

Working Climate and Counter-productive Behaviors of Teachers from the Ministry of Secondary Education in Cameroon

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Abstract

This research aims to show that the perceived working climate increases the counter-productive behaviors of secondary school teachers in Cameroon. Indeed, secondary school teachers increasingly develop counter-productive behaviours (aggression at work, slow work, lateness at work, absenteeism) to the detriment of respect for ethics, professional conduct and the obligation to personally ensure the public service entrusted to them. The general hypothesis is as follows: the working climate increases the counter-productive behaviors of teachers. The data collection method is the survey, and the tool is the questionnaire in the form of a measurement scale. The simple random sampling yielded a sample of 151 participants. The instrument for measuring perceived working climate is Parker & al. (2003), which is an adaptation in French of the James and Jones scale (1974); the scale of counter-productive behaviours is that of Aubé & al (2009). The results are as follows: HR1 ($\beta = -.44$; $p = .00$); HR2 ($\beta = .55$; $p = .00$); HR3 ($\beta = -.40$; $p = .00$); HR4 ($\beta = -.44$; $p = .00$); HR5 ($\beta = -.10$; $p = .35$). These results show that our research hypothesis are statistically significant and that HR1 ; HR3; HR4; HR5 are rejected while HR2 is confirmed. the general hypothesis is significant $P < .005$ for most research hypotheses; this same general hypothesis is not validated. The perceived working climate does not increase the counter-productive behaviors of secondary school teachers in Cameroon.

Keywords: work climate, teacher, counter-productive behaviors

1. Problematic

In its permanent quest to modernise its administration, the State of Cameroon has moved up a gear with a series of reforms undertaken in managing its Human Resources (Bakiti Ba Mbog Mbinyet, 2010). This particularly concerns the adoption of a new evaluation system with the introduction of the variable deserves in the civil service remuneration system; the development of administrative procedures manuals; the decentralisation of the management of state pay and personnel, the implementation of the Computerised System for Integrated Management of State Personnel and second-generation payment (SIGIPES II).

Decree No. 94/199 of October 07, 1994, on the General Statute of the Public Service of the State amended and supplemented by Decree No. 2000/287 of October 12, 2000, applicable to teachers, subject to the specific provisions of Decree No. 93/035 of January 19, 1993, on the Special Status of Higher Education Personnel amended and supplemented by Decree No. 2000/048 of March 15, 2000, provides in its article 35 that: the civil servant is bound by the obligation to serve and devote himself to service. Article 36 specifies that he must provide the public service entrusted to him personally and devote himself to it in all circumstances with diligence, probity, respect for public affairs and a sense of responsibility. As a reminder, it is considered a reminder desertion of post, "any irregular absence lasting at least thirty (30) consecutive days and sanctioned as such following the provisions of Article 121 (2) b) of the General Statute of the Public Service.

The status of the public service in its role of modernisation of the Cameroonian police with Decree No. 2001/065/of March 12, 2001, on the special status of the corps of National Security officials, specifies in Title II of the common provisions, in Chapter 6 of the Disciplinary Regime, Section I; Article 53 - A civil servant who wishes to undertake university studies or research must first obtain his layoff, if necessary, an admission to retirement in advance when these studies or this research interfere with the smooth running of the service. Section III Availability, Article 60 (1) - the layoff may be granted at the request of the civil servant: b) - to pursue studies in

Cameroon or abroad whose duration does not exceed six (06) years; the civil servant must in this case, provide proof of five years seniority in the administration. All of these reforms are aimed at promoting a viable work environment that is not conducive to all forms of indiscipline.

The Ministry of Public Service and Administrative Reform in 2016 revealed that more than 14,000 civil servants were absent from their workstations. In 2017, he made the observation that 14,134 public officials were absent from their workstations for weeks or even months. A study conducted by the Ministry of Finance (MINFI) in 2018 showed that 918 civil servants had resigned from their jobs, and around 40% were no longer at their jobs. These statistics make it possible to observe the presence of counter-productive behaviors at work in the public sector. A report by the Ministry of Labor and Social Security (MINTSS, 2012) recorded 315 employees who had left their jobs and 200 employees absent from their posts. A study conducted by the Ministry of Scientific Research and Innovation (MINRESI, 2014) reveals that out of 500 civil servants, nearly half (45.2%) were on the low satisfaction margin. Of these, 63.6% were absent from their workstations, and 36.2% were regularly late for work. Statistics that sufficiently show the practice of counter-productive behaviors.

