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Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Impact of job Characteristics on job Performance in Greater Amman Municipality. *1-10*
2. Influence of Foreign Workers Engagement Barrierson Management Attitude and Behavior Within a Warehouse Organization in Canada. *11-26*
3. Does Inclusive Leadership Reduce Emotional Dissonance Among Teachers? –Investigating the Mediating Role of Psychological Empowerment Climate and Organizational Justice. *27-39*
4. L'implication Dans le Metier des Enseignants du Secondaire Public en Contexte Camerounais: vers une Typologie. *41-51*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

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Impact of Job Characteristics on Job Performance in Greater Amman Municipality

By Rima Younis Hasan Sabra

Abstract- This research aims to investigate the impact of job characteristics on job performance in the Greater Amman Municipality. The population of this research consisted of all employees working in the Greater Amman Municipality. A random sample was selected to collect data from the research population, which consisted of (400) questionnaires distributed to employees, while the returned questionnaires and valid to statistical analysis were (375) questionnaires, with the responding rate (94%). Structural Equation Modelling (SEM) was used as a statistical analysis method to achieve the research objectives and testing hypothesis. The result of the research indicated that there is a significant impact of job characteristics and all of its dimensions, which were (job autonomy, skill variety, task identity, task significance, and feedback) on job performance. Hence, the main research recommendation has oriented the managers to emphasizing on employees' empowerment by sharing them in job design to achieve the best organizational results.

Keywords: job characteristics, job performance, greater amman municipality, Jordan.

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I. Introduction

The new environmental challenges have changed the organisations' orientation from focusing only on the external environment to achieve a competitive position to also emphasising on the internal environment, which enhances the ability of organisations to cope with these challenges (Hassan et al., 2017). This orientation appear on government organisation by focusing on job performance that considers a significant factor to reach long term goals by providing high-quality services to customers (Habeeb, 2019). Furthermore, organisations' employees deem the critical component of any organization (Ivancevich and Konopaske, 2014), thus the organization focusing on increasing the effectively and efficiency of their employees that enhancing job performance which is a part of organization performance as a whole(Bos-Nehles et al., 2013).

The job design identifies the requirements of each position within an organization by determining the specific capabilities that needed to fill any position (Millette and Gagné, 2008). These requirements include needed skills and accumulative knowledge that the person should have, as well as identifying the degree of freedom that providing to an employee to scheduling its tasks and choosing the optimal methods to implement its tasks and duties which lead to achieving organization's objectives(Sulistyo and Suhartini, 2019).

Accordingly, the current research seeks to explore the impact of job characteristics on job performance in the Greater Amman Municipality which considers one of the largest government's organizations and responsible for provide a lot of services to customers, besides it is employing large numbers of employees.

II. Theoretical frame Work and Hypotheses Development

a) Job Characteristics

Organisations environments are including not only tangible and physical factors but also including psychological and social factors (Lambert, 2004),where these factors effect on the ability of an organisation to achieve its goals by considering the human resource as the significant factor that leads the organisation to create new competitive ideas and attain success(Al-Hawary and Al-Namlan, 2018). The organisational literature has provided a job characteristics model (JCM) as one of the perspectives that help the organisations to achieve their goals in efficient and effective methods by accurately determine the work tangible and intangible components(Ababneh and Hackett, 2019; Chopra, 2014; Hans and Gupta, 2018).

The job characteristics referred to a sequence that identifying the properties of the job candidates to work in the organisation (Ababneh and Hackett, 2019). Moreover, job characteristics defined as a set of related particular of job that is performed by one employee on the organisation (Lambert, 2004). Therefore, the job characteristics model (JCM) that indicated by (Abu Elanain, 2009; Chopra, 2014; Hans and Gupta, 2018; Traymbak and Kumar, 2018) consisted of five dimensions to measure job components of an organisation.

Job autonomy referred to the scale of freedom that provided to the organisations' employees and power to implement the tasks which seeking to achieve organisations' goals by providing flexibility to identify task scheduling and needed methods related to employee situation(Abu Elanain, 2009; Hackman and Oldham, 1975). Furthermore, Griffin et al. (2012) referred it as the ability of employees to control their work environment by providing them the power to make the

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decisions related to their job procedures. Skill Variety indicated to a set of various skills that the job needed to perform work activities that distinguish between functions (Abu Elanain, 2009). Also, skill variety defined as a group of both knowledge and technical skills which job needed and the base that candidates are chosen according to them (Chopra, 2014). Task identity defined as extent employees' orientation to complete an entire piece of a job with tangible outcomes (Chopra, 2014; Sulistyo and Suhartini, 2019), while task significance determine the degree of influence that the job and its components of employees lifestyle directly or indirectly (Ababneh and Hackett, 2019). Feedback related to how the work providing clear indicators about employees' performance, and the quality of their outcomes (Hans and Gupta, 2018; Traymbak and Kumar, 2018).

b) Job Performance

The concept of job performance has considered as the basic engine of managerial orientations in generally, and human resource management orientation, especially (Habeeb, 2019). The administrative literature suggested a lot of perspectives describe the nature of job performance (Hassan et al., 2017), where Wagner and Hollenbeck (2015) explained the job performance concept through interactive between three factors. These factors are mental abilities that refer to personal capabilities to understand the job details and required skills to do work, motivation which indicates to desire to get the jobs done, and physical resources that refer to the needed equipment and tools to perform the tasks.

Besides, Khan et al (2010) referred to job performance as the quality of employees' outcomes, which are the result of employees' commitment to achieving organization's goals through implementing their tasks in optimal ways. Moreover, it is considered behavior practices that employees' applying in the work environment by interactive and communication between them and with their administrative (Bos-Nehles et al., 2013; Ivancevich and Konopaske, 2014; Lin et al., 2015).

Job performance measured by two dimensions according to (Al-Homayan et al., 2013; Habeeb, 2019; Hassan et al., 2017; Koopmans et al., 2012). Task performance that referred to a set of activities' outcomes related to the main organization's both directly or indirectly functions (Zakaria et al., 2017), as well as the employees' behaviors to their doing of duties and responsibilities (Lin et al., 2015; Wagner and Hollenbeck, 2015). A contextual performance noticed as individual efforts that are not directly related to the core organizational functions, which are of great importance as they form the psychosocial context that is significant motivating factors for driving workers to perform their tasks efficiently(Zakaria et al., 2017), it also realized that contextual performance indicated to loyalty to the work that describes the motives towards self-discipline such as working sincerely and taking the initiative in the implementation of the work and adhere to the rules, policies and regulatory procedures(Bos-Nehles et al., 2013; Fu and Deshpande, 2014).

c) Relationship between Job Characteristics and Job Performance

Job design is one of the human resources management functions which is responsible for determining the requirements of each position in the organisation (Brannick et al., 2019). The objective of this activity is clarifying and explaining the details of a job for all levels of organisations' employees (Ma et al., 2017). Furthermore, it aims to identify indicators to determine the results of the implementation of work (Dessler, 2017). The job design is requiring the perfect knowledge of job components to identify the skills and behaviours related to performing each task in the job (Johari and Yahya, 2016), as well as the degree of employees' empowerment that enable them to make the decisions seek to achieve organisation's goals (Holman et al., 2009). Thus, the characteristics of the job are reflected in the employees' performance (Chu and Lai, 2011). This clarifies by determining the amount of work to be performed by each employee, the responsibilities associated with the execution of tasks, and the behaviours to be followed to achieve the objectives and comparing reached results with desired results (Said and Munap, 2010).Therefore, the major research hypothesis is formulated as the following:

H1: There is a statistically significant impact of job characteristics on job performance.

This major hypothesis divided into five sub-hypotheses:

H1a: There is a statistically significant impact of job autonomy on job performance.

H1b: There is a statistically significant impact of skill variety on job performance.

H1c: There is a statistically significant impact of task identity on job performance.

H1d: There is a statistically significant impact of skill significance on job performance.

H1e: There is a statistically significant impact of feedback on job performance.

III. Research Conceptual Model

The research conceptual model is providing describe to hypothesized relationships between the independent variable which is (job characteristics) and their dimensions that are (job autonomy, skill variety, task identity, skill significance, and feedback) and the dependent variable (job performance). This relationship appears in figure (1).

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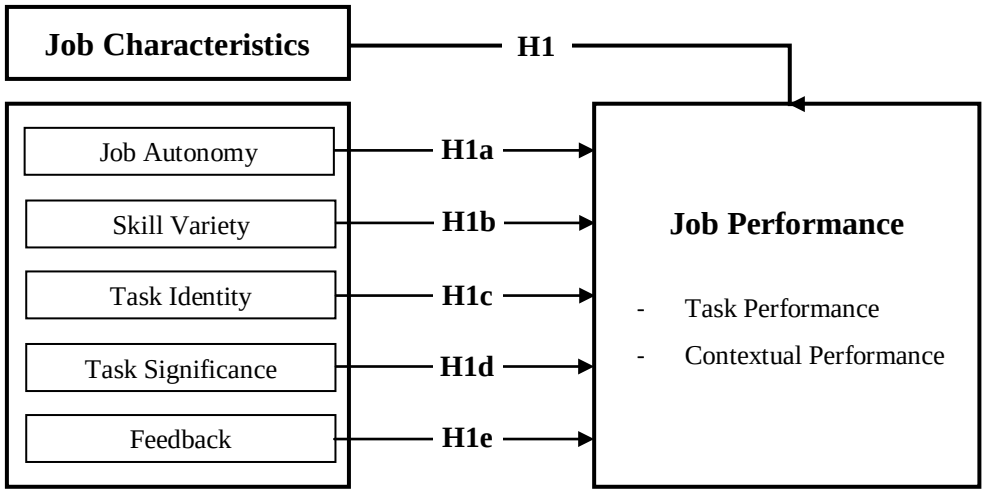

Figure 1: Research Modal

IV. Methodology

a) Research Population and Sample

The population of the research involves the employees of Greater Amman Municipality in Jordan. In order to obtain the information owned by members of the population, the best method to select the sample is random sampling According to (Sekaran and Bougie, 2016). The sample consisted of (400) employees were randomly selected. The retrieved questionnaires were (390), where the questionnaires which valid for statistical analysis were (375) that shape (94%) of distributed questionnaires. Table (1) shows the sample profile.

Table 1: Sample Profile

Variable	Category	Frequency	%
Gender	Male	255	68
	Female	120	32
Age group	less than 25	127	34
	25- less than 35	168	45
	35- less than 45	58	15
	45 and more	22	6
Educational level	Less than Bachelor	42	11
	Bachelor	305	81
	Higher study	28	8

b) Research Instrument

Job Characteristics (JC) as a whole predictor variable was rated using five dimensions, which were job autonomy, skill variety, task identity, task significance, and feedback, while Job Performance (JP) as a whole response variable was scored using two dimensions task performance and contextual performance. The instrument was designed in accordance with the five-point Likert scale. Items used to gauge these variables are divulged in Table (2).

Table 2: Variables Measures

Variables	Dimensions	No. Items
Job Characteristics	Job Autonomy	4
	Skill Variety	4
	Task Identity	4
	Task Significance	4
	Feedback	4
Job Performance	Task Performance	8
	Contextual Performance	8

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c) Exploratory Factor Analysis (EFA)

The objective of using exploratory factor analysis (EFA) was to evaluate the factor structure so as joint items between all variables constitute a single factor (Moretti et al., 2019). Moreover, the major idea is to understand the patterns of factor loadings (Kim and Lee, 2019). The results of the EFA are stated in Table (3).These results are consistent with the paragraphs used in the questionnaire, where refer that job autonomy measured in four items (JA1-JA4), skill variety measured in four items (SV1-SV4), task identity measured in four items (TI1-TI4), task significance measured in four items (TS1-TS4), and feedback measured in four items (Fe1-Fe4). While job performance dimensions measured by eight items for task performance (TP1-TP8), and eight items for contextual performance (CP1-CP8). All factor loadings of those indicators met the required criteria, which suppose that the loadings should be greater than 0.5(Moretti et al., 2019). Results that came into Table (3) were used to evaluate instrument reliability and validity. Cronbach's alpha coefficient (α) as an indicator of instrument internal consistency was used to verdict reliability that appears between (0.817- 0.903), while average variance extracted (AVE) was applied as an index of convergent validity that came between (0.531-0.620). Cronbach's alpha coefficients were greater than (0.7), and the rate of the average variance inflation (AVE) were utmost than (0.5) which indicate that the instrument is reliable and valid according to (Al-Hawary and AlDafiri, 2017; Kim and Lee, 2019).

Table 3: The Exploratory Factor Analysis and Descriptive Results

Dimensions	Items	Loading	Mean	SDs	AVE	CR	α
Job Autonomy	JA1	0.782	3.57	0.89	0.603	0.858	0.843
	JA2	0.822					
	JA3	0.731					
	JA4	0.768					
Skill Variety	SV1	0.698	3.32	0.91	0.551	0.830	0.828
	SV2	0.725					
	SV3	0.768					
	SV4	0.776					
Task Identity	TI1	0.826	2.94	0.96	0.582	0.847	0.841
	TI2	0.748					
	TI3	0.710					
	TI4	0.762					
Task Significance	TS1	0.841	3.16	0.87	0.620	0.866	0.857
	TS2	0.828					
	TS3	0.780					
	TS4	0.693					
Feedback	Fe1	0.692	2.88	0.83	0.535	0.820	0.817
	Fe2	0.691					
	Fe3	0.788					
	Fe4	0.749					
Task Performance	TP1	0.841	3.07	0.95	0.561	0.910	0.903
	TP2	0.732					
	TP3	0.699					
	TP4	0.682					
	TP5	0.763					
	TP6	0.779					
	TP7	0.784					
	TP8	0.697					
Contextual Performance	CP1	0.688	3.12	0.83	0.531	0.90	0.872
	CP2	0.675					
	CP3	0.801					
	CP4	0.738					
	CP5	0.762					
	CP6	0.775					
	CP7	0.706					
	CP8	0.676					

Besides, the consideration in mean and standard deviations, the results presented in Table (3) refer that a moderate degree of job characteristics, where job autonomy (M=3.57, SD=0.89), skill variety (M=3.32, SD=0.91), task identity (M=2.94, SD=0.96), task significance (M=3.16, SD=0.87), and feedback

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(M=2.88, SD=0.83). Therefore, the total degree of job characteristics was moderate (M=3.17, SD=0.91). Moreover, the total degree of job performance was also moderate (M=3.09, SD=0.89), where the task performance was (M=3.07, SD=0.95), and contextual performance was (M=3.12, SD=0.83).

d) Confirmatory Factor Analysis (CFA)

The confirmatory factor analysis (CFA) providing a clear view of how variables and their dimensions interactive among them, as well as it is indicating the degree of goodness the used research model based on the result of the exploratory factor analysis(Al-Hawary et al., 2017; Zenk et al., 2019). Figure (2) showing the result of confirmatory factor analysis.

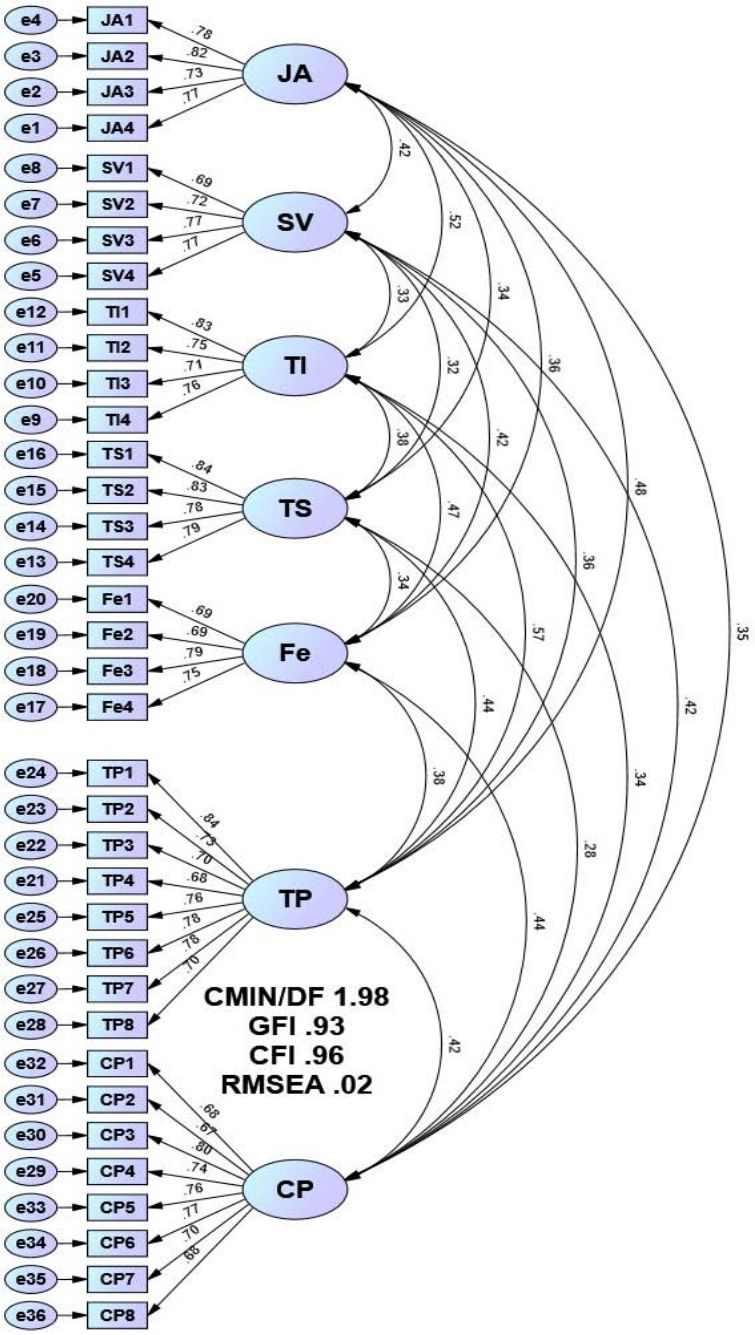

Figure 2: The Result of Confirmatory Factor Analysis

Indeed, there are four significant indices can be used to confirm the goodness of the used model, the indices are Chi-Square Ratio, Goodness of Fit Index, Comparative fit index, and Root mean square error of approximation (Semenova and Khalin, 2018). The goodness of the used model results appears in the Table (4) which indicate that the model is fit and reliable.

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Table 4: Goodness of Model Fit Indices

Index	Value	Criteria*	Result
Chi-Square Ratio (CMIN/DF)	1.98	< 3	Accepted
Goodness of Fit Index (GFI)	0.93	>0.90	Accepted
Comparative Fit Index (CFI)	0.96	>0.90	Accepted
Root mean square error of approximation (RMSEA)	0.02	<0.08	Accepted

**(Al-Hawary and Nusair, 2017; Al-Lozi et al., 2018; Stacciarini and Pace, 2017; Walliman, 2018)*

V. Results

Two objectives were using Pearson correlation matrix. First, to examine what the current data are empty of multicollinearity. According to (Al-Hawary and Alajmi, 2017; Wang et al., 2018), data have no importance problem when correlation values among independent variables are lesser than (0.90). Hence, the current research that is empty of a multicollinearity problem. Furthermore, the variance inflation factor (VIF) and tolerance (Tol.) as indicators used to investigate multicollinearity (Lindner et al., 2019). Correlation value, tolerance and VIF are shown in Table (5) in which tolerance (> 0.1) and VIF values (< 10) were found to be acceptable (Bebba et al., 2017).

Table 5: Correlation Matrix and Multicollinearity Results

	JA	SV	TI	TS	Fe	JP	VIF	Tol.
JA	-						2.68	0.312
SV	0.52*	-					3.40	0.244
TI	0.61*	0.38**	-				2.27	0.325
TS	0.44**	0.41**	0.46*	-			3.78	0.353
Fe	0.49*	0.56*	0.59*	0.47**	-		4.25	0.256
JP	0.57**	0.42*	0.62*	0.53*	0.48*	-	3.86	0.275
Notes: ** Correlation is significant at (α≤0.01). * Correlation is significant at (α≤ 0.05).								

Accordingly, the final phase of the data analysis section involves an examination of the structural equation modelling (SEM) for hypothesis testing, where SEM was conducted using IBM SPSS and AMOS software. Authors adopt such an approach to test their theoretical models and hypotheses (Yadegaridehkordi et al., 2018). Figure (2) shows the research structural model.

