

**SELF-EFFICACY WORK MOTIVATION AND PROFESSIONAL
COMMITMENT AS PREDICTORS OF PROFESSIONAL LIFE
SATISFACTION OF PRIMARY SCHOOL TEACHERS**

Thesis

**Submitted for the Degree of
DOCTOR OF PHILOSOPHY IN EDUCATION**

By

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2024

DECLARATION


I, **Rajini N.S.**, hereby declare that the thesis entitled “**Self-Efficacy Work Motivation and Professional Commitment as Predictors of Professional Life Satisfaction of Primary School Teachers**” is based on the original work done by me under the guidance of **Prof. (Dr.) Bindhu C.M.**, Professor, Department of Education, University of Calicut and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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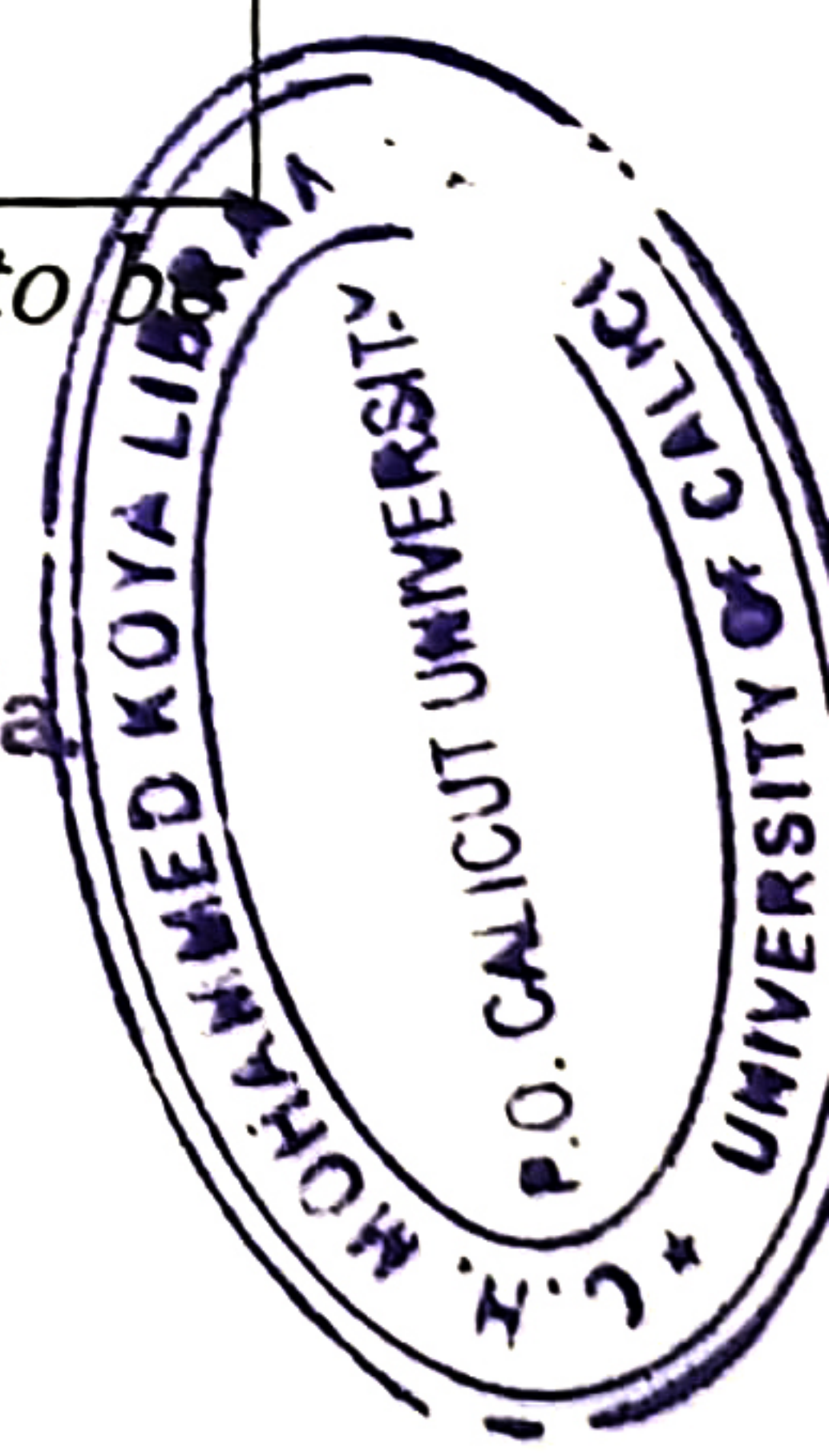
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**SELF-EFFICACY WORK MOTIVATION AND PROFESSIONAL
COMMITMENT AS PREDICTORS OF PROFESSIONAL LIFE
SATISFACTION OF PRIMARY SCHOOL TEACHERS**



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ABSTRACT

Teaching is a profession demanding a high level of commitment, self-confidence, and motivation, given its direct impact on student success and societal development. Factors like Self-Efficacy, Work Motivation, and Professional Commitment are believed to play crucial roles in shaping teaching effectiveness and Professional Life Satisfaction of Primary School Teachers. The major focus of the study is to find out whether Self-Efficacy, Work Motivation, and Professional Commitment are significant predictors of Professional Life Satisfaction among Primary School Teachers. The main and interaction effect of these variables on professional Life Satisfaction was also analysed. The study adopted a survey method for collecting data from primary school teachers to determine how Self-Efficacy, Work Motivation, and Professional Commitment predict their Professional Life Satisfaction. The data were collected from a sample of 532 primary school teachers across standards 1 to 7 from Kozhikode, Palakkad, Malappuram, and Thrissur districts. Due weightages were given to the relevant subgroups of the population, such as Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status. Stratified sampling technique was applied in the study. A range of statistical analyses, including preliminary analysis, mean difference analysis, three-way ANOVA, correlation, and multiple regression analysis, was conducted.

The findings revealed that Self-Efficacy, Work Motivation, and Professional Commitment are capable of predict about 45.2 percent of the variability in Professional Life Satisfaction. The individual contributions of Self-Efficacy, Work Motivation and Professional Commitment in predicting Professional Life Satisfaction are 27.568%, 6.692 %, 10.868%, respectively. From the study, the investigator concluded that the dependent variable, Professional Life Satisfaction, can be significantly predicted by the independent variables, Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers. The findings also revealed no significant differences in Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction of primary school teachers based

on gender, type of school management of school, age, and teaching experience. However, there are significant differences in Work Motivation and Professional Life Satisfaction based on marital status, and a significant difference in Professional Life Satisfaction based on locality of school. The findings indicate significant relationships between the predictors and Professional Life Satisfaction, suggesting that enhancing Self-Efficacy, Work Motivation, and Professional Commitment could potentially improve the overall Professional Life Satisfaction among Primary School Teachers.

Findings from this study contribute to a deeper understanding of the psychosocial factors that enhance Professional Life Satisfaction in educational professionals, offering insights for policy and professional development aimed at sustaining motivation and commitment within this demographic. These results provide a foundation for future research into how psychological and professional factors interact to influence primary school teachers' efficacy and well-being. Ensuring that teachers feel fulfilled in their roles, supported by their work environment, and valued by the community can significantly enhance their Professional Life Satisfaction. To enhance the Professional Life Satisfaction of primary school teachers, it is essential to address challenges around work-life balance, mental health, and financial stability. Additionally, implementing supportive educational policies and fostering community involvement are crucial strategies.

Keywords: Self-Efficacy, Work Motivation, Professional Commitment, Professional Life Satisfaction, Primary School Teachers.

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സംഗ്രഹം

വിദ്യാർത്ഥികളുടെ വിജയത്തിലും സാമൂഹിക വികസനത്തിലും നേരിട്ടുള്ള സ്വാധീനം കണക്കിലെടുത്ത് ഉയർന്ന പ്രതിബദ്ധത, ആത്മവിശ്വാസം, പ്രചോദനം എന്നിവ ആവശ്യപ്പെടുന്ന ഒരു തൊഴിലാണ് അധ്യാപനം. പ്രൈമറി സ്കൂൾ അധ്യാപകരുടെ അധ്യാപന ഫലപ്രാപ്തിയും പ്രൊഫഷണൽ ജീവിത സംതൃപ്തിയും രൂപപ്പെടുത്തുന്നതിൽ സ്വയം-കാര്യക്ഷമത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത തുടങ്ങിയ ഘടകങ്ങൾ നിർണായക പങ്ക് വഹിക്കുമെന്ന് വിശ്വസിക്കപ്പെടുന്നു. പ്രൈമറി സ്കൂൾ അധ്യാപകർക്കിടയിൽ പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി പ്രവചിക്കുന്നത് സ്വയം കാര്യക്ഷമത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത എന്നിവയാണോ എന്ന് കണ്ടെത്തുക എന്നതാണ് പഠനത്തിന്റെ പ്രധാന ലക്ഷ്യം. പ്രൊഫഷണൽ ലൈഫ് സംതൃപ്തിയിൽ ഈ വേരിയബിളുകളുടെ പ്രധാനവും പരസ്പര പ്രവർത്തന ഫലവും വിശകലനം ചെയ്തു. സ്വയം കാര്യക്ഷമത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത എന്നിവ അവരുടെ പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി എങ്ങനെ പ്രവചിക്കുന്നു എന്ന് നിർണ്ണയിക്കാൻ പ്രൈമറി സ്കൂൾ അധ്യാപകരിൽ നിന്നുള്ള വിവരങ്ങൾ ശേഖരിക്കുന്നതിനുള്ള ഒരു സർവ്വേ രീതിയാണ് പഠനം സ്വീകരിച്ചത്. കോഴിക്കോട്, പാലക്കാട്, മലപ്പുറം, തൃശൂർ ജില്ലകളിലെ 1 മുതൽ 7 വരെയുള്ള ക്ലാസുകളിലെ 532 പ്രൈമറി സ്കൂൾ അധ്യാപകരുടെ സാമ്പിളിൽ നിന്നാണ് വിവരങ്ങൾ ശേഖരിച്ചത്. ലിംഗഭേദം, സ്കൂൾ മാനേജ്മെന്റ് തരം, സ്കൂളിന്റെ സ്ഥാനം, പ്രായം, അധ്യാപന പരിചയം, വൈവാഹിക നില തുടങ്ങിയ ജനസംഖ്യയുടെ പ്രസക്തമായ ഉപഗ്രൂപ്പുകൾക്ക് അർഹമായ വെയിറ്റേജുകൾ നൽകി. സ്ട്രാറ്റിഫൈഡ് സാംപ്ലിംഗ് ടെക്നീക് പഠനത്തിൽ പ്രയോഗിച്ചു. പ്രാഥമിക വിശകലനം, ശരാശരി വ്യത്യാസ വിശകലനം, ത്രി-വേ അനോവ, പരസ്പരബന്ധം, മൾട്ടിപിൾ റിഗ്രഷൻ വിശകലനം എന്നിവയുൾപ്പെടെ നിരവധി സ്റ്റാറ്റിസ്റ്റിക്കൽ വിശകലനങ്ങൾ നടത്തി.

പ്രൊഫഷണൽ ജീവിത സംതൃപ്തിയുടെ 45.2 ശതമാനം വ്യതിയാനങ്ങൾ പ്രവചിക്കാൻ സ്വയം കാര്യക്ഷമത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത എന്നിവയ്ക്ക് കഴിയുമെന്ന് കണ്ടെത്തലുകൾ വെളിപ്പെടുത്തി. പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി പ്രവചിക്കുന്നതിൽ സ്വയം കാര്യക്ഷമത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത എന്നിവയുടെ വ്യക്തിഗത സംഭാവനകൾ യഥാക്രമം 27.568%, 6.692%, 10.868% എന്നിവയാണ്. പ്രൈമറി സ്കൂൾ ടീച്ചർമാരുടെ സ്വതന്ത്ര വേരിയബിളുകൾ, സ്വയം-ഫലപ്രാപ്തി, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത എന്നിവയാൽ ആശ്രിത വേരിയബിൾ, പ്രൊഫഷണൽ ലൈഫ് സംതൃപ്തി, ഗണ്യമായി പ്രവചിക്കാൻ കഴിയുമെന്ന് പഠനത്തിൽ നിന്ന് അന്വേഷകൻ നിഗമനം ചെയ്തു. പ്രൈമറി സ്കൂൾ അധ്യാപകരുടെ ലിംഗഭേദം, സ്കൂൾ മാനേജ്മെന്റ് തരം, പ്രായം, അധ്യാപന പരിചയം എന്നിവയെ അടിസ്ഥാനമാക്കിയുള്ള പ്രൈമറി സ്കൂൾ അധ്യാപകരുടെ സ്വയം കാര്യക്ഷമത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത, പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി എന്നിവയിൽ കാര്യമായ വ്യത്യാസങ്ങളൊന്നും കണ്ടെത്തലുകൾ വെളിപ്പെടുത്തിയിട്ടില്ല. എന്നിരുന്നാലും, വൈവാഹിക നിലയെ

അടിസ്ഥാനമാക്കിയുള്ള തൊഴിൽ പ്രചോദനത്തിലും പ്രൊഫഷണൽ ജീവിത സംതൃപ്തിയിലും കാര്യമായ വ്യത്യാസങ്ങളുണ്ട്, കൂടാതെ സ്ത്രീകളുടെ പ്രദേശത്തെ അടിസ്ഥാനമാക്കിയുള്ള പ്രൊഫഷണൽ ജീവിത സംതൃപ്തിയിൽ കാര്യമായ വ്യത്യാസമുണ്ട്. പ്രവചകരും പ്രൊഫഷണൽ ജീവിത സംതൃപ്തിയും തമ്മിലുള്ള സുപ്രധാന ബന്ധത്തെ കണ്ടെത്തലുകൾ സൂചിപ്പിക്കുന്നു, സ്വയം-പ്രാപ്തത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത എന്നിവ വർദ്ധിപ്പിക്കുന്നത് പ്രൈമറി സ്കൂൾ അധ്യാപകർക്കിടയിൽ മൊത്തത്തിലുള്ള പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി മെച്ചപ്പെടുത്താൻ സാധ്യതയുണ്ടെന്ന് സൂചിപ്പിക്കുന്നു.

ഈ പഠനത്തിൽ നിന്നുള്ള കണ്ടെത്തലുകൾ വിദ്യാഭ്യാസ പ്രൊഫഷണലുകളിൽ പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി വർദ്ധിപ്പിക്കുന്ന മാനസിക-സാമൂഹിക ഘടകങ്ങളെ ആഴത്തിൽ മനസ്സിലാക്കാൻ സഹായിക്കുന്നു, ഈ ജനസംഖ്യാശാസ്ത്രത്തിനുള്ളിൽ പ്രചോദനവും പ്രതിബദ്ധതയും നിലനിർത്താൻ ലക്ഷ്യമിട്ടുള്ള നയത്തിനും പ്രൊഫഷണൽ വികസനത്തിനും ഉൾക്കാഴ്ചകൾ വാഗ്ദാനം ചെയ്യുന്നു. പ്രൈമറി സ്കൂൾ അധ്യാപകരുടെ കാര്യക്ഷമതയെയും ക്ഷേമത്തെയും സ്വാധീനിക്കാൻ മനഃശാസ്ത്രപരവും തൊഴിൽപരവുമായ ഘടകങ്ങൾ എങ്ങനെ ഇടപെടുന്നു എന്നതിനെക്കുറിച്ചുള്ള ഭാവി ഗവേഷണത്തിന് ഈ ഫലങ്ങൾ ഒരു അടിത്തറ നൽകുന്നു. അധ്യാപകർ അവരുടെ റോളുകൾ നിറവേറ്റുന്നുവെന്നും അവരുടെ തൊഴിൽ അന്തരീക്ഷം പിന്തുണയ്ക്കുന്നുവെന്നും സമൂഹം വിലമതിക്കുന്നുവെന്നും ഉറപ്പാക്കുന്നത് അവരുടെ പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി ഗണ്യമായി വർദ്ധിപ്പിക്കും. പ്രൈമറി സ്കൂൾ അധ്യാപകരുടെ പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി വർദ്ധിപ്പിക്കുന്നതിന്, തൊഴിൽ-ജീവിത സന്തുലിതാവസ്ഥ, മാനസികാരോഗ്യം, സാമ്പത്തിക സ്ഥിരത എന്നിവയെ ചുറ്റിപ്പറ്റിയുള്ള വെല്ലുവിളികൾ നേരിടേണ്ടത് അത്യാവശ്യമാണ്. കൂടാതെ, സഹായകമായ വിദ്യാഭ്യാസ നയങ്ങൾ നടപ്പിലാക്കുന്നതും കമ്മ്യൂണിറ്റി ഇടപെടൽ പ്രോത്സാഹിപ്പിക്കുന്നതും നിർണായക തന്ത്രങ്ങളാണ്.

പ്രധാന വാക്കുകൾ: സ്വയം കാര്യക്ഷമത, ജോലി പ്രചോദനം, പ്രൊഫഷണൽ പ്രതിബദ്ധത, പ്രൊഫഷണൽ ജീവിത സംതൃപ്തി, പ്രൈമറി സ്കൂൾ അധ്യാപകർ.

INTRODUCTION

- Need and Significance
- Statement of the Problem
- Definition of Key Terms
- Objectives of the Study
- Hypotheses of the Study
- Methodology
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- Tools Employed in the Present Study
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INTRODUCTION

“The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability”. (NEP-2020).

The teacher has the most significance among all the different aspects of education. He holds an important position in the field of education. The outcome of the overall educational process is dependent upon his aptitude, genuineness, professional competence, and mental character. An educational system's ability to succeed is primarily determined by the calibre of its teachers. A teacher is someone who can help mould a person into a creative, wise, humane, and enlightened person; they can also help turn institutions into historical landmarks and the nation into an educational community. A teacher today occupies a unique and significant place in any culture; as the National Policy on Education (1986) correctly noted, the status of the teacher reflects the social and cultural ethic of a society.

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Regarding the position and special status of the teacher, the Education commission (1964-66) remarks “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, and character of teachers are undoubtedly the most significant.” The majority of those involved in human development activities are teachers. Teaching is the only occupation with significantly higher requirements than other fields. Teachers must devote themselves entirely to their duties on a regular basis—not just with their minds but also with their hearts. After all, teaching is a fulfilling and beautiful profession. Teaching involves more than just imparting knowledge; it also involves investing time and energy. H. G Wells once said, "The teacher is the maker of history." A country's educational system writes its history, and the level of competence of teachers in an educational institution cannot be significantly separate from it. "A lamp can never light another lamp unless it continues to burn its own flame," as Tagore so well observed. Children's behaviour and personalities are shaped by education, which also equips them to become well-adjusted, useful, and contributing members of their communities.

Consequently, empowerment and illumination are made possible by education. These objectives are achieved by the tasks that teachers accomplish and the roles and responsibilities that they carry out in educational settings. The educational reconstruction of any developing country is significantly influenced by primary education. It marks the beginning of a child's official education in an institution. The cornerstone upon which the entire educational system is to be constructed is primary education. It shapes the child's personality. In such an

atmosphere, the child learns up the fundamental knowledge, values, and cultural norms that are essential to living a successful life in a democratic society. Primary education is essential to unlocking a vast store of knowledge. It is the initial phase of the formal education system's framework. Primary education serves as the foundation for ensuring the growth of individuals, societies, and nations, as pupils at this stage in life have the greatest chance of reaching their full potential in terms of their intellectual, emotional, spiritual, and other developmental capacities.

For young learners, the role of a primary school teacher is crucial in shaping their development. At this stage, children's minds are highly receptive, absorbing information from many different sources. A teacher's responsibility extends far beyond classroom instruction. When it comes to fostering students' educational growth, primary school teachers play a key role, second only to parents. As the saying goes, "only ineffective teachers create ineffective students." In a child's life, the teacher is a unique figure who takes on multiple roles. To effectively guide children toward maturity, teachers must remain lifelong learners themselves. According to Alam and Shengquan (2019), various aspects of education are evolving rapidly in the twenty-first century. This shift is driven by the growing demand for technology-based educational opportunities, which require more competent teachers equipped with a diverse set of skills. Teachers who possess the right blend of knowledge, skills, and attitudes can significantly contribute to creating a supportive classroom environment, essential for students' success in the modern era. Primary school teachers play a vital role in the development and education of young children during their formative years. Their importance extends across multiple aspects of

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society and individual development. Primary school teachers are responsible for establishing the educational foundation for children. They introduce students to key concepts in literacy, numeracy, and other subjects, which are critical for future academic success. According to Shah (1994), “The teacher has an important, vital role to play in efforts to relate education to national development and social change.”

Teachers in primary schools are essential in helping kids grow socially and emotionally. They help students cultivate essential social skills like cooperation, empathy, and communication, which are vital for both personal and professional growth. A positive interaction with primary school teachers can spark a love for learning, laying the foundation for lifelong intellectual curiosity and academic success. Often serving as role models and mentors, teachers influence students through their behaviours, attitudes, and problem-solving approaches, shaping children's views on education, self-esteem, and future ambitions. Nain (2016) highlighted that educating and training children is among the greatest services one can offer to humanity, as granted by Almighty God. Through this process, teachers can inculcate various values in their students, helping them flourish like pearls nurtured within the shell of education. Primary school teachers are often the first to recognise learning difficulties or special needs in students, and their early intervention can ensure timely support and resources, enabling students to overcome obstacles and achieve their full potential. Additionally, teachers play a key role in fostering a sense of community within the classroom. By creating an inclusive and supportive environment, primary school teachers help children develop an

appreciation for diversity and the ability to collaborate effectively. They act as advocates for their students, ensuring that each child receives the necessary support and resources to thrive. Teachers also empower students by encouraging critical thinking and fostering a sense of ownership over their learning journey.

In the contemporary work environment, the concept of Professional Life Satisfaction has garnered increasing attention from researchers, employers, and employees alike. As organisations continue to evolve and adapt to the changing demands of the global economy, the well-being of their workforce has become a critical factor in determining overall productivity, employee retention, and organisational success. Professional Life Satisfaction, defined as the degree to which individuals feel content, fulfilled, and valued in their professional roles, is a key determinant of both personal well-being and professional performance.

Professional Life Satisfaction and Life Satisfaction are related concepts. Professional Life Satisfaction is a subset of Life Satisfaction focused on the work domain. Life Satisfaction is a more comprehensive assessment of overall well-being across all areas of life. Both are interrelated; satisfaction in one area can influence satisfaction in the other. Professional Life Satisfaction is influenced by a myriad of factors, including job roles, workplace relationships, opportunities for career advancement, and the balance between work and personal life. These elements collectively shape an individual's perception of their professional experiences and significantly impact their motivation, commitment, and overall quality of life. In educational settings, particularly among primary school teachers, Professional Life

6 Introduction

Satisfaction is not only vital for the well-being of the educators but also plays a crucial role in shaping the learning experiences and outcomes of students.

The study of Professional Life Satisfaction among primary school teachers is particularly pertinent given the unique challenges they face, such as high levels of responsibility, limited resources, and the emotional demands of teaching. Understanding the factors that contribute to their Professional Life Satisfaction can provide valuable insights for developing strategies to enhance teacher well-being, improve job satisfaction, and ultimately contribute to better educational outcomes.

Leading an accomplished professional life can mean different things to different people, as everyone has their own definition of success and fulfilment. However, in general, leading an accomplished professional life typically involves finding meaning and satisfaction in one's work, achieving goals and milestones, making a positive impact, and feeling financially secure. In order to lead a successful professional life, it's important to identify the strengths and interests, set realistic and achievable goals, continuously develop skills and knowledge, and build strong relationships with colleagues and mentors. It's also important to maintain a healthy work-life balance, prioritise mental and physical health, and stay true to the values and principles. Living a successful professional life is about finding a sense of purpose and fulfilment in the career while also making a positive impact on the world around. It requires hard work, dedication, and a willingness to adapt and grow, but it can be incredibly rewarding and fulfilling in the long run.

In various theories, Self-Efficacy is presented as a key factor in shaping behaviour. For example, the expectancy-value theory (Vroom, 1964; Wigfield &

Eccles, 2000) suggests that the expectation of achieving a valued outcome drives specific behaviours. If individuals believe they are capable of obtaining a positive result, they are more likely to repeat the behaviour. Similarly, attribution theory posits that a person's beliefs about responsibility for outcomes influence their future actions (Weiner, 1974). Consequently, teachers' Self-Efficacy serves as the foundation for this study. Bandura (1977) further distinguished between outcome expectations and efficacy expectations. In contemporary definitions of teacher Self-Efficacy, some researchers emphasise teachers' perceived ability to influence student outcomes (e.g., De la Torre Cruz and Casanova Arias, 2007), while others focus solely on efficacy expectations, expanding this to include the contexts in which teachers operate (e.g., Tschannen-Moran et al., 1998). Friedman and Kass' (2002) definition, which incorporates both the classroom and broader school contexts, as well as relational factors crucial to teachers' work, is adopted in this study. They define teacher Self-Efficacy as a teacher's perception of their ability to (a) perform necessary professional tasks and manage relationships involved in teaching and educating students, and (b) carry out organisational responsibilities, becoming integrated into the organisation and its political and social processes (Friedman and Kass, 2002, p. 684). Additionally, within Ryan and Deci's (2000) self-determination theory, a sense of competence is linked to intrinsic motivation. Bandura (1993) also emphasises that Self-Efficacy beliefs play a pivotal role in motivational processes and are often considered a component of motivation. In some studies, Self-Efficacy has even been used as a measure of the broader motivation construct (Ciani et al., 2008). It is closely linked to behavioural changes, primarily through its influence on motivation. In the context of teaching, Self-Efficacy refers to teachers' confidence in

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their skills and abilities to facilitate student learning and their competence in developing effective curricula. A sense of mastery in both knowledge and practice leading to the achievement of desired outcomes is crucial to a teacher's Self-Efficacy. Teachers with strong self-efficacy are more likely to take on challenging tasks and remain intrinsically motivated. They invest significant effort in meeting their goals and tend to attribute failures to controllable factors rather than external circumstances. In essence, Self-Efficacy is the belief in one's ability to successfully perform specific tasks. A highly effective teacher is often more receptive to new ideas, more eager to experiment with innovative teaching methods, and more dedicated to meeting their students' needs. Individuals with a strong sense of Self-Efficacy tend to act, think, and feel differently from those who perceive themselves as less capable. When people possess high Self-Efficacy in a specific situation, they focus their attention and energy on meeting the challenges at hand. When confronted with obstacles or difficulties, these individuals are likely to increase their efforts and persist for longer, striving to overcome the challenges.

Motivation is defined as a combination of interconnected beliefs and emotions that drive and influence behaviour (Martin & Dowson, 2009; Wentzel, 1999). Several scholars have elaborated on the role of motivation in shaping behaviour, describing it as the force that initiates, sustains, and directs actions (e.g., Sinclair et al., 2006). Latham and Pinder (2005) refined the concept of motivation specifically for the workplace, defining Work Motivation as "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour and to determine its form, direction, intensity, and duration"

(Latham & Pinder, 2005, p. 486). Motivation in teaching is often explored by asking teachers about different types of motivation (e.g., Watt & Richardson, 2008), such as "working with children" or "inspired by former teachers," with an emphasis on how their motivation levels change over time. Motivation is a critical factor that drives individuals toward achieving their goals, and its importance is magnified in the workplace. It enhances performance in various areas like career, relationships, health, and finances. Motivation is a process that arises from physiological or psychological needs, which trigger behaviours aimed at achieving specific goals. Work Motivation energises employees toward achieving work-related objectives, encouraging them to devote effort, persistence, and direction in their profession. It helps inspire and encourage workers to perform their tasks thoroughly and improves the overall quality of their work. A highly motivated teacher works diligently to achieve performance goals. Intrinsic motivation involves engaging in behaviour because it is personally fulfilling, meaning the activity is performed for its own sake rather than for the pursuit of an external reward. On the other hand, extrinsic motivation occurs when individuals are driven to perform a behaviour or activity in order to earn a reward or avoid punishment. Extrinsic rewards can be effective in motivating people to acquire new skills or knowledge. The key distinction between extrinsic and intrinsic motivation lies in their sources: extrinsic motivation originates from external factors, while intrinsic motivation comes from within the individual.

Professional commitment is considered a fundamental aspect of the teaching profession. It reflects teachers' dedication and pledge to uphold established rules and norms, focussing on their responsibilities to students, society, and their profession.

This commitment involves striving for excellence while maintaining core human values. To be deemed a professional, a teacher must not only have the competence to perform their duties—such as subject mastery and effective teaching—but also the willingness to fulfil these responsibilities with dedication and integrity. As Nias (1981) noted, "Commitment is a term that teachers frequently use in describing themselves and each other. It is a word they use to distinguish those who are caring, dedicated, and serious about their job from those who prioritise their own interests." Joffres and Haughey (2001) defined professional commitment in terms of professional behaviour, describing it as the pursuit of improvement in one's practice, often involving time investment beyond regular school hours. Professional commitment can be broadly defined as a career-focused form of work commitment and one of the key factors influencing individuals' work behaviour (Mowday et al., 1974). For teachers, professional commitment reflects how they perceive, understand, and conceptualise their sense of dedication (Elliott, 2004). According to the *Cambridge International Dictionary of English* (1995), commitment is "a promise or pledge of loyalty or resources to a particular principle, person, or plan of action." It suggests a steadfast, unwavering belief in one's values and ideology. Simpson and Hood (2000) defined commitment within the teaching profession, noting that a committed teacher demonstrates specific behaviours, such as prioritising professional development, showing enthusiasm for teaching and learning, connecting with students, maintaining a positive attitude toward them, and being attentive to their motivations, strengths, needs, and circumstances.

Professional commitment represents the strength of motivation for one's chosen career and the attachment to that profession. Teachers who are equipped with commitment, passion, and enthusiasm serve as role models not only for their students but also for their peers. Fox (1964) emphasised that the strength of a profession is determined by the level of commitment of those practicing it, and this holds true for teaching. He further stated that passion is a defining trait for teachers, having a positive impact on student achievement. Hargreaves (1997) supported this view, suggesting that teaching is a pedagogical endeavour, and without commitment, educators may not achieve success because they play a pivotal role in guiding learners toward accomplishment.

Professionally committed teachers adapt their teaching methods to foster effective learning environments for their students. They develop loyalty to their school and their work, investing time and effort into continuous improvement. Professional commitment helps sustain teachers through difficult times and motivates them to contribute positively to the educational system, ensuring a lasting impact on both students and the institution.

Exploring the relationship between these factors and Professional Life Satisfaction is crucial because high levels of satisfaction can lead to better teacher retention, job performance, and overall well-being. Understanding these dynamics can also provide insights into how educational institutions and policymakers can better support teachers and create an environment conducive to their success and fulfilment.

Need and Significance

In a rapidly globalising world, teachers play a critical role in shaping not only disciplined and skilled learners but also students who are adaptable, dynamic, and capable of working in teams. To fulfil this role effectively, teachers must be both professionally committed and satisfied with their careers. They also need to maintain a realistic and balanced outlook on life. Key factors that contribute to a teacher's Professional Life Satisfaction include Self-Efficacy, Work Motivation, and Professional Commitment. Since teachers serve as role models for their students, these elements—Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction—become essential in the field of education. Recognising the importance of these factors, the investigator sought to explore how Self-Efficacy, Work Motivation, and Professional Commitment predict Professional Life Satisfaction among primary school teachers. Primary school teachers face unique challenges that make Professional Life satisfaction essential. The role of primary school teachers is pivotal in shaping the educational foundation of young learners. At this critical stage, teachers are not merely imparting knowledge but are also responsible for fostering emotional, social, and cognitive development. Given the demanding nature of this role, Professional Life Satisfaction among primary school teachers is of paramount importance. Satisfied teachers are more likely to be enthusiastic, innovative, and committed to their teaching practices. This, in turn, enhances the quality of education that students receive, leading to better academic outcomes and overall development. High levels of job dissatisfaction among teachers are a major contributor to teacher turnover. Professional Life Satisfaction is

crucial in reducing burnout and attrition rates, ensuring that experienced and skilled teachers remain in the profession, thus maintaining the continuity and stability of the learning environment. Teachers often struggle with balancing professional responsibilities with personal life due to the demanding nature of the job. Professional Life Satisfaction contributes to a healthier work-life balance, which is essential for long-term job sustainability and personal well-being.

The need and significance of Professional Life Satisfaction among primary school teachers cannot be overstated. It is a critical factor that influences not only the well-being of teachers but also the quality of education provided to students, the overall effectiveness of schools, and the long-term success of the educational system. Addressing this need is essential for ensuring that primary school teachers can perform their roles effectively and contribute positively to the growth and development of future generations.

Professional Life Satisfaction is a crucial indicator of well-being that reflects an individual's overall contentment with their life and circumstances. For primary school teachers, Professional Life Satisfaction is particularly significant given their pivotal role in shaping the educational experiences and developmental trajectories of young children. As educators who are entrusted with the foundational stages of learning, primary school teachers' Professional Life Satisfaction not only impacts their own quality of life but also influences their effectiveness and the quality of education they provide. In the demanding field of primary education, numerous factors contribute to the Professional Life Satisfaction of teachers. These factors range from professional fulfilment and work environment conditions to personal

well-being and socio-economic context. Job satisfaction, work-life balance, mental and emotional health, financial stability, and the support received from educational policies and the community all play integral roles in shaping teachers' overall life satisfaction. Understanding these factors is essential for developing strategies to support primary school teachers, ensuring they remain motivated, effective, and satisfied in their roles. This, in turn, has a direct impact on student outcomes and the broader educational environment. By exploring the various dimensions of Professional Life Satisfaction among primary school teachers, stakeholders can identify key areas for intervention and support, fostering a more sustainable and enriching educational landscape.

Professional Life Satisfaction has long been a focal point of human interest. It encompasses the cognitive aspect of subjective well-being, representing individuals' cognitive evaluations of their lives. In the realm of positive psychology, subjective well-being is often equated with happiness. This well-being is made up of three components: positive emotions, negative emotions, and life satisfaction. Positive and negative emotions form the emotional dimension of subjective well-being, while life satisfaction represents the cognitive or evaluative dimension. Life satisfaction is a cognitive and judgemental process defined as the overall evaluation of life quality based on personally chosen criteria. This evaluative process involves individuals comparing their current circumstances with the standards they deem appropriate. It is stressed that these judgements are rooted in a comparison of their present situation with the personal standards they have set for themselves rather than those imposed externally. Life satisfaction can be defined as the level of positive

development of all qualities of life as a whole. Life satisfaction is not related to a specific area and can be defined as a positive assessment of the whole life. Diener states that life satisfaction has a dynamic structure that may change according to the current living conditions and personal standards of the person. According to Diener (1984), life satisfaction is the judgement that individuals give about their well-being and quality of life based on personal criteria. A large body of studies has demonstrated that life satisfaction is associated with different positive personal, psychological, and social outcomes (DeNeve & Cooper, 1998; Diener & Tay, 2012; Pavot & Diener, 1993). Some longitudinal studies have suggested that life satisfaction is not only influenced by but also influences these positive outcomes. Indeed, higher life satisfaction seems to predict higher income (De Neve & Oswald, 2012), greater job success (Boehm & Lyubomirsky, 2008; Luhmann et al., 2013), better relationships (Oishi et al., 2009), a higher likelihood of marriage and childbirth and a lower likelihood of marital separation and relocation (Luhmann et al., 2013), fewer health problems, and greater longevity (Diener & Chan, 2011). Even if the processes underlying these associations are still unclear, studies seem to indicate that life satisfaction drives people towards the adoption of personal goals and hence a higher level of control over their life circumstances (Luhmann & Hennecke, 2017). Thus, Professional Life Satisfaction is an important indicator of present well-being and might be seen as a resource for future well-being.

Self-Efficacy, or one's belief in their ability to succeed in specific situations, is a key determinant of job performance and satisfaction. Teachers with high Self-Efficacy are more likely to approach challenges with confidence and persistence.

High Self-Efficacy is associated with greater resilience in the face of setbacks or obstacles. Teachers with a strong sense of efficacy are better equipped to cope with the demands of their profession, leading to higher levels of Professional Life Satisfaction. Teachers who demonstrate confidence and competence can serve as positive role models for their students, fostering a culture of self-belief and achievement within the classroom. Self-Efficacy refers to an individual's belief in their ability to perform tasks and reach goals. For teachers, high Self-Efficacy is critical in managing classroom dynamics, implementing effective teaching strategies, and addressing student needs. Since Bandura's (1997) social cognitive theory in relation to self-efficacy, a number of scholars had examined Self-Efficacy in educational settings. Teacher efficacy is referred to as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman, McLaughlin, Bass et al., 1977: p. 137). The importance of examining teacher efficacy lies in the extent of influence it exerts upon students' performance. Indeed, studies have shown that students' achievements appear to be the product of their educators' efficacy degree (e.g., Ross, 1992). Woolfolk and Hoy (1990) mentioned that "researchers have found few consistent relationships between characteristics of teachers and the behaviour or learning of students, teachers' sense of efficacy is an exception to this general rule" (p. 81). Indeed, studies have reported greater students' achievements when they had been taught by efficacious teachers compared to students from other classes (Watson, 1991). Additionally, efficacious teachers appear to have a positive effect upon students' motivation (Midgley et al., 1989) as well as upon the development of their own self-efficacy degree (Anderson et al., 1998). Berman and McLaughlin (1977) found a strong positive correlation between

students' performance and teachers' efficacy level. Efficacious (than non-efficacious) teachers appear to exert greater positive influence upon students due to their attitude and behaviour. That is, efficacious teachers tend to be less judgemental with students' mistakes (Gibson & Dembo, 1984), and they support more students from low socioeconomic status (Podell & Soodak, 1993). They also appear to be more open to new teaching methods (Allinder, 1994; Guskey, 1988; Stein & Wang, 1988), while they are more committed to their duties (Coladarci, 1992). Efficacious teachers also appear to have better organisational and management skills (Gibson & Dembo, 1984; Saklofske et al., 1988; Woolfolk et al., 1990) than non-efficacious ones. In contrast to the positive outcomes derived from efficacious teachers, research has shown that low- efficacy teachers motivate students less and appear less persistent towards student's learning (Podell & Soodak, 1993).

According to Ashton and Webb (1982), efficacious teachers are the product of two significant variables. The first one is the degree of teachers' teaching efficacy. This constitutes teachers' beliefs in their abilities to influence students' performance regarding other external factors (e.g., students' personal environment). The second one is teachers' personal efficacy, which is teachers' beliefs in their own personal abilities to positively affect students' learning (Ashton & Webb, 1982). Woolfolk and Hoy (1990) agreed that teaching efficacy is an important determination of teachers' efficacy, but they added an additional dimension to teachers' personal efficacy. They pointed out that teachers' personal efficacy constitutes teachers' personal responsibility regarding student's both positive and negative outcomes (Woolfolk & Hoy, 1990). Both personal efficacy and teaching efficacy

appear to be important influential variables towards students' performance. Ashton and Webb (1986) found that teaching efficacy affected students' mathematics achievements by 24%, while personal efficacy affected their language performance by 46%.

Work motivation, whether driven by internal factors such as passion and interest or external factors like rewards and recognition, influences job satisfaction and overall well-being. Motivated teachers are more likely to be engaged in their work, leading to higher levels of job satisfaction and commitment to their profession. Motivation provides the impetus for setting and achieving goals, both personal and professional. Teachers who are motivated to excel are more likely to experience a sense of fulfilment and satisfaction in their careers. According to Kottler and Zehn (2000) and Kumar (2002), teaching is one of the most stressful professions. Increasing hours of work, larger class sizes, more subjects to teach, and constantly changing curricula are cited as major demotivators in many countries. Bishay (1996) indicates that when teachers are motivated, it benefits students as well as teachers. Satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working. According to Qayyum and Siddique (2003), a teacher's competency motivates them to perform well. They also observed that promotion opportunities, due favour, effective division of work among teachers, availability of teachers for guidance, good working conditions, and job security enhance motivation. The success of the education system largely depends on the school subsystem. One of the most important human resources for schools to achieve their goals is teachers. The changing world

conditions of the twenty-first century have also affected working life, and in this context, work place motivation, one of the elements of organisational behaviour, has become one of the most important concepts that are examined and paid attention to (De Rijk et al., 2009). In short, motivation is a dynamic state of arousal that initiates, directs, coordinates, strengthens, terminates, and evaluates cognitive and motor processes as a result of desire (Dornyei & Ushioda, 2011). The concept of motivation, which has many definitions in the literature, is basically a concept belonging to the science of psychology and is considered a force that motivates the individual to meet personal and environmental needs. One of the areas where individual motivation has been examined in recent years is schools, and researchers have been examining the motivation processes of teachers and educators for many years (Yarim & Ada, 2021). Herzberg (1964) is of the opinion that giving subordinates the opportunity to develop themselves and show their talents and to be given time to achieve success increases the motivation of individuals. Work motivation is the internal drive that propels individuals to achieve professional goals and find satisfaction in their work. When teachers are motivated, they tend to engage more deeply in their teaching roles, leading to a more enriching experience for both themselves and their students. Motivation is defined as a set of interrelated beliefs and emotions. Motivation is the most important factor that drives every human being to reach their goals; in fact, the importance of motivation multiplies at the workplace. Motivation helps to do better in career, relationship, health, and money. Motivation is processes that start with physiological or psychological needs that activate behaviour or a drive that is aimed at a goal. It is a psychological process resulting from the reciprocal interaction between the individual and the environment that

affects a person's choices, effort, and persistence. Work is of special concern to the study of motivation. From a psychological point of view, work is an important source of identity, self-esteem, and self-actualisation. It provides a sense of gratification for an employee by clarifying one's value to society. It is important for organisations to understand and to structure the work environment to encourage productive behaviours and discourage those that are unproductive, given work motivation's role in influencing work place behaviour and performance (Madhab Ghosh, 2017). There is general consensus that motivation involves three psychological processes: arousal, direction, and intensity. Work motivation is an action that stimulates an individual to take a course of action, which will result in attainment of some goal or satisfaction of certain psychological needs of the individual himself. People can motivate themselves by seeking, finding, and carrying out work, that satisfies their needs or at least leads them to expect that their goals will be achieved (Herzberg, 2008).

Professional Commitment reflects the degree of dedication and loyalty that teachers have towards their profession. Teachers who are committed to their profession are more likely to derive satisfaction from their work and experience greater overall well-being. Committed teachers are willing to invest time and effort in their professional development, leading to continuous growth and improvement. Professional Commitment provides teachers with a sense of purpose and meaning in their work, contributing to higher levels of life satisfaction and fulfilment. Professional commitment is a crucial factor in transforming the educational system, as it motivates teachers to engage in essential practices that enhance the quality of

education. Highly committed teachers encourage students to participate in school activities, demonstrate genuine concern for their students' progress, and continuously seek new ideas to improve learning. With the advancement of technology, these teachers create innovative strategies for effective teaching. Professionally committed teachers establish strong connections between their profession and other stakeholders in the education system. They continually update, strengthen, and refine their professional competencies across various aspects of teaching to achieve the highest possible standards. Primary education is the foundation for the progress of the educational system in the country. Well-trained, competent, and committed teachers strengthen primary education and, in turn, empower the entire nation. Primary level teachers are entrusted by the community with the vital responsibility of shaping the current generation for the future through effective teaching and learning processes. Professional commitment is associated with significant outcomes such as enhanced work performance, reduced turnover intentions, and increased satisfaction at both organisational and professional levels. Higher levels of professional commitment are linked to positive behaviours that benefit the organisation. Teacher commitment is a crucial factor influencing the teaching-learning process. It involves the psychological identification of the individual teacher with the school, subject matter, or goals, as well as the teacher's intention to maintain organisational membership and engage deeply in their job beyond personal interests. Teachers are expected to be ideal individuals with high moral character. Professionally, they should establish good relationships with everyone involved in their profession. Therefore, teachers are expected to be committed to their profession, students, society, and fundamental human values.

Teacher commitment is at the core of quality Education. It has influence on promoting teaching profession, work performance, school and student achievement (Billingsley & Cross, 1992). Huberman (1993) identified teacher commitment as one of the most critical factors in the success of education. Quality education cannot be achieved without the sincere efforts of dedicated and committed teachers. It is these committed teachers who can inculcate values, nurture them, and help students internalize them. Therefore, committed teachers are essential for the survival and success of the Indian education system.

Self-Efficacy, Work Motivation, and Professional Commitment are put forward here as indicators of primary school teachers' Professional Life Satisfaction. No research was found that directly relates an overall measure of primary school teachers' Professional Life Satisfaction. Different studies revealed that Professional Life Satisfaction of primary school teachers was studied at different levels in different combinations but till date, Professional Life Satisfaction of primary school teachers was not studied in the combination of Self-Efficacy, Work Motivation, and Professional Commitment. For example, Manju Gehlawat (2012) conducted a study titled 'Organisational Commitment in Relation to Job Satisfaction and Work Motivation of Secondary School Teachers Working in Different Types of Schools'. Nain (2016) investigated 'Role Conflict, Professional Commitment, and Life Satisfaction of Teacher Educators in Relation to Their Academic Stream, Type of Institution and Locus of Control'. Keeping this into view, it is worthwhile to investigate the importance of examining Self-Efficacy, Work Motivation, and

Professional Commitment as predictors of Professional Life Satisfaction of primary school teachers.

