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EFFECT OF FINANCIAL COMPENSATION PRACTICES ON EMPLOYEE PERFORMANCE: A CASE STUDY OF NIGERIAN PUBLIC UNIVERSITY

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Abstract

Over the years, several research have been presented on the relationship between employee performance and compensation practice. However, most of these studies have been conducted abroad and used non-academic staff as their primary emphasis. The purpose of this study is to ascertain the effect of financial compensation practices on employee performance of Nigerian public university lecturers in Adamawa State University, Mubi. In particular, the study determined the importance of the relationship between financial compensation practices and professional growth and the work output of academic staff members at the Adamawa State University, Mubi, Nigeria. Research questions and hypotheses were developed based on the research objectives. From the population of 262 Academic Staff in Adamawa State University, a sample size of 50 Academic Staff was used. Data were collected through questionnaires issued to academic staff and evaluated using a five-point Likert scale. Regression analysis and Pearson coefficient correlation were used to test the formulated hypotheses using SPSS version 1.0.0.1406. The results showed that financial compensation practices and professional growth have significant effect on employee performance of academic staff at Adamawa State University, Mubi, Nigeria. Therefore, this research recommends that academic staff be given relevant compensation that would enhance their jobs and provide them with more powers to carry out their duties. As a result, the academic staff will feel more in control and accountable for their own work as well as the work of others, which will increase the overall job satisfaction in the University.

Keywords: Financial Compensation Practices, Employee Performance, Professional Growth, Academic Staff.

Introduction

Globally, any organization's human resources are strategic and essential to attaining its objectives. The necessity of human resources in any organization has made work satisfaction a hot topic in discussions of topics that influence management and employee behavior. The degree of need fulfillment that results from an employee's evaluation of the intrinsic

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and extrinsic aspects of his or her employment is known as job satisfaction. Salary, working conditions, policy, responsibility, and professional growth are only a few of the intrinsic and extrinsic factors that contribute to job satisfaction (Herzberg, 1959). Effective implementation of these needs is also referred to as financial compensation practices.

Academic personnel must consider financial compensation practices as one of the measures of professional happiness. This is due to the fact that assigning responsibility to others is a strong source of empowerment. Employee empowerment, according to Ameer, Bhatti, and Baig (2014), is based on the idea of providing employees with the skills, tools, authority, opportunities, and motivation they need will improve their job satisfaction and performance. This is consistent with Elnaga and Imran's (2014) warning that empowerment of employees through financial compensation practices and control over decision-making with regard to their work will boost their self-assurance and independence, which will raise job satisfaction and productivity. The joy an employee gets from being in charge of his or her own work and the work of others is what is meant by financial compensation practices.

As a result, giving academic staff genuine compensation, work control, and decision-making authority is anticipated to be a significant enabler of employee job satisfaction and invariably may improve their performance. Another significant factor in job satisfaction that is related to academic staff performance is professional growth. This is so because having more responsibility, power, and autonomy over one's own judgments is a necessary condition for professional growth. Professional growth is referred to as genuine improvement in employment status and career trajectory According to Malik, Danish, and Munir (2012), an employee's advancement up the organizational hierarchy often results in increased responsibility, rank, and compensation, which together encourage employees and promote job satisfaction. Professional growth, however, is anticipated to psychologically empower academic employees in a way that will foster academic job satisfaction, spur commitment, and improve overall performance of academic staff in their primary substantive activities. Employee performance is significantly influenced by job happiness, which always leads to institutional success. This is due to the fact that employee happiness and attitude toward their work are reflected in job satisfaction. In the context of this study, "employee" refers to academic staff members at public universities who play a key role in achieving the institutional goals of teaching, research, and community service.

Academic staff welfare and concern in Nigerian tertiary institutions, notably the public universities, appears to have been neglected and treated with disdain by the government at all levels in Nigeria, despite the critical role of academic staff in human capital development and nation building. The federal government and academic employees are at odds with each other due to the Nigerian government's careless attitude regarding their welfare and concerns. This academic staff unhappiness is seen in the ongoing industrial walkout by the consortium of academic staff union of universities. Famurewa (2014) states that the academic staff at public universities went on strike in 1999 for one month, in 2001 for three months, in 2002 for two weeks, in 2006 for one week, in 2007 for three months, in 2008 for one week, in 2009 for four months, in 2010 for five months and one week, in 2011, for five months and twenty days, and in 2013 for five months and one week. After a two-week warning strike on March 9, 2020, the Academic Staff Union of Universities called an indefinite, total, and comprehensive industrial strike action on March 23, 2020.

