

## **Psychosocial and Demographic Determinants of Job Satisfaction among Public Secondary School Teachers in Cameroon**

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### **Abstract**

*Job satisfaction is a great concern in the field of human resources management and organization. For decades, disparate research instruments have been used by researchers to measure employees' job satisfaction. The main objective of this study is to build a hierarchical regression model of the job satisfaction among government secondary school teachers in Cameroon. The research presented in this study is based on the survey instrument developed by Spector (1985). The questionnaires were duly filled within different organizational contexts, by 745 respondents, mainly teachers working in the town of Yaoundé and its suburbs. The study shows some major discrepancies between the results obtained in contrast to those obtained in other Western countries where the same research instruments were widely applied. Different approaches need to be considered in order to address these discrepancies and based on this study we think, more original research instruments should be designed taking into account the distinctive contexts.*

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**Keywords:** *Job satisfaction, Teachers, Socio-demographic variables.*

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### **Introduction**

Worker's satisfaction and dissatisfaction within the company has been the subject of many debates for more than eight decades. Since the end of the Second World War, capital and labour inputs are no longer the only factors that improve the productivity. It was also necessary to take into account the residual factor identified in terms of "human capital (Toupin, Lessard, Cormier and Valois, 1982). This "human capital" makes it possible to take into account an important dimension, which is job satisfaction. Since then, this theme has been studied as a subjective variable (Freeman, 1978). Through investigation, Bertrand and Mullainathan (2001) recognized the value of using this type of variable to explain the behaviour of individuals. Mueller and Kim (2008) on their part believe that there are two types of job satisfaction based on the feelings that the employees have about their work: the first is an overall satisfaction which refers to general feelings of the employees about their job, and the second is faceted job satisfaction. The approach adopted in this study is a measure by facets or dimensions of the Job Satisfaction Survey (Spector, 1985), crossed with psychosocial and demographic determinants. As a matter of fact, Brown and Peterson (1993), counted more than thirty variables which can be related to job satisfaction. According to Dumesnil (2018, p.23) "Job satisfaction therefore encompasses several facets of employment which can be influenced by various factors". Multidimensional scales have proven themselves in other countries; it is a question of testing them in the Cameroonian context.

## **1. Literature review**

### **1.1. From human resources management to job satisfaction**

Job satisfaction is a constant focus of interest (Hoppock, 1935; Roussel, 1996; Mottay, 2003; Mignonac, 2004). From the exploration of the available literature, two approaches emerge: the first is due to the fact that many organizations nowadays take these questions more and more into account vis-a-vis the management of human resources (Meyssonnier and Roger, 2006; Perreti, 2018; Ondoua Biwolé, 2020). The reason stems from the growing importance given to employees in organizations. The second approach shows that these questions are not sufficiently studied in our study context. There are a few studies on the educational human resources management (Oyono, 2009; 2020; Kutche Tamghe, 2019). The Ministry of Public Service and Administrative Reform (Minfopra) has embarked on a policy of modernizing the Cameroonian public service. A whole conference was organized for this purpose from January 13 to 15, 2020, under the theme "Modernization of the Cameroonian public service: State of Play, Challenges and Perspectives". The goal was to define the types of human resources suitable to facilitate the achievement of the objectives of sustainable development and emergence. But these laudable initiatives suffer from certain shortcomings which seem to make public opinion believe that nothing is being done in the sense of improving the working conditions of civil servants, in general and educational human resources in particular. Cameroonian teachers face many difficulties (Talla, 2009; Djateng, 2012). According to Guebediang à Bessong (2019), despite countless technical tools and processes put in place, the management of the state human resources in Cameroon appears to be the soft underbelly of the process of modernizing the Cameroonian administration. It remains difficult to understand the notion of job satisfaction by dissociating it from that of human resources. Primarily because, an organization is made up of human factors that permit its existence. The issue of job satisfaction is therefore essential in human resource management because many authors (Graw-Hill, 1981; Besseyre des Hort, 1987; Levionnois and Rullière, 1992; Lefèvre, 2002; Any-Gbayeré, 2004) believe that one of the main assets of any organization is its human capital. The human factor has gradually become a determining element in the history of organizations (Lefèvre, 2002). The mobilization of human resources is necessary for a successful, harmonious and sustainable development of any organization. This is certainly what makes Besseyre des Hort (1987, p.104, quoted by Bobková, 2009, p.8) declare that "The men and women of the organization are resources that must be mobilized, developed, and invested upon. These resources are the first strategic resources of the company". Indeed, human resource management is a tool that should not be neglected by any organization that seeks to improve its productivity (Kapete Kitengie, 2013). Ford (1916) said that "You can take my factories, burn up my buildings, but give me my people and I'll build the business right back again ". The state must therefore constantly find strategies to maintain the job satisfaction of its workforce in order to get the best possible performance from them. A study (Happiness and productivity, 2015) conducted by economists from the University of Warwick (UK), found that happiness leads to a 12% increase in productivity. They also found that unhappy workers are 10% less productive than satisfied workers. Another study conducted by Harvard / MIT (2018), has shown that happy employees are 31% more productive, they are also two (2) times less sick, six (6) times less absent, nine (9) times more loyal and 55% more creative. Satisfaction is not static: it is an evolving notion that cannot be grasped at once. We understand that it must be nurtured continuously. This is why it is generally accepted that "employee satisfaction is built over time". To tie in with the modern context of human resources management , which integrates both performance (Galiana, 2014) and employee retention, best companies offer their employees tools, benefits and compensation that could lead them to give their 100% at work.

