

Continuance Commitment in the Educational Sector: The Libyan Perspective

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ABSTRACT: *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. To investigate this issue, a study focusing on the role of job satisfaction in determining continuance 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 results of the study revealed the job satisfaction factors which related more closely and positively to the continuance commitment among teachers. It was found that the school environment, job relevance and satisfaction and the pay and benefits had a direct significant positive effect on continuance commitment respectively. On the other hand, general satisfaction; Job Security Satisfaction; and growth and development Opportunities had no significant positive effects on continuance. The outputs of this study will enable primary school management teams to be more effective in selecting the best approaches to retain and obtain maximum levels of commitment from teachers. It is hoped that the findings from this study will help pave the way for an improved educational system in Libya.

Keywords: *Job Satisfaction factors, Continuance Organizational Commitment, Teachers, and 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). Lok and Crawford (2004) are of the view that organizations are social systems where human resources are a vital element for ensuring effectiveness and efficiency. Organizations cannot succeed without their employees' efforts and commitment. Employees' job satisfaction and commitment to the organizations they work for has been viewed as the major determinant of organizational effectiveness. 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, 2001a). Gaziel (2004) found that teachers who express a higher level of commitment to the school tend to be absent from school less frequently than those expressing a lower level of commitment. 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). Chughtai and Zafar (2006) also noted that teacher commitment to school impacts teachers' work performance as well as student achievement

II. 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 further study on the impact of job satisfaction on the various components of organizational commitment (affective, continuance and normative) between teachers to cover more countries.

III. 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 continuance 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.

IV. 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 continuance commitment?

V. SIGNIFICANCE OF THE STUDY

The results of this research will allow a better understanding from an academic perspective of the relationship between job satisfaction and continuance commitment in the education sector, specifically among teachers. The results will also enhance an understanding of the determinants of these two important employee attitudes. It is anticipated that a better understanding of these issues and their relationships will be able to aid further research and to guide better strategies for increasing teachers' commitment in schools, particularly in a non-Western country like Libya, but also more generally in other North African and Middle Eastern societies as well. Furthermore, much of this research has concentrated on the relationship among different job behaviours with only one of the three types of commitments; namely affective commitment. Studies that have investigated in the continuance commitment are comparatively rare.

VI. LITERATURE REVIEW

Continuance Commitment

The continuance commitment is third dimension of organizational commitment identified by Allen & Meyer (1990). Allen & Meyer(1990) describe continuance commitment as a function of "two factors: (a) the magnitude and/or number of investments (or side-bets) individuals make; and (b) a lack of alternatives". (p.4) That is, individuals who invest a great deal of time and effort in learning certain skills that are specific to the organization, do so with the aim of increasing their earning power. In this case, employees can only realise the higher earnings by staying with the organization. Commeiras& Fournier (2001)have said that, continuance commitment is the outcome of a person's decision to stay with an organization because of the personal time and resources already devoted to the company and because of the costs of changing jobs. Therefore, persons who have a lot of investment in their organization are less likely to leave.

In addition to the fear of losing what they have invested in the organization, individuals develop continuance commitment because of a perceived lack of alternatives. Allen & Meyer (1990)andMeyer & Allen (1991)argue that an individual's commitment to the organization is likely to be based on perceptions of employment options outside the organization. For example, an employee may believe that the skills acquired are not marketable or that those skills are insufficient to compete for other positions in the field. Such an employee would feel tied down to the present organization. People who work in environments where the training and skills obtained are very specific to the industry may possibly develop such commitments. As a result, the employee feels compelled to commit to the organization because of the monetary, psychological, social and other costs associated with leaving the organization. Unlike affective commitment, which involves emotional attachment, continuance commitment reflects a calculation of the costs of leaving versus the benefits of staying.

Yong (1999) argues that some individuals remain committed because of the nature of teaching. Teaching makes many demands on teachers: it is stressful and complex work. However, individuals who seek a challenging career may well be attracted to teaching for this very reason.

As Skilbeck and Connell (2004)have commented: "the demands of teaching - and the comparative financial rewards - are such that very strong personal values and a mature outlook are necessary to sustain teachers and nourish their commitment over many years" (p. 30). Continuance Commitment may also come about if the teacher commits to the school because of high costs incurred from leaving the job; for example, economic costs (such as pension accruals) and social costs (friendship ties with co-workers). Thus the employee feels he or she has no choice but to stay in the organization.

