

Effect of Compensation and Work Environment on Employee Performance Among Public Secondary School Teachers in Kano: The Role of Work Motivation

Umma Lawal Sulaiman

Department of Social Science and Administration
School of Continuing Education, Bayero University, Kano

Mukhtar Shehu Aliyu

Department of Business Administration and Entrepreneurship Studies
Bayero University, Kano

Ahmed Abdu Maiyaki

Department of Business Administration and Entrepreneurship Studies
Bayero University, Kano

Abstract

The study examines the effect of compensation and work environment on employee performance among public secondary school teachers in Kano, Nigeria. The role of work motivation. The population of the study consists of 11834 teachers and a sample size of 372 was drawn from the population. Questionnaire was used as the instrument for data collection. Both descriptive and inferential statistics were used for the analysis. The findings revealed that there is a significant positive relationship between promotion, training and organizational culture on employee performance, reward has no significant positive relationship with employee performance, work motivation was found to mediate the relationship between promotion, training, organizational culture and employee performance. Therefore, the study recommends that employee welfare should be given considerable attention, and teachers should be promoted as at when due. In addition, training should be provided so as to acquire new skills and new strategies which will enhance teachers' performance.

Keywords: Employee performance, reward, promotion training and organisational culture

1.0 Introduction

Employee performance is critical and often associated with the survival of any organization (Baritore, Ikenna & Ibrahim, 2022). In the age of global competition, it is essential to identify and retain the efficient, competent and knowledgeable employees in an organization by developing and maintaining an effective compensation program for getting the best

job performance from the employees (Akter & Moazzam, 2016). Teachers' performance is vital as such poor performance by teachers can seriously compromise teaching quality, learning outcomes, and social development (Bennell & Akyeampong, 2007). Teachers' performance can be measured by the overall performance of the learners, students' outcomes on the average level most

especially in major external and internal examinations (Uguguo & Uboh, 2020). UTME 2024 breakdown reported that only 27 percent of 1.9 million who sat for JAMB scored above 200 marks. The performance of Nigerian secondary schools' external examination showed 98 percent failure rate in 2018 November/ December Senior Secondary Schools Certificate Examination conducted by the National Examination Council (NECO-SSCE); out of the total number of 230,682 candidates who sat for the examination, only 4,223 obtained credits level passed and above in five subjects including English and Mathematics (Bello & Olugbornila, 2018). Kano state recorded 25.03 percent, 25.65 percent, 39.54 percent, 46.11 percent and 54.64 percent in the year 2014, 2015, 2016, 2017 and 2018 respectively, with a mean percentage of 38.19 percent and appears to be 22nd position. It has been recorded that over 90 percent of Kano state students failed qualifying examination in 2021 (Daily Trust, 2021). According to the record by the Kano state zonal office of Teachers Registration Council (TRC), 26,154 teachers, representing 65.3 percent of teachers in primary schools are not qualified to teach, put in arithmetic only 13,899 representing 34.7 percent out of 40,053 are registered and certified by TRC. Available data obtained from the Kano state public secondary schools board shows that out of the 16,482 teachers under the payroll, 10,996 representing 66.7 percent are not qualified to teach. While only 5,486, representing 33.3 percent are qualified to teach. A total of 56,535 teachers who work in both public primary and post primary are not qualified

to teach; out of this figure, 37,150 teachers representing 65.7 percent are not qualified to teach. Additionally, of this figure, 19,385 about 34.3 percent possess the basic requirements for teaching (Salau, 2022). In the contemporary world, institutions of learning now understand the great benefit that can be realized by incorporating rewards, conducive working conditions, motivation, organizational culture, and performance in their educational objectives (Bukhuni, 2022). Viable and quality education is dependent on well qualified, trained, adequately remunerated and motivated teachers. The willingness of a teacher to discharge his/her duties effectively is dependent to a great extent on his/her motivation. Most teachers engage in other financial ventures/activities with the resultant effect ranging from teachers' absenteeism and attrition which has affected teaching and learning drastically (Uzochukwu, Ifeoma & Henry 2023). Teachers are poorly paid and de-motivated. Teachers in public schools have to cope with, poor pay, poor promotional opportunities, and lack of proper training (Olupohunda 2016). In addition, motivating work environments provide conditions that enable teachers to perform effectively, making best use of their knowledge, skills and competences and the available resources to provide high-quality services.

Teachers in Nigeria are becoming increasingly unhappy, frustrated, uninspired and demotivated, indeed teaching profession in Nigeria is neglected, it then seems as a curse to be a teacher since you cannot compete with a colleague in any other sector

on any grounds despite possession of the same educational qualification and years of experience among others. (Uzochukwu, Ifeoma & Henry, 2023). The long-term effects of decreased teachers' effectiveness in the teaching and learning are better imagined than experienced. It is no longer hidden or news that, many people observed low productivity in the output of teachers in the various public secondary schools in Kano state as a result of poor compensation and motivation to the entire workforce (Abdulhakeem, 2020). Also, affected stakeholders at state government level provide limited technical support or supervision; thus, the teaching-line keep losing its best workforce to institutions such as Customs service, banks, oil companies, and other federal government parastatals that offer higher pay and greater prestige (Obike, Ukala & Nwabueze 2019).

It was against the above-stated background that this study is designed to assess the mediating role of work motivation on the relationship between compensation and work environment on employee performance with special attention to public secondary schools' teachers in Kano State, Nigeria. A mediator was incorporated due to consistent relationship from the previous studies finding. Work motivation was suggested to be a mediator by the previous researchers thus; Kumari and Kumar 2023; Ashraf, Ali and Abbasi 2023; Siswato et al 2021.

