

**COMPENSATION, WORKPLACE BEHAVIOUR AND PERSONNEL JOB  
PERFORMANCE IN MINISTRIES OF EDUCATION IN NORTH- CENTRAL STATES,  
NIGERIA**

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**JUNE, 2021**

**CERTIFICATION**

This is to certify that this research was carried out by AYINDE, Yusuf Adisa (03/25OE079) and has been read and approved as meeting part of the requirements for the award of the Degree of Doctor of Philosophy (Ph.D.) in Educational Management, in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

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## DECLARATION

I AYINDE, Yusuf Adisa, matriculation number 03/25OE079, a Ph.D. student in Educational Management at the University of Ilorin, Ilorin, Nigeria do hereby declare that this thesis “Compensation, Workplace Behaviour And Personnel Job Performance in Ministries of Education in North- Central States, Nigeria” was submitted by me in partial fulfillment of Ph.D. Degree as my original work and this work contains no material which has been previously accepted for the award of any degree or qualification in any institution and to the best of my knowledge and belief, contain no material published by another party, except where due reference is made in the work.

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## **DEDICATION**

This project is dedicated to my father (Alhaji Abdullah Ayinde), my mentor (Alhaji Aliyu Badmus) and my late mentor and spiritual father (Dr. Muhammed Ali Olukade)

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## ABSTRACT

Compensation of employees and workplace behavior are very important tools which determine the quality of the output or overall performance of the organisation. Hence, the study examined the relationship among compensation, workplace behaviour and personnel job performance in Ministries of Education in North Central States, Nigeria. Specifically, the study assessed: (i) the level of compensation provided to the staff; (ii) the level of workplace behaviour; (iii) the level of job personnel job performance; (iv) the relationship between salary and personnel job performance; (v) the relationship between promotion and personnel job performance; (vi) the relationship between health service and personnel job performance; (vii) the relationship between punctuality and personnel job performance; and (viii) the relationship between teamwork and personnel job performance.

The study was a descriptive research design of correlation type while multi-stage sampling technique was used for the study in the order of ministry of education and respondents. Random sampling technique was used to select three states (Kwara, Nasarawa and Niger) out of the six states in the Geo-political Zone while random sampling technique was used to select all the three state Ministries of Education in these states. Random sampling technique was used to select 503 staff out of the 878 in the selected states ministries of education, and 145 principal officials (Directors, Assistant and Deputy Directors) out of the 243 in the selected states which constitutes 60%. 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 thousand, a 60% or more sample will do. “Compensation Questionnaire” (CQ), “Workplace Behaviour Questionnaire” (WPQ) and “Personnel Job Performance Questionnaire” (PJPQ) were used to collect data for the study. The instruments were validated by the experts and also tested for reliability. The reliability coefficients realised for CQ, WPQ and PJPQ were .67, .75 and .86 respectively. Research questions were answered using Mean and Standard Deviation while main and operational hypotheses were tested using Multiple Regression and Pearson product-moment correlation statistics respectively at .05 level of significance.

The findings of the study revealed that:

- i. compensation provided to the staff was low ( $\bar{X} = 1.81$ );
- ii. level of workplace behaviour was low ( $\bar{X} = 2.25$ );
- iii. level of personnel job performance was low ( $\bar{X} = 1.92$ );
- iv. there was a significant relationship among compensation, workplace behaviour and personnel job performance ( $p < .05$ );

The study concluded that effective compensation and workplace behavior play significant role in enhancing personnel job performance which would consequently facilitate realisation of institutional goals in Ministries of Education in North Central States, Nigeria. Based on the findings and conclusion, the study recommended that, state governments should intensify their efforts by paying more attention to staff compensation through the prompt and attractive payment of salary, timely promotion, provision of affordable health services and improved training opportunities and also ensure that staff maintain workplace behavior through strict implementation of staff code of conduct and ensure that appropriate sanctions are carried out on the defaulters.

**Word Count:** 498

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The primary mandate of the 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 continues to commit itself to provide accessible, affordable and relevant education of the highest quality.

The Ministry believes that by being responsive to its core objectives, its contribution to the achievement of the country's long-term vision of ensuring sustainable economic development, social justice, and political stability will be achieved through progressive education. The Ministry's commitment to contribute positively to the attainment of the country's vision is strategically and succinctly expressed in its mission statement. The statement reads as: 'To provide relevant, quality and affordable education and training opportunities for the entire populace of the nation to develop all

positive aspects of life for self-reliance, social and economic development, and global competitiveness” (Federal Republic of Nigeria, 2013).

The State Ministry of Education has prominent roles to perform in the educational development of the country, the institution is saddled with the responsibility of ensuring effective implementation of the curriculum through effective supervision and inspection (human and non-human resources) and ensuring competent staff for schools (FGN, 2013). The Ministry’s vision amply expresses its demonstration of a reinvigorated strength and determination in developing policies, strategies, and programmes aimed at ensuring that the rights of the child are respected and that commitments made at international, regional and national levels are duly observed. At the center of its vision, which reads, ‘Attainment of equality in educational opportunity for all pupils of school going age and adults irrespective of their socio-economic background, with the ultimate goal of enhancing their productive capacity, improving the quality of their lives’, lies the quest and passion for reducing socio-economic inequalities, improving productivity and the overall quality of the life of the people of Nation (FGN, 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, education sector is still suffering from poor quality service delivery and which usually affects the purpose for which the sector is designed (NOUN, 2013).

The importance of state ministry of education in the educational development cannot be over-emphasised because the institution is saddled with the responsibility of ensuring effective implementation of the curriculum through effective supervision and inspection (human and non-human resources) and ensuring competent staff for schools (FGN, 2013). However, for the state ministry education to continually achieve these goals, personnel who will provide services are expected to be well compensated by the authority and workplace behaviours also needs to be built so that they can develop effective performance towards their job. In term of curriculum, the federal government has designed a national system, while the individual state has primary responsibility for effective implementation. The point here is that whether at the national level or state level, the trend is still towards quality education.

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, this is traceable to the fact that the state ministry of education is deficient in the effective implementation of their responsibilities. Abbass, (2014), observed that schools in Nigeria are experiencing shortage of infrastructure, committed and quality teachers, ineffective supervision. This could be as a result of low productivity of the staff in the state ministry of education which ultimately may be caused by inadequate compensation, includes unattractive salary, delay in implementation of promotion, inadequate commitment to capacity building of the staff, lack of conducive working environment, lack of health services and inappropriate workplace behavior of the staff. This research work is primarily on compensation, workplace behaviours and personnel job performance in ministries of education in north-central states, Nigeria.

Compensation refers to some basic features which make employee satisfied on the job among which include incentives, allowances, salaries, bonuses, promotion and recognition (Werner, 2001; Martineau, Lehman, Matwa, Kathyola & Storey, 2006). Islam and Ismail (2008) asserted that compensation occupied a crucial position in the management of employees in any organization. Any organization with no attractive compensation system



for its employees would not achieve effective operation, get the best productivity and stated goals might not be well actualised. It was observed that in the past, the state government adequately compensate the personnel within the government establishments especially ministry of education with regular salaries, timely promotion, prompt payment of allowances, adequate capacity building and provision of the conducive working environment.

In recent time, the inability of the state government to adequately compensate the personnel in the state ministry of education could be responsible for ineffective goals achievement. Inadequate compensation of the personnel has been well pronounced in state-owned establishments in Nigeria (Musa, 2016). This is not only affecting job performance but also hindering smooth realisation of the stated goals of these institutions. Most employees place emphasis on salary because it takes the center stage as far as compensation provided for them is concerned. Salary is a fixed amount of money given to the workers at regular period for the services rendered towards the actualisation of organisational objectives (Surbhi, 2015).

Inadequate and untimely payment of salaries can attract the anger of workers in an organisation. Salary is considered very important because of its extreme position in the life of employees and their families. Therefore, salary

is significant in any organisation, and that is why it should be timely and adequately paid to the workforce (Agburu, 2012).

The issue of promotion is an important aspect of compensation which should not be held with levity by any organisation. Promotion occurs when an employee is given the opportunity to have upward movement in the organisational hierarchy to the point where he/she performs greater responsibility. Irregularity or delay in the implementation of the employees' promotion may lower their morale and also affect goals achievement (Dessler, 2008). Health service has a huge profile in an organisation because it helps in maintaining and improving the employees' performance, reducing employees' absenteeism and turnover, minimising industrial unrest and indiscipline and improving employees' morale and motivation.

Mathew (2009) asserted that health care services contributed a lot to the actualisation of the goals of any organisation. Thus, employers of labour should prioritise the provision of quality health care services to the employees so that they could have sound health which would enable them to perform their job in a way that the predetermined objectives could be achieved. In public state-owned establishment especially the ministry of education, it was observed that the health services are given inadequate or poor attention. Training refers to a course of action or any exercise meant for developing

effective, cognitive and psychomotor skills which employees need to help the organization achieve its objectives (Ezeani & Oladele, 2013).

Training plays a substantial role in the overall functioning of the organisation and vital for achieving goals. Training creates an enabling environment for the employees to progress from a current state of understanding and capability to a future state in which more knowledge, skills, and competencies are needed (Chew, 2014).

Workplace behaviour is defined as behaviour that 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). It is believed that consciousness at work (which is a grouping of overall attendance, rule following, and break allotment) has a strong positive effect on organisation effectiveness. When the normal workplace behavior 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. Samson (2018) observed that workplace behaviour of some workers in some states in Nigeria was not high enough to facilitate their effective job performance. Because 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

Every organisation, whether private or public, has to be administered systematically to yield results in the form of profits earned or services delivered. Alabi (2006) believed that effective performance on the part of employees is essential for the success of an organisation. Achieving effective performance in any organisation is a combination of various components which include effective compensation policy and workplace behaviour put in place for personnel job performance. The state ministry of education is the body or institution that is responsible for the mobilization of human and materials resources within the education sector in the state for the attainment of educational objectives.

Authorities in the north-central states ministries of education as in every other establishment need to realise the importance of compensation such as good salary, stimulating working environment, the opportunity for promotion, continuous capacity building and workplace behavior. This will stipulate rules and regulation such as punctuality, good conduct, honesty because when these factors are overlooked, it will lead to bitter experiences like deviant behaviours, low commitments and ineffective performance among the personnel and generally weak performance, while the adverse effect will lead

to a general deficiency in education. The study, therefore, considered effective compensation and workplace behavior as essential inputs to improve job performance among personnel in ministries of education in north-central states, Nigeria.

### **Statement of the Problem**

The pursuit of improvement in education quality in Nigeria is one of the critical issues facing the Education and Training sector (NOUN, 2011). The Federal Ministry of Education is aware that expanding access without due consideration of quality is futile, economic and social gains associated with expanding access can only be realized if quality is given priority attention. The situation of education in Nigeria is such that current performance levels are exceedingly low and not responsive to the demand for skills required to sustain a knowledge-driven sector (NOUN, 2011).

However, some occurrences in some public schools across the country have put one in doubt as to whether the goals of the state ministry of education are being adequately achieved or not. For instance, based on the researcher's observation and the information gathered from the staff and the principal officials (directors and deputy directors) at the ministries of education (Kwara, Nasarawa and Niger) showed that the staff job performance is bellow the

expectation. This finding is in line with the finding of Monday (2017) that the level of job performance of the employees in the public enterprises in Kogi State was low. Some of the primary roles of the state ministry of education, such as, schools supervision, inspection, training and the likes, are not adequately implemented.

It was also gathered that discipline and dedication of some of these staff have not been encouraging, as it is conspicuously manifested in their attitudes: poor team work, lateness to work, absconding from work, absenteeism from work and lackadaisical attitudes towards the assigned duties. Based on what was observed in these staff, there is an indication that the primary goals of the state ministry of Education in Nigeria have not been well-actualised and this probably could be as a result of ineffective compensation policy and inappropriate workplace behaviour of the staff in the state ministry of education.

Therefore, the north-central states ministries of education required a high degree of motivated personnel for the fulfillment of their obligation effectively. However, lack of effective motivation strategies like compensation (salary, promotion, capacity building, allowances, health service and friendly working environment) and workplace behaviours

(punctuality, discipline, commitment) may result to employees' dissatisfaction and low productivity.

Many researchers have carried out studies which are related to the variables of this study. Spreitzer and Sonenshein (2004) contend that the research on deviance in the workplace overlooks how establishments and their affiliates exhibit positive sets of behaviors not merely negative ones. The factors that influence the ethical climate of an organization include personal self-interest, company profit, operating efficiency, team interests, friendships, social responsibility, personal morality, and rules, laws and professional codes (Peterson, (2002). Honingh and Oort (2009) compared teachers' organisational behaviour in publicly- and privately-funded schools in the Dutch Vocational Education and Training (VET).

Aina, Adeyeye, and Ige (2012) examined organisation culture and employees' commitment in public tertiary institutions in Lagos State, Nigeria. The findings of the study indicated that there was a significant relationship between organisational culture and employees' commitment to public tertiary institutions in Lagos State. Abdulkareem, Sheu, and Kayode (2015) carried out a study on corporate culture and university goal achievement in the South-west zone, Nigeria. The study found that there was a significant relationship

between organisational culture and university goal achievement in the south-west zone, Nigeria.

