

Perception of the Social Governance of School Establishments and Teacher Engagement in Mutualist Activities: Case of Teachers Members of the Central Mutual Society for Teachers of Zoukougbeu, Côte d'Ivoire

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Abstract

This study aims to determine the relationship between perceptions of school social governance and teachers' motivation at work in the preschool and primary education district of Zoukougbeu. The theoretical anchoring of this study comprises the theories of the logic of collective action by Mancur Olson (1965), participatory governance by William Ninacs (2008), and the strengthening of Burrhus Frederic Skinner (1953). A quantitative sample of 100 primary school teachers, drawn from the reasoned choice sampling, in particular the screened sorting, and a qualitative sample of thirty (30) volunteers, including eight (8) former managers, were interviewed. In accordance with the study's mixed-methods design, observation techniques, semi-structured interviews, and questionnaires were used. The quantitative data were statistically processed using SPHINX software version 4.5. The qualitative data were analyzed qualitatively. The main results reveal that teachers' low engagement in Central Mutual of Teachers of Zoukougbeu (MUCIZ) activities stems from their negative perceptions of the social governance of schools in the preschool and primary education inspection of Zoukougbeu.

Keywords: motivation, mutual, perception, schools, social governance, teacher

Introduction

The experience of organizations is lived by each human being every day. They host most human activities from birth to the exercise of a socio-professional activity. These organizations are formal or non-formal structures with their own characteristics and operating rules. They are social entities whose purpose is to coordinate the actions of individuals to achieve specific objectives and goals (Perrow, 1991).

Social governance in school organizations is a strategy for managing staff social relationships, developed by managers. In this approach, leaders are invited to consider the social aspect in their decision-making. The dimensions of mutual aid and solidarity in teacher relationships do not seem to be adequately accounted for. If for the administrative, pedagogical, and financial management (budget) frameworks a hierarchy exists, on the other hand, it does not for the management of teachers' social relations.

Several studies in education have focused on school administrative management. Regarding this concept, some authors, such as Bouchama et al. (2019) and Hamel (1993), have discussed teachers' perceptions, sometimes focusing on pedagogical supervision and sometimes on school management. Other research has focused more specifically on teacher inspections in school administrative districts. These include the attitudes of French teachers towards training (Sarello, 1978),

teacher evaluation, and conflicts around inspection (Devin, 2017; Ridard, 2017). Moreover, regarding management and leadership in school organizations, many authors (Brest, 2011; Gordon, 2005) have focused on this theme. Moissé (2003), in particular, states that the human dimension transcends all educational actions, focusing on human resources management, a relevant subject because it is addressed by society as a whole, with very high expectations regarding the required level of quality. In doing so, they state that "it can be safely said that the functions related to human resource management of the school influence the quality of teaching and learning and consequently academic success (p. 107)."

For Northouse (2007), leadership is a process by which a person exerts influence over others to achieve a common goal that promotes cohesion among individuals, personal development, job satisfaction, and innovation. The leader proposes a vision of the future and gives meaning to action (Wart, 2003). This allows him to be distinguished from the manager who, among other things, plans, organizes, and controls, without necessarily offering an attractive future for his structure (Bass, 2008). For Brest (2011), leadership can lead to mistrust in public organizations. In high schools and colleges, however, it is expected that the heads of institutions will be able to build and implement an educational policy. To face it and appear as credible leaders, principals can rely on aspects of transformational leadership, transactional leadership, or a work-team approach. More specifically, in the

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field of business, social governance is particularly interested in the aspect 'social relations' between employees and the company (management, supervision, or in the team). It is a question here of creating favorable social relations between the different actors, through quality human relationships to stimulate work, both individual and collective. (Zara, 2010).

However, these scientific studies, although relevant, do not focus on the relationship between the social governance of schools through mutual societies or other teacher associations and teachers' motivation to work. The originality of this study lies in its aim to link perceptions of school social governance with teachers' involvement in mutual activities in the preschool and primary education district of Zoukougbeu.

