Job Satisfaction Determinants and Its Impact on the Achievement Motivation among the Guidance School Counselors in Algeria

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Abstract

The objective of this study is to know the impact of the determinants of job satisfaction on the achievement motivation among the counselors of guidance and counseling school and vocational. In order to achieve the purposes of this study, the researchers adopted the descriptive analytical method ,we used two questionnaires: the first for the determinants of job satisfaction and the second one for measuring achievement motivation. The study was applied on a sample of (300) counselors had been selected in a random sample from vocational and school guidance centers of ten provinces.After confirming the psychometric properties of the measurement instruments and data processing by the statistical package for social sciences version20, the results show that the motivation of achievement can be predicted through the dimension of work content, but can not be predicted with other dimensions of job satisfaction of guidance counselors (self actualization, self esteem, achievement value, work conditions, promotion opportunities, carrier growth, work itself   ).The research didn't find a difference between achievement motivation and planning for the future, competition and perception of time due to the levels of job satisfaction, while there were statistically significant differences in the dimensions of the level of ambition, responsibility and perseverance.

Keywords: determinants of job satisfaction, achievement, motivation, work content, competition.

1. Introduction

Working in the field of education is one of the vital and important domains where the educational system contribute significantly to the efficiency of its human resources and its ability to guide the behavior of others and the conduct of their affairs towards achieving the goals and objectives that are in line community and its needs and goals, therefore it becomes necessary to focus on the human constituent elements of this sensitive area, which is linked to all others because it is the sector which produces qualified human resources to become potential managers in other regulatory institutions no matter what their specialtyies are.since the relation that links the worker with his job,an d the consequent formation different perceptions related to his feelings whether they were positive or negative, which reflects the state of satisfaction or dissatisfaction with the work in general or just for one of its aspects. Knowing this state of job satisfaction is one of the important signs to the success of the organization and the pursuit of excellence in individual and community service

In this context, we have included the subject of job satisfaction and motivation of achievement among the guidance counselors of the school and vocational as one of the main topics that enable us to highlight the reality of the process of guidance which is one of the characteristics that are worthy of attention to contemporary educational systems in order to achieve educational outputs of high quality.

Problematic study

The effectiveness of the organizations or institutions of work depends on their human resources in achieving their objectives and performance, where their strategies vary in care and attention to satisfy the needs of their members and provide their demands according to the mission of each organization, and in order to maintain their psychological comfort and enhance their sense of security , job stability and self actualization inside and outside the field of work.

Job satisfaction is one of the important indicators that contribute to the detection of positive human feelings for workers and to clarify their perceptions. This is important because most of people spend much times at work where they are in their personal, professional and social lives.

.On this basis, job satisfaction is one of the main topics in organizational behavior, which has been studied by many researchers in psychology, sociology and management science And It is still the center of many studies because it is one of the most ambiguous organizational variables. It expresses a psychological state that is difficult to measure objectively as well as its importance as one of the methods that helps in gaining the engagement of the worker and his organizational commitment.

Litterature in this subject presents some results of studies interested in the variable of job satisfaction;we try to list some of them:one study found a strong correlation between deaths from heart disease and job dissatisfaction caused by stress, tedium, and organizational conflicts, the second found that workers satisfied with their work were meaningful and useful and lived more than their dissatisfied colleagues. A third study found that there was a strong correlation between job satisfaction and mental health and found that challenging work and giving opportunities for employees to use their abilities and skills contributed to good mental health. It

was found that the great dissatisfaction with work could arise from very boring and confusing work, where it was found that these actions harm the physical and psychological health of the workers (Khodra and al, 2010: 333).

The study of Jumaili and Al-Bajari (2008), which aims to know out the relationship between role ambiguity and job satisfaction among educational counselors, found a negative correlation between ambiguity and job satisfaction .as well as the study of Hassein Moumeni et al (2013) whose results were indicated that the job satisfaction has not affect on the students achievement motivation.

