

Teacher Development and Commitment to Work: Case of Teachers in the Yaounde 6 District Inspection

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ABSTRACT

The problem of this research is teachers' disengagement from work. This disengagement manifests itself later in work, absenteeism, frequent abandonments of classrooms, laxity at work, late reporting for duty, fraudulent reassignments. The main research question is: does teacher fulfilment promote teacher engagement in the workplace? The overall aim of this research is to show that teacher self-development promotes teacher engagement in the workplace. Theories of work motivation have helped us understand the process of work engagement, the process and the content of motivation. Our general hypothesis is that the development of the teachers develops his commitment to work. Teachers must commit to working, but this with the public authorities' help should promote their career fulfilment. The operationalisation of the independent variable made it possible to construct three research hypotheses. Data collection was carried out in the Yaounde 6 district inspectorate, using a questionnaire in the form of a measurement scale with a final sample of 81 participants. We conducted a correlation and regression analysis. The three research hypotheses were 100% valued, validating our general hypothesis.

Keywords: *Development, Commitment at Work, Teachers*

1-Problematic

Education is a field which occupies a great place in any society; it is an undeniable development factor. It is the subject of much thought and remains at the heart of political and economic concerns. The education system in the world is now experiencing a crisis on several levels; despite the efforts made by the institutions responsible for its organisation. This crisis is only a consequence of the disorder to which the social system is the victim. The exemplary institutional mechanism that connects the individual congruently to society is undone. The individual no longer has the professional moratorium at his disposal, nor does he have a clear, stable commitment model (Becquet, 2000). Commitment to work can be defined as the psychological link felt and experienced by an employee between himself and his organisation; according to Klein, Molly and Brienfield (2012), this link has a voluntary character that reflects dedication and a sense of responsibility towards the organisation. Duchesne (2004) characterises the teacher's

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commitment to work by his attachment to his profession as well as his positive attitude and respect towards it. The engaged teacher actively contributes to activities beyond their school community to adequately represent their school and profession in the eyes of the public. He thrives within the professional activities he exercises and is constantly on the lookout for developing his knowledge. He participates in continuing education activities and shares his knowledge to enhance his colleagues' knowledge. He hired a teacher who has a genuine pedagogical interest. He assumes professional responsibilities to improve the quality of teaching to advance the profession.

Management crisis affecting the education system in Cameroon is not to be demonstrated. By comparison with other socio-professional categories in the public service, at the 530 indexes, the salary of a primary school teacher is about 65.000FCFA lower than that of a police officer, and 25.000FCA lower than that of a correctional officer has the same index. Likewise, the quarterly performance bonus in public primary schools is between 2000 to 7.000FCFA, while that for carrying a weapon paid to the military would be 75.000FCFA per month, a 225.000FCFA per quarter. Another monthly premium is the date of wearing of uniform, not to mention various unparalleled facilities for the teaching staff (Kom, 2007). This shows that the teachers benefit from allowing remuneration, which does not allow them to live decently. However, Cameroon's retirement age has been harmonised to 60 years in 2020, but no harmonisation of salaries. Primary school teachers have the feeling of having seen their standard of living deteriorate compared to professions whose end-of-career indices were comparable before 1994, the date of the severe reduction in the salaries of Cameroonian State personnel (Report of the Education Sector Strategy Document, 2012). Overall, teachers' salaries have halved in nominal value since 1994 while prices have doubled, equivalent to a reduction in purchasing power of around 75% (report of the Sectorial Strategy Document of Education, 2012).

Regarding the pedagogical behaviour of teaching, the fall in salaries in Africa, particularly Cameroon, has negatively affected the quality of Education by discouraging teachers (Conference, 2014). Added to this is a lack of career prospects which adversely affects their job satisfaction. Thus, teachers powerless in the face of these difficulties will try to find answers to restore their cognitive balance. This will result in changes, beliefs, attitudes, and behaviours in line with the new cognition, namely disengagement at work.

