3. METHODOLOGY
3. METHODOLOGY

3.1 Need for the Study

The foundation of building a healthy and sound society is layed to greater extent by educating the youngsters of that society. Thus teachers are the architects in building healthy nation. They do give the shape for growing individuals and prepare them to be useful to the society in various ways of life, thus teachers have been rendering a valuable service to the nation. If at all we expect the teachers to contribute significantly, it is essential that they should have higher work motivation, self-efficacy, dedication, commitment etc.

At the same time the well-being of these teachers in turn influence their services to the society. In view of this, it is felt that there is a need to assess work motivation, self-efficacy and psychological well-being of teachers working at various levels in the educational system, such as school, college and University.

In view of this, an attempt is made to study work motivation, self-efficacy and psychological well-being of teachers working at various levels in the educational ladders. In addition to this, the impact of personal and work related factors on work motivation, self-efficacy, psychological well-being is also observed.

3.2 Objectives of the Study

To study the psychological well-being of school, college and university teachers in relation to their work motivation and self-efficacy. (each group independently).
To examine the significant influence of demographic factors such as age, sex, length of service, marital status on psychological well being, work motivation and self-efficacy of teachers at school, college and university level.

3.3 Research Problems

Does the psychological well-being of school, college, and university teachers significantly related to their work motivation and self-efficacy?

Do the demographic variables such as age, sex, SES, length of service, marital status, occupation of the spouse, of school college and university teachers significantly influence their psychological well-being?

Do the demographic variables such as age, sex, SES, length of service, marital status, occupation of the spouse, of school college and university teachers significantly influence their work motivation?

Do the demographic variables such as age, sex, SES, length of service, marital status, occupation of the spouse, of school college and university teachers significantly influence their self-efficacy?

From the above stated research problems the following hypotheses have been derived for further investigation.
3.4 Hypotheses

Ha$_1$: Psychological well-being of school, college and university teachers is significantly and positively related to their work motivation and self-efficacy.

The following specific hypotheses are also derived from the above main hypotheses:

Ha$_{1.1}$: Psychological well-being of school teachers is significantly and positively related to their work motivation and self-efficacy (dimension wise and over all).

Ha$_{1.2}$: Psychological well-being of college teachers is significantly and positively related to their work motivation and self-efficacy (dimension wise and over all).

Ha$_{1.3}$: Psychological well-being of University teachers is significantly and positively related to their work motivation and self-efficacy (dimension wise and over all).

Apart from the influence of work motivation and self-efficacy on psychological well-being of school, college, and university teachers, there are several other personal and work related factors such as age, sex, socio-economic status, length of service etc. contributing to their psychological well-being.
Ha2: The demographic factors such as age, sex, SES, length of service, marital status, occupation of the spouse of school, college and university teachers influence significantly their psychological well-being, work motivation and self-efficacy.

Further from Ha2 to also some specific hypotheses are drawn and stated below:

Ha2.1: The factors such as age, sex, length of service, SES occupation of the spouse etc., of school teachers significantly influence their psychological well-being.

Ha2.2: The factors such as age, sex, length of service, SES occupation of the spouse etc., of college teachers significantly influence their psychological well-being.

Ha2.3: The factors such as age, sex, length of service, SES occupation of the spouse etc., of university teachers significantly influence their psychological well-being.

Ha2.4: The factors such as age, sex, length of service, SES, occupation of the spouse etc., of school teachers significantly influence their work motivation.

Ha2.5: The factors such as age, sex, length of service, SES, occupation of the spouse etc., of college teachers significantly influence their work motivation.
Ha2.6: The factors such as age, sex, length of service, SES, occupation of the spouse etc., of university teachers significantly influence their work motivation.

Ha2.7: The factors such as age, sex, length of service, SES, occupation of the spouse, marital status, length of service etc., of school teachers significantly influence their self-efficacy.

Ha2.8: The factors such as age, sex, length of service, SES occupation of the spouse, marital status, length of service etc., of college teachers significantly influence their self-efficacy.

Ha2.9: The factors such as age, sex, length of service, SES, occupation of the spouse, marital status, length of service etc., of university teachers significantly influence their self-efficacy.

3.5 Sample

A quota sample of the study consists of teachers working at school, college and universities. At each level, 150 teachers (out of which 75 female and 75 male) are selected. Thus the total sample comprises of 450 teachers. The age of the sample ranges from 25-60 years. The teachers are selected from Bidar High Schools and Degree Colleges and University teachers from Bangalore and Gulbarga Universities.
The composition of sample is as shown below:

Table 3.1: Details of sample in terms of age, sex and length of service of teachers at various levels:

<table>
<thead>
<tr>
<th>Different level teachers</th>
<th>Sex</th>
<th>Average age</th>
<th>Average Length of service(years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Male</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>College</td>
<td>Male</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>University level</td>
<td>Male</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>31</td>
<td>6</td>
</tr>
</tbody>
</table>

