

Unlock the Teacher Job Performance and Job Satisfaction towards Education 4.0 in Lusaka District, Zambia

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Abstract— The aim of the study was to unlock the teacher job performance and job satisfaction of public secondary school in Lusaka District, Zambia. The applied research study with stratified sampling method and quantitative survey questionnaire was used in order to collect the data from the respondents. Descriptive and inferential statistics was used to analyse the data collected from 300 respondents. Base on the finding, the relationship between salary and job satisfaction shown with the p-value of 0.000, between promotion and job satisfaction with the p-value of 0.000, recognition and job satisfaction with the p-value of 0.000, between working condition and teachers job satisfaction p-value of 0.000 and finally the result of supervision and job satisfaction with the p-value of 0.000. Therefore, all the hypotheses were accepted which the value was less than significant level of 0.05($p < 0.05$). Consequently, factor analyses were also conducted and it can be concluded that the teachers were slightly happy with the pay rates as according to most of them they were only slightly satisfied with their measure of the teacher's knowledge, skills and abilities and slightly satisfied with the salary meeting their expenses. The teachers were not satisfied with benefits such as transport, fringe benefit, pension scheme, medical scheme. The study further recommends the government to provide adequate teaching materials for the public secondary schools with education sustainable plans for the teachers. The study further recommends that the government and the public secondary school management should have a method of publicly recognizing exemplary teachers for his/her hard work.

Index Terms— Job Satisfaction, salary, promotion, recognition, working condition, supervision. UiTM, Selangor.

I. INTRODUCTION

The Industrial Revolution 4.0 (IR 4.0) has given change the landscape of educational industry due to the impact of technological innovations in ICT. In addition, the Education 4.0 will be shaped by innovations and will indeed have to train teachers to produce innovations student skills cantered. Education 4.0 will combine real and virtual world information and directly affect teachers in term of job satisfaction and whereby the human and technology are aligned to enable new possibilities. In addition, Fisk (2017,) define that the Education 4.0 is more on the new vision of learning that promotes learners to learn not only skills and knowledge but built around how to learn and tracking of their

performance through data-based customization. Either wise, teachers function only to facelifted and will also effect the teacher job satisfaction.

Teacher's job satisfaction might be considered as one of the essential variables, which can improve educating competency. Understudies' conduct in class environment are for the most part influenced by teacher's comments and thoughts, their techniques of innovation for way to deal with the understudies or their propensity to control class. In this way, it essential that teachers must be happy with their activity. Since an all-around fulfilled teacher can give his best to his understudies. (Rashmi, 2015). Occupation fulfilment is the positivity or favourableness with which representatives see their work (Shann,2001). It implies the measure of assertion between one's desire for the activity and prizes to the activity gives. Teachers work fulfilment is described as how much people like fulfilment or dissatisfied with their occupations. This definition proposes work fulfilment is general or international compelling reactions that individuals holds about their activity. Teachers work satisfaction is concerned about an individual or a group in the association. Job satisfaction can be applied more to parts of an individual work. Teachers job satisfaction is influenced by numerous components like collaborators, pay, work condition, supervision, nature of the work and benefit.

Different contemplates that have been done show that teachers have low job satisfaction (Ngumi 2003, Mutie 1993). Therefore, teachers need motivation if they are to carry out their duties diligently. So as to accomplish this objective, the administration of Zambia and other stakeholders concerned should take keen interest into knowing which factors affect teachers' motivation for their job. On the off chance that teacher execution in schools is to be enhanced, it is vital to focus on the sort of workplace that upgrades workers or teachers feeling of polished skill and declines their Job dissatisfaction (Conley, Bacharach and Bauer 1989). Many studies have been done focusing on factors influencing teachers' job satisfaction in other districts but this has not been done in Lusaka District, Zambia. This study focused on five factors, namely, supervision, recognition, working conditions, salary and promotion. The findings of this study shall help the Zambian government and other stakeholders involved in the sector of education realize challenges affecting public secondary teachers in Lusaka Province, Zambia. Addressing these challenges would motivate teachers to work diligently, which in turn would benefit children in terms of academic achievement. In filling the gap, this study aims to investigation the determinants that

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influence work satisfaction among public secondary school teachers in Lusaka District, Zambia.