Dissatisfaction among academic staff as a result of these unfavorable difficulties inherent in public universities has led to ongoing industrial strikes that adversely impair academic staff performance

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in their primary substantive tasks of teaching and research. Famurewa (2014), for instance, noted that the academic staff union of universities went on strike in 1999 and it lasted for one month, three months in 2001, two weeks in 2002, one week in 2006, three months in 2007, one week in 2008, four months in 2009, five months and one week in 2010, three months in 2011, and five months and twenty days in 2013, among other times. Due to the federal government's non-compliance with a provision of the 2009 agreement with the academic staff union of universities, public universities in Nigeria under ASUU went on a two-week warning strike on March 9 of this year. The academic staff union of universities then met again on March 23, 2020, and declared a complete, all-encompassing, and indefinite strike. The performance of academic staff members and the overall effectiveness of public universities are both impacted by these ongoing industrial actions, which are caused by academic staff dissatisfaction. The lack of government support for the education sector in general and academic staff in particular is made worse by the federal government's low budgetary allocation to the sector. For instance, the Federal Government's budgetary contribution to the education sector was 7.25 percent in 2009, 6.1 percent in 2011, 8.5 percent in 2013, 9.94 percent in 2014, 7.7 percent in 2015, 6.1 percent in 2016, 7.3 percent in 2017, 7.0 percent in 2018, and 6.7 percent in 2020 (Budget Office of the Federation, 2020). The United Nations Educational, Scientific, and Cultural Organizations (UNESCO) recommend a minimum baseline of 26% of budgetary allocation for the education sector, although these numbers fall significantly short of that benchmark. For the academic staff to execute their jobs effectively, there is still a critical need for proper finance, the regeneration of public universities, and welfare packages that reflect the contribution of the academic staff in tertiary institutions. The researcher is particularly concerned about the ongoing strikes by academic employees at public universities, which may not be unrelated to their dissatisfaction with their jobs given this and the larger significance of public universities and academic personnel to the national economy. The academic staff's general job performance may be affected by their displeasure with the problems surrounding their position. In light of this, the purpose of this study is to investigate the effect of financial compensation practices and job performance in Adamawa State University, Mubi, Nigeria. Examining the effect of financial compensation practices on employee performance is the main objective of this study. The study specifically aim to evaluate effect of reward system on the performance of academic staff members and to assess the impact of professional growth on the academic staff' performance at the Adamawa State University, Mubi.

LITERATURE REVIEW

Theoretical/Conceptual Framework

Job Contentment

The idea of job contentment has a solid psychological foundation and has historically piqued the interest of social scientists interested in issues surrounding labor in an industrial society. Over time, the idea itself has developed into a Nobel Prize-winning field of study in the study of human motivation. The topic of job happiness has been extensively studied, particularly in the fields of management and organizational behavior. However, there are various perspectives on the idea of job satisfaction that are generally described in terms of the characteristics of a certain job and employee wellbeing. When prior studies are taken into account, it is seen that the institutional definition of job satisfaction, which describes employees' work behaviors in an effort to conceptualize job satisfaction, has steadily changed over time. Zhu (2013) claims that the

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advancement and the line from one perspective to many perspectives, as well as the cognitive process from general perception to specific cognition, are all used in the idea of job satisfaction.
According to Herzberg (1959), the extrinsic aspects of a person's job, which he classified as hygiene factors like pay, company policy, promotions, and relationships with coworkers among others, are the main sources of disruption in the external environment, whereas the intrinsic aspects of a person's job, which he classified as motivators like the possibility of professional growth, success, responsibility, and recognition among others, deal with the individual's internal state of mind. Smerek and Peterson (2007) came to the conclusion that the concept of job satisfaction should be seen as a dual concept that affects employees in two different yet equally important ways.
In light of this claim, Zhu (2013) made a distinction between affective and cognitive job satisfaction, noting that while the former focuses on the employee's emotions and feelings regarding their work, the latter is relative and comparative in nature and is anchored on an assessment of the working environment, opportunities, and output. This suggests that whereas affective job happiness is based on feelings and emotions related to an employee's employment, cognitive job satisfaction is free of emotional dependence. According to Kalleberg (1977), an employee's usual attitude toward their job is one of job satisfaction. He said that in order to determine if a work is satisfying or not, an employee must weigh his or her contentment or unhappiness with various aspects of the position.
In agreement with this claim, Kelleberg (2020) came to the conclusion that there is no acceptable conceptualization linking individual variations to the variables that affect achieving job satisfaction in a systematic manner. As a result, the concept of job satisfaction is still controversial and complex. There is agreement among scholars that workers have needs and that satisfied job attitudes are a product of congruence between the requirements of an individual and the employment environment despite disagreements in how job satisfaction is conceptualized (David & Venatus, 2019). The researchers operationalize job satisfaction as the level of need satisfaction resulting from an employee's assessment of the intrinsic and extrinsic aspects of his or her employment based on this underlying tenet.

