

Working Conditions and Performance of Employees in an Organizational Environment: A Study Applied to Teachers in Public Secondary Schools in the City of Maroua in Cameroon

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Abstract

Improving performance is undoubtedly the leitmotif of managers. From slavery, to scientific and technical progress, the tools and techniques of work have not ceased to be improved for this purpose. However, we realized that we had to give value to human resources. We then attend the birth of a new field: Human Resources Management. Among its objectives, we count the improvement of the working conditions of employees for better performance. Based on the low performance of teachers in public secondary schools, we conducted a case study on teachers in public secondary schools in the city of Maroua by comparing their working conditions and their performance. We wondered about the impact of their working conditions on their performance. It turned out that these working conditions have a significant influence on their performance, because all our hypotheses were confirmed. We have come to the conclusion that working conditions are a lever for improving teacher performance.

Keywords: work, working conditions, performance, teachers, Maroua.

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RÉSUMÉ

L'amélioration du rendement est sans doute le leitmotiv des managers. Depuis l'esclavage, jusqu'aux progrès scientifiques et techniques, l'on n'a cessé d'améliorer les outils et la technique de travail à cet effet. Toutefois, on s'est rendu compte qu'il fallait accorder du prix aux ressources humaines. C'est ainsi qu'une nouvelle discipline : la Gestion des Ressources humaines est née. Elle a entre autres objectifs l'amélioration des conditions de travail des salariés pour un meilleur rendement. Partis du faible rendement des enseignants des établissements secondaires publics, nous avons mené un cas d'étude sur les enseignants des établissements secondaires publics de la ville de Maroua en rapprochant leurs conditions de travail et leur rendement. Nous nous sommes interrogés sur l'impact de leurs conditions de travail sur leur rendement. Il s'est avéré que ces conditions de travail ont une influence significative sur leur rendement, car toutes nos hypothèses ont été confirmées. Nous sommes arrivés à la conclusion selon laquelle les conditions de travail sont un levier de l'amélioration du rendement des enseignants.

Mots clés : travail, conditions de travail, rendement, enseignants, Maroua.

1- Background and rationale for the study

Education or the art of guiding and leading is nowadays considered as a key element in the development of the individual. As such, a right to education has been enshrined in the Universal Declaration of Human Rights. It stipulates that

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equality accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have the prior right to choose the kind of education that shall be given to their children. (Universal Declaration of Human Rights, 1948)

Thus, far from being an option, education is an obligation in the whole world. Nevertheless, each country has its own educational system. The aim is however the same: to prepare the children for the future life. A successful educational system is therefore a major advantage to the formation of accomplished citizens, while a failing educational system or the deprivation of education will be considered as a serious handicap.

In Cameroon, efforts are being made by the public authorities not only to provide descent education from basic education to higher education, but also to fine-tune the education system itself. It is in this wake that four

ministries (Ministry of Basic Education, Ministry of Secondary Education, Ministry of Higher Education and Ministry of Vocational Training) were essentially dedicated to education in Cameroon. In addition, primary and secondary schools, universities, institutes and training schools are constantly being created. Also, a large staff is recruited each year by the ministries in question to meet the growing demand for education.

However, these efforts seem insufficient in view of the demand and the working conditions of the teaching staff which are constantly called into question. The proof is that we observe cases of job abandonment, probably due to poor living and working conditions. On this subject, the regional delegate for secondary education in the Far North denounced on February 07, 2018 during a consultation meeting of the heads of central and decentralized services and organizations under the supervision of the Ministry of Secondary Education, relating to the evaluation of the 2017-2018 school year, cases of desertion in his constituency. "172 teachers are not in their posts, some of them since 2013," he said. This situation, according to the regional delegate, has an impact on the coverage rate of programs in this region. This is estimated at just over 36% and just over 37% for the teaching coverage rate, which are below acceptable rates, "50%".

However, the theme of working conditions is gaining more and more importance in organizations because a link has been established between working conditions and the performance of organizations by several authors. Although we have often tried to dissociate the professional world and academic research, it is verified that the interactions between researchers and professionals are a source of innovation. In the field of Human Resources, many currents of thought have made it possible to improve management. Thus, we have moved away over time from the "alienated worker" of the Taylorian era, to end up understanding the complexity of Human Resources Management.

In fact, improving the working environment and the quality of life at work is one of the keys to organizational performance today. This relatively recent theme is the subject of research in several universities and in training and research institutes. Working conditions play a major role in performance or in improving the quality of services rendered. It is in this respect that Murengezi (2009) thinks that "the performance of the organization is essentially based on the performance of the employees. It is possible for organizations to have the same technologies and the same qualified people but when their working conditions are different, the results will also be different". However, we note that the relationship between working conditions and performance is not very much taken into account by the civil service. This exclusion is all the more striking as the evolution of working conditions has been the subject of numerous observations and analyzes in the field of private sector services in recent years. However, just like the private sector, the public service recruits and employs a large workforce and must therefore comply with the progress observed in the field of Human Resources.