A survey on absenteeism conducted by the World Bank in 2008 revealed teacher absence rates of up to 30% in Kenya. Senegal followed this at 27%, Cameroon at 16% and Ghana at 8%. The Cameroonian standard on Effective Teaching Time, also called school time, in line with international standards, ranges between 800 and 1000 hours per year. The last two decades seem to be marked by the death of public service in its traditional conception. It has deteriorated considerably in quality and quantity. Absenteeism and the high turnover of employees are at the heart of the concerns in Cameroonian public administrations. We have the following behaviors: teachers who arrive at the High School stay in the classrooms but do not teach; these same teachers when it is time to evaluate, use themes that have nothing to do with discipline or the level of education. For example, a French teacher who does an assessment on dictation in the Lower Sixth, while it is the program of Form 3 or Form 4. Sometimes, those who evaluate per the program give the mark 20/20 to all the students in the class. These theoretical and empirical findings raise the problem of counter-productive behaviors by public secondary school teachers in Cameroon. It, therefore, becomes judicious to indicate with much the source of all this organisational malaise observed within secondary education.

During the previous strike movement of secondary school teachers called the "movement of indignant teachers" in 2009, a meeting organised with the authorities made it possible to draw up an inventory of the sector. We counted then 6,547 pay advance files, 19,862 career deeds files, 501 hardship allowances and 3,423 statements of sums due pending release of funds from the Ministry of Finance. The Government then established a schedule for settling this debt, but the process gradually stalled. At the start of the Dead Chalk Operation initiated by the On a Trop Supporté or OTS movement on February 21, 2022, the Cameroonian authorities mentioned the management of the pandemic and the crisis in the English-speaking regions of the country to justify the delays of implementation of the 2009 promises.

In Cameroon, secondary school teachers are trained for 3 to 5 years in state schools. When they leave, they are assigned to different establishments and must submit an integration file to the administration to be considered in the state payroll. A process that takes time: until 2008, a newly assigned teacher could thus wait up to two years before receiving his first emoluments. The fact is that teachers receive an advance on pay corresponding to two-thirds of their salary while waiting for their files for integration into the public service to be processed and for them to finally receive the additional salary. But here again, the system supposed to make the situation smoother has further complicated an already struggling process. Some teachers come out of training schools assigned to the field but spend ten years with little or no salary. Those who receive two-thirds of their salaries never have any additional pay; the absence of advancements and bonuses (housing bonuses) adds to this. Sometimes, for processing advancement files in the offices of the Ministry of Public Service, their fellow civil servants sometimes extort them up to 20% of the amount to be collected to advance the file.

The constitution of the administrative file in the public service (integration file for teachers) is staggeringly heavy in view of the infinite number of documents to be provided each time. The path that it must follow before its culmination is as sinuous as it is opaque, making it difficult to read and trace. In such a way, summoning users to reconstruct files or lost documents is a common practice and has become normal. This is a situation that clearly indicates the working climate, which, over time, becomes more and more aggressive. Therefore, to protect himself from unpleasant surprises, the teacher allows himself to offer or offers to give the public official a tip intended to boost the file, allowing him to run or fly fast.

In the case of the Cameroonian Public Service in general and particularly the Ministry of Secondary Education, the work climate seems to be the factor that triggers the multiplication of counter-productive behaviors observed. The

work climate or organisational climate is defined, according to Litwin and Stringer (1968), as being a set of measurable properties of the work environment which are supposed to influence the motivations and behaviours of employees. A more in-depth definition by Brunet and Savoie (1999) defines the work climate as being a set of organisational attributes whose objectives are perceived in a comparable way by the members of a given administrative unit and which would influence their organisational behaviour: the climate, it is the atmosphere and the feeling of workers, it is a characteristic of the organisation which describes the relationship between the actors and the organisation as measured by the perception that the majority of the actors have on the way which they are processed and managed.