Hypotheses of the Study

The following hypotheses to be tested are stated in null form:

- H₁:** There is no significant relationship between reward and employee performance in Kano state public secondary schools.
- H₂:** There is no significant relationship between promotion and employee performance in Kano state public secondary schools.
- H₃:** Training does not significantly affect employee performance in Kano state public secondary schools.
- H₄:** Organizational culture does not significantly affect employee performance in Kano state public secondary schools.
- H₅:** There is no significant relationship between work motivation and employee performance in Kano state public secondary schools.
- H₆:** Work motivation does not mediate the relationship between rewards and employee performance in Kano state public secondary schools.
- H₇:** Work motivation does not mediate the relationship between promotion and employee performance in Kano state public secondary schools.
- H₈:** Work motivation does not mediate the relationship between training and employee performance in Kano state public secondary schools.
- H₉:** Work motivation does not mediate the relationship between organizational culture and employee performance in Kano state public secondary schools.

2.1 Literature Review

2.1.1 Rewards and Performance

Kamwenji (2024) conducted a study on reward management practices and employee performance in the State Corporations in Kenya. The study used descriptive and explanatory research designs and targeted 6 respondents from the 123 sampled state corporations totalling to 738. Lavanya, Varalakshmi and Sruthi (2024) conducted a study on Effectiveness of reward system on the employee's performance, the study consists of sample size 200 respondents, selected by using simple random sampling technique. Bolatito and Mohamoud (2024), conducted a study on Reward management and employee performance in Somalia, the study used secondary data and the findings revealed that reward has a positive and significant effect on employee performance.

Ashraf, Ali and Abbasi (2023) conducted a study on Impact of reward on employee performance in the workplace in Pakistan, linear regression was used for the analysis and findings of the study revealed a positive and significant relationship between reward and employee performance. Mdhlalose (2023) conducted a study on A Comprehensive Analysis of the effect of employee rewards on employee performance, Findings revealed positive significant relationship. The study of Kamwenji (2024); Lavanya et al (2024); Ashraf Ali and Abbasi, (2023) were all conducted in Asian countries with only dependent and independent variables while present study is conducted in Nigeria with a mediator inclusive. Present study will provide additional support for the previous studies. The study of Bolatito and

Mohamoud (2024) use secondary data which is not reliable sometimes, while present study uses primary data which is more accurate and reliable.

2.1.2 Promotion and Performance

Nyaga and Omuya (2024) conducted a study on the effect of promotion practices on employee performance in the National bank of Kenya. Descriptive survey design was used with the target population of 215 staff out of which 144 was sampled, questionnaire was used as an instrument for data collection and descriptive and inferential statistics inform of tables and chart were used for the analysis, the study found that promotion has positive and significant influence on employee performance. Gultom, Adnan and Hadiyani (2023) conducted a study on the effect of promotion on performance of personnel in the jurisdiction of the Simalungun police. A total of 200 personnel were used as a sample size. The finding of the study indicates a positive significant effect of promotion and performance. Duru, Eze, Yusuf and Iyaji (2023) study the relationship between promotion and employee performance, the data was derived from a structured questionnaire from 337 employees at the university in Abuja. Madugu and Ogundeji (2023) conducted a study on promotion and job satisfaction on performance the study uses secondary sources of data, content analysis was used for data analysis, findings of the study revealed that effective promotion policy and implementation increase staff morale in discharging their responsibilities which lead to high employee performance The findings indicate that there

is a significant positive relationship between promotion and employee performance. Muhati and Makhamara (2023) studied employee promotion on employee performance at the technical university of Kenya, Nairobi city county. The studies of Nyaga and Omuya (2024); Gultom, Adnan and Hadiyani (2023); Muhati and Makhamara (2023) were all conducted in Asia and other African countries which is quite different from Nigeria, using different sectors and different methodology. The study of Madugu and Ogundeji (2023) used secondary data which is unreliable and sometimes outdated, while present study uses primary data which is collected directly from the source which eliminates the risk of data being misinterpreted, misuse or outdated. Present study is expected to give better result due to the use of primary data and methodology adopted. PLS -SEM was use for the analysis which has the ability to analyse complex causal relationships.

2.1.3 Training and Performance

Sanda, (2024) study effect of training and development on employee performance in some selected SMEs in Maiduguri Metropolis, population of the study comprises of 250 and a sample size of 150 was drawn. Simple regression analysis was used. Finding of the study revealed that there is a significant effect between training and employee performance. The study of Sanda (2024) was done in some selected small-scale enterprises which is quite different from educational sector which the present study was conducted, Nzimakwe and Utete (2024) conducted a study on staff training and employee performance: Perspective of the workplace, the study was

conducted in South African transport sector. The study adopted an exploratory research design using unstructured interview as an instrument for data collection, the key findings revealed that training has a positive influence on employee performance. The study of Nzimakwe and Utete (2024) was conducted in South Africa and in the transport sector, interview was used as an instrument for data collection while present study was conducted in Nigeria educational sector using questionnaire as an instrument for data collection. Arulsamy Singh, Kumar, Panchal, and Bajaj (2023) study Employee training and development enhancing employee performance, finding of the study revealed that training strongly influence performance. Mohd and Bulengela (2023), conducted a study on staff training and employee performance at Dar es salaam. Most of the previous studies were conducted outside Nigeria using different methodologies. Previous studies limit their studies using training and employee performance variables alone, while present study incorporates a mediator which can give the actual relationship.

2.1.4 Organizational Culture and Performance

Katarwa, (2024) studied organizational culture and its impact on employee performance in Uganda police force Kampala district, the study uses descriptive correlative investigation research design. Sample size consists of 252 employees using simple random and purposive sampling technique. Descriptive and correlation were used for the analysis, finding of the study revealed positive and significant relationship

between organisational culture and employee performance. Marwaha, Sharma and Sharma (2024) conducted a study on impact of organizational culture on employee performance in hotel industry, the study used descriptive design, sample of the study is 100 employees and correlation was used for the analysis, result of the study shows that organizational culture has influence employee performance. Artan and Shupta (2024) did a study of impact of organizational culture on employee performance in private sector in Bangladesh. Cross sectional design was used and the findings revealed a positive and significant impact exist between organizational culture and employee performance. Nyior (2024), studied effect of organizational culture on employee performance, mediating role of strategy. The study used cross sectional survey design. 246 employees from public organization were used as a sample size.

