

# Contribution to the Study of the Effects of Quality Management "Involvement of personnel" on Organizational Performance in Moroccan Universities

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## ABSTRACT

*The objective of this paper is to study the reliability and validity of the measurement scales as well as the effect of the variable staff involvement on the organizational performance of Moroccan public universities. The measures were constructed from a survey of 155 managers (Presidents, Deans, and General Secretaries), so the study consists of the verification of all the observations collected (71 questionnaires). The methodology adopted is based on the stages advocated by the Churchill paradigm (1979). Our contribution focuses on the exploratory phase of the development of the scale allowing the emergence of a factorial structure of the theoretical organizational performance variable. After presenting the conceptualization of this construct, the article describes the procedures used to construct a multi-item scale for measuring organizational performance. The results reveal a factorial structure of the organizational performance perceived by the variable staff involvement with a total explained variance of 61.52%. The analysis of the reliability of the principal component scales shows that the items of each scale are correlated and consistent with each other with a reliability index (Cronbach's Alpha) of 75.7%. The same is true for the goodness of fit, which is very good at 72.6%.*

**Keywords:** *University; Performance, Morocco, Staff involvement.*

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## 1. INTRODUCTION

Excellent organizations" value their people and create a culture that enables them to achieve individual and organizational goals in their mutual interest. Indeed, they have become masters of their professional trajectories and consequently develop various mobility models. The impact of such an event on the organization's performance seems to be difficult to assess. To cope with this, the organization is required to stimulate and involve its employees. They develop the skills of their staff and promote equity and equality. They take an interest in and value their staff, communicate with them, value them and recognize them. They set up procedures to motivate and involve them and to allow them to put their knowledge and know-how at the service of the organization. This paper is underpinned by two objectives. The first is to identify the determinants of the phenomenon by focusing on the concept of organizational involvement. The link that can be established between this and a competency management approach is also an area of development that we will explore. The second objective is to examine the impact of job mobility on organizational performance by distinguishing between qualitative and quantitative flexibility. To do this, we start, in the first part, with a definition of the concept of job mobility and its different forms. We also present the main theoretical approaches that have tried to explain the course of this process and we draw up a more or less exhaustive list of its determinants. These are generally personal, organizational and sectoral variables. In a second part, we look at the consequences of job mobility on organizational performance. At the end of this work, we show that the implementation of a coherent and efficient human resources policy based on competency management can involve employees in the organizational life and reinforce their commitment to better contribute

to the performance of the organization. The objective is to show that the Human Resources function has been structured and organized in such a way as to become strategic and therefore participate in achieving organizational performance. This paper ends with the presentation of our conceptual framework synthesizing all the relationships identified from the literature review, with a view to continuing our work empirically.

## **2. ORGANIZATIONAL INVOLVEMENT**

### **2.1. The multidimensional concept of organizational commitment**

According to Meyer and Allen (1991), employee involvement is a three-dimensional concept, related to the psychological state that connects the employee and his or her organization, while also having effects on the organization's performance.

Three forms of involvement to highlight:

- Affective involvement (AI),
- Continuation involvement (CI)
- Normative implication (NI).

An employee may, therefore, wish to remain within the organization, because he or she is emotionally involved and expresses an emotional attachment to it. This type of involvement translates into a desire to contribute to the smooth running of the organization and is thus a source of effectiveness at work (Bentein et al., 2004). Indeed, an employee who feels a continuation involvement remains within the organization because he is forced to do so and expresses a feeling of dissatisfaction followed by inappropriate behaviors at work (absenteeism, lateness, low productivity etc.). And for an employee who feels morally obliged to stay with the organization expresses a loyal attitude towards it. This is a normative commitment that translates into a predisposition to commit to the organization's objectives, in the absence of an emotional attachment of the employee to the organization of which he or she is a part (Meyer and Allen, 1997).

The objective of this paper is to determine the main mechanisms underlying the different forms of involvement.

