



## **The Impact of the Managerial Style on Job Satisfaction Among Secondary Education Teachers in Morocco: Fez-Meknes Academy As A Case Study**

Khalid Hamdane <sup>1\*</sup>, Mohammed El Haissoufi <sup>2</sup>

<sup>1</sup> Doctor of Public Law, Sidi Mohamed Ben Abdellah University, Fez, Morocco

<sup>2</sup> Teacher-Researcher of educational sciences, Education Inspectors Training Center in Rabat,  
Rabat, Morocco

\*Corresponding author: [khalidhamdane10@gmail.com](mailto:khalidhamdane10@gmail.com)

Received: March 09, 2023

Accepted: April 07, 2023

Published: April 08, 2023

### **Abstract:**

This study aimed to identify the level of job satisfaction among secondary education teachers affiliated with the Fez-Meknes Academy in northern Morocco, in terms of a number of indicators related to the managerial style adopted in the work environment. We tried to evaluate these indicators by surveying the opinions of a teacher's sample, which consisted of 373 teachers affiliated with the Fez Meknes Academy, by means of a questionnaire sent to them electronically. The results showed the following: 1- There is an average level of job satisfaction among secondary education teachers affiliated with the Fez-Meknes Academy. 2- The job satisfaction of teachers increases dramatically whenever the relationship is clear between them and the school administration and whenever they feel equality between them and the teachers who are affiliated with the public function status. This satisfaction also increases whenever the school administration intervenes to resolve and settle the differences and behavioral problems of students in the classroom. 3- Job satisfaction increases on average for teachers as the administration pays more attention to their human, social and moral aspects. 4- The level of job satisfaction of teachers affiliated with the Fez Meknes Academy in Morocco is explained through a set of values, namely equality between teachers, their participation in decision-making and the promotion of team spirit. The results were interpreted in the light of previous studies, and the study culminated in the last with some suggestions and recommendations.

**Keywords:** Morocco, Managerial style, Job satisfaction, Teachers subordinate to academy.

**Cite this article as:** K. Hamdane, M. El Haissoufi, "The Impact of the Managerial Style on Job Satisfaction Among Secondary Education Teachers in Morocco: Fez-Meknes Academy As A Case Study," *African Journal of Advanced Studies in Humanities and Social Sciences (AJASHSS)*, Vo2. 1, No. 2, pp. 182–191, April-June 2023.

Publisher's Note: African Academy of Advanced Studies – AAAS stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright: © 2023 by the authors. Licensee African Journal of Advanced Studies in Humanities and Social Sciences (AJASHSS), Libya. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

### **Introduction**

Job satisfaction is considered to be the most important factor of teachers' success in the workplace and one of success indicators of the school, the educational institution. Job satisfaction is the positive feelings and attitudes that employees have towards working in the organization. It is the subjective sense of relief, pleasure, which can be expressed or described by the individuals who experience it (Mathis, 1997) and thus, their sense of competence and belonging to work organization increases. Moreover, when individuals feel satisfied with their work, they increase their motivation to complete and appreciate their tasks (Locke 1976).

In the educational field, job satisfaction significantly affects the performance of the educational institution, as it is an institution that contributes in the socialization and bringing up of generations. The higher the morale and the psychological compatibility of the teachers, the higher the level of their production, and the lower the level of psychological stress related to the school environment (Viseu et al., 2016).

Job satisfaction is also defined as a positive attitude towards the profession that teachers perform, as they feel satisfied with the various environmental, social, economic and administrative factors related to their job. Job satisfaction pushes teachers to make more efforts towards improving and developing their professional performance and thus develop the pedagogical process. This satisfaction involves teachers in supporting the pedagogical projects that positively affect student learning (Tannehill et al., 2017).

“Scientific Management Theory” is one of the theories that try to define job satisfaction. The pioneers of this theory, Taylor, Fayol and Weber, focus on “material incentives”. They consider that the only incentive that can achieve job satisfaction is the material component. Providing workers with all material means raises workers’ efficiency and make them perform their work perfectly and at maximum speed. However, the administration is not able to achieve the required satisfaction, and it is accused of neglecting the human aspects and related working conditions (Mertler, 2002).