Findings shows a positive and significant effect between organisational culture and employee performance. Hamdan, Ardiyani, Maulani and Solihat (2024), conducted a study on influence of organizational culture on employee performance, the study was conducted in Indonesia with 58 participants, correlation was used for the analysis. findings revealed that organizational culture significantly and positively influence employee performance. Previous studies were conducted in Asian countries, using dependent and independent variables while present study incorporate a mediating variable. Present study used PLS - SEM for the analysis while previous studies used correlation. Present study will provide better result because the sample size is larger than the previous studies and the method of analysis is assumed to be better also.

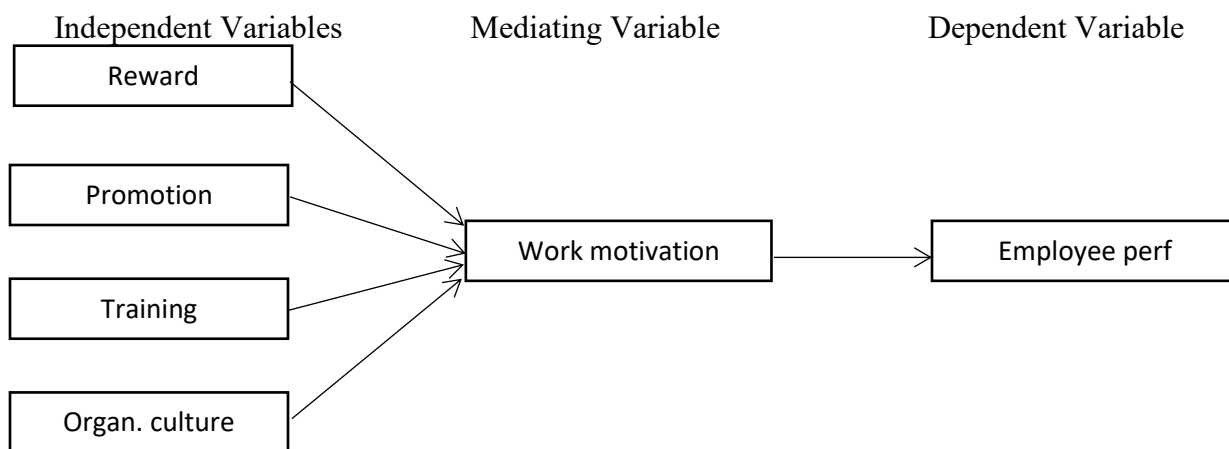


Figure 2.1 Conceptual Framework

2.2 Theoretical Review

Social exchange theory was used as underpinning theory. Social exchange theory (Gouldner, 1960 & Blau, 1964) maintains

that people live as social organisms where everyone depends on one another, it is a situation of mutuality where one provides something to others and expects something

in return from them (Cheung & Law, 2008). According to them, the law of reciprocity maintains that in a social relationship, individuals pay others in kind, returning good with good and bad with bad (Gouldner, 1960; Bateman & Organ, 1983; Karatepe, Ozturk, & Kim, 2018).

In the organizational context, social exchange occurs when an employee offers their service to the organization and in return, they also expect monetary and non-monetary compensation (Virgolino, Coelho, & Ribeiro, 2017). Because of this kind of expectation, when employees receive goodwill from their organization, that is, when their organization meets their needs in good manners, they become more indebted towards the organization by developing a sense of obligation to do good to the organization in return (Swalhi & Zgoulli, 2017). Whereas, if they receive bad treatment from their organization, they may attempt to retaliate and refuse to perform in a better way, it is assumed that when employees get reward, promotion, training from their organisation they will perform better in the workplace.

3.0 Methodology

This research uses quantitative research by developing reliable and valid research instruments. The study used descriptive survey research design. The variables in this study consisted of reward, promotion, training, organizational culture, work motivation and employee performance as measured by a Likert scale instrument 1 - 5. The scale represented a rating from 'strongly disagree' to 'strongly agree'. 520 teachers

were selected from Kano State Senior Secondary School's Management Board which comprises of 372 original sample size of 11,834 using research advisor, (2004) plus 40% of the sample size which is equivalent to 148, which is suggested by Salkind, (2013) to be added to take care of the non-response rate, this gives a total of 520. Cross sectional survey was used. 520 questionnaires were distributed, out of which 365 questionnaires were found to be usable. In the test phase, the measurement of the construct uses the validity and reliability test of the instrument. Both descriptive and inferential statistics were used for the analysis. Preliminary analysis was conducted normality, linearity, multicollinearity, homoskedasticity, missing value were all within the acceptable threshold.

From the missing value analysis conducted out of 11, 270 (245 cases multiplied by 46 items) data points, 21 cases are randomly missed, making a total of 0.18% of the entire data set. Out of which employee performance has 5 missing values, reward has 3 cases, promotion has 3 cases, training has 5 cases, organizational culture has 2 cases and lastly work motivation has 3 cases. Despite the missing data in the study, Tabachnick & Fidell, (2013) opine that missing data of up to 5% or less is not large enough to be a problematic with the result of the data analysis especially if the pattern of the missing data occurs randomly. The assessment of the questionnaire items was carried out by Confirmatory Factor Analysis (CFA) to test the relationship of constructs with indicators based on the theory

developed. Cronbach's Alphas is also used to test construct reliability. CFA test results show that all items in questionnaire were valid because the loading factor of each item > 0. 5. The value of Construct Reliability ≥ 0.7 and Variance Extracted ≥ 0.5 for each construct. CFA test results to

analyze the validity and reliability of the construct; the results concluded that all indicators to measure variables are valid and reliable to analyze research data. Structural Equation Modeling (SEM), using Smart PLS was used to analyze data and answer the study hypotheses.