The influence of primary school teachers extends beyond the classroom. By nurturing informed, well-rounded, and capable young individuals, they contribute to the development of a skilled and responsible citizenry, which is crucial for societal progress and stability. Primary school teachers are instrumental in shaping the intellectual, emotional, and social development of young children. Their impact is felt not just within the classroom but throughout the students' lives and across society as a whole.

When studying the factors that contribute to the overall well-being and satisfaction of primary school teachers, it is essential to consider the interplay of psychological and professional elements. Teachers are pivotal in shaping the next generation, but their roles come with unique challenges that can impact their Professional Life Satisfaction. Having a better understanding of the factors that influence Professional Life Satisfaction can lead to strategies to improve teacher performance and effectiveness in the classroom. High levels of job satisfaction are linked to increased teacher retention rates and the attraction of new talent to the profession. Identifying predictors of Professional Life Satisfaction can aid in crafting policies to address teacher turnover. Teacher well-being has been linked to student outcomes. Happy and satisfied teachers are more likely to create positive learning environments, leading to better academic and socioemotional outcomes for students. Insights into the predictors of Professional Life Satisfaction can inform professional development programmes tailored to enhance teacher well-being and job

satisfaction. By addressing these factors, policymakers and educational leaders can support the holistic development of teachers, ultimately benefiting both educators and students alike.

Here are some potential research questions that could be addressed in this study:

1. What is the nature of Professional Life Satisfaction, Self-Efficacy, Work Motivation and Professional Commitment of Primary School Teachers?
2. Are there significant differences in Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction among primary school teachers in the subgroups based on Gender, Type of Management of School, Locality of School, Age, Teaching Experience, and Marital Status?
3. To what extent Professional Life Satisfaction, Self-Efficacy, Work Motivation and Professional Commitment are related?
4. Which is the most influencing factor of Professional Life Satisfaction of Primary School Teachers?
5. Are there interactions or significant effects between Self-Efficacy, Work Motivation, and Professional Commitment in predicting Professional Life Satisfaction among Primary School Teachers?

These research questions aim to explore the factors that contribute to the Professional Life Satisfaction of Primary School Teachers, with a specific focus on Self-Efficacy, Work Motivation, and Professional Commitment.

Statement of the Problem

Primary school teachers play a crucial role in shaping the intellectual, emotional, and social development of young children. Their influence extends beyond the classroom, impacting students' lives and society as a whole. Ensuring that teachers are happy, satisfied, dedicated, and committed is vital for them to perform their best at work, thereby benefiting students, parents, and the community. Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction is essential for enhancing teacher well-being and creating positive learning environments in primary schools. So, the researcher decided to conduct the study and the proposed study is entitled as ‘SELF-EFFICACY WORK MOTIVATION AND PROFESSIONAL COMMITMENT AS PREDICTORS OF PROFESSIONAL LIFE SATISFACTION OF PRIMARY SCHOOL TEACHERS’.

Definition of Key Terms

The key terms used in this study are;

Self-Efficacy

According to Albert Bandura Self-Efficacy is a personal judgement of “how well one can execute courses of action required to deal with prospective situations”. Self- efficacy implies belief in one's capabilities to achieve a goal or an outcome.

“Teacher Efficacy is teacher’s belief that they possess the ability to influence student learning and achievement for all students, including those students who may be considered unmotivated and difficult”. (McLaughlin and Marsh, 1978). Teacher

self-efficacy refers to the teachers' perception that they are equipped with the skills and abilities to help students.

For the present study Self-Efficacy is the scores obtained by a teacher in Self-Efficacy Scale which includes four dimensions namely, Instructional Self-Efficacy, Behavioural Self-Efficacy, Cultural Self-Efficacy and Decision-Making Self-Efficacy.

Work Motivation

“Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration”. (Pinder, 1998).

Work motivation refers to the set of internal and external factors that stimulate individuals to take actions that lead to achieving work-related goals. It encompasses the level of effort, persistence, and intensity a person applies to their job tasks. Factors influencing Work motivation include personal interests, intrinsic rewards (such as professional satisfaction), and extrinsic rewards (such as salary, recognition, and promotion opportunities). Work motivation is crucial for productivity, job performance, and overall organizational success.

In the present study Work Motivation is the total scores obtained by a teacher in the Work Motivation Scale which includes five dimensions namely, Management and Organisational Factors, Professional and Academic Developmental Factors, Professional Satisfaction, Students' Involvement, and Inter-Personal Relationship.

Professional Commitment

The professional commitment of teachers is the pledge or promise or role obligation of teachers' measurable behaviour pattern according to certain rules and norms and code of ethics of the teaching profession concerning mainly students, society, profession, attaining excellence and basic values.

According to Dave (1998), “Well-trained and effective teachers are those who are both competent as well as committed professional practitioners”.

In the present study, Professional Commitment is the total scores obtained by a teacher on the Professional Commitment Scale, which consists five dimensions namely, Commitment to the Learner, Commitment to the Society, Commitment to the Profession, Commitment to Achieve Excellence for Professional Actions, and Commitment to Basic Human Values.

Professional Life Satisfaction

Professional Life Satisfaction refers to an individual's overall contentment, happiness, and fulfilment related specifically to professional or work life. Professional Life Satisfaction goes beyond mere happiness or momentary contentment. It's the holistic evaluation of one's entire work-related experience. Rather than focusing solely on current emotions, Professional Life Satisfaction considers individuals' overall feelings about their work, career, and workplace.

In the present study, Professional Life Satisfaction refers to the scores obtained by a teacher regarding their satisfaction with their academic life, based on their ranking of goals in the past, present, and future on the given ladder scale.

Primary School Teachers

Primary School Teachers refer to the group of teachers teaching from Standard 1 to Standard 7 of Government and Aided schools of Kerala.

Objectives of the Study

The objectives of the present study are as follows

1. To find out the extent of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.
2. To compare the mean scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction among Primary School Teachers for the subgroups based on Gender, Type of Management of school, Locality of School, Age, Teaching Experience and Marital Status.
3. To find out the main and interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life satisfaction of Primary School Teachers.
4. To find out the extent and nature of relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction of Primary School Teachers.
5. To develop a regression equation to predict Professional Life Satisfaction from Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers.

6. To find out the relative efficiency of Self-Efficacy, Work Motivation, and Professional Commitment to predict Professional Life Satisfaction of Primary School Teachers.

Hypotheses of the Study

The study is carried out to test the following hypotheses:

1. There exists significant difference in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction of Primary School Teachers in the subgroups based on
 - a. Gender
 - b. Type of Management of School
 - c. Locality of School
 - d. Age
 - e. Teaching Experience and
 - f. Marital Status
2. There exist significant main and interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction of Primary School Teachers.
3. The select independent variables have significant positive correlation with Professional Life Satisfaction of Primary School Teachers.
4. The select independent variables are significant predictors of Professional Life Satisfaction among Primary School Teachers.

Methodology

The methodology of the study has given as follows:

Method

The method used for the study was survey method with predictive design to predict Professional Life Satisfaction with the independent variables Self-Efficacy, Work Motivation, and Professional Commitment.

Variables of the Study

The following variables are selected for the present study.

Independent variables

- Self-Efficacy
- Work Motivation
- Professional Commitment

Dependent variable

- Professional Life satisfaction

Classificatory Variables

Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status of Primary School Teachers are treated as classificatory variables.

Population and Sample

The population of the study was Primary School Teachers in Kerala and the sample for the study was collected from this population. Due weightages were given to the relevant subgroups of the population such as Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status. Stratified sampling technique was applied in the study. The study was conducted on a sample of 532 primary school teachers of Kozhikode, Malappuram, Palakkad and Thrissur districts of Kerala state.

Tools employed in the present study

All the variables were measured using standardized tools with acceptable reliability and validity. Work Motivation scale and Professional Commitment scale were developed by the investigator with the help of the supervising teacher. The investigator used available, standardized tools to measure Self-Efficacy and Professional Life Satisfaction. The tools used are the following:

- 1) Self-Efficacy Scale (Padma Rekha & Sobha, 2015)
- 2) Work Motivation Scale (Rajini & Bindhu, 2022)
- 3) Professional Commitment Scale (Rajini & Bindhu, 2022)
- 4) Professional Life Satisfaction Scale (Sasidharan & Sudheesh Kumar, 2000)

Statistical Techniques used

The main statistical techniques employed for the present investigation are given below:

The study is quantitative in nature and the investigator used both descriptive and inferential statistics for the analysis. The statistical techniques used for the present study are summarized as follows.

Preliminary Analysis

The preliminary analysis was conducted to determine the nature of the data distribution. Basic descriptive statistics, including mean, median, mode, standard deviation, skewness, and kurtosis, were calculated for each independent and dependent variable. These statistics were computed for the total sample and subgroups based on gender, type of management of school, locality of school, age, teaching experience, and marital status. This helped explain the key characteristics of the data collected. Descriptive statistics were also used to identify the nature of the distribution of the independent and dependent variables in quantitative terms.

Percentile Analysis

A percentile represents a point on the score scale below which a given percentage of the scores or cases fall. To calculate percentile values, one has to locate the point on the score scale up to which the given percentage of scores lies. Percentiles are used to measure the relative position of a single item or individual in comparison to the group. In the present study, percentile analysis is used to find out the extent of the variables viz., Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.

Mean Difference Analysis

Comparison of mean scores was carried out to test whether significant difference exist in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction of male and female, government and aided, rural and urban, married and unmarried primary school teachers. For this, the mean and standard deviation of the distributions of the variables were calculated for the subgroups based on Gender, Type of Management of School, Locality of School, and Marital Status of Primary School Teachers. A two-tailed test of significance of difference between means was used for comparison. For the subgroups based on Age and Teaching Experience, one-way ANOVA was done since there are more than two categories.

Three-Way ANOVA

The main effect and interaction effect of three independent variables on dependent variable were estimated using three- way ANOVA. Three fixed factors were identified for each of the independent variable. Each independent variable was divided in to three levels. Hence Three-Way ANOVA with 3x3x3 factorial design in which three independent variables at three different levels, were used to analyse the data. The significant F values were subjected to Scheffe test of Post hoc comparison.

Correlation Analysis

Correlation explains the relationship that exists between two variables. It is used to express the extent to which two variables are correlated either positively or negatively (Hauke & Kossowski, 2011). In the present study, Pearson's Product

Moment Coefficient of correlation was used to find out the relationship of independent variables (Self-Efficacy, Work Motivation, and Professional Commitment) with dependent variable (Professional Life Satisfaction) of Primary School Teachers.

Multiple Regression Analysis

To predict the individual and joint contribution of independent variables on dependent variable, multiple regression was done using enter method in which all independent variables were entered simultaneously. A regression equation was also developed to predict the dependent variable from the selected independent variables.

Scope and Delimitation of the Study

The main purpose of the study is to explore how Self-Efficacy, Work Motivation, and Professional Commitment predict Professional Life Satisfaction among primary school teachers. The scope of the study is to investigate the effect of Self-Efficacy, Work Motivation and Professional Commitment on Professional Life Satisfaction of primary school teachers, with the goal of providing insights into factors that influence teacher well-being in the educational context. The study likely involves primary school teachers as participants. The sample consists of teachers from different demographics, such as Gender, Type of Management of School, Locality of School, Age, Teaching Experience, and Marital Status. For this study, appropriate tools available as well as constructed by the investigator with the help of supervising teacher were used. With the help of appropriate tools, the required data were collected from 532 primary school teachers from four districts of Kerala state.

Analysis of data was done with utmost care. The scope of the study is enormous. Self-Efficacy, Work Motivation, and Professional Commitment, are put forward here as indicators of primary school teachers' Professional Life Satisfaction. By addressing these factors, policymakers and educational leaders can support the holistic development of teachers, ultimately benefiting both educators and students alike. Besides the fact that result of this study will be helpful for teachers and educational planners, it will also be helpful for planners of professional development programmes for academic staff colleges.

The present study is delimited to the following aspects:

1. The study conducted on primary school teachers only.
2. Many other variables which may affect Professional Life Satisfaction, the investigator selected only three variables.
3. The sample for the study is delimited to four districts of Kerala, viz., Kozhikkode, Malappuram, Palakkad, and Thrissur.

Organization of the Report

The research report of the study is organized in five chapters. The details of organisation of the report are described below.

Chapter One - Introduction

This chapter deals with a brief introduction of the problem, need and significance, statement of the problem, definition of key terms, variables selected for the study, objectives, hypotheses, a brief description of the methodology adopted for the study, scope and delimitation of the study and organization of the report.

Chapter Two - Review of Related Literature

This chapter provides theoretical perspectives of the variables and review of related studies of the variables.

Chapter Three – Methodology

This chapter contains the variables, objectives, hypotheses, method used, population and sample, tools used for data collection, sample selected for the study, data collection procedure, statistical techniques used for analysing the data.

Chapter Four – Analysis and Interpretation

This chapter describes details of preliminary analysis and major analysis comprising Percentile Analysis, Mean Difference Analysis, Three-Way Analysis of Variance, Correlation Analysis, and Multiple Regression Analysis.

Chapter Five – Summary, Findings and Conclusion

This chapter presents study in retrospect, major findings of the study, tenability of hypotheses and conclusion.

Chapter Six – Recommendations

This chapter presents educational implications of the study, recommendations and suggestions for further research.

REVIEW OF RELATED LITERATURE

- Theoretical overview and Review of related studies on Self-Efficacy
- Theoretical overview and Review of related studies on Work Motivation
- Theoretical overview and Review of related studies on Professional Commitment
- Theoretical overview and Review of related studies on Professional Life Satisfaction

REVIEW OF RELATED LITERATURE

A comprehensive review of related literature is a crucial element of any research project, serving as a foundation for knowledge development. By integrating and summarising research studies on a particular topic, such reviews provide researchers with an overview of the existing knowledge generated by previous research. The process of reviewing related literature involves systematically identifying, locating, and analysing research documents that offer information pertinent to the research problem and its findings. These documents may comprise publications, abstracts, reviews, survey reports, writings, dissertations, books, other studies reports, and even digital sources. Conducting a literature review is essential for building a solid body of valid knowledge on any educational topic. It enables the researcher to define and narrow the research problem while avoiding unintentional or unnecessary replication of past studies.

The backdrop and context for the study problem are given by the review of the literature. It should establish the need for the research and indicate that the writer is knowledgeable about the area. (William Wiersma, Stephen G Jurs).

In this chapter an attempt has been made to analyse the theoretical framework of variables involved in the study. Attempts were also made to analyse the researches using these variables in educational settings. Hence this chapter has been divided into four sections. These sections are: theoretical overview and review of related studies on Self-Efficacy, theoretical overview and review of related studies

on Work Motivation, theoretical overview and review of related studies on Professional Commitment, theoretical overview and review of related studies on Professional Life Satisfaction.

Theoretical Overview of Self-Efficacy

Introduction

Albert Bandura, a renowned psychologist, initially introduced the concept of self-efficacy. He defined it as an individual's personal judgment of "how well one can execute courses of action required to handle prospective situations." A person's self-efficacy expectations influence whether they can demonstrate coping behaviours and the length of time they will persist in confronting situations. People who have strong self-efficacy are more likely to put in the required effort, which, when used well, yields favourable results. On the other hand, people who have poor self-efficacy are more likely to fail because they quit up too soon.

Professional psychologists have investigated self-efficacy through multiple angles, examining different pathways in its development, its dynamics, and its absence across various contexts. They have also studied the interactions between self-efficacy and self-concept, as well as the attribution patterns that either strengthen or undermine self-efficacy. Educator Kathy Kolbe adds, "Belief in innate abilities involves valuing one's unique set of cognitive strengths. It also requires determination and perseverance to overcome obstacles that might hinder the use of those innate abilities to achieve one's goals."

Self-efficacy impacts every aspect of human endeavour. By shaping the beliefs individuals hold about their ability to influence situations, it significantly affects their actual capacity to face challenges effectively and the decisions they are most likely to make. These effects are especially noticeable and influential when it comes to behaviours related to health.

Albert Bandura described self-efficacy as an individual's confidence in their ability to succeed in particular circumstances or complete tasks. This belief in one's capabilities plays a crucial role in how people approach goals, handle tasks, and face challenges. As a fundamental element of Bandura's social cognitive theory, self-efficacy highlights the role of observational learning and social experiences in shaping personality. A central idea in social cognitive theory is that people's behaviours and cognitive processes are influenced by observing others. Since self-efficacy develops through external experiences and self-reflection, it greatly affects the outcomes of different events, making it a key factor in social cognitive theory. It illustrates how individuals interpret and respond to social influences. Bandura suggested that individuals with high self-efficacy, or strong belief in their ability to succeed, tend to see difficult tasks as opportunities for growth rather than as threats to be avoided.

The core concepts of Bandura's theory are illustrated through a model called triadic reciprocal causation. This schema demonstrates how the reproduction of observed behaviour is shaped by the interaction of three key determinants:

1. **Personal Factors** – These include an individual's cognitive processes, emotions, and biological influences that impact how they perceive and respond to situations.
2. **Behavioural Factors** – These refer to the actions and decisions an individual takes based on prior experiences and self-efficacy beliefs.
3. **Environmental Factors** – These consist of external influences such as social interactions, cultural norms, and situational contexts that affect an individual's behaviour.

Together, these three determinants interact dynamically, each influencing and being influenced by the others in shaping behaviour.

Social Learning Theory

Social learning theory explains how skills are acquired primarily within a social group through dynamic interactions. It emphasizes that learning occurs as individuals succeed or fail in these group interactions, which helps them develop emotional and practical skills, a clearer self-perception and acceptance of other people. The notion states that people pick up new skills through watching, copying, and modelling the actions of others. Self-efficacy plays a role in this by reflecting an individual's understanding of the skills they can contribute in a group context. Social learning theory views human behaviour as a result of continuous reciprocal interaction between cognitive, behavioural, and environmental factors. According to social learning theory, environmental, behavioural, and cognitive elements constantly interact to shape human behaviour.

For effective modelling, several conditions must be met:

1. Attention – The observer must focus on the behaviour being modelled.
2. Retention – The observed behaviour must be remembered.
3. Reproduction – The observer must be able to replicate the behaviour.
4. Motivation – The observer must have the desire or reason to reproduce the behaviour, which often depends on expected rewards or consequences.

Reciprocal Determinism

Bandura introduced the concept of reciprocal determinism, which posits that both the world and an individual's behaviour influence one another, unlike behaviourism, which asserts that one's environment solely dictates behaviour. While studying adolescent aggression, Bandura found this view overly simplistic and proposed that behaviour also shapes the environment. Over time, he expanded this idea, viewing personality as the result of an interaction between three key components:

1. Environment – The external conditions and social context in which a person exists.
2. Behaviour – The actions and responses of the individual.
3. Psychological Processes – Internal cognitive functions, including the ability to form mental images and use language.

This interaction creates a dynamic system where each element continuously influences the others.

Because it takes important components like attention, memory, and motivation into account, social learning theory is frequently seen as a bridge between behaviourist and cognitive learning theories. By integrating both the external influences of behaviourism and the internal cognitive processes of learning, it offers a more comprehensive understanding of how individuals learn. The idea is strongly linked to the Social Development idea of Vygotsky and the Situated Learning Theory of Lave, which both emphasise the importance of social interaction and learning in a group setting in shaping development and behaviour. These theories emphasize that learning is not only a personal process but also a social one, deeply influenced by observing and interacting with others.

Self-Concept Theory

With an emphasis on how these impressions are structured and persist throughout life, self-concept theory seeks to explain how people see and understand their own existence in light of cues they receive from outside sources. A person's ability to see himself and their interactions with others is a key factor in both their triumphs and failures. The theory states that one's self-concept is:

- **Learned:** It is absent at birth and developed over time.
- **Organized:** It is structured in the way it is applied to the self.
- **Dynamic:** It constantly evolves and is not fixed at any particular age.

Self-concept, which is essentially a response to the question "Who am I?" is made up of an individual's views about themselves. It is also referred to as self-construction, self-identity, self-perspective, or self-structure. It is made up of self-

schemas and interacts with the social self, self-knowledge, and self-esteem to produce the total self. Future, present, and past selves are all included in one's self-concept. A person's views of what they may become, what they strive to become, or what they dread becoming are represented by their future selves, also known as possible selves. These prospective selves can function as incentives, pushing specific behaviours and motivating individuals toward their goals.

As per the temporal self-appraisal theory, people typically keep a positive self-evaluation by putting aside their negative self-perceptions and concentrating on their positive ones, with their future self-perceptions being more positive and their past self-perceptions being less favourable.

The way in which people conceptualise their past or future selves is inextricably tied to how they assess their current selves. According to the temporal self-appraisal theory, people have a tendency to maintain a favourable self-perception by putting more mental effort into their positive traits and establishing psychological distance from their negative self-perception. Furthermore, individuals are inclined to regard their past selves with less favour (e.g., "I have improved compared to my former self") and to envision their future selves in a more favourable light (e.g., "I will surpass my current state").

Attribution Theory

The main focus of attribution theory is on how individuals assign meaning to events and how these ideas relate to how they see themselves. Causal attributions are directly and reciprocally linked to self-efficacy. According to attribution theory, there are three main components of cause:

- The location of the assumed cause is known as the *locus*. Feeling of self-efficacy and self-esteem will be boosted by success and depressed by failure if the locus is internal (dispositional).
- *Stability* indicates whether the cause is thought to be dynamic or static over time. It is strongly tied to expectations and goals because when people blame stable factors, like the difficulty of a task, for their failures, they set themselves up for future failures in the same endeavour.
- When someone feels actively in control of the cause, it's referred to as *controllability*. Controllability refers to a person's ability to actively manage their actions, which can lead to feelings of humiliation, shame, or anger when they fail.

Influencing Factors for Self-Efficacy

Bandura outlines four essential elements that influence self-efficacy.

Experience or inactive attainment

The most important aspect affecting a person's self-efficacy is their mastery experience. Achievements enhance self-efficacy, whereas failures diminish it as well. Erik Erikson, a psychologist, states: “children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better, but what I call their accruing ego identity gains real strength only from wholehearted and consistent recognition or real accomplishment, that is, achievement that has meaning in their culture”.

Modelling or Vicarious experience

Modelling is perceived as “If they can do it, I can do it as well”. The observation of others' successes enhances our own self-efficacy; conversely, the observation of failures diminishes our self-efficacy. This phenomenon is most potent when we perceive a likeness between ourselves and the model. Although it does not exert as much influence as direct experiential learning, modelling proves to be particularly beneficial for individuals who exhibit significant self-doubt.

Social Persuasion

Social persuasion typically manifests as explicit encouragement or discouragement from an external individual. It has been observed that discouragement tends to exert a more significant impact on diminishing an individual's self-efficacy than encouragement does in enhancing it.

Physiological Factors

In high-pressure circumstances, individuals typically display manifestations of distress, including tremors, bodily discomfort, exhaustion, apprehension, and nausea, among others. The interpretation of these physiological responses in oneself can significantly influence self-efficacy. Experiencing ‘butterflies in the stomach’ prior to engaging in public speaking may be perceived by an individual with low self-efficacy as an indication of incompetence, thereby exacerbating the decline in self-efficacy, whereas an individual with high self-efficacy is likely to regard such physiological reactions as normative and unrelated to their competency.

Alex Stakovic incorporated an additional factor that influences self-efficacy.

Perception of Ability

The nature of our perception regarding the malleability of ability is a critical consideration. In instances where individuals perceive ability as a static characteristic, the likelihood of enhancing self-efficacy diminishes; conversely, if individuals view ability as a developmental trait subject to change throughout their lives, the probability of elevating their self-efficacy increases significantly.

Levels of Self-efficacy

General self-efficacy

It is generally established that self-efficacy is domain-specific, meaning that one might have relatively strong beliefs about oneself in many domains or functional contexts. However, a universal feeling of self-efficacy has also been conceptualised by certain researchers. It speaks to a person's overall confidence in their capacity to handle a variety of challenging or unfamiliar circumstances. The general Self-Efficacy Scale is most commonly used to evaluate this more comprehensive construct.

Social self-efficacy

A person's confidence in their capacity to carry out the social interactional tasks required to establish and sustain interpersonal relationships is known as their social self-efficacy. In the scientific literature, social self-efficacy has undergone varying definitions, descriptions, and measurements as scholars have attempted to apply Bandura's theory in broader contexts. The Scale of Perceived Social Self-Efficaciousness (PSSE), for instance, was created and tested by Smith and Betz to

evaluate social self-efficacy. The Scale of Perceived Social Self-Efficaciousness was defined as an assessment of expectations for one's own self-efficacy in relation to a range of social acts.

Academic Self-Efficacy

Academic self-efficacy is the belief held by a student that they can successfully participate in and finish a course or particular academic tasks, such as meeting requirements, passing the course, demonstrating competency in the skills required, and achieving course outcomes. Numerous empirical investigations have also been carried out in an effort to assess academic self-efficacy.

Teacher Self-Efficacy

The idea of one's ability to handle all the responsibilities and difficulties that come with being a teacher is known as teacher self-efficacy.

Studies Related to Self- Efficacy

Orakci, S., Goksu, D. Y. and Karagoz, S. (2023) investigated how teachers develop their self-efficacy beliefs during teaching practice and how they perceive their own self-efficacy. A mixed method research strategy was used to create the study. 379 teachers provided the quantitative data, and the top 10 participants with the highest degree of self-efficacy provided the qualitative data. According to the study, teachers felt very competent and self-sufficient in their instruction.

Rossiandy and Indradewa (2023) explored the impact of teacher self-efficacy on job satisfaction, motivation, organizational commitment, and job performance

within formal educational settings. Utilizing a survey distributed through online questionnaires, this research adopted a purposive sampling approach to select teachers from kindergarten through high school levels for the 2022-2023 academic year. Structural Equation Modeling (SEM) was employed for data analysis using SmartPLS 3.0 software. Key findings revealed that teacher self-efficacy directly influences job satisfaction, motivation, and job performance. However, it was found that self-efficacy does not significantly affect job performance through the mediating roles of motivation and organizational commitment.

Chandrika et al., (2022) investigated the Self- efficacy with reference to gender and teaching experience among higher secondary school teachers. Descriptive survey method was utilised for the investigation. Using a random sampling technique, 110 higher secondary school teachers from government and private schools in the Mathura district of Uttar Pradesh were selected as a sample. The result demonstrates that there is minor difference in self-efficacy among upper secondary school teachers with respect to gender and a significant difference in self-efficacy among higher secondary school teachers with respect to teaching experience.

Gunduz, Y. (2022) carried out a study to investigate the relationship between teachers' psychological well-being, tolerance, and self-efficacy beliefs. The survey method was used in this study. Using basic random sampling, 678 instructors from the general public were included in the sample. The findings showed that teachers' psychological well-being and self-efficacy are positively correlated, while tolerance did not show any statistically significant correlation.

Sandaraj, M. and Hashim, H. (2022) conducted a study to establish the relationship between Teacher efficacy and Malaysian primary pupils' achievement in formative reading assessment. 30 samples were selected from primary school English teachers and 90 Year 5 pupils were selected randomly. The results showed that teachers with high self-efficacy are more inclined to be motivated and committed to ensuring that students attain higher levels in reading.

Okoro, A. U., Nwagbo, C. R., Ugwuanyi, C. S. and Ugwu, B. E. (2022). investigated the influence of teachers' self-efficacy on the academic performance of secondary school students in Biology in Enugu State, using an ex post facto research design. A purposeful sampling technique was employed to select a sample of 270 SSI Biology students and 25 SSI Biology teachers. The findings revealed that students taught by teachers with high and moderate levels of self-efficacy achieved better academically compared to those whose teachers had low self-efficacy. Additionally, there was no significant difference in the academic performance of male and female students in Biology based on the self-efficacy behaviour of their teachers.

Street et al., (2022) examined the changes in students' self-efficacy over a sequence of 3-4 lessons as they learned a new mathematics topic, using a micro-analytic longitudinal design. The participants included 77 Norwegian 6th-grade students (approximately 11 years old) and 93 10th-grade students (approximately 15 years old). The findings revealed that (a) students' self-efficacy shifted across the lesson sequences, (b) there were differences in both the initial level and changes in self-efficacy based on perceived task difficulty and grade level, (c) there was more

individual variation in self-efficacy related to harder tasks, and (d) students learning a new topic in geometry had higher self-efficacy at the start of the first lesson compared to those learning new topics in algebra (grade 10) and measurement (grade 6).

Gordon, Blundell, Mills and Bourke (2022) conducted a systematic review to examine the relationship between curriculum and assessment reform and teacher self-efficacy. A total of 29 empirical studies were analysed to identify the factors that influence teacher self-efficacy during periods of change, as well as the support mechanisms required to sustain high levels of self-efficacy. By employing the systematic quantitative literature review method, along with Social Cognitive Theory and sources of self-efficacy, the studies revealed that environmental factors tend to reduce teacher self-efficacy during reform efforts.

Hussain and Alikhan (2022) conducted a study reviewing the concept of teacher self-efficacy and its significance in enhancing teacher effectiveness. Their research established that teacher self-efficacy plays a crucial role in influencing a wide range of educational outcomes. These include not only student-related outcomes, such as student achievement, motivation, and efficacy beliefs, but also teacher-related aspects like determination, passion, confidence, and instructional behaviour.

Cardullo et al. (2021) investigated the relationship between factors in the extended Technology Acceptance Model (TAM) and teachers' self-efficacy in remote teaching during the COVID-19 pandemic. A survey using a 49-item questionnaire was employed for data collection. The findings revealed that perceived

usefulness and system quality were significant predictors of K-12 teachers' motivational self-efficacy in remote teaching.

Abun et al. (2021) investigated the impact of teachers' self-efficacy on job satisfaction using a descriptive correlational research design. The study employed total enumeration sampling and utilized questionnaires to collect data. The findings indicated that teachers' self-efficacy was very high across three dimensions: self-efficacy in student engagement, instructional strategies, and classroom management. In contrast, teachers' job satisfaction was rated as high, though not very high, in two areas: satisfaction with the work itself and personal growth and career development. The study found a significant correlation between teachers' self-efficacy and job satisfaction.

Ortan, Simut and Ramona (2021) explored the relationship between teacher job satisfaction and four key categories of determinants: self-efficacy, relational aspects (such as colleague collaboration, student behaviour, and school management), work-related factors (like administrative workload and teaching tasks), and working conditions. Their study involved a survey administered to 658 K-12 teachers from the North-West region of Romania. The findings revealed that self-efficacy, opportunities for promotion, positive student behaviour, and favourable working conditions significantly impacted teachers' job satisfaction.

Cherry (2020) found that teachers with a high sense of teacher efficacy tend to develop a strong interest in academic activities and demonstrate a high level of commitment to their interests and school-related tasks. These teachers remain

composed when encountering difficulties or setbacks and view challenging activities as opportunities for success rather than obstacles.

Hayat, Shateri, Amini and Shokrpour (2020) investigated the mediating effects of metacognitive learning strategies and learning-related emotions in the relationship between academic self-efficacy and academic performance in medical students. The study was conducted with 279 medical students at Shiraz University of Medical Sciences. Structural equation modeling results showed that students' self-efficacy influences their learning-related emotions and metacognitive learning strategies, both of which subsequently affect academic performance. Furthermore, learning-related emotions impact metacognitive learning strategies, which mediate the effect of emotions on academic performance.

Alibakhshi, Nikdel and Labbafi (2020) examined the consequences of teachers' teaching self-efficacy using a qualitative research approach. Data were gathered through semi-structured interviews with 20 EFL teachers selected via purposive sampling. The findings revealed that teaching self-efficacy has multiple consequences, categorized as pedagogical, learner-related, and psychological.

Burić and Kim (2020) conducted a study to examine the relationship between teacher self-efficacy, instructional quality (specifically classroom management, cognitive activation, and supportive climate), and student motivational beliefs (including self-efficacy and intrinsic motivation). The study involved 94 high school teachers and 2,087 students. The results indicated that, at the class level, teacher self-efficacy was positively associated with the three dimensions of instructional quality but did not correlate with student motivational beliefs. However,

instructional quality was found to have a positive relationship with student motivational beliefs.

Manju, Sheena and Muhammed (2019) conducted a study investigating the relationship between workplace spirituality, self-efficacy, and organizational citizenship behaviour (OCB) among secondary school teachers. The research aimed to determine whether spirituality and teacher efficacy could predict teachers' citizenship behaviour. Data were collected from 353 teachers employed in state-run schools. The study revealed a positive relationship among various dimensions of workplace spirituality, teacher efficacy, and two categories of OCB.

Bargsted, Vielma and Yeves (2019) investigated the mediating role of work design characteristics specifically task, knowledge, social, and contextual characteristics—in the relationship between self-efficacy and job satisfaction. The study included a total of 353 Chilean workers, using a non-probabilistic sampling method. The results supported the mediational relationship between self-efficacy and job satisfaction, highlighting task and social characteristics as significant job design factors.

Nurindah, Akhil and Jafar (2019) conducted a study examining the relationship between teacher self-efficacy and performance in teaching literature in interest-based classes at two senior high schools (SMAN1 and SMAN2) in Kendari. The research employed two primary methods: (1) open interviews with five teachers and (2) classroom observations focusing on teaching materials, classroom management, and teacher enthusiasm during the learning process. The findings revealed that teachers had high confidence in their ability to teach literature,

attributing significant value to their performance. However, this self-efficacy did not translate into practical application; observations indicated that the elements associated with self-efficacy were generally absent, suggesting that teachers' self-efficacy did not lead to improved learning outcomes.

Barni, Danioni and Benevene (2019) investigated the relations between teachers' values and their self-efficacy. 227 Italian high school teachers were involved in the study. Results showed that teachers' conservation values were positively associated to sense of self-efficacy regardless of the type and level of motivation for teaching. The relationship between openness to change and self-efficacy on the one hand, and self-transcendence and self-efficacy on the other, varied depending on teachers' motivation.

Rekha, P. and Sobha (2019) conducted a study to examine the impact of metacognition and self-efficacy on the teaching competency of high school mathematics teachers. A sample of 303 high school mathematics teachers was drawn from various schools in the southern districts of Tamil Nadu, including Kanniyakumari, Tirunelveli, and Thoothukudi. Utilizing a normative survey method, the study found a significant influence of both metacognition and self-efficacy on the teaching competency of these teachers.

Pathak et al. (2018) conducted a study to examine the relationship between teachers' self-efficacy and their commitment to teaching. The study involved a sample of 100 respondents selected through a non-probability purposive sampling technique. The major findings indicated a significant relationship between teachers' self-efficacy and commitment to teaching.

Yada, Asko and Hannu (2018) conducted a study to explore the relationship between teachers' attitudes, self-efficacy, and background variables in the context of inclusive education. The sample included 359 Japanese teachers and 872 Finnish teachers. The findings revealed that experience in teaching students with disabilities positively influenced teachers' attitudes and self-efficacy in both countries. However, the impact of teachers' teaching careers and the amount of inclusive education training differed between Japan and Finland.

Megawati and Astutik (2018) conducted a study to investigate the self-efficacy of pre-service EFL teachers during their teaching practicum. The sample included 27 EFL teachers. The results indicated that, overall, the pre-service teachers exhibited quite high self-efficacy in various areas, including teaching skills, lesson planning, assessment, and classroom management. However, some participants reported difficulties in executing certain classroom activities with students.

Ramakrishnan and Salleh (2018) conducted a systematic review of self-efficacy from 2014 to 2018, focusing on the self-efficacy of mainstream teachers and inclusive teachers working with special needs students. A total of 30 articles on self-efficacy were selected and analyzed. The review found a generally positive relationship affecting teachers' self-efficacy regarding pedagogy, experience, classroom and student management, student involvement, teaching strategies, and classroom instruction. Negative factors identified included job stress, job satisfaction, and a lack of training or skills. Additionally, the review noted a lack of qualitative research methods in analysing teachers' self-efficacy.

Schipper, et al. (2018) conducted a study to examine whether participation in Lesson Study influences teachers' self-efficacy beliefs and adaptive teaching behaviour. A quasi-experimental mixed-methods design was employed, with 48 secondary school teachers participating in the study. The results showed significant differences between the experimental and control groups in terms of self-efficacy in pupil engagement, classroom management, and instructional behaviour.

Ozokcu, O (2018) conducted a study to investigate the relationship between Turkish teachers' attitudes and their self-efficacy for inclusive practices using a relational survey design. The participants included a total of 1163 pre-school, classroom, subject-matter, and special-education teachers from four different geographical regions in Turkey. The result revealed a positive significant relationship between teachers' attitudes and self-efficacy for inclusive practices. Result also revealed teacher self-efficacy to be a significant predictor of their attitudes towards inclusive education.

Shahzad and Naureen (2017) conducted a study to find out the impact of teacher self-efficacy on the secondary school students' academic achievement. The sample of the study was sixty secondary school teachers and hundred secondary school students. Questionnaire for teachers was used and to measure students' academic achievement a test was developed. The findings of the study revealed that teacher self-efficacy has a positive impact on the students' academic achievement.

Betoret, Rosello and Artiga (2017) investigated the relationships among academic self-efficacy, students' expectancy- value beliefs, teaching process satisfaction, and academic achievement. Its main aim is to identify some

motivational-underlying processes through which students' academic self-efficacy affects student achievement and satisfaction. The sample comprises 797 Spanish secondary education students from 36 educational settings and three schools. The results revealed that students' expectancy- value beliefs (Subject value, Process expectancy, Achievement expectancy, Cost expectancy) played a mediator role between academic self-efficacy and the achievement /satisfaction relationship.

Bryant (2017) conducted a qualitative study to examine 10th-grade students' developmental self-efficacy sources, self-efficacy source experiences, and academic motivation. The study involved 18 student participants from a 10th-grade public school in a rural southeastern U.S. community, along with a high school principal, three teachers, and a guidance counsellor. The findings revealed that students' perceived self-efficacy was shaped by the development of self-efficacy sources, particularly through mastery source experiences. Additionally, the study found that students' academic motivation was linked to their perceived academic self-efficacy in relation to all four sources of mastery.

Hans, et al. (2017) investigated the relationship among self-efficacy, locus of control and commitment in select private management colleges in Oman. 50 teachers participated in the study. Result showed that Locus of control and self-efficacy was negatively affecting commitment and relationship was not significant. So, it was inferred that Locus of control and self-efficacy negatively impacted the commitment level of the faculty members working in these private management colleges.

Hallinger, Hosseingholizadeh, Hashemi and Kouhsari (2017) conducted a study to understand the relationship between principal self-efficacy, instructional leadership, teacher collective efficacy, and teacher organisational commitment in Iranian primary schools. Survey data collected from 111 principals and 345 teachers were analysed. The results revealed there is a positive and significant relationship among the constructs.

Patra and Guha (2017) conducted a comparative study to examine the pedagogical content knowledge (PCK) and self-efficacy of geography teachers based on location (rural vs. urban) and gender, as well as the relationship between PCK and self-efficacy. Using a descriptive survey method, the study found no significant differences in PCK and self-efficacy between rural and urban teachers or between male and female teachers. Additionally, a positive and significant relationship between PCK and self-efficacy was identified among geography teachers.

Buric and Macuka (2017) conducted a study to examine the reciprocal relations between teachers' work engagement and their emotions, both positive and negative and experienced in relation to their students. The predictive role of self-efficacy with respect to teachers' emotions and work engagement was also explored. The sample consisted 941 teachers from various state schools in Croatia. The result revealed that teachers who reported higher levels of positive emotions of joy, pride and love at first time point, tended to be more engaged in their work. The association between negative emotions and work engagement showed the opposite direction-

teachers who experienced more anger, fatigue, and hopelessness in the first measurement point, were less engaged in their work.

The theoretical exploration of self-efficacy underscores its pivotal role in influencing individuals' beliefs in their capabilities to execute tasks successfully. Bandura's social cognitive theory provides a comprehensive framework that highlights the impact of self-efficacy on motivation, behaviour, and overall psychological well-being. As examined through various studies and theoretical frameworks, self-efficacy emerges as a key determinant of individuals' success, resilience, and well-being across different domains of life. The literature underscores the significant role that self-efficacy plays in shaping behaviour, motivation, and cognitive processes.

However, despite the wealth of research on self-efficacy, certain gaps and challenges persist in the literature. Future studies should delve into the mechanisms through which self-efficacy operates in specific contexts and explore its role in culturally diverse populations. Furthermore, the review underscores the need for longitudinal research to elucidate the developmental trajectory of self-efficacy and its long-term implications for individuals across the lifespan.

Theoretical Overview of Work Motivation

The mechanism that starts, directs, and sustains goal-oriented behaviours is known as motivation. Motivation must be deduced because it cannot be observed directly. Analysing a constant stream of behaviours that are influenced by genetics

and environment and that are seen by their impacts on personality, beliefs, knowledge, abilities, and skills can reveal motivational processes.

Work motivation refers to the domain of motivational processes directed to the realm of work. Pinder (1998) defines work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity, and duration. (p.11).

This definition comprises three important parts. First, direction deals with the decisions we make about what to do with our effort. In other words, we may decide to put our all into some jobs while slacking on others. Secondly, intensity suggests that we can exert different amounts of effort based on the required amount. Third, length indicates a person's continuous motivation, as opposed to choosing a path of action once (direction) or exerting a lot of energy on a single job at a time (intensity).

Work Motivation Theories

A multitude of work motivation theories have been developed in the last thirty-five years. The theories provide noticeably different justifications for the same behaviour trait in people. In other words, theories of work motivation have been put forth from viewpoints that are environmental, social, dispositional, and cognitive.

Need Hierarchy Theory

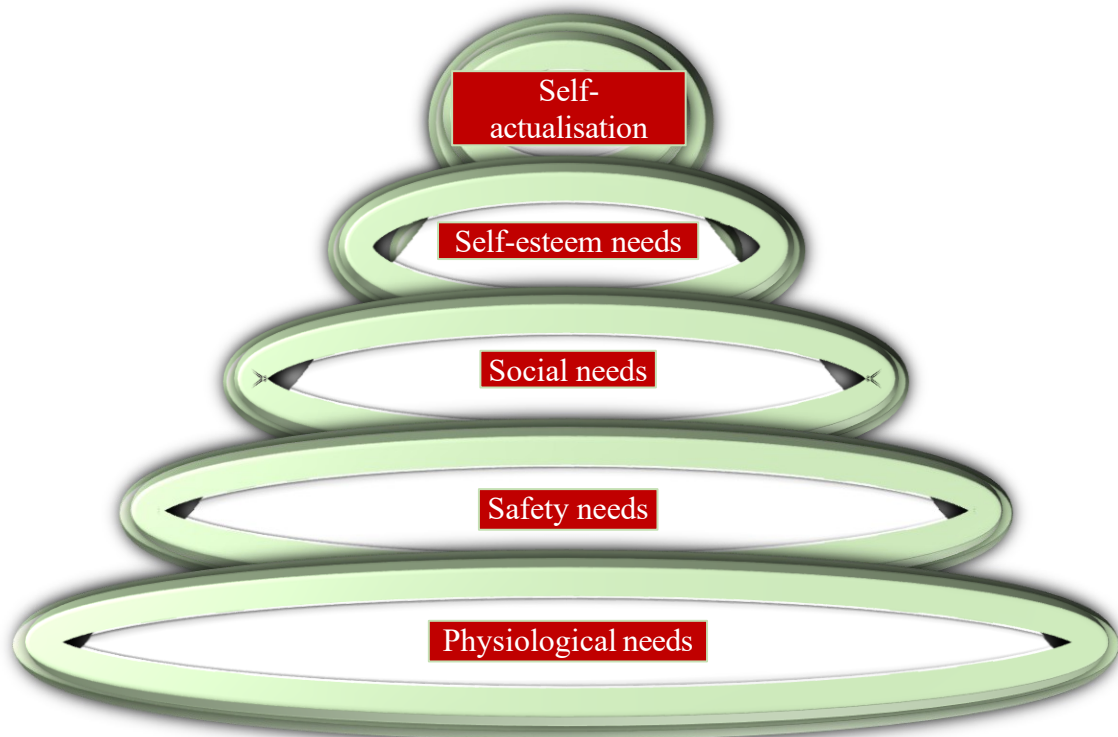
Abraham Maslow developed the need hierarchy theory, one of the most influential theories of motivation. Certain wants are the source of motivation, according to Maslow (1987). Humans in general are born with biological or

instinctual needs that have a genetic foundation. They frequently have an unconscious behavioural impact. The process of meeting these demands is what drives people's actions. A need gives way to another need, which then emerges to take its place and governs action. Satisfaction of needs never ends. So, the purpose of life is to fulfil needs.