In the work ecosystem of the Cameroonian public service, it is observed that the mode of treatment suffered by the teacher, linked to other factors which tend to constrain his development, influences the quality performance by provoking a set of counter-productive behaviours at work (Mengoua, 2021, 2022). Several scientific studies demonstrate this (Robinson & Bennett, 1995; 1997; 2000; Mengoua, 2021, 2022): a frustrated worker, that is to say, who does not thrive in his workplace, necessarily develops deviant behaviours. In the context of this research, it therefore seems that workplace delinquency or counter-productivity is only the result of the influence of certain work-related factors. According to the logic of this relation of cause and effect relative to the analysis made by certain researchers about the explanation of counter-productive behaviours in the workplace, we believe that the work climate or environment is an important factor in understanding deviant counter-productivity in the workplace. We ask ourselves the following main question: does the work climate increase the counter-productive behaviours of secondary school teachers in Cameroon?

To analyse the practice of counter-productive behaviors of secondary school teachers in Cameroon, we called upon the social exchange model of Blau (1964). According to Blau (1964), the theory of social exchange has its origins in the work of Smith (1776), cited by El Akremi (2006), who considers exchange as the means by which the diversity of human needs is satisfied. In his theory of social exchange, Blau (1964) defines work as a negotiated form of exchange between employers and employees. Social exchange, as defined by Blau, a) includes only voluntary actions of individuals "motivated by the rewards they should, and in fact do, entail from others" (Blau., 1964, p.89); b) excludes actions carried out under the constraint of force, those responding to the imperative suggestions of the passions or to the sole injunctions of collective prescriptions.

Like Adams' (1965) equity theory, Blau's (1964) social exchange theory posits that work constitutes an exchange relationship between the teacher and the Government. This relationship is based on evaluating the costs and benefits of this exchange, from the employee's point of view (Blau, 1964). Blau postulates that inter-human relations are animated by "forces of attraction between individuals" by an endogenous movement towards others, which leads to interpersonal links being able to be established by having their own existence as the reason for being and finality. Blau indicates that most of the gratifications that man can expect come to him only from other men. This theory is based on two guiding principles: the voluntary exchange of resources and the norm of reciprocity.

The voluntary exchange of resources refers to the rewards that the employer offers to his employee in exchange for a service; in the case of this research, it is about the lessons and assessments that teachers offer in the classrooms and the salary they receive each end of the month. Voluntarily exchanged resources can be either tangible (salary, benefits) or intangible (holding a prestigious position). Using a cost-benefit ratio analysis and a comparison of alternatives, the worker evaluates the exchange subjectively. If the teacher considers the exchange to be preferential treatment, he will voluntarily feel indebted to the Government.

The second guiding principle is the norm of reciprocity (Gouldner, 1960). The employee reacts according to his perception of the employer and his perception of the balance of the cost-benefit ratio. If the teacher considers that the state adequately rewards him, his feeling of obligation towards the latter will increase. This feeling of obligation increases the employee's organisational commitment and reduces counter-productive behaviours at work (Blau, 1964; Renaud, Morin & Béchar, 2017). When a teacher benefits from the advantages of voluntary resource exchange, he feels indebted to his High School and adopts consequent behaviours. For example, voluntarily, the latter could commit to achieving or surpassing their performance objectives and not being absent or latecomer employees. Secondary teachers do not feel obliged to have a feeling of reciprocity vis-à-vis the Cameroonian state since they believe that the remuneration is very low; this justifies the practice of counter-productive behaviours at work.

