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Exploring career limits: insights from Moroccan academics' journey

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Abstract: This article contributes to the study of Moroccan teacher-researchers career trajectories. The contribution will allow not only for a better understanding, confirmation, examination, and discussion of the many causes for the university professor's career cap but also for a better contextualization of the current techniques employed to manage his career advancement.
Based on our findings, we present a fairly clear discussion of the assumptions, the career cap's most significant meaning for Moroccan academics in particular, its collective determinants (individual, organizational, and contextual), and its effects (both positive and negative) on their work behaviors and attitudes.

Keywords: Moroccan public university, teacher-researchers, academic career cap.

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1. Introduction

Despite extensive study on Morocco's career cap, notably in several empirical domains, there is none on the factors that influence it and how it affects teacher-researchers in public universities. According to the most recent university statistics published by the Ministry of Higher Education, Scientific Research and Executive Training (MHESRET) in Morocco, 5770, or nearly half, of the 14866-permanent teacher-researchers employed by public Moroccan universities are Professors of Higher Education (PHE). Only 437 of the latter have achieved retirement age (65 years and beyond), and the remainder are less senior, but the PHE is the final grade specified by the statute controlling the teaching staff researcher, so it is stagnating. Even though their ages range from 50 to 65, 1247 of them are still Professors Qualified to Direct Research (QDR), 1498 are Assistant Professors (AP), and 30

are Associate Professors (AsP). This final observation reveals an imbalance between the teacher-age researchers of advancement and his professional rank. This disparity results from the evolution and evaluation processes that the public university system has drawn attention to.

Thus, academics are interested in identifying acceptable activities and behaviors that are both useful and required to obtain outcomes but also to benefit from them in the context of transformations and work settings, which are sometimes enhanced. Today, they are more concerned than ever with giving employees a clear career path, maintaining a high standard of living at work, and achieving work-life balance. Additionally, the prevalence of contradictory norms, uncertainty about the future, the environment's cognitive weakness, and the introduction of new missions, needs, and privileges underline a feeling of anxiety among teacher-researchers about their academic careers (Weick, 1996).

Our study, which is a component of this paradigm, tries to comprehend how teacher-researchers working at a public university in Morocco may encounter a situation of capping and what effect that has on their actions and attitudes at work. We will make a special effort to respond to the questions below:

- What is currently being done to support Moroccan teacher-researchers? How are their careers managed? How do they view their line of work? How do they see the current hiring and promotion processes?
- What significance does the issue of career caps have for Moroccan teacher-researchers? Can we discuss the teacher researchers' career cap? If so, what are the underlying causes, characteristics, triggering events, and consequences for their attitudes and behaviors at work?
- Can we still discuss the distinctive professional profile of the teacher-researcher? These are not all different profiles. What distinguishes the profiles of teacher-researchers who are demotivated in their professional lives from those who continue with enthusiasm and ambition during this era of capping?

2. Literature review

Many human resources management researchers have an academic interest in the academic career. This broad idea has served as the foundation for many elements. The explorations of academic careers and the phenomenon of career caps are cited below.

According to Hennequin in 2010, the features of autonomy and freedom of teacher-researchers (Fréville, 2001) explain why the academic job is a unique career of its kind. A traditional career (focused on promotions and linear advancement) and a nomadic career are combined to form this concept (based on skills and mobility). The typical tendency involves boards and control commissions solidifying their roles in the academic career according to a highly structured vertical mobility (Hennequin, 2010) and maintaining good internal management (Enders and Kaulisch, 2006). Thus, the internal labor markets of the labor institution's labor institution are strengthened by the objective standards for the success of teacher-researcher’s careers (Enders and Kaulisch, 2006; Musselin, 2003). On the other hand, in the nomadic current, teachers and researchers are free to choose their professional paths and can pick up skills outside of the workplace (Hennequin, 2010; Kaulisch and Enders, 2005). (Enders and Kaulisch, 2005). Additionally, the subjective nature of the success criteria that make up the career in this sense is a defining characteristic (Kaulisch and Enders, 2005). The formation of a researcher's career is heavily influenced by environmental structures and relationships, making it far from being purely individual (Beaufas and Krais, 2005). It is influenced by several crucial factors, including national culture and, specifically, the nation's science policy (Altbach, 2000); the "Materialization" of public practices (Harley, Muller-Camen, and Collin, 2004); the conflict between the organizational goals of the university and the profession of the teacher-researcher

(Gitgnol, 2015); the modifications seen in university management methods (Weick, 1996); and the ambiguity of the university c. (Weick, 1976).

There are two models or scripts for the academic career, according to a careful analysis of the literature. The first is by Duberley, Cohen, and Mallon (2006), who identified four career scripts for scientists: the careerist in the organization, the scientist with passion, the balance seeker, and the strategic opportunist. In their 2008 study of the second model, Louvel and Valette identified three career scripts: the research professional, the local contractor, and the administrator. These scripts, according to the authors, are consistent with those that may be found in other nations.

The groundbreaking work of Becker and Strauss marked a significant turning point in the examination of career caps (1956). According to these authors, the capped are those who are professionally fixed and do not advance in their jobs. Others have defined career-capping as the absence of both vertical and lateral movement inside the company (Stout, Slocum, Cron, Choyet Savery, 1988).

Chao (1990) and Tremblay et al. (1998) distinguish between two aspects of career cap: an objective, observable aspect linked to an excessive amount of time spent at the same level in the hierarchy and a subjective, individual aspect linked to unfavorable feelings about future advancement opportunities.

