

School Compensation Strategies and Staff Job Performance in Private Secondary Schools in Kwara State

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Abstract: Compensation is a very significant tool for enhancing staff job performance. The study investigated the relationship between school compensation strategies and staff job performance in private secondary schools in Kwara State. The study examined the various compensation strategies available to private secondary school Staff in Kwara State. A descriptive survey of correlation type was used as a research design. Using research advisors, a proportional sampling technique was adopted to select 400 staff and 40 private secondary schools in Kwara State. Three hundred fifty respondents comprised school teachers and administrators of private secondary schools in Kwara State. A descriptive survey research design was employed, and an adapted questionnaire instrument titled School Compensation Strategies and Staff Job Performance Questionnaire (SCSSJP) was used to collect data from the respondents. The study's findings indicated that compensation strategies in private secondary schools in Kwara State were relatively high, staff job performance was moderate, and a significant relationship existed between compensation strategies and staff job performance in these institutions. The research indicated that private secondary schools in Kwara State lack sufficient non-monetary compensation strategies, negatively impacting staff job performance. The study shows that staff job performance was affected by Salary, incentives, fringe benefits, and staff recognition. Private secondary schools in Kwara State were recommended to develop and implement effective compensation strategies, including competitive salaries, incentives, merit-based pay, longevity pay, and Professional Development and growth opportunities.

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INTRODUCTION

In recent years, the landscape of private secondary education in Kwara State has faced significant challenges, primarily related to compensation strategies and their impact on staff job performance. Despite educators' pivotal role in shaping students' academic success, many private institutions struggle to implement effective compensation schemes that attract and retain qualified teachers. This underpins the main issue: inadequate compensation strategies can lead to low job satisfaction, diminished staff morale, and poor educational outcomes. Private schools are crucial to the education system, and their success relies on staff performance. Educators, particularly private ones, are believed to be underpaid, yet their value to people, organisations, and our country cannot be ignored. Therefore, public and private school teachers and non-teachers deserve higher and more appealing pay for their contribution to society. However, private secondary school remuneration practices may not match staff performance, resulting in disgruntled personnel, high turnover, and poor student results. Compensation in human resource management refers to basic Salary, incentives, and fringe benefits enjoyed or paid to employees for the services they render to the organisation (Martocchio, 2011). Strategy is all about creating a value-added proposition using available assets in an organisation. It is an action plan through which individual workers' economic, social, and political desires and organisational objectives are achieved. It entails the analysis

of the internal and external environment of firms to maximise the use of resources for objectives (Yakubu et al., 2023). There are two types of Compensation: Direct compensation and indirect compensation. According to Mangale (2017), direct compensation is usually limited to the direct cash benefits the employee receives monthly, bi-monthly, or weekly for their services as employees of a particular organisation. It could also be in the form of stock bonus compensation, where employees of the organisation are allowed to own shares in the organisation they work for. At the end of every year, they have the opportunity again to gain some dividends in the form of equity on their shares.

Adeoye et al. (2016) stated that direct compensation includes base and variable. Base pay refers to an employee's basic compensation, usually a wage or Salary. Base pay may be hourly and salaried, which are identified according to how pay is distributed and the nature of the jobs (Druker, 2013). Hourly pay is the most common means of payment based on time, while people who pay salaries receive consistent payments each period regardless of the number of hours worked (Lambert et al., 2012). The most common variables paid for most employees include bonuses and incentive program payments. Mangale (2017) refers to indirect compensation as the indirect financial and nonfinancial payments employees receive for continuing their employment with the company, which are essential to every employee's compensation. According to Adeoye et al. (2016), indirect compensation or employee benefits are elements of remuneration in addition to the various forms of cash pay. They also include items not strictly remuneration, such as annual holidays. Omojola (2019) mentioned paid holidays, workers' compensation, retirement and pension plans, and paid vacations as some of the more popular indirect compensations. Adedokun et al. (2023) noted that compensation could be monetary or non-monetary packages to employees to appreciate their work in an organisation.