The Canadian Dictionary of Labor Relations defines "job satisfaction" as "an emotional state resulting from the correspondence between what an individual expects to receive from his work (content of the task, labor relations, salary, promotion opportunities and any other working condition) and the evaluation of what he actually receives from it " (Dion, 1986, cited by Mouloudi, 2010). Moreover, Merabet and Messaoudene (2016, p.11) define the teacher's job satisfaction as "a positive feeling with regards to the teacher's work, namely satisfaction with working conditions, satisfaction in relations with colleagues, administration and students, and finally, satisfaction in teaching tasks". Spector (1997) argues that job satisfaction is not only how people think about their jobs as whole, but also how they feel about different facets of the job. In this research we will adopt the approach by facets or by dimensions, quite simply because according to Spector (1997), "The approach of satisfaction by dimensions gives a more comprehensive idea than the overall approach, an employee being able to have distinct feelings about different aspects of his work". All of these dimensions have an effect on the general satisfaction of the individual (Dumesnil, 2018; Smith, 1992). As a result, job satisfaction is a latent and complex variable, which can be measured by several tools as it represents a phenomenon not directly observable (Bressolles and Durrieu, 2011). A latent variable is a variable which cannot be measured directly, but which is supposed to be the basis of the observed or manifest variables or of explanatory variables, which in this case can be the determinants, the factors or the antecedents of job satisfaction. Ruchaud (cited by Gierse, 2019) aptly says that "studies have looked more closely at this phenomenon, in order to determine which factors are important to obtain this job satisfaction".

## 1.2. The foundations of job satisfaction among teachers

Teachers play a crucial role in communities development, as they are indispensable in achieving national and international education goals geared towards poverty reduction and dependency rate (Schweisfurth, 2011; Vavrus, Thomas and Bartlett, 2011; Wedgewood, 2007). Governments should not stop thinking of the hardship and difficulties faced by teachers in the practice of their profession, similarly they should put in place a list of some dimensions that could improve this satisfaction. Lester (1982) defines teachers' job satisfaction as the extent to which a teacher perceives and values various factors. Much work (statistics or content analysis) has been carried out on teachers' job satisfaction (Giard & Therrien, 1978; Gaziol & Wasserstein-Warnet, 2005; Fotinos & Horenstein, 2009; Asghar Ali & al., 2011; Aydin, Uysal & Sarier, 2012; Minh-Quang, 2014; Gligorović & al., 2014; Amarasena, Ajward., Ahasanul Haque, 2015; Krishna, 2015; Billaudeau & Vercambre-Jacquot, 2015; Zafarullah & Vaisanen, 2017; Acharya & Sharma, 2019). Overall they drew the conclusion that teachers' job satisfaction is multidimensional. Gligorović, Terek, Glušac, Sajfert & Adamović (2014, p.96), for their part think that "teachers job satisfaction and dissatisfaction is influenced by a number of variables". Some researchers like Ndoeye, 2002; Sumra, 2005; Okpara & al., 2005; Mabekoje, 2009; Kponou, 2019, also share this point of view. These factors include: the age, sex, work experience, level of study or level of training, organizational context, size of the school, etc. In the literature, these socio-demographic variables have a disparate influence on job satisfaction. Previous researches regularly and repeatedly mention four main variables that have significant interactions with teachers' job satisfaction, these are:

- Age: it is accepted that young teachers are more satisfied in their work than those who are older, even if this relationship is not linear (Clark, Oswald & Warr, 1995; Gautam et al., 2006). Other studies admit the opposite. Some studies shown that satisfaction is higher in older respondents with longer work experience (Stirvasta, 1982);

