



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
SUPERVISION**

**THE ADMINISTRATIVE IMPACT OF LOW SALARIES/WAGES ON THE
PERFORMANCE OF TEACHERS IN LIBERIA**

MASTER THESIS

GEORGLIN S. NYENATOH

**Nicosia
JUNE, 2022**

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**Supervisor
Assist. Prof. ESEN SUCUOĞLU**

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June 2022**

APPROVAL

We certify that we have read the thesis submitted by **GEORGLIN S. NYENATOHS** titled **“THE ADMINISTRATIVE IMPACT OF LOW SALARIES/WAGES ON THE PERFORMANCE OF TEACHERS IN LIBERIA”** and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Educational Sciences.

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DECLARATION

I hereby declare that all information, documents, analysis, and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

GEORGLIN S. NYENATOH

.../.../2022

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With a grateful heart, I acknowledge God Almighty for everything He has done and is continually doing in my life. It is by His Grace that today I have completed this research project. It is with gratitude I express my thanks and appreciation to my supervisor, Assist. Prof. Dr. **ESEN SUCUOĞLU**, and all of the staff of the Faculty of Educational Sciences, who contributed to this academic journey of mine. Furthermore, I wholeheartedly express my sincere best regard to my Dad (Late. Rev. George Nyenatoh) who started this process with me but was not opportune to complete it. Not forgotten my precious Mom. Linda M. Passewe. They are and will always be my inspiration. Thank you, Mom and Dad, for everything you guys have done for me and the family. I am grateful, for the unwavering support and unwavering encouragement before and during my years of study. I will be ungrateful if I do not express my gratitude to these wonderful people who have put a special kind of smile on my face all through. I love and appreciate all of you and will continue to do so forever. My Aunty Hannah Nyenatoh-Ziah, my big Brother Daniel R. Dunbar, Aunty Jayne Gaie Gray, Aunty Rosetta Gbeh Hayes, and Uncle Kirkpatrick Weah. I love you all very much. In addition, I must express my gratitude to the following friends who are more than simply acquaintances: D. Gayflor Flomo, Shedrack A. Sankolo, Melvina Diamond Elliot Sankolo, and Annie B. Flomo, Jenet N. Carr, and all those individuals whose names I have omitted from this list. This achievement would not have been achieved without each one of your support.

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GEORGLIN S. NYENATOH

DEDICATION

This thesis is dedicated to my beloved Dad in Rev. George Nyenatoh, who has gone to be with the Lord. He started this journey with me, unfortunately, he could not see me through. May God Almighty grant his gentle soul eternal peace, Amen.

ABSTRACT**The Administrative Impact of Low Salaries/Wages on the Performance of Teachers in Liberia****Georglin S. Nyenatoh****MA. Department of Educational Administration, Supervision Planning and Economics.****Supervisor: Assoc. Prof. Dr. Esen Sucuoğlu****June 2022, (85) pages**

Liberia is attempting to rebuild a healthy society based on excellent education and moral values as part of its post-war rehabilitation and reconstruction efforts. In light of this, the research was carried out on the issue of The Administrative Impact of Low Salary on Teachers' Performance in Liberia. The major goal was to uncover issues that both instructors and kids encounter as a result of low salaries. The sub-objectives were to determine ways to minimize or correct these low-salary-related problems; to learn about the government's intervention in addressing problems arising from low salaries in schools, particularly in Liberia; and to assist teachers and school administrators in remembering the dangers of low salaries.

The effort was guided by the following research questions: In what ways do teacher wages influence their level of performance? How effective are administrators in paying teachers on time and supervising and monitoring them? What methods are put in place to guarantee that teachers are given greater compensation and that their outputs are improved? And how open are low-paid instructors in their student evaluations? The study used a quantitative approach, with a total population of 1500 people and a sample size of 150 people, using a simple random sampling method. More than half of the instructors had evident effects of functioning fairly in the classroom and inconsistent attendance, according to the data.

The data also revealed that more than half of the instructors were paid low wages with little or no additional perks or allowances. To attain their targeted outcomes, both the national government and school authorities will need to do more. According to the findings, increases in teacher attributes are most likely to lead to significant

gains in student performance. As a result, excellent education can only be ensured by great instructors. Gender, age, race, wage, personality, behavior, attitude, education, training, experience, job satisfaction, motivation, morale, ability, and skill are all listed as elements that influence a teacher's performance. Wages remain an important determinant, according to this study, which extensively analyzed and evaluated these effects.

According to the researcher, teacher salaries in schools should be raised to the government's acceptable standard based on their qualifications, and the national government should offer financial aid/subsidies to help them improve their job. That schools hire qualified teachers on a full-time basis to avoid teachers hopping from one school to the next without receiving adequate attention, and that both school administration and government monitor and supervise teachers regularly to ensure their efficiency and effectiveness on the job. The school management should also enhance existing facilities and, if required, build new ones, as well as equip the school with the necessary accessories to produce a more favorable teaching-learning atmosphere that allows for the free flow of knowledge.

Keywords: administrative, impact, low salaries, teachers, performance.

Öz

Düşük Maaşların/Ücretlerin Liberya'daki Öğretmenlerin Performansı Üzerindeki İdari Etkisi

Georglin S. Nyenatoh

Yüksek Lisans. Eğitim Yönetimi, Denetleme Planlaması ve Ekonomisi Bölümü.

Danışman: Doç. Dr. Esen Sucuoğlu

Haziran 2022, (85) sayfa

Liberya, savaş sonrası rehabilitasyon ve yeniden inşa çabalarının bir parçası olarak mükemmel eğitim ve ahlaki değerlere dayalı sağlıklı bir toplumu yeniden inşa etmeye çalışıyor. Bunun ışığında Liberya'da Düşük Maaşın Öğretmenlerin Performansına İdari Etkisi konusunda bir araştırma yapılmıştır. Ana hedef, hem öğretmenlerin hem de çocukların düşük ücret nedeniyle karşılaştıkları sorunları ortaya çıkarmaktır. Alt hedefler, düşük maaşla ilgili bu sorunları en aza indirmenin veya düzeltmenin yollarını belirlemek; özellikle Liberya'da, okullardaki düşük maaşlardan kaynaklanan sorunların ele alınmasında hükümetin müdahalesi hakkında bilgi edinmek; ve düşük maaşların tehlikelerini hatırlamada öğretmenlere ve okul yöneticilerine yardımcı olmak.

Bu çaba, aşağıdaki araştırma soruları tarafından yönlendirildi: Öğretmen ücretleri, performans düzeylerini hangi yollarla etkiler? Yöneticiler, öğretmenlere ve öğrencilere zamanında ödeme yapma, onları denetleme ve izleme konusunda ne kadar etkilidir? Öğretmenlere daha fazla tazminat verilmesini ve çıktılarının iyileştirilmesini garanti etmek için hangi yöntemler mevcuttur? Ve düşük ücretli öğretmenler öğrenci değerlendirmelerinde ne kadar açık? Çalışma, temel bir rastgele örnekleme metodolojisi kullanılarak toplam 1500 kişilik bir nüfus ve 150 kişilik bir örneklem büyüklüğü ile nicel bir yaklaşım kullanmıştır. Verilere göre, öğretmenlerin yarısından fazlasının sınıfta adil davranmanın ve tutarsız katılımın belirgin etkileri vardı.

Veriler ayrıca öğretmenlerin yarısından fazlasının ek ikramiye veya ödenek olmaksızın düşük ücretler aldığını da ortaya koydu. Hedeflenen sonuçlara ulaşmak için hem ulusal hükümet hem de okul yetkililerinin daha fazlasını yapması gerekecek. Bulgulara göre, öğretmen niteliklerindeki artışlar büyük olasılıkla öğrenci performansında önemli kazanımlara yol açmaktadır. Sonuç olarak, mükemmel eğitim ancak büyük öğretmenler tarafından sağlanabilir. Cinsiyet, yaş, ırk, ücret, kişilik, davranış, tutum, eğitim, öğretim, deneyim, iş tatmini,

motivasyon, moral, yetenek ve beceri, bir öğretmenin performansını etkileyen unsurlar olarak listelenir. Bu etkileri kapsamlı bir şekilde analiz eden ve değerlendiren bu çalışmaya göre ücretler önemli bir belirleyici olmaya devam etmektedir.

Araştırmacıya göre, okullardaki öğretmen maaşları, niteliklerine göre devletin kabul edilebilir standardına yükseltilmeli ve ulusal hükümet, işlerini geliştirmelerine yardımcı olmak için mali yardım/sübvansiyonlar sunmalıdır. Öğretmenlerin yeterli ilgiyi görmeden bir okuldan diğerine atlamasını önlemek için okulların tam zamanlı olarak nitelikli öğretmenleri işe alması ve hem okul idaresinin hem de hükümetin, işteki verimliliklerini ve etkililiklerini sağlamak için öğretmenleri düzenli olarak izlemesi ve denetlemesi. Okul yönetimi ayrıca mevcut tesisleri geliştirmeli ve gerekirse yenilerini inşa etmeli ve ayrıca okulu, bilginin serbest akışına izin veren daha uygun bir öğretme-öğrenme ortamı oluşturmak için gerekli aksesuarlarla donatmalıdır.

Anahtar kelimeler: idari, etki, düşük maaşlar, öğretmenler, performans.

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ABBREVIATION

UN.....	United Nations
MDGs-----	Millenium Development Goals
PRS-----	Poverty Reduction Strategy
WAEC -----	West African Examination Council
WASSEC-----	West African Senior School Certificate Examination
PRR-----	Performance –Related Pay
SPSS-----	Statistical Package for the Social Sciences
UNESCO-----	United Nations Educational, Scientific, and Cultural Organization

CHAPTER: I

INTRODUCTION TO THE STUDY

1.1 The Study Background

Liberia, Africa's oldest sovereign state, Cheryl L. (2016), has achieved great strides in the areas of social, economic, and infrastructure development, according to the United Nations Development Program. It was during the years 1950 and 1960 that she had her first major break. The discovery of the enormous natural resources of the area was extremely beneficial to the country. Major businesses streamlined their operations in the country to leverage and benefit from these resources. In response to expanded employment opportunities and a rise in the need for human resources, the national economy flourished swiftly.

Unfortunately, because of the significant prevalence of illiteracy in the nation, the majority of Liberians were unable to compete in the market with foreigners and aliens. This scenario deteriorated into a slew of social, economic, political, and cultural issues: employment was not created at the grassroots level, income and resources were not distributed equitably across the country, and only a small number of people gain while the vast majority lived in abject poverty Huetting F, Mishra R K.(2014).

Massive corruption, mishandling of public resources, abuse of authority, and a slew of other vices were the immediate outcome, resulting in a series of harsh and horrific civil crises, beginning with the military coup on April 12, 1980, and lasting almost a decade and a half.

A decade and a half after the end of the civil conflicts, the country still struggles with a variety of difficulties like high poverty rates, educational brain drain, and prohibitively expensive living expenses to mention a few, Harff, B., & Gurr, T. R. (2018). An array of policies and initiatives aiming at national rehabilitation and economic recovery were put in place by the previous government, which was led by Her Excellency Madam Ellen Johnson Sirleaf. In compliance with the millennium development goals (MDGs) of 2015, the poverty reduction strategy (PRS) declared free primary and junior secondary education in all public schools throughout the country (2011, Education Law).

As Liberia embarks on a new chapter, the country looks to be caught in a downward cycle of its own making. Another problem is that more than half of the population is illiterate, and the government does not have adequate infrastructure to accommodate the enormous student population, Waydon, E. B. et al. (2016). As part of her efforts to guarantee that Liberians everywhere obtain a basic education, several local and international organizations have joined forces with the government to help.

A decade of war and transition in Liberia not only destroyed the national economy and infrastructure, but also left behind an enormous task of national reconstruction, as well as the challenge of re-establishing the country's social, economic, political, and educational systems after fourteen years of bloodshed. The failure to ensure that everyone has access to a high-quality education is a major roadblock to rapid progress. Liberia must improve the quality of its educational system if it is to break free from its downward spiral of instability, poverty, and dependency on foreign aid, McWilliams, M. A. (2016).

Certainly, the first and most important goal is to guarantee that the teachers are of a high standard of quality, Fashina, A. A. (2017). Considering the essential role that schools play in the development of Liberia's educational system and the nation's present and future, a high focus should be placed on their salaries, since education is the basis of a successful society, Alesina, et al (2013).

Several high-ranking government officials, national and international organizations, and members of the local media have lately criticized the Liberian education system. The total performance of students on the yearly national examinations administered by the West African Examination Council (WAEC) for the preceding two decades reveals without a doubt that the rate of student accomplishment has fallen drastically. The problem will only become worse with the introduction of the West African Senior School Certificate Examination (WASSCE). Gbollie, C., et al (2017). As a result, this study investigates the administrative impact of low salaries on teachers' performance in Liberia, and the findings are presented in this paper.

1.2 Statement of the Problem

Because of the proliferation of schools built to bolster the national government's efforts in catering to the country's rapidly increasing student population, Alesina, A., Giuliano, P., & Reich, B. (2013), many of these institutions are unable to provide

instructors with competitive salaries in the current economic climate. To compensate for these limitations, the vast majority of private schools employ instructors on a part-time and contractual basis for ten months out of the year. Depending on where you live, teachers at these schools are paid less than one-third of the government's standard pay for their qualifications in some areas. In response to this situation, several unethical, unhealthy, and unprofessional activities have been taken in the teaching profession as a result. All efforts to repair Liberia's shattered educational system would be jeopardized unless appropriate procedures are put in place to ensure that instructors in all schools are fairly rewarded and that they are constantly monitored.

1.3 Aims of the Study

The purpose of this research is to look into The Administrative Impact of Low Salaries on the Performance of Teachers in Liberia.

The major goal is to conduct a review of teacher performance and provide the required recommendations to assist improve the system.

To attain this primary aim, the research will look into the following sub-objectives:

- Identifying problems faced by teachers as a result of low salaries;
- Determining means by which these low salary-related problems can be minimized or corrected;
- Determining the school administration's intervention controlling problems arising from low salaries in schools, particularly in Liberia; and determining the school administration's intervention in controlling problems arising from low salaries schools, especially in Liberia.
- Assist teachers and school officials in becoming more aware of the hazards of poor pay.

1.4 Research Questions

This research is to be guided by the following guidelines:

1. In which ways do salaries in Liberia impact the level of performance of teachers?
2. How effective are the administrators in providing salaries on time and in supervising and monitoring teachers?

3. What strategies are put into place to ensure that higher salaries/wages are paid to teachers and to ensure better outputs for teachers?
4. What direct impacts does the performance of teachers with low salaries have on their academic output?

1.5 The Study Significance

The research is particularly important at this moment, as the country prepares to develop a new society based on merit, trust, and efficiency, Weh-Dorliae, Y. (2015). The findings will be utilized to implement systemic improvements that are critical to Liberia's national recovery efforts and educational system strengthening. The study's findings will also serve as a foundation for future research into how low salaries might be eliminated and weeded out to make place for advancements.

1.6 The Study Limitation

This study would undoubtedly be hampered by a lack of adequate literary records/statistics on teachers' performance; the lack of resources/materials from textbooks and locally reserved information that may have been damaged or destroyed. Aside from the aforementioned lack of willingness of school officials to divulge secret or sensitive information.

