

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

**ASSESSING THE EFFECT OF REMUNERATION AND EMPLOYEE JOB
SATISFACTION ON TEACHER PERFORMANCE AT THE OLD TAFO
MUNICIPAL**

**BY
PRINCE BASOAH**

SEPTEMBER, 2023

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**A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGEMENT STUDIES
EDUCATION, AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING
AND ENTREPRENEURIAL DEVELOPMENT, IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF A MASTER OF PHILOSOPHY
DEGREE IN BUSINESS MANAGEMENT**

SEPTEMBER, 2023

DECLARATION

Candidate's Declaration

I hereby declare that the thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere

Prince Basoah

Signature:.....

Date:.....

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

Principal Supervisor's Name: Dr. Charles B. Champion

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ABSTRACT

This study assessed the effect of remuneration and employee job satisfaction behaviour on teacher performance at Old Tafo municipal. It examined, assessed and evaluated the impact of remuneration on teacher performance and how remuneration affect teachers job satisfaction, their job satisfaction behavior on teacher performance. A quantitative research approach and the positivist philosophy of conducting research were used in the study. Using the purposive sampling technique, the researcher selected a sample of 297 teachers from a population of 1242 school teachers within the Old Tafo Municipal. Structured questionnaire was employed as the main data collection instrument for the study. Data collected were analysed with the use of the Statistical Package for Social Sciences (SPSS) version 23 and Analysis of a Moment Structure (AMOS) version 23. The findings showed that remuneration had a direct impact on teacher performance. The study also discovered that remuneration had a significant but negative impact on teachers' job satisfaction. Furthermore, it was shown that the teacher behavior related to job satisfaction had a positive and significant effect on teacher performance. The findings also revealed a significant connection between remuneration and employee job satisfaction behaviour on performance of teachers. It was recommended that a thorough approach to ensuring the satisfaction of the teachers was necessary when we consider the findings of this study. Instead of just improving on salary, a holistic strategy that promotes a symbiotic relationship between competitive pay, chances for professional growth, collaborative engagement, and a supportive workplace culture could transform schools This carefully orchestrated symphony of interventions could have power to usher in a new era of academic excellence

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DEDICATION

I dedicate this thesis to my family, whose support of my education has allowed me to reach this level. You have always been highly important to me and God richly bless you. Again, a warm dedication to the friends most especially Victoria Asantewaa and Afra Yeboah Emmanuella whose help towards my degree acquisition can never be annulled. Much thanks and God's blessings do I ask for all my friends. A special dedication goes to Betty Drah (MS), Municipal Director of Education and Mr. Bernard Osei-Bioh for their selfless professionalism exhibited towards me during the period of data collection. The final dedication of this thesis goes to the staff of all the schools within the municipal for their time and patience during data collection. God bless you all.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Money is without doubt a crucial resource for individuals, organisations, and economies. Having adequate money on hand determines how successfully someone can meet their own needs as well as the desires of their family members (Asiamah et al., 2019). Each employee, therefore, desires to be paid the highest amount possible by their employer. According to Gomes (2014), remuneration is what a person receives in exchange for their work on behalf of a firm. In the words of Moekjat (2016), a reward is an inducement that provides a variety of profits or rates. The findings show that pay is more important than various performance traits, such as commitment, contentment with one's job, and workplace courtesy.

Sutrisno (2016) describes job satisfaction as a person's view of their work that considers elements including workplace culture, employee collaboration, payoffs, and physical and mental health concerns. According to Handoko (2014), a happy mental state is essential for job satisfaction since employees will not enjoy looking at their work without it. According to Hasibuan (2014), a work-satisfying attitude appreciates and enjoys completing tasks. The essay's thesis makes use of this tactic. How favorably a person feels or behaves toward their workplace determines the degree of work satisfaction that person experiences or displays. It is based on workplace characteristics and shows a worker's general individual attitude toward their employment. It represents a worker's general individual attitude about their employment and is based on workplace variables. A person who values, respects, and is pleased with their employment has high job satisfaction (Hutahayan, 2019). One may get a good idea of how satisfied your workers are with their jobs by observing their attitudes and dispositions. Motivated

people are more likely to give a task their complete focus. The people department should prioritize bridging customer and employee expectations since all businesses require contented personnel (Hutahayan, 2019). In order to expand, offer the goods and services they specialise in, and finally establish a competitive edge, a business requires top performers. Performance is important to the person. Task completion and achieving better performance levels may be rewarding experiences in addition to emotions of mastery and pride.

According to Mangkunegara (2014), performance is determined by output quantity and quality while carrying out activities that are appropriate for the job. Similar to past definitions, Siagian (2015) defines performance as the capacity of an individual to behave in a way that satisfies their goals, enables them to perform at their most significant level, and achieves several stated objectives. The cost of the fare is less than the typical ratio. Nanjamari (2014), on the other hand, used returns to output or return to work to characterize performance. Since they frequently deliver the performance needed at work, it is crucial to ensure that workers are satisfied (Odunlade, 2012). When employees are happy, performance improves. School performance, on the other hand, ensures success in school. According to Odunlade (2012), the opportunity cost associated with work satisfaction includes the cost of organizational challenges such as regress, absenteeism, low productivity, and high staff turnover. Numerous studies have been done in this area to fully grasp the connection between job satisfaction and performance. The idea addressed many aspects even though it was a straightforward build. Education is an essential component of social development, and instructors' competence is crucial in shaping the quality of learning experiences. Teacher effectiveness, which encompasses instructional strategies, classroom management, interpersonal skills, and continuing professional development, has emerged as an

important predictor of educational outcomes (Hanushek & Rivkin, 2012). It measures how well a school educates its pupils and serves as the foundation for their future success in the classroom and at work. Among the factors that may impact student achievement are teacher efficacy, curriculum, accessible resources, and student demographics (Thompson & Laverick, 2015).

The topic of remuneration has been the focus of several research throughout worldwide. However, there have been few studies that have focused on the demographic or study area under consideration. Therefore, this study aimed to ascertain how Old Tafo Municipal's school teacher's performance is connected to remuneration and job satisfaction.

1.2 Statement of the Problem

Employers are particularly concerned about workers' performance since their work is important with regards to expansion and progress of the organization. Workers are the most important and distinctive resource that rivals cannot duplicate, claim Frimpong and Wilson (2013). Employers maintain this in the back of their minds to ensure that their staff members are happy and contributing to the success of their firms. As a result, employees no longer continue in unsatisfactory positions. Fair pay is no longer a powerful motivator to retain workers; welcoming work conditions are required (Indermun & Saheed Bayat, 2013). This illustrates how businesses must work harder now to keep talent. An investigation found that successful and competitive businesses tend to have happier staff. They provide quality work as well. Job satisfaction is still essential since employment has changed significantly during the past 15 to 20 years as a result of economic shifts, technological improvements, and a growing global economy. (Nyaga et al., 2020).

There is a connection between job happiness and workplace performance, according to ideas including the equity theory, two-factor theory, theory of reasoned action, and numerous attitudinal theories. According to a 2009 research by Zain, Ishak, and Ghani, understanding work satisfaction as a management philosophy is essential for leading a company and raising performance. Employees' performance, relationships, attitudes, and sentiments may all impact how much they like their work (Zain et al., 2009). It is, therefore, essential to understand these factors. Organizations can assess their present hiring procedures by comprehending these traits and their connection to work success (Buchanan, 2006). Raising teacher job satisfaction is critical to enhancing student success in many institutions. Despite the widespread acceptance of their influence on organizational performance, more studies need to be done on how compensation and job satisfaction interact in the context of academic institutions. Existing research on the impact of salary on employee job satisfaction and the link between employee job happiness and organizational performance (e.g., Hafeez et al., 2013; Lu et al., 2013) has produced conflicting findings. However, the direct relationship between remuneration and teacher performance and the role that job satisfaction plays in this relationship has yet to be the subject of much research with regards to the demographic of this study.

Furthermore, while the link between employee job satisfaction and teacher performance is well acknowledged in educational literature (Klassen & Chiu, 2010), understanding the complexities of this relationship in the context of Old Tafo Municipal remains a research gap. Despite growing understanding of the relevance of teacher performance, more context-specific research is needed to support evidence-based methods. The purpose of this study is to contribute to the existing body of knowledge by studying the key factors of teacher performance in Old Tafo Municipal. This study intends to add to

the greater discussion on teacher effectiveness by providing evidence-based insights that can affect local decision-making and enhance educational outcomes.

1.3 Main Objective

The study's primary goal was to determine how employee satisfaction with work and remuneration impacted teacher's performance at Tafo Municipal.

1.3.1 Research Objectives

The specific objectives were to:

1. investigate the effects of remuneration on teacher performance at Old Tafo Municipal
2. examine the effect of remuneration on employee job satisfaction at Old Tafo Municipal.
3. evaluate the effects of employee job satisfaction on teacher performance at Old Tafo Municipal
4. assess the effect of remuneration and employee job satisfaction on teacher performance at Old Tafo Municipal.

1.3.2 Research Questions

1. What effect does remuneration have on teacher performance at Old Tafo Municipal?
2. What impact does remuneration have on employees' job satisfaction?
3. How does employee job satisfaction affect the teacher performance at Old Tafo Municipal?
4. How does employee job satisfaction and remuneration relate to teacher performance at Old Tafo Municipal?

1.3.3 Research Hypotheses

Based on the study's aims, the following hypotheses were looked into:

H1: There is a significant positive relationship between remuneration and teacher performance.

H2: There is a significant effect of remuneration on employee job satisfaction

H3: There is a positive relationship between employee job satisfaction and teacher performance.

H4: There is a significant relationship between remuneration and employee job satisfaction on teacher performance.

1.4 Significance of the Study

Through this study, we can gain insight into the factors influencing school performance and employee job satisfaction. This knowledge can help us develop strategies to improve job satisfaction, such as offering competitive pay and opportunities for career advancement.

Additionally, this study may show how compensation impacts teacher hiring and retention, which in turn improves student results. This information can inform decisions about teacher pay and incentives, such as bonuses, perks, and retirement plans.

Furthermore, the research can identify variables that impact student achievement and school performance, allowing us to develop policies to improve education quality. This research might involve enhancing teacher preparation and professional development, utilizing research-based instructional strategies, and supporting needy students.

This study supports ongoing efforts to improve school education and provides evidence-based recommendations for increasing employee job satisfaction, pay, and academic success. It is the goal that this study will serve as a reference for future studies.

1.5 Scope of the Study

The scope of a study outlines its geographic area (Simon & Goes, 2013). It refers to the study's limits or the precise region the author intends to examine (Baron, 2009). The Old Tafo Municipality in the Ashanti Region was the research site. The education sector in the city is the institution that will be examined to see how the research's factors will affect it. The study's primary goal is to determine how remuneration and employee job satisfaction affect school performance. Therefore, the study would not continue past this point.

1.6 Limitation of the Study

In contrast to scope, limitation deals with factors that occasionally are beyond the researcher's control yet affect the study approach (Simon, 2011). The report listed some restrictions as well as potential solutions in the future.

Additionally, the data collection only included schools that were a part of the municipal, which would restrict how far the findings can be applied. More studies should be done to see whether the conclusions hold in a different geographical or occupational situation. The study was restricted once more by using the quantitative research methodology. One of these drawbacks of quantitative research is its emphasis on direct relationships, which could cause researchers to overlook more important themes and correlations.

More so, there are significant limitations on how surveys may be used. Although surveys provide a quick way to obtain results or a cheap way to gather quantitative data, respondents frequently give dishonest responses, and some respondents comprehend and interpret the question items differently.

1.7 Definition of Terms

1. **Remuneration:** An employee's remuneration is the sum of money received from their employer in exchange for work or services. Pay, benefits, bonuses, and other forms of remuneration could be included (Robbins & Judge, 2019).
2. **Employee job satisfaction:** According to Skaalvik & Skaalvik (2018), this concept refers to a person's positive or negative attitudes about their employment, taking into consideration factors including salary, work environment, and opportunities for career progression.
3. **Teacher performance:** Teacher performance, which encompasses instructional strategies, classroom management, interpersonal skills, and continuing professional development, emerges as a significant factor influencing educational outcomes (Hattie, 2013).
4. **The social exchange theory:** This holds that a person act in a socially acceptable manner in an effort to maximize their gains and limit their losses during an exchange process (Blau, 1964).
5. **Expectancy theory.** According to this motivational theory, people are encouraged to engage in particular behaviors because they believe doing so will produce the desired outcome (Vroom, 1964).
6. According to the equity hypothesis, people will alter their conduct to achieve a balance between the contributions they give and the outcomes they receive in social interactions because they seek justice and equality (Adams, 1965).

1.8 General Layout of the Study

The study was divided into five sections. Every chapter is broken down into sections and divisions. The first chapter described the background of the study, the problem of the statement, the objectives, and the research questions. Additionally, it stressed the

significance of the study's objectives, limitations, operational definitions of the concepts, and organizational structure. In the second chapter, the study on the mediating variable (employee job satisfaction), the independent variable (remuneration), and the dependent variable (school performance) were reviewed. This chapter also discussed the many gaps in the literature, conceptual frameworks for study, and theoretical and research presumptions. The study's third chapter addressed the many approaches that would be used. The study design, research strategy, population, sample size and sampling methods, data collecting tools, data analysis, study validity and reliability, and ethical considerations were all mentioned in the chapter. In the fourth chapter, the major conclusions of the research were provided together with a comprehensive analysis of the data.

Consequently, it examined the study methodology and reliability and validity tests, model fit indices, correlation and regression analyses, and hypothesis findings. The study's summary of the key results, essential findings, and required suggestions to assist in shaping future policy are presented in Chapter 5. The researcher next examined the study's implications, constraints, suggestions for more research, and conclusion.