4.1 Result and Discussions

Table 4.1: Descriptive Statistics for Latent Variables

Latent Construct	No. of Items	N	Mean	Standard
				Deviation
Reward	5	365	2.468	0.70038
Promotion	8	365	3.227	0.62977
Training	7	365	3.239	0.7851
Organizational Culture	9	365	3.589	0.73258
Work Motivation	10	365	3.553	0.6759
Employees Performance	7	365	3.386	0.63084

Source: SPSS Output, 2024

For easier interpretation, the five-point scale used in the present study was classified into three categories, namely, low, moderate and high. Scores of less than 2 (3/3 + lowest value 1 is considered as low; scores of 3 (highest value 4 - 3/3) is considered high, while those between low and high scores are considered moderate (Sassenberg, Matschke, & Scholl, 2011). Table 4.5 above shows that the overall mean for the latent variables ranged between 2.468 to 3.589 and standard deviation 0.70038, 0.62977,

0.7851, 0.73258, 0.6759 and 0.63084 respectively. This suggests that overall respondents tended to have a high score for all the latent variables under consideration (Reward, promotion, training, organizational culture, work motivation and employee's performance). The descriptive statistics further suggest that most of the respondents agreed with the issues raised based on questionnaires and disagreed few issues on reward which returned a mean value of 2.468(2.5).

4.2 Discriminant Validity

Table 4.2 Heterotrait-Monotrait Ratio (HTMT) – Matrix

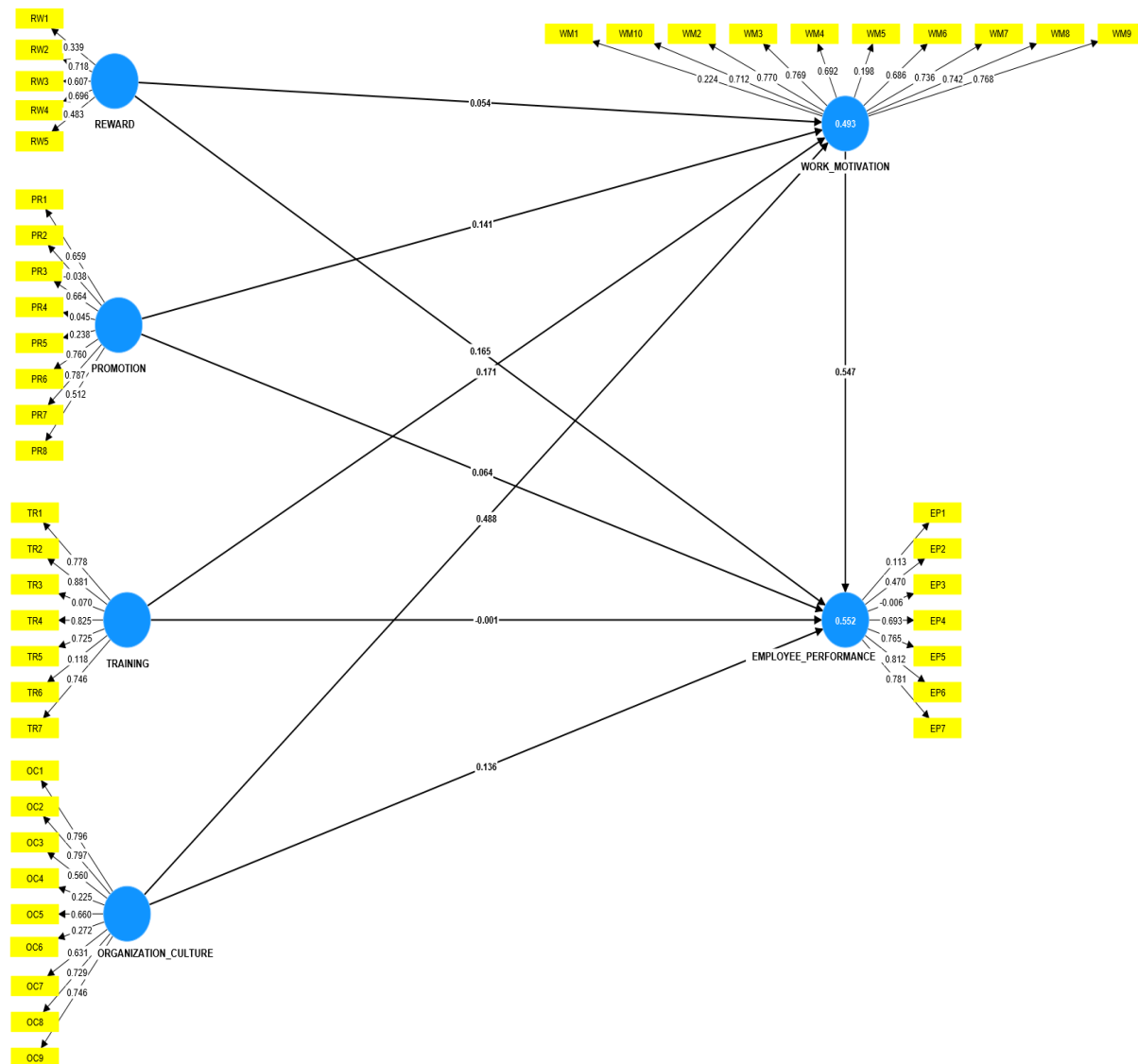
Latent Variables	EP	OC	PR	RW	TR	WM
EP						
OC	0.708					
PR	0.638	0.614				
RW	0.711	0.317	0.625			
TR	0.597	0.652	0.616	0.444		
WM	0.812	0.762	0.613	0.364	0.602	

Source: Smart PLS Output, 2024

The above table values of discriminant validity test show that the root of the Average Variance Extracted in each aspect is higher than the root of the AVE in other aspects. So, the discriminant validity criteria based on Fornell & Larcker (1981) are met. Secondly, for the purpose of this study, the

highest HTMT values is .812 belonging to work motivation which falls below the threshold value suggested by Gold et al. (2001) thus the HTMT inference does not indicate discriminant validity problems in this study.