1.7 Definition of Key Terms

The following terms are carefully defined to give easy access to words and phrases of the study

1. **Formal education** – is classroom-based, and provided by trained teachers.
2. **The education system** – is generally referred to as public schools, or private schooling more commonly as kindergarten through high school programs.
3. **Occupation** – is a job or profession
4. **Labor market** – in terms of supply and demand, it is the availability of jobs and labor. It is where employees and workers interact with one another.
5. **Salaries/Wages** – a payment or concession to stimulate greater output or investment.
6. **Productivity** – the fertility or capacity of a specific habitat or area; the rate of creation of new biomass by an individual, institution, or society

7. **Economic value** – in a free market system, the utmost amount a consumer is willing to purchase an item.

1.8 Organization of the Study

The research is divided into five chapters, which are arranged in such a way that they cover the subject matter in depth. The first chapter contains an introduction as well as the whole conceptual framework. This chapter contains the following sections: a description of the study's background, a statement of the problem, the study's aims, the research questions, the study's significance, the study's limits, essential word definitions, and an overview of the thesis' organization.

A review of pertinent literature is presented in the second chapter. During this process, the researcher examines and critically evaluates the contributions of other writers, which have been gathered from secondary sources that are relevant to the issue under investigation. The third chapter is devoted to the study's methodology, which includes topics such as the research design, the population, the sample size, the methodologies, the research instruments, and the collecting & interpretation processes.

The data collection, processing, and interpretation are covered in detail in Chapter 4. There is also an explanation of the research findings as well as a discussion of the findings. Thus, the fifth chapter summarizes the investigations and gives the conclusions gained from the results of those studies. There have been ideas put up to alleviate the administrative influence that low pay and wages have on the performance of teachers in Liberia.

CHAPTER: II

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter review different related literature of different scholars and the contributions of other authors and authorities in the area of education. The following outline has been developed to create a broader knowledge of the topic under study. In a reflection on the Education System in Post-War Liberia, the Economic Value of Teachers Quality, we shall consider some factors influencing Teachers' Attention, as well as, teachers' Pay vs. Students' Productivity.

2.1 Education: An overview of its importance

Education is regarded as a fundamental capability that has a direct impact on the development and evolution of a person's other abilities, Al-Shuaibi, Abdulghani. (2014), World Bank Group (2022). Education is an essential component of human existence. It allows design and model people in any civilization to thrive in their surroundings. Boit, Njoki, and Chang'ach (2012) argue that education's mission is to give citizens the tools they need to better their society and reduce inequality. Education's objective is to provide persons with the skills and information they need to improve their society and eradicate flaws and injustices. While both quantity and quality of education are important for economic growth, research shows that quality is significantly more important, Do, D. N. M., Hoang, L. K., Le, C. M., & Tran, T. (2020).

Secondary education in particular, is critical for the growth of the country and the individuals. Beyond basic education, it is vital for the growth of a country's human resource base, Doreen C B. (2021). Because of the importance of secondary education, to stimulate demand, A Ghanaian writer publish an article to make public secondary institutions tuition-free, Duflo, E., Dupas, P., & Kremer, M. (2021). One of the indicators of the quality of education delivered is pupils' cognitive achievement. Academic accomplishment is judged by test and examination outcomes, as well as marks awarded by subject teachers, according to Steinmayr, R., Meiner, A., Weideinger, A. F., & Wirthwein, L. (2014). As a result, delivering high-

quality secondary education is crucial for generating opportunities for economic and social progress.

2.2 Reflection on the Education System In post-War Liberia

The civil war lasted for fourteen years (1989-2003), causing to a greater extent, the destruction of educational facilities than any other basic social services in Liberia. According to statistics, about 67% of schools in Liberia were destroyed. The remaining 43% were roughly looted, vandalized, or used as refuge centers for the displaced. Children of school age, at all levels, were recruited and used as combatants for various warring factions.

Teachers and students who did not want to be part of the fighting forces or lose their lives left for other parts of Liberia or other countries. Various faction heads ruled different parts of the country in disorderly and unorganized manners. Lawlessness was the order of the day; former and non-former education came to a complete halt in all parts of the country. Guidance to prepare children between the ages, of 6 – 17 (consisting greater percentage of the population) to become useful adults in the future was not provided. (Ministry of Education National School Census, 2008/2009)

The Liberian civil war lasted 14 years, before coming to a conclusion in Ghana in 2003 with the signing of the Comprehensive Peace Accord. Liberia had to deal with a significant backlog in education due to a generation that had not received enough education. The country had to face the challenge of transforming education, teaching, and instruction, as well as reconstructing its whole infrastructure. Most schools and other education-related structures were destroyed during the conflict, and teachers were completely absent (BIS Education for Development, 2012; 2013)

However, during and right after the crisis, national and international partners planned and implemented projects aimed at rebuilding our broken educational system. There were large and significant differences between the provision of education before and after the civil crisis. No doubt the unavailability of trained and qualified personnel, especially teachers became a serious challenge. Many persons were accepted into the classroom under the notion that, in the absence of the qualified, the available becomes qualified (If the capable is not available, the available becomes capable). Today, it is saddening that this same notion still lingers in our schools.

2.3 The central importance of teachers

Hundreds of research on the impact of instructors on student success have been undertaken. There are two significant findings. First and foremost, instructors are critical; no other part of a school's measurement is nearly as crucial in predicting student progress. Second, no identifiable teacher traits that are consistently associated with student results have been identified. Understanding these facts is crucial to discussing policies and their underlying economics in the future.

2.4 The Economic Value of Teachers' Quality

The researchers' goal is to compile a review of the evidence on the extent to which teacher traits, salary, and ties explain disparities in student results. In actuality, the researchers outlined those conditions that will lead to the best outcome for students. Linking them to teachers' low salaries. Teachers will tend to nurture the students giving them the best if they have some level of satisfaction and can meet up with the demands of the day. Due to the constant detains in our economic activities, low salaries have hindered teachers' output leaving students vulnerable to the whole issue. J. Britton (2016) Hanushek, E. A., & Rivkin, S. G. (2012).

2.5 The Factors That Influence Teacher Quality

The role of teachers, as well as the features and activities of instructors that are most favorable to student learning, have been the main point of extensive studies. According to most research, teachers play a vital role in a child's academic success or failure. Despite this, studies on the elements that determine teacher quality have failed to reach a consensus on what makes a good teacher. Designing based on verifiable metrics compensation structures and reward systems is complicated because there are no obvious measurable traits that predict teacher quality. Ngozi Obidike (2016).

Good teachers are intuitively obvious as one of the foundations of student achievement, but the statistical proof is more difficult to come by. Years of experience and educational level, which are logically linked to teacher quality, are not always clearly linked to better educational outcomes. Comprehensive panel data is generally unavailable when using techniques like value-added modeling or matching to quantify the influence of individual teachers. Several recent studies have looked into the possibility of a teacher quality impact using comparable data and

techniques, Goldhaber D. (2016). All of the research shows that instructors have an influence and that this influence has the potential to be significant.

The majority of empirical research on the specific elements that influence teacher quality focuses on the impact of measurable teacher characteristics variables. Years of schooling, years of experience, income levels, and certification are all factors included in most research. Although the majority of studies identified a relationship between one or more of the factors studied and student accomplishment, there is no definitive proof that particular attributes are inexorably related to teacher effectiveness. Despite contradictory data, certain teacher traits are more likely to emerge as crucial in the creation of education globally. Teacher experience, level of education, topic preparations, certification, duration, and exam results are all aspects to consider, M.N Mustafa (2013).

Regardless, Britton & Propper (2016) analyses studies of student achievement determinants and concludes that there is a very limited evidence between teacher pay level and student achievement. Even though the effectiveness of the educational production function research varies greatly, Hanushek argues that huge data discrepancies imply that teacher quality is difficult to nail down by observable features. Glewwe, P., Lambert, S., & Chen, Q. (2020), investigates research regarding the role of education production in developing countries and finds, once again, that findings are inconsistent across studies.

Unobservable teacher features, such as classroom effort, could have a large impact on students' success than those that are more easily observed. Sioux McKenna and Simpiwe Sobuwa (2020). Revealed that both Teachers qualities and Teachers' salaries are correlated in the labor market. Their findings suggest that initiatives or reforms aimed at choosing teachers with certain traits or enhancing a single teacher's involvement (for example, continuing professional development) are likely to increase teaching quality.

Large investments in improving teacher attributes, according to some experts, are not a cost-effective way to improve student accomplishment. For example, K. E. Ashworth and P.C. Pullen, (2014) used regression discontinuity to examine the influence of in-service teacher education and find no discernable effect on primary arithmetic and reading test results. In contrast, Osamwonyi E F. (2016) research on in-service teacher education discovered that in-service training is a cost-efficient and

effective strategy for improving teacher practice. These two studies are only two examples of research that disagree about what constitutes a good instructor. Variances in technique or data, difference, or differences in the substance or quality of in-service pieces of training might explain the disparities in outcomes.

2.6 Salary and Working Conditions for Teachers

Salary may be the most important and immediate motivator for teachers. Fullard, J. (2021). It has an impact on who enters the teaching profession, how long they stay in it, and how they conduct themselves daily. However, the relative impact of pay level is still a point of contention among studies. Many studies show that better remuneration encourages teachers to stay on the job, Fullard J. (2021).

Increased pay can attract more high-quality teachers and boost teacher effort and practice in the classroom, according to various studies, Bland, P., Church, E., & Luo, M. (2016). In Latin America, they believe that raising teacher pay will help to address key difficulties, where few people enter the teaching profession and those who are generally unqualified or end themselves doing several jobs. Others say that increased pay does not always imply better teaching, and that other factors such as student characteristics and school systems are often more important, Wai, J., & Tran, B. (2022).

Madeline W. (2019), explores the association between pay and teacher quality in urban areas across the United States in cross-sectional research. He found that higher-income major cities, as well as districts within those metro areas, are more likely to hire a subject-matter expert who attended a choice institution. The data supports the notion that persons are classified according to their salary levels within the teaching profession, between teaching and other professions, or both. Similarly, while controlling for student, teacher, and school observables. Kingdon and Teal (2010) use a small data set of 30 public and private Indian schools to offer evidence that better compensation in private schools is connected to higher student achievement. They think that giving private schools higher leeway in rewarding teachers with better compensation and scaring teachers with job uncertainty would enhance teacher effort, which will lead to higher student accomplishment. Others, on the other hand, think that pay alone is insufficient to recruit and retain qualified instructors. Emma G. and Eunice S.H (2022) indicated that national pay raises

improved teacher quality in the United States. Because of the features of the teacher labor market, such as Job security is strong, and wage increases are based on experience rather than performance, they anticipate that compensation increases have minimal impact on quality. These qualities encourage older instructors to stay in the classroom, reducing the opportunities for new teachers who are enticed by better pay. More income increases the average number of applicants for teaching jobs, according to Bridget M. (2021), increasing the difficulty of being employed for everyone. Higher pay, they claim, will lower the overall quality of new teachers since it is impossible to forecast who will be a good teacher.

2.7 High Cost of low teacher salaries

Because teachers' low wages make raising a family on one income nearly difficult, sixty-two (62) percent of the labor outside the classroom to make ends meet. Because of the ongoing fight for money, the greatest instructors have left the profession. Long hours, little income, and a lack of support and respect have pushed them down. For this reason, many teachers teach more than one school, so that they can make more money/pay for themselves and their family's well-being, as the result you will find out that their best will not be given to all of the students equally because of their tiredness and the students' performance is going to be poor. (Eggers D. & Calegari N.C. 2011)

2.8 Low Salaries harm the quality of teaching

This article tries to compare the salary of teachers who are educators to other similarly qualified workers worldwide. While it is true that people who are well-schooled before coming to the profession expect a higher salary, all is just the contrary. This setback reduces the teachers' strength of teaching and little or less will be given to the students who are to lead in the future. These low compensation will make it much more difficult to recruit the top individuals for teaching jobs. (Garner, 2015)

2.9 Factor Influencing Teacher's Attention

Salaries are one of the factors influencing teacher attention. Because of the dissatisfaction of teachers with the line of salary, some leave their jobs. Because working circumstances are more stressful in low-income schools, teachers quit. In

terms of salary and working conditions, the teaching profession must be competitive. However, teacher incomes are low and have been dropping in comparison to other professional earnings, which is cause for worry. As a result, instructors are more likely to leave, particularly those in high-demand subjects such as math and science. This is going to cost the students a lost good understanding of their lessons because their best teachers are quitting their job. M. A. Zainal, et al, (2019).

2.10 Attitudes to performance-based pay schemes

Teachers' low salary concern in third world countries is a growing factor that leads to negative and degrading attitudes. This research tries to reveal some of the problems posed by low salaries on the performance of teachers. Teachers no longer have the profession at heart and have developed the mindset of formulating strategies that will help them get more benefits. As such, class-appropriate lesson is not their primary concern but doing things to win the students on their side is what matters the most to teachers. This drives students in a negative direction. Chidiebere O, Kevin D, et al. (2017)

2.11 Teachers' Pay vs. Students' Productivity

If pay matters for teaching and they are not getting it as they want, teachers' output will be lower. This insight was used to test teachers' pay effect on school performance J. Britton, C. Propper, (2016). As the result, it creates a gap between the local labor market salaries and the regulated salaries paid to teachers. This article also talks about the teacher going into shock due to their low salary condition and doing that time there will be no lesson going on or there will be a time lost. The results are the coolest to a wide variety of specification tests and alternative hypotheses referring to various channels via which the salary may impact pupils' performance. Britton J, & Propper C, (2016).

2.12 Does teacher pay has any impact on the quality of students' education?

This article talks about an English teacher whose name was Denis Kwitonda (not his real name). He was dedicated to his field until he earned more/lot of respect from everyone. He was known as the man who could convert whatever he came into contact with into gold. Because only a small percentage of pupils ever failed their subject on national exams. He astonished everyone when he announced that he was giving up his love for teaching. He reasoned that he enjoys teaching but also needs a high quality of life. According to study findings published (UNGSCO 2014), the

quality of education improves when instructors are provided all the assistance they need by the kids will be able to acquire what they need in terms of education, and the teachers will stay in the field. Tumwebaze, et al (2015)

2.13 Student's performance improves when given incentives upfront

Teachers who are offered incentives or bonuses can help students enhance their academic achievement while also assisting teachers in giving their tests to pupils. Pupils improved by up to ten percentiles in comparison to students with similar backgrounds, according to this study. Teachers who do not earn pay for the bonus, as well as a fair wage, may gain little from their success. The study also discovered that when instructors were awarded a bonus after the school year, children did not benefit. (Harms W, 2012)

The government, educators, parents, and society as a whole, have always been interested in pupils' academic achievements. Data on student success is widely used to assess schools, L. Ferlazzo (2022), Südkamp, A., Kaiser, J., & Möller, J. (2012). Teachers are intrinsically related to the schools in which they teach, as well as the academic results of those institutions. As a result, judging instructors' efficiency based on the results of standardized student exams seems logical. When their schools and teaching subjects are well-regarded, teachers celebrate and are rewarded. Instructors in high-performing schools selected by the National Performance Evaluation System of Subsidized Schools in Chile, for example, are paid jointly (Organization for Economic Cooperation and Development, 2015). Teachers who succeed in their disciplines are honored every year in Kenya at open education day, which is conducted in each district (Cherongis, 2010). While it is true that instructors who obtain better results should be rewarded, teachers should not be held solely responsible when children perform poorly.