Performance of Employees

It is common to refer to work performance and employee performance interchangeably. This is so because there are many different types of behavior that determine employee performance (Mawoli & Babandako, 2011), and many different determinants that determine employee performance (Alromaihi, Alshomaly & George, 2017). Employee performance, according to Armstrong and Taylor (2014), is a multi-dimensional notion with two aspects: the behavioural, which includes the process component, and the outcome, which includes the result element. The behavioural aspect, as defined by Sonnetag, Volmer, and Spychala (2008), is what people do while at work, whereas the outcome aspect relates to the outcomes of the particular behaviors. Similar to this, Robbins and Judge (2013) asserted that task performance, citizenship, and counter-productive performance are the three key categories of behavior that make up employee performance. While "organizational citizenship" or contextual behavior" is defined as actions that contribute to the psychological environment of the organization such as voluntary support for others, support for organizational objectives, and treating coworkers with respect, Robbins and Jude defined "task performance" or the "in-role performance" as involving the discharge of duties and responsibilities that contribute to the production of a good, service, or administrative tasks.

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The third category of employee behavior is known as "counterproductivity," and it refers to bad behaviors like stealing, damaging business property, and acting violently toward coworkers that intentionally harm the corporation (Robbins & Judge, 2013).

Employee performance, according to Anitha (2014), is a notion that represents the employee's financial and non-financial outcome and is essential to the performance and success of the firm. Employee performance was specifically described by Ndulue and Ekechukwu (2016) as a function of each person's aptitude, talent, and effort in a certain circumstance. Employee performance is essentially defined by Armstrong and Taylor (2014) in Alromaihi, Alshomaly, and George (2017) as behavior that achieves results. Similar to this, Llham (2009) distinguished between knowledge possession and job performance by defining knowledge use as the act of performing or doing something well.

This study focuses on task performance, which is concerned with the essential duties that distinguish one employee job from another. Employee performance in this study refers to the task-specific behaviors that academic staff members display as part of their duties.

Employee Performance and Development

The upward progression of an employee's career is a common way to characterize professional growth. Employee performance has been found to be significantly influenced by opportunities for career growth. One key tool in encouraging workers to produce effective and efficient results, foster a happy work atmosphere, and successfully carry out the planned programs is motivation. Professional growth was identified as one of the factors connected to job content that promote job satisfaction in the Herzberg two factor theory. For instance, Azar and Shafighi (2013) looked at how job motivation affected employees' performance and discovered that having opportunities for professional growth and development had a beneficial impact. As opposed to Herzberg, who saw career promotion as an intrinsic component of the work itself and a means of motivating workers to perform better by promoting their personal development. According to the Vroom Expectancy Theory, an employee's perception of a professional growth potential and how it contributes to higher empowerment and advantages pushes them to give their best effort. Therefore, it is anticipated that professional growth opportunities may affect employee performance.

Accountability and Work Results

Responsibility frequently has to do with empowering employees through job expansion and the added authority that comes with it. According to how responsibility is defined in the context of this study, it relates to the satisfaction an employee experiences from having control over his or her own work and the work of others. Responsibility, in the words of Dugguh and Ayaga (2014), "is giving employees additional authority in their activity, giving them enough job freedom and power so that they feel they 'own' the results" (p. 12). As an employee advances in their career, they look for hard and fulfilling tasks that will help them meet their needs and advance personally. As a result, these expectations greatly affect how motivated they are to complete their tasks. This is consistent with the Herzberg two factory hypothesis, which postulates that motivating aspects like responsibility encourage employees' overall job happiness through meeting their demands for professional development. Based on theoretical and empirical evidence, Abdullah and Wan (2013) supported the idea that non-monetary incentives and job satisfaction have a significant and

positive impact on job performance, particularly when a variety of non-monetary incentives are used to motivate employees within an organization.

Based on the principles of Herzberg's two-factor theory, motivational factors like responsibility provide the foundation for employee development, which invariably results in job satisfaction. Employees are encouraged to achieve at their best level, according to Vroom's expectation theory, because of the sense of belonging and personal improvement brought on by meaningful duty. Employee empowerment by meaningful and difficult task and having control over such obligation is thus expected to have an impact on their performance.

Empirical Analysis

This section reviewed related empirical studies that were somehow connected to the current investigation. In order to investigate the effect of financial compensation practices on job satisfaction as well as the impact of job satisfaction on employee engagement and performance in the public sector university of Gujranwala Division, Pakistan, Ali and Farooqi (2014) devised a theoretical framework. By employing proportionate stratified sampling, 237 samples from the total population were taken from strata, of which 42% were taken from the teaching faculty strata and 58% from the non-teaching strata of the institution. Internal consistency for each research concept ranges from 0.784 to 0.884. Utilizing Pearson moment correlation, inferential statistics reveals the relationship between the variables. In order to test the hypotheses, regression analysis was done. The results showed that work overload has a significant negative relationship on job satisfaction, that job satisfaction has a highly significant positive relationship with employee performance, and that job satisfaction also has a highly significant positive relationship with employee engagement. The study found that the organization's success is crucial to provides what is best for employees and is aware of their needs.