Muguongo, Muguna, and Muriithi (2015) investigated the effects of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nithi County, Kenya. The study established that teachers were highly dissatisfied with all aspects of compensation which they receive. To the best knowledge of the researcher, none of these previous studies focused on ministry of education despite its uniqueness in the education sector. To this end, this study focused on emerging trends in managing states ministries of education with a view of examining the relationship among compensation, workplace behaviour and personnel job performance in states ministries of education in north-central geographical zone, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to examine the relationship among compensation, workplace behaviour and personnel job performance in ministries of education in north-central states, Nigeria.

Specifically, the study was to:

- i. examine the level of compensation provided to the staff in ministries of



education in north-central states, Nigeria.

- ii. investigate the level of workplace behaviour in ministries of education  
in north-central states, Nigeria.
- iii. determine the level of job performance in ministries of education in  
north-central states, Nigeria.
- iv. examine the relationship between salary and personnel job  
performance in ministries of education in north-central states, Nigeria.
- v. find out the relationship between promotional opportunities and  
personnel job performance in ministries of education in north-central  
states, Nigeria.
- vi. investigate the relationship between health services and personnel job  
performance in ministries of education in north-central states, Nigeria.
- vii. determine the relationship between punctuality and personnel job  
performance in ministries of education in north-central states, Nigeria.
- viii. investigate the relationship between teamwork and personnel job

performance in ministries of education in north-central states, Nigeria.

ix examine the relationship between discipline and personnel job

performance in ministries of education in north-central states, Nigeria.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the level of compensation provided to the staff in ministries of education in north-central states, Nigeria?
2. What is the level of workplace behaviour in ministries of education in north-central states, Nigeria?
3. What is the level of personnel job performance in ministries of education in north-central states, Nigeria?

### **Research Hypotheses**

The following research hypotheses were formulated to guide the study:

#### **Main Hypothesis**

**Ho:** There is no significant relationship among compensation, workplace

behaviour and personnel job performance in ministries of education in north-central states, Nigeria.

### **Operational Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between salary and personnel job performance in ministries of education in north-central states, Nigeria.

**H<sub>02</sub>:** There is no significant relationship between promotion and personnel job performance in ministries of education in north-central states, Nigeria.

**H<sub>03</sub>:** There is no significant relationship between health services and personnel job performance in ministries of education in north-central states, Nigeria.

**H<sub>04</sub>:** There is no significant relationship between professional training and personnel job performance in ministries of education in north-central states, Nigeria.

**H<sub>05</sub>:** There is no significant relationship between punctuality and personnel job performance in ministries of education in north-central states, Nigeria.

**Ho<sub>6</sub>:** There is no significant relationship between teamwork and personnel job performance in ministries of education in north-central states, Nigeria.

**Ho<sub>7</sub>:** There is no significant relationship between discipline and personnel job performance in ministries of education in north-central states, Nigeria.

### **Scope of the Study**

This study examined the relationship among compensation, workplace behaviour and personnel job performance in ministries of education in north-central states, Nigeria.

The study was limited to three state ministries of education that were selected from three states out of six state ministries of education in the six states excluding Federal Capital Territory that constitute the North-central geopolitical zone. The measures of compensation (independent variable) were limited to salary, promotion, health services, and training opportunities for job performance, workplace behaviour (independent variable) were limited to punctuality, teamwork, and discipline, while measures for personnel job performance (dependent variable) were limited to dedication, creativity and

innovation and quality of output. Researcher's designed questionnaires titled "Compensation Questionnaires"(CQ), "Workplace Behaviour Questionnaires" (WBQ) and "Personnel Job Performance Questionnaires" (PJPQ) were used to collect relevant data for the study. The research questions raised were answered using simple percentages, multiple regression was used to test the main hypothesis, while Pearson Product- Moment Correlation statistics was used to test the seven operational hypotheses formulated at 0.05 level of significance.

### **Significance of the Study**

The findings of the study would be of great significance to relevant education stakeholders who are concerned with the quality output in the educational system (government, staff, school administrators and other researchers in the field of education).

The study would enlighten the educational administrators on the need to improve on staff compensation (salary, training opportunities, promotion, health services, etc.) in increasing job performance in education sector especially state ministry of education to be actualised. The study will provide an insight into the reasons why there is a need to identify the workplace behaviour of the current and future education staff for effectiveness. Also, it would enable the government (federal, state and local) and other stakeholders

in the administration of education to see the need for effective compensation of staff to enhance their productivity, effectiveness and improve their morale. It would equally serve as basis for decision making for the target line offices by getting useful information on the extent and areas of workplace behaviour in relation to staff's performance in the ministry of education. It will also be significant to staff in the ministry of education in the sense that if government gives more priority to compensation, it would add more standard to their living. Also, when state governments pay more attention to compensation, it will enhance the performance of the ministry of education personnel which will invariably lead to the realisation of the stated goals of education in the states.

The finding of the study will help the policy makers and education planners to facilitate strategies on the implementation of workplace behaviour and compensation for effective performance. Finally, the study would serve as the basis for future researchers who may have a strong desire to carry out research on this or related topics.

## **Operational Definition of Terms**

The following terms were operationally defined as used in the study.

**Compensation:** refers to both financial and non-financial rewards provided to staff in the states ministries of education in north-central geopolitical zone, Nigeria. In this study, compensation was limited to training opportunities, promotion, health services and salary that are made available to staff in the ministry.

**Workplace Behaviour:** means organisational behaviour that is concerned explicitly with work-related behaviour, which takes place in the states ministries of education in north-central, Nigeria. This includes punctuality, teamwork, and discipline.

**Personnel Job Performance:** refers to productivity of staff in the states ministries of education in north-central Nigeria in term of dedication, creativity and innovation and quality of output.

**Promotion:** is the advancement of staff in the states ministries of education in north-central Nigeria from lower position to higher position which accompany with higher responsibilities, prestige and salary.

**Training Opportunities:** refers to the extent to which staff in the states ministries of education in North-central Nigeria are being sponsored to attend workshops, conferences and seminars to improve their productivity.

**Health Services:** means the provision of health insurance scheme and provision of well-equipped sick bay for staff in the state ministries of education in north-central Nigeria.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focuses on the review of literature related to this study, and they were discussed under the following sub-headings:

Theoretical Framework of the Study

Concept of Compensation

Workplace Behaviour

Concept of Job Performance

Overview of Ministry of Education in Nigeria

Compensation and Job Performance

Workplace Behaviour and Job Performance

Conceptual Framework of the Study

Empirical Studies on Compensation, Workplace Behaviour and Job Performance

Appraisal of Literature Reviewed

## **Theoretical Framework**

This study was premised on two theories namely:

- i. Herzberg two-factor theory
- ii. Vroom's expectancy theory.

Fredrick Herzberg propounded Herzberg two-factor theory in 1959 based on the assumption that there are two sets of factors that influence motivation in the workplace by either enhancing employee satisfaction or hindering it. The first proposition maintains that motivation to work is internally generated and propelled by variables that are intrinsic to the job, often referred to as satisfiers or motivators among which are: recognition, advancement, work itself, responsibility and personal growth. The second proposition posits that dissatisfaction of work is a function of job-related conditions or variables called hygiene or dissatisfier which include: salary, job security, working conditions, organisation policies, co-workers relationship, personal life, supervision, and fringe benefits. According to Herzberg, when operating to a sufficient extent, these factors prevent dissatisfaction, but cannot serve as motivators. The theory emphasises on job content and context as they affect job satisfaction and dissatisfaction respectively.

The applicability of applying two-factor theory in this study is based on the fact that staff in the ministry of education operate in an environment that comprises various factors which can be grouped as internal, task and external factors. The theory provides guidelines to the government on providing a conducive environment for staff and promoting growth in the workforce taking into cognisance the needs of workers from their work. It equally has an influence on management practice in the ministry of education by drawing the attention of the government to the potential significance of compensation policies in developing and improving staff productivity (job performance).

Vroom's expectancy theory: expectancy theory is the second theory of motivation which was postulated by Victor Vroom in 1964. According to Vroom, motivation is the output of expectancy, instrumentality, and valence and its equation are ( $\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$ ).

Expectancy theory has four assumptions:

i. people join an organisation with expectation about their needs and motivations;

ii. an individual's behaviour is predetermined by conscious choice he makes.

That is, the expectancy calculations make people choose certain behaviours;

- iii. people expect various things from the organisation (e.g., Good salary, health services, good working condition, etc); and
- iv. to optimise outcomes for themselves, people will choose among available alternatives.

Parija and Bagga (2014) stated that expectancy theory focuses on the cognitive processes which influence the motivation of employees in the organisation. This is based on connectivity among three factors (expectancy, instrumentality, and valence). Expectancy means the relationship between efforts and performance, instrumentality depicts the relationship between performance and rewards/work outcome, and valence refers to the relationship between rewards/work outcome and personal goals. This is akin to this study because it deals with the process through which motivation occurs to the employees in organizations. However, for the states ministry of education to achieve its stated goals, staff must be assured of effective rewards and code of conducts (corporate behaviour) must be well stated and communicated. When this flow is connected, productivity (job performance) of staff would be effective, and this would lead to the realisation of the goals for which states Ministries of education are established.

## **Concept of Staff Compensation**

Compensation of employees is an important factor which determines the quality of the output or overall performance of the organization. Robbins, Judge, and Sanghi (2009) viewed compensation as a very significant factor because it assists the organisation in achieving commitment and dedication of staff, thereby resulting in the effective realisation of goals. Positive behaviour of employees can be maintained in any organisation via attractive compensation. Compensation of the employees varies from one organisation to the other. Compensation could be referred to as employee remuneration. It plays a crucial role in the life of workers. Compensation packages provided to workers have significant impacts on their morals and commitment to 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, Pavithra, and Adniji (2014) explained that compensation means the benefits workers get in return for performing organisational tasks. Compensation 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. Compensation covers direct cash payment, indirect payment in terms of incentives to boost employees' morals so that they can effectively perform their job. A good compensation scheme is a good stimulator.

In view of Osibanjo, Adniji and Falola (2014), the ability of the organisation to appropriately attract and keep experienced and effective employees depends on the level of attention given to compensation. Therefore, government at all levels should place almost attention on the compensation of the staff in the Ministry of Education especially the state level because of significant roles in the achievement of educational goals. Compensation packages determine the level of commitment or willingness of the workers in the organisation. However, the roles played by compensation in determining the workers' productivity in an organisation cannot be overemphasised (Stajkovic & Luthans, 2006). The basic fact in compensation is that it provides income and other forms of benefits to the employees and incurs some costs on the employers but constitutes significantly to the goals realisation of the organisation (Martocchio, 2011).

Osibanjo, Pavithra, and Adeniji (2014) opined that compensation is a significant determinant of an employee-employer relationship and it is a factor which binds the employees and employer together. It relates to the welfare of the employees with particular reference to monthly pay and other rewards which employees are entitled to, by the conditions of service. Ciarnine and Vienazindiene (2010) observed that employees would not effectively perform their jobs without return for the labour as postulated by the classical theory that, the return for labour is a reward. Therefore, employees in any organisation including the ministry of education render their services for the compensation they will get. Compensation is a crucial factor which organisation should not handle with levity because it determines the outcomes like workers' performance and productivity, absenteeism, and turnover (Onukwube, 2012).

Salisu, Chinyio, and Suresh (2015) asserted that compensation is imperative because it provides a high level of motivation to the workers and it directly influences the goals achievement of organisations. Employees usually give compensation a central focus because it shows how their employers value them in the organisation. Workers are generally proud to identify with organisations when they are well compensated for the services rendered. Compensation goes a long way in enhancing employee commitment

and productivity as it comprises financial and non-financial benefits which attract, encourage and satisfy human resources. Not only that, it helps in realising continuous effective job performance and positive behaviour of the employees towards enhancing the competitive advantage of the organisation (Osibanjo, Adeniji & Falool, 2014). When employees are well treated with good packages of compensation, they would be able to satisfy their needs, and they are likely to display a high level of job performance and productivity.

### **Staff Compensation Packages**

Fuhrmann, (2006), opined that motivating factors such as salary, promotion, training, health services, bonuses, allowances, and other intangible should be adequately provided to the employees so that their morals would be boosted to perform effectively.

**Salary:** this is an aspect of workers compensation which needs to be given adequate attention by the employers to facilitate the effective performance of the organisation. Salary connotes monthly pay given to the employees in an organisation. Maduabum (2006), believed that employees whose salary are being paid adequately are likely to be highly motivated to perform effectively and are much more unlikely to stay from work absenteeism or to leave the organisation altogether. Surbhi (2015), opined that salary is a fixed amount of



money given to the workers at regular periods for the services rendered towards the realisation of organisational goals. Adelabu (2003) agreed that people join the organisation because of the need to actualise an array of goals or to satisfy some needs. Salary is usually based on an agreement between the employees and the employers which may sometimes be an individual, group of individuals or government, depending on the ownership of the job (Odoh, 2011).

