Factors that influence Affective Commitment to teaching in Libya

Abdeljalil Mohamed Alsiewi& Syed Omar Syed Agil

1. PhD, Student, Tun Abdul Razak School of Business, UNIRAZAK Kuala Lumpur, Malaysia
2, Director, Center for External Program Professor, Tun Abdul Razak School of Government UNIRAZAK Kuala Lumpur, Malaysia

Abstract: *The purpose of this study is to get an insight into the prevailing conditions of primary schools in Libya. Ayers (2010) has confirmed that there remains a gap in the current literature regarding specific attitudinal behaviours influencing organizational commitment across various levels of education. The educational sector in Libya today is in dire need of a revamp. This study aims to take an in-depth look into the obstacles that has resulted in a serious lack of commitment among teachers in Libyan schools. The focus of the study therefore will be on the examination of the role of job satisfaction among the teachers in determining the affective organizational commitment of the primary school teachers in Libya. A questionnaire was utilized used to collect the necessary data. Multiple regression techniques will be adopted to examine relationships among the independent and dependent variables. Results of the study suggest that most of the job satisfaction variables have statistical significant relationship with affective commitment among the primary school teachers in Libya.*
Keywords: *Job Satisfaction factors, Affective organizational commitment, teachers, school in Libya.*

I. Introduction

Organizational commitment, as an important factor in employee retention and motivation, and is considered one of the most important areas of study for many researchers and organizations. As such, researchers and practitioners are interested in understanding the factors that influence an employee's decision to stay or to leave (Beck & Wilson, 2000). In addition, Lok& Crawford (2004) is of the view that the organizations are social systems where human resource is the most important factor for ensuring effectiveness and efficiency. Hence the enormous importance of employees' satisfaction could be visualized. Organizations cannot succeed without the employees' efforts and commitment. Employees' job satisfaction and commitment to the organizations has been viewed as the major determinant of organizational effectiveness.

Krueger &Killham(2006) stated that an insight into the nature of how strong employee commitment and engagement develops or stops in the workplace, would be relevant to policy makers if the organizational vision is to achieve a highly committed workforce so as to attain a competitive advantage.

The analysis of 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 the lifetime. Sometimes it is hard to position people at suitable posts. So once an ideal candidate is chosen, organizations will be willing to go to great lengths to retain the candidates. Job satisfaction can be proven to lead to organizational commitment, as the employer is likely to hire the one with a higher level of commitment to the job (Delaney, 2002).

Within the context of education, job satisfaction amongst teachers, is a multifaceted construct which is imperative for the retention of these 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, 2001).

Al-Obeidi(2007) has highlighted that in Libya, poor school results and the inferior quality of education has caused people and the multi-media, such as the television and radio to complain, which then resulted in rising concerns about the attitudes of teachers towards the jobs. There is doubt as to the degree of commitment among teachers. Bou-Rowaq(2009), have mentioned that the government accuses teachers of the lack of dedication to work, laziness, negligence, purposeful lethargy, and that the teachers' level of efficiency and effectiveness should not be based on salary increase, incentives or better working conditions. Teachers, argue about the existing salary structure, benefits and working conditions that fails to satisfy the basic needs. Moreover Libya's economy is rather unbalanced.

II. Organizational Commitment

There was an over-abundance of empirical research that has studied organizational commitment as a workplace behavioral consequence. It has been of interest to scholars for decades and continues to effect organizational behavior even now in the twenty first century. As time moves forward and technological advancement of the workforce grows, an increased understanding of workplace behaviors and specific factors

that contribute to positive behavioral consequences has had an impact on organizational success which is also on the increase. Based upon recent studies in this field, there exists no single human factor that has impacted the organizational outcomes more than organizational commitment (Chen, Lin, Lu, & Taso, 2007; Freund, 2005; Gaziel, 2004; Joiner & Bakalis, 2006; Makanjee, Hartzer, & Uys, 2006; Obeng & Ugboro, 2003)

A number of researchers have attempted create a distinction between the meanings teachers have ascribed to word commitment (Becker &Reil, 1999; Lortie, 1975; Louis, 1998). Becker and Reil as well as Louis defined commitment as investment in a specific career. Lortie's definition of teacher commitment was used within the study, which is the willingness to invest personal resources in to the teaching task and thus remain in the teaching profession (Hamilton, 2007) .