- Gender (sex): several studies have focused on gender (Poole, 1992; Clark & Oswald, 1996; Hagerdorn, 1996; Clark, 1997; Ma & MacMillan, 1999; Wu & Wu, 2001; Sousa-Poza & Sousa Poza, 2000; Okpara & al., 2005; Crossman & Harris, 2006; Rehman & Parveen, 2008). Almost all of them concluded that female teachers are more satisfied with their work and colleagues than their male counterparts. This can be justified by the fact that men and women use qualitatively different criteria in their evaluation of work (Oshagbemi, 2000);
  - The level of study or level of training (Tsang, Rumberger & Levin, 1991; Clark & Oswald, 1996);
  - Seniority: Teaching experience has been found to influence teachers' job satisfaction (Kicker & Loadman, 1997; Scott & Dinham, 2001);
- Other socio-demographic variables were also analysed:
- Organizational context: organizational and contextual factors (the level of organization) have an impact on the satisfaction of teachers in their work (Taylor & Tashkori, 1994);
  - The size of the school is also considered as one of the criteria that influence job satisfaction. It is thus recognized that teachers working in smaller schools are more satisfied (Tamir & Amir, 1987; Aloni, 1991);
  - Teachers' health: According to Amathieu & Chaliès (2014, p.212), from a scientific point of view, the relationship between the health of teachers at work and their job satisfaction "have not been well studied and therefore established. The scientific literature in the field is primarily concerned with highlighting the increase in teachers' health problems" (Kovess & al., 2001; Weber & al., 2005) and questioning the factors likely to reduce them (Lent & Brown, 2008; McAdams & al., 2012; Piko, 2006; Weiss, 2002).

It has been shown that a number of teacher dissatisfactions are influenced by a number of aspects (Ndoye, 2002; Sumra, 2005; Lison & De ketele, 2007; Mabekoje, 2009; Kponou, 2019), such as salaries, working conditions (hourly load, number of pupils). It is quite normal that there is growing concern that teachers in developing countries, including Cameroon, are less and less satisfied with their professional status (Meuris, 1992; Ndoye, 2002). This can be seen through the drop of teaching performances. Despite the importance of well-being and work issues, the government of Cameroon, as the main employer for teachers, still lags behind in taking significant actions with a view to integrating job satisfaction at the heart of the educational human resources management.

The general objective of this study is to build a hierarchical regression model of job satisfaction based on significant socio-demographic variables describing secondary school teachers in Cameroon.

## 2. Research methodology

### 2.1. Participants

Our sample is made up of 745 teachers of which 381 women (51.1%), and 364 men (48.9%). These participants belong to three types of organizational contexts: Central Administration Services of the Ministry of Secondary Education, i.e. 4.29%; External Services (administrative staff and classroom teachers), i.e. 89.12%, and other public administrations (made available to other departments and administrations), i.e. 6.57%. The average age of respondents is around 40 years ( $M = 40.45$ ;  $SD = 8.15$ ;  $Min = 22$  years;  $Max = 59$  years), this age group is the most representative. Ten (10) religious denominations have been identified, of which the most important is Catholics (51.4%), then Protestants (23.9%) and Muslims, only 7.1%. Six categories emerge from the marital status, married respondents (67%) are the most represented. Several grade have been identified, i.e., PLEG, as High Schools Teachers in General Education: 49.4%; PCEG, as Teacher of Colleges in General Education: 11.8%; PLET, as High Schools Teachers in Technical Education: 10.7% and the

CPOs, as Senior Guidance Counsellor: 8.5%, to name but a few. The average work experience (seniority) is 15 years of service ( $M = 12.97$ ;  $SD = 7.49$ ;  $Min = 1$  year;  $Max = 38$  years). The ten regions of Cameroon are represented in the sample. The most represented level of study is GCE A/L + 5 years (68.9%). Nine workstations have been identified, 49.4% of which are classroom teachers; 28% are of heads of service; 6.8% are Assistant Directors and 3.8% are support staff. The work load is on average 15 hours ( $M = 25$ ;  $SD = 13.48$ ;  $Min = 4$ ;  $Max = 40$ ). Ten categories of spouses are identified, i.e, civil servants: 28.6%; unemployed: 9% or self-employed: 8.3%. 83.5% of those teachers are working exclusively in the government schools, and 14% are working at the same time in government and lay private schools. Similarly, 38.7% of these teachers claim to work in Yaounde, 48.9% in outskirts and 12.3% in rural areas. They cover an average of 10 km of distance to reach the place of work ( $M = 17.08$ ;  $SD = 17.54$ ;  $Min = <1$  km;  $Max = 113$  km). There are 112 teachers who declare to have another source of income besides the salary paid by the State ( $M = \text{XAF } 106.901$ ;  $SD = \text{XAF } 165.383$ ;  $Min = 0$ ;  $Max = 113$ ). Finally, the average of children per participant is three ( $M = 3.03$ ;  $E.T = 1.764$ ;  $Min = 0$ ;  $Max = 11$ ).