In our current study, we try to find scientific answers about the job satisfaction state of the guidance counselors and the extent of its impact on a variable worthy of study. It is the motivation of achievement which represents an important aspect of the humanitarian motivation system. So we ask the following questions:
- Is it possible to predict the achievement motivation through the determinants of job satisfaction among the counselors of guidance?
- Are there any statistically significant differences in achievement motivation and its sub-dimensions due to the levels of job satisfaction among the counselors of guidance?
2 - Hypotheses:
Through The results of previous studies related to the variables of our study such as Zahrani and Rushdi (2009), which aimed to identify professional satisfaction as a predictive of emotional intelligence among special education teachers, they found that professional satisfaction can be predicted by the dimension of social skill, while the Other dimensions of intelligence (self- consciousness, self-organization, Sympathy) can not be predicted. And the study of Samara et al. (2011), which found a positive correlation between self-esteem and motivation of achievement among teachers of primary school . While the study of Abu Jarad (2015) found that there were statistically significant differences between the Mean scores (high - low) job satisfaction in the achievement motivation of educational counselors in Gaza governorates.
 Accordingly, the following hypotheses were put forward:
- The motivation of achievement can be predicted through the determinants of job satisfaction among the counselors of guidance.
- There are significant statistically differences in achievement motivation and its sub-dimensions due to the levels of job satisfaction among the counselors of guidance.
5 - Study objectives:
This study aims to:
-know the predictability of achievement motivation through determinants of job satisfaction (job content, career opportunities, career growth, working conditions, self-esteem, Self-realization, achievement value, work itself).
-Identify the effect of each determinant of job satisfaction on workers motivation.

2- LITTERATURE REVIEW:
Job satisfaction:
Job satisfaction is defined as the positive feeling experienced by the worker to varying degrees towards his job and place of work (Schermerhorn and al, 2002: 146).
Igalens defines it as: the positive emotional response resulting from the evaluation of work and its experience, satisfaction is a dynamic concept and an unstable perception develops with the experiences and expectations of the worker that can change during the course of his life (Randon, 2011: 12)
-Achievement motivation:
Atkinson (Atkinson, 1958) defined it as stable aptitude in personality determines the extent of the individual's pursuit and perseverance in order to achieve an objective or success that results in a certain type of satisfaction in situations that include evaluating performance in light of a certain level of excellence. (Mohammad Abdullah, 2006: 107).

For Reeve 2009: achievement motivation is a desire to do something to the level of excellence (wati .arifin,2015:92).
Guidance and counseling:
Jalil Wadie Shakour defines guidance as "guiding the individual in his study according to practical principles aimed at revealing the extent of his abilities, his aptitude, the type of his tendencies and desires, thus determining the priority of possible fields" (Zerrouqi, 2008: 15)

Glanz defines counseling as "an interactive process that arises from a two-person relationship, one of them is the counselor and the other is the patient. The counselor, through this relationship, helps the patient to address the problem of changing or developing his behavior and methods of dealing with life conditions (Abu Hammad, 2008:05)

Through the two previous definitions Guidance and **counseling** can be defined as a specialized technical process based on the total psychological, educational and professional services provided to the individual to assist him in building his personal project according to his abilities, aptitude, wishes and tendencies, on the one hand, and the available educational opportunities and requirements on the other. And make him reach him to the

maximum adaptation goals.

3. METHODOLOGY:

The researchers used the descriptive analytical method, which is the most appropriate method in terms of describing the studied phenomenon.

The researchers built two questionnaires to measure the determinants of job satisfaction and achievement motivation, which we will explain as follows:

a- The questionnaire of determinants of job satisfaction, consisting of 55 items divided into six dimensions (work content, promotion opportunities, career growth, working conditions, self-esteem, self-actualization), are answered with the five level of likert's scale (strongly agree - agree - I do not know- disagree -strongly disagree), assigned by scores (5,4,3,2,1) in the case of positive items and reflect in the case of negative items.

b- The questionnaire of achievement motivation consists of 58 items divided into six dimensions (responsibility, level of ambition, competition, perseverance, perception of time, planning for the future), based on three responses (apply, to some extent, not applicable) respectively (3,2,1) in the case of positive items and reflect in the case of negative items.

