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**RESEARCH ARTICLE**

## Exploring the Relationship Between Compensation and Job Satisfaction Among Moroccan Public Secondary Teachers: A Case Study of the Casablanca-Settat Region

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### ABSTRACT

This study investigates the impact of financial and non-financial compensation, along with perceived fairness, on job satisfaction among Moroccan public secondary school teachers in the Casablanca-Settat region. Grounded in Herzberg's Two-Factor Theory and Equity Theory, the study employed a descriptive-correlational design using data collected from 121 middle and high school teachers through a structured survey. Descriptive findings reveal generally low satisfaction with financial compensation and fairness, and moderate perceptions of non-financial support. Spearman correlation results indicate that both financial and non-financial compensation are significantly associated with overall job satisfaction, with non-financial incentives, particularly student recognition, emerging as stronger predictors. However, perceived fairness showed no significant statistical association with satisfaction. These findings highlight the importance of improving both financial and non-financial elements of compensation to enhance teacher morale and retention. The study aims to provide evidence-based insights to inform education policymakers seeking to enhance job satisfaction and address structural challenges within Morocco's public education sector.

### KEYWORDS

Teacher satisfaction, Compensation, Moroccan secondary teachers, Retention, Fairness, Non-financial incentives

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### 1. Introduction

Teacher job satisfaction has received considerable attention in global debates about what makes education both high-quality and sustainable. In this regard, according to the OECD (2021), when teachers feel genuinely satisfied with their job, they are not only more likely to stay in the profession, but they also tend to be more motivated and effective. Such factors can make a real difference in student learning and success (Collie, R. J., Shapka, J. D., & Perry, N. E., 2012). These concerns hold particular significance in the Moroccan context, where the country is actively investing massive financial and institutional resources to reform its education system in line with both national development goals and international standards (Ministry of National Education, 2015). Yet, although efforts to upgrade educational quality are underway, a closer look at the realities facing Moroccan public-school teachers reveals persistent challenges that continue to undermine their job satisfaction. Some of these concerns are related to compensation and working conditions, limited career growth opportunities, and excessive workload (UNESCO, 2023). Despite Morocco's significant workforce of secondary school teachers, approximately 168,713 according to recent data (Trading Economics, 2023), there is a conspicuous deficiency in academic research investigating the determinants of their job satisfaction. This gap is especially evident in relation to compensation and financial incentives. Literature has recognized compensation, both financial and non-financial, as a critical determinant of job satisfaction (Herzberg, 1968; Judge et al., 2010). Financial compensation covers aspects such as salaries, bonuses, and allowances, whereas non-financial incentives have to do with professional development opportunities, recognition, and work-life balance. In recent years, national initiatives such as Nafida, Imlilak, and Istihqaq, initiated

by the Mohamed VI Foundation, have aimed to enhance teacher well-being by providing both financial and non-financial advantages. These initiatives offer financial assistance for housing and technology acquisition, interest-free loans, and scholarships for teachers' children. Nonetheless, the degree to which compensation-related measures affect teachers' job satisfaction is inadequately examined in the scholarly literature. This study aims to explore the influence of financial and non-financial compensation, and perceived fairness on the job satisfaction of public secondary school teachers in Morocco, specifically within the Casablanca-Settat directorate.

## **2. Literature Review**

### **2.1 Global perspective on Teacher Job Satisfaction**

Teacher job satisfaction has received a considerable share of focus in educational research on a global scale. This attention stems from the implications these issues might have on student achievement, instructional quality, and teacher retention. In this context, Ingersoll, Collins, and Lott (2021) note that teachers who are satisfied are more likely to contribute positively to school environments, exhibit greater levels of motivation, and remain in the profession (OECD, 2021). This finding has been corroborated by several investigations conducted in diverse national situations. A crucial factor contributing to teacher satisfaction is compensation. This factor, encompassing financial rewards and non-financial incentives like recognition, career progression, and work-life balance, significantly influences educators' enduring commitment to the profession and their perceptions of their work (OECD, 2021; Podgursky & Springer, 2007).