In view of the importance of working conditions in the performance of the organization, we feel challenged about the performance of teachers in the face of the working conditions imposed on them.

2- Problem

In Cameroon, the relationship between working conditions and performance seems not to have been established by the Ministry of Secondary Education yet. Indeed, the payment of the salaries of teachers who have completed the training in higher teachers' training colleges has become increasingly difficult. They are subjected to a very long test of their patience after their training. They are certainly still recruited as civil servants, but that takes time. Indeed, after leaving the higher teachers' training colleges, teachers are assigned to schools, sometimes in inaccessible or difficult-to-access areas. The latter have the duty to return to their posts within 30 days and sometimes at their own expense. The costs intended for this purpose are not only managed at the discretion of the persons in charge, but arrive very late and sometimes not even. The teachers thus posted will wait years to see their recruitment files succeed, if they are not lost in the premises of the Ministry of Public Service. And from there to the getting of salary, they still have to wait months or years or else engage in the game of corruption to finally be delivered from the galley.

Moreover, the working environment of teachers is sometimes very unfavorable to their comfort. In fact, the student numbers in their charge are often above the norm, the number of working hours is often disproportionate, the premises are in very poor condition and sometimes non-existent. The circular No. 48/G/8/MINEDUC/DESG/DETP of November 1, 1993 setting the maximum class sizes (approximately 60 students per class) stipulates that beyond that, consideration should be given to the creation of a new school rather than overloading the classes. Curiously, there are classrooms with more than 120 students. In addition, access to certain establishments is difficult or even impossible at certain times of the year. The regional delegate of secondary education in the Far North underlined this on February 7, 2018 during a consultation meeting of heads of central and decentralized services and organizations under the supervision of the Ministry of Secondary Education in Yaoundé in these terms: "in times of flooding, access to certain areas in the Far North is difficult. This has an impact on the resumption of classes...". Also, according to UNESCO standards applicable in Cameroon, a school includes at least: six equipped classrooms, an administrative block, a block of latrines and a water point. This constitutes the bare minimum for us to be able to speak of a school. However, the reality is quite

different. We see schools with only two classrooms, no administrative block, the shade of trees serving as office, no water point, with students having to carry quantities of water from their homes to school.

In addition, Order No. 039/MTPS/IMT of November 26, 1984 laying down general health and safety measures in the work place is far from being respected. In his article 17(2), it stipulates that: “each worker must have a cubic capacity of 8 m³ per hour, with a ceiling height of at least 2.50 m...”. But with 60 students in the classroom, the teacher has less than 3.15 m³/hour. The standard construction plans impose 9 meters in length, 7 meters in width and 2 meters of veranda for the classrooms. These must be constructed with permanent materials and have two exit doors; the width of doors and stairs should not be less than 80 cm. However, schools are built in an anarchic way, not respecting any construction standard. This duty, which is incumbent on the State, is moreover left to parents' and teachers' associations and sometimes to heads of schools. It is therefore not surprising to find establishments with no staff room, no office, classrooms made of temporary materials (séco).

These bad treatments and the non-application of the regulations have often led to teachers' frustrations and strikes. The efforts of the public authorities to alleviate this problem do not seem to be sufficient. This is perhaps why we are witnessing a strong rise in corruption in schools, which is reflected in the coinage of places and the partiality of teachers; which could lead to lower academic performance.

Thus, despite the efforts made to put an end to the suffering and misery of teachers, it remains true that their working conditions are very precarious and could affect their performance. According to the statistical data made public by the Baccalaureate Office (OBC) over a period of five years, we see that we are still below the average. Indeed, as regards the probationary and the baccalaureate, we recorded a success rate of 44.69% in 2013; 40.01% in 2014; 43.19% in 2015; 40.99% in 2016 and 42.08 in 2017. These results sufficiently show the mediocrity of the exam success rate. The results of the BEPC do not make the difference. We recorded 58.15% in 2013; 50.19% in 2014; 40.96% in 2015; 38.14% in 2016 and 46.16% in 2017 (www.obc.cm/statistics). Moreover, the educational objectives are not achieved, the proof is that the programs are not fully covered. During the presentation of the results of the 2013/2014 school year, the general inspector of education, Evelyne Mpoudi Ngolle made it clear that the programs were covered at 87% and the practical work at 84%. In 2015, in the month of April, the general coverage of the programs was around 50%, which worried the Minister of Secondary Education who was convinced that the other half of the programs could not be fully covered in one month.