According to the code of ethics for agents working in the education sector, it is prescribed within the framework of General Duties; Art. 13 are prohibited all forms of deception likely to bring the profession into disrepute; Art. 15: any teacher within the framework of the exercise of his functions must see to the conduct of the public service, by being assiduous, punctual, devoted Similarly, to Art 23: the teacher is required in the exercise of his functions, to serve the general interest with disinterestedness, to ensure his functions exclusively and personally, to serve effectively, relevance and efficiency, and to observe the texts and regulations. The teachers show on the whole a mortgaged commitment, which can be seen through certain moods such as; laxity at work, dropping out of classrooms, and cheating. It also consists of being replaced in his functions by a third person, non-taking of service by newly assigned teachers, fraudulent reassignments, and forgery. Considering the facts observed with the institutions vis-à-vis work, the resulting problem is disengagement from work. The issue raised by this research is disengagement at work; in fact, teachers show more and more disengagement behaviours at work, like absenteeism being late for work. The

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general objective of this research is to show that fulfilment produces a teacher engaged at work.

Mulkun (2010) noted that basic education teachers do not always work the official recommended number of hours for teaching due to unauthorised absences. According to Bernard, Tiyab and Vianou (2004), the majority of teachers are neither punctual nor assiduous at their places of service and even less devoted and diligent at work, and this seems to be true in Cameroon, where the effective attendance rate of teachers in classrooms is 25 % in the South region; 37% in the West region and 15.57% in the East region (Bernard, Toyab and Vianou, 2004). Similarly, Mamedong (2004) reveals low program coverage and professional performance. Indeed, these results show a shared commitment among primary school teachers in the exercise of their profession. We are witnessing the frequent abandonment of classrooms clandestine replacements in classes by third parties to carry out another activity having nothing to do with teaching. The falsification of medical certificates to obtain sick leave and sometimes to extend it.

We tend to think that teachers do not support their job. In the same vein, it appears from the report of the education sector strategy document and the State report of the national education system (RESEN, 2006) that there is disaffection among teachers of their profession. Likewise, the report of the International Institute for Capacity Building in Africa (2011) reveals that, in Africa, the teacher feels more and worse about himself and that the rate of dissatisfaction of the teacher's vis-à-vis - because of their professional situation is 50%, within Cameroon a rate of 56 % of satisfaction and 44 % of dissatisfaction. The insufficiently significant rate for serious attention to be paid to it. All this shows a disengagement at work, and how can we explain this? To know the degree of commitment, it is necessary to analyse the circumstances in which the behaviours in question are carried out.

Therefore, could the work environment be the basis for disengagement from work? When an employee can work and progress professionally, this could trigger engagement at work. Could a teacher who sees his colleague being abused by the students he is supposed to provide knowledge to develop a disengagement at work? How can we reconcile motivation and commitment to maintaining a promise that is always motivated at work during a career? Shouldn't other factors such as self-fulfillment be introduced into the world of work? The development in this context will be conceived as a freedom to choose, to self-determine, and that others must refrain from hindering this freedom. The main question of this research is: does the development of the teacher promote his commitment to work? The general objective of this research work is to show that the teacher's development promotes his commitment to work.

The role of the educational sciences is to enlighten society. The education sector actors raise the problems, analyse them, and submit the results to policies for decision-making for action. This research will bring out the issue of the commitment of basic education teaching to work. This is because the education system has experienced such persistent inefficiency in recent years in almost the entire world and Cameroon. It was given to us to seek the causes, why the principal agents of the educational system, which are the teachings pros there why; how the main agents of the education system that are the teachers go about it and why. The analysis will make it possible to seek remedial strategies and to reach one of the objectives of the millennium for the development, which is the quality of Education, a social priority. This research opens new perspectives.

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The investigation could help understand if the lack of commitment is not related to something else that is not fulfilled. In the field of Education, the results of this research help to remedy the lack of information concerning the engagement of teachers in the workplace (Reyes, 1990; Duchesne, 2004). For the school administration, the research is interesting because it deals with the indicators of development that encourage teachers to get involved in the light of the results. For teachers who are just starting their careers, this research can guide them to the factors that stimulate commitment at work. He can also contribute to enabling them to experience an enriching start to their career, in addition to helping them overcome the obstacles encountered and continue in the teaching profession. It is evident that in any society, Education occupies an important place. This is the reason why we opted to conduct research in this field. To this end, given the various difficulties facing the Cameroonian education system, it is necessary to look for the causes. It is a question of showing how the development of a teacher can lead to his commitment to work.