### **2.2 The Role of Compensation in International Contexts**

International studies highlight the importance of remuneration in influencing teacher satisfaction. In this respect, Ingersoll et al. (2021) identify financial inadequacy as a primary factor that leads to teacher attrition worldwide. UNESCO (2023) emphasizes that competitive pay and fair compensation structures are crucial for attracting and keeping skilled educators, especially in developing areas. Bennell and Akyeamong (2007) put forward more evidence from Sub-Saharan Africa and South Asia, indicating that insufficient compensation and lack of non-monetary incentives have led to pervasive dissatisfaction, absenteeism, and turnover among teachers.

### **2.3 Teacher Job Satisfaction in the Moroccan Context**

Within Morocco, the question of teacher satisfaction has become particularly salient in light of systemic reforms and persistent challenges in the education sector. Following independence, Morocco prioritized education as a pillar of national development, yet issues related to compensation have remained unresolved. While Moroccan public secondary teachers earn salaries that, in nominal terms, surpass those of some peers in North Africa, concerns over the adequacy and fairness of these salaries continue to surface (Benhaman, 2020; Ibourk & Amaghous, 2014). Current compensation scales provide restricted avenues for swift advancement, and after accounting for inflation and living expenses, teachers' actual earnings seem progressively inadequate (World Bank, 2016). R'boul (2024) contends that while being categorized as middle class, teachers' living standards often do not align with essential middle-class criteria, like housing, access to vehicles, affordable healthcare, and the capacity for annual vacations. According to his estimates, a starting teacher would need to spend more than 60% of their income to cover a mortgage and could spend nearly their entire monthly salary just to fund a one-week family vacation in summer, making the label "middle class" misleading for the majority of Moroccan teachers.

### **2.4 Policy Interventions and Non-Financial Incentives**

In order to address these challenges, many policies and initiatives have been implemented over time. The Mohammed VI Foundation, for instance, has launched programs such as Nafida (technology and internet subsidies), Imtilak (housing loans), and Istihqaq (scholarships for the children of teachers) to supplement teachers' remuneration packages (Mohammed VI Foundation, 2022). These programs reflect an increasing acknowledgment of the significance of non-monetary incentives in promoting teacher well-being and motivation. However, although these attempts can be of significant assistance, current research indicates that they may not sufficiently fulfill teachers' expectations or significantly improve their overall job satisfaction (World Bank, 2016).

### **2.5 Empirical Evidence on Moroccan Teachers' Experiences**

Empirical research conducted specifically on Moroccan teachers highlights these mixed realities. The SABER-Teachers Morocco Report (2016) indicates that compensation-related issues are a principal source of discontent among teachers, especially when juxtaposed with factors such as workload, insufficient professional development opportunities, and inadequate institutional support. In the same regard, Ibourk and Amaghous (2014) identify regional and career stage disparities in salary and working conditions as ongoing challenges. Furthermore, qualitative investigations, such as Benhaman (2020), highlights that many Moroccan teachers commonly experience feelings of being undervalued and professionally stagnant. Moreover, R'boul (2024) elucidates that Morocco's implementation of the contractual teacher system in 2016 exacerbated inequalities within the sector, establishing insecure employment conditions for newly hired teachers who were deprived of pensions, promotions, and long-term

