INFLUENCE OF MANAGERIAL EMPOWERMENT PRATICES ON WORK MOTIVATION OF SECONDARY SCHOOL TEACHERS IN CAMEROON

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By

BURINYUY JOYSLINE JAFF

Jury

President	**NOUMBISSIE CLAUDE DESIRE** **Associate Professor**	University of Yaoundé 1
Supervisor	**NYOCK ILOUGA SAMMUEL** **Associate Professor**	University of Yaoundé 1
Examiner	**BITOGO JOSELF** **Lecturer**	University of Yaoundé 1

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SUMMARY

To the JAFF's family

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LISTS OF ABBREVIATION

BPNT: Basic Psychological Need Theory

CET: Cognitive Evaluation Theory

DGLFLF :   Délégation Générale à la Langue Française et aux Langues de France

GCT: Goal Content Theory

MEP: Managerial empowerment practices

OIT: Organismic Integration Theory

OQLF :   Office Québécois de la Langue Française

OTS: On a Trop Supporté

RMT: Relationship Motivation Theory

SDT: Self-determination Theory

SPSS: Statistical Package of the Social Science

ABSTRACT

Motivation is a force that pushes employees to work which is a result of the individual needs being satisfied so that they have the inspiration to complete and proceed with the task (Hislop, 2003). Many secondary schools in Africa and in Cameroon in particular faced the problem of low output characterized by high rate of absenteeism, poor preparation of teaching material and constant request for transfer. Teachers continue to show disinterested attitudes towards their job. Researchers like Rose (2007); Spreitzer and Thomas (2000) assert that, employees who experienced high level of empowerment practices are intrinsically motivated than their colleagues who perceived themselves to be disempowered. Thus in this perspective, the general objective of this study consisted in determining the link between managerial empowerment practices and work motivation of secondary school teachers. It follows from this objective; the general hypothesis was formulated as: managerial empowerment practices influence intrinsic motivation of secondary school teachers'. According to the model of Boudrais (2004), managerial empowerment practices is measured by delegation, coaching and recognition. According to the model of self-determinant theory by Deci and Ryan (2000), motivation is measured by autonomy, competence and relatedness.

We collected data on a sample of 175 participants (secondary school teachers) in the city of Yaoundé. The data collected was the subject of a double analysis: descriptive and inferential. The results revealed that the three dimensions of managerial empowerment practices namely: delegation (β= .18; p= .01), coaching ((β= .18; p= .01) and recognition (β= .21; p= .01) have a positive and statistically significant relationship with global work motivation. Hence managerial empowerment practices can lead to increase intrinsic work motivation of secondary school teachers.

Keywords: work motivation, empowerment and managerial practices.

RESUME

La motivation est une force qui pousse les employés à travailler et qui résulte de la satisfaction des besoins individuels, de sorte qu'ils ont l'inspiration nécessaire pour mener à bien leur tâche (Hislop, 2003). De nombreuses écoles secondaires en Afrique et au Cameroun en particulier sont confrontées au problème du faible rendement caractérisé par un taux élevé d'absentéisme, une mauvaise préparation du matériel pédagogique et des demandes constantes de mutation. Les enseignants continuent de montrer des attitudes désintéressées envers leur travail. Des chercheurs comme Rose (2007) ; Spreitzer et Thomas (2000) affirment que les employés qui ont fait l'expérience d'un niveau élevé de pratiques d'autonomisation sont intrinsèquement motivés par rapport à leurs collègues qui se sont perçus comme n'étant pas autonomes. L'objectif général de cette étude consistait à déterminer le lien entre les pratiques d'autonomisation managériale et la motivation au travail des enseignants du secondaire. L'hypothèse générale a été formulée comme suit : les pratiques d'habilitation managériale influencent la motivation intrinsèque des enseignants du secondaire. Selon le modèle de Boudrais (2004), les pratiques d'empowerment managérial sont mesurées par la délégation, le coaching et la reconnaissance. Selon le modèle de la théorie de l'autodétermination de Deci et Ryan (2000), la motivation est mesurée par l'autonomie, la compétence et la relation.

Nous avons collecté des données sur un échantillon de 175 participants (enseignants du secondaire) dans la ville de Yaoundé. Les données recueillies ont fait l'objet d'une double analyse : descriptive et inférentielle. Les résultats ont révélé que les trois dimensions des pratiques d'autonomisation managériale à savoir : la délégation (β= .18 ; p= .01), le coaching ((β= .18 ; p= .01) et la reconnaissance (β= .21 ; p= .01) ont une relation positive et statistiquement significative avec la motivation globale au travail. Par conséquent, les pratiques d'autonomisation managériale peuvent conduire à une augmentation de la motivation intrinsèque au travail des enseignants du secondaire.

Mots-clés : motivation au travail, autonomisation et pratiques managériales

FIRST PART OF THE STUDY: THEORETICAL FRAMEWORK

This part of the study is structured in to three chapters: the first chapter presents the problem of the study, the second chapter is devoted to the review of the literature, and finally the third chapter addresses the explanatory theories of our study.

CHAPTER 1 : PROBLEMATIC OF THE STUDY

Introduction

The question of teachers' motivation today is a call for concern to countries around the world in general and in Africa in particular. This is because teachers are foundation setters of society: children who pass through them will either be good and productive citizens or bad and troubling citizens depending on the quality of their work. Teachers are at the center of education; they need all resources they can get to ensure that future members of the society have the right education. Hence it is important to motivate them, encourage and give them all the support they need to carry out their work. Steers and Porter (1987) stated that work motivation is a factor that changes employee's way of working and behavior and Allscheid and Cellar (1996) supported by saying that, in order to be good in anything in the workplace, the only talent required is motivation. Thus, motivation is a talent required to do any job or task. However, it is ironical that in our society most of the needs of our teachers today are not taken into consideration; most of them are demotivated, dissatisfied with their job and they carry out the teaching activity not because they want to, but because they do not have any other choice. It is noticed that, today most of our teachers especially in secondary school are not interested in teaching; they prefer other jobs to teaching. IIEP (2004) states that, teachers want to be either managers (at either the school or higher levels) or they want to do other types of education related work, such as writing textbooks and educational planning.

Jackson (1997) asserts that, lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

It is important to remember that in a changing world of work where organizations are required to operate in an increasingly competitive socio-economic environment (Ouyi, 2014), employee behaviors are one of the key variables on which their success and performance are based. Thus, all their actions must be directed towards an ultimate goal of increasing the organization's productivity. The organization, in turn, must be a framework for the development and expression of individuals, if we accept that workplaces are now considered

as second families. To this end, it is obvious that the behavior of managers on the one hand, and of workers on the other, must in this sense encourage frank collaboration and a work climate likely to improve self-esteem, autonomy in the performance of tasks and consequently contribute to the adoption of behaviors that lead to an increase in work motivation in an organization.

In order to increase the motivation of teachers at work, and job satisfaction, the use of new managerial practices based on empowerment should be put in to practice. It is recognized by several authors and researchers that practices that aim to increase decision-making power, empower and give responsibility to employees are increasingly used to increase productivity, improve customer satisfaction or obtain a certain competitive advantage (Carless, 2004; Koberg et al., 1999). Based on this premise, it is established that management based on empowerment practices tend to lead employees to exhibit effective and efficient behaviors that in turn, promote organizational performance and flexibility (Boudrias & Savoie, 2006; Konzak et al., 2000).

Such managerial practices are interesting to analyze in a socio-professional context that presents many managerial deficiencies. As Nyock Ilouga et al. (2018) points out, Cameroonian organizations are going through a management crisis that has favored the apparent vacuity and the recrudescence of counterproductive behaviors. These behaviors are taking on disturbing proportions in a diffuse, chaotic socio-professional environment dominated by a managerial deficiency that seems to have abandoned to workers the care of thinking their work and to nature the responsibility of organizing their cooperation (Nyock Ilouga, 2019).

Teacher motivation has become an important issue given their responsibility. Satisfied teachers are generally productive and can influence students' achievement (Mertler, 1992). Equally, research findings reveal that teachers with high morale perform excellently (Steyn, 2002). Also, when school policies are favorable with good interpersonal working conditions, advancement, and recognition for achievement output is bound to increase. Contrary, lack of facilities, competitive attitudes, etc. negatively impact teachers' motivation levels (Kocabas, 2009). Lack of motivation if not well handled by school principals will hinder the educational outcome because it can lead to stress which eventually translates into ineffective classroom instruction, management and school un improvement (Ofeogbu, 2004).

Many government secondary schools in Cameroon today face the problem of low teachers' output epitomized by high rate of absenteeism, poor preparation of teaching

materials, constant request for transfers and general discontentment, etc. leading to poor academic performance by the students. Thus, the school administration finds it difficult to manage and motivate teachers to perform optimally. Adequate and effective motivation strategies, not necessarily financial rewards need to be identified and implemented in secondary schools for teachers to be effective and efficient, thereby, maximizing their output (Patrick, 2015).

This study seeks to investigate whether absence of managerial empowerment practices is the root of teachers' demotivation in Cameroon. These observations led us in this study to focus on managerial practices as a factor that could have an effect on teachers work motivation in Cameroon. This is why we have worded our research topic as follows: Influence of managerial empowerment practices on work motivation of secondary school teachers in Cameroon.

The objective of this study is to assess the influence managerial empowerment practices have on intrinsic motivation of Cameroonian secondary school teachers.

To achieve this objective, a questionnaire consisting of two measurement tools (supervisor's management practices scale and intrinsic motivation inventory) was administered to participants. Finally, the data collected was subjected to a double descriptive and inferential analysis. Correlation analysis and linear regression analysis using the least squares method were the statistical tools used to process the data.

Motivation is an internal drive which pushes someone to do things in order to achieve something (Harmer, 2005). Also, according to Ndubuisi (2009), it is all those inner striving conditions described as wishes, desires, and urges to stimulate the internal drive of a person in an activity. Thus, motivation is an inner state that stimulates and triggers behavior. The context could be work-related behavior, hence, depicting workplace motivation. Work motivation is a set of energetic forces that originates both within as well as without an individual being to initiate work-related behavior, and to determine its form, direction, intensity and duration (Ude et al., 2013).

Wofford (2008) opines that motivation constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment. It is then notable that when employees are highly motivated, the production in the organization will always increase.

Every human organization has its objectives and seeks for maximum output. The education sector is not left out in this venture. Amongst the aspects of leadership behavior is the ability to motivate teachers to perform better in their teaching task. Velez (2007) defined teacher's motivation as an encouragement of teachers to do their best in the classroom. Similarly, Naomi et al. (2012) conceptualized teacher's motivation as the freedom to try new ideas to achieve appropriate responsibility levels. This freedom brings about the arousal and continuation of teachers' behaviors.

This chapter is focused on the empirical context, research problem, research questions, objectives, hypotheses Interest, and research delimitation.

1.1. Empirical Observations

Teachers play a critical role in nurturing the minds and hearts of the youth in any society as it is a fact that almost every professional is been taught by a teacher (Chireshe & Shumba, 2011). Teachers in all countries and all education systems are considered to be the most important and the most valuable resource (Kingira & Muammer, 2010). A study conducted in 2005 by the Alliance for Excellence Education (AEE) in the United States of America revealed that on daily basis, teachers leave the teaching profession as a result of poor motivation or in pursuit of better working conditions.

Colthan (2002) and Michaeloma (2002) studies on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education. For example, sizeable percentages of school teachers are poorly motivated in Sub-Saharan Africa and South Asia. According to these authors, low motivations of teachers were caused by: class room challenges and demands placed on teachers, teachers' salaries generally low and irregularly paid, fallen of social respect for teachers, weak support, lack of opportunities for professional development, inadequate learning materials, poor management etc.

According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Candle (2010), Ingersoll and Smith (2003) found out that, 50 % of teachers leave their profession within the first five years. This is due to the poor working environment associated with teaching. Hess (2006) supported this fact by saying that inadequate resources limit effectiveness and affect teachers' decision on teaching.

Further evidence according to Walter (2008) is that African teachers face tremendous challenges and demotivation, several of which are curriculum-related, poor remuneration, poor leadership, students' ill-discipline and lack of career advancement. Kingira and Muammer (2010) also present evidence that toward the end of the 1990s; factors that affected teachers' motivation were classified according to the degree of importance, such as attractive career choices, comparative wages, being praised, favorable working conditions, availability of promotions, the existence of participative decision making leadership style and good manager-staff relations.

Moreover, Lola (2010) states that demotivated teachers often leave their schools which can be seen as a silent but effective killer of the culture of learning and teaching. As highlighted by Sisulu (2006), lack of motivation caused teachers to be less successful in teaching and also has the potential of affecting the achievement and realization of education for all in societies. Furthermore, Ofoegbu (2004) states issues surrounding teacher dissatisfaction and lack of motivation in schools have led to learners' poor performance in external examinations and have also affected the professionalism of teachers in the education system in most countries.

In Cameroon, a study was conducted in the South West Region on employee motivation by Alain and Marcelus (2015). The results from the study showed low level of teachers' motivation. The results revealed that, out of the 28 respondents, twenty (20), (71.42%) said they were not motivated and only eight (8), (28.57%) said they were motivated. 4 respondents, (14.28%) said challenges affect their ability to perform well. Six (6) (21.42%) said lack of control affects their ability to work, while four (4), (14.28%) said competition instead affects their ability to perform well and four (4), (14.28%) feels that cooperation affects their ability to work. Majority of the respondents (10), (35.71%) said recognition affects their ability to perform well in their department as staffs and lecturers.

According to the Study of Bahtilla (2017) on Teachers attrition in Cameroon, most teachers tend to leave their job for other professions because they are not satisfied with their profession (Low motivation). The results of the study revealed that, low salary caused 70% of the teachers to abandon their job, 90% stayed away from classes, 85% frown at the

administration. Results from the study equally showed that teachers quarrel among themselves, 80% of principals do not like to involve teachers in decision making which reduces their satisfaction in the teaching motivation. Also, 95% showed that they were demotivated because they were no opportunities for promotion. The result from the interviewed conducted on school principals on the number of teachers that have abandoned Service ever since they became Principal revealed that:

- ➢ 6 principals who have each served for 7 years registered 21 abandonments
- ➢ 5 Principals who have each served for 6 years register 19 abandonments
- ➢ 4 principals who have each served for 5 years registered 16 abandonments
- ➢ 3 principals who have each served for 4 years registered 14 abandonments
- ➢ 2 principals who have each served for 2 years registered 10 abandonments

Also, a study was conducted on the effect of teacher's motivation on performance by Naim and Mohammad (2020). The results of the study revealed that 80% of teachers were not motivated with their salary, 72.5% were not motivated to carry out their work to increase students' performance, 70% of teachers did not have a good relationship with their principals, and 77% were not allowed to use their initiative at work.

Additionally, the resent strike of teachers in Cameroon in the year 2022 under the banner OTS "On a trop supporté" shows that teachers are not motivated. They cited deteriorating conditions and unpaid salaries, some dating back years as the reason for their grievances (Lambert, 2022).

According to Marie and Peter (2020), education is recognized by the government of the Republic of Cameroon as a major actor in the promotion of active and responsible citizenship. One of the country's missions is to train and improve managerial staff. The mission to train and improve managerial staff implies teacher's motivation within the Cameroonian context has been a problem thus becoming issue of concern by clearly articulating it on the mission for secondary education in Cameroon. The working conditions of teachers are poor (the situation is worse in private schools): low salaries, inadequate office space, no libraries worth the name, low status, among others. These conditions hurt the ability of the system to attract and hold intelligent and committed persons in teaching positions. The conditions of service are so de-motivating that many teachers have to adopt coping strategies for survival, amongst them second jobs. In the worst case, many teachers in Cameroon leave teaching in search of greener pastures.

Marie and Peter (2020) carried out a study on strategies adopted by Principals to Motivate Teachers; it shows that principals used several methods to motivate teachers like: Being empathetic when drawing up time tables, encouraging self-expression amongst teachers, recognizes the good deeds done by teachers, entrusting teachers with tasks that reflect their ability, Ensuring order and safety in the school environment, creating an enabling working environment for teachers, assigning them to represent him/her in official meetings, Ensuring that teachers have basic resources to do their work.

In order to motivate, resolve teachers' grievances and improve their working conditions in Cameroon, the government has:

- Granted special bonuses to teachers working in rural areas with difficult access and boarder areas,
- Basic education authorities have also constructed on-call housing, and crafted reforms in the pedagogic, infrastructure and human resource management.

In addition, this the government has equally made some promises which are:

- Payment of housing allowance to teachers in the basic education sector
- Payment of financial effects following the integration of teachers and contract teachers who have integration decision,
- Evaluation of clearance of the arrears induced by the integration of contract teachers during the 2023 fiscal year,
- Updating the careers of all personnel of the basic Education Ministry and the evaluation of the settlement of the resulting arrears based on the promotion decisions already signed. (Kathy, 2022)

Also, according to the journal article reported by Yerima (2012), the government promised to give teachers of primary and secondary schools arrears of documentation and research allowances.

1.2. Problem Statement

Despite all the measures and proposed solutions that have been put in place to increase teachers' motivation, it did not bring the expected results, thus teachers continue to adopt disinterested behavior in their work. Therefore, the problem of the study is that of decrease in teacher's motivation at work. The research question is to know what the springs of teachers' motivation are.

1.3. Research question

1.3.1. General Research question

How Can managerial empowerment practices influence intrinsic motivation of secondary School teachers?

1.3.2. Specific questions (SQ)

SQ_1: How can we identify managerial empowerment practices in Cameroonian secondary schools? What will be its main dimensions?

SQ_2: What is the level of motivation of Cameroonian secondary school teachers? What are the main springs of work motivation?

1.4. Objectives of the Research

1.4.1. General Research Objective

To assess the influence of managerial empowerment practices on intrinsic motivation of Cameroonian secondary school teachers.

1.4.2. Specific objectives (SO)

SO_1: To evaluate empowerment management practices in secondary schools.

SO_2: To evaluate the level of intrinsic motivation of secondary school teachers.

1.5. Hypothesis

1.5.1. General Hypothesis

Managerial empowerment practices positively influence intrinsic motivation of secondary school teachers in Cameroon.

1.5.2. Research Hypothesis (RH)

The research hypotheses are formulated from the operationalization of independent variable following the model of Boudrais (2004) and from the operationalization of dependent variable following the model of Deci and Ryan (2000), intrinsic dimensions of motivation. On the basis of these models, three operationalized hypotheses are thus formulated:

RH₁: Managerial empowerment practices that focus of delegation of power to employees increases their level of intrinsic motivation (autonomy, competence and relatedness)

RH₂: Coaching of employees increases their level intrinsic motivation at work (autonomy, competence and relatedness)

RH₃: Recognition of employees increases their level of intrinsic motivation (autonomy, competence and relatedness)

1.6. Pertinence, interest and significance of the study

1.6.1. Pertinence of the study

Work and Organization Psychology is primarily interested in individuals, their activity, their behavior and their representations. The denomination "of Work and Organizations" indicates both a delimitation of the field to a sector of activity and a focus on the relationship between the individual and his environment as that of Work and Organization (Bernaud & lemoine, 2012). Strictly speaking, the Organizations of Work are not specifically psychological objects but the place and the framework in which people involve. The object of this study is work motivation which is the willingness to work. Rainey (2009) defines work motivation as a person desire to work hard and work well. It can also mean "psychological forces within a person that determine the direction of the person's behavior in an organization, effort level and persistence in the face of obstacles" (George & Jones, 2012, p. 183). Successful organizations have employees who go beyond their formal responsibilities and freely give up their time and energy to succeed at the assigned job. According to researchers like Yongsun et al. (2002), motivated employees are required in our rapidly changing workplace and markets. This is because; they will help the organization to survive by performing the job that is required of them with their full talent.

1.6.2. Interest of the study

1.6.2.1. Professional interest

The professional interest of this work is to highlight the occupational competence of teachers (secondary) in their work milieu, ameliorate their wellbeing and to permit them improve on their performance and productivity as previous research shows that employee

empowerment positively predicts work motivation. This is because teachers are foundation setters of society: children who pass through them will either be good and productive citizens or bad and troubling citizens depending on the quality of their work. Teachers are at the center of education; they need all resources they can get to ensure that future members of the society have the right education. Hence it is important to empower teachers because when you limit a teacher their children are affected indirectly. Empowerment creates better social interactions between employers and employees, reduces stress and creates a sense of community among employers and employees. Employee empowerment may be a necessary ingredient of organizational responses to such challenges because empowerment encourages employees to go beyond formally established role requirements. In the context of this work, employee empowerment in an organization is an important phenomenon that will go a long way to help in combating the challenges and hindrances school administrations face in relation to work motivation. Due to the disinterest and disengagement generally experienced in schools where there is heavy bureaucracy, teachers generally lack work motivation and this could go a long way to influence their productivity and organization health. Researchers like Degner (2005) showed that individuals who are empowered are highly committed to the organization, more accountable for their work, and better able to fulfill job demands in an effective way. Hence in line with our study, empowered teachers will be more committed and this will increase their work productivity.

1.6.2.2. Social Interest

The social interest of this work is perceived from the impact that employee empowerment will have on secondary school teachers and its capacity to influence work motivation. School teachers who are open to change, growth and expansion will be efficient and effective at the job site thus delivering quality services to the organization at large be it by spontaneously being innovative or engaging in extra role behaviors without being affected by the fear of bureaucracy and control. This will go a long way to increase job satisfaction hence free and harmonious relationship and social cohesion amongst members of the teaching core.