#### **2.1.1. Emotional involvement**

Eisenberger et al, (1990) cite the employee's feeling of being supported and considered by the organization, while Ko et al, (1997) emphasize group support. Folger and Konovsky (1989) and Sweeny and McFarlin (1993) highlight the perceived fairness of the decision-making procedures used within the organization. Feelings of self-importance and self-actualization are antecedents to affective involvement (Wanous, 1992; Wanous et al, 1992).

#### **2.1.2. Continued involvement**

Bentein et al (2000) list two categories of antecedents to continuation involvement. The first category relates to the perceived availability of job alternatives (Lee, 1992 and Meyer et al., 1991). Since these are high in good economic times, a low continuation commitment will be obtained. The second is the investment of time and money made by employees to adapt to their organization and the benefits that resulted (Meyer and Allen, 1990). It is in this case that continuation will be motivated by the fear of losing the investments made, particularly in terms of training

#### **2.1.3. Normative implication:**

Wiener (1982) emphasizes the socialization processes originating from the employee's professional or private life, thus constituting a main source of development of this form of involvement.

According to Bentein et al (2000), these processes determine the employee's behaviors and attitudes, as well as his values and culture. These elements are essential to create a sense of recognition for the efforts made by the various targets (Scholl, 1981). Several approaches have attempted to study the impact of HRM practices on performance. Delery and Doty (1996) have identified a typology of approaches to explain this relationship, namely

- The universalist approach.
- The contingency approach.
- The configuration approach.

On the other hand, Besseyres Des Horts (1988) has developed an approach highlighting another type of interaction between the organization's strategy and HRM practices while taking into account the different life cycles of the organization (creation, development, maturity and deep transformation). The idea is that the skills and knowledge required of each employee differ according to the phase in which the organization is located. Furthermore, Batal (1997) emphasizes that the task of HRM is to provide, in quantity and quality, at the right time and at the lowest cost, the human resources that the organization needs. The second task is social and is mainly related to the factors of motivation of the personnel. The aim is to ensure the serenity of the organization (Emery and Gonin, 1999).

**2.2. Organizational performance**

Generally, performance refers to the achievement of organizational objectives, although the nature and variety of these objectives vary. This achievement can be understood in the strict sense (result, outcome) or the process that leads to the result (action). Indeed, performance is a multidimensional concept, like organizational objectives; it is subjective and depends on the chosen referents (goals, targets).

**Table 1 The different approaches to performance**

<b>Approach</b>	<b>Characteristics and indicators</b>	<b>Actors involved</b>
Strategic	*Overall orientations of the organization. *adequacy of the structures to the orientations	*directors*competitors
Organizational	* adequacy of the structures, the distribution of tasks, the procedures, the functioning in relation to the missions assigned to the organization	*directors*competitors
Social	*assessment of professional and work relations in the organization. *assessment of the ability of managers and supervisors to regulate relations between social groups, to anticipate or deal with conflicts, to encourage support for the objectives and projects of the organization and its components	*management*employees and employee representatives*public authorities
Technico-economic	*efficiency of production processes*assessment of the ability to adapt in the short and medium term to changes in the environment, markets and technologies	*executives
Marketing	*Assessment of the ability to perceive market needs and pressures. *assessment of the effectiveness of the research methods and commercial actions	*executives
Financial	*Assessment of the organization's ability to maintain a satisfactory level of remuneration on its production and sales. * assessment of the organization's ability to ensure the return on the capital made available to it.	*executives*funders*owners , shareholders and lenders

*Source: Cohen, E. (1994). Financial Analysis. Economica, 3<sup>ème</sup> edition.*

Organizational performance can be defined as the achievement of a result equivalent or superior to the objective set by the organization, taking into account the means implemented. Managing an organization and achieving all its objectives with the optimization of resources, especially in a changing environment, is not an easy task. It requires a mastery of the activities of its organization. At the same time, we have brought the concepts of human resources management and organizational performance.