Bardwick (1986) makes a distinction between three different types of capping: 1) the structural cap, which is related to the impossibility of career advancement; 2) the content cap, which is related to uninteresting work; and 3) the life cap, which is related to a lack of accomplishment in all spheres of one's life. Tremblay et al. (1996) propose a fourth type of ceiling referred to as a wage, linked to the achievement of the external cap and the salary scale ceiling. This type of ceiling is associated with two concepts, namely, "Marketability" (Veiga, 1981) and "Feeling of Unemployability" (Marbot and Peretti, 2002), and it refers to the individual's perception of being able to find a job more interesting than his current job outside of More recently, Lee (2003) makes a distinction between the professional cap, which he ascribes to a deficiency in or ignorance of skill regarding the demands of the job. Having said that, two methods can be identified about the reasons for career caps:

- According to the psychological school of thought, a person's talent, will, and personal characteristics ultimately determine whether they reach their career cap. For instance, Edgard Schein (1978) uses the idea of career anchors to explain why some managers' careers plateau more quickly than others.
- The sociological viewpoint views career caps as a social dysfunction, whose institutional and organizational contexts serve as its sources of origin. Organizational culture has a powerful hold on careers, which makes it impossible to understand them separately from the environment in which players operate (Dany, 2003). Employees will therefore quickly find themselves in a situation of capping in structures where career mobility is bureaucratic (Roussel, 2009).

According to some research (Lemire et al., 1999), career-capping causes workers who are "capped" to lose motivation at work and may even hurt their physical health. According to other research (Lamoureux and Cardinal, 1996; Tremblay, 2005), those who are capping their careers feel a greater sense of incompetence and are very dissatisfied with their careers. Compared to the uncapped, the capped are less committed to their jobs (Allen et al., 1998; Gould and Penley, 1984; Lemire et al., 1999).

3. Methodology

By utilizing a mixed methodology, this research is based on hybrid reasoning (abductive and hypothetico-deductive) (qualitative and quantitative). In addition to interviewing 24 academics (18

teacher-researchers and 6 institutional actors) for an exploratory study, we started a quantitative questionnaire survey of 117 university professors from various backgrounds, including men and women who work in various disciplinary fields and hold a variety of degrees.
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Open card sorting was used to do pre-testing on this questionnaire (Paul, 2014). Our qualitative methodology is grounded in hybrid exploration (Charrerie & Durieux, 2007); it is a frequentative process that involves a frequent back-and-forth between the theory and the field (Allard-Poesi and Maréchal, 2003). On the other hand, the hypothesis test was done using Churchill's (1979) paradigm.

3.1 Sampling and collection of data

We employed the following data collection techniques to achieve our study's purpose of creating an inventory of the teacher-advancement researcher's metrics and his judgments of the career cap: First, to comprehend the evolution of the "academic" vocation in Morocco, we deployed internal documentation, in particular, reports, decrees, statutes, and legislation. Then, utilizing an interview guide, we performed in-depth interviews (Kaufman, 2016). We put the hypotheses that emerged progressively from the theoretical and qualitative investigations to the test using a questionnaire.
Then, employing an interview guide, we carried out thorough interviews (Kaufman, 2016). We employed a questionnaire to examine the hypotheses that gradually emerged from the theoretical and qualitative investigations. In addition to status, we have ensured that the sample is as diverse as possible, that both men and women participated in the studies (both qualitative and quantitative), and that the participants come from many disciplinary domains. The use of this sample strengthens the reliability of our findings since it adheres to the principle of successive replications, which states that a result gains explanatory robustness when it is obtained in one context and validated in a different but comparable environment.

3.2 Analysis of Data

The following list of methodological approaches is used to assess both qualitative and quantitative data:

3.2.1 Content evaluation

To examine qualitative data, content analysis based on thematic analysis (Bardin, 2013) was chosen. It entails reading a corpus sequentially to define its content empirically in terms of the categories and connections between them that can emerge during readings.
Comparing the findings from interviews with teachers of the same status (inter-case and intra-category analysis). The analytical outputs of the 24 cases in our corpus were then combined to produce a broad analysis of the entire (inter-case analysis). The initial goal is to arrange the data acquired by the Huberman and Milles technique of analytical progression, which "makes it feasible to explain and grasp the 'why' of things, to go from the what and how to the why" (2003, p. 172).
Since all of the interviews were recorded and transcribed, the stages of this approach are codification, grouping, and categorization. The steps for each analysis are displayed separately in the table below:

Table 1. Content analysis procedures

Analyses	***Case-by-case* analysis**	***Case-to-case comparison***
Thematic (themes)	*Propositional analysis *Initial codification *Intra-case grouping	*Inter-case grouping *Categorization (or thematic coding) *Calculation of occurrences and relative frequency
Relational or contingency (Associations)	*Relational Coding (Analysis of Relationships by Oppositions) *Grouping of intra-case relationships (initial matrix)	*Grouping of inter-case relationships: contingency table *Co-occurrence calculation and weighted frequency
Sequential (events)	*Horizontal chronological examination of events *Case reports	*Chronological records * events vertically analyzed: inter-status matrix

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3.2.2 Confirmation of beliefs

The structural equation approach was used for the study to verify the research model. The treatment of numerous blocks of dependent and independent variables using SEM justifies its use. When discussing measurement errors, the major topics here are hidden variables and observable variables. For management science academics, this approach offers considerable promise because it makes it easier to analyze linear causal links between the various researched variables (Chin, 2000). The validation approach, which followed the purification of the measuring tools, included two crucial steps: the validation of the measurement model and the validation and testing of the structural model, which included a test of the links between mediation and moderation.