Psychometric Characteristics of measurement tools:

1- Job satisfaction test.

validity:

adding to the content validity of the test, where 20experts were consulted, we proceeded to the factorial validity. In order to ascertain factorial validity, the researchers used analysis factorial which is defined by (Teggaza, 2011: 23) as "seeks to discover factorial structure (the number and nature of factor, or the type of items that satisfy each factor". After verifying the criteria of the matrix and using the varimax method rotation, the matrix of each dimension was obtained by its items where The factors are determined on the common significance of the content that have high correlation on the factor, as shown in the following table:

Table 1: factorial validity of job satisfaction

Label factors	Items lodding number
Work content	09
promotion opportunities	05
Career growth	09
working conditions	04
Self-esteem	07
Self-actualisation	09
achievement Value	04
Works itself	03
Total	50

Reliability:

a-The reliability of the questionnaire was tested by of alpha Kronbach coefficient, the findings were as follow:

Table 2: Cronbach's Alpha coefficient

Number of items	Number of individuals	cronbach's Alpha
50	102	0.90

From the table it is clear that the cronbach's Alpha coefficient is; 0.90, this value is a strong indication of the reliability of the test.

2-Achievement motivation test:

We followed the same procedures to test either the validity and the reliability of this instrument,and the results were the following :

Table 3: factorial validity of achievement motivation

Label factors	Items lodding number
sens of responsabilité	12
Ambition	11
Perseverance	04
Competition	07
Time perception	07
Planning for the future	07
Total	48

Table 4: Cronbach's Alpha coefficient

Number of items	Number of individuals	cronbach's Alpha
48	102	0.89

Sample characteristics:

The sample was randomly chosen and consisted of 300 guidance counselors in the centers of guidance in ten provinces: Oran, Tlemcen, mascara, Bel Abbes, Saida, Ain Temouchent, Batna, Chlef, Algeria, Adrar.

4. RESULTS AND DISCUSSIONS:

According to the hypotheses presented, we used multiple regression analysis . multivariate analysis(Manova).

Hypothesis1: In order to test the first hypothesis ,we tended to adopt the Multiple regression analysis which is used to predict changes in the dependent variable that is affected by several independent variables.According to the following steps:

A - Test the strength and shape of the relationship between the dependent variable and the set of independent variables:

In order to test the validity of the model, we entered the data concerning the independent variables (self-realization, self-esteem, work content, achievement value, work its self, career growth, working conditions, and promotion opportunities) in the regression equation. The following table was extracted:

Table 5 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,173[a]	,030	,003	15,439

The results in table 5 shows that 0.003 of the change in the dependent variable (achievement motivation) was due to the change in the independent variables (determinants of job satisfaction) and 99.99 percent due to other factors, including random error.

B- Test the signification of regression coefficients: using variance analysis (f) as shown in the following table:

Table 6: Analysis of variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2127.506	1	973,098	0.116	0.352
	Residual	69359.890	298	236,625		
	Total	71487.397	299			

The table shows that the value of (f)is not significant at the level (0.05)which indicates that the value of the regression coefficient is not significant, this means that the composite variables combined have no significant effect of regression.

C-The previous result leads us to test the effect of each independent variable on the dependent variable unilaterally: Using T test as shown in the following table:

Table 7: Regression coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	115,347	8,386		13,755	,000
	Actualisation	,008	,190	,003	,041	,967
	Esteem	,249	,238	,091	1,050	,295
	Content	-,361	,173	-,142	-2,093	,037
	Growth	-,139	,144	-,065	-,962	,337
	Value	,391	,450	,064	,870	,385
	Opprtinalite	,367	,521	,042	,703	,482
	Work its self	-,222	,389	-,034	-,572	,568
	Coundition	-,386	,540	-,043	-,714	,476

The findings in table 7 show that only the variable of the work content has a statistical level of significance (0.003) which is less than (0.05). Therefore, the work content is considered as an effective variable and it is recommended to keep it in the model.

D – Diagnosis the problem of multiple linear correlation- Collinearity Diagnostics; using Tolerance and VIF, eigenvalues, variance proportion ,the values show that there is no effect of linear multi-problem correlation.