**A well-performing organization:** brings together the following four (4) points:

- **Effectiveness** depends on the organization's ability to achieve its goals. An activity is said to be effective if the results achieved are the same as or better than the objectives set;

- **Efficiency** is the relationship between the resources used and the results achieved. An organization is efficient if it achieves its objectives while optimizing the means used (in other words, a better use of resources for a reduction in costs);

- **Relevance** or the ability of the organization to adapt to its environment;

- **Financial viability**.

M. Kalika (1988), professor at Paris-Dauphine, emphasizes four factors of organizationaleffectiveness:

- **Compliance with the formal structure** (non-compliance with the structure can result in dysfunction within the organization);

- **Relationships between departments** (seeking to minimize conflicts implies the need for coordination essential to efficiency);

- **The quality of the information flow** (the organization is obliged to develop information systems to allow the obtaining of reliable and essential information for the good functioning of the organization);

- **The flexibility of the structure** (its ability to change) is a determining element of adaptation to the constraints of the environment.

- **Participation in decisions** as well as **employee rotation** and multi-stakeholder communications).

In this theory, performance has tended to be identified with productivity, especially apparent labor productivity (quantity produced/number of hours worked).

An organization is successful when it makes the best use of its resources (material, human and financial) to achieve its objectives.

The performance of an organization touches on several aspects: **commercial, financial and social**. Social performance is the organization's ability to effectively mobilize its human resources. It must ensure their well-being. The organization will implement actions to improve working conditions or compensation to encourage employees to invest. Social performance can also be strategic in order to maintain the image that the organization gives to its environment. The effectiveness of actions taken to improve employee aspirations. This effectiveness can be assessed through the analysis of social indicators, relating to the field of human resources (staffing, training, recruitment, etc.). Internally, these indicators serve as a basis for discussion and negotiation with employees; externally, they are useful for communicating on the social climate of the organization.

These indicators include:

- Physical presence in the organization.

- Employee turnover.

- Absenteeism rate.

- The training budgets.

- The annual resignation rates.

- The average compensation of the staff...

Organizational performance can be defined as the result obtained in relation to the objectives, the strategy of the organization and/or the expectations of the stakeholders. It relates to quality, quantity, cost and time.

<p><b><u>Financial indicators:</u></b></p> <ul style="list-style-type: none"> <li>- profitability, profitability,</li> <li>- sales ,</li> <li>- share value</li> </ul>	<p><b><u>Technical indicators:</u></b></p> <ul style="list-style-type: none"> <li>- productivity,</li> <li>- quality, lead time,</li> <li>- after-sales service, innovation</li> </ul>
<p><b><u>Human indicators:</u></b></p> <ul style="list-style-type: none"> <li>- motivation, training,turnover,</li> <li>- employee satisfaction</li> </ul>	<p><b><u>More qualitative indicators:</u></b></p> <ul style="list-style-type: none"> <li>- image of the organization,</li> <li>- customer satisfaction</li> </ul>

Source: Mouton Patrice " Compta clic " Special Bac pro

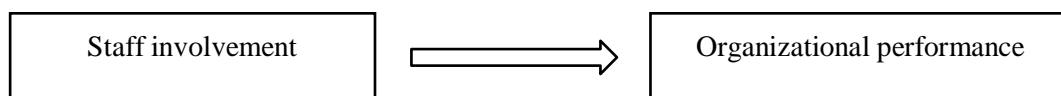
### 3. RESULTS AND DISCUSSION

The question of validity and reliability of research is equally relevant to both quantitative and qualitative research, although these two criteria have long been considered to apply only to quantitative research. To provide a measure for all of these criteria in the designed model, we opted for the Likert scale.

#### Likert scale

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not yet started	Some progress	Considerable progress	Completed in full

Figure 1 Conceptual model.



