Research Paper

Normative Commitment in the Educational Sector: The Libyan Perspective

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ABSTRACT: *The educational sector in Libya today is in urgent need of an overhaul. Among other problems, a number of impediments have resulted in a serious lack of commitment among teachers in Libyan schools. To investigate this issue, a study focusing on the role of job satisfaction in determining normative organizational commitment was carried out among primary school teachers in Libya. Data from 468 respondents were collected through a questionnaire. Multiple regression techniques were used to examine relationships among the independent variable and six dependent variables related to job satisfaction. The job satisfaction factors which were found to relate more closely and positively to normative commitment among the teachers were: job relevance and satisfaction, school environment, general satisfaction, and job security. Opportunities for growth and development and pay and benefits, however, had no significant positive effect on the normative commitment of the teachers.*

KEYWORDS: *job satisfaction factors, normative organizational commitment, primary teachers, schools in Libya.*

I.   INTRODUCTION

The analysis of the relationship between job satisfaction and organizational commitment is particularly crucial nowadays because there is a tendency for people not to work in the same organization or job throughout their lifetime. Sometimes it is difficult to position people at suitable posts, so once ideal candidates are chosen, organizations will be willing to go to great lengths to retain them. Job satisfaction has been linked to organizational commitment, and employers are likely to hire candidates with a higher level of commitment to the job (Delaney, 2002). Furthermore, a number of studies have showed positive relations between organizational commitment and job performance (Hunter & Thatcher, 2007; Pool & Pool, 2007).

Within the context of education, job satisfaction amongst teachers is a multifaceted construct which is imperative for the retention of teachers and is a significant determinant of teacher commitment, as well as a contributor to school effectiveness. Research, however, has revealed a wide range of differences contributing to job satisfaction amongst teachers (Shann, 2001a). Teachers who have a strong commitment to teaching spend more time in subject matters in their areas of specialisation, and devote more overall time to academic matters. These behaviours naturally lead to better performance of students in the classroom (Good & Brophy, 2003).

Al-Obeidi (2007) has highlighted that in Libya, poor school results and the inferior quality of education has caused people and the mass media to complain, which has resulted in rising public concerns about the attitudes of teachers towards their jobs. There is growing doubt as to the degree of commitment among teachers. Bou-Rowaq (2009) reported that the government has accused teachers of lack of dedication to work, laziness, negligence, purposeful lethargy, and contended that teachers' level of efficiency and effectiveness should not be based only on salary increases, incentives or better working conditions. Teachers, however, argue that the existing salary structure, benefits and working conditions fails to satisfy their basic needs, especially in times of economic disruption.

In a study carried out in Iran, Haftkhavania, Faghiharamb, and Araghieh (2012) specifically tested organizational commitment of teachers against performance of students in a government secondary school for

girls in Teheran. They found a significant positive correlation between normative commitment of teachers and academic performance of the students in the school.

1.1. PROBLEM STATEMENT

According to Beck and Wilson (2000), although there has been increasing interest in organizational commitment research, questions regarding the process and determinants of organizational commitment remain unanswered. Cohen, Cohen, West, and Aiken (2003) attributed this absence of clear answers to incomplete knowledge about the factors that influence commitment. It has been suggested that the study of commitment could be developed if better determinants of commitment could be found (Krishna, 2008), and Ayers (2010) confirmed that there remains a gap in the current literature regarding specific attitudinal behaviours influencing organizational commitment across various levels of education. More specific to the field of education, Akpan (2013) stressed the need for study on the impact of job satisfaction on the various components of organizational commitment (affective, continuance and normative) among teachers in countries beyond Britain, Europe and America.

1.2. PURPOSE OF THE STUDY

The purpose of this study is to examine the relationship among the variables of job satisfaction and the variable of commitment among teachers in government primary schools in Libya. The study will explore the effects of the relationship between the factors related to job satisfaction (general satisfaction, pay and benefits, job security, school environment, opportunities for growth and development) and job relevance. The dependent variable is normative commitment, which is one of three kinds of organizational commitment (affective commitment, normative commitment, and continuance commitment) identified by Meyer and Allen (1991), among teachers in Libyan schools.