## 2.2. Material and procedure

One of the most common ways to measure employee attitudes towards their jobs by dimensions is through the use of questionnaires. The most widely used are: the Job Diagnostic Survey (JDS, Hackman et al. Oldham, 1975), the Job Description Index (JDI, Smith, Kendall & Hulin, 1969), The Job Satisfaction Survey (JSS, Spector, 1985), and the Minnesota Satisfaction Questionnaire (MSQ, Weiss, Dawis, England and Lofquist, 1967). Our choice was on the French adapted model of the "Job Satisfaction Survey" (JSS) or "Enquête de satisfaction au travail" which is a dense scale comprising 36 elements with nine facets, and 4 items for each of the nine subscales, namely Pay (sample statement: The tasks of your job are not well explained.), Promotion (sample statement: You are satisfied with your chances of being promoted.), Supervision (sample statement: You value your supervisor.), Fringe benefits (sample statement: For you, there are benefits that you don't have and should have.), Contingent rewards (sample statement: You find that your efforts are not being rewarded as they should.), Operating condition (sample statement: You have too much paperwork (to fill or process), Co-workers (sample statement: For us, there is too much gossip and conflict at work. ), Nature of work (sample statement: Your job is fun.), and Communication sample statement: Communications seem good within this organization.). Each item includes a 6-point agreement scale ranging from "strongly disagree" to "strongly agree". These items are written back and forth, so about half are reverse items. The JSS allows you to calculate both an overall job satisfaction score and a score on each of the nine dimensions. This instrument is well established for its reliability and validity. As the nine subscales relate moderately well to each other, internal consistency is established with a Cronbach's alpha of 0.74 (The previous studies have reported the reliability coefficient of 0.6 to 0.91).

Data collection took place over a period of almost four months (December 2019-March 2020). The questionnaire, lasting a maximum of 10 minutes, was distributed and filled independently by the respondents in relation to their workstation.

## 2.3. Data analysis

The nature of the questionnaire chosen provided a great deal of data in order to bring out the relevant information. Statistical analysis of the data was carried out using SPSS (Statistical Packages for the Social Sciences) software. It allowed us to generate descriptive statistics and develop exploratory factorial and variance analysis performed on our different measurement scales as well as more advanced correlation-type analysis, using ANOVA, and



the Correlation coefficient. For each dimension measured, the associated scores are found by adding for each participant are found by adding the responses given to the items concerned. For each of the items, the means and the standard deviation from the Median = 3.5 were determined.

### 3. Results

Presentation of results as well as the descriptive analysis of the statistics are broken down into two parts: First, the portrayal description of the descriptive data relating to the dimensions of job satisfaction (Tables 1) and secondly followed by the socio-demographic determinants of job satisfaction (Table 2). Churchill et al. (1976), for example, conclude that job satisfaction cannot only be explained by company actions, such as type of supervision, promotions and pay, but also by a person's personality traits or by his opinion of the characteristics of the company.

**Table 1: Dimensions' raw scores of teachers' job satisfaction**

Unique sample statistics	Single sample test				
	Average	Standard deviation	t	df	Sig. (bilatéral)
Pay	2.69	0.96	-22.73	739	.00
Promotion	2.91	0.97	-16.30	742	.00
Supervision	4.29	0.91	23.45	739	.00
Fringe benefits	2.42	0.91	-31.83	739	.00
Contingent rewards	2.91	0.97	-16.31	742	.00
Operating condition	3.26	0.74	-8.58	739	.00
Co-workers	4.34	0.76	30.04	740	.00
Nature of work	4.72	0.91	36.22	743	.00
Communication	3.36	0.78	-4.59	737	.00
Job Satisfaction Survey	3.43	0.48	-3.63	718	.00

Table 1 shows that the relationships between dimensions are significant ( $p = 0.00$ ). It also reveals that teachers are dissatisfied with: their remuneration ( $M = 2.69$ ;  $SD = .96$ ); promotions ( $M = 2.91$ ;  $SD = .97$ ); social benefits ( $M = 2.42$ ;  $SD = .91$ ); conditional rewards ( $M = 2.91$ ;  $SD = .97$ ); operational procedures ( $M = 2.91$ ;  $SD = .97$ ); and communication ( $M = 3.36$ ;  $SD = .78$ ). On the other hand, they are satisfied with the type of supervision being practised ( $M = 4.29$ ;  $SD = .91$ ); relationships with colleagues ( $M = 4.34$ ;  $SD = .76$ ) and the nature of the work ( $M = 4.72$ ;  $SD = .91$ ), because the means obtained by each dimension is above the Median = 3.5.

**Table 2: Prediction of job satisfaction by demographic variables**

Model	Non-standardized coefficients		Standardized coefficients		t	Sig.
	B	Standard error	Bêta			
1 (Constant)	4.49	.488			9.21	.00
Sex	-.21	.104	-.220		-2.11	.03
Age	-.029	.013	-.495		-2.32	.02
Rank	.007	.013	.062		.50	.61
Experience	.021	.014	.310		1.50	.13
Educational attainment	-.020	.049	-.052		-.40	.68
organizational context	-.052	.030	-.202		-1.76	.08
Enrolment	.13	.079	.205		1.74	.08
Type of school	-.035	.104	-.037		-.33	.74
Other incomes	1.16	.000	.212		1.81	.07

Several demographic variables (age, sex, marital status, family structure, ethnic origin, religious affiliation, family size, etc.) have been used as determinants of job satisfaction (Locke, 1976; Diener, 1984; Durrieu, 2000; Gosselin, 2000). Some of which have been included in the current study.