. Teachers have been demonstrated to have a major impact on student achievement Teachers are essential to educational success because they are ultimately responsible for putting policies and principles into action via interactions with pupils, Lynch M, et al, (2019). The instructor has the greatest impact on student learning. In the learning process, teachers are at the intersection of knowledge, values, and skill transfer. If the teacher is ineffective, the students under his or her supervision will

achieve insufficient academic development. This is true regardless of how comparable or different the academic attainment potential of the students is. According to Sirait, S. (2016). there has been only a little consensus on the specific teacher factors that influence students' academic advancement. The impact of teacher characteristics including gender, educational qualifications, and teaching experience on student academic achievement has been investigated, with varied results. According to Abiodun, T. O et al (2022), there was a significant association between instructors' gender and students' academic progress. Vicki's accusation in Vicki N. (2019) contradicts. Adeyemi (2012) found that teachers' experience and educational credentials were the most important drivers of students' academic development. According to Sirait, S. (2016), teachers' teaching experience and educational degrees have minimal impact on students' success. In a research conducted, Muhammad H. N. M, et al (2012) revealed that teacher training plays a very important role for choosing all of the best method for teaching and it improves interest of most stutents, and their academic achievements. According to R. Fernandez-Alonso, M. Alvarez-Diaz, et al, (2017), teacher management of student homework and assignments has an effect on student achievement, especially when homework and assignments are appropriately explained, motivated, corrected, and reviewed during class time, and used as a form of student feedback.

2.14 Incentives based on performance

It has been established that providing students with certain performance-based incentives can help them learn, particularly in the short term and for the curricular areas or metrics that are targeted by the rewards. The vast majority of researchers have found that merit-pay systems lead to unforeseen behavioral distortions and do not provide any long-term or generalizable learning gains. This is the case even though these systems are widely used.

2.15 Salary Based On Merit

Teachers who are rewarded for their contributions are more likely to enter the profession, stay in it, and enhance their abilities, N. Modan (2021). Some suggest that incentives should be changed to promote certain teacher performance, abilities, or behavior, citing concerns about present teacher remuneration systems' motivations. Various philosophers and analysts, on the other hand, reject

performance-based incentives. According to writers, such rewards can undermine teachers' intrinsic motivation and productivity, and they frequently result in unintended classroom management, resulting in poor classroom quality and poor student learning and development, particularly over time, E. Gracia and E. Weiss (2019). The key arguments in favor of and against performance-based remuneration are then discussed. Cao, Yuan & Cao, Qing. (2021).

2.16 Teacher-Student Relationships: Theoretical Perspectives

People are more likely to get upset when their most important aspirations are jeopardized. Positive emotions that lead to a sense of well-being are elicited by occurrences that contribute to the realization of a highly desired objective. As a result, teacher-student connections may only be destructive or useful to the well-being of pupils if Educators have a desire or need for personal relationships with their students, (Trauma Learning Policy Initiative). Gherardi, S. A., Flinn, R. E., & Jaure, V. B. (2020)

The importance of teachers' strong personal interactions with their students has been demonstrated in several studies. In the prior paragraph, researchers discovered evidence for this idea, and we emphasized studies that have offered empirical evidence for the influence of teacher-student connections on teacher wellbeing. However, these findings don't explain why teacher-student interactions appear to be such a personal issue for educators. When teachers have a strained connection with one or more students in their class, what reasons or goals are at stake? In this section, the researcher look at this issue utilizing two prominent theoretical models of interpersonal interactions, both of which have been utilized to influence teacher-student relationships in children. In terms of teacher-child connections, the attachment paradigm and the self-determination theory of motivation, Brestovansky, M. (2020). are discussed. Regardless of the conceptualizations used, these theories stress an inherent human urge for connectedness that supports and explains interpersonal behavior in social circumstances.

2.16.1 Motivational theory based on self-determination

In the domains of organizational psychology and educational psychology, this concept has been widely used in the study of motivation and well-being. The three important traits of emotional connection, structure, and autonomous instructor aid

have been connected to students' academic motivation and achievement. Meeting fundamental needs was also associated with employee happiness, job satisfaction, and workplace enthusiasm. Despite the scarcity of research on teaching, some studies have underlined the importance of choice and control, as well as supervisor and colleague support, in teaching. These aspects aid teachers in developing intrinsic motivation and a positive work ethic, which can lead to students' self-directed learning. L. G. Pelletier and M. Rocchi (2016).

Within this tradition, research has mostly focused on instructors' relationships with coworkers, with little or no focus on teachers' interactions with students. Teacher-student interactions, it could be said, are the most likely source of belongingness fulfillment because most of the teacher's time is being spent in the classroom. In-depth interviews with some teachers demonstrate that they have a strong bond with "their" students, speaking of love, respect, and the internal joys that come with having such intimate ties. As a result, looking at interpersonal ties with students as a source of togetherness satisfaction should help us better understand teachers' motivation and well-being at work.

2.16.2 Attachment Theory

Attachment theory describes people's attachment behavior as a drive for belonging. The psychological purpose of affectional attachments between persons is to build or maintain emotional stability, as seen in caregiver-child and adult love relationships. Internalized attachment experiences result in the establishment of mental representations of connections (also known as "internal working models" or "mental schemas") that guide social information processing consistently and predictably. This has far-reaching consequences for future social relationships. Baumeister, R. F., & Leary, M. R. (2017), Kendea Cherry (2022).

According to attachment theory, internal working models of relationships incorporate generalized information about the self, others, and self-other interactions, which influences the formation of new connections. Relationship experiences are internalized at various degrees of generalization, according to studies on the hierarchical structure of these ideas. Global interpersonal orientation is the product of repeated interpersonal contact in many relationship circumstances. People also create relationship-specific models for relationships with specific people, such

as a parent, husband, or colleague, as well as domain-specific models for other types of connections (for example, romantic, familial, and professional ties), K.A. Dugan, R.C. Fraley et al, (2022). This has far-reaching implications for future social connections.

According to T.P.N.R. Goncalves, N.R. Azevedo, et al (2013), teachers have implicit beliefs about the nature of classroom interactions. They explain how, for example, instructors' destiny or growth views about student connections might impact teachers' attempts to invest in problematic student relationships. Relationships are changing, and relationship problems may be resolved, according to development viewpoints. Destiny beliefs, on the other hand, encourage the notion that potential romantic pairings are compatible or unsuitable. Another internalized domain-specific concept is that teachers must provide all of their pupil's equal attention, N.

Wickramasinghe (2019). If teachers have such ideas, they may feel bound to pay equal attention to all of their students. Furthermore, various teachers may have differing perspectives on their responsibilities as educators. Teachers who perceive themselves as surrogates for parents or socializers are more conscious of disruptive pupils, whereas instructors are more aware of underachievers.

Teachers are said to construct relationship-specific models for some students in their class because of their physical closeness. The teacher's perspective of the kid, as well as her or his sense of self concerning the child and internalized sentiments, influence these representations, D. Qualters, et al (2017). The global model of broad conceptions about relationships and self-perception, which is layered inside the domain-specific model of teaching, is thought to contain these relationship-specific models. Professional and personal self-views influence and are affected by teachers' representations of personal ties with students. As a result, teacher-student interactions might have a major impact on students' self-esteem and well-being.

Instructors have also been described as caregivers who seek out corrective emotional experiences from students that contradict and modify unstable relationship schemas, Elkins D.M, (2022). Teachers have the ability to utilize the notion of dual connections to show how they manipulate student relationships to meet their psychological demands.

2.17 Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning.

For almost a decade, Liberian kids' academic performance has been dissatisfactory to many. A significant proportion of education stakeholders think that sector inputs do not correspond to student achievement in regional tests. Though their decision may be subjective and based solely on 9th and 12th graders' results on WAEC examinations, it appears to be rational. Unrelenting drop-offs in student performance in Liberia, despite an increase in the number of educated instructors with stronger incentives, new or renovated learning facilities, up-to-date textbooks, and so on, compared to those of the early 2000s, are cause for severe worry. Even though various difficulties remain obvious in Liberia's education system, which may continue to impede quality education delivery, nothing has been done to investigate experimentally the underlying explanations behind Liberian pupils' declining academic performance levels. FREE Liberia aimed to start the process by gaining a better knowledge of motivation and the application of learning methodologies to assist students, administrators, and authorities in improving their learning.

Motivation is important in learning since it is a concept that incorporates both ideas and feelings. It explains a lot about academic achievement. Gbollie, C., & Keamu, H. P. (2017).

The study predicted that Liberian secondary school pupils would be less conscience and would use more practice and organizing tactics as their performance declined. Several issues were identified in this study as severely impeding pupils' ability to succeed academically. The findings of this study will undoubtedly give important insights into Liberian students' motivation and method used, as well as variables that impede their understanding and their consequences for improved student learning outcomes. This indicates that external pressures are influencing Liberian students' efforts to obtain an education. In other words, their dedication to studying various courses may be interpreted as a result of their desire for rewards and fear of punishment from instructors and parents, rather than their inner goals, S. Agyekum (2021)

2.18 Financial Incentives: The Impact on Employee Motivation

The monetary reward is compensation offered to workers as a consequence of their company's job motivation. Employee motivation is predicted to rise as a result of financial incentives, because financial incentives may be directed to the demands that the employee desires. Giving this incentive, according to Dessler, necessitates a fair and reasonable employee attitude. Financial incentives supplied by the corporation in line with or consistent with the effort and results performed by employees are referred to be fair. While viable indicates that financial incentives offered to employees can fulfill their demands, the feasibility may also be determined by comparing other organizations' incentive programs Gupta, M. (2014). In one working day, a supplier company in Bandung with 43 workers is divided into three parts: field personnel (sales associates), administrators, and workers. Employees can work at least 10 hours with the option of additional labor. Novianty, R. R., & Evita, S. N. (2018).

2.19 Pay for Performance in Public and Private Schools

The sort of work that teachers undertake and the layout of their employment are to blame for the loss of performance bonuses in K–12 education. The debate is divided into multiple threads. To begin with, observing instructors' work is difficult. It's a collaborative effort, and it's impossible to pinpoint any one instructor's contribution. Furthermore, some of the outcomes of the learning system are difficult to quantify. Compensation based on outcomes that are more easily observable and quantified undermines incentives and can lead to inefficient conduct (e.g., teaching to the test). Furthermore, due to the enigmatic nature of the teaching-learning relationship, administrators are sometimes unable to clarify why one instructor seems to be more productive than another. As a result, they are unable to explain the reason for merit awards to individuals who have been refused, as well as what actions they might take to achieve next time. Teachers lose trust in the system and become discouraged, if not outright angry. Finally, rivalry for merit awards might lead to teachers engaging in opportunism and anti-behavior. Teachers operate primarily independently and find it quite simple to withhold monitoring. M. Gibbs (2012).

2.20 Earnings, Productivity, and Performance-Related Pay

Jobs with performance-related pay (PRP) attract people with superior abilities and encourage them to put in more effort. We build an integrated effort and sorting model that highlights the difference between both observed and unobserved ability, as well as the link between wages and productivity. Statistics from the British Household Panel Survey have been used to validate predictions (BHPS). Theoretical calculations reveal that these predicted income differences constitute average productivity differentials at the marginal business utilizing PRP, net of monitoring expenses, but not of the disutility of increased effort put by employees. C. Lucifora & F. Origo (2022)

2.21 Performance Pay, Risk Attitudes, and Job Satisfaction

By contrasting the standard existing agreement with the sorting model, other theories may predict a link involving performance-related pay and work satisfaction are left out. To begin, the traditional agency model may be tweaked in a variety of ways to indicate that performance-based employees keep their rent. The acceptance of limited liability is perhaps the earliest of these modifications. Surprisingly, performance pay in the face of a restricted liability limitation has consequences that are comparable to those discussed in the literature on efficiency wages. Workers will line up for jobs that pay rent, but companies will be hesitant to invest in establishing such positions. Other hypotheses, on the other hand, claim that performance compensation is linked to a lesser level of usefulness. As a result, workers may be concerned not just about their salaries, but also about the consequences of the higher wage discrepancy associated with performance pay. C. Lucifora & F. Origo (2022). This difference has the potential to depress morale and productivity. C. Ogbonnaya et al, (2017) may perceive performance compensation as a kind of control that backfire at times, causing contentious behaviors among employees. While poorer morale and lack of ownership may occur in some cases, this findings do not support the general claim that performance pay leads to worse work satisfaction, but rather that greater wages lead to higher job satisfaction for those on performance-related pay. Even when incomes are maintained, performance pay is linked to nearly the same levels of work satisfaction as other kinds of compensation.

2.22 Conceptual Framework

J. Johnes, M. Portela et al (2017) maintained that the system of education is productive with outcomes. Outputs are generally stated when it comes to pupils' test results, they show academic achievement. An input–process–output model might be used to illustrate the components of an educational system. Several inputs in the educational process result in student achievement. Such inputs include student family background variables, class size, availability of teaching and learning materials, and teacher characteristics. The teacher is the most important part of education provision, and hence has a significant impact on educational quality as an input, Fountas, I. C., & Pinnell, G. S. (2020). Teacher attributes that impact academic accomplishment include the number of instructors on duty, the teacher-to-student ratio, teacher certifications, and each teacher's traits.

Personal qualities include academic qualifications, pedagogical training, subject training, ability, and years of service/experience. These attributes are brought into the classroom by a teacher to assist pupils to learn more successfully. The quality of education is inextricably linked to the extent to which instructors use extra inputs to improve the teaching and learning process, and how well, they are been paid, Joshi, K. R. (2018). Process quality is defined by G. Peterson & E. Elam (2021) as the quality of the teachers, pupils, families and administrators interaction in the teaching-learning process. As a result, the goal of this study was to determine how particular teacher characteristics and instructional approaches in Nyandarua County influenced secondary school academic attainment.

CHAPTER: III

RESEARCH METHODOLOGY

3.1 Introduction

The methodology of the research comprises the research design, group study, sample size, sampling procedures, data collecting tools, and data collection, as detailed in Chapter 3, and it is divided into three sections.

3.2 Research Design

Low salaries and their administrative implications on teacher performance in Liberia are investigated using a quantitative approach. Finding out information about a certain population, sometimes referred to as a sample, is possible through quantitative research. In order to answer questions about the sample population, quantitative research uses data that are seen or quantified. A. M. Allen (2017). The process of gathering and analyzing numerical data is known as quantitative research. It may be used to detect patterns and averages, predict events, investigate causal linkages, and extrapolate results to larger groups. Bhandari, P. (2020).

3.3 Research Methodology Group study

Research methodology is essentially the "how" a certain piece of research is conducted in practice. More precisely, it deals with the scientific methods a researcher employs while designing a study to guarantee accurate outcomes that meet the goals and objectives of the investigation. As a result, the methodology is concerned with questions like:

- Why was certain information gathered?
- What kind of data was gathered?
- Where did you get the information?
- When was the information gathered?
- What methods were used to collect it?
- How will it be examined?

The steps in this research study are as follows:

- Review of literature
- Method of the survey (questionnaires, observations & interviews)
- The sampling method

The review of the literature was hereby based on current theoretical knowledge found in textbooks, journals, and government websites. It includes empirical information from publications and journals documenting similar studies undertaken in other locations. The administrative impact of low salaries on the performance of teachers in Liberia was also identified through a literature review.

Due to the size and scope of the selected country, the researcher chose an overall population (study group) of one thousand five hundred (1500) persons, which includes, but is not limited to administrators, teachers, students, and parents and guardians from Liberia, government officials as well as educational partners as the target population for the study. The categories of this population include parents, teachers, students, administration, and proprietors.