1.3. RESEARCH QUESTION

The main research question is thus:

- Is there a positive relationship between job satisfaction factors (general satisfaction, pay and benefits, job security, school environment, opportunities for growth and development, and job relevance) and normative commitment?

1.4. MOTIVATION FOR THIS STUDY

The motivation for the study stems from the fact that education is a fundamental human right. It provides children, youth and adults with the power to reflect, make choices and enjoy a better life. It breaks the cycle of poverty and is the key ingredient in economic and social development. Primary education is the key to a child's development: what children learn in primary schools will determine their future. Importantly, primary education is the largest sub-sector of any education system and it offers the unique opportunity to contribute to the transformation of societies through education of the young (UNESCO 2005).

This study explored the relationship between the factors involved in job satisfaction (general satisfaction, pay and benefits, job security, school environment, growth and development opportunities, and job relevance and satisfaction), and normative commitment, as the dependent variable, among teachers in government primary schools in Libya. No known studies have been conducted concerning the relationships between these factors among the teachers in government primary schools in Libya.

II.   LITERATURE REVIEW

2.1 NORMATIVE COMMITMENT

Normative commitment, the second dimension of organizational commitment (of the three-component model of organizational commitment developed by Meyer and Allen (Meyer & Allen, 1991), denotes employees' feelings of duty to stay with the organization. It develops due to the internalization of normative pressures prior to entry or following entry into an organization (Weiner, 1982), and implies reciprocity by obligation. Thus, the receipt of special favors or investments from the organization obliges the employee to continue with the employment. Meyer and Herscovitch (2001) contend that normative commitment is derived from the norms of reciprocity that are related to acceptance of benefits from the organization. Employees with a higher level of normative commitment feel an obligation to remain with the organization (Laka-Mathebula, 2004).

Normative commitment, therefore, refers to the employee's psychological attachment to the organization based on either socialization experiences that emphasize the appropriateness of remaining loyal, or the moral obligation to repay the organization for benefits received (Meyer & Allen, 1997). Researchers have often overlooked this view of organizational commitment, and relatively few studies have explicitly addressed normative commitment. Among the few who have attempted to study the other components that are related to organizational commitment are: (Allen & Meyer, 1990; O'Reilly, Chatman, & Caldwell, 1991; Randall & Cote, 1991). According to Yingyan (2008), emotional bonds with co-workers are likely to increase employees' responsibilities and loyalty to their co-workers. At the workplace, employees are motivated to cooperate with

their co-workers to finish the work when there are strong emotional bonds among them. Responsibilities toward other co-workers to complete the work may encourage employees to raise their sense of responsibility towards the organization as a whole. Therefore, it is highly likely that the more emotional bonds an employee establishes with his or her co-workers, the more likely he or she will develop a feeling of commitment towards the organization. In contrast, when the employee has weak emotional bonds with co-workers, the chances of developing and maintaining a normative commitment toward an organization would be minimal.

In the context of schools, Normative Commitment is the teacher's perceived obligation to remain at the school or stay because of the feelings of obligation. These feelings may derive from many sources. For example, the school may have invested resources in training a teacher, who then feels a 'moral' obligation to make more effort and stay with the organization to 'repay the debt.' It may also reflect an individual's internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. Such employees stay with the organization because they believe they "ought to" (Weiner, 1982)..

Much of the research related to organizational commitment focuses on affective commitment and on employees in small, private, and primary industries. Because of the relative lack of studies carried out in the public sector, and specifically on organizational commitment within the educational sector, the present study expects to make a significant contribution to the body of literature.

2.2 JOB SATISFACTION

The job satisfaction of teachers is an important ingredient in the effectiveness of teaching and learning. In a 1984 study on teacher satisfaction, Ellis found that, like employees in other organizations, teachers were motivated by intrinsic rewards and extrinsic rewards. According to Ellis, intrinsic rewards are the emotional and personal benefits of the job such as personal growth and self- accomplishment, relationships with managers and co-workers, while extrinsic rewards are the tangible benefits associated with the job such as salary and job security. In essence, a teachers' job satisfaction does not depend as much on the extrinsic factors as on the intrinsic factors. Teachers' job satisfaction is a vital component in teacher retention, commitment, and school effectiveness (Shann, 2001a). But how are the many facets and factors of teacher job satisfaction measured? Zigarelli found a single, general measure of teacher satisfaction, while Dinham argued that several separate measures are needed to assess all the factors that are mutually exclusive. Hackman and Oldham (1980) presented a summary of job dimensions that have been found to contribute significantly to employees' job satisfaction. Of the seven job satisfaction constructs, the first three (namely, internal work motivation, growth satisfaction, and general satisfaction), were categorized as personal satisfaction. The remaining four dimensions were: satisfaction with job security, pay, co-worker relations, and supervision.