job security. The dual system incited extensive anger, resulting in a statewide protest in late 2023 that engaged over 250,000 teachers and disrupted public schools for many months (Assafir Al Arabi, 2024). The strike was initially led by the National Coordination of Forcibly Contracted Teachers (NCFCT), whose activism extended beyond employment grievances to broader demands for social and educational justice. Since then, teachers from various educational cycles and employment statuses have engaged in a series of nationwide strikes, most of which centered on demands for equitable treatment and salary increases. The protests resulted in an extended nationwide strike that significantly impacted the education system for several months. In reaction to the extraordinary pressure, the Moroccan government negotiated an accord with teacher unions in December 2023 to establish a new unified public service charter. This charter will include the integration of all contractual teachers into the public sector and a phased salary increase of MAD 1,500 over two years, intended as a rapid response to many of the longstanding challenges in the education system (Morocco World News, 2023; TelQuel, 2023; Medias24, 2024). Despite being described as a milestone, numerous educators continue to critique the new "Fundamental System," arguing that it inadequately addressed concerns such as excessive workloads, unpaid responsibilities, and diminished vacation time, thereby neglecting the structural origins of discontent (R'boul, 2024).

## **2.6 Research Gaps and Rationale for the Present Study**

Despite existing research, considerable gaps remain, especially on the impact of financial and non-financial compensation on secondary school teachers' experiences and perceptions. Most studies provide extensive national analysis, with no or little emphasis on regional dynamics. Significantly, there is an absence of published study on Casablanca-Settat region, a highly urbanized and diverse region where factors like living costs and policy implementation may uniquely affect teacher satisfaction. This study examines how different types of compensation, mainly financial and non-financial, influence job satisfaction among public secondary teachers in the region. The study seeks to generate academically significant and practically beneficial insights for policymakers and educational stakeholders by analyzing teachers' perceptions of financial and non-financial compensation and their association, if any, on their overall job satisfaction.

## **3. Theoretical Background**

To understand the impact of financial and non-financial compensation, along with perceived fairness, on job satisfaction, it is essential to draw upon well-established motivational and organizational theories. These frameworks provide conceptual foundation for analyzing compensation not only as an economic reward but also as a signal of institutional recognition, equity, and psychological fulfillment. This section of the literature review focuses on some of the main theoretical frameworks that inform the study's approach to understanding the dynamics of compensation and teacher satisfaction.

### **3.1 Herzberg's Two-Factor Theory**

Herzberg's motivation-hygiene theory (Herzberg, Mausner, & Snyderman, 1959) makes the difference between two categories of job-related factors: hygiene factors, including salary, job security, and working conditions, which are essential to prevent dissatisfaction, and motivators, such as recognition, achievement, and personal growth, which significantly help increase job satisfaction levels. In the context of the teaching profession, insufficient compensation might result in discontent. Nevertheless, enough remuneration alone may not guarantee authentic motivation unless it is accompanied by intrinsic rewards such as professional development and student recognition (Perumal, 2011). This theoretical distinction goes in line with the framework of the current study, which limits itself to financial remuneration, non-financial incentives, and overall satisfaction.

### **3.2 Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs (Maslow, 1943) suggests that individuals must fulfill basic physiological and safety requirements, such as financial security, before addressing higher-level wants associated with belonging, esteem, and self-actualization. For teachers, adequate and dependable remuneration is a prerequisite for achieving fundamental living conditions and ensuring psychological security, which subsequently facilitates involvement in instructional innovation and professional development (Tay & Diener, 2011). This framework supports the study's emphasis on financial aspect as a major determinant of professional fulfillment and satisfaction among teachers.

### **3.3 Equity Theory**

Equity Theory (Adams, 1965) is centered on the perceptions of equity that individuals have regarding the ratio between the outcomes they receive (e.g., pay, recognition, advancement) and their contributions (e.g., effort, credentials, workload). If this ratio is seen as unequal in comparison to that of peers, individuals may experience reduced motivation and dissatisfaction (Walster, Walster, & Berscheid, 1978). In Morocco, the dual employment structure between contracted and permanent teachers, as well as recent systemic reforms, have brought issues of distributive and procedural justice to the forefront (R'boul, 2024). This theoretical perspective is reflected in the inclusion of a fairness subscale in this study, which aims to address the influence of perceived equity on teacher satisfaction.

