6. SUMMARY AND CONCLUSIONS
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6.1 Summary of the Findings:

The roots of building a healthy and sound society lies to a greater extent in educating the youngsters of that society. Thus teachers are the architects in building the healthy nation. They do give the shape for the growing individuals and prepare them to be useful to the society in various ways. It is very clear, ever since, the teachers to 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 well-being of these teachers in turn influence their services to the society. 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 impact of personal and work related factors on work motivation, self-efficacy and psychological well-being was also observed.

In view of above, the study was undertaken with the following Objectives:

1. To study the Psychological Well-Being of School, College, and University Teachers in relation to their work motivation and self-efficacy.
2. To examine significance of the 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

From the above stated objectives the following hypotheses have been derived for further investigation

6.1.1 Hypotheses:

Ha₁: Psychological well-being of school, college and university teachers is significantly related to their work motivation and self-efficacy

From Ha₁ some specific hypotheses i.e. Ha₁.₁ to Ha₁.₃ were also derived.

Ha₂: The demographic variables 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 the above hypothesis some specific hypothesis i.e. Ha₂₁ to Ha₂₉ were also formulated, tested and verified.

6.1.2 Sample:

Quota sample of the study consists teachers working at school, college and universities. At each level, 150 teachers (out of which 75 are female and 75 male) were selected. Thus the total sample of the study is 450. The age of the sample ranges from 25-60. These samples were selected from Bidar High School and degree Colleges and Gulbarga University of northern Karnataka, and Bangalore University.
6.1.3 Measures Used in the Study:


Apart from the above scales the information relating to the demographic factors was also collected in bio-data sheet.

6.1.4 Data Collection

The investigator collected the responses for each of scales personally from the teachers at their respective high schools, colleges and universities. The collected data which were complete in every respect, were scrutinized, scored as per the instructions in the scoring keys. The raw scores were transformed into standard (T) scores, means, SDs and correlations were also computed. In addition to this step-wise multiple regression analysis was carried out and presented in tables and figures.
6.2 Major Findings of the Study:

6.2.1 Psychological well-being of High School Teachers in Relation to their Work Motivation and Self-efficacy

1. School teacher's psychological well-being in terms of meaninglessness and tension is significantly but negatively related to dependence dimension of their work motivation.

2. Psychological well-being of school teachers in terms of self esteem and personal control is significantly related to their work group relations, but the relationship of personal control is negative.

3. Psychological well-being of high school teachers in terms of positive affect, life satisfaction, suicidal ideas, and overall scores is significantly and positively related to psychological work incentives dimension of work motivation.

4. Psychological well-being of high school teachers in terms of social support is significantly but negatively related to their overall work motivation.

5. Psychological well-being of high school teachers in terms of wellness, general efficiency, and overall is significantly and positively related to their self-efficacy.

The above stated findings warrants us to retain the Hal in a modified form that psychological well-being of school teachers is significantly related to some of the dimensions of work motivation and self-efficacy.
6.2.2 Psychological well-being of college teachers in relation to their work motivation and self-efficacy

1. Psychological well-being of college teachers in terms of self esteem is significantly and positively related to their work motivation in terms of dependence.

2. Psychological well-being of college teachers in terms of personal control and tension and overall scores is significantly but negatively related to work group relation of work motivation.

3. Psychological well-being of college teachers in terms of wellness and life satisfaction is significantly related to psychological work incentives dimension of work motivation but the relationship of life satisfaction is negative.

4. Psychological well-being of college teachers in terms of positive affect is significantly but negatively related to job situation of work motivation.

5. Psychological well-being of college teachers in terms of personal control and positive affect is significantly related to their overall work motivation but the relationship of positive affect is negative.

6. Psychological well-being of college teachers in terms of satisfaction, and life satisfaction somatic symptoms is significantly related to their self-efficacy, but the relationship of somatic symptoms is negative.
The above sated findings warrants us to retain the \( H_a \) in a modified form that psychological well-being of college teachers is significantly related to some of the dimensions of work motivation and self-efficacy.

6.2.3 Psychological well-being of university teachers in relation to their work motivation and self-efficacy

1. Psychological well-being of university teachers in terms of tension is significantly but negatively related to organizational orientation dimension of work motivation.