Saleem and Imran (2014) organized a study at Pakistan's Peshawar district's public and private universities. The study's goal was to determine how factors that affect job performance, such as income, work, promotion, supervision, atmosphere, and coworkers, affect job satisfaction. 1903 academicians who operate in Pakistan's Peshawar district's public and private universities made up the study's population. The study's sample size of 225 academicians was chosen using a stratified random selection technique. According to regression study, academicians' job performance and job happiness are positively correlated and significantly impacted by each other. Using the mediating influence of work satisfaction, Khan, Yusoff, Hussain, and Ismail (2019) examined the impact of human resource activities such recruiting and selection, training and development, performance appraisal, and remuneration on employee job performance. The study is a survey in which the data was gathered using a questionnaire. The data was cross-sectional and quantitative in nature. To choose 300 academic staff members from six public sector universities in Khyber Pakhtunkhwa, Pakistan, a simple random sampling technique was used. The analysis of moment structure (AMOS-23) and SPSS (version 23) were used to analyze the data. According to structural equation modeling route analysis, if public sector universities have good human resource management procedures, staff members will be satisfied with their jobs, which will improve their performance.

The effect of intrinsic and extrinsic rewards on employee performance was examined by Oravee, Zayum, and Kokona (2018). Both primary and secondary data were employed in the investigation. 79 employees of the agency made up the study's population. This is made up of 51 junior and 28

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senior personnel from the Lafia-based company. The chi-square test was used to test the hypothesis, and the study found that job satisfaction is related to employee performance at NSWB because satisfied employees are more likely to work quickly, accurately, without errors or omissions, be willing to take on more responsibility, and perform at their best. A study was conducted by Udo-Anyanwu and Amadi (2018) to look at the pay structures and job satisfaction of librarians in academic libraries in Imo state, Nigeria. One hundred and one (101) librarians who work in the academic libraries under examination make up the study's population. The extent of employees' satisfaction with reward systems was analyzed using the mean score (hypothesis one), and the association between the independent and dependent variables was found using Pearson Product Moment Correlation (PPMC) at the 0.05 level of significance. The results showed that librarians at particular universities in Imo state were happy with their jobs. Additionally, the PPMC found a link between job satisfaction and both the extrinsic and intrinsic reward systems.

Rozanna, Adam, and Majid (2019) investigated the role of job satisfaction as a mediator in the link between organizational transformation, organizational cultures, and employee performance at the Indonesian Public Works and Spatial Planning Agency (the dependent variable). Employee performance was measured by six indicators, including integrity, cooperation, communication, output orientation, public services, and employee development. Organizational change was measured by four indicators, including strategy and system, technology, physical arrangement, and human resource. Organizational culture was measured by seven indicators, including innovation and creativity. According to the research, work satisfaction greatly mitigated the effects of organizational change and the impact of company culture on worker performance. In 2014, Platis, Reklitis, and Zimeras conducted research on the healthcare system in Greece. There are 246 participants in the trial, mostly nurses. Parameters for job performance and job satisfaction were compared in the analysis. Because the variables utilized in the study had non-normal data distributions, the researchers performed a non-parametric analysis and the spearman's rank coefficient test to assess the degree of connection between the variables. Overall, the research results showed a significant connection between job happiness and worker performance.

Saragih, Sanusi, and Manan (2017) looked into how job satisfaction affected workers' performance in relation to organizational citizenship behavior (OCB) and skills. All of the staff members of the national traffic management center (NTMC) of the national police traffic corps (Korlantas) of the Indonesian national police served as the study's target population. For the data analysis in this study, structural equation modeling was used. First, the findings showed that job satisfaction was significantly and favorably influenced by competence. Likewise, OCB had a favorable and significant impact on job satisfaction. More importantly, the outcome demonstrates that competence significantly improved employee performance. The results of the study also showed that OCB had a good and significant impact on employee performance. Most notably, SEM path analysis revealed that job happiness significantly and favorably impacted worker performance.

Olcer and Florescu (2015) looked at the role that job satisfaction played in mediating the connection between psychological emancipation and job performance. The employees of a sizable private Turkish textile manufacturing company were the study's target group. The study used a straightforward random sample technique to choose 300 employees in total to take part in the survey. In order to analyze the data, SPSS (version 16) was used. To determine the degree of autocorrelation in the variables and the multi-collinearity impact, Pearson product-moment correlation analysis was used to examine the nature of the link between the variables under

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investigation. A hierarchical multiple regression analysis was also undertaken as part of the study to examine any potential mediating effects that overall job satisfaction may have on the link between psychological empowerment and job performance. The results of the correlation showed a strong and positive correlation between overall job satisfaction and job performance.

