CHAPTER 2

Review of literature

In this section the researcher has made a brief review of the variables selected—Occupational self-efficacy, psychological well-being and organizational commitment.

2.1 Researches relevant to Occupational Self-efficacy

Taylor & Popma (1990) in their study “Continued the exploration of the relationship between career decision-making self-efficacy and vocational indecision as well as examined the relationship between the concepts of career decision-making self-efficacy, career salience, and locus of control.” The findings revealed that, carrier decision making self efficacy was found to be moderately and negatively associated with occupational decision and locus of control. The results also revealed that, there is no relationship between carrier decision making self efficacy and carrier significance.

Ozer and Bandura (1990) in their study verify the hypotheses that, “Perceived coping and cognitive control self-efficacy govern the influence of personal empowerment over physical threats”. Women subjects who were mastered in physical skills to defend themselves successfully against unharmed sexual assailants. The results revealed that, mastery modeling enhanced cognitive control efficacy and perceived coping. It was also found from the study that, mastery modeling also decreased perceived susceptibility to assault, decrease the degree of intrusive negative thinking and anxiety arousal.

Woolfolk and others (1990) have highlighted that teachers with poor levels of self-efficacy in teaching tend to control their classroom through authoritative and strict rules, and employ a system of rewards and punishments in order to motivate their students in their work.
Grau et al. (2001) in their study explored “Self-efficacy as a moderator in the occupational stress process. Specifically, it analyses the complementarily between two self-efficacy measures: generalized and professional.” The study was conducted on 140 workers who performed their task on new technology. The findings revealed that self efficacy controls the stress strain association. That is, low levels of self efficacy are related to high degree of occupational stress. It was also found that individuals with low levels of self efficacy expressed more emotional excretion.

Mabekoje (2003) conducted a study on a sample of 267 school teachers with the mean age of 35.5 years. The findings of the study confirmed fact that teachers well being should be of at most important in the government programs.

Lunenburg (2011) conducted a study on Self-Efficacy in the work setup. The findings reveal that, self efficacy influences the task that employees choose to learn and the goals that set for themselves. The findings also confirms the fact that self efficacy also influence the employee’s degree of effort and persistence when learning difficult tasks.

Joganghye (2013) aimed to study about the challenges of coping with occupational stress in an optimal way are widely recognized by businesses in the service sector where their success depends on the quality of services provided by human resources in the organizations. The study, analyzed the questionnaires of a group of mechanics who are under constant stress originating from both the customers and the organization itself to verify mediating effect of collective efficacy on the relation between self-efficacy and occupational stress. The results showed that self-efficacy has a significant effect on occupational stress. Moreover collective efficacy showed significance to reduce the occupational stress, which suggests the strategies be implemented to ensure the reduction of occupational stress of members in an
organization. Also collective efficacy is shown to have complete mediating effect on the capacity of self-efficacy concerning the reduction of occupational stress. Furthermore the study confined the triggering of occupational stress to four factors, the intensity or the extent of which will vary depending on the kind of jobs, work environments and personal tendencies.

Cherian and Jacob (2013) investigated the influence of self efficacy on motivation and performance of employees. From the results of the study it was found that theory of self efficacy can be applied for work related performance.

2.1.1 Teacher’s self-efficacy

Melby (1995) noted that teachers’ with a low level of efficacy experience problems in their rapport with their students and in managing the class. These teachers complain of students’ inappropriate behaviour and do not feel that these students can improve; they tend to adopt restrictive and punitive teachers’ efficacy: promoting job commitment and job satisfaction methods for maintaining discipline in the classroom. Furthermore, they place greater importance on the understanding of the subjects taught rather than on students’ overall learning and development.

Brouwers and Tomic (2000) studied the relationship between self efficacy in classroom management and burnout among school teachers. The sample size of the study was 243 of secondary school teachers. It was found from the study that perceived self efficacy in classroom management must be considered when framing intervention and to treat burnout among school teachers.

Friedman (2000) in his study on “Burnout in Teachers’ Shattered Dreams of Impeccable Professional Performance” explored self reports of new teachers. The
results of the study revealed that, the subjects showed decrease in self efficacy due to the fact that they couldn’t reach their ideal performance.

Rosenblatt (2001) the study indicated that, playing multiple roles in school has the advantage of enhancing school commitment leading to the enhancement of self efficacy, work interest, job satisfaction and self actualization among teachers. Thus, having multiple roles eliminates negative symptoms of burnout.

Brouwers et. al. (2001) investigated the relationship between perceived lacks of social support and perceived self efficacy in generating support at the work setup. The participants included 277 school teachers. The findings of the study revealed that the teacher’s perceived lack of support had a significant influence on their self efficacy beliefs. It was also found from the study that, self efficacy beliefs predict the level of burnout.

Henson (2001) in his study on “Teacher’s Self-Efficacy” found teachers’ self-efficacy beliefs have been repeatedly associated with positive teaching behaviors and student outcomes. However, teacher efficacy has developed a storied history regarding construct validity and measurement integrity. Study of teacher efficacy now stands on the verge of maturity, but such developmental growth will likely be contingent on development of strong theoretical models and effective instrumentation to assess theoretical constructs.

Betoreta (2006) conducted a study on a sample of 247 Spanish school teachers. The findings of the study showed that, teachers with a high degree of self efficacy and more coping resources reported less stress and burnout compared to teachers with a low level of self efficacy and less coping resources.
Almudever et al. (2006) in their research aimed to address the controversy started by Bandura about the level of generality-specificity that it is advisable to appraise self-efficacy beliefs. They argued that the stake is not to challenge or not the interest of a general self-efficacy appraisal (compared with specific self-efficacy appraisals) but to study the conditions of general self-efficacy efficiency, for instance in the regulation of disruptions the data collected among 157 teachers recently recruited show how general self-efficacy beliefs attenuate the effects of an occupational disruption (the mismatches related to the mastery of required skills) on occupational satisfaction and general well-being, only if newcomers develop a middle level of exchanges between their different domains of life.

Park et al. (2009) purposed to examine the relationships between self-efficacy and health promotion lifestyle in middle and high school teachers. The sample of the study included 181 teachers. The results showed that Self-efficacy was significantly related to all health promotion lifestyle scores (healthy diet, physical activity, stress management, self-fulfillment, responsibility of health, and personal relationship). Moreover, among demographic and occupational characteristics, sex and school level was significantly related to healthy diet thus Sex was significantly associated with physical activity also. Marital status was significantly related to responsibility of health. Furthermore the results showed that intervention programs for middle and high school teachers targeting health promotion lifestyle are needed. They mentioned that these intervention programs would be effective when sex, age, marital status, and school level are considered.

Choi (2009) aimed to examine teachers’ self-efficacy and exhaustion as a result of recognizing the relation between the teacher and children with disabilities in inclusive classes. The sample of the study included 198 elementary school teachers of
the inclusive education. The results of the study showed that the relation recognition of the teachers in inclusive classes with children with disabilities was mostly positive. Thus teachers who had long-term experiences in inclusive education or completed longer hours for special education training courses had positive recognition in particular. Moreover self-efficacy of the teachers in inclusive classes was mostly positive. Thus the longer the general teaching experience and teaching experience in inclusive education, the more positive the self-efficacy became and also the hours of the special education training courses completed by teachers also had a positive influence on the self-efficacy. Furthermore, regarding the burnout of the inclusive class teachers, student-related burnout was higher than that of the personal and occupational burnout. Moreover the shorter the teaching experience in inclusive education, the higher the student-related burnout became. Finally, recognition of the relation of the inclusive class teachers with children with disabilities can be explained by the self-efficacy and student-related burnout. The relation recognition was positive as the self-efficacy became higher and the student-related burnout became lower.

Moon (2010) aimed to inquire into the effects of group art therapy on the self-efficacy and the occupational stress of childcare teachers. The study subjects were 18 childcare teachers in Child Care Centers. Among them, 9 teachers were arranged as the experimental group who wanted to participate in this group art therapy program, and the other 9 teachers were arranged as the control group who did not want to. For the experimental group, this group art therapy program was carried out during 11 sessions for 120 minutes per session once a week. To verify the effect of this program, the self-efficacy and the occupational stress scale were carried out before and after this program. The results of the study showed that after this program, the self-efficacy of the experimental group improves more than that of the control group.
Moreover the occupational stress of the experimental group reduced more than the control group. Furthermore, this program had a positive effect on the mental health of childcare teachers and this program expected to help childcare teachers to provide a high-quality education in the actual education field.