This theory makes it possible to understand the exchange principle between teachers and the State of Cameroon. Social exchange theory asserts that the exchange of tangible or intangible rewards causes teachers to decrease the practice of counter-productive behaviors. Conversely, the lack of voluntary exchange and reciprocity will have the opposite effect: teachers will further develop counter-productive behaviours at work, and this lack of voluntary

exchange and reciprocity will increase counter-productive behaviours. This theory explains the principle of exchange between teachers and the Government. A teacher who receives a salary he considers satisfactory will develop a sense of obligation to the public service. This sense of obligation will motivate teachers to honour their commitments to the state. This motivation reduces counterproductive behaviors during work since they feel indebted to it. And if, on the contrary, the exchange is perceived as unbalanced, the employee will develop negative attitudes and subsequent behaviours such as organisational disinvestment and, withdrawals from work, strike movements as is the case with teachers.

This research has a scientific interest insofar as it allows a new vision of the problem of counter-productive behaviors due to the unfavorable work climate in the Cameroonian context. Our research aims to study the relationship between the work climate and the counter-productive behaviors of public secondary school teachers in the Cameroonian context.

2. Methodology

2.1 Site and Research Population

The research was conducted in Cameroon, the central region's capital, Yaoundé. The city of Yaoundé is characterised by its three-dimensionality as a residential, commercial and, above all, administrative city and, therefore, the seat of Cameroonian institutions. It is the seat of all public services and the place where you can find a large population of public employees. As part of this research, we worked with the Ministry of Secondary Education employees and high school teachers. This research population is made up of teachers from high schools, CES, CETIC and technical high schools. We have precisely chosen those of the public.

2.2 Method

Today, the survey is one of the privileged instruments of research in human sciences insofar as it effectively appears under certain conditions (the denunciation of the practice of counter-productive behaviour at work) as the only means of obtaining certain information on a large variety of behaviours of the same subject, behaviour which direct observation, even if it were possible, would require time. In research that focuses on the practice of counter-productive behaviors at work, the use of the survey is imperative. This is the reason why we focus on it.

2.3 Hypothesis

Teachers' counter-productive work behaviors represent the dependent variable. Counter-productive behaviours are defined by Spector and Fox (2005) as: voluntary acts that are intended to harm the organisation and/or its stakeholders (customers, colleagues, superiors). This definition differs from that given by Sackett (2002), who considers counter-productive behaviour as behaviour that goes against the most legitimate interests of the organisation. We will retain these two definitions here in order to best identify the behaviours falling into this category. The definitions of Sackett (2002) and Spector and Fox (2005) confirm the position that this term is the most general. It includes all behaviours hostile to the organisation.

Thus, its use is always adequate when it comes to behaviours hostile to the organisation, whatever the type of behaviour evokes. This terminology, therefore, includes both overt acts, such as assault and theft and passive acts, such as not following instructions or working incorrectly. Counter-productive behaviours cover all names, such as assaults (Neuman & Baron, 1998; Fox & Spector, 1999), antisocial behaviour (Giacalone & Greenberg, 1997), delinquency (Hogan and Hogan, 1989); deviance (Hollinger, 1986; Robinson & Bennett: 1995), organisational retaliation (Skarlicki & Folger, 1997), revenge (Bies, Tripp, & Kramer, 1997), harassment and bullying at workplace (Knorz & Zapf, 1996). All these behaviours have the common characteristics of harming the organisation by acting directly on its operation or its property and undermining employees' physical integrity to reduce their efficiency. The main classifications in the field include behaviours of theft, sabotage, withdrawal, abuse and aggression. If all behaviours intended to have a detrimental effect on the organisation and/or its members can be qualified as counter-productive, it is important to emphasise the fact that this designation lacks precision and brings together very different behaviours both in their consequences and in their modus operandi (passive and active, etc.).

The independent variable is the work climate. The concept of work climate refers to the atmosphere prevailing in a given environment. The following definition, inspired by that of (Schneider & Reichers, 1983), reflects the choices adopted by the majority of contemporary researchers working on the subject: the work climate (also called organisational climate) can be defined as a set of shared representations by members of an entity (organisation, department, work team) regarding the policies, practices, and procedures that this entity rewards, supports, and expects. Two elements of this definition deserve to be underlined: 1-the climate refers to a perceptual phenomenon rather than to objective characteristics; individuals are confronted with a multitude of events in their workplace,

and it is their perception of these events that will determine their representations of the way they are treated; 2-The collective aspect of the climate: it is because these representations are shared by the members of a group that a climate emerges.