**H1:** Does staff involvement influence organizational performance in the Moroccan publicuniversity?

#### 3.1. Assessment of the quality of the measurement scale for the dependent variable "Organizational Performance"

Table 2 Selected measures of the "organizational performance" variable

Code	Item	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
AP1	Managing knowledge: defining and refining students' knowledge and future careers	1	7	17	46
AP2	Manage students: define the volume of students and supply curricula (student recruitment plan, validation of applications)	7	14	6	44
AP3	Plan: manage human resources (recruitment plan for permanent administrative and teaching staff)	1	3	12	55
AP4	Manage technical resources: hardware and software investment plan	2	16	9	44
AP5	Manage relations with the external environment: define partnership actions with the business world in order to define needs	8	32	10	21
AP6	Maintenance management and annual investment in equipment	2	4	20	45
AP7	Plan for short-term maintenance and adopt short-term capacity	9	25	8	29
AP8	Planning of student placements	9	15	20	27

Source: Authors

**Table 3 Reliability statistics for the "Organizational Performance" scale.**

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of elements
0,845	<u>0,845</u>	8

Source: SPSS 25

A reliability analysis was conducted to examine the internal consistency between items. The coefficients are presented in the table below for the "Organizational Performance" variable.

Once the unidimensionality of the measurement scale was verified, Cronbach's alpha coefficient was used to assess its reliability. This coefficient, with a value of 0.845, ensures the internal consistency of the scale. It can be improved by deleting the AP6 item which is the least correlated with the other items.

After eliminating this statement, which also has the lowest communality, we obtain a variance of more than 60% (see table above) and Cronbach's alpha coefficient is 0.845. We will therefore keep a valid and reliable scale composed of seven items measuring performance: AP1, AP2, AP3, AP4, AP5, AP7, AP8.

**Table 4 KMO index and Bartlett test**

Kaiser-Meyer-Olkin index for measuring sampling quality.		0,707
Bartlett's sphericity test	Chi-square approx.	300,429
	Ddl	21
	Meaning	0

Source: SPSS 25

The KMO index of 0.707 and the result of the sphericity and Bartlett test is significant ( $p < 0.0005$ ). We can therefore reject the null hypothesis. The correlations are therefore not all equal to zero. We can therefore continue the analysis.

**Table 5 Total explained variance**

Component	Initial eigenvalues			Sums extracted from the load square			Rotation sums of the load square		
	Total	of variance	Cumulative	Total	of variance	Cumulative	Total	of variance	Cumulative
1	3,775	53,925	53,925	3,775	53,925	53,925	3,623	51,757	51,757
2	1,281	18,306	72,231	1,281	18,306	72,231	1,433	20,474	72,231
3	0,928	13,258	85,489						
4	0,372	5,308	90,797						
5	0,347	4,953	95,75						
6	0,22	2,884	98,634						
7	0,096	1,366	100						

Source: SPSS 25

**Extraction method: Principal component analysis.**

The factor analysis allowed us to extract two components, the first one explains 53.92% of the variance and the second one 18.30%.

3.2. Assessment of the quality of the measurement scale for the independent variable "Staff Involvement":

**Table 6 The selected measures of the variable "Staff Involvement"**

Code	Item	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
IP1	Do the plans for personnel (recruitment, training, development) flow directly from the institution's internal needs and are they able to carry them out?	19	28	9	15
IP2	Does your organization ensure that the staff it hires are aligned with the organization's needs and values? Is there an evaluation process (followed by staff) that ensures that objectives are consistent with the needs of the organization?	14	18	10	29
IP3	Does your organization have a process that involves all staff in making improvements? Delegation of responsibilities (decision making) without jeopardizing the organization?	15	21	11	24
IP4	Is there an effective system of horizontal and vertical communication with facility staff, and do staff agree that they are well informed and that their opinions are valued?	14	18	12	27

**Table 7 Reliability statistics**

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of elements
0,758	<u>0,757</u>	4

Source: SPSS 25

Reliability analysis was conducted to examine the internal consistency between items.