1.9 Chapter Summary

In this section of the work, the researcher talked about the background of the study. The chapter highlights the statement of the problem. This chapter also covered the research objective, research questions and the underpinned hypothesis. It also delved into the significance of study conducted. The chapter presents the scope of the study. Furthermore, various limitations of the study were presented. In addition, this chapter talks about the definitions of key terms. Finally, the general layout of the study was covered by the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter investigates the study's important literature and hypotheses. The literature on remuneration, employee job satisfaction, and teacher performance will be reviewed. This chapter also reviewed theory discussions (equity, expectancy, and social exchange theory). This chapter moves further to include Hypotheses and Theory Development.

2.2 Theoretical Review

2.2.1 Equity Theory

Equity theory was initially developed by J. Stacy Adams in 1963. As a behavioral and workplace psychologist, Adams was interested in how people perceived justice and fairness in social contexts. He believed that people constantly weighed their contributions to a situation against the outcomes or benefits they received. Adams argued that people are happiest when they see justice or equality and are likelier to feel enraged or resentful when they perceive inequality. In 1965, Adams published a book titled "Injustice in Social Exchange" that featured his beliefs. His thesis quickly gained notoriety in the field of organizational behavior. Since then, many academics have built on Adams' work and applied equity theory to various contexts, including social interactions, professional ties, and distributive justice.

An explanation of how individuals understand and react to fairness or justice in their social and professional settings is provided by the equity theory, a psychological theory. According to this theory, individuals analyze their social position in relation to that of others to determine whether they are being treated fairly or unfairly. They assess how they compare to others in their social and professional contexts by comparing their efforts, abilities, accomplishments, and results (such as rewards and benefits). People

may become incensed when they witness injustice and wish to make things right by altering their inputs, results, or comparison referents (Adams, 1963).

The Equity Theory has been widely applied to explain employee attitudes and behavior, including job satisfaction, motivation, turnover, and performance in organizational contexts (Greenberg, 1987). The idea is that employees are more motivated to work when they think their efforts and outcomes are shared equitably among all organisation members. If employees feel an injustice at work, such as being paid or recognized less than their peers who perform the same job, they may lose motivation and feel dissatisfied. To restore fairness, they may strive for better outcomes (like a raise) or lower their inputs (like working fewer hours) (Walster et al., 1973).

The relationships between equity theory and worker motivation, job satisfaction, and academic success have been the subject of much research. For instance, a study by Skaalvik and Skaalvik (2018) revealed a link between teachers' perceptions of distributive justice (including perceived fairness of compensation), degree of work satisfaction, and intention to stay in their present position. The findings of Shin and Ryan's (2014) study also revealed a connection between teachers' feelings of work satisfaction and fidelity to their school and their judgements of the perceived fairness of the procedures for determining remuneration and rewards. These results imply that the Equity theory can contribute to explaining how teacher job satisfaction has been influenced by income, which in turn influences the efficiency of the school.

Equity theory offers a helpful foundation for comprehending how salary influences employee attitudes and actions. The study can find methods to enhance instructors' job happiness and students' academic advancement by looking at attitudes toward justice and fairness in compensation.

2.2.2 Expectancy Theory

According to Vroom (1964), expectation theory is a motivational theory that examines how individuals decide to follow a particular course of action based on how they perceive the relationship between effort, performance, and results. The concept was used first by Victor Vroom in 1964, and it has since helped explain employee motivation and job satisfaction in several situations. According to expectancy theory, people will only put in much effort if they think it would help them perform better and produce the intended results (Porter et al., 1968). To put it in another way, people need to have faith in their abilities, the outcomes they will achieve, and the value of those outcomes.

Several studies have examined employee motivation and job satisfaction using the expectation theory. Skaalvik and Skaalvik (2014), for instance, discovered a connection between instructors' passion for teaching and their assessments of their abilities, which is now linked to higher work satisfaction. Shin and Ryan (2014) also discovered the connection between employee attitudes towards fairness in the workplace and well-being, which expectancy theory predicts is related to effort and performance.

Expectancy theory was applied to the current study to understand better the connection between employees' desire to work and job satisfaction, their evaluations of their performance, their belief in the relationship between effort and performance, and their belief in the value of outcomes. The underlying premise is that employees would be more driven to work and pleased with their employment if they believed their pay depended on job success and that workplace performance was connected to better academic performance. This could also improve the school's performance. Expectancy theory, in general, offers a valuable framework for examining job satisfaction and employee motivation in a school context, as well as the connections between these factors and school performance.

2.2.3 Social Exchange Theory

The Social Exchange Theory (SET) was first presented by George Homans, a sociologist at Harvard University, in the 1950s. He believed that social conduct develops through interactions, which he defined as actions that produce benefits or incentives for the actor. According to Homans, people make logical decisions based on the benefits and drawbacks of their options and the outcomes they hope to attain.

Another sociologist, Peter Blau (1960), emphasized the importance of social structure and power in shaping trade patterns. In Blau's opinion, trade ties are a component of larger social structures like institutions and organizations. Since then, SET has been enhanced and used in various fields, such as psychology, economics, and political science. One of the critical contributions of SET is the significance of social interactions and how they affect our behavior and attitudes (Homans, 1958). According to Homans (1958), social exchange theory explains how people engage with one another in social situations and romantic partnerships by exchanging resources and advantages to benefit themselves more. This implies that people communicate with others when they think the advantages outweigh the drawbacks (Thibaut et al., 1959).

According (to Thibaut et al., 1959), people select the social contacts that would lead to the best results after weighing the benefits and drawbacks of participating in them. Homans (1961) stated that rewards can come in various shapes and sizes, including chances for career advancement, financial resources, and emotional support; costs include, among other things, time and effort, emotional stress, and personal sacrifices.

The link between the social exchange theory and workplace and employee job satisfaction has been the subject of several research. For instance, Skaalvik and Skaalvik (2018) discovered that social exchange processes impact perceptions of workplace fairness, which are positively connected with teacher job satisfaction. Shin and Ryan

(2014) found that social interaction dynamics significantly predictor workers' job satisfaction in various workplace settings.

Consequently, in this study, the link between teacher job satisfaction, income, and academic achievement may be explained using the Social Exchange Theory. The idea is that when teachers feel their labor is being adequately paid, they are more likely to take actions that benefit student development and the school.

2.3 Concept Review

The concept review looks at the various concepts. The following concepts were reviewed: remuneration, employee job satisfaction, and school performance.

2.3.1 Remuneration

Remuneration is an employee's overall payment for their labor, including monetary and non-monetary benefits (Armstrong & Murlis, 2015). Financial incentives include things like base income, bonuses, and benefits like health insurance and retirement plans, to name a few. Non-monetary incentives come from immaterial advantages, including employment stability, recognition, and chances for professional advancement (Lawler, 2015).

Due to its importance as a fundamental motivation for work and a crucial sign of organizational commitment, compensation is a crucial aspect that determines employee job satisfaction (Greenberg, 2013). According to research, employees are more likely to be pleased with their positions and have lower turnover rates (Harter et al., 2002). A complicated connection between remuneration and job satisfaction is affected by various external factors, such as organizational standards, labor market conditions, and individual differences in motivation and values (Scheuer & Locke, 2013).

Remuneration has been highlighted as a significant element influencing teachers' work satisfaction and efficiency in education (Ingersoll & Strong, 2011). Teachers who make

a good salary are more inclined to enjoy their jobs and stick with them, according to Barnes & Fives (2015). Pay adjustments in teacher engagement, motivation, and retention may also impact the effectiveness of teaching and learning outcomes (Darling-Hammond & Snyder, 2018).

The study on the ideal amounts and components of pay that might improve teachers' work happiness and performance is seriously lacking despite the importance of compensation in the education sector (Bjerk, 2018).

The primary component of remuneration is the monetary compensation that instructors receive for their efforts, which comprises a basic wage, incentives, and allowances. Competitive remuneration, according to studies (Smith et al., 2018), improves teacher motivation and, as a result, performance. In addition to monetary salary, benefits such as health insurance, retirement plans, and professional development opportunities contribute to the overall remuneration package. These non-monetary characteristics have been associated to increased job satisfaction and, as a result, increased teacher effectiveness (Johnson, 2019).

Performance-based incentives and recognition programmes, for example, are important components of remuneration. These incentives, according to Johnson and Smith (2020), can boost teacher morale and create a positive feedback loop, enhancing both work satisfaction and performance.

Teachers are strongly motivated by financial rewards. Adequate monetary compensation not only attracts brilliant individuals to the teaching profession, but it also serves as a retention factor. When teachers think they are fairly rewarded for their efforts, their passion to the profession improves, as does their performance (Brown & Jones, 2017).

Job happiness is inextricably connected to pay. Teachers who believe their pay is fair and indicative of their work have greater ratings of job satisfaction (Clark et al., 2021). A sense of financial stability and appreciation via salary adds to a better work experience overall. This assessment highlights the need of evaluating pay in the context of teacher performance. While competitive compensation is crucial, a comprehensive payment strategy that takes into account non-monetary factors and emphasizes the intrinsic value of teaching is more likely to have a bigger impact on teacher performance (Johnson, 2019).

2.3.2 Employee Job Satisfaction

The level of satisfaction and involvement of a workforce at work is influenced by various elements that make up the complicated concept of job satisfaction. Based on research by Koustelios et al. (2018), job satisfaction is associated with benefits, including increased employee retention, better job performance, and a decline in absenteeism. It has been established that teacher work satisfaction positively affects student accomplishment in the setting of schools (Ingersoll & Strong, 2011).

According to research by Saqib et al. (2020), characteristics including compensation, work-life balance, working environment, and leadership support may be used to predict job satisfaction. Shalley et al. (2021) found that among Pakistani teachers, organizational support, professional autonomy, and social support from coworkers were the most important factors influencing job satisfaction.

Another study by Suliman and Al-Dhafri (2020), revealed that job satisfaction is also related to employee engagement, motivation, and general well-being. A study by Shin and Choi (2019) showed that job satisfaction was positively associated with teachers' willingness to stay in the profession, indicating that contented teachers are more likely to remain committed to their vocation.

In the education, it has been shown that teacher job satisfaction considerably impacts teacher's performance. Research has shown that teacher job satisfaction is positively connected with academic achievement and student performance (Lee & Smith, 2019). Following a study by Goslin (2018), Teachers that like their work at the school are more engaged and motivated there, which can result in better classroom management, higher levels of student engagement, and improved academic achievement.

In addition, teacher job satisfaction could positively impact the school's overall atmosphere and culture. Klassen and Chiu (2010) claim that contented instructors typically have better relationships with coworkers, superiors, and pupils. A more positive learning environment and culture can result from this. As a result, student behavior may improve, parents will get more involved, and academic performance will generally increase.

As a result, educational institutions must prioritize employee job satisfaction and create an environment at work that fosters teachers' motivation and sense of fulfillment. Schools may boost student achievement and general academic success while boosting teacher job performance and retention.

Knowing the intricate and nuanced concept of employee job satisfaction is necessary for generating excellent workplace outcomes, including academic achievement. In order to increase both employee welfare and employee job happiness, educational institutions and lawmakers must consider the many facets of employee work satisfaction.

2.3.3 Teacher Performance

Teacher performance is a broad and fluid concept that includes educators' efficacy and impact on student learning and development. While definitions vary, common traits include instructional competency, classroom management, interpersonal skills, and the ability to create a positive learning environment (Danielson, 2013). Understanding

teacher performance is crucial for educational institutions, policymakers, and academics who want to enhance educational quality.

Instructional Competence:

One of the most important aspects of teacher effectiveness is instructional competency, which includes the ability to effectively express subject content, use a variety of teaching tactics, and adapt to different learning styles. According to Hattie (2012), visible teaching practices that actively engage students provide a basis for successful instruction and enhanced learning outcomes.

Classroom Management:

Effective classroom management is another crucial part of teacher effectiveness. It requires creating a friendly and well-organized learning environment that minimises disruptions, fosters student interaction, and promotes learning (Evertson & Weinstein, 2013). Marzano and Marzano (2003) stress the importance of proactive management techniques in creating an environment conducive to successful teaching and learning.

Interpersonal Skills:

Communication, collaboration, and relationship-building skills are essential for teachers. Positive teacher-student interactions have been linked to increased student engagement and academic achievement (Wentzel, 2015). Darling-Hammond (2017) highlights the importance of good and inclusive teacher-student interactions in creating a positive and inclusive learning environment.

Continuous Professional Development:

Teacher success is also linked to ongoing professional development. Following educational research, using innovative pedagogies, and participating in relevant training programmes all contribute to continuous improvement (Ingersoll & Strong, 2011).

Darling-Hammond and Richardson (2009) argue for comprehensive professional development that is sensitive to the changing demands of educators and the educational world.

Assessment and Feedback:

Assessment processes and feedback systems are essential for evaluating and enhancing teacher performance. In successful assessment, a variety of formative and summative strategies are utilised to evaluate student growth and impact instructional decisions (Black & Wiliam, 1998). Furthermore, constructive feedback from both administrators and peers promotes teacher reflection and growth (Hattie & Timperley, 2007). Employee job satisfaction and salary are two elements that may influence academic achievement. Happy people excel and are more productive, which helps their employers, according to study (Judge et al., 2001). Happy instructors in the classroom have been connected to higher student achievement (Zhang & Yan, 2019). As a result, it is logical to expect that employee job satisfaction may impact academic attainment.

Similar conclusions about the importance of remuneration in influencing employee motivation and job satisfaction have been established (Milkovich & Newman, 2016). According to studies, higher pay levels are associated with improved performance and increased job satisfaction (Judge et al., 2001). Pay may affect teachers' motivation and job satisfaction, affecting students' academic success.

According to Mwita (2018), pay can influence instructors' motivation and work satisfaction, which might effect students' academic progress. The curriculum structure, teacher quality, school direction, and accessible resources are only a few of the elements that determine how well children achieve in school (Mullins et al., 2018). A comprehensive approach that tackles these challenges in a coordinated and ongoing way is essential to improve teacher effectiveness.