Indeed, the problem of working conditions being linked to that of motivation, Taylor (1911) considers motivation to be based on gain. One works to collect an income. The incentive wage is therefore a means of encouraging the worker to increase his results. Approaching the question from another angle, Maslow (1954) considers that motivation is based on the satisfaction of hierarchical needs. According to the pyramid of needs, individuals try to satisfy their needs one after another. To motivate an employee, it is therefore necessary to satisfy his primary needs but also his higher needs, for example by entrusting him with responsibilities. Going further, Herzberg (1971) analyzes motivation according to two axes: hygiene factors and motivating factors. Hygiene factors are pay, working conditions, security and status. The motivating factors are responsibility for tasks, recognition of the hierarchy, career development and autonomy. The satisfaction of hygiene factors is necessary to avoid demotivation. Failure to satisfy hygiene factors leads to a negative attitude towards employment. To develop the motivation of employees, it is necessary to act on the so-called motivation factors.

Thus, we can understand that the performance of an employee in an organizational environment depends, among other things, on his motivation. And one of the elements of this motivation would be the improvement of working conditions as demonstrated by Mayo (1933) through the experiences of Western Electric in Chicago.

In view of the above, it should be said that motivation nowadays occupies a prominent place in the performance of the company. This is why particular emphasis is placed on human resources today. A whole direction has been given to human resources, whether in the private sector or in the public sector. This implies that success depends on how staff are treated.

The thoughts of the authors cited above make us understand that between what should be and what is done in Cameroon, there is a big gap. Teachers represent a very important resource of the whole educational community as well as a determining factor not only of the quality of education but also and above all of development. Unfortunately, their contribution is undervalued, their living and working conditions increasingly difficult, their status completely devalued. The teaching profession no longer attracts young people; it is a springboard. Nowadays, in Africa in general and in Cameroon in particular, the teacher reflects the image of poverty and many parents (even teachers) advise against this profession to their children. Indeed, the Ministry of Secondary Education, recruiting a very large number of civil servants (teachers) does not make every effort to protect the working conditions of their employees. And despite the existence of numerous texts regulating education in Cameroon, the reality continues to move away from the norm. From late or non-existent pay to an uncomfortable working environment, teachers go through a career of hardships to do their job.

The question that now arises is whether under these conditions, they will be able to give the best of themselves in the performance of their work. In other words, how could the working conditions of secondary school teachers in the city of Maroua influence their performance? More concretely, the specific questions arising from this are

the following: Does the salary condition of teachers in public secondary schools in the city of Maroua have an impact on their performance? Is the working environment conducive to the expression of good performance among teachers in public secondary schools in the city of Maroua? Does the management style of the career profiles of the teaching staff of public secondary schools in the city of Maroua influence their performance? In response to the main question thus posed, the general hypothesis that emerges is the following: Working conditions influence the performance of teaching staff in public secondary schools in the city of Maroua. From this general hypothesis, three research hypotheses arise: the salary treatment reserved for teaching staff in public secondary schools in the city of Maroua impacts their professional performance. The working environment in which the teachers of public secondary schools in the city of Maroua evolve influences their level of professional performance. The career profile management style of teachers in public secondary schools in the city of Maroua influences their professional performance.

Given that working conditions affect not only the well-being of employees, their performance but also and above all the economic health of the organization, the main objective of this study is to show that working conditions have a direct impact on teacher performance. More specifically, it is a question of showing that: the salary condition of teachers in public secondary schools in the city of Maroua has an impact on their performance; the working environment of teachers in public secondary schools in the city of Maroua has an influence on their performance; the style of management of the career profiles of teachers in public secondary schools in the city of Maroua influences their performance.

Working conditions as a concept has been the subject of much research. We mention here a number of them in relation to the problem of our study.

3- THEORETICAL AND CONCEPTUAL APPROACHES TO THE STUDY

Work is considered as a specific trait of the human species, it is therefore a common denominator and a condition of all human life in society. Louche (2001) thought of work as an activity consisting in mobilizing energy to produce a good or deliver a service and which is constrained by a social and technical framework. Karnas (2002) for his part apprehends it in the sense of an activity of a man or a woman within a defined organizational and social framework, using particular tools, in order to achieve given productions.

The concept of working conditions arose as a result of the poor living conditions in the company. These have provoked various revolts, major strikes by workers, increasing absenteeism and manifest excesses in the face of industrial work in companies. Faced with these concerns, companies gave themselves the obligation to react to improve working conditions. This latter concept generally designates all the social, psychological, environmental, organizational and physical factors that characterize a work environment for the employee. The term "working condition" according to Volkoff (2007), Kodzovi, (2011) refers to the environment in which workers live in their workplace. It integrates the notion of hardship and risks incurred in the exercise of the work, but also the availability or ease of access to basic services such as health services, water, electricity, housing, access roads, climate and even mentalities. To better understand this concept, it is necessary to return to the history of working conditions, their nature and social variations.