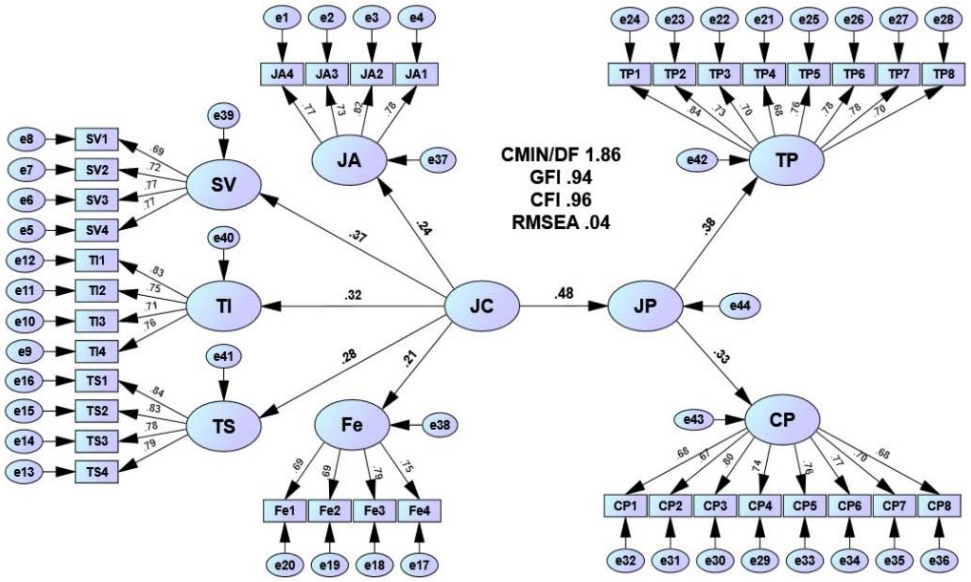

Figure 2: The Result of Hypotheses Testing

Figure (2) presenting the full-fledged SEM and the resultant evaluations of causal effects among the structure. The model contains (36) items. The model indicates a good fit for the data. The goodness of fit statistics is both statistically adequate and practically significant, where the Root means squared error of

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approximation (RMSEA) = 0.04, and the comparative fit indices (CFI) was robust (0.96). Other goodness of fit indices of the model was chi-square ration (1.86).The goodness of fit information supports the adequacy of the model; as they obtained statistics conform to the recommended values for a satisfactory fit of a model to data. The norm-chi-square (Cmin/df) is within the acceptable below of 3, the RMSEA < 0.08, and the CFI > 0. (Hair et al., 2019).

All the parameter loadings of the model were practically rational and statistically important, implying loading coefficients that range between (0.67- 0.84) far greater than the recommended threshold of 0.5(Saleh et al., 2019). Inspection of evaluation outputs further reveals that the hypothesised relationships among the constructs are all statistically significant. Specifically, the relationships among the main two constructs (job characteristics and job performance) where revealed in the model are the evidence of direct relationships among the constructs of the model. The analysis shows that: job characteristics direct effect on job performance (β= 0.48, p=0.000). All effect estimates are statistically significant and logically reasonable, where their values are of an acceptable standard for evidence of direct effects (Best and Wolf, 2015).

VI. Results Discussion

The main objective of this research was investigating the impact of job characteristics on job performance in the Greater Amman Municipality. The result that achieved was there is a significant impact of job characteristics on job performance, this result agrees with (Chu and Lai, 2011; Holman et al., 2009; Johari and Yahya, 2016; Said and Munap, 2010). This means that organisations which adopting job analysis to their functions by focusing on determining job characteristics can enhance their performance. This enhancing can appear through providing their employees with some degree of freedom to manage the tasks related to performing their works. As well as training employees to make decisions related to their different work situations that can help to increase their productivity and ability to provide more services to customers.

Furthermore, the emphasising on identify the groups of tasks required from the employees can help them to arrange their tasks priorities, where they start to implement the complex tasks then easier tasks and dependent on sharing knowledge to solve their problems which increase of speed to do more tasks through the cooperation environment.Hence, this cooperation environment enables the employees to allocate more skills and seeking to improve their abilities in order to attain the organization's goals by efficient and effective methods. Therefore, these done tasks reflected on the employees' behaviors by enhancing their feels to their importance and motivating them to be loyal to its organization. Besides, the feedback providing to the organization employees can lead to improving the employees' ability by focusing on negative gaps and trying to fill these gaps through shared work between employees and administrative in order to provide services in higher quality to achieve customer satisfaction.

VII. Recommendations

According to the results of this research, it is providing some recommendations to managers and decision-makers in the Greater Amman Municipality. Firstly, focusing on feedback results and takes them in their consideration in building human resource strategies to enhance their employees' capabilities. Secondly, emphasising on employees' empowerment by sharing them in job design to achieve the best organisational results. Finally, accurate determining to the job specification and implementing procedures which help the employees to know results per procedure and make their privet plan to attain it in practical ways.

VIII. Limitations and Direction for Future Research

Even though this research providing proffers contributions about identifying job characteristics as significant determinants of job performance, yet it has many limitations. Firstly, the research has applied in the Greater Amman Municipality, which is a part of the government services sector. Future studies could also be using the same variables but in other industries such as privet service sector or industrial sector that increase of ability to generalise the results. Secondly, the research sample included employees in the Greater Amman Municipality who have the same culture and work in the same environment. Therefore, future studies could be as comparative studies between employees in different cultures or workers in multinational environments. Finally, this research conducted to explore the relationship between job characteristics and job performance. So the future studies could be linking between job characteristics and other variables such as workforce diversity, human resource agility, and citizenship behaviour.

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Influence of Foreign Workers Engagement Barriers on Management Attitude and Behavior Within a Warehouse Organization in Canada

By Sunkanmi Peter Ayenimo & Dipak Chauhan

Abstract- This research that was completed in partial fulfillment of a master's degree at Loughborough University examined the Influence of foreign workers' engagement barriers on Management attitude and behavior within a warehouse Organization located across three sites in Canada. Quantitative data were collected from the three operating sites of an anonymous warehouse Company.350 responses were received out of 515 questionnaires distributed.

This project found a positive regression coefficient more than 40% between the variables of management commitment and the variables of the workers' engagement barriers at a 95% confidence level and a P-value less than 5%. Evidence from the open-ended questions suggested language barriers, cultural differences, discriminations, and lack of social interactions amongst the inter-racial workers were the barriers for workers' engagement in the organization.

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Influence of foreign Workers Engagement Barriers on Management Attitude and Behavior Within a Warehouse Organization in Canada

Sunkanmi Peter Ayenimo[α] & Dipak Chauhan[σ]

Abstract- This research that was completed in partial fulfillment of a master's degree at Loughborough University examined the Influence of foreign workers' engagement barriers on Management attitude and behavior within a warehouse Organization located across three sites in Canada. Quantitative data were collected from the three operating sites of an anonymous warehouse Company.350 responses were received out of 515 questionnaires distributed.

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It was concluded that the Company should consider placing all workers at the centre of their safety management system and encourage their engagement regardless of their ethnical background.

This is because the company's Safety Management system would not be enough to drive the organization safety culture from one maturity level to the other without a better workers engagement and commitment from the management team.

I. Introduction

Warehouse and logistics Companies are primarily focusing on solving customer service problems by providing effective material storage, handling, and transport (Sulírová et al., 2017). They do this through efficient logistics, productivity and effective tracking of customer order preparation using the real-time application system.

Customers rely so much on warehouses to store and distribute their goods properly. Warehouse operations have to ensure the safe operation of the entire logistical processes and manage every hazard that could put the customer goods, warehouse employees, and business continuity at risk (Sulírová *et al.*, 2017).

One of the challenges in the warehouse processes in Canada is getting workers with the required education, training, and good operating language skills that would follow all the organization procedures and engaged in all the company safety programs.

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Some workers come from different cultural backgrounds other than North America; they speak and understand other languages. Supervisors do not communicate OHS tips in the native language of most workers, making the implementation of safety policy difficult and impact the organizational safety culture (Premji et al., 2007).

According to the (U.S Bureau of Labor Statistics, 2017), the number of foreign workers related to fatality and injuries is much higher than local-born workers. Canada is a multicultural country. There is a growing number of ethnical diversities due to the Canadian open immigration system (Smith et al., 2009).

Cultural differences would result in opinion differences and differences in beliefs among workers. This would affects individual perception of workplace safety(Arslan et al., 2016).

Cultural differences must be recognized and managed to ensure there is smooth communication among employees and their line supervisors (Arslan et al., 2016). According to (Premji et al., 2007), Cultural and communication differences due to the influx of immigrants are impeding employee engagement in the entire organization's Health and safety programs.

There is a need to assess the impact of employee engagement considering the foreign workers and their engagement barriers on the organization safety culture in the Canadian workplace.

II. Organization Safety Culture and Workers Engagement

According to (Boughaba et al., 2014) employee safety behaviors can be grouped as safety participation and safety compliance. The research study conducted by (De Koster et al., 2011) on the factors contributing to accidents using data from past safety performance of the warehouse operation in Dutch warehouses suggested that employee and leadership safety consciousness are important factors of strong safety performance. This implied that positive communication between leadership and workers will improve the overall safety management system of the organization. Workers understand the details of their job, and they are closer to the hazards of the job much more than the leadership and anyone else.

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This is because they develop more knowledge of the work and understand the inherent risk of their Job far better than their employers. Engaging these workers in safety programs would enhance safety culture and promote employee's trust in the available safety control measures.

According to (Cooper, 2001), the level of employee engagement in safety activities is an indicator of a positive safety culture within an organization. In other words, the organization demonstrated a very poor safety culture whenever most safety responsibilities are majorly shouldered by the safety representatives and the line managers without the involvement of the workers. (Cooper, 2001) referred to proactive safety culture as a culture that incorporates safety observation and intervention into the worker's daily routine activities.

The confidence level of the workers to freely comment on the status of the health and safety within an organization is one of the factors that reveal the level of employee involvement in the health and safety affairs of the organization (HSE, 2005). Workers bring a lot of values to the organization and that involving them in the business activities of the organization would be an avenue to motivate and honed the values and skills they brought.

Workers' involvement provided a good avenue for participation, which is influenced by the organizational culture. (Marching ton et al., 1993) believed that employee participation is just an umbrella under which all forms of worker interactions can be discussed. Participation and involvement were believed to enhance employee senses of belonging and morale (Marching ton et al., 1993).

According to (Armstrong, 2014)Managers have a very strong influence on the worker's engagement because of the roles they play in the employee work schedule and daily decision making. It was remarked that attitudes of the line supervisor with recognizing good employee's performance and setting clear expectations have a lot of impact on the employee's sense of belongings and positive engagement (Armstrong, 2014).

This assertion was supported by (Macleod et al., 2009), starting that line supervisors played important role in the employee engagement by setting a clearer expectation and recognizing employee performance inputs in a way that makes workers feel valued and respected.

(Boughaba et al.,2014)Concluded the research work on the safety culture assessment of the petrochemical industry with a remark that line managers' commitment to safety has lots of influence in the employee safety behavior. According to (Macey et al., 2008) work environment that would encourage employee engagement must foster learning and support work-life balance. It must not put more pressure on the employee to do more than necessary (Macey et al., 2008)

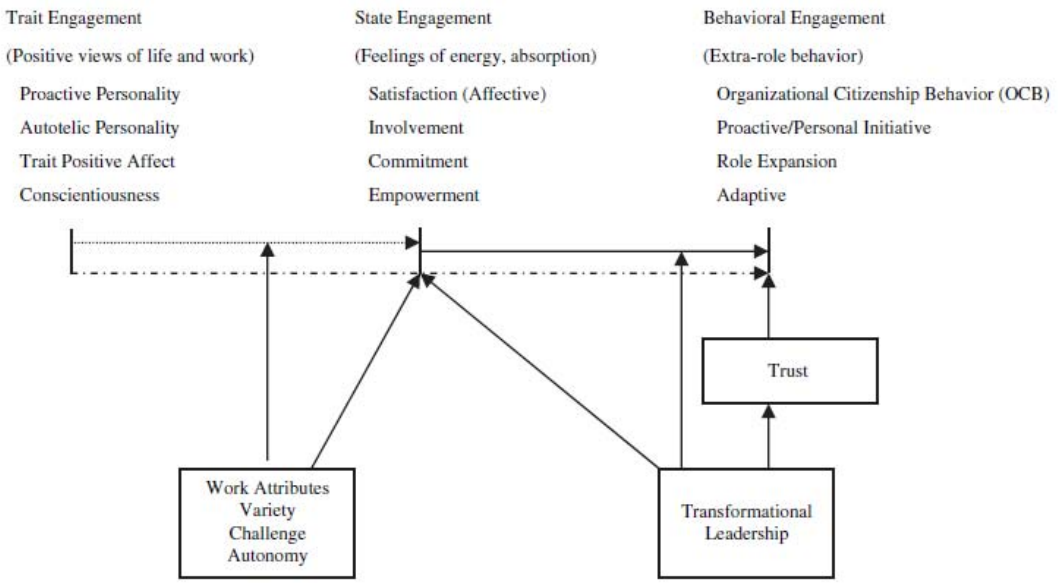

Figure 1: Employee engagement framework (Macey et al., 2008)

Articles on the dynamic of employee participation, according to (Wilkinson *et al.*, 2010), remarked that employee participation could be through direct communication, representative ,and upward problem-solving. Direct communication involves face to face interaction between employees and line managers (Wilkinson et al., 2010).

The purpose of this approach is to foster acceptance of the line supervisor plans through employee education and orientation. This practice

ensures information dissemination from the line manager to the employee through email communication, group briefings, and newsletter (Wilkinson et al., 2010).

According to (Richer, 1991) deployment of workers' involvement programs was more rapid in the United States than in Canada. The reason for this was attributed to the greater strength of the workers' union in the Canadian workplace than in the United States. Canadian unions have a lot of tendencies to oppose some employer innovations ,and Canadian business owners do not have a lot of privilege to avoid union activities ,unlike the United States counterparts(Richer, 1991). This type of employee involvement can be termed Representative participation.

a) Foreign workers Engagement Barriers

Each Canadian province developed its own health and safety legislation. Organizations classified to be out of provincial jurisdiction are governed by the Canada labor code (Liz *et al.*, 2016). Even though there are variations in the Acts and regulations across the country, their principles are not different. Canada's labor code required all organizations to ensure the safety of their workers and the environment where they operate. Likewise, this was also stated in the provincial OHS regulations (Liz *et al.*, 2016). According to (Foster et al.,2018), enforcement of the OHS legislation and employment right are driven by the number and types of the workers' claims and complaints.

According to (Liz *et al.*, 2016), the population of Canadian temporary workers is more than seven hundred thousand. Canadian employers preferred to hire temporary workers in Ontario and Quebec because they can easily avoid the cost of workers' compensation and claims. There are clear policies in Ontario that can make employers liable for health and safety violations than in Quebec but, workers' compensation framework in Quebec meets the need of the temporary workers than that of Ontario (Liz *et al.*, 2016). There are challenges with the Canadian Injury prevention strategies through the Canadian regulatory agencies and workers' compensation board due to the triangular and cascading nature of temporary employments (Liz *et al.*, 2016).

The nature of the on-call jobs and other temporary employments relationships favored Canadian employers because most of the work-related injuries attributed to temporary workers go unreported and limit workers' participation in the workplace health and safety programs (Liz *et al.*, 2016). Transient workers might not have an ample opportunity to express their safety concerns. This was due to the fear of the employer and that they usually believed that filing a concern or claims would hurt their ability to secure future employment with the same employer (Liz *et al.*, 2016).

(Biggs et al., 2006)Attributed the reasons why employers would prefer to hire transient workers to the ease of their dismissal and alleviation of managing workers. He further stated that recruitment cost for transient workers is very minimal compared with hiring permanent workers. The research studies conducted by(Hopkins, 2017) on the safety of temporary employees concluded that transient workers experienced worse health and safety. He mentioned that transient workers were experiencing poor quality of personal protective equipment, insufficient safety orientation, and lack of supervisory clarity.

Canadian Statutory employment laws provide a basis for workers to file a claim or complaints whenever their right has been infringed or whenever they believe their work conditions were unsafe (Foster et al., 2018). It is expected that the employee would initiate this by directing their concern to the Canadian employer and to the regulatory agency without any employer retaliation. This implies employees must be able to voice their concerns to get compensation for their injuries and to help the employer to identify hazards and also to enable the Canadian government to drive the employment legislation(Foster et al.,2018).

Social research conducted by (Foster et al.,2018) in one of the provinces in Canada reflected that some minority groups of workers expressed some fear of employer retaliation as one of the reasons for not expressing any work place safety concern. These sets of workers are more vulnerable to workplace safety hazards and bad work conditions (Foster et al.,2018).

b) Canadian OHS and Ethnic Diversities

According to (Rumana et al., 2018) twenty percent of the Canadian population comprised of immigrants from different nationalities and Canadian ethnic diversity is vast. Immigrants tend to have better health than their Canadian born counterparts. But, their health condition deteriorates over time in Canada due to workplace injuries, aging, mental health, health-related problem, and daily activities (Rumana *et al.*, 2018).

The research conducted by (Rumana *et al.*, 2018) pointed out that new immigrants do not have all the skills and the networking that could land them a befitting job ,but they are willing to undertake higher risk job as survival job and most of the time they are not fully aware of the hazards and the environmental circumstances of the new job due to lack of training, cultural differences and significant language barriers (Rumana *et al.*, 2018).

c) Language barrier as a factor of Health and Safety in Canada

Language barrier was identified as one of the leading factors that cause injury among immigrants in Canada (Rumana *et al.*, 2018). This was because line managers do not communicate in the language that is

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better understood by the immigrants. Canadian OHS regulation is not written or communicated in the language of the foreign workers. Immigrants with language deficiency will not be able to completely understand the Government policy.

As a result, important Health and safety tips that may have an implication on the workers' safety were not passed on. Recent research has shown that there is a direct correlation between workplace injury and language issues (Preibisch et al., 2014). He stated that about 75% of the Asian immigrants that had previously reported work-related injuries and participated in his research survey rated their English language level as very poor and that they had Issues communicating with the line managers.

(Premji et al., 2007)Also stated that language had some influence on work-related health since it affects employees' ability to communicate and develop work relationships without the assistance of informal interpreters. It was concluded that language is another factor that is contributing to the ethnic inequalities in the Canadian workplace.

(Loosemore et al.,2002) concluded his research suggesting that employees with no low proficiency in the country operating language will have issues communicating hazardous conditions to their supervisors. The study has shown that a low level of organization culture commitment was found in some employees who experience some sense of neglect by co-workers on the basis of language barriers (Premji et al., 2007).

(Premji et al., 2007) suggested that language barriers may lead to frustration among employees during work-related interactions due to some misunderstanding. Sometimes Immigrants may not be able to communicate effectively in a way that portrayed what they actually meant during work-related conflict resolution (Premji et al., 2007).

Despite Canada's labor Code and provincial OHS legislation that obliged all Canadian organizations to ensure employees' safety and manage workplace hazards in a way that prevents workers' exposure to injuries and health problems. Language barriers may prevent immigrant employees from raising any concern that could call the attention of the employer to their work-related health and safety challenges (Rumana *et al.*, 2018)

d) Job Mismatch as a factor of Health and Safety in Canada

Another factor that was identified as the leading cause of injury amongst Canadian immigrants was the Job qualification mismatch (Rumana *et al.*, 2018). According to (Premji, et al.,2007) immigrants sometimes remain in jobs that required skills lower than their skills and often exposed them to a variety of health risks.

This factor was also observed by (Premji, et al.,2007) using a survey and inferred that 25% of the Canadian worker between the age of twenty-five and fifty-four are over-educated for their jobs. This situation was found higher amongst Canadian workers with the least Canadian working experience.

His quantitative research concluded that incongruence in the skills required for the jobs and the level of education was linked with increases in the repetitive motion injuries in the Canadian workplace and that the condition is about four times higher in the most recent Canadian immigrants than least recent (Premji and Smith, 2013).

III. Management Commitment to Health and Safety

According to (Fernández-Muñiz et al., 2007)management commitment can be described in terms of leaders' behaviors and their attitudes toward workers' safety and toward the implementation of the organization's safety programs. This attitude was described as the value that an organization leader attributed to the safe running of organizational processes without injury or health implication to workers and the environment (Mc Gonagle et al., 2016).