2.4 Empirical Review

Many empirical studies have been undertaken to examine the relationship between salary, job satisfaction, and academic achievement. Mwita (2018) evaluated the influence of salary on work satisfaction among secondary school teachers in Tanzania in one research. Obtaining financial incentives has been shown to promote work happiness, which in turn increases academic accomplishment.

Okoth and Kariuki (2019) looked at the connection between teacher performance and pay satisfaction in Kenyan secondary schools. The study's findings suggest a positive relationship between teacher effectiveness and salary satisfaction. These findings emphasise the significance of remuneration in enhancing teacher motivation and output.

Understanding the elements that contribute to or inhibit teacher effectiveness is critical for educational institution success. Teacher motivation is heavily influenced by remuneration, which includes income, perks, and incentives, whereas job satisfaction is intimately linked to general well-being and work engagement. Numerous studies have been conducted to evaluate the effect of compensation on teacher performance. Smith et al. (2018) discovered a favourable relationship between competitive pay and enhanced teacher motivation, which leads to higher performance. However, Johnson's (2019) findings imply that other factors, such as working conditions and recognition, may play a substantial impact in teacher effectiveness, disputing the concept that salary alone is a decisive factor.

Job satisfaction is a multidimensional concept that encompasses factors like work environment, collegial ties, and perceived appreciation. Brown and Jones (2017) revealed a significant positive connection between job satisfaction and teacher performance. Teachers with higher levels of job satisfaction in the classroom were

shown to be more engaged, dedicated, and effective. Job satisfaction may mitigate the income-performance relationship, with teachers who think they are suitably compensated demonstrating higher levels of satisfaction and, as a result, better performance (Johnson & Smith, 2020). The influence of contextual variables such as school culture, leadership, and teacher autonomy on the relationship between compensation, job satisfaction, and teacher performance is also investigated. A favourable school culture, for example, may magnify the beneficial effects of pay and job satisfaction on teacher performance (Clark et al., 2021).

2.5 Hypotheses & Theory Development

2.5.1 Remuneration and Teacher Performance

The two fundamental facets of school management are academic performance and remuneration. "Remuneration" is the term used to describe the payment made to instructors in exchange for their services. This payment can be a salary, perks, bonuses, or other rewards. A school's performance is used to judge how well it accomplishes its academic aims and objectives. Performance can be assessed using standardized testing, graduation rates, or other measures.

Numerous studies have looked into the connection between compensation and teacher performance. For instance, Shi and colleagues' (2020) study examined how teacher pay affected students' academic growth in Chinese schools. The study found a connection between teacher salary and student accomplishment, indicating that higher remuneration may motivate teachers to exert more effort and improve student outcomes.

Anderberg et al. (2019) investigated the effects of an incentive system on teacher attendance and student test scores in India. The study found that the bonus scheme improved student performance and increased teacher attendance, suggesting that financial incentives may help promote outstanding academic achievements.

The study conducted by Kucsera and colleagues (2018) looked at how teacher pay affected students' academic progress in New York City schools. Since the study revealed no correlation between teacher pay and student performance, other elements, such as the quality of education, the resources available to the school, and the students' backgrounds, may also impact how well a school performs.

Hanushek et al. (2015) noted that, with all things considered, a wide range of contextual circumstances may affect the intricate connection between compensation and academic accomplishment. Good educational outcomes may also depend on factors such as teacher quality, school resources, and student characteristics (Hattie, 2009). While incentives and excellent remuneration may motivate instructors and boost student achievement, this is only sometimes the case (Lavy et al., 2015).

2.5.2 Remuneration and Employee Job Satisfaction

According to Oladipo and Asaolu (2017), remuneration is the whole compensation employees receive for their employment, including pay, perks, and other incentives. Employee work satisfaction, which is described as a person's attitudes and sentiments towards their employment (Skaalvik & Skaalvik, 2018), can be impacted by the type and quantity of compensation. The possibility of professional progress, working conditions, and remuneration are only a few of the factors that might influence your satisfaction at work. (Shin & Ryan, 2014).

Studies have shown a connection between employee pay and work satisfaction. According to a study by Oladipo and Asaolu (2017), among healthcare workers, Remuneration and job happiness are statistically strongly linked positively. A research by Skaalvik and Skaalvik (2018) on teacher job satisfaction, remuneration proved by a critical driver of job happiness. Employee job satisfaction has also been shown to impact

an organization's productivity. The meta-analysis by Judge, Thoresen, Bono, and Patton (2001) found a correlation between performance and job satisfaction that favored both. Judge et al. (2001) stated that job satisfaction and performance in school are positively associated and that income and work satisfaction are favorably correlated; according to them, in order to improve employee work satisfaction and, therefore, student achievement, educational institutions must consider the quantity and structure of remuneration.

2.5.3 Employee Job Satisfaction and Teacher Performance

Numerous studies in education have examined the connection between student achievement and staff job satisfaction. The effectiveness of teachers' work is significantly influenced by job satisfaction, which impacts how effectively schools operate overall, according to Skaalvik and Skaalvik (2017). The level of satisfaction that employees have with their jobs, salary, and other aspects of their employment is referred to as employee job satisfaction.. According to much research, there is a connection between employees' academic success and workplace happiness. For instance, a study by Zaidi and Ahmad (2015) revealed a correlation between teacher job satisfaction and student academic success. Shin and Ryan (2014) found a relationship between teachers' job satisfaction and school climate positively connected with academic achievement.

However, studies have also demonstrated that workplace unhappiness can negatively affect output, absenteeism, and attrition (Budd, 2016). This shows that a teacher's level of job satisfaction may have a significant bearing on their capacity to carry out their responsibilities effectively and the success of their school.

Employee job satisfaction and academic success are likely connected. More specifically, instructors who are content with their work are more likely to perform well, boosting the school's performance as a whole.

2.5.4 The relationship between remuneration and employee job satisfaction on teacher performance

Several studies in the realm of education have looked at the complex relationship between income, job happiness, and teacher performance. Remuneration, the phrase used to describe the financial compensation and benefits provided to employees, is one of the key elements influencing job satisfaction. In its most comprehensive meaning, employee job satisfaction relates to employees satisfaction with their pay, job security, working conditions, and opportunities for professional advancement.

According to research, salaries and work satisfaction among employees are positively correlated. For education professionals, having more money and perks has been shown to boost job satisfaction (Skaalvik & Skaalvik, 2018). The Equity Theory, which contends that people determine whether they are receiving fair treatment by comparing their inputs and outputs (such as effort and income) to their peers, may help explain this positive link between wage and work satisfaction (Adams, 1965). People are more likely to be content with their work when they believe they are rewarded appropriately for their effort.

Employee satisfaction at work has been linked to teacher performance. According to Skaalvik and Skaalvik (2014), happy teachers are more likely to be involved in their profession, have a good attitude towards their pupils, and employ successful teaching strategies. Additionally, topic specialists are less likely to suffer from teacher burnout, an issue that affects many teachers and can lower pupil performance in school (Kyriacou, 2001). According to Shin and Ryan's (2017) study, teacher work satisfaction and student academic achievement were mediated by teacher involvement and instructional strategies. Considering these results, the following hypotheses are made.

2.6 Research Hypotheses

Based on the study's aims, the following hypotheses were looked into:

H1: There is a significant positive relationship between remuneration and teacher performance.

H2: There is a significant effect of remuneration on employee job satisfaction

H3: There is a positive relationship between employee job satisfaction and teacher performance.

H4: There is a significant relationship between remuneration and employee job satisfaction on teacher performance.

2.7 Conceptual Framework

The researcher will attempt to include a framework based on the analyses in this study.

The conceptual structure of the report focuses on the study's objectives. Remuneration, employee job satisfaction, and academic accomplishment are all factors. Miles and Huberman (1994) claim that a conceptual framework is a visual or written result that graphically or narratively describes the important study objects, such as the primary triggers, meanings, or variables, and their suggested links. The essential concepts and variables and how they relate to one another to address the study issue are depicted in a diagram known as the conceptual framework.

Figure 1 depicts the study's conceptual framework, which focuses on how remuneration influences employee job satisfaction and impacts school performance. The framework is as below:

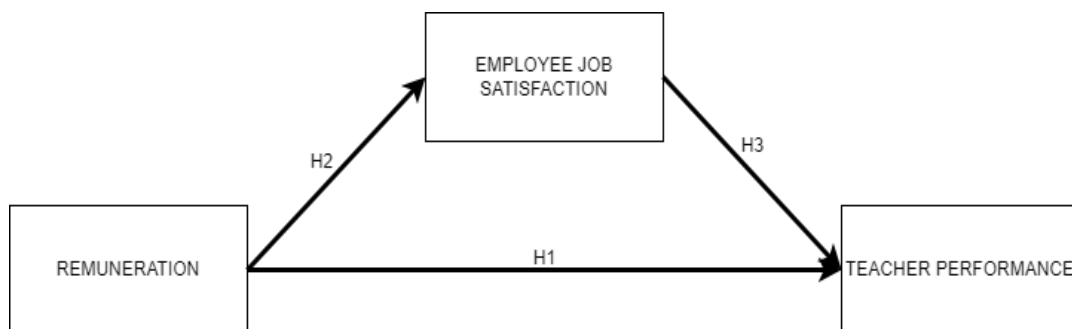


Figure 1: Conceptual Framework

2.8 Chapter Summary

In this section of the work, the researcher deliberated on the existing literature relevant to the research topic and what findings previous researchers have found. In the first section of the literature review, the chapter examines the theories that support the current research. This chapter also covered the conceptual review of the study. The following section delved into the empirical studies conducted in the field. The chapter presents the studies that have had the most impact on our understanding of the subject issue. Furthermore, various hypotheses that support the current study are presented. Finally, the conceptual framework of the current study is included.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This part of the thesis covers the various procedures and methodologies used to acquire pertinent study data after analyzing the underlying ideas and research objectives. The chapter covers areas such as research paradigm, research design, research purpose, target population, sample size and sampling techniques, data source, data collection instrument, data analysis method, validity and reliability, and study ethical considerations.

3.2 Study Area

Old Tafo Municipal, one of Ghana's 260 Metropolitan, Municipal, and District Assemblies (MMDAs), is one of the 43 MMDAs in the Ashanti Region. One of the 38 newly upgraded District Assemblies that emerged from the Kumasi Metropolitan Assembly in 2018 was the Old Tafo Municipal Assembly.

Along with 37 other newly created districts, the Old Tafo Municipal was founded in LI 2293 and inaugurated on March 15, 2018. At the geographic core, it is situated. Its boundaries are shared with the following districts: The Suame Municipal Assembly and the Kumasi Metropolitan Assembly both abut Kwabre East on its western, northern, and eastern sides, respectively.

It has Tafo as its capital town. According to the Ghana Statistical Service report (2021), the population of Old Tafo Municipal was estimated to be around 114,368. Old Tafo Municipal has basic infrastructures such as roads, schools, health facilities, and markets. These amenities contribute to the overall development and well-being of the residents.

3.3 Research Philosophy

A paradigm is the 'worldview' of the researchers regarding educational research (Mackenzie & Knipe, 2006). The guiding principles, perspective, way of thinking, and theory for interpreting or meaning the study's findings are all components of a worldview. His research paradigm reflects his worldview and desire to remain there (Lather, 1986). It comprises speculative notions and convictions that describe how a scholar sees, understands, and engages with the outside world. Scholars consider the methodological components utilizing a conceptual prism when deciding on the research approach and how data will be analyzed for their study (Kivunja & Kuyini, 2017). According to Kivunja and Kuyini (2017), a researcher's philosophical approach is represented by the paradigm and the significant implications for each claim made throughout the inquiry. This includes the choice of technique and methodology. Every scientific endeavor has a philosophical foundation; no study could be conducted in a philosophically neutral atmosphere.

Academics have published numerous paradigms, but Candy (1989), a pioneer in the subject, distinguished the Positivist, Constructivist, and Critical paradigms. A 25% that integrates ideas from all three is provided by the pragmatic paradigm, which was created by (Tashakkori & Teddlie, 2003, 2009, and 2010).

The positive paradigm was initially presented by the French philosopher Comte. This philosophy bases its approach to investigation on science. Comte (1856) asserted that the sole methods available to advance wisdom and comprehension among people are via experimentation, observation, and experience-based reasoning since they form the basis of comprehending human behavior. A research perspective that uses arguments or verified facts to support its claims is preferable (Fadhel, 2002). The positivist paradigm comprises the experimental method, beneficence axiology, naïve realism ontology, and

objectivist epistemology (Kivunja & Kuyini, 2017). The positivist data analysis paradigm assumes that all data will be quantified and evaluated numerically.

Understanding the constructivist paradigm is a prerequisite for comprehending the subjective nature of human experience (Guba & Lincoln, 1989). For a better expression, this strategy seeks to "get inside the heads of the subjects being studied" to comprehend and investigate the subject's thoughts or his perception of the hypothetical situation he is creating. Every attempt is made to comprehend the subject from their perspective rather than the perspective of the observer. Reality is socially constructed, according to the constructivist paradigm's central tenet (Bogdan & Biklen, 1998). According to this paradigm, theory is created after the research act, not before it (Kivunja & Kuyini, 2017). According to Kivunja and Kuyini (2017), this paradigm is built on subjectivist epistemology, relativist ontology, naturalist methodology, and balanced axiology. The constructivist paradigm was used to be consistent with the techniques and strategies applied in research to gather and interpret qualitative data.

Saunders et al. (2016) introduced a "research onion" with six tiers to structure and select a study design. Research philosophy is a top emphasis, according to the layers. According to Kamil (2011), a researcher's ontology and epistemology attitude are crucial to the contribution of knowledge since they influence how research is carried out and published. The examination of this topic will employ the positivist school of thought. According to Saunders et al. (2016), positivist philosophy resembles natural scientists most closely.