For the purposes of this study, job satisfaction, therefore, can be considered a complex construct, composed of a broad category of personal satisfactions (hereafter termed "General Satisfaction"), and more specific categories of satisfaction including: "pay and benefits", "job security", "relationship with co-workers and management", "growth and development opportunities" and "job relevance" (Ellis, 1984; Hackman & Oldham, 1980; Latham, 1998; Nguyen, Taylor, & Bradley, 2003; Shann, 2001a, 2001b).

2.2.1 GENERAL SATISFACTION

Low job satisfaction is the reason why qualified teachers leave schools (Grose, 2006). Many teachers continue to work even with obstacles that are confronted routinely, such as lack of respect from the public, deteriorating facilities, inadequate equipment and supplies, large classes, changing expectations from administration and parents, and low wages (Marston, Courtney, & Brunetti, 2006).

Teacher job satisfaction is a predictor of teacher and commitment, as well as a contributor to student performance and school effectiveness (Janssen, 2003; Rhodes, Nevill, & Allan, 2004). Inman and Marlow (2004) found that 50% of teachers who leave the profession, leave because of low job dissatisfaction levels. Karsli and Skender (2009) found that the level of job satisfaction affects organizational commitment, because when teachers have a high rate of job satisfaction, it is an indication of high organizational commitment. Akpan (2013) investigated job security and job satisfaction as determinants of organizational commitment among university teachers in Nigeria; he found that job satisfaction had a significant positive effect on organizational commitment of the teachers. Gunlu et al. (2009) found a positive significant relationship among general job satisfaction and normative commitment.

2.2.2 PAY AND BENEFITS

Satisfaction with pay and fringe benefits has been found to significantly affect organizational commitment (Grover & Crooker, 1995; Meyer & Smith, 2000). Shann (2001a) mentioned that there is a difference between the importance of wages and satisfaction, concerning the issue of wages. Wages were not an issue for the higher salaried teachers in Shann's study, in comparison with more pressing needs. Gaylor (2006) found that salary and benefits are of less importance to organizational commitment.

Several studies have investigated the relationships between pay and the different components of organizational commitment identified by Meyer and Allen (1991). Jenkins (2008) examined the factors that were correlated to workplace satisfaction, and the relationship of workplace satisfaction to organizational commitment among a sample from the engineering and science workforce in the USA. It was found that pay satisfaction had a positive significant relationship with normative commitment.

Joolideh and Yeshodhara (2009) investigated the organizational commitment of teachers in Iran and India. Using the Meyer and Allen questionnaire as the instrument for their study, data were collected from 721 high school teachers in Sanandaj (Iran) and in Bangalore (India). It was found that the teachers in India scored higher for affective and normative commitment, whereas Iranian teachers scored higher for continuance commitment. The researchers attributed the differences to differences in facilities and pay.

2.2.3 JOB SECURITY SATISFACTION

Pfeffer and Viega (1999) recommended that providing employment security is fundamental to the philosophy of putting people first in order to attain organizational success. These recommendations are based on Pfeffer's 1994 assertion that the provision of job security is deemed a significant demonstration of the organization's commitment to its employees. Jenkins (2008) found that job security satisfaction had a positive and statistically significant relationship with normative commitment. Conway (2004) investigated attitudes towards HR practices and commitment, and found that job security was more positively linked to normative commitment.

In the educational context, Akpan (2013) found that job security had a significant positive effect on organizational commitment of university teachers. In the study by Joolideh and Yeshodhara (2009), there was a significant positive relationship between job security and normative commitment among teachers in Iran and India.

2.2.4 SCHOOL ENVIRONMENT (*Relations with Management and Co-Workers*)

In the Libyan education sector there is a lack of social programs initiated to keep the teachers committed to their profession; the authorities should organize and execute social gatherings to create a better rapport among the administrative staff, the teachers as well as the students. Teaching alone is insufficient; there is an urgent need for social programs to combat the sense of apathy among the teachers (Libya-Education-Report, 2008).