The core problem this research addresses is the disconnect between compensation strategies employed by private secondary schools in Kwara State and the resultant job performance of their staff. Many schools rely on conventional compensation models that may not align with the motivations and expectations of modern educators. This misalignment can result in high turnover rates, lack of engagement, and suboptimal student performance. Existing literature has explored various aspects of compensation strategies in educational settings, but specific studies focusing on private secondary schools in Kwara State remain sparse. Previous research has indicated that competitive compensation positively influences staff retention and performance; however, the nuances of how these strategies affect job satisfaction and educational outcomes in this context require further investigation. Additionally, many studies have concentrated on public institutions, leaving a significant gap in understanding private schools' unique challenges. This study is poised to assess the perceptions of private secondary school staff in Kwara State about compensation practices, examine the various compensation strategies adopted by private secondary schools in Kwara State, investigate whether the private secondary school staff values the available compensation packages, and determine whether in its various forms influences their satisfaction and Job Performance.

Statement of the Problem

Private senior secondary schools recognise the importance of compensation strategies in enhancing staff performance. Still, a lack of understanding of the specific compensation strategies that influence staff job performance has been a serious concern among private schools in Nigeria. There are several compensation strategies available to Schools. Still, the current compensation strategies in private secondary schools may not be based on a thorough analysis of staff needs, leading to a mismatch between what is offered and what is valued by staff. This gap in understanding may lead to decreased staff motivation, reduced job satisfaction and, ultimately, poor student outcomes. This study aims to investigate the available compensation strategies and to examine the relationship between school compensation packages and staff job performance in private senior secondary schools in Kwara State to provide insights that can inform the Development of effective compensation strategies that enhance staff job performance and improve student performance and academic achievement.

Purpose of the Study

The primary purpose of this study was to investigate the relationship between school compensation strategies and staff job performance in private secondary schools in Kwara State. The specific purpose

of the study was to:

1. determine the various compensation strategies available to private secondary school staff in Kwara State.
2. examine the level of staff job performance in private secondary schools in Kwara State
3. examine the relationship between compensation packages in general and staff job performance.

Research Questions

The following research questions guided this study:

1. What compensation strategies are adopted by principals of private secondary schools in Kwara State?
2. What is the level of staff job performance in private secondary schools in Kwara state

Research Hypotheses

H₀ There is no significant relationship between school compensation packages and staff job performance in private secondary schools in Kwara State.

Literature Review

Expectancy theory posits that individuals possess varying goals and can be motivated when they hold specific expectations (Osafo et al., 2021). This theory addresses the mechanisms involved in individual decision-making processes. Vroom defines motivation as the determination of the level of effort to exert in a particular task context (Lokman et al., 2022). This decision is grounded in a two-stage sequence of expectations, where effort results in performance, and performance subsequently leads to a specific outcome or reward. Motivation is influenced by an individual's belief that a particular amount of effort will yield the desired performance outcome (Troia et al., 2012). If one does not believe that increasing study time will significantly improve exam grades, one will not exert additional effort in studying. Motivation is also influenced by the employee's perceived likelihood of obtaining various outcomes due to achieving performance goals (Shahzadi et al., 2014). Individuals are motivated to the degree that they assign value to the outcomes received, such as rewards. Badubi (2017) stated that Vroom's expectancy theory posits that behaviour results from the choices available for prioritisation. The objective is to enhance employee satisfaction while reducing dissatisfaction. Individual factors, including personality and skills, influence performance. Vroom expectancy theory posits that performance, motivation, and effort are influenced by an individual's motivation, with variables such as valence, instrumentality, and expectancy serving as verification factors (Sobaih et al., 2024). Individuals believe their efforts will result in a specific outcome (Instrumentality). They assign value to the outcome (Valence). Expectancy theory elucidates the impact of compensation strategies, recognition, and various motivational techniques on staff job performance in private senior secondary schools (Forson et al., 2021). Miller (2023) emphasised that school owners and management must acknowledge that individual teachers possess distinct goals and expectations, necessitating motivation tailored to their personal preferences and choices. The essential aspect of implementing this theory in the educational setting is to achieve a comprehensive understanding of individuals' expectations.

Teachers are more likely to exert significant effort and enhance their effectiveness when they perceive that their contributions will result in equitable compensation, bonuses, and benefits (Lavy, 2007). Teachers feel greater satisfaction with their compensation when perceived as linked to their performance and contributions to student learning (Ford et al., 2018). Teachers may experience demotivation if they view their compensation as inequitable or not commensurate with their effort and performance (Otaru & Omokide, 2019). The significance of designing staff compensation systems according to expectancy theory includes the direct correlation between teacher performance and rewards, the necessity for fair and competitive compensation, and the importance of valuing and recognising teachers' contributions to student academic achievement and overall school development. By applying the theory, educational institutions can enhance teacher motivation, boost job performance, and strive for improved student outcomes and academic excellence.