3.4 Sample Size and Sampling techniques

Through a simple random selection procedure, the researcher picked a maximum of ten percent of the targeted population (study group), resulting in an overall sample size of one hundred and fifty (150) people. A subset of a population is chosen at random for a simple random sampling. Each person in the population has an exact equal probability of getting chosen using this sampling strategy. It just takes a single random pick and minimal prior information about the population, this approach is the most basic of all probability sampling methods. Because of the randomization, any study involving this cohort should have high internal and external validity. (L. Thomas 2020). This strategy is appropriate and essential in the researcher's opinion for the improvement and generalization of respondents' perspectives and remarks.

3.5 Survey Method

According to J. Dudovskiy (2018), the fundamental idea behind the survey technique is "questioning people about a topic or topics and then documenting their replies." In business studies, the survey method of primary data gathering is used to test theories, reflect people's attitudes, gauge customer satisfaction levels, and accomplish a number of other goals. Both quantitative and qualitative investigations can employ the survey approach. Two fundamental goals are pursued by the survey method:

1. Describing certain facets or traits of the population and/or
2. Evaluating theories on the types of relationships within a population.

3.5.1 Questionnaire

A questionnaire, according to A. Pahwa (2021), is simply a series of questions designed to ask respondents for statistically significant information. It is frequently considered as a vital instrument in the surveying process. Numbers were collected from administrators, teachers, students, and parents via a questionnaire. Each essential component was created to answer the researcher's questions or objectives from Chapter one. This research approach allows the researcher to have a thorough knowledge of all of the respondents' concerns.

3.5.2 Semi-Structured Interview

In a semi-structured interview, questions are posed inside a prepared theme framework as a means of gathering data. But neither the sequence nor the wording of the questions are predetermined. Semi-structured interviews are frequently qualitative in character when used in research, T. George (2022) To get more insight into the issue statement stated in chapter one, the researcher conducted semi-structured interviews with stakeholders.

3.5.3 Observation

Observational research approaches were utilized as a supplement to the above-mentioned instruments to gain more information and expertise from the respondents. As the name suggests, observation is a method of gathering facts via watching. This type of data collection is categorized as a participatory study since the researcher must spend time with her respondents in their environment while taking notes and/or recording. A variety of techniques, including listening, reading, touching, and documenting behavior and phenomenon features, can be used to acquire data through observation. Both organized and unstructured observation can be used to collect data. Data collection is carried out using particular variables and in accordance with a predetermined timetable in organized or systematic observation. On the other hand, unstructured observation is carried out in a transparent and unrestricted way because there aren't any predetermined variables or goals, J. Dudovskiy (2022). The researcher used a questionnaire and a semi-structured interview because of the nature of the investigation.

3.5.4 Reliability

J. Dudovskiy (2018), if you use an instrument to measure anything more than once, reliability refers to whether or not you receive the same result each time. Research

dependability may be defined as the extent to which a research methodology yields outcomes that are reliable and repeatable. If a certain measurement is applied to the same item of measurement again and yields the same findings, it is regarded as trustworthy.

Three categories can be used to categorize research reliability:

- Test-retest reliability refers to the reliability index that has been determined by administering the same test repeatedly over time with the same sample group.
- Parallel forms reliability refers to a metric that is produced by assessing the same phenomenon using several assessment methods with the same sample group.
- Inter-rater reliability, as its name suggests, is a measurement of findings achieved using the same methodology by several assessors. The advantages and significance of evaluating inter-rater reliability may be described in terms of the subjective nature of evaluations.

The study's reliability will be assessed if the empirical research findings are consistent with what the research instrument was designed to examine.

3.5.5 Validity

J. Dudovskiy (2018), when it comes to surveys, research validity refers to how well the survey captures the necessary data. Validity is simply how well an instrument measures what it is supposed to measure. Measures must be legitimate as well as trustworthy in order to be effective. Because the scale displays the same weight each time we measure a certain item, even if a weight measuring scale is off by 4 kg (deducting 4 kg from the real weight), it may still be considered dependable. But because it doesn't show the item's true weight, the scale is invalid.

The validity, as a result, examines if the study's results are genuinely about what they claim to be about. The researcher sought to make sure that the assumptions and conclusions reached in this study on the administrative impact of low salaries on teachers' performance in Liberia were accurate. In addition, as revealed in this study, the researcher must be consistent in applying the results.

3.6 Data collection tools

To conduct the investigation, both primary and secondary materials were used by the researcher. The purpose of using well-prepared questionnaires/interview guides was to elicit respondents' views and opinions on the research topic. Secondary data was obtained as a great resource for the study from textbooks and other literary materials. Daniel Ndukwu (2020) defines data collecting tools as "devices/instruments used to gather data, such as a paper questionnaire or computer-assisted interviewing system." Case studies, checklists, interviews, and occasionally observation, as well as surveys or questionnaires, are used to collect data. As a consequence, the researcher uses a Google form (an online data collection tool) to collect primary data through a questionnaire.

3.7 Data collection procedures

As a data collecting approach, the researcher distributed questionnaires or interview guides, with respondents documenting how they feel and what they know about the aforementioned topic per the study questions. The questionnaires were distributed to participants through their social media and email accounts. Data was also gathered via textbooks, the internet, news stories, thesis works, cell phone interviews, and in-person interactions. The researcher thought it was necessary to employ closed-ended survey questions because they fell under the area of quantitative primary data collection. It also refers to the practice of asking structured questions with a preset selection of responses from which to choose.

3.8 Data Analysis plan

During the data analysis, the researcher produced a consent form for the participants and gained permission from an economist at Queens College named Dr. Clive R. Belfied, in the City University of New York, to use one of his Research Questionnaires, Performance Pay for Teachers: Determinants and Consequences. The date is February 28, 2022. The consent form was used to obtain the respondent's consent.

The computer examined the data from the structured surveys. The data gathered through empirical investigation was processed using the computer application (SPSS). All of the participants who were asked to participate in the study responded to the researcher. Statistical inference was used to create information from the sample element in the sample survey to obtain reliable inferences about the

characteristics of the population as a whole. Table 1.0 summarizes the number of respondents used in the empirical study.

The data collected were carefully transcribed into mathematical representation to determine the numerical percentage of the population, using tables and graphs.

3.8.1 Ethical Consideration

Ethics refers to the variables that a researcher should examine to protect respondents' interests and avoid irregularities that could have a detrimental impact on them both, while they are participating in the research investigation.

3.8.2 Informed consent

Participants were legally recruited and were not coerced into participating in the study. They were given verbal and written explanations of the study's goal and objectives. As a result, the participants had a good understanding of what the researcher was looking for. It is the researcher's responsibility to explain the research's purpose and nature, as well as who is conducting it, who is funding it, the research's likely duration, why it is being conducted, the research's potential consequences, and how the results will be disseminated as fully as possible and in terms meaningful to the participants, DR. Hancock, et al (2021).

3.8.3 Confidentiality

The information gathered through surveys and interviews with research participants was used solely for academic purposes, and respondents were assured of complete privacy and confidentiality. People have a right to privacy, according to DR. Hancock, et al (2021), hence the researcher must respect any refusal to participate.

3.8.4 Protection from harm

Participants were protected from harm in the job, both physically and psychologically. Any information they shared about their institutions was carefully guarded. REamER, F. G. (2013) believes that a study design that protects participants from emotional harm and promotes data integrity deserves special attention.

3.8.5 Conclusion

This chapter looked at a variety of research tactics, methodologies, and strategies to show how a researcher may try to put theory into practice. In the inquiry, the researcher tried to strike a compromise between authenticity and reliability. This

summary indicates that no single research approach is superior to the others. Despite the limitations discovered by the researcher in some research methodologies, they can still be employed if the researcher uses them effectively. The researcher concentrates on data collection, analysis, and interpretation in the next chapter.

CHAPTER IV

RESEARCH FINDINGS

4.1 Introduction

This chapter discusses the empirical study and methodologies used in gathering and evaluating data for an assessment of the administrative impact of low teacher salaries on the performance of teachers in Liberia. Because of the large number of instructors and students in Liberia, it was decided to employ the stratified simple random sampling approach to pick the respondents for this study. The research's goal is to look at an assessment of the administrative influence of teachers' low salaries on their performance in Liberia. The researcher was able to reach appropriate findings and suggestions by analyzing the data and interpreting the results, which will answer the research questions posed in Chapter one (1).

4.2 Data analysis

A computer was used to evaluate the data obtained from the structured surveys. Data gathered through empirical inquiry was processed using the computer application (SPSS). All of the respondents who were asked to engage in the research study provided replies to the researcher. Statistical inference was used to create information from the sample element in the sample survey to derive reliable inferences about the population's characteristics as a whole. Table 4.3.1 summarizes the number of people who participated in the empirical study.

4.3 Respondents' Demographic Information

The research sample size was 150, which included both males and females. There were a total of 84 male respondents while there was a total of 66 female respondents. Males represented 56.0% while females represented 44.0%. The results of the study indicated that males were slightly higher than Females but either gender was well represented as indicated in table 4.3.1 below.

Table 4.3.1: Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	84	56.0	56.0	56.0

Female	66	44.0	44.0	100.0
Total	150	100.0	100.0	

Pie-chart

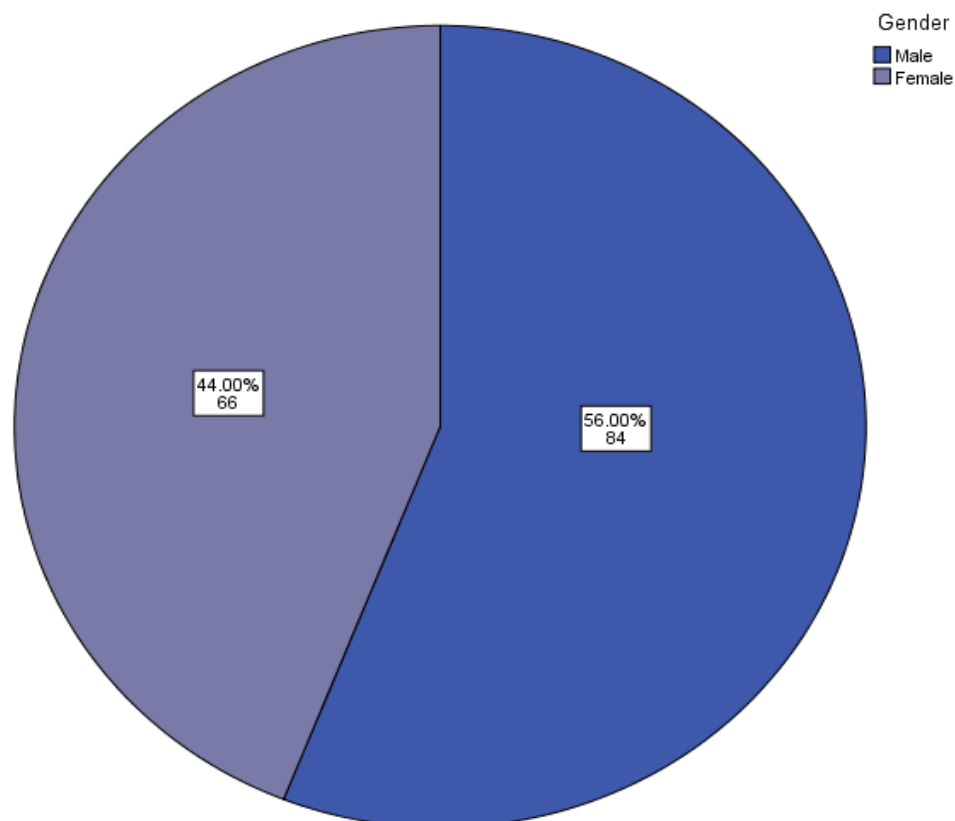
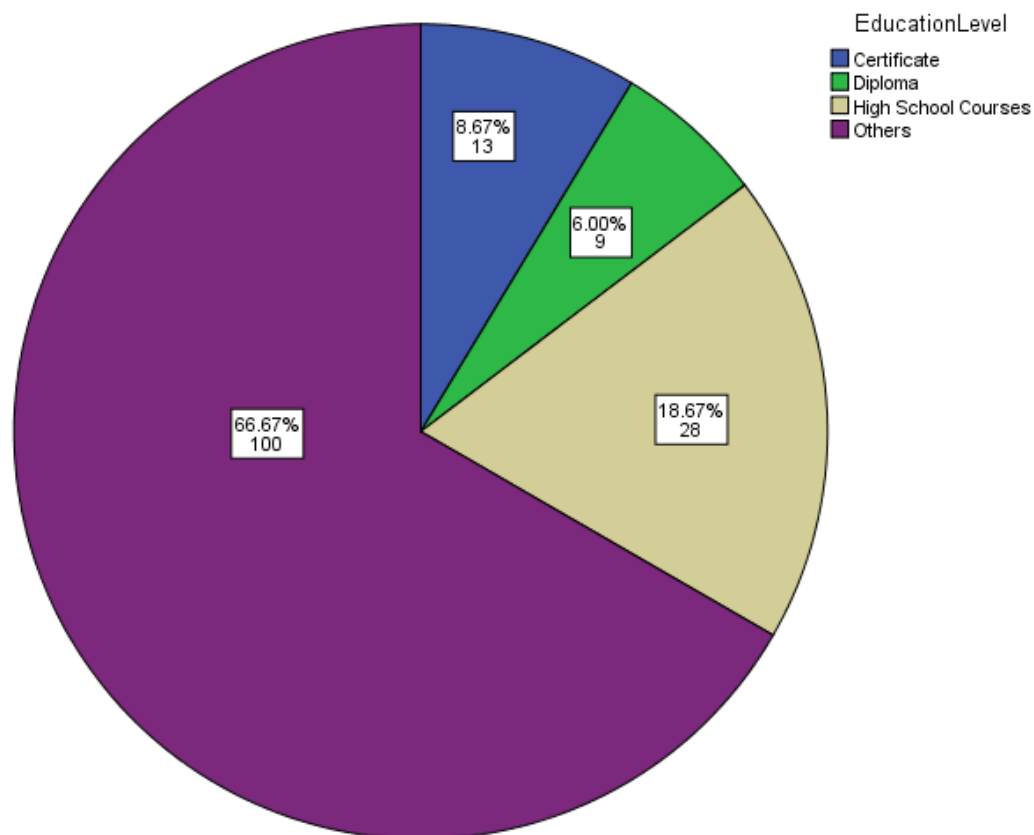


Table 4.3.2: Educational Level

Valid Educational Level	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	13	8.7	8.7	8.7
Diploma	9	6.0	6.0	14.7
High School Courses	28	18.7	18.7	33.4
Others	100	66.6	66.6	100.0
Total	150	100.0	100.0	

Pie-chart

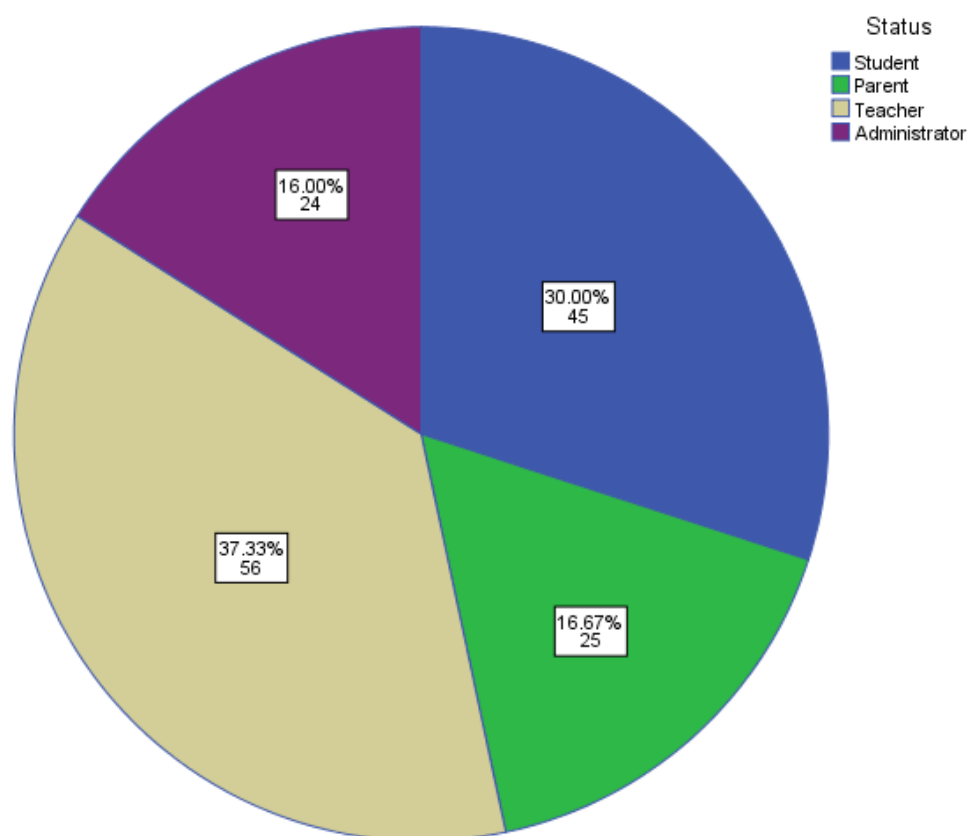


As seen in table 4.2 and figure 4.2 above, the educational level of our study sample size indicates that 13 respondents which constitute 8.7% have a Certificate, 9 respondents who constitute 6.0% have a Diploma, 28 respondents who constitute 18.7 percent of the sample have taken High School Courses and 100 respondents which constitutes 66.6% have others form of education, which includes BSc. Masters etc.

