

# Job Satisfaction and Psychological empowerment among teachers in Moroccan University

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## Abstract

“

Job satisfaction studies and the factors influencing the satisfaction of employer are rarely studied in Morocco. So this study come as an effort to better understand this relationship on the Moroccan context.

This study aims to measure the influence of psychological empowerment, gender, age, seniority on job satisfaction among permanent university teachers to understand their life quality.

So to achieve this objective we conducted a survey, after which we received 121 responses, from 101 men and 20 women, aged for 82% of them above 40 years old.

This sample allowed us to draw some pertinent conclusions about the effect of 7 factors (age, gender, seniority, number of children and 3 subscale of psychological empowerment) on three areas of job satisfaction.”

*Keywords:* Job satisfaction; psychological empowerment; university; life quality

## 1. Introduction

Education in Morocco has become a rapidly changing sector forced by several constraints such as overcrowded academic institutions, policies poorly adapted to the Moroccan context, rareness of field studies, international requirements (cooperation and reforms) and retire of the majority of teachers in the nearest years (from 2016). From primary schooling right through to university, the educational system in Morocco lives a serious structural, pedagogical and vocational malaise. (M.Sabour,2010 ;p.80-81),so such an environment needs studies which aim to the different facets of teacher's profession (teaching / pedagogy, research, administration). The importance of the study of satisfaction consists on its positive or negative influence on the quality and job performance. Job satisfaction is defined as a cognitive judgment about life at work (own aspirations realized or unrealized) and a pleasant rather than unpleasant affect this life through time (Ripon, 1987; Weiss and Cropanzano, 1996), and a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke 1976), more the individuals are satisfied with their job, the more they would attend work (Steers et Rhodes, 1978).

Herzberg and al. (1959) developed the bi-factorial theory according to very specific factors that urge the individual to act and to be particularly motivated to satisfy his needs. These authors distinguish two categories of factors: the motivators and hygiene factors; motivational factors encourage the individual to make the necessary efforts to satisfy his needs. As for the factors of the second category, they do not have the ability to bring satisfaction and can generate dissatisfaction, this inability to provide the satisfaction drives the individual to the burnout.

Spreitzer (1995) considers that the psychological empowerment should lead to the individual efficiency in the work (defined as the fact of filling and exceed expectations with regard to his role in the work) and in proactive behavior (innovation, ascending influence). The psychological empowerment is associated with the feeling to be in control on its life (Clark, 1988), what is essential for the preservation of the physical and psychological well-being (Seligman, 1975).

In the Moroccan context, the studies of satisfaction in the public sector are very rare and the higher education presents one of these vital sectors in need with this type of studies. Our objective is to improve the quality of teacher's life and consequently the increase of their yield in the work.

## 2. Review of the literature

### 2.1. Organizational factors

Job satisfaction is one of the most studied attitudes in the organizational context (Dorfmann and Zapf, 2001; and Lease, 1998), an overall affective orientation on the part of individuals toward work roles which they are presently occupying (Seifert et Umbach, 2008).

Williams and Anderson (1991) report a positive relationship between job satisfaction and organizational citizenship behaviors (OCBs) in their study of professional managers. The study of the relationship between job satisfaction and OCBs are mostly positive (Podsakoff

and al., 2000). Moreover, research has also shown that self-efficacy is positively related to job satisfaction (Bandura, 1997 ; Judge et Bono, 2001).

Sarmiento, et al. (2004) conducted a descriptive correlational study to examine nursing educators working at community colleges in Ontario, Canada. Eighty-nine full-time nurse educators were surveyed to measure their empowerment, burnout, and job satisfaction levels. Nurse educators surveyed perceived their work environment as only “somewhat empowering (M = 12.18, SD = 2.27) (Sarmiento, et al, 2004, p. 139). The results showed empowerment was significantly inversely related to all burnout dimensions ( $p < 0.01$ ), and significantly correlated with job satisfaction.

## **2.2. Gender effect**

A first observation concerns the varied results of studies on the link between gender and job satisfaction, some women are more satisfied than men (Clark et al, 1996), for others it is the reverse (Abraham and Hanson, 1996) and we find studies where there is no significant difference between the both (Lefkowitz, on 1994).

## **2.3. Factors related to age and seniority at work**

It has been shown that satisfaction is higher among older individuals and whose experience is longer (Stirvasta 1982), older teachers with more experience would have developed low expectations than their younger colleagues (Lewis, 1981).