Teachers are committed to both the organization and the profession in successful schools (Park, Henkin, & Egley, 2005). Tarter, Hoy, &Kottkamp(1990) has theorized that school health and organizational commitment are connected. Therefore, teacher organizational commitment and teacher efficacy strengthen each other, and teacher efficacy in turn promotes student achievement. Nias(1981) is of the opinion that teacher commitment and engagement has been identified as one of the most critical factors in the success and future of education.Tsui& Cheng, (1999) summarized teacher organizational commitment as a strong belief in and the acceptance of the school's goals and values; a willingness to exert considerable effort on behalf of the school; and a strong desire to maintain one's membership within the school.

Joolideh and Yeshodhara(2009) believes that the teacher is powerful in organizational commitment and find it easy to be interested in whatever is being carried out that the teachers can get involved in wholeheartedly. Along with this, there will be the all-round development of the institution, teachers and students, if teachers working in schools seriously consider commitment factors. Gaziel(2004) found that teachers, who express a higher level of commitment to the school, tend to voluntarily be absent from school less frequently.

III.   Job Satisfaction

Ellis (1984) in a study on teacher satisfaction found that there were two sets of rewards that could motivate and satisfy teachers' intrinsic rewards and extrinsic rewards. According to Ellis, intrinsic rewards make as the emotional and personal benefits of the job such as personal growth and self- accomplishment, 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 much on the extrinsic factors as, it is also influenced by intrinsic factors as well. Teacher job satisfaction is a very important vital component in teacher retention, commitment, and school effectiveness (Shann, 2001).

One of the main problems that urban teachers in the United Sates face today is the absence of support from management, colleagues, and parents (Gonzalez, 1995). This applies to developing countries as well where the number of students in classes is large. Weak training, lack of managerial support, and lack of instructional material have been reported as the contributing factors of an increase in job dissatisfaction among teachers in Africa (Boahene-Asimeng, 2003). Regardless of the geographical difference, the underlying sources of teacher dissatisfaction are similar across nations.

According to Sargent &Hannum(2005) teacher job satisfaction is linked with work performance, teachers' involvement, commitment, and motivation on the job. Low job satisfaction is the reason for losing qualified teachers in schools. Schools are losing qualified teachers because of low job satisfaction (Grose, 2006) A lot of teachers continue to work even with obstacles that are confronted routinely. Public school teachers contend with challenging work conditions such as highly diverse student population, 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 retention or leave and commitment as well as being the contributor to of student performance and school effectiveness (Janssen, 2003; Rhodes, Nevill, & Allan, 2004). Ingersoll (2000) and Inman & Marlow (2004) have said that 50% of teachers, who leave the profession, is because of low job dissatisfaction levels., Bobek(2002) found that dissatisfaction explains why 50% of new teachers leave the teaching profession within the first five years. In addition Ingersoll & Smith (2003), mentioned that 11% of the new teachers leave after the first few years of teaching; another 10% leave after the second year; 29% leave after the third year; and 39% leave after the fourth year. Ingersoll (2000) found that 42% of teachers who left the vocation were not satisfied with the support received According to Sargent &Hannum(2005), teacher job satisfaction is linked with work performance, teachers' involvement, commitment, and motivation on the job. Low job satisfaction is the reason for losing qualified teachers in schools. Gunlu, et al.(2009) said that there is a positive significant relationship between general job satisfaction and affective commitment.

