



**Quality management in education sector: Part V
Measurement of psychosocial barometer perception about
"Market orientation, commitment to the vision and values"
among secondary school teachers**

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Abstract

Due to the strategic importance of educational offerings and the extent of failure to launch educational reforms rates, the question of the impact of market orientation and commitment to the vision and values of the performance the education system came to light and deserves further study.

Variables arising from market orientation and commitment to the vision and values form the sphere of perception of teachers, their impact on teachers must be measured continuously during the conduct of educational reform projects by the through feedback from teaching staff, lever change and other social and economic collaborators to accommodate the action plan implemented.

This meta-analysis shows that perceptions of market orientation and commitment to the vision and values are critical, and affect the quality of life at work and therefore affects the performance of the education system to the extent that the teaching staff is the final link before launching the educational product.

In this work we present a methodology for measuring and assessing the organizational climate variables, such methodology combines smooth and creative way of pedagogical, managerial and psychosocial fields and induces a set of recommendations to be taken into consideration when managing change.

The first phase of the study is devoted to the statistical analysis principal components (ACP) and reveals the presence of four main components that represent 75% of the total information of variables.

The second phase is devoted to the qualitative study: it consists in measuring the psychosocial barometer of well-being and criticality of the clause I: "Market orientation and commitment to the vision and values." It is thanks to this original psychosocial barometer designed and developed by us, we were able to trace the psychosocial radar criticality which IPSC = -6.30507 pts, far exceeding that of well-being which IPSB = +1.39202. Such an extent psychosocial witnesses a poor perception of the clause and therefore confers the education system a "non-compliant bad" status which requires a partial restructuring.

Keywords: Market orientation, Vision, Values, ACP, Psychosocial barometer, Criticality, Wellness, Perception, Psychosocial extent, Perception sphere, Psychosocial peak.

Abbreviations:

PSIW: Psychosocial index of well-being

PSIC: Psychosocial Index of criticality

LBS: Laayoune, Boujdour Sakia hamra

HAET: Higher Authorities of education and Training

RAET: Higher Authorities of education and Training

1. Introduction

The change management aims to control a transfer or a evolution towards a new form of organization, which affects social relations (lifestyles, attitudes ...). The changes are not temporary or ephemeral and radically alter the structure and mode of social functioning to the point that they can influence the course of history.

Change management takes on aspects of anticipation, definition and implementation. Indeed, everything is initiated by the perception of an organizational problem with the definition of a framework for action that allows the development, selection and implementation of a solution under optimal conditions for success.

This is to solve the problem of organization through the implementation of a methodology for project management reform and the mobilization of various tools. Finally, it is necessary to take into account the human dimension of management: the values, culture, resistance to change through a process of participation, communication and training which aims to provide an understanding and acceptance of the new rules of the game.

Change management is the most time induced by a change in the education system following the introduction of organizational and educational reforms. The findings of the quality of work life as a researcher teacher-researcher and quality manager led me to formulate the problem of this work "when driving reforms of the education system is that the perceptions of teaching staff about market orientation and commitment to the vision and values are measured and taken into account?"

2. Materials and methods

The objective of HAET is the improved performance of the education system. The research has focused on the impact of market orientation and commitment to the vision and values on the performance of the education system and the conditions needed to optimize this impact.

2.1. Cost of market orientation

The concept of market orientation is defined as a set of practices of market information research, information dissemination and appropriate responses to the market (Kohli & Jaworski,1996). [8]

HAEF can win the challenge of improving the performance of the educational offer

by investing in market orientation. Two reasons, first, the strategic importance of innovation for the education system. Market orientation costing dear, several studies has shown that between 25 and 45% of the turnover of a company are related to products that have not yet made their appearance on the market. Secondly, the importance of the failure rate. A recent study shows that 95% of new products launched on the North American market by industrial or consumer fail, this figure is 90% in Europe for consumer products (Deloitte & Touche, 1998).[4]

But one thing is for sure a successful product may increase the turnover of the company and cover the expenses of long years of investment in scientific and technical research. This is the price of success.

2.2. Importance of values

Values are objective and vary across cultures. They are "materialized" by specific standards. Types of sociological values include moral and ethical values, ideological and spiritual values, educational values and ecological or aesthetic values. In a changing society, values are a guarantor of stability and authenticity. Values make them desirable and worthy beings and lines including change management.

Luc Boltanski and Laurent Thévenot (1991) [10] consider that there is no universal value, but rather value systems relatively disjoint they call "cities" and are coherent sets of standards, norms, symbolic figures, etc.. They believe that each individual is not locked into a system of values, but it may involve several of them in different situations. However, all these value systems do not have the same importance to each and this may explain some disagreements based on differences between them, which are not reconcilable. However, "arrangements" can be found that allow people to give while respecting everyone's values. This approach of "economies of scale" is used by the authors to better understand their differences and dispute resolution.

2.3. Impact of market orientation on organizational performance

In an empirical study, Jaworski and Kohli (1996) found a clear confirmation of the relationship between market orientation (understood as a set of behaviors) and organizational commitment.[8]

The more an organization is market-oriented, it is more efficient. A significant number of studies does, however demonstrate a lack of effect.[12]

This apparent contradiction is explained mainly by the lack of consideration of

potential moderators of the relationship between market orientation and organizational performance. A "moderator" is a variable which mitigates the existence and / or strength of the relationship between two variables. The study of moderating variables therefore presents a first advantage: increased reliability and validity of the results. She has a second interest, more operational: it provides insight into the conditions under which market orientation may have an impact on the performance of an organization and thus ensure better impact.

The impact of market orientation on organizational performance has been demonstrated in diverse industries. In the private sector, it has been observed in the primary sector (forestry) in the industrial sector, the consumer, in the high-tech sector, biotechnology, and in the services sector (banking). In the public domain, it was highlighted in the hospital sector in the field of education and in the cultural field. Market orientation is therefore an effective lever for performance in different contexts, as well as non-market retailers, public and private. Highlighting the impact of market orientation on organizational performance was based on quantitative research methodologies valid.

2.4. Market orientation: key success of organizational performance

Intermediate variables or mediating variables allow us to understand the mechanism of influence of "market orientation commitment to the vision and values" on the performance of a system. In this work we have identified 23 mediating variables that form a causal and interactive network we called sphere of perception.

When driving change, identify intermediate variables or mediating means determining the indirect effects of market orientation on the performance of an organization.

From an operational point of view, knowledge of such variables can first understand why, in a given context, the evolution of market-oriented organizational level has not led to an increase in performance. This may be due, among other factors, poor control of mediating variables that absorb or cancel a portion of the effect of market orientation on performance.[6]

It also allows control elements that may influence the impact of market orientation of an organization on its performance and optimize the impact. From a theoretical point of view, knowing the mediating variables returns to highlight the mechanisms by which market orientation can have an effect on performance, and thus leads to a development of knowledge of the concept. We

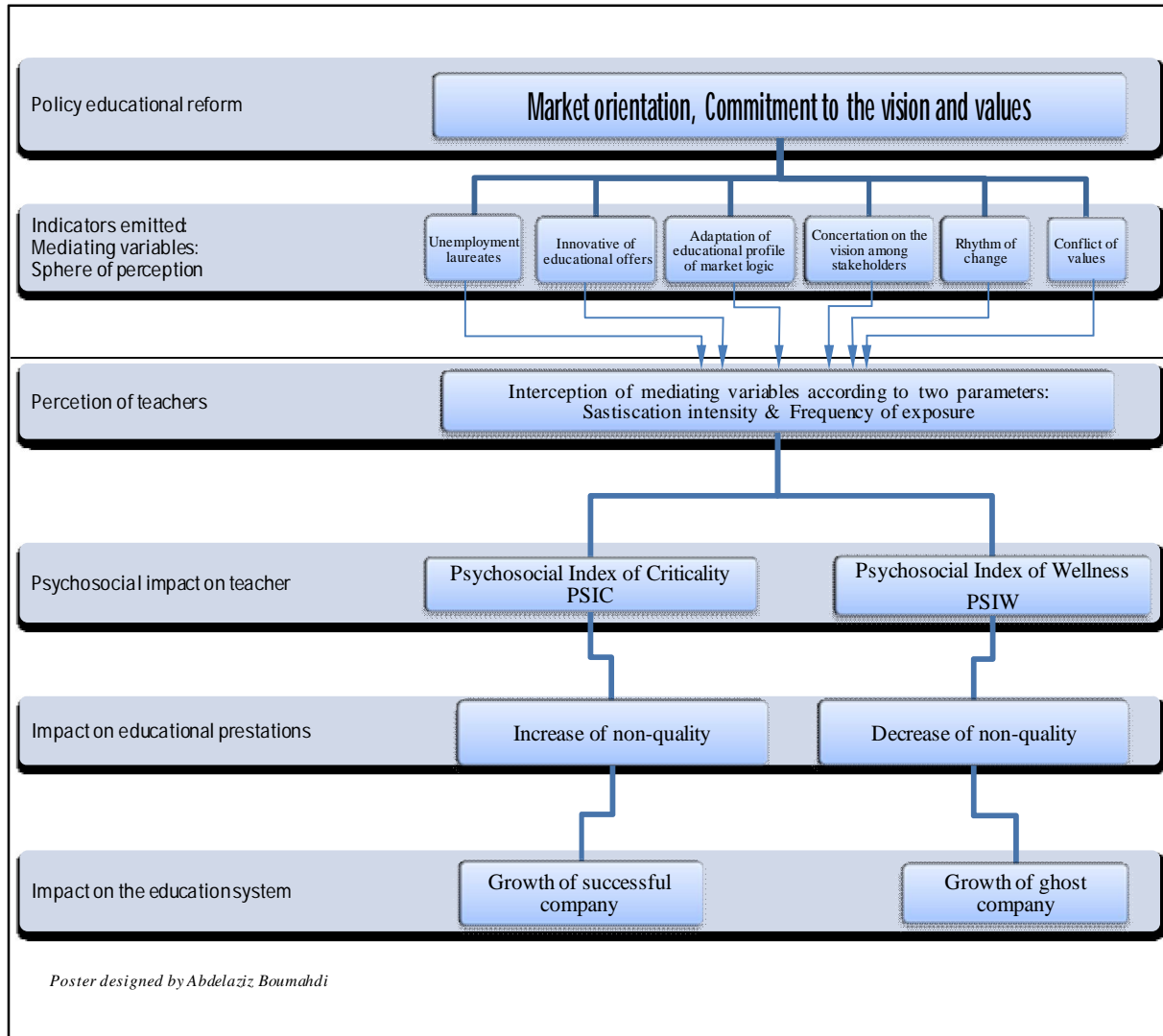
present the mediating variables identified by research in the field and indicate the operational conclusions to be drawn.[6]

2.5. Mediating variables between market orientation and organizational performance relationship

Several studies have suggested that behavioral variable of organizational commitment plays a critical role between market orientation and customers of an organization and its performance (Mavondo and Conduit, 2001). [3]

Mediating variables presented are those through which market orientation and commitment to the vision and values can have an impact on the performance of an organization. For example, if the degree of innovation of educational offerings is low, be more market oriented only lead to a small additional performance; since the low level of innovativeness offers absorb the positive impact of market orientation. The interpretation is similar for all variables mediate presented. In addition, the mediating variables "manageable" are characteristic of an offer, while those who are "hard to control" characterize the organization. They are therefore more influenced by many factors and heterogeneous, which makes them more difficult to control.

