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Examining the influence of Job Satisfaction Facets on Continuance Commitment of School Teachers: A Hierarchical Multiple Regression Analysis

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Abstract

Job satisfaction has been widely found to be one of the most important antecedents of organisational commitment. However ideally there must be an inverse relationship between job satisfaction and continuance commitment. The need based commitment is often attributed to the cost of leaving and lack of job alternatives. The study is conducted on 300 high school teachers from both government and private schools located in urban and rural areas of selected districts of West Bengal. An attempt has been made in this paper to identify the facets of job satisfaction that significantly influence continuance commitment both positively and inversely after accounting for the effect of two school characteristic dichotomous variables i.e. school location and school type. The result of Hierarchical Multiple Regression shows that school location has no significant effect on continuance commitment unlike school type, where government / government-aided schools exhibit higher continuance commitment. All the facets of job satisfaction are found to be statistically significant predictors of continuance commitment with modest unique explanatory power of 18.1%. However unlike all other facets, Contingent Rewards and Communication are found to be negative predictors of continuance commitment. The study recommends policy makers and school managements to enhance the contingent rewards and communication facets of job satisfaction especially for government schools, so that teachers experience lesser need based commitment and higher want based commitment; thereby contributing to higher effectiveness of schools in the long run.

Keywords: *Continuance Commitment, Job Satisfaction, Hierarchical Multiple Regression, Contingent Rewards and Communication*

1. Introduction

The study of employee attitude has been the focal point of interest in Organisational Behaviour. Job Satisfaction is an important employee attitude that contributes significantly towards organisational effectiveness (Katz and Kahn, 1966; Judge, et al., 2001). Job

Satisfaction is the emotional state of pleasure that arises from how one appraises his/her job or job experience (Locke, 1976). It is important to understand job satisfaction, as it has varied implications for the organisation in terms of reducing absenteeism (Brooke & Price, 1989) and turnover (Cotton and Tuttle, 1986) enhancing job involvement (Weissenberg and Gruenfeld, 1968) and improving organisational commitment (Vandenberg and Lance, 1992).

Continuance Commitment may be perceived as one's "need to stay" in the organisation rather than the "want to stay". Continuance Commitment is driven by the cost perceived by an individual associated with leaving the organisation and the unavailability of adequate job alternatives. This concept derives its root from the side bet theory proposed by Becker, 1960. Meyer and Allen (1991) formalised the concept by incorporating it in their three component model of Organisational Commitment alongside Affective and Normative Commitments.

Over the years there has been growing interest towards studying the interrelationship between job satisfaction and organisational commitment. Moreover there is substantial evidence of change in the levels of organisational commitment due to the effect of certain demographic variables. The studying of these relationships becomes even more important in context of the education system since it has far reaching consequences in terms of the quality of education, effectiveness of teachers, performance of students and building a healthy society.

2. Review of Literature and Construction of Hypothesis

Antecedents of Organisational Commitment (including Continuance Commitment) have been widely studied by researchers across the globe. Job Satisfaction is positioned as one of the most important antecedents of Organisational Commitment. Moreover there are evidences from past studies showing that Organisational Commitment is subjected to sectoral and locational differences.

Valaei and Rezaei (2016) explored the interrelationships between the nine dimensions of job satisfaction i.e. pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication and the organisational commitment dimensions i.e. affective commitment, continuance commitment and normative commitment through structural path analysis. Among other important findings, it was observed that out of the nine job satisfaction dimensions, only promotion, fringe benefits and operating procedure had significant positive influence on continuance commitment. (Mathieu & Zajac, 1990) in their meta analytic study identified pay satisfaction as one of the antecedents of organisational commitment but the relationship is rather weak for continuance commitment and normative commitment compared to that of affective commitment. Mosadeghrad et al. (2008) found that Salaries and Fringe Benefits was positively related with organisational commitment, with the correlation being highest with affective commitment followed by continuance commitment

and lastly with normative commitment. Kavaliauskiene (2012) considered job satisfaction as a relational antecedent of continuance commitment but the former was not a significant predictor of the latter. Instead it was empirically found that tenure had a significant positive effect on continuance commitment. Imam, et al. (2013) reported that job satisfaction significantly impacted all three facets of organisational commitment but the impact was highest for affective commitment, followed by normative commitment and lastly for continuance commitment.