Betoret & Artiga (2010) studied the relationship among coping strategies, stressors, self efficacy and burnout on a sample of 724 Spanish school teachers. The findings revealed that, pedagogical constraints had significant positive influence on the burnout dimensions. In addition there was relationship between self efficacy and coping strategies adopted by teachers.

Park (2011) aimed to examine the relationship between teachers’ efficacy and multidimensional perfectionism to teachers' emotional exhaustion and depersonalization in secondary school physical education. The sample of the study included 576 teachers (472 males, 104 females). Regarding the results, teachers’ efficacy influenced as well as perfectionism mediated influenced were observed as illustrated by a negative influence of teachers’ efficacy on emotional exhaustion and depersonalization, mediated by the self-oriented, other-oriented and socially prescribed perfectionism. Especially, the self-oriented perfectionism also moderated the influence of teacher efficacy on depersonalization. Moreover results lend support to the multidimensional perfectionism perspective in school context by showing differential burnout influence of perfectionism and the perfectionism influenced to be mediators between teacher efficacy influence and physical educators' burnout.

Klassen & Chiu (2011) investigated teaching related stress, occupational commitment and self efficacy among teachers from western and eastern countries. The total sample consisted of 1187 participants. The results of the study showed that,
self-efficacy of teachers’ change the way in which work stress influenced the teaching commitment.

Batdi (2014) aimed to identify the interpersonal self-efficacy beliefs of German teacher trainers’ in Turkey. As a result of the study, it is understood that the level of self-efficacy beliefs, particularly of more experienced male teachers, is high.

Gkolia et al. (2014) the objective of the study was to provide a picture and to the relationship between self efficacy and job satisfaction experienced by teachers and general employees. The findings reveal that, different factors of job satisfaction among teachers are related and have a positive impact on different of dimensions of teacher’s efficacy.

2.1.2 Occupational Self-efficacy

Pethe and Chaudri (2000) investigated the relationship between the effectiveness of performing (role efficacy), self-belief (self-efficacy) and learned helplessness. The sample was 110 people working at executive level. The results showed positive relationship between occupational self-efficacy and personal growth.

Schynes (2001) the objective of the study was to determine self efficacy as a characteristic of employees is related to employees ratings of leadership. The findings of the study revealed that, there is positive relationship between leadership and occupational self-efficacy.

Chatard et al. (2005) aimed to study the occupational self-efficacy as a function of grammatical gender in French. The participants were two hundred fifty French pupils aged fourteen and fifteen years, had to estimate their degree of self-efficacy toward various occupations. According to the experimental condition, occupations were presented only with the male grammatical gender or with the
feminine grammatical gender. The results indicated that, on an average, pupils reported significantly more self-efficacy when occupations were presented with the feminine grammatical gender.

Schyns and Sczensny (2010) aimed to explore the relationship between leadership-relevant attributes and occupational self-efficacy in management students. It was assumed that leadership-relevant attributes are related to high self-efficacy beliefs. Management students from three different countries, namely Germany, Australia, and India, described to what degree, they possess task- and person-oriented leadership attributes and indicate their occupational self-efficacy for their future profession. The findings showed that leadership-relevant attributes were related to occupational self-efficacy. Some support was found for the assumption that ratings of the importance of relevant attributes, moderates the relationship between reported leadership-relevant attributes and occupational self-efficacy but only for task-oriented attributes. The sample size was small so that comparisons between subgroups were not possible. All data were self-reported. The results were relevant for career counseling. Looking at self-description of individuals in terms of attributes relevant to their future job rather than working directly on their occupational self-efficacy could be emphasized.

Gupta and Sawhney (2010) in their study examined the gender differences on the perception of occupational self-efficacy and its effect on job type and the interaction effects of gender and job type on occupational self-efficacy. The sample was 100 government and private sector executives equally divided into males and females. According to the result, the females have higher scores in confidence and personal effectiveness dimension of occupational self-efficacy. Government employees have perceived more confidence in occupational self-efficacy while
private sector executives as compared to government sector executives significantly perceived more Command, Adaptability, Positive-Attitude, Individuality and total occupational self-efficacy.

Joo (2011) proposed to verify the structural relationship among occupational self-efficacy, task value, work autonomy, satisfaction, academic achievement and transfer intentions. A total of 271 bank workers, who were enrolled in an e-learning course were the participants of the study. The findings of the study showed that task value had statistically significant direct effects on satisfaction. Moreover occupational self-efficacy, work autonomy and satisfaction had statistically significant direct effects on academic achievement. Finally occupational self-efficacy, satisfaction and academic achievement had statistically significant direct effects on transfer intentions.

Wudy et al. (2011) investigated the changes in occupational self-efficacy and experiences of stress among 139 teachers over a period of three years comparing a treatment and control group. It was assumed that teachers participating in a program designed to foster students' self-efficacy and self-determination experience facilitations in their daily work. Due to the intervention teachers' perceived that occupational competences were supposed to be strengthened while emotional and cognitive strain were expected to be reduced. The result gave evidence that higher teacher efficacy is an important protective factor against experience of stress and burnout in the long run. Moreover the results confirmed that teachers within the focus group showed significantly more beneficial development in self-efficacy beliefs, threat and emotional exhaustion than teachers of the control group. These findings turn out to be independent of differences in professional experience, sex and type of school. The results underline the general effectiveness of an intervention addressing students also for the benefit of teachers, who convey the program.
Joilhyeon et al. (2011) investigated the moderating effects of occupational self-efficacy and training environment on the main effect of learning achievement to the transfer in corporate e-Learning setting. Three hundred and eleven (311) new employees from a large bank in Korea were invited to the research. The findings indicated that general directional implication of Kirkpatrick's Model between learning and transfer was confirmed and individual's occupational self-efficacy did not perform as moderator between the two major variables. However as expected, the moderating effect of training environment was evidenced. The findings implied that Kirkpatrick's Model should be more relevant with inclusion of moderator variables, and transfer-supporting training environment should be provided for the lower performing learners.

Smith et al. (2011) examined “moderator of occupational self-efficacy and job satisfaction on the basis of the data obtained from 280 employees of U.S. housing finance agencies in four states. The interaction effect was found to be small but significant”. There was relationship between “The value of reducing role ambiguity” and “low self-efficacy”. “The theoretical implications of the findings supported the inclusion of dispositional and situational interactions in research regarding job satisfaction”.

Soeker et al. (2012) aimed to “describe the methodology used in order to develop the Model of Occupational Self-efficacy: An occupational therapy practice model to facilitate returning to work after a brain injury. Nine males and one female participated in the study. Face to face, semi structured individual interviews were conducted. The study was conducted in two phases, namely, phase one described the lived experience of individuals with brain injury who had returned to work and phase two described the development of the model by means of theory generation.
methodology. Regarding the results four themes emerged that reflected the lived experiences for people returning to work after a brain injury. (1) A sense of loss of former self; (2) Uncertainty about the future; (3) The road to acceptance and believing in one self; and (4) Participation in occupation enables growth. The above themes contributed to the central concept called Occupational Self-efficacy that resulted in the development of the occupational therapy practice model. The findings of the study suggest that theory generation methodology is adequate for the conceptual development of an occupational therapy practice model”.

Jaeckel et al. (2012) aimed to study and “assesses the effects of a lack of social support reciprocity at work on employees’ occupational self-efficacy beliefs. They assumed that the self-efficacy effects of received support and support reciprocity depend on the specific work context (e.g., phase in the process of organizational socialization). 297 women who returned to work after maternity leave participated at three measurement points (five weeks, eleven weeks, six months after re-entry). They measured self-reported received and provided support as well as occupational self-efficacy beliefs. The women, who received a high amount but provided only little support at work (over-benefitting) reported lowered self-efficacy belief, as expected, this effect was not found at the beginning of re-entry, but only later, when over-benefitting began to be negatively related to the recipients' self-efficacy beliefs”.

Hirschi et al. (2012) investigated the “relationship of calling to work engagement” is mediated by “work meaningfulness, occupational identity, and occupational self-efficacy” and “mediation depends on the degree of perceived person-job fit”. The sample included 529 employees. “Regarding the result of the study, the mediated relations of callings to work engagement were not conditional upon the degree of person-job fit”. “The findings are considered in terms of the
pathways through which callings may relate to work engagement and other career development outcomes”.

Chaudhary et al. (2012) in their study investigated “occupational self-efficacy as the intervening variable between human resource development climate and work engagement. Sample of the study included 214 business executives from both public and private sector manufacturing and service organizations. The result showed that self-efficacy partially mediates the climate-engagement relationship”.