II. METHOD

A. Research Design

The investigation required collecting primary data from the respondents, according to (Zikmund et al, 2010) the research design is an end-all strategy determining the strategies and systems for gathering and analysing the required data. It is a framework that designs the activities for the study project, and in addition to control in tackling the issues. The investigation adopted research design in which self-administered questionnaires were distributed and completed by the respondent.

B. Instrument

The study adopted with modification a questionnaire designed by Nyange (2013) and Uhlenberg (2009); Boppel, (2011). A Survey is a reformulated collected plan of questions to which participants record their own response, using inside firmly categorised choices. (Marsh, 1996). The survey had a cover plan which makes the participants to

distinguish the study title and the purpose of the research. The questionnaire comprises of 34 questions which 31 are fixed alternative and 3 are open ended questions. Therefore, the questionnaire was divided into two (2) segments. There were 5 independent variables prepared for the participants namely, salary, promotion, recognition, working condition and supervision. In addition, one dependent variable of job satisfaction. The independent variable is to determine whether each variable has a relationship with the dependent variable which is teachers' job satisfaction. Interval scale is used since this technique can identify the job satisfaction level for the workers. Numerical scale is using 5 numbers which is from not satisfied to extremely satisfied. 1. Not satisfied and 5extremely satisfied to represent the agreement of respondents regarding their opinion in the questionnaire.

C. Sample and Sampling

Three hundred public secondary school teachers from 12 school in Lusaka District completed the questionnaires using a stratified sampling method. At each school teachers' names where obtained and written on identical cards which were put in a box, thereafter, one volunteer was invited to randomly draw 25 cards from the box.

Table:1 Rotated Component Matrix^a

	Component				
	IV 1	IV 2	IV 3	IV 4	IV 5
1	.623	.787	.589	.754	.628
2	.524	.705	.826	.649	.524
3	.753	.664	.764	.734	.916
4	.618	.860	.787	.583	
5	.801			.674	
6	.803				
7	.822				
8	.573				

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 21 iterations.

Note: IV 1=Salary, IV 2 Promotion, IV 3=Recognition, IV 4=Work Conditions, IV 5=Supervision

Based on the Rotated Component Matrix^a above, all items for each factor produced factor loadings > 0.5. Therefore, the researcher did not exclude or modify any of the items for each factor.

[1] The reliability value of the instrument is dependent on the homogeneity of the item and the content of the item. Therefore, Table 1 shows the results of Cronbach's alpha for this study.

Table 2: Results for Cronbach's Alpha

S/N	Variables	No. of Items	A	
The	1	Salary	8	0.62
	2	Promotion	4	0.72
	3	Recognition	4	0.68
	4	Work Conditions	6	0.83
	5	Supervision	3	0.79

Cronbach's Alpha results presented in Table 2 above reveals that all items produced $\alpha > 0.5$. These results suggested that the was reliable for use in this study.

Table 3: Normality Test Results

S/N	Variable	No. of Items	Shapiro Wilk
1	Salary	8	0.16
2	Promotion	4	0.07
3	Recognition	4	0.12
4	Work Conditions	6	0.83
5	Supervision	3	0.15

The results in Table above revealed that all items for each variable produced p-value > 0.05 . This finding suggested that parametric test was to be used. In this regard, the researcher opted to use.

III. RESULT

Table 4 to 9 reveal the result of the variables of job satisfaction calculated from the 26 items of job satisfaction using five -point Likert scale. Table 4 shown the descriptive analysis of each variables

Table: 4 Relationship between Salary and Job Satisfaction

Item	Not Satisfied	Slightly satisfied	Satisfied	Very Satisfied	Extreme Satisfied
My present salary as a measure of my KSA	68 22.7%	130 43.3%	95 31.7%	4 1.3%	3 1%
My current income is meeting my expense	107 35.7%	121 40.3%	65 21.7%	7 2.3%	0
Fairness and equitability of present salary progression in future.	100 33.30%	117 39%	66 22%	17 5.7%	
Perception of salary progression in future	(51) 17%	(76) 25%	(124) 41%	(47) 15.70%	2 7%
Fringe Benefit	(97) 32.30%	135 45%	63 21%	(5) 1.7%	0
Pension scheme	(76) 25.30%	(66) 22%	123 41.30%	(33) 11%	1 0.3%
Medical scheme	(151) 50.30%	(76) 25.30%	64 21.30%	(9) 3%	0
Transport allowance	(159) 53%	(85) 28.30%	(52) 17.30%	(4) 1.3%	