Table 4.3.3: Status

Valid Status	Frequency	Percent	Valid Percent	Cumulative Percent
Student	45	30.0	30.0	30.0
Parent	25	16.7	16.7	46.7
Teacher	56	37.3	37.3	84.0
Administrator	24	16.0	16.0	100.0
Total	150	100.0	100.0	

Pie-chart

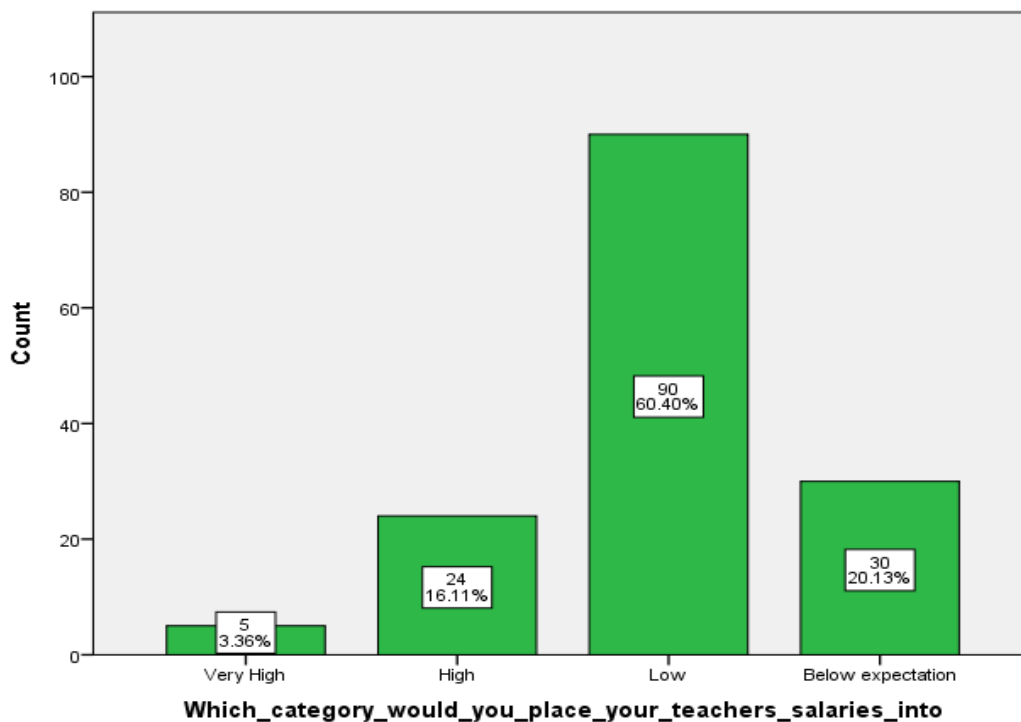


The above table 4.3 and figure 4.3 shows the status of respondents for this study. As seen the table and pie chart, shows 45 respondents which are 30% of the population are students, 24 respondents constitute 16% are parents, and 56 respondents constitute 37.33% are Teachers while 25 respondents constitute 16.67% are Administrators. This means that the research questionnaire was highly answered by Teachers; followed by Students and next Administrators, then Parents.

Table 4.3.4: Which category would you place your teachers' salaries into?

	Frequency	Percent	Valid Percent	Cumulative Percent
Very High	5	3.3	3.3	3.3
High	24	16.0	16.0	19.3
Low	90	60.0	60.0	79.3
Below expectation	30	20.0	20.0	99.3
Missing System	1	0.7	0.7	100.0
Total	150	100.0	100.0	

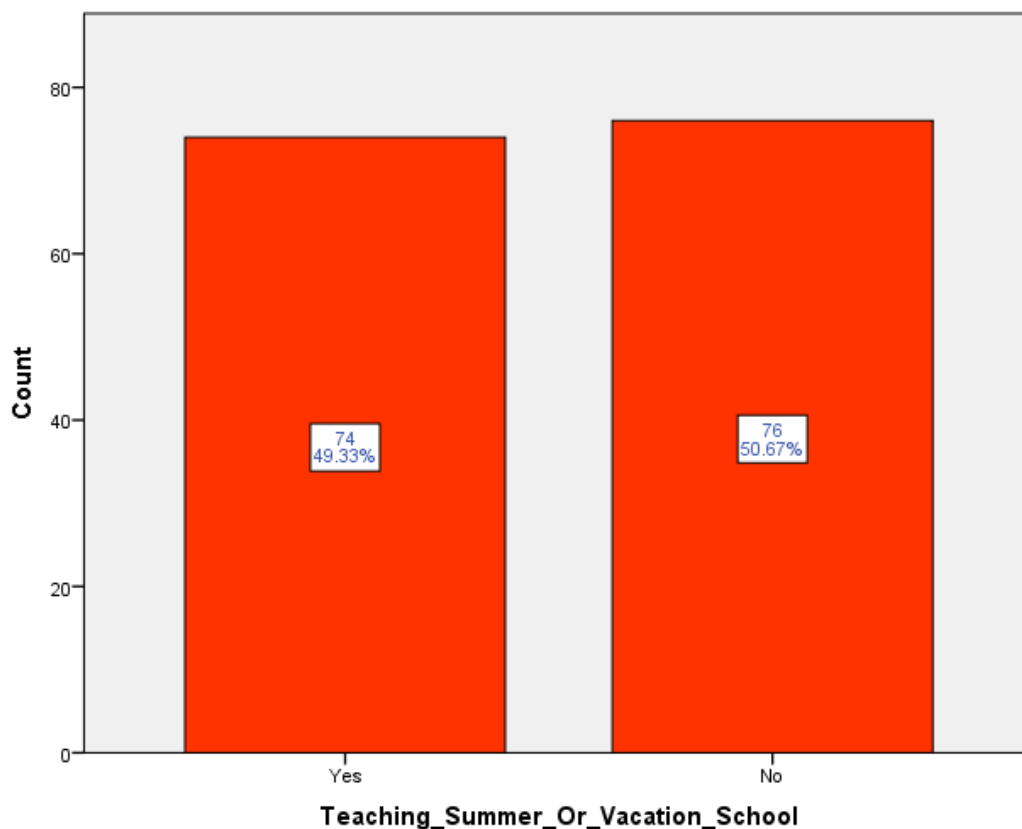
Bar-chart



From the above table 4.4 and figure 4.4, we notice that the lowest percentage is 3.36 which was marked as very high pay by only 5 respondents. This shows that from the total respondent of 150, only 5 respondents believed that teacher salaries are very high with 3.36%. Next is 16.11% which was marked as high pay by 24 respondents, and 30 respondents marked below expectation which accumulated to 20.13%, while the rest of the population (90 persons), which is the majority (60.40%) marked low salaries. The above table and chart, based on the research, showed that teachers are paid low salaries.

Table 4.3.5: Teaching summer or vacation school

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	74	49.3	49.3	49.3
No	76	50.7	50.7	100.0
Total	150	100.0	100.0	

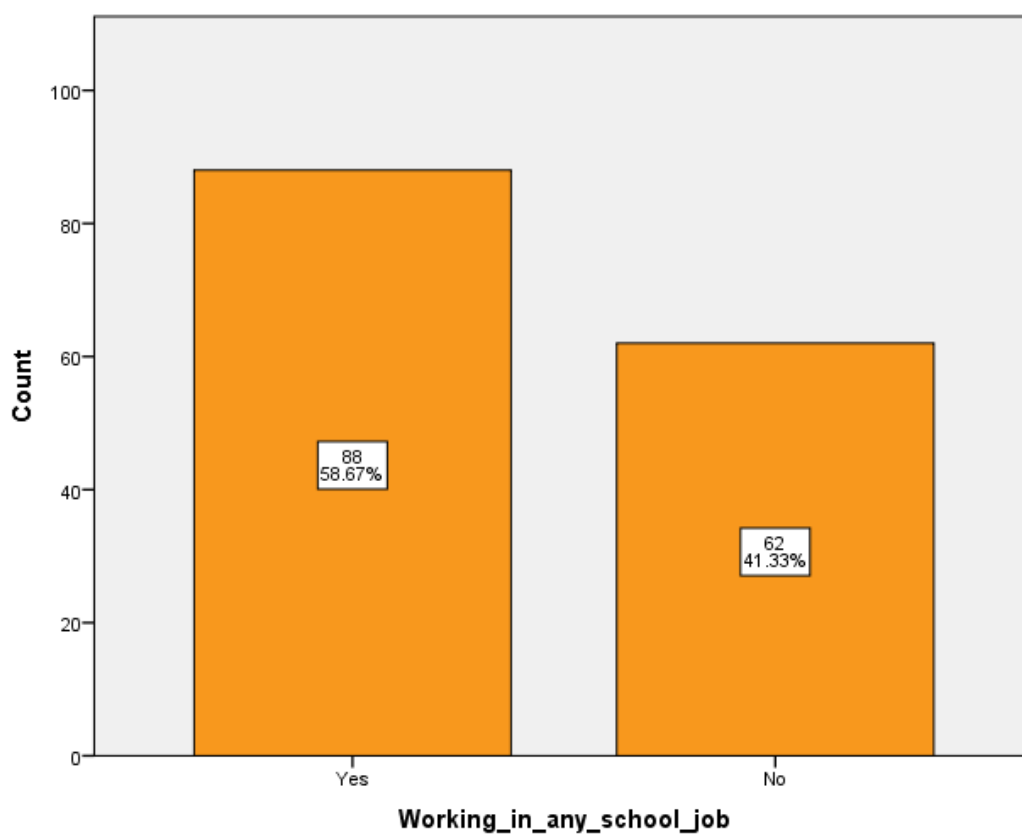
Bar-chart

From the above table 4.5 and figure 4.5 shows that 74 respondents which constitute 49.33% marked YES, teaching summer or vacation school as per the population of the study, while 76 respondents which are 50.67% marked NO. This means that almost half of the sample size is saying that teachers mostly teach summer or vacation school. There is only a slight difference in the figure as per teaching summer or vacation school or not, though the highest is NO.

Table:4.3.6 Working in any other school job

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	88	58.7	58.7	58.7
No	62	41.3	41.3	100.0
Total	150	100.0	100.0	

Bar-chart

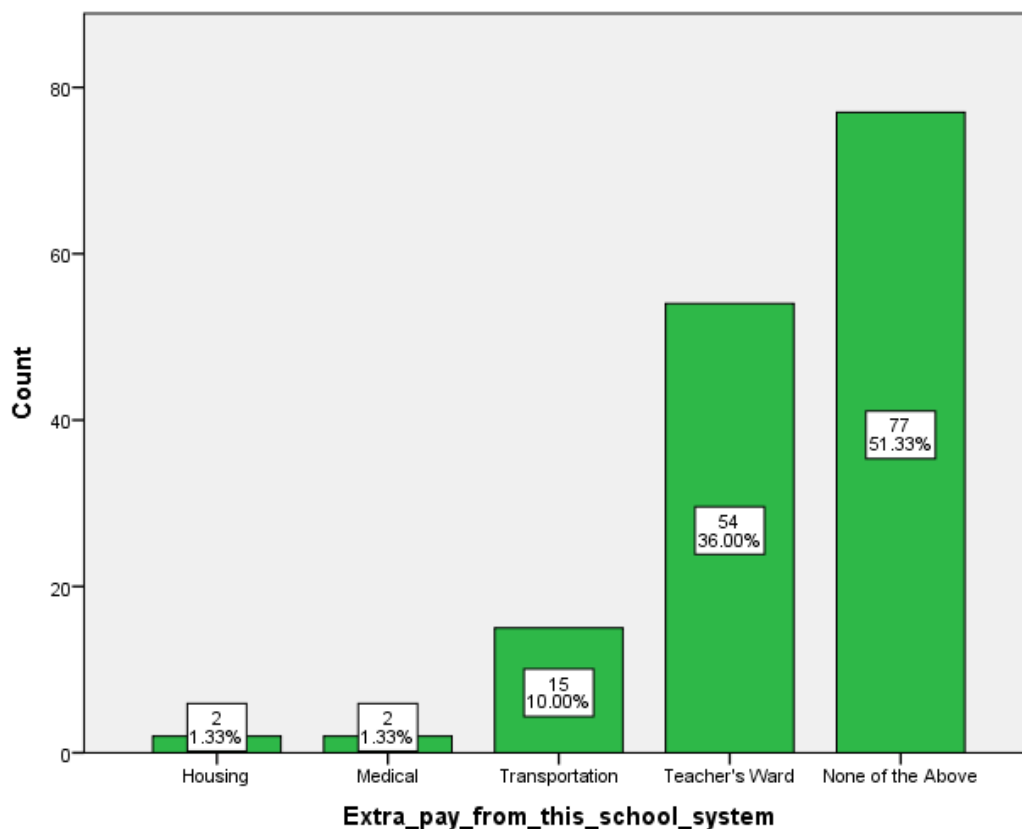


From the above table 4.6 and figure 4.6, 62 respondents marked No, which constitutes 41.33% of the total respondents while 88 respondents marked YES which constitutes 58.67% of the total respondents.