The coefficients are presented in the table below for the variable "Staff Involvement". The coefficients are presented in the table below for the "Staff Involvement" variable.

The final table in this analysis is the one containing the value of Cronbach's alpha. We note here that the value of the coefficient is 0.90, which is acceptable, since it exceeds the required minimum threshold of 0.70 (Nunnaly, 1978).

Examination of the correlation coefficients between the items and the factorial axes indicates that the factorial axis n°1 gathers the indicators IP1, IP2, IP3, IP4.

**Table 8 KMO index and Bartlett test**

<b>Kaiser-Meyer-Olkin index for measuring sampling quality.</b>		<u>0,630</u>
<b>Bartlett's sphericity test</b>	Chi-square approx.	<b>132,889</b>
	ddl	<b>6</b>
	Meaning	<b>0,000</b>

Source: SPSS 25

The KMO index of 0.630 and the result of the sphericity and Bartlett test is significant ( $p < 0.0005$ ). We can therefore reject the null hypothesis. The correlations are therefore not allequal to zero. We can therefore continue the analysis.



Table 9 Total explained variance

Component	Total	Initial eigenvalues		Sums extracted from the loadsquare		
		of variance	Cumulative	Total	of variance	Cumulative
1	2,461	61,526	61,526	2,461	61,526	<b>61,526</b>
2	0,978	24,447	85,973			
3	0,422	10,559	96,532			
4	0,139	3,468	100,000			

Extraction method: Principal component analysis Source: SPSS 25

The factor analysis extracted a single component that explained 61.52 of the variances. Keeping the second column of Table 1, we find that only one factor or component has an eigenvalue greater than 1. We therefore keep it for the analysis. However, we want to be sure that we choose the right number of factors to extract. So we lookat the eigenvalue graph and examine where the cattell's bend is broken.