Poster 1: Mechanism of cause and effect relationship



2.6. Maximizing the impact of market orientation of an organization on its performance

Optimization requires, among other factors, by strengthening the mediating variables, including those described as "manageable." We recommend the use of a three-step process: a diagnostic phase, a phase of measuring the impact and last for improvement.

Step 1: Diagnosis

To better identify the sources of mediating variables and generating criticality or wellness systemically, we have developed a working methodology fundamentally centered not on the issue of psychological disorders but on the logic of

management and anticipative prevention, inspired international standards of quality and audit standards as ISO 9000 and BRC Global Standard for Food Safety.

On keeping the mapping of education and training macro-process as visual communication medium, strategy risk analysis takes over. From a strategic point of view, it is assumed that all processes whether implementation, support or management priority and suspected of being critical processes.

The strategy of risk analysis is carried out by following a logical process starting by an identification phase, a classification and evaluation, she offered us a basket of performance tools that helped design a questionnaire size inspired repositories of quality management system, and whose questions compose accurately reflect the variables of organizational climate.

This diagnostic phase we identified 23 variables that form a group clause entitled Orientation market Commitment to the vision and values.

Step 2: Measure the impact of mediating variables

The general context of our mega-study "Measuring the impact of the operation of education and training macro-process of on teachers" requires a deep knowledge of the education system and requires the mobilization of diverse and complementary tools.

Measure the impact of mediating variables of "market orientation and commitment to the vision and values" on the faculty is carried out by means of a barometer criticality and psychosocial well-being designed by us.

This analytical and original psychosocial barometer has allowed us to collect at first metrics collecting 23 mediating variables measuring psychosocial cues expressed by criticality or wellbeing.

Step 3: Improvement of mediating variables

In a final stage, it is to strengthen the mediating variables including the level of perception is judged critical. The corrective action levels are many and varied, and present them all beyond the scope of this work. We retain and actions that seem most effective.

2.7 Perception of an organization

HAEF undertakes to decide what action to take in strategic terms and to study the consequences of the implementation and conduct participatory and deep reflections on how to live and develop the organization. The establishment of an action plan to implement a new schedule is determinant. The perception of

organizational climate then the result of a communication plan for professionals and social workers in preparation for "leading change" using a device recommendations, feedback parameters from teaching staff in order to harmonize and accommodate all and so successful migration to a new organization.

2.8. Pillars of change

A change management requires knowledge of the six pillars parameters that will set the tone for an organizational climate as follows:

2.8.1. Leadership

Rudder change, it is crucial in driving change, it is also the guarantor that allows smooth evolution to new forms of organization in relieving constraints and slowing agents.

The need for leadership is growing in an area of strategic interest such as education given the ambiguity and complexity of the tasks and the need for change, the intrinsic quality of work particularly stressful and annoying, task interdependence, that requires coordination, so the lack of devices that can collect feedbacks introduced reforms.

2.8.2. Strategic vision

This is the three-dimensional radar anticipatory change insofar as it enables progress taking into account the present situation, past the education system, issues and trends in the educational market to meet explicit, implicit and latent needs. It provides positioning and prints its identity in time. Where there are inconsistencies within the system and it does not work at a level sufficient profitability HAEF is likely to want to converge the strategy and collaborators towards a new theoretical organization like projects reforms.

2.8.3. Good Governance

Governance refers to the interactions between the state, the body politic and society in educational reforms. It is manifested by the establishment of new methods of control based on soft power and an open and informed dialogue between different actors and stakeholders partnership.

2.8.4. Respect for societal values

Respect for religious, linguistic and cultural values of society must be firmly anchored in the vision of change. Diversity and difference within a system are considered a rich source of dynamism and creativity.

Values are experiencing profound changes in our society, and people's expectations are increasingly emerging, and society the wish to introduce the wave of change that affects the working methods of keeping all a fruitful balance between universal values and societal values.

HAEF may also want to instill new values after a change of policy that leads a political party in power, or following the adoption of an educational trend, or even after a new social policy, or she will place a number of strategic areas she wants then distilled by a communication plan to his staff. It will thus carry a line change smoothly. In other societal context HAEF is called to adapt certain debilitating for the change to be implemented strongly cultural values.

2.8.5. Respect and listening to employees and stakeholders

HAEF is the leader in change management, but not at the expense of employees and living force of the nation. Our education system and teaching staff, and other stakeholders have mutual needs:

- The system needs to be fed by ideas, talent, and performance feedback;
- The teaching staff needs to evolve in his professional career;
- Stakeholders need skills in terms of educational profile that responds to the logic of the market.

2.8.6. Technology

The organization adapts its structures and working methods to change, technical solutions are required for the implementation of global information systems that takes into account all operational activities or support. et consequently ensures rapid dissemination information in real time to all levels of the educational system time.

2.9. Changing agents

2.9.1. Teaching staff

Teachers are the driving force of change that must take account of their number, their influences and their skills. It is they who will operationalize the change and make it live

Build a new education reform at the expense of compliance and quality of work life of teachers leads to deadlock and induced influx of resistance based and not melted. These behaviors refusal blocking change and opposes the emergence of a new form of organization.

Working conditions which operate in the educational staff are a major constraint in the implementation of any change in the education system. Driving change in these preliminary phases must consider the improvement of working conditions of teaching staff in terms of scheduling, security, adaptation, staffing and remuneration and motivation.

2.9.2. Social collaborators

Participation in change is the highlight for membership in the process of success. More involvement is stronger, we can capitalize on the experiences and ideas, the solution will only performance

Indeed, the involvement ensures adherence because the answer is retaining employees and generates no resistance, for that HAEF should promote the working groups and the emergence of an interface with employees. So the approach of involving all stakeholders in the education system involves more than opposition coalition.

These actors that they belong to the teaching staff or social collaborators are sources of inspiration for the HAEF to innovate the education system as N. Alter(2000) highlights "innovation emerges from reflection groups and is then taken by the direction that institutionalizes ..." [11]

2.10. Fragility of the new structure

The education system is threatened on several fronts, both internally and externally.

On the one hand the threat is overwhelmed internally by:

- The lack of dialogue on educational policies and reform plans made thereunder;

- Resistance to change primarily driven by negative perceptions generated by fear and doubt, and manifest in various forms such as decreased quality of educational services, conflict, absenteeism and departures;
- Heavy loads renovation in financial terms and in terms of human resources deployed;
- Societal expectations that are becoming increasingly demanding in terms of market orientation.

Moreover the external threat is overwhelmed by:

- Constraints from donors;
- The excruciating competition given the diversity of the global educational offer;
- The development of educational market.

2.11. Phases of change management

Years of observation and analysis of how companies and their leaders drive change, with varying success, allowed John Kotter(1996) [9] identified eight key steps to achieve this effectively.

Step 1: Create a sense of urgency

To ensure adequate mobilization, it is essential that everyone feels that the status quo is unacceptable. Otherwise, as soon as the first obstacles arise, many quickly find excellent reasons for not making any effort. We must therefore create a sense of urgency. For example, creating a crisis by setting unattainable with traditional methods, or encouraging employees to meet customers, suppliers or dissatisfied shareholders objectives

Step 2: Form a coalition

No leader, as brilliant as it is, does not collect itself the resources to carry out the change. It is therefore necessary to form a coalition with others, which brings together all the talents needed: power, expertise, leadership, credibility.

Step 3: Develop a vision

To mobilize men and women of his company on the change, the leader must develop a vision, that is to say, a description of the future target, which is ambitious but realistic, accurate and flexible. This vision motivates us to make the necessary efforts replaces hundreds of detailed orders setting the direction to follow, and helps coordinate the actions of all.

Step 4: Communicate the vision

To be effective, the vision must be shared by the entire organization. The leader must make significant efforts of communication and dialogue to capture the attention of employees, embedded in a mass of internal communication. It must in particular take advantage of all available channels: great meetings, small groups, newsletters, memos, informal discussions, etc...

Step 5: Overcoming barriers to change

The leader must ensure to remove the biggest obstacles to the operational teams to carry out the work of change. It may well have to change the structure, if it proves to be an obstacle to change, or management systems, such as payment methods. And he should not hesitate to confront some irreducible hostile to change.

Step 6: Demonstrate short-term results

To maintain long-term mobilization of all the change, it is essential to focus on obtaining visible intermediate results. Within six to ten months is a maximum to display the first tangible results.

Step 7: Building on the initial results to accelerate change

Initial results often reveal other unexpected developments are needed. It is essential to engage the corresponding efforts to maintain the momentum of change. To do this, it does not hesitate to accelerate the movement by launching new projects at a fast pace.

Step 8: Anchor the new practices in the corporate culture

To achieve lasting change, we must embed new practices in culture. But this development cannot be achieved at the end of the program of change: new values can only be achieved if they are based on new ways of doing things, at demonstrated success.

2.12. Conceptual framework of the study

Given the scarcity of studies that couple sociology, psychology, pedagogy and quality management in the education sector, it was considered essential in terms of scientific contribution to break this limit. The objective of the second part of the survey is mainly metric insofar as it is based on data collected from the full-time teaching staff on their perceptions of the clause II entitled: Orientation market Commitment to the vision and

values.

This study begins with a statistical analysis then measures psychosocial metrics and ends a presentation of the barometer or psychosocial radar designed by us, and its monitoring mode.

2.12.1. Statistical approach

It is performing using software IBM @ SPSS V18 statistical processing, and is accentuated on the principal component analysis PCA.

The use of principal component analysis is best suited to represent the patterns of variation of a set of variables of mixed optimal scaling levels. This method attempts to reduce the number of dimensions of a set of variables and representing the variation in the extent possible. Scale values are assigned to each category of variables so that these values are optimal with respect to the principal component solution. The objects used in the analysis are given the coordinates of components based on the quantized data.

Diagrams coordinate components reveal patterns among the objects of analysis, as well as unusual objects contained in the data. The solution of a principal components analysis maximizes the correlations of coordinates of objects with each quantified variable for the number of components indicated. An important function of principal components is to check the preference data, where respondents rank or evaluate a number of elements with respect to the preference.

2.12.2. Psychosocial approach metric

Measuring the quality perceptions of variables in clause II teachers was conducted using psychosocial barometer that we developed in the third section that focuses on two types of psychosocial indices:

- **Psychosocial index of criticality "PSIC"**

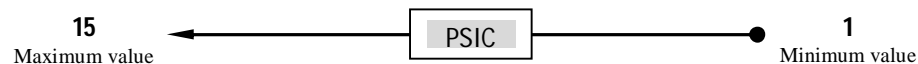
AFNOR (1986) defined the FMEA method as "an inductive method that allows a qualitative and quantitative analysis of the reliability or security of a system" [1]. Under this method, the criticality index for an event can be evaluated from a matrix incorporating two parameters: the severity and frequency of occurrence of risks.

$$\text{Criticality index} = \text{Severity index} \times \text{Occurrence of the cause index}$$

The FMEA combined with our analysis tools can highlight the psychosocial criticality index by setting up affinities between the severity and intensity of dissatisfaction on the one hand and between an occurrence of the cause index and the frequency of exposure on the other hand:

$$\text{Psychosocial Index of Criticality "PSIC"} = \text{Intensity of dissatisfaction} \times \text{Frequency of exposure}$$

This index will have as terminals values:



The increase in PSIC is a warning indicator on the invulnerability of teachers to stress, and therefore the deposit of non-quality in the workplace is gaining ground which promotes the installation of the phantom company.

