CONTENTS

❖ List of Table
❖ List of Figure
❖ List of Appendices

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1</td>
<td>Role of teachers at different levels of education</td>
<td>3</td>
</tr>
<tr>
<td>1.1.2</td>
<td>Role of secondary school Teachers</td>
<td>3</td>
</tr>
<tr>
<td>1.1.3</td>
<td>Role of college teachers</td>
<td>4</td>
</tr>
<tr>
<td>1.1.4</td>
<td>Role of university teachers</td>
<td>5</td>
</tr>
<tr>
<td>1.2</td>
<td>Psychological well-being</td>
<td>5</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Meaning and definitions</td>
<td>5</td>
</tr>
<tr>
<td>1.2.2</td>
<td>Characteristics of psychological well-being</td>
<td>8</td>
</tr>
<tr>
<td>1.2.3</td>
<td>Components of psychological well-being</td>
<td>9</td>
</tr>
<tr>
<td>1.2.4</td>
<td>Theories on psychological well-being</td>
<td>9</td>
</tr>
<tr>
<td>1.2.5</td>
<td>Factors influencing psychological well-being</td>
<td>10-14</td>
</tr>
<tr>
<td>1.2.6</td>
<td>Measuring psychological well-being</td>
<td>15</td>
</tr>
<tr>
<td>1.3</td>
<td>Work motivation</td>
<td>16</td>
</tr>
<tr>
<td>1.3.1</td>
<td>Meaning and definition</td>
<td>16</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Factors contributing to work motivation</td>
<td>17-18</td>
</tr>
<tr>
<td>1.3.2.1</td>
<td>Extrinsic motivation</td>
<td>19</td>
</tr>
<tr>
<td>1.3.2.2</td>
<td>Intrinsic motivation</td>
<td>19-20</td>
</tr>
<tr>
<td>1.3.3</td>
<td>Teacher motivation theories</td>
<td>21-23</td>
</tr>
<tr>
<td>1.3.4</td>
<td>Factors affecting teachers motivation</td>
<td>23-24</td>
</tr>
<tr>
<td>1.3.5</td>
<td>Work context factors</td>
<td>24</td>
</tr>
<tr>
<td>1.3.6</td>
<td>Work context factors</td>
<td>25-26</td>
</tr>
<tr>
<td>1.3.7</td>
<td>Work content factors</td>
<td>26</td>
</tr>
<tr>
<td>1.3.8</td>
<td>Teachers' job satisfaction characteristics and its impact on work.</td>
<td>26-28</td>
</tr>
<tr>
<td>1.3.9</td>
<td>Gender differences and work motivation</td>
<td>28</td>
</tr>
<tr>
<td>1.4</td>
<td>Self-efficacy</td>
<td>28</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Meaning &amp; definition</td>
<td>28-30</td>
</tr>
<tr>
<td>1.4.2</td>
<td>Factors affection self-efficacy</td>
<td>30-35</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Efficacy – activated processes</td>
<td>35</td>
</tr>
</tbody>
</table>
1.4.3.1 Cognitive processes 35-36
1.4.3.2 Motivational processes 36-38
1.4.3.3 Affective processes 38-42
1.4.3.4 Selection processes 42-43
1.4.4 Measures of Self-Efficacy 44
1.4.4.1 General Self Efficacy Scale (G.S.E.S) 44
1.4.4.2 General Self Efficacy Scale (G.S.E.S) 44
1.4.4.3 Coping Self Efficacy Scale: (CSES) 44-45

2. REVIEW OF RELATED LITERATURE

2.1 Studies on Psychological Well-Being 46
2.1.1 Studies on Job Satisfaction & Psychological Well-Being 46-48
2.1.2 Studies on Gender Workers & Psychological Well-Being 49
2.1.3 Studies on Role of Anger and Psychological Well-being 49-50
2.1.4 Studies on Stress & Psychological Well-Being 50
2.1.5 Studies on need fulfillment & Psychological Well-Being 51-52
2.1.6 Psychological Well-Being and Women Work Multiple Roles 52
2.1.7 Studies on Health Habits & Psychological Well-Being 53
2.1.8 Studies on Psychological Well-Being relating to religious commitment & Optimism / Pessimism 53-54
2.1.9 Studies on Dimensions of Personality & Psychological Well-Being 54-55
2.1.10 Studies on Culture & Subjective Well-Being 55
2.2 Studies on Work Motivation 55
2.2.1 Studies on Teacher Work Motivation 56
2.2.2 Studies on Job Related Factors & Work Motivation 56-57
2.2.3 Studies on Occupational Stress Work Motivation 57-60
2.3 Studies on Self-efficacy 60
2.3.1 Studies on Teacher Self-Efficacy 60-62
2.3.2 Studies on Job Satisfaction, experience & Self-efficacy 62
3. METHODOLOGY