Statistics show that female teachers have better satisfaction scores ( $M = 3.49$ ;  $SD = .45$ ), compared to male teachers ( $M = 3.38$ ;  $SD = .50$ ), the difference between the two groups being significant ( $t = -2.11$ ;  $p = 0.038$ ). We can therefore conclude that gender influences job satisfaction and that female teachers are more satisfied than men.

As far as the age is concerned, the results clearly establish that there is a negative and significant correlation between satisfaction and age ( $r = -0.12$ ;  $p = 0.001$ ). We also notice that age is negatively and significantly correlated with remuneration ( $r = -0.078$ ;  $p = 0.321$ ), social benefits ( $r = -0.086$ ;  $p = 0.02$ ), conditional rewards ( $r = -0.104$ ;  $p < 0.00$ ), interaction with colleagues ( $r = 0.87$ ;  $p = 0.01$ ), and communication ( $r = 0.072$ ;  $p = 0.05$ ).

The religious denominations of teachers in no way influence on their job satisfaction ( $F_{(1), 709} = 1.138$ ;  $df = 709$ ;  $p = 0.333$ ), in the contrast, this really influence their marital status ( $F_{(1), 713} = 0.581$ ;  $df = 713$ ;  $p = 0.715$ ). Regarding teachers' grade, it significantly has a relationship with job satisfaction ( $F_{(1), 718} = 3.058$ ;  $df = 718$ ;  $p < 0.000$ ).

Likewise, it has been established that seniority in the teaching profession has a negative and significant correlation with job satisfaction ( $r = -0.114$ ;  $p = 0.002$ ). Certain dimensions of satisfaction have a significant correlation with the length of service of teachers, such as remuneration ( $r = -0.087$ ;  $p = 0.01$ ), supervision ( $r = 0.092$ ;  $p < 0.01$ ), social benefits ( $r = -0.075$ ;  $p = 0.04$ ), and interaction with colleagues ( $r = 0.74$ ;  $p = 0.04$ ). For the region of origin, it does not influence the job satisfaction of teachers ( $F_{(1), 709} = 0.525$ ;  $df = 709$ ;  $p = 0.321$ ).

Analysis of the data from the present research indicates a significant difference ( $F_{(1), 709} = 4.805$ ;  $df = 709$ ;  $p = 0.000$ ) between educational level and teacher job satisfaction. We can therefore conclude that the level of education influences teachers' job satisfaction. The higher the level of study, the less satisfied the teacher is in their work.

The function or position occupied by a teacher, does not influence the job satisfaction of teachers ( $F_{(1), 710} = 1.433$ ;  $df = 710$ ;  $p = 0.156$ ). However, we see that the department or the organizational context greatly influences the professional satisfaction of teachers ( $F_{(1), 708} = 4.454$ ;  $df = 708$ ;  $p = 0.000$ ). Job satisfaction is higher for teaching staff deployed in other ministries or administrations.

We can also state that teachers job satisfaction is in no way correlated with the work load ( $r = 0.07$ ;  $p = 0.06$ ). Nevertheless we can notice that more the work load load, the lesser the teacher seems satisfied with their work. Furthermore, some dimensions of satisfaction are

correlated with teachers' hourly workload, such as: interaction with colleagues ( $r = 0.086$ ;  $p = 0.02$ ) and operational procedures ( $r = -0.082$ ;  $p = 0.02$ ). This is also the case for the number of pupils ( $F_{(1, 587)} = 4.096$ ;  $df = 587$ ;  $p = 0.017$ ). The larger the numbers of pupils, the lesser satisfied teachers are in their work. The same applies to the type of institution in which the teachers work ( $F_{(1, 699)} = 0.581$ ;  $df = 699$ ;  $p = 0.008$ ). On the other hand, the status of the teachers' spouse does not seem to correlate with teachers job satisfaction ( $F_{(1, 713)} = 7.081$ ;  $df = 713$ ;  $p = 0.715$ ). This satisfaction is lower when a teacher intervenes both the public and private schools at the same time.

The results also show that the number of children is not correlated with their teachers' job satisfaction ( $r = 0.067$ ;  $p = 0.074$ ). It is equally true as far as their work area is concerned ( $F_{(1, 715)} = 0.99$ ;  $df = 715$ ;  $p = 0.06$ ), or as well as for the average distance between the residence and the workplace ( $r = 0.019$ ,  $p = 0.617$ ).

However, income other than salary received is significantly correlated with teachers' job satisfaction ( $F_{(1, 104)} = 1.793$ ;  $df = 104$ ;  $p = 0.108$ ). The higher this income, the more satisfied teachers are in their work. We can also notice that certain dimensions such as remuneration ( $r = 0.105$ ;  $p = 0.04$ ), promotion ( $r = 0.245$ ;  $p = 0.00$ ) and conditional rewards ( $r = 0.239$ ;  $p = 0.01$ ) are particularly correlated with income.