4.3.7: Extra pay from this school job

	Frequency	Percent	Valid Percent	Cumulative Percent
Housing	2	1.3	1.3	1.3
Medical	2	1.3	1.3	2.7
Transportation	15	10.0	10.0	12.7
Teacher's Ward	54	36.0	36.0	48.7
None of the Above	77	51.3	51.3	100.0
Total	150	100.0	100.0	

Bar-chart

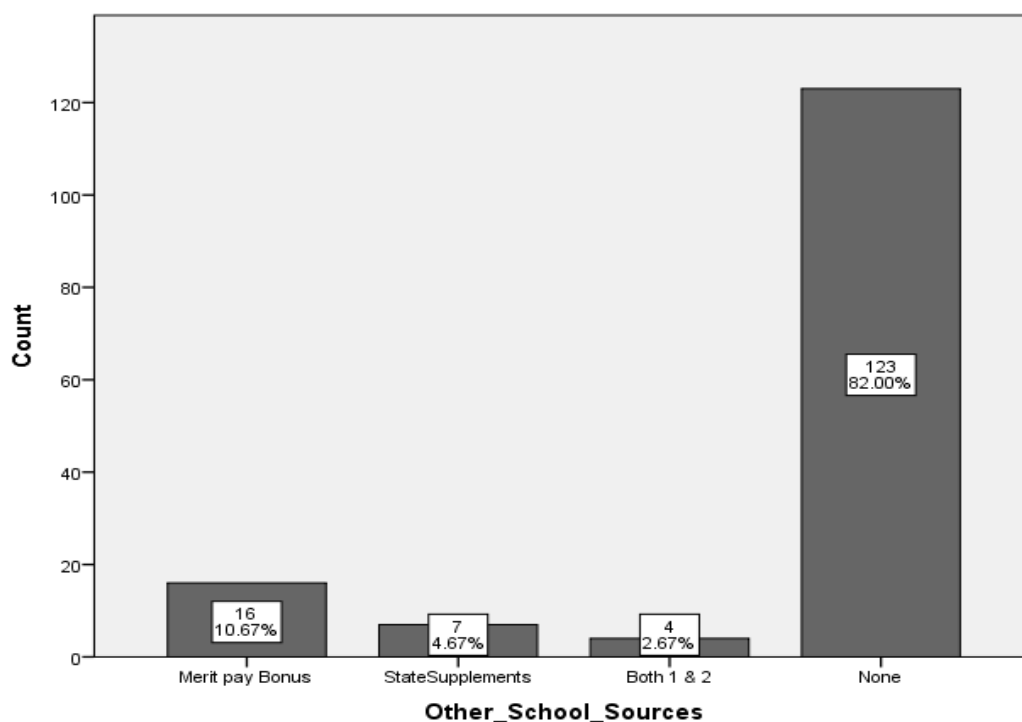


The above bar chart refers to the number of respondents and the percentage according to extra pay from the selected schools' system. 2 respondents constitute 1.33% marked Housing, and another 2 respondents constitute 1.33% also marked Medical. 15 respondents that which constitutes 10% marked Transportation, while 54 respondents which constitute 36% marked Teacher's ward. Above all 77 respondents which constitute 51.33% marked none of the above. This means that some schools prefer giving out teachers' wards but the majority do not give out extra pay at all.

Table 4.3.8 Other school sources

	Frequency	Percent	Valid Percent	Cumulative Percent
Merit pay Bonus	16	10.7	10.7	10.7
State Supplements	7	4.7	4.7	15.3
Both 1 & 2	4	2.7	2.7	18.0
None	123	82.0	82.0	100.0
Total	150	100.0	100.0	

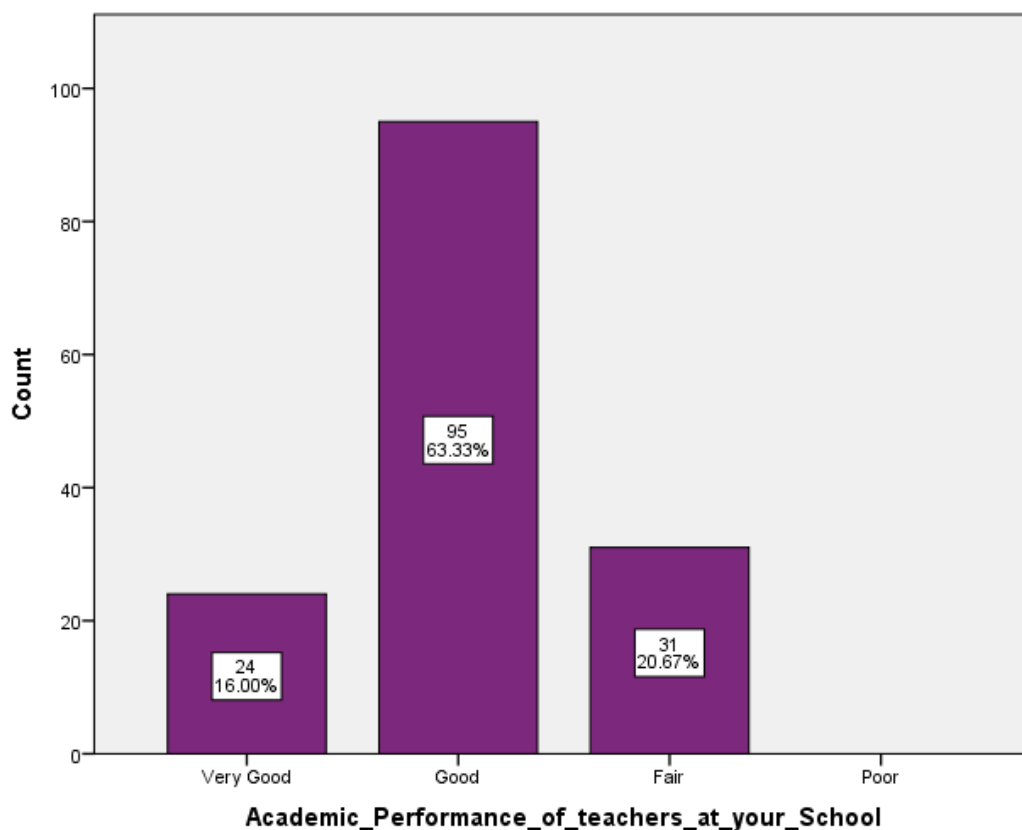
Bar Chart



Based on the graph and table above, out of 150 respondents, 10.67% which is 16 respondents marked Merit pay bonus, which is next to the highest. 4.67% of which 7 respondents marked State supplements, which is next to the lowest. 2.67% which represents 4 respondents marked both 1&2 (the third option) which is the lowest and the highest marked (None of the above) is 82% which is 123 persons. This indicates that most schools do not have other school sources.

Table 4.3.9 Academic performance of teachers at school

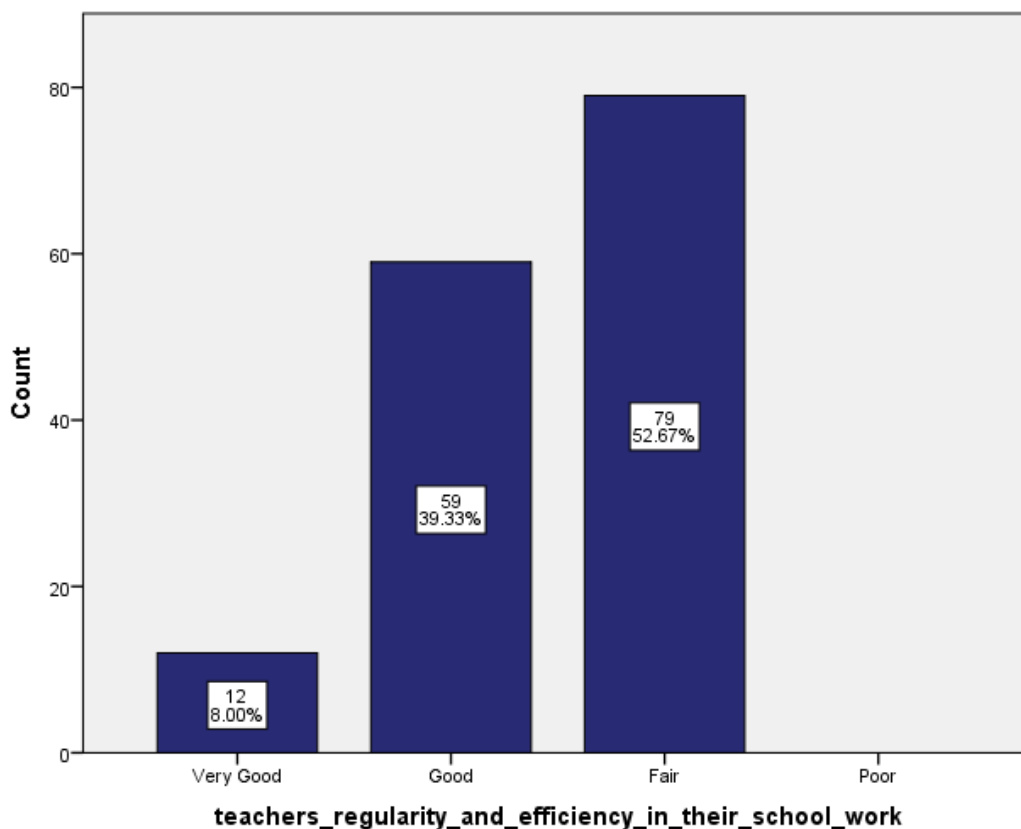
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	24	16.0	16.0	16.0
Good	95	63.3	63.3	79.3
Fair	31	20.7	20.7	100.0
Total	150	100.0	100.0	



According to this graph and table above, out of 150 persons, no respondent marked poor, therefore it is 0%. 31 respondents representing 20.67% marked fair and 24 respondents representing 16% marked very good, while the highest number of participants is 95 respondents representing 63.33% marked Good. This means that most teachers are doing their best to present their lessons well for students to have a better take in.

Table 4.3.10 Teacher regularity and efficiency in their school work

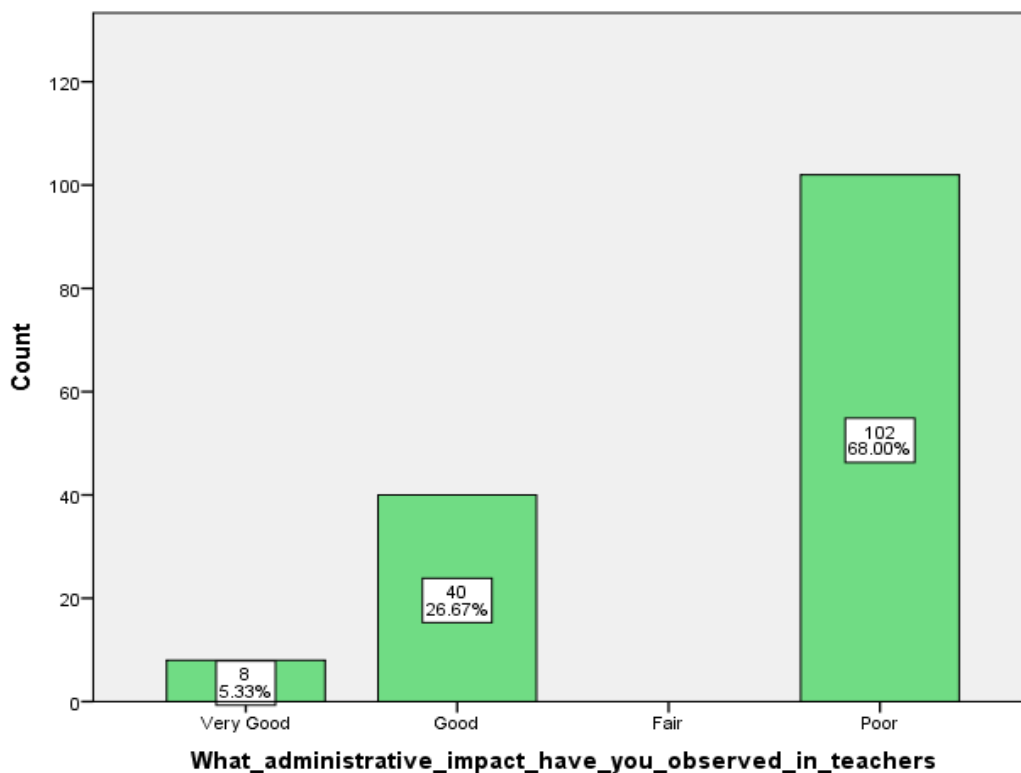
	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	12	8.0	8.0	8.0
Good	59	39.3	39.3	47.3
Fair	79	52.7	52.7	100.0
Total	150	100.0	100.0	



According to this graph and table, out of 150 respondents, nobody marked poor, therefore it is 0%. 12 respondents representing 8% marked very Good and 59 respondents representing 39.33% marked Good, while the highest number of participants is 79 respondents representing 52.67% marked Good. This means that most Teacher's regularity and efficiency in their school work are not too okay.

Table 4.3.11 Administrative impact have you observed on teachers

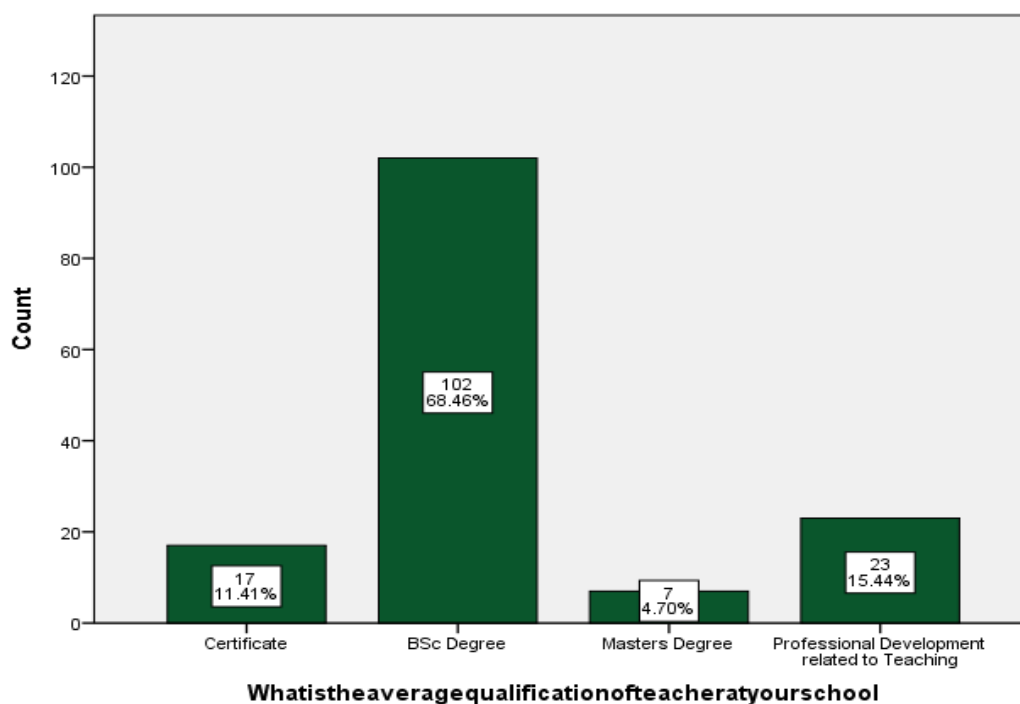
	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	8	5.3	5.3	5.3
Good	40	26.7	26.7	32.0
Poor	102	68.0	68.0	100.0
Total	150	100.0	100.0	



Concerning the graph and table above, out of 150 respondents, nobody marked fair, therefore it is 0%. 40 respondents representing 26.67% marked Good, 8 respondents representing 5.33% marked Very Well, while the highest number of participants is 102 respondents representing 68% marked poor. This means that most participants observed less administrative impact on Teachers.