Promotion related satisfaction has also been studied to have been a significant predictor of organisational commitment (Meyer et al.2002; Weng et al. 2010). In a study on teachers of higher educational institutions Ahmad et al. (2016) highlighted that the support of co-workers had a significant moderation effect on the relationship that transactional leadership and compensation has on organisational commitment. A regression analysis on the participants of health care organisation showed that support of supervisor and co-workers are strongly associated with affective commitment moderated by high job resource adequacy and the relationship between support of supervisor and affective commitment gets strengthened by the moderation of ambient conditions that are favourable (Rousseau and Aube, 2010). Bai and Zhou (2025) found that support of co-workers increased job satisfaction, reduced work-family conflict and turnover intention with implications for long term organisational commitment. Eisenberger et al. (1990) observed a direct positive relationship between perceived organisational support and commitment. Here commitment was construed to have comprised of both affective attachment as well as calculative commitment. A direct positive relationship was observed between job satisfaction derived from nature of work and organisational commitment (Knoop, 1995). The relationship between satisfaction pertaining to organisational communication and organisational commitment was studied in context of school teachers, hospital workers and food factory workers by Varona (1996). A significant positive relationship was found between communication and organisational commitment. Moreover it was observed that the school teachers exerted higher satisfaction with organisational communication and were more committed to their organisation compared to the other two categories of employees.

Todorovic et al. (2024) conducted a multiple regression analysis in which organisational commitment regressed on multiple predictors. The comparative analysis between Public and Private Sector revealed that Continuance Commitment level was higher for public sector employees while the levels of Affective and Normative Commitments were higher for Private Sector employees. On the contrary, Goulet and Frank (2002) in their study of organisational commitment across three sectors, found that for profit employees exhibited highest level of organisational commitment, followed by non-profit employee, while the lowest level of commitment was observed for public sector employees. A study on middle level managers in Indian Banks revealed that continuance commitment was higher for public sector employees compared to their private counterparts, while no sectoral

difference in overall organisational commitment was noticed (Jain and Kumar, 2017). In a comparative study between faculty members of public and private technical schools, Sharma (2015) found that public school faculty members were more organisationally committed. The difference was studied in the context of policy framework, organisational culture, leadership, monetary and non monetary incentives and work environment. Thoker (2017) explored how the sectoral and locational differences account for change in levels of professional commitment. In a study on secondary school teachers across five districts, it was found that private school teachers were more professionally committed than teachers of government schools. Moreover, urban school teachers were found to be more professionally committed than rural school teachers. Saini (2025) in a study of secondary school teachers in one district found that private school teachers were more job satisfied than government school teachers. On the other hand rural school teachers were found to be more satisfied with their job than their urban counterparts. Most of the studies reports that rural school teachers have greater organisational commitment levels compared to urban school teachers (Nagar, 2012).

The existing literature studying the relationship between facets of job satisfaction along with location and area, and organisational commitment is quite vast but there are very few studies that have explicitly pondered over how each facet of job satisfaction influence continuance commitment. Therefore an attempt has been made to navigate into the statistical significance of facets of job satisfaction over continuance commitment and also the locational and sectoral difference over continuance commitment and suggest implications for long term organisational consequence.

H1: Location of school significantly influences Continuance Commitment

H2: Type of school significantly influences Continuance Commitment

H3: Pay and Fringe Benefits significantly influences Continuance Commitment

H4: Promotion significantly influences Continuance Commitment

H5: Interpersonal Work Environment significantly influences Continuance Commitment

H6: Contingent Rewards significantly influences Continuance Commitment

H7: Nature of Work significantly influences Continuance Commitment

H8: Communication significantly influences Continuance Commitment

3. Objectives of the Study

O1: To examine the significance of relationship between location of school and continuance commitment.

O2: To examine the significance of relationship between sector of school and continuance commitment.

O3: To examine the significance of relationship between facets of job satisfaction and continuance commitment

O4: To find the extent of variance in continuance commitment accounted for by location and sector.