This study used the positivist method, which is founded on the notion that only applying natural scientific processes may result in intelligence, prediction, and control (Kamil, 2011). According to Creswell (2014), positivist approaches emphasise the objective calculation and statistical, mathematical, or numerical analysis of data gathered through

questionnaires and surveys, as well as the alteration of pre-existing statistical data using computer tools. According to Kumar (2019), this strategy adheres to strict, careful, and planned procedures that help the researcher quantify the amount of variation present in phenomena or situations and place a focus on variable measurement. Its main objective is to gather numerical data in order to define an event exactly or to generalize it across populations (Kumar,2019)

The method is objective, the results are analytically presented, and inferences are drawn from solid, accurate conclusions. In order to determine how quantifiable or countable society is, deductive data is employed (Punch, 2005).

3.4 Research Design

The study's goals are guided by the research design (Akhtar, 2016). Orodho (2008) asserts that the study design is the best technique for efficiently acquiring and analysing data to accomplish the study's objectives. According to Sileyew (2019), the study's design tries to provide a suitable foundation for analysis. To assist a researcher in responding to the issues posed by the study, several associated decisions are also considered throughout the research design process (Aaker et al., 2000). Research design is a "detailed blueprint" that a researcher employs to progress the research objectives of a study, according to Aaker et al. (2019). It improves the goals, plan, and methodology of the study.

Research designs may be categorized as quantitative, qualitative, or mixed-method, according to Creswell (2013). Since they include a variety of research approaches and provide researchers a bigger picture, mixed-method procedures are increasingly being used to widen the scope of the study and the researcher's comprehension of it (Sandelowski, 2000). While exploratory qualitative research often involves purposeful sampling to get a deeper understanding of the context's abundance of information,

quantitative research uses probability sampling to permit the creation of statistical conclusions (Sandelowski, 2000). Despite their significant differences, the two methodologies can successfully combine to form a mixed-method design (Creswell, 2014). The quantitative strategy was ultimately picked.

To get responses on the study topic from respondents, quantitative research was performed, with cross-section as the time horizon. As defined by Creswell (2014), in order to discover if the theory's hypothesized generalizations are true, a theory made out of numerical variables is evaluated using statistical techniques under the quantitative research paradigm. Quantitative research approaches are inductive because the outcomes of statistical hypothesis testing enable the generalization of population features (Creswell, 2013). Creswell (2014) lists the following aspects of this study technique: The quantitative research paradigm states that to deliver an unbiased analysis of the situation, the researcher must remain unbiased and detached from the topic of an investigation. According to Creswell (2014), a cross-sectional survey examines correlations between variables in a particular population at a specific time across a short period. As a result, data from the respondents was gathered for the study at a set time and concurrently. As a result, the study needs to design a cross-sectional survey methodology. (Ex post facto, correlational, survey).

3.5 Population

The population is a collection of individuals in which the researcher is interested and to whom the study's results can be extended (Bell & Walters, 2014). The study population is the entire participants from which samples will be drawn (Coolican, 2014). According to Saunders et al. (2009), a place's population is the total number of inhabitants. A target population, according to Robson (2002) and Saunders et al. (2009), is a collection of people, things, or things from whom measurements are taken. It refers to the population

the researcher wants to learn more about. Any empirical study's objective demands a complete description of the target population, including its attributes. This implies that the study's findings would be relevant to this unit. The population of this study comprises schools in Old Tafo Municipal Assembly. According to the 2023 annual school census report of the municipal, there are 195 schools in the district. This includes both public and private schools. In addition, the 2023 annual school census report for the number of teachers revealed 1242 teachers in the districts.

3.6 Sample and Sampling Techniques

A sample, according to Orodho (2009), is a small percentage that signifies a broader population. The total number of participants is the sample size for a research (Memon et al., 2020). The phrase "sample size" describes the number of people chosen from a specific target demographic to participate in a research. In order to acquire relevant data for the research, including possible answers to various questions, the sample size is utilized. The success of the research may depend on the selection of the best respondents and the number of respondents. Larger sample sizes produce better findings despite the challenges they present. The Krejcie and Morgan table for calculating the sample size for a particular population was used to establish the sample size for the study. According to Krejcie and Morgan (1970), a population range of 1300 for a study will give an estimated sample size of 297. Consequently, with a population of 1242, this study's sample size is 297. However, due to the unknowns around the cost of return and usability difficulties, 350 questionnaires were distributed to the various respondents.

Processes with analyzable samples can take many different shapes. According to Saunders et al. (2000), the two primary types of sampling procedures are non-probability and probability sampling strategies. In contrast to a non-probability sampling method, which makes it unclear how likely someone is to be selected for the research, every

member of the target population has an equal chance of being picked when using a probability sampling method.

This study uses purposeful sampling, a non-probabilistic sampling technique, to select the respondents from whom the data would be gathered. The non-probability sampling strategy known as "purposeful sampling" is particularly well suited for qualitative research, claims Merriam (2009). Despite the fact that this study uses a quantitative research design, the investigation could involve the use of a non-probabilistic sampling method. The foundation for purposeful sampling is the researcher's desire to learn more, understand, and acquire comprehensive knowledge; as a result, the researcher made an effort to choose a sample from which the required data could be collected (Tagoe, 2009). Mugenda & Mugenda (2012) state, "Purposive sampling allows a researcher to use study sites that have the necessary information that could answer the research objectives." This is so because the researcher individuals knowledgeable about the investigation's scope and context. Because the researcher wants to learn, comprehend, and get in-depth knowledge, they need a sample that can supply this information, necessitating purposeful sampling (Tagoe, 2009). Purposeful sampling is also helpful in determining if a project was successful or unsuccessful (Kumekpor, 2002). The sample was chosen after considering several variables, including population data, demographics, and the study's goals (Babbie, 2007).

The strategy of deliberate selection also has the advantage of focusing on individuals who will be more qualified to assist with the necessary study due to the presence of particular traits. It is usually suggested when a precise study aim is in place, and the sample is chosen to include people of interest while excluding participants who do not fit the purpose (Patton, 2002).

3.7 Data Collection Instrument

Through the use of a questionnaire with five possible responds on a Likert scale model (strongly agree, agree, neutral, disagree, strongly disagree), the researcher employed a quantitative approach to evaluate the hypotheses, (Hair et al., 2018). Surveys are regularly used to acquire crucial data on the population, claim Mugenda & Mugenda (2003). The questions in the questionnaire are each meant to address a specific research issue, goal, or hypothesis. The scale helps measure and organize conduct and attitudes and is typically included in surveys (Leedy & Ormrod, 2015).

Structured, closed-ended questionnaires will be presented to respondents to collect quantitative data for this study. The Likert scale is the most widely used instrument for measuring emotions. Respondents indicate how strongly they feel about a statement by ticking whether they agree or disagree. Questionnaires provide consistency in the data collected by posing the same questions to each responder and allowing them time to consider their answers. However, there are drawbacks to using surveys as well. For instance, since responses frequently create uncertainty, it could be challenging to construct goods without it. Additionally, respondents are not allowed any freedom.

Based on the results of past academics' literature reviews, the questionnaire was developed. The questionnaire had four parts. Each section had several questions to be answered to accomplish a task. Section A of the survey focused on demographic data about the respondents, while Section B addressed questions about remuneration. Items about employee job satisfaction was in Section C, whereas behaviors about school performance was also in Section D.

3.7.1 Sources of Data

The main sources are primary and secondary data (Creswell, 2015). It would be ideal to use original data for this investigation. Primary data are facts that were gathered

specifically for the current research project. Due to a lack of manpower or cooperation, primary data sources are uncommon and occasionally difficult to access. The basic data for the study were acquired through questionnaires composed primarily of closed-ended questions using a 5-point Likert scale rating, which were prepared and delivered to various categories of hotel employees.

3.8 Data Collection Procedure

The systematic, organized process of acquiring and assessing data in support of research objectives is known as a data-collection technique (Kothari, 2004). It is vital to use wise data collection methods, choose data sources, and verify the veracity and correctness of the data collected.

Surveys, interviews, focus groups, observations, and document analysis are just a few of the numerous ways utilized to collect data (Creswell, 2014). Researchers must decide on the best data gathering methods based on the study's topic, methodology, and resource availability.

Data collection significantly impacts the overall validity and dependability of study findings. Make sure the information is correct, dependable, and pertinent to the study's subject. Researchers must take efforts to minimize sources of bias and errors while collecting data (Maxwell, 2013).

As part of the data gathering procedure, an introduction letter (see attachments) was acquired from the Management department at AAMUSTED-K and sent to the Education Directorate of the Old Tafo Municipality. The researcher was further directed to apply a letter seeking permission and information about respondents from the municipal. The researcher then submitted the application letter (see appendix) and a scheduled data collection timetable to the municipal education registry. Following a series of discussions with the municipal education director, the researcher received a copy of the

data on the schools in the municipality and was given a letter of introduction (see appendix) to send to the various school heads who were tasked with providing the researcher with the necessary data. The researcher then delivered the questionnaire to the various heads of the selected schools for distribution to the personnel in question after receiving permission to split the schools into four dimensions depending on their closeness. The researcher gathered the completed questionnaires from respondents after giving them one (1) week to do so. The researcher also collected information from those who accessed the questionnaire on that particular day. Respondents were given one week to read the questions carefully without feeling rushed. The data was gathered over a maximum of five weeks. Out of the 350 questionnaires distributed, the researcher received 300 of them, this represents a return rate of 85%.

3.10 Data Analysis

Data analysis, according to Marshall and Rossman (2011), is the methodical and concise presentation of information acquired. It is crucial to remember that data screening and testing should be a crucial step in the data analysis process. It should always happen before data analysis to guarantee that mistakes are eliminated to the maximum extent possible. Evaluating the process and looking for missing data and anomalies is necessary. The data were analyzed using versions 23 of Analysis of a Moment Structure (AMOS) and the Statistical Package for Social Sciences (SPSS) for social sciences. SPSS (Statistical Package for Social Sciences) is a widely used statistical software programme because of its simplicity, versatility, and large library of statistical analysis tools. The user-friendly interface of SPSS makes it possible for researchers to carry out both straightforward and complicated statistical analyses quickly. It also makes it possible to create graphs and charts for data visualization.

Because it was developed primarily for social science research, SPSS also includes a variety of statistical analysis techniques often used in research projects, including regression analysis, ANOVA, and factor analysis. SPSS is one of the statistical software programs frequently employed in social scientific research, notably in disciplines like psychology, sociology, and education, according to a study by Hair, Black, Babin, and Anderson (2019). The study also discovered that SPSS produces trustworthy and precise findings when examining small and large datasets.

3.11 Ethical Consideration

Ethics is a crucial aspect of any scientific research that researchers should examine before deciding on a research proposal. Research work, like many subject areas, is surrounded by ethical issues and researchers must develop an approach to address these issues. This is due because social research brings people into intimate touch with one another, and there is a need to assure ethical conduct (Babbie, 2007). Because research entails gathering data and opinions about individuals and institutions, researchers must protect their participants, build trust, defend against misconduct and impropriety, and maintain the research's integrity (Israel & Hay, 2006). According to Creswell (2013), ethical principles in a study include two key areas: individual protection requirements and participant protection, which includes confidentiality, permission, information, and use requirements.

Burnman et al. (2008) also stressed five (5) ethical norms to be followed, particularly in politics. The operational principles that researchers must consider throughout their research journey include preventing harm, avoiding deceit, privacy or autonomy, confidentiality, and informed consent. Another scholar investigated the ethics of three issues: confidentiality, trust, codes, and consent (Ryen, 2011). This informed consent

consists of "the exercise of free will on the side of the human participant, without coercion, deception, a promise of future rewards, or other ways of influencing the participants to act against their better judgment". (Mauch & Birch, 1989). In other words, nothing should be kept from the subjects of the investigation. The protection of a person's privacy without revealing their identity is critical, and it must be considered in any research or study involving humans.

To achieve the above-mentioned goals, the researcher in this current study acquired permission from the Directorate of Ghana Education Service at the Tafo Municipal. The responders also had the option of answering the questions privately in order to ensure privacy. Also, the participants were not pressured to partake in the study and the researcher assured the participants of the confidentiality of any information shared as well as took steps to protect participants' disclosures. Again, the researcher has to the greatest extent acknowledged the contribution of previous authors whose works have been referenced in this current study

Additionally, sampled schools were alphabetically coded to maintain confidentiality. The heads of elementary schools were given copies of the research permit to request authorization to gather data. The conclusions were explored in light of the data's patterns, not any preconceived ideas.

3.12 Chapter Summary

This third chapter of the study outlines how the researcher acquired data for the study and focuses on analyzing different statistical approaches based on the numerous factors and research topics to be addressed. It acts as a foreshadowing of the events that will occur in the following chapter.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis of data and discussions on the four main objectives of the study, which include investigating the effects of remuneration on school performance at Old Tafo Municipal, examining the effect of remuneration on employee job satisfaction, evaluating the effects of employee job satisfaction on school performance at Old Tafo Municipal, assessing the relationship between remuneration and employee job satisfaction on school performance at Old Tafo Municipal. Discussion of respondents' characteristics and descriptive analysis of the study variables, including remuneration, employee job satisfaction behavior, and school performance, are presented. Frequencies, percentages, mean scores, and Structural Equation Modelling (SEM) techniques were used to analyze the data and present the findings.