# **3. Research Methodology**

## **3.1. Data collection method and sample presentation**

The purpose of the study is to assess job satisfaction in a sample of university teachers in Morocco, an invitation with a survey in editable PDF form was emailed to 1,020 full time faculty members in the different Moroccan universities, 63 responses were received which has a rate of 6%, we attach to the document a little message to potential participants describing the purpose of the study and invited to enrich this study - is cited as the first page of the two versions the Protocol clearly explains the context, purpose, voluntary participation in the study, and confidentiality of responses-, we made a reminder after a week of the first invitation, although the researcher was ready to send an e-mail of reminder one week after the initial communication, and 120 paper form protocols were distributed in the University of Kenitra and the University of Rabat, 58 responses were returned, so a rate of 48%. which make the size N of the study sample equal to 121 teachers.

The sample is composed of 101 men and 20 women. More than 82% of respondents have over 40 years old and more than 74% are married. Regarding professional experience, 20% report having less than ten years experience, almost 35% have experience ranging from eleven to twenty, more than 44% have more than twenty years of experience in the university. Finally, additional data provide information on the number of children, rank, seniority in current institution, if the professor practices another job. After the harvest of answers, data were accessed and processed by the researcher in Microsoft Excel format for use in SPSS version 17.0.

### 3.2. Measurement of concepts

There is a large variety of scales for measuring job satisfaction, for us, satisfaction was assessed via eight survey items from the instrument “National Survey of Postsecondary Faculty”(NSOPF). Created and psychometrically tested by the U.S. Department of Education: Institute of Education Sciences, National Center for Education Statistics (Heuer et al., 2006), that is based on the theory of Frederick Herzberg. This choice is explained by the fact that they are particularly suitable for samples composed of people who practice the profession of teaching as in the case of our sample.

The job satisfaction items were classified as testing three domains of job satisfaction including: satisfaction with job autonomy and authority over the work itself, satisfaction with financial compensation, and career advancement satisfaction (Hoyt, et al., 2007), Cronbach’s alpha, was .85 for this scale (Hoyt, et al., 2007). The NSOPF is composed of eight items measured on a four-point scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied 4 = very satisfied. The psychological empowerment was measured with twelve items measured on a scale ranging from "I strongly disagree" to "I strongly agree", the instrument developed by Spreitzer (1995) to assess psychological empowerment for individuals in a work context. The scale takes into account the four dimensions of psychological empowerment (impact, self-determination, competence, and meaning).

The researcher has created ten questions on demographic characteristics that include questions on age; sex of the participant; marital status; number of children; place of residence; rank faculty; the number of years as a member of the faculty; the number of years as a teacher in current institution, if the participant is employed outside of his teaching position; and if there is this a job, how time it takes in a week.

### 3.3. Study assumptions

Based on theoretical data we have formulated the following hypotheses:

- There would be a significant correlation between the areas of job satisfaction and the domains of psychological empowerment.
- There would be a significant correlation between job satisfaction, psychological empowerment, age, gender, rank and seniority.
- The four dimensions of psychological empowerment positively influence job satisfaction.

## 4. Results

The instruments used in the study were shown valid and reliable in previous studies, verification of the reliability of these instruments was analyzed with the data of this study.

Table 1: estimator of the reliability

The instrument	Cronbach's alpha
The scale of job satisfaction (NSOPF)	0.841
The scale of psychological empowerment	0.781

The results in percentage on three domains of satisfaction are as follows:

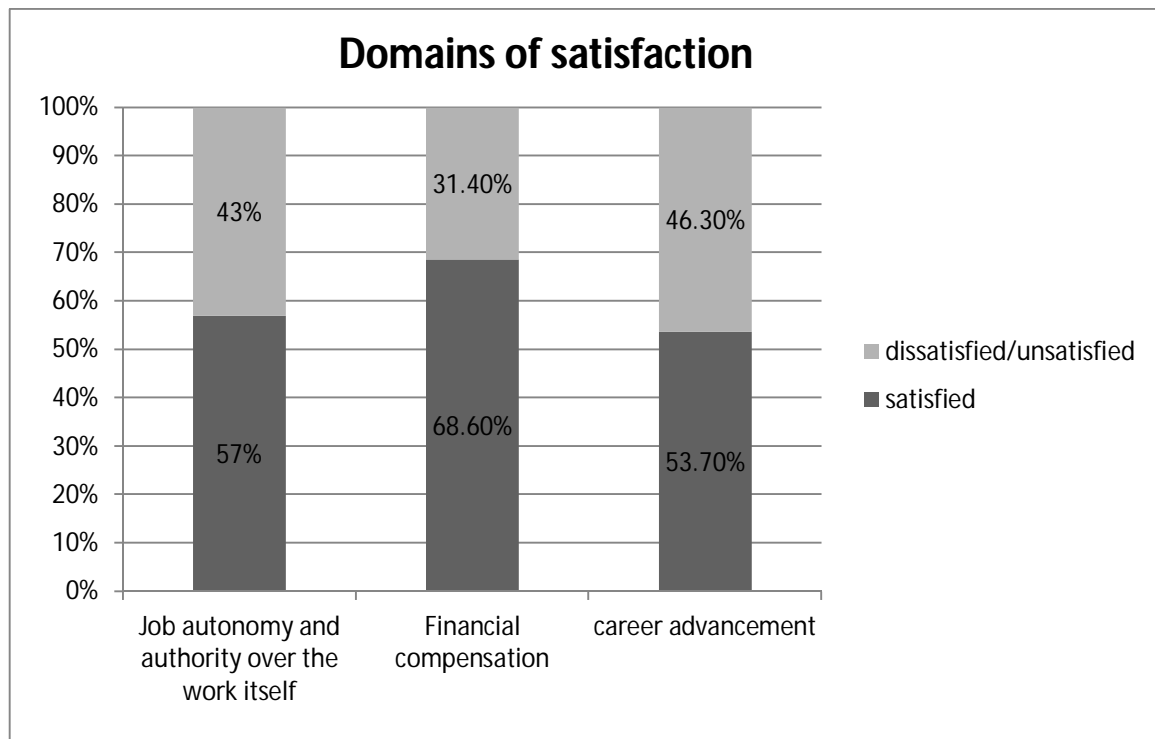


Figure 1: rate of job satisfaction

Means, standard deviations and correlations between variables are reported in Table 2, significant correlations are between 0.188 and 0.835. Within our sample, significant correlations at  $p < .01$  or  $p < .05$  are positive and negative.

In the following, we will focus on the relationship between the variables that are directly affected by the assumptions of the research. Some relationships are low (around 0.10): This is especially the relationship between skills and satisfaction of autonomy and authority at work, between the impact on one hand and the satisfaction of financial compensation and career advancement on the other. Other relationships are averages (around 0.30), it is the relationship between the satisfaction of the autonomy and authority at work on the one hand, and self-determination and impact on the other. Also between meaning and satisfaction of financial compensation, authority and autonomy at work.

For the second hypothesis, it has low negative correlations between rank on one hand, and meaning, self-determination and impact (three dimensions of psychological empowerment) on the other hand. A positive correlation between seniority in the current university and four subscale of psychological empowerment, A correlation between sex and the meaning

(subscale of psychological empowerment) on the one hand and with satisfaction of professional advancement and satisfaction of autonomy and authority in the workplace on the other hand, also a negative one between age and satisfaction with authority and autonomy at work.

In order to verify the third hypothesis, multiple regression analysis was conducted (see Table 3), showing that the dimensions of psychological empowerment contribute to the prediction of job satisfaction. However, the data show that the two dimensions of psychological empowerment (meaning and self-determination) with age and seniority explain 26% of the variability in satisfaction of the autonomy and authority in the workplace. The results also show that the satisfaction of financial compensation is predicted by the meaning and number of children, while the professional advancement is related to the impact and sex of the individual. Age was the most significant variable in predicting job satisfaction. Psychological empowerment dimensions (meaning, self-determination and impact) contribute to the improvement of job satisfaction, while competence has no direct effect on job satisfaction. In summary, "Figure 1" shows all of the relationships found in this study with the coefficients "beta" of the multiple linear regression.

## 5. Discussion

The purpose of this study was to identify the influence of psychological empowerment and the effect of individual characteristics such as teacher' gender, marital status, age, seniority and rank on job satisfaction among university teachers.