**Table 3: Correlation matrix of the dimensions of overall job satisfaction within the nine dimensions of general job satisfaction**

	1	2	3	4	5	6	7	8	9
1_ Pay									
2_Promotion	,390**								
3_Supervision	,158**	,167**							
4_ Fringe benefits	,411**	,360**	0,062						
5_ Contingent rewards	,500**	,354**	,260**	,428**					
6_ Operating condition	,182**	0,065	-0,038	,227**	,168**				
7_ Coworkers	,107**	,088*	,322**	0,069	,263**	0,049			
8_ Nature of work	,074*	,092*	,285**	-,089*	,136**	-,046	,484**		
9_ Communication	,288**	,214**	,168**	,249**	,305**	0,003	,199**	,131**	
10_ Job Satisfaction	,663**	,591**	,496**	,573**	,727**	,307**	,515**	,425**	,518**

\*\*\*.  $p < .0001$  ; \*\*.  $p < .01$  ; \*.  $p < .05$ .

In this study, multiple regression was applied, that is to say that several explanatory variables are linked to job satisfaction. Thus, the value of the multiple correlation ( $R$ ) represents the strength of the relationship between the dependent variable (Job Satisfaction) and the combination of independent variables (dimensions of Job Satisfaction). We observe that the independent variables all have a significant relationship with the dependent variable. Consider these dimensions in the order of statistical importance. The results obtained clearly show that the job satisfaction of teachers in Cameroon is significantly related to conditional rewards ( $R^2 = 0.727$ ,  $p < 0.01$ ), as it is to remuneration ( $R^2 = 0.663$ ,  $p < 0.01$ ), the type of promotion ( $R^2 = 0.591$ ,  $p < 0.01$ ), the social benefits obtained ( $R^2 = 0.573$ ,  $p < 0.01$ ), or even the type of communication ( $R_2 = 0, 518$ ,  $p < 0.01$ ), to the interaction between colleagues within the school ( $R^2 = 0, 515$ ,  $p < 0.01$ ), to the type of supervision ( $R^2 = 0, 496$ ,  $p < 0.01$ ), the nature of the work ( $R^2 = 0.425$ ,  $p < 0.01$ ), as well as operational procedures ( $R^2 = 0, 307$ ,  $p < 0.01$ ). We have also linked several dimensions of job satisfaction taken in pairs. We find a correlation between the interaction of colleagues and dimensions such as supervision ( $R^2 = 0.322$ ,  $p < 0.01$ ), conditional rewards ( $R^2 = 0.263$ ,  $p < 0.01$ ), and remuneration ( $R^2 = 0.107$ ,  $p < 0.01$ ). The same is observed between, operational procedures and social benefits ( $R^2 =$



0.227,  $p < 0.01$ ), conditional rewards ( $R^2 = 0.168$ ), or supervision ( $R^2 = -0.038$ ,  $p < 0.01$ , a negative correlation), as well as the nature of work and supervision ( $R^2 = 0.285$ ,  $p < 0.01$ ) or conditional rewards ( $R^2 = 0.136$ ,  $p < 0.01$ ) or communication and remuneration ( $R^2 = 0.288$ ,  $p < 0.01$ ), promotion ( $R^2 = 0.214$ ,  $p < 0.01$ ), supervision ( $R^2 = 0.168$ ,  $p < 0.01$ ), social benefits ( $R^2 = 0.249$ ,  $p < 0.01$ ), conditional rewards ( $R^2 = 0.305$ ,  $p < 0.01$ ), colleagues ( $R^2 = 0.199$ ,  $p < 0.01$ ) and the nature of the work ( $R^2 = 0.131$ ,  $p < 0.01$ ). Almost all job satisfaction dimensions analysed in this work, have shown similarities at given times with one or many dimensions.

#### 4. Discussion

The analysis of the results of the study leads to the conclusion that the relationships between dimensions of job satisfaction are significant. It also shows that teachers are dissatisfied with: their remuneration, promotions, fringe benefits conditional rewards operational procedures and communication. On the other hand, they are satisfied with the type of supervision the relations with colleagues and the nature of the work. Several variables of a socio-demographic nature were cross-examined for job satisfaction. It is clearly proved that gender influences job satisfaction and that female teachers are more satisfied than men. These results clearly show that there is a negative and significant correlation between satisfaction and age. This is also the case for seniority in the post, level of education and income other than salary received. In contrast, the religious denomination of teachers in no way influences their job satisfaction, as does the function (position) occupied, the hourly workload, the status of the spouse, the work area and the average distance between the residence and the workplace.