The discoveries of the examination can be finished by interpreting that, the independent variable one salary, public secondary school teachers were not fulfilled or satisfied with it. The results of the investigation are in support with (Sirima and Poipoi,2010) with respect to pay, teachers' gratitude of their schools is improved by the pay rates they get, particularly when these pay rates compare to their dimensions of training, obligations they hold, and obligations they perform in the school. For public secondary school teachers, money related prizes are an essential perspective in connection agreeable to them in instructing and related administrations. Ostensibly, when teachers feel positive about their salary, particularly their compensations/reward, their responsibility is helped.

Table 5 The Relationship between Promotion and Job Satisfaction

PROMOTION	Overall level of satisfaction with your present job					Total
	Not Satisfied	Slightly satisfied	Satisfied	Very Satisfied	Extreme Satisfied	
Chances of promotion	113 37.7%	100 33.3%	66 22%	16 5.3%	5 1.7%	300
Fairness in present promotion scheme	146 48.7%	101 33.7%	48 16%	5 1.7%	0	300
Reward for my performance	122 40.7%	115 38.3%	51 17%	10 3.3%	2 7%	300
Current scheme of service	68 22.7%	121 40.3%	92 30.7%	18 6%	1 0.3%	300

Therefore, the above discoveries of the investigations may be interpreted to mean that the most of the public secondary school teachers are not satisfied with promotion which can negatively affect their work fulfilment.

Table: 6 Relationship between Recognition and Job Satisfaction

Item	Level of Satisfaction for Recognition					Total
	Not Satisfied	Slightly satisfied	Satisfied	Very Satisfied	Extreme Satisfied	
By colleagues	47 15.7%	79 25.3%	100 33.3%	65 21.7%	12 4%	300
By the headmaster	62 20.7%	83 27.7%	107 35.7%	39 21.7%	9 4%	300
By the parent	15 5%	23 7.7%	75 55%	107 35.7%	80 26.7%	300

Ali and Ahmed (2009) states that reward and acknowledgment impact the job satisfaction and inspiration of the educators where he proceeded to clarify that when a worker gets money related reward with remarkable delight and appreciation that encounter turns out to be more huge for beneficiary. These discoveries likewise affirm the perspectives by Sergeant (2003) who noticed that in the showing calling, the situation of instructors offer them acknowledgment or recognition for their abilities and achievement.

Table 7. Working Condition

Item	Level of Satisfaction by Work Conditions					Total
	Not Satisfied	Slightly satisfied	Satisfied	Very Satisfied	Extreme Satisfied	
staff room	43 14.3%	128 42.7%	97 32.3%	25 8.3%	7 2.3%	300
Office	36 12%	104 34.7%	129 43%	25 8.3%	6 2%	300
Classroom	40 13.3%	120 40%	111 37%	21 7%	8 2.7%	300
Library	121 40.3%	100 33.3%	58 19.3%	17 5.7%	4 1.3%	300
Laboratory	60 20%	122 40.7%	81 27%	29 9.7%	8 2.7%	300
School surrounding	14 4.7%	61 20.3%	137 45.7%	62 20.7%	26 8.7%	300

The study also revealed that, many teachers (40.0%; n=120) were slightly satisfied with the classrooms. Followed by (37.0%; n=111) were satisfied. (7%; n=21) were very satisfied, (2%; n=6) were extreme satisfied and (13.3%; n=40) were not satisfied. Based on Libraries (40.3%; n=121) of the teachers were not satisfied with the libraries in their own schools. Besides that, (33.3%; n=100) of the teachers were also slightly satisfied with the laboratories. Followed by (19.3%; n= 58) were satisfied, (5.7%; n= 17) were very satisfied and (1.3%; n= 4) extreme satisfied. The finding mean that the teachers want libraries and laboratories to be well equipped. However, majority of the teachers (45.7%; n=137) were satisfied with the school surrounding. Followed by (20.7%; n=62) were very satisfied, (8.7%; n=26) extreme satisfied. However, (20.3%; n=61) were slightly satisfied and (4.7%; n=14) were not satisfied.