Wasiu and Adebajo (2014) asserted that one of the benefits of prompt payment of salaries is that it helps the organisation to properly retain the competent, committed and highly motivated employees it needs to attain success. Salary contributes majorly in setting and boosting the morale of the workers. Haryati (2012), also believed that regular salary payment could create productive human resources who are competent and dedicated to the job, which could facilitate the effective realisation of the organisational goal. There is no doubt that the ability of any organised enterprise to achieve its goals depends to a large extent on how regular employees' salaries are being paid. The manager may not succeed in making the stated goals of the organisation where the salaries are not regularly paid to employees (Ezeani, 2005).

Okpara (2014) believed that timely payment of salaries could enhance high morale and organisational commitment of the workforce to a considerable extent. This could enable employees to perform their work smoothly and thus, impact positively on the organisation. Irregular salaries payment could hamper the commitment and satisfaction of the employees thereby affecting their performance and smooth running of the organisation. Salary gives employees pleasure, and it is also a crucial factor which determines the level of the output of the organisation. The irregularity of wages result in workers' dissatisfaction which can lead to declined job satisfaction, poor attitude to work, decreased morale and performance, increased absenteeism and turnover and pay-related grievances (Muhammad, Hazoor, Nosheen & Mashhoh, 2015).

One of the most significant challenges facing government owned establishment in Nigeria which state ministry of education inclusive is unattractive salaries and irregular of wages and allowances of workers, this challenge is significantly affecting the success of these establishments in no small (Ombugus, 2013). Hence, the government needs to ensure attractive salaries and adequate payment of wages so that workers can adequately take good care of themselves and their families.

**Promotion:** promotion is one of the variables of compensation, and it helps in triggering higher performance of the employees. It should be noted that promotion is not only an effective tool for employee motivation but also a facilitator of fruitful outcomes for the organisation (Chris, 2009). Danish (2010) opined that employees are the most significant of all resources which every organisation normally has, so they should be given the opportunity to progress within the organisation. Promotion as a critical concept/factor determines the extent to which an organisation can retain its efficient, competent and experienced workforce. Employees who receive a promotion at when due would be stimulated, and this could assist the organisation to achieve its goals. According to Kalesh, Curley & Stefanov (2007), promotion leads to higher movement in term of status, increased salary and fringe benefits. In some organisations, the duties which employees perform may change when they are promoted.

Ogpta (2011) clarified that promotion means movement of an employee to a higher post accompanied with greater responsibilities, higher status and better salary. It is the advancement of an employee in the organisation's hierarchy to another position which earns him/her greater/higher authority, status and better working conditions. Promotions are used to compensate workers for more effective performance and to motivate them for greater

efforts. Lawler (2003) believed that the survival or success of an organisation is premised on how workers are treated. One of these treatments is how they are being promoted. When an employee is promoted at the right time, it could trigger good actions in pursuit of the interest of the organisation and reverse could be the case when they are not promoted.

Naveed, Usman, and Bushra (2011) believed that promotion usually leads to upward movement in the salary of the worker as well as in the jurisdiction of authority and control. Promotion gives employees more sense of recognition within the organisation, and it could make them more productive. When employees are adequately promoted, they feel motivated to be effective contributors to the success of the organisation. Workers tend to be more dedicated to their jobs when there is certainty that their employer will give them the opportunity to be more recognised and advanced on the job in term of promotion. Contrarily, if they are stagnant in the organisation, they would feel less motivated, and it could make them think of seeking greener pasture elsewhere and as well be less productive (Tuwei, Matelong, Boit & Tallam, 2013). The promotion gives employees higher chances in the organisation, and it can either directly or indirectly have a significant effect on their job performance and the general goals of the organisation. When employees have contributed to the success of the organisation over a particular

time, there is need to compensate them with promotion so that their monthly take home can be increased (Cook & Crossman, 2004; Humphreys, 2008; Prowese & Prowse, 2009; Macey, Schneider, Barbera & Young, 2009).

**Career Training and Development Opportunities:** training is considered a form of manpower development that provides employees with specific skills and helps to correct deficiencies in their performance, while development is an effort to give the employees abilities the organisation required in the future (Chew, 2014). Cole and Kelly (2011) defined training as a learning process which equips an individual with the knowledge and skills to perform better on the job, and it is a vital tool to cope with the challenging needs and technologies and ever-changing work environment. Ashan, Sobia, Kamran and Nair (2012) also defined training as a useful means of coping with changes fostered by technological innovation, market competition, and organisational structuring and most importantly it plays a key role in enhancing employees' performances.

Employees perceived skills development opportunity and carrier progression as major attractions to the organisation. Thus, staff training and development are a vital component of staff compensation packages in government establishments. Olusanya, Awotungase, and Ohadebere (2012) stressed that training helps to bring out physical, social, intellectual and

mental development in personnel as that they can be fit to contribute to the realisation of the organisational goals. For workers to be effective on the job, they need to possess adequate knowledge and skills as all these can only be actualised through adequate training (McDowell & Saunders, 2010). Elnaga & Imran (2013) believed that employees who are given training are likely to perform their jobs better than those with inadequate training. Khan, Khan, and Khan (2011) also observed that from time immemorial, training had been identified as a crucial factor which helps in increasing both employees and organisational efficiency and effectiveness.

Devis and Shaik (2012), opined that training could be seen as the key to unlock the potential growth and development opportunities of the employees. In this context, organisations train and develop their employees to the fullest advantages to enhance their effectiveness. Training gives workers more sense of belonging, increase their skills and knowledge, stimulates them and also improves organizational productivity (Pynes, 2008). Kennedy, Chyung, Winecke, and Brinkerhoff (2013) believed that to ensure continuous actualisation of the goals of the organisation; it is imperative for the management to periodically assess training need of the workers and map out training programmes which will help them acquire the needed skills and knowledge identified during the assessment. Ngirwa (2009) asserted that no

organisation could favourably compete with its counterparts without prioritising adequate training of its employees. Training assists to improve the knowledge, skills, or attitude required for an employee to perform his/her job effectively. It may be tailored towards increasing an employee's level of self-awareness, competency, and motivation to carry out his/her duties as expected. Employees develop feeling that they are part of the organisation when they are adequately trained to acquire the needed skills and knowledge. Training opportunity is seen as one of the hindrances that affect the government establishments, ministry of education inclusive to achieve their stated goals. According to Asfaw, Argaw & Bayissa (2015) Training is widely accepted as an integral element of the organisation. For an organisation to have an adequate number of employees who are technically and socially competent, training is highly needed. Therefore, government at both federal and state ministries of education should pay attention to this important part on the staff to make their productivities continue to be higher.

Onuka and Ajayi (2012) opined that training could solve a variety of manpower problems which militate against optimal productivity and performance. These problems include need to; increase productivity and efficiency, improve the quality and quantity of work, boost employees' morale, commitment and organisational climate, implement new or changed

policies or regulations, ensure the survival and growth of the organisation, develop new skills, knowledge, understanding and attitudes, provide for succession plan and ensure continuity of leadership, prevent skill obsolescence and cope with the new technological advancement, use correctly new tools, machines, reduce waste, accidents, lateness, absenteeism and others. It is therefore important to provide adequate up-to-date training programmes to staff to improve their job-oriented knowledge, skills, and performance.

**Stimulating work environment:** it is one of the fundamental factors that influence staff productivity and work behaviour. Varbeke (2008) believed that the work environment is how organisational members perceived and characterized their climate in an attitudinal and value-based manner. Jone (2008) observed work environment that is comfortable and relatively low in physical or psychological stresses tends to enhance productivity, efficiency, facilitate the attainment of organisation goals and high level of satisfaction among organisation staff. The extent to which members of staff feel supported in terms of being provided with adequate and favourable facilities is critically important to the overall quality of their work life and influence their productivity. Casper (2014) emphasises that favourable organisational climate plays a pivotal role in attracting qualified and knowledgeable workers.



Employees appreciate a friendly and responsive workplace with support for innovation.

**Health Services:** health services refer to any function aimed at treating employee's injury, illness or disability. It could also mean all sorts of medical care which an organisation gives to its workers so that they can be fit to perform their jobs (Friday, 2003). The fact that no employee can perform adequately with poor health status calls for the adequate provision of quality medical care to employees in organisations. Adegboye (2005) defined health services as primary medical care made available by the employers to their employees to keep their body and mind in a stable situation. It is imperative that every organisation is committed to providing health services to the workers because of its significant influence on goal achievement. An organisation with employees with poor health status would find it cumbersome to achieve its goals like its counterpart with employees with good health status.

Khanka (2008) observed that employees' health is divided into physical and mental health. Physical health refers to infirmity in the employees' health. Employees' physical health and work are inseparable, while an unhealthy employee works less quantitatively and qualitatively compare to the set standard, commits accidents and remains absent from work, a health

employee produces results opposite to these. Mental health refers to the mental soundness of employees. These factors, namely: mental breakdown, mental disturbances, and mental illness affect the mental health of the employees.

Campbell, Susan; Bird, Douglas (2005) suggested that worker's health and productivity are related and that effective administration of programs promoting health will positively influence absenteeism as a proxy measurement of productivity. Medical care is observed to be deficient in government establishment especially the state ministry of education. In the view of Khanka (2008), health service is essential in any organisation because it helps in the reduction of absenteeism and turnover, accident and occupational diseases. Health services also provide other benefits such as reduced spoilage, improved morale of employees, increased the productivity of employees and a longer period of an employee in an organisation. Therefore, employees are engine room in any organisation, and they should be bodily and mentally balanced to be productive as expected.

## **Workplace Behaviour**

Workplace Behaviour is considered as organisational values that deal with ethical issues which determined what is considered ethically correct for the operation within the organisation. Organisational ethics are rules, standards, code, or principles which provide guidelines for moral right behaviour and truthfulness in a specific situation (Bennett & Robinson, 2003). When normal work behaviour goes outside the norms of the organisation, its consequences are far-reaching and affect all levels of the organisation including its' decision-making processes, productivity, and financial costs.

Sapna (2012) believed that organisational behaviour is concerned with the characteristics and behaviours of employees in isolation, the characteristics and processes that are part of the organisation itself, and the characteristics and behaviours directly resulting from people with their individual needs and motivations working within the structure of the organisation. One cannot understand an individual's behaviour completely without learning something about that individual's organisation. Similarly, he cannot understand how the organisation operates without studying the people who-make it up. Thus, the organisation influences and is influenced by individuals. The key elements in the organisational behaviour are people, structure, technology and the environment in which the organisation operates.

Each individual brings an organisation a unique set of beliefs, values, attitudes and other personal characteristics and these characteristics of all individuals must interact with each other to create organisational settings. Organisational behaviour is specifically concerned with work-related behaviour, which takes place in organisations. In addition to understanding, the on-going behavioural processes involved, in their jobs, managers must understand the basic human element of their work (Sapna, 2012).

Organisational behaviour offers three major ways of understanding this context; people as organisations, people as resources and people as people. Above all, organisations are people; and without people there would be no organisations. Thus, if managers are to understand the organisations in which they work, they must first understand the people who make up the organisations. As resources, people are one of the organisation's most valuable assets. People create the organisation, guide and direct its course, and vitalise and revitalise it. People make decisions, solve the problems, and answer the questions. As managers increasingly recognise the value of potential contributions by their employees, it will become more and more important for managers and employees to grasp the complexities of organisational behaviour (Sapna, 2012). An organization, characteristically exists before a particular person joins it and continues to exist after he leaves it. Thus, the

organisation itself represents a crucial third perspective from which to view organisational behaviour. The rules of work are different from the rules of play. The uniqueness of rules and the environment of organisations force managers to study organisational behaviour to learn about normal and abnormal ranges of behaviour. A more specific and formal course in organisational behaviour helps an individual to develop more refined and workable sets of assumption that is directly relevant to his work interactions.

Organisational behaviour helps in predicting human behaviour in the organisational setting by drawing a clear distinction between individual behaviour and group behaviour. Organisational behaviour does not provide solutions to all complex and different behaviour puzzles of organisations. It is only the intelligent judgment of the manager in dealing with a specific issue that can try to solve the problem. Organisational behaviour only assists in making judgments that are derived from tenable assumptions, judgment that takes into account the important variables underlying the situation, judgment that are assigned due recognition to the complexity of individual or group behaviour, judgment that explicitly takes into account the managers own goals, motives, hang-ups, blind spots and weaknesses. The ethical climate of an organisation refers to the shared perceptions of what is ethically correct behavior and how ethical issues should be handled in the organisation

(Peterson, 2002). He concluded that factors influence the ethical climate of an organisation include personal self-interest, company profit, operating efficiency, team interests, friendships, social responsibility, personal morality, and rules, laws and professional codes. The pro-social types of behaviours that are examined are organisational behaviours, whistle-blowing, corporate social responsibility and creativity/innovation (Spreitzer and Sonenshein, 2003). All of these pro-social types of behaviours may indeed be classified as positive deviant behaviors only if the behavior diverges from organisational norms, the behaviour is voluntary, and its intent is an honorable one.