Talasaz, Saadoldin, and Shakeri (2014) explored the connection between job performance and job satisfaction among midwives working in Mashhad, Iran, healthcare facilities. The study used a two-stage sampling procedure. Five of Mashhad's primary healthcare facilities were chosen using stratified selection in the first stage, while the second round of sampling used the convenience technique to choose the hospitals and other healthcare facilities that fall under the purview of the five primary healthcare facilities in Mashhad. The survey included 90 midwives who satisfied the four inclusion requirements established by the researchers. In order to evaluate the data, descriptive statistics, spearman, and Kruskal-Wallis tests were utilized in SPSS (version 19). The study's results indicated that there was a negligible positive correlation between midwives' job happiness and their level of performance.

As mentioned earlier and evident by the empirical review, most of the previous research on compensation practice were conducted using data from other jurisdictions which brought about the need to evaluate the effect of financial compensation practices on employee performance of Nigerian public university lecturers in Adamawa State University, Mubi.

METHODOLOGY

Research Approach

A research approach/design is a comprehensive strategy that outlines the techniques and steps to be taken to gather and analyze the necessary data (Huntington-Klein, N. 2021 and Hamid, 2020). It offers the fundamental guidelines or foundation for conducting research (Grieshaber, S. 2020). The research design for this study is survey-based approach. Huntington-Klein, N. (2021) claims that this design entails the collection of data through inquiries and interviews with a small number of individuals or things that are thought to be representative of the entire population. This approach was used for this research because it aims to sample respondents' opinions and derive conclusions from them.

Target Population

According to records from Registrar's office and Director Academic Planning (DAP) of Adamawa State University showed that the University has Two Hundred and Sixty-Two (262) Academic Staff. As a result, the population of this study consists of the Two Hundred and Sixty-Two (262) academic staff of the Adamawa State University, Mubi. Table 3.1 provides a summary of this figure based on faculties. The decision to use academic personnel as the study's respondents was made on the grounds that they play a key role in public academic institutions and are better aware about issues that relate to their places of employment.

Table 1: Population Table

S/N	Faculty	Population (Academic Staff Strength)
1	Agriculture	39
2	Art	18
3	Education	20

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4	Law	6 (Under preparation)
5	Science	87
6	Social and Management Sciences	92
TOTAL		262

Sampling and Sample Design

The fundamental steps of conducting business research include sampling design. Therefore, this section present sample size and the sampling method used for this study.
The following sample size was calculated using the Borg and Gall (1973) and Azmi, A., Ahmad, Z., Lum, W. C., Baharin, A., Za'ba, N. I. L., Bhkari, N. M., & Lee, S. H. (2022). formula:
$n = (Za)^2 eN$
where: n = sample size (to be determined), Za = 5% level of significance with a 95% confidence interval of 1.960.
The margin of error e is 0.05, and the significance level is 0.05. Note. 262 academic staff members are the intended population for chosen tertiary institution (Adamawa State University, Mubi). The sample size can be calculated by substituting the population variables from this study's population into the formula above.
n = (1.960)2 0.05 x 262
n = (3.842) (0.05 x 262)
n = 3.842 x 13.1
n = 50.

Data Collection Tools
Job Descriptive Index (JDI), a tool developed by Smith, Kendall, and Hulin in 1969 and revalidated for use in Nigeria by Mogaji (1997), was adopted for data collection in this study. It features 72 elements with three different response possibilities for each. The researcher modified it by deleting some of the components, such as "relationship with coworkers on my present job" and "relationship with my supervisor on my present job," and adding a section on working conditions and institutional policy. Additionally, the researcher switched from a 3 to a 5-point scale for the response alternatives Lee, P., Joo, S., & Jia, Z. (2023).. 48 items altogether, divided into 5 areas (responsibility, professional growth, working conditions, compensation, and institutional policy), make up the JDI after adaption. The researcher also created a job performance questionnaire in addition to the previous tool. It consists of 23 components measuring the work performance of academic staff members. Strongly agree, agree, undecided, disagree, and strongly disagree were the five response alternatives that were developed.

Data Collection Procedure
Questionnaires were distributed to gather valuable insights from respondents. These questionnaires were conveniently created and administered using Google Forms, an online survey tool. Google Forms facilitated the process by allowing us to design structured and user-friendly questionnaires, and respondents were able to complete them electronically, ensuring accuracy and efficient data collection. I appreciate the participation of all those who responded, as their input contributes significantly to the depth and quality of our upcoming report. To prevent the scores of different respondents from being mixed up during the analysis, the two instruments (JDI

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and JP) were pinned together. The questionnaire was structured using five-point Likert scales and was composed of general questions that would only accept the responses strongly agree (SA), agree (A), undecided (U), disagreed (D) and strongly disagree (SD), giving respondents the option of selecting the response they felt best represented their views.