Mudasir (2012) in his study investigated the relationship between Occupational Efficacy and Administrative Behavior of Educational Administrators at the Secondary Level of Education. The sample was 239 Educational Administrators (119 Educational Administrators from High School Level and 120 Educational Administrators from Higher Secondary School Level). According to the result, a majority of educational administrators possessed average occupational efficacy while they possessed less effective administrative behavior. There was significant positive relationship between occupational efficacy and administrative behavior of educational administrators. Furthermore there was significant difference between Effective Educational Administrators and Ineffective Educational Administrators with respect to Administrative Behavior. Also there was significant positive correlation between Occupational Efficacy and Administrative Behavior of effective Educational Administrators and low correlation existed between Occupational Efficacy and Administrative behavior of Ineffective Educational Administrators.

Rashid (2012) in his study investigated “the difference in managerial creativity and work motivation of secondary school tribal teachers in relation to their occupational self-efficacy”. The sample was 60 secondary school tribal teachers in different districts of Jammu and Kashmir State. According to the report: “(a), there
was no significant difference in managerial creativity of secondary school male and female tribal teachers, (b), there was no significant difference in work motivation of secondary school male and female tribal teachers, (c), there was no significant difference in occupational self-efficacy of secondary school male and female tribal teachers, (d), there exists positive relationship between managerial creativity and occupational self-efficacy of secondary school tribal teachers, (e), there is no significant relationship between work motivation and occupational self-efficacy of secondary school male tribal teachers, (f), finally there exists positive relationship between work motivation and occupational self-efficacy of secondary school female tribal teachers”.

Kim (2013) investigated the effect of authentic leadership on occupational self-efficacy and role-based performance and to investigate the effect of occupational self-efficacy on role-based performance. Moreover, another objective of this study was to analyze the mediating role of occupational self-efficacy in the influence of authentic leadership on role-based performance. The results showed that authentic leadership increases employees' occupational self-efficacy and has a positive influence on role-based performance. And it was found that employees' occupational self-efficacy also positively affects employees' role-based performance.

Vermeulen et al. (2014) aimed to investigate the way knowledge sharing is affected by occupational self-efficacy, work engagement and High Commitment Human Resource Management. The research data were obtained from 126 teachers of one secondary school. Additional analyses by means of a three-way interaction analysis suggested that the combination of high experienced High Commitment Human Resource Management and low experienced occupational self-efficacy or the other way around is, related to more knowledge sharing.
Spurk and Abele (2014) aimed to do “research on the dimensionality of career success into social-cognitive career theory and explored the positive feedback loop between occupational self-efficacy and objective and subjective career success over time”. Furthermore, they “theoretically accounted for synchronous and time-lagged effects, as well as indirect reciprocity between the variables”. Participants of the study were 608 professionals. The findings supported the proposed positive feedback loop between occupational self-efficacy and career success. Moreover the “findings showed that unfolding effects between occupational self-efficacy and objective career success take more time (i.e., time-lagged or over time) than unfolding effects between objective and subjective career success, as well as between subjective career success and occupational self-efficacy (i.e., synchronous or concurrently). Indirect effects of past on future occupational self-efficacy via objective and subjective career success were significant”.

Hirschi et al. (2015) aimed to explore the relationship “between narcissism and two indicators of career success (i.e., salary and career satisfaction) among a group of young professionals (N = 314)”. They “assessed a model proposing that the effect of narcissism on career success is mediated by increased occupational self-efficacy beliefs and career engagement”. Correlation between narcissism and indicators of career success was minimal. The results “showed a significant indirect effect on salary via occupational self-efficacy and indirect effects on career satisfaction via self-efficacy and career engagement”.
2.2 Relevant research with Psychological Well Being

DeNeve and Cooper (1998) in their “meta-analysis used 9 literature search strategies to examine 137 distinct personality constructs as correlates of subjective well-being. Personality was found to be equally predictive of life satisfaction, happiness, and positive effect, but significantly less predictive of negative effect”. “The traits most closely associated with subjective well-being were repressive-defensiveness, trust, emotional stability, and locus of control-chance, desire for control, hardiness, positive affectivity, private collective self-esteem, and tension. When personality traits were grouped according to the Big Five factors, Neuroticism was the strongest predictor of life satisfaction, happiness, and negative effect. Positive affect was predicted equally well by Extraversion and Agreeableness”.

Ryff (1989) found out that “Reigning measures of psychological well-being have little theoretical grounding, despite an extensive literature on the contours of positive functioning. Aspects of well-being derived from this literature (i.e., self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth) were operationalized. Three hundred and twenty-one men and women, divided among young, middle-aged, and older adults, rated themselves on these measures along with six instruments prominent in earlier studies (i.e., affect balance, life satisfaction, self-esteem, morale, locus of control, depression). The results revealed that positive relations with others, autonomy, purpose in life, and personal growth were not strongly tied to prior assessment indexes, thereby supporting the claim that key aspects of positive functioning have not been represented in the empirical arena. Furthermore, age profiles revealed a more differentiated pattern of well-being than is evident in prior research”.
Zika and Chamberlain (1992) aimed to examine “the relation between meaning in life and psychological well-being using several meaning measures and both positive and negative well-being dimensions. A strong association is found between meaning in life and well-being, which is replicated in two different samples. Meaning in life is found to have a stronger association with positive than with negative well-being dimensions”.

Ryff and Keyes (1995) in their study examined “theoretical model of psychological well-being that encompasses 6 distinct dimensions of wellness (Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, Self-Acceptance), tested with data from a nationally representative sample of adults (N1, 108), aged 25 and older, who participated in telephone interviews. Confirmatory factor analyses provided support for the proposed 6-factor model, with a single second-order super factor. The model was superior in fit over single-factor and other art factual models. Age and sex differences on the various well-being dimensions replicated prior findings. Comparisons with other frequently used indicators (positive and negative effect, life satisfaction) demonstrated that the latter neglects key aspects of positive functioning emphasized in theories of health and well-being”.

Kraut et al. (1998) in their “research examined the social and psychological impact of the Internet on 169 people in 73 households during their first 1 to 2 years on-line”. They “used longitudinal data to examine the effects of the Internet on social involvement and psychological well-being. In this sample, the Internet was used extensively for communication. Nonetheless, greater use of the Internet was associated with declines in participants' communication with family members in the household, declines in the size of their social circle, and increases in their depression
and loneliness. These findings have implications for research, for public policy, and for the design of technology”.

Van der Doef and Maes (1999) investigated The Job Demand-Control model and the Job Demand-Control-Support model which had dominated research on occupational stress in the last 20 years. This detailed narrative review focuses on the Job Demand-Control model in relation to psychological well-being. It covers research from 63 samples. In the review a distinction was drawn between two different hypotheses prevailing in research on the models. According to the strain hypothesis of the Job Demand-Control model, employees working in a high-strain job experience the lowest well-being. The buffer hypothesis states that control can moderate the negative effects of high demands on well-being. The review revealed three major results: First, support for additive effects of demands, control, and social support on general psychological well-being is almost always found if the sample size is sufficient. Second, although there was consistent evidence for additive effects in relation to job-related well-being in cross-sectional studies, support rates were lower in longitudinal data. Thus, reciprocal or reversed causation might account for part of the association between Job Demand-Control / Job Demand-Control-Support dimensions and job-related well-being. Finally, evidence for interactive effects as predicted by the buffer hypotheses of the Job Demand-Control / Job Demand-Control-Support model was very weak overall. However, the pattern of results indicates that this is due neither to spurious evidence for such interactions nor to small effect sizes.

Diener et al. (1999) in their study, reviewed “current evidence for Wilson's conclusions and discuss modern theories of subjective well-being that stress dispositional influences, adaptation, goals, and coping strategies. The next steps in the evolution of the field are to comprehend the interaction of psychological factors with
life circumstances in producing subjective well-being, to understand the causal pathways leading to happiness, understand the processes underlying adaptation to events, and develop theories that explain why certain variables differentially influence the different components of subjective well-being”.

Folkman and Greer (2000) in their study describe “the interplay among theory, research and practice regarding the maintenance of psychological well-being during serious illness. The ideas emerged from two independent lines of work, one that evolved through clinical practice within the medical model, the other that evolved through theory and field research within a behavioral science model. Each of these lines of works independently points to the importance of focusing on psychological well-being and the coping processes that support it, as a complement to the traditional focus in both the medical and behavioral sciences on psychiatric symptoms”. The article described a “theoretical framework for the discussion of psychological well-being during serious illness”. Then, this framework was used to define variables that research indicates contribute specifically to psychological well-being during serious illness, and finally, based on theory and research; a therapeutic program is described for patients with serious illness. The goal of the study was to encourage researchers and clinicians to give as much attention to the development and maintenance of psychological well-being in the face of serious illness as they do to the etiology and treatment of psychiatric symptoms”.