Confirmatory Factor Analysis is the best technique to examine and assess the measurement model. It establishes an a priori factorial structure, which we'll try to verify (Roussel et al. 2003). Four factors were used to assess the convergent and discriminating construct's validity (individual reliability of the item, composite reliability, mean of the extracted variance, and shared variance).

to verify the theories behind our structural model. First, a bootstrap approach was used to determine the significance of the derived coefficients (5000 replications in our case). The P-Value, which denotes the chance of error, must be larger than 5%, and the value of the student (T) test, as determined (ratio of the original sample to the initial error), must be greater than 1.96. The whole model's accuracy was then gauged by looking at the coefficients of determination (R2). The strength of the observed relationship between one variable and another was then determined (f2). The Q2 coefficient was then used to estimate the analysis of the structural model's predictive usefulness. The model fit quality (GOF) was then evaluated. This coefficient confirms that our study model can test the phenomenon under investigation.

4. Results

Moroccan legislation and regulatory frameworks provide the parameters for academic careers. Before outlining the findings of the qualitative (contextualized conceptual model) and quantitative (validated research model) studies, we offer an overview.

4.1 A career in academia in Morocco

The majority of teacher-researchers from the civil service are in charge of teaching and conducting research at the public university in Morocco. There is a need for teaching from other staff categories. These include hourly-paid part-time teachers, contractual employees (Ph.D. students hired at the university level for a set duration), teachers with a special connection to the university (such as professors of communication or sports education), etc. At the level of institutions and universities, the management of these categories is decentralized. These categories are not covered by us. Assistant professors, professors eligible to direct research, and professors of higher education are teacher-researchers.

After getting in touch with and speaking with the institutional actors, as well as carefully examining the regulatory texts about the professional advancement of the three aforementioned categories, we discovered that, as of February 1997, the teacher-researcher of the Moroccan public university must go through predefined and regulated phases to advance in his career, just like any other civil servant.

The associate professor is hired through an open state competition at each academic institution, with the understanding that the applicant must possess a Ph.D. or a comparable degree. The selected candidate starts his job as a trainee assistant professor after the competition with the first step of grade A, although he has the option to advance to the second step during this time. Without considering the third year in his conditions of development, the duration will be increased to three years if the candidate does not exhibit his pedagogical qualities.

For those who are teaching executives and/or can demonstrate at least four years of experience as an assistant professor, the assistant professor can advance in his career towards the framework "qualified professor to direct research" once he completes his academic preparation for academic accreditation to direct research and reaches the third step at least of grade A of assistant professor. Last but not least, achieving PHE status, which serves as the objective ceiling in terms of hierarchy, demands six years of QDR experience as well as a scientific and educational dossier that adheres to the criteria outlined in the evaluation grid.

According to Article 14 of the Teacher-Researcher Special Status, the latter moves up a step every two years, however, the change from one grade to another happens by specific rhythms and circumstances. The conditions for each rhythm are listed in the table below:

Table 2. the progression rates from grade to grade.

Rhythm	Conditions
Exceptional	If they have two years of seniority in the third step of the current grade, 20% of the candidates who have filed for promotion get promoted to a higher grade.
Fast	After one year of seniority in the 4th step of the grade in question, 20% of the candidates whose names are on the list of those who are registered for promotion are swiftly promoted to a higher grade.
Normal	After two or three years at the fourth step of the current grade, 20% of the candidates who have registered for promotion are moved up to a higher grade.

Moroccan teachers and researchers have a special standing, the source

The scientific committee of each university institution examines the progress files of the concerned teachers using a pre-established grid1 that gives both instructional activities and scientific research activities the same weight, or 50 points. Insofar as the 50% must be distributed over various heads of the evaluation grid, the boards of each institution determine the weights within each of the components. There are differences between institutions at this level. Discipline-specific factors can be used to explain these discrepancies. These discrepancies are explained in the table below:

Table 3. Disparities in evaluation according to the discipline of the teacher-researcher

Shutter \s	Topics	Grid of notes for Technical Science	Grid of notes for Management Science
Actions aimed at educating	1- Production for Education	15,5 (31%)	15 (30%)
	2- Educative oversight	19,5 (39%)	20 (40%)
	3- duties in administration and education	14,25 (28,5%)	15 (30%)
scientific endeavors	1- Science-based creation	17,75 (35,5%)	20 (40%)
	2- scientific oversight	16 (30%)	15 (30%)
	3- scientific obligations	11,75 (23,5%)	10 (20%)
	4- Inventiveness and valuing	4,5 (9%)	05 10%)

Produced by us, the source

The joint committee of the university is given access to the classification created by the scientific committee for information, and this is done to move forward with a final classification at the university level insofar as all the institutions will benefit (management of the rest), particularly when the necessary quotas 2are not reached at the level of each university institution.

4.2 Model conceptualization in context

We first give the findings of the thematic and relational analysis. Six hundred and seventy-three sequences from the 24 interviews were coded and divided into five categories, 32 thematic categories, fifty subcategories, and sixteen sub-subcategories. The range of 24 (100%) to 13 (54.17%) interviews was where an element was present. We have identified 17 key themes among the 32 indicated thematic groups using relative frequency and weighted indicators.