In this study, the psycho-social and demographic determinants of the job satisfaction for secondary school teachers in Cameroon were measured. It reveals that several socio-demographic variables affect on teachers' satisfaction or dissatisfaction. Brown and Peterson (1993) listed more than thirty (30) dimensions that could have an influence on job satisfaction. These include age, gender, experience, education, and quality of relationships with the hierarchy, autonomy at work, variety of tasks, creativity and remuneration. In this study, a dozen of these socio-demographic variables clearly seem to have an influence on job satisfaction.

The composition of the teaching staff by sex shows clear disparities as per to the level of education; in secondary education, women represent 35% of the staff (BUCREP, 2014, p.27). Some studies show that there is little difference between the job satisfaction of men and that of women (McCann, 2002; Scott, Cox & Dinham, 1998; White, 1992; Inglehart, 1990; Shmotkin, 1990; Hautchinson, 1990). Others have even on the contrary concluded that male workers experience greater job satisfaction (Crossman & Harris, 2006; Hill, 1994). In the case of teachers, several studies have clearly drawn the conclusion that gender influences job satisfaction, and that female teachers were more satisfied than men (Kagen, 1983, Watson, Hatton, Squires & Soliman, 1991, Bedeian & al., 1992; Klecker, 1997; Gosselin, 2000, Koustelious, 2001; Okpara & al., 2005; Bender et al., 2005; Krishna, 2015). The cultural belief that it is the man who must work to feed the family, can reinforce this state of affairs. As an explanatory theory for this state of affairs, we also mention the fact that women may have lower professional expectations than men. As such, they would be more easily satisfied in the practice of their profession (Brush, Moch & Pooyan, 1987), or even if they use different criteria in their evaluation of work (Oshagbemi, 2000). It may also be due to the fact that men give more importance to their careers rather than women (Goldstein, 1990). This would mean that the women would be satisfied with a system of rewards and compensations lower than that of the man. This would result in lower demands and therefore generally higher job satisfaction. According to Maroy (2002, cited by Lison & De Ketele,

2007, p.189), women are systematically more satisfied than men, whatever the criteria put forward. With regard to age, it is evident in this study that, the older you are, the less satisfied you are in your job. Previous studies demonstrate the opposite, notably by stating that age has a linear relationship with job satisfaction: the older we get, the more satisfied we are (Diener & Suh, 1998; Inglehart, 1990; Bun & Beiser, 1987; Gosselin, 2000). As a result, older people are thought to be less reluctant to rule. According to Lachnitt (2016), the main explanation for the improvement in satisfaction with age is the progression of the interested parties which results in the growing interest in their position and the increase in their remuneration. In addition, older teachers are said to have developed lower expectations than their younger colleagues (Lewis, 1981). It would therefore seem that over time, those who have managed to adapt their expectations to reality are more easily satisfied with their conditions. Moreover, according to Kponou (2019, p.5), the youngest are less satisfied because they “often take education as a means of earning an income, declare themselves dissatisfied because they always hope to change profession taking into account the possible opportunities they may have”. This study takes this assertion against the grain, and demonstrates that there is a decline in job satisfaction in older people. This is the point of view of certain authors such as (Horley & Lavery, 1995; Shmotkin, 1990). Older people seem very bitter, because they are certainly disappointed by unfulfilled expectations. Lachnitt (2016) aptly argues that the longer they stay in the same professional situation (with fewer opportunities for advancement), the little they receive and the higher the boredom. This is also the view of a study conducted by the London School of Economics (2016) which found that job satisfaction decreases when workers do the same job for too long. In the context of our study, to justify it, we can rely, for example, on the inconvenience suffered by teachers of this age, following the salary cuts of the 1990s (nearly 70% of lost salary), which had left more than one teacher off guard. To this end, the basic salary went from XAF 199,805 (370 USD, July 1985) to the index 465 (start of career) of XAF 86,332 (160 USD, November 1993) (INS, 2011, p.148). According to Mauroy (2002, cited by Lison & De Ketele, 2007, p.189), teachers over forty are the least satisfied since they are at the end of their careers, given that they have undergone a lot of change (decrees, new programs, etc.) and that they experience a kind of professional attrition phenomenon.

Seniority, that is to say work experience: some studies have also concluded that the longevity of service of the teacher does not seem to be a factor that can significantly influence the degree of satisfaction (Keter, 1990; Kremer-Hayoun & Goldstein, 1990). However, other studies have shown that job satisfaction is higher in subjects with a longer experience (Stirvasta, 1982). This result is confirmed in this work.

The level of education or level of training: some studies (Keter, 1990; Kremer-Hayoun & Goldstein, 1990) have shown that the teacher's level of training, his or her diplomas do not seem to constitute factors which significantly influence his or her degree of job satisfaction. Conversely, other authors (Steers and Rhodes, 1978; Witter et al., 1984; Campbell, 1981; Gosselin, 2000, Comeau, 2005) believe that the level of education or the study has a significant influence on the level of job satisfaction of an individual. This is also the conclusion of this study. It is evident that teachers with a higher degree of cognitive development perform their function better, when they have at their disposal more tools, a wider range of teaching methods and more varied techniques for solving problems. (Ganzach, 1998). It is therefore obvious that they are more fulfilled in their work.