1.6.2.3. Theoretical interest

Human resources are at the center of every organization and the well-being of human resources is a vital instrument for effective and efficient performance. An organizations workers well-being is vital for high work motivation and overall well-being of the

organization. Previous research revealed that workers who are always controlled have low job satisfaction and those who experience freedom and empowerment experience high job satisfaction. Similarly, workers who experience low job satisfaction are not motivated and those who experience high job satisfaction experience higher levels of motivation. This work will thus permit to bring a vast contribution to the theory of self-determination by Deci and Ryan (2000) which asserts that the degree to which an employee is motivated to work is determined by the level to which an activity or situation meets three fundamental human needs: relatedness, autonomy, and perceived competence.

1.6.3. Significance of the study

This study will contribute to the growing body of knowledge on employee empowerment in Cameroon leave alone Africa. There have been various studies conducted on empowerment in various sectors of industries elsewhere; the study conducted in Cameroon on the influence of managerial empowerment practices on the intrinsic work motivation of secondary school teachers will be added in the existing literature. More specifically, this study is to test the applicability of findings that the three dimensions of empowered leadership delegation, coaching and recognition influence motivation of secondary school teachers. The findings from this study on the influence of managerial empowerment practices on teacher's motivation will add on to the existing body of literature on employee empowerment in Cameroon.

For Cameroonians school administration, this study will give school administration the better understanding on how to manage teachers especially related to their work and self-motivation towards work. This Information and knowledge will therefore, enable school administration to have a better understanding of their employees' perception about empowerment. It will also help school administrations to better manage their employees to improve their individual and organizational work.

1.7. Delimitations

Delimiting the study here goes with setting the boundaries of the study in terms of theme and type of study, paradigmatic orientation, and temporal limit, geographical limit, instrumental and theoretical limit. The delimitation of this dissertation with all these points will help in carrying out the research with more focus.

1.7.1. Thematic delimitation

The thematically delimitation is the theme within which this study lays on. Problems encountered by workers have led work and organizational psychologists to develop several themes of research, in other to ameliorate the situation of men at work and boost motivation. This study falls in the field of Work and Organizational Psychology and more precisely, Organizational Psychology deals with teacher's motivation and management at work.

Such delimitation stands on the fact that motivation and management are key variables that can permit enterprises to better achieve their aim, while interfering not to the welfare of their workers. The early studies on motivation by Elton Mayo (1958) at the western Electric Company, and Maslow (1943) in his scale of needs, and those of Lewin, White and Lipitt (1939) on leadership styles justifies reasonably such a limitative point.

1.7.2. Type of study delimitation

For Delhomme & Meyer (2002), the quantitative approach deals with the measure of selected variables. Measure deals with attributing numbers to object (Mvessomba, 2013, p. 32). Therefore, this study is quantitative because work motivation of secondary school teachers is to be measured, after being quantified numerically via quantitative software (SPSS). While still referring to him, quantitative studies refer to correlation, quasi-experimental studies, pre-experimental and experimental studies. Moreover, as this study attempts to assess the link between work motivation and managerial empowerment practices, a reasonable amount of questionnaire will be administered to teachers, as population of this study. This will enable us to perform inference over the whole teachers of the Yaoundé 6 sub-division. Only a quantitative analysis can perform such an inferential task.

In terms of relationship between variables, this study is correlational. According to Benkourou (2013), the correlational method is principally used to unveil the existence of a relation between two or several phenomena, as well as the strength of the relation. This study is correlational because, according to the objective as above mentioned, the study aims at verifying the link between managerial empowerment practices and work motivation of secondary school teachers in Yaoundé. Correlation here can still be justified as "an attempt to set quantifiable relations between phenomena, a numeral evaluation of the degree of dependence between variables" (Tarvis & Wade, 1999, p.59, as cited in Benkourou, 2013).

1.7.3. Paradigmatic delimitation

Paradigmatically, this research operates within the social influence paradigm. It is noteworthy that a paradigm is a frame of reference, an area of focus. Being grounded in the scope of social psychology, as this study is, the works of Moscovici (1984) led us to understand that the social worldview is such a game of influences. Furthermore, the famous formula B= f (P, E) elaborated from Lewin (1951); means that behavior is the function of the person (P) interacting with and within his/her environment (E). In the same wavelength, this study frames within the social influence paradigm. According to the topic managerial empowerment practices can affect or influence motivation of secondary school teachers in Yaoundé, positively or negatively; while motivation can influence their work performance or productivity.

1.7.4. Geographical delimitation

Given that this study will take place in Cameroon and more precisely in its political capital Yaoundé, some delimitation is needed, as Yaoundé is also a vast city. In fact carrying out a survey with all Cameroonian teachers or all the teachers of Yaoundé might be too heavy in relative to cognitive, financial and material resources. So, geographically, the setting of the study is going to be in the Cite of Yaoundé, in secondary schools (Mfoundi Division, which is Yaoundé 6 in sub-division). It is actually there where we can meet various teachers during break time or during their free time in school.

1.7.5. Instrumental delimitation

Instrumental delimitation concerns data collection instrument and data treatment instrument. The data collection instrument of this study would be a questionnaire of closed-ended type. In fact questionnaires are the tools privileged in quantitative studies, just like this one. Questionnaires are the most used data collection instruments in Social Psychology, Work and Organization Psychology. This can be probably due to their easy administration, which is also very low in term of cost. Amin (2005) reiterates it in that closed-ended questionnaires are economical in terms of time, because they are easy to fill and take little of the respondent time and that of the researcher in the administration and analysis.

Privileging the questionnaire, as data collection tool in this survey, will better help, as will be more explained in the methodology part of this dissertation, for collecting data from

teachers about their level of motivation at work and the way their managers deal with them at work. For the treatment of data, among all the existent software, the Statistical Package of the Social Science (SPSS) will be used.

CHAPTER 2 : LITERATURE REVIEW

This second chapter is devoted to the literature review; we have made an inventory of the writings on each variable. On one hand, it was a question of presenting the concept of work motivation, factors related to work motivation and its dimensions. On the other hand, we presented managerial empowerment practices, different managerial empowerment practices adopted by authors and it dimensions.

2.1. Work motivation

2.1.1. Definition of Concept.

We are going to define the word work, motivation and work motivation. We are going to give the etymological definition, dictionary and definition by authors.

2.1.1.1. Work

Etymologically, the word "work" comes from a Greek word "ergon" meaning deed or action without punitive connotations; and from a Latin word "urgere" which means to press, bear down upon or compel.

Additionally, Lepisto and Pratt (2006) defined work as a job; a series of tasks a person is supposed to perform in a particular career, for an organization by which she is remunerated.

2.1.1.2. Motivation

Etymologically, the word "motivation" is derived from a Latin word "Movere", which means to move (Nelson & Quick, 2000).

According to psychology dictionary, Andrew (2009) defines motivation as a driving or forces responsible for the initiation, persistence, direction, and vigor of goal directed behavior.

Motivation is person's desire to work hard and work well (Rainey, 2009). It can also be defined as psychological forces within a person that determine the direction of the person's

behavior in an organization, effort level, and persistence in the face of obstacles (George & Jones 2012).

2.1.1.3. Work motivation

Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviors, and to determine its form, direction, intensity, and duration (Pinder, 1998).

Additionally, Robbin and Judge (2015) defined motivation as a process that explains one's strength, direction, and perseverance in an effort to achieve its goals. Since the motivation in general is related to the effort toward each goal, we narrow the focus to the organization's goal of work-related behavior.

Moreover, Hislop (2003) defines work motivation as a kind of force which pushes employees to do things which is a result of the individual needs being satisfied so that they have the inspiration to complete and proceed with the task.

In this study, we are going to focus on the definition of motivation by Hislop (2003) as forces that pushes workers to work more which is as a result of individual needs been made.

2.1.2. Conceptualizing work motivation

The performance of any organization and its continuity depends on their key assets, employees, as well as the capabilities of the managers to be able to create a motivating environment for their people. Sutrisno (2009) asserts that motivation is something that raises the spirit or the drive of work. Motivation is the provision of the driving force that creates the excitement of one's work, so that they are willing to cooperate, work effectively, and integrate with all their efforts to achieve satisfaction.

According to Deci and Ryan (2000), motivation has been a central and perennial issue in the field of psychology, for it is at the core of biological, cognitive, and social regulation. Perhaps more important, in the real world, motivation is highly valued because of its consequences. It is therefore of preeminent concern to those in roles such as manager, teacher, religious leader, coach, health care provider, and parent that involve mobilizing others to act. People are moved to act by very different types of factors, with highly varied experiences and consequences. People can be motivated because they value an activity or because there is strong external coercion. They can be urged into action by an abiding interest or by a bribe.

They can behave from a sense of personal commitment to excel or from fear of being monitored.

In 2009, Daniel Pink, stated in his book "Drive: The Surprising Truth about What motivates us", that extrinsic rewards have a complicated nature and argued that for the receiver it becomes like a drug addict who needs more and more in order to feel satisfied (Pink, 2009). Also, receiving a reward for doing a task can signify that the task is unwanted.

According to Steers and Porter (1987), work motivation is a factor that changes employee's way of working and behavior; Allscheid and Cellar (1996) assert that in order to be good in anything in the workplace, the only talent required is motivation. Hence motivation is a talent which is required to do any job or task. Also, motivation is a term that refers to a process that draws, controls, and sustains certain behaviors and also explored that each employee has different needs and desires which means the motivation factors are different from one employee to another (Anne, 1994).

Motivation is a psychological process which gives behavior goals and direction (Linder, 1998). This indicates a tendency to work in a purposive way to achieve specific needs. Accordingly, motivation is the basic issue in enhancing the work productivity and employee performance. Additionally, scholars such as Greeno (2012); Guay et al. (2010) classified it into two kinds of incentive; firstly, material motives that represent the financial rewards that are given to employees for their exceptional work. Secondly, moral motives is defined as a set of incentives aimed at achieving emotional, psychological and humanitarian needs of employees such as; thankful and gratitude in employee effort, in the aim of raising spirit of improvement in their workplace.

According to Deci and Ryan (2000), it is not just the degree of motivation (high-low), but also the quality of motivation (intrinsic-extrinsic) that impacts our behavior. Within this framework, intrinsic motivation is considered an optimal type of motivation. When we are intrinsically motivated, our motivation comes from within, and we engage in a task or activity because it is inherently fulfilling (Vallerand, 1997).

Following the model of Deci and Ryan (2000), which they said it is not the degree of motivation but the quality of motivation that matters, we decided to focus of intrinsic motivation of secondary school teachers in our studies as it was said that intrinsic motivation is the optimal type of motivation.

Figure 1: *Model of Deci and Ryan (2000)*
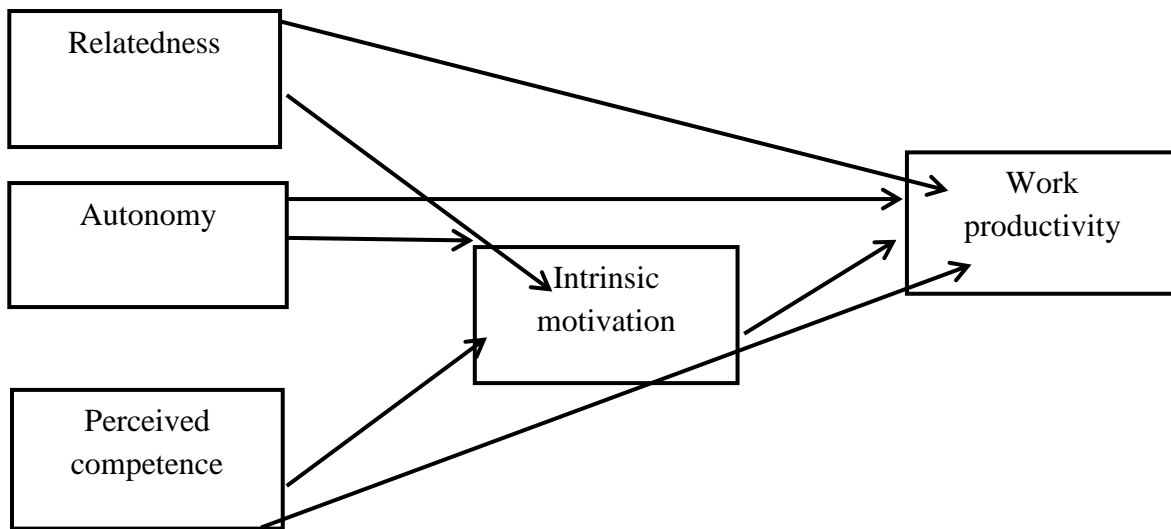
This postulates that the degree to which we are intrinsically motivated is determined by the degree to which an activity or situation meets three fundamental human needs: relatedness, autonomy, and perceived competence (Deci & Ryan, 2012a). We will be more intrinsically motivated as we experience more connection with others (Dery & Hafermalz, 2016), more freedom of choice, and more self-confidence at work. Consequently, we will experience our work as more enjoyable, and we will be more inclined to invest time and energy in it.

According to Nzuve (2007), the best known theory of motivation is Abraham Maslow's hierarchy of needs theory. This theory of motivation formulated by Maslow in 1954 states that when a lower need is satisfied, the next highest becomes dominant and the individual's attention is turned to satisfying this higher need. This means that a met need ceases to be a motivator. According to Maslow within every human being there exists five major categories of needs starting from the basic and fundamental physiological needs leading through a hierarchy of safety, social and esteem needs to the need for self-fulfillment, the highest need of all (Armstrong, 2006). This theory suggests that employees are satisfied by different needs depending on their position in the hierarchy. Once basic needs have been fulfilled, employees have other needs that must be met. These needs are highlighted as follows:

- Physiological needs which include needs for oxygen, food, water and sex. These needs are cyclic. In other words, they are satisfied for only a short period then they reappear. These needs are involved in maintaining body processes. In the employment context,

these needs are usually satisfied through adequate wages or salaries and other basic rewards. To satisfy these needs, organizations should put up policies that address basic physiological needs such a clean work environment, lair remuneration for the sake of affording food and water.

- Social needs include the need for love, affection and acceptance as belonging to a group. Organizations can meet these needs by creating an atmosphere that permits free interaction among employees. Organizations can also try to empathize with employees during difficult times by supporting them. By so doing, employees feel appreciated by the employer and this makes them motivated to work for the organization. These needs are likely to be met through policies that incorporate teamwork and involvement generally.

- Safety needs include the need for protection from physical and emotional harm. Organizations can meet these needs by ensuring that the working environment is free from physical hazards and stress related issues. Like physiological needs, these become inactive once they are satisfied. An individual who is safe no longer feels endangered hence makes no attempts to ensure security. In an industrial environment, safety needs are of primary importance to employees, because they are dependent on others for safety.

- Esteem needs are internal esteem factors such as self-respect, autonomy, and achievement; and external esteem factors such as status, recognition, and attention from others. Organizations can satisfy these needs by putting up policies that encourage empowerment programs aimed at developing employees and improving the feeling of self-worthiness.

- Self-actualization includes the need to develop potentialities and skills, to become what one believes one is capable of becoming. This need, however, cannot be satisfied. Maslow said that 'man is a wanting animal'; only an unsatisfied need can motivate behavior. Organizations can satisfy this need by ensuring that employees reap maximum benefits from their potential. They can do so by training and promoting performing employees in a bid to make them reach their full potential. One of the implications of Maslow's theory is that the higher- order needs for esteem and self-actualization provides the highest impetus to motivation. They grow in strength when they are satisfied, while the lower needs decline in strength on satisfaction (Armstrong, 2006). However, organizations can try to meet these needs by establishing policies that encourage individual growth and development.

Also, Expectancy theory formulated by Vroom (1994) states that people won't pursue rewards they find unattractive or where the odds of success are low. Psychologist Vroom says that motivation is only possible when clearly perceived and usable relationship exists between performance and outcome, and that the outcome is seen as a means of satisfying needs. Organizations can motivate employees by fixing targets that employees can work towards achieving. Organizations can meet these needs by putting in place policies that enable individuals to agree on targets. The policies may include communication, empowerment and involvement.

Motivation-hygiene theory was expounded by Fredrick Herzberg. Herzberg (1966) who looked at the causes of job satisfaction and dissatisfaction in an attempt to fully understand what motivates people at work and from his research proposed a 'two factor' theory. These two factors were motivators and hygiene factors. Motivators were such things as a sense of achievement, an opportunity for personal growth, the sense of having a job well done, having responsibility, and achieving recognition for work done. Hygiene factors included such things as money, working conditions, job security, company policy, and the quality of supervision and interpersonal relations. Motivational factors constitute what modem managers have come to recognize as employee empowerment factors.

2.1.3. Dimensions of work motivation

Based on this work, Deci and Ryan (2000) have identified various dimensions of intrinsic motivation which are; autonomy, competence, and relatedness. These variables seem to be relevant in determining the level at which workers are motivated at work.

2.1.3.1. Autonomy

Autonomy concerns the regulation of behavior by the self, and, etymologically it refers to self- regulation. It is the feeling of willingness and volition with respect to one's behaviors (Ryan, 1985b). The need for autonomy describes the need of individuals to experience self- endorsement and ownership of their actions. According to some authors, it is a form of functioning associated with feeling volitional, congruent, and integrated (Friedman, 2003). self-determinant considered as sense of voluntariness is, therefore, not the same as independence (or self- reliance), as people can be either autonomously or heteronomously dependent, independent, or interdependent depending on the context and behaviors entailed (Ryan & Lynch, 1989). It is instead that one's behaviors are self- endorsed or congruent with

one's authentic interests and values. When acting with autonomy, behaviors are engaged wholeheartedly, whereas one experiences incongruence and conflict when doing what is contrary to one's volition.

2.1.3.2. Competence

It refers to feeling effective in one's interactions with the social environment that is, experiencing opportunities and supports for the exercise, expansion, and expression of one's capacities and talents (Deci & Moller, 2005). Competence is one of the most researched issues in psychology and is widely seen as a core element in motivated actions (Harter, 2012). In self-determinant theory, competence refers to our basic need to feel effectance and mastery. People need to feel able to operate effectively within their important life contexts. The need for competence is evident as an inherent striving, manifested in curiosity, manipulation, and a wide range of epistemic motives (Deci & Moller, 2005). Competence is not only functionally important but is also experientially significant to the self. Phenomenally, feelings of effectance nourish people's selves, whereas feelings of ineffectance threaten their feelings of agency and undermine their ability to mobilize and organize action. Thus, to develop a true sense of perceived competence, people's actions must be perceived as self- organized or initiated; in other words, people must feel ownership of the activities at which they succeed (Deci & Ryan, 1985b).

2.1.3.3. Relatedness

Relatedness refers to both experiencing others as responsive and sensitive and being able to be responsive and sensitive to them, that is, feeling connected and involved with others and having a sense of belonging (Baumeister & Leary, 1995; Ryan, 1993; Deci & Ryan, 2000). Relatedness is experienced both in being cared for and in caring. The need is satisfied when others show concern toward the individual, as well as when the individual has opportunities to be benevolent toward others, as both directions of caring enhances a sense of connectedness (Deci et al 2006; Weinstein & Ryan, 2010). According to some researchers (Bowlby, 1979; Baumeister & Leary, 1995; Ryan, 1995), relatedness concerns feeling socially connected. People feel relatedness most typically when they feel cared for by others. More so, relatedness is also about belonging and feeling significant among others. Hence, important to relatedness is experiencing oneself as giving or contributing to others (Deci & Ryan, 2014a). People require others' concrete care, help, and provisions in order to survive and adapt. It is not

merely the achievement of tangible goods or physical supplies that orients people toward others. Rather, one of the primary goals of behavior is the feeling of belonging and of being significant or mattering in the eyes of others. There is a basic need to feel responded to, respected, and important to others, and, conversely, to avoid rejection, insignificance, and disconnectedness, a fact that applies not just to humans but other primates as well (see de Waal, 2009). Reis (1994) suggested that the core of relatedness across many varied forms of social interactions involves having others respond with sensitivity and care, conveying that one is significant and appreciated.

According to Baumeister and Leary (1995), out of the need for relatedness, people often behave in ways that are intended to bring them acceptance, approval, and group membership. The need to relate or belong is especially critical for understanding people's tendencies to internalize values and behaviors from their cultures (Ryan & Deci, 2011). Because of the need to feel connected, people take interest in what others believe and do what others expect of them, so they are in a position to behave in ways that ensure acceptance and involvement.

2.2. Managerial empowerment practices

2.2.1. Definition of concepts

We are going to define practices, managerial, empowerment and managerial empowerment practices. We are going to give the etymological definition, followed by the dictionary and lastly the definition of other references.

2.2.1.1. Practices

Etymologically, the word "practical" comes from a Latin word "practica", from greek "praktikos" which means: capable of doing, to accomplish, to do.

According to Larousse (2015), the word "practices" has several meanings. First, it is the application of the principles of a science, of a technique; secondly, the act of practicing an activity. It also refers to the skills that result from the exercise of an activity, an experience and finally, it is the habitual behavior or simply a way of acting.

2.2.1.2. Managerial

From an etymological point of view, the word "managerial" relates to "management". For Larousse (2015), the adjective "Managerial" refers to what is related to management.

Etymology

The English verb "to manage" and the noun "management" are themselves derived from an 8th century French term, "menager" (Mintzberg, 1990; Thietart, 1980), meaning in equitation "to hold the reins of a horse in hand", which in turn comes from the Italian "maneggiare" (and the Latin "manus": the hand). Drucker (1954) published his book, The Practice of Management, which launched the word in the United States, which was translated in 1957 under the title: *The Practice of Management of Companies*.