Data Analysis Technique

With the help of SPSS version 20, regression analysis and the Pearson Product Moment Correlation Coefficient were used to evaluate the five hypotheses for significance and the link between the dependent variable and independent factors. when significance is 5% level of significance

Decision Rule:

If the p-value of the test statistic is less than or equal to alpha at 5% significance level, the alternative hypotheses are accepted. If the p-value of the test statistic is higher than alpha at 5% significance level, the alternative hypotheses are rejected.

Model Information:

The Olorunsola (2013) Model (Çop, S., Olorunsola, V. O., & Alola, U. V. 2021) was modified in this study, and it was used in the following way for this study:

$Y = \beta o + \beta 1X1 + \beta 2X2 + \mu$

Where Y is the dependent variable, employee performance and Independent Variable X = Professional Growth
B_o equals a fixed term (intercept).
β1- β2 is Coefficients of job performance are 1–2.
μ the phrase "error" is a stochastic term.
The equation is defined explicitly as: (Employee Performance) + (Job Satisfaction)
Equations below are created by representing the equations with the construct's variables:
EMP(t) = o + 1COP(t) + (t) - - - - Ho1
EMP(t) = o + 2PG(t) + (t) - - - - Ho2
Where: o = Intercept (constant term)
Error term/Stochastic term for firm in period t = t = Coefficients to be determined for firm in period t. Employee Performance (EMP) in period t, Compensation Practice (COP), and Professional Growth (PG) in period t.

DATA PRESENTATION AND ANALYSIS

Out of 50 emails with google form links that were sent, 46 were filled and returned. This represents 92% response rate.

Presentation of Data

Table 2: Question 1 Data Analysis (How Compensation Practice affect Academic Staff Performance at Adamawa State University, Mubi, Nigeria?)

Statements	Responses				
FINANCIAL COMPENSATION PRACTICES	**SA**	**A**	**U**	**D**	**SD**
My current enumeration is satisfactory	5	2	2	16	21
My Current job is interesting	10	15	5	8	8

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My Current job now is routine	11	14	3	8	10
My Current job is satisfying	12	14	6	9	5
My Current job is monotonous	10	15	5	8	8
My Current job is good	9	16	0	9	12
My Current job is innovative	10	15	5	8	8
My Current job has valued	11	14	3	8	10
My Current job is enjoyable	5	19	6	5	11
My Current job is beneficial	9	16	0	11	10
My Current job is hard	10	15	5	8	8
My Current job is healthful	12	13	1	10	10
My Current job is frustrating	8	14	0	12	12
My Current job is simple for me	11	15	4	6	10
My Current job is overloaded	15	10	2	9	10

Table 4.3: Question 2 Data Analysis (What is the impact of professional growth on job performance of the academic staff of Adamawa State University, Mubi, Nigeria?)

Statements	Responses				
PROFESSIONAL GROWTH	**SA**	**A**	**U**	**D**	**SD**
I have good chances for promotion at my current employment	11	14	3	8	10
My options at this position are relatively constrained.	10	10	0	10	13
There are no opportunities for advancement at the current position	17	18	4	4	3
On the current employment, there is a high potential for promotion	10	15	5	8	8
The current job has an unfair promotion policy	8	17	2	9	10
On the current work, advancements are scarce	10	15	5	8	8
On the current employment, promotions occur frequently	12	13	1	10	10
Promotion at the moment is dependent on performance	5	19	6	5	11

Table 4: Analysis of Data on Job Performance

Statements	Response Options				
JOB PERFORMANCE	**SA**	**A**	**U**	**D**	**SD**
My lectures are carried out in accordance with schedule	18	23	0	5	0
I consistently show up for my classes	21	22	2	1	0
I arrive in the lecture hall on time	10	15	5	8	8
I leave class at the appropriate time	23	22	3	1	2
I give handouts to my students	15	11	0	12	8
I assess the understanding of my student in every course I teach using quizzes, tests, field work and assignment	31	11	1	3	0
I grade and give feedback on all assessments	18	22	0	5	1
I submit results as and when due	10	15	5	8	8
I supervised student project and give feedback	14	11	6	8	7
I attend academic conference at least one every year	5	11	0	18	12
I attend international academic conference at least one every four (4) years	1	5	7	19	14
I publish conference proceedings	22	13	0	5	6

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I have publications in international journals	10	19	7	3	7
I have published at least one book	7	18	1	11	9
I co-authored at least one book	15	18	3	11	0
I took part in sponsored nationwide research	5	15	2	18	16
I took part in funded international research	3	7	5	15	16
I secured research grant for the University	1	5	1	18	21
I secured research funding to myself	9	10	2	9	16

Hypothesis Test (Null)

Hypothesis 1:

H_{01}: financial compensation practices has no positive significant effect on job performance of academic staff at Adamawa State University, Mubi, Nigeria.