Maslow classified needs into five categories: self-actualisation, safety, social, physiologic, and self-esteem. The most fundamental demands are physiological. To survive, they must be fulfilled. These consist of the necessities for food, drink, and air. Freedom from threat, danger, and deprivation are all necessary for safety. They entail defending oneself. The majority of our requirements for protection are satisfied today, but those who live through natural disasters like storms or riots face threats to their safety. The need for friendship, affiliation, and belonging is a social need. These concern a person's capacity to coexist peacefully with others. Needs for self-esteem include confidence in oneself, acknowledgement, respect from peers, and acknowledgement. When these requirements are met, a person feels adequate; when they are not met, they feel weak and powerless. Finally, there is the need for self-actualisation. The Need Hierarchy Theory is illustrated in figure 1.

Figure 1

Diagrammatic Representation of Maslow's Need Hierarchy Theory



Maslow proposed the following ideas regarding the hierarchy of needs:

- Unfulfilled wants control and shape behaviour.
- People systematically satisfy their needs by progressing up the hierarchy from the most basic to the most advanced.
- Basic needs come first in the hierarchy and are given precedence over all other needs.

The first claim is crucial: needs do not continue to drive behaviour once they are met. A person who is hungry will seek out food, but once satiated, hunger will not control their actions. Fulfilment progression is the subject of the second

proposition. A person meets each need in turn, starting with the next one and stopping only when the previous one has been met.

Maslow's theory has a number of effects on how people behave at work. Employees who experience low income and insecurity will concentrate on the facets of their jobs that are essential to meeting their basic needs. When things go better, it becomes more significant how supervisors behave and interact with the person. Eventually, the nature of the task returns and the supervisor's role becomes less important in an improved atmosphere. Nowadays, achieving self-actualisation through work is more important than meeting fundamental needs. According to the notion, people are driven by wants that are more advanced as they advance in the management hierarchy. Managers at different levels should therefore receive varied treatment. Employees should also be encouraged to constantly seek more. The organisation can never provide enough in terms of personal development and growth. Because of the nature of the self-actualisation need, once it is met and activated, it inevitably leads to an increased need for fulfilment. It is therefore a constant source of inspiration.

Intrinsic and Extrinsic Motivation

A classroom instructor would naturally be interested in Maslow's hierarchy of requirements, but it doesn't explain which approaches are most likely to be effective in meeting those needs. Furthermore, the two higher order requirements for esteem and self-actualisation diverge significantly from Maslow's initial three needs. Therefore, in order to better understand the tactics used to realise them, it is helpful to differentiate between two main groups of motive:

Intrinsic Motivation

These are context-related elements that are present in the task at hand or in the learner themselves. Since most people are naturally curious and like to explore, most contemporary educational theories about activity and discovery are based on intrinsic motivation.

Extrinsic Motivation

These are known as context factors, and they are imposed by an instructor or other outside agency on the student or the work. In most cases, extrinsic motivation comes in the form of rewards or penalties. Maslow's two higher order requirements are closely linked to intrinsic motivation, whereas his three lower order wants are more closely tied with extrinsic motivation.

Equity Theory

Adams (1965) put forth a theory of motivation at work based on the social comparison principle. One's willingness to work hard depends on how they measure up to other people's efforts. Because motivation is influenced by one's self-perception and how they perceive themselves in relation to others, the theory has both perceptual and social foundations. Adams argued that social factors, not biological ones, are the source of motivation.

Four main components make up equity theory:

1. Because the idea is founded on perception, the person views herself in relation to other people. Person refers to the individual who perceives.

2. It is assumed that a person evaluates herself in relation to other people. We refer to this other individual as other.
3. The third element is every asset a person brings to the table; these assets are referred to as inputs all together. A person's education, IQ, experience, skill, seniority, amount of effort, health, and other factors are examples of inputs. They are any perceived worth or significance that an individual contributes to the work.
4. The fourth element, referred to as outcomes overall, consists of all the advantages that somebody receives from their work. Pay, perks, working conditions, seniority benefits, status symbols, and other factors are examples of outcomes. These are the elements that an individual believes come from their place of employment.

Social exchange theory is the source of equity theory. According to this explanation, motivation at work is a cognitive process of assessment in which workers attempt to strike a balance between their inputs and efforts at work and the results or rewards they anticipate or obtain.

Research on Equity Theory, in particular, has examined how employees feel about fair compensation. Work volume and quality, performance, knowledge, abilities, qualities, and behaviours are examples of employee inputs. The results that the corporation creates include incentives like pay, recognition, and career growth prospects. The worker evaluates their inputs in relation to their results. The worker then extrapolates to the social environment and assesses how their input/outcome ratio compares to others' perceived ratios.

Equity Theory is particularly relevant when an employee feels they are under-compensated. In response, they may alter their behaviour in various ways to restore balance, such as:

- Reducing their effort to align it more closely with the compensation they feel they deserve
- Changing or adjusting the reference point they use to compare their situation
- Reframing their perception of their contributions or the rewards they receive
- Disengaging or withdrawing from the job
- Requesting higher compensation from their employer
- Resorting to acts like employee theft.

If an employee perceives a fair balance between their inputs and outputs, they will feel satisfied. The employee's assessment of this input-output balance and their efforts to maintain it is an ongoing process. Although Equity Theory effectively explains situations of under-compensation, it has generally struggled to clarify how overcompensation affects behaviour. Thus, the theory is more adept at explaining what causes a lack of motivation rather than what boosts it. Organisational justice later built on the core principles of Equity Theory, emphasising the crucial role of fairness in the workplace.

Six requirements were outlined by Leventhal (1980) for developing equitable practices inside an organisation. He suggested that protocols and guidelines ought to be:

1. Applied uniformly to all members of the organisation

2. Devoid of prejudice
3. Precise
4. Adjustable
5. Representative of every issue
6. According to accepted ethics

Expectancy theory

When expectation theory first emerged in the 1930s, work motivation had no connection to it. Expectancy theory was introduced to the field of motivation research by Vroom (1964). It is a theory of cognition. It is assumed that every individual makes logical decisions and will put effort into actions that result in the desired rewards. People are assumed to know what they want from their jobs and that their performance will determine whether or not they receive the benefits they want. It is also considered that effort put out and job performance are related. The job outcomes, valence, instrumentality, expectancy, and force are the five main components of the theory.

Work outcomes are benefits that an employer might offer to its staff, like vacation time, wage raises, and promotions. There are an infinite number of possible outcomes, in theory. They don't have to be rewards or happy experiences, although that is how most people think about them. The result might be getting let go or moving to a different place. Intangibles like a sense of success or recognition can also be considered outcomes.

Valence

Employee sentiments towards the results are known as valence, and they are typically expressed in terms of desirability or expected happiness. The worker assigns values to each outcome, indicating how satisfied they expect to be with each one.

instrumentality

The perceived strength of the correlation between performance and outcome attainment is known as instrumentality. The worker has this impression in mind. Similar to the word conditional, instrumentality refers to the extent to which an individual's performance at work determines whether or not a particular outcome will be achieved.

Force

Force is the amount of internal pressure or effort required to motivate someone. The predicted motivation increases with increasing power.

Vroom's Expectancy Theory states that if a worker feels their extra efforts will result in worthwhile benefits, they will work more intelligently and/or harder. This higher output of effort is explained by expectation theory using the equation

$$F = E (\sum I \times V)$$

F (Effort or Motivational Force) = The amount of effort that employee will put forth to produce the intended results

E (Expectancy)= Perception that exertion will yield the intended degree of performance; I (instrumentality) = Perception that intended performance will produce intended results; V (Valence) = The employee's value of the result

It has been demonstrated that expectation theory can be helpful when creating a reward system. Policies that are applied consistently, equitably, and with clarity would have a high instrumentality. High valence also refers to rewards that are significant enough to mean something to an employee. The fact that the employee finds the reward or rewards appealing is a prelude to motivation. Sometimes the incentive or result—like a promotion that comes with a heavier workload or more frequent travel—might unintentionally be less desirable. In this case, the valence may be lower for people who, for example, believe that work-life balance is vital.

According to expectation theory, performance results in employee satisfaction, not the other way around. However, an employee's motivation can be bolstered by anticipation if a pattern is developed wherein, he knows that his performance will result in specific desired incentives. Employees will focus their efforts in that direction if they believe there is a good chance they will be able to accomplish a desired behaviour and that it will result in a valued consequence. It has been demonstrated that within-subject designs yield more validity for expectation theory than between-subject designs.

Goal-setting theory

Setting goals is a motivation theory predicated on the idea that individuals act in a logical manner. The link between objectives, intentions, and task performance is the central idea of the theory. Its core tenet is that an individual's actions are controlled by conscious concepts. A person's goals are the things they intentionally attempt to achieve, especially in relation to their future aspirations. Locke and Latham (1990) identified two primary purposes for goals. They set the tone for behaviour and serve as a source of incentive. A goal gives direction for determining the amount of effort to be expended during labour. Objectives are deliberate actions. They affect how well a task is performed. Nevertheless, before objectives have a beneficial impact on performance, two requirements must be fulfilled:

1. The person needs to understand the objective and what needs to be done.
2. The person has to acknowledge that the objective is something they are prepared to work towards.

According to the goal-setting hypothesis developed by Locke and Latham, more challenging goals result in higher levels of job performance. According to the writers, a goal's level of commitment is directly correlated with its complexity. Higher levels of difficulty therefore inspire more dedication to achieving them. An employer can work with an I-O psychologist to create task-related goals for their staff members that include:

- attainable

- specific
- appropriately difficult,
- feedback providing

Following S.M.A.R.T criteria is also suggested

Letter	Major Term	Minor Terms
S	Specific	Significant, Stretching, Simple
M	Measurable	Meaningful, Motivational, Manageable
A	Attainable	Appropriate, Achievable, Agreed, Assignable, Actionable, Ambitious, Aligned, Aspirational, Acceptable, Action-focused
R	Relevant	Results-oriented, Realistic, Resourced, Resonant
T	Timely	Time-oriented, Time framed, Timed, Time-based, Time boxed, Time-bound, Time-Specific, Timetabled, Time limited, Trackable, Tangible

Studies have indicated that for goal-setting to be successful, an employee needs have both positive feedback from their employer and self-efficacy, or the conviction that they can accomplish a goal. However, a number of studies have revealed that goal-setting theory may not always be applicable due to the tunnel vision focus it creates. In fact, goal-setting may work against you when the task at hand calls for innovative, on-the-spot improvisation. Moreover, having several goals could confuse an employee and lessen their overall drive because a well-designed goal-setting job requires precise goal specificity.

Goals are motivating for a number of reasons, according to Locke: they focus attention, encourage task persistence, and inspire the creation of task strategies to achieve the objective. An employee or work group must first accept the goal for it to

be motivating. Although objectives can be more inspiring, they still need to seem attainable in order to increase goal acceptance. Goal acceptance may suffer if the individual or organisation lacks the resources and abilities needed to accomplish the objective. Clear objectives with performance expectations are more motivating than ambiguous ones. In a similar vein, goals that are closer together have a bigger motivational influence than those that are farther away or very long range.

Three different categories of elements affect goal commitment:

- **External:** Peer pressure, authority, and outside rewards are examples of external forces that impact it. It has been demonstrated that adhering to the rules set forth by a boss or other authoritative figure encourages strong goal commitment. When an authority figure is nearby, encouraging, there is a wage rise, peer pressure, and outside incentives, goal commitment rises.
- **Interactive:** Here, the chance to participate in goal-setting and competition have an impact on commitment. It has been demonstrated to encourage establishing higher standards and exerting more effort to meet them.
- **Internal:** these result from the anticipation of accomplishment and self-administered incentives. When there is less expectation of success, there is less commitment.

Setting objectives

The theory has thirty years of solid empirical backing. Nonetheless, certain boundary conditions suggest that goal-setting may have a negative impact on performance on particular activities in particular circumstances. Because they force one to focus more narrowly, goals might actually hinder performance when it comes

to more creative or complex jobs because they need mental energy. In a similar vein, performance-based objectives can divert attention from the process of acquiring a new skill. It could be more beneficial to concentrate on task mastery during the learning process rather than reaching a certain outcome. Lastly, having too many goals can be detrimental and distracting, particularly if they are at odds with one another.

Social cognitive theory

Another cognitive process theory, Bandura's Social Cognitive Theory, provides the crucial idea of self-efficacy to explain employees' motivation levels in relation to tasks or objectives at work. Self-efficacy is the conviction that one can succeed in a certain situation. Research has empirically demonstrated a robust relationship between performance and self-efficacy. The idea has been expanded to include group efficacy, which is the conviction of a group to succeed in a particular undertaking. It is believed that self-efficacy mediates key elements of an employee's task execution, like effort and perseverance. A worker who has a high degree of self-efficacy is certain that the effort they put in will probably pay off.

More research is necessary to determine the antecedents of self-efficacy, which may be influenced by expectations, training, or prior experience. The Pygmalion effect, which suggests that having high expectations can result in better performance, has been demonstrated. Low expectations, often known as the golem effect, might reduce self-efficacy.

A mastery-oriented strategy has been demonstrated to be an effective means of enhancing self-efficacy in relation to training. Under this method, training aims to

master tasks or abilities instead of focussing on an immediate performance-related result. Compared to people who think that mastery is mostly an inborn talent, those who think it can be acquired via practice and training are more likely to become more self-assured.

Key ideas from Social Cognitive Theory that are connected to the impact of changing an individual's conduct include:

- Self-efficacy, or the conviction that one can carry out an action
- Behavioural capability, or the aptitude and understanding to carry out a behaviour
- Expectations, or the anticipating of a behaviour's results
- Expectancies, or assigning values to a behaviour change's results
- Reinforcements, or positive incentives and rewards to encourage behaviour modification
- Observational learning, or observing the activities and results produced by others and
- Self-control, or managing behaviour or performance.

Behavioural approach to motivation

Organisational Behaviour Modification is the term for the behavioural approach to workplace motivation. This strategy uses the behaviourism principles established by B.F. Skinner to encourage employee behaviours that the company finds advantageous and discourage those that are not. A reinforcer is any stimulus that makes a behaviour more likely to occur. When an employee is learning a new task, giving them frequent praise would be a beneficial application of positive

reinforcement. When employees receive praise or rewards for approaching the ideal behaviour, their behaviour can also be altered during the learning process. One crucial factor to take into account is the reinforcement's frequency. Although giving praise frequently can help during the learning process, it can be difficult to maintain forever.

When applied when it is morally permissible, a variable-ratio schedule of reinforcement—in which the frequency of reinforcement fluctuates—can also be very successful. While paying an employee on an unexpected variable-ratio timetable would not be suitable, giving appreciation on a variable-ratio schedule would be. Employee behaviour is reinforced by compensation and other reward schemes, which, when well designed, can offer strong incentives. Although punishment should be applied sparingly, behavioural principles can also be employed to address bad behaviours in the workplace. The perception of justice in the workplace by employees may be adversely affected by excessive use of punishment.

Job-based theories

According to job-based ideas, an employee's job is the key to their motivation. These ideas often state that the very nature of occupations can be inspiring. Because the techniques outlined in the theories can be more practically implemented in an organisation, this is a particularly beneficial perspective for organisations. In the end, the job-based theories suggest that being able to get satisfaction from the work content is the key to obtaining motivation through one's employment.

Motivation–hygiene theory

According to Herzberg's Motivation–Hygiene Theory, a person's motivation comes primarily from the things they do for a living. Stated differently, he challenged the widely accepted notion that monetary or other forms of recompense serve as the most potent source of employee incentive. Rather than fostering contentment, Herzberg contended that a high degree of what he called "hygiene factors" (income, job security, position, working conditions, fringe perks, job policies, and relationships with coworkers) might only serve to lessen employee discontent. However, if the minimum levels of the hygiene elements were met, motivation factors (the degree of challenge, the work itself, responsibility, recognition, advancement, intrinsic interest, autonomy, and opportunities for creativity) might increase employee satisfaction.

In order to fully benefit from Herzberg's idea, an organisation must create occupations that are inherently satisfying and have built-in motivators. Despite being the first theory to concentrate on the content of jobs, the Motivation-Hygiene Theory has not received much empirical support. Frederick Herzberg also developed the idea of job enrichment, which enlarges jobs to allow workers a higher degree of autonomy over how they organise, carry out, and assess their work—thus giving them the opportunity to meet their requirements as motivators. Removing some management control and giving constant, frequent feedback are two suggested approaches. Therefore, providing employees with additional duties to complete is not the only aspect of proper job enrichment.

Job characteristics theory

Hackman and Oldham developed their own, more sophisticated, job-based theory, Job Characteristic Theory (JCT), shortly after Herzberg's Two-Factor theory. JCT makes an effort to clarify the relationship between key job characteristics, the crucial psychological states that arise from these characteristics, the outcomes for the individual and the workplace, and the strength of the growth-need. A person's job qualities are their core employment dimensions. The important psychological states are intimately related to the fundamental job features. Hackman and Oldham's Job Characteristics Model (JCM) aims to increase employee intrinsic motivation through job design. They demonstrate how any job can be summed up in terms of these five essential work attributes:

The JCT states that employees are more likely to feel that their work has purpose and value if they are employed by an organisation that offers them adequate levels of skill variety (using various talents and skills to perform work), task identity (contributing to a clearly identifiable larger project), and task significance (impacting other people's lives or work). A worker will feel responsible for the work if they have enough autonomy (i.e., independence, freedom, and discretion in performing their duties) and task feedback (i.e., timely, clear, specific, detailed, actionable information about the effectiveness of their job performance), which will make the worker feel that the organisation genuinely cares about supporting their professional development and growth.

The "growth-need strength" element, which ultimately decides how well the fundamental job characteristics affect psychological states and how well the critical

psychological states affect affective outcomes, is the final piece that holds this theory together. The section below on work design provides more examination of the Job Characteristics Theory.

The Job Diagnostic Survey (JDS), developed by Hackman and Oldman, assesses three aspects of their hypothesis.

1. Workers' perceptions of the job's requirements
2. The degree of development each worker needs
3. General work satisfaction among employees

The most widely used instrument for assessing job and task design is JDS. JDS is a self-reporting tool that includes brief, in-depth statements for each of the several job attributes. The JDS will be given to the employee, who will be asked to rate how accurately each statement represents their work.

Self-regulation theory

A theory of motivation based on the setting of goals and the receipt of accurate feedback that is monitored to enhance the likelihood of goal attainment is how Self-Regulation, a self-efficacy-based theory, is defined. It is assumed that people intentionally define objectives for themselves, and that these objectives serve as a guide and direction for their actions. Additionally, these individuals self-monitor or self-evaluate. Giving feedback to someone while they are working towards their goals can facilitate self-evaluation since it can assist bring their perception of their progress towards those goals into line with their actual actions.

Work engagement

The concept of Work Engagement, which is defined as "A conception of motivation whereby individuals are physically immersed in emotionally and intellectually fulfilling work," is a novel approach to work motivation. Many facets of I/O psychology are incorporated into this approach. According to this view, motivation draws energy from the place where it enables one to concentrate on a task. Schaufeli and Bakker identify three aspects of employee engagement at work.

- Vigour: a feeling of personal vigour for work.
- Dedication: feeling a sense of pride in one's job and challenge from it.
- Absorption: the ability to become fully immersed in one's work and experience a state of flow.

The idea behind work engagement is that people can contribute more to their personal productivity than most organisations let them. One way to do this would be to let employees take certain risks and not penalise them if those risks don't work out. "To put it briefly, work engagement is the relationship between employees and their jobs. When either (or both) obstructs the other, engagement cannot happen. Conversely, engagement can happen when both support one another." Some detractors of job involvement argue that this is merely "old wine in a new bottle" and nothing new.

Studies Related to Work Motivation

Yelipele et al. (2024) conducted a study aimed at analyzing, identifying, and explaining the effects of competence, work motivation, and work experience on

teachers' performance at the State Tsanawiyah Madrasah (MTSN) Koya Barat, Jayapura City, Papua Province. This associative research involved 36 respondents, representing 100% of the population through total sampling. Data were collected and analyzed using partial and simultaneous tests to assess the impact of the independent variables on teacher performance. The study found that competence, work motivation, and work experience positively and significantly affect teachers' performance at MTSN Koya Barat. The Adjusted R^2 value of 0.651 indicates that these variables explain 65.1% of the variance in teacher performance, with the remaining 34.9% influenced by other factors not included in this model, such as education, training, work environment, discipline, leadership, and technology utilization. Among these variables, competence emerged as the most dominant factor, with a standardized coefficient beta of 0.623 and a t-value of 7.984, indicating a significant level of influence compared to work motivation and work experience.

He (2024) conducted a study to investigate the work motivation levels of primary and secondary school teachers. The research involved 1,418 teachers from various primary and secondary schools, utilizing questionnaires and employing descriptive statistical analysis alongside analysis of variance (ANOVA). The findings revealed that teachers exhibited higher levels of organizational motivation (mean value = 4.021 out of 5) compared to individual motivation (mean value = 3.837). ANOVA results indicated significant differences in individual and organizational motivation based on factors such as teaching experience, highest level of education, whether they were classroom teachers, job titles, administrative

positions, and participation in rotations. The study concludes that primary and secondary school teachers in China demonstrate greater organizational motivation than individual motivation, highlighting key factors that influence their work motivation.

Rachmania, A. and Rizal, A. (2023) conducted a study titled 'The effect of transformational leadership, work motivation, and job promotion on job satisfaction with organizational commitment as an intervening variable'. The study used quantitative approach with survey method. Simple random sampling technique was used. The sample consisted for the study was 61 employees of PT. Candi Baru Sugar Factory in Sidoarjo. The results of the study prove that there is an effect of transformational leadership on job satisfaction, there is an influence of work motivation on job satisfaction and there is an effect of promotion on job satisfaction.

Janiah, Suriansyah and Effendi (2023) conducted a correlational study to analyze the relationships between principal communication, work ethic, work motivation, and teacher performance. The research utilized a quantitative approach structured within a path analysis model. The findings of the study highlighted significant correlations among the variables, emphasizing the role of effective principal communication and work ethic in enhancing teacher performance through improved work motivation.

Sajid, Ashraf and Hussain (2022) conducted a causal-comparative study to determine the effect of teacher motivation on performance at the secondary level. The study assessed the influence of gender and school locality on both teachers' motivation and performance, utilizing a sample of 1,800 secondary school teachers,

with 100 selected for observation. The findings indicated that teacher motivation significantly impacts teacher performance, with female teachers exhibiting higher motivation and performance levels than their male counterparts. Additionally, while urban and rural teachers demonstrated similar motivation levels, rural teachers outperformed their urban peers.

Sato, Castillo and Oyanedel (2022) examined the relationship between teacher motivation (TM) and perceived burnout among English-as-a-foreign-language (EFL) teachers in Chile, with a particular focus on de-motivators and their effects on TM and burnout, especially during the COVID-19 pandemic. The study involved 154 school-level teachers and included interviews with 15 teachers to triangulate the survey results. Using structural equation modelling, the researchers found that TM negatively predicted perceived burnout, while de-motivators positively predicted TM. Qualitative findings indicated that teaching experience mediated the role of de-motivators on TM. Experienced teachers, particularly those with intrinsic motivation to teach, transformed the impact of de-motivators, including pandemic-related challenges, into a positive motivational force for teaching.

Mallam, Sabo and Emeloye (2022) conducted a study to identify factors influencing teachers' motivation in colleges of Nursing and Midwifery in Borno and Yobe states, Nigeria. The researchers assessed the level of teachers' motivation and its relationship with teacher performance in the selected colleges. Using a stratified random sampling technique, the study involved 120 teachers from various colleges. The findings revealed that while the level of staff performance in the study areas

was relatively high, the level of staff motivation was found to be low.

Adarkwah (2022) conducted a study titled "Researching Teacher Work Motivation in Ghana through the Lens of COVID-19," employing a qualitative design with a phenomenological approach to understand teachers' lived experiences regarding their working conditions during the COVID-19 pandemic. The study utilized purposive sampling, involving 30 teachers from 30 'category B' secondary schools in the Ashanti Region of Ghana. The findings indicated that teachers experienced significant stress due to the pandemic and had increasing concerns about their working conditions. However, intrinsic and altruistic traits such as passion, a sense of responsibility, and a desire to contribute to society and support student development enabled teachers to remain resilient in the face of the pandemic's negative effects and to promote optimal teaching.

Arim, Yildirim and Akan (2022) conducted a study to identify the motivational factors influencing teacher candidates regarding the teaching profession. The research utilized a cross-sectional scanning model with a qualitative phenomenological design. The sample included 20 teacher candidates, and data were collected through semi-structured interviews. The findings revealed that teacher candidates were predominantly motivated by internal factors related to the teaching profession. In contrast, most of the negative motivational factors identified were exogenous, indicating that external influences significantly affected the candidates' motivation levels.

Murtiyadi, Kurniati and Anggraeni (2022) conducted a study to assess the influence of work culture, work motivation, and educational supervision on the

performance of Physical Education, Sports, and Health (PJOK) teachers. The research employed an ex-post facto design and included a sample of 48 PJOK teachers from SMA Negeri in Bantul Regency. The results indicated a significant influence of work culture, work motivation, and educational supervision on the performance of teachers.

Novita, W., Sulaiman and Rizalie, M. (2022) conducted a descriptive correlational study to analyse the relationships between principals' transformational leadership, school climate, work motivation, and teacher professionalism, both directly and indirectly. The study involved a population of 116 individuals, with a sample of 90 selected using a proportionate random sampling technique. The data were analyzed descriptively and through path analysis. The results indicated that principals' transformational leadership and school climate both significantly relate to teacher professionalism. Furthermore, the study found that transformational leadership influences work motivation, which also significantly affects teacher professionalism. Work motivation served as a mediating variable between principals' transformational leadership and teacher professionalism, as well as between school climate and work motivation.

Umbugadu and Aliyu (2022) conducted a survey study to examine the role of motivation as a determinant of productivity among business education lecturers in colleges of education in North Central Nigeria. The study involved 122 Business Education lecturers. The results indicated that various motivational factors, including incentives, wages/salaries, merit pay, fringe benefits, health insurance,

promotion, and annual increments, significantly influenced the productivity of the lecturers.

Indirayani (2021) conducted a study titled "Correlation Between Motivation and Work Environment to Primary School Teachers' Work Commitment" to investigate the relationships between teachers' work motivation, their work environment, and work commitment. The research was conducted at SD Gugus Kapten Japa in North Denpasar District, utilizing a non-experimental (ex-post facto) design with a total population of 50 teachers. The study employed a closed questionnaire for data collection and used descriptive statistical analysis along with inferential statistical methods. The findings revealed a significant positive relationship between teachers' work motivation and their work commitment, suggesting that higher motivation correlates with increased commitment to educational goals.

Syafe'i, S., Putra, A. Y. and Ahyani, N. (2021) conducted a study to determine the correlation between work motivation and work discipline on teacher performance. Utilizing a descriptive quantitative approach, the study involved a sample of 74 teachers. Data were collected through tests and documentation. The findings revealed that work motivation significantly influences teacher performance, indicating a positive correlation where effective motivation strategies enhance both teaching quality and student outcomes.

Tomar (2021) conducted a study to investigate the mean difference in job involvement and employee motivation between government and private sector employees. The study included a total sample of 100 employees. The results

revealed a significant difference in both job involvement and employee motivation between the two sectors, with a positive correlation between job involvement and employee motivation.

Sudibjo and Nasution (2020) conducted a study to examine the effects of the work environment, work motivation, and organizational culture on teachers' performance. The sample comprised 82 teachers from primary and secondary levels, utilizing a survey method for data collection. The results indicated that work environment, work motivation, and organizational culture positively affect teachers' performance.

Naim, N., Rouadi, N., Anouti, M. and Mchiek, M. (2020) conducted a case study examining the effect of motivation on teachers' performance and the intermediary role of school leadership in Lebanon. The study involved a sample of forty teachers with diverse societal backgrounds, randomly selected from one school. The findings revealed that teachers experienced a lack of motivation, which correlated negatively with their performance. Additionally, teachers' motivation was found to be a significant predictor of their performance.

Fischer C, Malycha C. P. and Schafmann E. (2019) conducted a study examining the influence of intrinsic motivation and synergistic extrinsic motivators on creativity and innovation among knowledge workers in a global business consulting firm across Germany, Australia, and Switzerland. The study utilized an online survey method, with participants numbering 90. The results indicated a positive effect of intrinsic motivation on creative and innovative performance. Specifically, the findings revealed that a higher perceived probability of receiving

relational rewards, combined with elevated intrinsic motivation, significantly enhanced creative and innovative outcomes.

Ates and Yilmaz (2018) conducted a study to examine the work motivation levels of primary school teachers in primary schools located in the Kucukcekmece district of Istanbul. Using a descriptive survey model, the study included a sample of 343 primary school teachers and 28 primary school administrators, selected through disproportionate element sampling from 14 state primary schools. The "Work Motivation Scale" was employed to gather data. The findings indicated low work motivation levels among primary school teachers, with significant contributing factors such as team cohesion and dissatisfaction with institutional harmony. Additionally, the average work motivation scores did not significantly vary based on gender, age, or marital status.

Kumar (2017) conducted a study to explore work motivation among secondary school teachers, with a sample of 300 teachers equally representing government and private institutions, as well as male and female participants. The findings revealed no significant difference in work motivation between male and female secondary school teachers. However, a significant difference was found in the work motivation levels of government versus private secondary school teachers.

In their study, George, Sabapathy and Varghese (2017) investigated the importance of biographical variables in teachers' work motivation, collecting data from 450 degree college teachers in Bangalore City. The findings indicated a positive relationship between work motivation and factors such as the type of management and subject specialization. Specifically, teachers in government-aided

and private unaided institutions exhibited higher levels of motivation compared to their counterparts in government colleges. Additionally, science teachers were found to be more motivated than teachers in the arts and commerce streams.

Ghosh (2017) conducted a study to examine the status of organizational climate, work motivation, and job satisfaction among teacher educators, focusing on variations by gender, type of management, and locale of institutions. The sample included 221 secondary level teacher educators from West Bengal, employing a descriptive survey method. The findings indicated that there are significant differences in work motivation between male and female teacher educators. Additionally, a positive and significant relationship was found between work motivation and job satisfaction.

Singh, J.D. (2015) conducted a study to explore the levels of work motivation and job satisfaction among secondary school teachers, considering factors such as gender, area, and work experience. The sample consisted of 300 secondary school teachers randomly selected from the Shekhawati region of Rajasthan. The results indicated a normal level of work motivation among the teachers, with no differential influence of gender or work experience on their motivation. However, work experience did affect job satisfaction levels. Additionally, no significant differences were found in the emotional intelligence of teacher educators concerning gender, area, and work experience.

The literature suggests that work motivation is not a one-size-fits-all concept; rather, it is influenced by a myriad of internal and external factors. Theories such as need theory, expectancy theory, goal-setting theory, and self-determination theory

provide valuable frameworks for understanding how individuals set goals, perceive their ability to achieve them, and experience intrinsic or extrinsic motivation. The interplay between these theories emphasizes the importance of a holistic approach to comprehending the complexities of work motivation. The review of related literature on work motivation highlights the intricate and multifaceted nature of this crucial aspect of human behaviour within organizational settings. The extensive body of research underscores the significance of understanding the various theories, factors, and dynamics that influence individuals' motivation at work.

While the literature offers valuable insights, there remain gaps and challenges that warrant further exploration. Future research should delve into the role of emerging trends, such as remote work and technological advancements, in shaping motivational factors in the contemporary workplace. Additionally, there is a need for cross-cultural studies to understand how cultural nuances influence work motivation across diverse global contexts.

Theoretical Overview of Professional Commitment

Organisational Behaviour study (Meyer, Allen, 1997, xi), which emphasises an individual's attachment to the organisation, has addressed the topic of commitment extensively in the context of a professional environment. This notion is commonly referred to as "organisational commitment." "A psychological state that characterises the employee's relationship with the organisation, and has implications for the decision to continue or discontinue membership in the organisation," according to Meyer and Allen (1991) (p67). Meyer and Allen (1991) identified three discrete elements of commitment: affective, continuation, and normative.

1. The desire to be a part of the organisation is referred to as affective commitment. Experiences at work that meet the needs of the employee give rise to this desire. Affective commitment is specifically correlated with two types of experiences: a. An employee's comfort level within the organisation (such as role clarity, freedom from conflict, equity in reward and distribution, and organisational support); and b. An employee's perception of their level of competence in their current role (such as accomplishment, autonomy, performance-based records, job challenges, and opportunities for advancement).
2. Continuance commitment describes the necessity to stay with the organisation for two primary reasons:
 - a) a feeling that there are no other options; and
 - b) the cost of quitting is too great compared to the time and money invested in this professional environment.
3. The term "normative commitment" describes a duty to stick with the organisation. Normative commitment can arise from material linkages like having to pay back tuition or from internalising normative pressures like family expectations before entry or organisational socialisation after arrival.

According to the National Council for Teacher Education (1998), there are various definitions of professionalism. However, it is undeniable that for any given work to be classified as a profession, it must meet specific requirements regarding sufficient rigour, duration, type, and fine tuning of skills and abilities. Even this wouldn't be enough unless and until professionals were continually upgrading and expanding their knowledge and abilities. Without Professional Commitment, which

must become the primary motivating factor for each person involved in the profession on a daily basis, the two would remain soulless.

National Council for Teacher Education (1998) has posited "Professionalism can be defined in several ways. It is however, certain that adequate rigor, identified duration, nature and fine tuning of skills and competencies required are essential to give any particular job the status of a profession. Even this would not suffice unless and until the members of the profession continue to upgrade and extreme their knowledge and skills regularly. There two would remain soul-less without Professional Commitment which must become the major driving force as day to day with functioning of each individual associated with the profession".

The International Dictionary of Education (1977) defines commitment as the dedication of teachers and pupils to academic goals or programmes. Teachers often use the word "commitment" to set apart students who are self-centred from those who are kind, committed, and take their work seriously. Some educators consider their dedication to be an integral part of who they are. They derive great satisfaction from it since it identifies them and their profession (Elliott & Cross good, 2001).

Among the more desired qualities of a teacher is commitment. Beyond the bounds of organisational commitment, there are many other ways that teachers' behaviours and attitudes might be characterised by the term "Commitment." But since teaching is a profession that extends beyond the classroom, the idea of professional dedication has to be taken into account in a wider sense. According to Epmeir and Nicklaw (1999), a teacher's affective or emotional response to the experience in the classroom includes commitment. Teachers regularly use the word

"commitment" to describe one another and themselves (Nias, 1981). They utilise it to set apart people who prioritise their personal interests from those who are kind, committed, and take their work seriously.

Researchers have endeavoured to differentiate between the interpretations of commitment that educators have provided. They have theorised that educators' professional commitment, akin to organisational commitment, is multifaceted (Nias, 1981). The definition of commitment in the context of the teaching profession was provided by Simpson and Hood (2000). They claim that a dedicated instructor exhibits specific behavioural traits. He demonstrates the importance of professional development, reflects on teaching and learning, establishes a rapport with pupils, and has a positive outlook while being astute about their needs, wants, and circumstances.

Professional commitment was defined by Joffres and Haughey (2001) as "behaving in a way that demonstrates a commitment to improving one's practice" and as devoting time outside of regular school hours. The survey of definitions makes it clear that professional commitment is a multifaceted construct that describes a person's socio-psychological attachment to his or her group or organisation, its objectives and core values, or to his or her line of work.

History of Teaching Profession

The Hindu tradition of ancient times gave the word "teacher" prestige by arranging him in the order of their Gods. The phrase "Mathru Devo Bhava, Pithru Devo Bhava, Acharya Devo Bhava" indicates that the mother is the first God, the father is the second, and the teacher is the third God. In addition, the phrase "Guru

Brahma, Guru Vishnu, Gurur Devo Maheshwara" indicates that the teacher is the creator, the sustainer, and the ultimate liberator. According to V.R. Taneja (1970), 'he was the embodiment of all the virtues deeply learnt in spiritual and temporal knowledge, leading a life of simplicity, devotion, and unsophistication' perfectly captures the social standing of the teacher in ancient India. He was a man who had undergone a mental and emotional integration within. Students' filial affection and society's regard were inspired by such a teacher. He not only helped each pupil develop their character, but he also shaped the course of the country by correctly advising the monarchs and the Council of Ministers—even the kings bowed before him. Muslim control in India during the Middle Ages altered the political landscape of practically all social institutions, including education. The great Hindu educational institutions of the past were either destroyed by Muslim fanatics or denied the inspiration, backing, and public and royal patronage that the current generation of Islamic scholars could now access. The excellent educational heritage from Islamic nations was carried over by the conquerors. Mosque temples and madrasas were converted into primary education centres, and prestigious universities, libraries, and academies were built for higher education. There was one similarity between the Hindu and Muslim traditions: the teachers were not paid on a regular basis for their services. The educational institutions were financed by gifts from the general public and royal backing. But Professor Mujeeb (1965) identifies a problem with this kind of system. He believed that the teacher's only times of independence and security were when they were receiving payment. However, the arrival of British control in India fundamentally altered the entire educational landscape, as well as the states and responsibilities of teachers. European

missionaries spearheaded the endeavour to educate the aboriginal people during the seventeenth century. The British educational system placed more of an emphasis on the curriculum than on helping students develop their character. The importance of teachers in education was undermined. He started working for a formal organisation.

His bad situation started to become clear. S.P. Ruhela (1970) noted that the British administration discriminated between Indian teachers and British teachers in Indian schools, as well as between teachers of English and teachers of Oriental languages. The government was determined to undermine the customary establishments within Indian culture. "The builders of the grand bureaucratic structure in this country, the British, did not even hesitate to prescribe a school teacher's salary lower than the salary of a sweeper or peon in government office and this went on at least for hundred and twenty-five years or so," he wrote, summarising the financial predicament of Indian teachers. In recent decades, there have been changes to the social, economic, and cultural landscape. The consumerism ideology and materialistic worldview are becoming more widely recognised as civic virtues. As Haji Shamsuddin (1996) accurately noted. "A new way of life has been brought about by the societal transformation. However, changes in the economic climate take time, and the situation for teachers has not improved. Today's materialistic world has made man money-minded. From this angle, the state of the teaching profession appears to be appalling. Taking a broad perspective, K. Walia and J. S. Rajput (1998) have noted that, "The expression 'status' as used in relation to teachers means both the working conditions remuneration and other material benefits accorded to them relative to other professional groups, and the

standing or regard accorded to them as evidenced by the level of appreciation of the importance of their function and by their competence in performing it." However, the truth of the teaching profession today is that it does not draw the brightest minds and most moral individuals because of the financial benefits and unfavourable environment that make it difficult to showcase one's abilities (S P Srivastava, 1999). India's teachers are at a crossroads in their careers. Naturally, their grades have been updated recently. Although they receive a respectable salary, it is not very tempting when considering the purchase power of the money. As their social status or prestige declines, they are publicly chastised for their lack of commitment rather than being regarded as men on special missions. "A teacher cannot remain isolated and unaffected by the utilitarian and pragmatic milieu of the larger society. He longs for money and a better quality of life, much like engineers and doctors do. Teachers have developed a partial blindness to the ideas and aspirations of social commitment, much like those in other professions" writes Umroa Singh Chandhari (1999).

Emergence of Teaching as a Profession

There is no ancient counterpart for the term "profession" as it is used in modern society. Although the three traditional professions of medicine, law, and theology did exist, their practitioners did not band together to create formal professions. The men who rendered what we now consider to be professional services in the mediaeval ages were either clergy members or members of select guilds. Due to the influence of these guilds, medical universities also developed into professional training facilities. With the exception of teaching, all professions had

become secularised by the end of the sixteenth century. Stinnett is correct when she states, "The term 'profession' is used so loosely. Almost all specialised groups start to identify as professions as soon as one of its members can honestly say that they have contributed significantly to society. A few years ago, these would have just been new jobs; today, they are fully recognised professions that are developing at an accelerated rate." Scholars generally agree on the general aspects of the profession discussed by Larson (1977).

He claims that the cognitive dimensions cover professionals' service orientation and unique ethics, which support the privilege of self-regulation bestowed upon them by society; the evaluative dimension implicitly compares professions' unique characteristics of autonomy and prestige. The cognitive dimension, on the other hand, is focused on the body of knowledge and techniques that professionals apply in their work, as well as the training required to master such knowledge and skills. The confluence of these broad characteristics seems to be the basis for the profession's uniqueness. Compared to other modern occupations, teaching is a relatively new job. Teaching has always been a profession, if not marketed as a legal or medical field. According to Umed Raj Nahar (1988), several cultural and social structural forces contributed to the transformation of religious callings into academic professions within the Western university system.

Culturally, the emergence of Protestantism and Puritanism in Europe aligned with the rise of the scientific profession, bolstering its development. Teaching and scientific exploration became less tied to traditional church values, with faith integrating more rationality and commitment. This shift helped establish the cultural

principles that now guide science and the scientific profession, such as universalism, impartiality, and organized scepticism. On the social structural side, Nahar highlights factors like the shift towards achievement-based systems over inherited status, the impacts of industrialisation and urbanisation, the creation of agencies for funding education, and the growing need for technical and secular training. In India, the academic profession and school system emerged due to the influences of British rule, but whether teaching has fully developed into a profession remains a contentious issue both within and outside the field. There are differing opinions on whether teachers meet the standards of professionals. Scholars like Sunitee Dutt (1970) and C.L. Wadhavan (1978) argue that teachers lack key professional characteristics, such as extensive training, adherence to a code of ethics, and strong professional identity, particularly among women teachers in South Asia. Suma Chitnis (1979) also offers insights into college teachers, noting that they generally do not meet professional standards. Out of seven indicators used to assess their occupational status, teachers seem to excel in only one area—their idealism and commitment to their work. In the remaining six indicators—advanced learning, exclusivity of the occupation, societal importance, organization and solidarity, autonomy, and social status—teachers do not measure up to the standards of other professions like bureaucrats (I.A.S.), doctors, engineers, or lawyers. While teaching is officially classified as a profession in the National Classification of Occupations, many teachers feel they are not accorded the same respect by society as other professionals. Rao and Venkataramana (1998) describe teaching as a unique profession, distinct from others like law or medicine, where professional duties end once the case is won or the cure achieved. In contrast, the impact of a teacher

extends far beyond a student's exam results, influencing their intellectual development, personality, and character. This long-lasting influence highlights the normative and value-driven nature of teaching. R.N. Shrivastava (1986) observed that while high expectations are placed on teachers, real-world challenges often hinder their ability to fulfil these expectations. Nonetheless, commitment remains a fundamental aspect of the teaching profession, and it is often considered an inherent part of the job.

Importance of Professional Commitment of Teachers

According to the National Council for Teacher Education (NCTE, 1998), teacher commitment is defined as a deep dedication and devotion to the teaching profession, grounded in the understanding that teaching is the most noble of all professions. Teacher commitment encompasses several key aspects:

1. Complete dedication to the task
2. Commitment to the objective of education
3. Deep concern for the child
4. A high degree of professionalism

The professionalism of teachers is essential in overcoming negative behaviours such as resistance to new teaching methods, egoism, uncooperative attitudes, complaints, mistreatment of children, neglect of duties, and irregular attendance. Positive professional behaviour, reflected in teachers' attitudes and job satisfaction, is often linked to qualities of being a "good" or "effective" teacher. These positive attributes contribute to better teaching quality, improved student performance, deeper subject comprehension, and the holistic development of

students' emotional, cognitive, and psychomotor skills.

However, the question arises whether a positive attitude and interpersonal skills alone are enough to achieve these outcomes in the teaching-learning process. It is generally assumed that commitment to teaching plays a critical role in turning positive attitudes and skills into meaningful actions. According to Roger (1969), teachers affirm their commitment to the goals and values of education and the profession by internalizing these principles and holding themselves accountable to their own standards. Feldman and Moore (1960) observed that commitment involves aligning oneself with the goals and objectives of an organization. It reflects a deep personal connection, where individuals pursue objectives that resonate with their own needs and values. In the context of teaching, R.H. Dave (1998) emphasized the critical role of teacher commitment. He stated that a teacher's effectiveness is not solely determined by their professional training or classroom performance, but equally, if not more, by their commitment to excelling in their role. This commitment is the decisive factor that significantly influences a teacher's performance. Dave argued that the importance of commitment in the teaching profession cannot be overstated, as it is a core component of professional success.

Studies Related to Professional Commitment

Permana, Rubini and Sumartoyo (2024) conducted a study aimed at identifying strategies to enhance commitment to the profession among Vocational High School (SMK) teachers in Depok City, West Java. This quantitative research involved a population of 378 teachers. The findings indicated that commitment to

the teaching profession could be improved by strengthening organizational culture, self-efficacy, job satisfaction, and work motivation among teachers.

Garg (2024) conducted a study titled "Professional Commitment of Secondary School Teachers in Relation to Self-Efficacy and Teacher Effectiveness," employing a quantitative research approach to examine the relationship between professional commitment, self-efficacy, and teacher effectiveness. The study revealed that high levels of professional commitment among secondary school teachers correlate with increased self-efficacy. Additionally, the findings indicated a reciprocal relationship between professional commitment and self-efficacy, highlighting the interconnectedness of these constructs and their impact on teacher effectiveness.