Teachers are one of the most important pillars of the educational process and in this regard, (Ayele, 2014, p.2) says:

*« ... Teachers act as role models... they are the pillars of the society who help students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead... »*

In certain circumstances, teachers are exposed to obstacles and disincentives that they cannot control, which prevent them from performing their role effectively. Therefore, teachers feel that they are unable to carry out the tasks required from them at the desired level. In addition to the serious negative effects leaves on the education of students, these circumstances may lead professors to feel dissatisfied with their profession.

The educational institutions and organizations become aware that paying attention to the human element is the way to achieve excellence (Kimwari et al., 2014). One way to reconsider the emotional side of teachers is to provide them with more freedom, give them energy to work constantly, build and instill in them trust. Moreover, the educational institution should motivate teachers through making them decision-makers, break the administrative and organizational boundaries that facing them and open for them the door to management and leadership.

The feeling of professional satisfaction of the teacher is affected by several variables related to the managerial style, the school environment, school life, supervision, the system of motivation and promotion, social determinants, and others (Toropova et al., 2021). The focus in this study will be only on the managerial style factor in order to measure the extent of its impact on teachers’ job satisfaction.

The style of administration in schools, with its democratic or authoritarian practices, affects teachers’ pedagogical practice, professional performance and their behavior vis-à-vis the tasks they perform. If the style of administration is clear and democratic, teachers will feel a kind of security and satisfaction with their profession, and therefore they improve their professional performance (Ismail & Razak, 2016). In this regard, in his “Theory of Justice”, Adams asserts that the individual compares his rate of return received, materially and morally, in terms of his inputs (skills, experiences, level of education...), and the rate of return of the individuals working with him in terms of their inputs; If the rate of what an individual receives is lower than the rate received by others in the same organization to which he belongs, he will feel unfair and resentment and job dissatisfaction will result (Adams & Freedman, 1976).

In this context, the administration of the institution represents the element that interacts directly with teachers through leadership style, change management, human relations, ensuring justice and equality in the distribution of tasks, participation in decision-making, and the development of team spirit within the institution (Bush, 2007). Besides, motivating, appreciating and recognizing teachers’ increase or improvement in professional growth (Bozpolat, 2016).

### **Research Problematic**

Examining job satisfaction related to the educational field, reveals that it is one of the most important factors affecting the development and effectiveness of teachers’ performance. The relationship between teachers and administrators is one of the most important sources of job satisfaction. Thus, teachers derive their motivation from the appreciation they receive from the administrators who run their affairs.

The research problematic revolves around the measurement of indicators related to the managerial style affecting the feeling of job satisfaction of secondary school teachers in the Fez-Meknes region in northern Morocco, through questioning their point of view. The study aims to answer the following two questions:

- ✓ What is teachers’ appreciation degree of certain values related to the managerial style in their workplace in relation to job satisfaction ?

- ✓ To what extent is there a correlation between these values and teachers' job satisfaction, and which values explain this satisfaction ?

### **Search limitations:**

The study is devoted to secondary school teachers, who were recruited through the teachers status of the Regional Academy of Education and Training (AREF) of the Fez-Meknes region, in northern Morocco, in during the 2021-2022 school year.

---

### **Terminology of study:**

Several terms are included in this study, which we will examine practically:

#### **1. Managerial style:**

The managerial style in this study means the sum of the values the school's administration adopts towards the teachers who work there. These values have been determined in the form of basic indicators, which are:

- ✓ **Clarity of the relationship between the institution's management and teachers:** Functional relations impose an organizational relationship between the two parties (Beuren et al., 2017), one of which is the administration, and the other is the teacher, governed by law, in which each party is an objective position from the public law centers. In which the teacher is subject to the laws and regulations provisions that regulate the public administration of educational institutions which sets the professional obligations of the teacher on the one hand and guarantees and rights on the other.
- ✓ **Equality between teachers:** A human feeling that teachers feel when comparing themselves to each other on the part of the administration; It is an ethical behavior that expresses the degree of fairness and integrity among teachers working in the same school in terms of duties and rights (Greenberg, 1993), and in evaluating the performance and the respect and appreciation that the administration has for them (Colquitt et al. 2001).
- ✓ **Positive intervention to solve students' behavioral problems:** It means the methods and mechanisms established by the administration to control the behavior of learners and provide order inside and outside the classroom, which helps to achieve pedagogical goals and increase the teacher's motivation and positive participation in educational activities.
- ✓ **Attention to the human and social aspect of the teacher:** Considering the human conditions of the teacher and paying attention to his physical and mental abilities and circumstances. Attention to these aspects aims to achieve integration between individuals at work in a way that motivates them to feel a sense of security, psychological comfort, and job satisfaction to increase productivity. Thus, achieving the goal that the organization seeks to achieve.
- ✓ **Estimating the teacher's efforts:** Raising the position of the teacher and the value of his efforts and announcing his achievements on the Foundation's media platforms and providing him with opportunities to participate in national and international pedagogical competitions and awarded with Excellence Awards. In addition to implementing a motivational system by awarding him points of distinction for career advancement, providing a reward system focused on encouraging creativity and sharing good practices, both individually and as a team member.
- ✓ **Valuing teamwork:** Coordinating and organizing efforts to reach educational goals, developing teamwork, and spreading its culture among teachers, which achieves their contribution to pedagogical action, making schools more attractive places, building relationships based on trust, and creating good communication between teachers.
- ✓ **Adopting a participatory approach in decision-making:** the participation of teachers and their consultations in taking decisions and preparing work programs through official meetings, activating the councils of the institution, respecting its decisions, supporting the independence of teachers, and assigning them some administrative responsibilities within the school (Balyer, 2017). Thus, the teacher participates in planning school life activities, whether classroom or non-classroom, and in determining methods of evaluation and support, and everything related to the improvement of the pedagogical act.

These seven indicators are the ones that will be relied upon to measure the impact of the managerial style on the professional satisfaction of teachers affiliated with the Fez-Meknes region academy in Morocco.

#### **2. Job Satisfaction for Teachers:**

The teacher's job satisfaction is one of the foundations necessary for the success of the teaching process, given that the teacher's performance of his job is greatly affected by the material, psychological and social needs that this profession gives him (Wilson & Rosenfeld, 1999; Baron, 1986).

In this study, the term "job satisfaction" refers to the psychological and moral satisfaction that the teacher's profession achieves. Consistent with Werang's definition that job satisfaction is everything teachers feel about

their teaching work, teachers' job satisfaction can significantly affect aspects of school life concerning their organizational commitment and job performance (Werang et al., 2017). This research was limited to teachers of the Fez-Meknes Academy in Morocco.

### **3. Teachers subordinate to regional education and training academies:**

In the past, employment in the teaching profession in Morocco was done through the general status of the public function (Dahir No. 1.58.008). However, in the year 2015, due to the urgency to meet the demands of the education system and to solve some of the problems associated with it, such as overcrowding in classrooms and the need to combat school wastage (Moroccan Supreme Council for Education, Training and Scientific Research, 2014), the Moroccan government has resorted to contractualization by adopting contracts signed by the teachers of the first promotion hired in 2016 after passing the entrance exams organized by the regional academies of education and training, the situation was the same in 2017 and 2018.

In 2019, due to the protests of these teachers against the contractual system, the government took the initiative to abolish the old contractual system and replace it with regional statutes for the employment of teachers and academic staff, and the integration of those previously employed by the contract system into these new statutes. Consequently, the academies can employ teachers, at the regional level as public institutions enjoying administrative and financial autonomy (Law No. 07-00) in the same way as other legal entities governed by public law (State, local authorities, establishments, and public companies).

These new statutes, which have been approved by the administrative councils of the academies, provide for similar administrative situations in the professional career between teachers affiliated with the statute of the academies and their counterparts in the public function. Consequently, educational establishments in Morocco include two types of teachers: teachers affiliated with the general status of public function and teachers affiliated with the status of the Regional Academy of Education and Training.

This research was limited to the study of the job satisfaction of secondary school teachers, who are affiliated with the status of the Academy of the Fez-Meknes region in northern Morocco.

---

## **Material and methods**

The analytical method, which is a form of organized scientific analysis and interpretation of a particular phenomenon or problem, has been relied upon to describe it quantitatively by collecting data to subject it to a deep study.

This study aims to identify to what extent managerial style factors affect job satisfaction from the perspective of secondary school teachers (collegial and qualifying) who are affiliated with the status of the Academy of Fez-Meknes in Morocco.

### **1. Study sample:**

The study population of the research was made up of secondary school teachers in college and qualifying secondary schools belonging to the academy of the Fez-Meknes region in the Kingdom of Morocco, which includes 3232 male and female teachers of secondary education. The studied sample amounted to 372 male and female teachers, i.e., 11,5% of the population study, where the percentage of females in this sample was 51.1%.