Job Satisfaction

Researchers have been interested in understanding the factors which influence an individual's decision to stay or leave an organization. A moderate and consistent relationship has generally been found across various samples between greater job satisfaction and the propensity to remain in the organization (Goswami, Mathew, & Chadha, 2007). Job satisfaction is important for managers seeking to recruit and retain quality employees. Gathering feedback from employees concerning their feelings and thoughts about their job is a very important process in assessing attitudes and making enhancements (Wiltse, 2008).

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).

This implies that educational leaders, education planners, policy makers and other key stakeholders in the education sector in developing countries, especially those in Libya, need to have a clear understanding of the factors that really motivate and satisfy teachers if school performance and effectiveness are to be improved.

General Satisfaction

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). Karsli&Skender(2009)found that the level of job satisfaction affects organizational commitment, because teachers having a high rate of job satisfaction indicate high organizational commitment. Job satisfaction helps to retain teachers and makes them committed to their job and as a result it helps to make their schools effective(Latham, 1998; Ofuani, 2010; Shann, 2001a).

Jenkins (2008)found that general job satisfaction had a positive statistically significant relationship with continuance commitment. Low job satisfaction is the reason for losing qualified teachers in American schools (Grose, 2006). Inman & Marlow (2004)claimed that 50 percent of teachers who leave the profession, leave because of low job satisfaction, &Bobek(2002) found that dissatisfaction explained why 50 percent of new teachers left the teaching vocation within the first five years.Gunlu et al. (2009) found that there was no a positive significant relationship among general job satisfaction and continuance commitment.

Pay And Benefit

According to Meyer, Allen, & Smith (1993) people feel a sense of commitment to their organization because they feel they must continue to remain there. To do otherwise would be to forgo favorable levels of personal status, remuneration, work schedule, seniority, pension, and other benefits acquired. Accordingly, any factor that increases the perceived costs of resigning can be seen as a predictor of continuance commitment. Lee & Gao (2005) studied organizational commitment among Korean retail employees and found that satisfaction with pay significantly increased both affective commitment and continuance commitment. Joolideh&Yeshodhara(2009)investigated the organizational commitment of teachers in Iran and India. Using the Meyer & 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 Iran scored higher for continuance commitment than teachers in India. The researchers attributed the differences to differences in pay and benefits.In an others studiesJenkins (2008)who found that satisfaction with pay and benefits did not have a positive significant relationship with continuance commitment. Inman & Marlow (2004)found that low continuance commitment of teachers is not often due to insufficient salaries.

Job Security Satisfaction

Akpan(2013) investigated job security and job satisfaction as determinants of organizational commitment among university teachers in Cross River State University, Nigeria. Using the Meyer & Allen questionnaire as the instrument for his study, a sample of 290 academic staff from the University of Calabar and Cross River University of Technology were surveyed. Data were analyzed using multiple regression and t-test.

The results of the study revealed that both job security and job satisfaction have a significant positive effect on organizational commitment of university teachers.

In the study of teachers in Iran and India carried out by Joolideh&Yeshodhara(2009), it was suggested that differences in job security may explain differences in levels of commitment in the two countries. In India, job security is high, whereas in Iran it is low. When teachers in Iran resign, it is very difficult to be hired by another employer. Many Iranian stake up teaching positions only when other positions cannot be found. In India, on the other hand, once teachers obtain a teaching position they seldom contemplate alternative employment and stay in the teaching service until they retire.in another study, Jenkins (2008)found that job security satisfaction had had no relationship with continuance commitment.

School Environment (Relations with the management and Co-Workers)

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. Meaningful interpersonal relationships are essential for learner success. such relationships include but are not limited to teamwork, joint decision-making, amiable superior subordinate relations, praise and recognition, appreciation of work done, learner cooperation and good academic performance, empowerment opportunities through fair delegation of tasks, and parental support (Dehaloo, 2011). Robinson (2003) suggested that organizations that want to build high levels of commitment should look for ways to build feelings of belonging and emotional attachment to colleagues in the workplace through group activities both in and out of work.Previous studies in education:Park, Henkin, &Egley,(2005)andWestling, Cooper-Duffy, Prohn, Ray, and Herzog (2005) concluded that teamwork was an important predictor for teacher commitment and teachers with high teamwork skills reported higher levels of commitment. Karakus and Aslan (2009) found that teachers with continuance commitment showed low levels of commitment to the work group.

