

Working Conditions And Pro Organizational Behavior Among Public Administration Teachers In Togo

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ABSTRACT:- This research aims to determine the relationship between working conditions and pro-Organizational behaviors among teachers in public administration in Togo. To do this, a survey, using an identification questionnaire and two scales, collected data from 175 teachers. Multiple regression analyzes reveal that through the perception of teaching, working conditions maintain positive and significant links with pro-organizational behaviors. Pearson's correlations show that it is, specifically, their ownership and production prosocialities that are positively influenced by the perception developed by teachers of their activity. Respect for the ratio pupil/teacher, the pursuit of the rehabilitation of classrooms and the construction of new classrooms and the granting of substantial bonuses, among other things, would encourage and strengthen in the latter the adoption of pro-organizational behaviors of ownership and production.

Keywords: working conditions, pro-organizational behavior, education, public administration

I. INTRODUCTION

[1] defined pro-organizational behaviors as “voluntary behaviors freely performed by an individual in order to increase the performance, the efficiency of an organization, to preserve the standards of the organization for which he works, with the aim to preserve or develop this organization”.

These acts include ownership, political and productive behaviors. Ownership behaviors consist, for an employee, in making individual goods available for the service of the organization; for example, using their personal cell phone for business purposes or donating materials to the organization. Political behavior refers to an acceptance of company rules and procedures (continuing to work during break hours, for example). As for production behaviors, they aim to increase the quantity and improve the quality of work (over-investing in their work, fully committing to continue working at home or even devote their weekends to finish a job in course) ([1]).

The adoption of these acts contributes to a better adaptation to change, to the attachment of employees to the organization ([2]) and is a guarantee of better performance ([3]; [4]).

Teachers play the role of transmitters in addition to knowledge, but also values and standards of behavior, creators of social ties and transformers of citizens; they are the ones who prepare the adults of tomorrow to live in society and to live in their society ([5]).

Thus, to encourage this behavior among teachers in Togo, measures were taken in the education reform of 1975 and included in the special statute for the framework of education officials adopted in 2018.

However, it is found that during times of strikes some teachers do not show loyalty to the government and accountability to learners. They observe indefinite strikes and consider, in violation of the clauses, the courts as fact. This generates protests across the country and its corollary of material and financial damage (strikes from 2012 to 2018). However, the theory of [6] postulates that workers are likely to adopt behaviors of organizational citizenship in exchange for good working conditions.

[7] define the working conditions in five modalities. This is the physical work environment which concerns the physical characteristics (noise, temperature, light, decor, etc.); the social environment which refers to the diversity of contacts that work allows, the atmosphere with colleagues, the activity which relates to the interest found in the work, the usefulness of the work performed; the framing of the activity which relates to the

share of material to carry out the work and the organizational context which relates to working hours, the number of hours devoted to work.

In Togo, the government has made enormous efforts over the past ten years to improve the working conditions of teachers on all fronts. These include, among others, the construction of new classrooms, the revaluation of salaries, the introduction of re-entry and library bonuses. But, expectations are not yet met. We still see the plethora of students, the poor condition of the table-benches, the classes under bait, the absence of motivation on the part of the teachers, the insufficiency of resources for the functioning of the schools, the precarious working conditions and life of volunteer teachers, etc. This situation can affect teachers' behavior on several levels.

Some studies have revealed that working conditions are sources of emotional exhaustion ([8]), capping in lower grades ([9]), dropping out ([10]) and organizational commitment ([11]) among teachers. Others have identified the factors of organizational citizenship behaviors including work safety ([12]), affective commitment ([13]), and satisfaction ([14]).

In the Togolese context, research has identified certain factors of organizational citizenship behaviors. Indeed, [15] found that these behaviors are related to the satisfaction of administrative staff of public universities with their working conditions. For their part, [16] and [17] have shown, on the one hand, that the adoption of citizenship behaviors among teachers in public schools in Togo depends on their status, their age and their marital status. On the other hand, they detected positive and significant links between the perception of teaching and citizenship behaviors among teachers in public institutions in the Lomé-Golfe educational region. However, there are not yet studies conducted on the working conditions of teachers and the adoption of pro-organizational behaviors.

This is why we formulate the following research question: what is the impact of working conditions on pro-organizational behavior among teachers in public establishments in Togo? Specifically, among the five modalities of working conditions, only the perception of teaching positively and significantly impacting pro-organizational behavior and its three categories among teachers?

We start from the general hypothesis that working conditions influence the adoption of pro-organizational behaviors among teachers in Togo. Specifically, we believe that among the five modalities of working conditions, only the perception of teaching positively and significantly impacts pro-organizational behaviors and its categories of production and political ownership among teachers.