### **2. Research tool:**

The researcher designed a questionnaire to be the main research tool.

- ✓ **Tool components:** The questionnaire consisted mainly of eight items, one of which was related to job satisfaction among the respondents, while the other seven items were related to the managerial style. The researcher used a five-point Likert scale - strongly agree, agree, somewhat agree, disagree, strongly disagree - to choose the appropriate answer.
- ✓ **Tool Validity:** The face validity of the study tool was extracted by presenting it to 6 referees specialized in the subject of the study in university institutions and educational training institutions in Morocco (two professors of higher education in the Sidi Mohamed Ben Abdellah University in Fez, qualified professor at the regional center for education and training professions in the Fez-Meknes region, qualified professor at the training center for education inspectors in Rabat, professor of higher education at the center for educational orientation and planning in Rabat, qualified professor at the Higher School of Education and Training in Kenitra). Their opinions, suggestions, and amendments were taken into consideration since the seven items agreed upon by more than 4 referees were retained, and two items not agreed upon were deleted.
- ✓ **Tool stability:** The stability degree of the tool was evaluated by the internal consistency method (Cronbach's alpha), where the tool was applied to an exploratory sample from outside the study sample, which amounted to 28 randomly selected teachers, then the data was entered into the computer memory and the Cronbach's alpha coefficient was extracted, and its value was 0.94. This allows saying that the study tool has an acceptable degree of stability for the objectives of the study.
- ✓ **Tool application:** The questionnaire was used in electronic format, and was directed to the study sample during the period from the end of March 2022 to the beginning of May 2022. The questionnaire was

distributed on social networking sites and by e-mail to the sample members. It was answered by 379 male and female teachers. Seven questionnaires were excluded for not meeting the required conditions. So, 372 questionnaires were invested.

### 3. Statistical processing:

The SPSS program was adopted to process the data and calculate the statistical indicators. Where the arithmetic averages and standard deviations of the responses of the study sample members were calculated, as well as the correlation coefficients and the study of regression between the explanatory variables (the seven variables that formed the managerial style) and the dependent variable (job satisfaction). Then the hypothesis testing methodology was adopted to determine the personal and professional variables that affect the differences in the degree of professional satisfaction among teachers.

## Results and discussion

This study aimed to identify the level of job satisfaction of a sample of secondary teachers in the Fez Meknes Academy in Morocco and its relationship to a group of elements that constitute the management style from their point of view. After finishing all the processes related to preparing and applying the study tool, we classified and analyzed the data. First, we analyzed the results according to the study questions (by adopting descriptive statistics) to address the issue of the appreciation of the teachers for the values of the managerial style. Then, we touched on the issue concerning the impact these values have on the professional satisfaction of the teachers under study (through the examination of correlation and regression).

### 1. Determining the degree of appreciation for the values of the managerial style: a descriptive study.

Based on the Likert scale and for technical analysis of the results, we translated the qualitative indicators into quantitative ones so that a numerical value was assigned to each degree of the scale as follows: Strongly dissatisfied=1; Not satisfied=2; Somewhat satisfied=3; Satisfied=4; Highly satisfied=5.

To pass a judgment on the degree of general satisfaction of teachers, through descriptive statistics indicators (especially the arithmetic mean and standard deviation), we adopted the following formula: If the arithmetic average is less than 3, the general satisfaction remains weak, and if the value ranges between 3 and 4, the overall satisfaction is within medium limits, or if the rate is greater than 4, the job satisfaction of the teachers is estimated to be high. The standard deviation index here expresses the individual differences between teachers in their estimate. If its value is less than 2, we can say that their estimates are relatively close to each other, or if it is greater than 3, we can say that there are vast differences in their estimations of professional satisfaction.