Growth And Development Opportunities

Weng, McElroy, Morrow, and Liu (2010)has said that if the current job allows the employee to develop better job skills, then continuance commitment should be high as there is potentially much to be lost by pursuing a job change. Conversely people who perceive little professional growth within the current jobs have little to lose by leaving, and are likely to show low continuance commitment. Okpara (2004), Sekaran. (2003) andZin (2004)found a positive relationship between growth and development opportunities satisfaction and continuance commitment. In the education sector, Ingersoll (2000) found that some principals increased teacher commitment by providing incentives and finding ways to offer teachers professional development opportunities, both in-house and off campus. Bartlett (2001) and Jenkins (2008)fond asinificant positive relationship between satisfaction with growth and development opportunities and continuance commitment.

Job Relevance And Satisfaction

Relevance and meaning of work relate to how an employee believes that his or her job contributes to the mission of the organization (Brown & Yoshioka, 2003). Doig and Beck (2005) conducted a study on the factors that contribute to the retention of clinical laboratory personnel and found that value or relevance of the work was an important factor connected to organizational commitment. Karakus and Aslan (2009)analysed the relationship between organizational commitment levels, focus and variables to which commitments were related among 983 teachers working in public and private high schools in Turkey using a questionnaire derived from Meyer & Allen's three dimensioned scale of organizational commitment. The study found that teachers had high levels of affective and normative commitment to teaching, but displayed low levels of continuance commitment to the profession.

The discussion on job satisfaction factors and continuance 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 continuance commitment among teachers. Thus, it can be hypothesized that:

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

VII. 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).

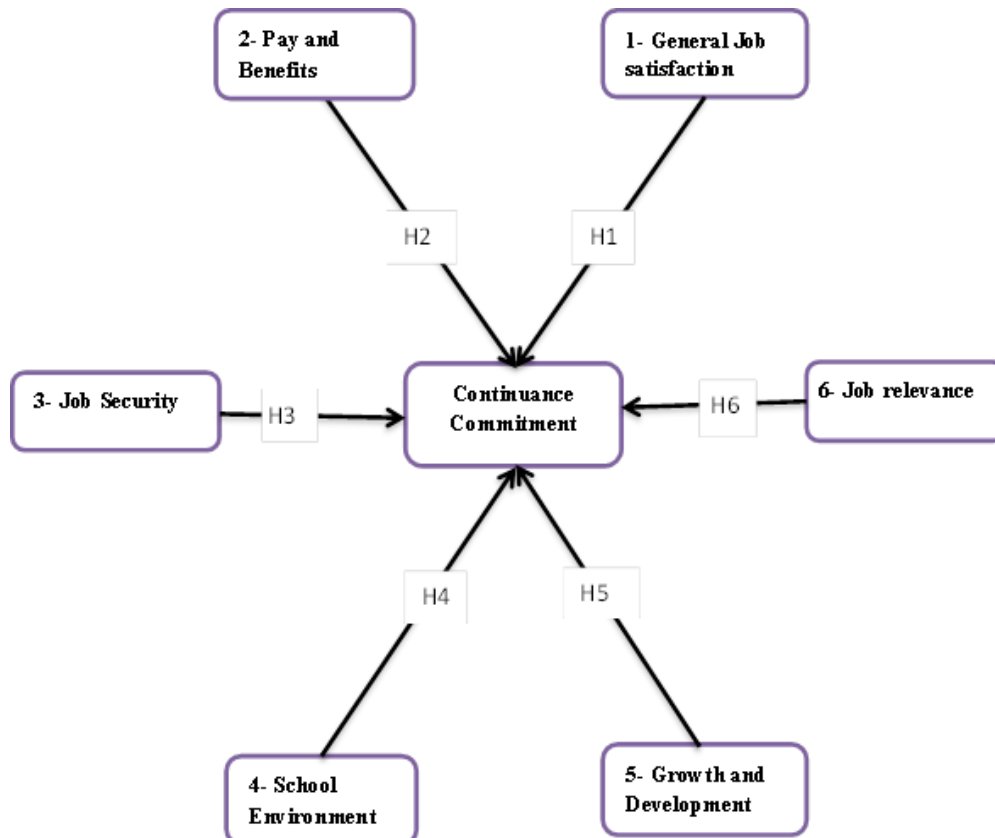


Figure 1 Theoretical and Modified framework

VIII. 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 (1980) Job Diagnostic Survey (JDS); and the organizational commitment questions were adapted from Meyer and Allen (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.

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 (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.

Hypothesis Testing (Multiple Regressions)

The regression analysis was performed between the Continuance Commitment (CC) 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 CC.
- H2: PBS has a significant positive effect on CC.
- H3: JSS has a significant positive effect on CC.
- H4: SE has a significant positive effect on CC.
- H5: GDS has a significant positive effect on CC.
- H6: JRS has a significant positive effect CC.

As shown in multiple regression Model (of continuance Commitment) and the ANOVA table, all six predictors produced $R^2 = .277$, $F(6, 461) = 29.44$, $p < .001$. Based on the coefficient result, three of the independent variables made a statistically significant positive contribution to the prediction of teachers' Continuance Commitment. School Environment Satisfaction (SE) ($\beta = .341$, $p = .000$), made the strongest contribution to teachers' Continuance Commitment, followed by Job Relevance and Satisfaction (JRS) ($\beta = .242$, $p = .000$) and Pay and Benefits Satisfaction (PBS) ($\beta = .177$, $p = .000$); while general satisfaction (GS) had negative relationships ($\beta = -.127$, $p = .000$). Job Security Satisfaction (JSS) and Growth and Development Opportunities (GDS) did not contribute to the multiple regression Model.

Therefore, the multiple regression result suggests that teachers who have good school environment, who are satisfied with their job relevance and who are satisfied with their pay and benefits are more likely to want to remain with the school, based on the perceived costs associated with leaving the school, whereas the teachers who have general satisfaction may be more willing to leave the school. In Model 3, however, less than one third (28%) of the variance was significantly explained by the four independent variables and there was less than 05% chance of this not holding true.

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

Model 3	B	β	Sig
(constant)	7.057		.000
GS	-.151	-.127	.029
JRS	.312	.242	.000
JSS	-.023	-.009	.868
PBS	.455	.177	.000
GDS	-.063	-.037	.382
SE	.291	.341	.000
R	.526		
R^2	.277		
R^2 Adjusted	.268		
R^2 change	.277		
F ANOVA	29.444		
Sig ANOVA	.000		

a. Predictors: (Constant), SE, PBS, GD, JSS, JRS, GS

b. Dependent Variable: CC

$$Y_1 = 7.057 - .151X_1 + .312X_2 - .023X_3 + .455X_4 - .063X_5 + .291X_6 + E$$

Based on these results, it is confirmed that three of the alternate hypotheses from the six proposed (i.e. H2c, H4c and H6c), were accepted, with a significant positive influence on Continuance Commitment. H1c was rejected, with a significant negative influence on Continuance Commitment, whereas H3a and H5b were rejected with no significant positive or negative influence between Satisfaction with Job Security or Growth and Development Opportunities and Continuance Commitment amongst government primary school teachers in Libya.

Research Questions	Hypotheses	Results
Is there a positive relationship between job satisfaction factors (GS, JRS, JSS, PBS, GDS, and SE) and normative commitment?	H1c: GS has a significant positive effect on CC.	rejected
	H2c: PBS has a significant positive effect on CC.	accepted
	H3c: JSS has a significant positive effect on CC.	rejected
	H4c: SE has a significant positive effect on CC.	accepted
	H5c: GDS has a significant positive effect on CC.	rejected
	H6c: JRS has a significant positive effect on CC.	accepted

IX. DISCUSSION OF RESULTS

H1: The results showed that 'general satisfaction' had the negative effect on 'continuance commitment'. These results indicate that the teachers' decision making for staying or leaving a school is related negatively to their general satisfaction. This finding does not support the theory proposed by (Latham, 1998; Ofuani, 2010; Shann, 2001a), and Inman & Marlow (2004) and also differs from the findings of Bobek (2002) who found that the teachers left the teaching vocation because of low job satisfaction.