O5: To find the extent of variance in continuance commitment accounted for by all the facets of job satisfaction.

O6: To suggest long term policy implications for the organisation.

4. Research Methodology

A sample of 300 high school teachers from government and private schools has been surveyed covering both urban and rural areas of selected districts of West Bengal. A mix of Convenient and Snowball sampling have been used to select the schools and respondents were selected on the basis of Convenient Sampling. The research instruments used for the study are a) Job Satisfaction Survey Scale of Paul E. Spector (1985) and b) Organisational Commitment Questionnaire of Allen and Meyer (1991). Exploratory Factor analysis has been conducted, where the Pay and Fringe Benefits facets of the original scale are loaded into a single factor named as “Pay and Fringe Benefits”. Supervision and Co-worker facets of the original scale are again loaded into one factor named as “Interpersonal Work Environment”. Operating Condition facet is not considered owing to poor factor loadings. All other facets are found to be consistent with the original scales. After assessing the reliability using Cronbach’s Alpha, the composite scores (item average) of each extracted factor is used to conduct the Hierarchical Multiple Regression (HMR) Analysis. In HMR, by controlling the effects of the two school characteristic dichotomous categorical variables (i.e. school location and type), continuous commitment has been regressed on the facets of job satisfaction.

5. Demographic Profile of the Respondents

Table 1 : Demographic Profile (N = 300)

Demographic Variable	Category	Frequency	Percentage (%)
Age of Respondent	Below 30	8	2.7%
	30 - 40	65	21.7%
	40 - 50	128	42.7%
	50 - 60	95	31.7%
	Above 60	4	4.0%
	Total	300	100.0%
Gender of Respondent	Male	126	42.0%
	Female	174	58.0%
	Total	300	100.0%
	Graduate	61	20.3%

Educational Qualification	Post Graduate	233	77.7%
	Doctorate	6	2.0%
	Total	300	100.0%
District of School	Darjeeling	113	37.7%
	Kalimpong	83	27.7%
	Jalpaiguri	104	34.7%
	Total	300	100.0%
Location of School	Urban	159	53.0%
	Rural	141	47.0%
	Total	300	100.0%
Type of School	Government / Government Aided	135	45.0%
	Private	165	55.0%
	Total	300	100.0%

Source: Compiled by the Authors

Table 1 shows the demographic distribution of the school teachers considered for the study. It shows how number of respondents across each category of age, gender, educational qualification, districts, school location and type. It can be seen that 53% of the teachers are from schools located in urban area and 47% are from rural schools. Government / Government aided school teachers comprised 45% of the total teachers whereas private school teachers accounted for 55% of the total teachers surveyed.

6. Data Analysis and Findings

6.1. Exploratory Factor Analysis

Exploratory Factor Analysis is conducted using only 8 items (out of 24 items) of Organisational Commitment Questionnaire of Allen and Meyer (1991) and all 36 items of the Job Satisfaction Survey Scale of Paul E. Spector (1985). Seven factors are extracted through Principal Component Analysis (using Varimax Rotation with Kaiser Normalization) and the factors are named as Continuance Commitment, Pay and Fringe Benefits, Interpersonal Work Environment, Promotion, Contingent Rewards, Nature of Work and Communication. The seven factors together explain 67.48 % of the total variance in all the observed items under consideration. Few items have been removed owing to poor factor loadings. The Rotated Component Matrix and the Cronbach's Alpha of each Factor have been presented in Table 2 and 3 respectively.

Table 2: Rotated Component Matrix

	Component						
	1	2	3	4	5	6	7
OC9	.796						
OC10	.797						
OC11	.796						
OC12	.806						
OC13	.783						
OC15	.796						
JS1		.733					
JS4		.747					
JS13		.725					
JS19		.774					
JS22		.783					
JS28		.717					
JS29		.665					
JS3			.630				
JS7			.753				
JS12			.705				
JS21			.637				
JS25			.745				
JS30			.643				
JS34			.709				
JS2				.823			
JS11				.834			
JS20				.870			
JS33				.759			
JS5					.802		
JS14					.842		
JS23					.814		
JS32					.798		
JS17						.757	
JS27						.790	
JS35						.761	
JS18							.758
JS26							.827
JS36							.757
KMO =0.900; Bartlett's Test of Sphericity = 6126.143, p<0.001							