After analyzing the results of the questionnaire, the results came as follows:

**Table1:** Degree of satisfaction on the factors of managerial style among the teachers of the study sample

	Average	Standard deviation	Degree of satisfaction
Job satisfaction	3,01	1,01	Medium
Clarity of the relationship with the teacher	4,03	1,268	High
Adoption of equal relationships between teachers	4,00	1,440	High
Positive intervention in solving student behavior problems	3,38	1,362	Medium
Taking into account the human and social aspects of the teacher	3,31	1,307	Medium
Appreciation of the teacher's efforts	3,16	1,372	Medium
Development of team spirit among teachers	2,85	1,443	Low
Adoption of the participatory approach with the teacher in decision-making	1,99	1,326	Low

The results show that the sample members expressed high appreciation for their relationship with the administration through two main determinants: The first concerns the clarity and unambiguity of this relationship. We can explain this through the legal system adopted in Moroccan educational institutions that clarifies this relationship and defines the tasks and limits of the interventions of each of these parties. The second determinant of this relationship concerns the equality of professors before the administration. The results show that the teachers

of the Academy generally see that the administration views them with the logic of equality, and there are no preferences for one group at the expense of another, especially since the schools affiliated with the Academy have two types of teachers.

The first category is the personnel affiliated with the General Statute of Public Service (as a law). The second category is the personnel affiliated with the Statute of The Regional Academy of Education and Training and is a decision for the Academy Administrative Council (it does not amount to law or even decree).

We note that this paradox has made the Academies personnel express their protests through several strikes, demonstrations, and rallies since the emergence of this new system in 2016 to show the fragility of their legal status and demand their inclusion in the general statute of the public service.

The questionnaire results also show that the study sample members expressed a general estimate within average limits regarding the administration interventions to solve the behavioral problems of the students in the classroom. This method affects the degree of the teacher's job satisfaction because if the administration does not intervene to address these abnormal behaviors, the teacher or school believes that the administration is isolated and inconsistent with the context and requirements of the school environment, which also reflects on his professional performance and the future of the educational process.

Thus, raising the satisfaction of male and female teachers, in this aspect, requires the concerned educational administration to pay attention to correcting the behavior of students and the need to seek to confront any school problem and solve it using modern scientific, educational methods and the objective, established educational mechanisms (institution councils, vigilance cells, psychological and social support, educational support...) and not neglecting it and minimizing its future adverse effects.

The average rating of teachers included the teaching personnel of the academies, in general, and how the administration deals with their human and social aspects. Thus, the material incentive is not the only important element to making the professor in a comfortable working position, but there are other moral incentives related to human and social issues. Professors are not mechanical machines but human beings with particular personal feelings and problems. Therefore, the administration should not treat them in a way that does not consider these aspects. Otherwise, this would inevitably reflect on their professional satisfaction and their performance.

The sample members also expressed that the administration gives estimates within average limits for their efforts exerted within the educational institution, whether through classroom or extra-curricular activities. Thus, the administration is required to raise the moral motivation of teachers, provide them with the appropriate environment for giving and effort making, distance them from all elements of frustration and miscalculation, and raise their status in front of students, especially at the beginning of their career path. This increases their degree of job satisfaction, raises their professional level and ability to develop their work, and contributes to boosting their ability to give, which gives them the ability to adapt to their job and integrate into their educational environment.

On the other hand, the members of the studied sample expressed their weak appreciation for some of the values that the educational administration should have as they represent leadership. It is mainly related to the development of team spirit among the teachers working in the institution. Successful management is the one that can create a spirit of cooperation between employees and make them one team to generate a sense of belonging to the institution to achieve its vision which is then reflected in their achievement of job satisfaction and thus leads to the fulfillment of the general objectives of the educational activity.

It also relates to the teachers' poor appreciation of the administration's adoption of the participatory approach in decision-making within the educational institution, as the teachers expressed in general that the administration does not participate with them in preparing educational visions and projects in the institution even though the educational policy in Morocco has made this approach at the heart of the priorities of the integrated institution project. Thus, the feeling of satisfaction through sharing tasks, roles, and responsibilities starts from the functional activation of the participatory measure. This way, the teacher feels more satisfied in carrying out the educational activities he contributed to crystallizing and planning. This finding differs with the conclusion of (Aydin et al., 2017) which showed that principals empowered teachers by providing opportunities to participate in decision-making, improving their status, making schools more attractive places, building relationships based on trust and creating good communication between teachers.

## **2. Analysis of the Interrelationships between the Elements of managerial Style and Job Satisfaction:**

To assess job satisfaction among the teachers of the Fez Meknes Academy from the point of view of the administrative method adopted in schools, we considered each of the elements of this method; namely, clarity of the relationship, equality, intervention to solve students' behavioral problems, the social and human aspect, appreciation of efforts, team spirit development, participatory approach) as independent variables that affect the dependent variable, which is job satisfaction. Accordingly, we calculated the associative matrix between these independent variables and the dependent variable to determine the degree of this effect. We also calculated the selection parameters to explain to what extent we can explain this satisfaction through the elements of the managerial style.