The history of working conditions worldwide takes the year 1800 as its starting point. The years 1880 and the years around 1980 are identified as decisive turning points marking the beginning and the end of a form of proletarianized wage labor, regulated by the law of codes and social policies, and which industry, the state and labor movements see as the very embodiment of wage labor within modern industrial capitalism. The exploitation of raw materials and food in the plantation economy, which until then employed slaves, made use in the British colonies of paid workers. The other European colonial powers followed this example, under the combined pressure of Britain and the abolitionist movement (Lydia, 1988). Due to the shortage of labor on the plantations, instead of slaves, paid, indentured labourers, often called coolies, were mobilized and who, although paid, were nevertheless strongly tied to their place of work by the indenture system. (Hoerder, 2002).

In Africa, the "export" of slaves ceased to be used on local plantations. In the United States, Spanish colonies and in Brazil, slavery remained in force until 1865 (United States), 1888 (Brazil) and 1898 (Cuba), despite British efforts to thwart undesirable competition through abolitionist demands.

Between the end of the 20th and the beginning of the 21st century, working conditions seem to have improved with the gradual disappearance of unhealthy tasks and the improvement of health and safety conditions. Physical constraints are removed, safety conditions are improved, the most restrictive tasks can be avoided (painting for example). The insertion of the computer tool is also an example of the ambivalent effects that progress can bring. This provides a certain degree of autonomy for the worker and also reduces physical constraints (for workers, for example). From the above, we can understand that working conditions would be a very important lever for the good performance of a company.

Thus Kabeya (2001) after conducting a survey on the salary and motivational question of teachers in private schools in the City Province of Kinshasa thinks that "social underdevelopment is one of the evils not to be disregarded in the growth of a company, so each business leader cannot consider his development without first

improving the social living conditions of these employees, the engine of development" (Delobbe and others 2012). In a study carried out on well-being at work they discovered that it is both possible and profitable for the company to set up working conditions and management practices that safeguard the well-being of employees. The major benefits that can be expected from a policy of promoting well-being relate essentially to a reduction of the rate of staff absenteeism and to an improvement in customer satisfaction.

Moreover, several other studies have shown that improving the living and working conditions of employees is a source of motivation and, in turn, contributes to the company's performance. Indeed, an employee who works in the best working conditions will find in this a certain satisfaction, a source of motivation that would push him to make substantial efforts that can lead him to achieve the objectives assigned to his workstation. It is in this sense that Levy-Leboyer (2001) appealing to Maslow, Herzberg, Vroom and many other authors, thinks that motivation is an important lever of a competition that has become global because productivity and quality of services are conditioned by motivation of the staff and therefore are decisive elements in the performance of the company.

During a survey carried out from 1928 to 1932 near Chicago in a telephone factory, Mayo (1933), sought a correlation between the physical conditions (lighting, noise, heat) and the performance of the workers. He arrives after this survey at the conclusion that working conditions would be a very important lever on which actions should be directed in order to motivate the employee at work and therefore make the company efficient. Along the same lines, the work of Wang (2011) demonstrates that motivation at work has a considerable impact on the performance of project team members. He had set himself the objective of establishing the link between the motivation and the performance of the members of a project teams.

Herzberg (1959) in his bi-factorial theory, comes to the conclusion that to motivate someone in his work, his needs for self-esteem and self-fulfilment must be satisfied. For this, it is necessary in the organization of work, to carry out an enrichment of the tasks making the work more interesting and rewarding for the employee.

In short, the authors quoted above indicate that working conditions have an impact on the performance of employees and therefore on the performance of the company. The rest of the work will allow us to verify whether this way of seeing also applies to teachers in public secondary schools in the city of Maroua in Cameroon.

4- METHODOLOGICAL FRAMEWORK OF THE RESEARCH

4-1- Study population and sample

This study aims to establish the link between labor conditions and employee performance in the organizational setting. The choice of the population was made following the theoretical consideration that a statistical population is a finite or infinite set of elements defined in advance and on which the observations relate (Grawitz, 1976). Our target population is therefore made up of all teachers in public secondary schools in the city of Maroua in Cameroon. Given the nature of the subject addressed, we assured respondents of confidentiality in the processing of data. According to Matalon (1999), most methodologists agree that it is obvious that the quality and validity of the results of a survey depend on the size of the sample questioned. This is generally a function of the available resources: time, financial elements, documents. These imperatives imposed a total number of fifty (50) high schools and colleges for a workforce of 540 respondents. A survey cannot be carried out without a certain device, it is time to state the material which was used for the realization of this work.