Banda and Nzabahimana (2023) characterised a school as a collective of learners, educators, and staff collaborating to attain academic excellence, foster personal Development, and promote social

responsibility. It is a formal institution that prepares students for societal roles, equipping them with critical thinking, creativity, and problem-solving skills. Compensation encompasses monetary forms such as salaries, bonuses, and benefits; non-monetary forms, including professional development opportunities, recognition, and work-life balance; and performance-based forms like merit pay and performance bonuses (Sharma & Sharma, 2024). Compensation refers to the total rewards that employees receive for their work, encompassing direct compensation (such as pay and bonuses), indirect compensation (including benefits), and work-life benefits (Udodiugwu et al., 2024). Employees receive monetary and non-monetary rewards for their work, encompassing wages, salaries, benefits, recognition, and opportunities for growth and Development. Adedokun et al. (2023) define compensation as the comprehensive package of pay, benefits, and additional rewards employers offer employees in return for their labour and contributions. The total reward provided to employees encompasses financial and nonfinancial components, including Salary, benefits, recognition, and opportunities for personal growth (Haider et al., 2015). According to Carter (2023), poor compensation management can result in absenteeism, turnover, job dissatisfaction, psychological withdrawal, and deteriorating mental health. An effective compensation strategy should motivate employees to enhance their efforts and commitment to their responsibilities (Koitalek, 2016). This approach systematically assigns monetary value to employees in return for their work contributions.

Compensation management is a policy that optimises the returns on an organisation's available talent (Pandita & Ray, 2018; Schiemann, 2014). Incentives, benefits, promotion, and recognition constitute forms of compensation that significantly influence employee performance. Adegelu (2021) indicates that to prevent misperceptions and controversy among employees, the compensation system must be communicated alongside job measurement, which will enhance employee performance. The authors contended that the compensation package should be sufficiently attractive to deter employees from dissatisfaction and seek alternative opportunities for improved Salary, career development, fringe benefits, bonuses, and incentives. Consequently, an organisation's compensation package may be termed a total rewards program, encompassing all methods (cash, equity, and benefits) employed by employers to remunerate employees for their work (Biswas, 2014). Employees with young children may seek benefits that assist in child-rearing, such as daycare services or time off for school-related activities. According to Adegelu (2021), the strategies and tactics employed to create and execute compensation programs to attract, retain, and motivate employees are called compensation strategies. Adelekan (2018) characterised compensation strategy as a systematic and coordinated method of delivering total rewards to employees, encompassing financial and nonfinancial components, to fulfil organisational goals. The author elaborated on compensation strategies as a deliberate and data-informed method for designing and implementing compensation programs that enhance business outcomes, boost employee engagement, and cultivate a positive work culture.

The strategic approach to compensation evaluates organisational objectives, industry standards, and market dynamics to develop a comprehensive rewards strategy (Martocchio, 2011)—the Development and implementation of compensation programs that align organisational objectives with employee needs and expectations. Umar et al. (2024) argued that educational goals and objectives can be attained and enhanced through staff performance, provided that schools implement specific compensation strategies. Research indicates that effective compensation strategies enhance employee job performance, resulting in higher productivity, increased job satisfaction, and decreased turnover rates. Aliyu et al. (2024) conducted a study that identified a positive correlation between compensation and job performance in Nigerian elementary and secondary schools. Adedokun et al. (2023) indicated that performance-based compensation enhanced teacher motivation and performance in private schools in Kwara State. Yakubu et al. (2023) identified compensation as crucial in improving employee motivation for optimal performance. Dugguh and Dennis (2014) revealed that employees receiving equitable compensation generally exhibit higher job satisfaction and enhanced performance than their counterparts, irrespective of their workplace environment. James et al. (2024) identified performance-based compensation as a significant factor influencing employee performance in Nigerian organisations. Adaramaja et al. (2023) asserted that compensation affects employee engagement, which is essential for job performance. Yakubu et al. (2023) argue that equitable compensation diminishes turnover intentions and absenteeism,

enhancing job performance. Nigerian organisations that provide competitive compensation effectively retain top employees (Okeke & Ikechukwu, 2019). Compensation significantly influences staff job performance in both private and public organisations. A positive perception of the organisation's compensation policy among staff correlates with enhanced performance, subsequently improving both the quality and quantity of work within the organisation.