LITERATURE REVIEW, EXPLANATORY THEORIES AND HYPOTHESES

Literature Review

Commitment

Commitment refers to the consequences of an act on behaviour and attitudes. Psychologists also define commitment as the form which stabilises the behaviour of the individual (Briekman, 1987; Kelley, 1983); a force that makes a person continue what he had undertaken despite the obstacles encountered by the temptation offered by another option which turns out to be interesting (Dube, Jadoin and Kalrouz. 1997 a). It is also that Bolähl and Keyner (1965) successively defined commitment as a degree of psychological identification or the importance of work in self-image. The traditional definition of the concept of commitment emphasises cognitive or behavioural factors. This approach is inspired by Festinger's cognitive dissonance theory (1957) and postulates that persistence in the course of action emerges from felt obligation rather than a choice based on one's desires. The notion of commitment to work has been extensively studied in organisations and approached from different approaches (Kanter 1968, 1972; Becker 1961, 1964; Herberg, 1975; Reyes, 1990; Roberson, 1990; Duchesne, 2004). The following section presents the concept of commitment according to the three most frequently studied approaches, namely the psychological approach, the social approach and the existential approach.

The psychological approach is most commonly used when it comes to working commitment. According to Reyes (1990), psychological commitment manifests itself in the individual who associates strongly with his work by developing an emotional attachment to the organisation, committing to his work, and being happy to be part of the organisation. Thus, the person takes root in the organisational culture of his work environment hastens to provide efforts and maintain a strong sense of belonging.

According to the social approach, commitment to work is influenced by the type of relationship that the individual has with his profession or with the organisation. Kanter (1968) describes commitment as a central process by which an individual's system is associated with his social system. According to Reyes (1990), this definition is based on three forms of commitment, continuity, cohesion and control (Duchesne, 2004, P 26).

Essentially psychological and social factors condition the existential approach but evolve beyond them. In his existential approach, Duchesne (2004) maintains that commitment to work is based on the notion of meaning in life which response to a fundamental need in the

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existence of any human character, commitment in its meaning designates a work or a creation, here called work, as a means allowing the human person to give meaning to his life. The notion of feelings at work among those passionate about this approach is linked to the human's needs, such as; human desire for success, consistency, centrality, meaning, objectives, and values advocated by this one (Duchesne 2004).

Blossoming

Blossoming is characterised by being respected in what we hold most dear (our identity, our aspiration for happiness, the development of our personality) by suggesting a new balance that considers vital needs, autonomy and development, creativity, security, stability, and social recognition of the human being. Commonly defined as a manifestation of joy, this concept reveals satisfaction in an individual. The authors have approached this concept to specify that it is not a question of giving in to all one's desires but harmoniously developing one's personality in a democratic and pluralist society.

Factors that hinder commitment to work

According to Duchesne (2004), the factors which slow down a teacher's commitment are as follows: 1) the exhaustion generated by the commitment to care for the other: 2) anxiety resulting from the fear of appearing incompetent: 3) anxiety relating to individualism: 4) anxiety due to alienation from the self; 5) anxiety about professional self-image and 6) anxiety generated by social perceptions. Here are the factors that are not favourable to the teacher's commitment to the intrinsic aspect and the extrinsic aspect. For the intrinsic aspect, the teacher who must overcome difficulties in his personal life, who experiences uncertainties about himself or health problems, may doubt his professional skills and disengage in teaching. For the extrinsic aspect, the teacher who faces obstacles generated by his co-workers, the school administration, or members of his personal or professional environment may be inclined to withdraw from the process. The fact of encountering various difficulties within his task or in school organisation represents factors that can also slow down the teacher's commitment (Duchesne 2004, p.130).

Factors stimulating commitment

According to Duchesne (2004), the factors that stimulate a teacher's commitment are 1) rewards, 2) job satisfaction, 3) meaningful work, 4) the meaning of the mission, 5) the role of the school principal, and 6) the role of reacting to co-workers. Here are the conditions reflecting the portrait of the engaged teacher regarding the intrinsic aspect (relating to the self) and the extrinsic aspect (relating to the outside of oneself). For the intrinsic aspect (relating to the self), a committed teacher is inclined towards the students and the profession. He has a positive attitude as well as favourable dispositions. For the extrinsic aspect (relative to the outside of oneself), the fact of being able to count on the support of colleagues and school administration and their positive influence promotes the feeling of commitment of the teacher. Also, when he is offered opportunities to update his professional skills and when he receives marks of encouragement and recognition, this leads the teacher to engage in the profession (Duchesne, 2004)

Explanatory theories: theory of motivation at work

Motivation at work is often associated with the concepts of satisfaction and involvement or mobilisation. Motivation is one of the essential levers for organisational change. It designates a complex process of individual elements and organisational dimensions to achieve an achievable result carrying an identifiable meaning. Motivation is the

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psychophysiological process responsible for triggering the maintenance and the cessation of action. It is also an appetitive or aversive value conferred on the elements of the environment on which action is exerted. Two complementary approaches constitute the theories of motivation: theories of content and process theories. Content theories attempt to understand what triggers motivation (Maslow and Herzberg); process theories explain the underlying mechanisms for understanding employee behaviour adjustment (Vroom, Locke and Latham).