### **3.4 Expectancy Theory**

According to Vroom's Expectancy Theory (Vroom, 1964), motivation is composed of three components: expectancy (the belief that effort results in performance), instrumentality (the belief that performance will result in outcomes), and valence (the value of the outcomes). In the education sector, instructors' motivation to perform may be negatively influenced by unclear reward structures and limited career progression (Steel & König, 2006). Although this study does not adopt Vroom's theory as its framework; it draws on his principles to inform the literature review with regards to understanding how incentive systems may influence teacher engagement by considering both the actual and perceived impact of compensation on job satisfaction.

These theoretical frameworks substantiate the notion that effective compensation systems must be multidimensional, offering not only financial stability but also intrinsic value and a sense of equity. This study conceptualizes compensation as a psychological and pecuniary construct, drawing on the insights of Herzberg, Maslow, Adams, and Vroom. Additionally, these hypotheses will be reviewed during the discussion phase to assist in the interpretation and validation of the study's findings.

## **4. Methodology**

### **4.1 Research Design**

This research utilized a quantitative, descriptive-correlational approach to investigate the associations between financial compensation, non-financial compensation, perceived equity, and job satisfaction among secondary school teachers in the Casablanca-Settat directorate, Morocco. The questionnaire, although predominantly quantitative, includes an open-ended question to elicit more teacher recommendations and suggestions about the topic. Correlational research design is deemed the most appropriate for this study given its aim to examine the natural relationships between variables without any form of manipulation or experimental control (Creswell & Creswell, 2018).

### **4.2 Research Objective and Questions**

This study seeks to investigate the influence of financial and non-financial compensation, as well as perceived fairness, on the job satisfaction of public secondary school teachers in Morocco, with a specific focus on the Casablanca-Settat directorate.

The inquiry is directed by the following research questions:

1. To what extent do Moroccan secondary school teachers perceive their financial compensation as fair and sufficient?
2. How do non-financial incentives influence the overall job satisfaction of Moroccan secondary school teachers in the Casablanca-Settat region?
3. To what extent is perceived fairness of compensation associated with teachers' job satisfaction in this sample?
4. To what extent are financial and non-financial forms of compensation associated with overall job satisfaction among secondary school teachers in the Casablanca-Settat region?

### **4.3 Participants and Sampling**

Participants consisted of 121 Moroccan public secondary school teachers, including both middle and high school cycles, working in the Casablanca-Settat regional directorate. The study used a snowball sampling technique, a non-probability method in which initial respondents recruit other participants from their professional networks (Naderifar, Goli, & Ghaljaei, 2017). This approach was chosen for its suitability to reach dispersed teachers across various working settings through digital platforms during the data collection period.

### **4.4 Instrumentation**

The instrument used in this study is a self-developed questionnaire, based on components from well-established instruments of job satisfaction and compensation, namely the Job Satisfaction Survey (JSS) (Spector, 1985), the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967), and the Pay Satisfaction Questionnaire (PSQ) (Heneman & Schwab, 1985). The questionnaire comprised four principal subscales: Financial Compensation, assessing the adequacy and motivational role of salary; Non-Financial Compensation, examining elements such as institutional support, training, recognition, and work-life balance; Perception of Fairness, focusing on equity in salary structures and promotion opportunities; and Overall Job Satisfaction, reflecting general contentment and perceived effects of compensation. Most of items were evaluated utilizing a 5-point Likert scale, spanning from 1 (Strongly Disagree) to 5 (Strongly Agree), a format commonly employed in social science research because of its clarity and dependability (Joshi, Kale, Chandel, & Pal, 2015). Additionally, the survey included a multi-select item designed to capture participants' awareness of and access to various services provided by the Mohamed VI Foundation. An open-ended question was also added at the end of the instrument to elicit any further suggestions or recommendations regarding the participants' compensation and overall satisfaction.