It is the responsibility of the organization leaders to communicate safety as a priority even though there are other competing work demands. This enables workers to follow organization strict safety procedures without fear of reprimand during any challenging situations that needed to be addressed within a little time frame (Mc Gonagle et al., 2016).

IV. Material and Methods

a) Pilot Study

The questionnaire which was the source of data gathering for this research was piloted two times by other safety professionals from one of the warehouse locations to ensure there was no misunderstanding and misrepresentation (Kennedy, 2019). Piloting allows error check in the questionnaire. After piloting, the length of the questionnaires was reduced to shorten the respondent response time.

b) Questionnaire

The questionnaire was adapted from (Kim et al., 2016), (Boughaba et al., 2014), (Antonsen, 2017), and (Cheyne and Cox, 2000). Questionnaires were distributed to the warehouse employees of the case warehouse industry. Some of the employees were categorized as seasonal or temporary, and they have various national backgrounds.

The research questionnaire consists of 2 open-ended questions to obtain the research respondent's opinions and 34 closed-ended questions that used a rating scale. These questions were designed using a

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Likert scale. The survey respondents included employees with management responsibilities such as Area Managers, Operation Managers and other workers such as Process assistant, EHS Specialists, pick, stow and receive workers

c) Method of Data Analysis

The quantitative data obtained from the questionnaire were analyzed and summarized using the 2016 IBM SPSS statistical software version 24for Windows 64-bit downloaded from the Loughborough University webpage to generate a visualized representation of the information using tables and graphs. This was an attempt to discover whether some patterns exist in the bulk of the data collected from the questionnaire that was meaningful.

The research questionnaire was distributed to about 515 participants with the expectation to receive responses that would be large enough for data analysis. This questionnaire contained measurable safety culture items already mentioned in the literature by (Kim et al., 2016)as the elements of a positive safety culture and these were also used by (Boughaba et al., 2014), (Antonsen, 2017), (Cheyne et al., 2000), and (Vredenburgh, 2002)to access safety culture of an organization.

The surveys were deployed in the 3 warehouse locations of the organization in Canada. Hard copy Questionnaire was deployed due to the limited accessibility of the respondents to the computer system.

d) Model testing techniques

The hypothesis, and the proposed relationship between Leadership commitment, and Workers engagement barriers were tested using Multiple Regression. This was a non-demographics part of the questionnaire. Variables of the workers' engagement barriers were selected as independent variables. The variables of the management commitment were selected as dependent variables. These data were obtained from sections B and C of the Survey.

This method used regression coefficient, and p-value to simultaneously test the relationship between these variables at a 95% confidence level. This method was used by (Kim and Yang, 2016) to assess the safety culture perception and behavior of workers, and (Brown, et al.,2000) to predict workers' safe behavior in the steel industry.

The co-efficient of regression was obtained on the variables of workers' engagement barriers versus other factors of the research Model such as Leadership commitment, to assess the extent of the relationship.

e) Internal and external reliability

SPSS program was used for this research to verify the reliability of all the factors that were loaded from the questionnaire as reliable using the Cronbach coefficient as test value. Cronbach value of greater than 70% was considered to be a good value for internal consistency (Kevin C.Chung, 1998)

According to (Bonett, 2015) Cronbach's alpha can be used to measure the internal consistency of the items of the research questionnaire. It is a technique that was predicated on the principle that all questionnaire items that were calibrated on a Likert scale must satisfied parallel assumptions. This implies that all measurement items must have equal covariance and variance. Cronbach's alpha was estimated for each of the relationship tested on the management commitment variables and workers engagement barriers

V. Research model and Hypothesis

a) Research Model

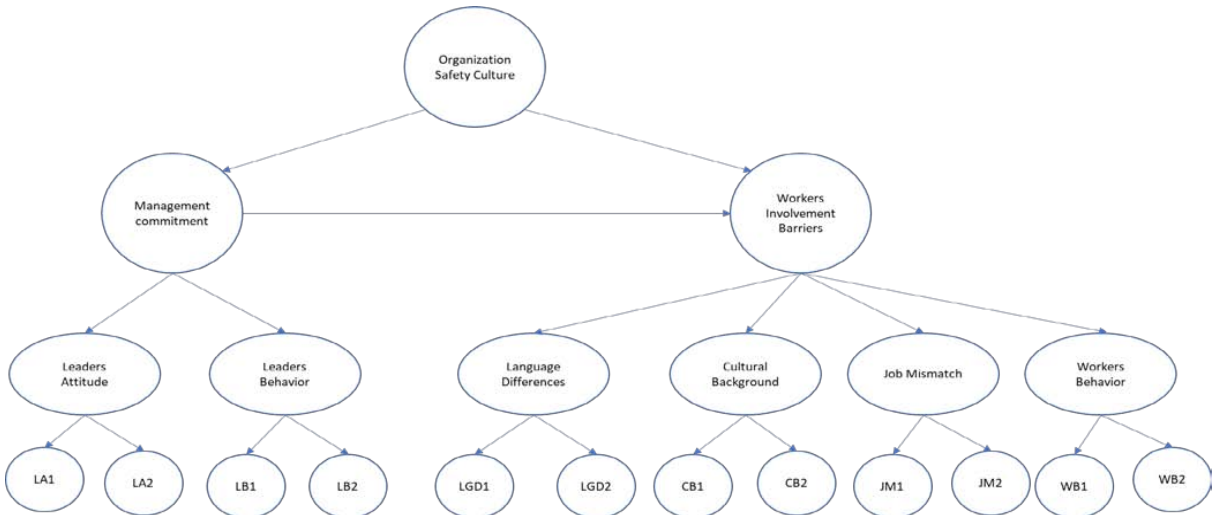

Figure 2: Proposed research Model

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b) Research Hypothesis

H1 A relationship exists between Worker engagement issues and Management commitment to health and safety

H2 Worker engagement barriers give no effect on the Management commitment to safety

VI. Characteristics of the Demography

Table 1: Respondent Country of origin by location

Country of origin	Site A	Site B	Site C
African	5	6	7
Asian	15	35	36
White English	55	29	32
Indian	13	42	55
Hispanic	5	4	3
White Non-English	2	3	3
Total	95	119	136

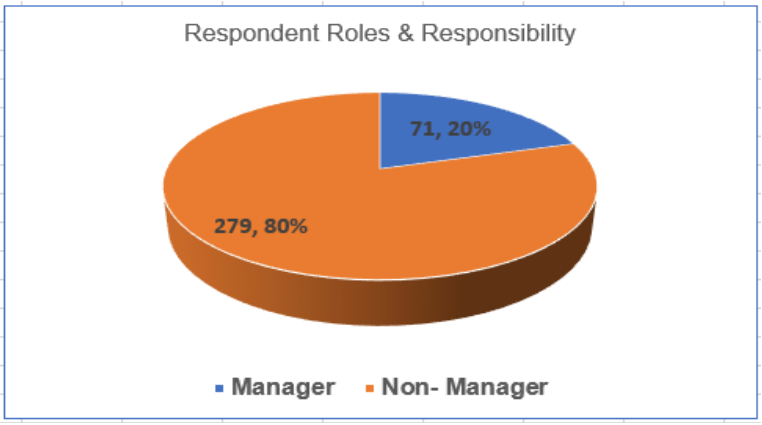

Figure 3: Respondent Roles &Responsibilities

Company_Exp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 1 Year	51	14.6	14.6	14.6
	2 - 3 Year	223	63.7	63.7	78.3
	4year and Above	76	21.7	21.7	100.0
	Total	350	100.0	100.0	

Figure 4: Respondents Company Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent	143	40.9	40.9	40.9
	Temporary	207	59.1	59.1	100.0
	Total	350	100.0	100.0	

Figure 5: Respondents Job-status

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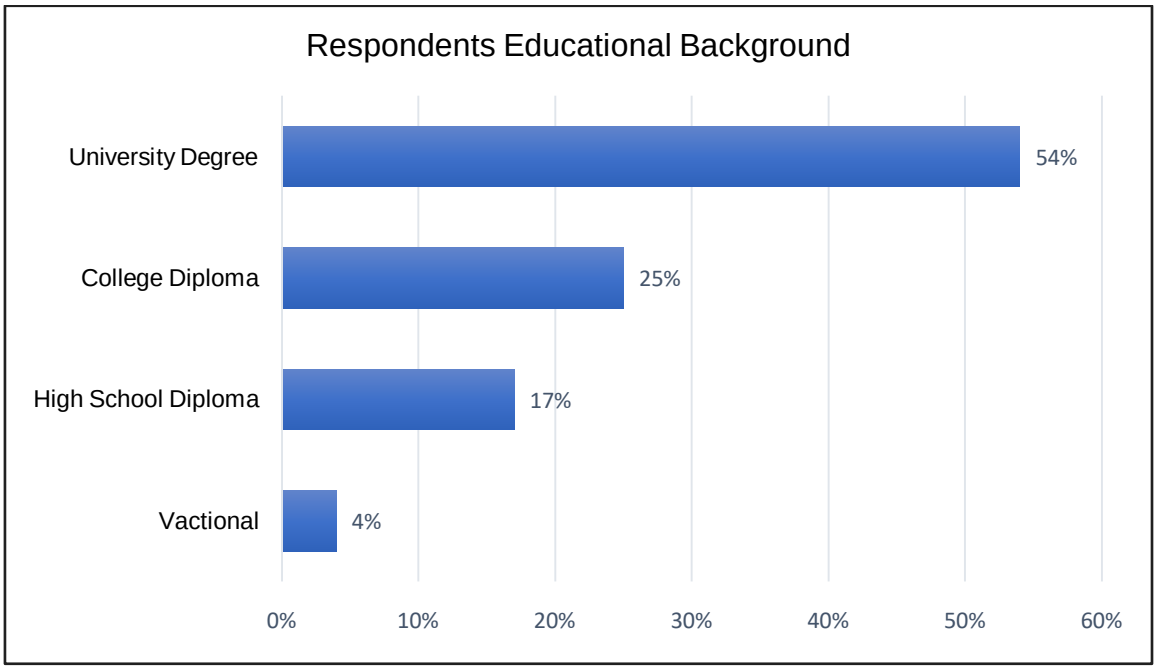
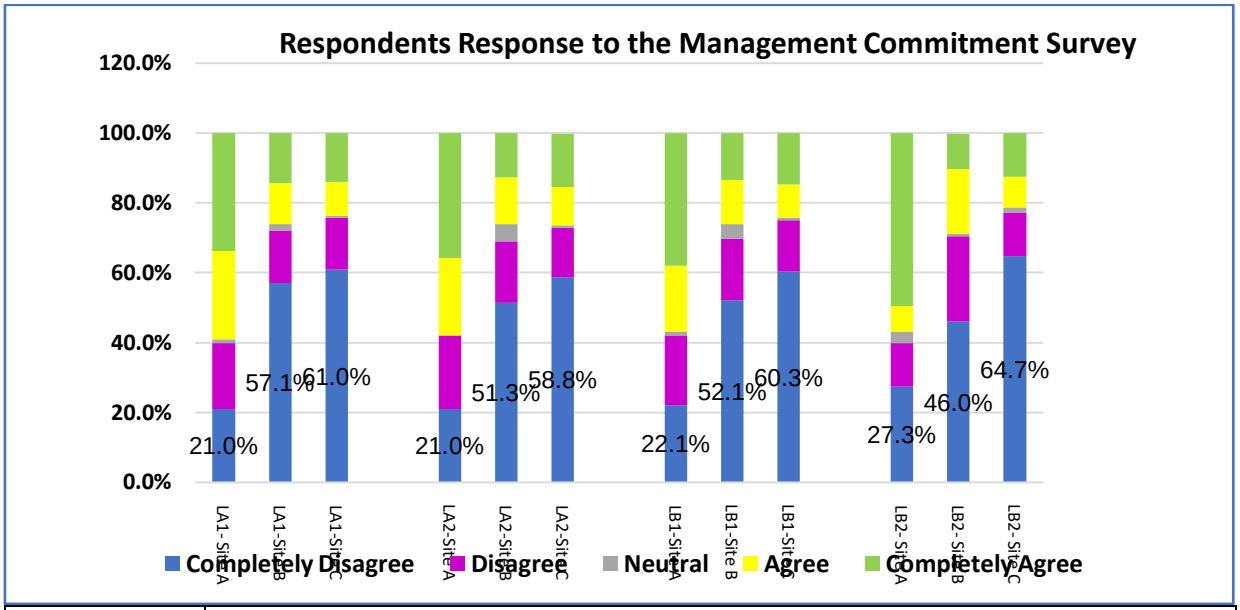


Figure 6: Respondents educational backgrounds

Table 2: Distribution of foreign workers' job-status by Location

	Site A	Site B	Site C
Total Foreign Worker	40	90	104
Foreign Temporary worker	29	74	86
Foreign Permanent worker	11	16	18

VII. Management Commitment to Health and Safety



LA	Leaders/Managers Attitude
LB	Leaders/Managers Behaviour

Figure 7: Respondents Response to the Management Commitment Survey by site

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As shown in Table 1 above, the population of foreign workers in Site A was lower than that of local workers called English white in this paper. Foreign workers only represented 42% of the Site Aworker's population and 75.6% of the Site B population, and 76.5% of the Site C population.

As shown in Figure 8 above, about 59% of the Site A population agreed with survey question LA1 that their Supervisors considered workers involvement and participation were important to health and safety programs as an avenue to reduce work-related injury rate while about 39.9% did not agree with LA1 or have the same opinion in Site A. Similarly, about 57.9% of Site A workers agreed with LA2 and have the opinion that Supervisor considered efficient communication within the organization was essential to understand and implement the company safety policy.

More so, the perception of Site A workers on Managers' behavior was not uniquely different from their perception of the management attitude. 56.8% of the Site A workers agreed with LB1 and have the opinion that Supervisors take responsibility for workers' health and safety as well as productivity while 42.1% disagree. Similarly. 56.9% agreed that Supervisors actively and visibly lead health and safety programs and 39.9% of the worker did not share this opinion. 3.1 % of the people were neutral to the LB2 survey question.

Conversely, this analysis is not the same in Site B and Site C where they have a higher ratio of foreign workers. The percentage number of disagreements with the management commitment survey questions was significantly higher compared with Site A for leaders' attitude and behavior as shown in figure 8. This level of disagreement correlated with the percentage composition of foreign workers in the respective locations.

In Site B, about 72.2% of the worker disagreed with the survey question LA1 asking whether Supervisors considered workers involvement and participation is essential to health and safety programs as an avenue to reduce work-related injury rate. The trend was not different from Site C where they have a 76.9% level of disagreement.

Figure 9 below shows the combined percentage response to the Management commitment survey questions from the three warehouse sites which represented about 350 respondents. About 66% of the respondents which accounted for 231 workers disagreed with the survey question LA1 requesting whether their Supervisors considered workers involvement and participation were important to health and safety programs as an avenue to reduce work-related injury rate while about 33.1% did not agree or have the same opinion as shown in Figure 9below.

Similarly, about 63.7% of the workers did not have the opinion that Supervisor considered efficient communication within the organization was essential to understand and implement the company safety policy denoted by LA2. Only about 33.4% have a favorable opinion.

The percentage negative opinion on managers' behavior was like the workers' opinion on managers' attitudes. Less than 35% of the workers have a favorable opinion of the managers' behavior LB in support of the workers' health and safety.

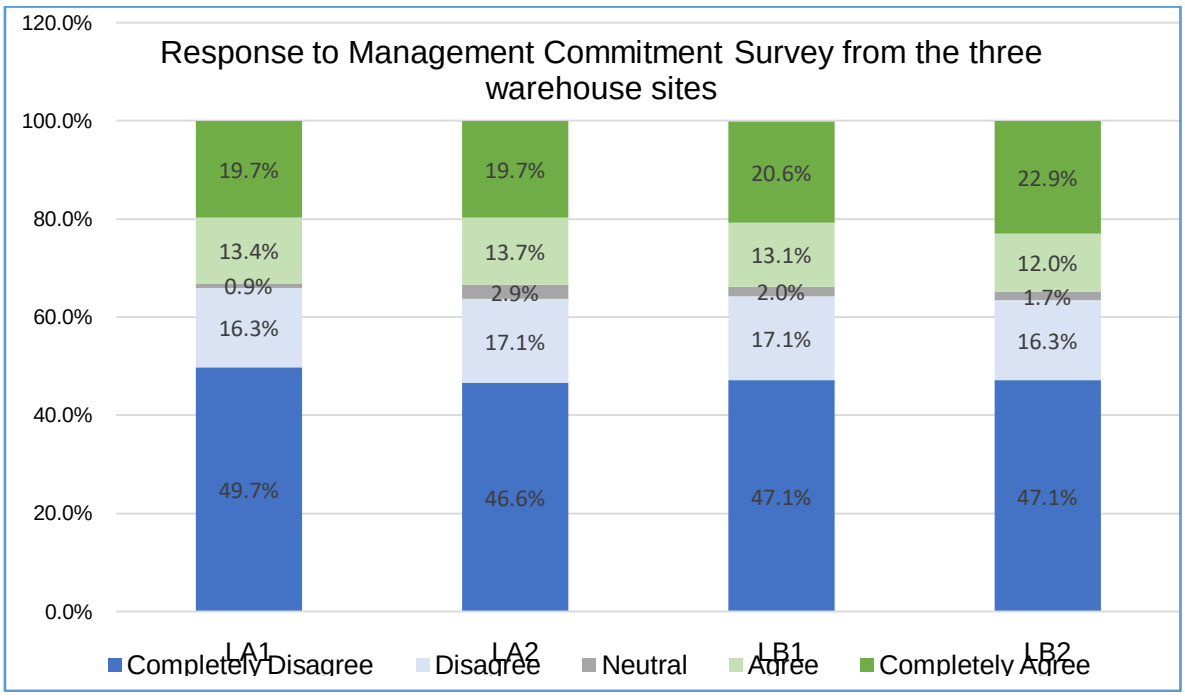

Figure 8: Response to Management Commitment Survey from the three warehouses sites combined

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VIII. Workers Engagement Issues

Respondents' disposition to the survey questions on workers' engagement barriers was different from site to site. The number of negative responses to the survey questions was very small at the location where there were more local workers. The level of agreement corresponds to the percentage of local workers who work for the company using their first language which is the operating language of the company.

Figure 10, 11 below shows the percentage responses to each of the survey questions attributed to the workers' engagement issues at each of the operating locations of the warehouse company. It is vital to understand that about 60% of the workers' population in Site A cannot say whether workers were complying with safety rules and procedure denoted by WB1. The

Variable	Description
JM1	Are you happy working in your current role
JM2	Do you feel your qualifications matched your current role
JM3	Do you feel you have the right experience to work well in this role?
CB1	The organization's safety values are like your previous work experience and background
CB2	The company's approach to workers problem align with your culture or beliefs
CB3	Do you enjoy working with family members or a close friend from your country of origin
LGD1	Do you believe you always understand the language and instructions of the managers
LGD2	Your communication relationship with team members and supervisors are strong
WB1	Do you believe workers comply with safety company safety rules and work according to job procedures
WB2	Do you provide suggestions whenever there are deficiencies in work conditions

a) Workers Engagement Issues in Site A

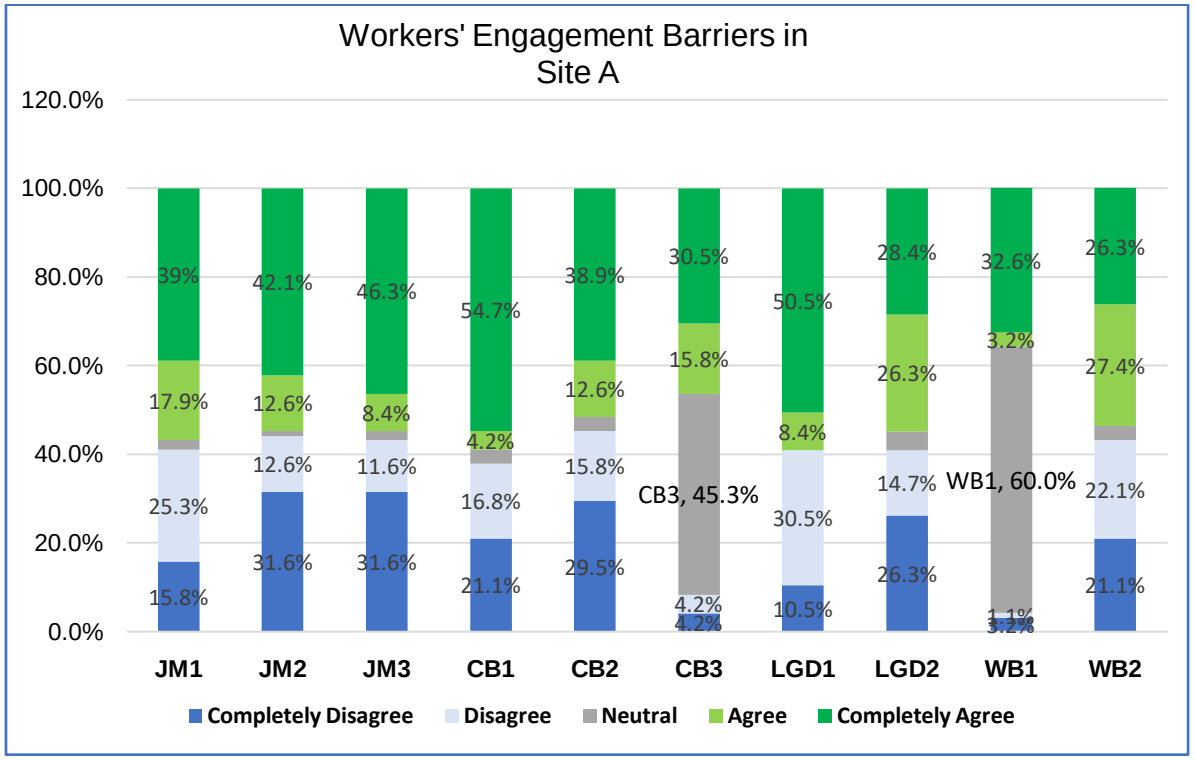

Figure 9: Workers engagement Barriers in Site A

As shown in Figure 10 above, 56.9% of the Site A population of workers responded positively to the survey questions on Job Mismatch JM1, 54.7% responded positively to the job Mismatch JM2, and 54.7% responded to the Job Mismatch JM3.