The results came as follows:

**Table 2:** Correlation and regression between the factors of managerial style and job satisfaction among the teachers of the study sample

	Job satisfaction in the teaching profession	
	Coefficient of determination R	Coefficient of determination R <sup>2</sup>
Clarity of the relationship with the teacher	28%	,533*
Adoption of equal relationships between teachers	9%	,304*
Positive intervention in solving student behavior problems	50%	,708*
Taking into account the human and social aspects of the teacher	68%	,827*
Appreciation of the teacher's efforts	53%	,730*
Development of team spirit among teachers	3%	,174*
Adoption of the participatory approach with the teacher in decision-making	7%	,259*
*Correlation is significant at the 0.05 level		

The results show that some administration values significantly affect the professional satisfaction of the teachers affiliated with the academies. Thus, we note that there is a close correlation ( $r = 0.827$ ) between the feeling of stability and professional satisfaction with the administration's interest in the social and personal aspects of the teachers, taking into account the social and human needs on the part of the management of the institution.

The results also show a significant correlation ( $r = 0.708$ ) between the administration's appreciation of the efforts made by the teachers and their sense of professional satisfaction this feeling is explained by 53% through the appreciation and position that the professors enjoy within their work environment. We also note that the administration's intervention to address abnormal behaviors within the school space is well related ( $r=0.708$ ) to the teacher's sense of desire and satisfaction in his work so that the professional satisfaction of the professors in the study sample can be explained by 50% through the administration's intervention to solve the students' behavioral problems.

The results conclude that there is an average correlation between the professional satisfaction of the professors in the study sample and their clear relationship with management, as 28% of this feeling is explained through this relationship if it is clear and not tainted by ambiguity. This result is consistent with the findings of the (Aygun, 2021) study, which revealed the existence of a positive, statistically significant relationship between job satisfaction among teachers, and that psychological and environmental factors, working conditions, and the communication level have an effective role in determining this relationship.

On the other hand, the results show a weak link between some administrative values (equality between professors, participatory approach, and encouraging team spirit) and the teachers' sense of professional stability and job satisfaction within their work environment. Thus, despite their importance and necessity for improving pedagogical performance, these values have a feeble impact on the stability and satisfaction of the study sample teachers in carrying out their tasks. This conclusion contradicts the results of the study (Feinauer et al., 2017), which found that working in the participatory style led to an increase in teachers' sense of abilities and job satisfaction. It also differs with the results of the study (Jiang, 2005) in the Chinese city of Shanghai, which showed that the organizational climate and the participation of female teachers in building and reforming curricula were among the most important direct factors in achieving a high degree of job satisfaction for them and reducing the level of psychological pressure.

It is clear from the results that teachers at the Fez Meknes Academy in Morocco need more attention, especially on the moral aspects that help them play a significant role in students, school, and society. Hence, the function of the school administration enables providing all the necessary services that teachers need and is one of the most important factors through which teachers feel the availability of an element of satisfaction, safety, morale, and reassurance, and increase their motivation towards improving performance.

It also requires the provision of leadership skills and capabilities on the part of the school administration in the process of effective communication and communication with teachers, using various and modern supervisory methods of supervision that take into account the psychological and social situations and conditions of teachers by building constructive social relationships with them and participating with them in making decisions related to the process. Teaching and learning, and respecting their opinions, ideas, and tendencies, away from the use of old supervision methods that focus on trapping teachers' mistakes and holding them accountable, which causes them to have negative attitudes towards their profession and also an unwillingness to improve and develop their performance effectively. This idea complements the findings of (Al-Harthy & Attia, 2019) in Saudi Arabia, where their research found a strong and positive correlation between the degree of school leaders' application of administrative accountability and the level of teachers' job satisfaction.