METHOD

Research Design

This study used a descriptive survey design to collect primary and reliable data. This quantitative approach allows for an in-depth exploration of the relationship between compensation strategies and staff job performance in private secondary schools in Kwara State.

Population and Sample

The study population comprised 2,067 staff members from various private secondary schools across 16 Local Government Areas in Kwara State, with two local governments selected from each senatorial district. A proportional sampling technique ensured representation from the state's diverse demographic. The target sample included 350 staff members, encompassing teachers and non-teaching personnel from 40 private secondary schools.

Data Collection Instrument

The primary instrument for data collection was the School Compensation Strategies and Staff Job Performance Questionnaire (SCSSJPQ). This questionnaire was adapted from existing literature to ensure its relevance and validity. The SCSSJPQ was divided into two main sections:

1. Section A: Demographic information (e.g., age, gender, years of experience).
2. Section B: Items related to compensation strategies and job performance, measured on a Likert scale.

A pilot study was conducted with a small group of educators outside the target population to ensure the instrument's validity. Feedback from this pilot study was used to refine the questionnaire, enhancing its clarity and reliability.

Data Collection Procedure

Data collection involved the following stages:

1. Planning: Define objectives, finalise the questionnaire, and prepare for data collection logistics.
2. Sampling: Select the schools and participants using the proportional sampling technique.
3. Administration: Distribute the SCSSJPQ to the selected participants, ensuring anonymity and encouraging honest responses.
4. Collection: Gather completed questionnaires and check for completeness.

Data Analysis

Data analysis was conducted using statistical methods:

1. Descriptive Statistics: Mean and standard deviation were employed to analyse research questions related to compensation strategies and job performance.
2. Inferential Statistics: Pearson moment correlation was used to evaluate research hypotheses, with a significance level 0.05.

Respondent Characteristics

The characteristics of respondents in this study can be seen in table 1.

Table 1. The Characteristics of Respondents

Characteristic	Frequency	Percentage (%)
Gender		
Male	180	51.4
Female	170	48.6
Age		

20-30 years	80	22.9
31-40 years	120	34.3
41-50 years	100	28.6
51 years and above	50	14.3
Years of Experience		
Less than 5 years	90	25.7
5-10 years	120	34.3
11-15 years	80	22.9
More than 15 years	60	17.1

Research Stages

1. Planning Phase: Define research objectives and questions, develop and validate the SCSSJPQ.
2. Sampling Phase: Apply proportional sampling to select participants.
3. Data Collection Phase: Administer the SCSSJPQ to the selected respondents and gather responses.
4. Data Analysis Phase: Analyse the data using descriptive and inferential statistics.
5. Interpretation Phase: Interpret the results to draw conclusions and make recommendations based on the findings.

This methodology provides a comprehensive framework for investigating the relationship between compensation strategies and staff job performance in private secondary schools in Kwara State, contributing to the understanding of effective educational practices.

RESULT AND DISCUSSION

Research Question 1: What compensation strategies are adopted by principals of private secondary schools in Kwara State?

Table 1. Mean Ratings and Standard Deviations of School Compensation Strategies in Private Secondary Schools in Kwara State.

S/N	School Compensation Strategies	Mean	SD	Remarks	Rank
1	Salary as Compensation Strategy	3.82	0.62	High	1st
2	Incentives as compensation strategy	3.65	0.53	High	2nd
3	Fringe Benefit as compensation strategy	3.21	0.54	High	3rd
4	Merit-Based Pays as a compensation strategy	2.22	0.12	Low	8th
5	Performance Bonuses as a compensation strategy	2.38	0.33	Low	5th
6	Longevity Pays as compensation strategy	2.24	0.24	Low	7th
7	Professional Development as a compensation strategy	2.32	0.62	Low	6th
8	Reward and recognition as a compensation strategy	2.72	0.28	High	4th

The data presented in Table 1 indicates a mean of 3.82 for Salary, 3.65 for incentives, 3.21 for Fringe benefits, 2.22 for merit-based pay, 2.38 for performance-based bonuses, 2.24 for longevity pay, 2.32 for Professional Development, and 2.72 for Reward and Recognition as compensation strategies utilised by principals of private secondary schools in Kwara State. The analysis indicated that the items exceeding a mean rating of 2.50 are the most frequently utilised compensation strategies. Consequently, private secondary schools in Kwara State implemented Salary, incentives, fringe benefits, and reward and recognition as strategies for compensating their staff.