4.2 Data Validity and Reliability

Making the research work trustworthy, compelling, and dependable is the study's main goal. As a result, numerous security measures would be implemented to ensure the data's correctness and dependability. According to Bickman and Rog (2009), a reasonable inquiry produces results that are reliable and sufficient indications of the concept we are trying to describe. As a result, the survey's design would be focused on reducing biases in data gathering and increasing accuracy. The questionnaire questions should be exact, short, straightforward, clear, and unambiguous to ensure the study participants are familiar with them. Requests that are loaded, leading or double-barreled will also be ignored. The reliability test determines how much of the data is free of random error scales in order to examine the dependability of the findings. The consistency with which

a research tool consistently produces consistent data or results after multiple trials is known as reliability. (Mugunda & Mugunda, 2012).

Schumacher and McMillan (2010) claim that the study's instrument is reliable if the reliability coefficient alpha is 0.7 or above. The guidelines for internal reliability that George and Mallery developed are as follows: (thresholds 0.6-0.69-Uncertain, 0.5-0.59-Horrible, 0.5 - Intolerable, 0.9-1-Exceptional, 0.8-0.89-Really outstanding, and 0.7-0.79-Tolerable) Mallery and George (2003). According to Fink and Kosecoff (1998), closed-ended questions present a statement, query, briefcase history, or scenario followed by several options. For this reason, they were included in the survey. Each question was thoughtfully crafted to ensure that replies would be meaningful, and only simple English, free of any technical jargon, was utilized. The questions were meant to be realistic so respondents could easily connect to them, despite efforts to avoid using biased terminology or phrasing. The purpose of validity is to confirm that a tool analyzes factors relevant to the study objectives (Ndayimirije, 2015). To determine the validity and reliability of the assessment of variables in this study, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and Cronbach alpha were performed.

4.2.1 Exploratory Factor Analysis (EFA)

EFA was used to determine if measurement items were adequately loaded onto the associated latent variables. SPSS (v.23) was used to run the EFA. There were three (3) latent variables: remuneration, employee job satisfaction, and school performance. Initially (from the questionnaire – see Appendix I), remuneration had eight measurement items, employee job satisfaction had eight, and teacher performance also had eight. Measurement items loading on various or multiple constructs and having weak factor loadings (figures less than 0.5) were removed from the analysis during the EFA. After

eliminating items with factor loadings of less than five or cross-loading on several constructs, Table 1 shows the items that were kept.

The total variance extracted (TVE) from the findings was greater than the required minimum of 50% at 73.725%. The current study attained a Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of 0.920, indicating strong sample adequacy. The KMO measure of sampling adequacy should be at least greater than or equal to 0.7. Additionally, the results of the Bartlett's Test of Sphericity must be statistically significant in order to demonstrate the strength of the relationships between the variables and ensure EFA. The obtained findings ($X^2 = 5163.340$; Sig. 0.000) demonstrated that EFA was adequate since there was sufficient correlation between the variables. As a sign of positive consistency in the data used for the estimation, the Determinant of Correlation should also not equal zero (0). The EFA determinant was $1.723E-8$, which is more than zero (0) but less than one.

Table 1: Exploratory Factor Analysis (EFA)

Measurement items	Component		
	1	2	3
R1		.787	
R2		.856	
R3		.836	
R4		.829	
R5		.812	
R6		.550	
R7		.792	
R8		.616	
EJS1	.817		
EJS2	.790		
EJS3	.869		
EJS4	.866		
EJS5	.872		
EJS6	.853		
EJS7	.810		
SP3			.796
SP4			.876
SP5			.850
SP6			.631

Table 1 Continues

<i>Total Variance Explained</i>		73.725%
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</i>		.920
<i>Bartlett's Test of Sphericity</i>	<i>Approx. Chi-Square</i>	5163.340
	<i>Df</i>	171
	<i>Sig.</i>	.000
<i>a. Determinant</i>		1.723E-8

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Source: Researcher's Field Data (2023)

4.2.2 Reliability Analysis

Cronbach's Alpha co-efficient labelling convention is depicted in Table 2 (Hair, Money, Samuel, & Babin, 2003).

Table 2: Rule of thumb for Cronbach Alpha

Alpha coefficient	Level of reliability
.8 - .99	Very good reliability
.7 - .79	Good reliability
.6 – .69	Fair reliability
Below .6	Poor reliability

Source: (Hair et al., 2003)

Reliability is one of the primary tests every researcher conducts before running the actual analysis of a study. Reliability testing is used to establish whether the items employed in the scale development can produce reliable results or otherwise for the researcher. The Cronbach Alpha statistical approach was employed in the study to verify the reliability scores of the items used to measure all four variables. According to Saunders et al. (2000), a threshold of at least .7 is required to accept that the items in the questionnaire have passed the reliability testing.

Table 3: Reliability Test Results

Variables	No of items	Cronbach's Alpha	Reliability level
Remuneration	6	.938	Very good reliability
Employee Job Satisfaction	7	.962	Very good reliability
Teacher Performance	4	.869	Very good reliability

Source: Research's Field Data, 2023

The results show that with six items measuring remuneration, the Cronbach alpha value was .938; employee job satisfaction behavior, which also seven items, had a Cronbach alpha value of .962; school performance, which had four items, reported a Cronbach alpha value of .869. All latent variables' Cronbach's Alpha (CA) values were higher than the prerequisite 0.7. These results demonstrated that the measurement variables had great internal reliability.

4.2.3 Confirmatory Factor Analysis (CFA)

Following the EFA's achievement of the corresponding thresholds, the CFA findings in Table 4 were calculated. Measurement items with factor loadings less than 0.5 were removed following the CFA analysis. The measurement variables' standardised factor loadings, which are shown in Table 4 below, were significantly higher than 0.5. Fornell and Larcker (1981) state that an Average Variance Extracted (AVE) of at least 0.5 is necessary. On the other hand, composite reliability (CR), which must be at least 0.7, was met for all of the constructs. As a result, convergent validity was attained. Figure 2 shows a visual illustration of CFA.

The model fitness was assessed using the Hair et al. (2010) criteria, which suggest that CMIN/DF should be ≤ 3 , GFI $\geq .8$; PClose > 0.05 ; TLI $\geq .9$; CFI $\geq .9$; RMSEA $\leq .08$; and RMR $\leq .08$. All of these thresholds were found to be satisfied based on the findings shown in Table 4, and it was thus determined that the dataset suited the model predicted correctly.

Table 4: Confirmatory Factor Analysis (CFA)

Model-fit Indices: $CMIN=117.849$; $DF=92$; $CMIN/DF=1.281$; $GFI= 0.957$; $PClose= 0.983$; $TLI= 0.992$; $CFI= 0.995$; $RMSEA= 0.031$; $RMR= 0.059$		Std. Factor Loading
<i>Remuneration (REM): CA= 0.938; CR= 0.942; AVE= 0.733</i>		
I am not satisfied with my take home pay (R1)		.836
I believe that the remuneration I receive is competitive compared to similar roles in other sectors (R2)		.888
I feel that my current remuneration is not adequate for the amount of work and effort that I put in (R3)		.919
My remuneration package includes benefits such as health insurance, retirement plans, and/or paid vacation days (R4)		.896
The benefits offered provide financial security for me and my family (R5)		.891
My remuneration package provides me with opportunities for career development and advancement (R7)		.684
<i>Employee Job Satisfaction (EJSA): CA=.962; CR=.964; AVE=.793</i>		
I feel satisfied with my chances for salary increases (EJS 1)		.852
I am not satisfied with my chances for promotion (EJS2)		.928
The conditions I work in are not good (EJS3)		.907
I do not feel a sense of pride in doing my job (EJS4)		.909
I am not satisfied with my work (EJS5)		.931
The economy does not affect my satisfaction with my current salary level (EJS6)		.868
My supervisors actively listen to my issues and suggestions (EJS7)		.832
<i>Teacher Performance (TPE): CA=.869; CR=.888; AVE=.666</i>		
The potential for increased remuneration motivates me to improve my performance (TP3)		.824
I believe that job satisfaction is not linked to my performance (TP4)		.687
Teacher performance should not be a factor in decisions related to teacher's remuneration (TP5)		.824
Teacher performance evaluations accurately reflect the quality of teaching and learning in my school (TP6)		.913

Source: Researcher's Field Data (2023)

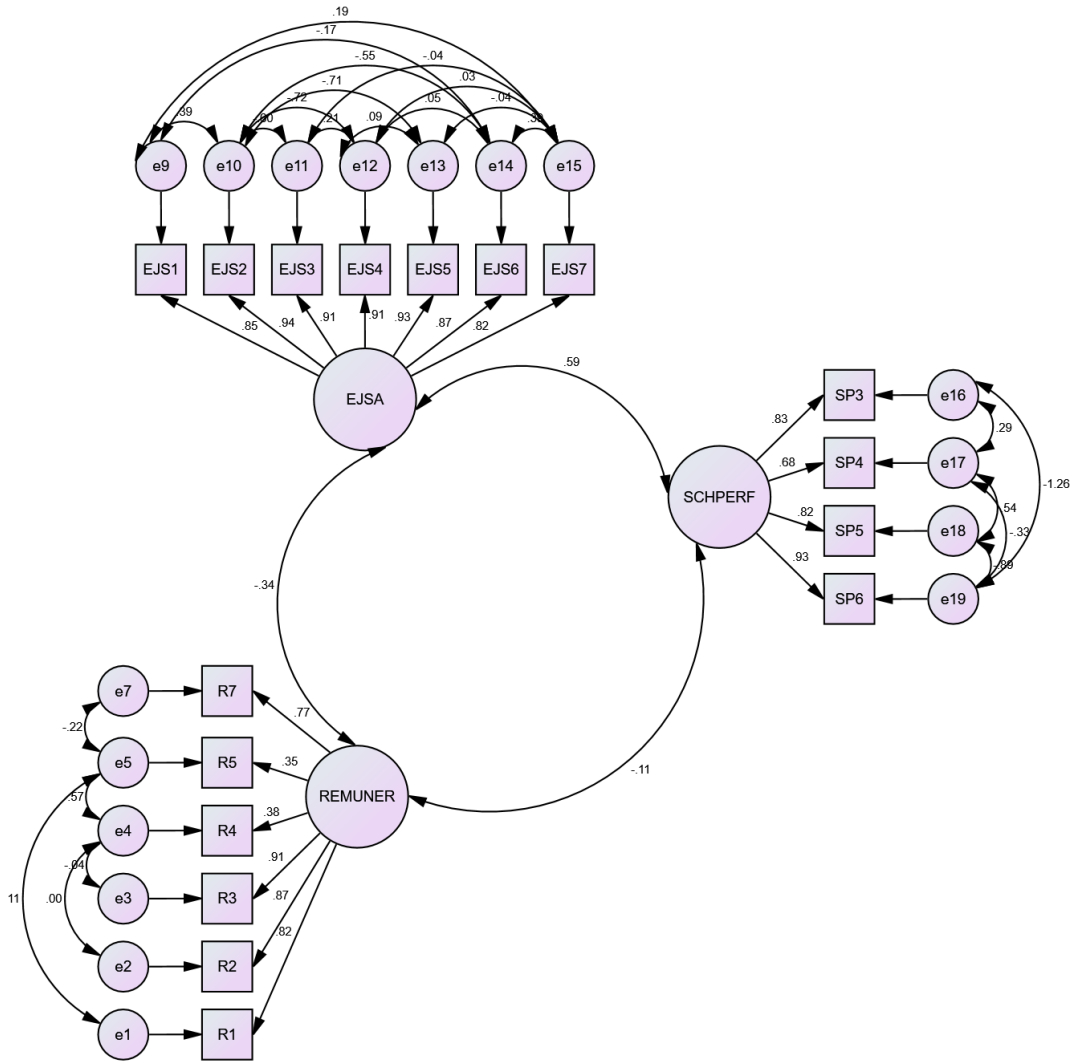


Figure 2: Confirmatory Factor Analysis diagram

4.2.4 Discriminant Validity

By comparing the square root of the extracted raw average variance (AVE) to the matching inter-correlation coefficients, the discriminant validity was determined. Since AVE is bigger than any correlation coefficient, it is bold and italicised. The link between employee work satisfaction behaviour and academic achievement had the greatest correlation (0.596) and the lowest AVE (0.816). The total results, shown in Table 5, indicate that there was no multicollinearity in the dataset because the greatest correlation

value was less than 0.7. In conclusion, structural model estimation is appropriate for data from CFA analysis.

Table 5: Discriminant Validity

Variables	REM	EJSA	SPE
REM	<u>.856</u>		.
EJSA	-.459**	<u>.891</u>	
TPE	-.162**	.596**	<u>.816</u>

** ~ Correlation is significant at the 0.01 level (2-tailed);

$\sqrt{\text{AVE}}$ are Bold and underline.

Source: Researcher's Field Data (2023)

4.3 Respondents Demographic Characteristics

This section of the analysis deals with the respondents' background information. These includes the year of service of respondents, gender, age, religious affiliation, grade respondents teach, type of school, and qualification of respondents. Below is the detail of data presentation

Table 6: Respondents' Demographics

Variable	Responses	Frequency (N)	Percentages (%)
Years of service	1-5 years	193	65.0
	6-10 years	60	20.2
	Above 10 years	44	14.8
	<i>Totals</i>	<i>297</i>	<i>100.0</i>
Gender	Male	206	69.4
	Female	91	30.6
	<i>Totals</i>	<i>297</i>	<i>100.0</i>
Age	21 – 30 years	135	45.5
	31-40 years	103	34.7
	Above 40 years	59	19.9
	<i>Totals</i>	<i>297</i>	<i>100.0</i>
Religion	Christianity	137	46.1
	Islamic	130	43.8
	Traditional	30	10.1
	<i>Totals</i>	<i>297</i>	<i>100.0</i>
Grade	Primary	124	41.8
	JHS	113	38.0
	SHS	60	20.2
	<i>Totals</i>	<i>297</i>	<i>100.0</i>
Types of School	Government	150	50.5
	Private	147	49.5
	<i>Totals</i>	<i>297</i>	<i>100.0</i>
Qualification	SHS	49	16.5
	Diploma	93	31.3
	HND	38	12.8
	Degree	117	39.4
	<i>Totals</i>	<i>297</i>	<i>100.0</i>

Source: Researcher's Field Data (2023)

4.3.1. Respondents' years of service

Respondent's years of service represents the first item on the Table 6. Respondents were required to indicate the number of years they have served their respective schools. It is depicted on the table that 193 of the respondents representing 65% have been teaching from 1 to 5 years range, 60 of the respondents representing 20.2% have also served in their schools from 6 to 10 years range, 14.8% representing 44 of the respondents have taught for more than 10 years. This therefore may give a clear indication that the number of respondents who have served from 1 to 5 years exceeds the others. This agrees with a study by Agormedah et al. (2022) that sought to investigate teachers' experience in Ghana, it was revealed from the study's sample that, majority of the teachers had experience ranging from 1 to 5 years.