2. Psychological well-being of university teachers in terms of satisfaction and overall is significantly related to work group relations dimension of work motivation but the relationship of satisfaction is negative.

3. Psychological well-being of university teachers in terms of satisfaction and personal control is significantly related to material incentives of work motivation but the relationship of satisfaction is negative.

4. Psychological well-being of university teachers in terms of meaninglessness is significantly related to their overall work motivation.

5. Psychological well-being of university teachers in terms of satisfaction, meaninglessness, self-esteem, positive affect and overall is significantly related to their self-efficacy, but the relationship of satisfaction is negative.
The above stated findings warrants us to retain the Hal in a modified form that psychological well-being of college teachers is significantly related to some of the dimensions of work motivation and self-efficacy.

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

1. Gender is the only factor contributing significantly to the high variance of psychological well-being.

2. Working status of spouse is the only factor contributing significantly to the high variance of work motivation of school teachers.

3. Gender, age, and marital status have contributed individually and collectively to the variance on self-efficacy of school teachers.

6.2.5 Demographic Factors Contributing Significantly to Psychological Well-Being, Work Motivation and Self-Efficacy of College Teachers

1. Working status of the spouse and cader has contributed significantly to the variance on psychological well-being of college teachers.

2. Gender is the only factor contributed significantly to the variance on work motivation and self efficacy.
6.2.6 Demographic Factors Contributing Significantly To Psychological Well-Being, Work Motivation and Self-Efficacy of University Teachers

1. Gender is the only factor contributing significantly to the variance on psychological well-being of university teachers.

2. Cadre and gender are the two factors contributing significantly on the variance of work motivation of university teachers.

3. Gender is the only factor contributing significantly on the variance of self-efficacy of university teachers.

The above stated facts leads us to accept Ha2 into modified form that some of the demographic factors significantly contribute to the psychological well-being, work motivation, and self-efficacy of school, college and university teachers.
6.3 CONCLUSIONS

On the basis of obtained verified and interpreted results in chapter 4th and 5th the following conclusions are drawn:

6.3.1 Psychological Well-being of School Teachers in Relation to their Work Motivation and Self-efficacy

➢ High school teachers with higher self-efficacy have significantly higher psychological well-being in terms of satisfaction.

➢ High School teachers with higher overall work motivation and dependence have significantly lower psychological well-being in terms of social support and meaningfulness respectively.

➢ High school teachers with higher work group relation have significantly higher psychological well-being in terms of self-esteem but lower psychological well-being in terms of personal control.

➢ High School teachers with the higher dependence have significantly lower psychological well-being in terms of tension.

➢ High School teachers with the higher self-efficacy have significantly higher psychological well-being in terms of wellness and general efficiency.

➢ High school teachers with higher psychological work incentives have significantly higher psychological well-being in terms of positive affect, life satisfaction, suicidal ideas as well as overall.
High school teachers with higher self-efficacy have significantly higher overall psychological well-being.

6.3.2 Psychological Well-being of College Teachers in Relation to their Work Motivation and Self-Efficacy

- College teachers with higher self-efficacy have significantly higher psychological well-being in terms of satisfaction.
- College teachers with higher dependence have higher psychological well-being in terms of self esteem.
- College teachers with higher work group relationship have higher psychological well-being and significantly lower in psychological well-being in terms of personal control and tension.
- College teachers with higher overall work motivation have significantly lower psychological well-being in terms of personal control.
- College teachers with the higher psychological work incentives have higher significantly psychological well-being in terms of wellness.
- College teachers with higher job situation and overall work motivation have significantly lower psychological well-being in terms of positive affect.
- College teachers with the higher psychological work incentives, have significantly lower psychological well-being in terms of life satisfaction.
College teachers with higher self-efficacy have significantly higher psychological well-being in terms of life satisfaction but lower psychological well-being in terms of somatic symptoms.

College teachers with higher work group relationship have significantly lower overall psychological well-being.

6.3.3 Psychological Well-being of University Teachers in Relation to their Work Motivation and Self-efficacy

University teachers with higher work group relations, material incentives, and self-efficacy have significantly lower psychological well-being in terms of satisfaction.