58.9% of the Site A respondents agreed with LGD1 that they always understand the language and instructions of the managers. However, about 45.3% percent of the workers neither agree or disagree on whether they prefer working with a colleague from their

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original nation as denoted by CB3 in Figure 10 above. About 60% of the workers did not know whether workers were complying with company safety rules and work according to job procedures denoted by WB1 in Figure 10 above

b) Workers Engagement Issues in Site B

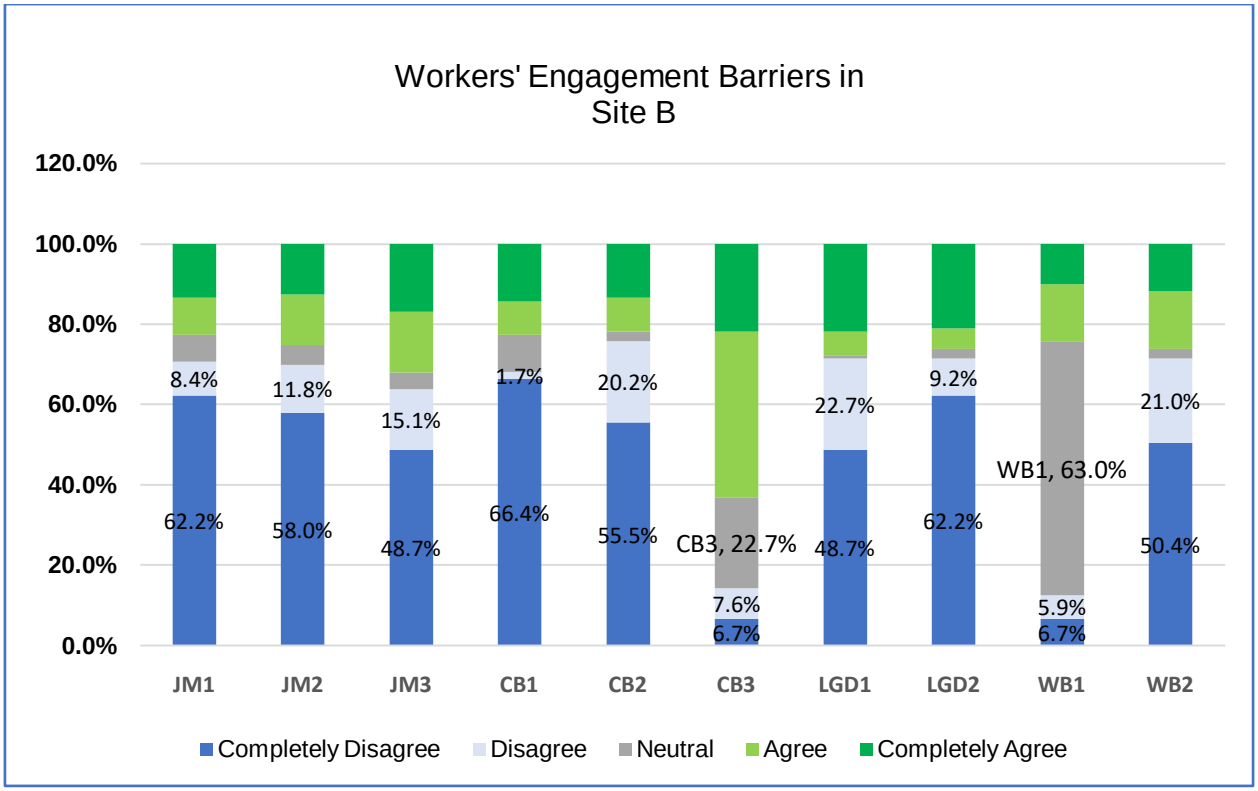

Figure 10: Workers' Engagement Barriers in Site B

The responses gathered from Site B on workers' engagement barriers shows that the level of disagreement on the Job Mismatch and language differences appears to be higher than Site A. About 69.8% of the workers did not agree with JM2 that their qualificationsmatched the current role and 63.8% did not agree with JM3 that they have the right experience to work well in their role as shown in Figure 11

Similarly, about 22.7% of the workers did not have an opinion on whether they prefer working with a colleague from their original nation denoted by CB3. However, about 63% of the workers did not know whether workers were complying with company safety rules and work according to job procedures denoted by WB1. 71.4% of the Site B respondents disagreed with LGD1 that they always understand the language and instructions of the managers. 71.4% of the population does not have a communication relationship with co-workers.

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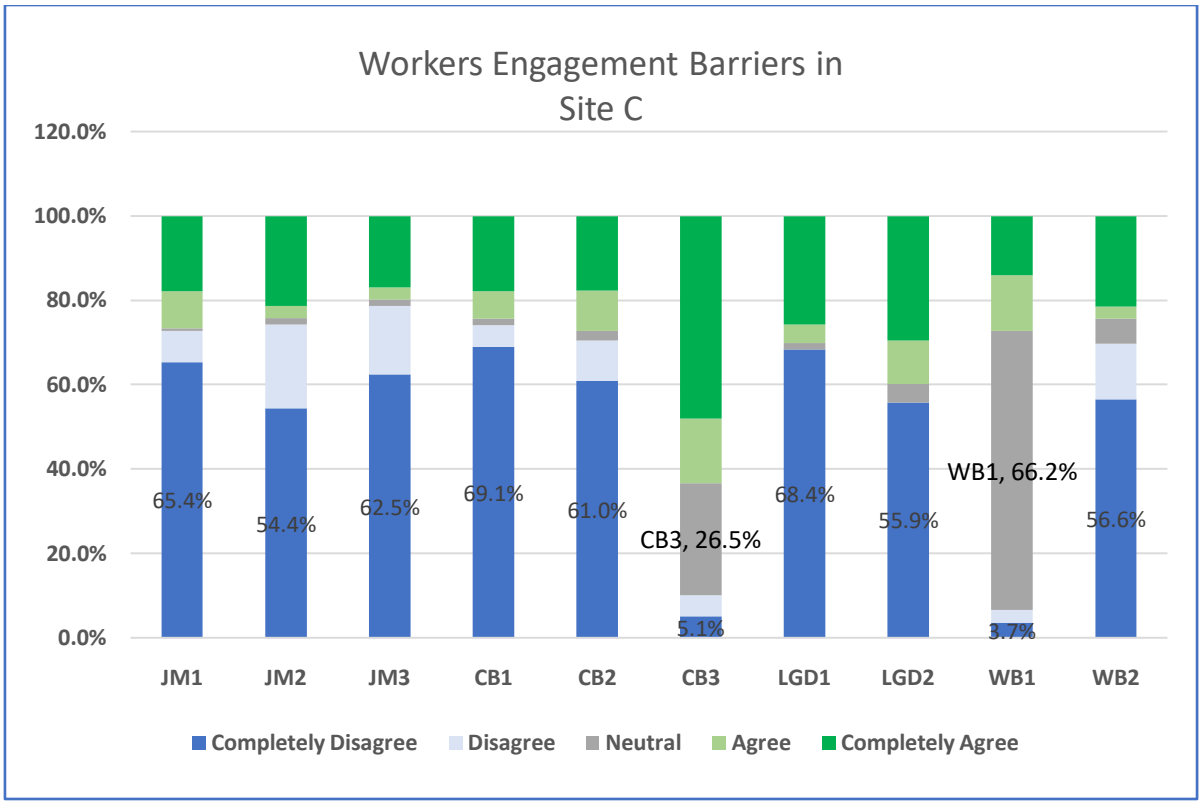

Figure 11: Workers' engagement Barriers in Site C

Data gathered from this location on workers engagement barriers appear to be also like the data obtained from Site B the slight increase in the level of disagreement to the worker's engagement survey questions in Site C can be attributed to the higher ratio of foreign workers in Site C more than Site B.

c) *Summary of workers Engagement Issues within the company*

As shown in Figure 13 below, about 63.5% of the workers were not happy working in their current role denoted by JM1 and 64.5% of the workers believed their qualifications did not match the job denoted by JM2. Also, 63.7% did not agree that their experience matched the current role denoted by JM3. About 62% of the workers have the opinion that they do not frequently understand the language and the instructions of the managers denoted by LGD1. Similarly, 57.1% of the population does not have a communication relationship with co-workers.

As shown in Figure 13 below, about 30.3% of the workers did not have an opinion on whether they prefer working with a colleague from their original nation. However, about 63.4% of the workers did not know whether workers were complying with company safety rules and work according to job procedures denoted by WB1.

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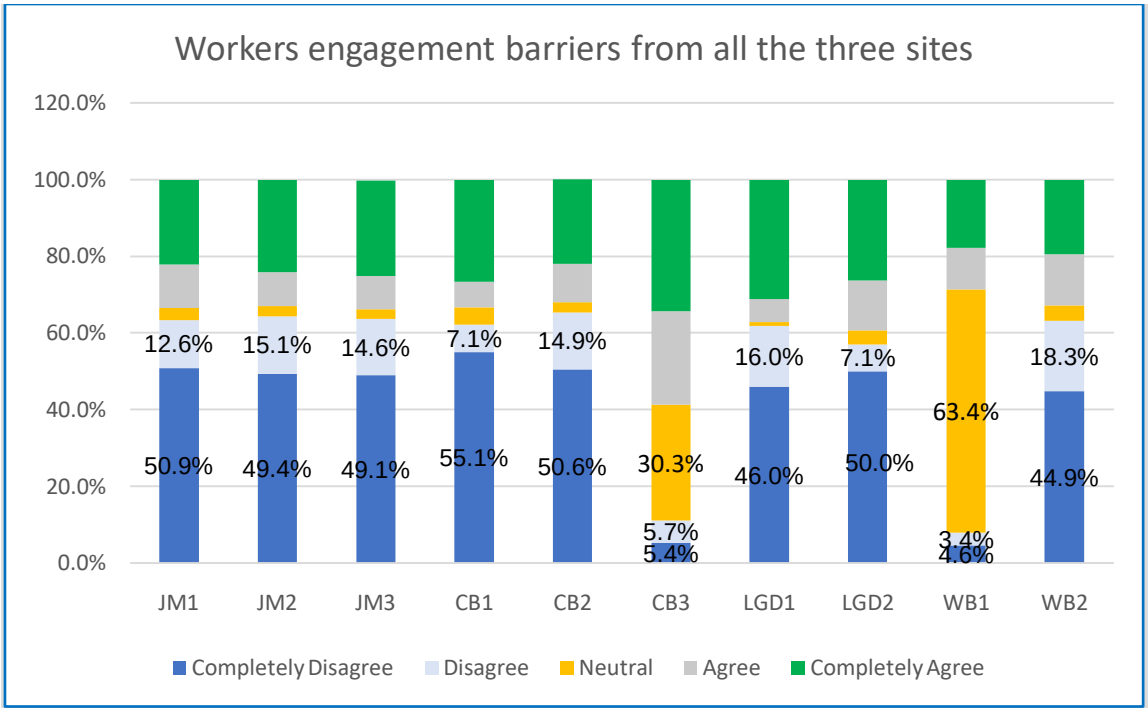

Figure 12: Workers engagement barriers from all the three sites

IX. Result and Test of the Hypothesis

Table 3: Regression Table

		Site A	Site B	Site C	Combined-R	Cronbachα
	Workers Engagement Barriers	Regression Co-efficient			P-value	
LA1	JM1 (Job Mismatch)	0.90	0.67	0.73	0.79	0.000
	JM2	0.84	0.73	0.66	0.76	0.000
	JM3	0.82	0.66	0.60	0.72	0.000
	CB1 (Cultural Background)	0.80	0.78	0.73	0.80	0.000
	CB2	0.82	0.70	0.74	0.77	0.000
	LGD1 (Language Differences)	0.89	0.79	0.73	0.81	0.000
	LGD2	0.85	0.79	0.57	0.72	0.000
	WB1 (Workers Behavior).	-0.63	0.58	0.57	0.29	0.000
	WB2	0.81	0.73	0.63	0.73	0.000
						0.93
LA2	JM1 (Job Mismatch)	0.93	0.59	0.67	0.75	0.000
	JM2	0.84	0.62	0.61	0.71	0.000
	JM3	0.83	0.59	0.54	0.68	0.000
	CB1 (Cultural Background)	0.82	0.66	0.67	0.75	0.000
	CB2	0.88	0.60	0.67	0.74	0.000
	LGD1 (Language Differences)	0.94	0.74	0.66	0.79	0.000
	LGD2	0.90	0.74	0.53	0.70	0.000
	WB1 (Workers Behavior).	-0.65	0.48	0.55	0.24	0.000
	WB2	0.83	0.64	0.62	0.71	0.000
						0.92

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LB1	JM1 (Job Mismatch)	0.92	0.71	0.73	0.80	0.000	0.93
	JM2	0.79	0.70	0.67	0.74	0.000	
	JM3	0.84	0.63	0.61	0.72	0.000	
	CB1 (Cultural Background)	0.79	0.76	0.74	0.79	0.000	
	CB2	0.84	0.74	0.72	0.78	0.000	
	LGD1 (Language Differences)	0.91	0.84	0.71	0.83	0.000	
	LGD2	0.88	0.82	0.56	0.73	0.000	
	WB1 (Workers Behavior).	-0.67	0.72	0.60	0.32	0.000	
	WB2	0.81	0.90	0.66	0.79	0.000	
LB2	JM1 (Job Mismatch)	0.87	0.61	0.68	0.75	0.000	0.92
	JM2	0.81	0.70	0.63	0.74	0.000	
	JM3	0.79	0.57	0.56	0.68	0.000	
	CB1 (Cultural Background)	0.80	0.70	0.71	0.77	0.000	
	CB2	0.84	0.64	0.71	0.75	0.000	
	LGD1 (Language Differences)	0.92	0.71	0.70	0.79	0.000	
	LGD2	0.87	0.69	0.55	0.68	0.000	
	WB1 (Workers Behavior).	-0.65	0.48	0.60	0.22	0.000	
	WB2	0.81	0.66	0.61	0.71	0.000	

a) Organization relationship between workers engagement barriers and management commitment

At 95% confidence level and P-value less than 5%, If the combined optimum regression coefficient obtained for each of the management commitment variables and workers engagement barriers is greater than 0.4, we concluded that some strong relationship exists between the Workers engagement barriers and the management commitment in the organization. This implied that Worker engagement issues such as Job Mismatch, language barrier, cultural difference, and workers' behavior give a meaningful effect on the management committee or otherwise.

As shown in Table 3below, a p-value less than 0.05 obtained for each of the regression coefficients shows that the model fit for this relationship was significant and that most workers' engagement barriers mentioned in Figure 13give a meaningful effect on the commitment of the management team to the organization health and safety. At a 95% confidence level, there were higher F-value for each of the variables and the standard error was very small.

As shown in Table 3, there was a strong relationship between management commitment and workers engagement barriers such as a language, job mismatch, cultural background, at P-Value less than 5% and regression coefficient greater than 40%.

Therefore, the first hypothesis that a relationship exists between workers' engagement issues and leadership commitment was true and accepted.

b) Response to the open-ended questions

From figure14 below, 70% of the respondents mentioned Language barriers were contributing to the workers' involvement issues. 65% of the respondents mentioned workers were not engaged due to the cultural differences that exist within the company.

About 61% of the workers believed discrimination exists within the company and it was preventing workers from participating in the safety programs. Similarly, 58% mentioned there were fewer social interactions among workers and 55% of respondents indicated managers' attitudes and behavior were the issues. They believed the company leaders were not visibly leading the safety programs.

30% of the workers indicated they do not have knowledge of how they can participate in the safety programs and that the participation orientations were not enough.

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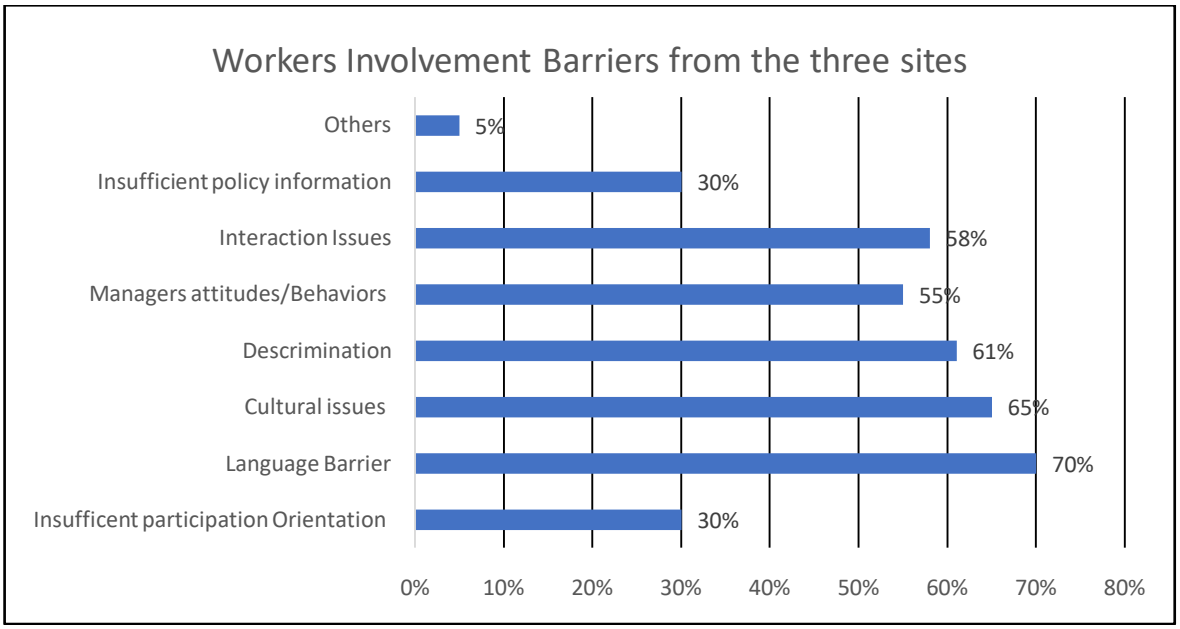

Figure 13: Response to the open-ended question: Workers Involvement Barriers

X. Discussion

Management commitment was described in terms of their behaviors and their attitudes toward workers' safety(Fernández-M uñiz et al., 2007). It is the management's responsibility to create a safe working environment for all employees. This aligned with the Canadian Labour law. Each provincial OHS regulation in Canada made this a compulsory term for all employers (Liz *et al.*, 2016).

Managers create a safe working environment in partnership with the employees through a robust administrative system that ensures workers report any condition or situations that can put their life at risk directly to the line supervisors without fear of reprimand. This type of system was opined by (Boughaba et al., 2014) as a predicate to a safe working environment.