Robinson (2003), has mentioned that the organizations that want to develop high levels of commitment should look for ways to build up feelings of belonging and emotional attachments to colleagues in the workplace through group activities both in and out of work.

Teachers spend a lot of time in school; it is their social circle, and hence they should have good relationships with peers, students, and school management. Park, et al. (2005) and Westling, et al. (2005) concluded that teamwork was an important predictor for teacher commitment and teachers with high teamwork skills reported higher levels of commitment. However, Karakus and Aslan (2009) found that teachers with normative commitment showed low levels of commitment to the work group. Lee and Gao (2005), Wang (2008), and Karakus and Aslan (2009) found a positive significant relationship between organisational environment and normative commitment.

2.2.5 GROWTH AND DEVELOPMENT OPPORTUNITIES

Weng, McElroy, Morrow, and Liu (2010) suggested that when an organization provides a good platform for growth and development opportunities for its employees to meet career goals by enhancing their professional abilities, and they then receive rewards through promotions and remuneration, those employees are more apt to reciprocate and develop a sense of moral obligation towards the organization. However, the Libyan-Education- Report (2008) indicates that there is a lack of training courses and rehabilitation for teachers which could help raise their professional efficiency, so that they can keep pace with development in the education

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sector. Meyer and Allen (1997) indicated that the schools can strengthen each component of organizational commitment by providing opportunities for teachers to grow and by reinforcing such growth with appropriate rewards. A study by Lowry, Simon, and Kimberley (2002) suggested that the availability and adequacy of the impact of training on the level of job satisfaction and commitment among employees, shows a strong relationship with normative commitment. Bartlett (2001), Lowry et al. (2002) and Conway (2004) found that growth and development opportunities are positively related to normative commitment.

2.2.6 JOB RELEVANCE AND *SATISFACTION*

In a review of the situation in Libya, Bou-Rowaq (2009) noted that, in general, there is a lack of teachers who believe in the mission of teaching and display devotion to their work, and hence teachers are unable to influence students by developing their capabilities and promoting their passions.

According to Srisrankulwong (2005), teacher commitment is recognized as an intrinsic quality of a good teacher. It reflects job satisfaction, morale, motivation, identity and professional meanings. Committed teachers will work devotedly for values and school goals, as well as engage in promoting the development and wellbeing of the students. Shann (2001a) in a study of professional commitment and satisfaction among teachers in urban middle schools, found that teachers were more satisfied when they found relevance and meaning in their work. In an international comparative study of turnover intentions, Sousa-Poza (2000) found that pride in the job had a positive relationship to organizational commitment. Karakus and Aslan (2009), found that teachers have high levels of normative commitment.

The discussion on job satisfaction factors and normative commitment in these sections of the literature review supports the supposition that an increase in the level of satisfaction in the job satisfaction factors between teachers would enhance the tendency for higher levels of normative commitment among teachers. Thus, it can be hypothesized that:

H1: General satisfaction has a significant positive effect on normative commitment.
H2: Pay and benefits satisfaction has a significant positive effect on normative commitment.
H3: Job security satisfaction has a significant positive effect on normative commitment.
H4: School environment has a significant positive effect on normative commitment.
H5: Growth and development opportunity has a significant positive effect on normative commitment.
H6: Job relevance and satisfaction has a significant positive effect on normative commitment.