3-1 PAY AND BENEFIT

Doig and Beck (2005), in a study on clinical laboratory professionals, found that salary pay was significant to organizational commitment in part because the level of pay confers a level of significance on the recipient. Whereas Gaylor(2006), found that salary and benefits are of less importance to organizational commitment. M.H Shann (2001), mentioned that the difference between the importance and satisfaction concerning the issue of wage, ranked last out of 14 issues. Wage was not an issue for teachers in comparison with more pressing needs. Those teachers were among the higher salaried teachers in the region. Rynes, et al.(2004), stressed that pay is not the only motivator and is not the most important motivator.

3-2 JOB SECURITY SATISFACTION

Pfeffer&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 exhibition of the organization's commitment to its employees.

Allen, Freeman, Russell, Reizenstein, &Rentz(2001)investigated the level of commitment among a group of employees affected by layoffs, examined whether the passage of time had any ameliorating effects on managerial employees who had experienced downsizing. It was their discovered that downsizing has an effect on work attitudes, that it varied over time, and that the initial impact was is generally negative. A.K Jenkins (2008) found that job security satisfaction had a positive statistically significant relationship with affective commitment.

3-3 RELATIONSHIPS WITH TEACHING STAFF AND PRINCIPALS

Robinson (2003), has mentioned that the organizations that want to build 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. Harris & Cameron (2005) also mentioned that the sense of belonging and strong interpersonal ties with co-workers has a positive effect on affective commitment within the organization. Tanner (2007) has said that if an employee cannot develop a mutually supportive and trusting relationship with the supervisors and co-workers, it will be difficult to achieve a high level of job satisfaction and commitment. Marshall, E, Michaels, & Jay (2007) found the more isolated from the company an employee feels, the greater the feelings of dissatisfaction with the supervisor. Such feelings would have a negative effect on organizational commitment.

3-4 GROWTH AND DEVELOPMENT OPPORTUNITIES

Weng, et al. (2010) has said that when the organization provides a plat form for growth and development opportunities to the employees, to meet career goals and enhance professional abilities, and then are given rewards in return via promotions and remuneration, these employees are more apt to reciprocate and develop a sense of moral obligation towards the organization. Research has shown that growth and development is one of the most important factors cited by students in making decisions pertaining to jobs (Hu, Weng, & Yang, 2008). Whereas The Global-Competitiveness-Report (2010) indicates that the out 133 countries, Libya is ranked 114th. There is a lack of research and training services in Libya which is one of the contributing factors to Libya's poor ranking.

3-5 RELEVANCE AND MEANING OF JOB SATISFACTION

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 meaning. Committed teachers will work devotedly for the values and school goals, as well as, engage in promoting the development and wellbeing of the students. A.K Jenkins (2008), found that there was a strong positive correlation between the relevance and the meaning of the job and the affective commitment.Karakus&Aslan(2009), found that teachers have high levels of affective commitment when it comes to the teaching profession.

IV. Motivation For This Study

The motivation for this 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. Schools are not just institutions for imparting information. Schools are places where children can acquire social skills and self-confidence, and learn about countries, cultures and the world at large. Learners' get acclimatized with tools that are vital in broadening horizons and asking questions. People who have been denied opportunities for achieving literacy and wider education skills are less equipped to participate in society and make important decisions. In addition primary education is the key to a child's development. What children learn in primary schools will determine

the future of these very children. In addition primary education is the largest sub-sector of any education system and offers the unique opportunity to contribute to the transformation of societies through education of the young (UNESCO 2005).

This research will explore the relationship between 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 organizational commitment as dependent variables among the teachers in the government primary schools in Libya. There are no known studies that have been conducted that are related to relationships between these factors of the teachers in the government primary schools in Libya.

The objective of this study is to examine the effect of the relationship between job satisfaction which is a factor as an independent variable that comprises of overall job satisfaction, pay and benefits, job security, feelings towards teaching staff and principals, growth and development opportunities, and the relevance and meaning of the job, correlated to affective organizational commitment as a dependent variable among the teachers of the government primary schools in Libya.