The general hypothesis is that the perceived work climate increases the production of counter-productive behaviors of secondary school teachers. The operationalisation of the work climate is that of Parker et al. (2003) and is structured as follows: The perceived task, the perceived role, the perceived supervision, the perceived work team, and the organisation as a whole. The research hypotheses are HR1: the perceived task increases the production of counter-productive behaviours by secondary school teachers; HR2: the perceived role increases the production of counter-productive behaviours by secondary school teachers; HR3: Perceived supervision increases the production of counter-productive behaviours by secondary school teachers; HR4: the perceived work team increases the production of counter-productive behaviours by secondary school teachers; HR5: the perceived organisation as whole increases the production of counter-productive behaviours by secondary school teachers.

2.4 Participants

Teachers under 40 years old are at 63.6% of the workforce, while those over 40 are at 36.4%. These teachers are relatively young overall. Our sample consists of 90 male teachers and 61 female teachers. This means that secondary education is made up of 60% men and 40% women. Teachers with a Bachelor's degree are at 43%, those with either a Master's or a DEA are at 29.3%, and very few have a Ph.D Doctorate which is 4.6%. The bachelor is the secondary teacher recruitment diploma in Cameroon; this is why its percentage is the highest. Teachers speak mainly French, i.e. 57.6% against 9.3% in English only; those who use English and French as a working language are 33.1%. In terms of seniority at work, less than five years of service represent 47%; teachers with less than ten years of service 73%. This situation is due to the fact that many of these teachers are from the last massive recruitment to the public service in 2011. Very few (26%) have more than ten years of service. Married teachers represent 43%, that is half; single people, 37% and those who are cohabiting, 7.9%. These results show that, for secondary education employees, you are married or single. 54.3% of teachers choose the same job if asked to start a new profession. 66% of employees are in category A, against 31% in category B. In Cameroon, to be a teacher at the Lycée, you must have attended a higher normal school and be integrated into the public service in category A. The very high proportion of category B comes from the fact that there are transfers of employees from other ministries to that of secondary education, and in the case of secondary schools and CES with very few staff, these personnel are used as teachers according to their academic specialisations. Very few secondary school teachers are ready to give up their profession for another (35.8%), while 65% recommend this profession to other people around them, which shows that the satisfaction rate is average within this profession. The teachers interviewed seem slightly satisfied in their professional lives. This is demonstrated by the results of job satisfaction because this rate is at 44% of the teachers in our sample, and the dissatisfaction rate is at 33%. The size of the service is between 10 and 50 employees, 42.4%; more than 50 employees, 49.7%. Regarding working hours per week, it appears that those who have more than 35 hours per week are 14.5%, those who work between 10 and 20 hours per week are 72.2%, and those who work less than 10 hours per week are 12.6%.

2.5 Measuring Tools

The work climate was measured using the scale of Parker et al. (2003), which is an adaptation in French of the measurement scale designed by James and Jones (1974) comprising 60 items. These items are distributed according to the five dimensions measured by the scale, namely the perceived task (12 items), perceived role (9 items), perceived supervision (14 items), perceived work team (12 items) and perceived organisation as a whole (13 items). Here, it is not the objective work climate that is measured but the climate that the employees perceive. The counter-productive behaviors of teammates were measured using the scale of Aubé et al. (2009) containing 17 items. These items assess the frequency with which participants exhibit the assessed behaviours based on opportunities. Items are rated on a 4-point scale.

An alpha greater than .70 is a satisfactory alpha. The results of the reliability test indicate that the value of Cronbach's alpha for the perceived task dimension is .71. We can, therefore, conclude that the 12 items of this dimension constitute a coherent whole. The Cronbach's alpha value of the role is .80; that of supervision is .87; that of the organisation is .868; that of behaviour is .94.