According to(Fernández-Muñiz et al., 2007) attitude and behavior are important variables of the organization's safety culture. Leaders promote a positive safety culture through staff engagement, leading by example, and communicate the safety standard effectively.

One of the ways managers demonstrates leadership is by communicating what they regard as important to the workers (Thomas et al., 2009). Communication is very important and considered one of the elements of organization safety (HSE, 2005). (Cotton, 1993) indicated that one of the approaches to workers involved in safety is through communication.

Communication can be formal or non-formal. It can be in the form of weekly safety meetings, JSA Reviews, toolbox meetings, and posters. Two-way communications with the workers avail management team an opportunity to discuss and resolve safety-related concerns. This level of interaction between managers and workers enhances mutual trust and encourage workers involvement in safety according to (Thomas et al., 2009)

Workers' response to the survey question on whether Supervisors consider efficient communication within the organization is essential to understand and implement the company safety policy was not perceived favorably as shown in Figure 9 above. It does not seem what (Thomas et al., 2009) referred to as mutual trust between managers and workers that exist in these anonymous organizations. Only 33.4% of the respondents in the entire organization agreed with the survey variable LA2.

Conversely, figure 8 shows that the survey question on the Leadership attitudes LA2 was perceived more favorably in one of the sites where there was a higher percentage of the local workers that speaks the operating language of the company as their first language which accounted for about 57.9% of Site A respondents which agreed with this survey questions.

This implies there was a better mutual trust between the management team and workers in Site A than the rest of the organization due to the higher mutual understanding of company operating language in that Site. Even though the sites were operating under the same production characteristics and use the same management system, the number of negative responses to the workers' engagement barrier survey questions were higher in Site C and Site B than Site A shown in Figure 10,11,12.This brought the percentage positive perception of the survey question down in the company.

As shown in Table 3, the regression table suggested the level of relationship that exists between each variable of management commitment and the

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workers' engagement barriers across the company operating sites.

At a 95% confidence level, whenever the regression co-efficient between each variable of management commitment and variable of the workers' engagement barriers is greater than 40% at P-value less than 5%, we concluded that a strong relationship exists between them.

It was observed that the value of the regression coefficient reduces as the number of negative responses to the survey questions increases across the sites.

Although, a better agreement exists between these variable sat Site A than the rest of the sites with a higher value of regression co-efficient at p-value less than 5%. According to (Kim et al., 2018) job fit can be defined as how well a particular job corresponds to the characteristics of the individual taken into consideration the workers' academic background, job competence, and the psychological factor which is aptitude and attitude.

Management commitment was described in terms of the manager's attitude and behavior according to (Boughaba et al, 2014). The dispositions of the workers to the managers' behavior survey questions LB1, LB2 was not different from their dispositions to the survey question on Managers' attitude LA1 and LA2 as shown in figure 9.

Similarly, Table3 also demonstrated a strong relationship between the leaders' behavior and workers' engagement barriers such as a language, job mismatch, cultural background, and workers behaviors like Managers 'attitude LA1 and LA2 at P-Value less than 5% and the combined regression coefficient greater than 40%.

XI. Conclusion

Some scholars have linked and established a relationship between the organization's safety culture and productivity, injury rate, and qualities of production. This research linked elements of the safety culture with the engagement issues faced by foreign workers in Canada and established the extent of their relationship using regression and descriptive statistics.

It was discovered there was some relationship between management commitment to safety and workers' engagement barriers as shown in Table 3. The relationship implies a stronger safety culture can be achieved if the workers' engagement issues can be managed and addressed since the spate of foreign workers will continue to rise in the high-income country like Canada. Immigrants will continue to participate in the Canadian labor market regardless of their barriers.

XII. Recommendation

Safety management practices can be implemented in a way that puts workers at the centre of the entire organization system. This will promote workers' engagement in organizational safety programs. This is a concept of human performance approach as described by (Wachter et al., 2014). This is a system that puts transient workers and foreign workers into consideration during the design and implementation of the safety management system.

The organization needs to create an association, sporting activities, and other social activities that will bond the inter-racial workers together in order to foster communication and workplace interactions.

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Does Inclusive Leadership Reduce Emotional Dissonance among Teachers? – Investigating the Mediating Role of Psychological Empowerment Climate and Organizational Justice

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Strictly as per the compliance and regulations of:

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Does Inclusive Leadership Reduce Emotional Dissonance among Teachers? – Investigating the Mediating Role of Psychological Empowerment Climate and Organizational Justice

Rohini S Nair [α] & Dr. Sivakumar V. [σ]

Abstract- The role of teachers is of utmost significance in the education system. The emotions of teachers play a vital role in determining their development and wellbeing. Emotional dissonance leads to several negative consequences for both the teachers and the institution and will affect their commitment and overall well-being. Several factors affect the emotions of teachers in the institution. This emotional exhaustion of the teachers can be reduced if the organization has inclusive leaders, provides them a climate of empowerment and follows justice. The present study focuses on the importance of inclusive leadership, psychological empowerment climate and organizational justice in reducing the emotional dissonance of teachers. The study was conducted among 510 school teachers. The result of the study proved that inclusive leadership has a significant role in reducing emotional dissonance of teachers. Also, psychological empowerment climate and organizational justice has a significant mediating effect on this relationship. The study gives an insight into the importance of these factors to the teaching community.

Keywords: teachers, inclusive leadership, psychological empowerment climate, organizational justice, emotional dissonance, mediating effect.

I. Introduction

It is needless to explain the importance of teachers for a nation. They are vested upon with the responsibility of moulding the future generations into moral and sensible human beings. Kerala places great significance on education, because of which it occupies the status of being one of the states with the highest literacy rate in India. Kerala, according to experts, has grabbed this position due to the improved awareness and exposure especially in the pre-primary, primary, secondary and higher secondary education. Among the several districts in Kerala, Ernakulam has several famous and popular educational institutions. The district has many schools and several teachers working in the schools. The schools impart quality education through qualified teachers. In spite of all this, teachers are found to experience higher stress and this is found to result in reduced effectiveness, emotional exhaustion and increased intention to quit (The Guardian, 2019). Several factors are found to contribute to this.

The quality of the education and values they impart depends on the level of their involvement and commitment to their profession which is determined by the overall organizational climate. Among the various forces in an organization's climate, inclusive leadership occupies a significant place. Inclusive leadership was defined by Nembhard and Edmondson (2006) as, "the words and deeds by a leader or leaders is what indicate an invitation and appreciation for others' contributions". Apart from the monetary motivation, employees' focus has greatly shifted to the concept of value that the organization attach to them. In fact, their contribution and obligation towards organization depends on whether they are treated well, are their contributions considered important by the leaders and the extent to which they are given power to control scenarios related to their job. This specifically applies to teachers whose profession demands meaningful contributions, which can be achieved only through providing them a degree of authority and a sense of being valued (Ryan, 2006).

According to Yin, et. al. (2013), "Emotions plays a significant role in teacher's development, teacher's satisfaction, and the formation and transformation of teachers' identity or self-understanding". It is, thus, highly essential for teachers to be in a positive mood. An employee's positivity is affected by several work related factors including, burnout, compensation, and relationship with superiors. An improper alignment of employee's and organization's values and focus can lead to employees experiencing an internal clash of emotions. They also experience this conflict in a situation where what the employee perceives to be important and proper is different from what the organization perceives to be important. It, thus, results in emotional dissonance which results in stress and demotivation.

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The issues like burnout and emotional strain can be reduced to a great extend if the superiors show concern and accept the employees, valuing the individual differences. It emphasizes the importance of superiors/leaders who create a win-win situation by promoting a common goal and interdependent relationships (Hollander, 2009). Inclusive leadership is explained by Hollander (2012) as, "doing things with people, rather than to people". Inclusive leadership works on the pillars of respect, recognition, responsiveness and responsibility. If leaders care about the needs and feelings of the subordinates, support them, provide positive feedback to employees, encourage them to express their own ideas and develop their skills and help them solve issues related to their job, the employees will feel more relaxed and experience greater positivity (Janssen, 2004). The support and optimism will help employees to be flexible thereby reducing negative consequences (Carmeli, et.al, 2010).

Another significant factor that influence the commitment of the employees is the climate and the working conditions prevailing in the organization. Employee empowerment is a critical element in creating a positive organizational climate. It stems from the concept of inclusion. The feeling of being empowered lead to several favourable consequences. Kantler (1977) and Lawler (1986) proposed that, "enriched work environments that provide access to authority, information, resources, support and opportunity to learn are empowering and can lead to improved performance". In addition to empowerment, the term psychological empowerment describes the feeling or experience of empowerment among employees that helps to minimize emotional dissonance. A feeling of empowerment results in reduced stress and dissention.

The emotional exhaustion and demotivation also results from the perception of employees towards the fairness and equity existing in the organization. Cropanzano, et al. (2005) has defined organizational justice as, "the degree to which individuals believe the outcomes they receive and the way in which they are treated by an organization are fair, equitable and in line with expected moral and ethical standards". Organizational justice is also associated with several desirable work-related outcomes including improved job satisfaction, organizational citizenship behaviour, organizational commitment, organizational loyalty etc. As far as an educational setting is concerned, the commitment and satisfaction of the teachers is crucial. Zeinabadi and Salehi (2011) has rightly observed that, "improving quality in schools depends mainly on teachers who are willing to contribute in successful changes and are ready to help students and colleagues voluntarily". In the words of Dorji and Kaur (2019), "it is always easier to attain school effectiveness if teachers are motivated and committed. Else, low commitment level of teachers can bring undesirable adverse effects on the organization compromising its achievement".

The perceptions about justice prevailing in the organization greatly impacts employees' behaviors as well as emotions. 'The role of emotions in response to perceptions of justice has attracted the interest of organizational researchers' (Schoefer and Ennew, 2005). If an employee believes that he/she is not treated fairly and equally, they experience a sense of discontentment and burnout ultimately leading to emotional dissonance (Khalil and Sharaf, 2014). Since they feel that they are not included in the organizational activities, they experience a state of confusion and stress which results in negative consequences, affecting the productivity of the employee and organization as well.

This study is, thus, an attempt to understand the effect of inclusive leadership on emotional dissonance among school teachers in the Ernakulam district and the mediating role of psychological empowerment climate and organizational justice in this relationship.

II. Theoretical Framework

a) *Inclusive Leadership*

According to Carmeli, et al. (2010), inclusive leadership refers to "leaders who exhibit visibility, accessibility, and availability in their interactions with followers". The essence of inclusive leadership is that "the leaders include other employees in discussions and decisions in which their voices and perspectives might otherwise be absent" (Nembhard & Edmondson, 2006). Barak (2013) have shown through their studies that, "inclusive leadership can shape the comprehensive work circumstance, overcome barriers between members with different backgrounds, and improve work coordination and other team performances". In schools, leadership plays a significant role in motivating the teachers. An inclusive leader plays a key role in creating an inclusive organization. Inclusive organization creates an environment wherein all employees are comfortable and have a sense of belonging. Employees also feel that they are being valued and respected for what they are and for their contribution towards the organization. Inclusive leaders create a supportive and positive environment in which people can perform their best, both individually and collectively.

Leadership is, obviously, the key driver of transformation and change in organizations. According to Detert and Edmondson (2011), inclusive leadership has several characteristics – "inclusive leaders tolerated employees' views and failures by listening attentively to their views, rationally tolerated their errors, and provided encouragement and guidance to support staff when they make mistakes. They recognized and trained employees by respecting and focusing on employee

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training and praising achievements rather than displaying jealousy. Inclusive leaders treated employees fairly, considered their needs and interests, showed a fair attitude towards employees, and ensured that they share earnings". In short, inclusive leaders are "always supportive of followers and maintain open communication to invite input, at the same time exhibiting availability, willingness, and concern about their interest, expectations, and feelings" (Choi, et.al., 2015). The focus is on building and maintaining good rapport and relationship with others and has the characteristics of participative leadership as well as transformational leadership (Mitchell, et al., 2015).

The three dimensions of inclusive leadership as concluded by researchers are – openness, availability and accessibility. The openness of a leader motivates employees to share ideas and suggestions and help employees to work more efficiently. Availability means that the employees can meet the leader at any time and can discuss matters. This instils a sense of confidence in the employees as they have their leader to guide them at any point of time. According to Hollander (2012), "leader's availability could not only improve employee's ability, but also facilitate their participation of job and autonomy for job". When a leader is accessible, Randelet, al. (2017) points out that, "it will encourage the employee to seek help to their leader, and it helps to build a high quality relationship between them. In this process, employee's need of belongingness will be satisfied".

The theory of social exchange was found to apply to the construct of inclusive leadership. Social exchange theory states that, "when one party performs a favor or does something that is valuable for another party, the receiving party will reciprocate with something equally valuable" (Blau, 1964). Because of this characteristic, Strom et al. (2014) points out that, "the relationship between leaders and employees may evolve into one of reciprocity". In return for the socio-emotional support provided by the leaders to employees, the employees produce better results and become increasingly committed towards the organization (Carmeli, et al., 2010). Accordin to Choi et al. (2015), "under the lens of social exchange theory, inclusive leaders who exhibit openness, accessibility, and availability provide beneficial resources to employees".

The construct of inclusive leadership was also found to be based on the Relational Leadership Theory (RLT) (Carmeli et al., 2010). It is built on two perspectives – entity perspective and relational perspective. "The entity perspective focuses on identifying individual perceptions, cognitions, attributes, and behaviors – where leadership is viewed as an influence relationship where individuals identify with one another to accomplish mutual goals. The relational perspective focuses on leadership as a social reality by which is constructed and changed; relational discourse does not identify with behaviors or attributes of individual leaders, but instead focuses on the communication process through which relational realities are made" (Uhl-Bein, 2006). It describes inclusive leadership as a social dynamics through which leader-follower relationship is formed in the workplace. In the view of Uhl-Bein (2006), "leadership relationship is not hierarchical, but one that can address various forms of relationships, and potentially consider a new way to redefine leadership within the organization's structure".

III. Emotional Dissonance

Emotions are an integral element that impacts the effectiveness of an employee. As rightly said by Hunter and Smith (2007), "Emotions are an integral part of adaptation to everyday work and employees should be able to recognize and manage their own emotional states, as well as those of others". Due to this recognition, there has been an increasing interest among the researchers towards emotions and its various facets in the organization. 'Emotions were also found to be relevant in the various levels of organizational life as well' (Brief and Weiss, 2002). Managing emotions at work is, in fact, a huge challenge. Displaying the right emotions can have a positive impact on employees' work and organization at large. Sometimes, employees might feel an incongruence between their felt emotion and the emotions they have display causing exertion and stress. This phenomenon is describes as emotional dissonance.

The tenet of emotional dissonance was first described by Arlie Russell Hochschild in 1983. Emotional dissonance is described by Hoschchild (1983) as, "the sense of strain that results from feigning emotions that are not felt over the long run". According to Hoffman and Bateson (2002), "emotional dissonance is a result of person/role conflict in which "contact personnel are required to hide their true feelings and present a front or face to the customer". Though emotional dissonance and emotional labour are often used interchangeably, there is a subtle difference between the two concepts. As per the findings of several researchers, emotional dissonance result in emotional labour and emotional exhaustion. Emotional labour is explained by Bayram et al. (2012) as, "the effort, planning, and control required for the organization's desired emotions to be reflected in the interpersonal process".

Grandey (2013) has defined emotional dissonance as, "the process of regulating the feelings and expressions of an employee to conform to the organization and its goals". It leads to tremendous emotional exhaustion. Employees experience high levels of stress resulting in decreased commitment, engagement and increased absenteeism and turnover

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as they are required to suppress their spontaneous and natural feelings to suit the organizational rules. Zapf and Holz (2006) have rightly stated that, "majority of the times the expression of emotions and feelings is a spontaneous process which occurs effortlessly and genuinely. But the suppression of these genuine emotions lead to a conflict between the felt and displayed emotions".

When employees feel a conflict between their felt emotions and the emotions to be displayed, they have to adopt strategies for regulating their emotions, which is highly demanding. According to the research of Hochs child (1983), people mainly employ two main emotion regulation strategies – surface acting and deep acting. According to her, "surface acting involves hiding the emotions actually felt and displaying the required emotion; the regulation effort consists of hiding the spontaneous expression of the felt emotion and 'faking' the desired emotion. Deep acting involves a reappraisal of the situation, for example in empathizing with a difficult customer. After such a reappraisal, the display of the required emotion is authentic, because the underlying feeling has been changed."

Teaching is a profession involving greater influence of emotions on the teachers. 'It is considered as an emotional practice' (Denzin, 1984). According to Hargreaves (2001), "teaching is a highly emotional intensive profession involving with teachers' daily practices (i.e., lesson planning, managing instruction, interacting with students, colleagues, and parents, etc.) recognized as permeated with emotional meanings and influences". Since the actions and behaviour of a teacher has a direct impact on the students' development, feeling and display of positive emotions is highly necessary. 'Emotions felt at work can have wide range of implications and might result in either positive or negative consequences' (Forgas, 2002). Positive emotions lead to creating positive mood which is more likely to produce "positive impact on social interactions, helping behavior, creativity, decision making, and dealing with difficult situations" (Brief and Weiss, 2002). Negative emotions lead to "experiencing negative affect resulting in poor social interaction and negotiating behaviors, reduced motivation and performance, lower creativity, and increased withdrawal behavior, such as turnover and burnout" (Brief and Weiss, 2002).

Konishi et al. (2010) have rightly pointed out that, "Students not only acquire knowledge and skills from teachers, but also increasingly recognize and respond to their teachers' emotions as part of social-emotional development and teachers are also influenced by their students' classroom behaviours and experience various resulting emotions that impact both themselves and their students". Several researchers have also proved that lower levels of burnout and stress and higher levels of satisfaction and commitment has been reported among teachers who experience higher levels of positive emotions, that leads to building better relationship with students and also instilling vigour, enthusiasm and the drive to learn in them (Brackett, et al., 2010).

From the recent research works on teachers' emotions and emotion regulation, it is reported that "the emotions teachers actually experience, and those they choose to express in the classroom, can differ significantly" (Taxer and Frenzel, 2015). Teachers have to consciously express specific emotions in class and this 'faking of emotions' occurs on a routine basis in order to promote and enhance the learning and development of students. "This performative aspect of emotion regulation reflects this discrepancy between experienced and expressed emotions, known as emotional dissonance, has been found to adversely impact teachers' psychological, behavioural, and physical adjustment" (Cheung and Lun, 2015). It makes it an inherent issue among the teachers and the institutions must devise solutions to overcome this barrier.

IV. Inclusive Leadership and Emotional Dissonance

Managing employee emotions in workplace is a great challenge for the employees themselves as well as the organizations. Emotion is a feeling that is long-lived. It is a deeper state of mind which is often difficult to control or explain. Different professions call for expressing various emotions in the workplace. Employees are required to express emotions which are suitable for the organization as well as the job. The nature of interpersonal interactions also differ accordingly. Display of controlled and desired emotions is critical particularly in the service sectors where the employee interactions with the customers is quite high.

Negative emotions lead to several consequences that are detrimental to the organization. This occurs when they feel an internal conflict of emotions, known as emotional dissonance. Teaching being an emotional practice (Schutz, 2014; Zembylas, 2009), requires teachers to display positive emotions during their interactions with the students as well as other members in the organization. Undesired emotional expression of teachers may affect the students adversely. In the continuous process of emotional control, teachers experience stress and emotional exhaustion that affect their overall well-being.

Extant literature points out that emotional dissonance can be, to an extent, reduced if employees are instilled with a feeling of being supported and heard by their superiors/leaders. Inclusive leaders are always concerned about their followers, they focus on supporting them, and motivate employees to communicate openly and are always accessible, open and available (Choi, et al., 2015). Through this three

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characteristics, inclusive leadership could respond to employees more positively and support them more effectively (Carmeli et al., 2010), thereby reducing employees' negative behaviors. Intellectual and emotional support from inclusive leaders helps to shape and maintain work contexts that motivate employees to perform better in their professional and personal arena (Carmeli et al., 2010). The timely support and communication form the school principal and management can help teachers to be relaxed and focused on their profession and improve their performance (Schultz, 2014).

Hypothesis 1: Inclusive leadership and employee dissonance are negatively correlated.

V. Psychological Empowerment Climate

Empowerment is a process of increasing the feeling of autonomy to the employees in organization. This feeling enables employees to be motivated to work with interest as they are vested upon with authority and responsibility to make their own decisions by considering the organization's interest at large. Through this, employees become more confident and resilient. The power to use resources and take decisions instils a sense of self-confidence in their own abilities. The concept of empowerment can be considered as a tool to improve employee strength.