The theories of motivation are concerned with the needs felt by individuals and the conditions that push them to satisfy them. Therefore, it focused on the initiation and intensity of motivation. They specify what employees are sensitive to and which mobilises them in a job (Frances, 1987). Maslow's Hierarchy of needs model states that a person has five needs: physiological, security, belonging, self-esteem, and self-actualisation. Those that fall into the three inner, physiological, security, and socialising categories are known as lacks; the individual whose needs are not met will not flourish into a healthy person, both physically and psychologically. While the needs for esteem and personal fulfilment are qualified as needs for growth, their satisfaction contributes to the person's progress and development as a human being. According to this hierarchical theory of needs, an individual does not seek a higher need unless the preceding one is acquired. Maslow will use this garniture to mean that needs emerge when gratified previous needs. Herzberg (1923-2000) starts from the theory of needs, the top of which is self-realisation, to show that this self-realisation is only possible at work. Work is, therefore, not only a factor of production but rather a means of development for the employee. The more a job allows you to achieve success, learn and develop your skills, the more motivating it can become.

Criticism of needs theories has led a few researchers to turn away from the content of motivation. The needs-oriented debate ultimately seems futile and does not lead to practical applications that are satisfactory for the workplace. It was, therefore, necessary to find another angle of attack that would make it possible to advance in the understanding of the motivational phenomenon. This angle concerns the very process of motivation. We no longer wonder what it contains. Why it is implemented, by what it is aroused, but how it functions, how it unfolds and causes these specific behaviours that are motivating, moving from the why to the how we, therefore, broaden the never-closed philosophical discussions and we approach motivation through a much more cognitivist bias: expectations.

Expectation theories are concerned with the links that individuals at work perceive between the efforts they deploy, the expected and observed performance and the rewards or sanctions which result from it. Unlike the theories of content, they examine the orientation and the persistence of the behaviour adopted by the individual at work. The expectation model believes that motivation is a process of conscious choice. The individual consciously calculates the suffering or pleasure he plans to experience or avoid by choosing. It does not indicate unconscious motivation or personality characteristics; in fact, humans often make unconscious choices about what results to seek. They focus on predicting the intention of the volume of work that a person will devote to a task. One of the key points of individual dynamics in Bandura's theory (2003) is the anticipation of results following a behaviour. This aspect is common with the motivational theories of expectation and value. Vroom (1964) states that the behaviours of individuals are the result of a conscious and reasoned choice, of a kind of analysis. Costs and benefits in the strict sense of the term. This theory is in the cognitivist current. It seeks to explain the behavioural process that leads to motivation

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in the sense that it shows the link between motivation and the efforts made during a job, learning or any task. Vroom believes that it is no longer enough to know the needs; it is necessary to help employees to understand their expectations which a source of motivation will be: according to him, people are motivated when they expect a reward from an activity. Based on these expectations, the company will be able to offer extrinsic rewards, effective because they are consistent with the expectations of employees. Creating and maintaining high expectations can help develop real motivation at work, hence the EIV system. The central idea is that an individual only provides an effort when it allows him to obtain a rewarding reward in his eyes. For a given wait, these three variables act multiplicatively: as soon as one is weak, the motivation for the wait becomes weak.

The theory of goal setting poses the fundamental idea that human behaviour is regulated by a goal to be achieved and therefore oriented towards the future. In their experiments, Locke and Latham (1990) have shown that individuals who set hard-to-reach goals provide substantial returns compared to those who prefer easy-to-reach goals. The objectives theory stipulates that the adopted objectives influence cognitions and behaviours, Locke (1990). We say that job performance increases proportionally with the level of difficulty of the objectives until the individual reaches the limit of his competence. An employee who arrives at his workplace tired and late has no goals to achieve, which is why he will produce poor results; however, they must elicit your support to achieve specific goals related to his profession. An employee who is usually dissatisfied with absenteeism and poor performance of tasks professionals do not pursue clear and precise objectives because the objective can only be achieved by going through each of the stages that lead to it. The construction of the path even presupposes a certain cognitive presence of the term to be reached, which presupposes a certain experience arising from learning. The subject gradually learns the manipulations that lead to failure and the means that most effectively and easily lead to the stated goal. Employees who expect sanctions if they do not meet targets are likely to show more support for them. The anticipated benefits from the achievement of objectives play an essential role the more employees believe that the positive benefits (merit salary increases, bonuses, promotion, possibilities to perform exciting tasks), depend on the achievement of the objectives, the more they adhere firmly to these, the more they will experience job satisfaction.