Lambooij, Mattijs; Sanders, Karin; Koster, Ferry; Zwiers, and Marieke. (2006) addressed the question as to whether the linkage between human resource management (HRM) and organisational performance can be explained by the effect of the internal and strategic fit of HRM on the cooperative behaviours of employees. The authors expect that the more HRM practices are aligned within themselves (internal fit) and the more HRM is aligned with an organisation's strategy (strategic fit), the better employees know what is expected of them, and the more they behave cooperatively towards their co-workers and towards their supervisor which result from increasing in organisation performance.

Moses (2016) lamented that Nigerian public schools are characterised with a significant number of staff who are not disciplined. The various indiscipline acts which are very rampant among these staff are lateness to work, poor attitude to carry out assigned tasks, absconding from work, absenteeism from work, etc. In essence, the behaviour is deemed deviant when an individual or group violates the organisation's norms, policies, or internal rules and threatens the welfare of the organisation or its constituents. However, most of the state owned-establishments especially state ministries of education are suffering from workplace behaviour deviant which may be one of the causes of the weak performance of the personnel and the whole system. Therefore, it is very imperative to state clearly the norms or behaviours or rules and regulations that will provide guidelines for the conduct of employees within the organisation.

### **Concept of Job Performance**

Every organisation has been established with specific objectives to achieve. These objectives can be achieved by utilising resources like men, machines, materials, and money. All these resources are important, but out of these, the workforce is the most important, it plays a vital role in performing tasks for accomplishing the goals. Employees are performing different jobs in an organisation depending upon the nature of the organisation. They mainly

perform tasks like production, storage, manufacturing, transportation, marketing, purchasing, distribution, promotion of business, finance and accounting, human resource, research, and public relations. All these activities are inter-related to achieve the targets. These are to be performed by the employees properly so they can give their best output at the job.

Afshan, Sobia; Kamran & Nasir, (2012) defined performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness. Wood & Stangster 2002 stated that the employee's performance is measured against the performance standards set by the organisation. There are some measures that can be taken into consideration when measuring performance, for example, using productivity, efficiency, effectiveness, quality and profitability measures. Profitability is the ability to earn profits consistently over some time. It is expressed as the ratio of gross profit to sales or return on capital employed. Efficiency and effectiveness, efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target. Productivity is expressed as a ratio of output to that of input. It is a measure of how the individual, organisation, and industry converts input resources into goods and services (Kotler & Armstrong, 2002). Earlier research on the productivity of workers has shown



that employees who are satisfied with their job will have higher job performance, and thus excellent job retention, than those who are not happy with their jobs (Kinicki & Kreitner, 2007).

Employee job performance shows the individual behaviours that contribute to achieving organisational objectives. In this context job, performance shows effectiveness and efficiency that make a payment to organisational goals. Saeed and Asghar (2012) held that employee performance principally depends upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organisational structure, and others. Otuko, Chege, and Douglas (2013) posit that the effectiveness of skilled employees can be limited if they are not motivated to perform their jobs. In fact they premise that the form and structure of an organization can affect employee motivational levels in several ways which are linked to performance, e.g. organizations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals; likewise protection of employees from arbitrary treatment, perhaps via a formal grievance procedure, may also motivate them to work harder because they expect their effort to be justly rewarded. Hence, the importance of employees' performance must be understood by the management and sincere efforts must be put in that direction. The

management of the company taking appropriate steps in that direction will be in a position to develop and motivate the people to do so.

### **Factors Affecting Performance / Productivity**

Productivity is affected by multiple factors. Sometimes one or more factors play their role to increase or decrease labour productivity. The factors that affect the performance or productivity are the same. Because when the productivity of an individual has increased his performance automatically is also increased (Swart; Mann; Brown & Price, 2005). The management experts have classified these factors under the following heads:

- (a) Physical, organisational, location, and technological.
- (b) Cultural and behavioural.
- (c) Global influences, innovativeness, strategic alliances, liberalized policies, etc.
- (d) Managerial and organisational business environment.
- (e) Levels of flexibility in internal labour markets and the organisation of work activities – e.g., the presence or absence of traditional craft demarcation lines and barriers to occupational entry.

(f) individual rewards and payment systems, and the effectiveness of personnel managers and others in recruiting, training, communicating with, and performance-motivating employees by pay and other incentives.

The individual factors that affect the performance or productivity are listed below:

(a) Working conditions (b) Working hours (c) Nature of job. (d) Employees competencies. (e) Job security. (f) Welfare and social security. (g) Training of employees. (h) Salary packages. (i) Liberty at work to perform. (j) Quality of leadership. (k) The motivation of employees. (l) Career development opportunities. (m) Rewards, recognition, and incentives (n) Organisational culture. (o) The behaviour of employees. (p) Location of work. (q) Management approach. (r) Human resource policies. (s) Technology at work. (t) Business environment. (u) Level of competition in the market.

### **Overview of Ministry of Education in Nigeria**

Recognising the key role of education in economic and social development, the Nigeria government has made remarkable undertakings towards providing quality education to all its citizens at all levels through formal and non-formal approaches. It has intensified its efforts in the

implementation of equity and competitiveness-driven reforms. At primary / basic school level, the Ministry's of Education objective is an expansion of participation, ensuring that all pupils, irrespective of their social or economic circumstances have access to quality education. At the secondary/ high school level, the aim is to provide diversified curricula and increase the availability of space to enable pupils to exploit all opportunities available and transcend to higher levels of education upon graduation. At the post-secondary level, the objective is the provision of training programmes that are in line with the socio-economic needs of the country (NPE, 2013).

In its endeavour to extend educational opportunities to all, particularly at basic education level, the ministry of education has made remarkable efforts to align itself with global, regional and national policy initiatives. At the international level, attempts have been made to attain the Education for All (EFA) targets and the Millennium Development Goals (MDG's). The aspirations of the EFA are covered by six goals namely: Expansion of Early Childhood Care and Development, Provision of free and compulsory primary education, Promotion of acquiring of life skills for adolescent and youth, Expansion of adult literacy, Elimination of gender disparities and enhancement of educational quality. The Millennium Development declaration sets eight specific goals (MDG's) with specific targets. The

fundamental aim of the Millennium declaration is the eradication of extreme poverty and the improvement of social welfare. MDGs emphasise attainment of Universal Primary Education and promotion of gender equality & empowerment of women. Regional and national policies also emphasise achievement of accessible quality education that is relevant and affordable to all (MOE, 2018).

The primary mandate of the ministry of education is to provide access to relevant quality education at all levels to all Nigeria citizens; taking into account all issues of efficacy, equity, and special needs. Realising that education is the foundation and the main pillar of economic and social development and being cognisant of its core mandate, the Ministry of Education continues to commit itself to provide accessible, affordable and relevant education of the highest quality. The ministry believes that by being responsive to its core business, its contribution to the achievement of the country's long-term vision of ensuring that Nigeria is amongst the top of the medium human development group of nations founded on sustainable economic development, social justice, and political stability, as articulated in the country's National Policy on Education (NPE) 2013, will be realised.

The ministry's commitment to contribute positively to the attainment of the country's vision is strategically and succinctly expressed in its mission

statement, which reads as: ‘To provide relevant, quality and affordable education and training opportunities for the entire populace of Nigeria in order to develop all positive aspects of life for self-reliance, social and economic development and global competitiveness’. The ministry’s vision amply expresses its demonstration of a reinvigorated strength and determination in developing policies, strategies, and programmes aimed at ensuring that the rights of the child are respected and that commitments made at international, regional and national levels are duly observed. At the centre of its vision, which reads, ‘Attainment of equality in educational opportunity for all pupils of school going age and adults irrespective of their socio-economic background, with the ultimate goal of enhancing their productive capacity, thus improving the quality of their lives’, lies the quest and passion to reduce socio-economic inequalities, improve productivity and the overall quality of the life of the people of Nigeria (NPE, 2013).

### **Major Functions of Ministry of Education**

The Federal Government of Nigeria through the National Policy on Education (NPE, 2013) stated the functions of Ministry of Education:

- Policy making and implementation: The Ministry is saddled with the responsibility of the development and implementation of policy on education.
- Overall coordination: The Ministry is responsible for the control and management of Early Childhood Care and Development (ECCD) basic, senior secondary, vocational and technical education.
- Approval, regulation, and monitoring of private education institutions.
- Inspection of private and public schools for quality control and education standards.

### **Responsibilities of State Ministries of Education**

The major idea behind this is to ensure, that the entire entity called Nigeria, is effectively managed at every level with development finding its way into every fiber of the Nation. This underlying principle is what necessitated the existence of what can be referred to as the “State Ministry of Education”.

Without a doubt, the state ministry of education from design has statutory roles it is expected to play. This is basically because, true federalism gives room for what could be referred to as separation of powers (NPE, 2013).

The roles or responsibilities of the state ministry of education include:

1. Liaise with the local education authority to develop education at the local levels.
2. Formulate policies, monitor and effectively manage secondary schools.
3. Responsible for many tertiary institutions in the country.
4. Play an oversight role for the effective management of primary schools.
5. Responsible for construction of schools.
6. Provide guidance and counseling.
7. Responsible for making special education available (i.e. gifted/ talented children and handicapped children)
8. Effective relations with the Nigerian Union of Teachers.
9. Purposeful relationships with voluntary organizations.
10. Relationship with TESCOM.
11. Approval, Regulation and monitoring of private, pre-primary, primary, post- primary, vocational and technical institutions.

Taking a closer look at each point highlighted above would help our understanding of the role of the state ministry of education in Nigeria.



**1. Liaise with local education authority to develop education at the local levels:**

The local education authority exists at the grass-roots (local government). At that level, the local education authority is familiar with every school within its local government area, pays them visit from time to time and ensures that the educational policies as directed from the state government are strictly adhered to. The state ministry of education utilizes the local education authority to ensure that the education policy direction of the state is followed.

**2. Formulate policies, monitor and effectively manage secondary schools:**

There are usually several secondary schools within a state. The state ministry of education is saddled with the responsibility of ensuring that they come up with a direction for such schools by coming up with policies that they believe, would help improve the standard of education within the state. They also see to the effective implementation of these policies in secondary schools across the state.

**3. Responsible for many tertiary institutions in the country:**

A lion share of government-owned tertiary institutions within the country are owned and managed by the state government. This is achieved through the machinery of the state ministry of education. The state

government through the ministry of education ensures for proper management of such institutions. They also see to it, that the standard of education in such schools is well taken care of as well as the general well-being of the school as a whole.

#### **4. Play an oversight role for the effective management of primary schools:**

Local education authority exists in every local government. And they are saddled with the statutory responsibility of primary school management. However, because no local government exists in isolation, the state government through the state ministry of education monitors and oversees the management of primary schools within the state.

#### **5. Responsible for construction of schools:**

The infrastructural development of secondary schools is largely the responsibility of the state government through the state ministry of education. They see to it, that schools are constructed and fully equipped so as to ensure that an enabling environment is provided for secondary school students within the state.

**6. Provide guidance and counseling:**

The State ministry of education ensures that every secondary school has an effectively functioning guidance and counseling department. They are aware that teenagers at that stage of their lives would be making major decisions coupled with the many changes occurring in their bodies. The ministry of education thus ensures that schools are provided with a guidance and counseling department.

**7. Responsible for making special education available (i.e. gifted/ talented children and handicapped children):**

We would always have special children, who equally have a right to education. The state ministry of education is aware of this fact and so they have a system in place that caters for the educational needs of these special children. Allocations are made by the state government through the ministry of education, to establish and properly manage the operations of such special schools in order to meet the need of students classified into the category of special students.

**8. Effective relations with the Nigerian Union of Teachers:**

The Nigerian Union of teachers is a trade union formulated in 1931, to create a united front for practitioners of the teaching profession, and

essentially to see to the general well-being of this category of persons. The state ministry of education establishes a proactive relationship with this union, to ensure that policies and decisions as it pertains to schools and teachers are mutually beneficial to the government as well as the teachers.

### **9. Purposeful relationships with voluntary organizations:**

The state ministry of education takes discretion, by building a relationship with organisations mostly non-governmental with goals that help to improve the students, the standard of education or both as the case might be.

### **10. Relationship with TESCOM**

Teaching Service Commission saddled with the responsibility of recruiting human resources for post-primary schools within a state and many times than not, directly responsible to the governor. Because of the important role played by TESCOM, the state ministry of education ensures that it interfaces with this body, in order to ensure the delivery of quality education within the state.

## **11. Approval, Regulation and monitoring of private, pre-primary, primary, post-primary, vocational and technical institutions:**

With the increasing number of privately owned pre-primary, primary, post-primary, vocational and technical institutions, there comes an urgent need for the state ministry of education to put a mechanism in place to see to the effective management of these institutions. This is to ensure that quality education and educational government policies are implanted.

### **Compensation Policies and Job Performance**

Job performance has always been in the debate by researchers and practitioners. It has gained much importance due to its significance for the achievement of overall organisational goals. Rapid changes in the business world have made human resource the most vital asset for organisations (Sapna, 2012). Organisational policies, salary, the interpersonal relationship among the employees, supervisory/leadership style and nature of the working environment are keys variables which determine employees' performance (Armstrong, 2012). Kimura (2013) stated that when employees have a sense of belonging to an organisation, they would be highly ready to put in their best to the organisation.