4-2- Research instruments used

To seek the reasons for the low yield of Cameroonian public secondary schools and in particular those of Maroua in Cameroon, we subjected the subjects of our sample to a questionnaire consisting of four themes directly related to the problem of research and especially the hypotheses. These are topics relating to 1) salary treatment, 2) the working environment, 3) the career profile management and 4) employee performance. Because of the nominal scales in which the variables are deployed, we deemed it useful to design fixed response grids for the subjects subjected to the survey. This choice seems judicious to us insofar as the opinions of respondents would vary in an infinite number of ways. We drew items from the four main themes of the study. To respect the construction procedure of a questionnaire, we added one of the most important items, the identification of the respondent to measure the relevance of the problem posed or better the extent of the phenomenon studied. Qualitative and on a scale of nominal statistical value, we used the chi-square (X^2) test which, through the crossings between the independent variables and the dependent variables, allowed us to obtain contingency tables. From this test, the calculation of the contingency coefficient emerges, which allows us to assess the strength of the connection between the different variables. The material thus presented, what about the results of the investigation?

5- DESCRIPTION OF THE SURVEY AND PRESENTATION OF THE RESULTS OBTAINED

As mentioned above, we used the questionnaire as a data collection instrument. First, we went to the field to administer the questionnaire. To this end, we personally and hand-delivered to each respondent a copy of the document with sometimes a few brief explanations. In a second step, we went back down there to recover the questionnaire already filled out. The processing of the data obtained allowed us to have the results of this survey.

To better appreciate the impact of working conditions in an organizational environment on employee performance and therefore on the performance of public secondary schools in the city of Maroua in Cameroon, we opted for inferential analysis. We crossed salary treatment (financial support, financial effect of promotions), working environment (quality of infrastructure, safety), and the management of career profiles (appointment criteria, integration) with employee performance. The results of these links are as follows:

Table 1: Financial support and coverage of hours

	Value	dof	Asymptotic significance (two-sided)	Exact meaning (two-sided)	Exact meaning (one-sided)
Pearson's chi-square	54.658a	1	.000		
Correction for continuity ^b	49,817	1	.000		
likelihood ratio	40,639	1	.000		
Fisher's exact test				.000	.000
Association linear by linear	54,392	1	.000		
Number of valid observations	540				

a.. 1 cells (25.0%) have a theoretical count less than 5. The minimum theoretical count is 2.97.

b. Calculated only for a 2x2 array

Symmetric measurements

		Value	Approximate meaning
Nominal by Nominal	Phi	.516	.000
	V de Cramer	.516	.000
	Contingency coefficient	.459	.000
Number of valid observations		540	

a. The null hypothesis is not considered.

b. Using the asymptotic standard error in the null hypothesis.

The chi-square results show that our calculated chi-square is much higher than the read chi-square. However, the table specifies that there is a theoretical number less than 5. This clarification leads us to consider the corrected chi-square which is 49.817 which is a value greater than 3.841. There is therefore a relationship between financial support and coverage of hours. The null hypothesis is therefore rejected. Also, the relationship between the two indicators is strong because the phi coefficient and the contingency coefficient are close to 1.

Table 2: Financial effect of advancements and program coverage

	Value	dof	Asymptotic significance (two-sided)	Exact meaning (two-sided)	Exact meaning (one-sided)
Pearson's chi-square	41.814a	1	.000		
Correction for continuity ^b	38,558	1	.000		
likelihood ratio	32,962	1	.000		
Fisher's exact test				.000	.000
Association linear by linear	41,610	1	.000		
Number of valid observations	540				

a. 0 cells (0.0%) have a theoretical count less than 5. The minimum theoretical count is 5.41.

b. Calculated only for a 2x2 array

Symmetric measurements

		Value	Approximate meaning
Nominal by Nominal	Phi	.452	.000
	V de Cramer	.452	.000
	Contingency coefficient	.412	.000
Number of valid observations		540	

a. The null hypothesis is not considered.

b. Using the asymptotic standard error in the null hypothesis.

This test shows that the calculated chi-square is 41.814. However, this value is much higher than 3.841 given that our dof is 1. This implies that there is a link between the financial effect of advancements and the annual coverage of the programs. The more satisfied one is with the financial effect of the promotions or the faster the teacher receives the financial compensation for his promotions, the more his program coverage rate tends towards totality. But the less he is satisfied, the more he loses interest in his work and therefore cannot cover his entire

program.

Furthermore, the phi coefficient and the contingency coefficient show that the link between the financial effect of promotions and the annual coverage of programs is moderate. Because it revolves around 0.5 which is the average. We will therefore say that the distribution of bonuses moderately influences school results and consequently the teachers' efficiency. However, our results can be generalized to our entire population.

The various chi-square tests carried out, relating the financial support and the coverage of hours; the financial effect of the promotions and the coverage of the programs show that there is a link between each of the cross-indicators. None of our indicators are invalidated. This allows us to validate research hypothesis No. 1, which states that the salary treatment reserved for teaching staff in public secondary schools in the city of Maroua in Cameroon impacts their professional performance.

Indeed, late financial support, a subjective distribution of performance bonuses and the late financial effect of step advancements each contribute to demotivate teachers. Our results proved it in the sense that, the more the working conditions mentioned above are unfavorable, the less the performance of the teachers is good.