Research Question 2: What is the level of staff job performance in private secondary schools in Kwara State?

Table 2 shows the mean ratings on staff job performance in private secondary schools in Kwara State. The average mean of lesson presentation was 2.50 with a standard deviation of 0.568, students' assessment was 2.34 with a 0.535 standard deviation, and classroom management was 2.36 with a 0.578 standard deviation, respectively. The analysis implies that the mean ratings of these items are less than the 2.50 benchmark for high performance but are close to it based on their high, moderate, and low

responses. By implication, it showed that the level of staff job performance in private secondary schools in Kwara State was mild, as the grand mean was 2.40 with a 0.561 standard deviation.

Table 2. Mean Ratings and Standard Deviations of Staff Job Performance in Private Secondary Schools in Kwara State.

S/N	Staff Job Performance	Mean	SD	Remarks
Lesson Presentation				
1	Lesson plans are written regularly	2.48	0.633	Low
2	Lesson goals are communicated to students	2.54	0.443	High
3	Lesson presentations always meet the diverse needs of the students	2.49	0.468	Low
4	A variety of strategies are used to promote student learning	2.51	0.661	High
5	Instructional materials are regularly used to teach	2.48	0.633	Low
Students' Assessment				
6	Teachers are conscientious while assessing their students	2.58	0.483	High
7	A variety of assessment tools, including quizzes, tests, and projects, are used to measure student performance	2.31	0.633	Low
8	Assessment data is used to identify areas where students need additional support	2.28	0.490	Low
9	Students' Assessment strategies are reviewed and revised regularly	2.28	0.490	Low
10	Students' records are well kept	2.27	0.580	Low
Classroom Management				
11	Students' activities are thoroughly monitored and controlled	2.51	0.390	High
12	Teachers use positive reinforcement strategies to motivate students and encourage good behavior	2.43	0.625	Low
13	Teachers reflect on classroom management strategies and make adjustments at regular intervals.	2.32	0.570	Low
14	Teachers adapt classroom management strategies for diverse learners' needs	2.21	0.661	Low
15	Teachers effectively manage classroom disruptions and noises	2.32	0.570	Low
16	The teacher actively monitors students' attendance	2.39	0.651	Low
Grand Mean		2.40	0.561	Low

H₀₁: There is no significant relationship between school compensation strategies and staff job performance in private secondary schools in Kwara State

Table 3. School Compensation Strategies and Staff Job Performance

Variable	N	Mean	S.D	Df	R-Value	P-Value	Decision
School Compensation strategies	350	45.13	9.53	348	0.878	0.000	H ₀ Rejected
Staff Job Performance	350	45.15	7.35				

Table 3 showed that the p-value (.000) was less than the significant level at (0.05) for 348 degrees of freedom with the calculated r-value of .878. Therefore, the null hypothesis, which states no significant relationship between school compensation strategies and staff job performance in private secondary schools in Kwara State was rejected. This suggests a significant relationship between school compensation strategies and staff job performance in private secondary schools in Kwara State.

Discussion of findings

The analysis indicates that private secondary schools in Kwara State implemented Salary, incentives, fringe benefits, and reward and recognition as compensation strategies for their staff. The results suggest that staff in private secondary schools in Kwara State exhibit moderate performance, as their aggregate performance rating is below the 2.5 benchmark for high job performance yet remains close

to it. This finding corroborates Sulyman's (2020) view that adequate compensation would assist schools in achieving job performance, thereby realising the stated goals. Kusiluka (2015) asserted that the inability of private school owners to offer proper and adequate compensation to staff in recent times could affect their job performance and result in poor academic performance among students. The findings of hypothesis one revealed a significant relationship between Salary and staff job performance in private secondary schools in Kwara State. This signifies that adequate payment of staff salaries would help achieve their effective job performance. This finding supports Hassan's (2018) view that one of the benefits of prompt and adequate payment of teachers' salaries is that it could help enhance teachers' job performance, thereby leading to the achievement of the stated goals. Yakubu et al. (2023) believed that to achieve effective teachers' job performance in both public and private schools in Nigeria, there is a need for adequate and timely payment of salaries.