Figure 2 Eigenvalue graph

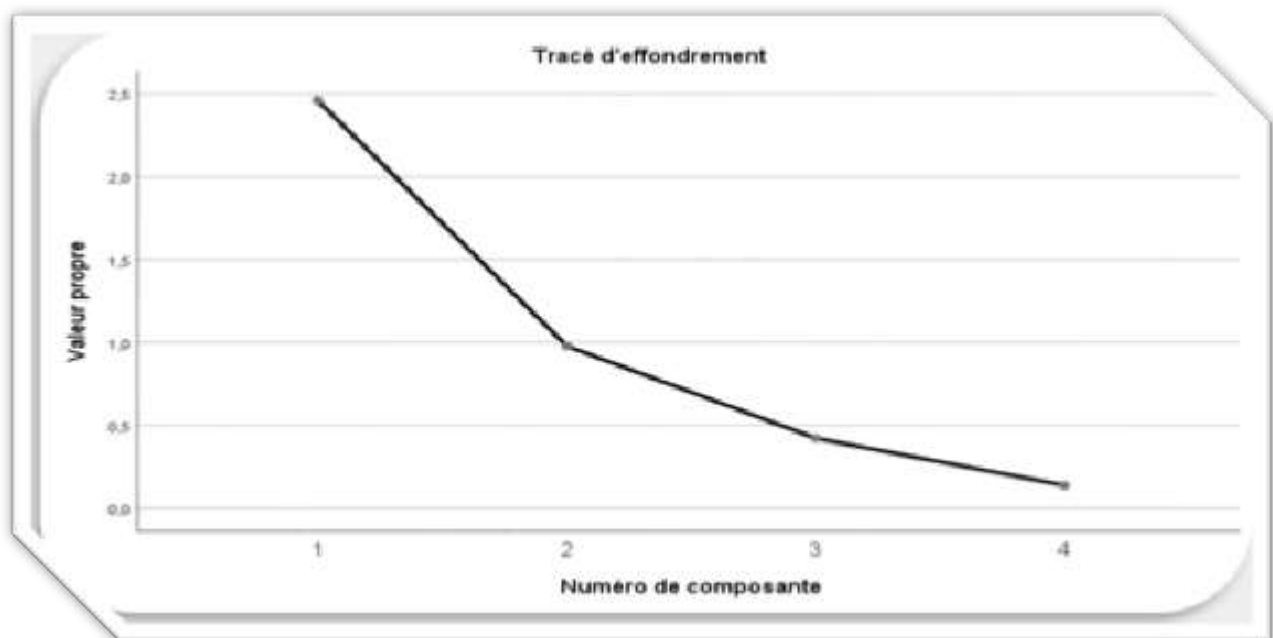


Table 10 Summary of models

Model	R	R-two	R-two adjusted	Standard error of the estimate
1	0,852 <sup>a</sup>	<b>0,726</b>	0,722	<b>0,56246</b>

a. Predictors: (Constant), STAFF INVOLVEMENT  
Source: SPSS 25

From the regression test, we find that the adjusted R2 is equal to 0.726 which means that the variable Leadership explains 72.6% of the organizational performance. This confirmsby interpreting the ANOVA table



**Table 11 ANOVA**

Model		Sum of squares	ddl	Medium square	F	Sig
1	Regression	57,870	1	57,870	182,925	<b>0,000<sup>b</sup></b>
	of Student	21,829	69	,316		
	<b>Total</b>	<b>79,699</b>	<b>70</b>			

a. Dependent variable: PERFORMANCE Source: SPSS 25

b. Predictors: (Constant), IMPLICATION

The ANOVA table shows that the model obtained is significant. Indeed, the significance of the file is lower than 5%, especially since the regression largely exceeds the residuals.

**Table 12 Coefficients<sup>a</sup>**

Model		Non-standardized coefficients		Standardized coefficients	t	Sig.
		B	Standard error	Beta		
1	(Constant)	0,598	0,178		3,359	<b>0,001</b>
	IMPLICATION	0,760	,056	0,852	13,525	<b>0,000</b>

a. Dependent variable: PERFORMANCE Source: SPSS 25

The probabilities of obtaining a t-value of 3.35 if the intercept (*b*) is zero are less than 0.0005. Therefore, *b* is non-zero and we can conclude that the staff involvement variable contributes significantly ( $p < 0.0005$ ) to predicting organizational performance.

**Through these analyses, the correlation is well fitted to the observed data and hypothesis H1 is valid**

#### 4. CONCLUSION

In our research on organizational performance, we used unobservable variables from the literature review. In order to make these variables observable, we had to operationalize them, i.e., translate the conceptual definitions into the indicators needed to test the hypotheses. Given that the Anglo-Saxon measurement tools are developed and validated in the context of their use, we verified the conceptual equivalence of each variable and its adaptation to our field of investigation, to a Moroccan context with its own socio-cultural specificities. Thus, the examination of the validity and reliability tests of these scales allowed us to verify the possibility of their reuse in the specific Moroccan context.

In terms of the managerial contributions of this research, it provides managers with a better understanding of performance and the nature and consequences of the relationship between academic institutions and the supervisory ministry. This research also highlighted factors that have a significant impact on organizational performance in the Moroccan context. Managers of public universities, particularly authorizing officers and sub-authorizing officers, will be able to identify measures to be taken to develop the organizational performance of their institutions. Although this work provides theoretical, managerial and methodological contributions, it must nevertheless be put into perspective through its limitations:

- The first limitation that we can mention is the nature of our survey. Indeed, the questionnaire survey mitigates the validity of our main conclusions, insofar as it implies an absence of opportunity to assess the quality of the answers provided. This is due to the fact that in the Moroccan context. Public universities do not allow direct access to information in order to have weak results. One category does not respond, another refuses and others do not respond but only through a questionnaire without carrying out a clinical observation and having access to the information on the spot.
- The second limitation is justified by the sample size. Although the response rate is consistent with other studies that have dealt with the same subject, the size is very limited. Therefore, given the sample size, we cannot claim a broad generalization.

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