It should also be noted that the combination of binding requirements from organizational climate and failing personal resources amplifies invulnerability of teachers to stress. In the WHO Publications (Grebot, 2008) we read that among the effects of stress on the company is that they are "undermining performance and productivity, the image of the company among its employees as well as outside" [7].

▪ **Psychosocial Index of Well-being «PSIW »**

Although the concept of well-being is complex and cannot be quantified by accuracy, it can be defined as the set of variables of the organizational climate favorable for the execution of the teachers' mission.

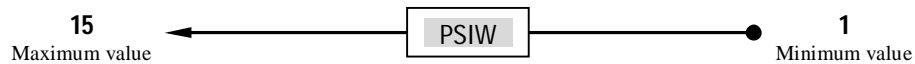
Since the listed variables widely include six key factors that determine the quality of work life defined by the ANACT (Weill, Heude, 2007) [15] as follows:

- Quality of social and working relationships;
- Quality of work content;
- Quality of the physical environment;
- Quality of the work organization;
- Possibility of realization and professional development;
- Reconciliation between work life and private life.

So we can give meaning to well-being at work by combining the intensity of satisfaction with the frequency of exposure to define the psychosocial index of well-being:

Psychosocial Index of Well-being: $PSIW = \text{Intensity of satisfaction} \times \text{Frequency of exposure}$

This index will have as terminals values:



Increased PSIW is a good indicator of the healthy internal climate of the educational system and translates into a decrease of non-quality in the workplace, which promotes the dominance of powerful company in which one done right at the first time.

2.12.3. Management of psychosocial indexes

In this section we fully develop our interactional theoretical framework to give meaning to psychosocial indexes through a series of analyzes and judgments that are intended to reduce the probability of occurrence of unacceptable risks.

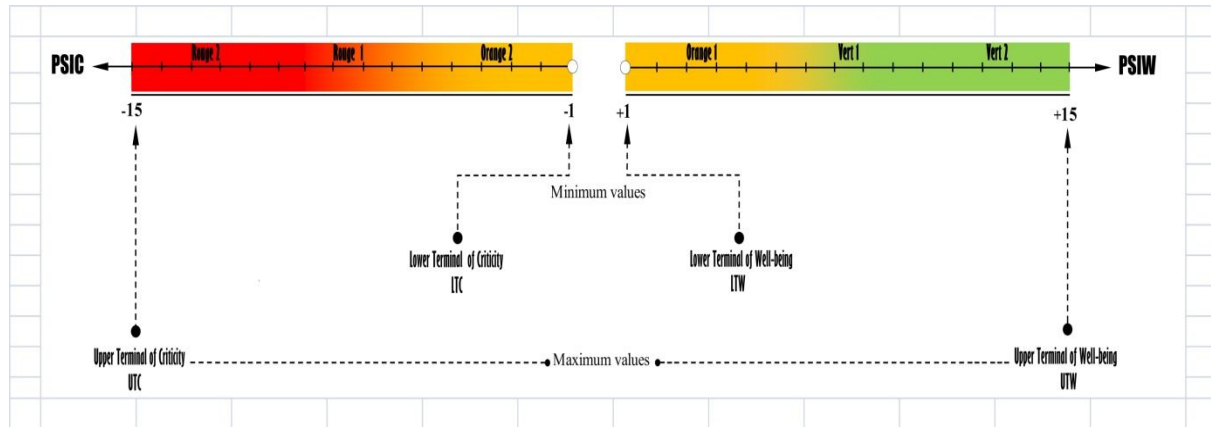
2.12.3.1. Barometer of psychosocial indexes of criticality and well-being

We can also build more preventive devices for measuring satisfaction or perception of working conditions, quality of work life, motivation, which followed longitudinally, act as a barometer (Sahler & Al, 2007) [13].

After prioritization of psychosocial indexes of criticality and well-being in ascending rank; coupling quantitative, qualitative and psychosocial analysis allows to define the radar or barometer of psychosocial indexes.

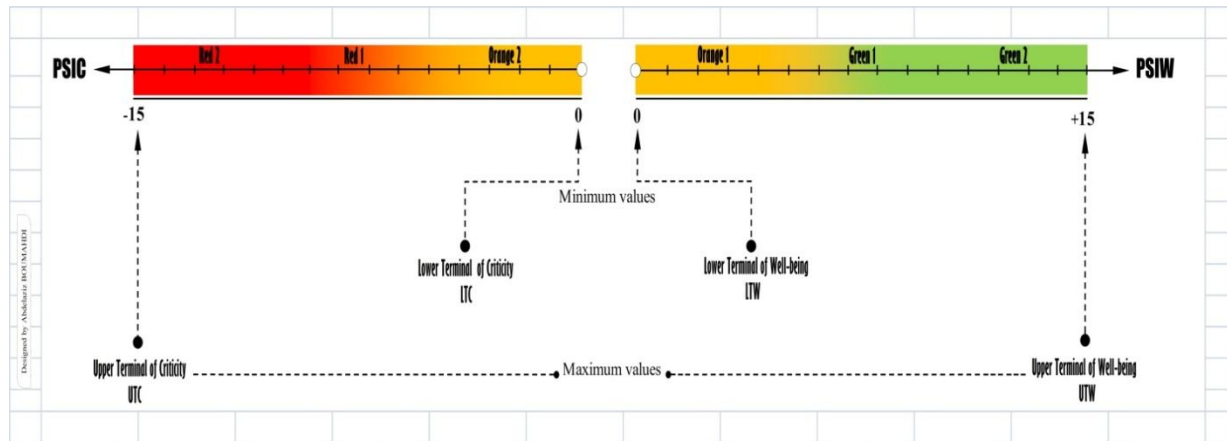
We assigned the "-" sign to PSIC and the "+" sign to the PSIW to help distinguish between type index by visual consultation also to promote further statistical input. As shown in Poster 2, the gap between the two terminals value is 30 points, which promotes good distinction between different psychosocial statutes.

Poster 2: Psychosocial barometer for measuring a variable



Because psychosocial indexes whether criticality or welfare are measured for a population of teachers, so we can follow the evolution of the average psychosocial clues to a variable by the general barometer of the clause:

Poster 3: Psychosocial barometer for measuring a group of variables



2.12.3.2. Meaning of psychosocial barometer

This psychosocial barometer constitutes a dashboard to follow the evolution of psychosocial indexes (see Table 1).

Table 1: Dashboard of psychosocial barometer

	Color meanings for organizational climate	Status	Action to take	Cost of preventive or corrective measures	Length of treatment
Green level 2	Perfect	Compliant	Consolidate and optimize	Very slight cost	The permanent process: Quality becomes a culture
Green level 1	Good	Compliant	improve	Slight cost	short
Orange level 1	Doubtful	Acceptable	Prevent and upgrade	Middle	Middle
Orange level 2	Bad	Non-compliant	Correct	High	Fairly long
Red level 1	Critical	Non-compliant	Partially restructure the system	Heavy	Long
Red level 2	Out of control	Non-compliant	Restructure the entire system	Very heavy	Very long

2.13. Questionnaire design

At the end of the second article entitled "Quality Management in the Education Sector Part II: "Qualitative analysis of education and training macro-processes in Morocco and design of the survey questionnaire" [16], we developed a high-performance tool: the questionnaire whose engineering is inspired by:

- International Standards of Quality and Auditing as ISO 9000 family and BRC Global Standard for Food Safety; [2];
- Quality concepts as the method of 5M and bi-factorial matrix for risk assessment from the variables by combining the intensity and frequency of satisfaction.

Governed by these quality concepts and rummaging macro-process of education and training, strategy risk analysis allowed us to identify 335 variables that form the sphere of perception of teachers, and we distributed over 9 organizational clauses whose first subject of this article is entitled: Orientation market Commitment to the vision and values that includes 23 variables.

2.14. Target population, sampling method and analysis power

The target population for the study was secondary school teachers of public

sector RAEF LBS exercising full time and we balanced up by gender and discipline. In order to optimize the analysis of this type of questionnaire, we reviewed and corrected the list of questions at the beginning of investigation so that everyone feels comfortable and involved in his answers.

The sample size is an important consideration for any research study, but indications in the literature on sample size vary widely. Generally, more the sample size N is large more sampling error tends to zero, and will be the best quality results. If we want to take a specific decision concerning a parameter p , we must take N large enough so that the sample is "reasonably low" error. If N is too small, it becomes unnecessary to collect data, as the results are so vague that they ultimately serve no purpose.

As our research is exploratory, a non-probability purposive sample is adopted to ensure coverage of secondary schools on the one hand and to provide reliable information on the other. The parent population is estimated at $N = 1139$ full-time teachers in all lower and upper secondary schools of the RAEF LBS. These statistics are shown in Tables 2, 3 and 4:

Table 2: Teaching staff of lower secondary schools by gender and province in 2009-2010

Province	man	woman	Total
Lâayoune	417	79	496
Boujdour	89	14	103
Total	506	93	599

Source: Statistical Yearbook of Morocco 2010

Table 3: Teaching staff of upper secondary schools by gender and province in 2009-2010

Province	man	woman	Total
Lâayoune	371	89	460
Boujdour	65	15	80
Total	436	104	540

Source: Statistical Yearbook of Morocco 2010

Table 4: Lower and upper public secondary schools by province in 2009-2010

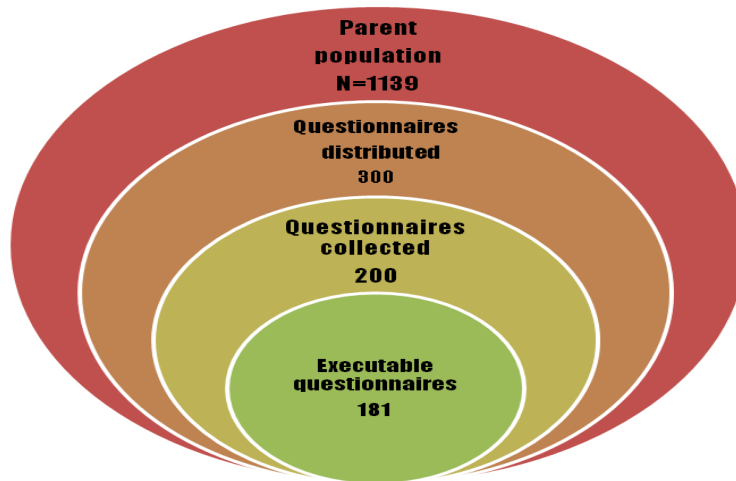
Province	Lower secondary	Upper secondary	Total
Lâayoune	13	12	25
Boujdour	3	2	5
Total	16	14	30

Source: Statistical Yearbook of Morocco 2010

As shown in Figure 1, the high rate of questionnaires collected a representative sample that will allow us to analyze the perceptions of teachers. The results of

the clause I of the questionnaire will be used by the software SPSS statistical processing, as well as our new barometer of psychosocial well-being and criticality.