Williams et al. (2007) examined “moderating links between multiple dimensions of religious involvement and psychological distress and wellbeing”. The result did not show “stress-buffering effects involving frequency of prayer or frequency of church attendance”. According to researchers “a strong belief in eternal life” has positive relationship with psychological wellbeing.
Chang et al. (2001) investigated the effects of an optimistic orientation to life on psychological well-being. The authors review some of the empirical evidence linking positive thinking to well-being, focusing on prospective studies in both health- and non-health-related contexts. The research considers why optimism might confer benefits, arguing that the benefits are due, in part, to the way in which optimists and pessimists cope with problems. Regarding the result of the study, the effects of optimism are not always good and the effects of pessimism are not always bad.

Williams (2003) in his study, investigated that, “a long tradition of research and theory on gender, marriage, and mental health” find out “that marital status is more important to men’s psychological well-being than women’s while marital quality is more important to women’s well-being than men’s”. The result showed that, there is no difference between “the effects of marital status, marital transitions, and marital quality on psychological well-being” for men and women. Moreover “occupying an unsatisfying marriage undermines psychological well-being” is same for men and women.

Erlandson (2006) find out those “women who work in the paid work force, those with low complex patterns of occupations would rate their health and well-being higher than women having medium complex patterns”. The result of the study showed that maternal attitudes and psychological well-being did not have significant relationship among mothers who had part time job. Moreover psychological well-being and balanced pattern of daily occupations and lifestyle factors did not have significant relationship among employed women. Furthermore various reasons like monetary gains or personal satisfaction affect the well-being of employed women. Further, those with medium complex pattern would rate their health and well-being better than women with high complex patterns. Regarding socio demographic
elements, there was difference between the women in the three sub groups in terms of level of education. Moreover there was positive relationship between positive attitude about employment and better psychological well-being among full time employed mothers.

Hong (2008) investigated “the moderating effects of self-transcendence meaning on psychological wellbeing of college students under academic stress”. The result of the study showed that “Self-transcendence meaning of life” moderated the relationship between “psychological wellbeing” and “academic stress”.

Srimathi and Kumar (2010) in their study about “Psychological Well Being of Employed women Across Different Organization” explained that women teachers had highest level of psychological wellbeing. The sample included 325 employed women in different organizations. The results showed that Women teachers had highest total psychological well-being scores and also in the entire sub scales of psychological well-being. Women employees working in banks had medium level of psychological well-being scores. Women employees working in industries have least psychological well-being in all the sub scales and total psychological well-being scores.

Zhao, et al. (2012) had done study on Shyness and Subjective Well-being: The Role of Emotional Intelligence and Social Support in Chinese college students. 496 students (18–24, years old) who were attending two different Chinese colleges was the sample of their study. Regarding the result of the study, emotional intelligence and social support partially mediated the relationship between shyness and subjective well-being. The final model showed significant path from shyness through emotional intelligence and social support to subjective well-being. Moreover, a multi-
group analysis found that the paths did not differ across gender, but significantly differed between urban and rural areas.

Chan (2013) in his study investigated whether gratitude and forgiveness contribute to subjective well-being (life satisfaction, positive effect, and negative affect) above the contribution of the three orientations to happiness. The sample of the study was 143 Hong Kong Chinese teachers. Regarding the result of the study, gratitude and forgiveness had significant relationship with each other, and with meaningful-life orientation, and with subjective well-being.

Gustems and Calderon (2013) examined “the relationship between coping strategies and psychological well-being in a sample of 98 undergraduates aged between 19 and 42 years”. The results showed that “coping style and psychological well-being have a relationship. Coping strategies in teachers had a positive impact on depression, phobic anxiety and overall psychological distress. Moreover there is positive association between cognitive avoidance and greater presence of psychological symptoms indicating distress. Also, positive psychological well-being was not associated with behavioral avoidance strategies. In general, psychological distress may reduce in university students by adopting coping strategies.

Wang and Repetti (2014) investigated “video recordings of couples in their everyday lives at home, aimed to find out relationship between supportive interactions and psychological well-being and experiences of job stress”. During the survey, thirty middle-classes, dual-earner, heterosexual couples with children of school-age were video recorded over 4 days in their respective homes. Then, the self-report measures of depressive symptoms, trait neuroticism, and job stress were produced. The result showed that “wives’ depressive symptoms predicted more support received from husbands, due to both more support solicitations by wives as well as more support
offered by husbands”. In contrast, it was neuroticism that predicted support receipt—both more solicitations for husbands and more offers. Also, “men married to women under greater job stress appeared to increase their unprompted offers of support to their wives, whereas wives did not appear to be similarly responsive to husbands’ job stress”.

Umanodan et al. (2014) in their study investigated the impact of a stress management training program based on computers in improving employee’s psychological well-being and work performance. Participants included 263 employees. Results showed that there are positive correlation between improvement in employee’s psychological well-being and work performance and the computer-based stress management training programs.

Schutte et al. (2014) aimed to investigate the associations that exist between psychosocial working conditions and psychological well-being among employees. This survey was conducted in 34 European countries. The study methods adopted were based on the European Working Conditions Survey 2010 data which consisted of 33,443 employees (16,512 men and 16,931 women). Various experiments were conducted which included interaction tests. The results of the study showed that, “when all 25 psychosocial work factors were studied together in the same model with adjustment variables, 13 showed a significant association with poor well-being among both genders: quantitative demands, demands for hiding emotions, low possibilities for development, low meaning of work, low role conflict, low quality of leadership, low social support, low sense of community, job insecurity, low job promotion, work-life imbalance, discrimination, and bullying”. However, the association with low sense of community on poor well-being was particularly strong. The results showed
that large numbers of psychosocial work factors were associated with poor well-being.

Gunnell et al. (2014) in their study investigated the “mediating role of psychological need satisfaction in the relationship between exercise self-schema and outcomes of well-being and physical activity”. The participants included 153 adults (N = 153; female, Male -age = 41 years). The results of the study showed that “descriptive and importance exercise self-schema differentially predicted psychological need satisfaction and outcomes of well-being and physical activity”. From the finding, one possible mechanism that is responsible for the relationship between descriptive exercise self-schema is psychological need and satisfaction.

Petts (2014) in his study investigated the relationship between family and religion to have an impact on the well-being of adolescent. The sample of his study included 5,739 youth. To find the relationship existing between family structures, changes in family structure, parent-child relationship quality, and religious attendance (overall and with parents) influence trajectories and psychological well-being. Regarding the findings of the study “parental interaction and attending religious services with parent(s) in late childhood was associated with higher psychological well-being, whereas conflict with parents and residing in a nontraditional family in late childhood were associated with lower well-being among youth”. Moreover, proofs showed positive impact of attending religious services with parent(s) on psychological well-being. Also, there was no significant relationship between overall levels of religious attendance over time among adolescents raised by single parents than for adolescents raised by married parents.

Guzman and García (2014) in their study investigated motivational climate, need satisfaction, motivation and satisfaction/interest, as predictors of psychological
well-being. The participants included 303 dancers. The results of the study supported the hypothesized relationships, and fitted indexes of the model were acceptable. Theories of Achievement Motivation and Self-Determination were supported.

Zizek et al. (2015) aimed to supply “information about using Ryff’s Scales of Psychological Well-Being in Slovenia”. Using the basic concept of psychological well-being, this work presents the empirical research findings in the psychological well-being of employees in organizations in Slovenia. Model based on the Ryff and Keyes multidimensional model of well-being was used. Both the exploratory and the confirmatory factor analysis was used, researchers proved that psychological well-being model is multidimensional. A selection of constructs and indicators that best describe psychological well-being was made. The final psychological well-being model results reported that the relationship between psychological well-being and "autonomy" is stronger than the relationship between psychological well-being and "positive relations with others."

Hounkpatin et al. (2015) examined if personality change is linked to striving towards fulfillment, as suggested by “existential-humanistic theories of personality dynamics”. The results confirmed that change in existential well-being and personality change is significantly interlinked, represented by psychological well-being. Personality varied greatly in well-being measures than changes in socioeconomic variables. Furthermore result showed that “personality change is necessary for the holistic development of an individual, supporting a greater need to understand personality change and increasing space for use of personality measures”.