[1] The weights of the headings on the advancement grid from grade to grade are set by the councils of each institution.

[2] According to the 1/5 rule, the first-ranked instructor out of five worried about grade advancement will be entitled to the passage.

Table 4. Results of the main topics in numbers

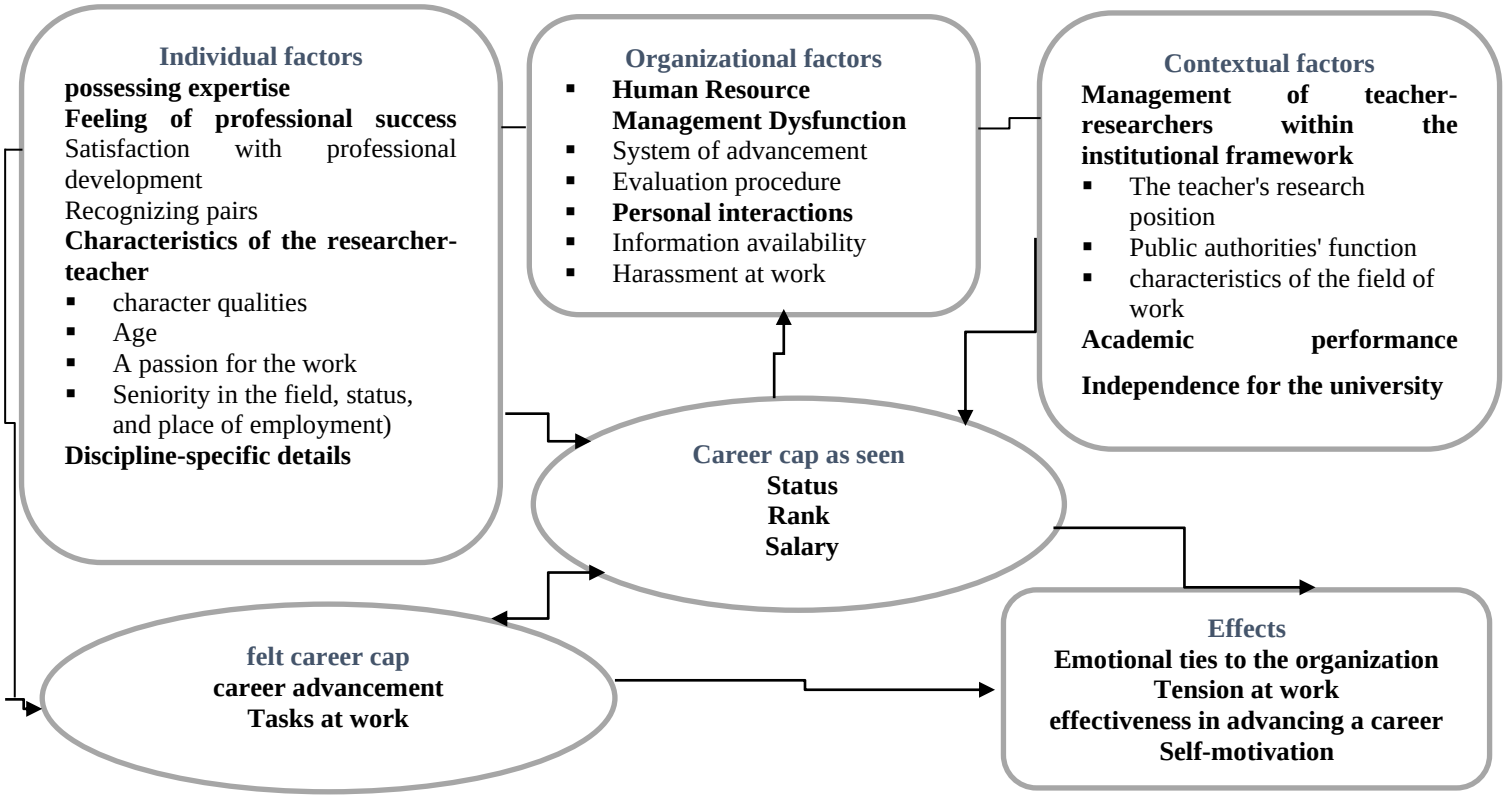
Main themes	Weighting3	Rate of occurrence 4	Co-occurrences in number	Number of occurrences
felt career cap	44,91	6,79	49	163
effectiveness in advancing a career	34,5	11,75	36	282
academic performance	34,5	11,75	36	282
Self-motivation	31	12,73	31	297
Career cap as seen	28	6,52	28	137
Characteristics of the researcher-teacher	27,79	15,58	29	374
Systemic failures in evaluation and advancement	27	14,41	27	346
possessing expertise	25,53	16,91	38	406
characteristics of the field of work	24,66	10,33	37	217
Personal interactions	23,75	9,94	30	189
The feeling of professional success	23,62	11,05	27	210
Tension at work	21	8,04	28	193
the teacher's research position	20	5,54	20	133
Discipline-specific details	15	10,45	18	209
Public authorities' function	9,37	7,26	15	109
Emotional ties to the organization	8,12	5,82	15	99
Independence for the university	4,66	12,35	8	173

Produced by us, the source

On the other hand, we give a contextualized and altered version of our conceptual model that considers the unique features of our empirical research area (teacher-researchers of the public university). This model was created using our framework (theoretical model) and the findings from our investigation. It replicates the assumptions that underlie our research problem.