Objectives

The general objective is to determine the relationship between the perception of social governance in schools and the motivation of teachers from the preschool and primary education district of Zoukougbeu to campaign within the Central Mutual of Teachers of Zoukougbeu (MUCIZ). Specifically, to establish the relationship between prejudices about the distribution of mutual aid resources in schools and teachers' motivation in the preschool and primary education district of Zoukougbeu. Then, it is a question of evaluating the link between the feeling of exclusion in the choice of school mutual managers and the motivation of teachers from the district of preschool and primary education of Zoukougbeu to participate in activities initiated by the MUCIZ. Finally, to highlight the relationship between the perception of non-transparency in the management of school mutuals' resources and teachers' motivation to engage in MUCIZ activities. We postulate that perceptions of social governance affect teachers' motivation in the district of Zoukougbeu.

Methodology

Created by decree No. 0078/MEN/CAB of 10 June 2008, dividing the national territory into primary education districts, the district of preschool and primary education of Zoukougbeu is the result of the division of the inspection of preschool and primary education of Daloa (01). The inspection of preschool and primary education in Zoukougbeu is subdivided into seven (07) educational sectors, which are: Belleville sector (16 schools), Dèdègbeu sector (12 schools), Domangbeu sector (10 schools), Garobo sector (12 schools), Guessabo (17 schools), Gregbeu sector (13 schools), and Zoukougbeu sector (12 schools). It includes ninety-two (92) schools, including two (02) public preschool schools. Secondary education is represented by three (03) Public High Schools: the Modern High School of Zoukougbeu, the Modern Colleges of Grégbeu and Guésabo, and about twenty-eight Private High Schools.

The population is the set of teachers in this district. The total number of teachers is four hundred sixty-three (463), including one hundred forty-eight (148) women who supervise twenty thousand one hundred forty-five (20,145) students, nine thousand nine hundred and twenty-four (9,924) girls, representing a ratio of one (01) teacher for fifty (50) students. Given the mixed study, two samples were taken. For quantitative sampling, the sampling technique is the reasoned choice, notably the expert sorting. For the qualitative sample, the volunteer sample technique is chosen. The selection criteria are as follows:

- Being a teacher in the district of Preschool and Primary Education of Zoukougbeu for at least 5 years;
- Being on duty in a public institution. This study only concerns civil servants. This criterion thus eliminates all teachers from the private sector.
- Be refractory to membership in the mutual insurance.
- Be a teacher, advisor, administrative staff of the IEP; members or not of the MUCIZ in office in the IEPP of Zoukougbeu.
- Being the current leader of MUCIZ and present during the investigation.
- Be a former MUCIZ official, in office or not and reside on the territory of Zoukougbeu during the investigation.

The application of these criteria to all teachers who are members of MUCIZ makes it possible to retain 100 individuals, according to the categories contained in the table below:

Table 1
Quantitative Sample Size

Particulars	N	%
Adherents	38	38
Non-adherents	62	62
Total	100	100

Note: Data collected by authors on the May 2022.

Table 2
Profile of the Qualitative Sample Involved in the Survey

Category	N
Gender	
Female	5
Male	25
Seniority	
> 5 years	20
between 5-10 years	7
< 10 years	3
Marital status	
Single	16
Married	8
Cohabitation	6
Number of children	
> 5 children	8
between 5 and 8 children	18
< 8 children	4
The participants	
Non-adherents	21
Adherents	9

Note: N = 30. Data collected by authors on the May 2022.

Regarding the current leaders of MUCIZ, quota sampling was preferred over quantitative sampling. The fundamental criterion for this second selection was that the person be a MUCIZ office manager who was present and available during the actual survey period.

For the category of former MUCIZ managers, we used the snowball sampling technique. The snowball technique is a method in which we ask an initial subject to tell us how and where to find someone else with the same characteristics. Formally, it is a procedure in which the units observed are chosen based on the relationships and information provided by an initial group. Thus, each subject leads us to new members of our sample (Mongeau, n.d.).