Employees productivity and effectiveness is the outcome and result of their level of satisfaction with the job and organisation as a whole. Employees are considered to be one of the most important pillars on which building of organisations stands. Organisations hold many resources that might be divided in physical and human resources. Utilisation of non-human resources is not possible without the efforts of the human resource. So, human resource is an asset that enables organisations to reap benefits from other sources. Human endeavors directly or indirectly back every activity. Organisations try to hire and retain the best workforce to get the best out of them. Having employees and retaining them is not enough, having and making the best use of employees is the core of the game. For this purpose, the organisation should hold the best employees. Best employees are those who are willing to put their best for the betterment of the organisation. While selecting such employees the concentration moves towards the satisfied employees. Satisfied employees offer significant returns to organisations. The construct of employee satisfaction is important as satisfied employees can do more for the organisation in the shape of better performance and productivity (Sapna, 2012). Realising the significance of employee satisfaction for the organisation, various researchers have studied job satisfaction in various perspectives.

Various organisational setups have been considered an area where job satisfaction should be studied like: Akhtar, (2000); Bailey (2002); Dutka, (2002); Ghaseminejad, Siadat & Nouri, (2005); Hollifield, 2005; and Kindt, 2008. Job satisfaction is an important variable as it is directly related with other organisational variables like employees engagement with organisation, organisational behavior, organisational involvement, organisational commitment, turnover, absenteeism, substance abuse, and deviant behaviour of the employees at workplace (Judge, Thoresen, Bono & Patton, 2001; Kreitner & Kinicki, 2006; and Patterson, Warr & West, 2004). Employees who have a higher level of satisfaction are less likely to quit their jobs, they are also less willing to opt for other jobs, they remain present in their job, and their absenteeism rate is much low than other workers. This in return saves various costs of organisations like recruitment and selection cost, as new hiring would not be required. Similarly, it will save training cost as the existing workforce would be more knowledgeable (Kreitner & Kinicki, 2006). Positive attitude (job satisfaction) of an employee towards his job has a significant relationship with increased effectiveness, reduced absenteeism and reduced turnover of the employees in the organisation (Patterson, Warr & West, 2004). If employees are satisfied with the compensation package, there

will be a higher level of job performance, motivation, and organisational commitment.

### **Workplace Behaviour and Job Performance**

Out of the organisational factors that determine job performance, organisational behaviour is one of the most important determinants. As noted by McNabb & Spector (2003) that organisational climate is a factor that has a significant bearing on the job performance, and has a substantial and direct bearing on the job-related behaviorus of the workforce. Various researchers have given different dimensions of organisational climate, for instance, Patterson, Warr & West, (2004) discussed four dimensions of organisational climate, those are, Overall environment of the organisation, employees role conflicts, internal communication, and support from supervisors. Kreitner & Kinicki (2006 ) also discussed dimensions of organisational climate and found that there are seven dimensions of organisational climate, these dimensions are political climate, promotion, regard for personal concern, evaluation, professional development opportunities, internal communication, and organisational structure.

Job performance is one of the widely discussed topics of employees' behaviors at work. Satisfaction of employees is a concern for organisations as it leads to higher productivity, low turnover, reduced absenteeism, increased



morale, and many other positive returns. Out of the determinants of employee satisfaction, organisational climate is an important factor. Kreitner & Kinicki, (2006) found that there is a significant relationship between organisational climate and job performance. The supportiveness of organisational climate has a positive relationship with job satisfaction, commitment with the organisation and performance at work. In the words of Chen, Tsui and Farh (2002), employees at workplace make the organisational climate, more motivated employees will positively affect the environment, devote more time and effort to enhance their skills for future professional development. There are four dimensions of organisational climate, i.e., Employee role conflicts, overall organisational environment, supervisors support, and internal communication (McNabb & Spector (2003). There are five facets of job satisfaction, i.e., Autonomy, power and control, participation in decision making, interpersonal relations, compensation package (salary, & fringe benefits), and professional effectiveness. The organisation with effective employees has a competitive advantage over other organisations, and they are more focused in the face of obstacles by effectively managing stress at the workplace (Adams & Waddle, 2002).

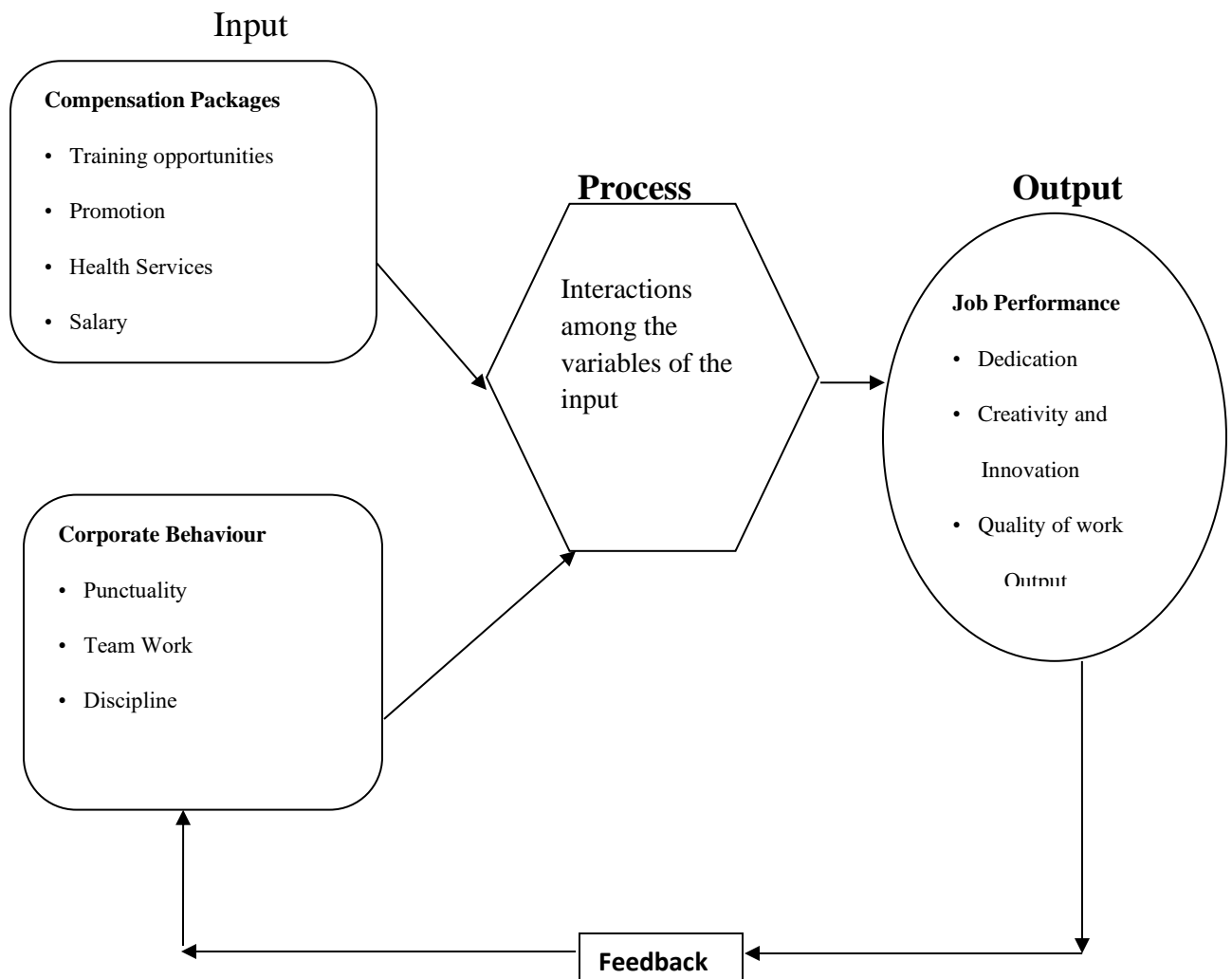
Irefin and Mechanic (2014) stated that employees with low affective commitment tend to have a low passion for the overall achievement of the

organisation. Employees with little or no emotional responsibility are also likely to look at themselves and may have a weak feeling for the organisation. Hewitt Associate (2004) stated that in an organisation, dedicated employees could be identified through tripartite: they give positive information about the organisation to the people within and outside, show an ultimate interest in determining with the organisation and put in the extra effort and always exhibit behaviour which could facilitate organisational success. Carper (2014) emphasises that a favourable organisational climate plays a pivotal role in attracting and retaining qualified and knowledgeable staff. Employees appreciate a friendly and responsive workplace with support for innovation. Hence, organisational behaviour is concerned with people's thoughts, feelings, emotions and actions in setting up a work. Understanding an individual behaviour is in itself a challenge, but understanding group behaviour in an organisational environment is a monumental managerial task. Understanding an individual's behaviour is challenging in and of itself, understanding a group that is made up of different individuals and comprehending the many relationships among those individuals is even more complicated. Ultimately, the organisation's work gets done through people, individually or collectively, on their own or in collaboration with technology (Sapna, 2012). Therefore, the management of organisational behaviour is

central to the management task, a task that involves the capacity to understand the behaviour patterns of individuals, groups, and organisations, to predict what behavioural responses will be elicited by various managerial actions and finally to use this understanding and these predictions to achieve organisational goals.

### Conceptual Framework of the Study

Figure 1



**Compensation, Workplace Behaviour and Job Performance in States Ministries of Education in North-central States, Nigeria**

**Source:** Researcher Design, 2019

The conceptual framework in figure 1 shows the relationship among compensation, 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, the services will be effectively performed if the employees are well motivated in term of adequate compensation. As shown in the model, the component of compensation includes; salary, promotion, health services, training opportunities. Regular payment of salary gives employees pleasure, and it is also a crucial factor which determines the level of the output of the organisation. The promotion offers employees higher chances in the organisation, and it can either directly or indirectly have a significant effect on their job performance and the general goals of the organisation. Employees who receive a promotion at when due would be stimulated to perform well, and this would assist the organisation in achieving its goals. Health is very significant because employees cannot be productive when they are not healthy. Employees need to be physically and mentally fit to be able to perform their job effectively so that the stated goals

can be realized, this makes health services necessary in any organisation. Training boosts the talents, skills, and knowledge of employees for improved job performance. Employees who receive adequate training are likely to perform their job better than those with inadequate training. Therefore, government at state level needs to pay adequate attention to the provision of these components of compensation because they are tools which could motivate workers in the ministry of education to effectively perform their jobs in a way that would lead to the achievement of educational goals in the state.

As indicated in the model, the components of workplace behaviour are 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 ensures strict implementation. Workplace behaviour is an instrument that shapes the conduct of employees in the organisation and gives direction to the effective job performance of employees and goals achievement of the organisation. Hence, the government should ensure that employees' code of conduct is strictly implemented to improve workers productivities in the states ministries of education in term of dedication,

creativity and innovation and quality of work output which will lead to the realisation of educational goals.

### **Empirical Studies on Compensation, Workplace Behaviour and Job Performance**

Many studies have been carried out on compensation, workplace behaviour and job performance, for instance, Muguongo, Muguana, and Murithi (2015) carried out a study of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nith County, Kenya. Three research questions were raised while three hypotheses were formulated in the study. The study employed a descriptive survey research design, 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 the questionnaire. Research questions were answered using chi-square. The study established that the basic pay, allowances and work environment affect teachers' job satisfaction to a great extent. The study concluded that teachers were highly dissatisfied with all aspects of compensation that they receive. The researcher recommended that the government should review the teachers' compensation to commensurate with the services rendered.

Ami, Boaten, and Yamoah (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 the 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 the 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.

Pepra-Mensah, Adjei and Agyei (2017) examined the effect of compensation on basic school teachers' job satisfaction in the Northern zone, Ghana. One research question was raised, while three hypotheses were formulated in the study. A convenience sampling procedure was used to select 100 basic school teachers for the study. Data were gathered through the administration of questionnaires. Statistical tools employed to analyses the

data were mean, standard deviation, Pearson product-moment correlation statistic, and multiple regression. The result revealed that teachers have a negative perception about compensation practices of the service.

Abdulkareem, Sheu and Kayode (2015) researched a study on corporate culture and university goal achievement in South-west Zone, Nigeria. One thousand three hundred and sixty-one lecturers were proportionally selected while 96,595 graduates (between 2008/2009 and 2012/2013 academic sessions) were purposively selected from five federal Universities in this zone as respondents for the study. Three research questions were raised to guide the study, while data collection was done through the use of questionnaire tagged “Corporate Culture Questionnaire” and proforma titled “Students’ Academic Performance Proforma”. The study found that the corporate culture in South-west universities is both collegial and bureaucratic in nature, university goals have been achieved to a high extent in South-west geopolitical zone, Nigeria and there was significant relationship between corporate culture and university goal achievement in South-west geopolitical zone, Nigeria. It therefore recommended that university administration should ensure that team work, lecturers’ development and research collaborations strive in the universities to ensure high university goal achievement.