III. CONCEPTUAL MODEL OF THE RESEARCH

The theoretical foundations and historical background of the subject are shown in Figure 1, Theoretical and Modified framework, adapted from Okpara (2004) and Malhotra, Budhwar and Prowse (2007).
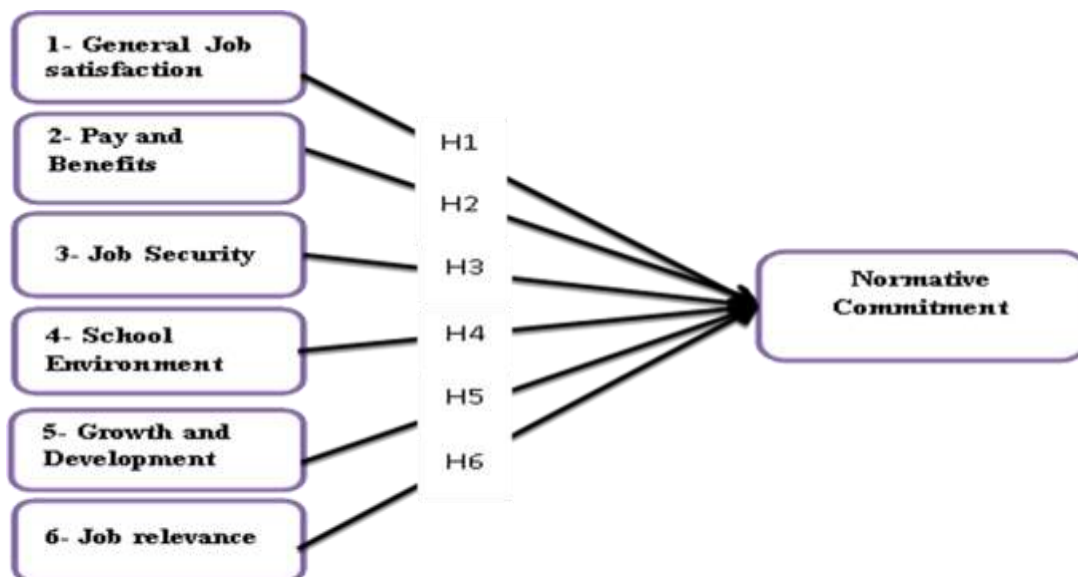
Figure 1 Theoretical and Modified framework

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IV. RESEARCH METHOD

A quantitative design was used for this research because the aim of the study was to determine whether there is a statistically significant impact on the relationship among the factors regarding job satisfaction (overall job satisfaction, pay and benefits, job security, feelings towards teaching staff and principals, growth and development opportunities, and relevance and meaning of the job), and normative organizational commitment, as the dependent variable, among the teachers of government primary schools in Libya. For the 2007-2008 academic year, the population of teachers working in Libyan public primary schools was 119,313, excluding part time teachers, according to the Libya-Education-Report (2008).

Data were collected using a structured questionnaire and simple random and cluster sampling (n=468). A total of 468 usable questionnaires were obtained from 1,250 questionnaires distributed to the teachers, giving a completion rate of 37.4%. The teachers' job satisfaction questions were adapted from Hackman and Oldham's (1980) Job Diagnostic Survey (JDS); and the organizational commitment questions were adapted from Meyer and Allen's (2004) Organizational Commitment Survey (OCS). Collected data were analysed using SPSS Version 19.0. Multiple regression techniques were adopted to examine relationships among the independent and dependent variables.

V. INSTRUMENTATION

The data collection method was based on a questionnaire survey which tested the following variables.
Independent Variables: The items that were given prominence in this study were: Overall Job Satisfaction, pay and benefits satisfaction, job security satisfaction, relationship with teaching staff and principals, growth and development opportunities, relevance and meaning of job satisfaction.
The teachers' job satisfaction questions were adapted from Hackman and Oldham's (1980) Job Diagnostic Survey (JDS). The Job Satisfaction Survey (JSS) is a 23-item, six-facet scale which was developed by Hackman and Oldham (1980), to assess employees attitude towards the job and other aspects of the job. Each of the Job Satisfaction variables (independent variables) had a corresponding set of questions in the JDS.
Dependent variable: Questions on teachers' normative organizational commitment were adapted from Meyer and Allen's (2004) organizational commitment survey (OCS). This is a 6-item survey developed by Meyer and Allen (2004) to assess employee commitment in an organization. The questions used a seven-point Likert-type scale ranging from (1) disagree strongly to (7) agree strongly, or (1) extremely dissatisfied to (7) extremely satisfied, depending on the question.

5.1 HYPOTHESIS TESTING (Multiple Regressions)

The regression analysis was performed between the Normative Commitment (NC) as dependent variable and the six independent variables (general satisfaction (GS), pay and benefits satisfaction (PBS), job security satisfaction (JSS), school environment satisfaction (SE), growth and development opportunities (GDS) and job relevance and satisfaction (JRS), to test the following six hypotheses:
H1: GS has a significant positive effect on NC.
H2: PBS has a significant positive effect on NC.
H3: JSS has a significant positive effect on NC.
H4: SE has a significant positive effect on NC.
H5: GDS has a significant positive effect on NC.
H6: JRS has a significant positive effect NC.