This means that the teacher is more motivated when his salary condition is good. The salary and all that goes with it is considered as his main means of subsistence. It allows him, among other things, to eat, to dress (physiological needs), to make a shelter and to put himself in safety (need for security). However, its absence or alienation would lead to the non-satisfaction of the needs mentioned above.

We therefore join Maslow (1943) in the hierarchy of needs who thinks that needs follow a hierarchy of successive satisfactions starting with physiological needs which are followed by needs for security, then those for love and belonging, for esteem and self-realization. So he thinks that the higher needs cannot motivate when the lower needs are not satisfied.

So when the basic needs of the teacher are not satisfied he cannot be motivated to do a good job, and in turn to provide a good performance. His efforts will be directed towards the quest for the satisfaction of lower needs. Since Maslow thinks that a satisfied need ceases to motivate, conversely the individual is attracted and motivated by unsatisfied needs. The teacher is therefore attracted by the need to eat, to dress, to feel safe before thinking about work. It is therefore normal for performance to be mediocre because the efforts of the teacher whose salary condition is poor are dispersed.

As a result, we meet teachers who leave their job to take steps to ensure that their salary or the financial effect of their promotions pass; others who do side jobs to "make ends meet"; still others who are financially unable to go into service... Added to this are the frustrations due to the poor distribution of bonuses. It is often based on criteria that are not very objective, such as greetings from the principal or vice principal and affinity with the hierarchy...

All these conditions prove us right when we think that the poor salary condition of teachers contributes to demotivating them. Like Taylor (1911), we will say that the salary is a powerful lever of motivation.

Table 3: Symmetrical measurement between the quality of infrastructure and school results

		Value	Asymptotic standard error	T approximated	Approximate meaning
Ordinal by Ordinal	Kendall's Tau-B	.533	.042	7,983	.000
	Spearman correlation	.569	.045	9,865	,000c
Interval by Interval	Pearson's R	.602	.046	10,738	,000c
Number of valid observations		540			

We observe that there is a link between the quality of infrastructures and school results. Indeed, the Spearman correlation being greater than 0, or 0.569, the relationship between the two variables mentioned above is positive. In other words, when the quality of infrastructure is good, school results improve. But when this is not good, the results deteriorate. Note also that the strength of the link is considerable because r tends to +1.

Table 4: Chi-square tests between security and class time coverage

	Value	dof	Asymptotic significance (two-sided)	Exact meaning (two-sided)	Exact meaning (one-sided)
Pearson's chi-square	49.039a	1	.000		
Correction for continuityb	46,152	1	.000		
likelihood ratio	42,882	1	.000		
Fisher's exact test				.000	.000
Association linear by linear	48,800	1	.000		
Number of valid observations	540				

a. 0 cells (0.0%) have a theoretical count less than 5. The minimum theoretical count is 9.27.

b. Calculated only for a 2x2 array

Symmetric measurements

		Value	Approximate meaning
Nominal by Nominal	Phi	.489	.000
	V de Cramer	.489	.000
	Contingency coefficient	.439	.000
Number of valid observations		540	

a. The null hypothesis is not considered.

b. Using the asymptotic standard error in the null hypothesis.

The chi-square results show that our calculated chi-square is much higher than the read chi-square. In other words, 49.039 is much higher than 3.841. There is therefore a relationship between security and hourly coverage. However, this relationship remains moderate because the Phi and contingency coefficients certainly tend towards 1 but remain below 0.5.

The correlations obtained between the various indicators of the second independent variable and those of the dependent variable are significant. They show that there is a significant and positive link between the quality of infrastructure and school results. Moreover, our third indicator having nominal modalities, we administered the chi-square test. It turns out that the calculated chi-square is much higher than the read chi-square. It therefore shows a relationship between security and the coverage rate of hours. The two indicators are therefore validated and allow us to validate the research hypothesis which stipulates that the working environment in which the teachers of public secondary schools in the city of Maroua in Cameroon evolve influences their level of professional performance.

In view of these results we can say that the teacher who is put in good working conditions has a better performance than the one who works in particularly difficult conditions. When the work environment that hosts the worker and in which he must spend 8 hours a day is uncomfortable, good performance cannot be expected. Thus, the teacher tends to slip away from his workplace which he finds uncomfortable. Moreover, the lack of infrastructure does not allow the work that is expected to be done. Added to this is the feeling of insecurity which in any individual produces psychosis which is not conducive to the expression of the teacher's skills for good performance. This is why we find teachers who have to leave their place of work to go and get comfortable in their homes before coming to continue their work because of the state of the toilets. We can also see heads of establishments, vice principals, discipline masters and other department heads whose only office is in the shade of trees, or straw offices (seko), teachers who teach under trees or in rooms made of temporary material (seko, sheet metal, wood, etc.). And when these infrastructures exist, they are in a very bad state. There are rooms in some establishments that were built more than 30 years ago, but have not yet seen a single renovation. All this painting of lived reality that we have just done justifies the confirmation of our hypothesis.