Source: Compiled by the Authors

Table 2 shows that Factor 1 (Continuance Commitment) has been extracted with six items; two items of the original scale were removed with improper factor loadings. Factor 2 (Pay and Fringe Benefits) is extracted with 7 items; Factor 3 (Interpersonal Work Environment) is extracted with 7 items again; Factor 4 (Promotion) has been found to load 4 items; Factor 5 (Contingent Rewards) loads 4 items again; Factor 6 (Nature of Work) and Factor 7 (Communication) is found to load 3 items each. The KMO is found to be 0.900, thereby confirming the adequacy of sample size for factor analysis. The Bartlett's test of sphericity is significant ($p < 0.001$) suggesting the presence of sufficient correlation between the variables for conducting factor analysis.

Table 3: Cronbach's Alpha of Each Factor

Factor	Cronbach's Alpha
Continuance Commitment	0.905
Pay and Fringe Benefits	0.896
Interpersonal Work Environment	0.881
Promotion	0.889
Contingent Rewards	0.889
Nature of Work	0.836
Communication	0.823

Source: Compiled by the Authors

Table 3 shows that the Cronbach's Alpha value of each extracted factor is above the acceptable minimum value of 0.70 (Hair et al., 1998). Thus it may be said the factors structure has strong internal consistency.

6.2. Hierarchical Multiple Regression Analysis

The object of conducting a Hierarchical Multiple Regression (HMR) is to find out the effect of the variables of interest on the dependent variable after controlling for the effect of other variables. For our analysis, the focus of our interest lies in determining how the facets of job satisfaction affect continuance commitment. Here we have used the two school characteristic dichotomous categorical variables i.e. school location and school type as our control variables. The composite scores (the average of the relevant items) of the extracted factors are computed. These scores are then used for the Regression Analysis.

For this we have binary coded the two dichotomous control variables. For location, urban schools were coded as '0' and rural schools were coded as '1'. For school type, government and government aided schools were coded as '0' and private schools were coded as '1'. In the first step, continuance commitment was entered in the dependent variable box and both school location and type are entered as independent variables. In the second step, the six facets of job satisfaction i.e. pay and fringe benefits, interpersonal work environment, promotion, contingent rewards, nature of work and communication have been entered as independent variables. The two steps are regarded as two models in the context of HMR.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.482 ^a	.232	.227	.81490	.232	44.877	2	297	.000
2	.643 ^b	.413	.397	.71951	.181	14.995	6	291	.000

Source: Compiled by the Authors

The model summary table indicates the explanatory power and the strength of the two models. R indicates the strength of association between the dependent variable and the independent variable. Table 4 shows that the value of R for Model 1 and 2 are 0.482 and 0.643 respectively, indicating that a modest overall relationship between the predictors (of both the blocks) and continuous commitment. R square indicates the coefficient of determination, which indicates the amount of variance in dependant variables that is explained by the independent variables. From Table 4 it can be seen that the R square of Model 1 is 0.232, which indicates that the two control variables (school type and area) put together explains 23.2% of variance in continuance commitment and it is significant ($p < 0.05$). R square of Model 2 is 0.413, indicating that all the facets of job satisfaction together with the two control variables accounts for 41.3 % of variance in continuance commitment. It can also be noticed from Table 4, that the change in R square is 0.181 for model 2 which is indicative of the fact that job satisfaction facets exclusively explains 18.1% of the variance in continuance commitment and it is also significant ($p < 0.05$).