Figure 1: Size of target sample



2.15. Research Questions

Several questions were asked regarding the variables of the clause II: Orientation market Commitment to the vision and values, but it seems logical to limit this number in order to control the vast amount of information related and avoid flooding in the infinite details.

The following research questions provide guidelines for the study:

- ❖ **Question 1:** What is the psychosocial index of well-being "PSIW" of the population?
- ❖ **Question 2:** What is the psychosocial index criticality "PSIC" of the population?
- ❖ **Question 3:** What is the level of psychosocial barometer wellness within the teaching staff?
- ❖ **Question 4:** What is the level of psychosocial barometer criticality within the teaching staff?
- ❖ **Question 5:** What are the factors that most influence the quality of work life for teachers?
- ❖ **Question 6:** What improvement plan we offer?

3. Results and Discussion

3.1 Principal Component Analysis "PCA"

3.1.1. Univariate statistical indicators

A first series of basic descriptive statistics on the variables of the sample of secondary school teachers can be obtained by choosing the univariate Features:

Table 5: Univariate statistical indicators

	Variable	Mean	Std. Deviation ^a
V ₁	Is that our educational system is designed effective consultation with all stakeholders namely higher education authorities and training, teachers, unions..?	-7,80	6,116
V ₂	Do you think that you can easily assimilate the notional system of education and training?	-,54	6,430
V ₃	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be well prepared?	-7,02	7,168
V ₄	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully appreciated: Engagement of all stakeholders?	-5,73	6,969
V ₅	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully accompanied?	-7,06	6,547
V ₆	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully explained and discussed?	-7,12	6,393
V ₇	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully redirected in case of drift?	-8,36	6,326
V ₈	Our training system is he built around the logic of the market, only able to support dynamically skills needs of businesses?	-6,97	6,023
V ₉	Is that we have taken into account the needs of all stakeholders, which are religious, cultural, socioeconomic, psychological, educational or cognitive in the development of our education system?	-5,93	7,014
V ₁₀	Is that we took into account the latent needs in addition to the explicit and implicit needs in the development of our educational system?	-5,90	6,558
V ₁₁	Do you think that our education system can meet the challenge of integrating into the world society, while preserving our national identity?	-7,83	8,962
V ₁₂	Is that HAEF have demonstrated their total commitment to the development and improvement of the management system?	-5,94	7,016
V ₁₃	To achieve our sustainable development project you think we became aware of the challenge?	-3,24	7,791
V ₁₄	To achieve our sustainable development project you think we have a collective responsibility and constructive partnership?	-4,56	7,701
V ₁₅	To achieve our sustainable development project you think we exercised a voluntary action?	-3,19	9,298
V ₁₆	To achieve our sustainable development project do you think we believed in the dignity of all teaching staff without exception?	-8,02	9,273
V ₁₇	To achieve our sustainable development project you think we broke with the old ways of management?	-5,17	7,839
V ₁₈	Is that you are able to perceive changes regarding the modernization of the education system?	-1,13	7,240
V ₁₉	Is that you are able to perceive changes experienced?	-,88	7,480
V ₂₀	HAEF is that they have broken with the traditional ways of management?	-4,01	7,706
V ₂₁	RAEF is that they have broken with the traditional ways of management?	-3,38	7,332
V ₂₂	Is that the school administration has broken with traditional ways of management?	-2,97	6,653
V ₂₃	Is that teachers have broken with the traditional ways of working?	-,83	6,742

3.1.2. Correlation matrix

The values of the coefficient of linear correlation between the variables in the table are given by the correlation matrix:

Table 6: Correlation matrix

	V ₁	V ₂	V ₃	V ₄	V ₅	V ₆	V ₇	V ₈	V ₉	V ₁₀	V ₁₁	V ₁₂	V ₁₃	V ₁₄	V ₁₅	V ₁₆	V ₁₇	V ₁₈	V ₁₉	V ₂₀	V ₂₁	V ₂₂	V ₂₃	
V ₁	1,000																							
V ₂	,335	1,000																						
V ₃	,705	,297	1,000																					
V ₄	,699	,267	,870	1,000																				
V ₅	,734	,331	,859	,887	1,000																			
V ₆	,685	,386	,850	,833	,857	1,000																		
V ₇	,585	,363	,803	,712	,805	,850	1,000																	
V ₈	,616	,327	,613	,679	,712	,699	,678	1,000																
V ₉	,612	,251	,631	,611	,653	,607	,539	,587	1,000															
V ₁₀	,493	,311	,561	,557	,534	,646	,499	,529	,728	1,000														
V ₁₁	,466	,192	,594	,507	,532	,576	,517	,317	,529	,543	1,000													
V ₁₂	,505	,198	,623	,659	,617	,601	,510	,555	,699	,734	,552	1,000												
V ₁₃	,417	,381	,503	,415	,428	,519	,464	,398	,481	,642	,364	,553	1,000											
V ₁₄	,436	,343	,517	,457	,470	,567	,501	,449	,496	,654	,431	,553	,883	1,000										
V ₁₅	,318	,331	,318	,245	,308	,408	,355	,258	,406	,559	,381	,330	,676	,736	1,000									
V ₁₆	,482	,269	,533	,451	,538	,544	,494	,386	,563	,517	,577	,553	,567	,647	,527	1,000								
V ₁₇	,517	,211	,568	,533	,585	,517	,481	,390	,603	,565	,634	,735	,537	,560	,471	,735	1,000							
V ₁₈	,351	,272	,378	,409	,370	,443	,403	,469	,375	,570	,495	,528	,560	,567	,527	,392	,564	1,000						
V ₁₉	,323	,267	,287	,331	,299	,360	,345	,397	,383	,508	,406	,470	,539	,520	,467	,353	,464	,869	1,000					
V ₂₀	,234	,255	,320	,278	,253	,421	,346	,408	,206	,466	,133	,371	,503	,492	,424	,191	,215	,375	,236	1,000				
V ₂₁	,198	,227	,260	,252	,230	,359	,271	,389	,141	,462	,070	,374	,480	,477	,420	,135	,202	,414	,281	,916	1,000			
V ₂₂	,294	,192	,316	,349	,298	,399	,309	,446	,239	,429	,058	,367	,462	,468	,381	,165	,201	,402	,296	,812	,880	1,000		
V ₂₃	,211	,048	,184	,275	,196	,245	,149	,324	,142	,316	,070	,295	,307	,324	,361	,070	,280	,358	,303	,598	,649	,694	1,000	

You can see the presence of strong inter-variable correlations with power as shown:

Table 7: Power of correlations

Power of correlation	Number of correlation
[70 à 80%[	09
[80 à 90%[	13
[90 à 100%]	1
Total	23

3.1.3. Eigenvalues

The main statistical indicators in the extraction of the main factors of inertia are called principal components:

Table 8: Total Variance Explained

Component	Initial eigenvalues			Sum of squares of factors retained for rotation		
	Total	% de la variance	% cumulés	Total	% de la variance	% cumulés
1	11,269	48,996	48,996	6,648	28,904	28,904
2	2,969	12,909	61,905	4,686	20,375	49,280
3	1,902	8,271	70,176	3,848	16,729	66,009
4	1,112	4,836	75,012	2,071	9,003	75,012
5	,986	4,287	79,299			
6	,687	2,986	82,285			
7	,593	2,576	84,861			
8	,588	2,558	87,420			
9	,487	2,119	89,538			
10	,410	1,784	91,323			
11	,364	1,584	92,907			
12	,247	1,075	93,981			
13	,232	1,008	94,989			
14	,218	,950	95,939			
15	,190	,826	96,765			
16	,144	,624	97,389			
17	,134	,582	97,972			
18	,111	,481	98,452			
19	,095	,412	98,865			
20	,090	,390	99,255			
21	,071	,307	99,562			
22	,061	,266	99,828			
23	,040	,172	100,000			

Extraction Method: Principal Component Analysis

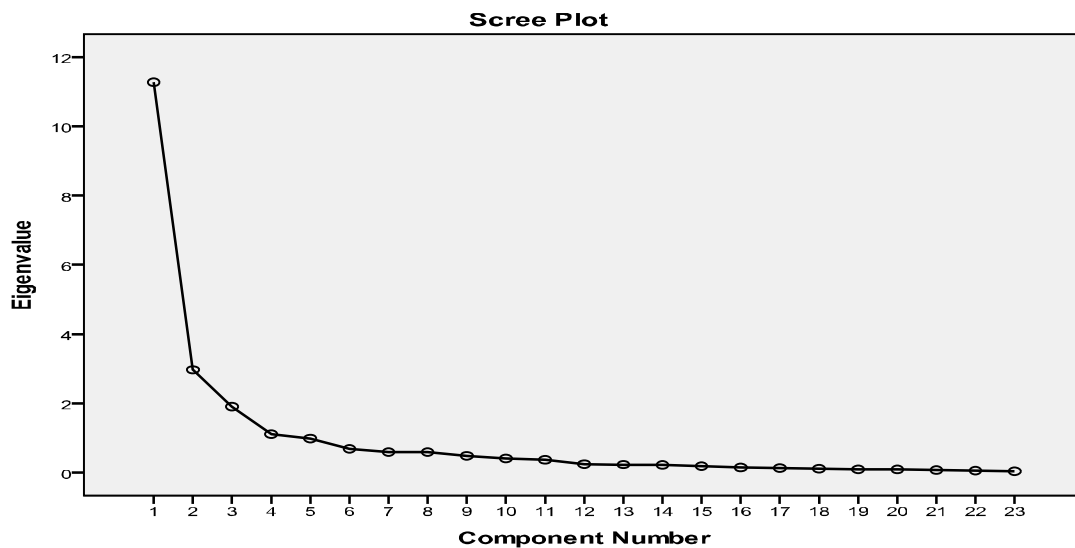
The choice of the number of principal components to be used to represent data in the new basis of eigenvectors or principal axes of inertia can be done in different ways:

- Choosing a global percentage of cumulative inertia, to suggest for example, 80% of the total inertia;
- Selecting the principal axes of inertia which is greater than that of the original variables. In other words, in standard PCA, greater than 1, since each of the original variables is reduced.

The total explained variance gives an idea about the level of information represented by each component. 23 variables of clause I of the questionnaire are returned in 4 main components whose combined is 75.012%, the first component represents him only 48.99% of the variance.

Scree plot is presented by SPSS as follows:

Figure 2: Scree Plot



Examination of the graph shows that there may be limited to the extraction of raw four main components that allow taking into account about 75.01% of the total inertia. However, it is advisable to check if a variable with such a high value for one of the main components not extracted may not be well represented in the space of the first q factors.