The teacher's grade can be associated to the level of study. In fact, previous studies have shown that the higher it is, the less the teacher is satisfied. According to Gosselin (2000, p.76) “expectations, objectives and the capacity to adapt to the environment are dimensions affected by [...] education”.

The department or the organizational environment: In the current state of knowledge, the way in which teachers behave at their work place in a different organizational context is a factor that has not been studied in relation to job satisfaction. It follows from this study that there is a difference in the satisfaction related to the organizational context. Teachers who are assigned or who have responsibilities in other ministries and administrations seem more satisfied in their work than those working in their supervisory ministry. Gaziel & Wasserstein-Warnet (2005, p.123) state that "The fact remains that the satisfaction of teachers with their job depends basically on their perception of the profession; [...]. In fact, a teacher who perceives his vocation as valued will be more satisfied". According to Paillé (2008), "A negative assessment of the work environment generates dissatisfaction in the employee. On the other hand, a positive evaluation leads him to feel satisfied". This difference in satisfaction can be linked either to the working conditions, or then to the salary (bonuses, missions, service vehicle and other benefits) which seems to be brilliant in a situation of provision. According to a study conducted by the National Centre for Education Statistics (NCES, 1997), subjects expressed greater satisfaction, favourable their working conditions are. There is also a survey by the London School of Economics (2014) which found that employee job satisfaction increases when they change organization or function.

Number of students: the size of the school is also viewed as one of the criteria that influence satisfaction. By size, we mean not the physical aspect of the school, but things like the number of classes, availability of teaching materials and class sizes. Thus according to Tamir & Amir (1987), and Aloni (1991), teachers whose working environment is a small or a large school show a higher degree of satisfaction than their colleagues employed in medium-sized schools. But in this study, it appears that satisfaction decreases when the size of the institution is significantly great: This ties with the viewpoint of researchers such as, Agyekum & al., 2013; Kponou, 2019. The explanation for such assertion is that teachers in large schools, given the high demand for student supervision and the lack of teaching materials, put in more effort into it. As a result, Kponou (2019, p.4) concludes that "teachers prefer small schools with small numbers to put in less effort".

The type of school (public / private): the literature reveals that this type of parameter has not been studied in relation to the satisfaction of teachers at work. This study reports that satisfaction is lower when a teacher works in the public and private sectors. It is accepted, according to Deschênes (2018) "a person who works too many hours in comparison with his capacities or his ideal will likely be dissatisfied". We also found out that when a person feels that their talents are under-valued, they tend to be dissatisfied. Also, if a teacher is forced to work during periods that do not suit him, frustration with this imposed situation can emerge and create dissatisfaction. Teachers say they take shifts in private colleges to cover their monthly bills (Ewulga Afidi, 2018). We know that these hours are often underpaid. This is what makes Deschênes (2018) say that "If the employee feels underpaid, exploited or unfairly treated, his dissatisfaction could grow." Ultimately, anything that has a negative impact on work-life balance can become a source of job dissatisfaction.

Income other than salary paid by the state: Along with salary income (which in this study is its main individual income), some teachers reported to have received income from self-employment. This variable is not taken into account in the literature on the determinants of job satisfaction. But this study reveals that the higher the income, the greater the satisfaction of the teachers concerned. According to the results of the survey, it is observed that compensation has no direct impact on job satisfaction (Wittmann, 2008; Deschênes, 2018). We understand better the state of satisfaction of people who have other sources of income apart from the state monthly salary, because that said income would greatly improve their standard of living. As illustrated by Lapinte & Vanovermei (2009), an employee's standard of living depends on the earned income (wages or other).

## Conclusion

This study has shown that some dimensions of job satisfaction analyzed (operational procedures, nature of work and communication) do not influence the job satisfaction of public secondary teachers in Cameroon. Meanwhile several socio-demographic variables (sex, age, grade, seniority, level of study, organizational context, staffing levels, other income, type of institution in which one works) have a great influence on the satisfaction of these teachers. Some results of this study confirmed the findings of previous studies. On the other hand, several studies lead to other findings which differ from what the studies previously carried out. It is the case of, Muanza (2000) who declared that "socio-demographic variables (culture, socio-professional categories, sex, age, level of education ...) can play a preponderant role in determining job satisfaction". Since a man's work is his lifeblood, the satisfaction that results from it is his main source of joy. According to Deschênes (2018), an employee who is satisfied with their working conditions will be more likely to be motivated in their work and will offer better services. Therefore, it is important to have a deeper understanding of employee response to job satisfaction. The State of Cameroon, as the main provider of sustainable jobs, should integrate the issue of job satisfaction in the human resources management in education in particular and in the management of the state human resources, in general. The perspectives of this study can be validly oriented towards the development of data collection tools adapted to the social context and allowing real-time evaluation of the state human resource satisfaction at work.

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