5. RESULTS AND INTERPRETATION (CONTD)
5. RESULTS AND INTERPRETATION (Continued)

5.1 Demographic Factors Significantly Contributing to Psychological Well-Being, Work Motivation and Self-Efficacy of High School Teachers.

**H₀₂** Demographic factors such as age, sex, length of service, scale, designation, marital status and occupation status of the spouse of high school, college and university teachers influence significantly their psychological well-being, work motivation and self-efficacy.

The technique of Multiple Regression Analysis is applied to study the significance of contribution of all the demographic factors collectively as well as individually to the overall scores of psychological well-being, work motivation and self-efficacy of teachers of all the three levels.

**5.1.1 Factors Significantly Contributing to Psychological Well-Being of High School Teachers**

**H₀₂₁**: The factors such as age, sex, length of service, SES occupation of the spouse etc., of school teachers significantly influence their psychological well-being.

Table 5.01: Regression Analysis of Factors Significantly Contributing to the Overall Scores of Psychological Well-Being of High School Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Co-efficient</th>
<th>Standard error</th>
<th>Contributed $R^2$</th>
<th>‘t’-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>6.77</td>
<td>1.62</td>
<td>0.010</td>
<td>4.18***</td>
</tr>
</tbody>
</table>

Adjusted $R^2$ = 0.0105

*** p<0.001, very highly significant

Overall F ratio = 17.46; p<0.001

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An observation of the Table 5.01 reveals that out of the several factors, only one factor that is sex of high school teachers has contributed significantly to their overall psychological well-being. This factor has contributed to 1.05% of variance on psychological well-being of high school teachers. It means 1.05% of variance on the overall psychological well-being of high school teachers can be predicted with the high degree of confidence which is very highly significant (F=17.46; P<0.001). Thus it can be inferred that male high school teachers have shown significantly higher psychological well-being than their female counterparts. Thus it can be inferred that psychological well-being is significantly related to the sex of high school teachers.

Table 5.1.2 Factors Significantly Contributing to Work Motivation of High School Teachers

| 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 |

Table 5.02: Results of Regression Analysis of Factors significantly Contributing to the Overall Scores of Work Motivation of High School Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Coefficient</th>
<th>Standard error</th>
<th>Contributed $R^2$</th>
<th>‘t’-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Working spouse</td>
<td>4.66</td>
<td>1.65</td>
<td>0.051</td>
<td>2.82**</td>
</tr>
</tbody>
</table>

Adjusted $R^2$= 0.051

**p<0.01 highly significant

Overall F ratio = 7.95; P<0.005
Again from the Table 5.02 it can be observed that only one factor that is working spouse of high school teachers has contributed significantly to their work motivation. This factor has contributed to 5.1% of variance on the overall work motivation, of high school teachers. It means 5.1% of variance can be predicted with high degree of confidence based on working spouse (F=7.95; p<0.01). In other words, high school teachers who have working spouse have shown significantly higher work motivation compared to those with housewives. Thus, it can be inferred that work motivation is significantly related to the occupation of the spouse of high school teachers.

Table 5.1.3 Factors Significantly Contributing to Self-Efficacy of High School Teachers

Hα2.7: 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

Table 5.03 : Results of Regression Analysis of Factors Significantly Contributing to the Overall scores of Self-Efficacy of High School Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Coefficient</th>
<th>Standard error</th>
<th>Contributed R²</th>
<th>'t'- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>19.62</td>
<td>0.53</td>
<td>0.090</td>
<td>37.00***</td>
</tr>
<tr>
<td>2</td>
<td>Age less than 40 years</td>
<td>-1.15</td>
<td>0.53</td>
<td>0.03</td>
<td>-2.19*</td>
</tr>
<tr>
<td>3.</td>
<td>Married</td>
<td>-1.48</td>
<td>0.72</td>
<td>0.03</td>
<td>-2.01*</td>
</tr>
</tbody>
</table>

Adjusted R² = 0.096
Overall F ratio = 48.5; P<0.001

*p<0.05 significant
***p<0.001 very highly significant
An observation of the Table 5.03 reveals that sex, age and marital status of high school teachers have contributed significantly to their self-efficacy. These variables together contributed to 9.06% of variance on self-efficacy of teachers, which is found to be very highly significant (F=48.52; p<.001). That is 9.06% of variance on self-efficacy can be predicted with high degree of confidence on the basis of sex, age and marital status. Individual contribution of male is 9.0%, younger adult is 3.3% and married is 3.3% to the self-efficacy of high school teachers. Further the contribution of the male is (t=33.17; p<.001) significantly very high and positive, whereas the contribution of young adults (t=-2.09; p<.05) and married (t=-2.07; p<.05) is significant but negative.