The modified R^2 value of .997 is presented in Table 4. The modified R^2, is a measure of the coefficient of determinations, which means that 99.7% of the variation in the dependent variable (Job performance) can be attributed to Financial compensation practices.

Table 5: Summary of the Model

Model	R	R^2	Adjusted R^2	Estimated Standard Error
1	99.9[a]%	99.8%	99.7%	33.9325

The study model was not affected by the modified R^2 .997, which further supports the idea that the independent variable was properly chosen and implemented effectively. The modified R square value of .997 further demonstrates that other factors not included in the study model account for 0.3% of the variation in the dependent variable.

Table 5 shows that the p-value is 0.000, indicating that the hypothesis is statistically significant at the 5% level of significance; as a result, the test statistic's p-value is smaller than its alpha value. The outcome revealed a strong correlation between academic staff members' accountability and work performance. The regression coefficient correlation result in Table 6 demonstrates that an assessment of the explanatory variable's (Beta Column) accountability has a 99.9% positive impact on job performance. However, additional analysis of the data was performed to ascertain the degree of significance between the two variables.

Table 6: Analysis of Variance (ANOVA)

Model	Sum of Squares	DF	Mean Square	F	SIG.
Regression	21263.674	0	21263.674	233.576	.000[b]
Residual	324.864	2	77168.189		
Total	21588.538	3			

Table 7: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	SIG.
	B	Std. Error	Beta		
Constant	-90.233	11.426		-.362	0.32
	0.22	0.03	.999	39.759	0.00

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Table 7 presents the correlation coefficient of 0.999 which indicates a positive relationship between financial compensation practices and job success. The coefficient of determination (R) is calculated to estimate the variance that the two variables share. R is .999 x .999= .998. This suggests that nearly all of the variation in job performance at the institution may be attributed to financial compensation practices. The study learns from the aforementioned result that there is a high degree of confidence between financial compensation practices and job performance, and the correlation coefficient is significant at 0.01 levels. The academic staff of Adamawa State University, Mubi, Nigeria generally performs better on the job as a result of effective financial compensation practices.

Table 8: Correlations

		EMP	COP
	Pearson Correlation	1	0.999
Employee Performance (EMP)	SIG. (2-tailed)		0.000
	N	5	5
	Pearson Correlation	0.999	1
Compensation Practice (COP)	SIG. (2-tailed)	0.000	
	N	5	5

Decision: Consequently, this study rejects the null hypothesis and support the alternative hypothesis, which states that financial compensation practices have a positive significant effect on the job performance of the academic staff of Adamawa State University, Mubi, Nigeria. This is because the p-value of the test statistic is less than or equal to alpha.

Hypothesis 2:

The second hypothesis, H_{02}, states that professional growth does not significantly improve the work output of the academic staff at Adamawa State University, Mubi, Nigeria This study used the questions in Tables 2 and 3 to test this hypothesis.

The modified R^2 value of 99.3% is presented in Table 8. The professional growth (independent variable), according to the modified R^2, is stands for the coefficient of determinations which accounts for 99.3% of the total variation in the job performance (dependent variable). This research model did not encounter any issues as a result of the modified the R^2 of 99.3%, which also provides additional evidence that the independent variable was effectively chosen and used. The modified R^2 value of 99.4% also demonstrates that 0.6% of the variation in the dependent variable can be attributed to other factors that are not included in the study model.

Table 9: Summary of the Model

Model	R	R^2	Modified R^2	Estimated Standard Error
1	99.7%	99.5%	99.3%	36.698

Table 9 shows that the p-value is 0.000, indicating that the hypothesis is statistically significant at the 5% level of significance; as a result, the test statistic of p-value is smaller than its alpha value. The findings indicated a beneficial relationship between the academic staff's job performance an d career development. The regressed coefficient correlation result in Table 10 demonstrates that

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work performance is positively impacted by professional growth as the independent variable is roughly 99.9%.

Table 10: Analysis of Variance (ANOVA)

Model		∑ of Squares	DF	Mean Square	F	Significance
	Regression	2138295.352	1	2138295.352	553.242	0.000
1	Residual	3329.253	3	27845.274		
	Total	2141624.6	4			

Table 11: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Significance
1		B	Standard Error	Beta		
		81.92	199.87		0.389	0.863
	Professional Growth (PG)	1.99	0.098	0.999	24.512	0.000

To ascertain the degree of significance between the two variables, additional analysis of the data was conducted as presented in Table 11. The Table presents a positive relationship between job performance and professional growth with a correlation coefficient of 0.999. The coefficient of determination is computed to estimate the variance that the two variables. The coefficient of determination R is 0.999 x 0.999= 0. 998. It means that the variation in work performance at the institution can be largely attributed to professional growth. The study learns from the aforementioned finding that there is a high degree of confidence between professional growth and job performance, and the correlation coefficient is significant at levels of 0.01. The academic staff of Adamawa State University, Mubi, Nigeria, thus, benefits significantly from professional growth in their work.