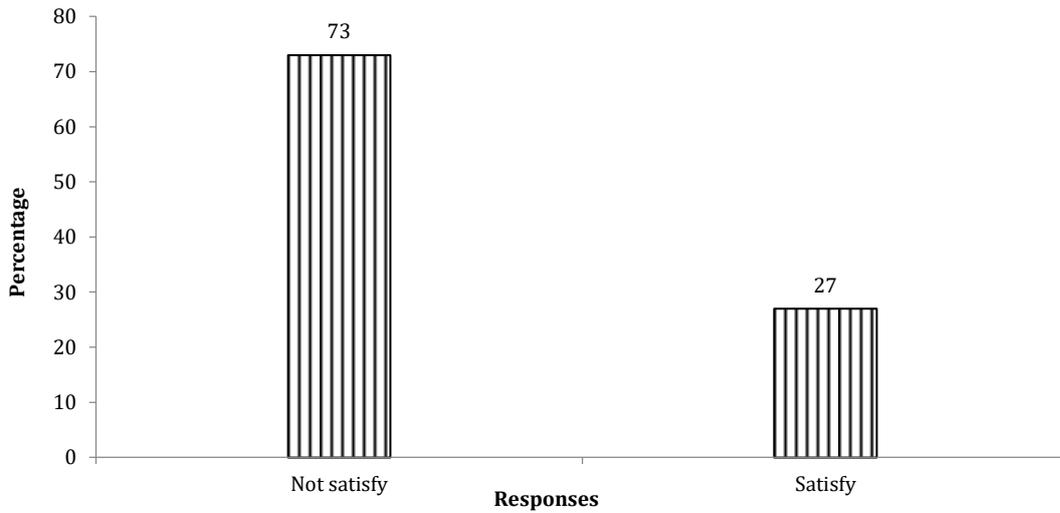
For the qualitative part of the study, observation, documentary research, and semi-structured interviews were used to collect data. Exploratory survey and questionnaire. In this study, emphasis was placed on the complete transcription of data recorded on a rechargeable Digital Voice recorder with a black MP3 player, even though verbatim transcripts were isolated from significant excerpts. In terms of the quantitative part, the questionnaire was added to the observation and documentary research. Consequently, the data from the quantitative study were processed in Excel 2010, which enabled calculating descriptive statistics (percentages) and performing statistical inferences, in particular Chi-square tests and co-occurrence analyses using Cramér's V and the Phi coefficient.

Results

Obstacles Related to MUCIZ Benefits

The benefits offered by MUCIZ include financial assistance for hospitalization, marriage, and death. In this section, the analysis focuses on the quality of benefits and MUCIZ's scope of intervention. Respondents' opinions on their satisfaction with the range of MUCIZ benefits are shown in the figure below.

Figure 1
Assessment of the Quality of Benefits



Note: Data collected by authors on the May 2022.

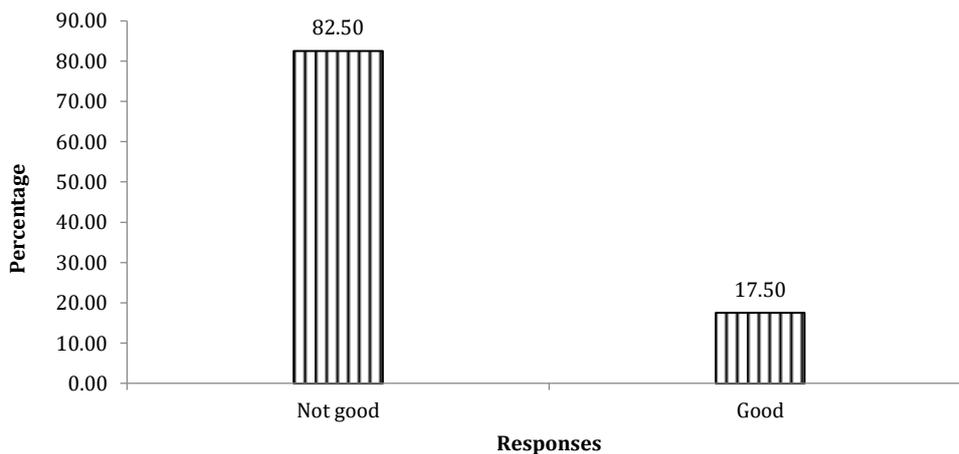
Figure 1 shows that 73% of respondents are not at all satisfied with MUCIZ's services, while 27% are satisfied. The reasons given are as follows:

- The lack of agreements between MUCIZ and healthcare facilities (clinics, pharmacies, laboratories, and medical centers) means that mutual insurance members perceive the mutual insurance company as an association in which they pay contributions in the event of misfortune.
- The long processing times for assistance claims are due to the documents required to receive assistance.
- The impossibility of obtaining a loan from MUCIZ in an urgent situation.

Regarding MUCIZ's scope of intervention, members unanimously want their mutual insurance company to improve the nature of its services by further integrating social aspects to better their daily needs, such as granting credit and loans. Given the nature of its services, it appears that MUCIZ's activities are mainly focused on assisting in the event of a member's death, whereas its purpose is based on solidarity and mutual aid.

Figure 2 shows the level of satisfaction among members and non-members regarding MUCIZ's response times. It shows that 82.5% of respondents are dissatisfied with MUCIZ's response times, while 17.5% are satisfied. This dissatisfaction rate among respondents highlights the difficulties MUCIZ faces in providing mutual assistance.

Figure 2
Satisfaction with MUCIZ's Response Times



Note: Data collected by authors on the May 2022.

Relationship Between Preconceptions about the Distribution of Mutual Aid Resources in Institutions and Teachers' Motivation at Work

The management of an association's resources, such as a mutual aid society, can lead to conflicts when certain members feel they have been wronged. The following table assesses the statistical impact of these statements. $\chi^2 = 9.45$, $ddl = 1$, $p =$

0.0021. There is a statistically significant difference ($p < .05$). There is a significant correlation between prejudices about resource management and teacher motivation in MUCIZ management. In other words, the more teachers think resource management is bad, the more they disengage from MUCIZ's life. In this case, Phi coefficient = 0.34. So the relationship between the two variables is strong. In other words, prejudices about resource management negatively affect teachers' motivation in MUCIZ.

Table 3
Relationship Between Prejudice and Teacher Motivation

	Motivated	Unmotivated	Total
Teachers without prejudice	8	6	14
Teachers with biases	14	72	86
Total	22	78	100

Note: Data collected by authors on the May 2022.

Link Between the Feeling of Exclusion in the Choice of Managers of Mutual Societies and Motivation of Teachers in the Preschool and Primary Education District of Zoukougbeu

Faced with teachers' disengagement from MUCIZ's mutualist activities, Table 4 examines the link between feelings of exclusion

in the selection of mutual managers and teachers' motivation in the preschool and primary education district of Zoukougbeu. $\chi^2 = 7.85$ $ddl = 1$, $p = 0.0050$. There is a statistically significant difference ($p < .05$). Phi coefficient = 0.3. This means that the more teachers do not feel part of MUCIZ's governance, the more disengaged it becomes from its daily functioning.

Table 4
Feeling of Exclusion from the Governance of the Mutual Society and Motivation of Teachers

	Motivated	A-motivated	Total
Teachers with a strong sense of exclusion	5	84	89
Teachers with a low sense of exclusion	4	7	11
Total	9	91	100

Note: Data collected by authors on the May 2022.

Relationship Between the Feeling of Non-Transparency in Resource Management and Teacher Motivation in MUCIZ

In terms of association, the variable transparency in management is often invoked by passive actors. As part of this study, this variable is cross-checked with the motivation variable which in reality refers to 'commitment to management' at MUCIZ. Table 5 below provides information on the relationship between the two characteristics studied.

Chi-square = 6.45 > Chi-square 3.84, $ddl=2$, 5% confidence level. The hypothesis is confirmed. There is a statistically significant relationship between perceived lack of transparency in resource management and teacher motivation. Our assumption is confirmed.