### **4.5 Validity**

The questionnaire's validity was confirmed by evaluating both face validity and content validity through expert assessment. Two experts in educational research and teacher development evaluated the instrument to assess the clarity, relevance, and accurate

representation of the desired constructs for each item (Haynes, Richard, & Kubany, 1995). Their feedback helped refine the questionnaire to better fit with the theoretical dimensions under investigation.

#### 4.6 Data Collection Procedure

Data was collected over a 15-day period via Microsoft Forms. The survey link was distributed through WhatsApp groups, Facebook forums, and other social media platforms commonly used by Moroccan teachers. The online format facilitated efficient access to geographically distributed teachers, particularly given the widespread digital connectivity among professionals (Evans & Mathur, 2005).

#### 4.7 Data Analysis

The data collected from 121 secondary teachers in the Casablanca-Settat region were analyzed using IBM SPSS Statistics (Version 23). Descriptive statistics, which included frequencies, means, and standard deviations, were computed to summarize the most important demographic characteristics of the participants. Spearman's rank-order correlation coefficient ( $\rho$ ) was employed to explore the associations between financial compensation, non-financial incentives, perceived fairness, and overall job satisfaction due to the fact that normality assumptions were not fully met. Correlation analysis using Spearman's rho is appropriate for evaluating the strength and direction of monotonic associations between variables measured on an ordinal scale or on interval/ratio scales that do not meet the assumption of normality (Field, 2013). It is worth noting that this study focuses on descriptive patterns and relational insights rather than scale-based psychometric generalizations, given the internal reliability limitations identified in some subscales. Furthermore, open-ended replies were subjected to manual categorization to identify recurring themes, thereby contextualizing and enhancing the quantitative results.

### 5. Results

#### 5.1 Characteristics of the sample

This section presents the demographic characteristics of the 121 Moroccan public secondary school teachers who participated in the study. The analysis includes gender, age, work area, educational cycle, years of professional experience, current grade (Échelle), and monthly salary. These characteristics provide important contextual background for interpreting the subsequent findings on job satisfaction and compensation-related factors.

**Table 1. Sample Demographic Characteristics (N = 121)**

Variable	Category	N	%
Gender	Male	56	46.3
Gender	Female	65	53.7
Age	Less than 25	3	2.5
Age	25-29	15	12.4
Age	30-39	49	40.5
Age	40-49	39	32.2
Age	50-59	12	9.9
Age	60+	3	2.5
Work Area	Urban	69	57.0
Work Area	Sub-urban	33	27.3
Work Area	Rural	19	15.7
Working Experience	0-5 years	23	19.0
Working Experience	6-10 years	34	28.1
Working Experience	11-20 years	40	33.1
Working Experience	21+ years	24	19.8
Salary (In Moroccan dirhams)	Less than 7000	28	23.1
Salary	7000-7999	31	25.6
Salary	8000-8999	8	6.6
Salary	9000-9999	3	2.5
Salary	10000-10999	15	12.4
Salary	More than 12000	22	18.2
Salary	I would rather not say	14	11.6
Grade	Echelle 9	1	0.8
Grade	Echelle 10	66	54.5
Grade	Echelle 11	46	38.0
Grade	Hors echelle	8	6.6
Educational Cycle	Middle School	78	64.5
Educational Cycle	High School	43	35.5

Note. This table presents the frequency and percentage of respondents based on demographic characteristics.

**Gender**

As illustrated in Table 1, the sample comprised 56 male teachers (46.3%) and 65 female teachers (53.7%), indicating a relatively balanced gender distribution.

**Age**

The largest age group was between 30 and 39 years (40.5%), followed by those aged 40–49 (32.2%). Only a small percentage of participants were younger than 25 (2.5%) or older than 59 (2.5%), suggesting that most respondents were in their mid-career stage.

**Work Area**

In terms of work setting (Table 1), over half of the participants (56.7%) reported teaching in urban areas, 27.5% in sub-urban areas, and 15.8% in rural locations.