As shown in multiple regression Model (of Normative Commitment) and the ANOVA table, all six predictors together produced R^2 = .600, $F (6, 461)$ = 115.11, $p < .001$. Based on the coefficient result, four of the independent variables made a statistically significant contribution to the prediction of teachers' Normative Commitment. Job Relevance and Satisfaction (JRS) (β=.424, p= .000) made the strongest contribution to the teachers' Normative Commitment, followed by School Environment Satisfaction (SE) (β=.223, p= .000), General Satisfaction (GS) (β=.155, p= .000) and Job Security Satisfaction (JSS) (β=.089, p= .023). Growth and Development Opportunities (GDS) and Pay and Benefits Satisfaction (PBS) did not contribute to the multiple regression Model.
Therefore, the multiple regression result suggests that teachers who are satisfied with their job relevance, who have good relationships in the school environment, who are satisfied in general, and who are satisfied about their job security, are more likely to express an intention to remain with the school, out of a sense of loyalty. Furthermore, 60% of the variance was explained by four independent variables.

Based on these results, four out of the six alternate hypotheses proposed (i.e. H1, H3, H4 and H6), were accepted, whereas H2 and H5 were rejected because of the absence of any significant positive influence between Satisfaction with Pay and Benefits or between Growth and Development Opportunities and Normative Commitment amongst the school teachers.

Table 1 Regression Weights of Six Independent Job Satisfaction Variables against Normative Commitment

Model 2	B	β	Sig
(constant)	2.213		.020
GS	.181	.155	.000
JRS	.544	.424	.000
JSS	.232	.089	.023
PBS	.045	.018	.587
GDS	-.001	.000	.990
SE	.189	.223	.000
R	.774		
R^2	.600		
R^2 Adjusted	.594		
$R^2\ change$	.600		
F ANOVA	115.111		
Sig ANOVA	.000		

a. Predictors: (Constant), SE, PBS, GD, JSS, JRS, GS
b. Dependent Variable: NC
$Y_1 = 2.213 + .181X_1 + .544X_2 + .232X_3 + .045X_4 - .001X_5 + .189\ X_6 + E$

Table 2 Hypothesis Testing Results

Research Questions	Hypotheses	Results
Is there a positive relationship between job satisfaction factors (GS, JRS, JSS, PBS, GDS, and SE) and normative commitment?	**H1:** GS has a significant positive effect on NC.	*accepted*
	H2: PBS has a significant positive effect on NC.	rejected
	H3: JSS has a significant positive effect on NC.	*accepted*
	H4: SE has a significant positive effect on NC.	*accepted*
	H5: GDS has a significant positive effect on NC.	rejected
	H6: JRS has a significant positive effect on NC.	*accepted*

VI. DISCUSSION OF RESULTS

H1: The findings of hypothesis testing showed that general satisfaction registered the third strongest positive effect on normative commitment, which supports the findings of Karsli and Skender (2009), and Akpan (2013), whofound that job satisfaction had a significant positive effect on organizational commitment; and those of Gunlu et al. (2009) who found a positive significant relationship between general job satisfaction and normative commitment.

H2: The results showed that pay and benefits satisfaction had no significant positive effect on normative commitment. This finding contradicts the proposition by Meyer and Smith (2000), and also differs from the findings of Joolideh and Yeshodhara (2009), and Jenkins (2008). However, the results of this study are in accord with those of Shann (2001a) and Gaylor (2006), who found that satisfaction with pay was not the most significant determinant of employee normative commitment among faculty members of business schools.

H3: The results of this study showed that job security satisfaction had the fourth strongest positive effect on normative commitment. This finding is in line with the work of Akpan (2013) found that job security had a significant positive effect on organizational commitment of university teachers. This result also compares with the findings of Allen et al. (2001), Jenkins (2008), & Joolideh & Yeshodhara (2009).