V.   Conceptual Model Of Research

According to theoretical foundations and historical background of the subject (Figure 1) that derived from the models of Okpara(2004) and Malhotra, et al.(2007) the model is considered as a conceptual model.
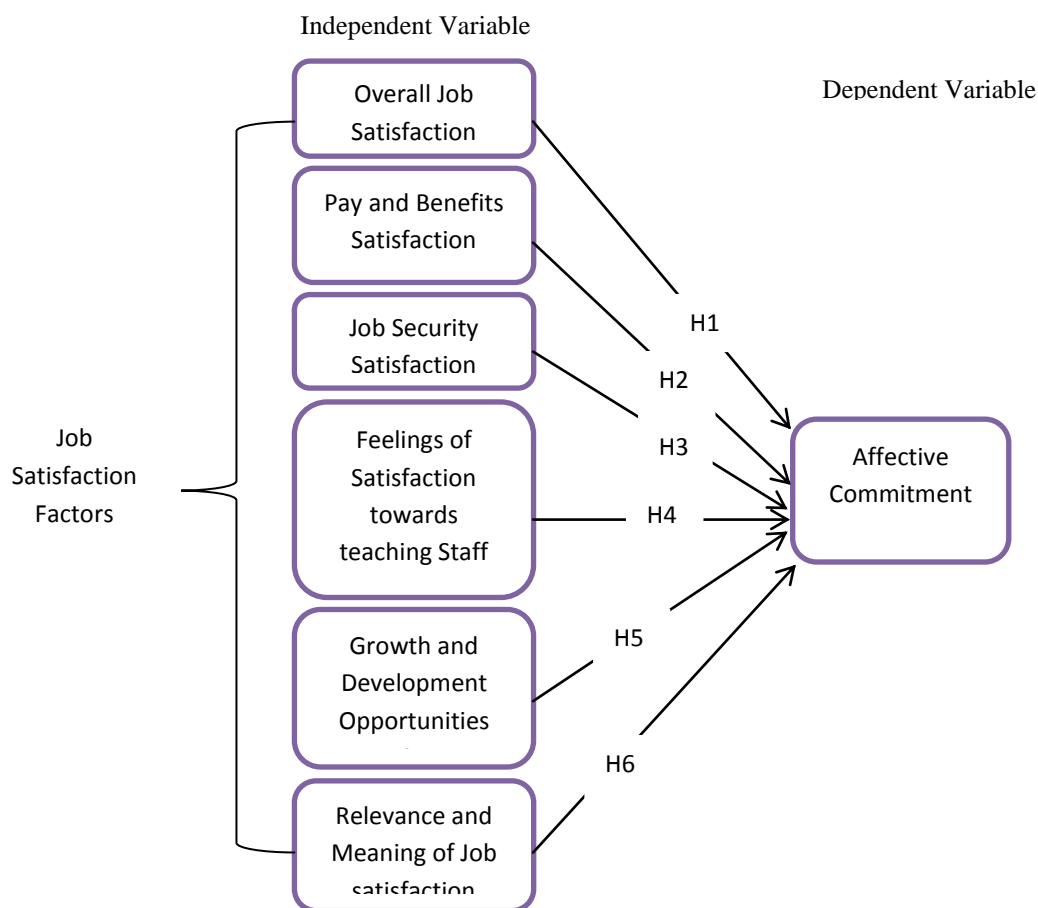

Figure 1 Theoretical and Modified framework

H1: There is a significant relationship between overall job satisfaction and affective commitment amongst government primary school teachers in Libya.
H2: There is a significant relationship between satisfaction with pay and benefits and affective commitment amongst government primary school teachers in Libya.
H3: There is a significant relationship between satisfaction with job security and affective commitment amongst government primary school teachers in Libya.

H4: There is a significant relationship between feelings of satisfaction towards teaching Staff and principals and affective commitment amongst government primary school teachers in Libya.

H5: There is a significant relationship between satisfaction with growth and development opportunities and affective commitment amongst government primary school teachers in Libya.

H6: There is a significant relationship between relevance and meaning of job satisfaction and affective commitment amongst government primary school teachers in Libya.