Definition according to the dictionary:

For Larousse (2015), management is the set of techniques for directing, organizing, and managing a business.

Definition according to some authors

The set of processes by which those who have formal responsibility for all or part of the organization try to direct it or, at least, to guide it in its activities (Mintzberg, 1990);

According to Drucker (1989), it is Something that relates to the human being, his task, his duty, a way of making men capable of producing a common result, of giving efficiency to their abilities, and of making their weak points unimportant;

In all, we are going to retain the definition of management by Drucker (1989) which corresponds to our study. Indeed, it emphasizes the ability of men to produce a common result, a kind of empowerment or responsibility of workers and work teams.

2.2.1.3. Empowerment

Empowerment is a humanistic device to improve the quality of working life for ordinary people.

According to Larousse (2015), empowerment can be defined as the act of conferring legal capacity.

For the APA Dictionary of Psychology (2015), empowerment is a noun that refers to the process of improving the independence, well-being, and level of functioning of a person with a disability or disorder by providing appropriate resources, such as treatment or training, to enable him or her to develop skills and abilities that he or she had not previously acquired, or had the opportunity to acquire.

In English, the word empowerment is an expression which from a linguistic point of view, can be broken down into three elements (Bossé & Dufort, 2001). Firstly, the radical: power, which means power, then the prefix em, which, added to the radical power, expresses a movement towards power, and finally the suffix ment, which suggests the presence of a tangible result linked to the increase in power. Thus, empowerment could be understood as a process of acquiring power in order to produce something or achieve a specific goal.

2.2.1.4. Managerial empowerment practices (MEP)

Taken from this global perspective, this group of words is not found in dictionaries, let alone has an etymological origin. To clarify it, we call upon the definitions of certain authors specializing in management sciences and psychology.

According to the managerial approach to empowerment, MEP can be defined as the set of managerial practices that aim to increase the scope of individuals' decision-making power and their abilities to control their work (Labianca, et al., 2000; Konczak et al., 2000; Raub & Robert, 2010).

Konczak et al. (2000) conceptualize these managerial empowerment practices as a multi-faceted construct composed of different dimensions that correspond to the practices implemented by a superior to foster the empowerment process.

Bérard et al. (2015) go in the same direction and also speak of empowerment leadership which consists of delegating responsibilities and providing resources (e.g. coaching, recognition) to employees in order to promote their autonomy and involvement at work.

So many authors have defined the concept of managerial empowerment but in this study, we are going to adopt the definition of Chen and colleagues (2011). They defined managerial empowerment practices as sharing of power with employees by delegating responsibilities, empowering them, involving them in decision making, encouraging them to be autonomous and trusting them in their ability to manage work.

Generally speaking, researchers in management and in Work and Organizational Psychology adopt a functionalist perspective since they seek to identify means of intervention that can stimulate empowerment in order to promote organizational effectiveness (Burrell & Morgan, 1979; Boudrias, 2004). This does not imply that they seek to promote the economic performance of the organization at the expense of the well-being of its members (Foucher et al., 2002).

On the other hand, empowerment is seen as a way of improving the quality of life at work for individuals by making full use of their skills and talents and by giving them greater control over their activities (Byham, 1996; Lawler, 1986). Moreover, the work of Morin et al. (1994) showed that an integrated conception of organizational effectiveness must include indicators related to the value of human resources such as employees' morale and skills in the same way as economic performance indicators.

Boudrias (2016) asserts that, decentralization of power would provide employees with more flexibility and control over their work, as well as greater decision-making power. He believes that structural empowerment also refers to the perceived accessibility of resources as well as management practices to increase employee involvement within the company. Thus, a multitude of practices can be considered a form of structural empowerment, including practices of participation in decision making, work systems aimed at high performance such as semi-autonomous work teams, job enrichment and access to organizational information.

2.2.2. Analyzing the Concept Managerial Empowerment Practices

Over past decades, the need for companies to adapt themselves to the new economic market has meant a need to change their leadership style from directive leadership to a more motivational leadership style (Bass, 1990; Yukl, 2002). Leaders are no longer seen as solely controlling employees, they also need to enhance employees and foster their individual development at work. In the theory of structural empowerment in organization (1977), Rosabeth Kanter suggested that, individuals display different behaviors depending on whether the certain structural supports (power and opportunity) were in place. Empowered individuals create an effective work unit within the organization while powerless individual are more rigid, rules minded and less committed to the achievement of the goals of the organization. Hence empowered employees can access and mobilize support, information, resources, and opportunities and therefore afford more flexibility to achieve organizational goals than those

individuals who lack control over their margin of action and are dependent on others (kanter, 1977, 1993).

The concept of empowerment can be approached from two different perspectives: from a managerial perspective and from a state one wish to create in people. As a managerial perspective, empowerment often refers to accountability; creating socio structural conditions to ensure that staff have more autonomy and take more responsibility for their work. Various modern management approach focus on empowerment: participatory management, decentralization, autonomous work team, learning organization (Lashley, 1999; Lawler, 1986). On the other hand, according to authors like Spreitzer (1995); Menon (2001); and Zimmerman (1995), empowerment is seen as a state of being willing and able to actively contribute to the success of organization. A person who adopts a pro(active) orientation to his or her work role.

A satisfied and committed employee is a valuable asset to the organization. Such an employee is psychologically attached to his job and is less likely to leave the organization, takes pride in belonging to the organization (Kuo et al., 2009) and makes greater contribution for the success of the organization. Hence, the management department of an organization needs to focus on developing employee competencies and influencing employee behavior in such a way that employees are satisfied as well as organizational goals being accomplished. Proactive management practices promote an organizational climate that is supportive, respectful and trusting of employees and where individual contributions are highly recognized, as these are more likely to facilitate empowerment than only delegation of authority (Eisenberger et al., 1990). According to Liden and Tewksbury (1995), empowerment is an important construct because it offers the potential to positively influence outcomes that benefit both individuals and organizations.

Additionally, Tzafrir (2004) asserts that employee's empowerment comprises of the followings: (a) an innovative approach in working with people and (b) a transfer of power from the top management control to the subordinate of the organization. Lawler (1986) further pointed out that to be considered empowering; an organization must reward desired contributions on the part of employees. These perceptions suggest that empowerment is interconnected with such organizational factors as values and working and managing styles and systems.

According to Blanchard et al. (1996), empowerment is not only having the freedom to act, but also having higher degree of responsibility and accountability. This indicates that,

leaders must empower their employees so that they can be motivated, committed, satisfied and assist the organization in achieving its objectives.

Employee empowerment focuses on developing trust, motivation, and participating in decision-making (Meyerson & Dewettinck, 2012). Empowerment gives an employee the authority to make decisions (Saif & Saleh, 2013), thus, they can be motivated, committed, satisfied and help in dealing with customer needs (Jacquiline, 2014).

According to researchers like Boudrais and Sevoi, (2006); Tremblay and Wils, (2006), empowered employees are expected to conscientiously assume their work related responsibilities and proactively initiate change in their work environment to increase efficiency. Boudrias and Savoie (2006, p.125) developed a conceptual framework of behaviors constituting indicators of empowerment at work. The latter have proposed that behavioral empowerment is self-determined aimed at ensuring the effectiveness of operations or improving the efficiency of work in the organization." they identified five types of behavior likely to be exhibited by an empowered employee: a) carrying out their tasks conscientiously, b) continuously improving the way they carry out their work, c) collaborating with their colleagues in order to ensure effective functioning of its working group, d) continuously improving the efficiency of the group and e) participate in maintaining and improving efficiency at an organizational level.

Empowered employees are given the greater authority and responsibility for their work than employees from more traditional organization (Conger & Kanungo, 1998). This has proven to be efficient when adequately used as it is seen to unleash employees' potentials, enhance their motivation, allow them to be more adaptive and receptive to their environment, and minimize bureaucratic hurdles that slow responsiveness (Forrester, 2000; Spreitzer, 1995, 1996).

The major assumption of the proponents of empowerment is that these practices encourage autonomy, initiative, and flexibility and allow employees to adapt and respond to changing work conditions (Lawler, 1992; Malone, 1997). Thus, some research tends to show that employees who benefit from empowerment practices are more flexible and able to adapt quickly than those who do not (Ahearne et al., 2005; Arnold et al., 2000; Scott & Bruce, 1994). The argument is that employee participation in decision-making is inherently rewarding and desired (CharbonnierVoirin & El Akremi, 2011). Participation would lead individuals to experience a higher sense of responsibility, effective use of skills, and induce a better understanding of the organization's overall operations (Buch & Spangler, 1990; Leana

& Florkowsky, 1992; Parker et al., 2010). In doing so, employees would be motivated to take initiative and make efforts to accomplish the organization's goals (Pfeffer &Veiga, 1999).

2.2.3. Dimensions of Managerial Empowerment Practices

Based on this work, Boudrias (2004) have identified various managerial empowerment practices of interest. Among others, delegation, coaching and recognition seem to be relevant variables in the prediction of employees' behavioral empowerment. We are going to focus on the three dimension that is; delegation, coaching and recognition.

2.2.3.1. Delegation

Definition

Delegation should not be confused with task distribution, which consists of a division of labor between collaborators, usually from the same team, nor with an injunction that imply unconditional acceptance (Radon, 2007). On the other hand, and still according to the same author, delegation can be defined as a contract between a principal (the hierarchical superior), who has hierarchical legitimacy, and an agent (the subordinate) who can accept some or all of the clauses.

However, other authors propose definitional approaches to delegation that we consider interesting to mention here.

According to Konczak et al. (2000), delegation consists in transferring to one's subordinate the authority necessary to carry out one's work. For these authors, it should be noted that decisions concerning the entire department or organization are not included: they are decisions related to the exercise of tasks of the employee.

From another perspective, Catho and Vallée (2014) think that delegating means entrusting an employee with the achievement of negotiated objectives, leaving him or her real autonomy in the choice of means and methods to be implemented within a defined framework, and supervising according to a control process whose terms must also be defined in advance.

Another author, Radon (2007) approaches delegation from a leadership perspective. For him, delegation is a central notion of leadership because it deals with: communication,

control, coordination, organization, and even motivation, and reveals its driving role for the development of employees.

The benefits of delegation

The benefits of delegation can be diverse. In particular, it can contribute to a better profitability of actions (time saving, new contributions, spirit of initiative, empowerment of lower levels, lower cost, better prioritization of tasks), reinforce the confidence and autonomy of employees by preparing them progressively for new functions (Meier, 2009). According to this author, delegation finally fosters a cooperative climate by involving employees in a collective and shared approach. Employees are more inclined to make efforts to achieve objectives in return for the trust their superiors have placed in them by delegating responsibilities and granting them autonomy (Lévy-Leboyer, 2007).

Also, according to Thomas and Velthouse (1990) ,the delegation of responsibilities allows the employee to: have an impact (with personal actions that produce results, that make a difference in the achievement of a specific goal), be competent (confidence in his or her skills, knowledge and personal capacity), do something meaningful at work (feeling of making a useful and important contribution), make choices in an autonomous manner (being able to decide on the action strategy, feeling responsible for the success of the action).

This possibility of expression offered by the organization is, according to Fiorito et al. (1997), a form of trust and organizational support that leads employees to identify more with their work group.

Evans and Fisher (1992) summarize their work on the concept of empowerment by suggesting that the perception of control experienced by the employee with regard to various characteristics of his or her job is a function of two main objects: participation in decision-making and autonomy in the work. Fiorito et al. (1997) take up these two main aspects of empowerment in their study. According to them, employee autonomy and responsibility, as well as the decentralization of decisions, are factors that should foster the development of organizational commitment. A culture of empowerment would therefore encourage employees to feel more important, responsible and free to use their creativity.

Delegation is of particular interest to Guay (1999) who postulates that it is through the involvement of employees in a variety of decisions traditionally reserved for management that organizations promote commitment and performance at work.

According to Emmenegger Ouédraogo (2017), in order to concretely perceive the benefits of delegation, a certain number of rules must be observed (sincerely accepting to entrust the power to decide on the delegated tasks, clearly explaining the missions and objectives to the delegate, setting clear and precise limits, setting deadlines and control criteria, motivating and communicating, accepting the right to make mistakes).

However, delegation, although central to managerial empowerment practices has limits which would be analyze below

The limits of delegation

In the practice of delegation, too much control is detrimental to the trust and motivation of employees, but the opposite is also true: an employee who asks for support from his or her superior to progress and is refused is just as strongly demotivated (Radon, 2007). More so, this author also believes that if the functions of each person are not clearly defined and if there is no climate of trust, it is useless to delegate.

According to Radon (2007), delegation like any contract, requires an approach governed by a number of rules: (1) delegation must be prepared; (2) delegation cannot be imposed, it must be discussed; (3) avoid vagueness and ambiguity; (4) avoid trying to plan and codify everything.

In many companies, the assessment of a manager is measured in terms of his or her know-how, but not enough in terms of his or her know-how, or know-how-progress (Catho & Vallée, 2014). For these authors, in Africa in particular, entrusting one's collaborator with a task previously carried out by one's immediate superior is often experienced as a loss of power and a relative loss of control.

2.2.3.2. Coaching

In the context of this research, coaching is the second dimension of managerial empowerment practices that we will develop in the following lines. In order to do this, we start by giving a definitional approach to this concept.

Definitions

The word coaching is commonly used in the world of sport, because it strongly connotes the idea of seeking performance (Barreau, 2011). For this author, it is from the

1980s onwards that coaching overflows the sports world and settles in the corporate world, where the stakes, the search for performance and the need to surpass oneself partly explain this translation.

Devillard (2005) defines coaching as an intervention that aims to develop in a person or in a team, elements of potential linked to talent, style or synergies, beyond the obstacles that constrain them.

Some confusion should be avoided between coaching and consulting. Barreau (2011) considers that consulting provides an exogenous solution, because the person has not developed it himself, it is external to him. For him, advice, although relevant, has very little chance of succeeding, particularly because it is outside the counselor's decision-making process. Coaching, on the other hand, provides a new vision developed from within with external support in the person of the manager-coach. According to this researcher, coaching is inspired by the humanist trend in the sense that it apprehends man as a person in search of greater self-realization, driven by the permanent concern of responsibility for his life choices.

Coaching can be practiced in various forms within organizations. Hévin and Turner (2007) identify three forms of coaching: individual, team and group. Individual coaching is oriented towards the success of the person in the goals he or she sets. Other authors (Arnold et al., 2000; Migneault, 2006) share this approach and state that individual coaching refers to improving an individual's ability to perform his or her job optimally by providing feedback, advice and support. Team coaching or team-building is about taking individualities into account and bringing them together to strengthen the cohesion of the employees in the team; to tackle change collectively; to revitalize a dull corporate culture; etc. Group coaching is clearly different from team coaching in that the coaches do not belong to the same team. It is aimed at people who have the same level of responsibility or who occupy similar functions. The power of this form of coaching lies in the strength of joint reflection and the exchange of ideas. Faucher and Gendron (1999) believe that by practicing coaching, the manager-coach achieves superior results to traditional managers.

The limits of coaching

For Angel (2006), the objective of coaching is not the well-being of the coach at all costs but his or her progress. For these two researchers, the hierarchical superior, with his or her knowledge, tends to try to impose his or her vision, his or her reality on the other. However, the coach should only shed light on possible paths that the coacher may or may not

choose to take. These authors believe that one of the coach's favorite tools should be silence, especially when it potentially holds the answer to the problem.

Of course, the practice of coaching has advantages which we have just outlined, but the practice of recognition will contribute more to a better perception of managerial practices.

2.2.3.3. Recognition

Recognition is the third dimension of managerial empowerment practices in this study. We begin our discussion of this issue by defining the concept of recognition.

Definitions

The act of recognition, as it is generally referred to in all human relationships, constitutes an interaction between at least two people that can be manifested on both sides (Boursier & Palobart, 1997). In this study, we are interested in vertical or hierarchical recognition, which can be expressed in other words as top-down and bottom-up.

For Brun and Dugas (2002), recognition at work refers to the unambiguous demonstration that our achievements, our work practices and our person are valued by the immediate superior. In the same vein, Migneault (2006) believes that recognition refers to the ability of the supervisor to highlight and value the performance of his/her subordinate.

On another level, recognition is a feeling that is sometimes difficult to express, but each person is aware of the fact that he or she deeply needs it (Maslow, 1998; Morin, 2001).

Approaches and benefits of recognition

According to Brun and Dugas (2002), the various works on recognition can be grouped around four main approaches: the humanist and existential conception, the behaviorist approach, the psychodynamic approach to work and the ethical perspective.

The humanistic and existential view of recognition focuses on the person, his or her existence and the uniqueness of his or her being. According to this approach, people will spontaneously engage in their work if the working conditions are appropriate (Martin et al., 1996). This means getting to know the people around us, demonstrating that they exist in our eyes and finally recognizing the importance and significance of their actions (Bourcier & Palobart, 1997).

The behaviorist approach to recognition believes that a person's behavior is controlled by the consequences of their actions. To this end, Nelson (2001) believes that we get or even maximize what we reward. According to this approach, recognition is a method of positive reinforcement that will encourage the individual to produce desirable actions.

Also, according to Lemoine (2004), in current practice in human resource management, the concept of reinforcement is used quite often. According to the author, just as a mouse goes faster to the end of the maze when it knows it will find food on an empty stomach, so employees are expected to work harder or faster in order to obtain a bonus or some other benefit (positive reinforcement). In contrast, he continues, negative reinforcement such as a sanction, punishment, or just the threat of it, should lead to avoidance behavior: just as a rat avoids electric shocks, so an employee will avoid performing a forbidden action.

Work psychodynamics is concerned with people's experiences in the workplace, including their ways of adapting and protecting themselves in destabilizing situations. With this approach, recognition at work is articulated along two axes: the acknowledgement of real, even invisible, work to achieve assigned objectives; and gratitude by emphasizing the employee's contribution and thanking him or her (Dejours, 1993). Here, recognition is a symbolic reward. It is at the heart of the dynamics of pleasure and suffering at work, a view focused primarily on the person's work rather than on the person himself (Brun & Dugas, 2002).

The ethical perspective considers that recognition is above all a question of human dignity and social justice. According to this vision, the person at work is not just a means to achieve the organization's objectives: he or she is an end in itself (De Konink, 1999). Recognition would therefore be a duty incumbent on everyone to be concerned about the other person and their needs (Brun, 1999). Going further, some people even advocate ethical and spiritual management, which would respond to people's quest for meaning (Pauchant, 2000).

However, according to some authors, there are several approaches to recognition at work. The different approaches to recognition are:

Despite the variety of approaches, Brun and Dugas (2002) have summarized the main works and distinguish four main forms of recognition: existential recognition, recognition of work practice, recognition of investment in work and recognition of results.

For Jacob (2001), existential recognition is about the employee as a singular individual who is given the right to speak and influence decisions. Examples of common practices include: regular information on objectives and strategies; consultation with staff; special arrangements for working hours; access to training programs; greeting; showing interest and supporting each other.

For Brun and Dugas (2002), recognition of work practice is about how the employee performs the task, his or her behavior, professional qualities and skills, rather than the person or the results. Some examples of common practices are: the professional practice award; recognition ceremonies for teamwork and the innovation recognition program.

De Jonge et al. (2000) argue that recognition of investment in work is firstly about the involvement of employees, secondly about the risks they take to carry out their work, and thirdly about the energy they put into their work under sometimes difficult conditions. Recognition of investment in work can be expressed in several ways. For example, it can be expressed through verbal thanks to an employee for his or her involvement; applause at a meeting to acknowledge the effort invested in a team project; a personalized letter to underline an employee's courage and tenacity in adverse conditions; and through recognition of overtime and years of service.

Recognition of work results refers to the appreciation that results from the employee's work product and contribution to the company's objectives (Brun & Dugas, 2002). This type of recognition takes many forms. These include a ceremony to mark a particular achievement, a personalized letter or incentive payments made when a specific objective is reached.

Limitations of recognition

Although increasingly present in the workplace, recognition of results can also have perverse effects such as jealousy, feelings of injustice, increased competitiveness between employees, loss of credibility, etc. (Brun & Dugas, 2002). For these two authors, an exclusive focus on results risks obscuring the reality of the work process, which is experienced on a daily basis in terms of effort, emotional investment, risk-taking and problem-solving. According to a German study, high effort that is not well rewarded has negative effects (De Jonge et al., 2000).

CHAPTER 3:
THEORETICAL FRAMEWORK OF THE STUDY

This chapter focuses on the explanatory theories of the subject. For this study, the choice was made to focus on theories that relate the different variables of study. As a reminder, the objective of this study was to determine the influence of managerial empowerment practices on work motivation of secondary school teachers Cameroon. Thus, two theories widely used in the scientific literature that explains work motivation and managerial empowerment practices were selected for this study. These include self-determination theory which is sub divided in to mini theories and management theories.

3.1. Self-determination theory (SDT) (Deci & Ryan, 2000)

Self-determination theory (SDT) is a broad theory of human personality and motivation. It is concerned with how the individual interacts with and depends on the social environment. SDT defines intrinsic and several types of extrinsic motivation and outlines how these motivations influence situational responses in different domains, as well as social and cognitive development and personality. SDT is centered on the basic psychological needs of autonomy, competence, and relatedness and their necessary role in self-determined motivation, well-being, and growth. SDT describes the critical impact of the social and cultural context in either facilitating people's basic psychological needs, perceived sense of self-direction, performance, and well-being. The theory of Self-determination (Ryan & Deci, 2000) is a meta-theory of human motivation and personality development. It is a meta-theory because it is made up of several "mini-theories" which join together to offer a comprehensive understanding of human motivation and functioning.