Aboalshamat et al. (2015) investigated the high-risk groups and assess the relationship between the academic act and psychological well-being. The sample included 422 preclinical medical and dental students. Result showed that “female
medical students had higher psychological distress in contrast to dental students”. Also, students of third-year were more depressed and stressed when compared to students of the second-year. Moreover, males had lesser self-efficacy than all females. Second-year and high family income students had higher life satisfaction.

Dezutter et al. (2015) investigated the association among meaning in life and adjustment to chronic pain. The sample of the study included 273 chronic pain patients. The result of the study showed that Presence of Meaning was an important predictor of psychological well-being.

Loth et al. (2015) conducted a research, and examined the relationship between disordered eating behaviors and psychosocial well-being among overweight and non-overweight teenagers from 1999 to 2010. The sample of the study included 3072 teenagers from public schools in 1999 and 2793 from public schools in 2010. The result indicated that, there was no difference between disordered eating behaviors and markers of psychosocial well-being among overweight girls and boys remained the same from 1999 to 2010. There was negative relationship between chronic dieting, non-overweight girls, extreme weight control behaviors decreased, unhealthy weight control behaviors and body satisfaction. Also there was positive relationship between non-overweight boys, unhealthy weight control behaviors and mean depression scores. The results indicated a strong need to ensure that messages about the dangers of disordered eating behaviors are reaching the overweight youth.

Raivio et al. (2015) aimed to explore feelings and psychological well-being of spousal caregivers of persons with Alzheimer's disease related to care giving and experiences with the service system and associated factors. Participants included 728 caregivers were analyzed combining both quantitative and qualitative responses. Results have shown that 10.8% had poor well-being. They had poorer subjective
health, their care recipient had poorer functioning and they more often felt that their closest ones did not understand care giving situation than those with better PWB. No difference existed between these groups in proportions satisfied with the services.

Simon and Durand (2015) investigated the relationship between self-regulation capacity psychological well-being. The participants included 132 physicians. Regarding the results self-regulation capacity and dimensions of purpose in life and environmental mastery had strong relationship. The finding showed that there is relationship between physicians ‘effectively self-manage and sense of purpose and an adequate work-life balance.

Bobowik et al. (2015) examined the “multi-dimensional structure of well-being in immigrant population, as well as to explore the complexity of well-being disparities between immigrants and host nationals”. The sample of study included 1250 immigrants. Results showed that the re-specified tripartite model of well-being, compared to alternative models was the best fitting model. Moreover immigrants presented higher levels of well-being than host nationals

Segerstrom et al. (2015) investigated that Forms of repetitive thought such as worry are clearly related to states such as anxiety and depression. However, the presence of other forms such as reminiscing suggests that repetitive thought could also relate to eudemonic well-being. Furthermore, a largely overlooked characteristic, total tendency to engage in repetitive thought may associate with a particular kind of eudemonic well-being, namely, perceived growth. The sample of Older adults (N = 150) were interviewed semi-annually for up to 10 waves. The results showed that repetitive thought qualities prospectively predicted both psychological well-being and perceived growth. Moreover different qualities of repetitive thought promoted different kinds of eudemonic well-being, and a negative association between different
kinds of eudemonic well-being could be attributed to their different repetitive thought antecedents.

Lewis et al. (2014) in their study aimed to specify differences between the parent-reported and teacher-reported child psychological well-being. The finding indicated that “the social gradient reported by parents and teachers, with 'borderline/abnormal' scores were more common in children with lower-educated mothers”. Moreover the parents’ report compared with the teachers’ report gradient was more marked. Also for children from higher socioeconomic circumstances, there were more differences between parents and teacher’s reports.

Li et al. (2015) to examine the association between disability care giving demands and the psychological well-being, had drawn the “cross-domain model of work-family conflict and conservation of resources theory”. The participants included employed disability caregivers from a national survey. The findings showed high levels of family to-work conflict were subsequently related with decreases in life satisfaction and increases in depression, but only when perceived supervisor support was low. The findings showed an indirect relationship between care giving demands and psychological well-being that is mediated by family-to-work conflict and is conditional on family strain and perceived supervisor support.

Cho and Yu (2015) investigated the effects of university support on psychological well-being among the students. The results showed the relationship between psychological wellbeing and university support.

Muurinen et al. (2015) in their study examined the “relationship between nutritional status of service housing and nursing home residents with dementia and their psychological well-being, and the associations of nutritional care and
psychological well-being”. The sample of the study included 2379 older long-term care residents. Regarding the results of the study, psychological well-being was good in 50% and poor in 10% of the residents. Residents' poor nutritional status, eating a little of the offered food, having meals alone and not having snacks were associated with poor psychological well-being. Mild cognitive impairment was more often associated with poor psychological well-being, whereas moderate or severe impairment was more often associated with good psychological well-being. Nutritional status and nutritional care of residents with dementia were significantly associated with their psychological well-being. The residents suffering from malnutrition had the poorest psychological wellbeing.

Zajenkowski & Czarna (2015) examined “the relations between narcissism, self-assessed intelligence and subjective well-being”. The results of the study indicated that self-assessed intelligence and narcissism have positive association. Also this relationship was independent of actual abilities. Moreover there was relationship between narcissists’ intelligence and life satisfaction.

2.2.1 Psychological well-being of teachers

Van Horn et al. (2004) investigated the structure of occupational well-being among 1,252 teachers. The study was designed in an attempt to gain more insight into the structure of occupational well-being. Based on Warr and Ryff’s approaches, “a five-dimensional model for occupational well-being was proposed, including an affective, professional, social, cognitive and psychosomatic dimension. Confirmatory factor analysis supported the distinction among these five dimensions, simultaneously
showing that these dimensions tap different aspects of a more general underlying concept”.

Hakanen et al. (2005) examined the “Job Demands–Resources Model was used as the basis of the proposal that there are two parallel processes involved in work-related well-being among teachers, namely an energetically process (i.e., job demands burnout ill health) and a motivational process (i.e., job resources engagement organizational commitment)”. The sample of the study included 2038 teachers. The results showed the existence of both processes, although the energetically process seems to be more prominent. The finding also showed “(1) burnout mediated the effect of high job demands on ill health, (2) work engagement mediated the effects of job resources on organizational commitment, and (3) burnout mediated the effects of lacking resources on poor engagement”.

Salami (2010) examined “the relationship between occupational stress and psychological well-being of teachers and the moderator effects of emotional intelligence, self- efficiency, coping strategies, negative affectivity and social support on the relationship”. The sample of the study included secondary school teachers. The result of the study showed that psychological well-being had negative association with occupational stress.

Wangsoyoung (2014), in his study investigated the relationships among pre-service early childhood teachers ‘self-differentiation, family of origin, ego-resiliency, and subjective well-being. The samples of this study were 213 students registered in the department of early childhood education at a 3 and 4-year private university. The results of the study showed: First, pre-service early childhood teachers’ self-differentiation were slightly higher than mean and family of origin, ego-resiliency, and subjective well-being were relatively higher than mean. Second, the family of
origin, ego-resiliency and subjective well-being had significant positive relationship with almost all aspects of the self-differentiation. Third, anger regulation and negative emotions significantly predicted the self-differentiation.

2.3 Relevant research with Organisational Commitment

Meyer and Allen (1991) in their study examined the performance of first-level managers in a large food service company relation with their continuance commitment, affective commitment, and job satisfaction. Regarding the result of this study, satisfaction scores and Commitment had associated with performance. There was a positive correlation between continuance commitment and affective commitment. Also there was negative correlation between all three measures of performance. According to the researchers, differences between commitment based on need and commitment based on desire is important identify and helpful for organizational efforts to improve impressive commitment of employees.

Morrow (1993) found out that a facet design describing the theoretical and empirical interrelationships among five forms of work commitment (Protestant work ethic, career salience, job involvement/work as a central life interest, organizational commitment, and union commitment) is presented. The analysis reveals that these concepts are partially redundant and insufficiently distinct to warrants continued separation.

Abdul Rashid et al. (2003) examined “the influence of corporate culture and organizational commitment on financial performance in Malaysian companies”. The sample of the study included 202 managers in public listed companies. The findings showed that corporate culture has significant correlation with organizational
commitment. The financial performance effected by both corporate culture type and
organizational commitment.