According to Vroom (1964), teachers have many expectations vis-à-vis their employer, which is precisely the Cameroonian public service and, from a broader point of view, the Cameroonian State. They expect, for example, that their working conditions are improved, that the working environment is a little more comfortable, that the quality of the infrastructures meets the standards of construction of educational establishments, that the workplaces have a minimum of security... However, because of the silence of their employer, or his reluctance to meet their expectations, these are dwindling, they stop complaining and consequently are demotivated. However, Vroom thinks that each individual undertakes an action from the moment he perceives it as likely to allow him to achieve the rewards he expects. If the teacher does not expect any reward, it is normal that he stops undertaking innovative actions in his work. This is how school results can reflect a demotivated teacher.

Table 5: Chi-square tests between nomination criteria and program coverage

	Value	dof	Asymptotic significance (two-sided)	Exact meaning (two-sided)	Exact meaning (one-sided)
Pearson's chi-square	101.764a	1	.000		
Correction for continuity ^b	97,832	1	.000		
likelihood ratio	108,168	1	.000		
Fisher's exact test				.000	.000
Association linear by linear	101,268	1	.000		
Number of valid observations	540				

a. 0 cells (0.0%) have a theoretical count less than 5. The minimum theoretical count is 11.37.

b. Calculated only for a 2x2 array

Symmetric measurements

		Value	Approximate meaning
Nominal by Nominal	Phi	.705	.000
	V de Cramer	.705	.000
	Contingency coefficient	.576	.000
Number of valid observations		540	

a. The null hypothesis is not considered.

b. Using the asymptotic standard error in the null hypothesis.

The chi-square test performed between the nomination criteria and program coverage reveals a strong link between the two indicators. Indeed, the dof. being 1, the chi-square read is 3.841 whereas the chi-square calculated is 101.764. It is much higher than the chi-square read. We conclude that there is a link between the criteria for appointment and the coverage of hours. Indeed, the more objective the appointment criteria, the higher the program coverage rate. Moreover, the Phi coefficient which is 0.705 shows a strong relationship between our two indicators. The link between appointment criteria and coverage of hours is a strong link. The nomination criteria influence the coverage rate of programs.

Table 6: Chi-square tests between integration and hourly coverage rate

	Value	dof	Asymptotic significance (two-sided)	Exact meaning (two-sided)	Exact meaning (one-sided)
Pearson's chi-square	83.859a	1	.000		
Correction for continuity ^b	79,328	1	.000		
likelihood ratio	66,048	1	.000		
Fisher's exact test				.000	.000
Association linear by linear	83,450	1	.000		
Number of valid observations	540				

a. 0 cells (0.0%) have a theoretical count less than 5. The minimum theoretical count is 5.75.

b. Calculated only for a 2x2 array

Symmetric measurements

		Value	Approximate meaning
Nominal by Nominal	Phi	.640	.000
	V de Cramer	.640	.000
	Contingency coefficient	.539	.000
Number of valid observations		540	

a. The null hypothesis is not considered.

b. Using the asymptotic standard error in the null hypothesis.

The chi-square between integration directly after leaving normal schools and the hourly coverage rate is also revealing. Indeed, the calculated chi-square is far superior to the read chi-square. Moreover, the coefficient of Phi is 0.640. These figures mean that there is a link between on-title integration and hourly coverage. This means that the integration on title conditions the hourly coverage. The phi coefficient shows that the link between these two indicators is strong. It is therefore necessary to generalize the result to our population.

At the end of the tests carried out on the indicators of our third independent variable, it appears that no

indicator has been invalidated. All the tests corroborated the dependencies between the dependent variable and our indicators. Two chi-square tests were carried out to verify if there is a relationship between appointment criteria and program coverage on the one hand and post-graduation integration and program coverage on the other hand. The same tests also made it possible to understand the strength of the link between these indicators. It turned out not only that there are links between these indicators but also and above all that this link is strong. We can therefore conclude this part by saying that the career profile management style of teachers in public secondary schools in the city of Maroua in Cameroon has a major impact on their level of performance at work. This therefore assumes that when a teacher feels confident in the management of his career profile, he performs better than one who does not feel confident.

Indeed, we have managed to demonstrate that the career profiles of teachers are badly managed due to appointments based on subjective criteria, step advancements which do not follow every two years as the texts provide and due to the late integration of teachers from higher teachers' training colleges; and that this poor way of managing career profiles negatively influences teacher performance. In fact, our results have previously shown that we work better when we feel confident or when we have a stable job. But when the job presents risks and flaws, the worker does not give his best.