SDT is based on the fundamental humanistic assumption that individuals naturally and actively orient themselves toward growth and self-organization. In other words, people strive to expand and understand themselves by integrating new experiences; by cultivating their needs, desires, and interests; and by connecting with others and the outside world. However, SDT also asserts that this natural growth tendency should not be assumed and that people can become controlled, fragmented, and alienated if their basic psychological needs for autonomy,

competence, and relatedness are undermined by a deficient social environment. In other words, SDT rests on the notion that the individual is involved continuously in a dynamic interaction with the social world at once striving for need satisfaction and also responding to the conditions of the environment that either support or thwart needs. As a consequence of this person environment interplay, people become engaged, curious, connected, and whole, or demotivated, ineffective, and detached.

The basic components of SDT, namely, its six mini-theories combine to provide an account of human behavior across life domains, including work (Fernet, 2013), relationships, education (Reeve & Lee, 2014), religion (Soenens et al., 2012) health (Russell & Bray, 2010), sports (Pelletier et al., 2001) and even stereotyping and prejudice (Legault et al., 2007). At the heart of each mini theory is the idea of basic psychological needs; all individuals strive for the need for autonomy (the need to feel free and self-directed), competence (the need to feel effective), and relatedness (the need to connect closely with others) in order to flourish and grow. Below are the mini-theories of self-determination theory.

3.1.1. Cognitive Evaluation Theory (CET)

According to this theory, both internal and external events affect people's intrinsic motivation. Intrinsic motivation refers to engagement in activities out of enjoyment and interest rather than for the consequence or incentive attached to the behavior. Intrinsic motivation is non-instrumental in nature; when people are intrinsically motivated, they are not concerned with what outcome will be received or avoided by engaging in the action. Rather, they perform the behavior because they enjoy doing it. In contrast, extrinsic motivation is fundamentally instrumental. People are extrinsically motivated when they are concerned with performing an action because of the consequence associated with it; behavior is contingent upon receiving or avoiding an outcome that is separable from the behavior in question.

According to CET, intrinsic motivation can be enhanced or undermined, depending on the degree to which external events (rewards, punishers), interpersonal contexts (criticism or praise from a relationship partner), and internal proclivities (one's own trait-level tendency to feel task-engaged) affect the individual's self -perceptions of autonomy and competence. Autonomy is the innate need to feel self-direction and self-endorsement in action, as opposed to feeling controlled, coerced, or constrained, whereas competence is the need to feel effective and masterful as though one's actions are useful in achieving desired outcomes. Competence underlies the seeking out of optimal challenge and the development of capacities. When

external, social/interpersonal, and internal conditions facilitate satisfaction of the individual's needs for autonomy and competence, then intrinsic motivation increases. Conversely, when autonomy is neglected or thwarted by the use of controlling events (bribes, demands, pressuring language) or when perceived competence is undermined (through negative or uninformative feedback), then intrinsic motivation declines. Early work in the spirit of CET showed that, by undercutting perceived autonomy, extrinsic motivators such as money worked to block intrinsic motivation (Deci, 1971). Some research demonstrated that other external events perceived to be controlling, such as deadlines (Amabile et al., 1976) and observation (Plant & Ryan, 1985) also diminish intrinsic motivation. Similarly, interpersonal contexts can influence intrinsic motivation, depending on whether they are perceived to be informational or controlling; for instance, although positive feedback is generally perceived as informational (supporting competence), it can also be perceived as controlling (undermining of autonomy) if it is administered in a pressuring way (Ryan, 1982). Furthermore, internal events that is, people's own perceptions, feelings, and cognitions can also make behavior feel controlling or informational. For example, people can come to feel obsessive or ego-involved in an activity and the self-esteem boost associated with it. When feelings of self-worth or identity are attached to performance in a way that it becomes necessary to perform the behavior in order to feel worthy or valuable, then the behavior will feel quite controlling (Mageau et al., 2009). In sum, CET asserts that, the context including external forces (deadlines), interpersonal climates (praise, instruction), and internal events (being ego-involved) affects intrinsic motivation as a function of the degree to which they are informational verse controlling.

3.1.2. Organismic Integration Theory (OIT)

OIT addresses the process by which individuals acquire the motivation to carry out behaviors that are not intrinsically interesting or enjoyable. Such activities are unlikely to be executed unless there is some extrinsic reason for doing them. Extrinsic motivators are completely external and non - self-determined, others can be highly internal and self-determined (autonomous). To the extent the environment satisfies people's needs for autonomy, competence, and relatedness, OIT postulates that people will tend to integrate their experiences by internalizing, reflecting on, and endorsing the values and behaviors that are salient in their surroundings. This process of internalization is therefore spontaneous and adaptive, allowing people to sanction and cohere with their social environment. The more a behavior or regulation is internalized, the more it becomes integrated with the self and serves

as a foundation for self-determined motivation. OIT suggests that regulation of behavior can become increasingly internalized to the extent that the individual feels autonomous and competent in effecting it. Relatedness plays an important role in internalization. That is, individuals will tend to initially internalize behaviors that are valued by close others. For example, if a child learns that her father, whom she admires, strongly values and cares about brushing his teeth, then she may be apt to internalize the same behavior. Ultimately, however, full internalization requires the experience of autonomy in the activity (tooth brushing must come to emanate from the self if it is truly to be endorsed and sustained). To integrate the regulation of a behavior, people must understand its personal significance and coordinate it with their needs, values, and other behaviors.

The degree to which any given behavior is internalized is critically important to successful performance and persistence of that behavior. For instance, according to Vansteenkiste et al. (2004) autonomously motivated students study harder, pay more attention in class, and get better grades. In the health regulation domain, autonomous motivation leads to superior self-regulation in weight loss and weight loss maintenance as well as in smoking cessation (Williams et al., 2009). Autonomous forms of motivation also play an important role in long-term persistence in sports (Pelletier et al., 2001) and the self-control of prejudiced responses.

3.1.3. Basic Psychological Need Theory (BPNT)

The basic psychological needs of autonomy, competence, and relatedness play a focal role in SDT in general, as well as in each of its mini-theories, BPNT goes beyond these basic assumptions to specify more precisely how basic psychological needs are essential for health and well-being (Ryan & Deci, 2000). BPNT describes how contexts that support the satisfaction of basic psychological needs contribute to positive life outcomes and how contexts that thwart these needs will exact tolling costs to functioning and wellness.

Moreover, BPNT argues that the needs of autonomy, competence, and relatedness are not just essential for health but are also innate and universal that is, they exist across individuals and cultures (Chen et al., 2015). Autonomy (the need to experience self- direction and personal endorsement in action), competence (the need to feel effective in interactions with the environment), and relatedness (the need to feel meaningfully connected to others) are organismic needs. Organisms are inherently bound to and dependent upon their environment for survival. That is, the well-being of any organism depends on its environment because the

environment provides it with nutrients required to thrive and develop. Just as organisms possess the physiological needs of thirst, hunger, and sleep which must be met by environments that provide water, food, and shelter if the organism is to survive; so too do organisms have psychological needs, which are required to adapt and function in psychologically healthy ways.

The environment has a profound impact on the extent to which the basic needs for autonomy, competence, and relatedness are satisfied. For instance, when external events, interpersonal relationships, and social contexts/cultures nurture and target a person's need for autonomy, then those contextual forces are said to be autonomy supportive. Autonomy-supportive environments and relationships nurture the individual's inner motivational resources and intrinsic preferences by providing choice and decision-making flexibility. They also provide useful information to help individuals internalize the motivation for their behavior. Competence satisfaction is derived from contexts and relationships that provide the individual with optimal challenge (as opposed to being overwhelming or boring), as well as structure and feedback that allow skills and abilities to develop. Satisfaction of the need for relatedness occurs when relationships are nurturing and reciprocal and, importantly, when they involve acceptance of the authentic self. Research on BPNT, and SDT in general, shows that environments that are supportive of autonomy, competence, and relatedness help to facilitate the individual's perceived sense of autonomy, competence, and relatedness, which then promotes deeper daily engagement and overall psychological health (Ryan & Deci , 2000).

3.1.4. Goal Content Theory (GCT)

GCT relates goal contents, also referred to as aspirations or values, to well-being. GCT integrates self-determination theory with values research to suggest that basic psychological needs also drive or underlie value systems in specific ways (Kasser & Ryan, 1996). That is, intrinsic values/aspirations emerge from the basic psychological needs of autonomy, competence, and relatedness and, In turn, the pursuit and attainment of intrinsic values works to satisfy these needs. Intrinsic aspirations include close relationships, personal growth, and community contributions. In contrast, extrinsic aspirations are geared toward obtaining external validation and proof of self-worth and instead focus on the pursuit of goals such as financial success, popularity/fame, and image/appearance. Extrinsic aspirations/ values tend to emerge from need substitutes; when basic psychological needs are neglected

over time, it is theorized that socially salient need substitutes can provide a placating alternative, and although the pursuit and attainment of extrinsic goals can be quite motivating, they do not provide direct nourishment of psychological needs (Sheldon & Kasser, 2008). According to GCT, it is important to consider the role of intrinsic and extrinsic values in motivation because such values shape, guide, and organize specific behaviors and experiences. Values function to coordinate preferences, decisions, and actions that are relevant to those values/ aspirations. For instance, a person who places high value on financial success will likely buy products and select acquaintances, friends, and romantic partners that help to meet, affirm, or express the value of wealth. A person who strongly values having close relationships, In contrast, will be motivated to nurture and explore intimate and lasting connections with others perhaps by choosing and spending significant amounts of time on a selective number of meaningful relationships. Because intrinsic values/ aspirations are more conducive to need fulfillment than are extrinsic values/aspirations, it may not be surprising that they are more likely to be associated with well-being. For instance, Kasser and Ryan (1996) found that individuals who pursue intrinsic goals experience greater personal fulfillment, more productivity, less anxiety, less narcissism, less depression, and fewer physical symptoms compared to those who pursue financial success).

3.1.5. Relationship Motivation Theory (RMT)

According to RMT, the basic psychological need for relatedness drives the initial desire to seek out and maintain close and meaningful relationships, satisfaction of the need for relatedness alone is not sufficient; ultimately, optimal close relationships are ones in which each partner supports the autonomy, competence, and relatedness needs of the others.

According to SDT broadly and RMT in particular, all human beings possess the fundamental need to feel cared for; people aim to cultivate relationships with those who value them and who are sensitive to their needs and wants. People also want to feel authentic in relationships and to know that their relationship partner understands and values their core self. While RMT rests on this need for relatedness, the first major tenet of RMT suggests that optimal satisfaction of relatedness requires also that autonomy and competence be fulfilled in the context of the relationship. For instance, it has been found that each of the three basic psychological needs contributes uniquely to important relationship outcomes, including relationship quality, security of attachment, effective conflict management, and overall personal wellbeing (Deci & Ryan, 2014). Overall, the more need satisfaction people

experience in relationships, the more satisfied they will be with that relationship. When individuals feel as though their partner values their true self and holds them in unconditional positive regard, then relationships are more likely to flourish. A second major proposition within RMT refers to the notion that the more people are autonomously motivated to be in relationships, the more they will experience the relationship to be fulfilling. Thus, when people enter and persist at relationships for personal, autonomous reasons (e.g., because they feel that the relationship is important and meaningful) rather than controlled reasons (because they feel like they should be in the relationship), they show greater relationship satisfaction, better daily relationship functioning, and greater overall well-being (Deci & Ryan, 2014). Interestingly, the important role of autonomous motivation extends to relationships with social groups; when individuals feel autonomously motivated to be part of a group they experience more positive group identity (Amiot & Sansfaçon, 2011). A final key component to RMT is that people desire mutuality in close relationships. Therefore, not only do people benefit from receiving need, support from their partners, but they also benefit by giving it (Deci et al., 2006). To feel truly related to another person, not only do people want to feel genuinely accepted and cared for, but they also want their partners to feel the same way, that is, they want others to want to form close connections with them, and they want to be able to offer their partners unconditional support and regard in return. RMT, in sum, suggests that optimal close relationships between partners are complex and require more than warmth and attachment.

3.2. Management theories

Drucker (1963) defined management as the product of effectiveness and efficiency where "doing things right" is regarded as 'efficiency' while "doing the right things" is considered as 'effectiveness'. Drucker also asserts that, management is something that relates to human being, his task, his duty, a way of making men capable of producing a common result, of giving efficiency to their abilities, and making their weak points unimportant. According to Lawal (2012), management as a discipline rests on two major components; theory and practice. Stoner (1978) opines that, any manager who wants to remain relevant in management practice must be up-to-date on existing management theories. Management theories are interested in facts and sound principles, which prescribe what to do to achieve desired outcome in the organization (practice).

3.2.1 History of Management Theories

Management theories begin at the end of 19th century with the work of Frederick Taylor, Henri Fayol (Girard, 2016). The first works of management were focused on the organization and improvement of performance of organization (Barabel et al., 2013). On one hand, we distinguish the classical school (formal school) of management that develops an approach focused on rationalization, production system, or authority system and on the other hand, the school of human relations that relies on the quality of human relations and the implementation of a management style that integrates a new dimension namely man as an individual and member of a group (Chaqri, 2009).

3.2.2. Classical organization theory

3.2.2.1. Scientific Management

The first among this school of thought (classical management perspective) is "scientific management perspective" where Frederick W. Taylor is known to be a "father of scientific management" for proposing 'one best way to do things' or scientific management/Taylorism (Ghuman & Aswathapa, 2010). The major concern of this school of thought was to increase productivity through greater efficiency. The earliest advocate of this school is Frederick W. Taylor while other notable contributors are Henry L. Gantt, Frank and Lillian Gilbreth and Harrington Emerson (Lawal, 2012).

3.2.2.1. Frederick Winslow Taylor (Taylorism) (1856 - 1917),

Taylor was a machinist and later became a foreman and manager in the 1870s through 1890s. According to McFarland (1970), Taylor was disturbed by a lack of measured standards for defining the workers' tasks and systematic 'soldering' of workers on the job. He was determined to discover and enlighten managers, as well as workers on what constituted a "fair day's work" and a "fair day's pay" (Weihrich & Koontz, 1993). Using time study as his base, Taylor broke each job down into its components and designed the quickest and best methods of performing each component. He was able to establish how much workers should do with the equipment and materials at hand. Workers who were more productive were encouraged to receive or earn higher 'scientifically correct' rates (Stoner et al., 2004). Overall, Taylor was able to define the 'one best way' for doing each job and he achieved consistent productivity improvements of 200 percent or more. His ideas and principles of scientific management

spread within and outside the United State of America and he became known as the father of scientific management.

The major notion of the motivation for employees under scientific management was seen as money (Khurana, 2009). Furnham (2012, p.152) asserts that, "money is an effective, powerful and simple motivator but it is not always the motivator for everyone because at times it has power to demotivate". Additionally, Katzenbach and Khan (2010) argued that majority of the successful entrepreneurs agreed that major motivation is to be built upon something lasting rather than on the notion of making huge money. Furthermore, "Certainly great professional leaders like Marvin Bower, who built McKinsey and Co., John Whitehead, the former Goldman Sachs senior partner, and Supreme Court Justice John Paul Stevens explained that, their motivation came from the work itself, and that the lasting respect of others was far greater than money as a measure of accomplishment. And very few great artists are in it for the money. Money is a by-product, and usually a secondary one at that, for such achievers".

Taylor was one of the first industrialists to think of a scientific organization of work. He proposed a formal differentiation of the tasks entrusted to managers and workers, while structuring the different functions of the company. He systematically studied the work processes in the workshop in order to eliminate unnecessary movements and idle time. This systematic analysis of work can be summarized in four points:

1. Horizontal division of work (tasks are specialized and work is divided up) and the search for the best method of carrying out a task, based on the scientific determination of times and operating modes (study and timing of gestures);
2. The scientific selection (recruiting the individual best able to accomplish the task; the right man in the right place), the training and the training of the worker to the scientific methods of work;
3. The vertical division of labor, which consists in the sharing of the responsibility of work between the workers and the managers, so that the workers concentrate on the execution of the work and the managers take care of designing, supervising and giving instructions, and do not entrust everything to the workers;
4. The establishment of a very strict control system that ensures that the methods are followed by all workers without deviation.

The application of the methods of scientific organization of work constitutes for Taylor a means not only to increase the profits of the entrepreneurs but also a new approach to

resolve the conflict between labor and capital (Chaqri, 2009). It was a means of increasing productivity and consequently wages. Taylor advocates putting the right people in the right place.

3.2.2.2. Administrative Management

As scientific management was trying to increase efficiency of workers, administrative management was focusing on how to create an organizational structure with high efficiency and guidelines for managing complex organizations. The main contributor to this school of thought is Henri Fayol and others are Lyndall Urwick and E.L.F Brech (Cole, 2004; Lawal, 2012).

3.2.2.2.1. Fayol

Henri Fayol (1841-1925) was a French engineer and director of mines. He was little known outside France until the late 1940s when Constance Storrs published her translation of Fayol's 1916 Administration Industrielle ET Gen. His ideas took shape in 1911 with the development of a scientific exploration program at the Imphy laboratory. He defined the division of labor, hierarchy, centralization and unity of command by a single boss as the basis of scientific management. He was the first to define management as the action of forecasting, organizing, commanding, coordinating and controlling.

Fayol (1916) elaborates a list of 14 principles:

- The division of labor as a guarantee of greater efficiency (job description for each person, produce with the same effort);
- The respect of the authority-responsibility link (the right to command and to be obeyed);
- Discipline as a key factor in an organization (respect for rules and conventions);
- Unity of command, which would mean that a worker receives orders from only one leader;
- Unity of direction with only one goal in mind;
- The subordination of the individual interest to the general interest;
- Equitable remuneration with a close relationship between remuneration and contribution;

- Centralization as a natural fact (seeking to use all the physical and intellectual capacities of employees);
- Hierarchy with the need to communicate laterally;
- Order: a place for every man and a man in every place;
- Fairness: justice in the work through conventional links with the staff;
- The stability of the personnel as a factor of success of the company;
- The initiative: the entrepreneurial act is the most powerful engine of success of the company (freedom of proposal of execution to the worker);
- The union of the personnel as a force for the company, contrary to the division which is a fault (to avoid the conflicts, the birth of the trade-union movements).

The administrative organization of work proposed by Fayol defined the function of manager at a time when there were no management schools. His work gave rise to the profession of manager (Chaqri, 2009).

3.2.2.3. Structural rationality (bureaucracy)

The major proponent of this school of thought was Max Weber (1864-1920); he is the thinker of structural rationality and bureaucracy. He developed the concept of bureaucracy as a formal system of organization and administration designed to ensure efficiency and effectiveness. Weber was interested in how management could be more consistent and he believed that bureaucratic structures can help eliminate the variability in managers having different skills, experience and goals (Lawal, 2012). Weber believed that there was a need for strictly defined hierarchies in organizations which will be clearly governed by defined regulations and lines of authority, especially for goal-oriented organizations with many employees (Stoner et al., 2004). Weber knew the development of bureaucracies will be a means of introducing order and judiciousness in organizations.

The model set up by Weber is the reference model of progress and innovation in the 20th century. This model is based on 6 principles among which:

- The division of labor, which consists in clearly defining the positions, tasks and responsibilities of workers;
- Hierarchical structuring: here, the relationships between the manager and his subordinates are codified and authority is precisely defined;
- The selection of personnel based on training and technical knowledge previously verified;

- The standardization of rules and regulations, codes, methods and procedures in order to make the work and the acts to be accomplished uniform;
- The interpersonal nature of relations between different members of the organization in order to avoid any conflict in the application of rules and regulations;
- The promotion of employees according to their skills, seniority and performance.

According to Weber, bureaucratic administration is a powerful manifestation of the rationalization of work. This form of organization is still very common. He goes on to say that the success of the above-mentioned principles depends on the ability of employees to comply with rules and instructions (Chaqri, 2009). Management or management practices constitute the central node of this study. It is important to emphasize that a manager in the administrative organization of work defines the policy of the company and controls the action of workers. His or her job is precisely to organize the work and make others work.

In the end, classical approaches have led to real innovations within organizations (Barabel et al., 2013). They remain useful benchmarks in management, based on the formal structuring of organized levels and places. The classical school of organizations emphasizes the horizontal (tasks are specialized) and vertical (the division of labor between the manager who designs, supervises, and establishes guidelines and the workers who simply execute them) division of labor, increased productivity, and profit maximization (Dauphin, 2011).

However, these classical approaches to management evolve into bureaucracy and compartmentalization because, they are more suited to closed systems and stable environments, thus neglecting the human conflicts that exist within organizations. The classical approach is a normative approach in search of an ideal and universal model of the organization. It does not take into consideration the interest of man and his aspirations. It ignores the secondary needs of individuals, the interactions and interrelations between the organization and the environment. It dehumanizes man (man as a machine) and gives great weight to hierarchy (Chaqri, 2009). Yet it is man himself who is the essential element in production.

It is therefore essential to find a more human meaning to work. New approaches based on sociology and psychology will emerge.

3.2.3. The human relations

This school of thought emerged as a result of the many criticisms of the classical approach, especially because it focused on tasks, productivity and organizational structure rather than people. During the early part of the 20th century, especially as a result of the great depression in the 1920s and 1930s, more attention shifted to employee behavior and social factors at work. According to Stoner et al. (2004), this school focuses on the human side of management and it sought to understand how social and psychological dynamics interacted with the work environment in influencing productivity and performance, thereby creating effective human relations. It pays particular attention to the behaviors of individuals that shape the organizational structure and seeks to restore the centrality of the human being at work. This school of thought integrates a new dimension, namely man as an individual and member of a group (Barabel et al., 2013).