Fig.4.2 Measurement Model



Initially, some items have to be deleted because they exhibit low factor loadings below the acceptable threshold of 0.5.

4.3 Structural Model and Hypotheses Testing

Table 4.3 TOTAL DIRECT Effect

Hypothesis	Relationship	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Decision
H1	RW -> EP	0.039	0.041	0.029	1.333	0.182	Supported
H2	PR -> EP	0.111	0.111	0.039	2.856	0.004	Not supported
H3	TR -> EP	0.131	0.128	0.049	2.665	0.008	Supported
H4	OC -> EP	0.343	0.346	0.050	6.865	0.000	Not supported
H5	WM -> EP	0.713	0.714	0.036	20.083	0.000	Not supported

Source: Smart PLS Output, 2024

Hypothesis 1 states that there is no significant relationship between reward and employee performance. Going by the analysis, we found that there is no significant relationship between reward and employee performance at ($\beta = 0.039$, $t = 1.333$, $p = 0.182$), thus supporting Hypothesis 1. Thus, H_{01} raised in the study was accepted. The findings provide empirical support for the hypothesis and are thus, contrary to previous studies Kamwenji (2024); Lavanya, Varalakshmi and Sruthi (2024); Bolatito and Mohamoud (2024); (Nwamuo 2019); Moreso, Ashraf, Ali and Abbasi (2023); Onuegbu and Ngige (2018). Based on the theory of social exchange an employee is determined to perform better when he/she receives good reward and other working conditions in return for service rendered.

Hypothesis 2 states that there is no significant relationship between promotion and employee performance. The result of the findings revealed that there is a significant relationship between promotion and employee performance among public secondary school teachers in Kano state ($\beta = 0.111$, $t = 2.856$, $P = 0.004$). The finding revealed that employees who perceive greater chances of promotion demonstrated higher level of performance in their tasks. Therefore, hypothesis 2 was rejected. This is in line with the study of Nyaga and Omuya (2024); Gultom, Adnan and Hadiyani (2023); Madugu and Ogundeji (2023); and many more. Secondary school teachers need to be promoted as at when due, lack of promotion creates tension and feeling of injustice in an organization. The finding of the study revealed a positive and significant relationship between promotion and

employee performance. Therefore, management of secondary schools in Kano State should devise a means of promoting staff immediately when they are due, so as to motivate teachers thereby increasing their performance.

Hypothesis 3 states that there is no significant relationship between training and employee performance. The finding of the study revealed that there is a significant relationship between training and employee performance ($\beta = 0.131$, $t = 2.665$, $P = 0.008$). Therefore, hypothesis 3 was not supported; it was rejected since a significant relationship exists between organizational culture and employee performance. This indicates that training makes teachers to perform better. This is in line with the study of Sanda, (2024); Nzimakwe and Utete (2024); Arulsamy Singh, Kumar, Panchal, and Bajaj (2023); Baritore, Ikenna and Ibrahim, (2022). Training whether on the job or off the job training has a great impact on employee as it enhances the performance of an employee. Management should provide periodic training in terms of seminars and workshops to make teachers up to date for a better performance in the organization.

Research hypothesis 4 states that there is no significant relationship between organisational culture and employee performance, the hypothesis was rejected due to the fact that the findings revealed that there is a significant relationship between organisational culture and employee performance with a strong correlation at ($\beta = 0.343$, $t = 6.865$, $P = 0.000$). This outcome suggests that higher levels of organization culture were associated with increased

employee performance. This is in line with the study of Katarbarwa, (2024); Marwaha, et al (2024); Hamdan, et al, (2024); Kuswati (2020). An organization is a social setting whereby employees interact and benefit from each other. Without a good relationship within the organization, an employee may not find it comfortable to work in that environment. So, it is expected for the Secondary Schools Management Board to provide a good and cordial relationship within the work environment. Principals and other administrators in the schools should create a good atmosphere in the workplace, this will increase teachers' happiness and improve performance as well. Hypothesis 5 stated that there is no significant relationship between work motivation and employee performance. The results of the findings revealed a positive significant relationship as indicated by a strong correlation0. ($\beta = 0.713$, $t = 20.083$, $P = 0.000$), based on threshold value of $t > 1.96$ and $P\text{-value} < 0.05$ the result did not support Hypothesis 5. The findings suggest higher level of work motivation can lead to higher performance. So, the null hypothesis was rejected. The findings suggest higher level of work motivation can lead to higher performance. This is line with the with the study of Ogari (2021); Alantali and Zainol (2023); Suryani, Lubis and Majid, (2020). The management of Kano state Secondary Schools Board should provide necessary motivation to employees which can increase employee morale and willingness to perform better. Failure to do so may lead to poor performance.