---

## Conclusion and Recommendations

After conducting a field work on the role of the determinants of the approved managerial style in schools and their relationship with job satisfaction of teachers affiliated to the status of the Fez-Meknes Academy, and based on previous studies that were selected according to what serves this study, the following results were achieved:

- ✓ This study concluded that the indicator of clarity of relations and equality between teachers affects their job satisfaction, and influences their performance. This indicator is manifested in remuneration, incentives, opportunities for promotion, equitable distribution of working hours, labor relations, the right to movement (whether functional or geographical), the right to change status, evaluation and other factors that perpetuate discrimination between teachers affiliated with the academic status and their colleagues affiliated with the public service status...etc. This was confirmed by this study. That is, whenever appropriate working conditions regarding non-discrimination and clarity of relations between teachers and administration and the availability of good relations with colleagues are available or not, job satisfaction is achieved. Thus, performance increases.
- ✓ The results of the study showed the effectiveness of the attention paid to human and moral relations of the teachers affiliated with the Academy. this is related to the development of teachers' abilities and their taking of responsibility, freedom of work and appreciation. This contributes to some extent to increasing their satisfaction with their work and school and pushes them to improve performance. This is in addition to the positive intervention of the school administration in solving educational problems that arise in the classroom.
- ✓ The study showed the importance of certain administrative values and their impact on teachers' job satisfaction. The more dedicated and respected these values are, the higher the level of job satisfaction of academic affiliate teachers. Here, it is related to the values of equality among teachers, their involvement in decision making, fostering team spirit...etc.

It is concluded that there is great convergence between the theoretical foundations of functional constructivism and the results obtained through this research field work, which are represented in integration, harmony and stability. Providing the job satisfaction factors of paying attention to the human and moral aspect of the human resource, creating a suitable working environment, encouraging cooperation among teachers within the school, and seeking a form of harmony between the administration and the teachers so that there is job satisfaction and stability, considering the teacher as an essential member of the school so that he or she feels part of the institution and gives everything he or she has to help the institution achieve its goals.

Given the importance of the topic of this study, we have attempted to make a set of suggestions and recommendations, as follows:

- ✓ Putting an end to the duality (teachers affiliated with the civil service status/ teachers affiliated with the Academy status), integrating everyone into a unified legal system.
- ✓ Establishing mediation mechanisms and school clubs that help integrate students into the educational activities and involving teachers in activating its activities, which helps reduce behavioral problems of learners and makes teachers work in an appropriate educational environment.



- ✓ Job satisfaction should be the primary concern of the school administration because it contributes significantly to good performance and this is reflected in the goals that the institution strives to achieve. Hence, attention must be paid to the relationship between teachers and administrative staff.
- ✓ Working to provide the necessary teaching resources in sufficient numbers to all teachers and increasing their motivation by providing them with material and moral incentives and linking them directly to results, and by involving them in decision-making related to educational affairs, activating the role of the management board, the pedagogical council and other organizational structures of the school.