What about the Phi coefficient?
 Phi coefficient = 0.25 moderate link.
 Decision rules:

- If $v < 0.10$ = no or very weak link
- If $v > 0.10$ and < 0.20 = weak relationship
- If $v > 0.20$ and < 0.30 = moderate relationship
- If $v \geq 0.30$ = Strong relationship

In this case, the Phi coefficient is > 0.25 , indicating a moderate relationship between perceptions of a lack of transparency in resource management and teacher motivation. In other words, this relationship alone does not explain teachers' motivation to participate in MUCIZ's life and activities.

Table 5
Feeling of Non-Transparency in the Management of Resources and Motivation of Teachers

	Motivated	Unmotivated	Total
Teachers with a strong sense of lack of transparency in resource management	20	45	65
Teachers with a low perception of non-transparency in resource management	13	22	35
Total	33	67	100

Note: Data collected by authors on the May 2022.

Discussion

The results of the study reveal that prejudices about the distribution of resources within school mutuals, feelings of exclusion in the selection of school mutuals' managers, and a sense of non-transparency in the management of school mutuals' resources influence teachers' motivation to engage in MUCIZ activities. There is therefore agreement between the study's objectives and the survey's results.

Contribution of Theories to the Illumination of Results

According to the logic of Olson, "in an organization, individual interests and collective interests coexist. The collective interest means that the main function of any organization is to provide a public good. This provision involves costs. Individual interests assume that individuals maximize their advantage in any situation." Thus, if the individual advantage or interest exceeds the collective gain, a mutual can be formed, and the individual will join it and actively participate in its activities. On the other hand, if the individual benefit is less than the collective gain, it is not

rational for the individual to participate in the collective action. As part of this study, the results reveal that members contribute only a few times, apart from a few distractions, to support a member in case of misfortune or happiness.

It seems insignificant because not all feel the effects of the mutual action to the same degree. Hence, their reluctance, disinterest, or low commitment to MUCIZ activities. Moreover, the size of the group, about five hundred (500) teachers, promotes the phenomenon of "free-riding". Indeed, some people do not contribute to collective action but intend to benefit from its benefits.

For Skinner, "a behavior can be strengthened if it is followed by positive events, and decreased when adverse events follow it." Thus, he believes that motivation can be increased through positive reinforcement, the granting of rewards to promote performance. The results of our survey reveal that teachers in the Zoukougbeu Preschool and Primary Education district are not satisfied with their mutual insurance. They observe, for the most part, that the basket of services is insufficient. Indeed, the texts of MUCIZ consider, apart from entertainment activities, only moral, material, and financial assistance in the event of happiness (marriage) and misfortune (the death of a member or an

ascendant of a member). They do not therefore, all feel the effects of MUCIZ's services to the same degree. Some believe that the profit must be a return on contribution. In other words, MUCIZ must be able to pay dividends to them at the end of each financial year. For still others, MUCIZ must be able to make loans to them. These divergences in aspirations, which tend to increase over the years, encourage teachers' non-adherence to the mutual aid scheme of the Zoukougbeu inspectorate and therefore their low level of commitment to the activities initiated by it.

Participatory governance is a political theory of management that aims to strengthen the mechanisms of public policy, economic, and educational management. The latter, education, must comply with international standards. To achieve this, Ninacs (2008) proposes a strategy: empowerment (individual, community), which Le Bossé (2008) calls "development of the power to act." Indeed, Ninacs considers that the structure of an organization like a mutual should allow for the participation and training of individuals and therefore embody a place of personal enhancement. Furthermore, he believes the organization can promote its own empowerment by leveraging its members' skills. Because, he says, people and communities can indicate the direction of change. Concerning the relationship between prejudices about the distribution of mutual aid resources in schools and the motivation of teachers at work.