3.1.4. Factorial coordinates

The factorial coordinates of table variables are given by the matrix of correlations:

Table 9: Matrix components after rotation

Matrix components after rotation ^a					
Variable		Component			
		1	2	3	4
V ₅	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully accompanied?	,911	,203	,084	,133
V ₄	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully appreciated: Engagement of all stakeholders?	,884	,222	,164	,008
V ₃	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be well prepared?	,873	,229	,104	,167
V ₆	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully explained and discussed?	,841	,225	,209	,264
V ₇	To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully redirected in case of drift?	,796	,169	,125	,284
V ₁	Is that our educational system is designed effective consultation with all stakeholders namely higher education authorities and training, teachers, unions..?	,748	,228	,086	,158
V ₈	Our training system is he built around the logic of the market, only able to support dynamically skills needs of businesses?	,718	,174	,341	,079
V ₉	Is that we have taken into account the needs of all stakeholders, which are religious, cultural, socioeconomic, psychological, educational or cognitive in the development of our education system?	,633	,491	,012	,098
V ₁₈	Is that you are able to perceive changes regarding the modernization of the education system?	,177	,756	,326	,085
V ₁₉	Is that you are able to perceive changes experienced?	,107	,755	,222	,086
V ₁₇	To achieve our sustainable development project you think we broke with the old ways of management?	,444	,729	,019	,065
V ₁₂	Is that HAEF have demonstrated their total commitment to the development and improvement of the management system?	,562	,609	,225	-,054
V ₁₁	Do you think that our education system can meet the challenge of integrating into the world society, while preserving our national identity?	,488	,605	-,138	,062
V ₁₀	Is that we took into account the latent needs in addition to the explicit and implicit needs in the development of our educational system?	,447	,592	,303	,214
V ₁₆	To achieve our sustainable development project do you think we believed in the dignity of all teaching staff without exception?	,416	,580	-,100	,379
V ₁₄	To achieve our sustainable development project you think we have a collective responsibility and constructive partnership?	,271	,576	,311	,562
V ₂₁	RAEF is that they have broken with the traditional ways of management?	,108	,124	,918	,197
V ₂₂	Is that the school administration has broken with traditional ways of management?	,204	,107	,898	,124
V ₂₀	HAEF is that they have broken with the traditional ways of management?	,173	,099	,858	,260
V ₂₃	Is that teachers have broken with the traditional ways of working?	,085	,224	,789	-,133
V ₂	Do you think that you can easily assimilate the notional system of education and training?	,264	,014	,072	,711
V ₁₅	To achieve our sustainable development project you think we exercised a voluntary action?	,061	,561	,278	,579
V ₁₃	To achieve our sustainable development project you think we became aware of the challenge?	,231	,557	,325	,568

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

The rotated component matrix shows that:

- The variables correlated with the first axis in order of importance: V₅, V₄, V₃, V₆, V₇, V₁, V₈ and V₉;
- The variables correlated with the second axis in order of importance: V₁₈, V₁₉, V₁₇, V₁₂, V₁₁, V₁₀, V₁₆ and V₁₄;
- The variables correlated with the third axis in order of importance: V₂₁, V₂₂, V₂₀ and V₂₃;

- The variables correlated with the fourth axis in order of importance: V_2 , V_{15} and V_{13} .

Variables correlated with the first axis focuses on the process of change management in its human dimension namely:

- Dialogue between Higher Education Authority and training, teaching staff, trade unions;
- Involvement of all stakeholders;
- Preparation, discussion and reorientation of the proposed reform of the education system at all stages of change;
- Articulation of the education system around the logic of the market;
- Taking into account societal needs whether religious, cultural, socioeconomic, psychological, educational or cognitive in educational reforms.

Variables correlated with the second axis evoke some constraints that relate to the sustainability of the project of educational reform are:

- The perception of change expected and experienced;
- Respect for the dignity of the teaching staff;
- The concern of losing national identity;
- The quality of management of the macro-processes of education and training;
- The availability of certain vital aspects of change like collective responsibility and constructive partnership;
- The effective involvement of higher authorities of education and training in the reform projects.

Variables correlated with the third axis evoke the changing patterns of management across four hierarchical levels namely:

- Higher authorities of education and training: HAEF;
- Regional authorities of education and training: RAEF;
- Administration of schools;
- Teachers.

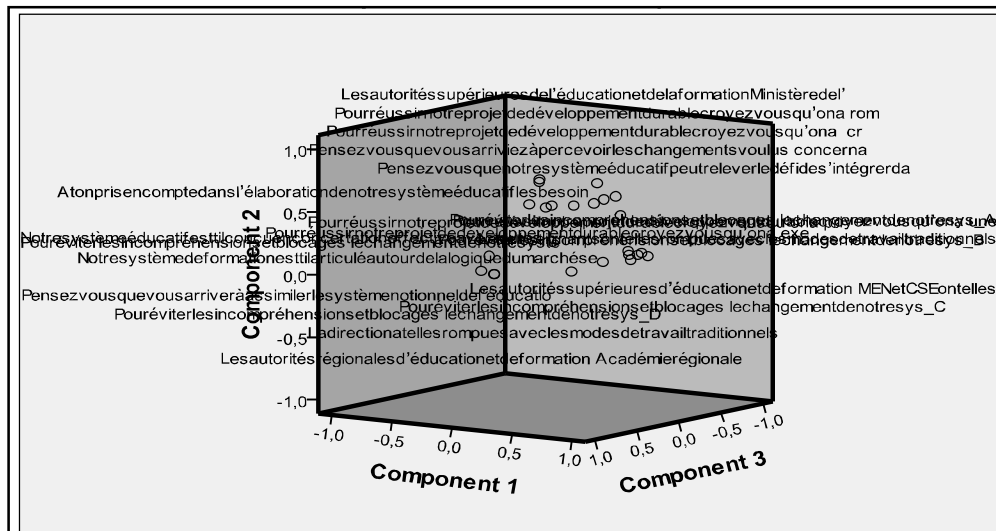
Variables correlated with the fourth axis evoke self-motivation as well as intellectual and conceptual obstacles.

3.1.5. Graphs

Graphical representations provided by the FACTOR procedure relates only to the space variable-points. By default, if we extract more than two main components,

the factor graph represents the variable-points in the first three orthonormal principal axes of inertia.

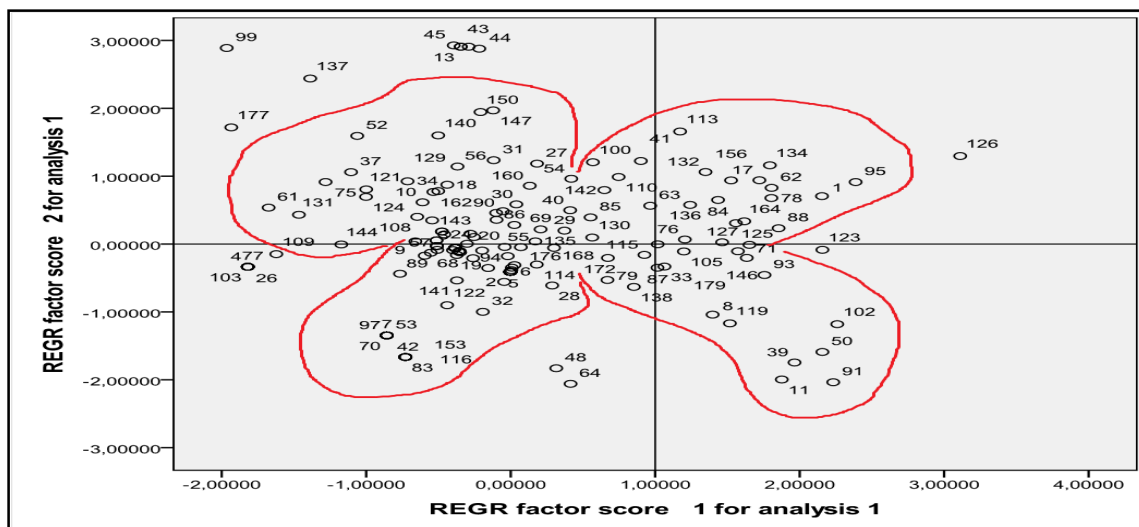
Figure 3: Component Plot in Rotated Space



However, when the number of active variables increases this solution quickly becomes impractical. An alternative is to use the additional features provided by the FACTOR procedure syntax SPSS command language: the PLOT subcommand of ANALYSIS block allows you to draw factorial designs by specifying the numbers of principal axes of inertia and the abscissa ordinate.

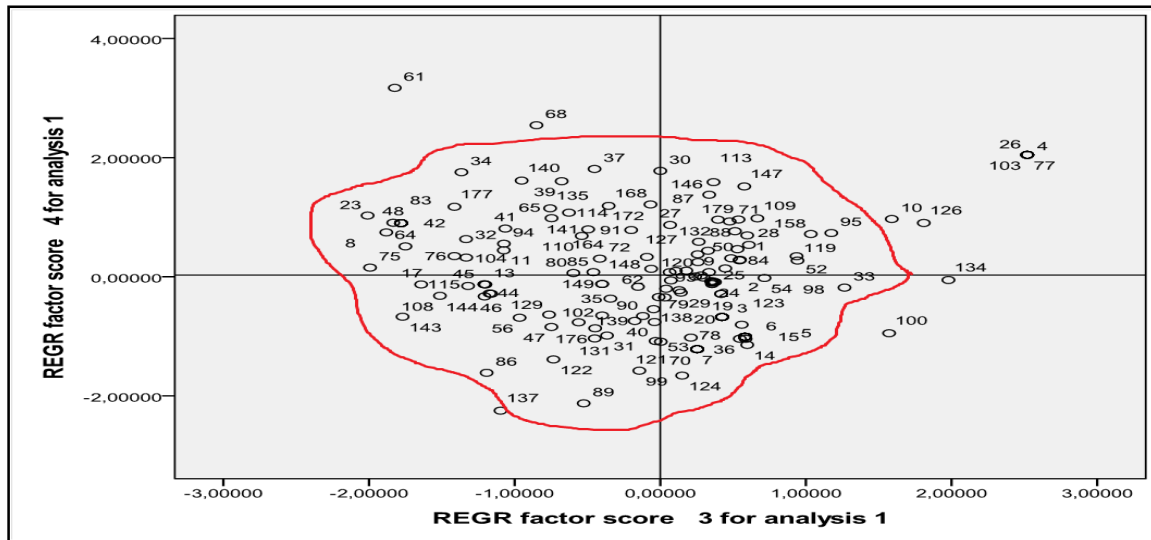
This will provide projections of active variables in the PCA on the graph background: $F_1 \times F_2$. This representation shows the existence of four trends in the population.

Figure 4: Factorial design according to two principal axes of inertia: $F_1 \times F_2$



Followed by a graphical representation of these variables in the factorial design: $F_3 \times F_4$ indicating that there is a single trend in the population.

Figure 5: Factorial design according to two principal axes of inertia: F_3XF_4



2.2. Psychosocial approach metric

3.2.1. Measuring perceptions of variables

We present the results of measurement of psychosocial indexes of well-being and criticality of the variable 1:

Variable 1: Is our education system is designed in consultation with all stakeholders namely higher education authorities and training, teachers, unions..?