VI.   Research Method

A quantitative, and correlation study was conducted. Data was collected using a structured questionnaire for Libyan government primary schools teachers via a simple random and cluster sampling (n=150). The correlational study would be examining the variables in the natural environment so as to obtain answers for research questions and hypotheses.

The population of the research consisted of all the primary schools teachers in the city of Sirt (accessible) in Libya (target). The city of Sirt is home to (96) public primary schools, which are all different in size.

The population of teachers working in the public primary schools for the 2007-2008 academic-year was 6333, excluding part time teachers, as identified by the (Libya-Education-Report, 2008).

This research focuses on the relationship between 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 the Affective organizational commitment as dependent variable among the teachers of the government primary schools in Sirt , Libya.

The study aims to provide information regarding satisfaction and organizational commitment in which factors related to job satisfaction are more correlated to organizational commitment, so that management can be more competitive and select the best way to motivate teachers, while at the same time retain and encourage more commitment. The analysis from the collected data determines if a relationship exists and the relative strength of that relationship Collected data was analysed using SPSS version 16.0.

6-1 INSTRUMENTATION

The data collection method is based on questionnaire survey as follows:

Independent Variables: 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 were the items that were given prominence in this study.

The teachers' job satisfaction questions were adapted from J. R. Hackman& Oldham (1980) Job Diagnostic Survey (JDS). The Job Satisfaction Survey (JSS) is a 23-item, six-facet scale which was developed by J. R. Hackman & Oldham (1980), to assess employees attitude towards the job and other aspects of the job. Each of the Job Satisfaction variable (independent variables) had a corresponding set of questions in the JDS.

Dependent variable: Teachers' affective Organizational commitment questions was adapted from J. P. Meyer & Allen (2004) which was a conducted survey for organizational commitment (OCS). The organisational commitment Survey (OCS) is a 6-item survey developed by Meyer & 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 extremely dissatisfied to extremely satisfied, depending on the question.

6-2 DATA ANALYSIS AND HYPOTHESIS TESTING

In this section the results and findings of this paper will be discussed including the correlation and multiple regression of all hypotheses from the proposed model (figure1) as follows:

Table: 1 Correlations of independents variables and dependent variables sample size (150)

	Mean	Std. Deviation	1	2	3	4	5	6	7
Affective Commitment	4.28	2.10	1						
Overall J S	3.78	1.79	.885**	1					
relevance and meaning of JS	4.18	1.89	.884**	.846**	1				
job security S	4.08	1.90	.895**	.837**	.798**	1			
Pay and Benefits S	3.01	1.58	.430**	.502**	.459**	.364**	1		
growth and development opportunities s	3.46	1.76	.535**	.382**	.451**	.424**	.575**	1	
feelings of satisfaction towards teaching Staff and principals	3.99	2.08	.857**	.800**	.824**	.754**	.476**	.514**	1

**. Correlation is significant at the 0.01 level (2-tailed).

PC = Pearson Correlation

The result of the correlation indicates that all variables are related to each other and dependent variables proceed on to the multiple regression mode and the hypotheses testing is discussed in table 2 below.

Table: 2 Hypothesis Testing:

	Structural Model Entire	Std. Error	Standardized Coefficients	t-test	Significant	hypothesis Result
1	Overall job ——— affective commitment	.065	.277	4.969	.000	Accepted
2	Pay and benefits affective commitment	.042	-.106	-3.350	.001	Accepted
3	Job security ——— affective commitment	.051	.324	6.956	.000	Accepted
4	Feelings of satisfaction towards teaching staff and principals affective commitment	.046	.173	3.785	.000	Accepted
5	Growth and development opportunities ——— affective commitment	.037	.162	5.169	.000	Accepted
6	Relevance and meaning of job satisfaction — affective commitment	.056	.225	4.464	.000	Accepted

Testing of first theory: H1: There is a significant relationship between the overall job satisfaction and affective commitment amongst government primary school teachers in Libya.