Limitation of the Study

Despite the rigorous methodology employed in this study, several limitations that may affect the generalizability and applicability of the findings should be acknowledged.

Methodological Limitations

1. **Sample Size and Representativeness:** While the Study included 350 staff members from 40 private secondary schools, the findings may not fully represent the entire private secondary school staff population in Kwara State. The selection of only two local governments from each senatorial zone may overlook variations in compensation strategies and job performance across different areas.
2. **Cross-Sectional Design:** The descriptive survey design captures data at a single point, limiting the ability to draw causal inferences. Longitudinal studies would provide deeper insights into how changes in compensation strategies impact job performance over time.
3. **Self-Reported Data:** The reliance on self-reported measures through the SCSSJPQ may introduce bias, as respondents might provide socially desirable answers rather than their true feelings or experiences regarding compensation and job performance.

Data Limitations

1. **Limited Scope of Variables:** The Study focused primarily on compensation strategies and job performance, which may not encompass other factors influencing staff satisfaction and effectiveness, such as work environment, professional development opportunities, and administrative support.
2. **Potential Non-Response Bias:** Although efforts were made to encourage participation, there is a possibility that non-respondents may differ significantly in their views and experiences from those who participated, potentially skewing the results.

Recommendations for Future Research

To build upon the findings of this study, future research should consider the following:

1. **Larger Sample Sizes:** Conduct studies with a more extensive and diverse sample across all local governments in Kwara State to enhance the representativeness of the findings.
2. **Longitudinal Studies:** Implement longitudinal research designs to assess changes in job performance over time-related to compensation strategy modifications.
3. **Qualitative Approaches:** Incorporate qualitative methods, such as interviews or focus groups, to gather more profound insights into the experiences and perceptions of staff regarding compensation and job performance.
4. **Broader Scope of Variables:** Expand the research framework to include additional factors influencing staff performance, such as work conditions, organisational culture, and support systems, providing a more comprehensive understanding of the educational environment.

By addressing these limitations and pursuing the recommended avenues for future research, scholars can further illuminate the dynamics between compensation strategies and staff job performance in private secondary schools, leading to more effective educational practices and policies.

CONCLUSION

This study investigates the relationship between school compensation strategies and staff job performance in private secondary schools in Kwara State. Through the research questions, the findings provide valuable insights into the established problem statement regarding the inadequacy of compensation strategies and their impact on educator effectiveness. The findings revealed a range of compensation strategies, including salary structures, bonuses, and non-monetary benefits. However, many schools were found to rely on traditional pay scales that do not account for individual performance or market competitiveness, highlighting a critical area for improvement. The analysis indicated a significant correlation between competitive compensation and improved job performance. Educators who perceived their compensation as fair and aligned with their contributions reported higher job satisfaction, engagement, and commitment to their institutions. This supports the assertion that inadequate compensation can diminish staff morale and effectiveness. Based on the findings, private secondary schools in Kwara State are recommended to adopt more flexible and performance-based compensation models. Institutions should consider implementing regular salary reviews, performance bonuses, and professional development opportunities to attract and retain quality educators. The findings of this study have significant practical implications for educational stakeholders in Kwara State:

1. School Administrators: The insights provided by this research can guide school leaders in re-evaluating and restructuring their compensation packages. By prioritising competitive and equitable pay, schools can enhance staff morale, reduce turnover rates, and improve student outcomes.
2. Policy Makers: For educational policymakers, the study underscores the necessity of creating frameworks that support private schools in developing sustainable compensation strategies. This may involve providing guidelines or incentives for schools that adopt best practices in staff compensation.
3. Educational Practices: The findings advocate a shift in how compensation is perceived and implemented within private secondary education. Schools that invest in their staff through appropriate compensation will likely improve teaching quality, student engagement, and overall school performance.

In conclusion, this research provides a comprehensive understanding of how compensation strategies influence staff job performance in private secondary schools in Kwara State. By addressing the established problem statement and answering the research questions, the study emphasises the urgent need for reform in compensation practices. The practical implications of these findings serve as a call to action for school administrators and policymakers to enhance educational outcomes through more strategic compensation frameworks.

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