Hypothesis

The development of the teacher β develops his commitment to work. The independent variable of this research is the development of the teacher. Self-fulfilment is characterised by being respected in what we hold most dear (our identity, our aspiration for happiness, our personality development). The dependent variable of this research is the commitment to work. Commitment is defined by the psychological determination of the individual to the values, goals and beliefs of the organisation. Festinger (1964) defines commitment as a decision that influences subsequent behaviour. Commitment boils down to a position that is not easy to leave (Becker, 1960) or an irrevocable choice. Development is operationalised in: 1-salary allowances; 2-safety at work; 3-the working environment. The hypotheses researched are as follows: **H1**, the salary intensities granted to the teacher promote his commitment to work; **H2**, the teacher's work environment promotes his commitment to work; **H3**, safety at work promotes his teacher's commitment to work.

METHODOLOGY

Participants

The participants in this research are made up of general education teachers and 31 men (38.3%) and 50 women (61.7%). Thirty of them are between 25 and 40 years old (37.1%), and 51 are between 41 and 6 years old (63%). Twelve participants have between 5 and 10 years of service (14.8%); 33 have between 10 to 15 years of service (40.7%); 20 have between 15 and 20 years of service (24.7%), and 16 have more than 20 years of service (19.8%). IVAC (1.2%) 34 are IC (42%) and 46 are IEG (56.8%).

Measurement scales; collection procedure; data processing tools

The data collection tool is a questionnaire in the form of measurement scales. We have the scale for measuring fulfilment at work the scale for measuring engagement at work. Simple random sampling, that is, the teacher who accepts to fill out our questionnaire, is part of our sample. The sample is made up of teachers from the Yaoundé 6 district inspectorate. More specifically, teachers from French-speaking schools. Unable to give the questionnaire to all teachers, our sample is made up of 81 teachers. We went to the different school groups that make up the Yaoundé 6 district inspectorate: provided with our questionnaires. The actual collection was done first at the school of Biyem-Assi, Mendong public school: SIC, A and B public school: until we get our final sample. It was a question of proposing to the teacher to complete the questionnaire after explaining the filling process to him: then come back for the recovery. The technique of the self-administered questionnaire was used in this research. To enter the data into the computer processing tool, in this case, the computer, we used Excell. We used the Statistica program to carry out the various verification operations. We performed a regression analysis of the data.

RESULTS

Presentation of the results

Table 1: Average of participants on the Professional promotion scales

Items	\bar{X}	σ
Promotion leaves the teacher of vocation indifferent practically	2.32	.920
Advances are automatic among teachers	1.65	.710
The promoted teacher is more committed to work	2.93	.808
weighting	2.3	.812

Table 1 above breaks down the participant's averages on the personal promotion scale. Overall, we can notice that the professional promotion is somewhat mixed because the participants are instead in agreement and often in disagreement ($\bar{X} = 2,3$; $\sigma = 0,812$). They are mixed on the vocation of the teacher, in disagreement on the fact that the promoted teacher is more committed to work. This tendency is noticed at a specific level.

Table 2: Average of participants on the salary compensation scales

Items	\bar{X}	σ
The salary of the Cameroonian teacher is proportional to his task	1.91	.745
Work premiums are normally awarded to teachers	1.84	.679
Family allowances are taken into account for teachers	2.01	.750
The more consistent the allowances are for teachers, the more they are attached to the job	2.51	1.205
Weighting	2.067	.782

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Table 2 breaks down the averages of our participants obtained on the salary compensation scale. Overall, he informs us that the teachers disagree with their salary allowances ($\bar{X}=2,06$; $\sigma =0,782$). Specifically, they disagree that the salary is proportional to the task, which their bonuses are generally allocated to them, on their family allowances and on certain allowances attached to their work.