**Years of Teaching Experience**

As shown in the table, one-third of the participants had 11–20 years of teaching experience (33.1%), while 28.1% had 6–10 years and 19.8% had over 21 years. Teachers with 0–5 years of experience made up 19% of the sample, reflecting a diverse range of seniority levels.

**Monthly Salary**

As seen in Table 1, 23.1% of respondents earned less than 7000 MAD per month, and 25.6% earned between 7000–7999 MAD. A smaller portion reported higher earnings, with 18.2% earning more than 12,000 MAD. Notably, 11.6% of teachers preferred not to disclose their salary.

**Professional Grade.**

The majority of participants (54.5%) held Échelle 10, followed by 38.0% at Échelle 11 and 6.6% at Hors Échelle (Figure 6). Only one respondent (0.8%) was still at Échelle 9, indicating limited early-career representation.

**Educational Cycle.**

According to the same table, the majority of the respondents taught at the middle school level (64.5%), while 35.5% were high school teachers. This balance provides insight into job satisfaction across both cycles.

**5.2 Descriptive Statistics of Main Study Variables**

**Table 2. Descriptive Statistics of Main Study Variables**

Variable	N	Minimum	Maximum	Mean (M)	Standard Deviation (SD)
<b>Financial Compensation</b>	121	1.00	5.00	2.21	1.11
<b>Perceived Fairness</b>	121	1.00	5.00	2.27	1.09
<b>Non-Financial Compensation</b>	121	1.00	4.40	2.53	0.86
<b>Overall Job Satisfaction</b>	121	1.00	5.00	2.35	1.23

Note: Minimum, maximum, mean, and standard deviation for financial compensation, perceived fairness, non-financial compensation, and overall job satisfaction.

Descriptive statistics were computed for the four key constructs: financial compensation, perceived fairness, non-financial compensation, and overall job satisfaction. As shown in table 2, the mean score for financial compensation was 2.21 (SD = 1.11), indicating a generally low level of satisfaction with financial compensation among respondents. Perceived fairness also received a relatively low mean rating of 2.27 (SD = 1.09), suggesting that teachers view compensation and related policies as lacking in equity. Non-financial compensation recorded a slightly higher mean of 2.53 (SD = 0.86), reflecting moderate perceptions of institutional support through students’ recognition, professional development, or similar incentives. Overall job satisfaction had a mean score of 2.35 (SD = 1.23), reinforcing the trend of low to moderate satisfaction levels among the teachers surveyed.

These results suggest that, across all dimensions, respondents expressed limited satisfaction with both financial and non-financial aspects of their work, as well as with the fairness and overall quality of their professional experiences.

### 5.3 inferential Analysis of Main Study Variables

#### 5.3.1 Assumption Testing and Analytical Approach

**Table 3. Shapiro-Wilk Test of Normality for Main Study Variables**

Variable	Shapiro-Wilk Statistic	p-value
Financial Compensation	.872	< .001
Perceived Fairness	.881	< .001
Non-Financial Compensation	.949	< .001
Overall Job Satisfaction	.866	< .001

Prior to conducting the correlation analysis, the assumption of normality was tested for the main continuous variables using the Shapiro-Wilk test. Given that the sample size was below 200, this test was appropriate for detecting deviations from normality (Field, 2013). All variables—financial compensation, non-financial compensation, perceived fairness, and overall job satisfaction—showed significant deviations from normality ( $p < .001$ ). Consequently, the Spearman rank-order correlation coefficient ( $r_s$ ) was selected as a non-parametric alternative to Pearson's correlation. This test is suitable for ordinal or non-normally distributed continuous data and measures the strength and direction of monotonic relationships (Corder & Foreman, 2014; Field, 2013).