According to the findings of the study: There is a significant relationship between the overall job satisfaction and affective commitment amongst government primary school teachers in Libya. With regards to the meaningful level of the P value which was significant at 0.000 and with the acceptable Standardized Coefficient level of (.277). In other words, it is not possible to accept H0 as there is no a significant relationship between overall job satisfaction and affective commitment.

Testing of second theory: H2: There is a significant relationship between Satisfaction with pay and benefits and affective commitment amongst government primary school teachers in Libya.

According to the findings of the study: There is a significant relationship between Satisfaction with pay and benefits and affective commitment amongst government primary school teachers in Libya with regards to the meaningful level of the P value which was at a significant value of 0.001 and at an acceptable Standardized Coefficient level of (-.106). In other words, it is not possible to accept H0 as there is no significant relationship between pay and benefit satisfaction and affective commitment.

Testing of third theory: H3: There is a significant relationship between satisfaction with job security and affective commitment amongst government primary school teachers in Libya.

According to the findings of the study, there is a significant relationship between satisfaction with job security and affective commitment amongst government primary school teachers in Libya with regards to the meaningful level of the P value that is significant at 0.000 level and is the acceptable Standardized Coefficient level of (.324). In other words, it is not possible to accept the H0 theory as there is no significant relationship.

Testing of fourth theory: H4: There is a significant relationship between feelings of satisfaction towards the teaching Staff and principals and affective commitment amongst the government primary school teachers in Libya.

According to the findings of the study: There is a significant relationship between the feelings of satisfaction towards the teaching Staff and principals and affective commitment amongst the government primary school teachers in Libya with regards to the meaningful level of the P value which is significant at 0.000 with the acceptable Standardized Coefficient level of (.173). In other words, it is not possible to accept the H0 theory as there is no significant relationship between feelings of satisfaction towards the teaching Staff and principals and affective commitment.

Testing of fifth theory: H5: There is a significant relationship between satisfaction with growth and development opportunities and affective commitment amongst government primary school teachers in Libya. According to the findings of the study, there is a significant relationship between satisfaction with growth and development opportunities and affective commitment with regards to the meaningful level of the P value which is significant at 0.000 and is at the acceptable Standardized Coefficient level of (.162). In other words, it is not possible to accept H0 as there is no significant relationship between satisfaction with growth and development opportunities and affective commitment.