Reichers (2010) in his study argued that “global conceptions of organizational
commitment may be deficient in several respects”. A review of macro approaches to
the nature of organization, as well as research on reference groups and role theory
indicates that a multiple commitments approach may be more precise and meaningful.
According to the study employees experience several different commitments to the
goals and values of multiple groups.

Mogotsi et al. (2011) investigated the interrelationships between knowledge sharing
behavior, organizational citizenship behavior, job satisfaction, and organizational
commitment. Regarding the results of the study, there was significant positive
relationship between Knowledge sharing behavior and organizational citizenship
behavior. Organizational commitment was a significant predictor of organizational
citizenship behavior. Moreover there was significant positive relationship between job
satisfaction and organizational commitment. However, both job satisfaction and
organizational commitment were unrelated to knowledge sharing behavior.

Ebeh et al. (2013) in their study examined some demographic (gender, age,
length of service, educational qualification and marital status) and organizational
(level of job tension and perceived job characteristics) antecedents of commitment
among employees in Nigeria. A total of 174 participants, comprising of 117 females
and 57 males, aged between 18 – 40 years with a mean age of 24.99 years were
administered. Results indicated that, employees did not significantly differ in their
levels of job tension on the three dimensions of organizational commitment. Also,
employees’ perceived level of job characteristics, except for the continuance
commitment, did not significantly differ in affective and normative commitment.
Results also showed that gender and age differences were significant for affective commitment but were not significant for continuance and normative commitment. Furthermore, the findings showed that length of service, educational qualification and marital status were not significant across all three dimensions of organizational commitment.

### 2.3.1 Organizational commitment of teacher’s

Riehl and Sipple (1996) in their study aimed to investigate “the relationships among teachers’ task environments, more general characteristics of school organizational climates, and teachers’ professional and organizational commitments”. The sample of the study included 14,844 secondary school teachers. The results suggested that commitment was associated with school climate, and teachers’ professional commitment and organizational commitment were unrelated to teachers’ class schedules.

Kushman (1992) aimed to investigate the organizational commitment and commitment to student learning (two types of teacher workplace commitment). The sample of the study included 63 urban elementary and middle schools. The result showed that high organizational commitment tended to “(a) serve educationally advantaged students, (b) exhibit orderly school climates conducive to learning, and (c) involve teachers more in school decision making”. Also there was positive relationship between organizational commitment and teachers’ job and career satisfaction, feelings of efficacy as a teacher, and teacher’ expectations for student success. Moreover there was poor relationship between predictor variables and
commitment to student learning. Also there was low relationship between student achievement and commitment to student learning.

Mueller et al. (1999) examined the “effect of the school racial composition of teachers and the school racial composition of students on the job satisfaction, school commitment, and career commitment of teachers in 405 schools”. The researchers rely on arguments from relational demography theory, racial prejudice literature, and status characteristics theory, which identify variables that mediate this observed relationship between racial composition and satisfaction and commitment. Consistent with the non-symmetry argument, racial composition effects are found for White but not Black teachers. The most support is found for the relational demography and racial prejudice claims that White teachers “mismatched” to contexts where their race is not dominant experience greater role conflict, less autonomy, inadequate resources, and reduced coworker support. Also the result showed that Commitment to one’s teaching career is not affected by school racial composition.

Crosswell (2006) investigated “the phenomenon of teacher’s commitment as it is perceived by the teachers themselves. The study identified six categories of description of teacher commitment. These categories included teacher commitment as a passion, investment of extra time, a focus on the students, maintaining professional knowledge, engagement with the school community and transmitting knowledge and values. These categories are integrated into the model by the use of two summarizing dimensions, a personal dimension and a professional enactment dimension. Regarding to the result of the study “a passionate connection to teaching is fundamental to any discussion about teacher commitment and this has implications for school and system leaders”.

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Lee (2008) aimed to investigate the relationship between decision-making participation and organizational commitment among elementary school teachers. The participants included 194 elementary school teachers and principals. The results of the study showed that highly different perception existed on decision-making participation and organizational commitment by sex and teaching experience. Moreover there was a significant correlation between decision-making participation and organizational commitment. In addition, there was a significant relationship among some sub variables of decision-making participation and organizational commitment.

Shin (2008) investigated the relationship between the principals’ emotional leadership, teachers' teaching commitment and school organizational effectiveness. The findings of the study indicated that there was significant relationship between the principals’ emotional leadership, teaching commitment and organizational effectiveness. The principals’ emotional leadership affected school organizational effectiveness via teachers' teaching commitment as well.

Park (2009) analyzed the causal model among teachers' empowerment, teachers' commitment and school organizational effectiveness. According to the findings of the study there was a significant positive relationship between empowerment of teacher, teachers' commitment, and the school organizational effectiveness. Teachers' empowerment affected school organizational effectiveness and had an influence on the school organizational effectiveness via teachers' commitment as well.

Kang (2009) aimed to explore “the relationship between the kindergarten teachers’ empowerment, followership, school organizational commitment, and school organizational effectiveness”. The study examined the direct and indirect effects of
the kindergarten teachers’ empowerment on teacher's organizational effectiveness. Regarding the results of the study, there was significant positive relationship between kindergarten teachers’ empowerment, followership, organizational commitment, and organizational effectiveness. It was found that the kindergarten teachers’ empowerment affects followership and school organizational commitment, and teacher's followership serves as a positive mediator to the effects of the teachers’ empowerment on the teachers’ school organizational effectiveness.

Gwon and Min (2009) aimed to examine the relationship between the principals’ transformational and transactional leadership, subjective quality of life of teachers, and organizational commitment of teachers in kindergarten and day care center”. The participants included 203 teachers working in kindergarten and day care center. The results showed that there was positive effect from the principals’ transformational and transactional leadership each on the teachers ‘subjective quality of life and organizational commitment. Moreover there was positive influence of the teachers’ subjective quality of life on organizational commitment.

Bakhyeongsin (2010) aimed to investigate changes in the awareness of professional learning environments, organizational commitment, and awareness of professional child care teachers - as influenced by related variables, including the types of child care facilities. The participants included 251 teachers of daycare centers. The results of the study showed that the professional learning environment of child care facilities had a significant relationship with the organizational commitment and with awareness of professionalism of child care teachers. "The relationship between the teacher and the facility director" in professional learning environments was identified to be the most powerful element that has an influence on changes of organizational commitment and on awareness of professionalism.
Lee (2010) aimed to investigate “the relationship between the teachers' work load, job satisfaction, organizational commitment, teachers' professionalism and schools' educational outcomes”. The participants included 251 high school teachers. The results of the study showed that teachers' work load had a direct impact on the teachers' job satisfaction. Thus teachers' job satisfaction affected the teachers' affective commitment. And teachers' affective commitment directly affected the teachers' professionalism. Moreover the teachers' professionalism affected positively schools' educational outcomes. Furthermore teachers' job satisfaction, organizational commitment and teachers' professionalism were all mediating factors in the relationship between teachers' work load and schools' educational outcomes.

Gwon and Min (2010) investigated “the relationship between collectivism, role conflict, and the organizational commitment of teachers in kindergartens and childcare centers”. The participants included 190 teachers who worked in a kindergarten or a childcare center. The results showed that collectivism was positively associated with the organizational commitment of the teachers. Also there was negative significant relationship between the role conflicts with the organizational commitment of the teachers. In addition, administration conflict as a type of role conflict was a better predictor of organizational commitment than collectivism.

Noordin et al. (2010) in their study ‘Teachers’ Professionalization And Organizational Commitment: Evidence From Malaysia’ investigated that teachers have low to moderate levels of professionalization and moderate levels of affective, continuance, and normative commitments. There was no correlation between affective commitment and job environment. Also the findings of the study contributed a growing body of research which illustrates the need to take a multidimensional approach to the study of teacher professionalization and organizational commitment.
Shin and Chang (2011) investigated the causal relationship between the principals’ integral leadership, teachers’ commitment and school organizational effectiveness in Specialized Vocational High Schools. The findings of the study revealed that there was significant correlation between the principals’ integral leadership, the teachers’ commitment and organizational effectiveness. Also the Principals’ integral leadership had a greater influence on the teachers' commitment than school organizational effectiveness. Furthermore Specialized Vocational High Schools principal's integral leadership directly affected school organizational effectiveness and had an indirect influence in school organizational effectiveness and the teacher' commitment.

Jing et al. (2011) aimed to investigate the causal structural model between the Principals’ transformational leadership, organizational structure and trust associated with organizational commitment of specialized high school teachers. The sample of the study included 273 teachers. The result of the study revealed that the Principals’ transformational leadership and organizational structure had no significant effect on organizational commitment. Trust had positive effects on organizational commitment. The Principals’ transformational leadership and organizational structure had positive effects on trust.