H2: The results showed that satisfaction with pay and benefits had the third strongest positive effect on continuance commitment, which in line with the work of Meyer, et al. (1993), Lee & Gao (2005) and Joolideh & Yeshodhara (2009). However, the results of this study are not in accord with those of Jenkins (2008) and Inman & Marlow (2004) who found that low continuance commitment of teachers is not often due to insufficient salaries.

H3: The result of this study showed that job security satisfaction had no positive significant effect on continuance commitment. This result differs with the findings of Allen et al. (2001), Joolideh & Yeshodhara (2009) and Akpan(2013) who discovered that a significant positive relationship existed between job security and continuance commitment among teachers. Nevertheless, the results in H3 support those of Jenkins (2008) found that job security satisfaction had no relationship with continuance commitment.

H4: The findings of hypothesis testing showed that school environment had the strongest positive effect on continuance commitment. This result of hypothesis in this study is in line with the theory by previous studies in education: Park et al. (2005) & 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. Meanwhile, the result in this study differs from the findings of Karakus and Aslan (2009) found that teachers with continuance commitment showed low levels of commitment to the work group.

H5: The results of hypothesis testing indicated that growth and development opportunities had no positive significant effect on continuance commitment. This result is supported by Bartlett (2001) and Jenkins (2008) who did not find a significant positive relationship between satisfaction with growth and development opportunities and continuance commitment. However, this result differs from the findings of Okpara (2004), Sekaran. (2003) & Zin (2004) found a positive relationship between growth and development opportunities satisfaction and continuance commitment. The result of this study is not also in agreement with other study in the education sector, Ingersoll (2000) who found that some principals increased teacher commitment by providing incentives and finding ways to offer teachers professional development opportunities, both in-house and off campus.

H6: The result of hypotheses testing indicated that job relevance and satisfaction had the second strongest positive effect on the continuance. This result differs with the findings of Karakus and Aslan (2009) who found that teachers had low levels of continuance commitment to the teaching profession.

X. CONCLUSIONS AND SUGGESTIONS

The findings indicate that three of the six factors had significant positive effects on continuance Commitment. Ranked in order of importance, these factors were: school environment (relationships with management and co-workers) (1); job relevance and satisfaction (2); and pay and benefits general satisfaction (3). On the other hand, general satisfaction; Job Security Satisfaction; and growth and development Opportunities had no significant positive effects on continuance Commitment among the school teachers. Teachers placed greater importance on value derived from their jobs and relationships in school rather than on monetary rewards.

This result requires school leadership to 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 eventually affects student learning. Also they must encourage teachers to embrace the mission of teaching and push them to display devotion to their work, so that they are able to influence students by developing their capabilities and performance in schools.

In other words, it can be argued that the absence of an understanding of job satisfaction factors that can positively effect on continuance commitment (as the one of the three kinds of organizational commitment) on the part of policy makers, along with the absence of relevant policies to support it, can contribute to lack of commitment among teachers. Lack of commitment can take the form of lack of attention to punctuality, absence from class, or 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 than teachers with high levels of commitment. 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.

A strong positive impact of (relationships with management and co-workers) and (job relevance and satisfaction) on organizational commitment requires school leadership to 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 eventually affects student learning. Also they must encourage teachers to embrace the mission of teaching and push them to display devotion to their work, so that they are able to influence students by developing their capabilities and performance in schools. In addition, they must continue to provide the monetary incentive in order to retain the teachers.

The results of this study are only a small piece of a larger picture of commitment in the Libyan education sector. Future studies could examine other factors which may be related to teachers' continuance commitment because these factors (six job satisfaction factors) contributed to the prediction of teachers' continuance commitment by just less than one third. In other words, the results of the study for continuance commitment in this study reported only 27.7% R², indicating that the remaining 72.3% of the variance is unexplained. This implies that there are other variables that were not captured by this model or by the instrument used. Future studies, therefore, should investigate what other variable constructs are determinants of continuance commitment among teachers. Such a study may be designed as an exploratory qualitative study.

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