Testing of sixth theory: H6: There is a significant relationship between relevance and meaning of job satisfaction and affective commitment amongst government primary school teachers in Libya. According to the findings of the study: There is a significant relationship between relevance and meaning of job satisfaction and affective commitment amongst government primary school teachers in Libya with regards to the meaningful level of the P value which is significant at 0.000 and is the acceptable Standardized Coefficient level of (.225). In other words, it is not possible to accept the H0 theory as about there is no significant relationship.
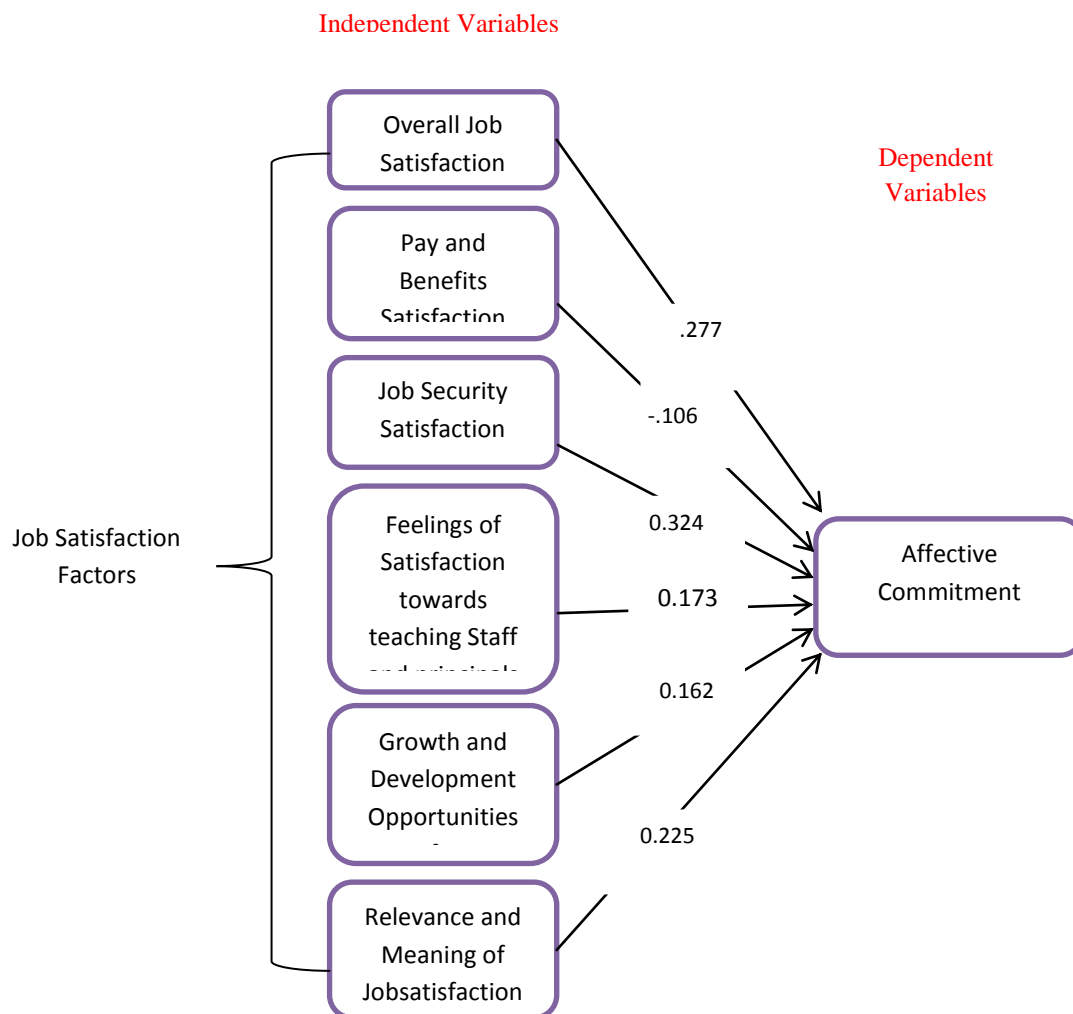
Independent Variables

Dependent Variables

Overall Job Satisfaction

Pay and Benefits Satisfaction

Job Security Satisfaction

Job Satisfaction Factors

Feelings of Satisfaction towards teaching Staff and principals

Growth and Development Opportunities

Relevance and Meaning of Jobsatisfaction

.277

-.106

0.324

0.173

0.162

0.225

Affective Commitment

Figure 2 Theoretical and Modified framework

VII.   Conclusions And Suggestions

From this study it can be concluded that job satisfaction is one of the most significant difficulties for decision makers, education planners and principals in Libya. This is because any lack of job satisfaction would have a great impact on teacher's efficiency and may also result in a decrease in the performance of work. The teacher is the pivot around which the entire educational system revolves. There fore's any negligence, lack of productivity and a lack of commitment will reflect negatively on the results of the students and the development of the society as a whole.

The findings from the data analysis has helped determine the correlation between overall job satisfaction, pay and benefits, job security, feelings of satisfaction towards teaching staff and principals growth and development opportunities, and relevance and meaning of job satisfaction, has positively correlated to affective commitment in a statistically relevant manner.

The strongest correlation of the independent factors was job security and commitment. The correlation coefficient of job security satisfaction and commitment was at .895 with a significance level of $p < .01$. The average rating for job security satisfaction was 4.08. These high scores indicate that the personnel are satisfied with job security satisfaction at the schools. The correlation of job security to commitment was found to be supported by previous research (see Allen et al, 2001, Jenkins, 2008;).