[3]The total number of study participants was multiplied by the number of co-occurrences and the proportion of respondents who expressed the association between two or more items at least once.
[4] the proportion between the number of values to the sum of values (the total number of times a theme is pronounced) (the number of respondents who pronounced the theme)

Figure 1. Research conceptual model that is contextualized



Produced by us, the source

The linkages (or propositions) that will be examined in the second quantitative investigation are represented in this model. It explains the Moroccan teacher-actions researcher's attitudes as a result of the end of his professional career. It is predicated on the notion that a career cap is determined by several individual, organizational, and contextual factors and links our key variable to other aspects that explain it.

4.3 Model for Research Validation

First, the following overview of the measuring scales' descriptive data is provided:

Table 5. Measurement instrument descriptive statistics

Scales of measurements	***Descriptive data analysis***
Individual factors	93.16% of teacher-researchers claim to have developed the pedagogical, scientific, and interpersonal abilities necessary for career growth; -78.63% of the professors who were surveyed claimed that research and teaching in their particular field of study take time and money.
organizational factors	- 56.4% of research participants find fault with their professional growth system and express concern about their future in the workplace; - 61.5% believe the evaluation process to be unfair and contentious.

contextual factors	-47% of respondents believe that managing their careers and their standing demotivates them and does nothing to advance their professional development; -Only 42.7% of individuals in the poll affirm that their university has autonomy; -Only 35.9% of academics think that the government backs initiatives to fund and advance teacher research.
Career Cap	Three associate professors have an average of 12 years of experience in their field, and two more are above the age of 21. However, they continue to hold the AP classification. Additionally, the average seniority of three certified and/or associate professors is 18 years, and three others are beyond the age of 21.
Effects	-Only 29.9% of university professors report being emotionally detached from their place of employment; -55.6% of test participants experience stress at work, with concern about their professional advancement coming in first.

Produced by us, the source

The results of the reliability analysis of the measurement scales are thus satisfactory, as shown in the table below, except for the scale of "specificities of the disciplinary field," which was eliminated as a result of its poor internal coherence and the correlation between its remaining unsatisfactory items. Additionally, some items have been eliminated, either to further increase the internal dependability of the scales or because their component structure did not reach the desired standard.

Table 6. Results of the purification of measuring instruments

Variables	***KMO values***	***several variables after ULSA*** [5]	***Numerous components***	***Cronbach's alpha coefficient***
character qualities	**0,146**	**2**	**2**	**0,725**
possessing expertise	**0,823**	**1**	**6**	**0,880**
satisfaction with professional development	**0,682**	**1**	**3**	**0,809**
Recognizing pairs	**0,816**	**1**	**3**	**0,936**
A passion for the work	**0,821**	**1**	**4**	**0,838**
Discipline-specific details	**0,507**	**2**	**2**	**0,290**
Information availability	**0,787**	**1**	**4**	**0,837**
Harassment at work	**0,766**	**1**	**4**	**0,858**
System of advancement	**0,838**	**1**	**3**	**0,963**

[5] To clean up measurement devices, the Unweighted Least Squares Analysis provides an a posteriori factor structure.

Evaluation procedure	**0,788**	**1**	**3**	**0,862**
Public authorities' function	**0,853**	**1**	**5**	**0,892**
Academic performance	**0,828**	**1**	**3**	**0,904**
Independence for the university	**0,827**	**1**	**4**	**0,894**
characteristics of the field of work	**0,671**	**1**	**3**	**0,725**
The teacher's research position	**0,756**	**1**	**3**	**0,893**
Career Advancement	**0,765**	**1**	**3**	**0,875**
Tasks at work	**0,833**	**1**	**3**	**1,000**
Tension at work	**0,686**	**1**	**3**	**0,762**
Effectiveness in advancing a career	**0,808**	**1**	**4**	**0,868**
Self-motivation	**0,789**	**1**	**3**	**0,928**
Emotional ties to the organization	**0,778**	**1**	**4**	**0,852**