3.1 Need of the study 63
3.2 Objectives of the Study 63-64
3.3 Research Problem 64
3.4 Hypotheses 65-67
3.5 Sample 67-68
3.6 Tools Used 68
3.6.1 Psychological Well-Being 68-69
3.6.2 Work Motivation Questionnaire 69-70
3.6.3 Personal Efficacy- Scale or Self-Efficacy Scale 70
3.7 Data Collection 70-71
3.8 Pilot Study 71-72
3.9 Statistical Techniques 72

4. RESULTS AND INTERPRETATION

4.1 Psychological Well-Being, Work Motivation and Self-Efficacy of High School, College and University Teachers 73
4.1.1 Psychological Well-Being, Work Motivation and Self-Efficacy of High School Teachers(Described) 74
4.1.2 Psychological Well-Being, Work Motivation and Self-Efficacy of college Teachers(Described) 78
4.1.3 Psychological Well-Being, Work Motivation and Self-Efficacy of University Teachers(Described) 82
4.1.4 Psychological Well-Being of High School teachers in relation to their work motivation and self-efficacy. 86
4.1.5 Psychological Well-Being of college teacher in relation to their work motivation and self-efficacy. 89
4.1.6 Psychological Well-Being of University teachers in Relation to their Work Motivation and Self-Efficacy. 92

4.2 Interpretation of Results 95
4.2.1 Psychological Well-Being of High School teachers in Relation to their Work Motivation and Self-Efficacy 95-96
4.2.2 Psychological Well-Being of College teachers in Relation to their Work Motivation and Self-Efficacy

4.2.3 Psychological Well-Being of University teachers in Relation to their Work Motivation and Self-Efficacy

4.3 Highlights

5. RESULTS AND INTERPRETATION (CONTINUED)

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

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

5.1.2 Factors Significantly Contributing to Work Motivation of High School Teachers

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

5.1.4 Factors Significantly Contributing to Psychological Well-Being of College Teachers

5.1.5 Factors Significantly Contributing to Work Motivation of College Teachers

5.1.6 Factors Significantly Contributing to Self-Efficacy of College Teachers

5.1.7 Factors Significantly Contributing to Psychological Well-Being of University Teachers

5.1.8 Factors Significantly Contributing to Work Motivation of University Teachers

5.1.9 Factors Significantly Contributing to Self-Efficacy of University Teachers

5.2 Highlights

6. SUMMARY AND CONCLUSIONS

6.1 Summary of the Findings

6.1 Objectives of the study
6.1.1 Hypotheses
6.1.2 Sample
6.1.3 Measures used in the study
6.1.4 Data collection
6.2 Findings of the study
6.2.1 Psychological Well-Being Of High School Teachers In Relation To Their Work Motivations And Self-Efficacy
6.2.2 Psychological Well-Being of College Teachers In Relation To Their Work Motivations And Self-Efficacy
6.2.3 Psychological Well-Being Of University Teachers In Relation To Their Work Motivations And Self-Efficacy
6.2.4 Demographic Factors Contribution Significantly to Psychological Well-Being, Work Motivation And Self-Efficacy of School Teachers.
6.2.5 Demographic Factors Contribution Significantly to Psychological Well-Being, Work Motivation And Self-Efficacy of College Teachers.
6.2.6 Demographic Factors Contribution Significantly to Psychological Well-Being, Work Motivation And Self-Efficacy of University Teachers.
6.3 Conclusions
6.3.1 Psychological Well-being of School Teachers in Relation to their Work Motivation and Self-efficacy
6.3.2 Psychological Well-being of College Teachers in Relation to their Work Motivation and Self-Efficacy
6.3.3 Psychological Well-being of University Teachers in Relation to their Work Motivation and Self-efficacy
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
6.4 Suggestions for Future Research
6.5 Social implications

BIBLIOGRAPHY