Viernes et al. (2024) conducted a study titled "Job Commitment, Satisfaction, and Teachers' Performance: Basis for Retention Programme" in the Division of Cagayan de Oro City for the School Year 2023–2024. The study aimed to evaluate teachers' performance and their job commitment. A total of 420 teachers were selected as respondents through random sampling, and data were collected using a survey. Inferential statistical methods, including mean, standard deviation, and Pearson Product Moment Correlation Coefficient, were utilized for data analysis. The results indicated that teachers demonstrated high levels of performance, job satisfaction, and commitment. There was a strong correlation between teachers' performance and their career commitment; however, no significant relationships were found for organizational, service, or work commitments. Additionally, no

discernible link was established between teachers' performance and work satisfaction.

Aslan and Tmkaya (2023) conducted a study to analyze the relationship between classroom teachers' professional commitment and career satisfaction using a relational survey model. The research involved a sample of 290 classroom teachers working in public schools across various cities in Turkey. Data were collected through a career satisfaction scale, a professional commitment scale, and an information form. The analyses employed ANOVA, t-tests, correlation, and regression tests. The results indicated significant differences in the professional commitment of classroom teachers based on gender, years of service, place of work, and educational status. Conversely, career satisfaction showed no significant differences concerning gender, years of service, or place of work, but did vary by educational status. A moderate, positive, and significant relationship was identified between professional commitment and career satisfaction, with regression analysis indicating that approximately 22% of the variance in career satisfaction was explained by professional commitment.

Kumar and Shobha (2023) conducted a study to investigate the effect of gender and management type on the professional commitment of college teachers. The study utilized a survey design, treating professional commitment as the dependent variable, while gender and management type were considered independent variables. A sample of 100 college teachers was randomly selected using the professional commitment scale developed by Kaur et al. The data were analysed using mean, standard deviation, and t-tests. The findings revealed no

significant difference in professional commitment among college teachers concerning gender and management type.

Yıldız (2023) conducted a study to examine the relationship between teachers' job satisfaction and motivation, and how these factors affect their professional commitment. Utilizing a correlational survey design, the research involved 555 teachers from various school types and branches in different districts of Erzurum. Data were collected using the Professional Commitment Scale, Job Satisfaction Scale, and Teacher Motivation Scale. Multiple Linear Regression Analysis (MLRA) was employed to analyse the data. The findings indicated a positive relationship between teachers' professional commitment and the sub-dimensions of motivation and job satisfaction. Furthermore, it was found that job satisfaction, along with the motivation sub-dimensions of "professional satisfaction," "personal development," and "school management," were significant predictors of professional commitment.

Indu and Jena, P. C. (2023) conducted a study aimed to explore the relationship between professional commitment and locus of control among secondary school teachers. Data were gathered from a sample of 400 teachers across 20 secondary schools (10 government and 10 private) using a simple random sampling technique. Standardized instruments were employed for data collection. Results indicated a significant difference in both professional commitment and locus of control between teachers in government and private schools, as well as a significant positive relationship between various dimensions of professional commitment and locus of control.

Mahajan and Kauts (2022) conducted a study to explore professional commitment among secondary school teachers in Punjab, focusing on the regions of Mahja, Malwa, and Doaba. The study utilized a random sampling technique to select a sample of 960 secondary school teachers. The results indicated that private secondary school teachers exhibited higher levels of professional commitment than their government counterparts across all dimensions of Professional Commitment. These dimensions included commitment to learners, commitment to society, commitment to their profession, commitment to their own development, commitment to attaining excellence, and commitment to basic human values.

Ahammad, M (2021) examined the professional commitment of teacher educators concerning locality, gender, and streams of study in West Bengal. The study utilized a sample of 240 teacher educators. The results indicated a significant effect of locality, gender, and streams of study on professional commitment among teacher educators. The findings revealed that there were notable differences in professional commitment levels between male and female educators, as well as between urban and rural educators, and between those teaching in science versus arts disciplines.

Mambra, Hameed and Mello (2021) conducted a comparative study on the organizational commitment of government and private school teachers. The findings revealed that both government and private teachers favoured using textbooks and related source materials in their teaching approaches. Both groups demonstrated a positive and ethical approach in their interactions with students and reported employing innovative teaching strategies aligned with recent research developments.

Importantly, the study concluded that there were no significant differences in organizational commitment levels between government and private school teachers.

In their 2021 study, Hatim and Shakir explored professional commitment among secondary school teachers, specifically examining its relationship with self-esteem. Using a survey method, they gathered data from a sample of 136 secondary school teachers (63 male and 73 female) in Aligarh District, Uttar Pradesh. The findings revealed a significant correlation between teachers' professional commitment and self-esteem. However, there were no significant differences in professional commitment and self-esteem when comparing male and female teachers, nor between teachers with less than 10 years of experience and those with more than 10 years.

Shahzad, F (2020) conducted a study to assess the level of professional commitment among secondary school teachers in the Lasbela district of Balochistan. Utilizing a mixed-method research approach, a sample of 116 secondary school teachers was selected through stratified random sampling. The findings indicated that these teachers exhibited an above-average level of professional commitment. Additionally, the study found no significant impact of gender, type of school, or teaching experience on the professional commitment of secondary school teachers.

Dar, F. A. and Lone, A. (2020) conducted a study examining the differences in professional commitment between government and private secondary school teachers of District Pulwama of J&K Union territory. Two hundred (200) government and private secondary school teachers were randomly taken as the sample of the study. The results revealed significant differences in the dimensions of

commitment to society and commitment to the profession, with government secondary school teachers demonstrating higher levels of commitment in both areas compared to their private school counterparts. However, the study found no significant difference between the two groups regarding the composite scores of overall professional commitment.

Sasikumar, S (2019) conducted a descriptive study to investigate the professional commitment of teacher educators in B.Ed. colleges, focusing on a sample of 110 educators from 15 self-financing colleges in the Chennai and Thiruvallur districts. Using the Professional Commitment Scale developed by Dr. Vishal Sood (2011), the study found no significant differences in professional commitment based on gender, institution location, major subject area, or marital status.

Singh, A. and Singh, S. (2019) conducted a study exploring the relationship between professional commitment and educational performance among teachers. The findings indicated no significant differences in commitment based on gender, locale, or type of school. Among the five dimensions of teachers' professional commitment, commitment to the learner was rated highest, while commitment to basic human values was rated lowest. The study identified significant demographic variables, such as teaching subject and level of teaching, influencing overall professional commitment. Specifically, teachers of mathematics and social sciences, as well as language and other subjects, displayed significant differences in their commitment levels. Additionally, teachers at the primary and higher secondary levels, and those teaching at the secondary and higher secondary levels, also showed

significant differences in their overall professional commitment.

Sharma (2019) conducted a study aimed at exploring the level of job satisfaction and professional commitment of teacher educators and examining the relationship between these two variables. The study also investigated the impact of marital status, teaching experience, and subject stream (science or arts) on these factors. A sample of 100 teacher educators was selected through proportionate random sampling from 25 colleges in the Jammu province. The findings revealed that over 60% of teacher educators demonstrated average or below-average levels of job satisfaction, while 50% exhibited similar levels of professional commitment. Unmarried teacher educators were found to have significantly higher levels of both job satisfaction and professional commitment compared to their married counterparts. However, no significant differences were observed based on teaching experience or stream. A positive and significant relationship was established between job satisfaction and professional commitment.

Bashir, L (2019) investigated the impact of professional commitment on the teaching effectiveness of secondary school teachers. The study sampled 300 teachers from various secondary schools in Punjab. The findings indicated that professional commitment was a significant predictor of teaching effectiveness. Teachers who demonstrated higher levels of professional commitment were more effective in their teaching practices, contributing positively to student outcomes and overall school performance.

Moshahid and Ashraf (2019) conducted a study to compare the professional commitment between government and private secondary school teachers. The results

revealed a significant difference in professional commitment, with private secondary school teachers demonstrating a higher level of commitment compared to their government counterparts. This finding highlights a disparity in how professional commitment manifests in different school settings, with private school teachers showing greater dedication to their profession.

Rani, R (2019) explored the professional commitment of teacher educators in B.Ed. colleges. A purposive sampling method was used to select a sample of 78 teacher educators from the B.Ed. programs in the districts of Rohtak and Sonapat. The study revealed that teacher educators exhibited a high level of professional commitment. Furthermore, the findings indicated that there was no significant difference in the professional commitment of teacher educators based on the type of institution (whether government or private). This suggests that regardless of the institutional affiliation, teacher educators in B.Ed. colleges maintain a strong commitment to their profession.

Rakesh and Liegise (2018) conducted a study to examine the attitudes towards professional commitment among secondary school teachers in Nagaland, focusing on variables such as gender, type of institution, years of experience, and professional qualification. The sample consisted of 50 secondary school teachers from Dimapur, selected using a stratified sampling technique. The results revealed that most respondents exhibited commitment to their profession. Additionally, the study found significant differences in professional commitment based on gender and type of institution, indicating that these factors influenced teachers' attitudes toward their profession.

Habib, H. (2019) conducted a study to examine and compare the professional commitment and self-efficacy of secondary school teachers, as well as to explore the relationship between these two variables. Using a purposive sampling technique, a sample of 100 teacher educators from government schools in Ganderbal district was selected. The findings showed that female secondary school teachers exhibited higher professional commitment than their male counterparts. No significant difference was observed in self-efficacy among teachers, but a significant positive correlation was found between professional commitment and self-efficacy.

Alam, M. M. (2018) conducted a study to explore the differences in professional commitment among secondary school teachers across various demographic variables. The study involved a sample of 111 randomly selected teachers. The results revealed significant differences in professional commitment between male and female teachers, with females showing higher commitment. However, no significant difference was found between rural and urban teachers regarding their professional commitment. Additionally, government and private secondary school teachers differed significantly in their professional commitment, with private school teachers displaying higher levels of commitment.

Sethi, A. (2018) conducted a study to compare the organizational commitment of teachers working in government and private schools. The sample consisted of 74 senior secondary teachers (34 male and 40 female) from Tehri district in Uttarakhand. The results indicated that there was no significant difference in the organizational commitment of government and private school teachers. However, a significant difference was found between male and female teachers, with

female teachers demonstrating higher organizational commitment. The study also revealed that most teachers exhibited low levels of organizational commitment.

Ranju B (2017) conducted a study to explore the professional commitment of school teachers in the state of Punjab. The sample consisted of 200 school teachers randomly selected from the districts of Ludhiana and Hoshiarpur. The study utilised the Professional Commitment Scale for Teachers to collect data. The findings provided insights into the professional commitment levels of school teachers in the state, though detailed results and conclusions were not provided.

Gill, P. K. and Kaur, H. (2017) examined professional commitment among senior secondary school teachers, focusing on a sample of 95 government teachers from various schools in S.A.S. Nagar (Mohali). The teachers were randomly selected using a lottery method. The findings revealed that there was no significant interaction effect of gender and teaching experience, as well as stream and teaching experience, on the professional commitment of the teachers.

Brar, S. K. (2017) investigated the role commitment of school teachers in relation to their life satisfaction levels. The study sample consisted of 200 school teachers (both male and female), randomly selected from secondary schools (government and private) in Ludhiana District, Punjab, India. Using a normative survey method, the findings revealed a significant difference in role commitment between male and female teachers. However, no significant difference was found in the role commitment of teachers from government versus private schools. Additionally, the study showed a positive correlation between the role commitment of secondary school teachers and their life satisfaction levels.

Thoker, A. (2017) conducted a study to find and compare the professional commitment of Government and private School teachers on sex and rural and urban dichotomy. 800 Government and private School teachers were selected by using random cum stratified sampling technique. The result revealed significant differences in professional commitment between government and private school teachers. The study found that private school teachers demonstrated higher levels of professional commitment across all five dimensions: commitment to learners, commitment to society, commitment to their profession, commitment to attaining excellence, and commitment to basic human values.

Neelama Devi and Attri, R. (2017) investigated the professional commitment among teacher educators in relation to their self-efficacy and work motivation. The sample of the study consisted of 240 teacher educators working in private B.Ed. colleges in Himachal Pradesh. The findings indicated that secondary teacher educators with high self-efficacy had higher professional commitment compared to those with low self-efficacy. Meanwhile, secondary teacher educators exhibited similar levels of professional commitment regardless of their work motivation levels.

In 2016, Pan carried out a study focused on assessing the professional commitment levels of teacher educators working in privately-funded B.Ed. colleges in West Bengal. Using a systematic random sampling method, the study selected a sample of around 150 individuals, categorizing them by gender, age, years of teaching experience, and subject area. The research findings revealed notable

differences in commitment based on gender, age, and teaching experience, though commitment levels showed no significant variation in relation to the subject taught.

Shukla, A.K. and Waris, A. (2016) investigated the professional commitment of secondary school teachers, focusing on the impact of gender and geographical area. The sample size taken is 600 secondary school teachers, comprising male and female, rural and urban teachers of six districts in Uttar Pradesh. The findings of the study revealed that the professional commitment of secondary school teachers differs significantly in relation to gender, and teachers do not significantly differ in professional commitment in relation to area. Their findings indicated that female secondary school teachers displayed a higher level of professional commitment compared to their male counterparts.

Basu (2016) conducted research to explore the professional commitment and job satisfaction levels among secondary school teachers in Bareilly district, involving a sample of 98 teachers. The findings indicated that both gender and years of teaching experience significantly impacted teachers' professional commitment, while the type of school attended did not show a notable effect. Additionally, gender, type of school, and years of teaching experience were identified as significant factors affecting job satisfaction. A strong positive correlation was also established between the professional commitment and job satisfaction of secondary school teachers.

Arnab, S. (2016) conducted an empirical study aimed at assessing the professional commitment of teacher educators in self-financed B. Ed. colleges in West Bengal, focusing on various categorical variables. Using a systematic random

sampling technique, the study sampled approximately 150 educators, categorized by gender, age, teaching experience, and subject taught. The findings revealed significant differences in professional commitment based on gender, age, and teaching experience, while no significant differences were found concerning the subject taught.

Beri and Beri (2016) conducted a study to examine the relationship between work motivation and professional commitment among teacher educators. The results indicated that teacher educators generally exhibited an average or moderate level of professional commitment. The study found that there is a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.

Gupta, M. and Nain, I. (2016) explored how gender affects professional commitment, role conflict, and life satisfaction among teacher educators in B.Ed. colleges. Their study, which included 200 teacher educators (100 male and 100 female) selected through simple random sampling, found significant differences in professional commitment levels across various types of colleges (government, aided, and self-financed). Notably, male teacher educators exhibited higher levels of professional commitment compared to their female counterparts.

Farooq, Faridee, Batool and Yahya (2016) examined the association between head teachers' conflict management styles and the professional commitment of secondary school teachers in public sector schools across Punjab. Utilizing a multistage random sampling technique, the study encompassed a total sample of 72

head teachers and 216 secondary school teachers from three randomly selected districts: Lahore, Sahiwal, and Multan. The findings indicated a significant relationship between the conflict management styles of head teachers and the professional commitment of teachers, with urban and female teachers demonstrating higher levels of commitment to their profession.

Sheikh (2015) investigated the role conflict experienced by teachers and its relationship with their professional commitment and work motivation. The study utilized a descriptive survey design, focusing on a sample of 150 senior secondary school teachers from the districts of Hoshiarpur, Faridkot, Pathankot, Rupnagar, and Ludhiana in Punjab, with 30 teachers selected from each district using a purposive sampling method. Key findings revealed that there was no significant difference in role conflict between male and female teachers. However, significant differences were noted in professional commitment between genders, while no significant differences were observed in professional commitment or work motivation between government and private school teachers. Additionally, the study found a significant relationship between role conflict, professional commitment, and work motivation among teachers.

The review of related literature on professional commitment elucidates the multi-faceted and dynamic nature of individuals' dedication to their professions. The extensive body of research delves into the various dimensions and determinants of professional commitment, shedding light on its significance in organizational contexts. The literature underscores that professional commitment is not a monolithic concept but encompasses affective, normative, and continuance dimensions. Studies exploring the antecedents of professional commitment highlight

the role of factors such as job satisfaction, organizational culture, leadership, role conflict, work motivation, life satisfaction, locus of control and career development opportunities. Understanding these determinants is essential for organizations seeking to cultivate a committed and motivated workforce. The research reviewed in this section has illuminated the different dimensions of professional commitment and the factors that contribute to its development. Notably, studies highlight the interplay between individual values, organizational support, and career opportunities in fostering a strong sense of professional dedication. These insights provide a valuable foundation for further exploration of strategies to cultivate a committed and high-performing workforce.

However, challenges and gaps in the literature persist, pointing to areas for future research. Further exploration is needed to understand the impact of emerging trends, such as remote work and flexible arrangements, on professional commitment. Additionally, cross-cultural studies can provide insights into how cultural differences shape individuals' commitment to their professions across diverse global contexts.

Theoretical Overview of Professional Life Satisfaction

A theoretical overview of Professional Life Satisfaction involves understanding the factors that contribute to an individual's overall sense of fulfilment and contentment within their professional life. It is a subset of life satisfaction, specifically focusing on the domain of work and career, and can be influenced by personal and environmental factors. Several psychological and organizational theories help explain this concept.

Professional life satisfaction refers to an individual's overall contentment, happiness, and fulfilment related specifically to professional or work life. Professional life satisfaction goes beyond mere happiness or momentary contentment. It's the holistic evaluation of one's entire work-related experience. Rather than focusing solely on current emotions, professional life satisfaction considers individuals' overall feelings about their work, career, and workplace.

Ed Diener, a prominent researcher in well-being, defines life satisfaction as "an overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive."

Ruut Veenhoven, another respected scholar, describes it as "the degree to which a person positively evaluates the overall quality of their life as a whole."

In simpler terms, life satisfaction reflects how much someone likes the life they lead, encompassing both personal and professional aspects.

The relationship between professional life satisfaction and subjective well-being is closely intertwined, as one's experiences in the workplace significantly influence overall happiness and life satisfaction. Subjective well-being (SWB) refers to how individuals experience and evaluate their lives, and it is often measured by components such as life satisfaction, positive affect, and low negative affect. Professional life satisfaction, as part of an individual's overall life experience, contributes substantially to SWB, especially given the large portion of time people spend working.

Theories of Professional Life Satisfaction

Bottom-Up Theories

These theories propose that life satisfaction results from satisfaction in various life domains. In other words, if an individual is content with specific aspects of their life (such as work, family, health, or relationships), it contributes to overall life satisfaction.

Imagine building a sturdy foundation by ensuring satisfaction in different areas—each brick adds to the stability of the whole structure.

Top-Down Theories

These theories suggest that life satisfaction influences domain-specific satisfaction. When someone experiences overall life satisfaction, it spills over into their satisfaction within specific life domains (like work).

A theoretical overview of professional life satisfaction involves understanding the factors that contribute to an individual's overall sense of fulfilment and contentment within their professional life. It is a subset of life satisfaction, specifically focusing on the domain of work and career, and can be influenced by personal and environmental factors. Several psychological and organizational theories help explain this concept:

Job Satisfaction Theory

Job satisfaction is closely tied to professional life satisfaction and is often used interchangeably in work-related studies. Herzberg's Two-Factor Theory (1959) explains job satisfaction in terms of motivators and hygiene factors:

- **Motivators:** These are intrinsic factors such as achievement, recognition, and the work itself, which lead to higher professional satisfaction.
- **Hygiene Factors:** These are extrinsic factors such as salary, work conditions, and job security. While they prevent dissatisfaction, they do not necessarily lead to higher satisfaction.

According to Herzberg, professional life satisfaction is largely driven by intrinsic factors, meaning a person feels satisfied when they find their work meaningful and fulfilling.

Self-Determination Theory (SDT)

Deci and Ryan's Self-Determination Theory (1985) posits that individuals are motivated to grow and achieve satisfaction through the fulfilment of three psychological needs:

- **Autonomy:** The sense of having control over one's work.
- **Competence:** Feeling effective and capable in one's professional role.
- **Relatedness:** Experiencing meaningful connections with colleagues or clients.

Professional life satisfaction is achieved when these needs are met within the workplace. For example, employees who feel they have control over how they work and are supported in their growth are more likely to experience higher professional life satisfaction.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs (1943) provides a general framework for understanding human motivation, including professional satisfaction at the workplace level:

- Basic needs (salary, safety) must first be fulfilled.
- Higher-level needs such as esteem (recognition, promotions) and self-actualization (personal growth, creativity) are critical for long-term professional satisfaction.

Employees who feel their higher-order needs are met are more likely to experience lasting satisfaction with their careers.

Person-Environment Fit Theory

This theory highlights the importance of alignment between an individual and their work environment. Professional life satisfaction increases when there is a good match between:

- Person-job fit: Skills and interests align with the job's demands.
- Person-organization fit: Alignment between personal values and organizational culture.

Then individuals find their job roles and organizational values align with their own, they are more likely to experience professional life satisfaction.

Career Development Theory

Super's Career Development Theory (1957) emphasizes that professional satisfaction evolves over time through different life stages. As individuals progress through their careers, their values, goals, and job satisfaction change. Factors such as career growth opportunities, professional recognition, and achieving work-life balance play a crucial role in maintaining long-term professional life satisfaction.

Social Cognitive Career Theory (SCCT)

SCCT, developed by Lent, Brown, and Hackett (1994), focuses on the role of personal beliefs and social contexts in shaping career satisfaction. According to this theory:

- Self-efficacy (belief in one's ability to succeed) and outcome expectations (what one expects to gain from their job) are critical in determining career choices and satisfaction.
- Social support (from mentors, colleagues) also contributes to an individual's sense of satisfaction and fulfillment in their professional life.

Work-Life Balance and Role Theory

According to Role Theory, individuals occupy multiple roles in life (professional, familial, social), and managing these roles can impact life satisfaction. Work-life balance plays a critical role in professional satisfaction, where fulfilling professional responsibilities without negatively affecting personal life leads to higher overall life satisfaction.

Professional life satisfaction is a multifaceted concept shaped by both individual and workplace factors. Theoretical perspectives such as Herzberg's Two-Factor Theory, Self-Determination Theory, Person-Environment Fit, and Career Development Theory all emphasize the importance of intrinsic motivation, autonomy, alignment of personal and organizational values, and opportunities for personal and professional growth. Understanding these theories provides insight into how professional satisfaction can be enhanced, leading to a more fulfilling work life and overall well-being.

Measurement of Professional Life Satisfaction

Cantril's Self-Anchoring Ladder Scale

This measurement approach asks individuals to evaluate their current, past, and expected future satisfaction with professional life based on a scale tied to their own values. While many scales effectively assess well-being, the concept of well-being is often narrowly defined and based on specific criteria. One widely accepted theory of well-being is the PERMA model by Martin Seligman, a pioneer in positive psychology. The model identifies five key components that contribute to well-being: Positive emotions, Engagement, Relationships, Meaning, and Accomplishments. Although the PERMA model offers a strong framework for understanding well-being, it sometimes falls short in fully capturing life satisfaction, as it tends to be more objective and less adaptable to the unique values of individuals.

Life satisfaction measures are largely subjective, relying on the factors that individuals find personally significant. Life satisfaction is not determined by

elements that a person does not consider meaningful. A related term often used alongside life satisfaction and happiness is quality of life, which refers to satisfaction or well-being related to external living conditions, such as access to food, health status, and shelter (Veenhoven, 1996).

The key distinction between life satisfaction and quality of life lies in their nature: life satisfaction is subjective and emotional, while quality of life is more objective and dependent on living conditions. For example, a person who is homeless or terminally ill may have a higher life satisfaction than a wealthy, healthy individual because they prioritize different factors than those associated with quality of life.

One of the most influential figures in life satisfaction research is Ed Diener, whose name is closely tied to the study of well-being. Diener's Satisfaction with Life Scale (SWLS) is one of the most widely used tools in positive psychology. Since the 1980s, Diener has been at the forefront of research in this area, coining the term subjective well-being (SWB) and establishing it as a measurable component of happiness.

Factors Affecting Professional Life Satisfaction

The factors affecting Professional Life Satisfaction plays a crucial role in shaping teachers' satisfaction with their work and life and contribute to overall well-being. The important factors affecting Professional Life Satisfaction are as follows.

To Be a Great Teacher

This factor aligns with self-efficacy and teacher identity theories. Teachers who believe they can make a positive impact on their students' learning and

development tend to experience higher job satisfaction. When teachers perceive themselves as effective educators, it contributes to their overall Professional Life Satisfaction.

To Develop Personality

This factor considers person-environment fit theory. When teachers feel that their personality traits align well with the demands of their teaching role (e.g., being patient, empathetic, organized), they experience greater satisfaction. A good fit between their personality and the teaching environment fosters well-being.

To Know Myself

This factor reflects on self-awareness and self-determination theory. Teachers who engage in self-reflection, understand their strengths and weaknesses, and actively seek personal growth tend to be more satisfied. Self-awareness contributes to a sense of purpose and fulfillment.

Attain Self-Satisfaction

This factor explores intrinsic motivation and self-determination theory. Intrinsic motivation—doing something because it's inherently rewarding—plays a crucial role. When teachers find joy in their work, feel a sense of accomplishment, and derive satisfaction from their efforts, overall professional life satisfaction increases.

Acquire Status in Society

This factor considers social identity theory and social comparison theory. Teachers often seek recognition and respect from society. Feeling valued by others

students, parents, colleagues, and the community enhances professional life satisfaction. Social status and self-esteem significantly influence how teachers perceive their work, interact with others, and experience overall professional life satisfaction.

Generate and Develop Knowledge

This factor connects with professional development and learning theories. Teachers who engage in continuous learning, attend workshops, pursue advanced degrees, and stay updated with educational research tend to feel more fulfilled. Intellectual growth contributes to the professional life satisfaction.

Receive Respect from Society

This factor refers to social exchange theory and organisational justice. Respect is a form of social reward. When teachers perceive fairness, respect, and appreciation from their school, parents, and the broader community, it positively impacts their overall professional life satisfaction.

Acquire Highest Professional Growth

This factor explores career development and goal-setting theory. Teachers who set ambitious career goals, seek promotions, and aspire to leadership roles often experience higher satisfaction. Professional growth and advancement contribute to a sense of purpose.

Attain the Highest Position

This factor considers career development theories and goal-setting theory.

Aspiring to higher roles such as becoming a head teacher, principal, or educational leader can provide a sense of purpose and achievement. The journey toward professional growth and leadership contributes to professional life satisfaction.

To Get Acceptance in the Society

This factor connects with social identity theory and self-esteem research. Feeling respected and accepted by society validates a teacher's contribution. Recognition from parents, students, and the community enhances overall professional life satisfaction.

Improve Standard of Life

This factor explores self-determination theory and material well-being. A comfortable standard of living adequate income, work benefits, and work-life balance impacts overall satisfaction. Financial stability contributes to professional life satisfaction and well-being.

Keep myself Engaged Always

This factor refers to job engagement theories and flow theory. Engaged teachers find joy in their work. When tasks align with their skills and challenge them just enough, they experience a state of flow a deep engagement that positively influences the professional life satisfaction.

Find New Ideas

This factor considers creativity theories and innovation research. Teachers who actively seek innovative teaching methods, explore new pedagogical

approaches, and stay curious tend to feel more fulfilled. Novelty and creativity enhance satisfaction.

For Derive Pleasure

This factor connects with hedonic well-being and positive emotions. Pleasure whether from a successful lesson, a student's progress, or a supportive colleague and celebrate small victories adds to overall professional life satisfaction.

Figure 2

Factors Affecting Professional Life Satisfaction



Professional life satisfaction is a multifaceted concept shaped by both individual and workplace factors. Theoretical perspectives such as Herzberg's Two-Factor Theory, Self-Determination Theory, Person-Environment Fit, and Career Development Theory all emphasize the importance of intrinsic motivation, autonomy, alignment of personal and organizational values, and opportunities for personal and professional growth. Understanding these theories provides insight into how professional satisfaction can be enhanced, leading to a more fulfilling work life and overall well-being.

Studies Related to Professional Life Satisfaction

Khanna and Vijayan (2024) conducted a study to explore the relationship between job satisfaction and work-related quality of life among school teachers, utilizing a sample of 156 teachers from private schools. Employing a correlational research design, the researchers collected data through purposive sampling and assessed the variables using the Index of Job Satisfaction (IJS) and the Work-Related Quality of Life Scale (WRQoL). The analysis included correlational analysis to examine the relationship between the two variables and independent sample t-tests to assess gender differences. The results revealed a significant positive correlation between job satisfaction and work-related quality of life among school teachers. Furthermore, the findings indicated a notable gender difference, with female teachers reporting higher levels of both job satisfaction and work-related quality of life compared to their male counterparts.

Leal and Baniel (2024) conducted a mixed-methods study to examine the influence of work commitment, motivation, and job satisfaction on teachers' quality of life. The study involved 118 teachers who participated through both standardized questionnaires and focus group interviews. The independent variables included work commitment, motivation, and job satisfaction, while the dependent variable was the quality of life of the teachers. The findings indicated that teachers reported high levels of work commitment, motivation, and job satisfaction, contributing to a good overall quality of life. Specifically, aspects such as daily leisure, physical health, psychological well-being, and social relations were rated positively, although the salary was deemed fair. The study revealed significant differences in quality of life linked to teachers' work commitment, motivation, and job satisfaction, highlighting a strong positive association among these factors. The researchers concluded that teachers who feel fulfilled in their work exhibit a stronger attachment to their jobs, colleagues, and school community.

Cayupe et al. (2023) conducted a cross-sectional study titled "Self-efficacy, organizational commitment, and workload as predictors of life satisfaction in elementary school teachers: The mediating role of job satisfaction." The study involved 300 primary school teachers (68% female, 32% male) with an average age of 42.52 years (SD = 10.04). Participants completed several assessments, including the General Self-Efficacy Scale, the Satisfaction with Life Scale (SWLS), the Workload Scale (ECT), the Generic Job Satisfaction Scale, and the Organizational Commitment Questionnaire (OCQ). Data analysis was performed using structural

equation modeling (SEM). The results indicated that both self-efficacy and organizational commitment positively influenced job satisfaction, whereas workload negatively affected it. Furthermore, job satisfaction was confirmed as a mediator between self-efficacy, workload, and overall life satisfaction. The study emphasizes the critical roles of self-efficacy, organizational commitment, and workload in determining job satisfaction and overall life satisfaction among elementary school teachers, highlighting the mediating role of job satisfaction in this dynamic.

De Souza et al. (2023) conducted a study titled "Factors Influencing Life Satisfaction in Basic Education Teachers," which examined various factors affecting the life satisfaction of teachers in basic education. The study included 100 primary and high school teachers (74 women), with a mean age of 40.9 years (SD = 10.01). Researchers used network analysis to identify the six key aspects that impact the lives and work of these educators: life satisfaction, self-efficacy, self-esteem, positive affect, work engagement, and the provision of instrumental social support. Among these factors, self-efficacy was found to have the strongest correlation with life satisfaction. The authors suggest that incorporating self-efficacy into intervention programs for basic education teachers may enhance their effectiveness, aligning with findings from previous studies that highlight the importance of self-efficacy in promoting life satisfaction.

In their 2023 study, Marcionetti and Castelli examined a model that identifies factors influencing teachers' job satisfaction, life satisfaction, burnout, dispositional optimism, social support, perceived workload, and self-efficacy among 676 Swiss

teachers. Utilizing structural equation modeling to analyze the data, the researchers found that different variables had varying impacts on teachers' burnout, job satisfaction, and life satisfaction. Specifically, dispositional optimism, social support, and perceived workload were identified as factors that could decrease the likelihood of teacher burnout. Additionally, both dispositional optimism and social support, along with teacher self-efficacy, were found to enhance job satisfaction. Furthermore, dispositional optimism—alongside burnout and job satisfaction—was directly linked to life satisfaction among teachers.

In their 2023 study, Robu and Stoica explored the factors influencing life satisfaction among 62 Romanian primary education teachers, aged between 24 and 54. Participants completed the Romanian adaptations of the Satisfaction with Life Scale (SWLS), the Big Five Inventory (BFI), and the Teacher Self-Efficacy Scale (TSES). The correlational analysis provided both full and partial support for the study's hypotheses. The findings indicated that life satisfaction among teachers is significantly affected by various factors, including personality traits, self-efficacy, and job-related conditions.

In order to test a thorough structural equation model of the direct and indirect relationships between trait emotion, regulation, and life satisfaction, Luque-Reca, O et al. (2022) undertook a study. A cross-sectional sample of 404 Spanish teachers participated in the study. According to the findings, trait emotion regulation and both life and work happiness are mediated by both positive and negative effects; the primary factor influencing life satisfaction is job satisfaction.

Mabrouk, Mekni and Aldawish (2022) looked into the connections between female students' life satisfaction, stress, and digital learning in COVID-19 period. There were 200 Saudi Arabian women pursuing bachelor's degrees among the participants. For the investigation, an online survey method was employed. The findings showed that life satisfaction is favourably influenced by having an optimistic mindset.

Zheng, M (2022) carried out research to look into the relationship between political teachers' job performance and career satisfaction. 200 carefully chosen political teachers who completed questionnaires and interviews made up the study's sample. The findings indicated that, at the middle and upper levels, political teachers are happier in their jobs; those who have been teaching for more than six years are the happiest, while those who have been teaching for less than a year perform the worst.

Atilgan (2021) conducted a study to determine the relationship between life satisfaction and risks taking levels of teachers during the COVID-19 pandemic, their opinions on some demographic variables and whether there is a difference in these opinions. Survey method used for the study. The sample consists of 293 participants. The findings showed that the participants' life satisfaction levels and their risk-taking component were significantly correlated, and that the participants' life satisfaction was significantly predicted by the risk-taking dimension.

The mediating effect of resilience between the correlations of hope and life satisfaction is examined by Ahmad, Z., Ur Rehman, Z. and Alvi, A. K. (2021). Life

satisfaction is the dependent variable, whereas hope and mindfulness are the independent factors. A random sample of 350 employees of an engineering company provided the data. The findings show that hope directly improves resilience and life satisfaction, respectively. A portion of the relationship between hope and life satisfaction is mediated by resilience.

Sari and Yetkiner, (2020) conducted a study to explore the effects of life satisfaction and job motivation to job satisfaction in the teachers, and examining mediating roles of job motivation between the other two variables. A structural equation modelling analysis was performed to analyse the data, and the fit indices of the hypothesised structural model indicated perfect fit. It was found that life satisfaction was a significant predictor of teacher job motivation and job satisfaction. The study shows that life satisfaction significantly predicts job motivation among teachers, highlighting the importance of improving both life quality and motivation to improve job satisfaction.

The study by Qiao, Y. and Lina, C. (2019) looked into the life satisfaction of rural teachers in China using empirical analysis. It involved a convenience sample of 158 rural teachers from eight schools in the Shandong and Anhui areas. The study's findings showed that there are statistically significant differences in rural teachers' life satisfaction depending on factors such as gender, teaching age, professional title, and marital status. The life satisfaction levels of male teachers, expert teachers, senior professional title teachers, and married teachers are higher.

Lodi, Boerchi, Magnano and Patrizi (2019) aimed to validate a scale that assesses scholastic satisfaction, emphasizing the importance of scientific evaluation and interventions in enhancing adolescents' positive development and school adjustment. They adapted the College Satisfaction Scale (CSS) and confirmed its five-dimensional structure in a sample of high school students ($n = 792$). The High-School Satisfaction Scale (H-Sat Scale) evaluates five dimensions of school satisfaction: choice appropriateness (CH), quality of school services (SE), peer relationships (RE), effectiveness of study habits (ST), and career usefulness (CA). Comprising 20 items, the questionnaire demonstrated strong psychometric properties and validated its relationship with life satisfaction and the overall quality of life for high school students. Unlike previous scales, the H-Sat introduces two novel aspects of school satisfaction, particularly focusing on the satisfaction related to career pathways—choice appropriateness and career usefulness—which can aid school counsellors in implementing targeted interventions in these areas.

Hagmaier, Abele and Goebel (2018) explored the relationship between career satisfaction and life satisfaction in their study, "How do career satisfaction and life satisfaction associate?" They considered three perspectives: from a bottom-up approach, career satisfaction should enhance life satisfaction; from a top-down approach, life satisfaction should influence career satisfaction; and from an interactionist perspective, reciprocal influences could exist. These perspectives were tested through two longitudinal studies, each with three measurement points. Study 1 involved 517 participants over a five-year period, while Study 2 followed 99

participants over an eight-week period. Using latent growth curve modeling and cross-lagged analysis, both studies demonstrated a positive association between career satisfaction and life satisfaction over time. The top-down and reciprocal models found strong support, while the bottom-up model received the least. Study 2 also revealed that work centrality moderates the relationship between these constructs. The authors discussed the findings in relation to the significance of life satisfaction in the workplace and the connection between global life satisfaction and satisfaction in specific life domains.

Sharma, S (2017) conducted a study to examine the relationship between adjustment and emotional intelligence, spiritual intelligence, and life satisfaction among working women in four districts of Punjab. The study involved 530 female secondary school teachers, selected through simple random sampling. The findings revealed a significant negative relationship between adjustment and emotional intelligence, spiritual intelligence, as well as life satisfaction.

Brar, S. K. (2017) conducted a study to examine the role commitment of school teachers in relation to their levels of life satisfaction. The sample included 200 secondary school teachers, both male and female, selected through random sampling from government and private schools in Ludhiana District, Punjab, India. The study used a normative survey method and revealed a significant difference in role commitment between male and female teachers. However, no significant difference was found in the role commitment of teachers from government versus private schools. Additionally, the findings indicated a positive correlation between

the role commitment of secondary school teachers and their life satisfaction levels.

Dagh, A. and Baysal, N. (2017) conducted a study to explore the life satisfaction perceptions of teachers working in public primary schools, considering various demographic factors. The study employed a descriptive survey model and included a random sample of 200 teachers from 25 public primary schools in Turkey. The results indicated that teachers' overall life satisfaction was at a moderate level, and significant differences were found in their life satisfaction perceptions based on gender, marital status, and monthly income.

Busing, K. and West, C. (2016) conducted a study to explore the relationship between physical fitness and life satisfaction. The sample consisted of 28 student volunteers from a small, private liberal university in the southwestern United States. The findings indicated no significant correlation between any of the health-related components of fitness and life satisfaction scores. However, significant gender differences were found in all physical fitness measures, except for partial curl-ups, though no significant gender differences were observed in life satisfaction.

Gupta, M. and Nain, I. (2016) explored the influence of gender on life satisfaction among teacher educators. The study involved 200 teacher educators, equally divided between 100 male and 100 female participants, selected through simple random sampling from B.Ed. colleges. The results indicated that male teacher educators had significantly higher life satisfaction compared to their female counterparts, highlighting gender as a significant factor influencing life satisfaction.

Abasimi, E. and Xiaosong, G. (2016) conducted a study to investigate the distribution of character strengths and their relationship with life satisfaction among teachers in selected schools in Ghana. The sample consisted of 104 teachers from basic and senior high schools. The findings revealed a strong positive correlation between overall character strengths and life satisfaction.

Zakaria, A. and Halim, M. (2016) conducted a study to examine the life satisfaction levels of high-achieving students, focusing on different life satisfaction domains and their relationship to academic achievement. The study's sample comprised 45 high-achieving students. The results indicated that these students reported a high level of life satisfaction in the domain of family support but showed only moderate satisfaction with their appearance.

Zhou, M. and Lin, W. (2016) examined the moderating effect of social support on the relationship between adaptability and life satisfaction. The study involved 99 undergraduate freshmen from a Chinese university, using a lagged design with a one-month interval for data collection. The findings showed that social support moderated this relationship, with a stronger positive association between adaptability and life satisfaction for individuals who had higher levels of social support compared to those with lower levels.

Deepak and Vithalrao (2015) conducted a study to assess the life satisfaction of Zilla Parishad primary school teachers based on gender and teaching experience, as well as to compare life satisfaction levels between primary and higher primary teachers, headmasters, and other primary teachers. The analysis showed that the

overall life satisfaction of Zilla Parishad primary school teachers was average. No significant differences were found in life satisfaction between primary and higher primary teachers, or between headmasters and primary teachers. However, a significant difference was found in the life satisfaction of male and female teachers, while no significant difference was observed between teachers with less than 15 years of experience and those with more than 15 years of experience.

Ignat, A.A. and Clipa, O. (2012) conducted research to explore the relationship between emotional intelligence, life satisfaction, work mentality, and overall job satisfaction among Romanian teachers. The study included a sample of 196 teachers from various educational levels. The findings indicated significant differences in emotional intelligence levels concerning teachers' work mentality, job satisfaction, and life satisfaction. Additionally, a strong correlation was found among emotional intelligence, work mentality, general job satisfaction, and life satisfaction.

The review of related literature on Professional Life Satisfaction provides a comprehensive exploration of the factors and theories contributing to individuals' overall sense of well-being. The body of research underscores the complex and subjective nature of professional life satisfaction, influenced by a myriad of internal and external factors. Research suggests that studies specifically addressing professional life satisfaction are relatively scarce. This form of satisfaction is not solely based on external life conditions; rather, it is strongly influenced by psychological, social, and cultural factors.

While the literature provides valuable insights, there are ongoing challenges and gaps that necessitate further exploration. Future research should delve into the long-term impact of life events, the role of cultural variations in defining professional life satisfaction, and the effectiveness of interventions designed to enhance overall well-being.

Conclusion

Today, Professional Life Satisfaction has been becoming a burning topic in educational psychology. Practical implications stemming from the review suggest that promoting Professional Life Satisfaction involves addressing both individual and environmental factors. Policies and interventions that focus on improving mental health, work environment, career growth opportunities, recognition and rewards, work-life balance, job security, fostering social connections, and creating supportive communities can contribute to enhancing Professional Life Satisfaction on a broader scale. In essence, the review of related literature on professional life satisfaction enriches our understanding of what contributes to individuals' perceived quality of life. As society continues to evolve, ongoing research will be instrumental in adapting strategies to promote professional life satisfaction, ultimately contributing to the well-being of individuals and communities.

Empirical studies further corroborate the significant correlation between self-efficacy and various positive outcomes, such as enhanced performance, increased resilience, and improved professional life satisfaction. These findings collectively illustrate that fostering self-efficacy can be a crucial strategy for

promoting personal and professional growth, particularly among primary school teachers, whose sense of efficacy profoundly affects their teaching effectiveness and satisfaction. Additionally, the review emphasizes the contextual nature of self-efficacy, acknowledging that it can vary across different situations and domains. Factors such as social support, feedback, and past experiences contribute to the development and maintenance of self-efficacy beliefs. Understanding these contextual nuances is crucial for designing effective interventions aimed at enhancing self-efficacy in diverse populations.

Furthermore, the review sheds light on the role of organizational factors, leadership styles, and the work environment in shaping employees' motivation levels. It becomes evident that a supportive and positive workplace culture, coupled with effective leadership, can significantly impact employees' motivation, job satisfaction, and overall performance.

In practical terms, the findings from the review underscore the importance of organizations implementing strategies that align with motivational theories and principles. Tailoring motivational approaches to individual differences, providing opportunities for skill development, and fostering a sense of autonomy can contribute to a more motivated and engaged workforce.

The review illuminates the implications of professional commitment for both individuals and organisations. Employees with a high level of professional commitment are more likely to exhibit positive work behaviours, stay with their organisations, and contribute to a positive organisational climate. On the

organisational side, fostering professional commitment can lead to increased employee retention, improved performance, and a competitive edge in the talent market. Practical implications arising from the review suggest that organisations should adopt strategies that not only recognize but also nurture professional commitment. This may involve creating a positive work environment, providing opportunities for professional development, and fostering strong leadership that aligns with employees' values and goals.

The review of literatures above has revealed that a sizeable number of studies were found where self-efficacy, work motivation, professional commitment and professional life satisfaction of school teachers were conducted either independently or in combination with one or two other variables in relation to some demographic variables such as gender, type of management of school, locality of school, age, teaching experience, and marital status. The researcher however came across dearth of studies on professional life satisfaction studied in relation to self-efficacy, work motivation, and professional commitment, especially the ones in which primary school teachers were involved as respondents. It was also clear that self-efficacy, work motivation, and professional life satisfaction have so far eluded most of the Indian investigators. Most of the studies which the researcher came across on self-efficacy, work motivation, and professional life satisfaction were conducted abroad. Hence, there is a wide scope for researchers to explore this field. No study has been conducted yet among the combination of variables- Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction. And

as Self-Efficacy, Work Motivation, Professional Commitment are related to Professional Life Satisfaction, it is relevant in this context. Hence, the present study ‘Self-Efficacy, Work Motivation, and Professional Commitment as Predictors of Professional Life Satisfaction of Primary School Teachers’ is expected to add to the existing literature.