Produced by us, the source

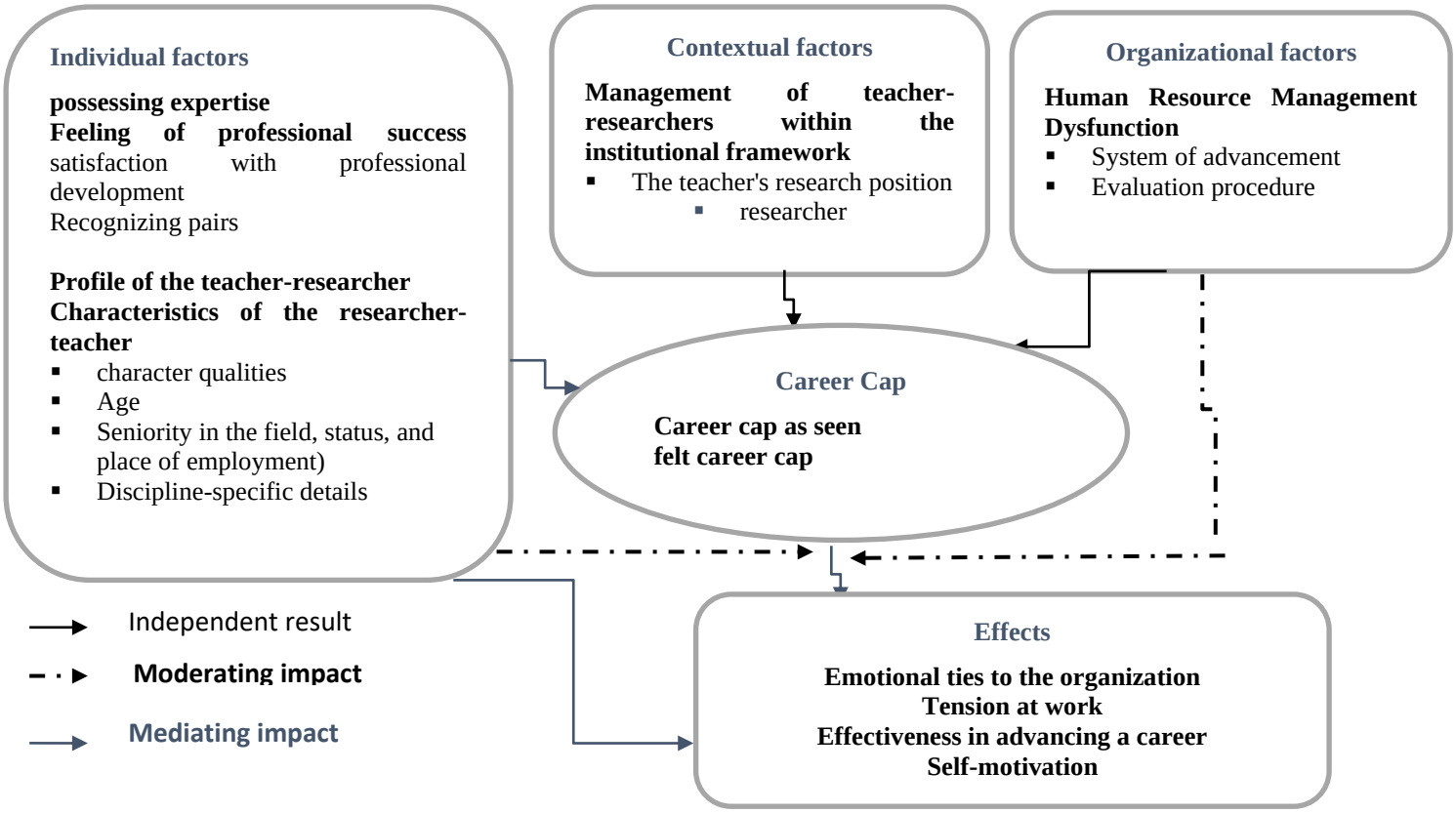
Following that, the measurement model's test results are reported as follows:

In comparison to convergent validity, six items were eliminated due to low contributions (loadings); seven control variable indicators were excluded due to unsatisfactory factor loadings; All latent variables have reliability coefficients greater than (0.7), and composite reliability coefficients are greater than the required threshold (0.7), and the AVE calculated for each latent variable is greater than 0.5.

The discriminating validity of all variables is validated by the Fornell and Larcker test (1981) and the "Cross loading" criterion.

Finally, the results of the research's worldwide structural model test are revealed. The graphic below depicts the validated search model and all key relationships:

Figure 2. Validated research model



Produced by us, the source

Only three (sense of achievement, professional skills, and the profile of the teacher-researcher) of the four hypotheses investigated and connected to the individual determinants of career cap were partially verified, while one was rejected (love of the job);

Only one of the three main hypotheses regarding advancement and evaluation systems was found to be valid in the case of organizational determinants, and the other links between information access and workplace harassment and career caps were shown to be invalid;

Only one derived hypothesis related to the teacher-researcher status was validated out of the five hypotheses examined; the other four were all rejected (role of the public authorities, performance of the university, and the autonomy of the university). This is explained by the study participants' responses, which were consistent given that they worked in a single environment;

Referring to their t and p values as well as the magnitude of their influences on career caps, the four hypotheses on the effects of career caps were examined. Knowing that all of the effects of our model, except stress at work, can be satisfactorily explained by career-capping, even though this effect's contribution R2 is less than 10, all of the Q2 values for the variables to be explained by our model are satisfactory and positive.

Two mediation relationships and two moderation relationships were confirmed in comparison to indirect effects:

- Mediation: The teacher-sense researchers of achievement affects how effective he is at advancing his profession, which in turn affects how positively it affects his self-motivation to

move forward. The larger the sense of success, the more significant the cap perceived by the teacher-researcher.

- Moderation: While advancement and evaluation procedures lessen the favorable impact of subjective capping on career advancement effectiveness, the discipline of the teacher-researcher reinforces the positive impact of subjective capping on efficiency in career advancement.

According to Chin (2010) and Henseler & Sarstedt's recommendations, the GOF = 0.46 and above 0.36, indicating that the overall model is of higher quality (2013). We can therefore conclude that our research approach is capable of accurately estimating the career ceiling for academics in Morocco.

5. Discussion

The objective ceiling (seen at the hierarchical level) and the subjective ceiling together (globally) explain the career cap for Moroccan teacher-researchers (felt during professional life). As a result, it is generally determined by elements from the three levels of analysis: individual (professional abilities, sense of career success, and the teacher profile, researcher's including his disciplinary field), organizational (the teacher-management researchers is defined by the advancement system and the evaluation procedure), and contextual (the institutional framework of the management of the university professor defined mainly by the status managing his career). In particular, Moroccan academics are negatively impacted by the career cap problem in several ways, including stress at work, self-motivation of evolution, alienation from the workplace, and a perception of inefficiency in career advancement.