Table 5: ANNOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.602	2	29.801	44.877	.000 ^b
	Residual	197.225	297	.664		
	Total	256.827	299			
2	Regression	106.178	8	13.272	25.637	.000 ^c
	Residual	150.649	291	.518		
	Total	256.827	299			

Source: Compiled by the Authors

The Analysis of Variance (ANNOVA) F test indicates whether the models accounts for significant variation in the dependent variables when compared to a model where there are no predictors. In Table 5, it is seen that the F value is significant ($p < 0.05$) for both the

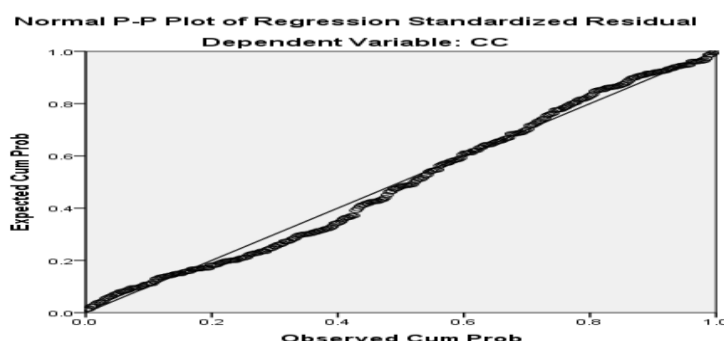
models indicating that both the regression models have sufficient explanatory powers compared to the model with no predictors.

Table 6: Residual Statistics

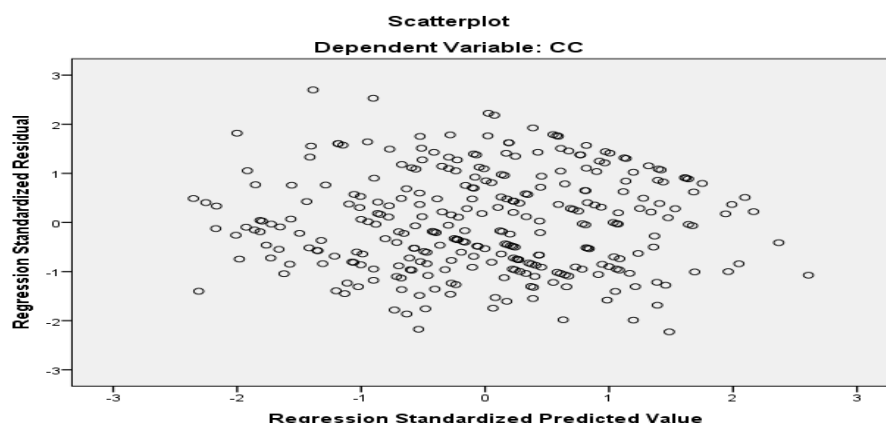
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.9824	4.9388	3.3844	.59591	300
Std. Predicted Value	-2.353	2.608	.000	1.000	300
Standard Error of Predicted Value	.075	.197	.122	.027	300
Adjusted Predicted Value	1.9688	4.9700	3.3842	.59551	300
Residual	-1.60287	1.94278	.00000	.70982	300
Std. Residual	-2.228	2.700	.000	.987	300
Cook's Distance	.000	.029	.003	.004	300

Source: Compiled by the Authors

In Table 6, it is seen that the Residuals have minimum value of -1.6 and maximum value of +1.94 and mean value zero. This indicates that the residuals are mean centred and there are no cases of systemic over-prediction or under-prediction by the model. Standard Residuals are within the range of -2.23 and +2.7 which indicates that that there may be few moderate outliers but they are not extreme (since the range is within generally acceptable limit of ± 3). The Cook's distance shows a maximum value of 0.029, which is far below the maximum acceptable value of 5 (Kutner et al. 2005). This indicates that there are no potential influential responses that severely affect the regression coefficients.



The normal P-P plot of regression standardized residual indicates whether the regression residuals are normally distributed approximately. From the above Normal P-P plot it is observed that the point closely aligns with the reference line suggesting that the residuals are approximately normally distributed.



The scatter plot gives an indication about the linearity, homoscedasticity and outlier. The above scatter plot resembles a compact cloud of points indicating that the relationship between the regression standardized residual and regression standardized predicted value is linear. It also indicates the presence of homoscedasticity indicating that irrespective of the prediction levels, the variance of the residuals remains the same. It also shows that there are only few isolated points thereby suggesting the absence of severe outliers.