Table 4.12: Correlations

		Employee Performance (EMP)	Professional Growth (PG)
	Pearson Correlation	1	0.999
Employee Performance (EMP)	Significance (2-tailed)		.000
	N	5	5
	Pearson Correlation	0.999	1
Professional Growth (PG)	Significance (2-tailed)	0.000	
	N	5	5

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Decision:
This study rejects the null hypothesis and accept the alternative hypothesis, which states that professional growth has a positive significant effect on the work performance of the academic staff of Adamawa State, Mubi, Nigeria, because the test statistic's p-value is less than or equal to alpha.

DISCUSSION OF RESULTS/FINDINGS

Financial compensation practices: According to the study's findings, this component of job satisfaction had a favorable impact on the dependent variable, or job performance, and was statistically significant. Therefore, this finding confirms earlier predictions and is consistent with Zafar, et al., (2021), who assert that compensation practice have a significant and positive impact on job performance, particularly when non-monetary incentives are used to motivate employees within an organization. According to Rinny, et al., (2020), such non-financial incentives as financial compensation practices aid employees in growing professionally and discovering purpose in their work. Similar to this, Dugguh and Ayaga (2014) argued that financial compensation practices require allowing employees more freedom and control in their work so that they feel like they "own" the outcomes. This contradicts the findings of Murtiningsih, (2020) and Hassan and Romle (2015), who found that an employee's compensation can greatly influence their job happiness. According to Mabaso, ad Dlamini, (2021) and Inuwa (2016), the satisfaction that comes from giving employees real compensation has a large and favorable impact on their performance. According to the study, the psychological empowerment and autonomy that are given to employees through their obligations can be partly blamed for the significant and favorable nature of the relationship that exists between compensation and employee job performance. Accordingly, practicing an effective compensation not only increases employee sense of belonging but also makes them responsible for their work, which invariably leads to an improvement in job performance, as shown by the result of this result.

Professional Growth: According to the empirical findings of this study, professional growth has a significant and advantageous impact on work performance. Using Herzberg's two-factor theory as a guide, extrinsic motivation elements like professional growth encourage employee happiness since it enhances and expand the employee's capability, which invariably has a positive impact. According to this notion, recognizing employees' requirements for survival and development will enhance their overall working conditions, which will reduce employee unhappiness and increase job satisfaction in the workplace. This is in line with the findings of Zafar, et al. (2021), who supported the idea that having the chance to improve and develop professionally has a large, beneficial impact on work performance. In a similar vein, Idris, et al., (2020) argued that giving employees the chance to advance professionally can improve job performance. The findings of this study on significant and relationship between job performance and professional growth can be further explained by keeping in mind that professional growth can be translated into an employee's upward career progression and also accompanied by an upward review of benefits and responsibilities. Professional growth not only assists people in meeting their professional aspirations but also their financial necessities through job enrichment.

CONCLUSION

In conclusion, this study was carried out to ascertain the effect of financial compensation practices on employee performance of Nigerian public university lecturers in Adamawa State University, Mubi, Nigeria. The results of the study showed that compensation practice have a positive impact

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on the job performance of academic staff at Adamawa State University, Mubi, Nigeria. In addition, the academic staff at Adamawa State University depend largely on professional growth to perform better. Adamawa State University, just like any other University, is an educational institution whose main goal is to provide a high-quality education to the thronging youth population. On the other hand, the academic staff is seen as a key player in attaining these educational goals. As a result, to promote academic staff performance, as identified by the study, compensation practice and professional growth issues must be addressed holistically to stimulate academic performance in public universities in Nigeria.

RECOMMENDATIONS

The finding of this study led to the following recommendations:

Academic staff members should be given relevant compensation that will enhance their jobs and provide them with more authority. As a result, the academic staff will feel more in control and accountable for their own work as well as the work of others, which will increase job satisfaction. As a result of feeling empowered and responsible for their work, academic personnel is anticipated to perform better.

It is urged that university administration and government, through their organizations like NUC, should support a smooth path to professional growth through their policies and activities. When there are unhindered opportunities for academic staff to advance in their careers, they, like all other employees, feel fulfilled and satisfied with their work. Such upward movement and the perks that are typically associated with it provide favorable attitude and behavioral outcomes, such as increased job satisfaction and improved performance among academic staff.

Finally, it is recommended that such studies should be conducted to accommodate higher institutions of learning that cut across geo pollical zone in Nigeria to give a better understanding of the effect of financial compensation practices on job performance in public universities in Nigeria.

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