5.1 career cap's dimensions

Regarding the significance Moroccan teacher-researchers attach to career caps, various interpretations have developed. Three types of perceptions—institutional, statutory (rules and standards set in place to regulate the advancement of the teacher), and informal—are presented as obstacles preventing them from progressing (the feeling of exclusion from certain information networks). This variation in how the career cap is seen has to do with the position that the academic survey has. The majority of seniors view the future positively because, despite their youth, they no longer have prospects to advance after reaching the legal maximum. Lower ranks tend to view the past more negatively; they summon the weight of the years they spent in the same category without being able to move up. It merely takes observation to identify the factors that explain this objective dimension. The status first demonstrates hierarchical advancement from one grade or category to another. And while the salary is a function of status, rank, step, and index, the majority of participants still view it as a monetary recompense that falls short of the sacrifices made. The subjective or felt dimension is a personal emotion that the teacher experienced as he attempted to advance but was obstructed. It also relates to the absence of future chances and possibilities for career advancement, as well as the lack of depth in the work's task-related content and the acquisition of new abilities.

5.2 Factors affecting career cap

The institutional structure of the public university is used by Moroccan teacher-researchers to assess their career limit. The state of controlling their professional growth is the earliest representation of career management. This serves as a mentor who oversees their career development. That status is deemed inadequate since the professor advances quickly yet stagnate for a long period, and the hierarchy of grades is deemed invalid because the status-effort ratio is unfair. These elements immediately cause the teacher-researcher to have an objective and subjective ceiling. Since the

highlighted system of advancement does not aid in the professional development of university professors and was viewed by the majority of respondents in the exploratory phase as rigid, ambivalent, and bureaucratic as well as limiting their ambition of evolution, it is necessary to evaluate the career cap. The second component, which also alludes to the ineffectiveness of institutional management, is represented by the evaluation process that was put lack place in this regard. This makes the evaluated people unhappy and gives them a sense of professional obstruction. The organizational backdrop describes the viewpoints and behaviors of the committee members in charge of the review procedure for the promotion of the university professor. In comparison to other teacher-researchers, those who feel a strong sense of "favoritism" in the assessment of their performance feel more capped.

The career cap that Moroccan teacher-researchers observed and felt turned out to be determined by three major backdrops at the individual level. People with strong aspirations for their hierarchical level, their salary, and the use of their skills will probably be more sensitive to capping than others, so academics who consider themselves competent and who maximize the use of their pedagogical and scientific learning find themselves in a situation of capping easily (Feldman; Leana and Bolino, 2002). This element has been examined in terms of personality qualities to comprehend why certain people's careers are swiftly plateauing in comparison to other people. As a result, we concluded that academics who are ambitious, have the drive to advance, enjoy mentoring and teaching others, and support group work does not believe their careers are limited. Additionally, the contribution of the will to advance is apparent for both integrated (objective and subjective at the same time) and subjective capping, but not for objective capping alone (Tremblay, 1991). Two characteristics—satisfaction with professional advancement and peer recognition—were used in our qualitative study to identify the teacher-sense researchers of success. The impact of the teacher's perception of a career cap on the degree of peer recognition is evaluated primarily in light of the position he holds. A QDR (professor qualified to direct research) or AP (assistant professor) who believes he is capped frequently experiences a lack of or absence of recognition from his peers. Even if capped, a PHE (professor of higher education) is frequently nonetheless respected by its colleagues. A PHE with a grade C, for instance, has already achieved enough success in his profession and thus benefits from "reputation" capital, which enables him to be recognized by his colleagues respectably despite his cap. Because PHE have attained the greatest statutory level in the teacher-researcher advancement system, as opposed to QDR, AsP, and AP who constantly want to advance in terms of their hierarchical level, this analysis is reliable for the property "happiness with career development." This is, in our opinion, a mixed outcome. Because the individuals who are most content with their job progress are not necessarily those who are not capped on all dimensions, we are unable to draw a firm conclusion (they feel the cap without them being objectively capped). In terms of age, our results mostly support the conclusions of an earlier study that the teacher-researcher feels more constrained the older he becomes. However, Sullivan (1999) demonstrated that learning is the key to managing one's career against age, which has historically been the most significant factor. Since older academics are less mobile and career history is a significant predictor of the cap, seniority and, in the instance of the Moroccan teacher-researcher, the latter, correlate favorably with it. This result is in line with that of Tremblay & Roger (1993), which demonstrates that seniority in the workplace raises the perception of capping and lowers the likelihood of progression.

5.3 The effects of a career cap

Finally, when it came to the career cap's implications, four negative outcomes were identified. The emotional attachment to the workplace institution comes first. This is based on the degree of duties

and responsibilities that the individual accepts as work-related content. Academics undoubtedly have expectations for their professional lives, and when they sense a structural or content cap, they become disengaged from their institution. As a result of being subjectively prevented from advancing professionally, the Moroccan university professor feels as though he lacks the opportunity to progress personally in his work. He starts to negatively value and respect the work he puts into his two main pursuits, teaching, and research. For him, the degree of the inability of the university professor who feels the blockage, in particular, to make attempts to grow professionally, increases in proportion to how unfavorable the systems of advancement and evaluation are. The notion of the cap on teacher-researchers ability to advance in their careers will have a favorable impact, but only to a greater extent the number of challenges and limitations associated with academic teaching and research. Due to the numerous challenges and limitations regarding the means and resources mobilized to ensure their teaching missions and particularly research, this result is primarily related to academics who are part of the medical and/or technical sciences as well as the legal, economic, and social sciences. Second, the pressures brought on by job overload and the sensitivity of results are referred to as stress at work. We found evidence in our study that those with caps are more stressed at work than those who advance in their professions. Teachers who conduct research experience challenges related to their career advancement, which makes them anxious. This presumption is in line with that of Kets de Vries and Miller (1985), who suggested that this phase of capping has frequently been stressful, anxiety-inducing, and rich in depression due to a pendulum effect. And finally, in regards to the evolution of self-motivation, some teachers, although being at their maximum, still have the desire to advance by seeking out sources of self-motivation (scientific production and reaching the highest levels of administrative work). In other words, teachers with a reputation for being motivated by research to have a different perception of the cap than other teachers. Scientific publications, research book writing, and the development of online educational cases are essentially exampling of self-motivation to advance in the job despite the experience of professional blockage. Professors at universities have stated their desire to convey their accumulated expertise.