2.6 Data Collection and Processing Procedure

The selection of participants was made by the probabilistic sampling technique; to achieve this, we opted for a simple random method. The collection itself was done in the various high schools in the city of Yaoundé. It was a question of proposing to the teacher to fill out the questionnaire after having explained to him the filling process, then either go back for the recovery or recover directly. The self-administered questionnaire technique was

favoured in this research. We used the SPSS program to carry out the various verification and statistical data processing operations. We performed regression and correlational analysis of the data.

3. Results

Table 1. Presentation of descriptive statistics

	N	Min	Max	Mean	Std. Deviation
Task	151	1.58	4.00	3.16	.40
Role	151	1.00	4.00	2.49	.61
Supervision	151	1.28	4.00	2.97	.57
Team	151	1.50	4.00	2.92	.54
Organisation	151	1.00	3.92	2.67	.56
Behavior	151	1.05	3.88	2.41	.76

Table 1 shows that 151 participants answered the questionnaire and that the variables were evaluated on a Likert-type scale ranging from 1, which corresponds to strongly disapproval, to 4, which corresponds to strongly approval. The objective of this analysis is to present the average trends and their levels of dispersion recorded in the evaluation of the dimensions of the work climate (perceived task, perceived role, perceived supervision, perception of the team, perceived organisation) of teachers in the secondary in Cameroon. The results show that:

The average score of the task perceived by the 151 teachers is 3.16. This score is well above the theoretical average of a four-point scale, which is 2.5. This means that the majority of the teachers interviewed consider, for example, that they decide the best way to do their job. The teachers organise the work without too many injunctions. We have, for example, teachers who gather their teaching hours into two or three days of the week and there, they run from 7 hours 30 minutes to 15 hours 30 minutes. Those in a different town than their high school go to high school only for these two or three school days.

The average score of the role perceived by the 151 teachers is 2.494. This score is almost equal to the theoretical average of a four-point scale, which is 2.5. This means that the teachers interviewed consider that they are effectively playing their role as teachers in the profession. Teachers think they play an important role in society and that they are useful. This situation evokes the meaning they give to work. However, according to Morin (2008), the meaning of the work defines the direction and orientation that a teacher gives to his work; the more he is motivated the less he develops counter-productive behaviors at work.

The average score of supervision perceived by the 151 teachers is 2.97. This score is higher than the theoretical average of a four-point scale, which is 2.5. This means that the majority of the teachers met to consider that the quality of work supervision is acceptable and is not conducive to the production of counter-productive behaviors.

The average score of the perception of the work team by the 151 teachers is 2.92. This score is well above the theoretical average of a four-point scale, which is 2.5. This means that the teachers met are free to form their work teams themselves.

The average score of the perception of the organisation by the 151 teachers is 2.67. This score is well above the theoretical average. This means that a good number of the teachers met are satisfied with their organisations and think that it plays a role in their career.

The average score of counter-productive behaviors perceived by the 151 teachers is 2.41. This score is slightly lower than the theoretical average of a four-point scale. This means that the majority of the teachers interviewed consider, for example, that they do not arrive late for work very often. But as this score is close to 2.5, we can say that these teachers have a high production rate of counter-productive behaviors at work. The production of counter-productive behaviors is a reality among secondary school teaching staff.

Table 2. Correlation results

	1	2	3	4	5	6
Task	1					
Role	-.17*	1				
Supervision	.39**	-.14	1			
Team	.37**	-.20*	.58**	1		
Organisation	.19*	-.00	.53**	.50**	1	
Behaviors	-.23**	.44**	-.30**	-.31**	-.07	1

The task ($r = -.23$), supervision ($r = -.30$), and perceived team ($r = -.31$) are significantly and negatively related to counter-productive behaviors. This correlation is weak and negative. Perceived role ($r = .44$) is significantly and positively related to counter-productive behaviors. There is no relationship between perceived organisation ($r = -.07$) as a whole and counter-productive behaviors.