Honingh and Oort (2009) compared teachers' organisational behaviour in publicly- and privately-funded schools in the Dutch Vocational Education and Training (VET) in publicly and privately funded schools (72 percent and 43 percent respectively) herein distributed self-report questionnaires were distributed to teachers measuring teachers' attitudes, sense of identification and perception of the school climate. The analyses showed that teachers in publicly funded schools report a less curriculum-oriented attitude, a lower sense of identification, and perceive a less supportive school climate than teachers in privately funded schools. Funding did not affect the extent to which teachers have 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.

Hashim, Junaidah; Saodah Wok; Ghazali, and Ruziah (2008) examined organisational behaviour as a result of emotional contagion experienced by selected members in direct selling companies. Specifically, the study seeks to investigate how members in a group are affected by the happiness of their high achievers, what factors influence the emotional contagion to occur, and what are the effects of emotional contagion on the individual, group and

organisation work outcomes. The variables studied were emotional contagion, personal characteristics, group outcomes, and organisational outcomes. Emotional contagion was measured by self-report of impulsive acts while personal characteristics were measured in terms of social desirability, extraversion, the locus of control, live accomplishment, materialistic world, susceptibility to interpersonal influence, and self-esteem. Organisational outcome variables were measured in terms of organisational commitment and organisational culture. Other variables studied were group behaviour, team player, demographic characteristics, and business organisational characteristics. It is found that emotional contagion is positively related to personal outcomes.

Further findings revealed that emotional contagion has an impact on both the group and the team. The team, as a whole, is influenced not only by the emotional contagion but also by the personal characteristics of the respondents. Emotional contagion is also related to organisational outcomes. Both the group characteristics are positively associated with organisational commitment. Koh, Hian; and El'fred (2004) examined the relationship between organisational ethics and organisational outcomes based on the justice theory and cognitive dissonance theory. The sample data are derived from a questionnaire survey of 237 managers. Results obtained from decision

trees indicate significant and positive links between ethical culture constructs (i.e., top management support for ethical behaviour and the association between ethical behaviour and career success within the organisation) and job satisfaction. Further, there is a significant and positive link between job satisfaction and organisational commitment. Also, for different levels of job satisfaction, particular aspects of organisational ethics are associated with organisational commitment. The results suggested that organisational leaders can use organisational ethics as a means to generate favourable organisational outcomes.

### **Appraisal of Literature Reviewed**

The reviewed literature in this study showed that compensation and workplace behaviour are very significant in employees' job performance and the overall realisation of goals achievement of any organisation. For instance, Pepra, Mensah, and Agyei (2017); Boaten and Yamoah (2015); Muguongo, Mugana, and Murithi (2015); and Heirsamac (2014) agreed that employees compensation plays a vital role in determining job performance and goals achievement of an organisation. Any organisation which is aiming at getting high productivity of employees and actualising its stated goals effectively must pay adequate attention to employees compensation in term of regular salary, regular promotion as and when due, training opportunities and health

services delivery and the likes to its employees. None among the scholars whose literature were reviewed disagreed that when adequate compensation packages are not put in place employees job performance will be negatively affected and decreased the organisation general productivity. The researcher agrees with the views of previous researchers that effective compensation plays a major role in facilitating employees' job performance of any organization. It is evident from the above that for state ministries of education in north-central to get maximum productivity of its employees and achieve the general goals of education, the government should prioritise on salary payment, promotion, health services, and training opportunity.

The opinions of Koh, Hian and Alfred (2004); Kreitner and Kinicki (2006); Honiagh and Oort (2009); Sapna (2012) and Carper (2014) on workplace behaviour revealed that organisational behaviour is the fundamental determinant of quality service, productivity, and organisation goals attainment. Successful organisations often invest resources in the code of conduct that assists stakeholders, and there is a reason to believe that the resulting job performance stems from a work environment that encourages ethical conduct. The researcher equally agrees with these scholars that employees are more engaged, develop higher quality output, innovative and are more creative when they perceive their workplace to be an excellent

corporate organisation. None of the literature reviewed in this study maintained that organisation behaviour ( workplace behaviour) is not crucial in the sustainability of high job performance of any organisation. Base on this, it could be asserted that for the state ministries of education in north-central to actualised high job performance of their workers, code of conduct (workplace behaviour) must be fully implemented. A thorough appraisal of the reviewed literature in this study shows that no studies have earlier focused on compensation and workplace behaviour as determinant factors for job performance. Therefore, this study is considered to be unique.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter focuses on the method used in the conduct of this research work. The presentation is organised under the following subheadings;

- Research Design
- Population, Sample and Sampling Techniques
- Instrumentation
- Procedure for Data Collection
- Ethical Consideration
- Method of Data Analysis.

#### **Research Design**

The research design adopted for this study was descriptive survey. This research design involves collection of a set of data from different groups to determine the subsequent influences among them. Thus, the design was considered appropriate for this study because it allowed the researcher to systematically gather respondents' opinions on the relationship among

compensation, workplace behaviour and job performance in ministries of education in north-central states, Nigeria.

### **Population, Sampling and Sampling Techniques**

The population of the study comprised all the 1461 staff, 30 Directors, 364 Deputy Directors of departments/units and six Permanent Secretaries from the six states ministries of education, (Kwara, Kogi, Niger, Nasarrawa, Benue, Plateau and Federal Capital Territory, Abuja) that constitute the North-central, 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 states ministries of education, (Kwara, Nasarrawa and Niger) as at August, 2019. Multi-stage sampling technique was used for the study. Random sampling technique was used to select three states out of the six in the north central while all the three ministries of Education in these states were purposively selected to ensure homogeneity.

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 thousand, 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 departments/units, from the selected three states ministries of education (Kwara, Nasarawa and Niger) as respondents for the study. See appendix.

### **Instrumentation**

The instrument for gathering data for this study was questionnaires, designed by the researcher and entitled “Compensation Questionnaire” (CQ), was used to collect information from the staff in the state ministry of education on the level of compensation packages provided for them. “Workplace Behaviour Questionnaire” (WBQ), was used to elicit relevant information from the principal officers (Permanent Secretaries, Directors and Deputy Directors of departments/units) state ministries of education on the level of staff workplace behaviour. And “Personnel Job Performance Questionnaire” (PJPQ) was used to collect vital information about the productivity of the staff in the three state ministries of education sampled (Kwara, Nasarawa and Niger). The three questionnaires consisted of two sections each: Sections ‘A and B’. Section A consisted of demographic data of the respondents, while section B comprised statements where respondents showed the extent of their



agreement and disagreement with the supplied statements. The structured statement on (CQ) consisting 20 items attracted the response of options: YES/NO. Statement on (WPQ) consisting 15 items attracted response using a likert scale of Strongly Agree (SA) 1, Agree (A) 2, Disagree (D) 3 and Strongly Disagree (SD) 4. While statement on PJPQ consisting 15 items had options; Always (A), Often (OF), Occasionally (OC) and Never (N). Respondents were asked to put a tick ( $\surd$ ) against each of the items to make their choice.

Validity is the extent to which an instrument measures what it purports to measure. The questionnaire designed by the researcher was validated by the project supervisor and other experts in the Department of Educational Management and Faculty of Education, University of Ilorin, in order to ensure that both the face and content validity of the instrument measure what they are supposed to measure. Reliability is the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials. To ensure the reliability of the instruments 40 copies of questionnaires were administered outside the sample of the study, 30 staff and ten directors and deputy directors were used. Their responses were analysed using Cronbach Alpha method of reliability at 0.05 level of significance and reliability coefficient of 0.67, 0.75 and 0.86 were obtained for compensation (C),

workplace behaviour (WB), and personnel job performance (PJP) respectively. This affirmed that the instruments are reliable to be used for the study.

### **Procedure for Data Collection**

The researcher obtained letter of introduction from the department of Educational Management that was presented to the authorities of the selected states ministries of education, four trained research assistants were used to compliment the researcher's efforts in the administration and collection of research instrument from the respondents.

### **Ethical Consideration**

The researcher followed the approved departmental formant in conducting the research, while the respondents were adequately sensitized on the purpose of the research. The research assistants engaged were trained to enable them understand and adhere to the ethical procedures that guide the administration of the research instruments for data collection. The instruments were presented to the experts in the field of Educational Management for validation and were also pilot-tested to ensure that they are valid and reliable. All literature reviewed in the study were properly acknowledged, the research report was subjected to plagiarism test to ensure originality of the report.

## **Method of Data Analysis**

Data gathered for the study were analyzed using Statistical Package for Social Science (SPSS). Descriptive Statistical technique of percentage, mean and standard deviation were used to answer the research questions raised, multiple regression was used to test the main hypothesis, while Pearson Product- Moment Correlation statistics was used to test the seven operational hypotheses formulated at 0.05 level of significance.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of data analysis and discussion of the findings derived from the study carried out on compensation, workplace behavior and personnel job performance in the ministries of education in North-central States, Nigeria. Out of 1062 copies of distributed questionnaires, only 1006 were returned for analysis.

#### Descriptive Analysis

**Research Question 1:** *What is the level of compensation provided to the personnel in the ministries of education in North-central States, Nigeria?*

Descriptive statistics of Mean and Standard Deviation were used to answer the research questions 1-3.

**Table 1**

*Mean and Standard Deviation of the Level of Compensation Provided to the Staff in North-central States, Nigeria*

S/N	Variables	N	$\bar{X}$	SD	Decision
1.	Salary	503	2.51	0.64	Low
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
	<b>Grand Mean</b>		<b>1.81</b>	<b>Low</b>	

Key	
$\bar{X}$	
1.00-2.54	Low
2.55-3.54	Average
3.55-4.54	High
4.55-5.00	Very 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 were found to be low. 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 States, Nigeria was low.

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

**Table 2**

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

S/N	Variables	N	$\bar{X}$	SD	Decision
1.	Punctuality	503	2.25	0.63	Low
2.	Teamwork	503	2.09	0.52	Low
3.	Discipline	503	2.41	0.58	Low
	<b>Grand mean</b>		<b>2.25</b>		<b>Low</b>

Key

$\bar{X}$	
1.00-2.54	Low
2.55-3.54	Average
3.55-4.54	High
4.55-5.00	Very High

Table 2 shows the mean and standard deviation of the level of workplace behavior 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 as such is considered low. Therefore, the grand mean of 2.25 shows that the level of workplace behavior in the ministries of education, North-central States, Nigeria was low.

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

**Table 3**

*Mean and Standard Deviation of the Level of personnel job performance in the ministries of education in North-central States, Nigeria*

S/N	Variables	N	$\bar{X}$	SD	Decision
2.	Dedication	503	1.93	0.53	Low
3.	Creativity	503	1.99	0.47	Low
4.	Quality of work output	503	1.83	0.58	Low
	<b>Grand mean</b>		<b>1.92</b>		<b>Low</b>

Key

$\bar{X}$	
1.00-2.54	Low
2.55-3.54	Average
3.55-4.54	High
4.55-5.00	Very 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, teamwork and quality of work output had mean scores of 1.93, 1.99 and 1.83 respectively 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.

### Hypothesis Testing

**Ho:** *There is no significant relationship among compensation, workplace behaviour and personnel job performance in state ministries of education in North-central States, Nigeria*

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

**Table 4**

*Multiple Regression Analysis of Compensation, Workplace Behaviour and Personnel Job Performance in State Ministries of Education in North-central States, Nigeria*

Variables	B	Std. Error	Beta	t-values	Sig
Constant	35.64	4.17		12.35	0.00
Compensation	0.26	0.07	0.12	4.73	0.06
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 States, 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 behavior were found to be 0.07 and 0.06 respectively. This signifies that 0.26 unit of compensation and -0.07 decrease of workplace behavior would be responsible for every increase in the personnel job performance in the ministries of education in North-central States, Nigeria.

**Table 5**

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

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

Table 5 shows how compensation and workplace behavior predicted personnel job performance in the ministries of education in North-central States,



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 behavior.

**Table 6**

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

<b>Model</b>	<b>Sum of Square</b>	<b>Mean square</b>	<b>Calculated f-value</b>	<b>p-value</b>	<b>Decision</b>
Regression	4.59	0.296			
Residual	213.079		0.379	0.00	<b>Ho Rejected</b>
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) is rejected. This implies that there was a significant relationship among compensation, workplace behavior and personnel job performance in the ministries of education in North-central States, Nigeria.

**Ho<sub>1</sub>:** *There is no significant relationship between salary and personnel job performance in the state ministries of education in North-central States, Nigeria*

Inferential statistic of Pearson product-moment correlation statistic was used to test the operational hypotheses 1-7.

**Table 7**

*Salary and Personnel Job Performance in the State Ministries of Education in North-central States, Nigeria*

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Salary	503	2.51	0.064	0.575	0.024	<b>Ho<sub>1</sub> Rejected</b>
Personnel Job Performance	503	1.92	0.53			

p-value < .05

Table 7 shows the calculated r-value (0.575) while the p-value (0.024) is less than the significance level (0.05). Therefore, the null hypothesis (Ho<sub>1</sub>) is rejected. This means that there was a significant relationship between salary and personnel job performance in the ministries of education in North-central States, Nigeria.