Every organization has a distinctive culture, unique to itself. According to Huselid and Barnes (2003) the mindset of employees is about understanding and embracing the culture required to support strategy execution. According to them, this criterion helps produce the required behaviors and skills. Thus, if employees do not understand in which direction a company wishes to move, nor how it can measure its progress, or what its employees can hope to gain from it, the execution of the strategy will be more than modest (Manon, 2009).

The survey results reveal that the majority of teachers have a poor perception of MUCIZ's management of financial resources. In other words, the more teachers think resource management is bad, the more they disengage from MUCIZ's life. This raises suspicions of dishonesty towards the mutual insurance's managers. Speaking of the mutual health insurance scheme, Basaza et al. (2008), DE Allegri et al. (2006), and Schneider (2005) claim that suspicions of dishonesty on the part of the scheme's managers or prior experiences with embezzlement negatively affect the decision to join. Moreover, they conclude that the misunderstandings arising from the approximate mastery of the texts governing the functioning of the mutual or the misinterpretation of these texts are real sources of demotivation.

Link Between the Feeling of Exclusion in the Choice of Mutual Managers and Motivation of Teachers in the Preschool and Primary Education District of Zoukougbeu

The greatness of an association, like a mutual, lies in its leaders' ability to mobilize members, reconcile differences in members' perceptions to achieve its objectives, and broaden its base of new members. In this, the decision-making mechanisms, particularly the way managers are designated, are very decisive. Indeed, the choice of managers should be an opportunity for any member to make projections and to express their support for people who, in their opinion, can achieve the objectives of the mutual. This choice is intended to be free and democratic. The operating procedure of this designation therefore, determines, in retrospect, the behaviour of members and non-members concerning the mutual.

Conflicts within these organizations are often caused by non-compliance, ignorance, or misinterpretation of the principles governing the appointment of officials, thereby frustrating some members. From there, feelings of exclusion often arise. The results of our study reveal that 89% of the teachers who participated in the survey feel excluded from the selection of MUCIZ officials. They do not feel concerned by this method of appointing the managers of the mutual society. Yet a deleterious climate increases students' difficulties and negatively influences staff. It can be a source of professional dropout. This study approaches that of Gbongué (2007). Indeed, speaking of teacher dropout in Africa, he observes that, given the difficulties in obtaining a job,

the "professional dropout" of teachers can manifest in various forms, including negligence, laxity, and even intolerance (Gbongué, 2007). This often leads them to resignation in the face of powerlessness and difficulties.

Relationship Between the Feeling of Non-Transparency in Resource Management and Teacher Motivation in MUCIZ

This study shows that MUCIZ is an organization of mutual aid and solidarity. For this purpose, according to Tia (2022), it constitutes what can be called a 'social economy Enterprise'. As a result, its social dimension cannot exempt it from the efficiency requirements imposed on any organization that manages a service offer. The survey results indicate that some basic principles, such as transparency and proper justification of resource use, are not being respected. However, very often, in terms of association, the variable transparency in management is invoked by passive actors.

Conclusion

At the end of our investigation, the results indicate that the more teachers think resource management is poor, the more they disengage from MUCIZ's life. These prejudices about the management of shared resources therefore negatively affect teachers' organizational behavior.

As for the feeling of exclusion in the selection of managers of mutual societies, it is concluded that the more teachers feel excluded from the governance of MUCIZ, the more they disengage from its day-to-day functioning. It is noted that feelings of exclusion in the selection of mutuelle managers negatively influence teachers' organizational behavior.

Regarding the perception of non-transparency in the management of mutual resources, there is a statistically significant relationship between this perception and teachers' motivation. However, this link remains average. It cannot, therefore, alone account for teachers' motivation to participate in the life and activities of MUCIZ.

Ultimately, this research finds that teachers' involvement in mutualist activities in the preschool and primary education district of Zoukougbeu is strongly and negatively influenced by their perceptions of school social governance.

This work offers a window into the governance of mutuals, whose economic and social impacts on populations are not negligible. We think it could serve as a starting point for further research on the governance issues of mutual societies and other self-help associations, particularly in schools.

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