It postulates that the company is a place of production and that man, the main actor has an important human dimension to take into consideration (Chaqri, 2009; Barabel et al., 2013). When this human dimension is not taken into account by managers, workers who no longer feel the love and esteem of both their colleagues that their supervisors, tends to be demotivated. The human dimension shows that a worker is an essential link in the chain of value production. When they do not feel this consideration and their work lacks recognition, they adopt a feeling of withdrawal.

3.2.3.1. Elton MAYO (1880-1949)

Elton mayo is widely recognized as the father of human relation theory. He explained the role of the human behavior in production and highlighted importance of communication between the workers and the management. Mayo's contribution to industrial sociology is based on several studies of individual behavior at work.

Based on the Taylorian hypothesis that the material and technical conditions of work influence productivity, Mayo deduced from his experiments the importance of the psychological climate and the modalities of command on the behavior of workers (Hohmann, 2013).

The human relations approach, which is sometimes referred to as neo-classical approach, is built around the research work of Professor Elton Mayo and his colleagues at the Western Electric Company's plant in United State of American, between 1924 and 1932 and

this work has been known as the Hawthorne experiment (Robbins & Coulter, 2009; Mullins, 2011). According to Roethlisberger and Dickson (1939), both of whom were part of the Hawthorne set of experiments, the research centered on the effects of physical working conditions on worker productivity and efficiency. The researchers concluded that additional concern given to the workers, and evident interest in them shown by management, were the core factors for the higher productivity. This, according to Mullins (2011), has become known as the 'Hawthorne Effect'.

During Hawthorne's experiment, he creates optimal working conditions, he finds out that individuals are more productive and motivated when they are considered, when they feel as part of the group and more sensitive to the human relations of the group than to the material conditions of work. This Mayo experiment was based on two groups: An experimental group where the working conditions were manipulated (lighting, regular working hours, rest etc.) and a control group where the working conditions were not good. The results of this study to his surprise revealed that the level of productivity was good in both groups. Thus, the discussion and the interpretation of the results made it possible to understand that the employees in the control group, due to poor working conditions, put forward mutual aid, teamwork, communication, etc. to face the adversity of their work. In addition, the Mayo researchers, who were constantly present as observers, were able to maintain good relations with the staff and this warm climate had a positive impact on productivity. This was the discovery of the importance of affective phenomena, the need to belong and esteem, but also of recognition at work (Hohmann, 2013).

Three key ideas emerge from Mayo's work which are:

- Job satisfaction depends more on human factors than on physical working conditions; individuals need the esteem and friendship of team members. Once this need to belong is fulfilled, individuals cooperate more and adhere to the company's objectives.
- It is the responsibility of management to show staff that they are valuable and play a vital role in the success of the company. They must encourage their subordinates to take initiatives in the day-to-day management of the organization in line with its objectives.
- A good environment marked by material benefits and recognition allow the worker to flourish.

3.2.3.2. Frederick Herzberg (1968)

A psychologist and physician, Herzberg (1968) developed his theory based on an experiment conducted in Pittsburgh with employees to determine the situations that can bring satisfaction or dissatisfaction. Thus, job satisfaction is a fundamental element that determines the behavior of individuals in an organization. When employees feel satisfied, they are more motivated and adhere to the company's objectives. Conversely, when work ceases to be a factor of satisfaction for the employee, the latter adopts a counterproductive behavior that can manifest itself in low work interest (Gombert, 2018). According to the theory, the factors that lead to job satisfaction are different from those that lead to dissatisfaction.

Indeed, the author highlights two types of factors that should be taken into account in the individual. On the one hand, there are hygiene factors which are not a source of motivation for the individual, but which, if taken into account, could prevent dissatisfaction at work. On the other hand, there is another set of so-called satisfaction factors that can increase the degree of job satisfaction and thus motivate individuals to take an interest in their work and perform better. These last elements are considered to be primordial factors in the development and fulfillment of the individual in his work.

According to Herzberg, the organization of work must therefore respond satisfactorily to both types of factors to not only avoid the dissatisfaction of the individual at work, but also to take the man to be involved in his work (Gombert, 2018). Thus, he proposes five sources of elements to be taken into account in the individual at work including:

- Advancement and promotion
- The attraction of work
- The responsibility
- Recognition
- Completion.

The author also defines some factors that have a negative impact on the individual's satisfaction and that could influence his behavior within the organization. These are:

- The qualities and shortcomings of the supervisor;
- Salary;
- The policy of the company's administration;
- The working relationship between the employee, the supervisor and his/her colleagues;

-   The working conditions such as job security, valuation and living conditions in the company.

Herzberg's theory (1968) is used to highlight the link between managerial empowerment practices in relation to job satisfaction and work motivation among secondary teachers in Cameroon. Indeed, Herzberg tells us that the lack of recognition, poor work relations, the absence of rewards and promotions are a source of job dissatisfaction., notably the absence of rewards, the inability of certain hierarchical superiors to make their employees accountable and to create a climate favorable to dialogue and integrate well (Hohmann, 2013).

3.2.3.3. Kurt Lewin (1890-1947)

In management, Lewin is particularly interested in leadership style and in particular in the influence of a given management style on the behavior of individuals and groups as well as their effectiveness at work. He focuses on the way in which the leader evaluates the work, makes decisions, distributes tasks, involves his staff and participates in his activity. Thus, he identifies three types of leadership which will be completed to four by Likert (1903-1981):

-   The authoritarian or directive style: It is a variation of the Taylorian vision of the organization and consists of leading by imperative orders and imposing its decisions with a manager very distant from the group. Here, the leader explains little, limits the initiatives of his collaborators, is not very person-centered, supervises, controls and organizes a top-down communication;
-   The persuasive style: This management style is both very organizational and very relational. Here, the leader is more open and listens to his collaborators. The manager tries to convince, does not systematically impose his decisions on his collaborators by the drastic application of procedures and regulations. The persuasive manager talks a lot, provides assistance when the worker is in difficulty (coaching), federates and encourages, values and recognizes positive efforts, ensures that everyone understands and is attentive to the factors of motivation and de-motivation;
-   The participative style: it is characterized by the presence of a very relational manager who actively participates in the life of the group of workers, encourages its members to make suggestions, to participate in discussions and to be creative. He/she involves his/her employees in the decision making process of work and organizational issues. The participative manager elicits ideas and suggestions and takes them into account;

he/she listens, analyses and advises. He/she tries to break the subordination link and tries to balance general and particular interests;

- The delegative style: This style of management is both not very organizational and not very relational. The manager gives responsibility, delegates and evaluates. He/she values all employees and fully solicits their skills. He leaves the power of action and the choice of methods to the work team when necessary. This manager is very little present, indicates the missions and results to the collaborators and lets them implement their own action plans and methods to achieve them, controls, accepts suggestions and proposals, gives useful information to reach the objectives.

Lewin believes that in the participatory style, workers show warm and friendly relations, participate in the activities of the company, are autonomous and even in the absence of the leader normally continue their productive activities and demonstrate their ability to be independent (Chaqri, 2009). According to the author, this style of management using participatory management is better than the authoritarian style, because, democratic leadership can better encourage workers to achieve a high level of efficiency and adopt responsible and productive behavior at work.

The theory of human relations highlights the human factor in the organization. This theory shows that man is not only a simple factor of production but his behavior must be taken into account in the concerns of the manager. Indeed, this theory highlights the autonomy of the workers. It is a question of leaving the worker the minimal intellectual autonomy allowing him to understand what is asked of him, thus giving him a certain power. This theory is a means of perceiving the logic that guides individuals in their organization and determines their behavior and actions at work.

3.2.3. Contribution of management theories

Contrary to the classical conception of management, which emphasizes increasing productivity and maximizing profit, the human school emphasizes the individual in his entire human dimension. To encourage productive behavior in an organization, it is important not to consider the human being as a machine but as an important entity with aspirations to be taken into account. We need to find new formulas to bring people together and involve them, not just for the sake of profit, but also for consideration and recognition, which play a very important role in corporate behavior. Recognition is a variable that authors consider important in management. From Weber to Herzberg via Lewin, management is based on essential

variables, notably recognition at work. However, the theory of human relations is in line with the model of managerial empowerment practices in our study, which is based on the dimensions of recognition, delegation and coaching set out by Konzack et al. (2000), and taken up by Boudrias et al. (2004) as significant dimensions influencing the behavior of individuals in the workplace.

In both the classical and modern management concepts, it is clear from these schools of thought that managers' attitudes have an impact on workers' behavior. There is therefore a close link between managers' practices and employees.

Indeed, the company's strategy helps to reinforce the employee's behavior (Chaqri, 2009). Thus, insufficient communication, lack of strategy, an irrelevant strategy generates a rupture between the employee and the company, and thus, in addition to the appearance of possible conflicts, a fall in motivation (Chaqri, 2009). In view of decrease in work motivation among secondary school teachers, it could mean that many principals do not have the necessary skills to motivate staff, define a suitable work strategy and promote the achievement of expected objectives with a relevant control system. This could lead to increase work motivation among secondary school teachers.

Regarding the management style, the personality of the manager influences the attitude that the workers adopt. Thus, a good manager according to (Chaqri, 2009) must be capable of empathy, have an innate authority. He must have excellent communication and analytical skills, and be able to motivate. A bad manager will contribute to a tense social climate, low invested staff.

3.2.4. Management based on empowerment

In order to find solutions to improve work and profitability of individuals, researchers and managers have focused on empowerment, an approach that is essentially centered on the individual.

For several years, the directive and authoritarian management methods inherited from the rational and scientific organization of work as advocated by Taylor (1911) have been progressively challenged by both managers and authors (Ahearne et al., 2005). These "command and control" management methods or so-called "mechanistic" structures governed by rules, procedures and operating modes pre-established in advance by a strategic summit and imposed on workers have proved to be inefficient from an economic point of view, but

also socially destructive (Irbine, 2017). Various forms of managerial innovation that rely on a so-called "organic" structure are being experimented with by organizations.

Additionally, the demands generated by unstable work environments are pushing organizations to rely on the innovative potential of workers, their ingenuity while accentuating the emergence of their autonomy, their self-fulfillment as well as the recognition of their actions for greater efficiency (Elsevier, 2020). According to him management is based on the combination of skills and responsibility rather than on supervision and command.

The empowerment of workers is therefore becoming one of the approaches that are attracting the interest of managers, because it makes it possible to maximize both organizational performance and the well-being of workers, and thus reduce counter-productive behaviors (Lawler, 1992). Employee empowerment thus consists of both the sharing of power by the superior, the sharing of information and knowledge necessary to accomplish tasks, as well as forms of rewards (monetary or not) showing appreciation for the contributions made (Boudrias & Bérard, 2016). Most studies on empowerment highlight its positive consequences on the attitudes and behaviors of individuals in companies, their performance and efficiency (Sharma & Kirkman, 2015; Pearce & al., 2003; Boudrias el al., 2006). According to these authors, the increase in autonomy and responsibilities, which are the main components of empowerment, the recognition of efforts made and the support in carrying out work-related actions contribute to fostering productive behaviors and involvement at work. Benkhoff (1997) has shown that when workers feel involved in the life of the organization, in the making of important decisions of the company, they develop an affective attachment and a feeling of identification towards the organization and consequently invest themselves entirely and totally in the achievement of the expected objectives by adopting consistent behaviors. These results are confirmed by Boudrias et al. (2006) who demonstrate that management based on the delegation of responsibilities; coaching and recognition at work contribute to developing positive behaviors and involvement in the workplace.

Generally speaking, researchers in management and in work and organizational psychology adopt a functionalist perspective since they seek to identify means of intervention that can stimulate empowerment in order to promote organizational effectiveness (Burrell & Morgan, 1979; Boudrias, 2004). Thus, they consider empowerment as a way of improving the quality of life at work of individuals by making full use of their skills or talents and by giving them greater control over their actions (Byham, 1996; Lawler, 1986). In the same line, Morin

et al. (1994) have shown in their work that an integrated conception of organizational effectiveness must include indicators linked to the value of human resources, such as employees' morale and skills, in the same way as economic performance indicators. Thus, for greater effectiveness at work, it is important for organizations to reverse the scale that once focused all performance indicators on the top of the pyramid (managers) and to reconsider workers as the major entities in the effectiveness and performance of companies.

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PART TWO:
METHODOLOGICAL AND EMPIRICAL
FRAME OF THE STUDY

This part of work is structured into three chapters. The fourth chapter presents the methodological approach of the study, the fifth chapter presents of results and the sixth chapter focuses on the interpretation and discussion of the results.

CHAPER 4 : RESEACH METHODOLOGY

This second part is consecrated to the presentation of materials that enabled the conceptualization of the empirical study of this dissertation. Accordingly, this chapter presents the research questions, hypothesis of the study objectives of the study, variables of the study, site of the study, the population and sample size, method and technique of data collection, analysis, and the types of study in various aspects that permitted a completed operatory work.

4.1. Research questions

Research questions are question that the study must answer. The research questions are the initial questioning that precedes the formulation of hypothesis. We distinguish the general research question and the specific research questions.

a) General Research Question

The general research question is the question that the dissertation will answer. They will breakdown to specific questions.

In the context of this study, the main research question is:

How can managerial empowerment practices influence intrinsic motivation of secondary school teachers in Cameroon?

b) Specific Research Questions

Specific research questions are formulated from the operationalization of the of the main research question. They give rise to the formulation of work hypothesis.

How can we identify managerial empowerment practices in Cameroonian secondary schools? What will be its main dimensions?

What is the level of motivation of Cameroonian secondary school teachers? What are the main springs of intrinsic work motivation?

4.2. Formulation of hypothesis

Hypothesis is a prediction consisting of, relating an independent variable to a dependent variable. It is an anticipated answer to the research question posed. Its function is to assume a causal link between the two variables.

a) General Hypothesis (GH)/ Research or theoretical hypothesis

GH: Managerial empowerment practices have an influence on the intrinsic motivation of secondary school teachers in Cameroonian.

b) Operational Hypotheses

Operational Hypothesis' are decompositions of the general hypothesis in to clearer terms. It precisely defines what will be manipulated and what will be measured.

The research hypotheses are formulated from the operationalization of independent variable following the model of Boudrais (2004) and from the operationalization of dependent variable following the model of Deci and Ryan (2000), intrinsic dimensions of motivation. On the basis of these models, three operationalized hypotheses are thus formulated:

RH_1: Managerial empowerment practices that focus on delegation of power to employees increases their level of intrinsic motivation (autonomy, competence and relatedness)

RH_2: Coaching of employees increases their intrinsic motivation at work (autonomy, competence and relatedness)

RH_3: Recognition of employees increases their level of intrinsic motivation (autonomy, competence and relatedness)

4.3. Objectives of the study

a) General objective

The general objective of this study was to examine the influence of managerial empowerment practices on intrinsic motivation of Cameroonian secondary school teachers.

c) The specific objectives were:

SO$_1$: To evaluate empowerment management practices.

SO$_2$: To evaluate the level of intrinsic motivation of secondary school teachers.

4.4. Variables of the study

Bevans (2022) defines a variable as an attribute of an object of study. The operationalization of the hypotheses procured the identification of the variables of the study as presented down here. The various variables and modalities of the study derived from hypothesis are present below.

4.4.1. The independent variable (IV)

Myers and Hansen (2007) define the independent variable as a variable that the author manipulates voluntarily. Also called a causal variable, it is called independent in this research because it does not depend on another variable.

In this study, we have managerial empowerment practices as our independent variable. Boudrias (2004) operationalized this variable in to three modalities, namely; delegation of responsibilities, coaching and recognition.

- Delegation of responsibilities consists of transferring to one's subordinate the authority necessary to carry out one's work (Boudrias et al., 2004). It is a sharing of power with the employee in relation to his/her tasks (Konczak et al., 2000).
- Coaching refers to the act of improving an individual's ability to perform his or her work optimally by providing feedback, advice and support (Boudrias et al., 2004).
- Recognition refers to the ability of the superior to emphasize and value the performance of his employee (Boudrias et al., 2004).

4.4.2. The Dependent Variable (DV)

According to Mvessomba (2013) the dependent variable is the behavior the researcher wants to study or measure. Thus, it is the behavior that comes as results of the action of the independent variable. The dependent variable of this study is work motivation. According to the model of self-determination theory by Deci and Ryan (2000), this variable was operationalized in to three modalities, that is; autonomy, competence and relatedness.

- Autonomy etymologically refers to self- regulation. It is the feeling of willingness and volition with respect to one's behaviors (de Charms, 1968; Deci & Ryan, 1985b; Ryan & Connell, 1989).
- Competence refers to feeling effective in one's interactions with the social environment that is, experiencing opportunities and supports for the exercise, expansion, and expression of one's capacities and talents (Deci & Ryan, 1980a; Deci & Moller, 2005; Ryan & Moller, 2016; White, 1959).
- Relatedness refers to feeling connected and involved with others and having a sense of belonging (Baumeister & Leary, 1995; Ryan, 1993; Deci & Ryan, 2000).

For a better presentation, the variables and their modalities have been summarized in the table below:

Table 1

Presentation of variables and modalities of study

Variables	Modalities	Indicators
Independent variable	Delegation	4 items
(managerial empowerment practices)	Coaching	4 items
	Relatedness	4 items
Dependent variable (Work motivation)	Autonomy	3 items
	Competence	3 items
	Relatedness	3 items

These variables are ordinal as the questionnaire is designed on a Likert scaling which is ordinal. The presentation of the variables of the study being clear and understood, the types of studies that permitted to survey completion on the field also need some enlightenment.

4.5. Setting of the study

This study occurs in Cameroon. It is noteworthy that Cameroon is a central African country, commonly called 'Africa in miniature because of the riches of its cultural diversity. It got its dependence in 1960 and colonized by France. More precisely, the study actually occurs in the city of Yaoundé. Which is the political capital of Cameroon situated in the center region referring to Britannica, T.Editors of Encyclopedia (n.d), and Yaoundé is

situated on a hilly forested plateau between the Nyong and Sanaga rivers in the south-central part of the country, founded in 1888 during the German Protectorate.

Cameroon consists of ten Regions among which is the center region in which the survey occurs. According to the "*Communaute Urbaine de Yaounde*" (2022), Yaoundé stretches over a surface of 310 Km2, with a population rate of 4,337,000, a 4.15 per cent increase from 2021 (Mocrotrends, 2022). This Centre region comprises of 10 divisions namely: Haute-Sanage, Lekie, Mbam-et-Inougou, Mbam-et-Kim, Mefou-et-Afamba, Mefou-et-Afamba, Mefou-et-Akono, Nyong-Ekelle, Nyon-efoumou, Nyon-Eso'o and the Mfoundi division (DB-city., n.d). In return, the Mfoundi division is segmented into 7 sub-divisions such as Yaounde1, Yaoundé 2, Yaoundé3 Yaoundé 4 Yaoundé5 Yaoundé6 and Yaound7. Nevertheless, data collection is in the division of Mfoundi, which is Yaoundé 6 in sub-division. The Mfoundi division covers a total population of 2765568 inhabitants (DB-city, n.d).

4.6. Justification of the choice of the setting

The city of Yaoundé has been opted as the site of data collection of this study because of the availability of participants, timeframe of the study; lack of finance hence the choice of Yaoundé, and the fact that this city is a cosmopolitan town thus it's more diverse view. Also the crisis in the North West and South West has forced people to migrate to Yaoundé. In fact, collecting data particularly with teachers who are always busy with notes to prepares, papers to mark obliges to make Yaoundé the setting of this research, so as to be close to them, and gather data easily. Crowded with academic institution of all types, ranging from nursery to higher education it offers opportunities for lots of data collection

4.7. Population of study and sample technique

a) Population of the Research

The population of this study is made up of secondary school teachers in Yaoundé (Cameroon), both private and public sector teachers. The choice of participants is based on the fact that they are directly targeted by the research theme. We chose to work with teachers in the city of Yaoundé because we did not have the means to visit all the secondary schools in Cameroon. As this exercise would be time consuming for all the secondary schools in Yaoundé, it was decided, on a random basis, to choose a few schools in the said city, namely

Lycee de Ngoa-ekele, Franky High School, Lycee de Biyem-asse, CETIC de Ngoa-ekele and Lycée Technique industriel, Commercial Bilingue.

These teachers, guided by the ambition to promote the academic success of the students for whom they are responsible, mobilize didactic and pedagogical skills in the teaching of one or more subjects. However, the teachers, during the course of a school day, must ensure the management and control of the class, the management of the organization and time of the teaching activity, without forgetting the evaluation activity which is an integral part of the teaching activity. However, the daily task of the teachers goes beyond the classrooms, they have the obligation to prepare lessons for the next day.

d) Sample technique

The sample technique used in this research is convenience or accidental sampling, also called blind sampling (Kalton, 1983, p.90). The choice of this non-probabilistic technique is justified by the fact that it is very difficult to have a complete and reliable sampling frame. In addition, this practice is fast, inexpensive and simple because of the proximity of the researcher. Thus, the sample of this research is composed of secondary school teachers in Yaoundé. In addition, since it was not possible to administer the questionnaire to all the teachers in Yaoundé, a certain number of teachers were chosen. Using the sampling technique described above, a sample of 175 teachers was selected for this research. These teachers are men and women whose ages vary between 21 and 58 years. Some of them are class room teachers and others are discipline masters, with seniority ranging from 1 year to 33 years, and working hours from 6 to 50 hours per week.