Overall job satisfaction was the second strongest correlated variable in relation to affective commitment. The correlation coefficient of the overall job satisfaction and commitment was .885 with a significance level of $p < .01$. The average rating for the overall job satisfaction factor was 3.78, which is a medium score and indicates that the teachers are quite satisfied with the overall job satisfaction at the schools. The correlation of overall job

satisfaction to affective commitment is supported by previous research (Shann, 2001; Sargent &Hannum, 2005; Grose, 2006; Gunlu, et al, 2009)

The relevance and meaning of the job was rated as the third highest correlation coefficient with affective commitment. The correlation coefficient of relevance and meaning of job and commitment was .884 with a significance level of $p < .01$. The average rating for relevance and meaning of job factor was 4.18. These scores were high and indicate that the teachers personnel are satisfied with the relevance and meaning of the job at schools. The correlation of relevance and meaning of job satisfaction to affective commitment is supported by previous research (Srisrankulwong, 2005; Jenkins, 2008; Karakus&Aslan, 2009)

Feelings of satisfaction towards teaching staff and principals had the fourth highest correlation coefficient with affective commitment. The correlation coefficient of feelings of satisfaction towards teaching staff and principals and commitment was .857 with a significance level of $p < .01$. The average rating for relevance and meaning of the job factor was 3.99. These scores were less than relevance and meaning of job and job security satisfaction and indicates that the teachers are less satisfied with the feelings of satisfaction towards teaching Staff and principals at the schools. Prior research has indicated that the immediate supervisor and co-workers have the greatest effect on the employees' organizational commitment (Robinson 2003; Harris & Cameron, 2005; Tanner 2007; Marshall, et al. 2007)

Growth and development opportunities have the fifth highest correlation coefficient with affective commitment. The correlation coefficient of relevance and meaning of job and commitment was .535 with a significance level of $p < .01$. The average rating for growth and development opportunities factor was 3.46. These scores were more similar to that of feelings of satisfaction towards teaching staff and principals and indicate that the teachers are less satisfied with the growth and development opportunities at schools. The correlation of growth and development opportunities, satisfaction to affective commitment is supported by previous research (Weng, et al. 2010; Hu, Weng, & Yang, 2008; The Global-Competitiveness-Report 2010).

Pay and benefits satisfaction correlation with affective commitment had the smallest coefficient. The correlation coefficient of pay and benefits satisfaction and commitment was .430 with a significance level of $p < .01$. The average rating for pay and benefits satisfaction factor was 3.01. These scores were less than all the independent variables and indicates that the teachers are unsatisfied with the pay and benefits at the schools. The correlation of pay and benefits satisfaction in relation to affective commitment is supported by previous research (Shann, 2001; Rynes, et al. 2004; Gaylor, 2006).

Teachers increase the sense of commitment when satisfaction has been attained about overall job satisfaction, job security, meaning of job, feelings of satisfaction towards teaching staff and principals, and growth and development opportunities at school.

In particular, the authorities should increase the sense of job security among the teachers. The authorities should organize and execute social gatherings with the aim of creating a better rapport among the administrative staff, the teachers as well as the students. Just teaching alone is insufficient; there is an urgent need for social programs to combat the sense of apathy and increase commitment among teachers.

The authorities should increase teacher development programs in schools so that these teachers may be able to keep pace with development in the educational sector. There is a need of training courses and rehabilitation for male and female teachers which will help to raise professional efficiency, so that these teachers can keep pace with development in the sector of education.

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Author's Bibliography
Abdeljalil Mohamed O. Alsiewi, was born in January 1, 1972 in Sirt, Libya. He is currently a PhD (Management) student at UniversitiTun Abdul Razak, Kuala Lumpur, Malaysia. Abdeljalil Mohamed Alsiewi can be contacted at: Alsiewi@yahoo.com

Syed Omar Syed Agil, Director, Center for External Program Professor, Tun Abdul Razak School of Government UNIRAZAK Kuala Lumpur, Malaysia. Syed Omar Syed Agil can be contacted at: syedomar@unirazak.edu.my