II. METHODOLOGY

Under this heading, we have chosen the participants and the tools for collecting and processing the data for this research.

2.1. Study setting and Participants

The study is carried out with teachers in public schools in the Lomé-Golfe, Maritime and Plateaux educational regions of Togo. In these three regions are the first schools that serve as a reference for others in the country. We therefore believe that the behaviors adopted by teachers practicing in one or other of these three regions can therefore be imitated by their colleagues in the other three regions. One hundred and seventy-five (175) teachers are drawn by the voluntary consent technique and surveyed.

Table 1 : Sample allocation

	Criteria	Number	Percentage
Educational region	Lomé-Golfe	18	10,28%
	Maritime	28	16%
	Plateaux	72	73,720%
Area	Urbaine	72	40,90%
	Rurale	103	59,10%
Gender	Male	142	81,30%
	Female	33	18,70%
Statute	Civil servants	123	71,90%
	Auxiliaries	52	28,10%
Level of intervention	Primary	81	46,60%
	College	48	27,20%
	High school	46	26,20%
Family situation	Alone	31	17,70%
	Couple	144	82,30%

Age	22-32 years	52	30%
	33-43 years	78	44,44%
	44-54 years	36	20,56%
	54-60 years	09	4,96%
Expérience	1-10 years	93	53,42%
	11-20 years	60	34,27%
	21-30 years	18	10,16%
	31-49 years	04	02,12%

Source : Survey data 2019

According to Table 1, of the 175 teachers surveyed, 6.4% from Lomé-Golfe, 9.7% Maritime, 25.3% from Plateaux; 40.9% work in urban areas and the other 59.1% in rural areas. They are divided into 81.3% male and 18.7% female; 71.9% civil servants and 28.1% auxiliaries; 46.6% teach in primary, 27.2% in college and 26.2% in high school; 17.7% live alone and 82.3% are in a couple. The age ranges from 22 to 60 years old. While the professional experience is between one and forty (40) years.

2.2. Collection methods

Three instruments were used to collect data for this study. On the one hand, a questionnaire, consisting of a series of closed questions and obtaining socio-demographic information on the teachers (sex, age, family situation, level of intervention, status, educational region of intervention, area of intervention and seniority), was built by ourselves. On the other hand, we used an extract from the questionnaire for the evaluation of working conditions and health [7]. The part of this tool used is composed of: physical environment (6 questions), social environment (7 questions), activity (5 questions), framing of the activity (10 questions) and organizational context (14 questions). All items are formulated with the same five-point response scale ranging from 1 to 5 (1 = upsets me strongly, 2 = does not suit me, 3 = I do with it, 4 = suits me, 5 = contribute to my development). The reliability coefficient indicates an internal consistency of 0.778 for this questionnaire. Finally, we administered to teachers the questionnaire for measuring pro-organizational behavior in [1]. It includes 15 items with a frequency scale of 1 to 6 (1 = never; 2 = every 6 months; 3 = every 3 months; 4 = every month; 5 = every week; 6 = every day) of which 5 articles for each of its categories. A low score means that the perception is low or that there is little pro-organizational behavior. The reliability coefficient (Cronbach's alpha) acquired by the sum of these 30 items shows an internal consistency of 0.770.

We opted for self-administration. The questionnaires were distributed in schools to respondents who were completed individually within one or two weeks depending on the availability of each respondent. In arrears, we went around to collect them.

2.3. Data analysis techniques

The data collected was analyzed using SPSS software (version 20). The multiple regressions were used to test the relationships between the five modalities of working conditions and pro-organizational behaviors. Pearson's correlations were calculated to verify the links between the five modalities of working conditions and the three categories of ownership, production and policy behaviors. The results of the surveys are published in the following section.

III. RESULTS

First, we presented the results of descriptive analyzes of working conditions and pro-organizational behaviors. Second, the results of tests of links between these two variables were presented.

3.1. Descriptive analysis of working conditions according to teachers

The table below presents a quantitative analysis of the scores for the assessments of working conditions and its five modalities.

Table 2: Descriptive statistics of the appreciation of working conditions by teachers

	N	Minimum	Maximum	Avarage	Standard deviation
Working conditions	175	81	176	135,15	17,074
Physical environment	175	6	26	17,87	3,288
Social environment	175	11	35	24,96	3,941
Perception of teaching	175	7	25	19,50	3,092
Framework of teaching	175	13	41	30,07	5,348
Organizational context of teaching	175	18	61	42,75	7,352
N valid (listwise)	175				

Source : Survey data 2019

This table 2 summarizes the means, standard deviations, minimum and maximum scores of the assessment of working conditions and the five modalities by teachers in public primary and secondary schools in Togo. The general average is 135.15 out of a theoretical average of 102.5. The averages of the assessments of the physical and social environment, the perception of teaching, the framework and the organizational context of teaching are respectively 17.87, 24.96, 19.50, 30.07 and 42.75. These observed averages are all higher than the theoretical averages which are 15 for the physical environment, 17.5 for the social environment, 12.5 for the perception of teaching, 22.5 for the framework and 35 for the context organizational education. From these results, we can conclude that teachers in public institutions in Togo feel that their working conditions are generally suitable for them.