4.8. Data collection tool, description and process of gathering data

4.8.1. Data collection instrument and justification

In psychology, data collection used to be done with tools such as questionnaires, tests, interview guides and observation grid. Generally, in work and organization psychology, questionnaires are used for data collection. So, this study used questionnaire for data collection, and more precisely a closed ended questionnaire. The usage of questionnaire for data collection is due to the fact that lots of data can be collected at the spot, at a very low cost and easy to administer. The questionnaire being closed help getting exactly what this study intend to assess as managerial practices and motivation; despite the fact that the liberty of the

respondents to add more knowledge is impossible, as the questionnaires are just limited to giving one's opinion about limited possible answers proposed by its builder. McLeod (2018) also notes that closed questionnaires lack details because the responses are fixed; there is a less scope for respondents to supply answers which reflect their true feelings on a topic.

4.8.2. Description of the tool and designing process

The questionnaire used in this study aims to collect information or data from Cameroonians secondary school teachers in order to verify whether managerial empowerment practices influences their level of work motivation. This questionnaire was organized in three (03) parts namely: an introductory note for the attention of the participants, the socio-demographic factors and the instruments for measuring the variables **(VI, VD).**

The introductory note

This is the first part of our questionnaire and it is intended for the participants. It appears at the beginning of the tool and is formulated as follows: "*This questionnaire is for research purpose only. The information you provide is confidential and will not be released to any third party without your prior permission. The information you provide will be used for academic purpose only. Please answer all questions truthfully in order for the questionnaire to be valid*".

Measuring instruments

To measure the different variables, this study used existing measurement scales available in the literature.

The managerial empowerment practices were measured using Migneault et al (2009) supervisor's management practices scale, which is a French-language adaptation of Konczak et al. (2000) supervisor empowerment scale. It comprises of 12 items divided into the three dimensions measured by the scale, namely delegation of responsibilities (4 items), recognition (4 items) and coaching (4 items). Here, it is a question of measuring the extent to which the immediate superior delegates responsibilities to his or her employees, recognizes their efforts and accompanies them in the performance of their work.

Participants were asked to express their level of agreement with each item or proposal using a 4-point Likert scale: 1- strongly agree; 2- agree; 3- disagree; 4: strongly disagree.

Table 2

Modalities of managerial empowerment practices and its items

Managerial Empowerment practices Statements	
1. Delegation	-Empowers me to make changes to improve things in my work
	-Allows me to decide how best to do my job
2. Coaching	-If there is a problem, helps me to find my own solutions
	-Suggests ways to improve my performance
3. Recognition	-Congratulate me on my achievements
	-Acknowledges my performance

Intrinsic motivation: To measure this variable, we adapted Intrinsic Motivation Inventory (IMI) created by Ryan and Deci (2000) by selecting the items that explained our dimensions. It was made up of several items and we selected the ones that were in line with our dimensions. We selected 9 items, divided in to 3 dimensions namely: autonomy (3items), competence (3items), and relatedness (3items). Here was a question of measuring the level to which employees are motivated to work, their level of competence and the extent to which they are close to each other.

Participants were asked to express their level of agreement with each item or proposal using a 4-point Likert scale: 1- strongly agree; 2- agree; 3- disagree; 4: strongly disagree.

Table 3

Modalities of intrinsic work motivation

Intrinsic work motivation	
1. Autonomy	- I do this activity because I have no choice
	- I do not really have a choice about performing my task
	- I do this activity because I want to
2. Competence	- I think I am good at this activity
	- After doing this activity for a while, I felt pretty competence
	- I am satisfied with my performance at this work
3. Relatedness	- I do not feel like I can actually trust my colleagues
	- I doubt my colleagues and I will never be friends with
	- I feel close to my colleagues

Socio-demographic factors

In this study, we controlled for socio-demographic factors such as gender, age, marital status, length of service, level of education, type of employment contract (civil servant and contractual), number of expected working hours per week, and region of origin. These factors were controlled for because they are likely to influence the study variables.

As the design of the questionnaire is a crucial step in the research, it is important to design a good questionnaire so that it measures exactly what it is supposed to measure. Thus, once the tool has been developed, in order to ensure the quality of the measurement instrument to be used, preparatory work must be done to test the instrument and conduct a reliability study

4.9. Pretest of the data collection instrument

Before reaching our targeted schools for data collection, the questionnaire was first presented, to 10 Secondary school teachers in Douala, so as to make sure that it is clear to understand and void of any grammatical error that will discourage its filling. So, the total results of the pretest being satisfactory at the end gave access for real administration, following some criterion.

4.10. Data collection and difficulty encountered

Data Collection

Data collection consists in gathering information from various sources. As part of this research, it began in November 2022 and ended in December 2022. In this interval, 280 questionnaires were distributed but only 232 were recovered, and only 175 were answered. Respondent were assured about the anonymity of their person and the confidentiality of their answers. Depending on everyone's availability, questionnaire was distributed and collected same day for some. For others, questionnaires were distributed and the next day, one had to come back to collect them at the request of the respondents. In the majority of cases, we met teachers during break time in the staff rooms. During this period, to administer the questionnaire, a request for administration was sent to the supervisory authorities. The discipline masters of the structures helped us distribute the questionnaires to teachers we could not access. The questionnaires were given only to teachers who were willing to fill. It was filled on a voluntary basis and with free consent.

In addition, as the survey took place on the basis of networking, the people who helped us in distributing the questionnaires were informed of the objectives of the research and could thus explain the questionnaire to the participants who could possibly have a problem understanding the items. To participate in this study, you had to be a teacher in a secondary school.

Difficulties Encountered

Firstly, as above mentioned, teachers seemed to be very busy, as many questionnaires got missing, secondly, many of them reported that they could not have enough time for answering the questionnaire. We could spend holiday writing and end up with only 5 questionnaires. It is such an availability state that led to a sample of 175 only, which is not negligible for a quantitative analysis. Despite all the hardships encountered, things could not be forced out for the sake of ethical considerations, as scientific research requires, including the collection of wrong data out of pressure. Some questionnaires were returned unanswered which could lead us to make several rounds in a school. Eventually, a reasonable amount of data was collected despite the hardships. The rate of data collection can be better viewed below here.

Table 4

Summary of the number of Questionnaire collected

Schools	Number of questionnaires distributed	Number of questionnaires returned	Number of returned and completed questionnaires	Rate of responded questionnaires
Lycee De Ngoa-ekellé	70	70	61	87%
Franky High School	50	30	16	32%
Lycee De Biem – asi	80	65	52	65%
CETIF De Ngoa-ekele	50	37	30	60%
Lycée Technique industriel, Commercial Bilingue	30	30	16	53%
TOTAL	**280**	**232**	**175**	

Source: personal elaboration from field work

4.11. Type of research

In this research, there was no manipulation of variables, and neither a control group and an experimental group for the experiment. Therefore, it is a non-experimental research according to Polit and Beck (2010). Here, two variables are put in relation within the framework of a survey and examined to see if the relation between the two is significant. It is indeed a correlational research (Allain et al., 2000). However, the relationship between the variables of the research is a causal relationship which is based on a simple notion of influence. Consequently, this research follows an inferential approach. In addition, the data collection tool is the questionnaire with a Likert type measurement scale. The data are of a quantitative nature, everything leads to say that this research is a quantitative research. In the same way, we start from the hypotheses to deduce the implications concerning the facts, then, this research follows a hypothetico - deductive approach.

a) Technique of data treatment

Since this survey proved to be oriented towards a quantitative approach, the most adequate mode of data treatment is the SPSS (i.e., Statistical Package of the Social Science) software. It is one of the most used in social sciences, certainly due to their flexibility and adaptability.

b) Other aspect regarding the type of this study

Generally, the types of research used in psychological sciences fall in a descriptive, predictive, correlational, explicative, qualitative, quantitative, exploratory aspect or any two or three of them. This study falls under correlational study.

Inferential Analyses

Inferential analysis here helps to perceive the decision of infirming or confirming the hypotheses of this work in a statistically reasonable way. The Spearson correlation values are indicated as display on the table below with the r score of each variable, P value and the total number of respondents, at each level of the variables. The simple linear regression is also used for the analysis of some variables in this study. Correlation quantifies the direction and strength of the relationship between two numeric variables, X and Y, and always lies between -1.0 and 1.0. SIMPLE LINEAR REGRESSION RELATES X and Y through an equation of the form Y= a + Bx (Grapg pad (2019).

4.13. Sample

Table 5

Distribution of participants according to Gender (sex)

Gender		frequency	percentage	Valid percentage	Cumulative percentage
Valid	female	105	60,0	60,0	60,0
	male	70	40,0	40,0	100,0
	Total	175	100,0	100,0	

The table above is the distribution of participants according to sex. It shows that, out of 175 sample population, 70 (40%) were male while 105 (60%) female. Thus majority of our sample population were female.

Table 6

Distribution of participants according to Age

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard deviation
Age	174	21	58	38,38	10,035

The table above shows the age range of participants. That is from 21 to 58 (the minimum age = 21 and the maximum age = 58) with the mean (M = 38.38). Thus majority of the participants were adult below 50 years.

Table 7

Distribution according to number of working hours per week

Statistiques descriptives					
	N	Minimum	Maximum	mean	SD
Hours	175	6	50	18,15	6,321

The table above shows the distribution of working hours per week of employees. The minimum working hours per week is 6hours, while the maximum working hour per week is 50 hours and the mean (M) = 18.15. The highest number of working hour per week was below 50 hours.

Table 8

Distribution according to Marital Status

Status		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	divorce	6	3,4	3,4	3,4
	married	99	56,6	56,6	60,0
	single	62	35,4	35,4	95,4
	widow(er)	8	4,6	4,6	100,0
	Total	175	100,0	100,0	

The above table distributes participants according to marital status. It informs us that 6 (3.4%) are divorced; 99(56.6%) are married; 62 (35.4%) are single and 8 (4.6%) are widowed. Thus, looking at the statistics, our sample population is dominated by married people.

Table 9

Distribution of participants according to Seniority

Descriptive Statistics	N	Minimum	Maximum	Mean	SD
Seniority	174	1	33	10,90	7,892

The above table partitions our participants according to the number of years spent in the service. It tells us that the lowest (minimum) number of years spent in the service is 1 year and the highest (maximum) number of years spent in the service is 33 years with the mean (M = 10.90) and standard deviation (SD = 7.892.). Hence this shows that majority of the participants have been in the services for less than 33 years.

4.14. Reliability study

The questionnaire used in this study was developed using Migneault et al. (2009) supervisor's management practices scale and intrinsic motivation scale.

As part of this research, the study of the reliability of the questionnaire was made through the calculation of Cronbach's alpha on the three dimensions of managerial empowerment practices and intrinsic motivation scale. Cronbach's alpha was calculated using SPSS Resilience scale.

4.14.1. Managerial empowerment practices scale

Dimension "**Delegation**"

Table 10

Reliability analysis of the "delegation of power" dimension

Reliability Statistics	
Cronbach's Alpha	Number of Items
.841	4

The table above shows the value of alpha (α = .84) this shows that the 4 items that asses delegation of responsibilities constitute a coherent set. We can conclude that the 4 items that make up this dimension have a satisfactory internal consistency.

Dimension "**Coaching**"

Table 11

Reliability analysis of coaching dimension

Reliability Statistics	
Cronbach's Alpha	Number of Items
,776	4

The table above shows alpha (α = .77) this demonstrates that the 4 items that asses coaching of employees' dimension have a satisfactory of internal consistency.

Dimension "**Recognition**"

Table 12

Reliability analysis of recognition of employee's dimension

Reliability Statistics	
Cronbach's Alpha	Number of Items
,910	4

Alpha of the above table is (α = .91) this shows that the 4 items that asses recognition of employees' performance constitute a coherent set.

4.14.2. Intrinsic Motivation scale

Table 13

Reliability analysis of intrinsic motivation of employees

Reliability Statistics	
Cronbach's Alpha	Number of Items
,210	9

The above table 14 of the overall reliability of intrinsic motivation scale shows alpha (α =, 210) this shows that 9 items that asses intrinsic motivation of employees did not have a satisfactory of internal consistency. The scale lost its consistency due to the fact that the intrinsic motivation inventory of Deci and Ryan has over 45 items but we selected just nine items that were in line with our dimensions.

This chapter on methodology aimed at presenting the methods that help in collecting data according to the scientific rules. This has been done by presenting the site of the study, population, sample size and technique, as well as the type of study concerning, the site as a field study, a non-experimental study in terms of variable manipulation, correlational. The data collection tool as closed questionnaire and technique of data treatment, as the SPSS

software has been stated. It has been also important to present the various steps of data collection. Now, the next lines focuses on the results of data collected after treatment.

CHAPITRE 5: RESULTS PRESENTATION AND INTERPRETATION OF DATA

This chapter is consecrated to the presentation of the descriptive and inferential data, as treated and provided by the software. Concerning the descriptive analysis, the shape or physiognomy of the data will be presented in relative to each variable. Form the inferential analysis, statistical tests before moving to data discussion.

5.1. Descriptive Analysis of Data

As already mentioned, this descriptive analysis of data will present the shape of data and what pertinence each figure assigned to each variable means, under the premises that the distribution is normally distributed at each level of the variables. Concerning the normal distribution, it is highly indispensable in the analysis of descriptive data. Bhandari (2023) posits that all normal distribution like the normal distribution, are unimodal and symmetrically distributed with a bell-shaped curve. A normal distribution can take on any value as its mean and standard deviation. In the same view of Bhandari as also confirmed by other statistical writings, every normal distribution is a version of the standard normal distribution that is being stretched or squeezed and moved horizontally right or left. It is in such perspectives that the presentations of the descriptive scores of this work will be presented.

Results of Descriptive Analysis of Research Variables

In the framework of this research, two types of variables are evaluated: Independent variable (managerial empowerment practices) and dependent variable (work motivation).

5.1.1. Descriptive statistic of independent variable

The independent variable of this study has been operationalized in to three dimensions: delegation, coaching and recognition Boudrais (2004).

5.1.1.1. Descriptive statistics of delegation of power to employees

Table 14

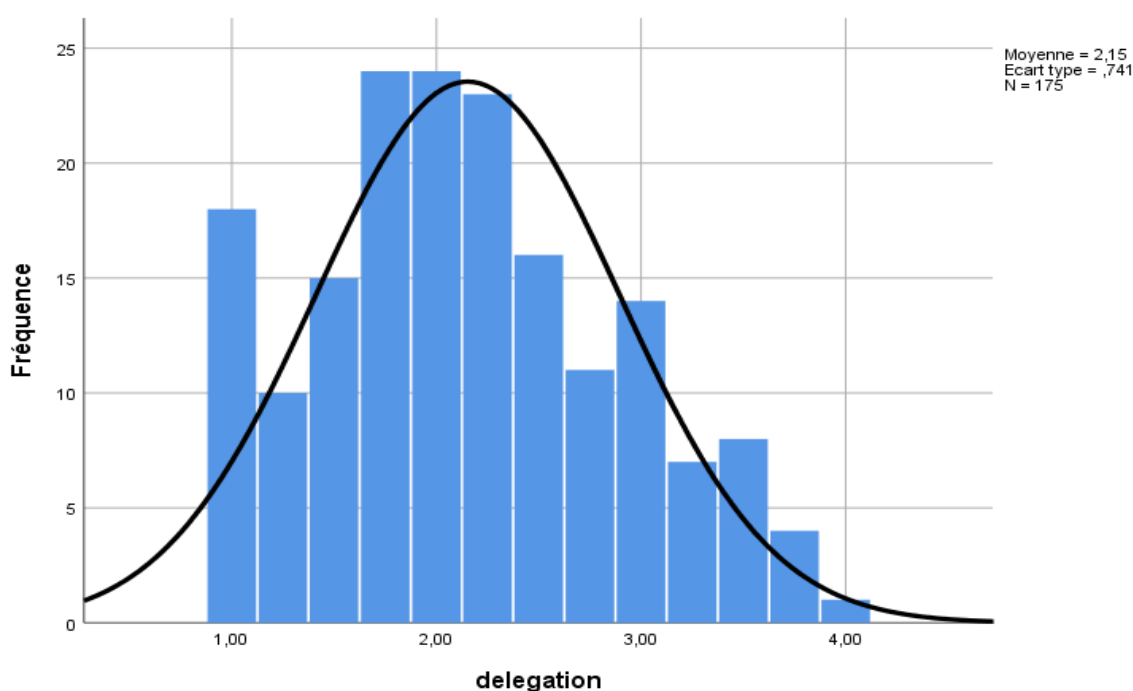*Results analysis of descriptive statistic of delegation of power to employees*

	N	Minimum	Maximum	Mean	SD
Delegation	175	1.00	4.00	2.1529	.74123

The table above indicates the mean value of 2.15 of the delegation of responsibility perceived from 175 employees. The 2.1 mean is inferior to the theoretical mean of a four point-scale (2.5). The meaning of this is that the majority of the employees consider that their work leader does not really delegate unto them the power which goes along with their level of responsibility. The dispersion of the scores around this average seems significant in view of the value of the standard deviation (E-T = 0.74). Nevertheless, there is a significant difference between the minimum score (Min = 1.000) and the maximum score (Max = 4.000) recorded on this scale.

The graph below of the normal distribution seems to show that the scores obtained in the evaluation of the delegation of responsibilities are concentrated on the left of the graph.

Figure 2

Graph of the normal distribution of the scores of the delegation of power to teachers

5.1.1.2. Descriptive statistics of coaching of employees

Table 15
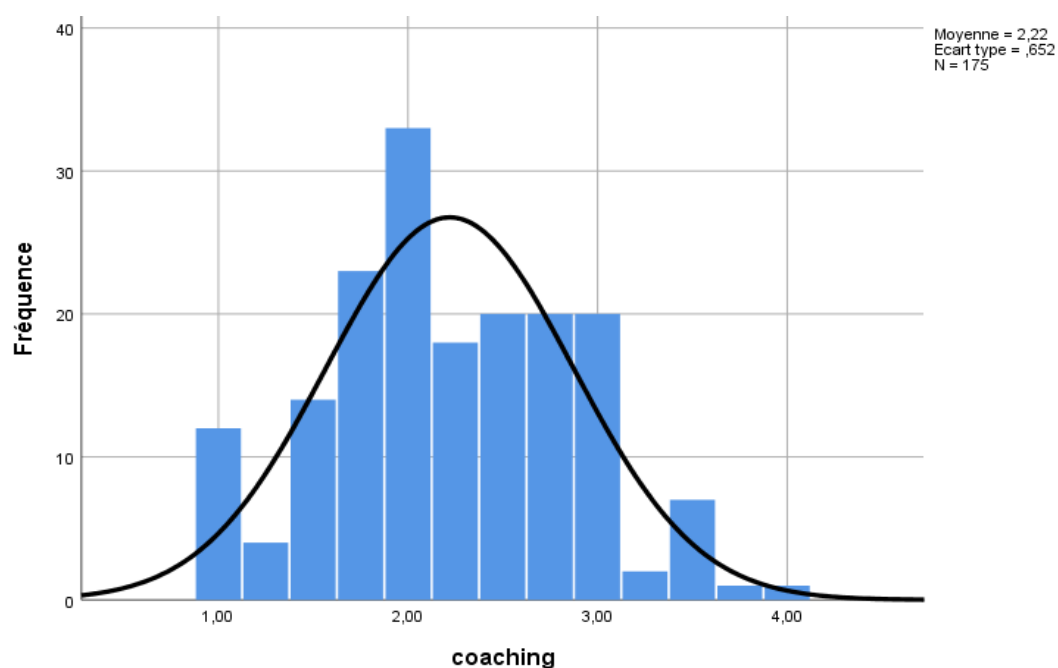
Results analysis of descriptive statistics of coaching

	N	Minimum	Maximum	Mean	SD
Coaching	**175**	**1,00**	**4,00**	**2,22**	**,65**

The table above indicates a mean value of 2.22 of coaching of employees perceived from 175 employees. The mean value is inferior to the theoretical mean of a four-point scale (2.5). This means that majority of employees consider that their work leaders does not coach them in their work place. The dispersion of the scores around this average seems significant in view of the value of the standard deviation (SD = 0.65). Thus there is a significant different between the minimum value (Min = 1.00) and maximum value (Max = 4.00) recorded on this scale.

The graph below shows that data are normally distributed with the Bell shape curve. The scores of the coaching of employees seems to be squeezed rightwards (Mean = 2.22 < 0), as the Standard Deviation in inferior to 1 (SD = .65 < 1).

Figure 3

Graph of the normal distribution of the coaching of employees

5.1.1.3. Descriptive statistics of recognition of employees

Table 16

*Results analysis of descriptive statistics of recognition of employees*

	N	Minimum	Maximum	Mean	SD
Recognition	175	1.00	4.00	2.1900	.75808

The table above displays a mean value of 2.19 of recognition perceived from 175 employees. This mean value is inferior to the theoretical mean of a four-point scale (2.5). This mean that majority of employees consider that their work leaders does not really recognizes their performance. The dispersion of the scores around this average seems significant in view of the value of the standard deviation (SD = 0.75). Thus there is a significant different between the minimum value (Min = 1.00) and maximum value (Max = 4.00) recorded on this scale.

Concerning the graph below, the scores of the recognition of the employees seem to be squeezed leftward (Mean = 2.19 > 0), as the Standard Deviation is inferior to 1 (SD = .75 < 1).

