behavior in achieving the organizational goals*. London: GERT Press.
- Monday, N. H. (2017). *Corporate behaviour and employees' job performance: A case study of public enterprises in Kogi State*. *International Journal of Education*, 7(8), 45-53.
- Mugungo, M. M., Muguna, A. T., & Muriithi, D. K. (2015). Effects of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nithi County, Kenya. *Journal of Human Resource Management*, 3(6), 47-59.
- Mustafa, M., & Othman, N. (2010). The effects of work motivation on teachers' work performance in Pekanbaru senior high schools, Riau Province, Indonesia. *Sosiohumanika*, 3(2), 259-272.
- NOUN (2013). *Course material on administration of schools (EDA 80)*. Abuja: National Open University of Nigeria. Retrieved July 25, 2019 from www.noun.edu.ng/courseware.

- NOUN (2015). *Course material on personnel staff evaluation (MBA 80)*. Abuja: National Open University of Nigeria. Retrieved July 25, 2019 from www.noun.edu.ng/courseware.
- Olaitan, S. O., & Nwoke, G. I. (2014). *Practical research methods in education (Revised ed.)*. Onitsha: Summer Educational Publishers.
- Osibanjo, O. A., Adniji, A. A., & Falola, H. O. (2014). Compensation packages: A strategic tool for employees' performance and retention. *Leornado Journal of Sciences*, 1(25), 65-84.
- Pepra-Mensah, J., Adjei, L. N., & Agyei, A. (2017). Effects of compensation on basic school teachers' job satisfaction in the Northern zone: The case of Ghana. *Global Journal of Management and Business Research Interdisciplinary*, 17(3), 50-59.
- Qureshi, M. O., & Sajjad, S. R. (2015). An empirical analysis of the impact of compensation on job performance and work-family conflict in the Kingdom of Saudi Arabia: A correlation model. *European Scientific Journal February*, 11(4), 170-187.
- Robbins, S. P. (2005). *Essential of organisational behaviour*. New Jersey: Pearson Press.
- Samson, H. T. (2018). *Workplace behavior and organizational productivity*. London: Right Press.