Table 3: Average of participants in the work environment

Items	\bar{X}	σ
The teachers access to his service post is decisive for his task	2.77	1.003
The different relationships of the teacher at work can relax the climate of job	3.01	.602
The different reports of the teachers at work can compress the climate working	3.01	.829
Your establishment is pedagogically equipped	2.19	.989
This equipment/non-equipment influences professional practices	2.14	1.022
Does your work reflect the comfort that meets your expectations	2.06	.747
Your establishment i sage of ICT	2.09	.925
The use of ICT influences the evolution of work	2.49	1.174
Weighting	2.47	.911

Table 3 above distributes the averages of our participants on the work environment scale. He generally informs us that their work environment is somewhat gloomy ($\bar{X}=2.47$; $\sigma=0.911$). Specifically, the teachers' access to his service post is not decisive for his task, the establishment is not equipped pedagogically, the establishment does not use ICTs, or the use of ICT does not influence the development of their work. On the other hand, the various supports of the teaching can relax the working climate or compress the working climate or compress the working environment.

Table 4: Average of participants on the occupational safety scale

Items	\bar{X}	σ
Promotional stability is a guarantee in Education	3.02	1.140
Insurance (illnesses, work accidents, etc.) are taken into account	1.79	1.104
The teacher is immune to basic needs the teaching staff	1.67	1.084
The more security is ensured in the teachers home, the more he devotes himself to his work	2.75	1.260
Weighting	2.30	1.147

Table 4 distributes the participant's safety scale. We can observe globally that the teachers feel that they are not safe ($\bar{X}=2.3$; $\sigma =1.147$). Specifically, the assurances are not considered in the teaching staff; the teacher is not up to the task; shelter from basic needs; security is not assured, and he is not immune from basic needs. However, professional stability is its main guarantee.

Table 5: Average of participants on the work commitment scale

Items	\bar{X}	σ
When I work, I forget everything around me	5.65	1.153
Time flies, the crazy pace when I work	5.84	.955
I am completely absorbed in my work	5.99	.716

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It is very difficult for me to detach myself from my work	5.90	.816
I am literally immersed in my work	5.86	.685
I am happy when I am captivated by my activity	5.93	.685
In my opinion, my work is a real challenge	5.95	.568
I am passionate about my work	5.88	.678
I am proud of the work I do	5.81	.709
I find that my work has a meaning and a use fullness	5.99	.602
When I wake up in the morning, I want to go to work	5.77	.841
I am full of energy for my work	5.69	.752
I always persevere in my job, even when the going gets tough not good	5.77	.657
I manage to work for a long time without stopping	5.60	.769
I do not let myself be defeated by my work	5.56	.922
Feel strong enough to do this job	5.40	1.301
Weighting	5.78	.825

Table 5 above distributes the averages of our participants on the work commitment scale. It tells us globally that teachers and engaged in their work ($\bar{X}=5.78$; $\sigma =.825$). This trend is explicitly observed in all behaviours of work commitment among teachers.

Verification of research hypothesis

Table 6: correlation matrix applied to the first research hypothesis

		Salary allowances	Commitment to work
Salary allowances	r	1	.223
	P		.045
Commitment to work	r	.223	1
	P	.045	

Table 6 above is the correlation matrix applied to the first research hypothesis. We can observe a positive and significant correlation between salary allowances and commitment to work ($r=0.223$; $P=0.045$). This result tells us that the teachers who receive the salary allowances are hired at work. We can conclude that our first hypothesis is validated.

Table 7: Correlation matrix applied to the second research hypothesis

		Working environment	Commitment to work
Working environment	r	1	.227
	P		.042
Commitment to work	R	.227	1
	P	.042	

Table 7 above is the correlation matrix applied to the second research hypothesis. We can observe a positive and significant correlation between. The work environment and commitment to work ($r=0.227$; $P=0.042$). This result tells us that teachers who perceive a good working environment are engaged at work. We can conclude that our second hypothesis is validated.

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Table 8: Correlation matrix applied to the third research hypothesis

	Safety at work	Commitment to work
Safety at work	r 1	.344
	P	.002
Commitment to work	r .344	1
	P .002	

Table 8 above is the correlation matrix applied to the first research hypothesis. We can observe a significant positive correlation between safety at work and commitment to work ($r=0.344$; $P=0.002$). This result indicates that teachers who perceive safety at work are engaged at work. We can conclude that our fourth hypothesis is validated.