Figure 3

Graph of the normal distribution of the recognition of the employees
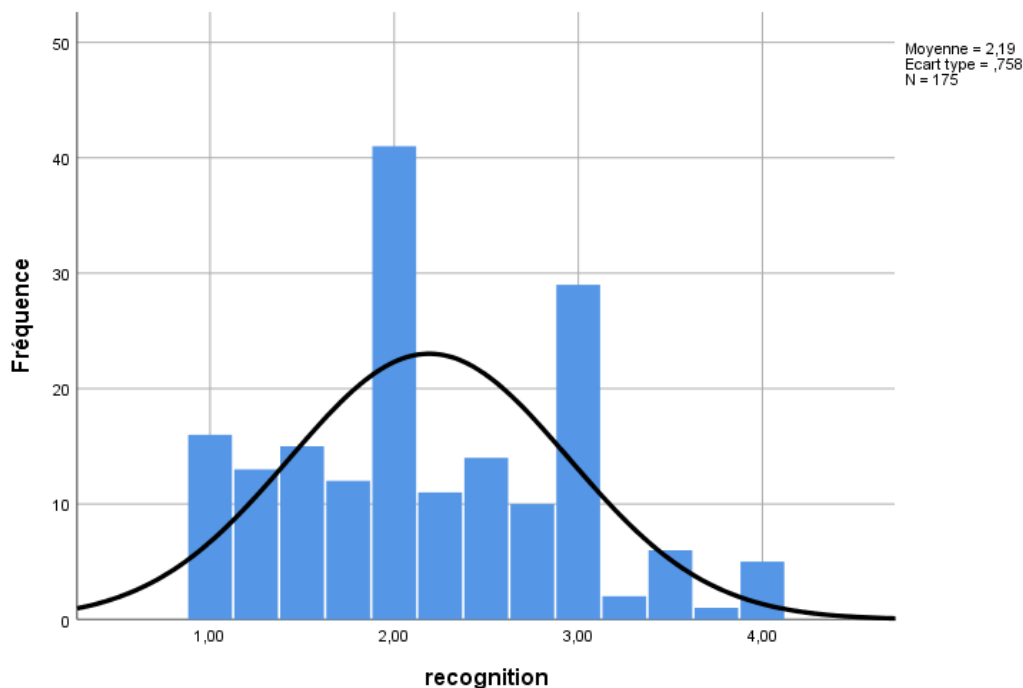
5.1.2. Descriptive statistics of the dependent variable

The dependent variables of the study is work motivation

5.1.2.1. Descriptive statistics of global motivation of the employees
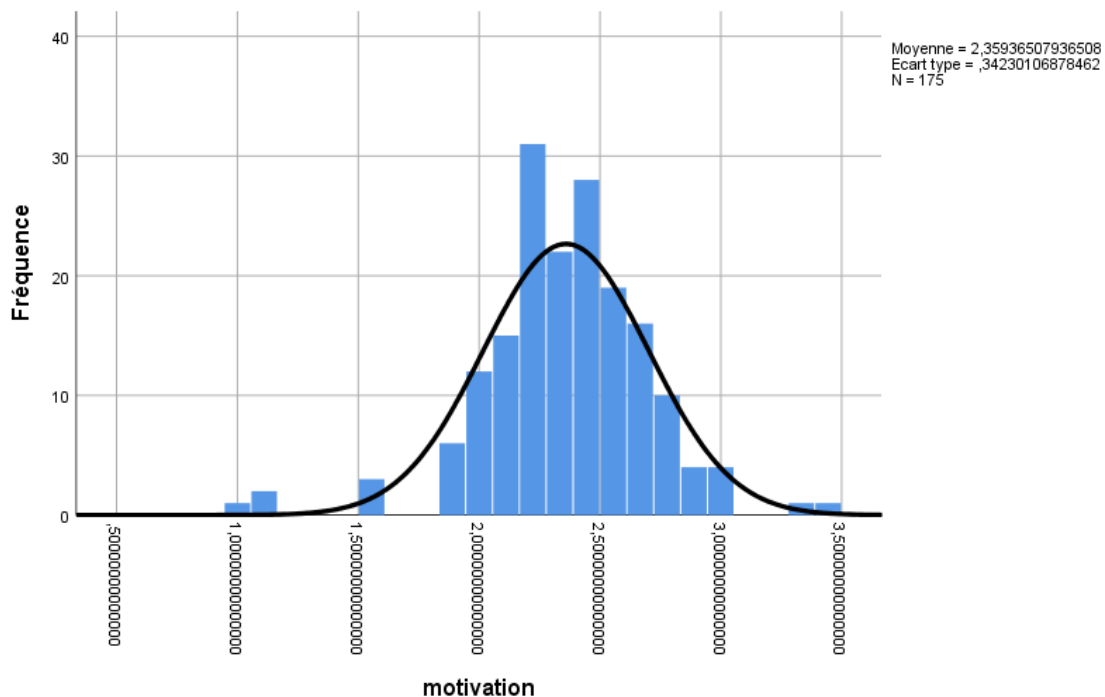
Table 17

Descriptive statistic of global motivation

	N	Minimum	Maximum	Mean	SD
Motivation	175	1.00000000000000	3.44444444444444	2.359365079365078	.342301068784622

Concerning motivation, the report of 175 employees in a maximum of 3.44 and minimum of 1.0, procured a Mean of 2.35. The 2.35 mean is inferior to the theoretical mean of a four point-scale (2.5). The meaning of this is that the majority of the employees consider that there were not motivated.

The scores being normally distributed on the Bell Curve, graph below indicates that the scores of motivation of the teachers are mostly squeezed rightwards (Mean = 2.35 > 0), giving that the Standard Deviation is inferior to 1 (SD = .34 < 1).

Figure 4

Graph of the global motivational of the teachers

5.1.2.2. Relatedness

Table 18

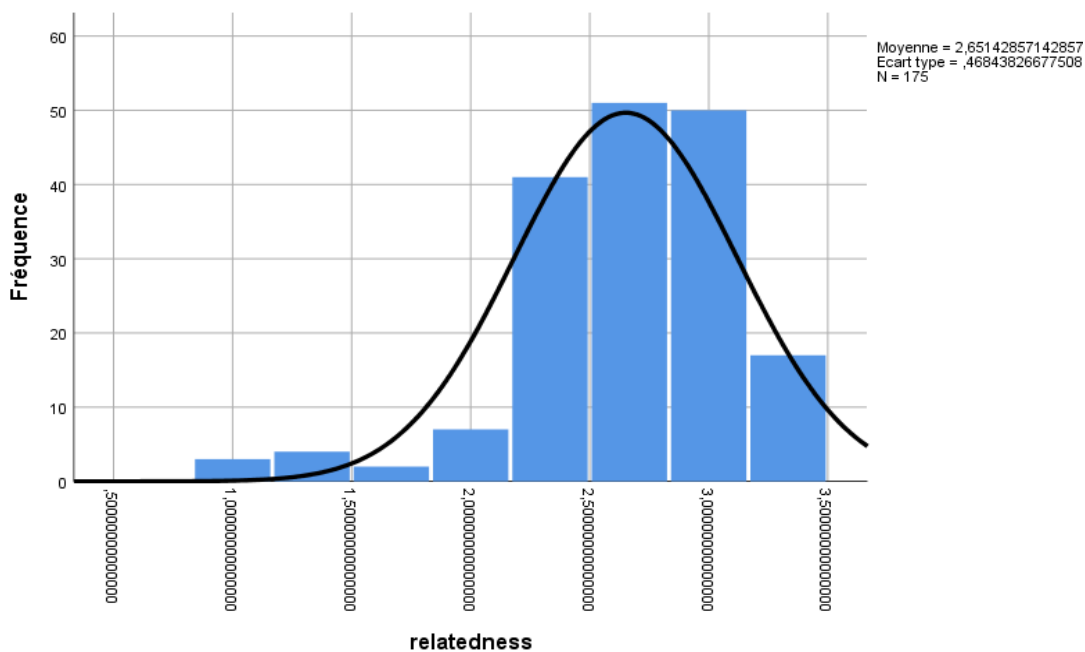*Descriptive Statistics of Relatedness of Employees*

	N	Minimum	Maximum	Mean	SD
Relatedness	175	1.000000000 00000	3.333333333 33333	2.651428571 428571	.4684382667 75076

  The table above indicates a mean value of 2.65 of relatedness perceived from 175 Teachers. The 2.6 mean is superior to the theoretical mean of a four point-scale (2.5). This means that majority of employees interviewed consider that they feel close with their colleagues. The dispersion of the scores around this mean is low compared to the value of the standard deviation (SD = 0.46). However, there is a significant difference between the minimum score (Min = 1.00) and the maximum score (max = 3.33) recorded on this scale.

The scores being normally distributed on the Bell Curve, graph below indicates that the scores of the relatedness of the employees are mostly squeezed to the right (Mean = 2.65 > 0), giving that the Standard Deviation is inferior to 1 (SD = .46 < 1).

Figure 5

Graph of the normal distribution of relatedness

5.1.2.3. Autonomy

Table 19

Descriptive Statistics of Autonomy of Employees

	N	Minimum	Maximum	Mean	SD
Autonomy	175	1.0000000000 00000	3.444444444444 440	2.53269841269 8412	.391647240599 948

The table above shows the mean value of 2.53 of autonomy obtained from 175 Teachers. The 2.5 mean is equal to the theoretical mean of a four-point scale (2.5). This means that, work leaders really delegate onto employees the autonomy to carry their work. Hence the table of autonomy shows a non-negotiable gab between the minimum value (Min = 1.00) and the maximum value (Max = 3.44) recorded on this scale.

The scores being normally distributed on the Bell Curve, graph below indicates that the scores of the autonomy of the employees are mostly squeezed to the right (Mean = 2.53 > 0), giving that the Standard Deviation is inferior to 1 (SD = .46 < 1).

Figure 6

Graph of the normal distribution of autonomy
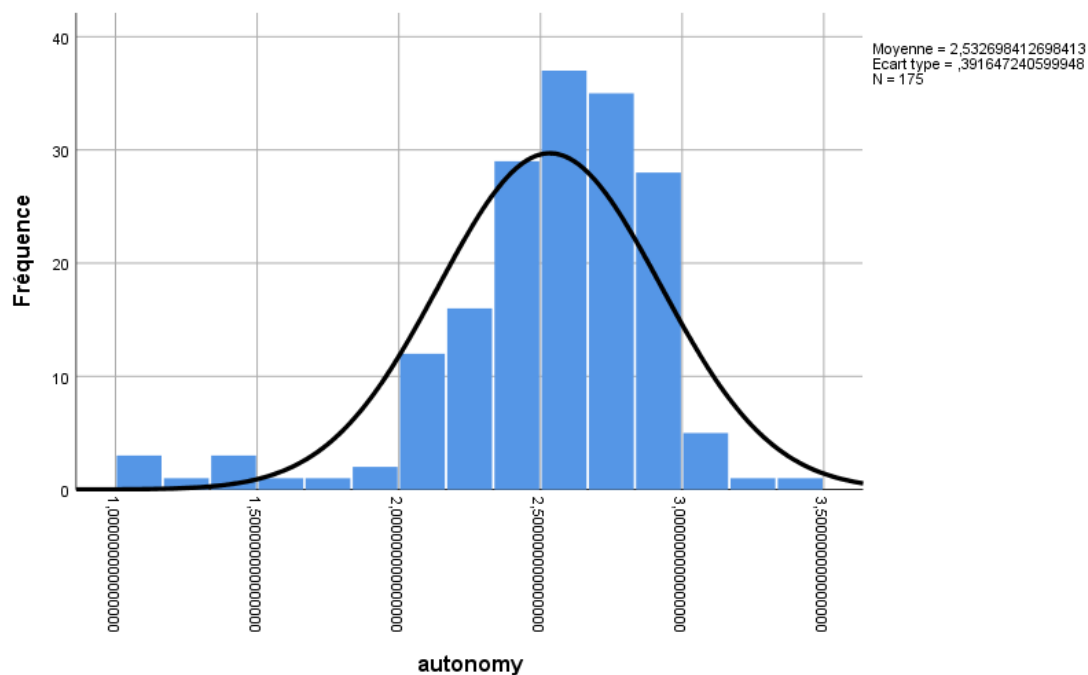
5.1.2.4. Competence

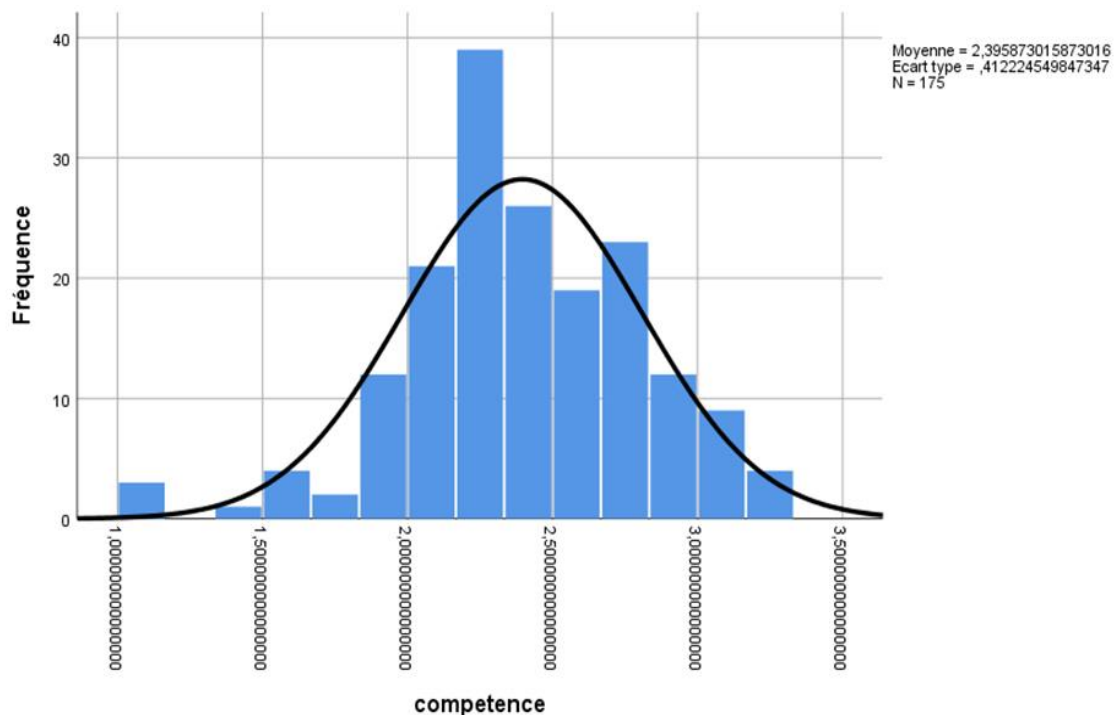**Table 20**

Descriptive Statistics of Competence of Employees

	N	Minimum	Maximum	Mean	SD
Competence	175	1.000000000000000	3.305555555555560	2.395873015873017	.412224549847347

The table above indicates a mean value of 2.39 of competence obtained from 175 employees. This mean value is inferior to the theoretical mean of a four-point scale (2.5). This means that participant showed a low competence level to their work. Hence there is a significant different between the minimum value (Min = 1.00) and maximum value (Max = 3.30) recorded on this scale.

The graph below also indicates that the scores are normally distributed on the Bell Curve. It shows that the scores of the competence of the employees are mostly squeezed to the right (Mean = 2.39 > 0), giving that the Standard Deviation is inferior to 1 (SD = .41 < 1).

Figure 7:

Graph of the normal distribution of competence

5.2. Matric of correlation between the two variables

Table 21

Matric of Correlation

	1	2	3	4	5	6	7
1. DE	1						
2.CE	.590**	1					
3. RE	.515**	.634**	1				
4. RW	.033	-,058	,037	1			
5. AW	,138	,009	,101	,891**	**1**		
6. CW	,252**	,170*	,188*	,643**	,868**	1	
7. WM	**,189***	**,189***	**,217****	,573**	,715**	,723**	1

**The correlation is signifies at the level of 0,001

Note N=175; **p<.o1, *p<.05. : DE: delegation of power to Employee; CE: coaching of employees; RE: recognition of employees, RW: Relatedness at work; AW: Autonomy at work; C: Competence at work; WM: work motivation.

- Delegation and motivation: "r = .18; p < 0.5" this shows that relationship between delegation of power to employees and work motivation is positive. However, this relationship is weak.
- Coaching and Motivation: "r = .18; p < 0.5" this indicate that, there is a positive relationship between coaching of employees and work motivation. Though the relationship is weak.
- Recognition and work motivation: "r =.21; p < 0, 01" there is a positive relationship between recognition of employees and work motivation. However, this relationship is weak.

At the level of matrix correlation, majority of the dimensions of intrinsic motivation (relatedness, autonomy) has no relation with the dimensions of independent variable. We observed that global motivation study has a statistical link with each dimension of independent variable. Thus we decided to present in the part concerning the verification of hypothesis the relationship that link each dimension of independent variable with the dependent variable globally.

5.3. Verification of the research hypothesis

In this section, of presentation of our results, we verify the hypothesis of our research. This verification is done through the analysis of the results of the linear regression analysis.

5.3.1. Verification of first hypothesis.

We verify our first hypothesis which was formulated thus: ***"Managerial empowerment practices that focus of delegation of power to employee's increases their level of intrinsic motivation (autonomy, competence and relatedness)"*** We logically chose to carry out a linear regression analysis to verify this hypothesis. This will also be used to check the influence of our independent variable on our dependent variable. In another words, we are examining the validity of the model we used to predict work motivation in an organization.

Table 22

Regression linear table for the verification of the first hypothesis

Model		Coefficients non standardisés		Coefficients standardisés	T	Sig.
		B	Erreur standard	Bêta		
1	(Constante)	,078	,078		27,667	,000
	delegation	,034	,034	**,189**	2,536	**,012**

The objective of such an analysis was to verify that the managerial empowerment practices that focus on the delegation of power to the employees increases their level of intrinsic motivation. The two variables, delegation and motivation were measured via numerical scales, and collected data of continuous nature. The statistical technique of regression following the Simple Linear Least Square method was used. Findings indicates here that the delegation of responsibilities statistically influence motivation ((β= .18; p= .01). As can be observed, the delegation of responsibilities in relative to the value of the regression coefficient augments the level of motivation of the employees. The contribution of the perceived delegation of responsibilities, within the explanation of the motivation at work is rated at 3% (R^2_{aj}). Such a fact renders the HH1 hypothesis of this work logically confirmed.

5.3.2. Verification of second hypothesis

We verify our second hypothesis which was formulated as: "***Coaching of employee's increases their intrinsic motivation at work (autonomy, competence and relatedness***)" We logically chose to carry out a linear regression analysis to verify this hypothesis. This will also be used to check the influence of our independent variable on our dependent variable. In another words, we are examining the validity of the model we used to predict work motivation in an organization.

Table 23

Regression Linear table for the verification of the second hypothesis

Model		Non standardised coefficients		Coefficients standardised	T	Sig.
		B	Erreur standard	Bêta		
1	(Constant)	2,139	,091		23,599	,000
	coaching	,099	,039	**,189**	2,537	**,012**

The objective of this analysis was to verify the idea that managerial empowerment practices that focus on coaching of employees increases their level of intrinsic motivation. Both variables (coaching and motivation) were measured using numerical scales; data collected are in form of continuous scores. We logically chose to use the statistical technique of simple linear least squares regression to perform the test. The results revealed that coaching of employees statistically influence motivation (β= .18; p= .01). Consequently, this confirms the RH$_2$ hypothesis that the Coaching of employees increases their intrinsic motivation at work (autonomy, competence and relatedness).

5.3.3. Verification of third hypothesis

We verify our third hypothesis which was formulated as: *"**Recognition of employees increases their level of intrinsic motivation (autonomy, competence and relatedness)**"* We logically chose to carry out a linear regression analysis to verify this hypothesis. This will also be used to check the influence of our independent variable on our dependent variable. In

another words, we are examining the validity of the model we used predict work motivation in an organization.

Table 24

Regression linear table for the verification of third hypothesis

Modèle		Coefficients non standardisés		Coefficients standardisés	T	Sig
		B	Erreur standard	Bêta		
1	(Constante)	2,145	,078		27,624	,000
	recognition	,098	,034	**,217**	2,925	**,004**

The objective of this analysis was to verify the idea that managerial empowerment practices that focus on recognition of employees increases their level of intrinsic motivation. Both variables (recognition and motivation) were measured using numerical scales; data collected are in form of continuous scores. We logically chose to use the statistical technique of simple linear least squares regression to perform the test. Findings here equally show that the recognition of employees statistical influences their motivation (β= .21; p= .00). Consequently, this confirms the RH_2 hypothesis that the recognition of employees increases their level of intrinsic motivation at work (autonomy, competence and relatedness).

5.4. Description of Sample

5.4.1. Descriptive Statistics of age distribution

Table 25

Table of descriptive statistics of age distribution

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard deviation
Age	174	21	58	38,38	10,035

The table above indicates the mean age of the respondents at 38 years, with and important SD of 10.03, in a population dominated by the youth of less than 50, where the youngest employee is 21 years old and the oldest 58. This table show that the age distribution is at the image of the population of the country, and even Africa, consisting of a consistent cohort of youth with low life span. This stands for the major challenges in terms of employability, health, feeding, etc. (Nyock Ilouga, 2019).