4.3.2. Respondents' gender

The results from table 6 indicate that male respondents were 206 representing 69.4%, while female respondents were 91 representing 30.6%. This therefore shows that there were more males as far as this research work is concerned. This finding is similar to a study conducted by Segkulu et al. (2016) which revealed that there were more males than females in the teaching profession at Tamale Metropolis. Again, another study by Sarah et al. (2023) also revealed that there were more male than female teachers from Sagnarigu Municipality in Ghana's Northern Region.

4.3.3. Age of respondents

It can be deduced from the Table 6 above that, 45.5% representing 135 of the total respondents fall within the age range of 21 to 30 years, 103 of the respondents representing 34.7% are of the age between 31-40 years, respondents who fall within the ages of 40 years above are 59 which represent 19.9%. This really indicates that, majority of the teachers were within the age 21 to 30 years. This notion agrees to a study

conducted by Chen et al. (2023) revealed that most teachers younger and were below the age of 30 years.

4.3.4. Religion of respondents

The fifth item on Table 6 explain the religious affiliation of the respondents. 137 out of the 297 total respondents representing 46.1% are Christians, 43.8% representing 130 of the respondents are Muslims, 30 respondents representing 10.1% are Indigenous African Religion. It can be concluded that majority of the respondents in the schools are Christians.

4.3.5. Grade of respondents

From Table 6, respondents were made to specify the grade in which they teach. This was done to ascertain their respective level they teach. From the table, 124 respondents representing 41.8% of the total respondents indicated that they teach in the primary level, 113 of respondents representing 38.0% of the total respondents indicated that they teach in JHS level and finally 60 of the respondents representing 20.2% of the total respondent responded that they are in the SHS level. It could therefore be concluded that the majority of the respondents were in from the primary level.

4.3.6 Type of school of respondents

The school type depict that government school respondents had a more significant portion, with a percentage of 50.5% representing 150 of the total respondents, while private school respondents recorded 49.5% representing 147 of the respondents. This is an indication that the majority of the respondents were from the government sector. The finding agrees with a study by Chen et al. (2023) which revealed that 62% of their respondents were teachers from the public schools (government) than in the private schools.

4.3.7. Respondents qualification

Furthermore, the Table 6 also show that 49 of the respondents representing 16.5% hold WASSCE (SHS) as their educational qualification, 93 respondents who are represented by 31.3% have their diploma as educational qualification, 38 respondents representing 12.8% have HND, and lastly, 117 of the respondents, representing 39.4% have degree as their educational qualification. This depicts that majority of the respondents have first degree as their educational qualification in their various schools. The results are in line with those of Sarah et al. (2023) who found out that majority of teachers held first degree as their qualification in schools within Sagnarigu Municipality in Ghana's Northern Region.

4.4 Background on descriptive statistics

The study further analyzes the descriptive statistic of each variable alongside the discussion of each objectives. The mean scores and standard deviations of the respondents were used to indicate how strongly they agreed or disagreed with the indications of the various factors. All variables were measured on a 5-Likert scale where 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. Per the nature and structure of the data collection instrument of the study, the mean score is interpreted as mean scores below 3.00 ($M < 3.00 = \text{Disagree}$), which signifies a negative response. A mean Score above 3 ($M > 3.00 = \text{Agree}$) was designated as falling within the 'agree' range; this signifies a positive response. Alternatively, it is considered neutral when the mean score is within the 3.00 range.

Covariance-based Structural Equation Modelling (SEM) in the Amos (v.23) programme was used to estimate the route coefficients. With 5000 bootstrap samples and a 95% confidence level, the bias-corrected (BC) percentile bootstrapping approach was applied; Table 10 and Figure 3 show the analysis's findings. The study controlled for

year of service, gender, age, religion, grade, type of school, and qualification, and from the results presented, years of service had a positive but statistically insignificant effect on school performance ($p > 0.05$). Gender also had a positive but statistically insignificant effect on school performance ($p > 0.05$). Age recorded a negative and statistically insignificant effect on school performance ($p > 0.05$). Religion had a positive but statistically insignificant effect on school performance ($p > 0.05$). Again, the grade in which each teacher teaches had a positive but insignificant effect on school ($p > 0.05$). Further, the type of school where each teacher is stationed, whether government or private, had a negative but statistically insignificant effect on school performance. ($p > 0.05$). Finally, qualification had a negative and statistically significant effect on school performance. ($p < 0.05$). This indicates that a teacher's qualification may influence how the school performs.

4.4.1 Descriptive statistics of remuneration

Table 7 shows the descriptive statistics of remuneration. It was observed that the mean remuneration ranges from 2.1818 to 2.3064. The overall mean Score for Remuneration was 2.237935 (below 3). It was identified that all six (6) individual measurement items under this construct had mean scores less than 3. R1 had a mean score of 2.1818, indicating the average score of the employees (teachers) who disagreed that they were unsatisfied with their take-home pay. A 1.22775 standard deviation average distance score from the mean was obtained, which shows a widely spread distribution. R2 recorded a mean score of 2.2424, which depicts the average means of respondents who disagree that the Remuneration we receive is competitive compared to similar roles in other sectors. A 1.23920 standard deviation average distance score from the mean was obtained, which shows a widely spread distribution. R3 had a mean score of 2.2559; this indicates the average scores of teachers who feel that their current Remuneration is

inadequate for the amount of work and effort they put in. A standard deviation score of 1.15453 explains that data were widely spread from the mean. Furthermore, R4 had a mean score of 2.1886, the average score of the teachers who disagree that their remuneration package includes benefits such as health insurance, retirement plans, paid vacation days, and aspirations. A standard deviation of 1.13221 tells how comprehensive the data were distant from the mean. Additionally, R5, which had the highest mean score of 2.3064, indicates that respondents disagree that the benefits offered provide financial security for them and their families. 1.18424 standard deviation clarifies how the data were spread around the mean. Lastly, R7 had a mean score of 2.2525, which also means that respondents disagree that the remuneration package provides them with career development and advancement opportunities. A 1.21653 standard deviation average distance score from the mean was obtained, which shows a widely spread distribution.

Table 7: Descriptive statistics of remuneration

Variables	Mean	Std. Deviation
I am not satisfied with my take home pay (R1)	2.1818	1.22775
I believe that the remuneration I receive is competitive compared to similar roles in other sectors (R2)	2.2424	1.23920
I feel that my current remuneration is not adequate for the amount of work and effort that I put in (R3)	2.2559	1.15453
My remuneration package includes benefits such as health insurance, retirement plans, and/or paid vacation days (R4)	2.1886	1.13221
The benefits offered provide financial security for me and my family (R5)	2.3064	1.18424
My remuneration package provides me with opportunities for career development and advancement (R7)	2.2525	1.21653
Total	2.237935	1.19241

Source: Researcher's Field Data (2023)

4.4.2 Objective 1: Effects of remuneration on teacher performance

It was discovered that for the hypothesized paths remuneration significantly positively affected teacher performance in municipal schools ($\beta=0.108$; $p<0.05$). This implies that an effective teacher remuneration system will enhance a teacher's performance by about 10.8% and vice versa. According to the findings of the research, hypothesis H1, *there is a significant positive relationship between remuneration and teacher performance*, was thus accepted by this study. The first objective of this research was to investigate the effects of remuneration on school performance at Old Tafo Municipal. The study revealed that remuneration significantly positively affected teacher performance in schools within the municipal ($\beta=0.108$; $p<0.05$). That is reflected in the direct effect (ca). This suggests that an effective teacher remuneration system will enhance a school's performance by about 10.8% and vice versa. This was in tandem with the research done by Arain et al. (2014), who identified that teacher's remuneration positively affects teachers' performance. They also claim that excellent earnings assist to attract competent people to the teaching profession, and that an increase in pay helps to retain quality teaching staff. Furthermore, Abdullahi et al. (2015) discovered an important positive association between staff salary and Ramat Polytechnic Maiduguri students' performance. Richard et al. (2013) also re-examined the relationships between school performance and teacher salaries; it was revealed that education outcomes or teacher payment is favorably connected to student performance.

The impact of remuneration on teacher performance is complex and difficult to explain since it may be impacted by a variety of factors such as resource availability and teacher behaviour. However, the current study's findings reveal a favorable association between salary for teachers and their performance. Providing suitable and competitive

compensation to teachers or educational personnel may promote work satisfaction and overall performance, which may lead to improved school results and accomplishments.

4.4.3 Descriptive statistic of employee job satisfaction behavior

Table 8 shows the descriptive statistics of employee job satisfaction behavior. It was observed that the mean of employee job satisfaction behavior ranges from 3.2492 to 3.3030. EJS2, which had the highest mean score of 3.3030, shows that the respondents agree that they are not satisfied with their chance for promotion. A standard deviation score of 1.39100 explains that data were widely spread from the mean. Additionally, EJS1 had a mean score of 3.2963, which indicates the agreement that they are satisfied with their chance for a salary increment. A standard deviation scores 1.38027 explains that data were widely spread from the mean. Also, EJS3 had a mean score of 3.2946, meaning that most employees agreed that their conditions were not good. A 1.41597 standard deviation average distance score from the mean was obtained, which shows a widely spread distribution. Moreover, EJS 4 recorded a mean score of 3.2492, indicating that respondents do not feel a sense of pride in doing their job. A standard deviation score of 1.43032 explains that data were widely spread from the mean. Furthermore, EJS5 had a mean score of 3.2963, meaning that respondents agree that they are not satisfied with their work. A standard deviation of 1.38760 tells how broad the data were distant from the mean. Additionally, EJS6 had a mean score of 3.2492, indicating that they agree that the economy does not affect their satisfaction with their current salary level. A 1.34260 standard deviation clarifies how the data were spread around the mean. Lastly, EJS 7 had a mean score of 3.2357, showing that respondents agree that their supervisors listen to their issues and suggestions. A recorded standard deviation of 1.35754 shows how the data were spread around the mean. In a nutshell, it can be

resolved that the respondents agreed to the questions asked, considering the mean (M>3.00).

Table 8: Descriptive statistic of employee job satisfaction behavior

Variables	Mean	Std. Deviation
I feel satisfied with my chances for salary increases. (EJS 1)	3.2963	1.38027
I am not satisfied with my chances for promotion (EJS 2)	3.3030	1.39100
The conditions I work in are not good (EJS 3)	3.2946	1.41597
I do not feel a sense of pride in doing my job (EJS 4)	3.2492	1.43032
I am not satisfied with my work (EJS 5)	3.2963	1.38760
The economy does not affect my satisfaction with my current salary level (EJS 6)	3.2492	1.34260
My supervisors actively listen to my issues and suggestions (EJS 7)	3.2357	1.35754
Total	3.2749	1.3865

Source: Researcher's Field Data (2023)

4.4.4 Objective 2: Effect of remuneration on employee job satisfaction

The effect remuneration has on employee job satisfaction was found to be a significant but negative effect ($\beta=-0.531$; $p<0.01$). This suggests that when employee remuneration increases by one (1), job satisfaction among the employees (teachers) decreases by 0.531 and in reverse. According to the study's aforementioned findings, hypothesis *H2*, *Remuneration affects employee job satisfaction*, was supported by this study. The effect of remuneration on employee job satisfaction was negative but statistically significant. The second objective sought to examine the effect of remuneration on employee job satisfaction behavior at Old Tafo Municipal. The effect of remuneration on employee job satisfaction was seen to be a significant but negative effect, according to the findings

($\beta = -0.531$; $p < 0.01$). This research implies that higher remuneration levels are not necessarily associated with higher job satisfaction among employees. One possible reason for this relationship is that employees may have higher expectations for their remuneration based on their qualifications and experience; if their actual remuneration falls below their expectations, it can lead to dissatisfaction. Another possible reason is that factors other than remuneration, such as job design, work-life balance, or opportunities for growth and development, may influence employee job satisfaction, which is not captured in this current study. The results were consistent with previous research. Jaiswal et al. (2015) state that pay/salary negatively correlates with job satisfaction. They went on to say that workers care more about their level of income relative to what they expect or what others receive than the actual amount they are paid. Another research by Joanna et al. (2015) found that absolute income was unrelated to job satisfaction, as other factors played a significant role. Again, a study by Rosalia et al. (2020) revealed that remuneration had a negative but insignificant influence on job satisfaction.

This study indicates that employers can review their remuneration structure to ensure it is competitive and aligned with industry standards. The findings also mean that job satisfaction is not solely dependent on monetary rewards. Hence, employers can provide non-financial development opportunities, flexible work arrangements, recognition programs, and a positive work environment. Furthermore, employers should enhance communication channels to ensure teachers understand the rationale behind compensation decisions and clearly understand the expectations and opportunities for advancement in the teaching sector.