"Psychological empowerment is a psychological state of the individual in which they are aware about their responsibilities, capabilities, strengths, skills that help their personal as well as professional growth. Highly psychological empowered individual perceived that their work is very beneficial or meaningful and also believe that they have competence to perform their duties which impact on their work performance and organizational outcomes, which leads active behavior of the individual in their work situations" (Singh and Kaur, 2019; Magableh and Otou, 2014).

According to Spreitzer (1997), there are two theories of empowerment – 'relational approach to empowerment and the motivational or psychological approach to empowerment'. "The former approach is characterised by practices that decentralise power by involving employees in decision making. The motivational approach proposes that empowerment is a constellation of experienced psychological states or cognitions. The focus of this approach is on the employee perceptions of their individual power to cope with the events, situations, and people they encounter at work. The motivational approach puts less emphasis on delegation of power, instead advocates open communication, inspirational goal setting, and giving encouragement and feedback to increase commitment and involvement. It is acknowledged that the two approaches are similar, although the motivational approach is broader and maybe an outcome of the relational approach" (Thomas and Velthouse, 1990; Spreitzer, 1997).

Providing an environment/climate of empowerment is the responsibility of the organization. The process of building an empowerment climate involves, "creating the suitable work circumstances that enable individuals to do their works efficiently and create an environment that enables the individual to invest his potentials and abilities and increase his work independently. It also refers to a group of practices that involve authorization for powers for the low levels in the organizational structure of the institution" (Lau and Wing, 2010; Othman and Barakat, 2016). It also involves including them in taking important organizational decisions and providing opportunity to carry out these decisions and improve their competence thereby resulting in producing favourable outcomes for them and the organization.

According to Rousseau et al. (1998), psychological climate is differentiated from organizational climate. Organizational climate is a shared perception of employees about the rule, policies and work settings of an organization. Psychological climate refers to the "the individual employees' perceptions and evaluations of the work environment, rather than the actual environment, that mediates attitudinal and behavioural response" (James & Jones, 1974).

Researchers have establish several dimensions of psychological climate. It includes supportive management, work structure, role clarity, decentralization, leader goal facilitation and so on. Psychological climate has been found to impact the performance of employees based on their perception of the work environment. "Psychological empowerment predicted work performance, including employees' work satisfaction, job involvement, commitment for organization/organizational commitment, occupational turnover intention, work strains, innovativeness, leadership behaviors, and job performance" (Singh and Kaur, 2019).

Empowerment is a critical concept for the teaching community. According to Dee et al. (2003), "empowered teachers with increased task motivation, enhanced feelings of meaning, and strong organizational commitment are the foundation of a dynamic school technology". Empowerment is found to result in high motivation, job satisfaction and many other positive results. Cerit (2009) rightly proposes that the satisfaction of teachers has a significant positive impact on the quality of education. "Satisfied teachers are more enthusiastically spending energy for teaching and educating students" (Nguni, et al., 2006). It will increase their interpersonal interaction, self-confidence and interest thereby improving their effectiveness. In the words of Zimmerman (2000), "Employees who perceive greater level of empowerment builds greater self-esteem

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and self-efficacy beliefs which controls their lives, increase their civic participation and critical awareness".

VI. Inclusive Leadership, Psychological Empowerment Climate and Employee Dissonance

Improving the effectiveness of employees depends on several factors in the organization. It, to an extent, depends on the emotions experienced by an employee in the organization. If an employee experience emotional dissonance, it will lead to decreased productivity, stress and burnout. In the case of teachers, managing internal emotional conflict is highly essential. "Results of several research endeavours have indicated that the ways teachers emotionally feel the context of teaching significantly connect with the ways they approach their teaching. Positive emotions associated with a student-focused teaching approach and negative emotions will lead to transmission approaches" (Trigwell, 2012).

Several research works prove that inclusive leadership has a great influence on employee satisfaction. Inclusive leaders show great concern towards employees thereby supporting them to remain positive and optimistic in their work. In a research study among teachers Cerit (2009) found that, "inclusive leadership behaviors of principals had significant effects on teachers' job satisfaction and principals who contribute to intrinsic job satisfaction could increase teachers' motivation to work zealously". Form the study, it was concluded that, "principals' efforts in providing an environment in which teachers can communicate easily with their colleagues could be an efficient way for enhancing teachers' job satisfaction" (Cerit, 2009). Satisfaction is a true indication of negative stress and emotional dissonance. Inclusive leaders help and support employees to reduce the emotional conflict by including them in important organizational matters and being available and accessible for them all the time.

According to Spreitzer (1995), psychological empowerment is a motivational construct which encompasses four dimensions, namely, meaning, competence, self-determination and impact. Meaning is the congruence between the job requirements and an individual's values, beliefs and behaviours. It is the fit between the person's job and what the person perceives to be important. Competence is the confidence or self-belief that an individual has in himself/ herself to perform a job well. Self-determination is the belief of having control over one's own life. Ashforth(1989) defined impact as, "the belief that one has significant influence over the strategic, administrative or operational outcomes at work". These four dimensions create a feeling of being able to control and shape their work and the context leading to the exhibition of increased levels of commitment to their work and organization and thereby, tremendously reducing emotional incongruence and burnout.

In schools inclusive leadership and psychological empowerment climate is, thus, seen to have an impact on the emotional dissonance of teachers. Base on this, the following hypothesis was formulated.

Hypothesis 2: Psychological empowerment climate has a mediating effect on the relationship between inclusive leadership and emotional dissonance.

VII. Organizational Justice

Organizational justice is an important factor that has a strong impact on work related outcomes (Khalil and Sharaf, 2014). Justice is a perceptual phenomenon such that an act is considered fair because someone perceives it to be just (Nakra, 2014). The concept was introduced by Greenberg in 1987. He defined it as, "an employee's perception of their organization's behaviours, decisions and actions and how these influence the employees' own attitudes and behaviours at work". The concept of organizational justice is the perception of employees about the existence of fairness and equity existing in the organization. Many researchers have defined the concept. Fox et al. (2001) has defined organizational justice as, "concerned with employee perceptions of fair or just treatment on the job". According to Lam et al. (2002), "organizational justice describes the individuals' perception of the fairness of treatment received from an organization and their behavioral reaction to such perceptions". In the words of Colquit et al. (2005), "organizational justice is the employees' perceptions of fairness in their employment relationship suggests that these perceptions of justice are likely to influence employee behaviour and attitudes in a positive or negative manner". In more specific terms, "justice is concerned with the ways in which employees determine if they have been treated fairly in their jobs and the ways in which those determinations influence other work-related variables" (Moorman, 1991).

The basis of organizational justice concept is built on Adams' equity theory (1965). "Equity theory essentially focuses the perceptions individuals establish when they make judgments about their level of inputs compared to resulting outcomes" (Demir, 2016). As per the research works of Whisenant and Smucker (2007) they concluded that, "organizational members continually examine the relationship between their contributions to the organization and the distributions made by the organization. Those transactions result in the group members forming various perceptions regarding the climate of fairness which exists within the organization. Those fairness perceptions then emerge to shape the level of organizational justice or fairness thought to exist within the organization". "Organizational

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justice is an essential component and predictor of successful organizations. Organization that is fair and just in its procedures, policies, interactions and distribution systems, employees of that organization give better response to the organization (in terms of their positive behaviors and productivity)" (Akanbi, 2013). Elamin (2012) has found that better organizational justice improved organizationally desirable outcomes from the employees.

Organizational justice have three dimensions. They are distributive justice, procedural justice and interactional justice. "Distributive justice refers to the perceived fairness of the outcomes that an individual receives from organization and outcomes may be distributed on the basis of equality, need or contribution and individuals determine the fairness of distribution through comparison with others" (Alsalem and Alhaiani, 2007). It is the perception of employees in an organization about the "relative fairness of a particular outcome" (Mcnabb, 2009). "Distributive justice addresses an individual's evaluation of whether or not rewards (e.g., pay raises) are allocated fairly to employees based on their contributions to the organization" (Demir, 2016). According to Lee (2007), "distributive justice refers to fairness in the distribution of rewards in an organization and relates to individual outcomes such as salary, benefits, and pay raises. Individuals' reactions to outcomes did not depend solely on the outcomes dictated by the systems. Instead, individuals compare their to referent individuals".

According to Nabatchi, et al. (2007), "procedural justice refers to participants' perceptions about the fairness of the rules and procedures that regulate a process". In simple terms, procedural justice refers to 'impartiality, voice or opportunity to be heard, and grounds for decisions' (Bayles, 1990). Stecher and Rosse (2005) explains that, "Employees judge the fairness of procedures by the amount of bias, the breadth and accuracy of information gathered, number of relevant parties shared in taking decisions, ethical standards applied and the consistency and universality of decision implementation". It is about whether or not the rules and regulations of the organization applies holistically to the entire organizational members. "It is identified as individual's perception of fairness based upon organization policies, and the processes by which these policies are put into action" (Colquitt et al., 2005).

Nadiri and Tanova (2010) defines interactional justice as, "the perceived fairness of interpersonal treatment". According to Cohen-Charash and Spector (2001), "interactional justice is formed of two constituents: interpersonal and informational justice. Interpersonal justice is concerned with the way managers treat their subordinates and the response of these subordinates. Informational justice is concerned with the communication of information and the sufficiency of explanations given in terms of their specificity, timeliness and truthfulness". It includes several actions that display social sensitivity. It is about the respect and dignity involved in the interactions between superiors and employees in the organization

Several positive outcomes are found to be associate with organizational justice. "Organizational justice has the potential to create powerful benefits for organizations and employees alike include greater trust and commitment" (Cropanzano et al., 2007). Researchers have found that it promotes, organizational commitment, motivation, satisfaction, loyalty, well-being and so on and tremendously reduce stress, absenteeism and intention to quit. It also enhances individual and organizational performance and effectiveness. It is also proved that organizational justice also have 'powerful effects on job satisfaction, quality of work life, and organizational effectiveness' (Lawler, 1977).

The concept of organizational justice is very significant among the educational institutions. It helps to motivate teachers. "It is always easier to attain school effectiveness if teachers are motivated and committed, or else, low commitment level of teachers can bring undesirable adverse effects on the organization compromising its achievement" (Dorji and Kaur, 2019). Building and maintaining an organizational environment with the essence of organizational justice will help improve teachers' commitment towards their profession as well as their school. It will help improve the quality of education provided by them and will hence support in bringing up students who are knowledgeable and at the same time personally and morally strong.

VIII. Inclusive Leadership, Organizational Justice and Emotional Dissonance

Organizations that pay little attention to the construct of organizational ethics will be impacted by several negative consequences. Inclusive leaders tend to follow the various dimensions of organizational justice, which will help employees to overcome issues related to burnout and emotional exhaustion arising out of emotional dissonance. If inclusive leadership and organizational justice fail to exist in schools, "teachers feel they are left out from being involved in important functions of the school system" (Dorji and Kaur, 2019). Cohen-Charash and Spector (2001) points out that the concept of organizational justice "has been used to examine a range of attitudes and behaviors associated with organizations". According to Schoefer and Ennew (2005), "the role of emotions in response to perceptions of justice has also attracted the interest of organizational researchers".

Procedural justice, distributive justice and interactional justice play a significant role on reducing emotional dissonance as it helps employees to be aware of the systems and procedures in place thereby

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reducing confusion and stress arising out of it. "Inclusive leadership revolves around leader behaviors that respond to members' needs for belongingness and uniqueness, facilitating inclusion by modeling and reinforcing such behaviors" (Randel et al., 2017). "Modeling a set of behaviors (such as openness), creating accessibility with followers, and maintaining a positive philosophy (values and beliefs) about diversity and equal opportunity are underlying components of inclusive leadership" (Mitchell et al., 2015). Schaufeli (2006) concluded that, "individuals exposed to an unjust work environment experience a lack of resource replenishment and have fewer assets at their disposal, leaving them more vulnerable to anxiety and stress, which may negatively influence many organizational behavior outcome variables". Inclusive leadership coupled with organizational justice can potentially improve the school's overall performance.

Inclusive leadership and organizational justice, both are found to reduce emotional dissonance of employees. Based on this, the following hypothesis was formulated.

Hypothesis 3: Organizational justice has a mediating effect on the relationship between inclusive leadership and emotional dissonance.

a) Proposed Model of the Study

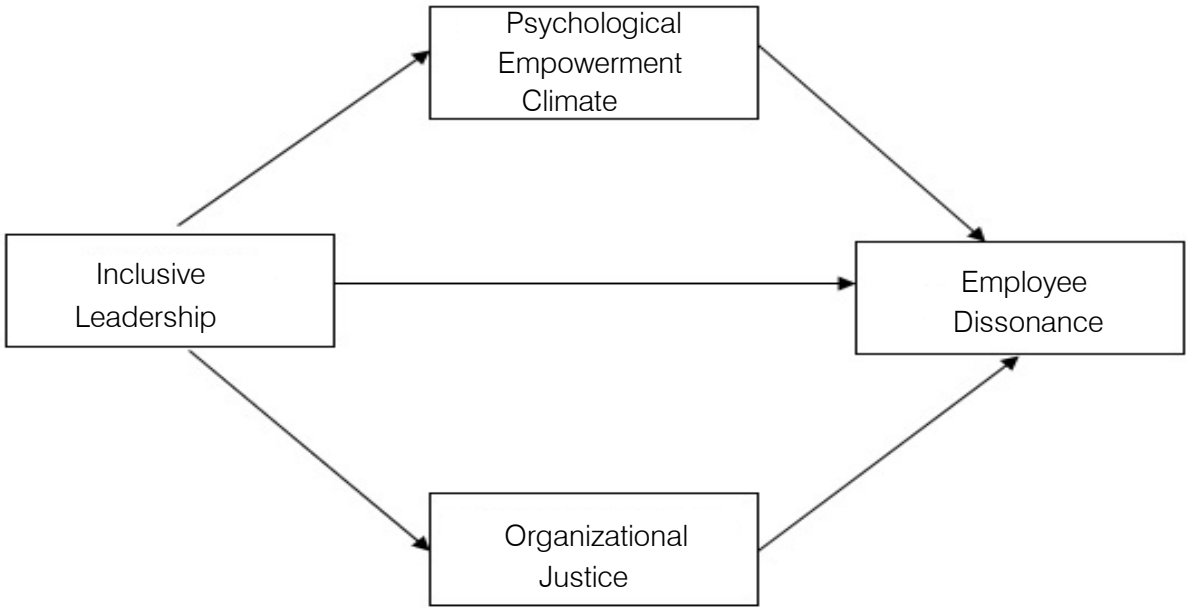

Figure 1: Proposed Model of the Study

b) Methodology and Sample

The study was conducted among the school teachers in Ernakulam district. Questionnaires were distributed to 560 school teachers. Out of this, 525 questionnaires were returned and finally 510 questionnaires were found to be complete and these were used for the study. The study is descriptive in nature. The items for each measure were assesses on a 5 point scale, where 1 = strongly disagree and 5 = strongly agree.

The sample consists of 68% females and 32% males. Majority of the respondents belongs to the age group of 26- 40 years. 92% of the respondents were married. 76% of them had an experience of above 10 years. Majority of them had considerable experience in the teaching profession.

Inclusive leadership was measured using the 9 item Inclusive Leadership Scale developed by Carmeli et al. (2010). It consists of items including, "The principal and management is open to hearing new ideas" and "The principal is available for consultation on problems". The nine items measures the three dimensions of inclusive leadership – openness, availability and accessibility.

Emotional dissonance of teachers was measure using the Teacher Emotional Labour Strategy Scale (TELSS) develop by Yin (2012). It consists of 13 items. The scale consists of three dimensions – surface acting, consists of 6 items; deep acting, consists of 4 items and expression of naturally felt emotions, consists of 3 items. Sample statements of the scale include, "I put on an act in order to deal with students or their parents in an appropriate way", "I make an effort to actually feel the emotions that I need to display towards students or their parents", "The emotions I express to students or their parents are genuine" etc.

Psychological empowerment climate was measured using the 12 item scale adapted from

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Spreitzer (1995). The scale measures the four dimensions of empowerment climate. The sample items of the scale are "the work I do is very important to me", "I can decide on my own how to go about doing my work" etc.

Organizational justice was measured using the Organizational Justice Scale (OJS) developed by Niehoff and Moorman (1993). It is a 20 item scale. It measures the three dimensions of organizational justice – distributive justice – 5 items, procedural justice – 6 items, interactional justice – 9 items.

c) Analysis and Discussion of Results

The data was cleaned and checked for any missing values. The construct reliability was assessed. The result showed that all the constructs were highly reliable.

Table 1: Reliability of the Variables

Variable	Cronbach's alpha
Inclusive Leadership	.856
Emotional Dissonance	.801
Psychological Empowerment Climate	.921
Organizational Justice	.881

The model fit analysis showed a good fit of the data. The model fit indices are shown below.

Table 2: Model Fit Indices

Measures of Fit	Result
CMIN/DF	1.356
CFI	.890
TLI	.882
NFI	.892
GFI	.889
AGFI	.898
RMSEA	.047

The direct effect of inclusive leadership on emotional dissonance and the mediating roles of psychological empowerment climate and organizational justice was assessed using structural equation modelling.

d) Testing the Direct Effects

The direct effect of the variables was tested and the result proved that the first hypothesis is supported.

Table 3: Direct Effects

			Value			P	
Emotional Dissonance	<---	Inclusive Leadership	-.582			***	Hypothesis 1 Supported
Psychological Empowerment Climate	<---	Inclusive Leadership	.483			***	
Emotional Dissonance	<---	Psychological Empowerment Climate	-.270			.024	
Organizational Justice	<---	Inclusive Leadership	.388			.003	
Emotional Dissonance	<---	Organizational Justice	-.350			.016	

Inclusive leadership is found to have a significant negative effect on emotional dissonance. When the leaders make themselves available and open to the employees, they feel a sense of being relaxed which eventually reduces the emotional instability. Emotions are an important factor in determining the working environment. "Emotions in organizational settings and the events that cause them are not to be ignored, even if they appear to be relatively minor. The sorts of hassles that generate negative emotions include interactions with supervisors, peers, subordinates, and customers; and can occur both within and outside the organizational setting itself" (Ashkanasy and Daus, 2002). "Inclusive leadership is important for nurturing employee engagement and motivation and to manage employee emotions, since the behaviour of leader acts as a driver of motivation and satisfaction for employees and tends to create a healthy environment" (Choi et al., 2015). Providing a climate of empowerment and justice also have a significant effect on the emotional exhaustion of employees, and is proved through the analysis.

e) Testing the Mediating Effects

The mediating effects of psychological empowerment climate and organizational justice were analysed.

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Table 4: Mediating Effects

	Value	P	
Inclusive Leadership ⟶ Psychological Empowerment Climate ⟶ Emotional Dissonance	-.156	.003	**Hypothesis 2 Supported**
Inclusive Leadership ⟶ Organizational Justice ⟶ Emotional Dissonance	-.108	***	**Hypothesis 3 Supported**

The analysis shows that there is a significant mediating effect of psychological empowerment climate and organizational justice on the relationship between inclusive leadership and emotional dissonance. It supports the hypotheses 2 and 3, indicating that inclusive leadership along with psychological empowerment climate and organizational justice can significantly reduce emotional dissonance of the employees.

IX. Implications of the Study

The study brings out the significance of certain organizational factors that has an impact on the performance of the employees. According to Carmeli et al. (2010), "the characteristics of inclusive leaders, such as openness, accessibility, and availability, make employees feel more comfortable in the work setting and motivate them to engage in work". Inclusive leadership focuses on including employees in decisions and discussions and motivating them to voice their opinions and perspectives, allowing them to feel more contented with the work setting (Edmondson, Kramer, and Cook, 2004). Chughtai and Buckley (2008) have rightly pointed out that "leaders' behaviors have significant effects on the employees' work behaviour".

Teachers are the pillars on which the education system is built. Apart from being self-efficacious, the school has to provide an environment for the teachers to work with high efficiency. Since teachers have to maintain and display certain sets of emotions, they fall under tremendous emotional exhaustion. The support from the principal and the management is highly important for the teachers to control and eliminate their stress and emotional exhaustion. Providing the right guidance and support is essential along with giving them opportunities to express themselves and the right to be heard. Extant literature throws light to the fact that, a climate of empowerment along with fairness and justice in all the processes and procedures are highly essential to keep them connected and motivated towards their profession. This study tries to attempt to bring out the significance of inclusive leadership, psychological empowerment climate and organizational justice in reducing the emotional dissonance of the teachers, since they directly support in strengthening an economy.