Moreover, by observing other agents of the Cameroonian civil service, teachers tend to establish a comparison between the management of their career profiles and that of others. From this comparison arises a feeling of injustice that engenders frustration. We agree with Adams (1774) who thinks that motivation depends on the strength of the feeling of fairness. Thus, the stronger this feeling, the greater the motivation. Moreover, the feeling of inequity is stronger when the comparison is unfavorable to the individual than when it is favorable to him. Finally, when the persons make a comparison, they do so based on someone else and not based on their own earnings and contributions.

The teacher compares his function to that of others and the greater the feeling of inequity, the less he is motivated to serve his nation, because he says he is wronged compared to other agents of the State. From this state of affairs arises the frustration and demotivation that are felt in their performance.

After presenting and analyzing our results, we tested our research hypotheses one after the other. None of them has been invalidated and the links between the independent variable of our research hypotheses and the dependent variable are quite significant. Our general hypothesis is therefore validated. This means that working conditions influence the performance of teaching staff in public secondary schools in the city of Maroua in Cameroon. We still have to discuss our results.

6- CRITICAL ANALYSIS OF THE RESULTS

After the presentation, analysis and interpretation of our results, it should be noted that our method and our orientation are not the only means of arriving at the results that we have obtained. Thus, it must be recognized that working conditions are not the only levers of teacher performance. In addition to working conditions, which we have demonstrated negatively influence teacher performance, there are other factors that could even be the subject of one or more other studies.

We will thus say that the performance of teachers depends in part on the quality of the educational system in which they find themselves. A well-designed system leads to good performance, while a dense and poorly developed system can lead to poor results. A system which, for example, is not selective in the teaching to be provided and which does not make a consistent choice in terms of method or didactic approach can have an impact on the performance of teachers.

It should also be said that education is a system. The teacher is only one element of the system which interacts with the other elements of the system. Its performance may therefore depend on the other elements of the system. Students are partly responsible for their success, which is an element of teacher performance. The coverage rate of hours and that of school programs can also be influenced by the students. It is observed in certain rural areas where agriculture is the main income-generating activity, that the majority of students first take care of the harvest in September and at the beginning of October before resuming classes. However, the start of the school year in Cameroon is in September.

Furthermore, we want to point out that in addition to the extrinsic factors that influence the performance of teachers, there are factors that come from themselves. In this wake, we appeal to Deci and Ryan (1985) in the theories of self-determination. According to these authors, it is intrinsic motivation, without external intervention (external regulation), which allows the regulation of behavior. They distinguished three cases for this: amotivation, extrinsic motivation and intrinsic motivation.

The amotivation or absence of motivation leads to a non-regulation of his behaviors by the individual and therefore to a lack of control over them. This case can be compared to a kind of insanity.

Extrinsic motivation is the one that has been developed by many authors whom we have also called upon in our work. The individual is then motivated by external interventions (rewards or sanctions) which condition his behavior. The authors identify several stages in extrinsic motivation, depending on the individual's valuation of

his or her behaviors. The less it requires external intervention, the more it self-regulates and the more it tends towards intrinsic motivation.

When they talk about intrinsic motivation, they see the self-regulation of the individual. The latter is guided by his need for competence and self-determination which pushes him to improve, all without outside intervention.

In our case study, the motivation factors that we have mentioned are all extrinsic: salary treatment, work environment and management of career profiles. If we agree with Deci and Ryan, we would say that the performance of teachers can also be a function of their own motivation and the way in which they perceive their profession, in short of factors which do not depend on the external environment.

Thus, working conditions significantly influence the performance of teachers, but they are not the only factors influencing their performance. There are other factors both extrinsic and intrinsic to teachers that can influence their performance.

GENERAL CONCLUSION

At the end of our study, which focused on the working conditions and the performance of the employees in the organizational environment, we came to the conclusion that the working conditions influence the performance of the employees in the organizational environment. To do this, we wondered about the impact of working conditions on the performance of teaching staff in public secondary schools in the city of Maroua in Cameroon. This question has been split into three other sub-questions, to make it more explicit. Thus, in order to answer these questions, we have set ourselves a certain number of objectives. And to achieve these objectives, we proceeded by the hypothetico-deductive method which consisted in observing a situation which turns out to be abnormal. At the time when it is completed and especially with regard to the exploration of the results of our investigation, and the consequent deductions, it emerges that these hypotheses have all been validated. This led us to the conclusion that the influence that the working conditions of teachers in public secondary schools in the city of Maroua in Cameroon have on their performance is a negative influence. Indeed, the salary treatment, the work environment and the management of career profiles influence the performance of teachers. These influencing factors have a direct effect not only on their work itself but also and above all on their motivation to work. Working conditions are therefore a powerful lever for teacher motivation and, consequently, for teacher performance. Improving the performance of teachers undeniably involves improving their working conditions.

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