4.4.5 Descriptive statistic of teacher performance

Table 9 shows the descriptive statistics of teacher performance. It was observed that the mean of teacher performance ranges from 3.4848 to 3.7407. TPE3 had the highest and a positive mean score of 3.7407, which concluded that many employees agreed that the potential for increased remuneration motivates them to improve their performance. A 1.05112 standard deviation score was generated, which shows how the data was evenly distributed. TPE4 had a mean score of 3.5859, meaning that most employees agreed that their job satisfaction is not linked to teachers' performance. A 1.08126 standard deviation average distance score from the mean was obtained, which shows a widely spread distribution.

Again, TPE5 recorded a mean score of 3.6465; this indicates that most respondents agree that teacher performance should not be a factor in decisions related to teacher's remuneration. A standard deviation score of 1.08721 explains that data were widely spread from the mean. Finally, TPE6 had the lowest mean score of 3.4848, which means that most respondents agree that teacher performance evaluations accurately reflect the quality of teaching and learning in their school. A standard deviation of 1.15399 explains how vast the data was from the mean. In conclusion, we can conclude that the respondents agreed with the questions asked, considering the mean ($M > 3.00$).

Table 9: Descriptive statistic of teacher performance

Variables	Mean	Std. Deviation
The potential for increased remuneration motivates me to improve my performance (TPE 3)	3.7407	1.05112
I believe that job satisfaction is not linked to my performance. (TPE4)	3.5859	1.08126
Teacher performance should not be a factor in decisions related to teacher's remuneration (TPE5)	3.6465	1.08721
Teacher performance evaluations accurately reflect the quality of teaching and learning in my school. (TPE6)	3.4848	1.15399
Total	3.614475	1.093395

Source: Researcher's Field Data (2023)

4.4.6 Objective 3: Effect of employee job satisfaction on teacher performance

The relationship between employee job satisfaction and teacher performance was also positive and statistically significant ($\beta=0.494$; $p<0.01$). This suggests that teacher job satisfaction will enhance the teacher's performance by about 49.4% and vice versa. It also indicates that increased employee job satisfaction is associated with increased teacher performance. Higher levels of job satisfaction among teachers contribute to a more positive and productive work environment, which in turn influences their performance. Hence, the study's findings validated our third hypothesis, **H3: There is a positive relationship between employee job satisfaction and teacher performance.**

Additionally, our third objective sought to evaluate the effects of employee job satisfaction on teacher performance at Old Tafo Municipal. The effect of employee job satisfaction and teacher performance was also positive and statistically significant ($\beta=0.494$; $p<0.01$). This finding highlights the importance of prioritizing and promoting

employee job satisfaction in educational institutions. Employees that are happy with their jobs are more likely to be engaged, motivated, and devoted to their jobs. This, in turn, can lead to improved teaching quality, better student-teacher interactions, enhanced collaborations among staff members, and, finally, improved teacher performance. This finding agrees with previous studies. A study by Ali et al. (2016), revealed that teacher performance has a positive and significant relationship with job satisfaction. They established that inspiring school instructors leads to work happiness, which contributes to the overall organization's effective and efficient performance. A comparable research conducted by Restu et al. (2022) discovered a favourable and substantial relationship between work satisfaction and performance. Furthermore, a similar research conducted by Rosalia et al. (2020) revealed that job satisfaction positively and significantly influences performance.

The result suggests that schools should implement initiatives and policies that enhance employee job satisfaction. This can involve things like promoting a healthy work atmosphere and acknowledging instructors' contributions. Employees who are content with their work are more likely to stay in their roles and contribute positively to the institution. This study highlights the significance of employee work satisfaction and its influence on the performance of teachers.

4.4.7 Objective 4: The effect of remuneration and employee job satisfaction on teacher performance

Finally, the effects of remuneration and employee job satisfaction on teacher performance was analyzed. The indirect effect of remuneration on teacher performance through employee job satisfaction is $-.262$. This indicates that changes in remuneration indirectly influence teachers through employee job satisfaction. The value indicates that, as remuneration increases, it contributes to a decrease in job satisfaction, this has an

impact on teacher performance, according to this study. Also, with our indirect test of remuneration to teacher performance through employee job satisfaction, the lower bound confidence interval is $-.370$, and the upper bound is $-.173$. Since there is no zero between the lower and upper bound confidence interval, this shows a significant indirect effect ($p=.000$ two-tailed). Hence, employee job satisfaction partially influences the relationship between remuneration and teacher performance. Since our direct effect of remuneration on teacher performance was significant. ($\beta=0.108$; $p<0.05$). This indicates that the study also supported our fourth hypothesis, *H4: There is a significant effect of remuneration and employee job satisfaction on teacher performance.*

Furthermore, the last objective sought to assess the effects of remuneration and employee job satisfaction on teacher performance at Old Tafo Municipal. This was done by checking the indirect effect of remuneration on teacher performance through employee job satisfaction. The result revealed that the lower and upper bound intervals had no zero in between them, which was significantly different from zero at the 0.001 level ($p=.000$ two-tailed). The result suggests that higher remuneration may lead to lower employee job satisfaction, hurting teacher performance. This finding emphasizes the importance of considering not only the direct effect of remuneration on teacher performance but also the indirect pathway through employee job satisfaction. Furthermore, the findings show that just boosting pay may only ensure greater teacher performance if combined with characteristics that increase work satisfaction and employee well-being. Similar research has investigated the relationship between remuneration, employee job satisfaction, and performance. According to a study conducted by Virginia (2019), there was an indirect influence of remuneration on performance through job satisfaction. Moreover, according to Darma et al. (2017), there

was a significant effect between remuneration and employee job satisfaction on performance.

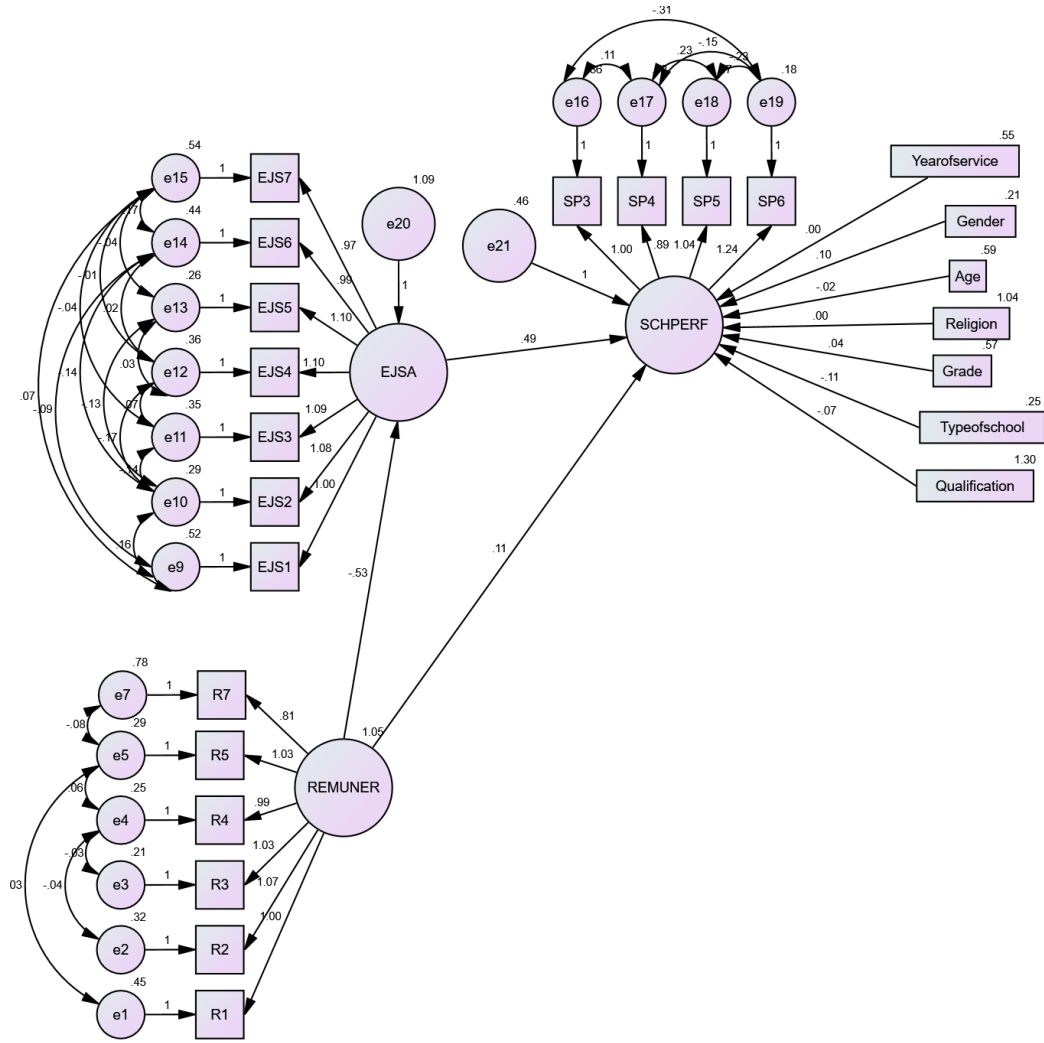
The findings suggest that educational institutions should emphasize improving employee satisfaction. They must also acknowledge that employee job happiness has a substantial influence on school achievement. Hence, well-being of employees should be a significant concern to employers. Employers should adopt the attitude of continuously assessing the satisfaction of their workers on the job.

Table 10: Path Coefficients

Paths	Unstd. Estimates	S. E.	C. R.	
Year of Service → TPE	.002	.051	.034	
Gender → TPE	.104	.082	1.271	
Age → TPE	-.022	.049	-.441	
Religion → TPE	.003	.037	.068	
Grade → TPE	.040	.050	.797	
Type of School → TPE	-.109	.076	-1.434	
Qualifications → TPE	-.074	.033	-2.219*	
REM → TPE	.108	.044	2.453*	
REM → EJS	-.531	.067	-7.879***	
EJS → TPE	.494	.053	9.359***	
Indirect Path	Indirect effect	Lower Bound	Upper Bound	p
REM→EJS → TPE	-.262	-.370	-.173 ***	

*** Sig. at 1%; * Sig. at 5%

Source: Researcher's Field Data (2023)



4.5 Correlation Analysis

The direction and degree of relationship between the various constructs were determined using correlation analysis. Correlation quantifies the relationship between two or more variables. It is also used to notify the researcher whether the data collection has multicollinearity, a measure of the error terms. There is a suggestion of multicollinearity when the correlation between the variables is greater than 0.8. According to Tessler (2023), two or more variables are deemed connected if they move in harmony with one another. He goes on to argue that if two variables move in the same direction, they are positively related, but negatively associated if they move in the opposite direction. According to his book, Pearson's (r) may range from (-1.0 to +1.0), indicating a high correlation, but when it approaches zero, it suggests a weaker link.

Table 11: Correlation Matrix

Variables	1	2	3	4	5	6	7	8	9	10
1.Years of service										
2.Gender	.036									
3.Age	.124*	-.121*								
4.Religion	-.051	-.179**	.213**							
5.Grade	.282**	.073	-.002	-.220**						
6.Type of school	-.194**	-.117*	-.021	.223**	-.305**					
7.Qualification	.227**	.107	.008	-.075	.261**	-.226**				
8.RENUM	.140*	.260**	-.107	-.342**	.281**	-.161**	.131*			
9.EMJS	-.129*	-.188**	.148*	.422**	-.345**	.310**	-.189**	-.372**		
10.TPERF	.300*	.068	.048	-.089	.184**	-.055	.046	.207**	-.246**	

Source: Researcher's Field Data, 2023. (p< 0.01, *p< 0.05)**

From table 11, there exist an insignificant but positive (at 1% significance level) relationship between the year of service and gender of teachers in the schools ($r = .036$, $p > .05$). However, there exist a strong, positive and significant (at 5% significance level)

relationship between respondents' years of service and their age ($r = .124^*$, $p < .05$). This means that employee's years of service correlate significantly with their age. More so, there was a negative and an insignificant relationship between teachers' years of service and religion ($r = -.051$, $p < .05$). It is also shown that there is a strong, positive and significant (at 1% significance level) relationship between teachers' years of service and the grade they teach ($r = .282^{**}$, $p < .01$). This means that teachers years of service correlate well with the grade they teach. The table again shows a negative and significant ($r = -.194^{**}$, $p < .01$) relationship between teachers' years of service and the type of school they teach. The correlation between teachers' years of service and their qualification was positively strong and significant ($r = .227^{**}$, $p < .01$). Correlation between respondent's teachers' years of service and remuneration was positive and significant ($r = .140$, $p < .05$). Teachers' years of service negatively correlates with job satisfaction behaviour with a significant relationship ($r = -.129^*$, $p < .05$). Again, there happens to be a positive and significant relationship between teachers' years of service and teacher performance ($r = .300^{**}$, $p < .01$).

Table 11 also shows a negative and significant correlation between respondent's gender and their age ($r = -.121^*$, $p < .05$). More so, age has a strong negative and significant (at 1% significance level) relationship with religion of respondents ($r = -.179^{**}$, $p < .01$). On the other hand, gender had positive and but an insignificant relationship with grade of respondents ($r = .073$, $p > .05$). A negative and a significant (at 5% significance level) relationship is established between gender of respondents and the type of school they teach ($r = -.117^*$, $p < .05$). Also, an insignificant and positive relationship established between respondents' gender and their qualification ($r = .107$, $p > .05$). There is a significant positive relation between gender of respondents and remuneration ($r = .260^{**}$, $p < .01$). Again, the relationship between respondents' gender and job

satisfaction behavior is negative and significant ($r = -.188^{**}$, $p < .01$). Finally, there exists a positive but insignificant relation between gender and teacher performance ($r = .068$, $p > .05$).