5.4 Academic profiles regarding career caps

We were able to investigate the profiles of teacher-researchers who were capped and uncapped by the dimensional criteria of capping (felt and observed) as well as the impact of self-motivation on career advancement thanks to the sequential analysis of academic discourse.

First, the subjectively capped: These profiles are women who had prior employment before beginning a career in higher education, so it is not their first experience in that field. They have calculated reasons for picking the occupation.

- **Passive players** are those "who play poker but merely follow rather than relaunching." Subjectively capping profiles, early retirement is a strong intention for individuals who have lost desire due to lack of conviction. They advance out of responsibility rather than drive;
- **Disenchanted optimists**: "They move from one thing to another repeatedly, notwithstanding their displeasure." Even after reaching retirement age and feeling content with their achievement, profiles are subjectively capped, but people are still driven to grow in their careers. Therefore, even though they are capped, they are nevertheless extremely ambitious and driven to advance in their jobs and contribute to scientific research.

Then, the subjectively and objectively capped: These profiles include AP, QDR, and PHE, as well as males and women. Their goal ceiling can be understood as follows: the AP and QDR have been in the same status and circumstance for a considerable amount of time (more than 5 years), and the PHE has

reached the legal ceiling set by the Moroccan teacher-researcher grid of evolution. In these profiles, there are various complaints about unsatisfactory pay, working circumstances, and institutional research contexts that have not been codified in a way that meets the requirements of the nation's socioeconomic environment. These profiles consider that the evolution grid of the teacher-researcher is archival, causes internal information flow problems, and fosters power and interest conflicts, particularly between university professor colleagues.

- **Dead branches:** "those without leaves and appearing to be dead." They perceive their mediocre career success and lack of motivation. Some people have explicitly said that they want to leave the industry, but they are experiencing external capping or the perception that there aren't many other options available. Neither pedagogical nor scientific advancement is no longer the goal of these profiles;
- **Peregrine Falcons** have "two types of eyes, for near and far viewing." They still be motivated despite their objective and subjective constraints. profiles with established sources of self-motivation, such as scientific research and political aspirations. In general, even beyond their typical retirement, people can continue to progress and impart their theoretical and practical skills. They still have ambitions despite their cap. Strong satisfaction with their professional achievement results in the desired outcome.

The motivated non-capped (Happy Evolutives) is last. Most of the individuals in these profiles are male, AP, and QDR, and they have prior work experience before going into the field of higher education. In terms of their ability to progress and gain new talents, they have strong self-esteem. They clearly said that their career development is proceeding as planned and that they do not see themselves being in a situation of capping, either objectively or subjectively.

6. Conclusion

This paper's goal was to present a synthesis of the findings to understand and analyze the phenomenon of career cap among teacher-researchers employed by a public university in Morocco while highlighting the individual, organizational, and contextual determinants and the effects influencing and on this phenomenon.

This study makes theoretical, methodological, and empirical contributions. The first is the mobilization of a two-dimensional and multidisciplinary approach, the development of a new model for career caps for teacher-researchers, and the intensified involvement of several variables in elucidating academic conceptions of career caps. The importance of the data analysis process, the variety of tools and techniques employed, the inclusion of card sorting in the pre-test procedure, and the modeling of structural equations set the second apart from the first. The study's findings have implications for raising institutional awareness of the "Moroccan" specificity of teacher-researchers' perceptions of career caps, for providing university institutions with "teacher-researchers" profiles that take the Moroccan institutional context into account, and for raising awareness of the significance of reviewing the hierarchy of the statutes governing academic careers.

Like any research project, the findings and recommendations must be evaluated in light of their constraints. The two main factors that contribute to the limitations of our study are the small geographic reach of the qualitative investigation and subjectivity in the categorization of the data

examined. However, we have perspectives that can be distilled into three topics for our upcoming research:

- Include all Moroccan teachers who are also researchers in the study;
- Work on four potential academic career-related issues, including the gender and course of the academic career, the profile of academics' professional trajectories at all career phases, a study of academic careers in the medical sciences, and a thorough examination of the status of teacher-researchers;
- Share our conceptual framework with additional businesses in the public and private sectors.

This study's main goal is not to suggest solutions that could be more or less challenging for the public university to execute or that might be more or less well-liked by academics. However, our study has demonstrated the value of revisiting the hierarchy of teacher-researcher job positions. It would be interesting for the responsible parties to review their management practices based on tailored instruction and communication strategies and, above all, adapt to the unique requirements of university professors and their current position to increase their visibility and status in decision-making.

With the available tools, a little amount of correction, and extremely accurate planning, it is manageable to balance the needs of the public institution and its capabilities with those of teacher-researchers.

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