METHODOLOGY

- Variables of the Study
- Rationale for Selecting the Variables
- Objectives of the Study
- Hypotheses of the Study
- Methodology in Brief
- Tools Used for Data Collection
- Sample Selected for the Study
- Data Collection Procedure
- Statistical Techniques Used for the Study

METHODOLOGY

A researcher's primary duty is to establish a research design that effectively addresses the problem at hand. Methodology refers to the systematic and theoretical examination of the methods used in a specific field of study. It encompasses all the techniques, methods, and procedures employed by the investigator to carry out the research.

Kerlinger (2009) defined research design as the plan, structure and strategy of investigation conceived so as to obtain answers to research questions. The plan outlines the steps the investigator will take, starting from the formulation of the hypothesis, through the analysis of results, and leading to the conclusion.

In this context, methodology refers to the complete set of diverse methods employed by the researcher to carry out the investigation. It plays a crucial role in any research, as the validity and reliability of the findings hinge on the chosen methods. This chapter is dedicated to detailing the approaches used in the current study to ensure successful implementation.

The present study '**Self-Efficacy Work Motivation and Professional Commitment as Predictors of Professional Life Satisfaction of Primary School Teachers**' was descriptive in nature and aimed to study the predictive efficacy of three independent variables (Self-Efficacy, Work Motivation, and Professional Commitment) on one dependent variable (Professional Life Satisfaction). The major purpose of the study is to identify the mean difference, main and interaction effects,

relationship and the best predictor of Professional Life Satisfaction of Primary School Teachers.

The methodology endorsed for the study is outlined under the following headings.

- Variables
- Objectives
- Hypotheses
- Methodology in brief
- Tools used for data collection
- Sample selected for the study
- Data collection procedure
- Statistical techniques Used

Variables of the Study

The following variables are selected for the present study.

Independent variables

- Self-Efficacy
- Work Motivation
- Professional Commitment

Dependent variable

- Professional Life satisfaction

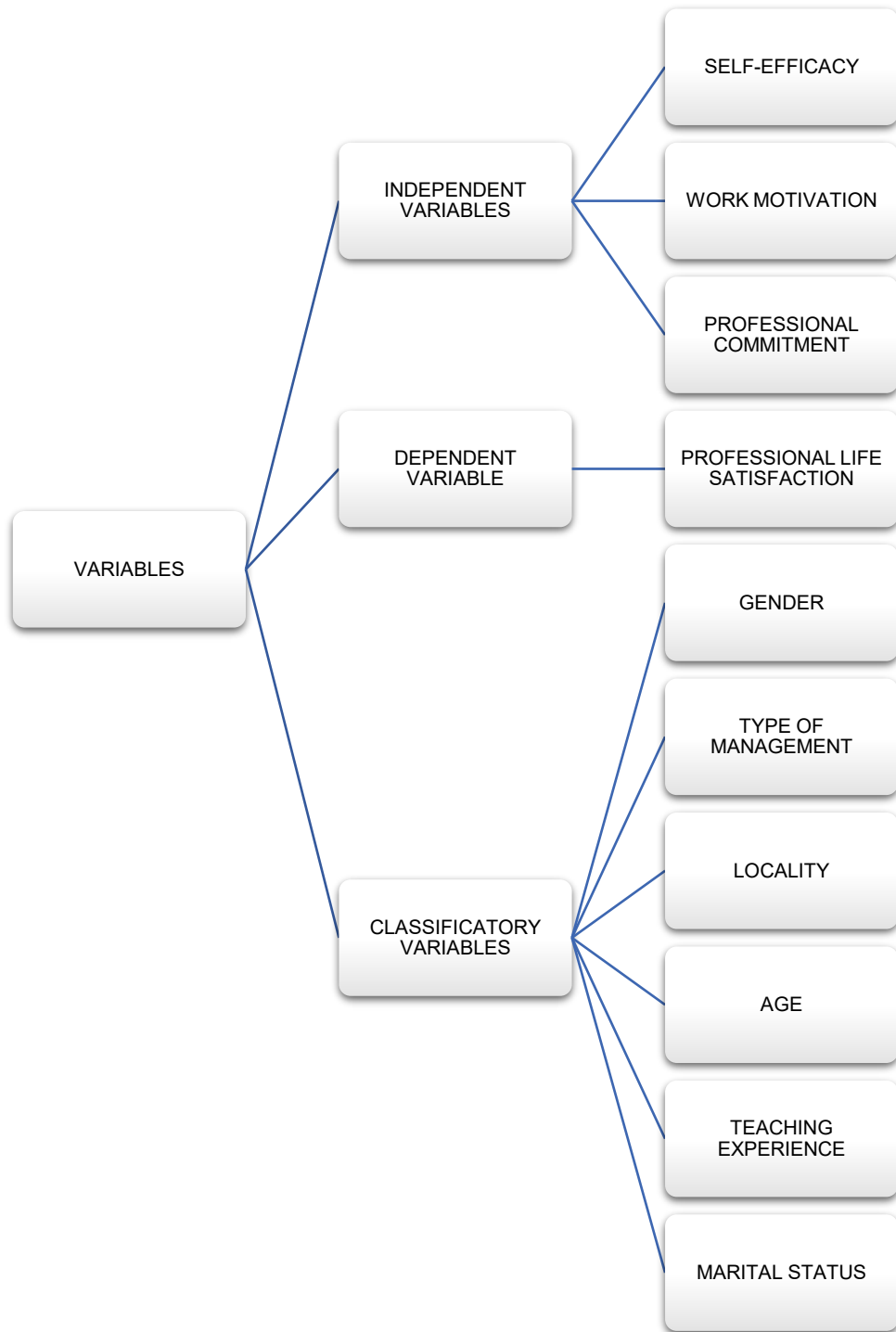
Classificatory variables

- Gender
- Type of management of school
- Locality of school
- Age
- Teaching experience
- Marital status.

The variables selected for the study are briefed in Figure 3.

Figure 3

Diagrammatic representation of the variables



Rationale for selecting the variables

The investigator selected Professional Life satisfaction as dependent variable for this study. The cornerstone of the educational system is undoubtedly the teacher, whose influence significantly impacts students' progress and well-being. No one else can effectively assume the teacher's role or influence students as profoundly. Teaching is often regarded as a noble profession, with teachers leaving a lasting impression on young students through their personality and behaviour. It is crucial for teachers to have a positive outlook on their profession and be satisfied with their profession. Diener (1984) asserts that a teacher who is content with their profession and life plays a vital role in societal advancement. A teacher's personality, behaviour, and professional life satisfaction greatly affect students. A satisfied teacher is more likely to perform their duties effectively and be highly respected by students. A teacher who is friendly, enthusiastic, secure, and well-adjusted can significantly enhance students' well-being. To be a successful primary school teacher, one must have a passion for inspiring young minds and a commitment to ensuring that every child reaches their potential. Given the current stressors in professional life, it is essential to ensure the professional life satisfaction of primary school teachers. This study aims to explore Self-Efficacy, Work Motivation, and Professional Commitment as indicators of Professional Life Satisfaction among primary school teachers. By focusing on these factors, policymakers and educational leaders can support the comprehensive development of teachers, benefiting both educators and students. The findings of this study will be valuable for teachers, educational

planners, and those involved in professional development programmes for academic staff colleges.

The well-being and satisfaction of primary school teachers are critical not only for their personal lives but also for the broader educational system's effectiveness. Understanding the factors that contribute to their professional life satisfaction is essential for developing supportive policies and interventions that can enhance their professional and personal lives. This study aims to investigate the roles of Self-Efficacy, Work Motivation, and Professional Commitment in predicting Professional Life Satisfaction among primary school teachers, providing valuable insights into how these elements interrelate and influence overall well-being.

Self-Efficacy, or the belief in one's ability to succeed in specific situations, is a powerful determinant of behaviour and motivation. For primary school teachers, high self-efficacy can lead to more effective teaching practices, greater classroom management skills, and a stronger ability to engage students. Teachers with high self-efficacy are likely to feel more competent and confident in their roles, which can significantly enhance their job satisfaction and overall life satisfaction. Exploring Self-Efficacy as a predictor of Professional Life Satisfaction helps in understanding the impact of teachers' beliefs about their capabilities on their overall well-being.

Work Motivation refers to the intrinsic and extrinsic factors that drive individuals to pursue and persist in their professional tasks. In the context of primary school teachers, motivation can stem from various sources, such as a passion for teaching, the desire to make a difference in students' lives, financial rewards, and

professional recognition. Motivated teachers are more engaged, productive, and likely to experience positive emotions related to their work. By examining work motivation as a predictor, this study seeks to uncover how different motivational factors contribute to teachers' Professional Life Satisfaction, which can inform strategies to enhance their engagement and fulfilment.

Professional Commitment is the degree to which an individual is dedicated to their profession and is willing to invest time and effort to achieve professional goals. For primary school teachers, a high level of professional commitment can lead to a stronger sense of purpose, greater resilience in the face of challenges, and a deeper connection to the teaching community. Committed teachers are more likely to persevere through difficulties and maintain a positive outlook on their career, which can translate into higher Professional Life Satisfaction. Investigating Professional Commitment provides insights into how dedication to the teaching profession influences overall well-being.

By studying Self-Efficacy, Work Motivation, and Professional Commitment together, this research takes an integrated approach to understanding the predictors of Professional Life Satisfaction among primary school teachers. Each of these factors is interrelated and collectively contributes to shaping a teacher's experience and satisfaction with life. For instance, high Self-Efficacy may boost Work Motivation and reinforce Professional Commitment, creating a positive cycle that enhances Professional Life Satisfaction. Conversely, low levels of any of these factors could negatively impact the others, leading to decreased Professional Life Satisfaction.

The rationale for this study is grounded in the need to identify and understand the key predictors of Professional Life Satisfaction among primary school teachers. By focusing on Self-Efficacy, Work Motivation, and Professional Commitment, the study aims to provide a comprehensive analysis of the factors that influence teachers' Professional Life Satisfaction. The findings can inform the development of targeted interventions and policies designed to support teachers, enhance their satisfaction, and ultimately improve the quality of education they deliver. This research is crucial for creating a sustainable and supportive environment for Primary School Teachers, which is essential for the overall success of the educational system.

Objectives of the Study

The objectives of the current study are outlined as follows:

1. To find out the extent of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.
2. To compare the mean scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction among Primary School Teachers for the subgroups based on Gender, Type of Management of school, Locality of School, Age, Teaching Experience and Marital Status.
3. To find out the main and interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life satisfaction of Primary School Teachers.

4. To find out the extent and nature of relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction of Primary School Teachers.
5. To develop a regression equation to predict Professional Life Satisfaction from Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers.
6. To find out the relative efficiency of Self-Efficacy, Work Motivation, and Professional Commitment to predict Professional Life Satisfaction of Primary School Teachers.

Hypotheses of the Study

The study is carried out to test the following hypotheses:

1. There exists significant difference in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction of Primary School Teachers in the subgroups based on
 - a. Gender
 - b. Type of Management of School
 - c. Locality of School
 - d. Age
 - e. Teaching Experience and
 - f. Marital Status

2. There exist significant main and interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction of Primary School Teachers.
3. The select independent variables have significant positive correlation with Professional Life Satisfaction of Primary School Teachers.
4. The select independent variables are significant predictors of Professional Life Satisfaction among Primary School Teachers.

Methodology in Brief

Method

The study adopted a survey method for collecting data from primary school teachers to determine how Self-Efficacy, Work Motivation, and Professional Commitment predict their Professional Life Satisfaction. The study follows a quantitative research design.

Population and Sample

The population of the study was Primary School Teachers in Kerala, and the sample for the study was collected from this population. Due weightages were given to the relevant subgroups of the population, such as Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status. Stratified sampling technique was applied in the study. The study was conducted on a sample

of 532 primary school teachers of Kozhikode, Malappuram, Palakkad, and Thrissur districts of Kerala state.

Tools used for data collection

The data essential for the present study was obtained by administering four tools. Two tools were constructed and standardised by the investigator with the help of the supervising teacher to measure the independent variables, viz. Work Motivation and Professional Commitment of primary school teachers. Two tools were adopted. One of the adopted tools is Self-Efficacy Scale used to measure independent variable, Self-Efficacy. Another tool was adopted to measure dependent variable Professional Life Satisfaction. The tools used for collecting data are:

- General Data Sheet
- Self-Efficacy Scale (Padma Rekha & Sobha, 2015).
- Work Motivation Scale (Rajini & Bindhu, 2022).
- Professional Commitment Scale (Rajini & Bindhu, 2022).
- Professional Life Satisfaction Scale (Sasidharan & Sudheesh Kumar, 2000).

Description of the tools

A brief description of the tools and the related components are given in the following section.

General Data Sheet

General information about the primary school teachers was provided at the front of the response sheet. This included details such as the teachers' name, gender,

name of school, type of management of school, locality of school, age, teaching experience, and marital status.

Self-Efficacy Scale (Padma Rekha & Sobha, 2015)

To measure the Self-Efficacy of primary school teachers, the investigator adopted the Self-Efficacy Scale for teachers developed by Padma Rekha and Sobha in 2015. The scale consists of four dimensions: instructional self-efficacy, behavioural self-efficacy, cultural self-efficacy and decision-making self-efficacy, with a total of 44 items. The investigator translated the English version of the scale into Malayalam to align with Kerala's culture.

Reliability

Reliability of Self-Efficacy Scale was established through test-retest and split-half method. The reliability coefficient of test-retest coefficient is 0.6914 and split-half coefficient is 0.7774.

Validity

Content validity

For content validity, the final tool was given to the panel of experts in the field of Education, Psychology and Mathematics for evaluating the worthiness of the items in the tool.

Concurrent validity

The Self-Efficacy Scale was validated by correlating it with Bandura's Instrument Teacher Self-Efficacy Scale (2014). The validity coefficient of the scale was found to be 0.85.

Work Motivation Scale (Rajini and Bindhu, 2022)

The tool Work Motivation Scale was constructed and standardised by the investigator with the help of supervising teacher (Appendix II). Detailed description of the construction of the scale is given below.

Planning of the Tool

The first step in the construction and standardisation of any tool is planning of the tool. For the present study, the investigator prepared Work Motivation Scale to study the level of Work Motivation of primary school teachers. Review of related literature and discussion with the supervising teacher helped the investigator to recognise different dimensions, which is necessary to understand the level of Work Motivation. The statements in the tool were formulated based on four dimensions that help to determine Work Motivation. The dimensions thus identified were:

1. Management and Organisational Factors
2. Professional and Academic Developmental Factors
3. Professional Satisfaction
4. Student Involvement
5. Inter-personal Relationship.

The details of the dimensions are given below:

Management and Organisational Factors

This dimension focuses on the extent of freedom teachers have in performing various tasks, the effectiveness of work assignments, and the overall work patterns.

It examines how well the management utilises teachers' capabilities, ensures equitable distribution of work or assignments among all teachers, and provides staff-friendly service conditions.

Example: I am happy to work due to the well-planned work arrangement in my school.

Professional and Academic Developmental Factors

This dimension focuses on the programmes for staff development and the professional growth of teachers. Teachers are motivated, and their skills are fully utilised by the principal and other members of the management team.

Example: I see the teaching job as an opportunity to use my talents effectively.

Professional Satisfaction of Teachers

This dimension focuses on teachers' job satisfaction and sense of responsibility. These aspects are closely related to their motivation to work, which can be defined as their professional satisfaction.

Example: I am completely satisfied with teaching job.

Student Involvement

This dimension focuses on student participation in teacher-led activities and fostering student-teacher engagement. Such an environment and attitude help create motivation for work among teachers.

Example: A conducive classroom environment is created where children are actively involved in learning activities.

Inter-Personal Relationship

This dimension focuses on the quality of relationship with colleagues and students. Building strong relationship with other members of the institution is an important source of motivation for teachers.

Example: I think a good teacher-student relationship will increase the dedication towards work.

Preparation of the scale

Based on the above-mentioned dimensions, the investigator developed the Work Motivation Scale after a thorough review of related studies and in consultation with the supervising teacher. While preparing the items, expert views were considered, and special care was taken to avoid ambiguities and unnecessary duplications. The researcher initially prepared a total of 63 items, including both positive and negative statements, for each dimension. These statements were shown to experts for their suggestions. On the basis of suggestions from experts, some statements were modified. The draft scale thus consisted of 63 items. The distribution of dimension wise items in the scale is presented in the Table 1.

Table 1*Dimension Wise Distribution of Items in work Motivation Scale*

Sl. No:	Dimension	Item Number
1	Management and Organisational Factors	1, 8, 14, 20, 26, 32, 44, 48, 53
2	Professional and Academic Developmental Factors	2, 3, 9, 15, 21, 22, 27, 33, 37, 38, 40, 45, 49, 54, 60
3	Professional Satisfaction	4, 5, 10, 16, 23, 28, 34, 39, 41, 46, 50, 55, 59, 61, 62, 63
4	Student Involvement	6, 11, 12, 17, 18, 24, 29, 30, 35, 42, 51, 56, 58
5	Inter-Personal Relationship	7, 13, 19, 25, 31, 36, 43, 47, 52, 57
	Total	63

Scoring Procedure

The Work Motivation Scale is a five-point Likert scale that allows respondents to answer items with options ranging from "strongly agree" to "strongly disagree." For positive statements, scores are assigned as follows: 5 for "strongly agree," 4 for "agree," 3 for "undecided," 2 for "disagree," and 1 for "strongly disagree." Conversely, negative statements are scored in reverse order.

Pilot Testing

The draft scale consists of 63 items was administered on a sample of 100 primary school teachers. Due representation was given to the sub-samples. The collected data were tabulated and subjected to item analysis.

Item Analysis

Item analysis was done to ensure the quality of items and for selecting items of the final scale. Item analysis was done using the procedure suggested by Garrett (1965). The responses collected from teachers were arranged in ascending order. The upper 27% and lower 27% of teachers' responses were taken for item analysis. The mean and standard deviation of each item were calculated for each group. After that 't' value for each item were calculated. Items having the 't' value 1.96 and above were selected for the final scale. Thus, the question numbers 9, 17, 42, 47, and 60 were rejected from the scale. The final tool consists of 58 statements. The 't' value for each item was calculated by the formula:

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{\sigma^2_H}{NH} + \frac{\sigma^2_L}{NL}}}$$

Where;

\bar{X} = Mean score on a given item for the high group

\bar{X}_L = Mean score on a given item for the low group

σ^2_H = The variance of scores of the given item of high group

σ^2_L = The variance of scores of the given item of low group

NH = The number of participants in the high group

NL = The number of participants in the low group

The 't' values of each item are presented in Table.

Table 2*Data and Result of Item Analysis for Work Motivation Scale*

Item No.	t-value	Accepted / Rejected	Item Number in the final scale
1	2.82	Accepted	1
2	6.23	Accepted	2
3	8.00	Accepted	3
4	5.70	Accepted	4
5	2.82	Accepted	5
6	6.71	Accepted	6
7	8.00	Accepted	7
8	5.31	Accepted	8
9	1.32	Rejected *	
10	3.64	Accepted	9
11	4.15	Accepted	10
12	4.64	Accepted	11
13	5.14	Accepted	12
14	3.81	Accepted	13
15	5.67	Accepted	14
16	4.83	Accepted	15
17	0.86	Rejected *	
18	3.85	Accepted	16
19	3.09	Accepted	17
20	8.53	Accepted	18
21	6.31	Accepted	19
22	2.27	Accepted	20
23	4.57	Accepted	21
24	7.27	Accepted	22
25	3.43	Accepted	23

Item No.	t-value	Accepted / Rejected	Item Number in the final scale
26	5.27	Accepted	24
27	4.30	Accepted	25
28	3.31	Accepted	26
29	6.20	Accepted	27
30	4.32	Accepted	28
31	6.33	Accepted	29
32	2.84	Accepted	30
33	2.46	Accepted	31
34	5.76	Accepted	32
35	6.78	Accepted	33
36	7.31	Accepted	34
37	5.51	Accepted	35
38	5.08	Accepted	36
39	5.00	Accepted	37
40	4.27	Accepted	38
41	2.86	Accepted	39
42	1.03	Rejected *	
43	6.58	Accepted	40
44	6.85	Accepted	41
45	2.67	Accepted	42
46	3.26	Accepted	43
47	0.41	Rejected *	
48	2.74	Accepted	44
49	6.23	Accepted	45
50	3.19	Accepted	46
51	2.85	Accepted	47
52	4.45	Accepted	48

Item No.	t-value	Accepted / Rejected	Item Number in the final scale
53	3.64	Accepted	49
54	3.65	Accepted	50
55	4.41	Accepted	51
56	5.05	Accepted	52
57	4.10	Accepted	53
58	2.75	Accepted	54
59	5.02	Accepted	55
60	1.63	Rejected *	
61	4.17	Accepted	56
62	4.39	Accepted	57
63	5.53	Accepted	58

Reliability

Reliability of a tool is the degree of consistency with which it measures whatever it is measuring. According to Best and Kahn (2014), “Reliability is the degree of consistency that the instrument or procedure demonstrates whatever it is measuring it does so consistently”. In the present study, the researcher found the reliability coefficient for the 58 items of Work Motivation Scale of primary school teachers using split-half method, and test-retest. Split-half reliability was calculated by correlating scores on one-half of the scale with the scores of the other half of the scale. The split-half reliability co-efficient is 0.83. Test-retest reliability is 0.77. The value suggested that the scale is highly reliable.

Validity

According to Best and Kahn (2014), “Validity is that quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure”. Face validity helped to ensure the validity of Work Motivation scale. A test assures face validity, when it becomes an apt tool to measure whatever the author had in mind, namely what he thought he was measuring (Garret, 1981). The tool was given to experts to establish face validity. The experts confirmed that each item in the scale measured the intended concept and could be retained. Thus, the face validity of the scale was established.

Content validity refers to the degree to which the test items accurately measure what the test was designed to assess. The content validity of the scale was established by systematically analysing the objectives under study. Based on the opinions of experts from relevant fields, it was ensured that the tool has sufficient coverage of its content. Thus, the content validity was established.

Professional Commitment Scale (Rajini & Bindhu, 2022)

Professional commitment is an important factor influencing the teaching-learning process. Professional commitment has important outcomes such as improved work performance and greater satisfaction at both organisational and professional levels. Professional commitment scale is a five-point Likert scale prepared by the researcher with the help of supervising teacher. Review of related

literature and discussion with the supervising teacher helped the investigator to recognise different dimensions. According to NCTE 1998 The following five areas of commitment play a significant role in redefining teachers' performance and in shaping the future citizens of India. Thus, the researcher identified five dimensions for preparing items (Appendix IV).

The five dimensions are:

Commitment to the learner

Commitment to the learner reflects teachers' genuine care and affection for their students, patience with their mistakes, dedication to their growth and development, concern for their empowerment, and a focus on improving students' quality of life. This commitment also involves teachers engaging in self-reflection to analyse their aggressive behaviours and documenting their personal experiences to better understand their reactions and adjust their behaviours accordingly.

Example: I try to bring innovative ideas in learning activities.

Commitment to the Society

This emphasises that teachers have a responsibility not only to their local community but also to serve society diligently and with integrity. This dimension of teachers' professional commitment is primarily concerned with fostering a sense of equity among students from underprivileged and illiterate backgrounds. It involves taking the initiative to advise parents on how to enhance their children's education, mobilising the community, participating in efforts to eradicate social issues, and fostering close collaboration between educational institutions and society. Teachers

contribute meaningfully to the overall development of society through various social and outreach activities.

Example: I am not interested in participating in social services.

Commitment to the Profession

This dimension encompasses the fundamental aspects of taking pride in being part of the teaching profession. It includes a commitment to the nobility of the profession, offering wholehearted cooperation and support to fellow teachers, showing respect and admiration for colleagues and students, and maintaining a positive attitude towards national welfare.

Example: I try to solve the shortcomings in teaching by self-analysis.

Commitment to achieve excellence for Professional actions

This dimension includes statements that highlight teachers' pursuit of knowledge and excellence, as well as their commitment to achieving optimal performance in the acquisition and delivery of knowledge and skills through their actions and words. It also encompasses teachers' participation in various professional development activities, engagement in research, and collaboration with other educators to understand the realities of the field, enabling them to address their shortcomings and improve as teachers.

Example: I take care to incorporate changes in teaching and learn it.

Commitment to basic human values

Teachers' commitment to fundamental human values is crucial, especially

given the current crisis of values in today's world. In addition to the values outlined in the constitution, there are essential common values that should be reflected in teachers' attitudes, intentions, actions, and overall behaviours. These values include honesty, cooperation, love, truthfulness, objectivity, consistency, rationality, and respect for hard work. By embodying these principles, teachers can serve as positive role models for their students.

Example: I try to create awareness among children about the glory of work.

Preparation of the items

The researcher and the supervising teacher decided the use of professional commitment scale to measure the professional commitment of primary school teachers. For this the researcher prepared statements based on the identified dimensions. The researcher initially prepared a total of 50 items on each dimension which include positive and negative statements. Statements for each dimension shown to experts for their suggestion. On the basis of suggestions from experts, some statements were modified. The draft scale thus consisted of 50 items. The distribution of dimension wise items in the scale is presented in the Table 3.

Table 3*Dimension Wise Distribution of Items in the Professional Commitment Scale*

Sl. No:	Dimension	Item Number
1	Commitment to the learner	1, 6, 11, 16, 21, 26, 31, 37, 40, 46, 48, 49, 50
2	Commitment to the society	3, 7, 12, 17, 22, 27, 32, 35, 41, 42
3	Commitment to the profession	2, 8, 13, 18, 23, 29, 33, 38, 43, 44
4	Commitment to achieve excellence for professional actions	4, 9, 14, 19, 24, 28, 34
5	Commitment to basic human values	5, 10, 15, 20, 25, 30, 36, 39, 45, 47
	Total	50

Scoring Procedure

The Professional Commitment Scale is a five-point Likert scale that allows respondents to answer each item with options ranging from "strongly agree" to "strongly disagree." For positive statements, scores are assigned as follows: 5 for "strongly agree," 4 for "agree," 3 for "undecided," 2 for "disagree," and 1 for "strongly disagree." Conversely, negative statements are scored in reverse order.

Pilot Testing

The draft scale consists of 50 items was administered on a sample of 100 primary school teachers. Due representation was given to the sub-samples. The collected data were tabulated and subjected to item analysis.

Item Analysis

Item analysis was done using the procedure suggested by Garrett (1965). The responses collected from teachers were arranged in ascending order. The upper 27%

and lower 27% of teachers' responses were taken for item analysis. The mean and standard deviation of each item were calculated for each group. After that 't' value for each item were calculated. Items having the 't' value 1.96 and above were selected for the final scale. Thus, the question number 32 and 41 were rejected from the scale. The final tool consists of 48 statements. The 't' value for each item was calculated by the formula:

$$t = \frac{\bar{X}H - \bar{X}L}{\sqrt{\frac{\sigma^2H}{NH} + \frac{\sigma^2L}{NL}}}$$

Where;

$\bar{X}H$ = Mean score on a given item for the high group

$\bar{X}L$ = Mean score on a given item for the low group

σ^2H = The variance of scores of the given item of high group

σ^2L = The variance of scores of the given item of low group

NH = The number of participants in the high group

NL = The number of participants in the low group

The 't' values of each item are presented in Table

Table 4*Data and Result of Item Analysis for Professional Commitment Scale*

Item No.	t-value	Accepted/ Rejected	Item number in the final scale
1	5.00	Accepted	1
2	2.35	Accepted	2
3	5.19	Accepted	3
4	12.56	Accepted	4
5	5.90	Accepted	5
6	11.02	Accepted	6
7	10.62	Accepted	7
8	13.88	Accepted	8
9	5.15	Accepted	9
10	9.85	Accepted	10
11	2.52	Accepted	11
12	7.34	Accepted	12
13	14.02	Accepted	13
14	7.61	Accepted	14
15	11.95	Accepted	15
16	18.37	Accepted	16
17	5.55	Accepted	17
18	11.67	Accepted	18
19	8.32	Accepted	19
20	4.79	Accepted	20
21	8.45	Accepted	21
22	3.59	Accepted	22
23	7.22	Accepted	23
24	5.19	Accepted	24
25	5.48	Accepted	25

Item No.	t-value	Accepted/ Rejected	Item number in the final scale
26	7.46	Accepted	26
27	5.98	Accepted	27
28	9.46	Accepted	28
29	9.35	Accepted	29
30	6.26	Accepted	30
31	4.38	Accepted	31
32	-2.48	Rejected	
33	7.53	Accepted	32
34	8.65	Accepted	33
35	11.67	Accepted	34
36	6.20	Accepted	35
37	7.21	Accepted	36
38	7.34	Accepted	37
39	6.12	Accepted	38
40	5.29	Accepted	39
41	-6.78	Rejected	
42	5.59	Accepted	40
43	7.34	Accepted	41
44	5.14	Accepted	42
45	6.89	Accepted	43
46	6.71	Accepted	44
47	5.51	Accepted	45
48	2.34	Accepted	46
49	3.64	Accepted	47
50	2.72	Accepted	48

Reliability

The researcher calculated the reliability for the 48 items of professional commitment scale of primary school teachers by using split-half method. Split-half reliability was calculated by correlating scores on one-half of the scale with the scores of the other half of the scale. The split-half reliability co-efficient is 0.76. Test-retest reliability is 0.86. The value suggested that the scale is highly reliable.

Validity

The tool was given to experts to establish face validity. The experts suggested that each item in the scale measured the concept and can be retained in the scale. Thus, the face validity of the scale was established.

Content validity refers to the degree to which the test items actually measure for which the test was designed. Content validity of the scale was established by systematically analysing the objectives under study. On the basis of the opinion of experts from relevant fields it was ensured that the tool has sufficient coverage of its content. Thus, the content validity was established.

Professional Life Satisfaction Scale (Sasidharan and Sudheesh Kumar, 2000)

The Professional Life Satisfaction Scale (PLSS) was prepared by Sasidharan and Sudheesh Kumar for measuring the Professional Life Satisfaction of teachers. The PLSS was designed in the ladder scale format to get the index of Professional

Life Satisfaction of teachers. The scale is a self-reporting inventory, gives the measure of Professional Life Satisfaction in the past, present and future years of the sample. Fourteen aims, goals, or aspirations of teachers were arranged on this scale. Teachers were asked to rank these goals by assigning 1 to the most important goal in their professional life, 2 to the next most important goal, and so on. They then assessed their level of professional life satisfaction regarding these goals for the past, present, and future using the ladder scale. The ladder scale consists of 11 steps, ranging from the lowest possible level of satisfaction (1) to the highest possible level (11). If the satisfaction level for a particular goal is the highest, the scale value is 11; if it is the lowest, the value is 1. Teachers determined their level of satisfaction from 1 to 11 using this scale.

Ladder Scale

11
10
9
8
7
6
5
4
3
2
1

Example:

Rank	Professional Life Goals	Scale Value
1	To be a Great Teacher	8

Scoring Procedure

The means of the scale values of the items were taken as the index of teachers' professional life satisfaction.

Reliability

The reliability of Professional Life Satisfaction Scale of teachers was established through test-retest method. The reliability coefficient obtained is 0.74.

Validity

The Scale was subjected to the examination of a group of experts in the field of Social-Psychological research. They examined the 14 statements of Professional life goals of Teachers and the format of the scale. Their judgement on the basis of the thorough examination was that the statements of life goals are related to the professional life of Teachers and the scale as a whole is sufficient to measure Professional Life Satisfaction of Teachers. Thus, *face validity* is ensured. *Criterion related validity* of the Professional Life Satisfaction Scale was established using Pearson's Product Moment correlation. The correlation coefficient obtained was 0.68.

Sample Selected for the Study

A sample is a subset of population. According to Good (1977) “a sample is a finite number of observations, individuals or units selected from those which comprise a particular universe, often assumed to be representative of the total group” (p.506).

For the present study the sample selected is primary school teachers of Kozhikode, Malappuram, Palakkad and Thrissur districts of Kerala State. Stratified random sampling technique was used by giving due representation to the strata.

The different strata considered in the sample are:

- Gender (Male/ Female)
- Type of Management of School (Govt./ Aided)
- Locality of School (Urban/ Rural)
- Age (Below 30, 30-40, 40-50, Above 50)
- Teaching Experience (Below 5 years, 5-10, 10-15, above 15)
- Marital Status (Married/ Unmarried)

The sample size proposed for the study was 600 primary school teachers. After omitting incomplete response sheet, the final sample size was confined to 532 primary school teachers. Tremendous help from school heads and teachers enable the investigator to achieve the sample size. The details of the sample presented in Figure 4 and Table 5.

Break-up of the Basal Sample (N= 532)

Figure 4

Break-up of the Basal Sample

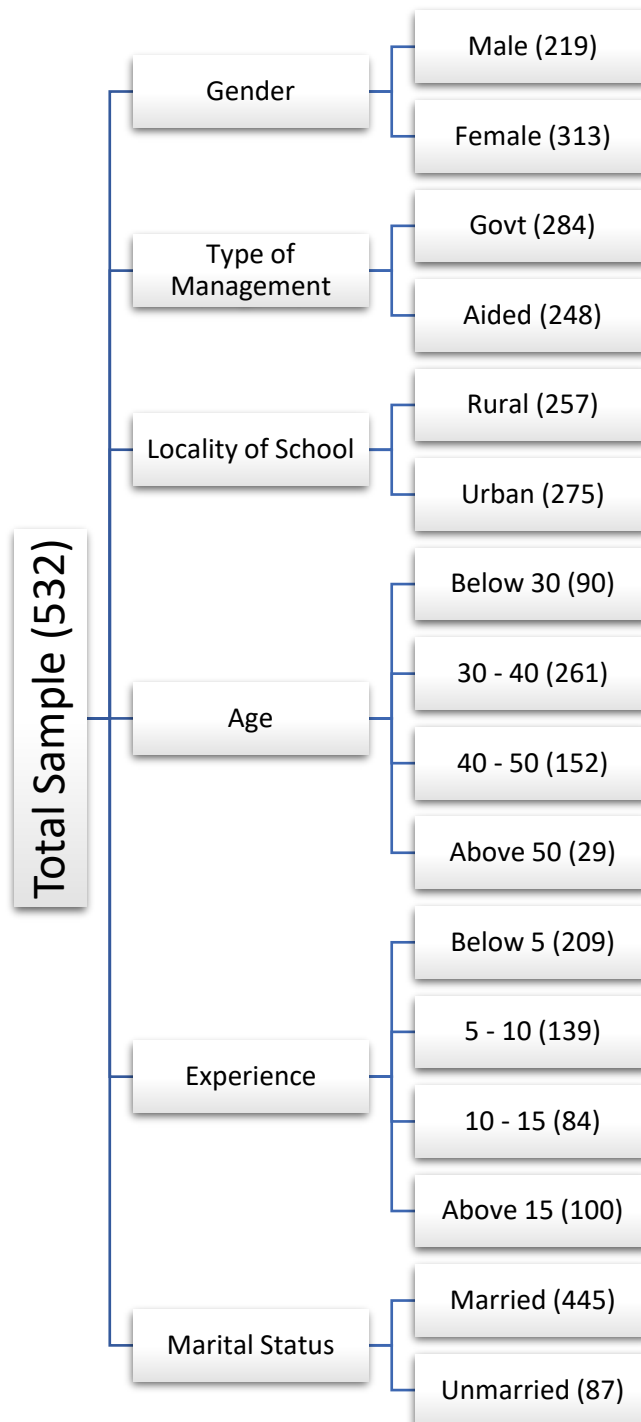


Table 5*Distribution of Final Sample*

Sl. No.	Type of Management	Locality of School	District	Gender		Age				Teaching Experience (years)				Marital Status		Total
				Male	Female	Below 30	30 – 40	40 – 50	Above 50	Below 5	5 – 10	10 – 15	Above 15	Married	Un-married	
1	Aided	Urban	Thrissur	0	10	2	6	1	1	1	5	2	2	7	3	10
2	Aided	Urban	Thrissur	1	6	3	4	0	0	6	0	1	0	4	3	7
3	Aided	Urban	Thrissur	5	6	0	11	0	0	4	4	0	3	11	0	11
4	Govt.	Urban	Thrissur	5	7	0	7	3	2	2	4	3	3	10	2	12
5	Aided	Urban	Thrissur	6	4	2	5	3	0	5	1	1	3	9	1	10
6	Govt.	Urban	Thrissur	3	4	1	5	0	1	3	2	1	1	5	2	7
7	Aided	Rural	Thrissur	5	11	4	8	3	1	7	5	3	1	13	3	16
8	Aided	Rural	Thrissur	4	4	1	3	3	1	3	1	2	2	7	1	8
9	Aided	Urban	Thrissur	6	4	1	6	3	0	3	3	3	1	9	1	10
10	Govt.	Urban	Thrissur	4	5	1	5	3	0	4	1	2	2	8	1	9
11	Aided	Rural	Thrissur	4	3	1	5	0	1	2	3	1	1	4	3	7
12	Govt.	Rural	Thrissur	11	12	4	8	10	1	6	5	6	6	17	6	23

Sl. No.	Type of Management	Locality of School	District	Gender		Age				Teaching Experience (years)				Marital Status		Total
				Male	Female	Below 30	30 – 40	40 – 50	Above 50	Below 5	5 – 10	10 – 15	Above 15	Married	Un-married	
13	Govt.	Rural	Thrissur	3	7	2	3	2	3	3	3	1	3	9	1	10
14	Aided	Urban	Palakkad	2	4	1	5	0	0	2	3	1	0	3	3	6
15	Govt.	Rural	Palakkad	8	11	2	12	4	1	5	6	7	2	18	1	19
16	Aided	Rural	Palakkad	3	6	2	7	0	0	5	4	0	0	8	1	9
17	Aided	Rural	Palakk ad	3	3	2	4	0	0	2	4	0	0	4	2	6
18	Aided	Urban	Palakkad	4	6	2	7	1	0	5	4	0	1	10	0	10
19	Govt.	Rural	Palakkad	6	8	2	10	2	0	4	6	4	0	12	2	14
20	Aided	Rural	Palakk ad	5	8	3	9	1	0	4	6	3	0	10	3	13
21	Aided	Urban	Palakkad	4	6	1	4	4	1	3	2	3	2	9	1	10
22	Govt.	Urban	Palakkad	4	10	2	9	2	1	6	3	2	3	11	3	14
23	Govt.	Urban	Palakkad	11	8	2	11	5	1	9	4	2	4	16	3	19
24	Govt.	Rural	Malappuram	7	10	3	5	9	0	5	0	3	9	17	0	17
25	Govt.	Rural	Malappuram	6	21	0	7	17	3	15	3	3	6	27	0	27
26	Aided	Urban	Malappuram	3	6	3	5	1	0	7	0	1	1	6	3	9
27	Govt.	Urban	Malappuram	9	18	6	3	16	2	9	10	3	5	24	3	27
28	Aided	Urban	Malappuram	3	4	2	3	2	0	3	3	1	0	6	1	7

Sl. No.	Type of Management	Locality of School	District	Gender		Age				Teaching Experience (years)				Marital Status		Total
				Male	Female	Below 30	30 – 40	40 – 50	Above 50	Below 5	5 – 10	10 – 15	Above 15	Married	Un-married	
29	Govt.	Urban	Malappuram	8	9	5	4	7	1	7	7	2	1	14	3	17
30	Aided	Urban	Malappuram	4	7	3	1	6	1	3	4	3	1	10	1	11
31	Aided	Rural	Malappuram	8	12	10	5	4	1	12	6	0	2	17	3	20
32	Aided	Rural	Malappuram	2	3	0	2	3	0	3	0	0	2	5	0	5
33	Govt.	Urban	Calicut	10	16	4	19	2	1	12	7	4	3	22	4	26
34	Aided	Urban	Calicut	4	4	1	6	0	1	4	0	2	2	6	2	8
35	Govt.	Urban	Calicut	8	4	3	5	3	1	6	3	2	1	8	4	12
36	Aided	Urban	Calicut	7	6	2	8	3	0	5	5	1	2	11	2	13
37	Aided	Urban	Calicut	4	6	1	5	3	1	3	2	2	3	9	1	10
38	Govt.	Rural	Calicut	3	1	1	3	0	0	3	0	0	1	4	0	4
39	Aided	Rural	Calicut	7	9	2	12	2	0	7	6	2	1	14	2	16
40	Govt.	Rural	Calicut	2	3	0	0	4	1	0	1	2	2	5	0	5
41	Aided	Rural	Calicut	5	7	1	6	4	1	3	3	4	2	11	1	12
42	Govt.	Rural	Calicut	10	12	3	12	6	1	7	5	3	7	19	3	22
43	Aided	Rural	Calicut	2	2	1	2	1	0	2	0	1	1	3	1	4

Data Collection Procedure

To collect data for the present study, the researcher obtained a permission letter from the authorities and approached schools in four districts: Kozhikode, Malappuram, Palakkad and Thrissur. After receiving permission from each school head, data were collected from the teachers. The teachers were briefed on how to respond to the tool before it was administered. Four different tools were administered to the primary school teachers. The researcher explained each tool and provided sufficient time for teachers to complete the scales, considering their busy schedule. Finally, the collected data were scored and consolidated. Data collection took place from July to December 2022.

Statistical Techniques Used for the study

The collected data were entered in to different Excel sheets for scoring procedure. The present study is quantitative in nature. Both descriptive and inferential statistics were employed to analyse the data, facilitating the attainment of valid and generalizable conclusions. The following statistical techniques were used in the study according to the objectives:

Preliminary Analysis

The preliminary analysis was conducted to determine the nature of the data distribution. Basic descriptive statistics, including mean, median, mode, standard deviation, skewness, and kurtosis, were calculated for each independent and dependent variable. These statistics were computed for the total sample and subgroups based on Gender, Type of Management of School, Locality of School,

Age, Teaching Experience and Marital Status. This helped explain the key characteristics of the data collected. Descriptive statistics were also used to identify the nature of the distribution of the independent and dependent variables in quantitative terms.

Percentile Analysis

A percentile represents a point on the score scale below which a given percentage of the scores or cases fall. To calculate percentile values, one has to locate the point on the score scale up to which the given percentage of scores lies. Percentiles are used to measure the relative position of a single item or individual in comparison to the group. In the present study, percentile analysis is used to find out the extent of the variables viz. Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.

Major Analysis

Mean Difference Analysis

A comparison of mean scores was conducted to determine whether a significant difference exists between the mean values of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction of male and female, government and aided, rural and urban, married and unmarried primary school teachers. To achieve this, the mean and standard deviation of the variable distributions were calculated for the subgroups based on Gender, Type of Management of School, Locality of School, and Marital Status of Primary School Teachers. A two-tailed test was employed to assess the significance of the

differences between the means. For the subgroups based on Age and Teaching Experience, one-way ANOVA was done since there are more than two categories.

For computing the Mean Difference Analysis, the means and standard deviations of the variables of the selected sample were subjected to two-tailed test by finding the critical ratio.

The formula used was:

$$t = \frac{M1 - M2}{\sqrt{\frac{\sigma_1^2}{N1} + \frac{\sigma_2^2}{N2}}}$$

Where;

$M1$ and $M2$ = Means of the groups

σ_1^2 and σ_2^2 = Standard Deviations of the groups

$N1$ and $N2$ = Number of observations in each group

The difference between mean score is significant at 0.5 level or 0.1 level depending on whether the 't' value obtained exceeds 1.96 or 2.58 respectively.

Difference based on gender, type of management of school, locality of school, age, teaching experience and marital status was calculated for independent and dependent variables. The test for significance of differences between the means of two large independent samples was utilised to compare the mean scores.

Three-Way ANOVA

The main effect and interaction effect of three independent variables on dependent variable were estimated using three-way analysis of variance. Three fixed factors were identified for each of the independent variable. Each independent variable was divided into three levels. Hence Three-Way ANOVA with 3x3x3 factorial design in which three independent variables at three different levels, were used to analyse the data. The significant F values were analysed using the Scheffe test for post hoc comparisons.

Karl Pearson's Product Moment Co-efficient of Correlation

Correlation explains the relationship that exists between two variables. It is used to express the extent to which two variables are correlated either positively or negatively (Hauke & Kossowski, 2011). In the present study, Pearson's Product Moment Coefficient of correlation is used to know the relationship between independent variables (Self-Efficacy, Work Motivation, and Professional Commitment) on dependent variable (Professional Life Satisfaction) for the total sample

The following formula was used for estimating the co-efficient of correlation (Garret, 1979).

$$r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where;

X = Total scores for first variable

Y = Total scores for second variable

N = Number of teachers

Verbal interpretation of 'r' (Garret, 1979)

Sl. No.	Range of 'r'	Interpretation
1	0	Zero correlation
2	0 to ± 0.20	Different or Negligible relationship
3	± 0.20 to ± 0.40	Low correlation or Slight correlation
4	± 0.40 to ± 0.70	Substantial or Marked relationship
5	± 0.70 to ± 1	High Relativity

Test of Significance of Correlation Co-efficient

Test of significance of correlation co-efficient was calculated by using the formula (Ferguson, 1976):

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where;

r = Value of the correlation

N = Size of the sample

The value is exceeding 2.58 were treated as significant at 0.01 level and values exceeding 1.96 were treated as significant at 0.05 level.