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L'implication Dans le Metier des Enseignants du Secondaire Public en Contexte Camerounais: Vers Une Typologie

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Abstract- Based on the conceptual model of Meyer and Herscovitch (2001), this article raises the problem of employee commitmentin sub-saharan Africa and consists in highlighting the profiles of commitment that can characterize the link between public secondary school teachers and their occupationin Cameroon. In this perspective, data were collected from 475 teachers using a self-administered questionnairefrom February 1 to October 30, 2017. The analysis of the data highlight four profiles of involvement of these actors, taking into account the dominant form of commitment that characterizes them. In the light of these results, which distinguishes the privileged, the invested, the moderate and the passionate, public managers are called upon to implement high-performance human resource management policies or practices to attract and retain psychologically committed and potentially competent individuals in secondary education.

Keywords: profiles; commitment to occupation; secondary school teachers; multi-criteria typology.

GJMBR-A Classification: JEL Code: M19



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L'implication Dans le Metier des Enseignants du Secondaire Public en Contexte Camerounais: Vers Une Typologie

Maximilien Magloire Abe Bitha

Résumé - En s'inspirant du modèle conceptuel de Meyer et Herscovitch (2001), cet article soulève le problème de l'implication des salariésen Afrique subsaharienneet consiste à mettre en exergue les profils d'implication susceptibles de caractériser le lien qui unit les enseignants du secondaire public à leur métier au Cameroun. Issus des données collectées auprès de 475 enseignants, à l'aide d'un questionnaire auto-administré, les résultats de cette étude mettent en exergue quatre profils d'implication dans le métier de ces acteurs. A la lumière de ces résultats, qui distingue les privilégiés, les investis, des modéréset des passionnés, les préconisations managériales formulées invitent les gestionnaires publics à mettre en œuvre des politiques ou des pratiques de gestion des ressources humaines porteuses de performance afin d'attirer et de fidéliser dans l'enseignement secondaire public des individus psychologiquement attachés et potentiellement compétents.

Motsclés: profils ; implication dans le métier ; enseignants du secondaire ; typologie multicritère.

Abstract- Based on the conceptual model of Meyer and Herscovitch (2001), this article raises the problem of employee commitmentin sub-saharan Africa and consists in highlighting the profiles of commitment that can characterize the link between public secondary school teachers and their occupationin Cameroon. In this perspective, data were collected from 475 teachers using a self-administered questionnairefrom February 1 to October 30, 2017. The analysis of the data highlight four profiles of involvement of these actors, taking into account the dominant form of commitment that characterizes them. In the light of these results, which distinguishes the privileged, the invested, the moderate and the passionate, public managers are called upon to implement high-performance human resource management policies or practices to attract and retain psychologically committed and potentially competent individuals in secondary education.

Keywords: profiles ; commitment to occupation ; secondary school teachers ; multi-criteria typology.

I. Introduction

Les réflexions menées de nos jours pour améliorer les systèmes éducatifs à travers le monde soulignent plus que jamais, le rôle crucial de l'implication des enseignants dans la réussite des élèves et l'atteinte des objectifs de développement humain et économique (Unesco, 2015). En fait, des études montrent qu'un enseignant qui s'implique en contexte de travail s'investit avec vigueur dans la conduite des activités scolaires, périscolaires et administratives au sein de son établissement d'attache (Evans et Yuan, 2018). Onn et al. (2016) relèvent par contre qu'un enseignant désengagé est susceptible d'arriver en retard au travail, et aurait l'intention de s'absenter volontairement de son poste de travail ou de quitter l'organisation qui l'emploie.

L'implication peut être définie avec Charles-Pauvers et Peyrat-Guillard (2012) comme un type particulier de lien applicable à plusieurs cibles et reflétant le dévouement volontaire et la responsabilité pour une cible. Il convient de relever que, en tant qu'attitude, l'implication des salariés est généralement appréhendée dans la littérature comme une réalité plurielleen suivant le modèle tridimensionnel d'implication organisationnelle développé par Allen et Meyer (1990). Selon ce modèle, l'implication des salariés peut refléter un attachement émotionnel (implication organisationnelle affective), un sentiment d'obligation (implication organisationnelle normative), ou une perception de couts liés à un départ éventuel (Implication organisationnelle calculée).En outre, chacune de ces composantes se développe en fonction d'antécédents différents et affecte différemment les comportements liés au travail (Allen et Meyer, 1990 ; Meyer et Allen, 1991).

Cette conception de l'implication des salariés admet cependant des limites importantes. D'une part, on observe que cette théorie tripartite de l'implication développée aux Etats-Unis est de plus en plus critiquée par les recherches empiriques récentes en raison de forts chevauchements entre l'implication affective et l'implication normative (Klein et al, 2012) ou de l'unicité de l'implication calculée (Meyer et al. (2012). Dans un contexte collectiviste comme celui de l'Afrique et au Cameroun en particulier (Kamdem, et Fouda, 2012), ces débats prennent plus de sens parce que les attitudes et les comportements des individus portent une forte empreinte des valeurs culturelles (Nkakleu et Manga, 2015).

D'autre part, elle néglige le fait qu'un employé peut simultanément éprouver un degré d'attachement et de dévouement à l'égard d'une cible qui soit à la fois

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affectif, normatif et/ou calculé (Klein, Molloy et Cooper, 2009). Si ce postulat trouve un écho favorable en contexte occidental où les attitudes individuelles et les calculs coûts-bénéfices déterminent les comportements sociaux, qu'en est-il en Afrique et particulièrement dans ce secteur peu étudié en gestion des ressources humaines (GRH) qu'est le secteur public. Quels profils d'implication caractérisent les agents publics dans cet environnement dédié à la production des services non marchands et la redistribution de la richesse nationale ? Comment optimiser la contribution de ces acteurs dans un contexte de modernisation des services publics ? Telles sont les préoccupations majeures au centre de cette étude.

En s'inspirant du cadre théorique de codification des profils d'implication des salariés de développé par Meyer et Herscovitch (2001), cette étude a pour objet est de mettre en exergue les profils d'implication des agents publics et particulièrement des enseignants du secondaire choisis pour de nombreuses raisons que nous présentons dans la première partie. La deuxième partie aborde le cadre théorique de l'étude ; tandis que la troisième dévoile la méthodologie de la recherche. Quant à la quatrième partie, elle va nous permettre de présenter et de discuter des résultats ainsi que les contributions de l'étude.

II. Le Contexte De L'étude

Cette étude porte sur les enseignants du secondaire public en contexte camerounais, marqué dès la fin des années 1980 par un vaste ensemble de mesures visant à moderniser l'administration publique. En effet, depuis un peu plus de deux décennies, l'efficacité, l'efficience et la performance sont au cœur des réflexions menées dans ce secteur afin de développer et d'adopter des politiques publiques qui répondent de façon appropriée aux besoins des usagers (Abe, 2018). A l'instar d'autres pays en Afrique, les mutations dans la fonction publique, les finances, l'administration du territoire, la santé, l'agriculture, l'éducation s'inspirent à des titres divers de référentiels issus du secteur privéet traduisent expressément cette volonté de changement.

Dans ce contexte, les enseignants du secondaire qui représentent de nos jours 96 304individus soit près de 30% des agents de l'Etat (INS, 2016) sont appelés à mettre en œuvreun ensemble de réformes innovantes depuis la reconnaissance de l'éducation comme une grande priorité nationale par la loi du 14 avril 1998. Parmi les défis majeurs qui les interpellent, d'une part, ces professionnels sont appelés à mettre en œuvre l'approche par les compétences (APC) afin de doter les apprenants d'habiletés durables et applicables dans des contextes variés. D'autre part, au regard de l'arrêté n° 227/18/MINESEC/IGE du 23 août 2018, ces éducateurs doivent progressivement s'adapter à la réforme des programmes et des enseignements dans le second cycle.

Endépit de la mise en œuvre de ces réformes, les enseignants du secondaire sont confrontés à plusieurs défis en lien avec le recrutement, la formation, l'intégration et la rémunération dans ce secteur d'activités (DSSEF, 2013-2020). Répartis dans deux sous-systèmes éducatifs, sur la base du double héritage reçu de la domination anglaise et française, et face à des conditions de vie et de travail peu propices (SNAES, 2010), ces professionnels ont des motivations diverses et adoptent de plus en plus des comportements de retrait (retard, absentéisme, mobilité intra organisationnelle, turnover) susceptibles d'affecter significativement leur performance au travail (Bahtilla, 2017).

Notre étude cherche donc à questionner les motivations et aspirations profondes des enseignants du secondaire publicafin de caractériser le lien qui unit ces agents de l'Etat à leur métier, en suivant une approche en termes de profils.

III. Cadre Conceptuel et Hypotheses De La Recherche

Il s'agira d'abord de mettre l'accent sur les fondements conceptuels de l'implication dans le métier ; ensuite, seront spécifiées les hypothèses de cette étude.

a) L'implication dans le métier

L'implication dans le métier réfère généralement au lien qu'un individu entretien avec son métier. Ce construit a été au centre des travaux d'Aranya, Pollock et Amernic (1981), Becker et Carper (1956), Irving, Coleman et Cooper (1997), ou Blau (2003). Selon Demery-Lebrun (2006), l'intérêt de ces auteurs pour l'implication dans le métier semble se justifier par le fait que, cette facette de l'implication est de plus en plus plébiscitée par les salariés en raison des mutations auxquelles font face les organisations et l'instabilité des relations d'emploi.

Toutefois, différents vocables sont utilisés par ces acteurs pour appréhender l'implication dans le métier. Ceci est illustré notamment par l'implication dans la profession (Professional commitment), l'implication dans la carrière (Career commitment), ou l'implication dans le métier (Occupational commitment). Mais, comme le soulignent Drucker-Godard, Fouque, Gollety et Le Flanchec (2012), au-delà de la diversité terminologique qui les caractérise, ces différentes expressions valorisées aussi bien par les universitaires que les praticiens des organisations mettent bien l'accent sur l'implication dans le métier.

Les auteurs s'accordent aussi à reconnaitre la diversité des fondements théoriques à la base de l'implication dans le métier (Demery-Lebrun, 2006). A titre d'illustration, Meyer, Allen et Smith, 1993 envisagent

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l'implication dans le métier comme un lien psychologique vis-à-vis du métier qui a des conséquences sur la décision de ce dernier de rester ou non dans cette profession. Par contre, Becker et Carper (1956) conçoivent le lien entre l'individu et son métier comme une sorte d'investissements matériels, sociaux, et de développement personnel, qui serait perdu si l'individu décidait de quitter son métier. De nos jours, Carson et Carson (1995) voire Meyer et Allen (2004) tendent à considérer l'implication dans le métier comme une force motivationnelle. Dans cette perspective, l'implication dans le métier traduit la motivation à travailler dans une vocation choisie.

Parmi ces différentes acceptions, l'approche psychologique de l'implication dans le métier développée par Meyer, Allen et Smith (1993) est la plus valorisée par les études empiriques contemporaines. Pour Demery-Lebrun (2006), cela semble se justifier car, cette approche offre une compréhension fine du lien qui existe entre un individu et son métier. Les partisans de cette approche présentent l'implication dans le métier comme une attitude qui reflète l'attachement et l'identification de l'individu vis-à-vis d'un métier particulier en tenant compte de trois dimensions distinctes : une dimension affective, qui traduit l'attachement émotionnel vis-à-vis du métier ; une dimension calculée, qui met en exergue les couts associés au fait de quitter le métier ; et une dimension normative, qui réfère aux sentiments d'obligation des individus à rester dans le métier. Ainsi, les employés caractérisés par une forte implication affective reste dans le métier parce qu'ils le désirent ; ceux qui éprouvent une forte implication calculée restent parce qu'ils y sont contraints, et ceux normativement impliqués parce qu'ils se sentent obligés de le faire (Meyer et al. 1993).

Néanmoins, plusieurs travaux contemporains militent de plus en plus en faveur d'une multi dimensionnalité de l'implication calculée, si on veut l'appréhender de façon idoine. Carson et Carson (1995) suggèrent de mettre l'accent sur trois grandes dimensions de l'implication calculée vis-à-vis du métier : les investissements personnels, les couts émotionnels ou barrières émotionnelles, l'absence d'alternatives ou d'opportunités professionnelles. Par contre, Blau (2003) recommande de saisir l'implication calculée vis-à-vis du métier en se fondant sur deux aspects majeurs: les sacrifices personnels, et l'absence d'alternatives perçue. Malgré leur forte contribution à l'appréhension de l'implication dans le métier et particulièrement de l'implication calculée, ces propositions sont très peu appliquées sur le plan empirique de nos jours à travers le monde.

En somme, en mettant l'accent sur l'implication dans le métier, les chercheurs et praticiens des organisations examinent l'attachement et l'indentification de l'individu à son métier. Quoique des nuances existent entre ces acteurs, aussi bien du point de vue sémantique que de l'appréhension de l'implication calculée, ce construit multidimensionnel offre de nos jours une compréhension fine des fondements à la base du lien spécifique qui existe entre l'individu et son métier.

b) La détermination des profils d'implication dans le métier

Contrairement à l'approche centrée sur les variables, l'approche par les profils est de plus en plus présentée comme un excellent moyen de comprendre la dynamique entre les trois formes d'implication identifiées par Meyer et Allen (1991). En fait, selon Meyer et Morin (2016), cette approche offre l'opportunité d'identifier des sous-groupes homogènes au sein d'une population et de mieux comprendre le lien entre l'implication et la performance au travail. Toutefois, en se fondant sur le cadre théorique de codification des profils développé par Meyer et Herscovitch (2001), la plupart des études empiriques valorise des méthodes d'analyse diverses afin de déterminer les profils d'implication des salariés.

Wasti (2005) est l'une des pionnières à mener une étude empirique sur l'identification des profils et leurs conséquences, en valorisant la méthode d'analyse de grappes (Cluster Analysis Method). Les résultats issus de cette étude menée en Turquie, permettent de distinguer les salariés dans ce contexte en fonction de six (06) profils différents. Ces profils portent des dénominations qui correspondent à la forme dominante de l'implication qui les caractérise : (a) « fortement impliqué », (b) « non-impliqué », (c) « neutre », (d) « affectif dominant », (e) « calculé dominant », et (f) « affectif-normatif dominant ». Par contre, en mettant en exergue cette approche, Tsoumbris et Xenikou (2010) montrent que quatre (04) profils d'implication caractérisent l'implication en contexte de travail en Grèce : (i) « calculé dominant », (ii) « affectif-normatif dominant », (iii) « fortement impliqué », et (iv) « non-impliqué ».

D'autres études (Stanley, Vandenberghe, Vandenberg et Bentein, 2013 ; Morin et al, 2015) se fondent sur l'analyse des profils latents (Latent Profile Analysis) afin d'identifier les profils d'implication du personnel en contexte de travail. En suivant cette méthode d'analyse, Stanley, et al. (2013), mettent en évidence six (06) profils d'implication dans l'organisation à l'issue d'une étude menée auprès d'anciens étudiants d'une université en Belgique: (a) « modéré », (b) « non-impliqué » ; (c) impliqué », (d) « affectif-normatif dominant », (e) « calculé dominant », (f) « affectif dominant ». Par contre, Morin et al. (2015) montrent que les profils (i) « calculé dominant faible », (ii) « faiblement impliqué dans l'organisation », (iii) « affectif dominant », (iv) « normatif dominant pour l'organisation », (v) « affectif-normatif à l'égard du métier » caractérisent

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l'implication dans l'organisation et le métier des enseignants à Hong Kong.

A la lumière de ces travaux antérieurs, nous nous attendons à ce que notre échantillon constitué d'enseignants du secondaire public au Cameroun soit hétérogène au regard de leur implication dans leur métier. Dès lors, nous formulons les hypothèses suivantes :

Hypothèse 1: L'analyse typologique mettra en exergue plusieurs profils caractéristiques de l'implication dans le métier des enseignants du secondaire public en contexte camerounais.

Hypothèse 2: Dans l'analyse de l'implication professionnelle des enseignants du secondaire public, des profils hétérogènes par nature sont susceptibles de caractériser l'attachement à l'égard du métier qu'ils exercent.

La prise en compte de ces hypothèses nous a menés à mesurer quantitativement l'implication dans le métier des enseignants du secondaire. Nous présentons ci-dessous la démarche méthodologique valorisée à cet effet.

IV. Méthodologie de la Recherche

A cette étape, en revisitant les outils de collecte et d'analyse des données, il nous semble intéressant de présenter au préalable les spécificités de l'échantillon.

a) *L'échantillon de l'étude*

Pour réaliser cette étude, 1200 enseignants des lycées et collèges d'enseignement secondaire public ont été sollicités selon la méthode de convenance à l'aide d'un questionnaire auto-administré. Sur les cinq cent (500) questionnaires qui nous été retournés, vingt-cinq (25) ont été écartés en raison d'un nombre élevé de données manquantes. Le taux de retour est donc de 39,58% (475/1200) ; ce qui est satisfaisant en contexte camerounais, où les salariés et les dirigeants sont hostiles aux enquêtes (Nkakleu et Manga, 2015). L'échantillon final de recherche se compose de 475 enseignants (Annexe 1). La majorité des répondants sont des femmes (57,05%) et au moins 87,733% ont un age compris entre 25 et 45 ans.

b) *La mesure de l'implication dans le métier*

Pour mesurer l'implication dans le métier des enseignants du secondaire en contexte camerounais, nous avons fait le choix d'adapter l'échelle d'implication de Meyer et al. (1993) à la situation de ces professionnels. Cet outil, qui prend de plus en plus d'importance dans l'étude de l'implication au travail, présente l'avantage de prédire l'activité professionnelle des individus, en évaluant concomitamment l'état d'identification psychologique de ces derniers à l'organisation qui les emploie et à leur métier. Dans cette perspective, l'enseignant interviewé était appelé à se positionner par rapport à une série d'affirmations telles que : « je suis fier (e) d'exercer ce métier », « changer de métier me demanderait beaucoup de sacrifices personnels », « je n'ai pas envie de quitter mon lieu de travail actuel, car je suis redevable aux personnes qui y travaillent », ou encore « mon métier mérite ma loyauté ».

Ces items ont été évaluées à l'aide d'une échelle de Likert à cinq points, où 1 correspond à « pas du tout d'accord » et 5 pour « tout à fait d'accord ». La compréhension de leurs énoncés et leur notation ont fait l'objet d'un pré-test auprès de quinze (15) enseignants du secondaire (5 professeurs de lycées, 3 professeurs de collèges, 2 conseillers d'orientation, 3 instituteurs, et 2 vacataires), qui n'y ont relevé aucune difficulté particulière.

c) *L'analyse des données*

L'identification des profils d'implication dans le métier des enseignants de notre échantillon, a été faite en valorisant une classification multicritère. D'une part, nous avons procédé à une classification hiérarchique ascendante. Cette méthode permet généralement de regrouper les objets les plus proches, puis les classes les plus proches, jusqu'à ce que l'on obtienne qu'un seul groupe (Joubert et Haon, 2014). Au regard de la taille de notre échantillon (n= 475), l'analyse du dendrogramme issu de cette taxonomie s'est avérée équivoque (Annexe). Toutefois, au regard de cet arbre hiérarchique, à priori quatre profils sont susceptibles de caractériser l'implication dans le métier des enseignants du secondaire public en contexte camerounais. D'autre part, nous avons eu recours à la classification non hiérarchique par la valorisation de la méthode des « nuées dynamiques » à l'aide du logiciel SPSS version 21, afin de confirmer ou non les préconisations issues de la classification précédente. Biétry et Laroche (2014) relèvent, que cette méthode permet généralement au chercheur de construire une partition de k classes, en maximisant les différences entre les clusters et en minimisant la distance entre les sujets, après avoir fixé le nombre de classes. Enfin, nous avons mené des entretiens avec trois (03) chefs d'établissement afin d'affiner les profils identifiés.