University teachers with higher overall work motivation and self-efficacy have significantly higher psychological well-being in terms of meaninglessness.

University teachers with higher self-efficacy have significantly higher psychological well-being in terms of self-esteem.

University teachers with high material incentives have significantly higher psychological well-being in terms of personal control.

University teachers with higher organisational orientation have significantly lower psychological well-being in terms of tension.
University teachers with higher self-efficacy have significantly higher psychological well-being in terms of positive affect as well as composite scores of psychological well-being.

University teachers with high workgroup relations have significantly higher overall psychological well-being.

6.3.4 Relating to the contributions of demographic factors to Psychological Well-being Work Motivation and Self-efficacy, of High School, College, University Teachers.

The following conclusions are drawn and stated:

- High school male teachers have significantly higher psychological well-being than female teachers.
- High school teachers with working spouse have significantly higher work motivation than their counterparts.
- High school male teachers have significantly higher self-efficacy whereas those who are younger in age and married have significantly lower self-efficacy compared to their counterparts.
- College teachers with working spouse and those with senior grade lecturer designation have significantly lower psychological well-being compared to their counterparts.
- College male teachers have significantly lower work motivation but higher self-efficacy compared to their female counterparts.
➢ University male teachers have significantly lower psychological well-being than their female counterparts.

➢ University male teachers and those with selection grade designation have significantly lower work motivation than their counterparts.

➢ University male teachers are significantly lower in self-efficacy than their female counterparts.
6.4 SUGGESTIONS FOR FUTURE RESEARCH

The obtained findings of the present investigation as well as experience gained in the process of carrying out this research work has led to the following suggestions:

1. The present study focuses on the relationship of psychological well-being of teachers in various levels with their work motivation and self-efficacy. But the difference among the different level teachers is not observed. Hence a study focusing on the significance of difference among the school, college, and university teachers as far as their psychological well-being, work motivation, and self-efficacy is required.

2. Studies relating to comparing private and public school teachers with regard to their psychological well-being, work motivation, and self-efficacy are also required.

3. The studies relating to comparing private and government college teachers with regard to their psychological well-being work motivation, and self-efficacy can also be carried out.

4. Studies comparing the university teachers working at state level and central universities with regard to their psychological well-being, work motivation, and self-efficacy can also be carried out.

5. Studies on teachers working at metro and mega cities might review a different picture. Hence studies on such teachers with regard to their
psychological well-being, work motivation, and self-efficacy are required.

6. It is very interesting to study the impact of organizational culture and organizational climate of educational institutions on teachers psychological well-being, work motivation, and self-efficacy.

7. Interventions studies are also required to be carried out to boost up the work motivation and self-efficacy of teachers at all levels to enhance their psychological well-being.

8. Even the studies on stress experienced, coping with the stress and emotional intelligence can also be undertaken on teachers of various levels of education.

9. Some studies on teachers working at professional and technical institutions such as engineering medical, IIT etc., with regard to their psychological well-being, work motivation, and self-efficacy can be conducted.
6.5 SOCIAL IMPLICATIONS

As the results of the study have revealed at school level female teachers' psychological well-being and self-efficacy is observed to be low than their male counterparts, school female teachers need intense training as well as vocational guidance and counseling for improving their competency in their field.

As revealed by the correlation technique that self-efficacy is positively and significantly relating to some of the dimensions as well as overall psychological well-being implies to enhance psychological well-being in terms of all dimensions by conducting intervention programmes for the enhancement of their self-efficacy.

In case of college teachers the results imply that lot of interventions and strategic plannings required to enhance psychological well-being through developing work motivation and self-efficacy.

Even with regard to the university teachers also the lower correlation observed among the variables calls for special attention of the scholars to enhance their psychological well-being by developing new strategic plannings.

As far as demographic factors are concerned, in some cases for example youngsters (young high school teachers) showing lower self-efficacy warrants the school authority to take serious measures to improve their self-efficacy as they have a long way to go in their service.
Lastly the future and destiny of any nation is depending upon the today’s students/children, the mind trainers (teachers) are expected to have better psychological well-being with their higher work motivation and self-efficacy.