However, there are teachers whose assessment scores for the same conditions are significantly below the theoretical averages. These low scores are 81/102.5 for working conditions, 6/15 for the physical environment, 11/17.5 for the social environment, 7/12.5 for the perception, 13/22.5 for the framing and 18/35 for the organizational context. This proves that, even if teachers generally appreciate their working conditions, some are dissatisfied.

3.2. Analyze the descriptions of pro-organizational behaviors observed among teachers

The scores for adopting pro-organizational behaviors and their three categories are listed in the table below.

Table 3: Descriptive statistics of pro-organizational behaviors observed among teachers

	N	Minimum	Maximum	Average	Standard deviation
Pro-organizational behavior	175	15	87	63,95	10,304
Property prosociality	175	5	30	12,33	5,519
Productive prosociality	175	5	30	23,50	5,530
Political prosociality	175	5	30	28,11	3,475
N valid (listwise)	175				

Source : Survey data 2019

The data in the table above indicates an average of 63.95 pro-organizational behaviors, 12.33 property prosociality, 23.50 productive prosociality, 28.11 political prosociality. The average scores observed are clearly higher than the theoretical scores which are 45 and 15 respectively for pro-organizational behaviors and each category. These data show that teachers in public schools in Togo have a high level of adopting pro-organizational behaviors. But among these teachers, there are those whose level of adoption of these acts is equal to the lowest, i.e. scores of 15 and 5.

3.3. Links between evaluations of the terms of working conditions and the adoption of pro-organizational behavior

The hypotheses of the influence of the physical environment, the social environment, the perception of teaching, the framing and the organizational context of teaching on pro-organizational behaviors among teachers are tested by regression analysis multiple.

Table 4: Multiple regression analysis between the assessment of sub-variables of working conditions and the adoption of pro-organizational behaviors

Model summary ^f									
Model	R	R-two	R-two adjusted	Standard error of estimate	Change in statistics				
					Variation of R-two	Variation of F	ddl 1	ddl 2	Sig. Variation of F
1	,020 ^a	,000	-,002	10,314	,000	,173	1	421	,678
2	,081 ^b	,007	,002	10,295	,006	2,575	1	420	,109
3	,176 ^c	,031	,024	10,179	,025	10,617	1	419	,001
4	,179 ^d	,032	,023	10,186	,001	,488	1	418	,485
5	,182 ^e	,033	,022	10,192	,001	,458	1	417	,499

a. Predicted values: (constant), Physical teaching environment

b. Predicted values: (constant), Physical environment of teaching, Social environment in the establishment

c. Predicted values: (constant), Physical environment of teaching, Social environment in the establishment, Perception of teaching

d. Predicted values: (constant), Physical environment of teaching, Social environment in the establishment, Perception of teaching, Framing of teaching

e. Predicted values: (constant), Physical environment of teaching, Social environment in the establishment, Perception of teaching, Framing of teaching, Organizational context of teaching

f. Dependent variable: Pro-organizational behaviors

Source : Survey data 2019

The results of the multiple regression analysis in Table 4 show that the physical environment, the social environment, the perception of teaching, the scope of teaching and the organizational context respectively predict at 2%, 8.1 %, 17.6%, 17.9% and 18.2% pro-organizational behaviors among teachers. But, in the model, it is the perception of the teaching that has a satisfactory degree of significance of the variation in F ($p = 0.001$). We infer that, according to the model, it is teachers' perception of teaching that determines their pro-organizational behavior. Clearly, an increase in the value of the teaching perception of a standard deviation (3) would generate an increase in the value of pro-organizational behaviors by 0.176 standard deviation.

3.4. Correlations between the assessments of the terms of working conditions and the categories of pro-organizational behavior

The correlations are calculated to verify the relationships between the different modalities of the "working conditions" variable and the pro socialities of property, production and politics.