V. Résultats de la Recherche

La présentation des résultats et leur discussion nous a conduit à observer une démarche triaxiale. D'une part, nous mettons en exergue la structure factorielle des données collectées. D'autre part, nous présentons la structure typologique de l'implication dans le métier des enseignants interrogés. Enfin, la caractérisation des profils identifiés est présentée.

a) *La structure factorielle des données collectées*

A l'issue de l'enquête par questionnaire auto-administré, nous avons procédé à une analyse

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factorielle exploratoire en utilisant la méthode des composantes principales (ACP) afin de vérifier la structure factorielle de l'implication dans le métier. Un score factoriel de 0,5 nous a servi de repère pour considérer qu'un item constitue une partie du facteur. Après épuration, l'alpha de Crombach d'une valeur de 0,73 traduit une fiabilité satisfaisante pour cette échelle de mesure constitué de six items. Au regard des résultats obtenus (Tableau 4), l'indice de mesure de précision de l'échantillonnage de Kaiser-Meyer-Olkin est 0, 672. Cet indice montre que les corrélations entre les items sont de bonne qualité. En outre, le résultat du test de spécificité de Bartlett est significatif ($p < 0,000$) et confirme que l'analyse factorielle est adéquate.

Tableau 4: Indice de KMO et test de Bartlett

Indice de Kaiser-Meyer-Olkin pour la mesure de la qualité d'échantillonnage		0,672
Test de sphéricité de Bartlett	Khi-deux approximatif	837,134
	ddl.	15
	Signification	0,000

Source : auteur à partir des données d'enquête

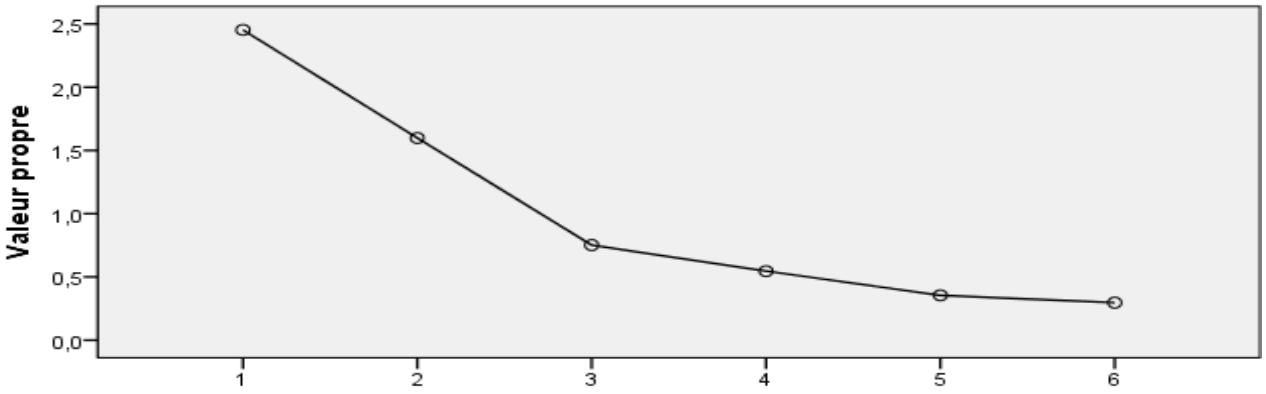
Par ailleurs, afin d'extraire le nombre de facteurs appropriés pour notre échelle, d'une part, nous avons examiné le tableau de la variance totale expliquée (Tableau 2). Celui-ci montre que deux (02) composantes ont une valeur propose supérieure à 1. Lesdites composantes expliquent 67,522% du phénomène observé.

Tableau 2: Variance Totale expliquée

Composantes	Valeurs propres initiales		
	Total	% de la variance	% cumulé
1	2,453	40,882	40,882
2	1,598	26,640	67,522
3	0,752	12,526	80,049
4	0,546	9,099	89,147
5	0,354	5,908	95,055
6	0,297	4,945	100,000

Source : auteur à partir des données d'enquête

D'autre part, l'examen du graphique des valeurs propres (Figure 1) a confirmé cette tendance. En effet, en observant le tracé d'effondrement qui en découle, nous avons remarqué que deux (02) facteurs se situent avant le changement abrupt de la pente de la rupture du coude de Cattell.



Source : auteur à partir des données d'enquête

Figure 1: Graphique des va leurs propres

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En conséquence, ces deux (02) facteurs ont été pris en considération dans cette étude (Tableau 3).

Tableau 3: ACP de l'échelle de mesure de l'implication des enseignants interrogés

Items	Composantes		Facteur (s)	
	1	2		
je suis fier d'exercer ce métier	0,856		Implication affectio-normative	α = 0,703
j'éprouve du plaisir à exercer ce métier	0,869			
Mon métier mérite ma loyauté	0,620			
Changer de métier maintenant me coûterait beaucoup		0,732	Implication calculée	α = 0,794
Ma famille serait trop perturbée si je décidais de changer de métier maintenant		0,888		
Changer de métier aujourd'hui me demanderait beaucoup de sacrifices personnels		0,881		

Source : auteur à partir des données d'enquête

L'ACP effectuée sur les variables de mesure de l'implication dans le métier utilisée dans cette étude fait ressortir deux facteurs que l'on retrouve couramment dans la littérature récente sur l'implication dans le métier, notamment dans les travaux de Blau (2004). Le premier facteur met en exergue l'attachement émotionnel et/ou normatif des enseignants interrogés vis-à-vis de leur métier. Au regard du second facteur, qui met en évidence l'implication calculée, ces professionnels tiennent compte d'un ensemble de couts afin de caractériser leur attachement au métier d'enseignant.

b) La structure typologique de l'implication des enseignants interrogés

La structure typologique de l'implication dans le métier retenue dans cette étude est issue d'une analyse de classification par la méthode des nuées dynamiques. En fixant le nombre de classes à sept (7) puis à six (6) ou cinq (5), au moins une des classes obtenues comportait un nombre d'observations en deçà du seuil statistique de 10% de l'effectif total préconisé par Evrard, Pras et Roux (2003). Par contre, en fixant le nombre de classe à quatre (4), cette classification s'est révélée conforme aux exigences de taille et de pertinence théorique. Nous avons donc retenu la solution à quatre classes. Ces différentes classes sont présentées ci-dessous (Tableau 4).

Tableau 4: Les quatre classes d'implication des enseignants du secondaire interrogés

Classes	1	2	3	4	
Effectif	69	141	71	194	475
Pourcentage	14,526%	26,684%	14,947%	43,843%	100

Source : auteur à partir des données d'enquête

Une analyse de ce tableau amène à constater que la classe 4 est la plus représentée avec 194 enseignants soit 43,843% de l'échantillon. Elle est suivie respectivement par les classes 2 (26,684%), 3 (14,947%), et 1 (14,526%). Par ailleurs, les classes 2 et 4 regroupent près de 70, 527% des enseignants interrogés au cours de cette recherche. Au regard de ces résultats, plusieurs profils sont susceptibles de caractériser l'implication dans le métier des enseignants du secondaire en contexte camerounais. De ce fait, l'hypothèse1, selon laquelle l'analyse typologique mettra en exergue plusieurs profils d'implication dans le métier, est validée.

i. *Caractéristiques des profils identifiés*

Au regard du graphique ci-dessous (Figure 2), on observe que l'attachement des enseignants du secondaire à leur métier varie en fonction du profil considéré.

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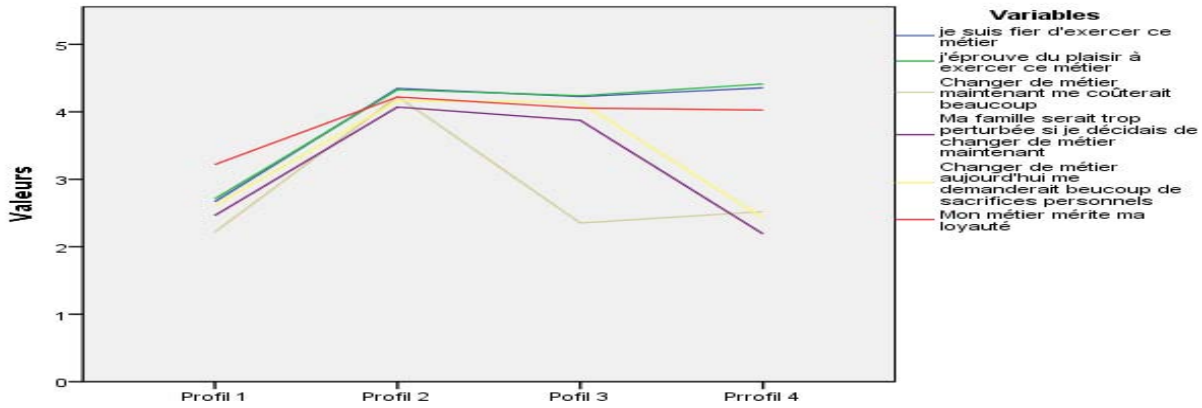

Source : auteur à partir des données d'enquête

Figure 2: Les profils d'implication des enseignants du secondaire public

- Le profil 1 caractérise les enseignants ayant un niveau d'implication normatif supérieur aux autres formes d'implication dans le métier. Le choix du métier d'enseignant leur a été imposé par les parents afin de leur offrir une occupation stable et bien rémunérée. De ce fait, la performance dans la tâche de ces enseignants se limite généralement à assurer un service minimum aussi bien dans les salles de classes qu'au sein de l'établissement d'attache où ils sont en fonction. Par ailleurs, en quête de bien-être matériel et financier, ces enseignants multiplient au quotidien les initiatives afin d'intégrer d'autres structures relevant du secteur public.
- Le profil 2 permet d'identifier les enseignants fortement impliqués dans leur métier. Ils extériorisent un niveau d'implication élevé sur les trois dimensions caractéristiques de cette attitude. Ce type de profil est très apprécié des administrateurs scolaires (censeurs, proviseur) et des élèves compte tenu de leur investissement manifeste dans la conduite des activités scolaires, périscolaires et administratives au sein de leurs établissements d'attache. Par contre, ces enseignants sont habituellement décriés par leurs collègues qui considèrent leur forte implication en contexte de travail comme une forme de zèle.
- Le profil 3 regroupe les enseignants qui aiment leur métier. Cet attachement est renforcé par la prise en compte d'un certain nombre de couts susceptibles d'affecter leurs intérêts personnels et familiaux, mais aussi par la loyauté qui les caractérise. Toutefois, celui-ci n'est pas le choix idéal qu'ils auraient pu faire dans un contexte de travail caractérisé par la présence d'alternatives d'emploi. Ces enseignants qui présentent des niveaux d'implication affective et normative presque similaire ont intégré ce métier et s'y maintiennent parce qu'ils sont non seulement fiers d'accompagner les élèves dans l'acquisition des connaissances et des valeurs nécessaires à leur développement, mais aussi qu'ils respectent scrupuleusement les normes afférentes à leur métier et/ou leur environnement familial.
- Le profil4représente les enseignants qui se caractérisent par un attachement et une identification à leur métier profondément ancrés dans la sphère des émotions, comme s'il s'agissait d'un lien viscéral. Comparativement aux autres, ces enseignants offrent à titre onéreux ou à titre gratuit un accompagnement aux élèves sous forme de répétition à domicile ou au sein des lycées et collèges où ils sont en service.
- Au regard des motivations diverses qui caractérisent les enseignants du secondaire public en contexte camerounais, différentes dénominations contextuelles sont susceptibles de caractériser les profils d'implication dans le métier identifiés dans cette étude (Tableau 5).

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Tableau 5: Dénomination et caractéristiques majeures des profils identifiés

Profils	1	2	3	4
Dénomination	Privilégiés	Investis	Modérés	Passionnés
Caractéristiques majeures	-Niveau d'implication normatif supérieur aux autres formes d'implication dans le métier. -Le choix du métier a été imposé par les parents. -Enseignants très décriés aussi bien par les élèves, les collègues, que par l'administration scolaire. -Enseignants composés majoritairement d'hommes	-Niveau d'implication élevé sur les trois formes d'implication dans le métier. -Le choix du métier résulte de la passion, des contraintes familiales, et d'un savant calcul couts-bénéfices. -Enseignants très appréciés par les membres de l'administration scolaire et les élèves.	-Niveau d'implication affectif et normatif supérieur à l'implication calculée. -L'enseignement n'est pas leur choix idéal -Enseignants très appréciés par les élèves et les collègues, mais décriés par les membres de l'administration scolaires.	-Niveau d'implication affective supérieur aux autres formes d'implication. -L'enseignement est une passion pour ces enseignants. -Ces enseignants, majoritairement les hommes, offrentun accompagnement aux élèves sous formes de cours de soutien, à titre gratuit ou onéreux.

Source : auteur à partir des données d'enquête

Les mobiles à la base de ces profils permettent ainsi de relever que ceux-ci diffèrent de façon substantielle les uns des autres par leur nature. Au regard de ces résultats, l'hypothèse 2 est significative.

a) Discussion

Nous présentons ci-dessous, la contribution de cette recherche. Par ailleurs, les limites et perspectives de recherches sont soulignées.

i. *Contribution de l'étude*

La contribution de cette recherche peut être appréciée du point de vue méthodologique, d'une part, et dans une optique managériale, d'autre part. Sur le plan méthodologique, les résultats de cette étude ont permis de tester et de valider dans le contexte africain et camerounais en particulier le cadre théorique de codification des profils d'implication des salariés développé par Meyer et Herscovitch (2001). De ce fait, une première contribution de cette étude a trait à la généralisation de la typologie des profils d'implication en dehors de l'Occident et de l'Asie. En outre, elle participe à la réflexion sur l'utilisation de diverses approches dans l'examen de l'implication du personnel.

Dans une perspective managériale, les résultats de cette étude permettent de connaitre et de comprendre les motivations profondes qui guident le choix du métier d'enseignant du secondaire public au Cameroun. Par ailleurs, les résultats obtenus montrent que trois profils sur quatre identifiés dans cette étude se rapprochent des profils identifiés dans les travaux antérieurs, notamment celui de Tsoumbris et Xenikou (2010) ou Morin et al. (2015). Mais, contrairement à ces études, nous ne distinguons pas de profils « non impliqué ». Une explication plausible de l'absence de ce profil dans cette étude relèverait du fait que, l'enseignement est un métier qui exige de ceux qui l'exercent un engagement qui soit à la fois psychologique et physique (Abe, 2018). En outre, nous n'avons pas trouvé de profil « calculé dominant », car cette étude est menée en Afrique où les valeurs culturelles déterminent fortement les attitudes et les comportements des individus en contexte de travail (Apitsa et Amine, 2014).

ii. *Limites et perspectives de recherche*

Al'issue de cette étude, deux limites majeures peuvent être soulignées. La première relève du choix effectué pour mesurer l'implication dans le métier des enseignants du secondaire public au Cameroun. En effet, l'implication est mesurée dans cette étude comme un construit multidimensionnel qui met l'accent sur le métier. Toutefois, des études fondées sur les préconisations théoriques de Meyer et Herscovitch (2001) soulignent de plus en plus la nécessité d'étudier l'implication en contexte de travail par la valorisation de plusieurs cibles d'implication. La seconde limite a trait à l'analyse des données. En effet, les résultats de cette étude sont obtenus à l'aide de méthodes de classification qui reposent sur la seule subjectivité des chercheurs. De ce fait, les recherches futures sont appelées à mettre en valeur des techniques avancées de classification qui permettent de nos jours d'aboutir à des résultats encore plus probants, à l'instar de l'analyse des profils latents.

VI. Conclusion

L'objet de cette recherche était de mettre en exergue les profils caractéristiques de l'implication au travail des agents publics, en prenant comme cible les

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enseignants du secondaire. Les résultats de cette étude, issus de données collectées auprès de 475 enseignants, permettent de distinguer quatre profils d'implication qui diffèrent significativement les uns des autres selon les motivations à la base de l'attachement de ces enseignants à leur métier. Au regard de ces résultats, on distingue en fait parmi ces enseignants les privilégiés, les investis, les modérés, des passionnés. A la lumière de cette typologie, les enseignants du secondaire public au Cameroun apparaissent comme un public hétérogène qui possède des attentes et valeurs susceptibles d'affecter durablement leur implication dans le métier. De ce fait, dans un contexte marqué par la modernisation des services publics, de nouvelles politiques et pratiques de GRH porteuses de performance doivent être adoptées afin d'attirer et de retenir dans l'enseignement secondaire des individus psychologiquement attachés et compétents.

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Annexe 1: Caractéristiques sociodémographiques des répondants

Variables		Effectif	Pourcentage
1.	Enre	204	42,95
	Hommes	271	57,05
	Femmes		
2.	Atut hiérarchique	20	4,21
	Instituteur	100	21,05
	Professeur de collèges	313	65,89
	Professeur de lycées	5	1,052
	Conseillers d'orientation	39	8,21
	Autres (vacataires)		
3.	Iveau d'éducation	2	0,4
	CEP	3	0,6
	BEPC/CAP	15	3,2
	BAC	27	5,7
	BAC + 2	114	24,4
	BAC + 3	61	12,8
	BAC + 4	252	53,1
	BAC + 5	1	0,2
	Doctorat		
4.	Ge	10	2,105
	Moins de 25 ans	238	50,105
	25-35	169	35,578
		52	10,947
		10	2,105

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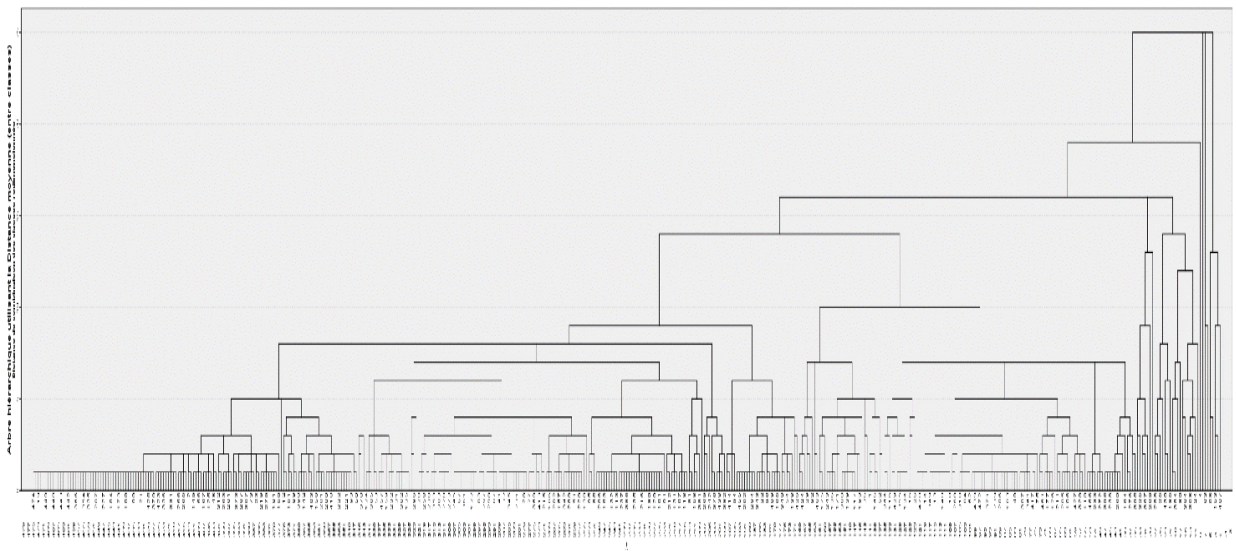
35-45	97	20,4
45-55	132	27,8
Plus de 55 ans	76	16
5.	60	12,6
Ncienneté dans le métier	39	8,2
1-3	71	14,9
4-6		
7-9		
10-12		
13-15		
Plus de 15 ans		



Annexe 2: Arbre hiérarchique des données de la recherche

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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

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Format Structure

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Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

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A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

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One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

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Numerical methods used should be transparent and, where appropriate, supported by references.

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Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

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Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

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Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

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Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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Tips for writing a good quality Management Research Paper

Techniques for writing a good quality management and business research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of management and business then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

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7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

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11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

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Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

19. Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

20. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

21. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

22. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

23. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.



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- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

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- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
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This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

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Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.



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Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

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Put figures and tables, appropriately numbered, in order at the end of the report.

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Discussion:

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- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

A

Agility · 10
Assertiveness · 78, 79

C

Circumstance · 38
Crayfish · 74

D

Decentralise · 44
Divulged · 6
Dualistic · 79, 80, 83

E

Ethnic · 17, 19, 76

H

Hargreaves · 55
Hazards · 15, 17, 19
Hierarchical · 40, 74

I

Immigrants · 15, 17, 19, 34
Inspirational · 44
Intangible · 3

O

Optimistic · 46

P

Piloting · 19

S

Spontaneous · 42

T

Tangible · 3, 5

U

Unorganized · 72

V

Vulnerable · 17, 50





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