Table 7: Collinearity Statistics

Model	Correlations			Collinearity Statistics	
	Zero-order	Partial	Part	Tolerance	VIF
1					
(Constant)					
Location of School	-.140	-.062	-.054	.967	1.034
Type of School	-.479	-.466	-.461	.967	1.034
2					
(Constant)					
Location of School	-.140	-.057	-.044	.950	1.053
Type of School	-.479	-.440	-.376	.814	1.229
Pay and Fringe Benefits	.407	.272	.216	.664	1.507
Promotion	.202	.185	.144	.779	1.284
Interpersonal Work Environment	.230	.117	.090	.569	1.759
Contingent Rewards	-.059	-.145	-.112	.718	1.392
Nature of Work	.191	.151	.117	.670	1.493
Communication	-.034	-.134	-.103	.668	1.498

Source: Compiled by the Authors

Collinearity Statistics gives the indication regarding whether there exists multicollinearity among the predictors. The presence of multicollinearity can make the prediction complex as it cannot point out the unique effect of individual predictors. Thus multicollinearity has to be rule out. In Table 7, in the collinearity statistics section it can be seen that for all the predictors the Tolerance

value are greater than the minimum cut off value of 0.1 (Menard, 1995) and Variance Inflation Factor (VIF) are less than the maximum value of 10 (Menard, 2001; Vittinghoff, 2005) .So it can be said that no significant multicollinearity has been observed between the predictors.

Table 8: Regression Coefficients and Hypothesis Testing

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remarks
		B	Std. Error	Beta			
1	(Constant)	3.912	.079		49.767	.000	
	Location of School	-.102	.096	-.055	-1.068	.286	
	Type of School	-.872	.096	-.469	-9.066	.000	
2	(Constant)	1.995	.299		6.667	.000	
	Location of School	-.083	.085	-.045	-.974	.331	Not Supported
	Type of School	-.775	.093	-.417	-8.368	.000	Supported
	Pay and Fringe Benefits	.304	.063	.265	4.812	.000	Supported
	Promotion	.180	.056	.164	3.218	.001	Supported
	Interpersonal Work Environment	.156	.078	.119	2.003	.046	Supported
	Contingent Rewards	-.144	.057	-.133	-2.502	.013	Supported
	Nature of Work	.184	.071	.143	2.613	.009	Supported
	Communication	-.146	.063	-.127	-2.305	.022	Supported

Source: Compiled by the Authors

Table 8 presents the unstandardised and standardised regression coefficients of all predictor variables along with the t value and significance p value. It can be seen that the t values are significant ($p < 0.05$) for the school type and all facets of job satisfaction. The location of school is found to be significant ($p > 0.05$). So it is inferred that H1 is not supported, but H2 to H8 are supported, indicating that except locational difference all other predictor variables significantly influences continuance commitment. The standardised regression coefficient (B) is highest for school type indicating that this variable's contribution in predicting continuance commitment is highest.

7. Discussion

The study intends to measure the unique contribution of various facets of job satisfaction on continuance commitment of school teachers. Location of school and school type are

selected as control variables taking into account their significant contribution in predicting organisational commitment (including continuance commitment) as evident from the existing literature. Firstly, an attempt has been made to outline the factor structure that best explains the observed variables, duly taking into account the internal consistency of each extracted factors. The result of Exploratory Factor Analysis shows the emergence of seven distinct factors (six for job satisfaction and one for continuance commitment). The strength of the factor analysis has been confirmed through the high percentage of variance explained, satisfying KMO and Bartlett's test results, strong factor loadings and high internal consistency measured by Cronbach's Alpha. The composite scores of the factors are then used to conduct Hierarchical Multiple Regression (HMA). The assumptions for HMA have been duly satisfied. Linearity and Homoscedasticity have been checked from the scatter plot, normality of the residuals is assured from the P-P plot. The existence of potential influential response affecting regression coefficients, have been overruled by checking the Cook's distance. Absence of multicollinearity has been confirmed through the tolerance and VIF value of each predictor variable. HMA results indicate that among the control variables, school location do not significantly influence continuance commitment (Kim et al. 2023). However the other control variable, school type has been found to significantly influence continuance commitment (Sharma 2015; Saini, 2025), where government school teachers exhibits higher levels of continuance commitment compared to their private counterparts. Moreover, all the facets of job satisfaction under consideration are found to significantly influence continuance commitment, with contingent rewards and communication influencing continuance commitment negatively. It is also found that the control variables explains 23.2% of the variance in continuance variable which is higher compared to 18.1% of the unique variance explained by the facets of job satisfaction.