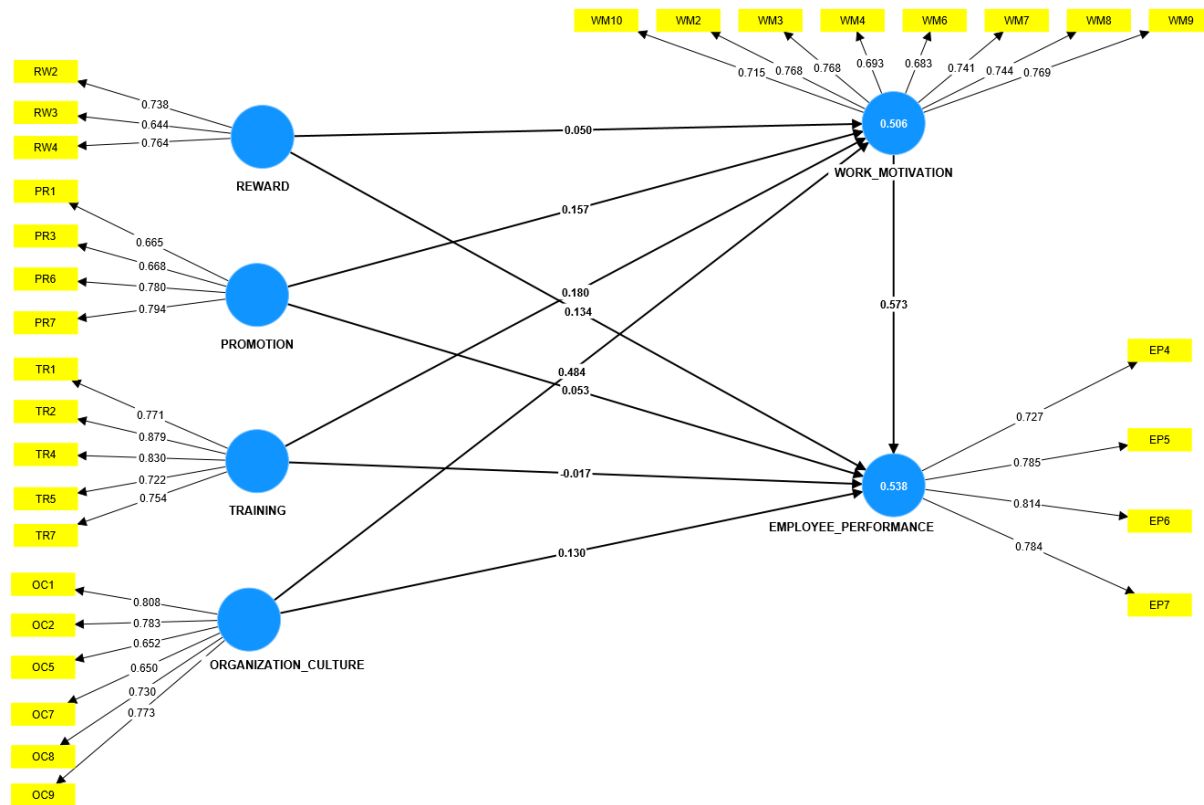


Fig.4.3 Structural Model

Factor loadings represent the strength of the relationship between each item and its underlying construct. In this study, 0.6 is employed as the threshold value for acceptable factor loadings. Looking at the results, most items exhibit strong factor loadings above the threshold, indicating their substantial contribution to their respective constructs. Overall, the majority of items demonstrate robust factor loadings, reinforcing the validity of our measurement model. Threshold: Strong correlations considered are above 0.6 (Hair et al, 2010).

4.4 Assessment of Effect Size (f^2)

Ramayah et 'al., (2018) explained that the difference of the R^2 values for estimating the model with and without the predecessor construct is known as the effect size. Effect size indicates the relative effect of a particular independent latent variable on dependent latent variable (s) by means of changes in the R -squared (Chin, 1998). It is calculated as the increase in R -squared of the latent variable to which the path is connected, relative to the latent variable's proportion of unexplained variance (Chin, 1998). Thus, the effect size is calculated using formula below as recommended by (Ramayah, et 'al., 2018).

$$\text{Effect Size: } f^2 = \frac{R^2 \text{ Included} - R^2 \text{ Excluded}}{1 - R^2 \text{ Included}}$$

Table 4.4 Effect size of the latent variables on the structural model for this study

R Squared Adjusted	Included	Excluded	F squared	Effect size	Remark
Employees Performance:					
Organizational Culture	0.508	0.109	0.122	0.399	Medium
Promotion	0.508	0.199	0.251	0.309	Medium
Reward	0.508	0.177	0.218	0.331	Medium
Training	0.508	0.309	0.451	0.199	Medium
Work Motivation	0.508	0.501	0.477	0.007	Small

Source: Smart PLS Output, 2024

Cohen (1988) describes that f^2 values of 0.35, 0.15 and 0.02 are considered large, medium, medium and small effect sizes respectively. As indicated in table above, the effect sizes for the Organizational culture, promotion, reward, training and work motivation on employee's performance were

0.399, 0.309, 0.331 and 0.007, respectively. Hence, the effects sizes of these four exogenous latent variables on endogenous variable employee's performance can be considered as large, medium, medium and small respectively.

Table 4.5 Specific Mediation effects

Hypothesis	Relationship	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Confidence interval (BC)		Decision
							LL	UL	
H6	RW -> WM -> EP	0.039	0.041	0.029	1.333	0.182	0.019	0.096	Supported
H7	PR -> WM -> EP	0.111	0.111	0.039	2.856	0.004	0.035	0.186	Not supported
H8	TR -> WM -> EP	0.131	0.128	0.049	2.665	0.008	0.038	0.233	Not Supported
H9	OC -> WM -> EP	0.343	0.346	0.050	6.865	0.000	0.244	0.440	Not supported

Source: Smart PLS Output, 2024

Hypothesis 6 states that work motivation does not mediate the relationship between reward and employee performance. The results show that there is no mediating effect. There was no statistically significant relationship between reward and employee performance when considering the mediating effect of work motivation ($B = 0.028$, $t = 1.189$, $p = 0.234$). H_0 : 6 is accepted. This is contrary to the study of Siyum 2020; which revealed positive significant relationship between reward and employee performance.