Oh & Chough (2011) investigated “the relationship between organizational commitment, organizational loyalty, and working satisfaction”. The sample of the study was 162 teachers of daycare centers. The results revealed that the early childhood teachers’ organizational commitment was average, and their organizational loyalty was also average, and there were significant differences between teachers’ age and academic background. Moreover the early childhood teachers’ working satisfaction was below average. Also there was positive significant relationship.
between organizational commitment, organizational loyalty behavior, and working satisfaction. In addition, the government and the director of daycare centers should provide support for the teacher's psychological satisfaction because the early childhood teacher's psychological state is highly related to successful organization of daycare centers.

Cohen and Liu (2011) examined “the relationship between individual values, organizational and occupational commitment, and organizational citizenship behavior and in-role performance”. The sample of the study was 192 teachers employed in 10 secular Jewish schools. The findings of the study indicated that there was relationship between individual values and all commitment forms examined in the study. Moreover there was strong effect of commitment on organizational citizenship behavior and in-role performance. Also both commitment and individual values can increase understanding of employees’ behavior in the workplace.

Cherabin et al. (2012) in their study about teachers’ job satisfaction, self-esteem and organizational commitment has found out that organizational commitment of teachers has significant relationship with both job satisfaction and self-esteem.

Medallon (2013) aimed to determine the correlates of faculty performance using the variables of faculty teaching goals, organizational commitment, and the profile. Sample was seventy faculty members were surveyed. Results showed that there is no significant relationship between the level of commitment and the profile of the respondents.

Gupta (2014) investigated the effect of job satisfaction, work motivation and type of schools on organizational commitment of secondary school teachers. For the investigation, a descriptive survey method was employed. Job satisfaction, work
motivation and type of schools comprised the independent variables for the study whereas the organizational commitment had been treated as the dependent variable. For the selection of 480 secondary school teachers multi-stage random sampling technique was used. Findings of the study found significant effect of job satisfaction and type of schools on the organizational commitment of the teachers. No significant difference between organizational commitments of private school teachers with high and low levels of work motivation and the government school teachers with high levels of work motivation were reported. The study also provided some educational implications for teachers, principals and the administrators for the enhancement of organizational commitment among the teachers.

Alam et al. (2013) investigated the relationship between job burnout and the organizational commitment among high school physical education teachers both full-time and invited teachers. A total sample of 119 teachers was selected. Amongst full-time teachers, the study reported a significant relationship between the organizational commitment and burnout. However, no significant relationship between the organizational commitment and burnout amongst invited teachers was found. The results also showed no significant difference between the organizational commitment of full-time and invited teachers; also, there was no significant difference between their job burnout.

Kim (2013) investigated the causal relationship between job satisfaction and turnover intention among childcare teachers, to test the mediating effects of emotional exhaustion and organizational commitment, and to draw out theoretical and practical implications in terms of reducing the level of childcare teachers’ turnover intention. A convenient sampling was taken of childcare teachers. A total of 328 questionnaires were used in the statistical analyses. A proposed structural model to childcare
teachers’ turnover intention had also been identified to have a structural explanation for the aforementioned relationships. The results of the study were as follows. First, job satisfaction, emotional exhaustion, organizational commitment could have a significant effect on turnover intention respectively. Second, job satisfaction could have a significant effect on both emotional exhaustion and organizational commitment respectively. Third, emotional exhaustion and organizational commitment could be a mediating variable between job satisfaction and turnover intention respectively.

Choi (2013) examined the relationship between perceived participation in decision making and turnover intention among early childhood teachers and tested whether teachers' organizational commitment was a mediating factor. The subjects were 193 early childhood teachers working in day care centers. The main results of this study were as follows. Firstly, there was a significant difference in perceived participation in decision making, organizational commitment and turnover intention among teachers according to only the type of day care center. Secondly, teachers' participation in decision making was positively related to organizational commitment while both of them were negatively related to turnover intention. Finally, teachers’ organizational commitment fully mediated the relationship of participation in decision making to turnover intention.

Lee et al. (2013) in their study attempted to investigate the relationship between the locus of control and organizational commitment among home visiting teachers with the moderating effect of emotional labor strategy. The results are as follows: First, it showed a significant tendency that the relationship between external locus of control and organizational commitment among home visiting teachers. Second, most of the moderating effect of emotional strategy did not hold the statistical
significance. Third, among the three types of deep acting strategy, only the basic deep acting strategy held more statistical significance than the other types in its moderating role of the relationship between attribution style and organizational commitment. Fourth, both the perspective-taking deep acting and perspective refocusing deep acting strategies were found to be negatively moderating the relationship between external contingency attribution style and emotional organizational commitment.

Lee (2013) in his study aimed to figure out the relationship between the school Principals’ Instructional leadership, teachers’ teaching professionalism, school organizational commitment, and school organizational effectiveness. The sample of the study was 1,061 elementary school teachers. The results of the study revealed the effects of the school principals’ instructional leaderships’ sub-variables on the teachers’ teaching professionalism, educational goal, curriculum management, prompting motives, teaching improvement. Educational supports have significant effects on teachers’ teaching professionalism. According to the direct or indirect effectiveness analysis of the principals’ instructive leadership, the teachers’ teaching professionalism, school organizational commitment and school organizational effectiveness, it is significant that the principals’ instructional leadership has comprehensive, direct and indirect effects on school organizational effectiveness via the teachers’ teaching professionalism. Also, for effects on school organizational effectiveness via school organizational commitment by the principals’ instructional leadership, all of comprehensive, direct and indirect effects are significant. As it showed that the school principals’ instructional leaderships’ effects on school organizational effectiveness via teachers’ teaching professionalism and school organizational commitment is bigger than the school principals’ instructional leaderships’ direct effects on school organizational effectiveness, the study confirms
that the variables of the teachers’ teaching professionalism and school organizational commitment are crucial parameter variables explaining school organizational effectiveness.

Ogungbamila and Fayankinnu (2014) in their study “Some psycho-social factors fostering workplace commitment among head teachers in Nigeria” indicated that the extent to which head teachers’ workplace commitment was associated with job satisfaction, social wellbeing, and socio-demographic variables... Similarly, life satisfaction significantly predicted workplace commitment.

Li (2014) examined “the relationship between job burnout, organizational justice, and affective commitment simultaneously among university teachers in China”. The participants were 435 teachers from five universities in China. The results showed that there was positive relationship between organizational justice and affective commitment. Specifically, interactional justice predicted affective commitment the most strongly, whereas distributive justice had no significant influence on affective commitment. Furthermore, both emotional exhaustion and personal accomplishment were important partial mediators of the relationship between interactional justice and affective commitment.

2.4 Researches related to occupational self-efficacy and Organizational Commitment

Orput (1999) in his study examined “the relationship between women's multiple role self-efficacy beliefs and career commitment using a stage analysis of career and family development”. The sample was 307 female academic professors. Results showed that particular stage combinations of career and family development
moderate the relationship between multiple role self-efficacy beliefs and career commitment. In addition, level of multiple role self-efficacy beliefs was significantly related to the level of career commitment among professors.

Sinha et al. (2002) undertook a study on “the co-relational study of organizational commitment, self-efficacy and psychological barriers to technological change”. The Results showed that there is positive relationship between organizational commitment and age, length of service in present cadre and self-efficacy. Also there was positive relationship between Psychological barriers to technological change and age, length of service in present cadre and negatively with occupational self-efficacy. Negative co-relation coefficient were found between occupational self-efficacy and age and also between self-efficacy and length of service in present cadre.

Chan et al. (2008) in their study tested “a predictive and mediation model of teachers’ commitment, Teachers’ efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment”. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. Teachers’ efficacy and identification with school were found to completely mediate the relations between the three antecedents and teachers’ commitment.

Rathi and Rastogi (2009) in their study aimed to purpose of “explore the relationship among Emotional Intelligence, occupational self-efficacy, and organizational commitment”. The sample of the study included 120 employees working in various organizations. The finding showed that there was positive and
significant correlation between Emotional Intelligence and occupational self-efficacy. Also there was positive relationship between Emotional Intelligence and organizational commitment. Moreover, a low positive association was found between occupational self-efficacy and organizational commitment. The research implies that Emotional Intelligence and occupational self-efficacy are related with a variety of organizationally desirable outcomes.