---

## References

- [1] Adams, J. S., & Freedman, S., 1976. Equity theory revisited: Toward a general theory of social interaction. *Advances in Experimental Social Psychology*, 9, pp 43-90. [https://doi.org/10.1016/S0065-2601\(08\)60058-1](https://doi.org/10.1016/S0065-2601(08)60058-1)
- [2] Al-Harthy, A. & Attia, M. 2019. The nature of the relationship between the degree of application of administrative accountability in the schools of Torbah Governorate and the level of job satisfaction for teachers. *Scientific Journal of Education College*, 35(5), pp 416-382. <https://dx.doi.org/10.21608/mfes.2019.104068>
- [3] Ayele, D., 2014. Teachers' job satisfaction and commitment in general secondary schools of Hadiya zone in southern nation nationality and people of regional state. *Thesis Presented to the Jimma University, Ethiopia*. <https://core.ac.uk/download/pdf/29136342.pdf>
- [4] Aygun, M., 2021. Analysis of the relationship between job satisfaction and organizational trust of physical education and sports teachers. *Journal of Pedagogical Research*, 5(1), pp 203-215. <https://doi.org/10.33902/JPR.2021167583>
- [5] Balyer A., Özcan K. & Yildiz A., 2017. Teacher Empowerment: School Administrators' Roles. *Eurasian Journal of Educational Research*, 70, pp 1-18. <http://dx.doi.org/10.14689/ejer.2017.70.1>
- [6] Baron, R., 1986. *Behavior in Organizations, Understanding and Managing the Human Side of Work*. 2nd Edition, Boston : Allyn & Bacon.
- [7] Beuren, I.M. Santos V.D., Marques, L. & Resendes, M., 2017. Relationship between perceived organizational justice and job satisfaction. *Journal of Education and Research in Accounting*, Brasília, 11, Special Edition, pp 67-84. <https://doi.org/10.17524/repec.v11i0.1721>
- [8] Bozpolat, E., 2016. Identification of the Predictor Variables of Candidate Teacher Teaching Motivations. *International Journal of Higher Education*, 5(2). <https://doi.org/10.5430/ijhe.v5n2p148>
- [9] Colquitt, J. A., Conlon, D.E., Wesson, M.J., Porter, C.O. & Ng, K.Y., 2001. Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), pp 425–445. <https://doi.org/10.1037/0021-9010.86.3.425>
- [10] Feinauer, B.K., 2017. The Effects of Collaboration on Teacher Empowerment. *Master of Arts in Education Action Research Papers*. 242, St. Catherine University SOPHIA. <http://sophia.stkate.edu/maed/242>
- [11] Greenberg, J., 1990. Organizational Justice, yesterday, today, and tomorrow. *Journal of management*, 16(2), pp 399-432. <https://doi.org/10.1177/014920639001600208>
- [12] [https://www.academia.edu/10248496/Managementul\\_resurselor\\_umane](https://www.academia.edu/10248496/Managementul_resurselor_umane)
- [13] Ismail, A. & Razak, M.R.A., 2016. Effect of job satisfaction on organizational commitment. *Management and Marketing Journal*, 14(1), pp 25-40. [https://mnmk.ro/documents/2016\\_01/2-4-1-16.pdf](https://mnmk.ro/documents/2016_01/2-4-1-16.pdf)
- [14] Jiang, Y., 2005. The influencing and effective model of early childhood and teacher job satisfaction including. *US-China educational review*, 2(11) (Serial No.12), pp 65-74. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1020.5381&rep=rep1&type=pdf>
- [15] Kimwari, M. C., Chirure H.N. & Omondi M, 2014. Teacher Empowerment in Education Practice: Strategies, Constraints and Suggestions. *IOSR Journal of Research & Method in Education*, 4(2), pp 51-56. <https://doi.org/10.9790/7388-04225156>
- [16] Locke, E. A., 1976. The nature and causes of job satisfaction. In Dunnette M. D. (Ed.). *Handbook of industrial and organizational psychology*, 1, Chicago : Rand McNally, pp 1297-1343.
- [17] Mathis, L. R., Nica, C. P. & Rusu, C. 1997. Managementul resurselor umane. *Human Resources Management*, Editura Economică, București.
- [18] Mertler, C. 2002. Job satisfaction and perception of motivation among middle and high school teachers. *American Secondary Education*, 31(1), pp 43-53. <https://eric.ed.gov/?id=EJ657265>
- [19] Tannehill D. & MacPhail A., 2017. Teacher empowerment through engagement in a learning community in Ireland: working across disadvantaged schools. *Professional Development in Education*, 43(3), pp 334-352. <https://doi.org/10.1080/19415257.2016.1183508>
- [20] Tony B., 2007. Educational leadership and management: theory, policy, and practice. *South African Journal of Education*, 27(3), pp. 391–406. <https://wrap.warwick.ac.uk/426/>

- [21] Toropova A., Myrberg E. & Johansson S. 2021. Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73:1, pp 71-97. <https://doi.org/10.1080/00131911.2019.1705247>
- [22] Viseu, J., de Jesus, S. N., Rus, C., & Canavarro, J. M. 2016. Teacher motivation, work satisfaction, and positive psychological capital: A literature review. *Electronic Journal of Research in Educational Psychology*, 14(2), pp 439– 461. <http://dx.doi.org/10.14204/ejrep.39.15102>
- [23] Werang B.R., & Agung, A.A.G., 2017. Teachers' job satisfaction, organizational commitment, and performance in Indonesia: A study from Merauke district. *International Journal of Development and Sustainability*, 6 (8), pp 700-711. <https://isdsnet.com/ijds-v6n8-13.pdf>
- [24] Wilson, D. C. & Rosenfeld, R. H., 1999. *Managing Organizations*, London: McGraw- Hill. ISBN 10: [0077076435](https://www.isbn-international.org/number/0077076435) / ISBN 13: [9780077076436](https://www.isbn-international.org/number/9780077076436)