Hypothesis 7 states that work motivation does not mediate the relationship between promotion and employee performance the result of the study hypothesis indicate partial mediation with a beta value of ($\beta = 0.111$, $T\text{-value} = 2.856$, $P\text{ value} = 0.004$). The indirect effects 95 % boot confidence interval bias corrected (LL = 0.035 and UL = 0.186), which do not straddle a 0 in between indicating there is mediation (Preachers & Hayes, 2008). This suggests that promotion has a positive indirect effect on employee performance through the mediation of work motivation. H_0 : 7 was not supported; it was

therefore rejected. The findings regarding mediating effect represent yet another contribution of this study. A possible explanation of the mediating effect of work motivation could be from the theoretical perspective rather than the prior empirical studies. The present mediation can be supported by social exchange theory (Blau, 1964) in the sense that when employees feel that their organization are treating them fairly regarding their welfare (reward, promotion and other incentives), they develop a sense of obligation to pay back in a number of ways possible to please an organization.

Hypothesis 8 states that work motivation does not mediate the relationship between training and employee performance among staff of the public secondary schools in Kano state, the findings revealed that there was a statistically significant positive relationship between training and employee performance when considering work motivation as a mediator ($B = 0.103$, $t = 2.510$, $p = 0.008$). This indicates that training has a positive indirect effect on employee performance through work motivation. Hypothesis 8 was not supported and therefore it was rejected. The finding of the study deduced that when employees were given training coupled with work motivation, their performance will be improved.

Hypothesis 9 states that work motivation does not mediate the relationship between organizational culture and employee performance and the findings indicate that a significant positive relationship was observed between organization culture and

employee performance, mediated by work motivation at ($\beta = 0.343$, $t = 6.865$, $P = 0.000$, $LL = 0.244$ & $UL = 0.440$). Hence, hypothesis 9 was not supported. it has a full mediation effect. This suggests that organizational culture has a positive indirect effect on employee performance through work motivation. H_0 : 9 Rejected.

5.1 Conclusion and Recommendations

5.1.1 Conclusion

The present study has provided additional evidence to the growing body of knowledge concerning the mediating role of work motivation on the relationship between compensation, work environment and employee performance. Present study addressed the theoretical gap by incorporating work motivation as a significant mediating variable. It also identified and filled the following gaps that hitherto existed in the compensation and work environment literature; (i) impact of reward, promotion, training and organizational culture on performance among employees was explored in non-western and non-Asian contexts (Nigeria). Secondly, the study tests the combine effect of (reward, promotion, training, organizational culture) on employee performance using one sample i.e. employees of public secondary schools in Kano State, Nigeria.

Social exchange theory underpinned the framework, the framework was empirically tested and findings that improved the understanding of the constructs that were used and how they relate with each other were made. Nine hypotheses were developed and empirically tested. Findings of the study documented a positive

significant effect between promotion, training, organizational culture, work motivation and employee performance. Furthermore, the study documented significant mediating effect of work motivation in the relationship between promotion, training and organizational culture on employee performance. It also documented no significant relationship exist between reward and employee performance. Present study has added valuable theoretical contributions, findings contribute to the body of literature in the area of compensation, work environment and employee performance by reaffirming the relationship established between compensation dimension, work environment dimension and employee performance by the previous studies in an entirely new context, using larger sample than most of the previous studies. Equally important, the study contributes to the literature by reaffirming and validating social exchange theory, (Gouldner, 1960 and Blau, 1964). Practically, it contributes to the growing body of knowledge in the field of industrial and organizational psychology, particularly human resources management, findings revealed that promotion, training and organizational culture significantly affect employee performance which serves as a valuable hint to the management that employee welfare result in better employee performance which is the most important employee behaviour as far as the organizations are concerned. Teachers' welfare, especially reward and promotion, result in better employee performance. Therefore, the management can give priority to reward and promotion through their

human resource policies and practices. Government and other stakeholders should make sure that all policies and procedures are followed to improve teachers' welfare. This will enhance employee performance and consequently achieve organizational objectives. The findings also revealed the importance of work motivation as a significant positive psychological state of mind of the employees, towards the organization. It makes them emotionally attached to the organization and makes them see the organization as part and parcel of their lives and therefore do everything necessary to protect the interest of the organization. Therefore, the findings serve as a clue to the managers and directors on how to achieve the best out of their employees through the development of work motivation among their employees. This will serve as an essential way for improving the employee performance by the managers and directors.

5.1.2 Limitation and Recommendations

Firstly, cross sectional survey was adopted for the study which allows the researcher to collect data one at a time. Future researchers should consider longitudinal study to examine the mediating role of work motivation on the relationship between compensation and work environment on employee performance. Secondly, the study is conducted on public secondary school teachers only in Kano state, Nigeria. Future studies may consider wider coverage area by conducting similar studies in other states in Nigeria or in some geopolitical zones in Nigeria in order to come up with a more powerful result that can be generalized to a wider geographic location. Similarly, other

administrative staff in secondary schools' management board may share similar job condition and experiences that should also be part of the study but were exempted. Additionally, future studies should incorporate private secondary schools as they share common features. Finally, the study examines the mediating role of work motivation on the relationship between compensation and work environment on employee performance. It is therefore recommended that future studies should go extra mile to study the same relationship with other variables as mediators.

References

- Abdulkhakim, A. M. (2020). Influence of motivation on teachers' job performance in public post basic schools in Dala zonal Education Directorate, Kano state. Dissertation submitted to the department of Education in partial fulfilment of the requirement for the award of master's degree in educational Admin and Planning. Bayero University Kano.
- Arinanye, R.T. (2015). Organizational factors affecting employee performance at the college of computing and information sciences, Makerere University, Kampala – Uganda. A Dissertation submitted to the school of Business and Management in partial fulfilment of the requirements for the award of an executive Master's Degree in Business Administration (Human Resource Management and Development Option) of Uganda Technology and Management University.
- Artan, S.M. & Shuta, S. (2024). Impact of organizational culture on employee performance. A study on private sectors in Bangladesh. *Global Scientific Journal*, 12(3),2092-2122.
- Ashraf, Ali, & Abbasi (2023). Impact of Reward on Employee Performance in the Workplace. *International Review of Management and Business Research*.12(1).53-61.
- Baritore, O. G.,Ikenna, O.C. &Ibrahim, O. (2022). Effect of training on employee performance in selected small hotels in north central states, Nigeria. *African Journal of Business and Economic Development*. 2(1) 91-103.
- Bennell, P., & Akyeampong, K. (2007). Teacher motivation in Sub-Saharan Africa and South Asia. Department for International Development (DFID): Educational Papers.
- Blau, P.M. (1961). Justice in social exchange. *sociological inquiry*,261,193-206
- Bolatito, A. S. & Mohamoud, Y.A. (2023). Reward Management and Employee Performance: A Review of Job Satisfaction in Somalia. *Twist Journal*,19(1), 128-137.
- Bukhuni, E.C. (2022). Effect of human resource management practices on employee performance in public secondary schools in Kenya. A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy in Human Resource Management of