Arya et al. (2012) aimed “to explore the relationship between organizational commitment and self-efficacy and the moderating effect of gender role orientation”. The finding showed that there was a positive correlation between self-efficacy and organizational commitment. Also there was a positive correlation between organizational commitment and role orientation along with self-efficacy among employees.

Chi et al. (2013) in their study aimed to explore “the mediating effect of job involvement on organizational commitment and teaching efficacy among junior high school teachers in Yunlin County, Taiwan”. In addition the study investigated the moderating effects of personality traits on job involvement and teaching efficacy. Samples included, 349 junior high school teachers in Unlin, County of Taiwan. The findings of the research were summarized as follows (1) There was positive significant influence of Job involvement on teaching efficacy; (2) Personality traits had a significant and positive influence on teaching efficacy; (3) There was positive significant influence of organizational commitment on job involvement; (4) There was positive significant influence of organizational commitment on teaching efficacy; (5) Job involvement had a mediating effect between organizational commitment and teaching efficacy; (6) Personality traits didn’t have moderation effect between job involvement and teaching efficacy.
2.5 Researchers related to occupational self-efficacy and psychological well being

Stanculescu (2014) in his study examined the psychological predictors and mediators of teacher's subjective well-being. The sample of the study included 174 teachers from urban middle and high-schools. The first objective was to seek the psychological correlates of the teachers’ subjective well-being; the second one was to find out the mediating role of self-efficacy in the association between optimism and subjective well-being. The third one was to investigate the mediating role of the teachers’ self-efficacy in the relation between perceived social support and the teachers’ subjective well-being. Results of the study certified the research hypothesis. The findings of the study raised the understanding of personal factors associated with teachers’ subjective wellbeing.

Salimirad and Srimathi (2016) in their study aimed to explore “the relationship between Occupational Self-Efficacy and psychological well-being among teachers”. Two major objectives of the study included studying the relationship between occupational self-efficacy and psychological well-being; and to investigate the effect of the variable of gender on occupational self-efficacy and psychological well-being. 600 teachers, from both Government and Private Schools, have been drown by random sampling. A Spearman’s Correlation Coefficient and Mann Whitney’s U test have been applied to analyze hypotheses using SPSS version 20. The results indicated a positive and significant correlation between occupational self-efficacy and psychological well-being. The findings highlighted that, in the educational field, organizations should concentrate on teachers as a key element of the educated society; hence, they should concentrate on the psychological aspects of teachers’ personality. The study has also found that high self-efficacy and high psychological well-being are
positively related; Finally, there was no significant effect of gender on both occupational self-efficacy and psychological well-being.

2.6 Researches related to Psychological well-being and organizational commitment

Maltin and Meyer (2011) aimed “to provide a clear picture of what we know about the connection between commitment and well-being operationalized multi-dimensionally, and provide new information about their relation”. The sample of the study included 326 teachers. The study explored both hedonic well-being and eudaimonic well-being. “Study 1 provided a meta-analysis of links between organizational commitment and ill health and well-being. Study 2 aimed to go beyond what is known about commitment and well-being by taking a person-centered, multidimensional approach. Specifically, Study 2 was a primary study exploring the occupational and organizational commitment of 326 teachers”. Regarding to the result of the study “both studies confirmed that the nature of the commitment does indeed count, and that employees whose commitment is characterized by strong affective attachment, report higher levels of well-being”.

Ogungbamila and Fayankinu (2014), in their study, on “Some psycho-social factors developing workplace commitment among head teachers in Nigeria” found out that, the head teachers’ workplace commitment was attached with job satisfaction, social wellbeing, and socio-demographic variables. The sample the study was 207 head teacher. Regarding the result of the study, age, gender, marital status, and job tenure were not substantial in foretelling head teachers’ level of workplace commitment. Educational qualification had significant relationship with a decrement
in workplace commitment. However, job satisfactions had significant positive association with the head teachers’ commitment to the workplace.

2.7 Researches related to teachers

Weiskopf (1980) in his study on “Burnout Among teachers of Exceptional children” investigated the relationship among degree of job satisfaction and performance and burnout scores. Moreover burnout scores had positive association with negative perceptions of teachers.

Pettegrew and Wolfie (1982) in their study on “Validating Measures of Teachers Stress” investigated “the contract validity of several measures of teachers stress”. The result of the study showed that there was relationship between the phenomenon and multivariate assessment.

Cunninghum (1983) in his study on “Teachers Burnout Solutions for the 80s review of literature” investigated that there is a relationship between organizational stress factors and physical, emotional and attitudinal exhaustion manifest in physical and emotional illnesses. Also there was a relationship between low job satisfaction and subsequent poor performance and occupational stress burnout.

Pitchers and Soden (1998) in their study on “Scottish and Australian Teachers Stress and Strain” investigated “the role overload as significant stressors”. The sample of the study included 322 teachers. The result of the study showed that strain was average in both national groups. Also there were high levels of stress, with role overload emerging as the major cause.

Lewis (1999) in his study on “Teachers Coping with the stress of Class Room Discipline” investigated “the teacher’s estimations of stress arose from being unable
to discipline pupils in the way they would prefer”. Regarding to the result of the study the classroom discipline is also a significant source of stress. Also the teachers’ estimations of stress arise from being unable to discipline pupils in the way.

Bogler (2001) in his study showed that “teachers’ perceptions of occupational prestige, self-esteem, autonomy at work, and professional self-development contribute most to job satisfaction”. Also teacher’s satisfaction had positive relationship with “a sense of self-esteem,” “opportunities for self-development,” “a feeling of success,” and “to participate in determining school practices.”

Sargent and Hannum (2005) in their study on “keeping Teachers Happy job Satisfaction among Primary School Teachers in Rural North-west China” examined “teachers’ job satisfaction” in rural in terms of “community factors”, “school environment factors”, and “teacher characteristics”. The result of the study showed that there was positive relationship between workloads and satisfaction. Also there was negative relationship between economic development and teachers’ satisfaction.

Judge et al. (2001) aimed to evaluate how female teachers’ perception of their personality type and school constructions affects their job stress and psychological adaptation. There were totally 166 participants who were teachers of secondary schools in southern Kyung-Ki area. The study determines that people of introversion type have relatively high job stress while other psychological adaptation is not related to their level of stress. Sensing/intuition type people have no relation with job stress and psychological adaptation. People of thinking/emotion type have comparatively higher total point but show no difference in psychological adaptation. Lastly, for judgment/perception type, people have higher anxiety level. On one side, accordance of extrovert/introvert and emotion/thinking is proved to be the most influential factor in the process of adaptation.
Sahinidis et al. (2012) in their study indicate “that entrepreneurial intention among students revealed a strong effect of social norms and valuations on personal attitude, perceived behavioural control and emotional intelligence”. The findings showed that there was a relationship between the role of social norms and valuations and the self-efficacy of the person. Also there was relationship between students’ self-efficacy and the belief that starting a business is possible with skills and opportunity.

Jeyaraj (2013) in his study aimed to determine “the Occupational Stress level of Government and Aided Higher Secondary School Teachers living in different socio-cultural and economic situations”. The sample of the study included 185 Aided school teachers and 120 Government teachers. The result showed that Aided school teachers had more occupational stress levels than Government school teachers. Also there was a difference in the stress level points of Government and Aided Higher Secondary Teachers. Moreover there was relationship between occupational stress and teaching satisfaction.

Golia et al. (2013) in their study indicated that “teachers’ self-efficacy is strongly related with a principals’ leadership behavior that provide motives, vision and opportunities for flexible and adaptive behavior in the classroom”. Moreover there was relationship between school’s leadership and teachers’ self-efficacy.

**Significance of the present study**

Theoretically, the study adds to the body of knowledge on the subjects of psychological well-being, occupational self-efficacy and organizational commitment. With the rapid growth of population in India, the number of the teachers, have worked in the education system have significantly increased. An educational system is usually considered to be the fundamental principle of a developing country. Effective teachers
are essential for the accomplishment of an educational system. A high demanding educational system has made the teaching profession extremely challenging, as high performance is expected from teachers. Teachers who are satisfied with their job usually have a high degree of professional capabilities and feel that they could manage, organize and perform specific tasks and behavior, even in case of failure. The purpose of this study is to provide a critical review of the relation between psychological well-being, occupational self-efficacy and organizational commitment among teachers as key element of educational system. Therefore the present study explores the significant role of psychological well-being, occupational self-efficacy and organizational commitment among teachers. The study also explores the above topic in terms of differences in age, gender, work experience and sector.