**Ho<sub>2</sub>:** *There is no significant relationship between promotion and personnel job performance in the ministries of education in North-central States, Nigeria*

**Table 8**

***Promotion and Personnel Job Performance in the Ministries of Education in North-central States, Nigeria***

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Promotion	503	1.42	0.28	0.479	0.029	<b>Ho<sub>2</sub> Rejected</b>
Personnel Job Performance	503	1.92	0.53			

p-value<0.05

Table 8 shows the calculated r-value (0.479) while the p-value (0.029) is less than the significance level (0.05). Therefore, the null hypothesis (Ho<sub>2</sub>) is rejected. This indicates that there was a significant relationship between promotion and personnel job performance in the state ministries of education in North-central States, Nigeria.

**Ho<sub>3</sub>:** *There is no significant relationship between health services and personnel job performance in the ministries of education in North-central States, Nigeria*

**Table 9**

***Health Services and Personnel Job Performance in the Ministries of Education in North-central States, Nigeria***

<b>Variable</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Cal. r-value</b>	<b>p-value</b>	<b>Decision</b>
Health Services	503	1.72	0.42	0.435	0.001	<b>Ho<sub>3</sub> Rejected</b>
Personnel Job Performance	503	1.92	0.53			

p-value<.05

Table 9 shows the calculated r-value (0.435) while the p-value (0.001) is less than the significance level (0.05). Therefore, the null hypothesis (Ho<sub>3</sub>) is rejected. This signifies that there was a significant relationship between health services and personnel job performance in the ministries of education in North-central States, Nigeria.

**Ho<sub>4</sub>:** *There is no significant relationship between training opportunities and personnel job performance in the ministries of education in North-central States, Nigeria*

**Table 10**

***Training Opportunities and Personnel Job Performance in the Ministries of Education in North-central States, Nigeria***

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Training Opportunities	503	1.60	0.35	0.427	0.004	<b>Ho<sub>4</sub> Rejected</b>
Personnel Job Performance	503	1.92	0.53			

p-value < 0.05

Table 10 shows the calculated r-value (0.427) while the p-value (0.004) is less than the significance level (0.05). Therefore, the null hypothesis (Ho<sub>4</sub>) is rejected. This depicts that there was a significant relationship between training opportunities and personnel job performance in the ministries of education in North-central States, Nigeria.

**H<sub>05</sub>:** *There is no significant relationship between punctuality and personnel job performance in the ministries of education in North-central States, Nigeria*

**Table 11**

***Punctuality and Personnel Job Performance in the Ministries of Education in North-central States, Nigeria***

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Punctuality	503	2.25	0.63	0.659	0.000	<b>H<sub>05</sub> Rejected</b>
Personnel Job Performance	503	1.92	0.53			

p-value<0.05

Table 11 shows the calculated r-value (0.659) while the p-value (0.000) is less than the significance level (0.05). Therefore, the null hypothesis (H<sub>05</sub>) is rejected. This means that there was a significant relationship between punctuality and personnel job performance in the ministries of education in North-central States, Nigeria.

**Ho<sub>6</sub>:** *There is no significant relationship between teamwork and personnel job performance in the ministries of education in North-central States, Nigeria*

**Table 12**

***Teamwork and Personnel Job Performance in the State Ministries of Education in North-central States, Nigeria***

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Teamwork	503	2.09	0.52	0.596	0.000	<b>Ho<sub>6</sub> Rejected</b>
Personnel Job Performance	503	1.92	0.53			

p-value<0.05

Table 12 shows the calculated r-value (0.596) while the p-value (0.000) is less than the significance level (0.05). Therefore, the null hypothesis (Ho<sub>6</sub>) is rejected. This shows that there was a significant relationship between teamwork and personnel job performance in the ministries of education in North-central States, Nigeria.

**Ho<sub>7</sub>:** *There is no significant relationship between discipline and personnel job performance in the ministries of education in North-central States, Nigeria*

**Table 13**

***Discipline and Personnel Job Performance in the State Ministries of Education in North-central States, Nigeria***

Variable	N	$\bar{X}$	SD	Cal. r-value	p-value	Decision
Discipline	503	2.41	0.58	0.631	0.001	<b>Ho<sub>7</sub> Rejected</b>
Personnel Job Performance	503	1.92	0.53			

p-value<0.05

Table 13 shows the calculated r-value (0.631) while the p-value (0.001) is less than the significance level (0.05). Therefore, the null hypothesis (Ho<sub>7</sub>) is rejected. This depicts that there was a significant relationship between discipline and personnel job performance in the state ministries of education in North-central States, Nigeria.



## **Discussion of Findings**

The findings of the research question one 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 government in the North-central States, 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 government 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 two revealed that the level of workplace behaviour in the ministries of education in North-central States, Nigeria was low. This means that the personnel attitude to the work in the ministries of education in North-central States, 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. This is because 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 behavior 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 three 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 it can be improved. This finding is in line with the finding 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 the employees determines the success of any organisation. When the job performance is effective, the organisation stands at the good position to achieve the stated goals but reverse is the case when the job performance is unappealing.

The findings of the main hypothesis tested revealed that there was a significant relationship among compensation, workplace behavior 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 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 that Islam and Ismail (2008) opined that compensation such as salary, promotion, capacity building and fringe benefits occupy a crucial position in the management of the 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 impacts on their job performance. An organisation which places priority of 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 also 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 the 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 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.

The findings of the hypothesis one tested revealed that there was a significant relationship between salary and personnel job performance in the ministries of education in North-central States, Nigeria. This shows that when salary of personnel in the ministries of education in North-central States, Nigeria is timely and adequately paid, it would give them opportunity to cater for their physiological and other needs and this might consequently trigger effective services delivery. This

finding agrees with the view of Haryati (2012) that, salary contributes significantly in determining the level of job performance of the workers in an organisation. When salary is attractive, adequately and timely paid, employees' morale could be high thereby enhancing their effective job performance. Also, Wasiu and Adebajo (2014) opined that, one of the benefits of timely payment of salaries is that, it helps the organisation to actualise effective job performance of the employees. This is because, timely payment of salaries would enable them to satisfy their physiological needs.

The findings of the hypothesis two tested revealed that there was a significant relationship between promotion and personnel job performance in the ministries of education in North-central States, Nigeria. This means that when personnel in the ministries of education in the North-central States, Nigeria are regularly promoted at the appropriate time with instant implementation of financial implications, it could stimulate them towards effective performance of their official duties. This finding corroborates the view of Naveed, Usman, and Bushra (2011) that, promotion usually leads to upward movement in the salary of a worker thereby enhancing effective job performance. Promotion is also expected to accord workers more sense of recognition in an organization, hence, effective job performance is appreciated. When employees are adequately promoted, they feel motivated to perform their job in a way which could facilitate success of the organisation. In the same vein, Chew

(2004) stated that workers should also be given opportunities to progress in the organisation. When an employee is in a particular level beyond the normal time, he might feel discouraged, poorly committed to the job and this could affect their job performance.

The findings of the hypothesis three tested revealed that there was a significant relationship between training opportunities and personnel job performance in the ministries of education in North-central States, Nigeria. This implies that when personnel in the ministries of education in the North-central States are subject to regular and periodic training opportunities, it is believed that this could give them the chance to acquire more knowledge, skills and techniques which would enhance their effective job performance. This finding agrees with the view of Khan, Khan and Khan (2011) that, from the time immemorial, training has been identified as a crucial factor which helps in enhancing employees' job performance to increase the organisational efficiency and effectiveness. Musset (2010) also believed training opportunities assist in updating, developing and broadening the knowledge, skills and techniques of the employees and this in turn helps in facilitating their effective job performance.

The findings of the hypothesis four tested revealed that there was a significant relationship between health services and personnel job performance in ministries of education in North-central States, Nigeria. When there is adequate provision for the

maintenance of physical and mental balance of the personnel in the ministries of education in the North-central states, Nigeria, they are likely to be happy that their employers value their lives and this could encourage them to be highly dedicated to their job. This finding corroborates the view of Rantanen (2008) that, every organisation should always ensure wellbeing of its employees. No matter how skilled an employee is, the moment he is not physically and mentally okay, his job performance would be hindered. It is one thing to have the required number of employees in an organisation and it is another thing entirely to ensure that their health is well-managed to make them perform their duties effectively. Sadiku (2007) also stated that health services provision is a good initiative which every organisation should prioritize because it goes a long way in contributing to the improvement of the employees' wellbeing thereby enhancing their effective job performance. When employees are not fit physically and mentally, their job performance would not be effective, hence productivity of the organisation continues to reduce.

The findings of the hypothesis five tested revealed that there was a significant relationship between punctuality and personnel job performance in the ministries of education in North-central States, Nigeria. This signifies that, punctuality is a sign of seriousness to the job which one does. When personnel in the ministries of education in the North-central States, Nigeria are always punctual in their respective offices, there is likelihood that their official duties would be done at the right time

and this lead to effective job performance. It could also be stated that, job performance of the personnel who are always punctual at work is likely to be more effective than that of their colleagues who are not punctual. This finding agrees with the view of White and Lawrence (2012) that, punctual employees are valuable assets to any organisation. The job performance of employees who do not respect punctuality could be poor, they tend to constitute mere burdens on the system and might not meaningfully contribute to the productivity of the organisation. Managers need to ensure that their employees reach office on time as a way of enhancing their effective job performance. In addition, Samson (2017) believed that, punctuality to a great extent, could determine the level of effectiveness of the job performance of employees in any organization. Employees who hold punctuality as their watchword resume work and close at the right time are likely to perform their official duties effectively.

The findings of the hypothesis six tested revealed that there was a significant relationship between teamwork and personnel job performance in the ministries of education in North-central States, Nigeria. This signifies that, when personnel in the ministries of education in the North-central States, Nigeria engage in teamwork, there could be cross breeding and sharing of ideas, knowledge, experiences and techniques among them. The knowledge, ideas, experiences and techniques gained by the personnel who participated in the teamwork are likely to enhance their



effective job performance. This finding supports the view of Vašková (2007) that, teamwork assists in improving individual performance of employees. Through teamwork individual employee is likely to be more creative, develop more problem-solving skills and higher degree of adaptability and operational management, hence, effectiveness in job performance. When teamwork is well adopted, the individual performance of each employee might be effective more than when each operates differently without sharing any ideas with one another. Sanyall and Hisam (2018) opined that, teamwork helps in developing the skills and perspectives of the employees through the automatic exchange of positive opinions, feedbacks, experiences and viewpoints between the members of the team, and this process could create a constant development in individual employee's job performance.

The findings of the hypothesis seven tested revealed that there was a significant relationship between discipline and personnel job performance in the ministries of education in North-central States, Nigeria. This implies that, when personnel in the ministries of education in North-central, Nigeria fervently observe all the rules guiding their official duties, their attitudes to the job are likely to conform to the set standards and this could consequently facilitate effective job performance. This finding is in tandem with the view of Samson (2018) that, discipline is an important factor which affects job performance of employees. A disciplined employee would always want to distance himself from any act which

would give him bad records in the organisation and this could consequently enhance his effective job performance. Not only that, Monday (2017) opined that, discipline of the employees is one of the factors which could bring about differences in the level of productivity of the organisations. This is because, disciplined employees are likely to take work serious and perform their job excellently to achieve higher productivity than their counterparts in other organisation who are not disciplined.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter discusses summary of the findings and the conclusion drawn from the findings of this study. It provides the necessary recommendations and suggestions for further studies based on the findings of the study.

#### **Summary of Findings**

The study investigated the relationship among compensation, workplace behaviour and personnel job performance in ministries of education in north-central states, Nigeria. It was a descriptive survey research in which compensation and workplace behaviour served as predictors or independent variables while personnel job performance was the dependent variable. Nine research objectives and three research questions were used to guide the study while one main hypothesis and seven operational hypotheses were formulated and tested at 0.05 level of significance. Related literature was extensively reviewed, this facilitated the development of theoretical and conceptual framework of the study.

Three set of questionnaires were developed by researcher and validated by experts. The questionnaires were Compensation Questionnaire (CQ), Workplace Behaviour Questionnaire (WPBQ) and Personnel Job Performance Questionnaire (PJPQ). The population for this study comprised of six Permanent Secretaries, 30 Directors, 364 Deputy/Assistant Directors and 1461 Staff in Ministries of Education

in North-central States, Nigeria. (Kogi, Kwara, Nasarawa, Niger, Benue, Plateau and Federal Capital Territory, Abuja).

Simple random sampling technique was used to select three states (Kwara, Nasarawa and Niger). A total of 676 of respondents, 531 staff and 145 Directors and deputy Directors were selected using sample random and purposive sampling techniques respectively.

The data collected for this study were analysed through Statistical Package for Social Sciences (SPSS) using descriptive statistics and inferential statistics method. The descriptive statistics of percentages, means and standard deviations were used to answer the research questions, while inferential statistics of multiple regression analysis and Pearson Product Moment Correlation were used to analyse the main and operational hypotheses respectively at 0.05 level of significance.