Table 4.3. 12 What is the average qualification of a teacher at your school

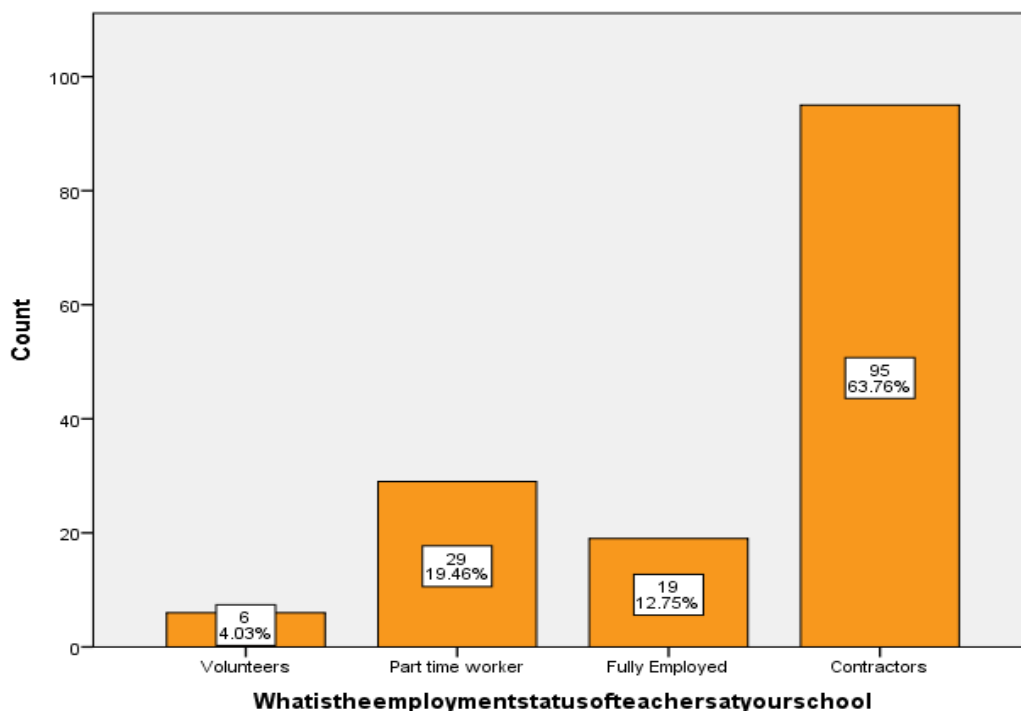
	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	17	11.3	11.3	11.4
BSc Degree	102	68.0	68	79.9
Master's Degree	7	4.7	4.7	84.6
Professional Development related to Teaching	23	15.3	15.3	99.3
Missing System	1	0.7	0.7	100.0
Total	150	100.0	100.0	



The above graph show and table show that out of 150 participants, 102 respondents representing 68.46% marked that the average qualification of teachers in selected schools is a Bachelor's degree, 23 respondents representing 15.44% marked Professional Development related to teaching, 17 respondents represented 11.41% marked certificate while 7 respondents representing 4.70% marked masters' degree. This illustrates those in most high schools in Liberia average qualification of teachers is a bachelor's degree.

4.3.13 What is the employment status of teachers at your school

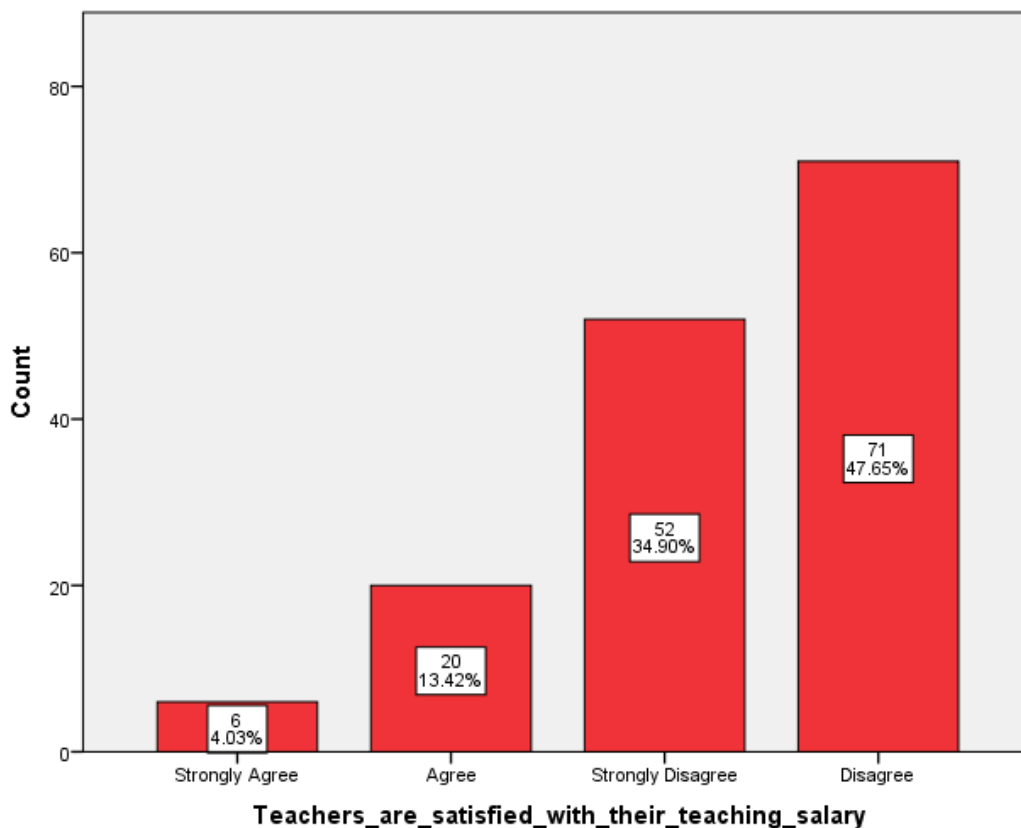
	Frequency	Percent	Valid Percent	Cumulative Percent
Volunteers	6	4.0	4.0	4.0
Part time worker	29	19.3	19.3	23.5
Fully Employed	19	12.7	12.7	36.2
Contractors	95	63.3	63.3	99.3
Missing System	1	0.7	0.7	100
Total	150	100.0	100.0	



The above graph and table explain that 6 respondents representing 4.03% are teaching on a volunteer basis, 19 respondents representing 12.75% are fully employed, 29 respondents representing 19.46% are part-time workers, while 95 respondents representing 63.76% are Contractors. It implies that most of the teachers are teaching as contractors, and only a few are fully employed. Most schools prefer teachers to be a contractor or part-time workers and then employ them.

4.3.14 Teachers are satisfied with their teaching salary

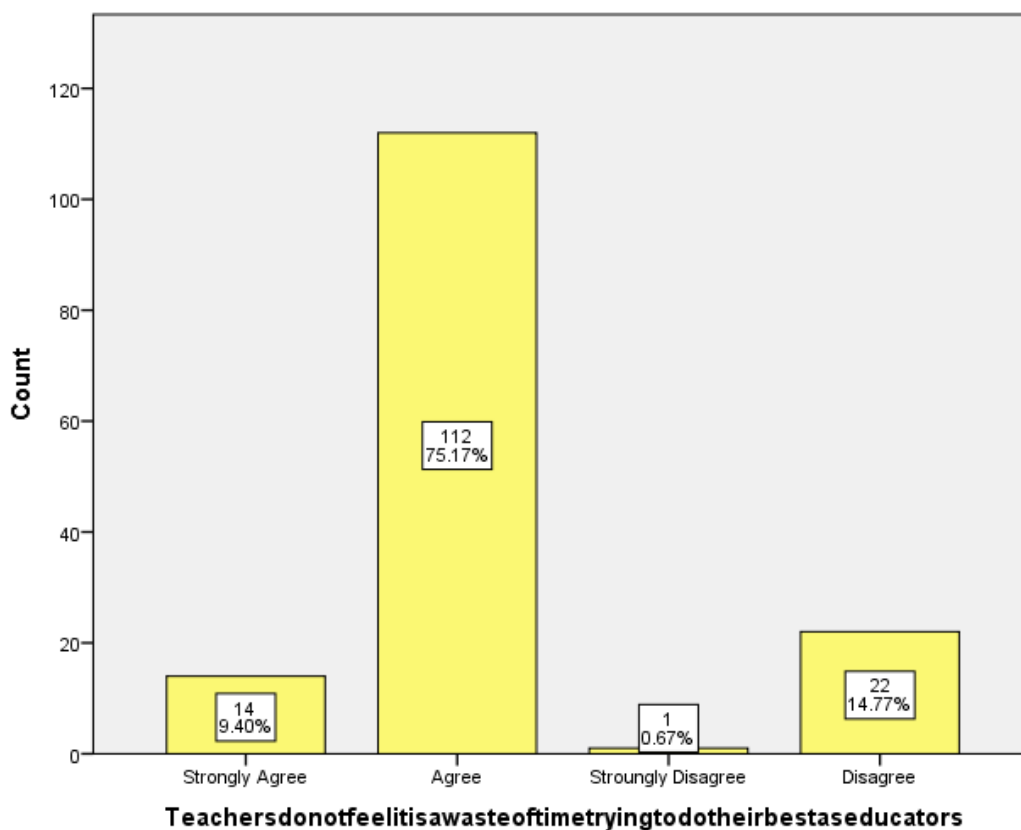
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	4.0	4.0	4.0
Agree	20	13.3	13.3	17.4
Strongly Disagree	52	34.7	34.7	52.3
Disagree	71	47.3	47.3	99.3
Missing system	1	0.7	0.7	
Total	150	100.0	100.00	



Teachers are mostly not satisfied with their teaching salary according to the responses from respondents. There are 6 persons (4.03%) who strongly agreed with the term, 20 persons (13.42%) agreed with the term, 52 persons (34.42%) strongly disagree and 71 persons (47.65%) disagree with the term as well.

4.3.15 Teachers do not feel it is a waste of time trying to do their best as educators

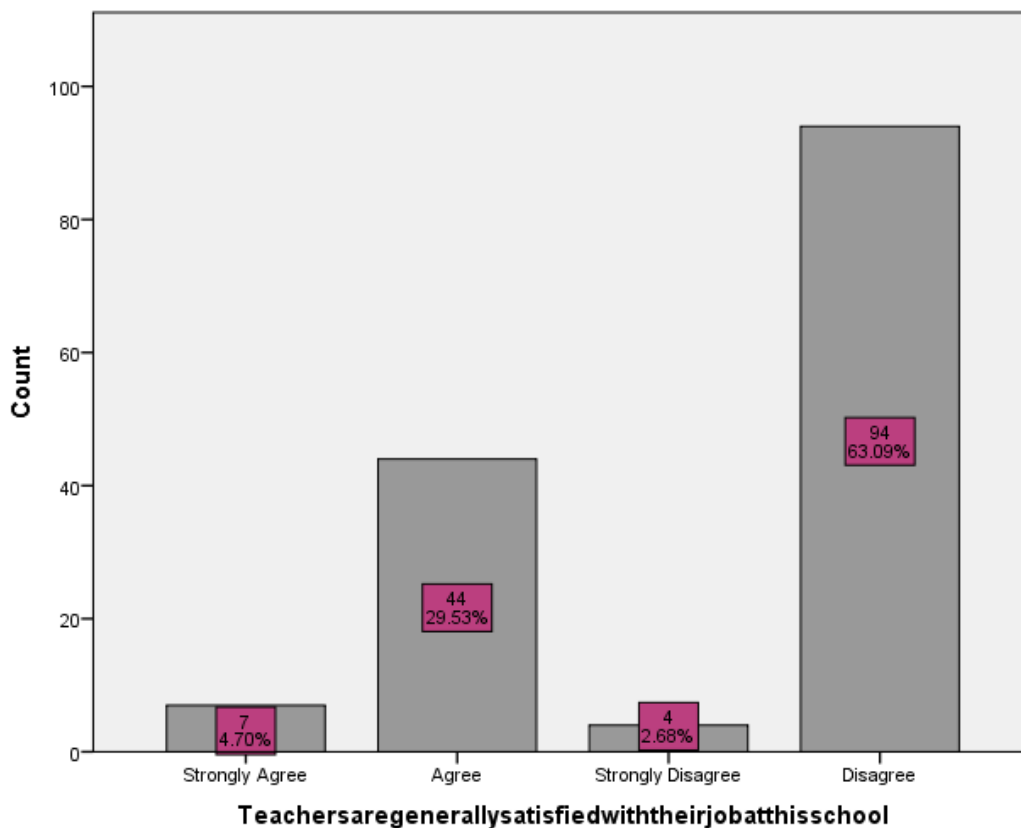
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	14	9.3	9.4	9.4
Valid Agree	112	74.7	75.2	84.6
Valid Strongly Disagree	1	.7	.7	85.2
Valid Disagree	22	14.7	14.8	100.0
Total	149	99.3	100.0	
Missing System	1	.7		
Total	150	100.0		



Mostly, teachers do not feel that it is a waste of time trying to do their best as educators according to the responses from respondents. There are 14 persons (9.40%) who strongly agreed with the term, 112 persons (75.17%) agreed with the term, while only 1 person (0.67%) strongly disagrees and 22 persons (14.77%) disagree with the term.

4.3.16 Teachers are generally satisfied with their job at this school

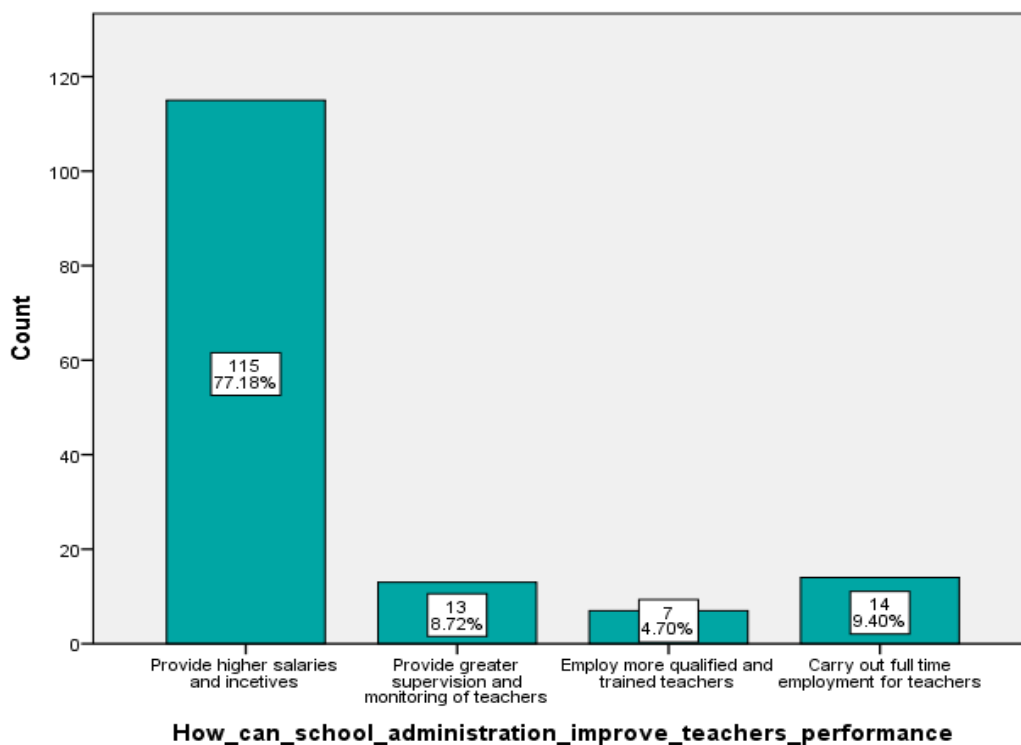
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	4.7	4.7	4.7
Valid Agree	44	29.3	29.5	34.2
Valid Strongly Disagree	4	2.7	2.7	36.9
Valid Disagree	94	62.7	63.1	100.0
Valid Total	149	99.3	100.0	
Missing System	1	.7		
Total	150	100.0		



Teachers are generally not satisfied with their teaching job according to the responses from respondents. There are 7 persons (4.70%) who strongly agreed with the term, 44 persons (29.53%) agreed with the term, while just 4 persons (2.68%) strongly disagree and 94 persons (63.09%) which is the highest amount disagree with the term.