Table 8: Relationship between Supervision and Job Satisfaction

Item	Level of Satisfaction by Work Conditions					Total
	Not Satisfied	Slightly satisfied	Satisfied	Very Satisfied	Extreme Satisfied	
Judgement of junior staff	43 14.30%	115 38.30%	108 36%	26 8.7%	8 2.7%	300
Professionalism and competence	18 6%	59 19.7%	148 49.30%	62 20.7%	13 4.3%	300
Reliability of the supervision	20 6.7%	62 20.75	147 49%	61 20.30%	10 3.3%	300

The research study established that the majority of the public secondary school teachers (38.3%; n=115) were slightly satisfied with judgement of junior staff. On the other hand (36.0%; n=108) were satisfied. Followed by (14.3%; n=43) were not satisfied, (8.7%; n=26) were very satisfied and (2.7%; n=8). The finding further shows that the majority of the teachers (49.3%; n=148) were satisfied with professionalism and competence. Followed by (20.7%; n=62) were very satisfied, (4.3%; n=13) were extreme satisfied and (6%; n=18) were not satisfied. Reliability of the supervision (49.0%; n=147) were satisfied, followed by (20.3%; n=61) were very satisfied, (3.3%; n=10) were extreme satisfied (20.75%; n=62) were slightly satisfied and (6.7%; n=20) were not satisfied

IV. MODEL TESTING

Anova is also used to estimate path relationship between variables in the model itself. The effect of the between variables is significant using the p-value 0.000.

Table 9: Results of Anova and t-statistics

Hypothesis	Pathway	Df	t value	p values	Decision
H1	salary → and job satisfaction	0.228	4.044	0.000	H1 Accepted
H2	Promotion → and Job satisfaction	0.249	4.436	0.000	H2 Accepted
H3	Recognition → and job satisfaction	0.311	5.645	0.000	H3 Accepted
H4	Working condition → and job satisfaction	0.318	5.794	0.000	H4 Accepted
H5	supervision → and job satisfaction	0.368	6.843	0.000	H5 Accepted

Base on the finding, the relationship between salary and job satisfaction shown with the p-value of 0.000, between promotion and job satisfaction with the p-value of 0.000, recognition and job satisfaction with the p-value of 0.000, between working condition and teachers job satisfaction p-value of 0.000 and finally the result of supervision and job satisfaction with the p-value of 0.000. Therefore, all five hypotheses were accepted which the value was less than significant level of 0.05(p<0.05).

V. RECOMMENDATION

This result in the creation of new, and changing world of education 4.0, this study recommends that the teacher's salary be harmonised to correspond with the qualification. (KSA). The study recommends that teachers ought to be treated as equal and nobody ought to be undermined or nobody ought to undermine the other as this

may have an effect on their self-esteem. The study further recommends the government to provide adequate teaching materials for the public secondary schools with already planned plans for the teachers.

The study further recommends that the government and the public secondary school management should have a method of publicly recognizing exemplary teachers for his/her hard work. The study recommends that the government ought to have a scheme which can encourage

fairness within the promotion of teachers and teachers can have equal chances of promotion. The study recommends that the government, guardians or parents and alternative contributors ought to improve the operating condition of the educators by building spacious teachers operate room, offices, class rooms and guaranteeing the public library and laboratories ought to be equipped. The results further recommend that, government provide housing, transport and medical allowance for the teachers in order to implement the changes towards education 4.0. It is significant to discuss the need of longitudinal research approaches in the exploration of the most important factors that affect teacher commitment towards job satisfaction. Precisely, it could be very obliging to discover issues that motivate teachers to enhance job satisfaction using longitudinal studies. Crossways the world, forward thinking governments, teachers and educational institutions are already beginning to implement the changes that are needed to equip young generation for the fourth industrial age.

VI. CONCLUSION

The outcomes demonstrate that there are a higher number of female respondents on demographic data. Majority of the respondents were married. The results further show that under education level most of the teachers were bachelor holders and the majority of the teachers had been working for 5 to 9 years. The liner regression, the descriptive frequencies and the model testing results conclude that there is a relationship between the variables and the dependent variable (teacher job satisfaction). Thus, the normality test results show that the information was normally disseminated, and furthermore, the reliability test has relatively a high internal consistency which is good. The study established that in general the public secondary school teachers were not satisfied with promotion, working condition, and salaries. When it came to recognition and supervision the teachers were slightly satisfied. Therefore, salary was ranked number one motivator followed by working condition, promotion, recognition and supervision last.

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