- the Jomo Kenyatta University of Agriculture and Technology.
- Chin, W. W. (1988). The partial least square approach in structural equation modelling. in G. A Marcoulides (ed), *Modern method of business research* (295-336). Lawrence Erlbaum Associates Publishers.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. 2nd Edition. Routledge
- Duru, Eze, Yusuf, Danjuma & Saleh, (2023). Relationship between promotion and employees' performance: Evidence from the university of Abuja. *Asian Themes in Social Sciences Research*, 7(1), 1-9.
- Gouldner, A.W. (1980). The norm of reciprocity: A preliminary statement. *American sociological Review*, 25(4), 161-178.
- Gultom, S., Adnan, A. A. & Hadiyani, S. (2023). Effect of promotion on performance on personnel in the Jurisdiction of the Simalungun Police. *Journal of Research in Business and Management*. 11 (6), 72-74.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis* (7th ed.). Pearson.
- Hamdani, N.A., Ardiyani, N., Maulani, G.A. & Solihat, A. (2024). Influence of organizational culture on employee performance at PT. Hoga mutual garment.
- Kamwenji, R. M. (2024). *Reward Management Practices and Employee Performance in The State Corporations in Kenya*. A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy in Human Resource Management of the Jomo Kenyatta University of Agriculture and Technology.
- Katabarwa, M. M. (2024). *Organizational culture and its impact on employee performance in Uganda police force Kampala district, Uganda*. *Metropolitan Journal of Economics*, 3(2), 506-518.
- Bukhuni, E.C. (2022). *Effect of human resource management practices on employee performance in public secondary schools in Kenya*. A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy in Human Resource Management of the Jomo Kenyatta University of Agriculture and Technology.
- Kumari, J. & Kumar, J. (2023). Influence of motivation on teachers' job performance in private secondary schools in Pakistan. *Humanities And Social Sciences Communications* 10(158). pp 1-11. | <https://doi.org/10.1057/s41599-023-01662-6>.
- Lavanya, P., Varalakshmi, T. & Sruthi, G. (2024). Effectiveness of reward system on employee performance. *International Research Journal on Advanced Engineering and Management*. 2(2). 1666-1669. Doi:10.47392/IRJAEM.2024.0237
- Marwaha, P., Sharma, S. & Sharma, G. (2024). *Impact of organizational culture on employee performance*

- and job satisfaction in Hotel Industry. *Pusa Journal of hospitality and Applied Sciences*, 10(1).
- Mdhlalose, D. (2023). A Comprehensive Analysis of the Effect of Employee Rewards on Employee Performance. *Jurnal Manajemen Strategi dan Simulasi Bisnis (JMASSBI)* 4(2),11-34.
- Muhati, M. & Makhamara, F. (2023). Employee promotion on employee performance at the Technical University of Kenya, Nairobi City County, Kenya. *A strategic Business and Change Management*,10(1), 413-426.
- Ramayah, T., Cheah, J. Chuah, F.& Memon, M. A. (2018). Partial least squares. Structural equation modelling (PLS-SEM) using smart pls 3: An updated of practical guide to statistical analysis.
- Salau, G. (25th December,2022). Rewarding Teachers as a key to Educational Growth. *The Guardian*.
- Salkind, N.J. (2012). Exploring Researches (8th ed). One Lake Street Upper Saddle River, New Jersey: Pearson Education. Inc.
- Sanda, U. (2024). Effect of training and development on employee performance in some selected SMEs in Maiduguri Metropolis. *International Journal of Sustainable Development*. 14(1).24-30.
- Shuaibu, Z. Y. (Friday 25th June, 2021). Over 90% of students in Kano state fails qualifying examination. *Daily Trust*.<https://dailytrust.com>>kano educ.
- Nyaga, A.W. & Omuya, J. (2024). Effect of promotion practice on employee performance in the National Bank of Kenya. *International Journal of Business, Economics and National Development* 5(2), 1-11.
- Nzimakwe, T.I. & Utete, R. (2024). Staff training and employee performance: Perspective of workplace. Transport sector in south Africa. *International Journal of Business Ecosystem and Strategy* 6(1).80-86.
- Oguguo, O. U. & Uche Victor Uboh, U. V. (2020). State Based Analysis of candidates WASSCE participation and achievement of five credits passes and above including mathematics and English language in Nigeria. *International Journal of Advanced Academic Research (Sciences, Technology and Engineering)* 6(6). 42-53.
- Olupohunda, B. (2016). *Who wants to be a teacher*. Punch Newspaper, 11th October,2016.
- Research Advisor, (2006). Sample Size Determination
- Uzochukwu, O. N., Ifeoma, O. O.& Uchechukwu, O. H. (2023). Impact of unhealthy parenting on schooling of secondary school students in Anambra state Nigeria: Gender as a mediating variable. *International Journal of Innovative Social and Science Educational Research*, 11 (1), 109-117.
- Virgolino A. I. Coelho A.& Ribeiro, N. (2017). Effect of perceived organizational justice and organizational support on employee