E. Finding the best regression equation: after excluding the variables that become ineffective, the results were as shown in the following table:

Table 8: variance analysis

ANOVA[a]					
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	973,098	1	973,098	4,112	,043[b]
	Residual	70514,298	298	236,625		
	Total	71487,397	299			

The table shows that the value of (f)is significant at the level (0.05)which indicate that the value of the regression coefficient is significant.

Table 9 : Multiple linear regression coefficients

4		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constant)	118,517	5,114		23,173	,000	
	Content Works	-,297	,146	-,117	-2,028	,043	-,117

Based on the results in table4, the regression model has only one variable : the work content, where the value of the significance level is 0.043, which is less than the required level of significance (0.005), thus becoming the best regression equation for the model as follow:

achievement motivation = 118.517 + (- 0.297) Content of work.

Therefore, the achievement motivation can be predicted through job determinants satisfaction on the content of the work.

Hypothesis2: to validate the hypothesis, we used the multivariate analysis(manova)

Table 10 : Variables measured by multivariate analysis

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	
Levels' satisfaction	planning	1,351	2	,676	,087	,917
	ambition	120,081	2	60,040	3,349	,036
	responsibility	119,111	2	59,556	3,342	,037
	competition	18,677	2	9,339	1,182	,308
	Time perception	35,120	2	17,560	2,644	,073
	perseverance	27,573	2	13,787	4,131	,017
	Total	734,463	2	367,232	1,542	,216

The table shows that:

- There are differences of statistical significance in the dimensions of ambition , responsibility , perseverance at the level of significance 0.05.

- There are no statistically significant differences in the total degree of achievement motivation and the dimension of planning for the future , competition , Time perception
 at the level of significance 0.05.

Discussion:

1-Through our statistical processing, the results showed that the achievement motivation can be predicted by determinants of job satisfaction only on the dimension of the work content, while it can't be predicted in other dimensions (self-realization, self-esteem, career growth, achievement value, promotion opportunities, work it self, working conditions).

This result can be explained that the content work is a significant indicator of the workers behavior, and it can be a good sign of performance in job.

It should also be noted that the content of the work in the field of guidance is varied but intensive and it is classified into four fields (educational guidance, school counseling, school media, evaluation and studies). In this context, due of the guidance counselor's work in several institutions (secondary and middle), the study by Tennyson (1989), which aimed to find out the roles of counselors in educational institutions in many secondary schools in Minnesota, , the results found that there is a limited relationship between how the counselors recognize their roles and the expectations of the school guidance program for the role of the counselors and that the latter can not do his role properly due to the increasing need for guidance services on the one hand and the large number of students on the other hand. The researcher also suggested the strategy of collective counseling so that the counselor can meet the needs that can not be achieved through individual counseling. (Fantazi 10-11)

Confirmation of the importance of the content of the work and task Characteristics in any organizational field and its relationship to individuals' attitudes towards achievement behavior, Atkinson highlighted the

determinants of success in terms of risk behaviors and he noted that the risk of achievement in the work is determined by four factors, two factors relating to individual Characteristics, And two factors related to the characteristics of the task or work to be accomplished (Muhammad Khalifa, op. pre. 113).

2- The three dimensions : level of ambition, responsibility and perseverance due to levels of job satisfaction , have a significant impact on motivation achievement, while there were no statistically significant differences in the total score of motivation achievement and future planning , competition and perception time .

5. Conclusion

The results of the study revealed that the motivation of achievement can be predicted by determinants of job satisfaction on the dimension of work content while unpredictable through dimensions (self-actualization, self-esteem, working conditions, promotion opportunities, career growth, work itself and achievement value).

Through the findings and conclusion, the following recommendations can be suggested:

1-According to the findings and conclusions of our research, we suggest giving more importance to the work content ,to motivate workers ,rather than the other dimensions such as working conditions and promotion opportunities.

2-In our study, we focused on the impact of job satisfaction in achievement motivation, while other dependent variables such as teachers wellbeing ,can be studied in further researches.

3-More determinants of job satisfaction can be a subject of future researches.

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