Data analysis revealed the existence of a significant positive relationship between job satisfaction and psychological empowerment which corroborates the results of Chung (2011), the contribution of age and gender in the model confirms the findings of Gaziel and Wasserstein-Warnet (2005), unlike them, our data show a significant relationship with seniority at work. The results of an analysis conducted by Cohen (1993) show that the effects of organizational implication on performance, absenteeism, intends to leave the firm and turnover vary according to the different phases of the career cycle of an employee. The psychological empowerment can be presented as an evaluation of the work and its environment, hence the importance of this factor in the study of satisfaction. Thus, in the case of a positive assessment of their immediate work environment, the individual develops satisfaction and in the opposite case, he feels dissatisfaction (Prat, 2006).

The relationship between individual characteristics and job satisfaction can be explained as follows: men are more satisfied with their work than women, satisfaction increases with age and decreases with seniority in the profession and the number of children. From these results we can say that the age offset the negative effect of seniority on satisfying job autonomy and authority on work. Individual characteristics and career opportunities such as rank and marital status, which do not intervene directly on job satisfaction, have their importance in the effect that has on psychological empowerment (Figure 1).

## 6. Conclusion of the research

This study concerning the teachers in Moroccan universities, allows us to understand better the university environment and to identify the sources of satisfaction and dissatisfaction.

The results of this study allow us to deduce the importance of working conditions and personal development among university teachers. If we aim to increase their job satisfaction and improve the quality of their life, this increasement can be realized through the development of the psychological empowerment. Then this empirical research will significantly improve our knowledge on the relationship between job satisfaction and psychological empowerment, this relationship rarely studied in the university environment.

Our study has several components for future research:

- A first pathway is to longitudinally extend our study to monitor changes in the university system over the coming years.
- A second pathway to reach or maximize the psychological autonomy, by study the dynamical, physical, cognitive and social abilities, and the social integration, those factors are cited by Lamy and al.
- A third track could be oriented into the multidimensional nature of the teaching profession and the inclusion in a single model of personal and organizational factors while emphasizing the importance of psychosocial interactions, in this perspective Roussel& al. cited a series of measures, without being exhaustive, which can help maintain a good job satisfaction: career opportunities, salary levels, work schedules, communication, job security, developing or make recognize the skills of employees (continuing education, or acquired), reward the efforts, management modalities relationship with the hierarchy.

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Table 2 : correlation Matrix between the variables of the study

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>1-Meaning</b>	1														
<b>2-Self-determination</b>	,513**	1													
<b>3-Competence</b>	,640**	,469**	1												
<b>4-Impact</b>	,479**	,476**	,285**	1											
<b>5-Financial compensation</b>	,254**	,218*	,097	,235**	1										
<b>6-Career advancement</b>	,152	,161	,076	,188*	,444**	1									
<b>7-Job autonomy &amp; authority over the work</b>	,344**	,377**	,198*	,262**	,689**	,560**	1								
<b>8-Gender</b>	,214*	,119	,082	-,010	,093	,195*	-,210*	1							
<b>9-Age</b>	,164	,153	,081	,134	,083	,022	-,208*	,194*	1						
<b>10-Marital status</b>	,005	-,080	-,066	,121	-,118	-,018	-,142	-,149	-,511**	1					
<b>11-Number of children</b>	,006	,070	,011	,042*	-,120	-,122	-,103	-,116	,440**	,387**	1				
<b>12-Grade</b>	-,199*	-,204*	-,158	-,227*	,011	,024	-,110	,177	,539**	-,336**	-,353**	1			
<b>13-Seniority</b>	,173	,151	,101	,149	,003	-,005	,008	,117	,835**	,398**	,472**	-,629**	1		
<b>14-Seniority to the current university</b>	,248**	,252**	,261**	,248**	,034	-,040	,062	,129	,668**	,326**	,237**	-,634**	,725**	1	
<b>15-Having another job</b>	,153	,136	,053	,075	,017	-,012	,161	,161	,261**	,029	,095	-,296**	,251**	,228*	1

\*\* . The correlation is significant at 0.01.

\* . The correlation is significant at 0.05.