Table 3. Perceived task regression results

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	3.81	.47		7.96	.00
Task	-.44	.15	-.23	-2.94	.00

The objective of this analysis is to verify the idea that the perceived task increases the probability of the occurrence of counter-productive behaviours among Cameroonian teachers. The results reveal that the perceived task exerts a statistically significant influence on the probability of occurrence of counter-productive behaviours ($\beta = -.44$; $p = .004$). The value of the regression coefficient is negative, it appears on the contrary that the perceived task reduces the probability of occurrence of counter-productive behaviours. The contribution of the task in explaining counter-productive behaviors amounts to 4.9%. This contribution, although held, remains statistically significant. This observation is contrary to what was predicted by our hypothesis. Hypothesis H1 is therefore rejected.

Table 4. Perceived role regression results

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	1.03	.23		4.42	.00
Role	.55	.09	.44	6.10	.00

The objective of this analysis is to verify the idea that the perceived role increases the probability of the occurrence of counter-productive behaviors among teachers. The results reveal that the perceived role exerts a statistically significant influence on the probability of occurrence of counter-productive behaviours ($\beta = .55$; $p = .00$). The value of the regression coefficient is positive, it appears that the perceived role increases the probability of occurrence of counter-productive behaviours. The contribution of the role in explaining counter-productive behaviors amounts to 19.5%. The role explains 19.5% of the counter-productive behaviour scores. This observation is in line with what was predicted by our hypothesis. Hypothesis H2 is accepted.

Table 5. Perceived supervision regression results

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	3.61	.31		11.50	.00
Supervision	-.40	.10	-.30	-3.88	.00

This analysis aims to verify the idea that perceived supervision increases the probability of the occurrence of counter-productive behaviors among teachers. The results reveal that perceived supervision exerts a statistically significant influence on the probability of occurrence of counter-productive behaviours ($\beta = -.40$; $p = .00$). The value of the regression coefficient being negative, it appears on the contrary that perceived supervision reduces the probability of occurrence of counter-productive behaviours. The contribution of the task in explaining counter-productive behaviors amounts to 8.6%. This contribution, although held, remains statistically significant. This observation is contrary to what was predicted by our hypothesis. Hypothesis H3 is therefore rejected.

Table 6. Perceived team regression results

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	3.70	.32		11.35	.00
Team	-.44	.11	-.31	-4.01	.00

The objective of this analysis is to verify that the perceived team increases the probability of counter-productive behaviors among Cameroonian teachers. The results reveal that the perceived team exerts a statistically significant influence on the probability of occurrence of counter-productive behaviours ($\beta = -.44$; $p = .00$). The value of the regression coefficient being negative, it appears on the contrary that the perceived team reduces the probability of occurrence of counter-productive behaviours. The contribution of the team in explaining counter-productive behaviors amounts to 9.2%. This contribution, although held, remains statistically significant. This observation is contrary to what was predicted by our hypothesis. Hypothesis H4 is rejected.

Table 7. Results of the perceived organisation regression

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	2.70	.30		8.81	.00
Organisation	-.10	.11	-.07	-.93	.35

This analysis aims to verify the idea that the perceived organisation increases the probability of the occurrence of counter-productive behaviors among teachers. The results reveal that there is no statistically significant influence between the perception of the organisation and the probability of occurrence of counter-productive behaviours ($\beta = -.10$; $p = .351$). The value of the regression coefficient is negative, it appears on the contrary that the perception of the organisation reduces the probability of occurrence of counter-productive behaviours. This observation is contrary to what was predicted by our hypothesis. Hypothesis H5 is rejected.

4. Discussion

Climate refers to the atmosphere prevailing in a given environment. Schneider and Reichers (1983) give a definition that reflects the choices adopted by the majority of contemporary researchers working on the subject: the work climate (also called organisational climate) can be defined as a set of representations shared by the members of an entity (organisation, department, work team) regarding the policies, practices, and procedures that this entity rewards, supports. Two elements of this definition deserve to be underlined: 1-The climate refers to a perceptual phenomenon rather than to objective characteristics; individuals are confronted with a multitude of events in their workplaces, and it is their perception of these events that will determine their representations of the way they are treated; 2-The collective aspect of the climate, it is because these representations are shared by the members of a group that a climate emerges.