Table10: Descriptive Statistics of psychosocial indexes

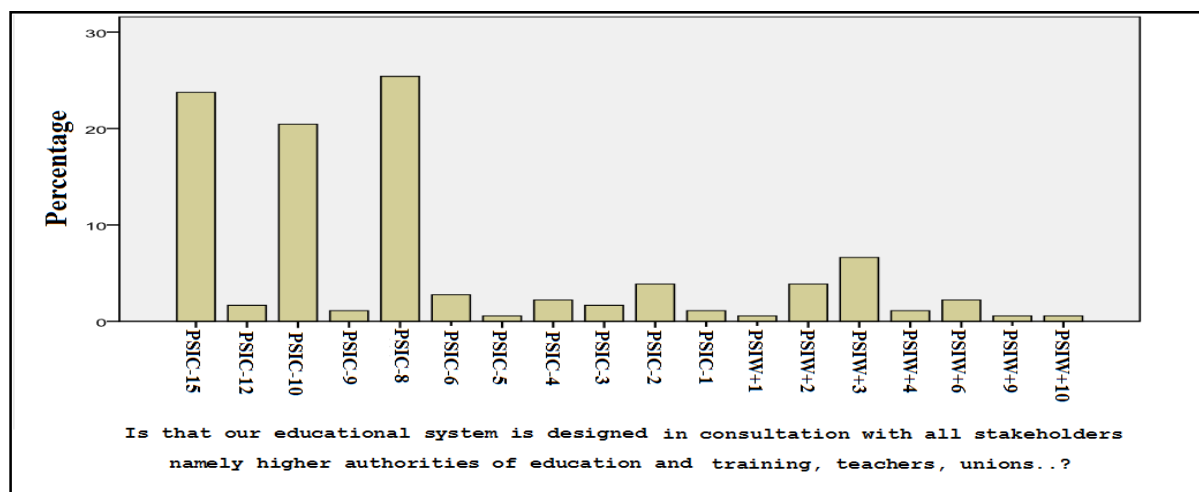
Statistics	
N	181
Std Deviation	6,116
Gap between PSIW and PSIC	25 pts
Minimum value of PSIC	-15 pts
Maximum value of PSIW	10 pts

Table11: Percentage distribution of psychosocial indexes of variable 1

Value of psychosocial indexes	Frequency	%Percentage	Cumulative Percentage
PSIC-15	43	23,8	23,8
PSIC-12	3	1,7	25,4
PSIC-10	37	20,4	45,9
PSIC-9	2	1,1	47,0
PSIC-8	46	25,4	72,4
PSIC-6	5	2,8	75,1
PSIC-5	1	,6	75,7

PSIC-4	4	2,2	77,9
PSIC-3	3	1,7	79,6
PSIC-2	7	3,9	83,4
PSIC-1	2	1,1	84,5
PSIW+1	1	,6	85,1
PSIW+2	7	3,9	89,0
PSIW+3	12	6,6	95,6
PSIW+4	2	1,1	96,7
PSIW+6	4	2,2	98,9
PSIW+9	1	,6	99,4
PSIW+10	1	,6	100,0
Total	181	100,0	

Figure 6: Distribution graph of psychosocial indexes of variable 1



From these statistics we can see that:

- 84.5% of psychosocial evidence tends to criticality;
- 75.7% of psychosocial indices criticality IPSC is less than -5 Pts;
- The difference between the maximum value and the minimum value of psychosocial index reaches 25 Pts.

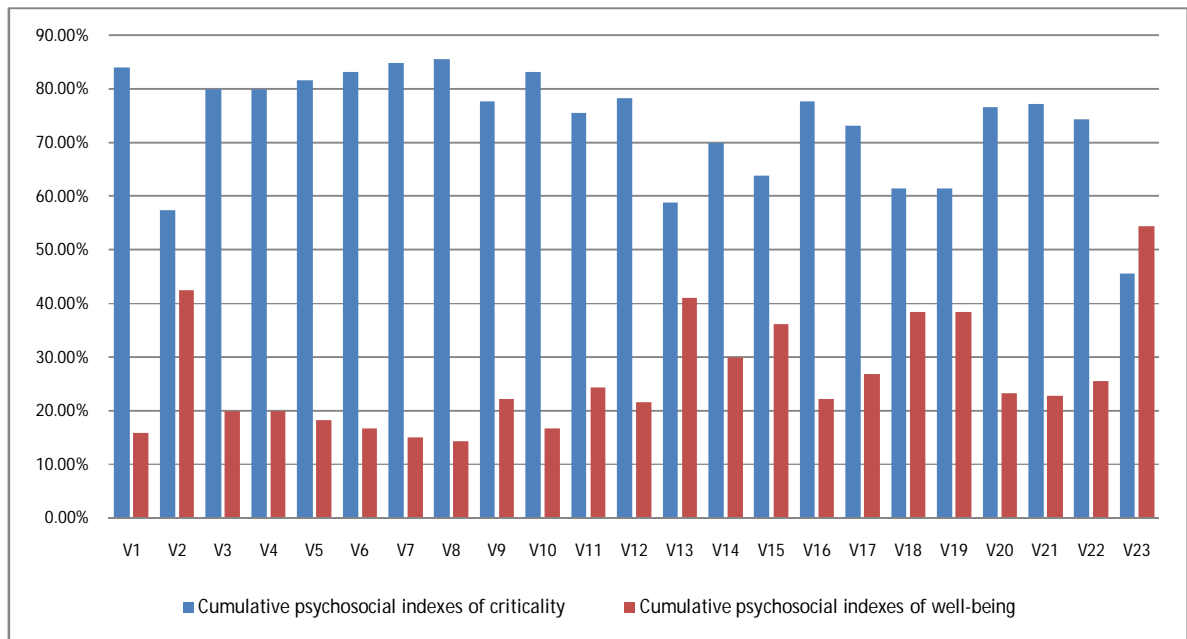
Following the same procedure can present an overview of measurement performed on all variable s of the clause as shown in Table 12:

Table12: Cumulative percentage of psychosocial indexes of all variables

Variable	Cumulative psychosocial indexes of criticality	Cumulative psychosocial indexes of well-being	Minimum value of criticality	Minimum value of wellness	Gap between terminals psychosocial indexes
V₁	84,1%	15,9%	-15	10	25 pts
V₂	57,5%	42,5%	-15	15	30 pts
V₃	80%	20%	-15	15	30 pts
V₄	80%	20%	-15	15	30 pts
V₅	81,7%	18,30%	-15	15	30 pts
V₆	83,3%	16,70%	-15	15	30 pts

V ₇	85%	15%	-15	12	27 pts
V ₈	85,6%	14,4%	-15	12	27 pts
V ₉	77,8%	22,2%	-15	15	30 pts
V ₁₀	83,3%	16,7%	-15	15	30 pts
V ₁₁	75,6%	14,4%	-15	15	30 pts
V ₁₂	78,3%	21,7%	-15	15	30 pts
V ₁₃	58,9%	41,1%	-15	15	30 pts
V ₁₄	70%	30%	-15	15	30 pts
V ₁₅	63,9%	36,1%	-15	15	30 pts
V ₁₆	77,8%	22,2%	-15	15	30 pts
V ₁₇	73,2%	26,8%	-15	15	30 pts
V ₁₈	61,5%	38,5%	-15	15	30 pts
V ₁₉	61,5%	38,5%	-15	15	30 pts
V ₂₀	76,7%	23,3%	-15	15	30 pts
V ₂₁	77,2%	77,2%	-15	15	30 pts
V ₂₂	74,4%	25,6%	-15	15	30 pts
V ₂₃	45,6%	54,4%	-15	15	30 pts

Figure 7: Evolution of cumulative psychosocial indexes of well-being and criticality



The psychosocial cumulative criticality of all variables of the clause I greatly exceed that of well-being with the exception of the variable 23 entitled "The teachers have broken with the traditional ways of working?". This seems normal because the population surveyed consists of teachers, then we can consider that this assessment lacks objectivity.

3.2.2. Measurements of mean psychosocial indexes of well-being and criticality

Mean of psychosocial indexes of well being for a variable is calculated by the following formula:

$$\text{PSIW Mean of a variable} = \text{Sum} \sum_{n=1}^{181} \left(\frac{\text{if}(PSIW > 0)}{181} \right)$$

And mean of psychosocial indexes of criticality for a variable is calculated by the following formula:

$$\text{IPSC Mean of a variable} = \text{Sum} \sum_{n=1}^{181} \left(\frac{\text{if}(PSIC < 0)}{181} \right)$$

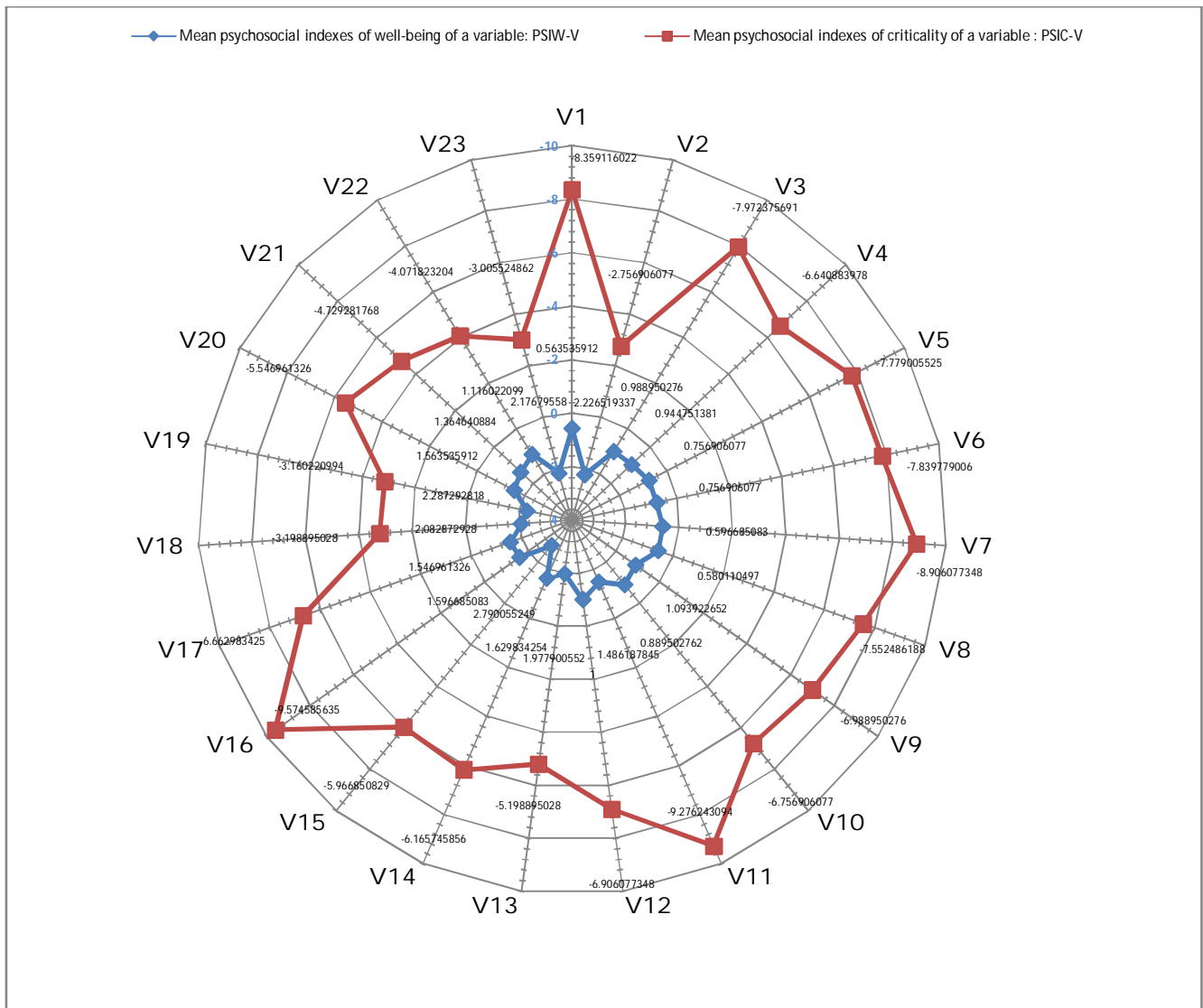
The results are presented in Table 13:

Table 13: Means measures of psychosocial indexes of well-being and criticality

Variable	Mean of psychosocial indexes of well-being	Mean of psychosocial indexes of criticality
V ₁	0,56354	-8,35912
V ₂	2,22652	-2,75691
V ₃	0,98895	-7,97238
V ₄	0,94475	-6,64088
V ₅	0,75691	-7,77901
V ₆	0,75691	-7,83978
V ₇	0,59669	-8,90608
V ₈	0,58011	-7,55249
V ₉	1,09392	-6,98895
V ₁₀	0,88950	-6,75691
V ₁₁	1,48619	-9,27624
V ₁₂	1,00000	-6,90608
V ₁₃	1,97790	-5,19890
V ₁₄	1,62983	-6,16575
V ₁₅	2,79006	-5,96685
V ₁₆	1,59669	-9,57459
V ₁₇	1,54696	-6,66298
V ₁₈	2,08287	-3,19890
V ₁₉	2,28729	-3,16022
V ₂₀	1,56354	-5,54696
V ₂₁	1,36464	-4,72928
V ₂₂	1,11602	-4,07182
V ₂₃	2,17680	-3,00552

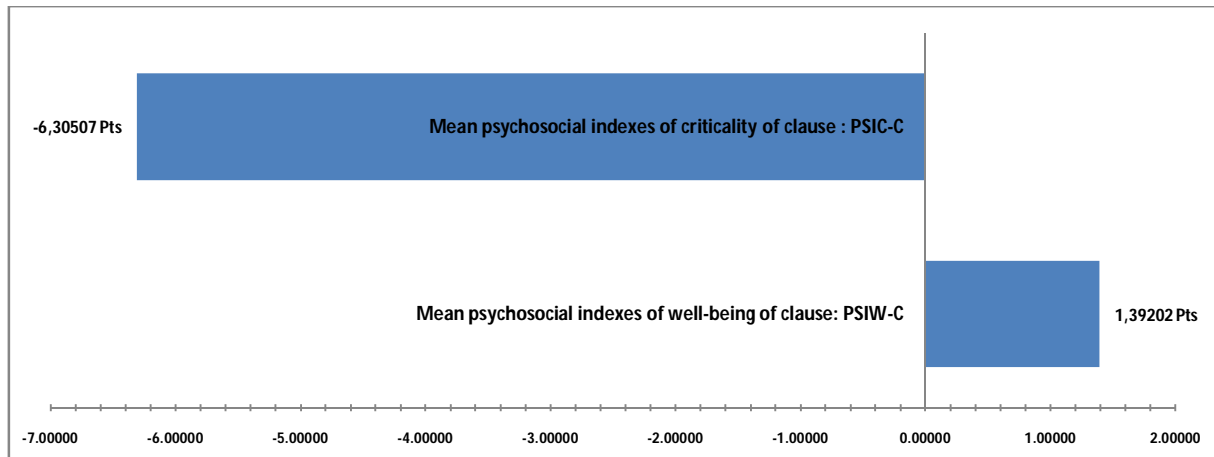
3.2.3. Psychosocial radar of well-being and criticality

Figure 8: Psychosocial radar of well-being and criticality



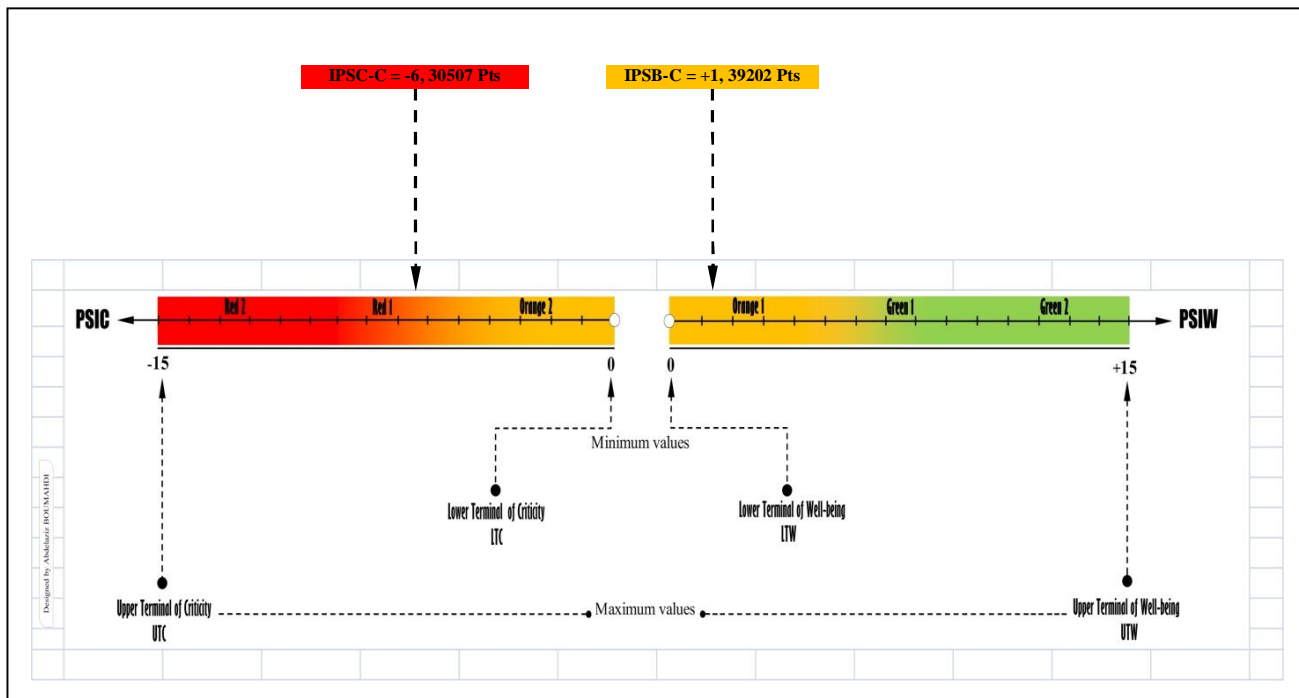
Psychosocial radar reveals the extent of psychosocial criticality immersed largely that of well-being, this is explained by the psychosocial gap between the two indices of criticality and wellness, reaching GPS = - 4.91305 Points. So it is obvious to see that the variables of organizational climate of the clause I: Market orientation, commitment to the vision and values impacting negatively teachers.

Figure 9: Gap between mean psychosocial indexes of clause



These values psychosocial indexes criticality or wellness of clause can be identified and marked in the psychosocial barometer as follows:

Poster 4: Locating psychosocial indexes of clause on psychosocial barometer



Psychosocial indexes criticality and wellness of clause I: leadership commitment to the vision and values are:

PSIC= +1,39202 Pts

PSIW= -6,30507 Pts

With psychosocial gap EPS:

PSG= - 4.91305 Pts

Visual meanings areas which belong both values psychosocial indexes criticality and wellness within the clause I are listed in Table 1, and in our case the system shows a non-compliant and critical status, which requires a partial restructuring that some components of the clause.

This psychosocial barometer is a dashboard to monitor of psychosocial indexes.

3.2.4. Monitoring limits

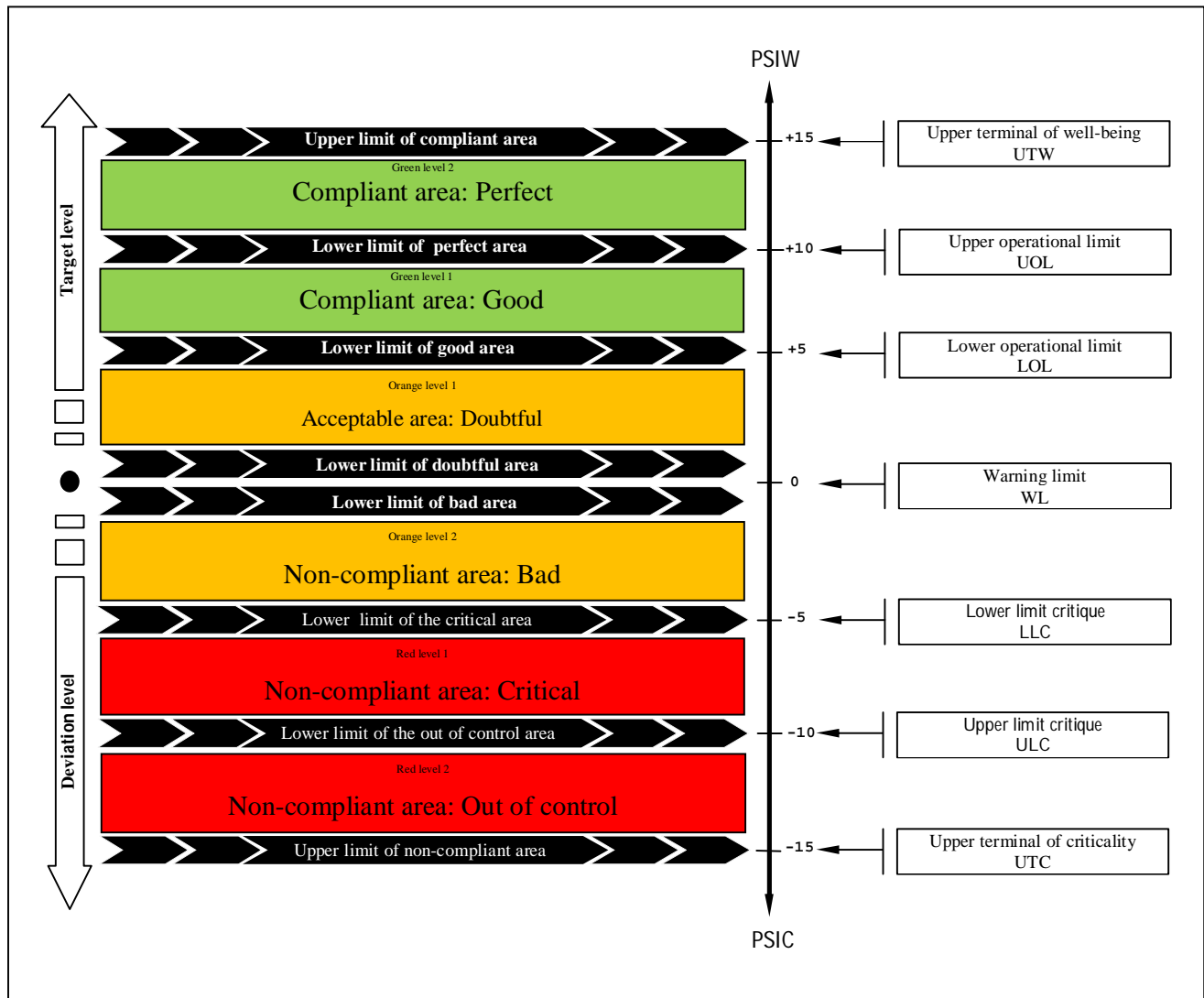
To realize the concept barometer we have implemented three types of specific limits to monitor the evolution of psychosocial indexes namely: critical limits, warning limits and operational limits as illustrated in Poster 3. In this perspective we "can choose a guide value of which we must be closer to permanently: is the « target level»... For a control, we have here three statuses: « acceptable », « non-conforming ». The « acceptable zone» plays a regulator effect in the production flow: we see come adrift before it is blocking in the same way as the orange lights avoid untimely braking and collision" (Genestier, 2002) [5].