H4: The results for the test of this hypothesis are in line with those of Park et al. (2005) and Westling et al. (2005) who confirmed that teamwork was an important predictor for teacher commitment, and teachers with high teamwork skills have higher levels of commitment. The results of the present study corroborate the findings of Lee and Gao (2005), Wang (2008), and Karakus and Aslan (2009), who found a positive significant relationship between organisational environment and normative commitment.

H5: The results of hypothesis testing indicated that satisfaction with growth and development opportunities had no significant relationship with normative organizational commitment. This differs from the conclusion reached by Meyer and Allen (1997), who stressed that the schools can strengthen each component of organizational commitment by providing opportunities for teachers to grow and by reinforcing such growth with appropriate rewards. Similarly, Weng et al., (2010) suggested that if an organization provides good opportunities for growth and development that enable employees to enhance their professional skills to meet career goals, and employees then receive rewards such as promotions and remuneration, they are more likely to develop a sense of obligation towards the organization. The present study's results also differ from the findings of Bartlett (2001), Conway (2004), and Lowry, Simon, and Kimberley (2002),.

H6: The results indicated that job relevance and satisfaction had the strongest positive effect on normative commitment. This result concurs with the findings of Shann (2001a), who found that job relevance and satisfaction of teachers has a significant positive relationship with organisational commitment. Furthermore, Karakus and Aslan (2009) who analysed the relationship between organizational commitment levels, focus and variables of commitment to which commitments were related, found that the teachers they studied (teaching in public and private high schools in Turkey) had high levels of normative commitment to the teaching profession. As can be seen, the findings show that the variable, school environment relationships, was the second highest contributor to teachers' normative commitment to their schools.

VII.   CONCLUSIONS AND SUGGESTIONS

The findings verify that four of the six factors identified had significant positive effects on normative commitment. Ranked in order of importance, these factors were: 1 - Job Relevance and Satisfaction, 2 - School Environment (relationships with management and co-workers; 3 - General Satisfaction; and 4 - Job Security Satisfaction. On the other hand, Pay and Benefits; and Growth and Development Opportunities had no significant positive effects on normative commitment among the school teachers. Teachers placed greater importance on the value derived from their jobs and relationships in school rather than on monetary rewards.

This result suggests that school leaders should focus on improving these relationships among their teachers if they desire a highly committed staff. Relationships with management and co-workers should be structured and organized to influence teaching and instructional practices, which indirectly will affect student learning. Also the leadership must encourage teachers to embrace the mission of teaching and become more devoted to their work, so that they are be able to influence students by developing their capabilities to enhance their performance in schools. In other words, it can be argued that the absence of an understanding of how job satisfaction factors can positively affect organisational commitment on the part of policy makers, along with the absence of relevant policies to inculcate job satisfaction, can contribute to a lack of commitment among teachers. Lack of commitment can take the form of chronic tardiness, absence from class, minimal attention paid to the class, failure to demonstrate a strong affiliation to the school, and reduced desire to carry out the goals of teaching. What is more important is that students of teachers with low levels of commitment are less likely to learn material and more likely to develop a negative attitude towards school than those of teachers with higher levels of commitment. It is hoped that the findings from this study will contribute to improvements in teaching and educational management at the school level.

In particular, the Ministry of Education should increase the sense of job security among teachers. School administrative leaders should organize social gatherings with the aim of creating a better rapport among the administrative staff, the teachers, as well as the students. The practice of teaching, on its own, may be insufficient to provide teacher satisfaction; there is a need for social programs to combat the sense of apathy and to increase a sense of belonging among teachers.

The authorities should also increase teacher development programs in schools, with training courses and re-education for male and female teachers, to raise professional efficiency and help these teachers keep pace with developments in the education sector.

The change in Libya after the revolution and expectations of improvement in the Libyan economy anticipates an economic renaissance that needs manpower. The education sector currently employs a large section of the manpower in Libya, but economic diversification will provide alternative opportunities for teachers to move to better jobs if they are not happy in the education sector. In such a situation, providing

working conditions that will encourage commitment from the teaching staff to remain in their posts is important.

The study reported here will enhance an understanding of the determinants of employee attitudes relating to job satisfaction and organizational commitment. It is anticipated that a better understanding of these issues and their interrelationships will enable better strategies to be developed for recruiting, promoting and training future education sector employees, particularly in non-Western countries like Libya.

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