The summary of the study revealed that in the Ministries of Education, North-central states, Nigeria:

- i. compensation provided to the staff was low in Ministries of Education, North Central States, Nigeria ( $\bar{X} = 1.81$ );
- ii. level of workplace behaviour was low in Ministries of Education, North Central States, Nigeria ( $\bar{X} = 2.25$ );
- iii. level of personnel job performance was low in Ministries of Education, North Central States, Nigeria ( $\bar{X} = 1.92$ );

- iv. there was a significant relationship among compensation, workplace behaviour and personnel job performance in Ministries of Education, North Central States, Nigeria ( $p < 0.05$ );
- v. there was a significant relationship between salary and personnel job performance in Ministries of Education, North Central States, Nigeria ( $r = 0.024$ ,  $p < 0.05$ );
- vi. there was a significant relationship between promotion and personnel job performance in Ministries of Education, North Central States, Nigeria ( $r = 0.029$ ,  $p < 0.05$ );
- vii. there was a significant relationship between health services and personnel job performance in Ministries of Education, North Central States, Nigeria ( $r = 0.001$ ,  $p < 0.05$ );
- viii. there was a significant relationship between training opportunities and personnel job performance in Ministries of Education, North Central States, Nigeria ( $r = 0.004$ ,  $p < 0.05$ );
- ix. there was a significant relationship between punctuality and personnel job performance in Ministries of Education, North Central States, Nigeria ( $r = 0.000$ ,  $p < 0.05$ );

- x. there was a significant relationship between teamwork and personnel job performance in Ministries of Education, North Central States, Nigeria ( $r = 0.000$ ,  $p < 0.05$ ); and
- xi. there was a significant relationship between discipline and personnel job performance in Ministries of Education, North Central States, Nigeria ( $r = 0.001$ ,  $p < 0.05$ ).

### **Conclusion**

A significant relationship existed among compensation, workplace behaviour and personnel job performance in the states 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 ministry of education can be traced to both effective compensation 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.

Based on the findings, the study concluded that, effective compensation and appropriate workplace behaviour play significant role in enhancing personnel job

performance and consequently facilitate actualisation of institutional goals of Ministries of Education in North Central States, Nigeria.

### **Recommendations**

Based on the findings and conclusion, the study recommended that:

- i. state governments need to intensify their efforts by paying more attention to ensure that salary of staff in the ministry of education is attractive and adequately paid to enhance job performance;
- ii. governments should ensure adequate incentives such 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 services should be made available to the state ministry of education through the provision of sickbay or clinic with adequate health facilities and drugs, health insurance scheme should be given to the staff like that of their colleagues benefit in 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 states ministries of education must develop and implement the 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 with adequate information about discipline 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/management positions in terms of their ability to relate appropriately to staff who report to them and their ability to build teamwork among the staff.

### **Suggestion for Further Studies**

Further studies could be conducted in the following areas to bridge the gap left in this study by:



- i. choosing another geopolitical zone as the area to be covered;
- ii. making the study cover the whole country;
- iii. using Federal Ministry of Education to replace state ministry of education which this study examined; and
- iv. marrying another dependent variable with Compensation and Workplace Behaviour instead of Personnel Job Performance that this study used as the dependent variable.

### **Contributions to Knowledge**

The study has examined ways through which state ministry of education staff are compensated to enhance their productivity thereby leading to the effective performance. These include salary, promotion, health services and training opportunities. The study also investigated the impact of workplace behaviour of staff in the states ministries of education.

The study has contributed to knowledge in the sense that it has established the relationship among compensation, workplace behaviour and personnel job performance in Ministries of Education in North Central States, Nigeria. Also, it has revealed the levels of compensation provided to the staff and their workplace behaviour in the states ministries of education investigated.

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**APPENDIX I****UNIVERSITY OF ILORIN  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT  
(Staff Compensation Questionnaire)**

(To be completed by the Staff)

Dear respondent,

This questionnaire is designed to elicit information regarding staff compensation in ministries of education in north-central states, Nigeria. Please, endeavour to give suitable responses to the items of the questionnaire as any information supplied shall be treated with strict confidentiality.

Thanks for your anticipated cooperation.

Yours faithfully,

AYINDE, Yusuf Adisa  
03/250E079

**SECTION A**

**State:** -----

**Department/Unit:** -----

**Rank:** -----

**Gender:** Male ( )      Female: ( )

**Qualification:** B.Ed. /B.Sc. ( ).      M.Ed. /M.Sc. ( ) Ph.D. ( )

**Years of Service in the Ministry:** 1-5 years ( ), 6-10 years ( ), 11-15 years ( ), 16-20 years ( ), 21 years and above ( ).

## SECTION B

This section is aimed at determining the level of compensation provided in your ministry. Please, put a tick (✓) against the suitable options as: YES/NO

S/N	Salary	YES	NO
1	My salary is paid regularly		
2	My salary commensurate with the level of work I perform		
3	My salary is in conformity with the approved salary package		
4	My salary is similar to what other contemporaries earn from other institutions		
5	My salary commensurate with qualification and experience		
6	My salary adequately meets my needs.		
<b>Promotional Opportunities</b>			
7	Promotion is based on my performance		
8	I am promoted as and when due		
9	Promotion is usually followed by salary increment and allowances		
10	Promotion is usually accompanied with additional responsibilities.		
11	Requirements for promotion exercise are stressful		
12	Procedures for promotion are strictly followed		
<b>Training and Development</b>			
13	Staff attend seminars, conferences and workshops regularly		
14.	The Ministry has resource centers that serve as institutional support for professional development		
15	Staff receive sponsorship to attend seminars, conferences and workshops.		
16	Staff are supported for further studies		
17	Regular trainings are organized for acquisition of skills and knowledge.		
<b>Health Services</b>			
18	Health insurance scheme is provided for staff		
19	There is sick bay within the Ministry premises		
20	The sick bay is well equipped		
20	Staff are given sick leave		
21	Advisory health services are provided for staff periodically		

**APPENDIX II**

**UNIVERSITY OF ILORIN**

**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**(Workplace Behaviour Questionnaire)**

(To be completed by the Principal Officers)

Dear respondent,

This questionnaire is designed to elicit information regarding staff workplace behaviour in ministries of education in north-central states, Nigeria. Please, endeavour to give suitable responses to the items of the questionnaire as any information supplied shall be treated with strict confidentiality.

Thanks for your anticipated cooperation.

Yours faithfully,

AYINDE, Yusuf Adisa

03/250E079



Please, put a tick (✓) against the suitable options as :

SA- Strongly Agree

A- Agree

D- Disagree

SD- Strongly Disagree

S/N	Punctuality	SA	A	D	SD
1	There is clear policy on the staff attendance				
2	Staff come to work at the right time				
3	Staff do not sneak out of the office before the closing time				
4	There is sanction on absenteeism				
5	Appropriate sanctions are regularly carried out on deliberate absence.				
<b>Team work</b>					
6	Staff exhibit a high level of interpersonal skills				
7	There is spirit of togetherness				
8	There is a great understanding				
9	Individual difference is always considered				
10	Efforts are always complemented				
<b>Discipline</b>					
11	There is clear code for dressing				
12	Staff always maintain modest dress				
13	There is high rate disobedience to authority				
14	Attendance is highly commendable				
15	Rules and regulation is absolutely maintained				

**APPENDIX III**  
**UNIVERSITY OF ILORIN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**(Personnel Job Performance Questionnaire)**  
(To be completed by the Principal Officers)

Dear respondent,

This questionnaire is designed to elicit information regarding personnel job performance in ministries of education in north-central states, Nigeria. Please, endeavour to give suitable responses to the items of the questionnaire as any information supplied shall be treated with strict confidentiality.

Thanks for your anticipated cooperation.

Yours faithfully,

AYINDE, Yusuf Adisa

03/250E079

Please, put a tick (✓) against the suitable options as:

A- Always

OF- Often

OC- Occasionally

N- Never

<b>S/N</b>	<b>Dedication</b>	<b>A</b>	<b>OF</b>	<b>OC</b>	<b>N</b>
1	Staff loyalty is very high				
2	There is high level commitment towards the goal achievement				
3	Work is consistently carried out without close supervision				
4	There is supportive service among the staff				
5	Staff seek and accept responsibility at all times				
<b>Creativity and Innovation</b>					
6	Staff display great drive competency				
7	Have the ability to anticipate problems and develop solutions in advance				
8	Staff always come up with unique ideas				
9	Staff demonstrate good problem solving skills				
10	Staff possess the ability to set effective goals, plan ahead and establish priorities				
<b>Quality of Work Output</b>					
11	Staff maintain high standard on the job				
12	Staff fulfill assigned assignments				
13	Staff demonstrate mastery/proficiency on the job				
14	Staff make contributions which improve the internal operation of the Ministry				
15	Work effectively with colleagues and staff from other unit/department				

## APPENDIX IV

### Sample Frame of Staff at the States Ministries of Education

**Source:** States Ministries of Education, Planning, Research and Statistics Unit

<b>Colleges of Education</b>	<b>Population of the Staff</b>	<b>Sample (60%)</b>
Kwara State Ministry Education, Ilorin	262	157
Nasarawara State Ministry of Education, Laffia	176	110
Niger State Ministry of Education, Minna	440	264
<b>Total</b>	<b>878</b>	<b>531</b>

(2019).

### Sample Frame of Principal Officials (Directors, Deputy and Assistant Directors)

<b>States</b>	<b>Population of Directors</b>	<b>Sample</b>	<b>Population of Deputy and Assistant Directors</b>	<b>Sample(60%)</b>	<b>Total</b>
Kwara State	5	5	42	25	31
Nasarawa State	5	5	46	27	34
Niger State	5	5	131	78	89
<b>Total</b>	<b>15</b>	<b>15</b>	<b>220</b>	<b>130</b>	<b>145</b>

**Source:** State Ministries of Education, Planning, Research and Statistics Unit

(2019).

## APPENDIX V

### Descriptive Statistics

	N	Mean	Std. Deviation
Salary	503	2.5092	.64006
Promotion	503	1.4154	.27900
Health Services	503	1.7208	.34950
Training Opportunities	503	1.6044	.37879
Punctuality	503	2.2509	.62512
Teamwork	503	2.0945	.51524
Discipline	503	2.4073	.48305
Dedication	503	1.9309	.53805
Creativity	503	1.9891	.57139
Quality of Work output	503	1.8255	.58238
Valid N (list wise)	503		

	N	Mean	Std. Deviation
Corporate workplace behaviour	503	2.25	.64
Personnel job performance	503	1.42	.28
Compensation packages	503	1.81	.42
Valid N (list wise)	503		

### Coefficients

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.642	4.172		12.353	.000
	Compensation packages	.262	.072	.121	4.725	.006
	Corporate workplace behaviour	-.070	.057	-.044	-.5232	.314

a. Dependent Variable: personnel job performance

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.072 <sup>a</sup>	.052	.051	.35504

a. Predictors: (Constant), compensations packages, corporate workplace behaviour

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.59	2	.296	.379	.000 <sup>b</sup>
	Residual	213.079	501	.126		
	Total	217.669	503			

a. Dependent Variable: personnel job performance

b. Predictors: (Constant), compensation packages, corporate workplace behavior

**Correlations**

		Salary	Personnel Job Performance
Salary	Pearson Correlation	1	.024
	Sig. (2-tailed)		.574
	N	503	503
Personnel Job Performance	Pearson Correlation	.024	1
	Sig. (2-tailed)	.574	
	N	503	503

**Correlations**

		Promotion	Personnel Job Performance
Promotion	Pearson Correlation	1	.029
	Sig. (2-tailed)		.479
	N	503	503
Personnel Job Performance	Pearson Correlation	.029	1
	Sig. (2-tailed)	.479	
	N	503	503

**Correlations**

		Health Services	Personnel Job Performance
Health Services	Pearson Correlation	1	.001
	Sig. (2-tailed)		.435
	N	503	503
Personnel Job Performance	Pearson Correlation	.001	1
	Sig. (2-tailed)	.435	
	N	503	503

**Correlations**

		Training Opportunities	Personnel Job Performance
Training Opportunities	Pearson Correlation	1	.004
	Sig. (2-tailed)		.427
	N	503	503
Personnel Job Performance	Pearson Correlation	.004	1
	Sig. (2-tailed)	.427	
	N	503	503

**Correlations**

		Punctuality	Personnel Job Performance
Punctuality	Pearson Correlation	1	.000
	Sig. (2-tailed)		.659
	N	503	503
Personnel Job Performance	Pearson Correlation	.000	1
	Sig. (2-tailed)	.659	
	N	503	503



**Correlations**

		Teamwork	Personnel Job Performance
Teamwork	Pearson Correlation	1	.000
	Sig. (2-tailed)		.596
	N	503	503
Personnel Job Performance	Pearson Correlation	.000	1
	Sig. (2-tailed)	.596	
	N	503	503

**Correlations**

		Discipline	Personnel Job Performance
Discipline	Pearson Correlation	1	.001
	Sig. (2-tailed)		.631
	N	503	503
Personnel Job Performance	Pearson Correlation	.001	1
	Sig. (2-tailed)	.631	
	N	503	503