Table 11 shows that there is a positive and significant correlation between the age and respondents' religion ($r = .213$, $p < .01$). There is a negative and insignificant relationship established between respondents' age and the grade they teach ($r = -.002$, $p > .05$). There is a negative and insignificant relationship between respondents' age and the type of school they teach ($r = -.021$, $p > .05$). There is a positive but an insignificant relationship between respondents' age and their qualification ($r = .008$, $p > .05$). Alternatively, there exist a negative and insignificant relationship established between respondents' age and their remuneration ($r = -.107$, $p > .05$), respondents' age and their job satisfaction behavior had a positive and significant correlation ($r = .148^*$, $p < .05$), and finally respondents' age and teacher performance had a negative and insignificant relation ($r = -.089$, $p > .05$).

The table 11 also reveals that there is a negative and significant correlation between the respondent's religion and the grade they teach ($r = -.220$, $p < .01$). There is also a positive strong relationship at 1% significance level which is established between the respondents' religion and the type of school they teach ($r = .223^{**}$, $p < .01$). There is a negative and an insignificant relationship between respondents' religion and their qualification ($r = -.075$, $p > .05$). There is a significant and a negative relationship between respondents' religion and remuneration ($r = -.342^{**}$, $p < .01$). Furthermore, there exists a significant and positive relationship between respondents' religion and their job satisfaction behavior in the schools ($r = .422^{**}$, $p < .01$). Finally, for the correlation between teacher performance and respondents' religion, there is an insignificant negative relationship ($r = -.022$, $p > .05$).

The table 11 again shows that there is a negative and significant correlation at 1% significance level between the grade they teach in the schools and type of school they teach ($r = -.305^{**}$, $p < .01$). Whereas there is also a positive and significant relationship established between the respondents' grade in the schools and their qualification ($r = .261^{**}$, $p < .01$). There exist a positive and significant relationship between the respondents' grade they teach and the remuneration ($r = .281^{**}$, $p < .01$), between the respondents' grade and job satisfaction behaviour, there was a negative and significant correlation ($r = -.345^{**}$, $p < .01$) and finally between the respondents' grade they teach in schools and the performance of the teacher had a positive and significant correlation ($r = .184$, $p < .01$).

There exist a significant and negative relationship which is established between the respondents' qualification and the type of school they teach ($r = -.226^{**}$, $p < .01$), between the respondents' type of school they teach and remuneration, there exist a negative and significant correlation ($r = -.161^{**}$, $p < .01$), and between the type of school of respondents' and the employee job satisfaction behaviour, there exists a positive and significant correlation ($r = .310^{**}$, $p < .01$). Lastly, there exists a negative but insignificant relationship between the respondents' type of school and teacher performance ($r = -.055$, $p > .05$).

The table 11 shows that there is a positive and significant correlation between the qualification of respondents and remuneration ($r = .131^{*}$, $p < .05$). Whereas there is a negative and significant relationship established between the respondents' qualification and their job satisfaction behavior ($r = -.189^{**}$, $p < .01$). And lastly, between the respondents' qualification and the performance of the teacher had a positive but an insignificant correlation ($r = .046$, $p > .05$).

On the key variables of the proposed research model, it is observed from table 11 that there exist a negative and significant correlation at 1% significance level which is established between remuneration and job satisfaction behaviour of teachers ($r = -.372^{**}$, $p < .01$), between remuneration and teacher performance, there exist a strong and significant correlation ($r = .207^{**}$, $p < .01$), and between employee job satisfaction behavior and teacher performance, there was a negative and significant correlation ($r = -.246^{**}$, $p < .01$).

4.6 Chapter Summary

The researcher described the characteristics of the respondents and the findings from the survey in this chapter. The findings of the data analysis are then provided and thoroughly discussed after the chapter displayed the results of the descriptive statistics of the data. The chapter emphasized the key conclusions and important trends or linkages revealed by the data. To confirm the validity of the findings, the relevant literature was incorporated. It provides support for both the findings and the outcomes. Tables were used to show the acquired data in order to effectively communicate the findings.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The researcher discussed the overall findings drawn from the study based on the results from the previous chapter. The recommendations for future research, contribution, and conclusion for the current study have all been made here.

5.2 Summary of Findings

The study's first particular objective was to explore the direct effect of remuneration on teacher performance. The study revealed that the direct effect of remuneration on teacher performance is statistically significant. This finding supported the first hypothesis of this current study. This points in the direction that better remuneration, which encourages employee involvement in the workplace, would surely enhance the teacher's performance. This implies that educational stakeholders should implement proper remuneration policies that would enhance the school's performance. The employees should have the needed encouragement that will, in turn, motivate their performance to increase.

The second specific objective was examining the effect of remuneration on employee job satisfaction. Here, the results revealed that remuneration significantly negatively affects job satisfaction. This finding suggests that higher remuneration levels are not necessarily associated with higher job satisfaction among employees. One reason for this relationship is that employees may have higher expectations for their remuneration based on their qualifications and experience; if their actual remuneration falls below their expectations, it can lead to dissatisfaction.

The effects of employee job satisfaction on teacher performance was our third objective. This finding highlights the importance of prioritizing and promoting employee job

satisfaction in educational institutions. In reality, work satisfaction among employees, particularly teachers, is a critical aspect in maintaining a happy and effective educational environment. Teachers who are satisfied with their jobs are more likely to be engaged, motivated, and devoted to their jobs, which improves overall teacher performance. This material and motivated instructors are better able to deliver effective instruction and assistance, which may have a significant influence on the quality of education and the well-being of children.

Our last objective was to examine the effects of remuneration and employee job satisfaction on teacher performance. Here, the indirect effect was taken into consideration for the relationship analysis. The result suggests that higher remuneration may lead to lower employee job satisfaction, hurting teacher performance. The finding emphasizes the importance of considering not only the direct effect of remuneration on teacher performance but also the indirect pathway through employee job satisfaction. In addition, the finding suggests that simply increasing remuneration may only guarantee improved teacher performance if accompanied by factors that enhance job satisfaction and employee well-being.

5.3 Recommendations

In light of the study's findings, the researcher advises that educational institutions and the government analyze and revise their pay structure in order to remain competitive in all sectors. In order for them to engage and feel more satisfied at work, employees need to be compensated more fairly.

Furthermore, educational institutions must consider improving non-financial issues like work-life balance and a strong workplace culture. As a result, instructors ought to implement procedures that uphold flexible scheduling, a work-life balance, and similar ideas.

Finally, educational institutions must adopt a thorough approach to enhancing job satisfaction and academic performance. This plan should take into account both financial and non-financial aspects. The best results could be achieved by combining tactics; more than one strategy is always required.

5.4 Future Research Direction

This study advances our understanding of compensation, job happiness, and academic success. The results of this study add to the theoretical understanding that job satisfaction can be positively or negatively impacted by compensation, depending on other important factors like work-life balance and opportunities for professional progress that are not taken into account.

Studies on how more important economic issues, such as inflation rates and changes through the expense of life, affect teachers' work satisfaction and student achievement can be undertaken in a variety of methods.

Additionally, other researchers can carry out in-depth case studies of schools that have applied innovative compensation and job satisfaction techniques, analyze their effects on teacher morale and academic performance, and provide recommendations for future studies.

Finally, although this study adopted a quantitative methodology, future research may take a different way of gathering data that this one cannot.

5.5 Contribution to Knowledge

One significant contribution lies in the nuanced exploration of remuneration. While past research often focused on the monetary aspects, this contribution recognizes remuneration as a multidimensional concept encompassing not only competitive salaries but also benefits, incentives, and recognition. By unpacking these components, it

provides a more comprehensive understanding of how different facets of remuneration collectively influence teacher motivation, job satisfaction, and, subsequently, performance.

This contribution highlights the symbiotic relationship between employee job satisfaction and remuneration. It advances the understanding that job satisfaction is not solely determined by monetary compensation but is also influenced by the holistic remuneration package. The conceptualization of job satisfaction as a mediator in the relationship between remuneration and teacher performance adds a layer of complexity to existing frameworks.

Building on previous research, this contribution delves into the determinants of job satisfaction in educational settings. It identifies the pivotal role of work environment, recognition, and professional development opportunities in shaping teachers' satisfaction. Recognizing these determinants contributes to the development of targeted interventions and policies that can enhance overall job satisfaction among educators.

The contribution emphasizes the importance of recognizing contextual nuances within educational systems. Factors such as school culture, leadership, and teacher autonomy are acknowledged as moderators that shape the impact of remuneration and job satisfaction on teacher performance. This contextual lens provides a more realistic and nuanced understanding of how these variables operate in diverse educational environments. By integrating the findings on remuneration, job satisfaction, and teacher performance, this contribution advocates for a holistic approach in educational management. It underscores the importance of considering both monetary and non-monetary factors in designing strategies to improve teacher performance. This holistic

perspective offers practical insights for policymakers, administrators, and educational leaders seeking to create conducive work environments for teachers.

5.6 Conclusion

From the study, the intricate relationships between remuneration, job satisfaction, behavior, and school performance create an essential nexus within education. Through carefully examining this intricate relationship, the study has made significant discoveries that have broad implications for both political structures and educational institutions.

The study's findings emphasized the significance of salary as a key component in building an atmosphere that encourages educators. Although competitive remuneration is a significant incentive, it is only one component of a complex web of factors that affect teachers' level of job satisfaction. Collaborative spaces, open communication, a supportive work-life balance, and opportunities for professional progress are equally crucial elements in developing an environment that produces engaged and motivated instructors.

Notably, the effects of teacher job satisfaction extend beyond the personal sphere and pervade every area of the educational environment. Increased job satisfaction among educators is closely connected with tremendous academic success because the dedication and zeal of happy teachers are reflected in the accomplishments of their students. Additionally, the substantial advantages of happy teaching staff on overall educational dynamics are enhanced by the association between teacher happiness and evaluations of the school's success.

A thorough approach is necessary when we consider the findings of this study. Instead of just changing salaries, a holistic strategy that promotes a symbiotic relationship between competitive pay, chances for professional growth, collaborative engagement,

and a supportive workplace culture can transform businesses. This carefully orchestrated symphony of interventions has the power to usher in a new era of academic excellence. The inherent worth of teachers as the foundation of societal progress is highlighted in this research, which contributes to the current discussion concerning education. It demands that governments and educational organizations understand the connection between enhancing teachers' happiness and well-being and fostering the aspirations of future generations.

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APPENDIX

AKENTEN-APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT

QUESTIONNAIRE FOR RESEARCH

Dear Sir/Madam,

Please spend some few minutes in responding to this questionnaire to enable us to complete academic research on the topic “**Assessing the relationship between remuneration and employee job satisfaction behavior on school performance at Old Tafo Municipal**”. Please, this is purely an academic exercise, therefore all responses will be given the maximum confidentiality. Kindly, provide an answer to the best of your understanding, there is no wrong or right answer. This questionnaire is estimated to last for 10 to 20 minutes, kindly tick [√] where your response is applicable.

Section A: Demographics

1. Year of Service: 1-5 years [] 6-10years[] above 10 years[]
2. Gender: Male [] Female []
3. Age: 21-30years [] 31-40years [] above 40years []
4. Religion: Christianity [] Islamic [] African Traditional Religion [] Other[]
5. Grade: Primary [] JHS [] SHS[]
6. Type of School: Government [] Private []
7. Qualifications: SHS [] Diploma [] HND [] Degree [] Masters []

Section B: Remuneration (adapted from Whitaker, S. (2020). Employee Benefits

Survey. DOI: 10.13140/RG.2.2.30685.56805/1.)

Please express your level of agreement or disagreement for the following statements

with relation to your remuneration: 1=Strongly Disagree, 2=Disagree, 3=Neutral,

4=Agree, 5=Strongly Agree

Code	Remuneration	1	2	3	4	5
R1	I am not satisfied with my take home pay					
R2	I believe that the remuneration I receive is competitive compared to similar roles in other sectors.					
R3	I feel that my current remuneration is not adequate for the amount of work and effort that I put in					
R4	My remuneration package includes benefits such as health insurance, retirement plans, and/or paid vacation days					
R5	The benefits offered provide financial security for me and my family					
R6	I feel that my remuneration package shows that my organization does not value me as an employee					
R7	My remuneration package provides me with opportunities for career development and advancement					
R8	My current remuneration is not fair and reasonable for the work that I do.					

Section C: Employee Job Satisfaction (adapted from Steven, W. S. (2004) Job Training and Satisfaction Survey)

Please express your level of agreement or disagreement for the following statements as satisfaction in your current job: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Code	Employee Job Satisfaction	1	2	3	4	5
EJS 1	I feel satisfied with my chances for salary increases.					
EJS 2	I am not satisfied with my chances for promotion					
EJS 3	The conditions I work in are not good					
EJS 4	I do not feel a sense of pride in doing my job					
EJS 5	I am not satisfied with my work					
EJS 6	The economy does not affect my satisfaction with my current salary level					
EJS 7	My supervisors actively listen to my issues and suggestions					
EJS 8	My supervisor makes available the material I need to do my best					

Section D: Teacher Performance (Adapted from Amin, Z., Mansoor, A., Hussain, S. R., & Hashmat, F. (2016). Impact of Social Media on Performance.

International Journal of Business and Management Invention, 5(4), 2319 – 8028

Please express your level of agreement or disagreement for the following statements concerning your teacher performance: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Code	Teacher Performance	1	2	3	4	5
TP 1	My performance should not be tied to teacher remuneration.					
TP 2	Increased teacher performance should result in increased teacher remuneration.					
TP 3	The potential for increased remuneration motivates me to improve my performance					
TP 4	I believe that job satisfaction is not linked to teacher performance.					
TP 5	Teacher performance should not be a factor in decisions related to teacher's remuneration					
TP 6	Teacher performance evaluations accurately reflect the quality of teaching and learning in my school.					
TP 7	I am not satisfied with the level of autonomy and decision-making authority I have in my classroom to improve teacher performance					
TP 8	Teacher performance on standardized tests is a reliable measure of teacher effectiveness.					