Multiple Regression Analysis – Enter Method

To assess the individual and combined contribution of the independent variables on the dependent variable, multiple regression analysis was conducted using the enter method, which involved entering all independent variables simultaneously. Additionally, a regression equation was formulated to predict the dependent variable based on the chosen independent variables. For the present study data was analysed using SPSS. The details of analysis and findings are presented in Chapter IV.

Chapter Four

ANALYSIS AND INTERPRETATION

- Preliminary Analysis
- Mean Difference Analysis
- Three-way ANOVA
- Correlation Analysis
- Multiple Regression Analysis

ANALYSIS AND INTERPRETATION

Analysis of data helps the researcher to answer research questions, and it constitutes an important part of the research work. This chapter deals with the details of the analysis of data using appropriate statistical techniques and the interpretation of the results. The major focus of the study is to find out whether Self-Efficacy, Work Motivation, and Professional Commitment are significant predictors of Professional Life Satisfaction among Primary School Teachers. The effect of these variables on Professional Life Satisfaction was also analysed. The statistical analyses were done based on the objectives set for the study. The data obtained were analysed using the Statistical Package for the Social Sciences (SPSS).

The analysis of the data was done using the following statistical techniques.

- Preliminary Analysis
- Percentile Analysis
- Mean Difference Analysis
- Three Way ANOVA
- Correlation Analysis
- Multiple Regression Analysis

Preliminary Analysis

Preliminary analysis was done to know the basic properties of the variables for total sample and subgroups. Preliminary analysis gives a concise summary of the collected data which can be used to make more valid interpretations of the results for the present study. The distribution of scores of independent variables viz., Self-Efficacy, Work Motivation, Professional Commitment and the dependent variable, Professional Life Satisfaction were studied to understand whether the distribution follows normality. For this, important statistical constants were calculated separately for total sample and subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status. The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores for Self-Efficacy, Work Motivation, Professional Commitment and Professional Life satisfaction were calculated for total sample and relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in Table 6 to Table 13.

Table 6

Important Statistical Constants of the Independent Variables Self-Efficacy, Work Motivation, Professional Commitment, and Dependent Variable Professional Life Satisfaction for Total Sample

Measures							
Variables	N	Mean	Median	Mode	S.D	Skewness	Kurtosis
Self-Efficacy	532	194.36	194.00	203.00	12.854	-0.029	-0.118
Work Motivation	532	242.95	244.00	227.00	23.570	-0.362	-0.524
Professional Commitment	532	207.46	210.00	191.00	18.485	-0.510	-0.249
Life Satisfaction Past	532	19.40	19.00	20.00	2.721	0.581	-0.314
Life Satisfaction Present	532	24.98	26.00	26.00	2.641	-0.487	-0.490
Life Satisfaction Future	532	29.99	30.00	31.00	1.012	-0.966	0.678
Life Satisfaction Total	532	74.35	75.00	75.00	6.099	-0.098	-0.486

From the Table 6 it can be seen that all the variables viz. Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction, the values of mean, median, and mode almost coincide. The obtained values of mean, median, and mode of Self-Efficacy are 194.36, 194.00, and 203.00 respectively and standard

deviation is 12.854 for total sample. The value of skewness ($SK = -0.029$), shows that the distribution of scores of Self-Efficacy for total sample is slightly negatively skewed. But a very low value of skewness shows that the distribution is almost symmetric. The value of Kurtosis for total sample is negative but low hence the distribution of Self-Efficacy can be considered as mesokurtic ($K = -0.118$).

The obtained values of mean, median, and mode of Work Motivation are 242.95, 244.00, and 227.00, respectively and standard deviation is 23.570 for total sample. The value of skewness ($SK = -0.362$), shows that the distribution of scores of Work Motivation for total sample is negatively skewed. The value of Kurtosis for total sample is negative but low hence the distribution of Work Motivation can be considered as mesokurtic ($K = -0.524$).

The obtained values of mean, median, and mode of Professional Commitment are 207.46, 210.00, and 191.00 respectively and standard deviation is 18.485 for total sample. The value of skewness ($SK = -0.510$), shows that the distribution of scores of Professional Commitment for total sample is negatively skewed. The value of Kurtosis for total sample is negative but low hence the distribution of Professional Commitment can be considered as mesokurtic ($K = -0.249$).

The obtained values of mean, median, and mode of Professional Life Satisfaction Past are 19.40, 19.00, and 20.00 respectively and standard deviation is 2.721 for total sample. The value of skewness ($SK = 0.581$), shows that the distribution of scores of Professional Life Satisfaction Past for total sample is positively skewed. The value of Kurtosis for total sample is negative but low hence

the distribution of Professional Life Satisfaction Past can be considered as mesokurtic ($K = -0.314$).

The obtained values of mean, median, and mode of Professional Life Satisfaction Present are 24.98, 26.00, and 26.00 respectively and standard deviation is 2.641 for total sample. The value of skewness ($SK = -0.487$), shows that the distribution of scores of Professional Life Satisfaction Present for total sample is negatively skewed. The value of Kurtosis for total sample is negative but low hence the distribution of Professional Life Satisfaction Present can be considered as mesokurtic ($K = -0.490$).

The obtained values of mean, median, and mode of Professional Life Satisfaction Future are 29.99, 30.00, and 31 respectively and standard deviation is 1.012 for total sample. The value of skewness ($SK = -0.966$), shows that the distribution of scores of Professional Life Satisfaction Future for total sample is negatively skewed. The value of Kurtosis for total sample is negative but low hence the distribution of Professional Life Satisfaction Future can be considered as mesokurtic ($K = -0.678$).

The obtained values of mean, median, and mode of Professional Life Satisfaction Total are 74.35, 75.00, and 75.00 respectively and standard deviation is 6.099 for total sample. The value of skewness ($SK = -0.098$), shows that the distribution of scores of Professional Life Satisfaction Total for total sample is negatively skewed. The value of Kurtosis for total sample is negative but low hence the distribution of Professional Life Satisfaction Total can be considered as mesokurtic ($K = -0.486$).

The shape of the distribution of scores of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction Past, Present, Future, and Professional Life Satisfaction Total sample were examined by plotting the distribution. The histogram with frequency curve of the variables is presented in Figure 5, Figure 6, Figure 7, Figure 8, Figure 9, Figure 10, and Figure 11, respectively.

Figure 5

Histogram with Frequency curve of Self-Efficacy for the Total sample

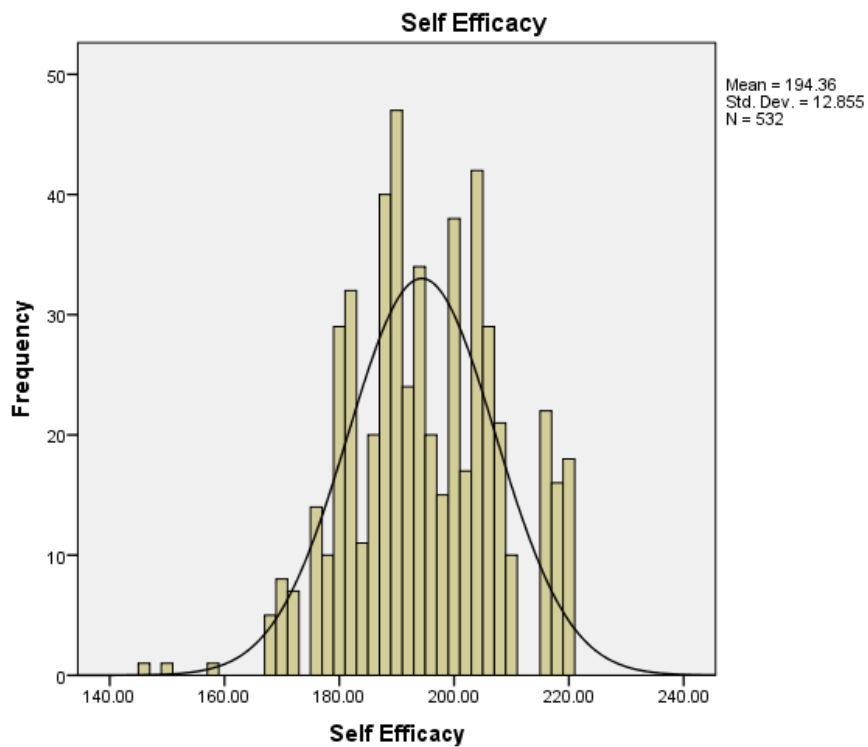


Figure 6

Histogram with frequency curve of Work Motivation for the total sample

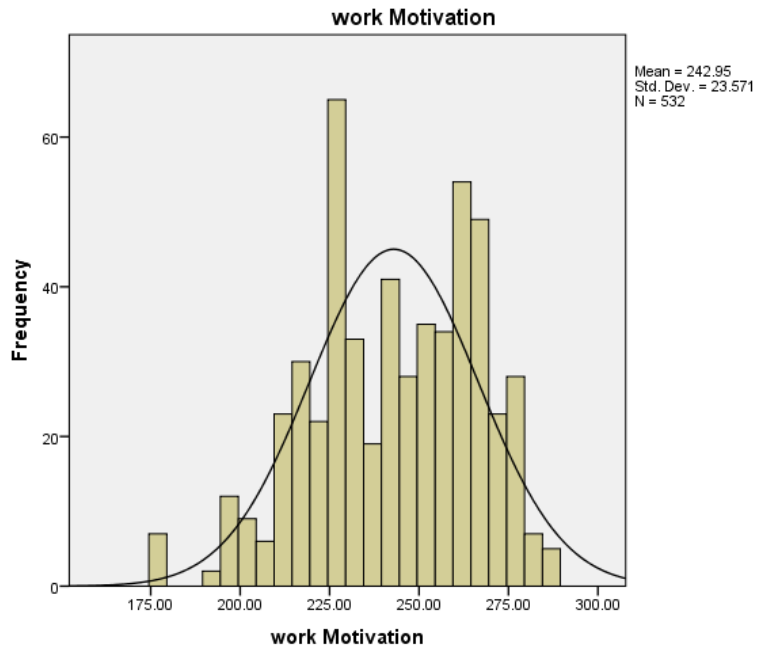


Figure 7

Histogram with frequency curve of Professional Commitment for the total sample

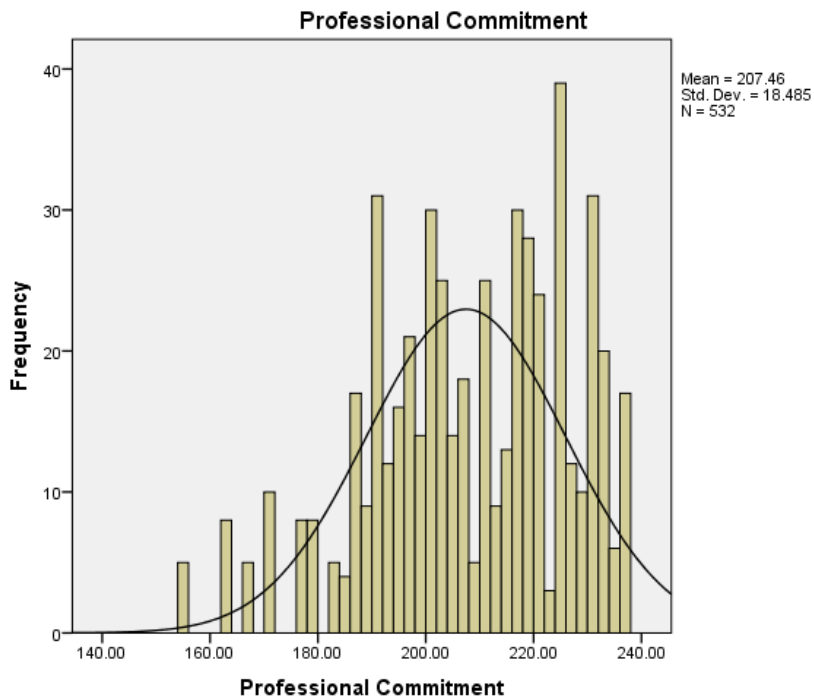


Figure 8

Histogram with frequency curve of Professional Life Satisfaction Past for the total sample

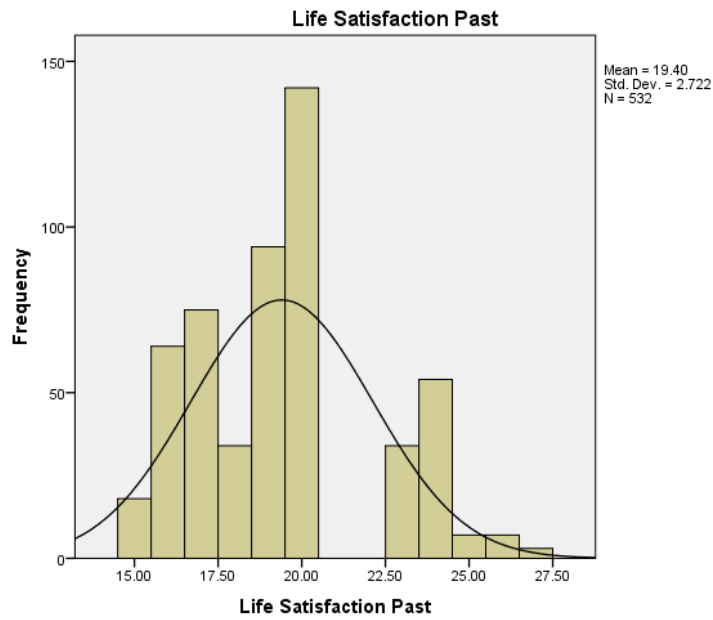


Figure 9

Histogram with frequency curve of Professional Life Satisfaction Present for the total sample

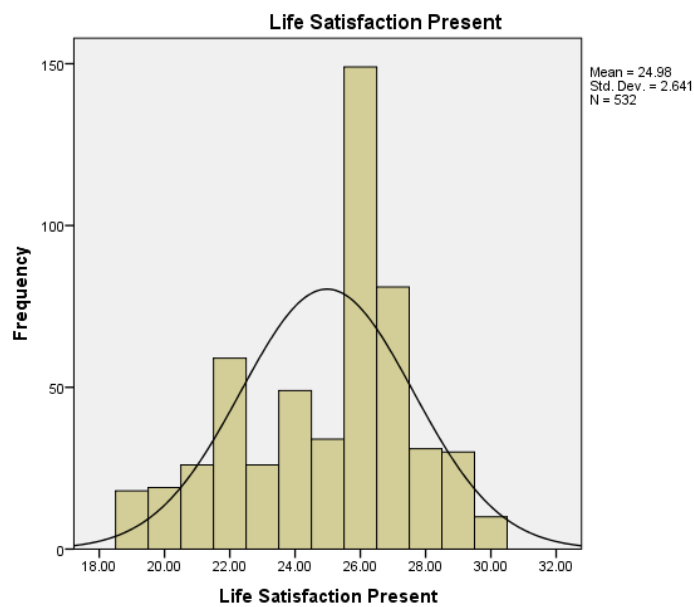


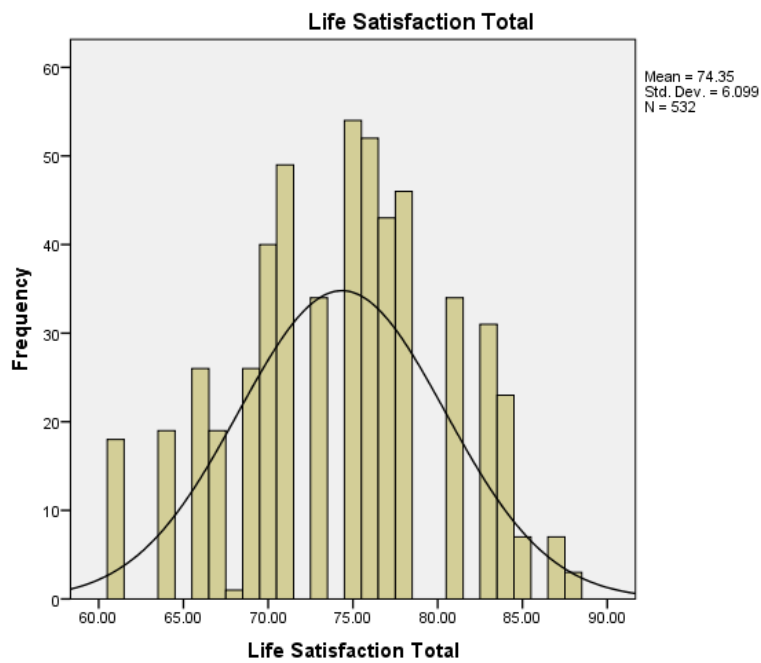
Figure 10

Histogram with frequency curve of Professional Life Satisfaction Future for the total sample



Figure 11

Histogram with frequency curve of Professional Life Satisfaction Total for the total sample



The statistical constants and the graphical representation of the variables revealed that all distributions are approximate to normality.

The nature of the distribution of Dependent Variable was examined by plotting Q-Q plots. This graph plots the cumulative probability of a variable against the cumulative probability of normal distribution. If values fall in the diagonal of the plot, then the variable is normally distributed and deviations from the diagonal show deviations from normality. The Q-Q plot of Professional Life Satisfaction -Past, Present, Future and Professional Life Satisfaction -Total for Total Sample are presented in figures- 12, 13, 14, and 15 respectively.

Figure 12

Normal Q-Q Plot of Dependent Variable Professional Life Satisfaction-Past for Total Sample



Figure 13

Normal Q-Q Plot of Dependent Variable Professional Life Satisfaction-Present for Total Sample

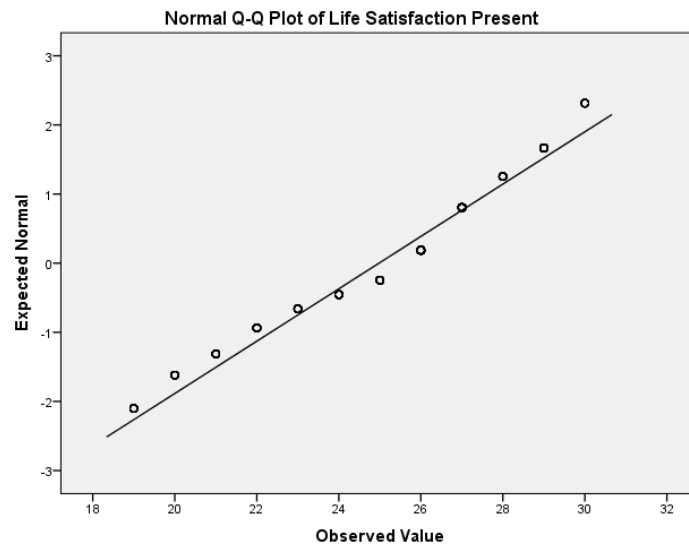


Figure 14

Normal Q-Q Plot of Dependent Variable Professional Life Satisfaction-Future for Total Sample

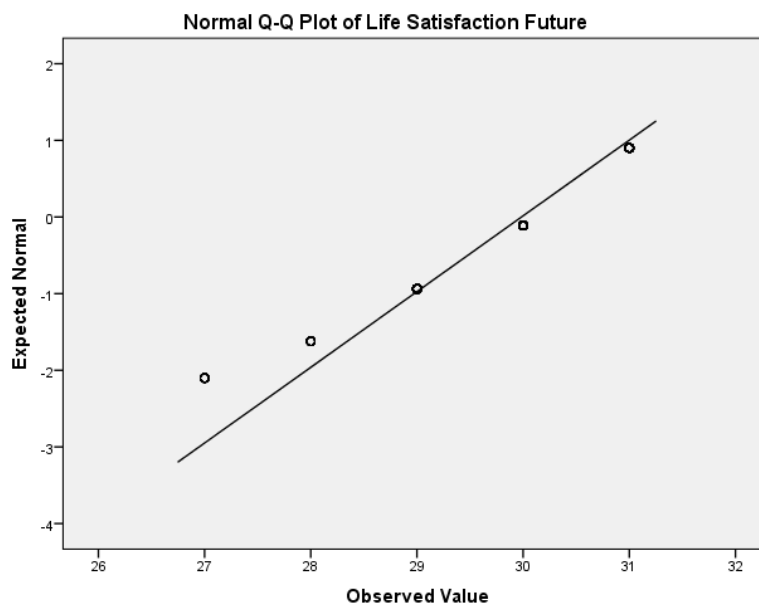
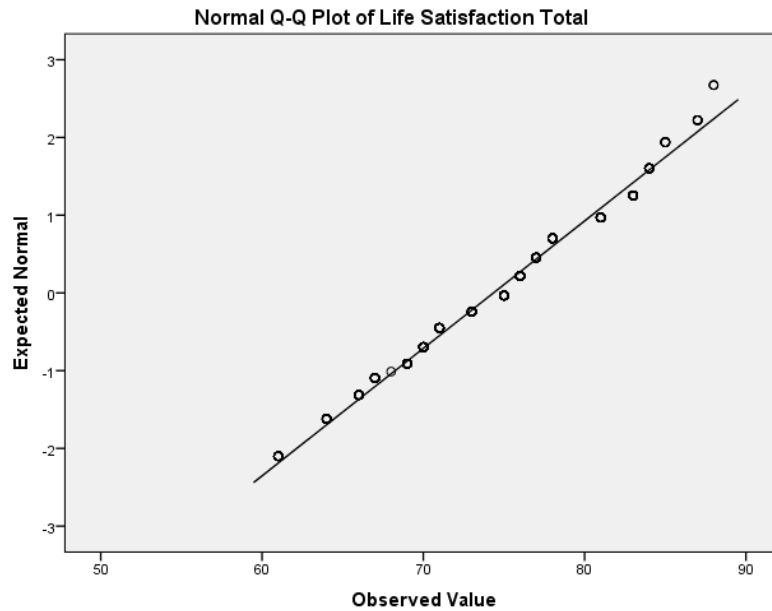


Figure 15

Normal Q-Q Plot of Dependent Variable Professional Life Satisfaction-Total for Total Sample



The Q-Q plot revealed that there were only slight deviations of observed cumulative probability from the diagonals. It was shown that all distributions follow approximate normality.

The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores for Self-Efficacy for relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in Table 7.

Table 7

Important Statistical Constants of the Independent Variable Self-Efficacy for the Subgroups based on Gender, Type of management of school, Locality of school, Age, Teaching Experience, and Marital status

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Male (219)	194.42	194.00	191.00	12.979	-0.313	0.547
Female (313)	194.33	193.00	206.00	12.787	0.179	-0.584
Govt. (284)	194.88	194.00	203.00	13.185	0.017	-0.455
Aided (248)	193.78	193.00	190.00	12.466	-0.108	0.344
Rural (256)	194.62	193.00	206.00	12.652	0.130	-0.581
Urban (276)	194.13	194.00	179.00	13.058	-0.159	0.252
Below 30 (90)	195.14	194.00	189.00	11.515	0.117	-0.229
Between 30 and 40 (261)	193.73	193.00	190.00	13.206	-0.107	0.135
Between 40 and 50 (152)	194.60	194.00	203.00	12.829	0.043	-0.452
Above 50 (29)	196.45	197.00	181.00	13.945	0.139	-1.021
Below 5 Years (209)	194.13	194.00	189.00	11.950	0.064	-0.387
5 to 10 Years (139)	193.78	193.00	203.00	13.803	-0.056	-0.103
10 to 15 Years (84)	195.08	194.00	206.00	12.888	0.071	-0.805
Above 15 Years (100)	195.06	193.50	190.00	13.411	-0.200	0.686
Married (445)	194.16	193.00	203.00	13.208	-0.045	-0.191
Unmarried (87)	195.41	194.00	194.00	10.874	0.271	0.088

Table 7 conveys that the mean, median and mode of Self-Efficacy of the representative subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status are approximately equal. The values of skewness shows that the distribution of scores of Self-Efficacy for subgroups male, aided, urban, between 30 and 40 age group, 5 to 10 years of experience, above 15 years of experience, and married teachers are negatively skewed. For all other subgroups, the distributions are positively skewed. The values of kurtosis revealed that the subgroups Male ($K= 0.547$), Aided ($K= 0.344$), Urban (0.252), Above 15 years of experience ($K= 0.686$), Between 30 and 40 (0.135), Unmarried (0.088) are mesokurtic in nature. For all other values of subgroups are negative but low, hence the distributions can be considered as mesokurtic.

The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores of Work motivation for relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in table 8.

Table 8

Important Statistical Constants of the Independent Variable Work Motivation for the Subgroups based on Gender, Type of management of school, Locality of school, Age, Teaching Experience and Marital status

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Male (219)	243.94	247.00	227.00	22.948	-0.385	-0.440
Female (313)	242.26	243.00	259.00	24.009	-0.342	-0.574
Govt. (284)	242.64	243.00	227.00	23.941	-0.337	-0.592
Aided (248)	243.31	246.50	269.00	23.182	-0.392	-0.426
Rural (256)	241.61	241.00	266.00	23.806	-0.194	-0.660
Urban (276)	244.20	248.00	227.00	23.324	-0.526	-0.314
Below 30 (90)	246.39	249.00	266.00	22.306	-0.299	-1.016
Between 30 and 40 (261)	241.99	242.00	227.00	22.588	-0.206	-0.581
Between 40 and 50 (152)	240.95	241.00	269.00	25.772	-0.537	-0.443
Above 50 (29)	251.45	259.00	259.00	22.177	-0.272	-1.150
Below 5 Years (209)	243.17	243.00	266.00	22.486	-0.286	-0.694
5 to 10 Years (139)	242.32	245.00	269.00	23.740	-0.340	-0.274
10 to 15 Years (84)	241.49	241.00	259.00	24.575	-0.491	-0.517
Above 15 Years (100)	244.60	253.00	253.00	24.907	-0.423	-0.577
Married (445)	242.05	243.00	227.00	24.078	-0.356	-0.554
Unmarried (87)	247.57	248.00	266.00	20.280	-0.162	-0.956

Table 8 conveys that the mean, median and mode of Work Motivation of the representative subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status are approximately equal. The values of skewness shows that the distribution of scores of Work Motivation for subgroups is negatively skewed. The values of Kurtosis for subgroups are negative but low hence the distribution of Work Motivation can be considered as mesokurtic.

The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores for Professional Commitment for relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in table 9.

Table 9

Important Statistical Constants of the Independent Variable Professional Commitment for the Subgroups based on Gender, Type of management of school, Locality of school, Age, Teaching Experience, and Marital status.

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Male (219)	206.97	210.00	191.00	18.690	-0.556	-0.139
Female (313)	207.81	208.00	218.00	18.362	-0.478	-0.325
Govt. (284)	207.99	210.00	191.00	19.148	-0.583	-0.238
Aided (248)	206.86	207.00	216.00	17.715	-0.425	-0.245
Rural	207.30	210.00	191.00	18.400	-0.587	-0.152

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
(256)						
Urban (276)	207.61	208.50	210.00	18.596	-0.445	-0.323
Below 30 (90)	205.96	207.00	196.00	15.007	-0.387	-0.163
Between 30 and 40 (261)	205.99	205.00	191.00	18.106	-0.380	-0.388
Between 40 and 50 (152)	210.77	218.00	218.00	20.892	-0.889	0.115
Above 50 (29)	208.10	210.00	194.00	16.695	-0.051	-1.456
Below 5 Years (209)	206.08	207.00	196.00	17.078	-0.326	-0.344
5 to 10 Years (139)	208.70	212.00	191.00	19.037	-0.743	0.146
10 to 15 Years (84)	207.06	210.00	191.00	21.296	-0.575	-0.518
Above 15 Years (100)	208.99	210.00	194.00	18.050	-0.451	-0.353
Married (445)	207.78	210.00	191.00	19.226	-0.559	-0.298
Unmarried (87)	205.86	202.00	216.00	14.079	-0.088	-0.421

Table 9 conveys that the mean, median and mode of Professional Commitment of the representative subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status are approximately equal. The distribution of the scores of Professional Commitment based on these subgroups are negatively skewed and mesokurtic.

The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores for Professional Life Satisfaction-Past for the relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in table 10.

Table 10

Important Statistical Constants of the Dependent Variable Professional Life Satisfaction Past for the Subgroups based on Gender, Type of management of school, Locality of school, Age, Teaching Experience and Marital status.

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Male (219)	19.30	19.00	20.00	2.776	0.624	-0.217
Female (313)	19.47	19.00	20.00	2.685	0.557	-0.368
Govt. (284)	19.41	19.00	20.00	2.601	0.501	-0.455
Aided (248)	19.38	19.00	20.00	2.858	0.653	-0.224
Rural (256)	19.19	19.00	19.00	2.922	0.875	-0.107
Urban (276)	19.59	20.00	20.00	2.511	0.238	-0.460
Below 30 (90)	19.91	20.00	20.00	2.696	0.511	-0.155
Between 30 and 40 (261)	19.19	19.00	20.00	2.749	0.589	-0.247
Between 40 and 50 (152)	19.51	19.00	20.00	2.730	0.621	-0.510
Above 50 (29)	19.06	19.00	19.00	2.359	0.770	0.173
Below 5 Years (209)	19.45	20.00	20.00	2.674	0.542	-0.166
5 to 10 Years (139)	19.41	19.00	20.00	2.799	0.577	-0.307
10 to 15	19.32	19.00	20.00	2.794	0.586	-0.455

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Years (84)						
Above 15 Years (100)	19.34	19.00	20.00	2.686	0.697	-0.359
Married (445)	19.29	19.00	20.00	2.719	0.590	-0.341
Unmarried (87)	19.96	20.00	20.00	2.678	0.606	-0.109

Table 10 conveys that the mean, median and mode of Professional Life Satisfaction- Past of the representative subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status are approximately equal. The distribution of the scores of Professional Life Satisfaction- Past based on these subgroups are positively skewed and mesokurtic.

The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores for Professional Life Satisfaction-present for relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in table 11.

Table 11

Important Statistical Constants of the Dependent Variable Professional Life Satisfaction- Present for the Subgroups based on Gender, Type of management of school, Locality of school, Age, Teaching Experience, and Marital status.

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Male (219)	24.90	26.00	26.00	2.725	-0.514	-0.421
Female (313)	25.03	26.00	26.00	2.584	-0.459	-0.562
Govt. (284)	25.10	26.00	26.00	2.505	-0.504	-0.422
Aided (248)	24.84	26.00	26.00	2.787	-0.445	-0.600
Rural (256)	24.75	25.00	26.00	2.800	-0.107	-0.666
Urban (276)	25.19	26.00	26.00	2.471	-0.934	-0.052
Below 30 (90)	25.40	26.00	26.00	2.485	-0.664	0.044
Between 30 and 40 (261)	24.69	26.00	26.00	2.801	-0.457	-0.712
Between 40 and 50 (152)	25.24	26.00	26.00	2.478	-0.334	-0.505
Above 50 (29)	24.97	26.00	26.00	2.227	-0.412	-0.674
Below 5 Years (209)	25.08	26.00	26.00	2.554	-0.652	-0.138
5 to 10 Years (139)	24.90	26.00	26.00	2.767	-0.450	-0.640
10 to 15 Years (84)	24.76	26.00	26.00	2.813	-0.408	-0.747
Above 15 Years (100)	25.06	26.00	26.00	2.513	-0.229	-0.684
Married (445)	24.85	26.00	26.00	2.680	-0.433	-0.623
Unmarried (87)	25.62	26.00	26.00	2.343	-0.733	0.655

Table 11 conveys that the mean, median and mode of Professional Life Satisfaction- Present of the representative subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status are approximately equal. The distribution of the scores of Professional Life Satisfaction-Present based on these subgroups are negatively skewed and mesokurtic.

The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores for Professional Life Satisfaction-Future for relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in table 12.

Table 12

Important Statistical Constants of the Dependent Variable Professional Life Satisfaction- Future for the Subgroups based on Gender, Type of management of school, Locality of school, Age, Teaching Experience, and Marital status

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Male (219)	29.97	30.00	31.00	1.089	-1.096	0.821
Female (313)	29.99	30.00	30.00	0.955	-0.814	0.378
Govt. (284)	29.98	30.00	30.00	0.930	-0.854	0.825
Aided (248)	29.97	30.00	31.00	1.100	-1.027	0.451
Rural (256)	29.83	30.00	30.00	1.004	-0.860	0.636

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Urban (276)	30.12	30.00	31.00	1.001	-1.125	0.953
Below 30 (90)	30.16	30.00	31.00	0.939	-1.175	1.412
Between 30 and 40 (261)	29.86	30.00	31.00	1.120	-0.924	0.313
Between 40 and 50 (152)	30.06	30.00	30.00	0.873	-0.672	0.041
Above 50 (29)	30.06	30.00	30.00	0.752	-0.116	-1.157
Below 5 Years (209)	30.03	30.00	31.00	1.027	-1.150	1.185
5 to 10 Years (139)	29.92	30.00	30.00	1.040	-0.913	0.485
10 to 15 Years (84)	29.91	30.00	31.00	1.088	-0.864	0.138
Above 15 Years (100)	30.01	30.00	30.00	0.870	-0.582	0.132
Married (445)	29.93	30.00	31.00	1.029	-0.895	0.481
Unmarried (87)	30.22	30.00	31.00	0.885	-1.399	2.604

Table 12 conveys that the mean, median and mode of Professional Life Satisfaction-Future of the representative subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status are approximately equal. The distribution of the scores of Professional Life Satisfaction-Future based on these subgroups are negatively skewed and mesokurtic.

The important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the distribution of scores for Professional Life Satisfaction--Total for relevant subgroups with respect to gender, type of management of school, locality of school, age, teaching experience, and marital status are presented in table 13.

Table 13

Important Statistical Constants of the Dependent Variable Professional Life Satisfaction for the Subgroups based on Gender, Type of management of school, Locality of school, Age, Teaching Experience, and Marital status

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Male (219)	74.17	75.00	78.00	6.302	-0.146	-0.408
Female (313)	74.47	75.00	76.00	5.959	-0.051	-0.567
Govt. (284)	74.47	75.00	75.00	5.792	-0.095	-0.496
Aided (248)	74.20	75.00	71.00	6.440	-0.087	-0.518
Rural (256)	73.78	73.00	71.00	6.425	0.284	-0.426
Urban (276)	74.87	76.00	76.00	5.741	-0.526	-0.312
Below 30 (90)	75.36	76.00	76.00	5.852	-0.178	-0.191
Between 30 and 40 (261)	73.75	75.00	75.00	6.393	-0.132	-0.573
Between 40 and 50	74.82	75.00	75.00	5.832	0.089	-0.647

Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
(152)						
Above 50 (29)	74.10	75.00	75.00	5.066	0.167	-0.516
Below 5 Years (209)	74.53	75.00	78.00	5.981	-0.224	-0.266
5 to 10 Years (139)	74.24	75.00	75.00	6.333	-0.090	-0.545
10 to 15 Years (84)	74.00	75.00	71.00	6.413	-0.074	-0.666
Above 15 Years (100)	74.41	75.00	75.00	5.810	0.185	-0.618
Married (445)	74.06	75.00	75.00	6.158	-0.065	-0.568
Unmarried (87)	75.81	76.00	75.00	5.591	-0.179	0.182

Table 13 conveys that the mean, median and mode of Professional Life Satisfaction-Total of the representative subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status are approximately equal. The values of skewness shows that the distribution of scores of Professional Life Satisfaction-Total for subgroups male, female, government, aided, rural, urban, below 30, between 30 and 40 age group, below 5, 5 to 10, 10 to 15 years of teaching experience, and married teachers' scores are negatively skewed. For rural, between 40 and 50, above 50 age group, and above 15 years teaching experience, the distributions are positively skewed. The values of kurtosis revealed that the subgroups are mesokurtic in nature.

Extent of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.

Percentile Analysis

Percentiles of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction were also calculated. A percentile represents a point on the score scale below which a given percentage of the scores or cases are found. To calculate the values of percentile, one have to locate the points on the score scale up to the given percent of scores lie. It is the measurement used to indicate the relative position of a single item or an individual with reference to the group to which the item or an individual belongs. In the present study percentile analysis is used to find out the extent of the variables viz. Self-efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.

Extent of Self-Efficacy, Work Motivation and Professional Commitment among Primary School Teachers

The percentiles of Self-Efficacy, Work Motivation, and Professional Commitment among primary school teachers are given in Table 14.

Table 14

Details of the Percentiles of Self-Efficacy, Work Motivation, and Professional Commitment among Primary School Teachers

Percentile	Percentile Value Self-Efficacy	Percentile Value Work Motivation	Percentile Value Professional Commitment
P ₁₀	179.00	212.00	184.60
P ₂₀	182.00	222.00	191.00
P ₃₀	187.90	227.00	198.70
P ₄₀	190.00	235.00	202.00
P ₅₀	194.00	244.00	210.00
P ₆₀	198.60	253.00	216.00
P ₇₀	202.00	260.00	220.00
P ₈₀	206.00	266.00	225.00
P ₉₀	215.00	272.00	231.00

Table 14 shows that 10th percentile of the score of Self-Efficacy is 179, for Work Motivation it is 212, and for Professional Commitment it is 184.60. It means that only 10 percent of Primary School Teachers lie below the scores 179, 212, and 184.60 respectively for the variables Self-Efficacy, Work Motivation and Professional Commitment and 90 percent lie above the score. The 50th percentile of the scores of Self-Efficacy, Work Motivation and Professional Commitment are 194, 244, and 210 respectively which means that an equal number of teachers lie above and below the scores. The 90th percentile of the scores of Self-Efficacy, Work Motivation and Professional Commitment are 215, 272, and 231. It means that about 10 percent of Primary School Teachers lie above the scores and 90 percent of Primary School Teachers lie below the scores.

Extent of Professional Life Satisfaction among Primary School Teachers

The percentiles of Professional Life Satisfaction Past, Present, Future and Professional Life Satisfaction Total among primary school teachers are given in Table 15.

Table 15

Details of the Percentiles of Professional Life Satisfaction Past, Present, Future and Professional Life Satisfaction Total among Primary School Teachers

Percentile	Professional Life Satisfaction Past	Professional Life Satisfaction Present	Professional Life Satisfaction Future	Professional Life Satisfaction Total
P ₁₀	16.00	21.00	29.00	66.00
P ₂₀	17.00	22.00	29.00	69.00
P ₃₀	18.00	24.00	30.00	71.00
P ₄₀	19.00	25.00	30.00	73.00
P ₅₀	19.00	26.00	30.00	75.00
P ₆₀	20.00	26.00	30.00	76.00
P ₇₀	20.00	26.00	31.00	77.00
P ₈₀	20.00	27.00	31.00	78.00
P ₉₀	24.00	28.00	31.00	83.00

Table 15 shows that 10th percentile of the score of Professional Life Satisfaction- Past is 16, Professional Life Satisfaction- Present is 21, Professional Life Satisfaction- Future is 29 and Professional Life Satisfaction- Total is 66. It means that only 10 percent of Primary School Teachers lie below the score 16, 21, 29 and 66 respectively and 90 percent lie above the score. The 50th percentile of the scores of Professional Life Satisfaction-Past, Professional Life Satisfaction- Present,

Professional Life Satisfaction- Future and Professional Life Satisfaction Total are 19, 26, 30 and 75 respectively which means that an equal number of teachers lie above and below the scores. The 90th percentile of the scores of Professional Life Satisfaction -Past, Professional Life Satisfaction- Present, Professional Life Satisfaction-Future and Professional Life Satisfaction -Total are 24, 28, 31 and 83. It means that about 10 percent of Primary School Teachers lie above the scores and 90 percent of Primary School Teachers lie below the scores.

Major Analysis

Mean Difference Analysis

Comparison of Mean Scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction among Subgroups based on Gender, Type of Management of School, Locality of School, Age, Teaching Experience, and Marital Status.

The second objective of the study is to find whether there exists any significant difference in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction of Primary School Teachers for the relevant Subgroups.

Comparison of mean scores was carried out to test whether significant difference exist in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction of male and female, government and aided, rural and urban, married and unmarried primary school teachers. For this, the mean and standard deviation of the distributions of the variables were calculated

for the subgroups based on gender, type of management of school, locality of school, and marital status of primary school teachers. A two-tailed test of significance of difference between means was used for comparison. For the subgroups based on age and teaching experience, one-way ANOVA was done since there are more than two categories.

Investigation of Group Differences in Self-Efficacy Based on Gender, Type of Management of School, Locality of School, and Marital Status.

Difference in the mean scores of Self-Efficacy between male and female, government and aided, rural and urban, and married and unmarried primary school teachers were tested for significance, the details of which are given in Table 16.

Table 16

Data and Result of the Test of Significance of Difference between Mean Scores of Self-Efficacy for the Subgroups based on Gender, Type of Management of School, Locality of school, and Marital Status

Variable	Category	Groups Compared	N	Mean	Standard Deviation	t-value	Level of Significance
Self-Efficacy	Gender	Male	219	194.42	12.97	0.076	Not Significant
		Female	313	194.33	12.78		
	Type of Management	Govt.	284	194.88	13.18	0.983	Not Significant
		Aided	248	193.78	12.46		
	Locality	Rural	256	194.62	12.65	0.436	Not Significant
		Urban	276	194.13	13.05		
	Marital Status	Married	445	194.16	13.20	0.832	Not Significant
		Unmarried	87	195.41	10.87		

Table 16 reveals that the mean scores obtained by male and female teachers for Self-Efficacy are 194.42 and 194.33, respectively. The standard deviations are 12.97 and 12.78. The t-value obtained for Self-Efficacy of male and female teachers is 0.076, which is not significant at the 0.05 level; $t(530) = 0.076, p > 0.05$. Hence, there is no significant difference between male and female teachers in their Self-Efficacy. This finding is supported by the results of Mamak, Temel, and Kangalgil (2020), and Brang San and Gonzalez (2022), who found that there is no gender difference in Self-Efficacy.

Table 16 shows that the mean scores obtained by government and aided school teachers for Self-Efficacy are 194.88 and 193.78, respectively. The standard deviations are 13.18 and 12.46. The t-value obtained for Self-Efficacy of government and aided school teachers is 0.983, which is not significant at the 0.05 level; $t(530) = 0.983, p > 0.05$. Hence, there is no significant difference between government and aided school teachers in their Self-Efficacy.

Table 16 shows that the mean scores obtained by rural and urban school teachers for Self-Efficacy are 194.62 and 194.13, respectively. The standard deviations are 12.65 and 13.05. The t-value obtained for Self-Efficacy of rural and urban school teachers is 0.436, which is not significant at the 0.05 level; $t(530) = 0.436, p > 0.05$. Hence, there is no significant difference between rural and urban school teachers in their Self-Efficacy.

Table 16 shows that the mean scores obtained by married and unmarried teachers for Self-Efficacy are 194.16 and 195.41, respectively. The standard deviations are 13.20 and 10.87. The t-value obtained for Self-Efficacy of married

and unmarried teachers is 0.832, which is not significant at the 0.05 level; $t(530) = 0.832$, $p > 0.05$. Hence, there is no significant difference between married and unmarried teachers in their Self-Efficacy.

Investigation of Group Differences in Work Motivation Based on Gender, Type of Management of School, Locality of School, and Marital Status.

Difference in the mean scores of Work Motivation between male and female, government and aided, rural and urban, and married and unmarried primary school teachers were tested for significance, the details of which are given in Table 17.

Table 17

Data and Result of the Test of Significance of Difference between Mean Scores of Work Motivation for the Subgroups based on Gender, Type of management of School, Locality of school, and Marital Status

Variable	Category	Groups Compared	N	Mean	Standard Deviation	t-value	Level of Significance
Work Motivation	Gender	Male	219	243.94	22.94	0.808	Not Significant
		Female	313	242.26	24.00		
	Type of Management	Govt.	284	242.64	23.94	0.330	Not Significant
		Aided	248	243.31	23.18		
	Locality	Rural	256	241.61	23.80	1.267	Not Significant
		Urban	276	244.20	23.32		
	Marital Status	Married	445	242.05	24.07	2.00	0.05
		Unmarried	87	247.57	20.28		

The table 17 shows that the mean scores obtained by Male and Female Teachers for Work Motivation are 243.94 and 242.26 respectively. The standard deviations are 22.94 and 24.00. The t- value obtained for work motivation of male and female teachers is 0.808 which is not significant at 0.05 level, $t(530) = 0.808$, $p > 0.05$. Hence there is no significant difference between male and female teachers in their work motivation. This finding is supported by the studies conducted by Mittal (1989), Khan (2001), Gupta and Hehlavat (2013), Kumar (2017), Kadioglu Ates and Yilmaz (2018), Nyarko, Twumwaa, and Adentwi (2014), and Paniza (2023), which found that there is no significant difference in Work Motivation between male and female teachers.