8. Conclusion

The study reports some important observations in connection with the factors affecting continuance commitment of school teachers in specific districts of West Bengal. Among the two school characteristic dichotomous categorical variables that are controlled, school location is not found to be statistically significant ($p > 0.05$). This is interesting to note since most of the previous studies identified location to be an important factor affecting organisational commitment (Nagar, 2012; Saini, 2025). School type is found to be statistically significant ($p < 0.05$) suggesting that school teachers' continuance commitment is affected by the type of school in which they are teaching. The finding is consistent with most of the previous studies (Todorovic et al., 2024; Jain and Kumar, 2017). But it has also been observed that the relationship is negative, implying that private school teachers experience lower continuance commitment compared to their government counterparts. This may be due to the perceived cost of leaving the organisation that government school teachers feel, considering the factors of pay, job security and other benefits that they enjoy over private school teachers in the geographical context under study. Moreover, the R

square for the control variables are also found to significant ($p < 0.05$) signifying that the two control variables explains significant variance in continuance commitment. After controlling for the effects of school location and type, all the facets of job satisfaction is statistically found to have significant influence on continuance commitment. Higher pay, fringe benefits and promotion is found to be associated with higher continuance commitment and vice-versa. This is logical in the sense that continuance commitment being associated with the perceived cost of leaving the organisation, school teachers with higher pay, fringe benefits and promotional opportunities would be more likely to continue with the existing school, since leaving the organisation may not provide them commensurate benefits as the previous school. Therefore they exhibit high continuance commitment. Interpersonal Work Environment and Nature of Work also shows positive relationship with Continunace Commitment. These two facets generally tend to be positively associate with Affective and Normative commitments. However it may be inferred that in this context, the relationship with supervisors and co-workers (or interpersonal work environment) might have compelled teachers to exhibit their need to stay in the present organisation since they have invested in these relationships over a period of time and losing them would deeply impact their life. Moreover the nature of work may have made them think that quitting the school will make them uneasy to adjust with the nature of work of other schools or organisations. So they have been experiencing higher continuance commitment considering the higher levels of nature of work and vice-versa. However Contingent Rewards and Communication are found to have negative statistical significance, indicating that higher contingent rewards and communication leads to lower continuance commitment and vice versa. Since contingent rewards is associated with more recognition in the workplace, the teachers perceive less continuance commitment that is usually associated with the need to stay in the organisation owing to perceived opportunity cost of leaving the organisation. So in that case the main reason for their staying is more likely to get associated with Affective, Normative Commitment or other factors. On the otherhand, communication refers to the free flow of information within the organisation. If the communication is high, teachers generally perceives less continuance commitment since they are sufficiently well informed about their position within the organisation and thus don't feel stuck helplessly in the school.

The incremental R square is found to be significant ($p < 0.05$) for the facets of job satisfaction implying sufficient explanation of variance in continuance commitment. Thus it may be inferred that facets of job satisfaction has sufficient prediction power over continuance commitment that is independent of the school characteristic variables.

The study limits itself to the prediction of only the continuance commitment dimension of organisational commitment. Further research on the effect of job satisfaction facets on affective and normative commitments may be organised to have a deeper understanding on relationship between job satisfaction and organisational commitment. Moreover the study

may not be generalised since non-probabilistic sampling has been used owing to time and resource constraints.

However, the findings of this study highlight the significance of enhancing those facets of job satisfaction that reduces continuance commitment. Since continuance commitment represents a need based commitment to the organisation, a higher levels of the same is usually associated with high stress, burnouts, decreased productivity and performance, work disengagement, increased absenteeism, higher turnover and lower organisational citizenship behaviour. Policy makers and school management (especially the government/government aided school) must focus on establishing a sound and transparent system of communication within the organisation where there is free flow of information between all hierarchical levels, design suitable grievance redressal mechanism so that the problems of the teachers are heard by the management without any bias or prejudice. Moreover performance linked incentives (associated with contingent rewards) should be provided to the teachers, so that they get motivated to work and exhibit higher affective commitment rather than continuance commitment.

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