#### 5.3.2 Results and Interpretation of Correlation Analysis

**Table 4. Spearman Correlation Matrix of Main Study Variables**

	Financial Compensation	Perceived Fairness	Non-financial Compensation	Overall Satisfaction
Financial Compensation	1.000	.087	.000	.256**
Perceived Fairness	.087	1.000	.158	.107
Non-financial Compensation	.000	.158	1.000	.358**
Overall Satisfaction	.256**	.107	.358**	1.000

Table 3 presents the Spearman correlation coefficients for the four primary constructs: financial remuneration, perceived fairness, non-financial compensation, and total work satisfaction.

The results shown in table 4 above indicate a statistically significant positive correlation between financial compensation and overall job satisfaction ( $\rho = .256$ ,  $p < .01$ ). This finding indicates that increased financial compensation is moderately associated with higher levels of job satisfaction. In the same way, non-financial compensation exhibits statistically significant positive correlation with overall satisfaction ( $\rho = .358$ ,  $p < .01$ ), suggesting that teachers who receive considerable non-financial support (e.g., recognition, professional development) are more likely to report elevated job satisfaction. Conversely, perceived fairness has no significant correlation with overall happiness ( $\rho = .107$ ,  $p > .05$ ), financial compensation ( $\rho = .087$ ,  $p > .05$ ), or non-financial compensation ( $\rho = .158$ ,  $p > .05$ ). The non-significant relationships indicate that perceived fairness, although conceptually pertinent, may not directly affect satisfaction in this population or may be mediated by other variables. The findings underscore the significant impact of both physical (financial) and intangible (non-financial) compensation on teacher satisfaction, but perceived fairness seems to exert a less direct influence.

## 6. Discussion

This section discusses and interprets the study's findings in light of the four research questions that guided the investigation. This study examines the impact of financial and non-financial compensation, as well as perceived fairness, on job satisfaction among public secondary school teachers in the Casablanca-Settat region. The discussion is based on Herzberg's Two-Factor Theory and Equity Theory, both of which offer valuable insights into the motivational and evaluative dimensions of teacher satisfaction. In addition, the analysis takes into account the Moroccan educational framework, characterized by recent changes and structural challenges, alongside broader international perspectives on teacher motivation, compensation, and retention.

These viewpoints will hopefully elucidate the statistical findings and underscore their significance for better policy and practice in the sector of education.

### 6.1 Financial Compensation: Insufficient and Demotivating

The findings confirm a prevailing sense of financial dissatisfaction, as the majority of teachers rated their income as insufficient to cover basic needs (74 out of 121) and reported low satisfaction with promotion opportunities and limited understanding of promotion criteria. The perceptions are corroborated by the low mean score for financial compensation ( $M = 2.21$ ,  $SD = 1.11$ ) and a significant, though moderate, positive correlation with job satisfaction ( $\rho = .256$ ,  $p < .01$ ). Although a majority of respondents

(66) acknowledged that financial compensation significantly influences their decision to remain in the profession, only 7 perceived their salary as equitable in comparison to other public sector employees. This finding underlines a disparity between anticipated and actual fairness, as underscored by equity Theory.

These results mirror national findings, where salary levels, though officially placing teachers in the "middle class", do not match the rising cost of living or enable socioeconomic mobility (R'boul, 2024). This outcome is consistent with Herzberg's classification of salary as a hygiene factor, emphasizing that insufficient financial reward can emerge as a major source of dissatisfaction.

### **6.2 Non-Financial Incentives: High Impact, Especially Student Recognition**

Non-financial compensation interestingly scored a higher average score ( $M = 2.53$ ,  $SD = 0.86$ ) and demonstrated the strongest link with overall satisfaction ( $\rho = .358$ ,  $p < .01$ ). This finding brings to light the pivotal significance of non-financial motivators. Remarkably, student recognition emerged as the highest-rated aspect in this area, with 72 out of 121 teachers concurring or strongly concurring that their students value their contributions. Likewise, 83 teachers regarded collaboration with colleagues favorably.

These factors are in precise alignment with Herzberg's motivators, indicating that intrinsic benefits, such as positive student connections and peer support, substantially increase teachers' feeling of purpose and professional identity. Conversely, societal recognition was assessed inadequately—68 educators contested that their contributions are esteemed by society—underscoring a disparity between classroom-level validation and overarching social devaluation.