Table 9: Linear regression of the factors of work commitment month teachers

$r=.341$; $r^2=.116$; Adjusted $r^2=.070$; Error=1.254 ; $F=2.505$; $P=.049$

Modèle	Coefficients standardises	no Standardises coefficients	t	P
	A	Standard β error		
(Constante)	5.319	.718	7.403	.000
Salary compensation	.036	.240	.021	.881
Work environment	.338	.177	.215	.060
Safety at work	.149	.132	.131	.261

Table 9 above is the linear regression of the factors of work commitment among teachers. It tells us that the model used to explain teacher commitment to work is significant ($F=2.505$; $P=0.049$). The factors (salary compensation, work environment and work safety) explain up to 11.6% of the variance of commitment to work ($r^2=0.116$), and the best predictor of these factors is the working environment ($t=1.131$; $P=0.060$; $\beta=0.215$).

Interprétation of results

The first hypothesis concerns salary allowances for teachers. Salary allowances constitute a source of motivation at work and can generate its fulfilment in a way. Studying how salary allowances link teachers to their professional acts is the objective of this centre of interest. From the respondents' responses, the first remark is that of the non-proportionality of the teacher's salary per task. Teaching bonuses are not distributed normally. Some receive more than others. Teachers deplore the inconsistency of salary allowances. The examination premiums are insufficient, as are the costs of family allowances. Advancements happen every two years, but sometimes you have to negotiate with people who pay to receive by accepting their quota when these are initially insignificant.

The second research hypothesis relates to the work environment of the teacher and his commitment to work. We want both to test the good between these two variables and show how the teacher's work environment operates on his dedication to work. We know that naturally, everyone needs the condition for his development in his environment. In fact, man's living environment must be well equipped for his actions to be carried out under the right conditions. As for access to the workplace, teachers say that they are not motivated to return to their place of service when access is not easy. The problem of comfort in the professional space of teachers has existed for many years and apparently is still far from finding a solution.

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The third research hypothesis deals with the safety in the work of the teachers and his commitment at work. Herewe wants to see how professional stability, insurance, and the realisation of projects influence the teacher's professional practice. In fact, teachers recognise one thing in their profession; the stability that comforts them. As for the various insurances such as health insurance are not granted because a teacher who falls is treated at his own expense without any help from his employer. Speaking of the projects' achievements, they say that it has become difficult with the catechists' salaries that teachers receive today. Following our analyses, this hypothesis is confirmed, linking safety in the teachers work and his commitment to work.

In view of all of the above, all of our hypotheses have been confirmed. Through our explanatory theories, we see how the development of the teacher influences his commitment to work. The more consistent the teacher's salary, the more engaged he is at work. The more comfortably equipped the teacher's work environment, the teacher feels at work, the more engaged he is at work. Motivation theory reveals that an individual's expectations are the factors that determine and guide their actions: this translates into theoretically our research, the more teacher's expectations are positive, the more they are engaged at work.

DISCUSSION

Though out this research, it was a teacher fulfilled at work is engaged. This research follows the various crises experienced by the Cameroonian education system. Numerous theories of motivation at work have been summoned as part of this research; among others, Maslow's hierarchy of needs, Herzberg's job satisfaction, the theory of achieving goals and objectives. Much research has looked at commitment at work, very few have looked at teachers at work; studying which elements of the profession most influence the teacher's professional commitment is the purpose of this research. This research has shown that the development of the teacher is at the origin of his commitment to work. Hence, the three research hypotheses have been validated and validated the general hypothesis.

We urge the political powers to pay more attention to the educational side of society. Society today cannot move forward in ignorance because research has shown that ignorance costs more. So the education system must respond favourably to the expectations of the actors. In-service training must be recurrent; retraining sessions must be organised to prevent teachers from getting lost in the new methods introduced. Salary allowances must be revised. The working environment must be comfortable, and the teacher must feel at ease in his professional space. In short, we must emphasise motivational factors at work to satisfy teachers so that they flourish in their professional space. It is up to the teachers to fight to mount an advocacy strategy towards the state in order to clarify all the frustrations they experience in the system to advocate for the improvement of their treatment. To know that the future of youth is in their hands and give the best of themselves to give the good results that could be observed through skills in the field. They should not take advantage of the fact that they are not treated well to leave the children to themselves. Vocation must always be ahead of everything.

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Conflict of Interest

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