4.3.17 How can school administration improve teachers performance

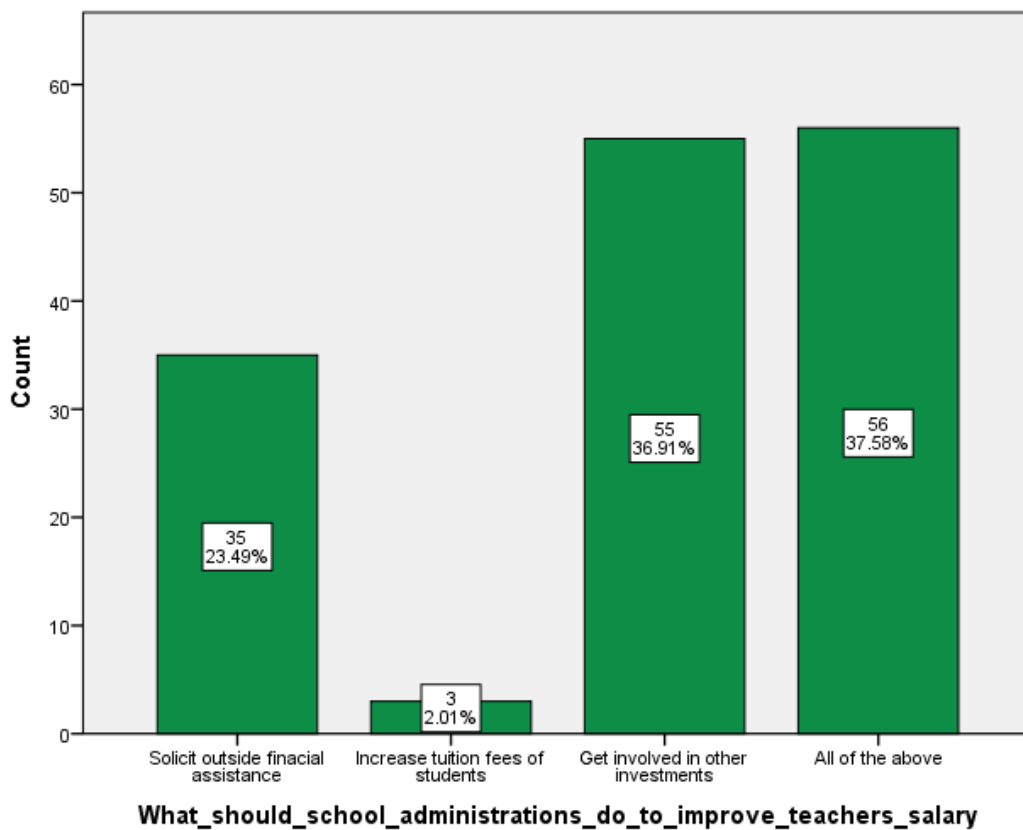
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Provide higher salaries and incentives	115	76.7	77.2	77.2
Valid Provide greater supervision and monitoring of teachers	13	8.7	8.7	85.9
Valid Employ more qualified and trained teachers	7	4.7	4.7	90.6
Valid Carry out full-time employment for teachers	14	9.3	9.4	100.0
Total	149	99.3	100.0	
Missing System	1	.7		
Total	150	100.0		



According to this graph, 115 persons (77.18%) want school administrations to provide higher salaries and incentives for teachers to improve their performance, while 13 persons (8.72%) want school administrations to provide greater supervision and monitoring of teachers. 7 persons (4.70%) want school administrations to employ more qualified and trained teachers, while 14 persons (9.40%) want school administrations to carry out full-time employment for teachers.

4.3.18 What should school administrations do to improve teachers salary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Solicit outside financial assistance	35	23.3	23.5	23.5
Valid Increase tuition fees of students	3	2.0	2.0	25.5
Valid Get involved in other investments	55	36.7	36.9	62.4
Valid All of the above	56	37.3	37.6	100.0
Total	149	99.3	100.0	
Missing System	1	.7		
Total	150	100.0		



According to this graph, 56 persons (37.58%) want school administrations to use all of the given alternatives to improve teacher's salary, 55 persons (36.91%) wants schools administration to get involved in other investments, 3 persons (2.01%) wants schools administrations to increase the tuition fees of students, while 35 persons (23.49%) wants schools administrations to solicit outside financial assistance.

CHAPTER: V

CONCLUSION AND RECOMMENDATION

5.1 Introduction

The findings, recommendations for additional research, and conclusion were all provided in this chapter. The following topics have been discussed further in this chapter:

- An analysis of the administrative impact of teachers' low salaries on their performance in Liberia.
- Findings from surveys and empirical research
- Recommendations based on the research
- The study's limitations and further research

5.2 An overview of the study

The first chapter provided an introduction to the study's problem. According to the literature study, the country has been faced with the issue of altering education, teaching, and instruction, as well as reconstructing its whole infrastructure, as discussed in Chapter 2. When instructors are provided all of the assistance they need, children will be able to obtain what they need in terms of education, and teachers will stay in the profession (Tumwebaze, 2015). In chapter three, the researcher's research strategy and procedures for collecting and analyzing data were given. In chapter four, the data collection, processing, and presentation of the results were examined and interpreted. This chapter compares and contrasts the results and recommendations with the goals outlined in chapter one.

5.3 Findings

The results of the literature study and empirical investigation of the administrative impact of low salaries on teachers' performance in Liberia will be presented in the next session.

5.3.1 Findings from the literature review

- Without a doubt, the overall performance of students on the yearly national exams given by the West Africa Examination Council (WAEC) during the previous two decades demonstrates that the rate of student achievement has declined dramatically.

- If Liberia is to escape from its downward spiral of insecurity, poverty, and dependence, it must focus on improving its woeful educational system.
- Unfortunately, due to the country's high incidence of illiteracy, most Liberians were unable to compete in the employment market with foreigners and aliens.
- Given the critical role that schools play in the current and future development of Liberia's educational system, as well as the nation's present and future, much emphasis should be placed on teachers' salaries – low salaries vs. high/low performance, sound Christ-centered education forms the bedrock for the construction of a vibrant society.
- As a result of the proliferation of schools founded to support the national government's attempts to cater to the country's rapidly rising student population, many of these schools are unable to afford to give instructors appealing salaries and wages.

5.3.2 Findings from the empirical research

- Males represented 56.0% while females represented 44.0%.
- 8.7% have a Certificate, 6.0% have a Diploma, 18.7% and 66.6% have another form of education, which includes a BSc. Masters etc.
- 30% of the population are students, 16% are parents, 37.33% are Teachers and 16.67% are Administrators.
- 3.36% were marked teacher salaries as very high pay, 16.11% were marked as high pay, and 20.13% marked below expectation while 60.40% marked low salaries.
- 49.33% marked YES for teaching summer or vacation school as per the population of the study, and 50.67% marked NO.

- 1.33% marked Housing as extra pay from school job, 1.33% also marked Medical, 10% marked Transportation, while 36% marked Teacher's ward and 51.33% marked none of the above.
- 10.67% marked Merit pay a bonus for other school sources, 4.67% marked State supplements, 2.67% marked both 1&2, and 82% marked none of the above.
- No respondent marked poor for the academic performance of teachers at school, therefore it is 0%, 20.67% marked fair, 16% marked very well, while 63.33% marked Good. This means that most teachers are doing their best to present their lessons well for students to have a better understanding.
- Nobody marked poor for teacher regularity and efficiency in their school work, therefore it is 0%. 8% marked very Well and 39.33% marked Good, while the highest number of participants is 79 respondents representing 52.67% marked Good. This means that most Teachers' regularity and efficiency in their school work are not too okay.
- Nobody marked fair for administrative impact observed in teachers, therefore it is 0%. 26.67% marked Good, 5.33% marked Very Well, while the highest number of participants is 102 respondents representing 68% marked poor. This means that most participants observed less administrative impact on Teachers.
- 68.46% marked that the average qualification of teachers in selected schools is a Bachelor's degree, 15.44% marked Professional Development related to teaching, 11.41% marked certificate while 4% marked master's degree. This illustrates that in most high schools in Liberia average qualification of teachers is a bachelor's degree.
- 4.03% are teaching on a volunteer basis, 12.75% are fully employed, 19.46% are part-time workers, and 63.76% are Contractors. It implies that most of the teachers are teaching as contractors, and only a few are fully employed. Most schools prefer teachers to be a contractor or part-time workers and then employ them.

- Teachers are mostly not satisfied with their teaching salary according to the responses from respondents. 4.03% strongly agreed with the term, 13.42% agreed with the term, while 34.42% strongly disagree and 47.65% disagreed with the term as well.
- Mostly, teachers do not feel that it is a waste of time trying to do their best as educators according to the responses from respondents. 9.40% strongly agreed with the term, 75.17% agreed with the term, while 0.67% strongly disagrees and 14.77% disagreed with the term.
- Teachers are generally not satisfied with their teaching job according to the responses from respondents. 4.70% strongly agreed with the term, 29.53% agreed with the term, while just 2.68% strongly disagree and 63.09% which is the highest amount disagree with the term
- 77.18% want school administrations to provide higher salaries and incentives for teachers to improve their performance, while 8.72% want school administrations to provide greater supervision and monitoring of teachers. 4.70% want school administrations to employ more qualified and trained teachers, while 9.40% want school administrations to carry out full-time employment for teachers.
- 37.58% want school administrations to use all of the given alternatives to improve teacher's salary, 36.91% wants schools administration to get involved in other investments, 2.01% wants schools administrations to increase the tuition fees of students, while 35 persons 23.49% wants schools administrations to solicit outside financial assistance.

5.4 Conclusion

Improvements in teachers' characteristics are most likely to produce substantial improvements in students' performance. Quality education can only be guaranteed by quality teachers. There is, however, a wide range of variables that impacts the teacher's performance. for example Gender, Age, Race, Wage, Personality, Behavior, Attitude, Education, Training, Experience, Job satisfaction, motivation,

morale, ability, skill, etc. (Jepson 2004). This study has carefully examined and evaluated the administrative impacts of low salaries/wages on the performance of teachers in Liberia.

It is established that wages remain a key variable, here key variable means a variable that has an intrinsic ability to speak and explain the other variables also. Teachers' salary/wages capture aspects such as job satisfaction, the desirability of profession, preferences, retention, continuation of a teaching career and morals of a teacher, etc. It is rational that a teacher's performance cannot be separated from students' performance (Goe& Stickler, 2008).

The study is conducted at a very crucial time in the nation's history, when Liberia has driven away from the mistakes of her bitter past, into the building of a new and vibrant society that must be purely established upon sound education and good moral values.

Thus, from the research conducted, the researcher can conclude that the fair performance of teachers and their students is largely attributed to low salaries.

However, several indicators which include, strengthening the school's administrative and instructional capacities, improving facilities, and creating a conducive teaching-learning environment, leaves room for future improvement. Until Government and school administrations can realize the impacts low salaries have on wteacher's performance, schools are still going to continue to remain on the same path, and it is likely to get worst.

5.5 Recommendations

The success of every nation hugely rests upon its ability to adequately provide the much-needed sound, quality education to its people. No doubt, to succeed in this rapidly changing world, skilled human capital with a solid base of knowledge is

essential, and this refined human capital can only be produced by developing and sustaining a quality education system according to social demands.

Therefore from the study conducted, the researcher is pleased to advance the following findings that should not be overlooked, but rather studied and appropriate actions taken by both school authorities (Administration) as well as education stakeholders. To improve the academic performance of teachers in line with the vision of building the new Liberia.

The researcher, therefore, recommends that:

1. Salaries of teachers in all schools are raised to the government's acceptable standard as per teacher's qualification.
2. The national government provides financial aid/subsidy to every school.
3. All schools should hire qualified teachers on a full-time arrangement to avoid teachers roaming from one school to another without sufficient attention given.
4. Monitoring and supervision be carried out regularly by both school administrations and the government to ensure teachers' efficiency and effectiveness on the job.
5. School administration should improve upon existing facilities and create additional ones if need be and equip the school with the necessary accessories to provide a more conducive teaching-learning environment for the free flow of knowledge.

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Appendix A

The Administrative Impact of low salary/Wages on the Academic performance of Teachers in Liberia

This scale is part of a research study that I am carrying out in order to investigate The Administrative Impact of low salary/Wages on the Academic performance of Teachers in Liberia. The data collected through this scale will be used to understand how low salaries impacts Teachers Academic Performance in Liberia. By filling in the following scale, you agree to participate in this study voluntarily and information provided will only be used for academic purposes. Based on your knowledge and experience please indicate your view on “The Administrative Impact of low salary/Wages on the Academic performance of Teachers in Liberia”.

Part I: Demography

Gender: Male _____ Female _____

Education level: High School Courses _____ Diploma _____ Certificate _____ other _____

Status: Parent _____ Teacher _____ Student _____
Administrator _____

Part II: Questionnaires

1. Which category would you place your teacher’s salaries into?

- A. Very High
- B. High
- C. low
- D. Below Expectation

2. Teaching summer/vacation school?

- A. Yes
- B. No

3. Working in any non-school job?

- A. Yes

B. No

4. Extra pay from this school system.

A. Housing

B. Medical

C. Transportation

D. Teachers wall

E. None of the Above

5. Other school sources.

A. Merit pay bonus

B. State supplements

C. Both A and B

D. None

6. Working in any job outside the school system?

A. Yes

B. No

7. How will you grade the academic performance of teachers at your school?

A. Very Good

B. Good

C. Fair

D. Poor

8. How do you describe teachers' regularity and efficiency in their school work?

A. Very Good

B. Good

C. Fair

D. Poor

9. What visible administrative impacts have you observed in teachers' performance at your school?

- A. Very Good
- B. Good
- C. Fair
- D. Poor

10. What is the average qualification of teacher at your school?

- A. Teaching certificate
- B. BSc. degree
- C. Master's degree
- D. Professional development related to teaching

11. What is the employment status of teachers at your school?

- A. Fully Employed
- B. Contractors
- C. Part-time Workers
- D. Volunteers

12. Teachers are satisfied with their teaching salary.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

13. Teachers do not feel it is a waste of time trying to do their best as educators.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

14. Teachers are generally satisfied with their job at this school.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

15. What could your school administration do to improve the performance of teachers?

- A. Provide higher salaries and incentive.
- B. Carry out full-time employment for teachers
- C. Provide greater supervision and monitoring of teachers
- D. Employ more qualified and trained teachers

16. What should school administrations do to improve teachers' salaries?

- A. Increase tuition fees of students
- B. Get involved in other investments
- C. Solicit outside financial assistance
- D. All of the above

Appendix B**Ethical Committee Approval**

SCIENTIFIC RESEARCH ETHICS COMMITTEE

07.04.2022

Dear Georglin S. Nyenato

Your application titled “**The Administrative Impact of Low Salaries/Wages on the Academic Performance of Teachers in Liberia**” with the application number NEU/ES/2022/819 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

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