Table 3: Results of Multiple Regression

variable	Satisfaction		
	Job autonomy and authority over the work	Financial compensation	Career advancement
Meaning	.229*	.233*	-.005
Self-determination	.314**	.167	.141
Competence	-.115	-.133	.029
Impact	.076	.127	.185**
Age	.517**	.446	.196
Number of children	-.176	-.207*	-.199
Seniority	-.331*	-.233	.063
Seniority to the current	-.117	-.093	-.254
University	-.121	.034	.199**
Gender	-.002	-.048	-.137
Marital status			
Grade	-.090	-.171	-.179
R <sup>2</sup>	.26	.082	.073
F	3.436***	5.152**	4.588**
Durbin-Watson test	2.257	1.545	1.977

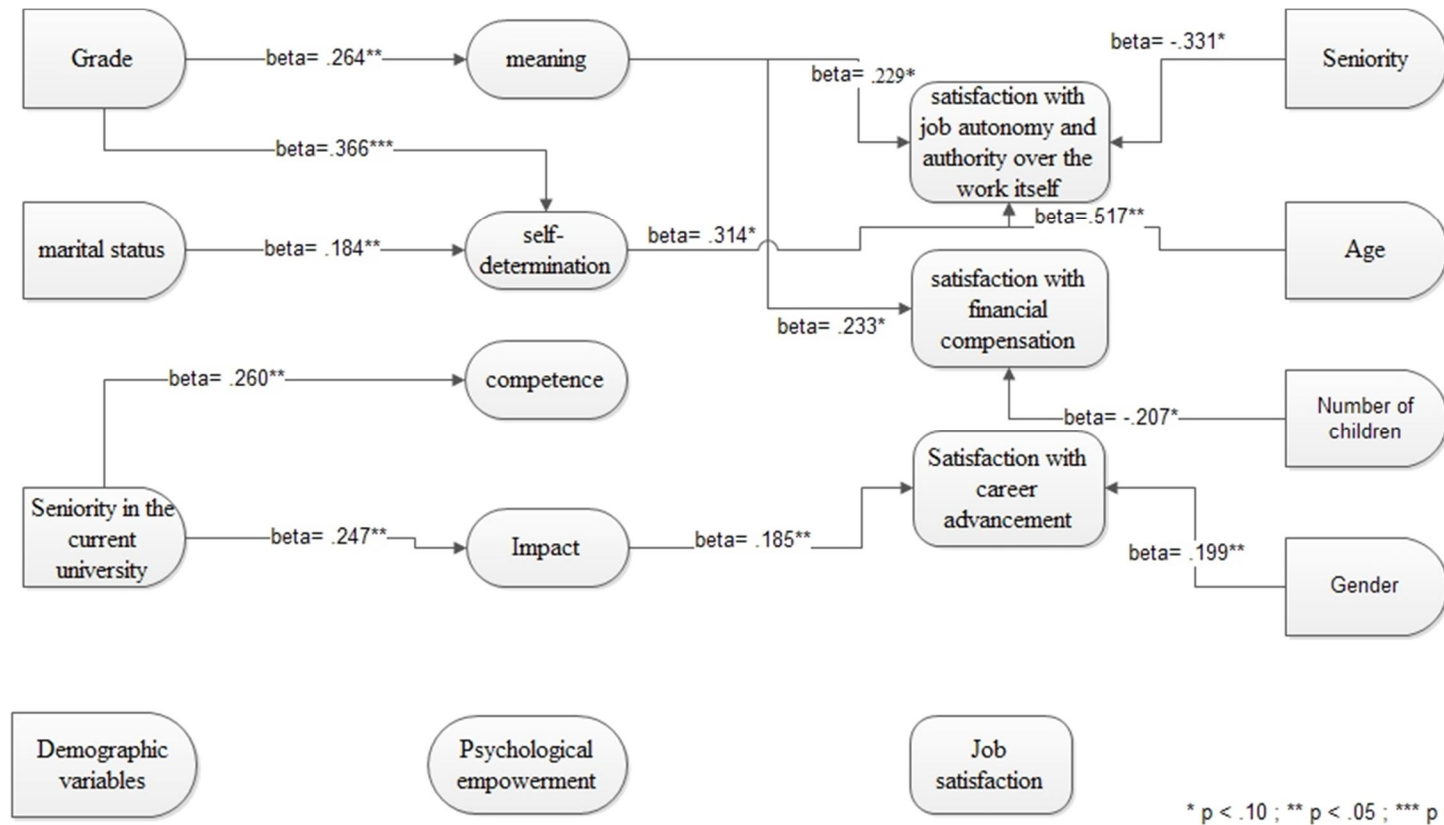


Figure 1: the relationship between the variables of the study