Thus it can be inferred from the above table that high school male teachers have significantly higher self-efficacy when compared to their female teachers. Young and married teachers have shown significantly lower self-efficacy than their older and unmarried counterparts.
Table 5.1.4 Factors Significantly Contributing to Psychological Well-Being of College Teachers

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

Table 5.04: Results of Regression Analysis of Factors Significantly Contributing to the Overall Scores of Psychological Well-Being of College Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Coefficient</th>
<th>Standard Error</th>
<th>Contributed R²</th>
<th>'t' - value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Working Spouse</td>
<td>-5.568</td>
<td>1.74</td>
<td>-0.064</td>
<td>-3.19**</td>
</tr>
<tr>
<td>2.</td>
<td>Senior Grade Lecturer</td>
<td>-6.36</td>
<td>3.19</td>
<td>0.025</td>
<td>-1.95*</td>
</tr>
</tbody>
</table>

Adjusted R² = 0.089
Overall F ratio = 10.15; P<0.01
**p<0.01 very significant
*p<0.05 significant

An observation of the above table reveals that two factors viz. status of the spouse and designation have contributed significantly but negatively to the psychological well-being of college teachers. Both these variables collectively contributed to 8.9% of variance on the psychological well-being of college teachers, which is found to be very highly significant (F=10.15; p<0.01). That is to say 8.9% of the variance on psychological well-being of college teachers can be predicted with the high degree of confidence on the basis of status of spouse and designation. Individually status of spouse means teachers having working spouse has contributed to 6.4% of variance on psychological well-being of teachers which is significantly high (t=-3.18; p<.01). Further
designation (senior grade lecturer) has contributed to 2.5% of variance on psychological well-being of these teachers, which is again significant (t=-1.99; p<.05) It can also be noticed that the contribution of both the factors is negative.

Thus, it can be inferred from the above explanation that the teachers with the working spouse and who are senior grade lecturers have shown significantly lower psychological well-being than their counterparts.

Table 5.1.5 Factors Significantly Contributing to Work Motivation of College Teachers

Ha_{2.5}: The factors such as age, sex, length of service, SES, occupation of the spouse etc., of college teachers significantly influence their work motivation

Table 5.05: Results of Regression Analysis of Factors Significantly Contributing to the Overall Scores of Work Motivation of College Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Co-efficient</th>
<th>Standard error</th>
<th>Contributed R^2</th>
<th>‘t’- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>-3.94</td>
<td>1.49</td>
<td>0.045</td>
<td>-2.64**</td>
</tr>
</tbody>
</table>

Adjusted R^2= 0.045  
**p<0.01 very significant

Overall F ratio = 6.99; P <0.01

A perusal of the above table clearly states that only one factor that sex has emerged as significantly contributing factor to the work motivation of the college teachers. This variable has contributed to 4.5% of variance on work motivation of teachers, which is found to be highly significant (t=-2.64;
Further 4.5\% of variance can be predicted with high degree of confidence on the basis of sex alone, but this contribution is negative.

In other words it can be inferred that male college teachers have shown significantly lower work motivation compared to their female counterparts.

**Table 5.1.6 Factors Significantly Contributing to Self-Efficacy of College Teachers**

**H_{a_{2.8}}**: 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.

**Table 5.06 : Results of Regression Analysis of Factors Significantly Contributing to Overall Scores of Self-efficacy of College Teachers**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Co-efficient</th>
<th>Standard error</th>
<th>Contributed R²</th>
<th>'t'- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>2.60</td>
<td>0.91</td>
<td>0.052</td>
<td>2.85**</td>
</tr>
</tbody>
</table>

Adjusted R² = 0.06

Overall F ratio = 8.11; P<0.01

One can observe from the above table that again sex has contributed significantly to the self-efficacy of the college teachers. The contribution of this factor is 5.2\%. The variance on self-efficacy can be predicted with the high degree of confidence on the basis of sex alone (t=2.85; p<.01).

Thus it can be inferred from the above derivation that the male college teachers have shown significantly higher self-efficacy when compared to their female counterparts.
Table 5.1.7 Factors Significantly Contributing to Psychological Well-Being of University Teachers

H₂₃: The factors such as age, sex, length of service, SES occupation of the spouse etc., of university teachers significantly influence their psychological well-being.