This disparity illustrates prior research (Benhamman, 2020) indicating that teachers perceive acknowledgment from students yet remain unrecognized in public discourse, undermining their morale despite robust classroom involvement.

### **6.3 Perceived Fairness: Low Scores, Minimal Statistical Impact**

Although perceived fairness received slightly higher ratings than financial compensation ( $M = 2.27$ ,  $SD = 1.09$ ), it did not significantly correlate with overall job satisfaction ( $\rho = .107$ ,  $p > .05$ ). Various items concerning fairness, including compensation disparities between grades and the transparency of promotion mechanisms, were viewed unfavorably. Seventy-four teachers deemed the compensation disparities within ranks to be unjustified, while 52 indicated minimal to no comprehension of the promotion mechanism.

These findings align with Equity Theory, which posits that when employees view reward systems as inequitable, it can result in their demotivation or disengagement. The lack of a statistically significant association may suggest that structural inequity is normalized or that teachers emphasize immediate considerations such as recognition and compensation above abstract concepts of justice.

### **6.4 Combining Compensation and Satisfaction: A Multidimensional Picture**

Overall, the data suggests that non-financial incentives have a more substantial impact on job satisfaction than financial ones, though both are statistically significant predictors. The strength of non-financial motivators, especially student recognition and collegial collaboration, highlights the emotional and relational nature of teaching in Morocco.

At the same time, the deep dissatisfaction with salaries, advancement mechanisms, and societal recognition points to structural challenges that limit teacher agency and morale in Morocco. While programs like Nafida and Istihqaq have attempted to supplement financial incentives, only a minority of teachers (1 in 121 report to benefit consistently from professional development), suggesting a disconnect between policy intentions and on-the-ground realities.

The 2023 agreement to unify the teaching corps and increase salaries was viewed by some as a milestone, but protests and continuing criticism reveal that these measures have not fully addressed concerns related to workload, fairness, and institutional support (TelQuel, 2023; Morocco World News, 2023).

## **7. Conclusion and Recommendations**

This study investigated the impact of financial and non-financial compensation, as well as perceived equity, on job satisfaction among public secondary school educators in the Casablanca-Settat region. The results indicated that both financial and non-financial rewards considerably influence job satisfaction, with non-financial incentives like student recognition and peer collaboration having a more pronounced impact. Perceived fairness, while conceptually significant, demonstrated a low statistical correlation with job satisfaction, suggesting either a normalization of unfairness or the predominance of more immediate determinants such as salary and recognition.

These findings highlight the necessity for legislators and educational leaders to implement a multifaceted strategy that encompasses both financial remuneration and the intangible elements of teacher support. National projects such as Nafida and Istihqaq require enhanced funding, broader dissemination, and equitable accessibility. Moreover, compensation reforms must be accompanied by explicit promotion trajectories, transparent performance evaluation systems, and enhanced institutional acknowledgment of teachers' contributions.

## 8. Limitations and Future Research

This study has certain limitations that must be recognized. First, the employment of a non-probability snowball sampling technique, where the survey was disseminated through personal networks and then shared by participants, restricts the generalizability of the findings beyond the Casablanca-Settat region. Second, although the study documented teachers' impressions of financial and non-financial compensation, it didn't evaluate their actual participation in specific programs or benefits, which may affect satisfaction in varying ways. Third, several subscales demonstrated low internal reliability, which may undermine the strength and precision of correlations among key constructs.

Future research should consider using larger, nationally representative samples to increase generalizability and apply longitudinal designs to examine how teacher satisfaction evolves over time and in response to educational reforms. In addition, qualitative or mixed-methods approaches could bring about richer insights into how personal experiences, professional contexts, and policy perceptions shape job satisfaction and motivation among Moroccan teachers.

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