5.4.2. Descriptive statistics of sex distribution

Table 26

Descriptive statistics according to sex

Gender		frequency	percentage	Valid percentage	Cumulative percentage
Valid	female	105	60,0	60,0	60,0
	male	70	40,0	40,0	100,0
	Total	175	100,0	100,0	

Table above shows that the study sample is made up of 105 women, that is (60%) and 70 men (40%). these data suggest a predominance of the female gender in the population studied. this could be due to the fact that majority of male teachers did not have time to respond to our questionnaires, most of the male teachers were busy all the times.

In all, this chapter was a question of presenting the results of the field study. For this, we presented in turn, the results of the descriptive analysis of the research variables (independent and dependent variables), the verification of the research hypothesis based on linear regression and the interpretation of results of analysis of age and gender. In view of our hypotheses, we have reserved their interpretation for the following chapter (discussion).

CHAPTER 6 : DISCUSSION

The general objective of this study was to examine the influence of managerial empowerment practices (delegation, coaching, and recognition) on intrinsic motivation (autonomy, competence relatedness) of Cameroonian secondary school teachers. From the general objective, specific objectives were formed. The results posit that Managerial empowerment practices influence intrinsic motivation of Cameroonians secondary school teachers. This therefore confirms the general hypothesis that "managerial empowerment practices influence intrinsic motivation of Cameroonian secondary school teachers. The general objective of this study which was to examine influence of managerial empowerment practices on intrinsic motivation of secondary school teachers has also been confirmed.

The three hypotheses elaborated in this study (RH1, RH2, RH3) are all confirmed in that there is a link between managerial empowerment (delegation, coaching, and recognition) and intrinsic motivation motivation among teachers of secondary schools in Yaoundé. Despite such a fact, the study of Ngameleu Njengoué and Olinga (2019) on the Socio-professional aspirations and strategies of carrier's development among secondary teachers in Cameroon, they posit that the initial choice of the teacher job seems to be something provisory, while waiting for the best, those supposed to procure honor, prestige, social privileges and high pay.

So, this part on discussion will first focus on the discussion of these results in relation to the findings of some past studies as presented in the review of literature. Next, the limitations and implications of the study will follow.

6.1. Discussion of the results of the first hypothesis (RH1)

The RH_1 hypothesis of this work was stated as "Managerial empowerment practices that focus of delegation of power to employee's increases their level of intrinsic motivation (autonomy, competence and relatedness)". Such a hypothesis has really been confirmed with the r value r =.57, .71, .72, and respective p-value = 0.00 < α= 0.05). This implies that managerial employment is related to the intrinsic motivation of the teachers.

According to researchers like Rose, (2007); Spreitzer and Thomas (2000); Thomas (2000), employees who experienced high level of psychological empowerment are generally more intrinsically motivated than their colleagues who perceived themselves to be disempowered. Also, the work of Chan and al. (2011) on the relationship between psychological empowerment with work motivation and withdrawal intention among secondary schools' principals in Malaysia; The result obtained from this finding support the theory that employees who experience a high level of psychological empowerment were general more intrinsically motivated than their colleagues who perceived themselves to be disempowered (Rose, 2007; Spreitzer et al., 2000; Thomas, 2000). Goal theory developed by Latham and Locke (1949) states that motivation and performance are higher when individuals set specific goals, when goals are difficult but acceptable, and when there is a feedback on performance.

Empowered individuals create an effective work unit within the organization while powerless individual are more rigid, rule minded and less committed to the achievement of the goals of the organization Kanter (1977). Some research tends to show that employees who benefit from empowerment practices are more flexible and able to adapt quickly than those who do not (Ahearne et al. 2005; Arnold et al., 2000; Scott & Bruce, 1994). Chan (2006) asserts that the quality in teaching and learning can only be enhanced if the faculty members are satisfied and contented. According to the self-determinant theory, people work, not for extrinsic rewards but also fulfill psychological needs such as autonomy, competence and relatedness. Degner (2005) shows that individual who are empowered are highly committed to the organization, more accountable for their work, and better able to fulfill job demands in an effective way than those who perceived themselves to be disempowered. Management scholars have expanded the conceptualization of empowerment beyond discretionary power and job autonomy. For instance, Spreitzer (1995) states that empowerment should be viewed from a psychological perspective reflecting an individual's feelings of self- control and self-efficacy. Arnold et al., (2000) contend that empowerment should focus on the nature of the association between managers and their subordinates. Empowered employees are given the greater authority and responsibility for their work than employees from more traditional organization (Conger & Kanungo, 1998).

According to Schwartz (1984), empowerment by delegation can improve morale, a precursor of motivation. He notes that one of the leading causes of low morale in many organizations is the limited authority of managers to make decisions. Many people welcome

authority because it enables them to take more pride in their work. Delegation gives employees a greater sense of control over their own destinies. This opportunity in itself is a source of motivation and a source of job enrichment. The works of Plunkett (2008) and Mullins and Peacock (1991) confirmed such a link that there is a strong link between empowerment and motivation; though Madura (2007) notes that some employees may be motivated by other forms of empowerment other than power. Accordingly, empowerment with the delegation of power accordingly to data is only correlated positively with the competence of the employees (r =.52, p = 0.001, < α= 0.05) to the detriment of relatedness and autonomy. Evans and Fisher (1992) summarize their work on the concept of empowerment by suggesting that the perception of control experienced by the employee with regard to various characteristics of his or her job is a function of two main objects: participation in decision-making and autonomy in the work. In the practice of delegation, too much control is detrimental to the trust and motivation of employees, but the opposite is also true: an employee who asks for support from his or her superior to progress and is refused is just as strongly demotivated (Radon, 2007).

6.2. Discussion of the results of the second hypothesis (RH2)

The RH2 hypothesis of this study posits that the Coaching of employees increases their level intrinsic motivation at work (autonomy, competence and relatedness). This hypothesis is confirmed, but only for competence (r = .252, p = .001, < α= 0.05). It is obvious from such a result that the coaching of teachers of the Mfoundi sub-division increases their intrinsic motivation in terms of competence, to the detriment of autonomy and relatedness. Such an increase is low as r = .25 only. Devillard (2005) defines coaching as an intervention that aims to develop in a person or in a team, elements of potential linked to talent, style or synergies, beyond the obstacles that constrain them. Coaching is both a help and a co-construction offered to a person (or a team) through a one-off intervention or, more often, a long-term accompaniment (Lenhardt, 1992, 2002), a mode of management and interaction that aims to achieve the company's objectives: by improving the performance and efficiency of individuals and work teams; by encouraging their commitment and empowerment (Faucher & Gendron, 1999). These definitions show up to which far coaching can improve the skills of teachers for them to give the best of themselves, but can that be real in a social context where teachers have been complaining for very low salaries, like in Cameroon with the recent 'OTS' (we have been suffering too much) movement that caused more than a month of school strike.

Additionally, although feelings of competence and interest in the task are central to intrinsic motivation, a person must also feel free of pressure, for example from rewards or potential punishment. The person must feel that they & quot; locus of causality & quot; is internal, meaning that they are responsible for the choice of the activity, that they are in command of how they are spending their time. Hence, the notion of choice is central to the concept of self-determination. The person must be in control of the alternatives for action and be able to choose among them (Pinder, 1998). A meta-analytic review presented by Jenkins et al. (1998) found that financial incentives were not related to performance quality but had a correlation of 0.34 with performance quantity.

6.3. Discussion of the results of the third hypothesis (RH3)

For Brun and Dugas (2002), recognition at work refers to the unambiguous demonstration that our achievements, our work practices and our person are valued by the immediate superior. In the same vein, Migneault (2006) believes that recognition refers to the ability of the supervisor to highlight and value the performance of his/her subordinate. Concerning the RH_3 hypothesis on the recognition of employees, this variable increases their level of intrinsic motivation (autonomy, competence and relatedness). With r = .180, p = .013, < α= 0.05. Such an increase is very low as the value of r is only equal to .180 (r=.180). According to this variable of motivational, people will spontaneously engage in their work if the working conditions are appropriate (Martin et al., 1996). This means getting to know the people around us, demonstrating that they exist in our eyes and finally recognizing the importance and significance of their actions (Bourcier & Palobart, 1997).

Given that this study confirms the link between recognition of the teachers of the Mfoundi division and competence, motivation is a factor that requires a lot of consideration, when employers want to improve output, particularly in developing countries like Cameroon. In Cameroon, a study was conducted on teacher's motivation case study of south west region by Koge (2015). In this investigation, teachers reported that, the absence of good working conditions, allowances, just and equitable salaries, fair and just administrative policies and procedures especially linked to carrier advancement were accountable for overall poor motivation. Barmby (2006) reports that, they have been an increasing teacher shortage in some specific subject areas such as Mathematics and Science, Cooper and D'inverno (2005) claim that 24% of full-time mathematics teachers in English secondary education have 'weak' or 'nil' qualifications in the subject, with 31% of these teachers over the age of 50. Though

these claims may reflect some issues of concern, See et al (2004) dismissed the idea of a teacher shortage crisis in the United Kingdom, claiming that when teacher shortages do occur, they are only regional or subject-specific. In contrast, Crossman and Harris (2006) note that the reported teacher crisis in the United Kingdong may be a consequence of low job motivation which makes most teachers to be dissatisfied with their job. According to Bennell and Akyeampong (2007), most schooling systems within Sub-Saharan Africa are faced with a teacher motivation crisis, which has far reaching implications for teacher performance and educational development. They also added that over one-third of the sample indicated that teachers were poorly motivated, with motivation levels in Ghana and Zambia appearing to be chronically low. Michaelowa (2002) survey of Francophone teachers from Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal, also shows evidence of low motivation.

Despite the extend of this study that permitted to get some data concerning empowerment and motivation of the teachers in the Mfoundi sub-division in Yaoundé, this study bears some limitations that need to be mention. Such a consideration can really help us to improve our further works on the empowerment-motivation link, as well as other researchers too.

6.4. Limitations

One of the first limitations of this study falls on the sample size. Teachers seem to be very busy; this might be due to the fact that most of them teach in several schools in order to meet the ends. It might be also due to heavy workloads, which imply much time consecration for courses preparation and marking of exam papers.

Also, the sample of this survey has been mixed with both private and public teachers which might be one of the reason for which autonomy did not have any influence or correlation with empowerment of teachers. In fact, private and public teachers are one coin of different sides, given that a public teacher despite one's absence at work for a sickness for instance or any reasonable reason or not would still earn his /her wages at the end of the month. This is not doable with a private teacher who is just a part-timer who got one's earning per hour of work performed. It is obvious that the degree of management and motivation in these two categories of schools or teachers cannot be the same, in relative of salary rate, strictness and assiduity.

The 'Harthorn Effect' performed by Elton Mayo in 1923 at the Western Electric Company in the United State of American to a certain extent also show the pertinent role of situation factors (increase in break time, ameliorating work time, and prices of meal, including freedom to speak during work) in motivation. So, this study fails to consider the role of situational factors supposed to influence positively or negatively the motivation of teachers. J.B.Watson in his pioneering work of 'Behaviorism' also showed the pertinent role of environmental factors on behaviors.

Salary and teachers work load are also some objects that give work meaning and motivation to other teachers. So, further studies can take this pertinent orientation, given that men particularly in Africa are driven by money issues. According to Pachler (2001), teaching is viewed as a badly paid job, characterized by heavy workloads, high levels of bureaucracy, poor student behavior, negative media coverage and lack of status. In Cameroon, a study was conducted on teacher's motivation case study of south west region by Koge (2015). In this investigation, teachers reported that, the absence of good working conditions, allowances, just and equitable salaries, fair and just administrative policies and procedures especially linked to carrier advancement were accountable for overall poor motivation.

The quality or level of training-motivation link is also worthy of investigation. From such a link, Bennell and Akyeampong (2007) assert that most African teachers, particularly primary school teachers, are untrained and incompetent. Career progression, particularly promotion, is cited to contribute to teachers' motivation and satisfaction, because of the espoused prestige and financial benefits.

Nowadays, the education sector has been suffering from several plagues: moral violence either between students or between students and teacher of staff. The growing cases of drug consumption in a school setting are also another great concern. Such variables cause us to question about their impacts on teacher's motivation and the quality or competence of school managers. In fact, the Guardian Newspaper, Sutcliffe (1997) reports that "morale in staffrooms has hit rock bottom, with teachers feeling disappointed, demoralized and angry at being forced to carry out unpopular government policies". He also stated that teachers were not only dissatisfied, but were unhappy to teach children in large classes, and working in schools that are underfunded and overstretched. Evans (1999) shows that, teachers suffer more than other professional groups from occupational lack of motivation. Although teachers are recognized as the main actors for quality education (Osei, 2006), the declining education quality is a serious problem for African countries (Chapman & Carrier 1990). This decline

may be attributable to the quality of teachers, and teacher motivation (Bennell & Akyewapong, 2007).

This study also fails to consider the role of extrinsic motivation, given that Maslow (1943) in his scale of needs evidenced that man is first motivated by outward needs before embracing the inwards needs. It is in this regard that the first and second levels of the scale of needs of Maslow are related to extrinsic motivation (feeding and sheltering) that an individual must fulfill before moving to the next levels such as love and belonging, then self-esteem and self-actualization. McLeod (2022) states that, Maslow hierarchy of needs theory has made major contributions to teaching and classroom management in schools, he also mentions that rather than reducing behavior to a response in the environment, Maslow (1970a) adopts a holistic approach to education and learning.

The problematic of this study stems from the fact that despite all the measures and proposed solutions that have been put in place by the government that is; granted special bonuses to teachers working in rural areas with difficult access and boarder areas, construction of on-call housing, and crafted reforms in the pedagogic, infrastructure and human resource management, payment of housing allowance to teachers in the basic education sector, the government promised to give teachers of primary and secondary schools arrears of documentation and research allowances etc. to improve teachers working conditions and increase their level motivation, teachers continue to show disinterested attitudes toward their work. It is in this regard that investigation has been carried out in order to assess what actually motivates teachers. Hence the study examined the influence of managerial empowerment practices on intrinsic motivation among secondary school teachers in Yaoundé.

Procedurally, a problematic (empirical) has been elaborated as chapter one, next chapter two on a critical literature review has been exposed in line with the main variables of the study: work motivation and managerial empowerment practices. These variables have been well explained in their deepest meaning, as well as their predictors in relative to a critical analysis of past studies and findings. Secondly, the operatory part of the survey followed concerning the methodology as chapter four. In this part, the setting, type of study and measuring instrument has been well detailed. The next part of this operatory part followed with the presentation of both descriptive and inferential and discussion. As findings, managerial empowerment (delegation, coaching, and recognition) really has an influence on motivation (autonomy, competence, relatedness).

It is obvious that there is a relationship between managerial empowerment practices (delegation coaching, recognition) and intrinsic motivation (autonomy, competence, relatedness) among teachers in Cameroon. Maslow (1971, P.195, cited in Mcleod, 2022) argued that a humanistic educational approach would develop people who are 'stronger, healthier, and would take their own lives into their hands to a great extent. With increased personal responsibility for one's personal life, and with a rational set of values to guide one's choosing, people would begin to actively change the society in which they lived'.

The problem of this study focuses on decrease in work motivation among secondary school teachers, such problems be due to work dissatisfaction and meaning or extrinsic motivational factors such as salary level. In the same atmosphere, the study of Nguemeta Tsayem (2020) indicates that the meaning of work mediatizes the relationship between job demands, organizational resources and psychological health in the workplace.

It is commonly mentioned that the youth handled by teaches are 'the leaders of tomorrow' and need special attention and training. The recent school strike by teachers is evidence of poor working conditions of teachers in Cameroon that rebels them up to the level of going on strike. That is what gave birth to the teacher unions and the OTS movement ('on *a trop supporté'*), where the teachers in the whole territory went on serious school strike, for more than a month in 2022. Ngouanfo (2022) mentions that behind the OTS banner teachers refused to work citing deteriorating conditions and unpaid salaries, some dating back years. The main result of this investigation really evidences a link and influence between managerial empowerment practices and intrinsic work motivation among secondary school teachers in Cameroon. As a matter of fact, (empowerment practices with its modalities of delegation, coaching and recognition indicated p-values of .012, .012, and .00 at $< \alpha = 0.05$); while motivation with its triple modalities of competence, autonomy and relatedness, showed p-values respectively at $p = 0.00$ with $< \alpha = 0.05$.

However, only 'competence' came out to be correlated or influence by managerial empowerment practices in its triple aspects of delegation, coaching and recognition (with respective p- values of competence to these motivational modalities at $p = .001$, $p = .001$, $p = .013$ all $< \alpha = 0.05$). In a Cameroonian context, such a 'competence' thirst might be disguised. The survey of Ngameleu Njengoué and Olinga (2019) on the Socio-professional aspirations and strategies of carrier's development among secondary teachers in Cameroon, posits that Teachers are looking for reinforcements in the occupation of post of nomination, by joining other ministries (e.g., ministry of finances, or public contracts); Within the possibility of

doing business, through a political implication of searching a powerful relational network. This thirst for external motivation limits the self-determinant theory (Ryan & Deci, 2000) according to which, people work, not for extrinsic rewards but also fulfill psychological needs such as autonomy, competence and relatedness.

All in all, the confirmed correlation or influential role of empowerment on their motivation indicates that despite the fact that some teachers are demotivated as the recent OTS teachers strike demonstrated, others are still motivated to use all their skills to satisfy their employers and students. Thus, the government has a key role ever to play in restoring the falling educational practices in Cameroon, given that we human beings are inherently drive by motivation in the portrayal of any satisfactory behavior. The Skinnerian type of conditioning theorized by Skinner in the 1940s best illustrates how reinforcing teachers positively can likely reorient and innovate education in Cameroon. Our fathers, grandparents used to mention that in their academic period, there was really quality education, motivation, excellence. Would it not be better for the Ministries of education in Cameroon to reassess and bring back those methods and techniques used in the 1960s and 1970, where both academic employers and teachers are equally satisfied in term of salary and competence?

IMPLICATIONS OF THE STUDY IN FUTURE WORKS

It used to be said that the youth of today are the leaders of tomorrow, that which normally implies quality education and educational management. Therefore, future studies are really solicited investigating 'the meaning of work' among teachers in Cameroon. Morin (2008) insisted on the central role of the work meaning in the study of psychological health at work. In the same angle, Nyock Ilouga (2019) states that the fact that workers perceive their work as having a meaning, would be linked the perceived utility of work [….]. Managers would benefit a lot by setting management methods that favor the construction of the meaning of work by the employees (Wrzesniewski & Dutton, 2001; Bernaud & al., 2015; Tims, et al., 2016).

In regard to the OTS movement of the recent teachers strike in 2022 for more than a month, reassessing the role and type of management implemented by the Cameroonian government and more precisely the ministries of secondary education, is highly needed. In fact, the government is like the guiding God, the commander and greatest leader of education orientation in Cameroon. It is vested with power to enact educational laws, watch over their enforcement and finning or sacking recalcitrant teachers; all for a quality and healthy learning acquisition and teaching.

According to the Vroom theory of expectancy, it would be important to also investigate the role of personality, skills, knowledge, experience and ability in the performances (University of Cambridge, 2016) of the employees. By analogy, such variables might still be considered as influencers of motivation.

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APPENDIX

Sir/Madam,

This questionnaire is for research purpose only. The information you provide is confidential and will not be released to any third party without your prior permission. The information you provide will be used for academic purpose only. Please answer all questions truthfully in order for the questionnaires to be valid.

Note: *there is no wrong or correct answer; it is your opinion that interest us*

Socio-demographic profile

gender	☐ Female ☐ Male
Age	—— years
Marital status	☐ Single ☐ Married ☐ Divorce
Level of Education	AL ☐ Degree ☐ Master ☐ Doctorate ☐ others(precise) _____
Type of employment	Civil Servant ☐ Contractual ☐
Seniority	—— years
Number of working hours per week	—— hours
Region of origin	

Please indicate your level of agreement or disagreement from the following list of proposals by ticking the box that best describes your opinion

1	2	3	4
Strongly agreed	Agree	Disagree	Strongly Disagree

		1	2	3	4
1	My boss gives me the power to make changes to improve things in my job	1	2	3	4
2	My boss allows me to decide how best to achieve my work goals	1	2	3	4
3	My boss delegate to me the authority that corresponds to my level of responsibility	1	2	3	4
4	My boss allows me to decide how best to do my job	1	2	3	4
5	My boss helps me find solution when I have a problem	1	2	3	4

6	My boss suggests ways to improve my performance	1	2	3	4
7	Informs me of the resources available to achieve the objectives	1	2	3	4
8	My boss explains to me what I can do to contribute to the good functioning of the organization	1	2	3	4
9	My boss congratulates me on my achievement	1	2	3	4
10	My boss shows appreciation for my contributions	1	2	3	4
11	My boss recognizes my performance	1	2	3	4
12	My boss appreciates my efforts	1	2	3	4

2. Here is a list of proposals. Please indicate your level of agreement or disagreement by ticking the box that best suits your opinion

1	2	3	4
Strongly agreed	Agree	Disagree	Strongly Disagree

13	I do this activity because I have no choice	1	2	3	4
14	I do not really have a choice about performing my task	1	2	3	4
15	I do this activity because I want to	1	2	3	4
16	I think I am good at this activity	1	2	3	4
17	After doing this activity for a while, I felt pretty competence	1	2	3	4
18	I am satisfied with my performance at this work	1	2	3	4
19	I do not feel like I can actually trust my colleagues	1	2	3	4
20	I doubt my colleagues and I will never be friends with	1	2	3	4
21	I feel close to my colleagues	1	2	3	4

Thanks for your participation

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