The table 17 shows that the mean scores obtained by Government and Aided School Teachers for Work Motivation are 242.64 and 243.31 respectively. The standard deviations are 23.94 and 23.18. The t- value obtained for Work Motivation of government and aided teachers are 0.330 which is not significant at 0.05 level, $t(530) = 0.330$, $p > 0.05$. Hence, there is no significant difference in work motivation between government and aided school teachers. This finding is supported by the study conducted by Al-Salameh (2014).

The table 17 shows that the mean scores obtained by Rural and Urban School Teachers for Work Motivation are 241.61 and 244.20 respectively. The mean score of urban school teachers is higher than that of rural school teachers. The standard deviations are 23.80 and 23.32. The t- value obtained for work motivation of rural and urban school teachers are 1.267 which is significant at 0.05 level, $t(530) = 1.267$, $p > 0.05$. Hence there is no significant difference between rural and urban

school teachers in their work motivation. Vaishnavi (2023) found that there is no significant difference between rural and urban higher secondary school teachers in respect of their work motivation.

The table 17 shows that the mean scores obtained by Married and Unmarried Teachers for Work Motivation are 242.05 and 247.57 respectively. The standard deviations are 24.07 and 20.28. The t- value obtained for work motivation of married and unmarried teachers are 2.00 which is significant at 0.05 level, $t(530) = 2.00, p < 0.05$. Hence there is significant difference between married and unmarried teachers in their Work Motivation. The study conducted by Ates &Yilmaz (2018) revealed that there is no significant difference in marital status of primary school teachers.

Investigation of Group Differences in Professional Commitment Based on Gender, Type of Management of School, Locality of School, and Marital Status.

Difference in the mean scores of Professional Commitment between male and female, government and aided, rural and urban, and married and unmarried primary school teachers were tested for significance, the details of which are given in Table 18.

Table 18

Data and Result of the Test of Significance of Difference between Mean Scores of Professional Commitment for the Subgroups based on Gender, Type of management of School, Locality of School and Marital Status

Variable	Category	Groups Compared	N	Mean	Standard Deviation	t-value	Level of Significance
Professional Commitment	Gender	Male	219	206.97	18.69	0.518	Not Significant
		Female	313	207.81	18.36		
	Type of Mgmt.	Govt.	284	207.98	19.14	0.701	Not Significant
		Aided	248	206.86	17.71		
	Locality	Rural	256	207.30	18.40	0.192	Not Significant
		Urban	276	207.61	18.59		
	Marital Status	Married	445	207.77	19.22	0.884	Not Significant
		Unmarried	87	205.86	14.07		

The table 18 shows that the mean scores obtained by Male and Female Teachers for Professional Commitment are 206.97 and 207.81 respectively. The standard deviations are 18.69 and 18.36. The t- value obtained for Professional Commitment of male and female teachers are 0.518 which is not significant at 0.05 level, $t(530) = 0.518$, $p > 0.05$. Hence there is no significant difference between male and female teachers in their Professional Commitment. This finding is supported by the results of Gupta and Kulshreshtha (2009), Bashir (2017), Arjunan and Balamurugan (2013), Gupta and Jain (2013), Beri and Beri (2016), Kumar (2008), Riehl and Sipple (1996), Hung and Liu (1999), Gajjar (2014), Singh and Singh (2019), Huang (2011), Shanti and Renugadevi (2021), and Paniza (2023), who

found that there is no significant difference in Professional Commitment of teachers with respect to gender.

The table 18 shows that the mean scores obtained by Government and Aided school Teachers for Professional Commitment are 207.98 and 206.86 respectively. The standard deviations are 19.14 and 17.71. The t- value obtained for Professional Commitment of Government and Aided teachers are 0.701 which is not significant at 0.05 level, $t(530) = 0.701$, $p > 0.05$. Hence, there is no significant difference in Professional Commitment between government and aided school teachers. This finding is supported by the studies conducted by Gupta and Kulshreshtha (2009), Singh and Singh (2019), and Rani (2019).

The table 18 shows that the mean scores obtained by Rural and Urban School Teachers for Professional Commitment are 207.30 and 207.61 respectively. The standard deviations are 18.40 and 18.59. The t- value obtained for Professional Commitment of rural and urban school teachers are 0.192 which is not significant at 0.05 level, $t(530) = 0.192$, $p > 0.05$. Hence there is no significant difference between rural and urban school teachers in their Professional Commitment. This finding is supported by the studies conducted by Kumar (2008), Gajjar (2014), Sawhney (2015), and Singh and Singh (2019), which found that there is no significant difference in Professional Commitment between teachers in rural and urban schools.

The table 18 shows that the mean scores obtained by Married and Unmarried Teachers for Professional Commitment are 207.77 and 205.86 respectively. The standard deviations are 19.22 and 14.07. The t- value obtained for Professional

Commitment of married and unmarried teachers are 0.884 which is not significant at 0.05 level, $t(530) = 0.884$, $p > 0.05$. Hence, there is no significant difference in Professional Commitment between married and unmarried teachers. This finding is supported by the study conducted by Sasikumar (2019).

Investigation of Group Differences in Professional Life Satisfaction-Past Based on Gender, Type of Management of School, Locality of School and Marital Status.

Difference in the mean scores of Professional Life Satisfaction- Past between male and female, government and aided, rural and urban, and married and unmarried primary school teachers were tested for significance, the details of which are given in Table 19.

Table 19

Data and Result of the Test of Significance of Difference between Mean Scores of Professional Life Satisfaction- Past for the Subgroups based on Gender, Type of Management of School, Locality of School and Marital Status

Variable	Category	Groups Compared	N	Mean	Standard Deviation	t-value	Level of Significance
Life Satisfaction Past	Gender	Male	219	19.30	2.77	0.728	Not Significant
		Female	313	19.47	2.68		
	Type of Management	Govt.	284	19.41	2.60	0.135	Not Significant
		Aided	248	19.38	2.85		
	Locality	Rural	256	19.19	2.92	1.70	Not Significant
		Urban	276	19.59	2.51		
	Marital Status	Married	445	19.29	2.71	2.11	0.05
		Unmarried	87	19.96	2.67		

Table 19 shows that the mean scores obtained by Male and Female Teachers for Professional Life Satisfaction- Past are 19.30 and 19.47 respectively. The standard deviations are 2.77 and 2.68. The t- value obtained for Professional Life Satisfaction -Past of male and female teachers are 0.728 which is not significant at 0.05 level, $t(530) = 0.728$, $p > 0.05$. Hence there is no significant difference between male and female teachers in their Professional Life Satisfaction- Past.

The table 19 shows that the mean scores obtained by Government and Aided school Teachers for Professional Life Satisfaction- Past are 19.41 and 19.38 respectively. The standard deviations are 2.60 and 2.85. The t- value obtained for Professional Life Satisfaction Past of Government and Aided teachers are 0.135 which is not significant at 0.05 level, $t(530) = 0.135$, $p > 0.05$. Hence there is no significant difference between Government and Aided school teachers in their Professional Life Satisfaction Past.

The table 19 shows that the mean scores obtained by Rural and Urban School Teachers for Professional Life Satisfaction Past are 19.19 and 19.59 respectively. The standard deviations are 2.92 and 2.51. The t- value obtained for Professional Life Satisfaction Past of rural and urban school teachers are 1.70 which is not significant at 0.05 level, $t(530) = 1.70$, $p > 0.05$. Hence there is no significant difference between rural and urban school teachers in their Professional Life Satisfaction Past.

The table 19 shows that the mean scores obtained by Married and Unmarried Teachers for Professional Life Satisfaction Past are 19.29 and 19.96 respectively. The standard deviations are 2.71 and 2.67. The t- value obtained for Professional

Life Satisfaction Past of married and unmarried teachers are 2.11 which is significant at 0.05 level, $t(530) = 2.11$, $p < 0.05$. Hence there is significant difference between married and unmarried teachers in their Professional Life Satisfaction Past.

Investigation of Group Differences in Life Satisfaction-Present based on Gender, Type of Management of School, Locality of School and Marital Status

Difference in the mean scores of Professional Life Satisfaction- Present between male and female, government and aided, rural and urban, and married and unmarried primary school teachers were tested for significance, the details of which are given in Table 20.

Table 20

Data and Result of the Test of Significance of Difference between Mean Scores of Professional Life Satisfaction Present for the Subgroups based on Gender, Type of Management of School, Locality of School and Marital Status

Variable	Category	Groups Compared	N	Mean	Standard Deviation	t-value	Level of Significance
Life Satisfaction Present	Gender	Male	219	24.90	2.72	0.549	Not Significant
		Female	313	25.03	2.58		
	Type of Management	Govt.	284	25.10	2.50	1.14	Not Significant
		Aided	248	24.83	2.78		
	Locality	Rural	256	24.75	2.80	1.90	Not Significant
		Urban	276	25.18	2.47		
	Marital Status	Married	445	24.85	2.68	2.488	0.05
		Unmarried	87	25.62	2.34		

The table 20 shows that the mean scores obtained by Male and Female Teachers for Professional Life Satisfaction Present are 24.90 and 25.03 respectively. The standard deviations are 2.72 and 2.58. The t- value obtained for Professional Life Satisfaction Present of male and female teachers are 0.549 which is not significant at 0.05 level, $t(530) = 0.549$, $p > 0.05$. Hence there is no significant difference between male and female teachers in their Professional Life Satisfaction Present.

The table 20 shows that the mean scores obtained by Government and Aided school Teachers for Professional Life Satisfaction Present are 25.10 and 24.83 respectively. The standard deviations are 2.50 and 2.78. The t- value obtained for Professional Life Satisfaction Present of Government and Aided teachers are 1.14 which is not significant at 0.05 level, $t(530) = 1.14$, $p > 0.05$. Hence there is no significant difference between Government and Aided school teachers in their Professional Life Satisfaction Present.

The table 20 shows that the mean scores obtained by Rural and Urban School Teachers for Professional Life Satisfaction Present are 24.75 and 25.18 respectively. The standard deviations are 2.80 and 2.47. The t- value obtained for Professional Life Satisfaction Present of rural and urban school teachers are 1.90 which is not significant at 0.05 level, $t(530) = 1.90$, $p > 0.05$. Hence there is no significant difference between rural and urban school teachers in their Professional Life Satisfaction Present.

The table 20 shows that the mean scores obtained by Married and Unmarried Teachers for Professional Life Satisfaction Present are 24.85 and 25.62 respectively.

The standard deviations are 2.68 and 2.34. The t- value obtained for Professional Life Satisfaction Present of married and unmarried teachers are 2.488 which is significant at 0.05 level, $t(530) = 2.488$, $p < 0.05$. Hence there is significant difference between married and unmarried teachers in their Professional Life Satisfaction Present.

Investigation of group differences in Life Satisfaction-Future based on Gender, Type of Management of School, Locality of School and Marital Status

Difference in the mean scores of Professional between male and female, government and aided, rural and urban, and married and unmarried primary school teachers were tested for significance, the details of which are given in Table 21.

Table 21

Data and Result of the Test of Significance of Difference between Mean Scores of Professional Life Satisfaction Future for the Subgroups based on Gender, Type of Management of School, Locality of School and Marital Status

Variable	Category	Groups Compared	N	Mean	Standard Deviation	t-value	Level of Significance
Life Satisfaction Future	Gender	Male	219	29.96	1.08	0.322	Not Significant
		Female	313	29.99	0.95		
	Type of Management	Govt.	284	29.98	0.93	0.109	Not Significant
		Aided	248	29.97	1.10		
	Locality	Rural	256	29.83	1.00	3.301	0.01
		Urban	276	30.12	1.00		
	Marital Status	Married	445	29.93	1.02	2.480	0.05
		Unmarried	87	30.22	0.88		

Table 21 shows that the mean scores obtained by Male and Female Teachers for Professional Life Satisfaction Future are 29.96 and 29.99 respectively. The standard deviations are 1.08 and 0.95. The t- value obtained for Professional Life Satisfaction Future of male and female teachers are 0.322 which is not significant at 0.05 level, $t(530) = 0.322, p > 0.05$. Hence there is no significant difference between male and female teachers in their Professional Life Satisfaction Future.

The table 21 shows that the mean scores obtained by Government and Aided school Teachers for Professional Life Satisfaction Future are 29.98 and 29.97 respectively. The standard deviations are 0.93 and 1.10. The t- value obtained for Professional Life Satisfaction Future of Government and Aided teachers are 0.109 which is not significant at 0.05 level, $t(530) = 0.109, p > 0.05$. Hence there is no significant difference between Government and Aided school teachers in their Professional Life Satisfaction Future.

The table 21 shows that the mean scores obtained by Rural and Urban School Teachers for Professional Life Satisfaction Future are 29.83 and 30.12 respectively. The standard deviations are 1.00 and 1.00. The t- value obtained for Professional Life Satisfaction Future of rural and urban school teachers are 3.301 which is significant at 0.05 level, $t(530) = 3.301, p < 0.05$. Hence there is significant difference between rural and urban school teachers in their Professional Life Satisfaction Future.

The table 21 shows that the mean scores obtained by Married and Unmarried Teachers for Professional Life Satisfaction Future are 29.93 and 30.22 respectively. The standard deviations are 1.02 and 0.88. The t- value obtained for Professional

Life Satisfaction Future of married and unmarried teachers are 2.480 which is significant at 0.05 level, $t(530) = 2.480$, $p < 0.05$. Hence there is significant difference between married and unmarried teachers in their Professional Life Satisfaction Future.

Investigation of group differences in Professional Life Satisfaction based on Gender, Type of Management of School, Locality of School and Marital Status

Difference in the mean scores of Professional Life Satisfaction between male and female, government and aided, rural and urban, and married and unmarried primary school teachers were tested for significance, the details of which are given in Table 22.

Table 22

Data and Result of the Test of Significance of Difference between Mean Scores of Professional Life Satisfaction for the Subgroups based on Gender, Type of management of School, Locality of School and Marital Status

Variable	Category	Groups Compared	N	Mean	Standard Deviation	t-value	Level of Significance
Life Satisfaction Total	Gender	Male	219	74.17	6.30	0.557	Not Significant
		Female	313	74.47	5.95		
	Type of Management	Govt.	284	74.47	5.79	0.508	Not Significant
		Aided	248	74.20	6.44		
	Locality	Rural	256	73.78	6.42	2.062	0.05
		Urban	276	74.87	5.74		
	Marital Status	Married	445	74.06	6.15	2.464	0.05
		Unmarried	87	75.81	5.59		

The table 22 shows that the mean scores obtained by Male and Female Teachers for Professional Life Satisfaction Total are 74.17 and 74.47 respectively. The standard deviations are 6.30 and 5.95. The t- value obtained for Professional Life Satisfaction Total of male and female teachers are 0.557 which is not significant at 0.05 level, $t(530) = 0.557, p > 0.05$. Hence there is no significant difference between male and female teachers in their Professional Life Satisfaction Total. Kapoor (1996) conducted a study on life satisfaction of school teachers of Delhi. From her study, she concluded that male and female teachers of secondary and senior secondary schools do not differ in their total life satisfaction. A study conducted by Sasidharan and Kumar (2002) who found that there is no significant difference in Quality of Life between gender. Chadda (1998) conducted a study on life satisfaction working in government and private schools of Delhi and found that both male and female teachers in government and private schools differ significantly in their total life satisfaction.

The table 22 shows the mean scores obtained by Government and Aided school Teachers for Professional Life Satisfaction Total are 74.47 and 74.20 respectively. The standard deviations are 5.79 and 6.44. The t- value obtained for Professional Life Satisfaction Total of Government and Aided teachers are 0.508 which is not significant at 0.05 level, $t(530) = 0.701, p > 0.05$. Hence there is no significant difference between Government and Aided school teachers in their Professional Life Satisfaction Total. Chadda (1998) conducted a study on life satisfaction working in government and private schools of Delhi and found that both

male and female teachers in government and private schools differ significantly in their total life satisfaction.

The table 22 shows the mean scores obtained by Rural and Urban School Teachers for Professional Life Satisfaction are 73.78 and 74.87 respectively. The standard deviations are 6.42 and 5.74. The t- value obtained for Professional Life Satisfaction of rural and urban school teachers are 2.062 which is significant at 0.05 level, $t(530) = 2.062$, $p < 0.05$. Hence there is significant difference between rural and urban school teachers in their Professional Life Satisfaction Total. A study conducted by Sasidharan and Kumar (2002) and they found that there is no significant difference in Quality of Life between different age groups, gender, and marital status of teachers. No significant difference in Quality of Life is noted in the comparison between Rural - Urban and Government - Private Teachers.

The table 22 shows the mean scores obtained by Married and Unmarried Teachers for Professional Life Satisfaction are 74.06 and 75.81 respectively. The standard deviations are 6.15 and 5.59. The t- value obtained for Professional Life Satisfaction of married and unmarried teachers are 2.464 which is significant at 0.05 level, $t(530) = 2.464$, $p < 0.05$. Hence there is significant difference between married and unmarried teachers in their Professional Life Satisfaction. Butler (1996) found that unmarried beginning teachers were more satisfied than their married counterparts which is supporting the present study results. Singh (1974) reported there were significant difference in the level of satisfaction of teachers due to marital status. Female and unmarried teachers were more satisfied than the male and married teachers, which is supporting the present study results.

Investigation of Group Differences of Self-Efficacy, Work Motivation, Professional Commitment, Professional Life Satisfaction- Past, Present, Future and Professional Life Satisfaction of the Subgroup based on Age Level

To find out whether there exists any significant difference in means scores of Self-Efficacy, Work Motivation, Professional Commitment, Professional Life satisfaction past, present, future and Professional Life satisfaction based on Age, data were analysed using One Way ANOVA and the results are presented in Table 23 to Table 29.

Summary of One Way ANOVA for Self-Efficacy of the Subgroup based on Age level of Primary School Teachers is presented in Table 23.

Table 23

Summary of One Way ANOVA for Self-Efficacy of the Subgroup based on Age Level of Primary School Teachers

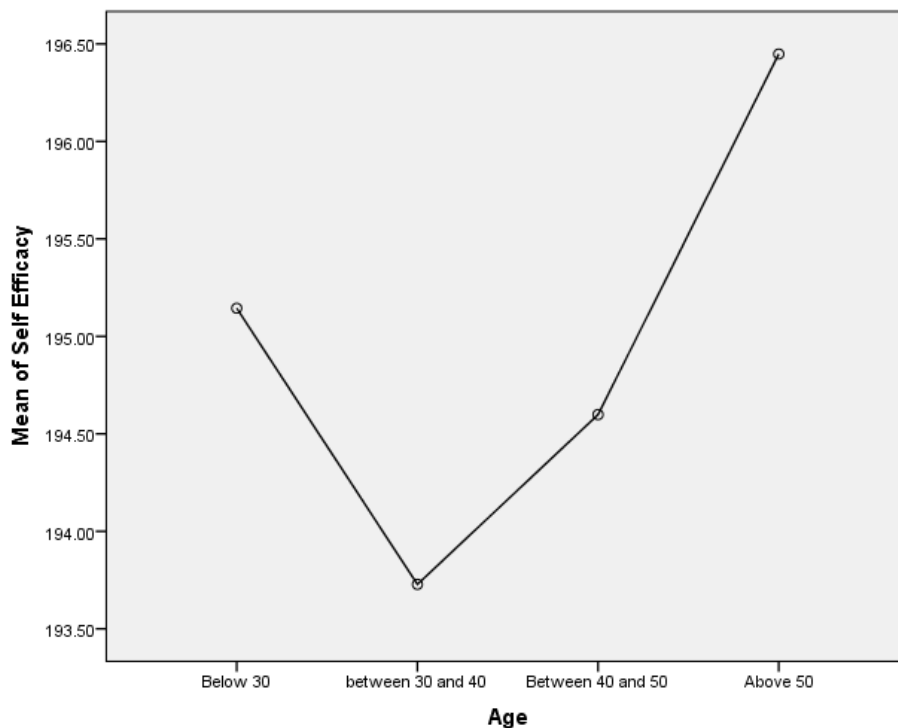
Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Self-Efficacy	Between Groups	294.755	3	98.252	0.593	Not Significant
	Within Groups	87450.500	528	165.626		
	Total	87745.256	531			

The group difference of Self-Efficacy among the age group Below 30, Between 30 and 40, Between 40 and 50 and Above 50 of primary school teachers were tested. As per the Table 18 the obtained F-value is 0.593. The obtained F-value

for Self-Efficacy for the df (3,528) is less than the tabled value (2.60) set at 0.05 level of significance ($F= 0.593, p > 0.05$). This reveals that there is no significant difference among the age group of primary school teachers in their Self-Efficacy. This indicates that primary school teachers are not different in their Self Efficacy based on their Age level.

Figure 16

Mean plot of Self-Efficacy of the subgroup based on Age Level of primary School Teachers



Summary of One Way ANOVA for Work Motivation of the Subgroup based on Age level of Primary School Teachers is presented in Table 24.

Table 24

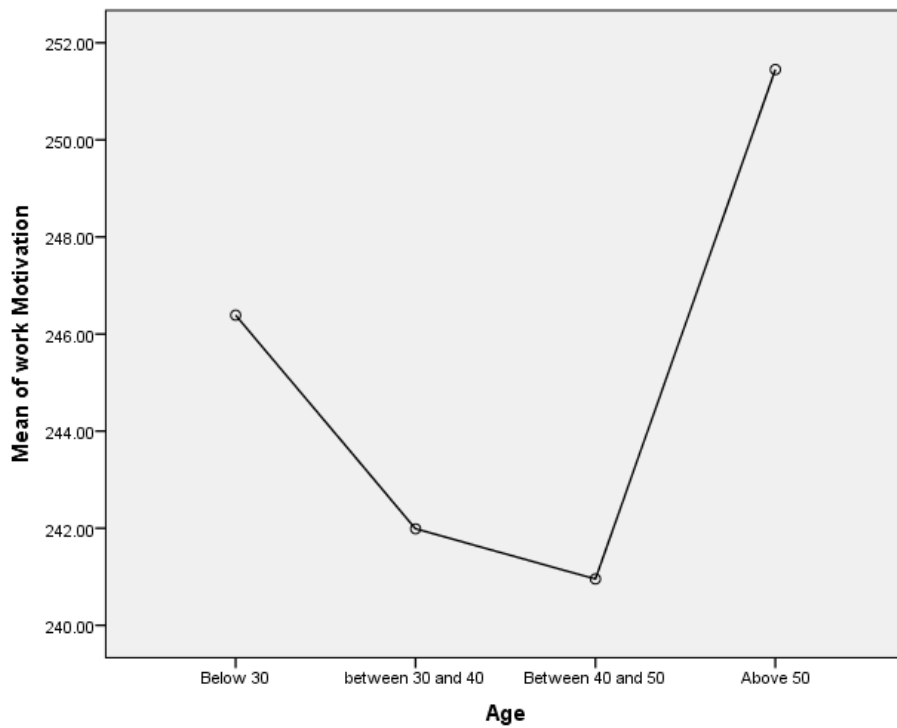
Summary of One Way ANOVA for Work Motivation of the Subgroup Based on Age Level of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Work Motivation	Between Groups	4005.621	3	1335.207	2.423	Not Significant
	Within Groups	291008.204	528	551.152		
	Total	295013.825	531			

The group difference of Work Motivation among the age group Below 30, Between 30 and 40, Between 40 and 50 and Above 50 of primary school teachers were tested. As per the Table 19 the obtained F-value is 2.423. The obtained F-value for Work Motivation for the df (3,528) is less than the tabled value (2.60) set at 0.05 level of significance ($F = 2.423, p > 0.05$). This reveals that there is no significant difference among the age group of primary school teachers in their Work Motivation. This indicates that primary school teachers are not different in their Work Motivation based on their Age level. This finding is supported by the studies conducted by Pinder (2008), Kyriacou and Coulthard (2000), Jesus and Lens (2005), Klassen and Chiu (2010), Al-Salameh (2014), Kadioglu Ates and Yilmaz (2018), and Paniza (2023).

Figure 17

Mean plot of Work Motivation of the subgroup based on Age Level of primary School Teachers



Summary of One Way ANOVA for Professional Commitment of the Subgroup based on Age Level of Primary School Teachers are presented in table 25.

Table 25

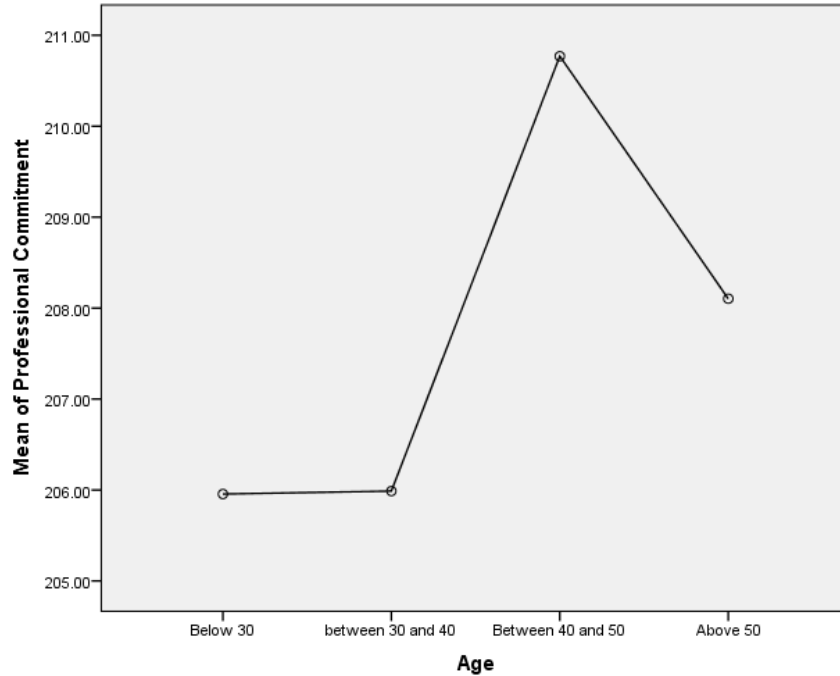
Summary of One Way ANOVA for Professional Commitment of the Subgroup based on Age level of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Professional Commitment	Between Groups	2445.903	3	815.301	2.405	Not Significant
	Within Groups	179000.418	528	339.016		
Total		181446.321	531			

The group difference of Professional Commitment among the age group Below 30, Between 30 and 40, Between 40 and 50 and Above 50 of primary school teachers were tested. As per the Table 25 the obtained F-value is 2.405. The obtained F-value for Professional Commitment for the df (3,528) is less than the tabled value (2.60) set at 0.05 level of significance ($F= 2.405, p > 0.05$). This reveals that there is no significant difference in Professional Commitment among different age groups of primary school teachers. The studies conducted by Sharma (2008), Shanthi and Renugadevi (2021), and Paniza (2023) revealed that there is no significant difference in the level of Professional Commitment of teachers in terms of age.

Figure 18

Mean plot of Professional commitment of the subgroup based on Age Level of primary School Teachers



Summary of One Way ANOVA for Professional Life Satisfaction Past of the Subgroup based on Age level of Primary School Teachers is presented in Table 26.

Table 26

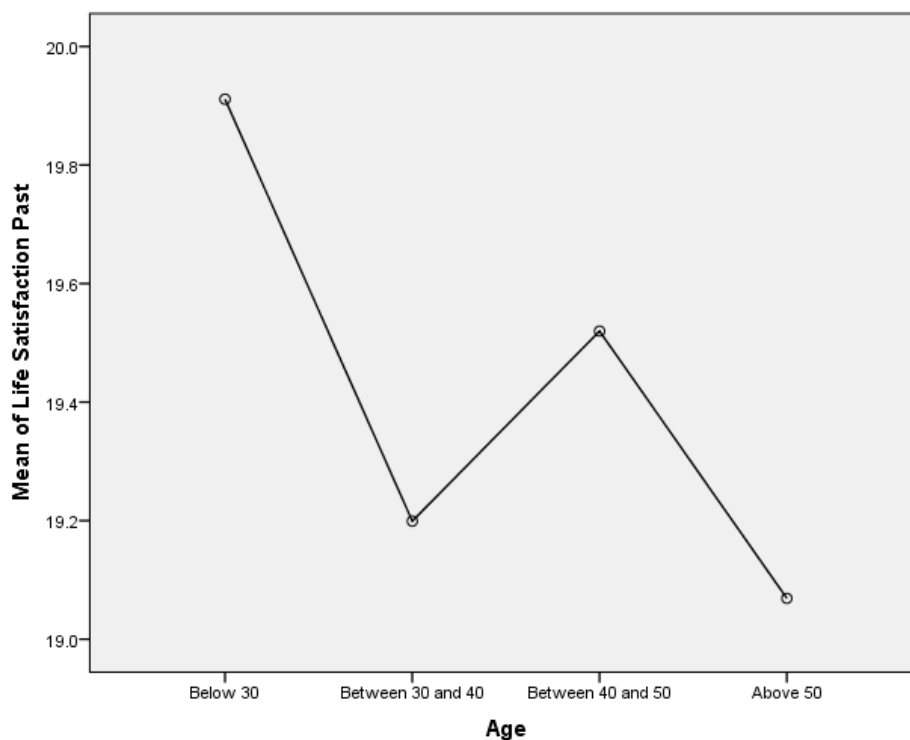
Summary of One Way ANOVA for Professional Life Satisfaction Past of the Subgroup based on Age Level of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Past	Between Groups	39.379	3	13.126	1.780	Not Significant
	Within Groups	3894.732	528	7.376		
Total		3934.111	531			

The group difference of Professional Life Satisfaction-Past among the age group Below 30, Between 30 and 40, Between 40 and 50 and Above 50 of primary school teachers were tested. As per the Table 26 the obtained F-value is 1.780. The obtained F-value for Professional Life Satisfaction- Past for the df (3,528) is less than the tabled value (2.60) set at 0.05 level of significance ($F= 1.780, p > 0.05$). This reveals that there is no significant difference among the age group of primary school teachers in their Life Satisfaction Past. This indicates that primary school teachers are not different in their Professional Life Satisfaction-Past based on their Age level.

Figure 19

Mean plot of Professional Life Satisfaction- Past of the subgroup based on Age Level of Primary School Teachers



Summary of One Way ANOVA for Life Satisfaction Present of the Subsample Age level of Primary School Teachers is presented in table 27.

Table 27

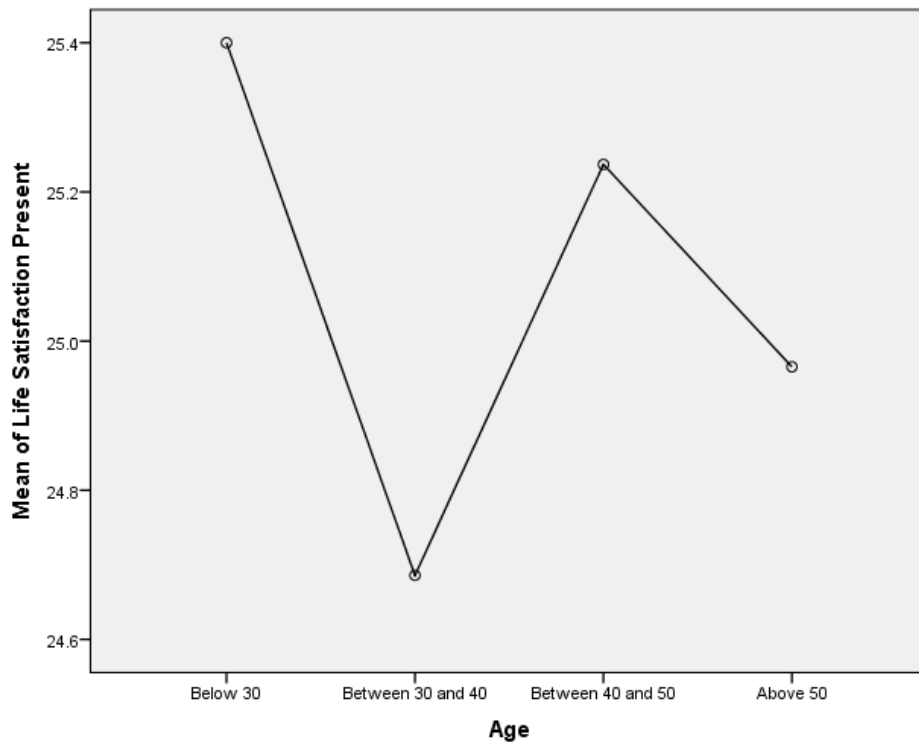
Summary of One Way ANOVA for Life Satisfaction Present of the Subgroup based on Age Level of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Present	Between Groups	48.496	3	16.165	2.334	Not Significant
	Within Groups	3656.277	528	6.925		
Total		3704.773	531			

The group difference of Professional Life Satisfaction- Present among the age group Below 30, Between 30 and 40, Between 40 and 50 and Above 50 of primary school teachers were tested. As per the Table 27 the obtained F-value is 2.33. The obtained F-value for Professional Life Satisfaction- Present for the df (3,528) is less than the tabled value (2.60) set at 0.05 level of significance ($F= 2.33$, $p > 0.05$). This reveals that there is no significant difference among the Age group of primary school teachers in their Life Satisfaction- Present.

Figure 20

Mean plot of Professional Life Satisfaction- Present of the subgroup based on Age Level of Primary School Teachers



Summary of One Way ANOVA for Professional Life Satisfaction- Future of the Subgroup based on Age level of Primary School Teachers is presented in Table 28.

Table 28

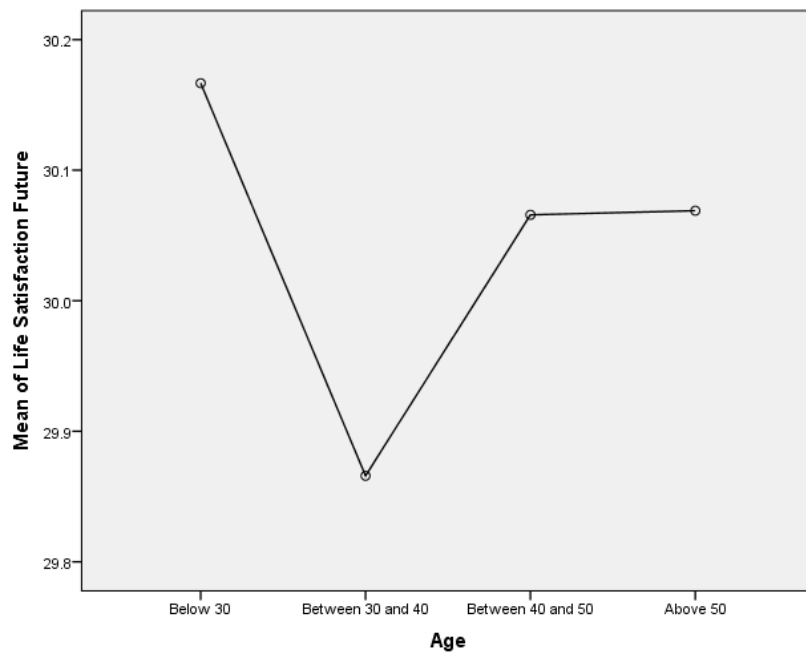
Summary of One Way ANOVA for Professional Life Satisfaction- Future of the Subgroup based on Age Level of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Future	Between Groups	7.869	3	2.623	2.584	Not Significant
	Within Groups	536.011	528	1.015		
Total		543.880	531			

The group difference of Professional Life Satisfaction- Future among the age group Below 30, Between 30 and 40, Between 40 and 50 and Above 50 of primary school teachers were tested. As per the Table 28 the obtained F-value is 2.584. The obtained F-value for Professional Life Satisfaction- Future for the df (3,528) is less than the tabled value (2.60) set at 0.05 level of significance ($F = 2.584, p > 0.05$). This reveals that there is no significant difference among the Age group of primary school teachers in their Professional Life Satisfaction Future.

Figure 21

Mean plot of Professional Life Satisfaction- Future based on the subgroup Age Level of Primary School Teachers



Summary of One Way ANOVA for Professional Life Satisfaction of the Subgroup based on Age level of Primary School Teachers is presented in table 29.

Table 29

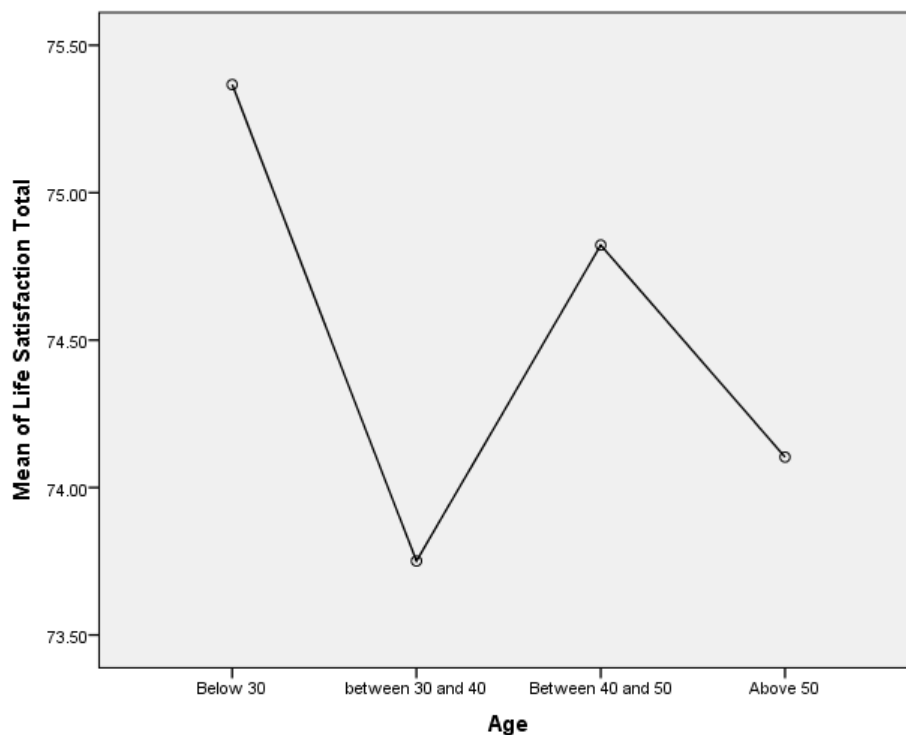
Summary of One Way ANOVA for Professional Life Satisfaction of the Subgroup based on Age Level of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Total	Between Groups	222.364	3	74.121	2.004	Not Significant
	Within Groups	19530.606	528	36.990		
Total		19752.970	531			

The group difference of Professional Life Satisfaction among the age group Below 30, Between 30 and 40, Between 40 and 50 and Above 50 of primary school teachers were tested. As per the Table 29 obtained F-value is 2.004. The obtained F-value for Professional Life Satisfaction for the df (3,528) is less than the tabled value 2.99 set at 0.05 level of significance ($F = 2.004, p > 0.05$). This reveals that there is no significant difference among the Age group of primary school teachers in their Professional Life Satisfaction. Singh (1974) reported there were no difference in the level of satisfaction of teachers due to difference in age, which is supporting the present study results.

Figure 22

Mean plot of Professional Life Satisfaction of the subgroup based on Age Level of Primary School Teachers



Investigation of group differences of Self-Efficacy, Work Motivation, Professional Commitment, Professional Life satisfaction past, present, future and Professional Life Satisfaction of the Subgroup based on Teaching Experience

To find out whether there exists any difference in means scores of Self-Efficacy, Work Motivation, Professional Commitment, Professional Life satisfaction past, present, future and Professional Life satisfaction of the subgroup based on Teaching Experience, data were analysed using one way ANOVA and the results are presented in Table 30 to Table 36.

Summary of One-Way ANOVA for Self-Efficacy of the Subgroup based on Teaching Experience of Primary School Teachers are presented in Table 30.

Table 30

Summary of One Way ANOVA for Self-Efficacy of the Subgroup based on Teaching Experience of Primary School Teachers

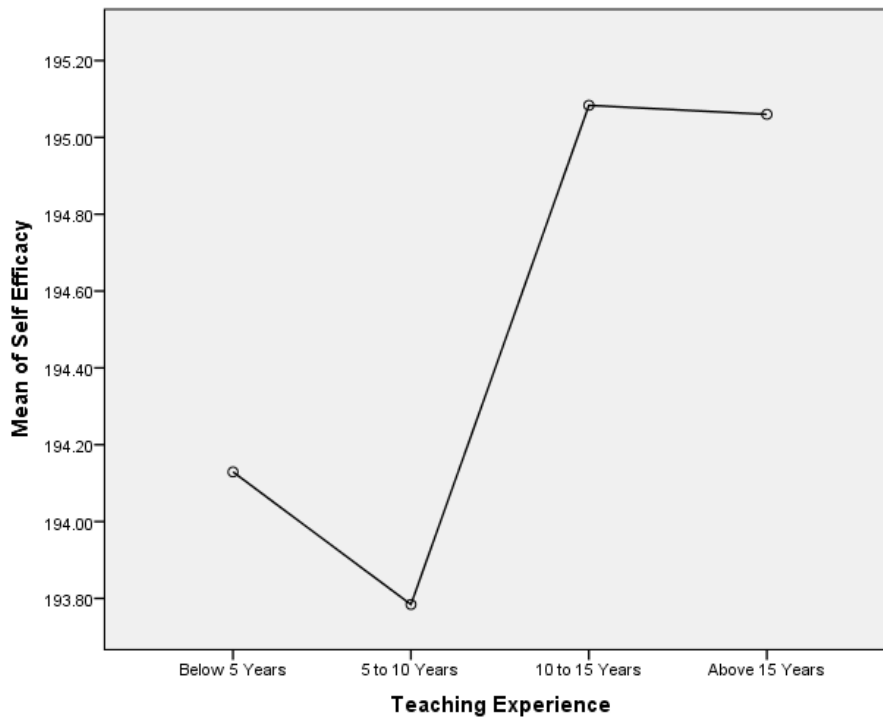
Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Self-Efficacy	Between Groups	150.162	3	50.054	0.302	Not Significant
	Within Groups	87595.094	528	165.900		
Total		87745.256	531			

The group difference of Self-Efficacy among the Teaching Experience of primary school teachers were tested. As per the table 30 the obtained F-value was

0.302. The obtained F-value for Self-Efficacy for the df (3,528) is less than the tabled value 2.60 set at 0.05 level of significance ($F= 0.302, p > 0.05$). This reveals that there is no significant difference among Teaching Experience of primary school teachers in their Self-Efficacy. This finding is supported by the study conducted by Brang San, & Gonzalez, O.R.G. (2022) there is no significant difference between teaching experience of primary school teachers.

Figure 23

Mean plot of self-Efficacy of the Subgroup based on Teaching Experience of primary School Teachers



Summary of One-Way ANOVA for Work Motivation of the Subgroup based on Teaching Experience of Primary School Teachers are presented in Table 31.

Table 31

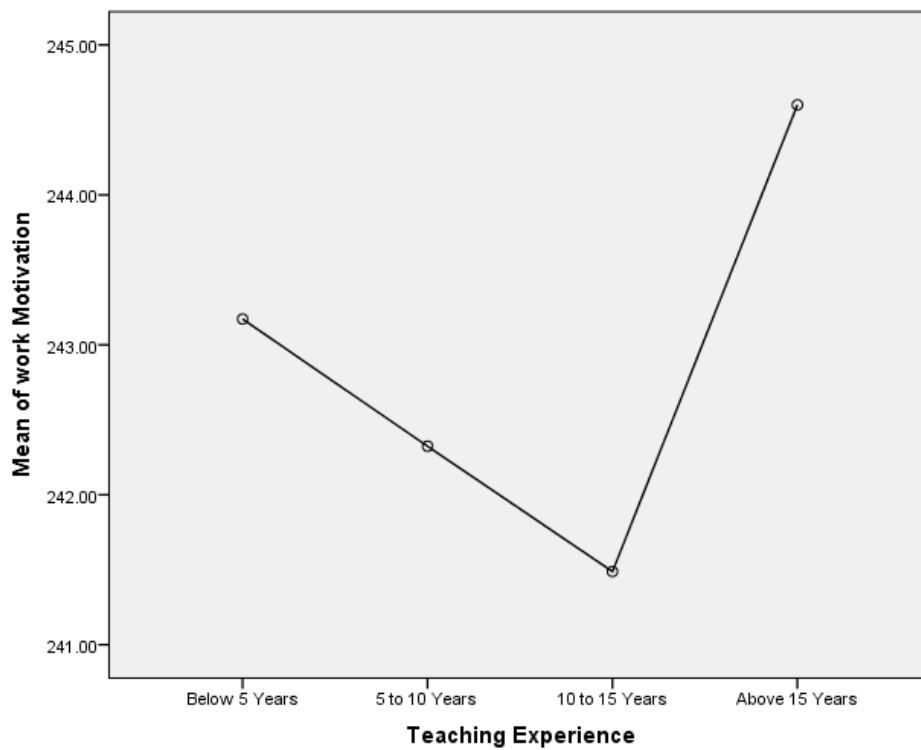
Summary of One Way ANOVA for Work Motivation of the Subgroup based on Teaching Experience of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Work Motivation	Between Groups	516.606	3	172.202	0.309	Not Significant
	Within Groups	294497.219	528	557.760		
Total		295013.825	531			

The group difference of Work Motivation among the Teaching Experience of primary school teachers were tested. As per the Table 31 the obtained F-value is 0.309. The obtained F-value for Work Motivation for the df (3,528) is less than the tabled value 2.60 set at 0.05 level of significance ($F = 0.309, p > 0.05$). This reveals that there is no significant difference among Teaching Experience of primary school teachers in their Work Motivation. The study conducted by Giefred Ian P. Paniza (2023) revealed that there is no significant difference existed in the level of Work Motivation of teachers in terms of length of service.