Table 5: Correlations between the sub-dimensions or modalities of working conditions and the categories of pro-organizational behavior

		2	3	4	5	6	9	10	11
2	Pearson correlation	1							
3	Pearson correlation	,338**	1						
4	Pearson correlation	,231**	,498**	1					
5	Pearson correlation	,427**	,412**	,363**	1				
6	Pearson correlation	,427**	,412**	,363**	1,000**	1			
9	Pearson correlation	-,003	,057	,131**	,055	,050	1		
10	Pearson correlation	,010	,050	,154**	,087	,075	,228**	1	
11	Pearson correlation	,049	,067	,064	,086	,077	,081	,417**	1

** . The correlation is significant at the 0.01 level (two-tailed). * . The correlation is significant at the 0.05 level (two-tailed).

2 = Physical environment of the environment; 3 = Social environment in the establishment; 4 = Perception of teaching; 5 = Framing of teaching; 6 = Organizational context of teaching; 9 = Pro-sociality of property; 10 = Pro-sociality of production; 11 = Political pro-sociality

Source : Survey data 2019

The data in Table 5 above indicate that the perception of education is significantly correlated with the pro-sociality of ownership ($r = 0.131$; $p = 0.007$) and the pro-sociality of production ($r = 0.154$; $p = 0.001$). The pro-sociality of production is significantly correlated with the pro-sociality of ownership ($r = 0.228$; $p = 0.000$) which, in turn, is correlated with the pro-political sociability ($r = 0.417$; $p = 0.000$).

The perception of teaching is strongly correlated with the physical environment, the social environment, the framing and the organizational context. This means that this perception of teaching plays a central role in the assessment of working conditions and therefore has an influence on the civic behavior of teachers in schools. Indeed, a positive or negative perception of teaching leads to a positive or negative appreciation of the conditions of teaching. This leads to a modification of pro-organizational behavior specifically of ownership and production among teachers in their school.

IV. DISCUSSION

The results of the multiple regression analysis show that among the five modalities of working conditions, only the perception of teaching positively influences pro-organizational behaviors (Table 4). The same modality is also the only one that is significantly correlated with the pro-sociality of property and the pro-sociality of production (Table 5). Political pro-sociality does not show any significant correlation with all the predictors.

These results can be understood by referring to the theory [6] according to which the individual adjusts his organizational behaviors according to his working conditions. Indeed, a desired behavior must be motivated. Among the motivating factors of behavior, one distinguishes the condition in which the individual finds himself. The more favorably this condition is perceived by the person, the more they adopt the expected behavior. Thus, seeking conditions that are favorable to them in their work environment, employees may adopt

counterproductive behavior. Individuals who have access to resources in their workplace perform well. Their well-being depends greatly on meeting their needs for autonomy, competence and social affiliation. The presence of barrier-type demands and lack of resources plays a detrimental role in a person ([18]).

[8] has shown that emotional exhaustion is one of the consequences of poor working conditions among teachers. Improving conditions can increase organizational commitment ([19]; [11]), level of satisfaction ([14]) among the latter. However, commitment increases the level of organizational identification among teachers ([13]). Likewise, according to [14], when teachers are satisfied with their working conditions, they grant more subsidies to the education sector.

Moreover, the perception developed by teachers of their profession can be explained by the lack of support from educational structures towards them. However, there are significant relationships between perceived organizational support and organizational commitment, performance, organizational citizenship behaviors, innovation or even job satisfaction ([20]; [15]). Thus, we can conclude that the perception developed by teachers according to their activity has, directly, an influence on their pro-organizational behaviors of ownership and production in schools.

This result does not confirm that of the work of [17]) which found that, among teachers in public establishments in Lomé, the perception of the teaching profession is rather positively correlated with the pro-individual behavior of the latter.

V. CONCLUSION

The aim of this study is to determine the link between working conditions and pro-organizational behavior.

To achieve this objective, an identification questionnaire, an extract from the working conditions and health questionnaire ([7]) and the pro-organizational behavior assessment scale ([1]) were used to collect the data. One hundred and seventy-five (175) teachers were chosen by voluntary consent and interviewed in primary and secondary schools in the Lomé-Golfe, Maritime and Plateaux educational regions of Togo.

Multiple regression analyzes revealed that, through its "activity perception" modality, working conditions maintain positive and significant links with pro-organizational behaviors. Pearson's correlations showed that it is, specifically, their ownership and production prosocialities that are positively influenced by the perception developed by teachers of their activity.

We believe that respecting the ratio pupil/teacher, the continued rehabilitation of classrooms and the construction of new infrastructure and the granting of substantial bonuses, among other things, would encourage and strengthen the adoption of behavior among the latter pro organizational ownership and production.

However, we were only interested in teachers from public primary and secondary schools in too many educational regions of Togo. To generalize these results to all public teachers in Togo, this work deserves to be carried out among their colleagues who serve in other educational regions of the country where environmental conditions are different.

The scales used have the drawback of not allowing the respondent to give enough details and express his real feelings. We believe that through free interviews with those surveyed, we would have had more information and details.

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