From this theoretical observation, it appears that within the framework of the Cameroonian public service in general and mainly, the Department of Secondary Education, the working climate is characterised by inertia. For Olinga (2001, pp 0-11): "... basically, inertia is mainly three things: first, the determined cynicism and frenzied selfishness of a few powerfully organised people; then the resignation and indifference of the greatest number, busy surviving and delaying the inevitable death; finally the helplessness, discouragement and lack of organisation of men of goodwill". It is in this climate of work of inertia which will have, for demonstration, a generalised corruption which, such a gangue, perverted almost all the compartments of the national life in general and particularly the sector of secondary education. Although the public administration in Cameroon has an intranet, there are not enough printers or scanners for all services, and it is tiring to always go from one office to another to

retrieve a printed document or scanned. In some high schools, only the principal has a printer, and it is in his office that all the photocopies are made. Sometimes, he asks the teachers to print out the exam papers at their own expense in the neighbourhood, failing to ask students to make contributions. In high schools, the work computers are old, and the software installed on them is outdated. The system currently used is Windows XP, and the documents are processed on Word and Excel 2007. The intendants and bursars in the High Schools encounter enormous difficulties when establishing and registering imputation invoices since they use Expert software instead of Sage and/or Sai software, which are more suitable today for figures. Results: the work is voluminous. All this working atmosphere, therefore, creates in the teacher a certain perception of his work climate.

The general hypothesis of this research is that the work climate increases the production of counter-productive behaviors of secondary school teachers. However, the results are as follows: HR1 ($\beta = -.44$; $p = .004$); HR2 ($\beta = .55$; $p = .000$); HR3 ($\beta = -.403$; $p = .000$); HR4 ($\beta = -.44$; $p = .000$); HR5 ($\beta = -.10$; $p = .351$). These inferential results allow us to say that the general hypothesis is significant $P < 0.005$ for most research hypotheses; this same general hypothesis is invalid because almost all of the research hypotheses are not validated. These results show that there is a significant link between the work climate and the counter-productive behaviors of teachers; that is to say that these behaviors can be explained by taking into account the working climate. Moreover, the general hypothesis is not validated, so the work climate does not increase non-productive behaviors. This is the case for this research; therefore, other factors are at play in the origin of the increase in counter-productivity at work.

According to the theory of human relations, Mayo carried out between 1927 and 1932 in the Hawthorne workshops of the Western Electric company in Chicago, research on the modification of the working conditions of six workers relating to rest time, working hours, the layout of the workstation, lighting..... Mayo (1932) draws one of the following conclusions: individuals naturally need to belong to a group. They seek the esteem and friendship of those with whom they are associated for the accomplishment of a task. They also want to be able to be useful, to make a clear contribution. In so far as this need to belong is satisfied, individuals manage to work in cooperation and adhere to the objectives of the company, which they appropriate. This point of view of Mayo challenges us in the context of this research, secondary school teachers in Cameroon, who, according to the results of this research, show that the work climate is not the source of their counter-productive behaviour at work. Very few secondary school teachers are ready to give up their profession for another (35.8%), while 65% recommend their profession to other people around them, which shows that the satisfaction rate is average. The teacher in general and the secondary in particular is much devalued in Cameroon. The perception that the public opinion has of his profession is very demeaning and sometimes even insulting. As a result, the teacher's self-esteem tends to be increasingly low and therefore causes counter-productive behaviour at work. Mayo (1932) goes on to say that production is not related to working conditions. The amount of work an individual does is not determined by their physical abilities but rather by their cognitions (beliefs, knowledge, opinions) and social abilities (getting along with others). How do we expect teachers who are humiliated on a daily basis (a philosophy teacher gets slapped during a class session by a sub-prefect in the central region) to be persistent at work? we believe that the humiliating gaze that Cameroonian society has of the teacher, regardless of the body to which he belongs, must change; the Government must further improve the working conditions and climate of teachers, especially by signing the decree implementing the special status of teachers.

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