3.6 Tools Used

To measure the different variables under study, the following Psychological tools have been used:

3.6.1 Psychological Well-Being (PWB)

This PWB scale used in the study is developed by Sudha Bhogale and Indira Jai Prakash (1995). This scale consists of 26 items and measures PWB in 13 dimensions such as meaninglessness, somatic symptoms, self esteem, positive affect, daily activities, life satisfaction, suicidal ideas, personal control, social support, tension, wellness, and general efficiency. The respondent has to go through all the items one by one and give the responses internms of ‘Yes’ or
‘No’ form. For positively keyed items if the response is ‘Yes’ it carries ‘1’ weightage and for ‘No’ the weightage is ‘0’. The scoring is visa-versa for negatively keyed items. Further dimension wise and overall scores calculated from these weightages. The split of reliability co-efficient is 0.91, and test retest co-efficient is 0.71. The obtained con-current validity co-efficient of the scale is 0.62. (by correlating it with subjective well-being questionnaire, developed by Nagpal & Sell) and 0.48 (correlating with general well-being scale developed by Verma and Verma).

3.6.2 Work Motivation Questionnaire (WMQ):

Work motivation questionnaire (WMQ) developed by K.G. Agarwal (1990) is used to measure the work motivation of the sample. It consists of 26 likert type items with 5 alternatives, one of which is required to be checked. It is used to measure work motivation and satisfaction of the employees of different strata in any organization.

This questionnaire consists of 6 dimensions viz. dependence, organizational orientation, work-group relations, psychological incentives, money incentives and job situation.

Respondent has to read the questions one by one and select one alternative which best suits him among the given 5 alternatives. In this way the respondent has to answer all the 26 items without leaving any item unanswered. They are both positively and negatively keyed items. Positively keyed items are 1-14 and also items numbers 19, 20, 25 and 26. Negatively
keyed items are 15, 16, 17, 18, 21 and 22; these items are assigned scores as 1, 2, 3, 4 and 5. All the scores were totaled dimension wise and overall scored is computed.

The split half reliability co-efficient of the scale is 0.99. Items validity is established by correlating with total scores and obtained coefficients range from 0.24 to 0.67 which are significant beyond 1% level.

3.6.3 Personal Efficacy Scale:

Personal Efficacy Scale developed by Ashok Pratap Singh, and Patiraj Kumari (1991) is used to assess the self-efficacy of the sample in the study. It is a 5 point scale consisting of 28 likert type items. Positively keyed items are 1 to 13, 15, 16, 18 and 21, and are scored from 1 to 5. Negatively keyed items are 14, 17, 19, 20, 22, 23, 24, 25, 26, 27 and 28, and are scored from 5 to 1. By totaling the both type item scores the overall scores are computed.

The split half reliability coefficient of the scale is 0.72. The concurrent validity of the scale is 0.80 by correlating it with Rosenberg self-esteem scale.

3.7 Data Collection:

Primary data is collected by contacting teachers of various Schools, Colleges and Universities. The Teachers from Akkamahadevi High school, Govt. Girls Schools, Govt. Boys School, Naubad High School, Guru Nanaka Public Schools, National High School, Sai High School, Saraswati High School, Siddhart High School, Pannalal Hiralal, Kendriya Vidyalaya, Seven
Days school, St. Joseph High School, Karnataka High School, Dr. Rajkumar High School, Neelambika Girls High School, situated at Bidar city were contacted and collected data from them.

Further the teachers from various colleges like Akkamahadevi Mahila Maha Vidyalaya, Karnataka Arts, Science and Commerce college, Bhoomreddy Arts, Science and Commerce College, Govt, First Grade College Gurunanak Degree College, Sidhart College, Ambedkar College, Methodist Degree College, Kalidasa Degree College RRK's Independent Degree College situated at Bidar city were contacted and collected data from them.

Lastly the teachers of various universities such as Gulbarga University, Gulbarga, and Bangalore University, Bangalore were also included in the study.

3.8 Pilot Study:

Prior to the final administration of the scales on the main sample under study, a pilot study has been conducted to test the suitability of the three measures and re-established the reliability and validity. The pilot study included the composite sample of 75 subjects. The obtained split half reliability and concurrent validity for the pilot sample is presented in appendices B1 and B2 respectively.

The investigator collected the bio-data information and responses for each scales personally from the teachers at their respective High Schools,
Colleges and University. The collected data, which were complete in every respect, were scrutinized, scored as per the instructions in the scoring keys.

Statistical technique applied was the raw scores were transformed into standard scores, correlations; means, SDs were also computed and presented in the tables and figures.

3.9 Statistical Techniques:

Pearson's Co-relation Co-efficient technique is worked out to reveal the significance of relationship of work motivation and self-efficacy of teachers of all three levels of teachers with psychological well-being.

Step-wise multiple regression analysis is applied to study significance of influence of the factors such as age, sex, socio-economic status (SES) etc. on the psychological well being, work motivation, and self-efficacy of teachers of the three levels.