Table 5.07: Results of Regression Analysis of Factors Significant Contributing to the Overall Scores of Psychological Well-Being of University Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Coefficient</th>
<th>Standard Error</th>
<th>Contributed R²</th>
<th>‘t’- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>-8.23</td>
<td>0.97</td>
<td>0.0328</td>
<td>-8.50**</td>
</tr>
</tbody>
</table>

Adjusted R² = 0.0328  **p<0.01 very significant

Overall F ratio = 72.16; P <0.01

Again from the observation of the above table it can be noticed that sex alone has contributed significantly to the psychological well-being of the university teachers. The contribution of this factor is significantly very high explaining 3.28% of variance on psychological well-being. In other words 3.28% of variance on psychological well-being can be predicted with very high degree of confidence on the basis of sex alone (t=-8.49; P<0.001). But this contribution is negative.

Thus it can be understood that university male teachers have shown significantly lower psychological well-being than their female counterparts.
Table 5.1.8  Factors Significantly Contributing to Work Motivation of University Teachers

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

Table 5.08 : Results of Regression Analysis of Factors Significantly Contributing to the Overall Scores of Work Motivation of University Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Co-efficient</th>
<th>Standard error</th>
<th>Contributed $R^2$</th>
<th>‘t’- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selection grade</td>
<td>-12.392</td>
<td>6.121</td>
<td>0.027</td>
<td>-2.29**</td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td>-3.128</td>
<td>1.395</td>
<td>0.032</td>
<td>-2.24*</td>
</tr>
</tbody>
</table>

Adjusted $R^2= 0.059$
Overall F ratio = 4.162; $P <0.05$
*p<0.05 significant
**p<0.01 very significant

An observation of Table 5.08 reveals that out of several factors only two factors viz. Basic pay scale (less than 10,000) and sex (male) have contributed significantly to the work motivation of university teachers. Both these variables together collectively contributed to 5.9% of variance on work motivation of university teachers, which is found to be highly significant ($F=4.17; P<0.01$). That is to say, 5.9% of the variance on work motivation of these teachers can be predicted with high degree of confidence on the basis of pay scale and sex. Individually pay scale has contributed to 2.7% of variance on work motivation which is significant ($t=-2.02; P<0.05$). Further sex has contributed to 3.2% of variance on work motivation of university teachers which is also significant ($t=-2.24; P<0.05$). But these contributions are negative.
Thus it can be inferred from the above observations that the university teachers whose basic pay scale is less than 10,000 and male teachers have shown significantly lower work motivation compared to other teachers with higher basic pay scale and female teachers respectively.

Table 5.1.9 Factors Significantly Contributing to Self-Efficacy of University Teachers

H_{a2.0}: 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.

Table 5.09: Results of Regression Analysis of Factors Significantly Contributing to Overall Scores of Self-Efficacy of University Teachers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Beta Coefficient</th>
<th>Standard error</th>
<th>Contributed R^2</th>
<th>‘t’- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>-9.19</td>
<td>0.70</td>
<td>0.0540</td>
<td>-13.17**</td>
</tr>
</tbody>
</table>

Adjusted R^2 = 0.054 **p<0.01 very significant
Overall F ratio = 173.51; P < 0.01

An observation of the above table reveals that again it is the factor of sex which has contributed significantly to the self-efficacy of the university teachers. This factor has contributed to 5.4% of variance on self-efficacy of university teachers which is found to be significantly very high (t=-13.17; P<0.001). In other words 5.4% of variance on self-efficacy on university teachers can be predicted with a very high degree of confidence on the basis of sex alone (male) but this contribution has turned out as negative.

Finally it shows that university male teachers have significantly lower self-efficacy compared to their female counterparts.
5.2 HIGHLIGHTS

➢ The only one factor i.e. sex (male) has positively and significantly contributed to the psychological well-being of high school teachers.

➢ The working status of spouse is the only factor contributing significantly to the work motivation of high school teachers.

➢ The demographic factors such as sex (male), age (less than 40 years) and marital status (married) have contributed significantly and collectively as well as individually to the self-efficacy of high school teachers. The factor of sex has contributed positively whereas age and marital status have contributed negatively to the self-efficacy.

➢ The demographic factors such as working status of the spouse and designation have collectively and individually but negatively contributed to the psychological well-being of college teachers.

➢ The factor of sex alone (male) has negatively contributed to work motivation but positively contributed to self-efficacy of college teachers.

➢ Sex (male) has been observed to be significantly but negatively contributed to all three dependent variables viz. psychological well-being, work motivation and self-efficacy of university teachers. Similarly designation of the university teachers has also significantly but negatively contributed to their work motivation.