Critical limits and warning limits are defined as criteria that separate the acceptable from non-acceptable. They represent the boundaries by which to judge whether educational services are provided in good working condition or not.

In practice, operational limits are designed to intercept deviations that far ahead and thus maintain the performance of the system; therefore they are advanced security margins.

Theoretically, the gap between psychosocial indicators of well-being and criticality can reach 30 points. So we can partition the psychosocial barometer a number of functional areas, separated by limits whose meaning depends on the values of psychosocial indices (see poster 5).

Poster 5: Target level and deviation level of psychosocial indexes



This partition barometer that extends 30 points has the advantage of defining organizational situations accurately and sharp.

3.2.5. Improvement plan

Our actions to improve the macro-process of education and training in Clause I of organizational climate will operate to soften the barometer of the criticality and enhance the well-being through corrective actions.

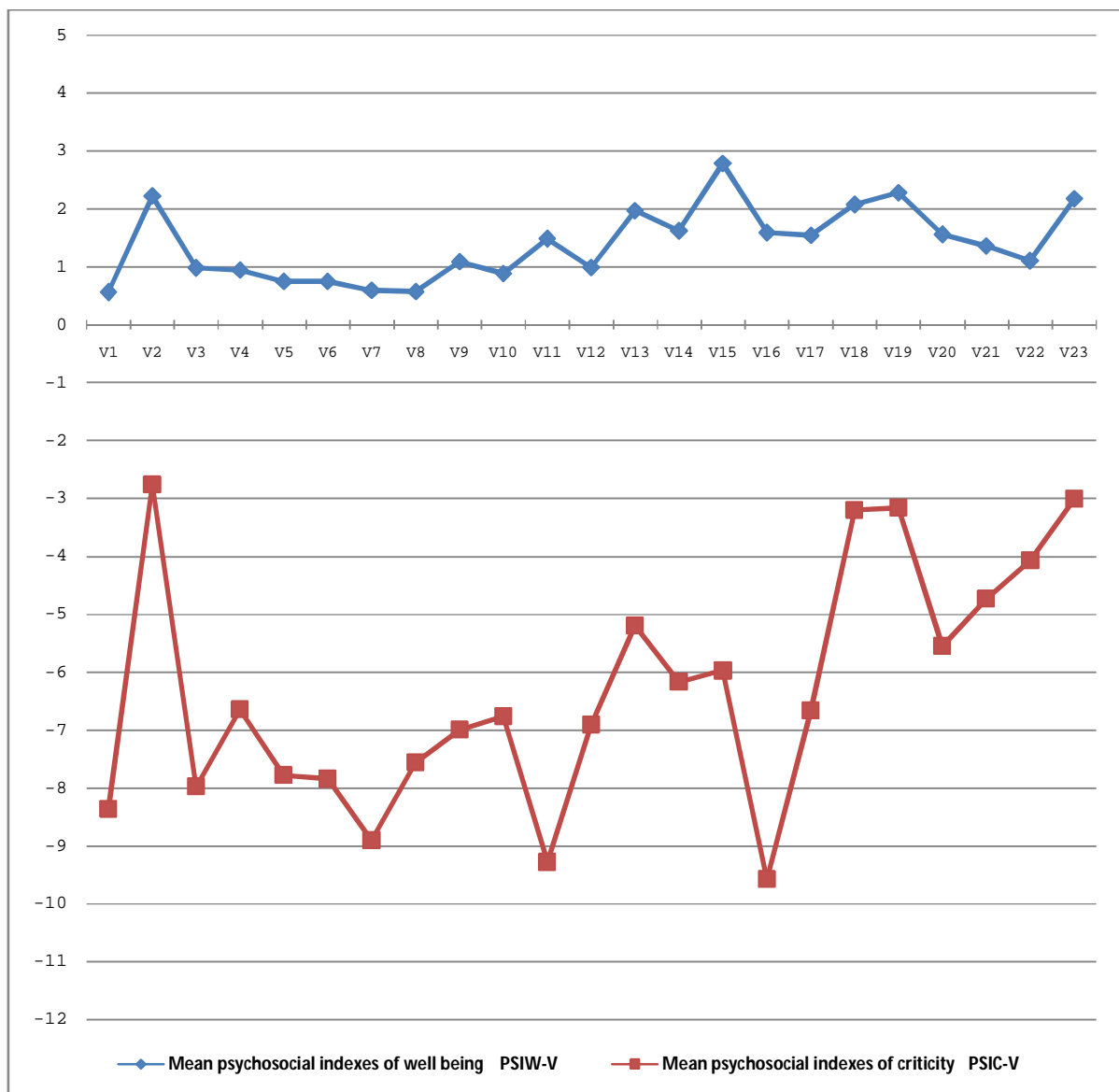
One thing is certain correlation between the two indexes is negative; it means that any relief psychosocial barometer criticality spontaneously involves raising the barometer of psychosocial well-being.

To be realistic, it is difficult to introduce improvements mass covering all of a sudden all the variables for two reasons:

- Avoid resistance to change;
- Avoid fragmentation of human and material resources because of the size and complexity of the educational system.

So a selective improvement is imposed. And to operationalize this improvement we will focus initially on the most outstanding psychosocial peaks of criticality, which can easily identify on the graph 3, after levels of priority action, will be planned according to the height of psychosocial peaks.

Figure 10: Psychosocial Barometer of clause I



Graph 3 has several major psychosocial peaks of criticality "MPPC" which two are most significant and which are characterized by an average of criticality between [-9 to -10 Pts]. These are the peaks that feed the psychosocial barometer criticality, and therefore push towards the red areas.

Our corrective actions are to intervene to relieve psychosocial barometer criticality variables in decreasing order of criticality. For this a priority will be adopted to achieve the planned improvements as shown Table 14:

Table 14: Levels of corrective interventions

Status	Level of criticality	Interval values of PSIC	Target variables	Improvement priority
Orange level 2 Non-compliant area Bad	1	[-0 à -1 Pts [	None	-
	2	[-1 à -2 Pts [	None	-
	3	[-2 à -3 Pts [	V ₂	8
	4	[-3 à -4 Pts [	V ₁₈ , V ₁₉ , V ₂₃	7
	5	[-4 à -5 Pts [	V ₂₁ , V ₂₂	6
Red level 1 Non-compliant area Critical	1	[-5 à -6 Pts [	V ₁₃ , V ₁₅ , V ₂₀	5
	2	[-6 à -7 Pts [	V ₄ , V ₉ , V ₁₀ , V ₁₂ , V ₁₄ , V ₁₇	4
	3	[-7 à -8 Pts [	V ₃ , V ₅ , V ₆ , V ₈	3
	4	[-8 à -9 Pts [	V ₁ , V ₇	2
	5	[-9 à -10 Pts [	V ₁₁ , V ₁₆	1
Red level 2 Non-compliant area Out of control	1	[-10 à -11 Pts [	None	-
	2	[-11 à -12 Pts [	None	-
	3	[-12 à -13 Pts [	None	-
	4	[-13 à -14 Pts [	None	-
	5	[-14 à -15 Pts]	None	-

The two major peaks psychosocial criticality will be our first level of corrective action.

❖ **First level of corrective action:** target the two situations of organizational climate as follows:

Variable 11: Do you think that our education system can meet the challenge of integrating into the world society, while preserving our national identity?

Variable 16: To achieve our sustainable development project do you think we believed in the dignity of all teaching staff without exception?

These two variables revolve around two vital vectors:

- The paradox between integration in the global society and the preservation of national identity: the concern of losing their national identity becomes more increased if the reform is carried out recklessly. More an individual believes in social mobility, it is more likely to leave the group or to dissociate if social identity conferred by this group is negative [14].

Specifically, an individual or group of individuals or an entire system will attempt, in this situation, to move from one system to the status of lower values to a system status to higher values. This mutation is more marked given the social, economic and technical gap which separates the north and south.

Can we then really change without losing its identity? And how to evolve while remaining oneself?

- Dignity of Teachers: How to achieve our strategic objectives if the teaching staff is not at the heart of education reform policies in terms of respect, esteem and motivation to all hierarchical levels, as well as in the media?. This is the only guarantee of unconditional engagement in the process of change.

❖ **Second level of corrective action:** focus on two situations of organizational climate as follows:

Variable 1: Is that our educational system is designed effective consultation with all stakeholders namely higher education authorities and training, teachers, unions..?

Variable 2: To avoid misunderstandings and obstacles; reform our educational system he took enough time to be carefully redirected in case of drift?

These two variables revolve around two vital vectors:

- Effective concertation on draft reforms including the National Charter for Education and Training and the emergency plan. Such concertation seems fictitious insofar as the stakeholders of the education system namely: teaching staff, students, trade unions, associations and political parties.... Were excluded in the development of plans to reform the education system.
- Lack of consideration of social context on the basis of reports from the teaching and administrative staff, as other union, professional and social collaborators, which is a real feed-back to accommodate the reform plans in a timely manner.

The improvement process occurs through the different levels of intervention following the same methodology.

From all the foregoing, it seems clear the importance of strategies quick and reliable communication to cover the process of change at all hierarchical levels:

- Tell the vision of change;
- Advise on the development of action plans in time and space;
- Confirming the need for this change by strong messages;
- Emphasize the collective effort.

These many forces are able to relieve the resistance to change and promote his conduct towards a new form of organization.

4. Conclusion

Driving change is aspect of anticipation, and any attempt to solve the problem of organization without going through the measurement of the quality perceptions of the macro-processes of education and training would be impossible.

In the first phase of this work we conducted a principal component analysis PCA, which showed:

- Inter-variable correlations of the clause;
- Identify the major trends in the population.

In the second phase: the theoretical concept of measurement and evaluation of psychosocial barometer of wellbeing and criticality developed in our previous work has been tested and operationalized in order to provide answers on the nature and strength of the constraints that block the change management in the education sector.

This psychosocial barometer has allowed us to:

- Assess the impact of the variables of the clause I: Market orientation and commitment to the vision and values among the teaching staff;
- Prioritize psychosocial indexes of well-being and criticality of the clause according to the power of their impact;
- Highlight psychosocial peaks that grow psychosocial barometer to the green zone or on the contrary, deep in the red zone;
- Define a plan for continuous improvement based on levels of corrective interventions that meet the priorities;

This psychosocial barometer provides an original and compelling and easy to interpret due to its powerful visual analysis interface strength, which therefore allows following the evolution of organizational variables in a timely manner during the transition to new forms of organization.

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