Figure 24

Mean plot of Work Motivation of the Subgroup based on Teaching Experience of primary School Teachers



Summary of One-Way ANOVA for Professional Commitment of the Subgroup based on Teaching Experience of Primary School Teachers are presented in table 32.

Table 32

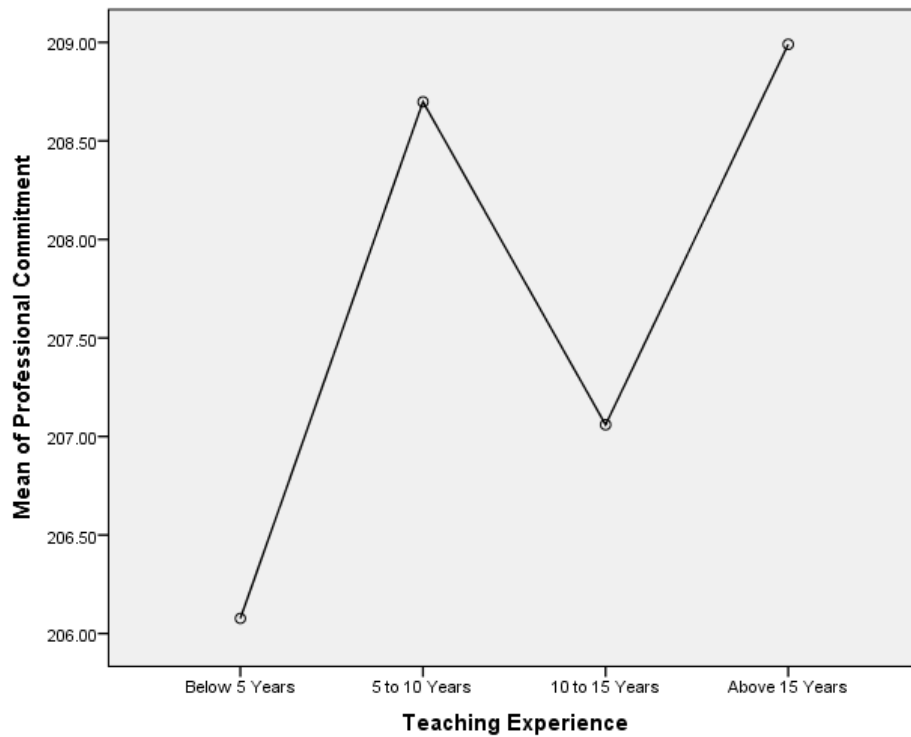
Summary of One Way ANOVA for Professional Commitment of the Subgroup based on Teaching Experience of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Professional Commitment	Between Groups	860.545	3	286.848	0.839	Not Significant
	Within Groups	180585.777	528	342.019		
Total		181446.321	531			

The group difference of Professional Commitment among the Teaching Experience of primary school teachers were tested. As per the Table 32 the obtained F-value is 0.839. The obtained F-value for Professional Commitment for the df (3,528) is less than the tabled value 2.60 set at 0.05 level of significance ($F = 0.839$, $p > 0.05$). This reveals that there is no significant difference among Teaching Experience of primary school teachers in their Professional Commitment. The study conducted by Shanthi and Renugadevi (2021), found that there is a significant difference between Professional Commitment of teachers with respect to Experience. The study conducted by Giefred Ian P. Paniza (2023) revealed there is no significant difference existed in the level of work commitment of teachers in terms of length of service.

Figure 25

Mean plot of Professional Commitment of the Subgroups based on Teaching Experience of primary School Teachers



Mean plot of Professional Commitment of the Subgroups based on Teaching Experience of primary School Teachers

Summary of One-Way ANOVA for Professional Life Satisfaction-Past of the Subgroup based on Teaching Experience of Primary School Teachers are presented in Table 33.

Table 33

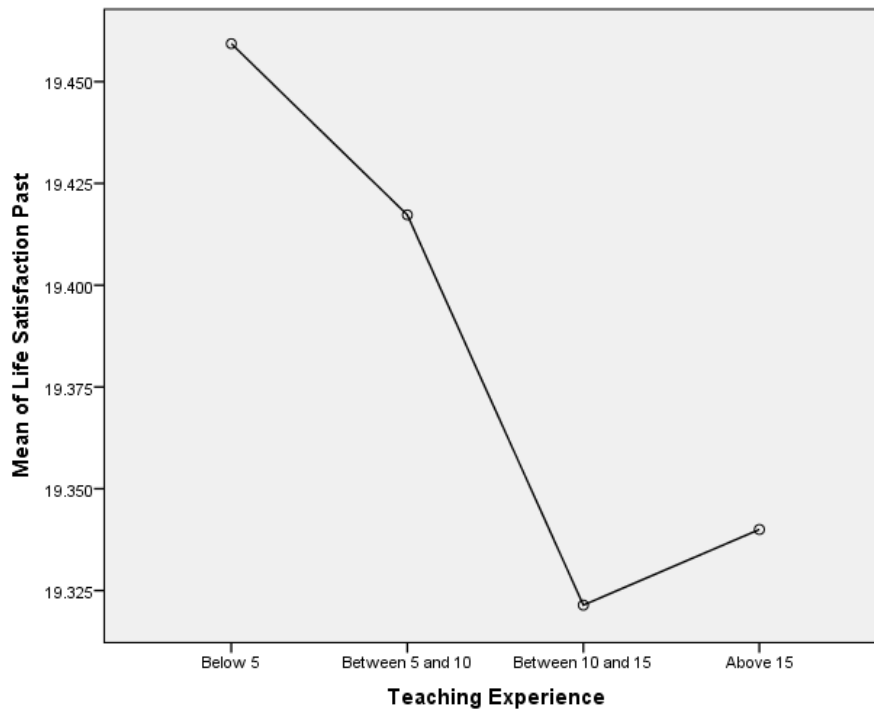
Summary of One Way ANOVA for Professional Life Satisfaction- Past of the Subgroup based on Teaching Experience of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Past	Between Groups	1.647	3	0.549	0.074	Not Significant
	Within Groups	3932.464	528	7.448		
Total		3934.111	531			

The group difference of Professional Life Satisfaction-Past among the Teaching Experience of primary school teachers were tested. As per the Table 33 the obtained F-value is 0.074. The obtained F-value for Professional Life Satisfaction-Past for the df (3,528) is less than the tabled value 2.60 set at 0.05 level of significance ($F= 0.074, p > 0.05$). This reveals that there is no significant difference among Teaching Experience of primary school teachers in their Professional Life Satisfaction- Past.

Figure 26

Mean plot of Professional Life Satisfaction-Past of the Subgroup based on Teaching Experience of primary School Teachers



Summary of One-Way ANOVA for Professional Life Satisfaction-Present of the Subgroup based on Teaching Experience of Primary School Teachers are presented in Table 34.

Table 34

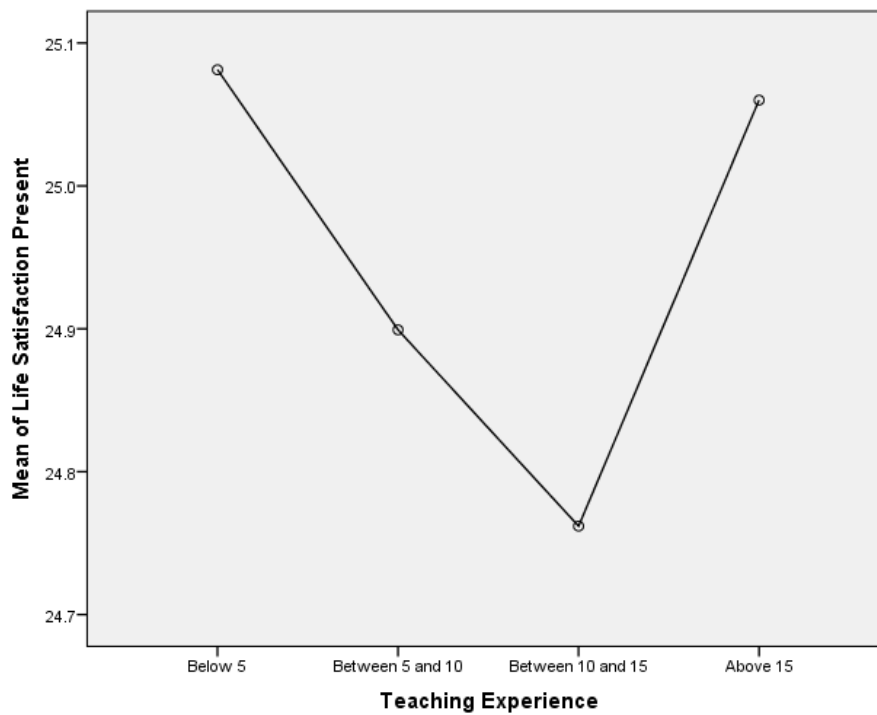
Summary of One Way ANOVA for Professional Life Satisfaction- Present of the Subgroup based on Teaching Experience of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Present	Bet ween Groups	7.687	3	2.562	0.366	Not Significant
	Within Groups	3697.085	528	7.002		
Total		3704.773	531			

The group difference of Professional Life Satisfaction Present among the Teaching Experience of primary school teachers were tested. As per the Table 34 the obtained F-value is 0.366. The obtained F-value for Professional Life Satisfaction Present for the df (3,528) is less than the tabled value 2.60 set at 0.05 level of significance ($F = 0.366, p > 0.05$). This reveals that there is no significant difference among Teaching Experience of primary school teachers in their Professional Life Satisfaction- Present.

Figure 27

Mean plot of Professional Life Satisfaction- Present of the Subgroup based on Teaching Experience of primary School Teachers



Summary of One-Way ANOVA for Professional Life Satisfaction-Future of the Subgroup based on Teaching Experience of Primary School Teachers are presented in Table 35.

Table 35

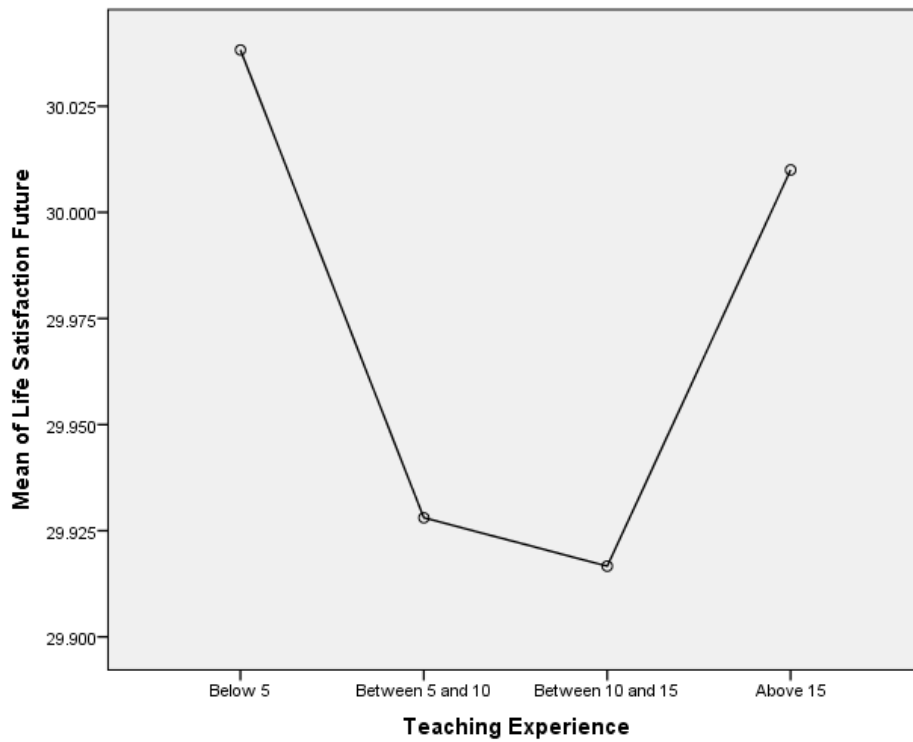
Summary of One Way ANOVA for Professional Life Satisfaction- Future of the Subgroup based on Teaching Experience of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Future	Between Groups	1.499	3	0.500	0.486	Not Significant
	Within Groups	542.381	528	1.027		
Total		543.880	531			

The group difference of Professional Life Satisfaction- Future among the Teaching Experience of primary school teachers were tested. As per the table 35 the obtained F-value is 0.486. The obtained F-value for Professional Life Satisfaction Future for the degrees of freedom (3,528) is less than the tabled value 2.60 set at 0.05 level of significance ($F= 0.486, p > 0.05$). This reveals that there is no significant difference among Teaching Experience of primary school teachers in their Professional Life Satisfaction- Future.

Figure 28

Mean plot of Professional Life Satisfaction Future of the subgroup based on Teaching Experience of primary School Teachers



Summary of One-Way ANOVA for Life Satisfaction of the Subgroup based on Teaching Experience of Primary School Teachers are presented in Table 36.

Table 36

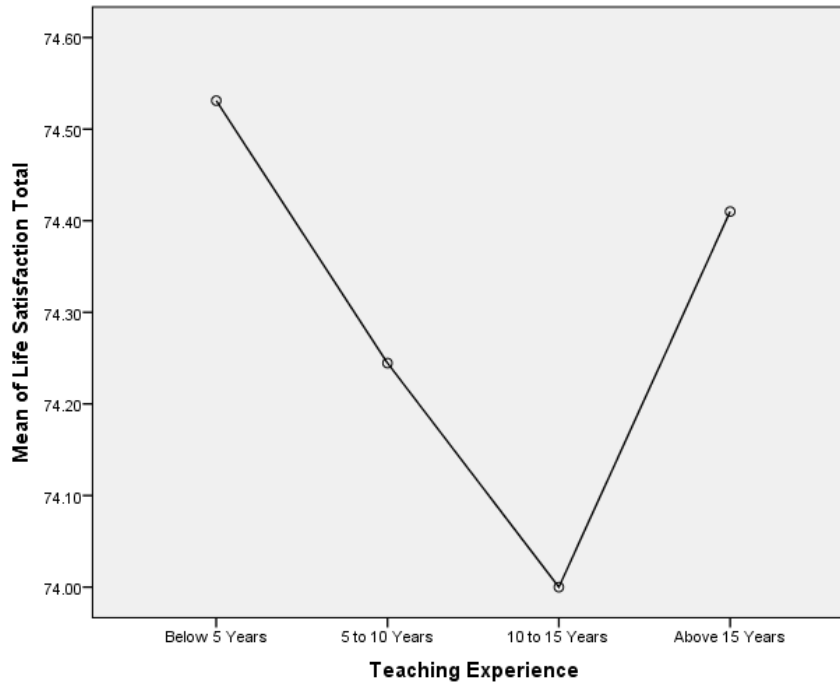
Summary of One Way ANOVA for Professional Life Satisfaction of the Subgroup based on Teaching Experience of Primary School Teachers

Source of Variance	Groups compared	Sum of Squares	df	Mean Square	F	Level of Significance
Life Satisfaction Total	Between Groups	19.049	3	6.350	0.170	Not Significant
	Within Groups	19733.921	528	37.375		
Total		19752.970	531			

The group difference of Professional Life Satisfaction among the Teaching Experience of primary school teachers were tested. As per the Table 36 the obtained F-value is 0.170. The obtained F-value for Professional Life Satisfaction for the degrees of freedom (3,528) is less than the tabled value 2.60 set at 0.05 level of significance ($F= 0.170, p > 0.05$). This reveals that there is no significant difference among Teaching Experience of primary school teachers in their Professional Life Satisfaction.

Figure 29

Mean plot of Professional Life Satisfaction of the Subgroup based on Teaching Experience of primary School Teachers



Effect of Self-efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction of Primary School Teachers

This section of the analysis was taken up to investigate the effect of select independent variables, viz. Self-Efficacy, Work Motivation, and Professional Commitment, on the dependent variable, Professional Life Satisfaction of primary school teachers. The main effect and interaction effects of three independent variables on the dependent variable, Professional Life Satisfaction, are studied for this purpose. A three-way ANOVA with a 3x3x3 factorial design was carried out.

Classification Procedure

The procedure of classifying the variables into groups on the basis of their level of Self-Efficacy, Work Motivation, and Professional Commitment is described in the following section. At first, the total score obtained for Self-Efficacy is classified into three levels, using mean scores and standard deviation as the cutoff points. The group was classified into three based on the Self-Efficacy scores by Mean \pm 1 σ rule. The same technique was used for the remaining variables as well.

Effect of Self-Efficacy, Work Motivation, and Professional Commitment and Their Interaction Effects on Professional Life Satisfaction of Primary School Teachers.

The effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction was studied first, and their interaction effects on the dependent variable was also found. The results of the 3x3x3 factorial design ANOVA of the main and interaction effects of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction are presented in Table 37.

Table 37

Summary of Three Way ANOVA with 3x3x3 Factorial Design of Professional Life Satisfaction by Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers

Sources of Variance	Sum of Squares	df	Mean Square	F	Level of Significance
Self-Efficacy	612.693	2	306.346	14.668	.01
Work Motivation	74.044	2	37.022	1.773	NS
Professional Commitment	238.850	2	119.425	5.718	.01
Self-Efficacy x Work Motivation	142.314	4	35.578	1.703	NS
Self-Efficacy x Professional Commitment	161.992	4	40.498	1.939	NS
Work Motivation x Professional Commitment	611.202	4	152.800	7.316	.01
Self-Efficacy x Work Motivation x Professional Commitment	195.467	7	27.924	1.337	NS
Error	10568.299	506	20.886		
Total	2960578.000	532			

Main Effects

Effect of Self-Efficacy on Professional Life Satisfaction of Primary School Teachers

From Table 37, it can be seen that the F value for Self-Efficacy on Professional Life Satisfaction is 14.668, which is greater than the tabled value of 4.60 for degrees of freedom (2,506) required for significance at the 0.01 level. It indicates that there is a significant difference in the mean scores of Professional Life Satisfaction ($F(2,506) = 14.668, p < 0.01$) among the low, average, and high Self-Efficacy groups of primary school teachers. Therefore, there is a significant effect of Self-Efficacy on Professional Life Satisfaction of primary school teachers. This indicates that the main effect of Self-Efficacy on Professional Life Satisfaction of primary school teachers is significant. This finding holds up with the results of studies conducted by Celik (2018) who found that the general self-efficacy perceptions had positive effect on life satisfaction. A study was conducted by Lestari and Muarifah (2022) and they found that there is a significant positive effect between teacher self-efficacy and subjective well-being.

The data were further analyzed with the help of the Scheffe Test of post-hoc comparison to determine which group's mean score of Professional Life Satisfaction differ significantly. The results of the Scheffe Test of post-hoc comparison of the mean scores of Professional Life Satisfaction of primary school teachers among the three levels of Self-Efficacy are presented in Table 38.

Table 38

Summary of Scheffe Test of Post Hoc Comparison with Matrix of Ordered Means of Self-Efficacy on Professional Life Satisfaction of Primary School Teachers.

Self-Efficacy Group	N	Subset		
		1	2	3
Low Self Efficacy Group	90			
Average Self Efficacy Group	194	69.49	72.06	77.90
High Self Efficacy Group	248			

The post hoc analysis revealed that high Self-Efficacy group have high mean score and there is a significant difference between the mean scores of Professional Life Satisfaction of Primary School Teachers belonging to low, average and high Self-Efficacy.

Effect of Work Motivation on Professional Life Satisfaction of Primary School Teachers

From Table 37, it can be seen that the F value obtained for Work Motivation on Professional Life Satisfaction is 1.773, which is less than the tabled value of 2.99 for degrees of freedom (2, 506) required for significance at 0.05 level. It indicates that there is no significant difference in the mean scores of Professional Life Satisfaction ($F(2,506) = 1.773, p > 0.05$) among the low, average, and high Work Motivation groups of primary school teachers. Therefore, there exists no significant effect of Work Motivation on Professional Life Satisfaction of primary school teachers. This indicates that the main effect of Work Motivation on Professional Life Satisfaction of primary school teachers is not significant.

Effect of Professional Commitment on Professional Life Satisfaction of Primary School Teachers

From Table 37, it can be seen that the F value for Professional Commitment on Professional Life Satisfaction is 5.718, which is greater than the tabled value of 4.60 for degrees of freedom (2,506) required for significance at the 0.01 level. It indicates that there is a significant difference in the mean scores of Professional Life Satisfaction ($F(2,506) = 5.718, p < 0.01$) among the low, average, and high Professional Commitment groups of primary school teachers. Therefore, there is a significant effect of Professional Commitment on Professional Life Satisfaction of primary school teachers. This indicates that the main effect of Professional Commitment on Professional Life Satisfaction of primary school teachers is significant.

The data were further analysed with the help of Scheffe Test of Post Hoc Comparison to determine which group's mean score of Professional Life Satisfaction differ significantly. The results of Scheffe Test of Post Hoc Comparison of the mean scores of Professional Life Satisfaction of primary school teachers among three levels of professional commitment are presented in Table 39.

Table 39

Summary of Scheffe Test of Post Hoc Comparison with Matrix of Ordered Means of Professional Commitment on Professional Life Satisfaction

Professional commitment Group	N	Subset		
		1	2	3
Low Professional Commitment Group	79			
Average Professional Commitment Group	181	67.68	73.13	77.10
High Professional Commitment Group	272			

The post hoc analysis revealed that high Professional Commitment group have high mean score and there is a significant difference between the mean scores of Professional Life Satisfaction of Primary School Teachers belonging to low, average and high Professional Commitment.

Interaction Effects

Effect of Interaction between Self-Efficacy and Work Motivation on Professional Life Satisfaction of Primary School Teachers

From Table 37, it can be seen that the F-value for interaction between Self-Efficacy and Work Motivation on Professional Life Satisfaction is 1.703 which is not significant, $F(4,506) = 1.703$, $p > 0.05$. It indicates that there exists no significant difference in the mean scores of Professional Life Satisfaction, for low, average, and high levels Self-Efficacy and Work Motivation group of primary school teachers. Therefore, there exists no significant effect of Self-Efficacy and Work Motivation on Professional Life Satisfaction of primary school teachers. It may be concluded that

Professional Life Satisfaction of Primary School Teachers is found to be independent of the interaction between Self-Efficacy and Work Motivation. A study conducted by Lestari and Muarifah (2022) who found that there is a significant positive effect between the work motivation and self-efficacy on subjective well-being which is contrary to this result.

Effect of Interaction between Self-Efficacy and Professional Commitment on Professional Life Satisfaction of Primary School Teachers

From Table 37, it can be seen that the F-value for interaction between Self-Efficacy and Professional Commitment on Professional Life Satisfaction is 1.939 which is not significant, $F(4,506) = 1.939, p > 0.05$. It indicates that there exists no significant difference in the mean scores of Professional Life Satisfaction, for low, average, and high levels Self-Efficacy and Professional Commitment group of primary school teachers. Therefore, there exists no significant effect of Self-Efficacy and Professional Commitment on Professional Life Satisfaction of primary school teachers. It may be concluded that Professional Life Satisfaction of Primary School Teachers is found to be independent of the interaction between Self-Efficacy and Professional Commitment.

Effect of Interaction between Work Motivation and Professional Commitment on Professional Life Satisfaction of Primary School Teachers

From Table 37, it can be seen that the F-value for interaction between Work Motivation and Professional Commitment on Professional Life Satisfaction is 7.316 which is significant at 0.01 level, $F(4,506) = 7.316, p < 0.01$. It indicates that there

exists significant difference in the mean scores of Professional Life Satisfaction, for low, average, and high levels Work Motivation and Professional Commitment group of primary school teachers. Therefore, there exists significant effect of Work Motivation and Professional Commitment on Professional Life Satisfaction of primary school teachers. It may be concluded that Professional Life Satisfaction of Primary School Teachers is influenced by the interaction between Work Motivation and Professional Commitment.

Effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction of Primary School Teachers

From table 37, it was clear that the 'F' value for interaction between Self-Efficacy, Work Motivation and Professional Commitment on Professional Life Satisfaction is 1.337, which is not significant. It indicates that there exists no significant difference in the mean scores of Professional Life Satisfaction, $F(4,506) = 1.337$, $p > 0.05$, for low, average, and high levels Self-Efficacy, Work Motivation and Professional Commitment group of primary school teachers. Therefore, there exists no significant effect of Self-Efficacy, Work Motivation and Professional Commitment on Professional Life Satisfaction of primary school teachers. It may be concluded that Professional Life Satisfaction of Primary School Teachers is found to be independent of the interaction between Self-Efficacy, Work Motivation and Professional Commitment. The profile plots showing the interaction between Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction are depicted in Figures 30 to 32.

Figure 30

Profile plot of Interaction between Self-Efficacy, Work Motivation and Professional Commitment on Professional Life Satisfaction

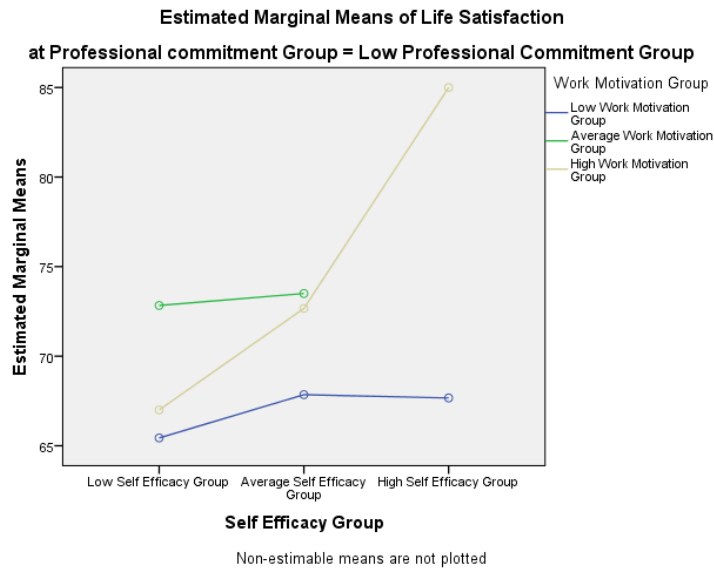


Figure 31

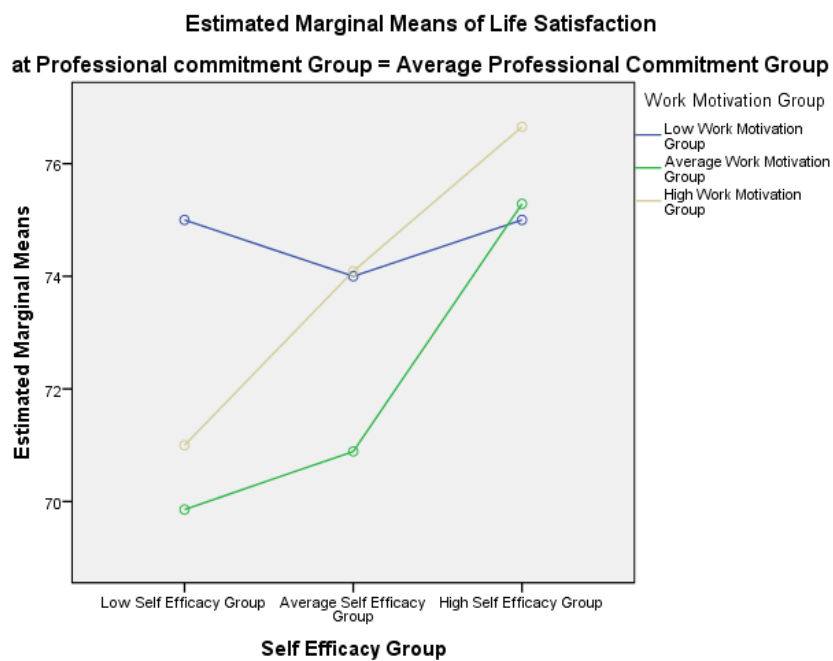
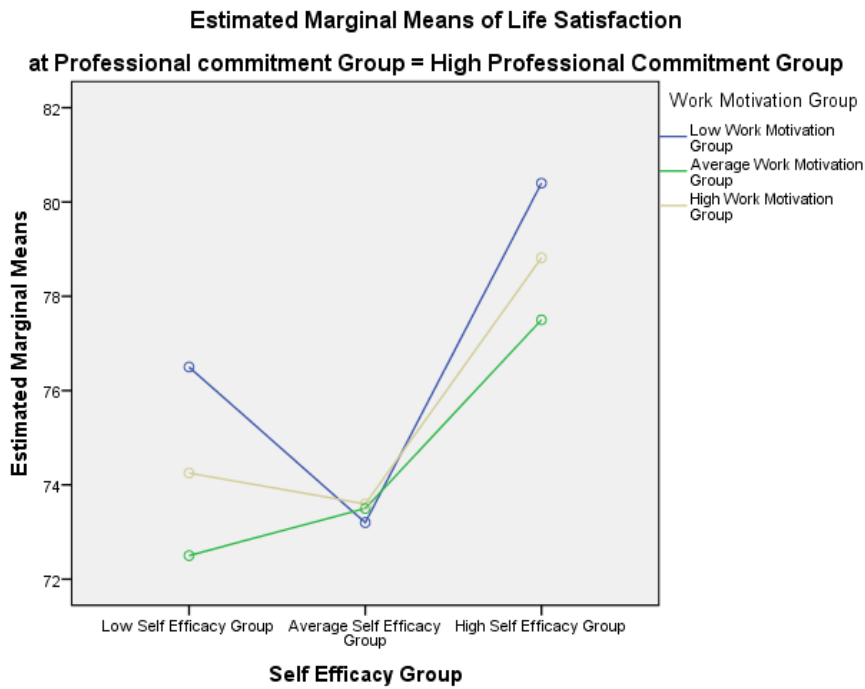


Figure 32



Relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction of Primary School Teachers

Correlation is a measure of relationship between two variables. Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. It was used to represent how strongly two variables were connected, either positively or negatively. The degree of which is measured by the Pearson’s Product Moment Coefficient of Correlation.

In this section the relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction for total sample was done.

Estimation of the Relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction

The relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction for total sample was computed to find out whether there is any significant relationship between the variables. The data and result of correlation analysis is presented in Table 40.

Table 40

Details of the Relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction of Primary School Teachers

Variable	Professional Life Satisfaction-Past	Professional Life Satisfaction-Present	Professional Life Satisfaction-Future	Professional Life Satisfaction-Total
Self-Efficacy	0.596**	0.593**	0.561**	0.614**
Work Motivation	0.428**	0.476**	0.440**	0.468**
Professional Commitment	0.463**	0.535**	0.495**	0.520**

** . Correlation is significant at the 0.01 level (2-tailed).

The Table 40 shows that there is a substantial, significant, and positive correlation between the Dependent variable Professional Life Satisfaction and Independent Variable Self-Efficacy, $r = 0.614$, $p < 0.01$. The variables Professional Life Satisfaction and Work Motivation are found to be positively correlated, $r = 0.468$, $p < 0.01$ and the relationship is substantial, positive and significant. The relationship between the variables Professional Life Satisfaction and Professional Commitment were also substantial positive and significant, $r = 0.520$, $p < 0.01$.

The correlation table revealed that all three Independent Variables – Self-Efficacy, Work Motivation and Professional Commitment – were moderately, positively and significantly correlated with the Dependent Variable Professional Life Satisfaction. This shows that when the independent variable changes, the dependent variable also changes in the same direction. The study conducted by Ambili and Kelu (2020) revealed that there is a positive relationship between self-efficacy belief and job satisfaction among primary school teachers. Teachers who are more self-efficacious are reported to be more involved with learners and have higher satisfaction in their careers (Hampton & Mason, 2003; Granziera & Perera, 2019).

Multiple Regression Analysis

Multiple regression analysis is used to find out the contribution of each of the independent variables to the dependent variable. In the present study multiple regression analysis was carried out to frame linear regression equations to predict the contribution of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction of Primary School Teachers.

Result of Multiple Regression Analysis

For the present study Professional Life Satisfaction is the dependent variable and Self-Efficacy, Work Motivation and Professional Commitment are the independent variables. Multiple regression analysis is used for predicting the best predictor of Professional Life Satisfaction of Primary School Teachers from a set of variables namely, Self-Efficacy, Work Motivation and Professional Commitment. To find out the relationship among Self-Efficacy, Work Motivation and Professional

Commitment on Professional Life Satisfaction, the scores of Professional Life Satisfaction, Self-Efficacy, Work Motivation, and Professional Commitment, were subjected to enter method. Analysis of data was done using SPSS.

The correlation matrix of the criterion variable with the three predictor variables is presented in the Table 41.

Table 41

Correlation matrix of Dependent Variable and Independent Variables

Variables	Life Satisfaction	Self-Efficacy	Work Motivation	Professional Commitment
Life Satisfaction	1			
Self-Efficacy	.614**	1		
Work Motivation	.468**	.430**	1	
Professional Commitment	.520**	.490**	.627**	1

From Table 41, it is clear that all the predictor variables viz., Self-Efficacy, Work Motivation and Professional Commitment have moderate positive significant correlation with the criterion variable Professional Life Satisfaction. It is also evident that the predictor variable Self-Efficacy has the highest correlation coefficient ($r=0.614$) when compared with other predictor variables with the criterion variable Professional Life Satisfaction. The second in the sequence is Professional Commitment ($r=0.520$).

ANOVA was done in order to test the fitness of the model in prediction, the details of which are given in Table 42.

Table 42

Result of ANOVA in Multiple Regression of Predictors Self-Efficacy, Work Motivation, and Professional Commitment, on Dependent Variable Professional Life Satisfaction

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8920.249	3	2973.416		
Residual	10832.721	528	20.517	144.928	.001
Total	19752.970	531			

a. Dependent Variable: Life Satisfaction Total

b. Predictors: (Constant), Professional Commitment, Self- Efficacy, work Motivation

The Table 42 shows that the F-statistic is 144.928. It is used to test the overall significance of the regression model. In this case, the p-value associated with this F-statistic is stated to be 0.001, which is below the typical significance level of 0.05. Therefore, it can infer that the regression model is statistically significant, and the predictor variables (Professional Commitment, Self- Efficacy, work Motivation) does have a significant impact on the dependent variable (Professional Life Satisfaction). This finding agrees with the results of studies conducted by Cayupe et al. (2023), which found that self-efficacy and organizational commitment are positive predictors of life satisfaction. Additionally, there is a significant effect between the variables of self-efficacy and teacher work motivation on subjective well-being.

The model summary of multiple regression analysis is given in Table 43.

Table 43*Model Summary of Multiple Regression Analysis for Professional Life Satisfaction*

Predictors	R	R square	Adjusted R Square	Level of Significance
Self-Efficacy				
Work Motivation				
Professional Commitment	0.672	0.452	0.448	.01

Table 43 shows that the value of multiple correlation coefficient R is 0.672 which is significant at 0.01 level. The value of R^2 is equal to 0.452 and adjusted R square is 0.448. The coefficient of determination ($R^2 \times 100 = 45.2$) reveals that 45.2 percent of the variation in Professional Life Satisfaction is determined by the combined effect of Self-Efficacy, Work Motivation, and Professional Commitment.

In order to know the individual contributions, regression coefficients were calculated and the results are shown in Table 44.

Table 44

Coefficient of Multiple Regression Analysis and Percentage of Contribution of Predictor Variables Self-Efficacy, Work Motivation, and Professional Commitment, on Dependent Variable Professional Life Satisfaction of Primary School Teachers.

Model	Unstandardized Coefficients		Standardized Coefficients	Percentage of Contribution	t	Sig.
	B	Std. Error	Beta			
(Constant)	9.567	3.131	--		3.055	0.002
Self- Efficacy	0.213	0.018	.449	27.5686	11.951	0.000
work Motivation	0.037	0.011	.143	6.6924	3.408	0.001
Professional Commitment	0.069	0.014	.209	10.868	4.807	0.000

Table 44 is the table for coefficients. The value of constant is 9.567, the unstandardized coefficient of correlation for Self-Efficacy (b1), for Work Motivation (b2), and for Professional Commitment (b3) are 0.213, 0.037, and 0.069 respectively. The 't'- value obtained for the variables Self-Efficacy, Work Motivation, and Professional Commitment are significant at 0.01 level.

From Table 44, it is clear that Beta Coefficients for Self-Efficacy, Work Motivation, and Professional Commitment are 0.449, 0.143, and 0.209 respectively which are significant at 0.01 level. It means the individual contributions of Self-Efficacy, Work Motivation and Professional Commitment in predicting Professional Life Satisfaction are significant. Further, the individual contributions of Self-

Efficacy, Work Motivation and Professional Commitment in predicting Professional Life Satisfaction are 27.568%, 6.692%, and 10.868% respectively.

The multiple regression equation for the prediction of the scores of Professional Life Satisfaction from the scores of three independent variables in the score form is given by the equation

$Y = b_1X_1 + b_2X_2 + b_3X_3 + K$; (Y is the scores of Dependent Variable and X1, X2, X3 are the scores of Independent Variables). In the present case it can be written as

$$Y = 0.213 X_1 + 0.037 X_2 + 0.069 X_3 + 9.567. \dots\dots\dots \text{Equation -1}$$

Where Y is the predicted score of the Professional Life Satisfaction and X1, X2, X3 are the scores of Self-Efficacy, Work Motivation, and Professional Commitment respectively.

Y = Professional Life Satisfaction

X1 = Self-Efficacy

X2 = Work Motivation

X3 = Professional Commitment

In terms of the standard scores the equation can be written as $Z = B_1Z_1 + B_2Z_2 + B_3Z_3$. The table values for the beta coefficients B1, B2, and B3 are 0.449, 0.143, and 0.209 respectively. Hence the equation for the prediction of the scores of Professional Life Satisfaction (Z) in terms of the corresponding standard scores for the three independent variables is given by the equation

$$Z=0.449 Z1+ 0.143 Z2 + 0.209Z3 \dots\dots\dots\text{Equation -2}$$

Where Z1, Z2, and Z3 are the standard scores of Self-Efficacy, Work Motivation, and Professional Commitment respectively.

Equation 1 and Equation 2 are the required multiple regression equations for the prediction of the scores of Professional Life Satisfaction from the scores of the independent variables Self-Efficacy, Work motivation, and Professional Commitment.

Discussion

The multiple regression analysis revealed that the variables Self-Efficacy, Work Motivation, and Professional Commitment are capable to determine about 45.2 percent of variability in Professional Life Satisfaction. Among the independent variables Self-efficacy is more influential than Work Motivation and Professional commitment and the least influential among the independent variables in determining the variability of Professional Life Satisfaction of Primary School Teachers is Work Motivation. As the coefficients of multiple correlation and the constants were all positive it can be concluded that, for any increase in the value of any of the independent variables there will be a corresponding increase in the variability of Professional Life Satisfaction and vice versa.

SUMMARY, FINDINGS AND CONCLUSIONS

- Study in Retrospect
- Major Findings of the Study
- Tenability of Hypotheses
- Conclusion

SUMMARY, FINDINGS AND CONCLUSIONS

This chapter provides an overview of the significant aspects of the various stages of the study, the major findings of the study, and conclusion of the study. The chapter is organised under the following headings:

- Study in Retrospect
- Major Findings of the Study
- Tenability of Hypotheses
- Conclusions based on Findings of the Study

Study in Retrospect

This section includes the major stages of the study such as the restatement of the problem variables of the study, objectives of the study, hypotheses and methodology in brief.

Restatement of the Problem

Primary school teachers play a crucial role in shaping the intellectual, emotional, and social development of young children. Their influence extends beyond the classroom, impacting students' lives and society as a whole. Ensuring that teachers are happy, satisfied, dedicated, and committed is vital for them to perform their best at work, thereby benefiting students, parents, and the community. Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life

Satisfaction is essential for enhancing teacher well-being and creating positive learning environments in primary schools. So, the researcher decided to conduct the study and the proposed study is entitled as ‘SELF-EFFICACY WORK MOTIVATION AND PROFESSIONAL COMMITMENT AS PREDICTORS OF PROFESSIONAL LIFE SATISFACTION OF PRIMARY SCHOOL TEACHERS’.

Variables Selected for the Study

The independent variables and the dependent variable used for the study are presented below:

Independent Variables

- Self-Efficacy
- Work Motivation
- Professional Commitment

Dependent Variable

- Professional Life Satisfaction

Classificatory Variable

- Gender
- Type of Management of School
- Locality of School
- Age
- Teaching Experience
- Marital Status

Objectives of the Study

The objectives of the present study are as follows

1. To find out the extent of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.
2. To compare the mean scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction among Primary School Teachers for the subgroups based on Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status.
3. To find out the main and interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life satisfaction of Primary School Teachers.
4. To find out the extent and nature of relationship of Self-Efficacy, Work Motivation, and Professional Commitment with Professional Life Satisfaction of Primary School Teachers.
5. To develop a regression equation to predict Professional Life Satisfaction from Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers.
6. To find out the relative efficiency of Self-Efficacy, Work Motivation, and Professional Commitment to predict Professional Life Satisfaction of Primary School Teachers.

Hypotheses of the Study

The study is carried out to test the following hypotheses:

1. There exists significant difference in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction of Primary School Teachers in the subgroups based on
 - a. Gender
 - b. Type of Management of School
 - c. Locality of School
 - e. Age
 - f. Teaching Experience and
 - g. Marital Status
2. There exist significant main and interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction of Primary School Teachers.
3. The select independent variables have significant positive correlation with Professional Life Satisfaction of Primary School Teachers.
4. The select independent variables are significant predictors of Professional Life Satisfaction among Primary School Teachers.

Methodology

Method

The method used for the study was survey method with predictive design to predict Professional Life Satisfaction with the independent variables Self-Efficacy, Work Motivation, and Professional Commitment.

Population and Sample

The population of the study was Primary School Teachers in Kerala, and the sample for the study was collected from this population. Due weightages were given to the relevant subgroups of the population, such as Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status. Stratified sampling technique was applied in the study. The study was conducted on a sample of 532 primary school teachers of Kozhikode, Malappuram, Palakkad, and Thrissur districts of Kerala state.

Tools employed in the present study

All the variables were measured using standardized tools with acceptable reliability and validity. Work Motivation scale and Professional Commitment scale were developed by the investigator with the help of the supervising teacher. The investigator used available, standardized tools to measure Self-Efficacy and Professional Life Satisfaction. The tools used are the following:

- 1) Self-Efficacy Scale (Padma Rekha & Sobha, 2015)
- 2) Work Motivation Scale (Bindhu & Rajini, 2022)

- 3) Professional Commitment Scale (Bindhu & Rajini, 2022)
- 4) Professional Life Satisfaction Scale (Sasidharan & Sudheesh Kumar, 2000)

Statistical Techniques used

The main statistical techniques employed for the present investigation are given below:

The present study is quantitative in nature and the investigators used both descriptive and inferential statistics for the analysis. The statistical techniques used for the present study are summarized as follows.

Preliminary Analysis

The preliminary analysis was conducted to determine the nature of the data distribution. Basic descriptive statistics, including mean, median, mode, standard deviation, skewness, and kurtosis, were calculated for each independent and dependent variable. These statistics were computed for the total sample and subgroups based on gender, type of management of school, locality of school, age, teaching experience, and marital status. This helped explain the key characteristics of the data collected. Descriptive statistics were also used to identify the nature of the distribution of the independent and dependent variables in quantitative terms.

Percentile Analysis

A percentile represents a point on the score scale below which a given percentage of the scores or cases fall. To calculate percentile values, one has to locate the point on the score scale up to which the given percentage of scores lies.

Percentiles are used to measure the relative position of a single item or individual in comparison to the group. In the present study, percentile analysis is used to find out the extent of the variables viz., Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction among Primary School Teachers.

Mean Difference Analysis

Comparison of mean scores was carried out to test whether significant difference exist in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction of male and female, government and aided, rural and urban, married and unmarried primary school teachers. For this, the mean and standard deviation of the distributions of the variables were calculated for the subsamples based on Gender, Type of Management of School, Locality of School, and Marital Status of Primary School Teachers. A two-tailed test of significance of difference between means was used for comparison. For the subgroups based on Age and Teaching Experience, one-way ANOVA was done since there are more than two categories.

Three-Way ANOVA

The main effect and interaction effect of three independent variables on dependent variable were estimated using Three- Way Analysis of Variance. Three fixed factors were identified for each of the independent variable. Each independent variable was divided in to three levels. Hence Three-Way ANOVA with 3x3x3 factorial design in which three independent variables at three different levels, were

used to analyse the data. The significant F values were subjected to Scheffe test of Post hoc comparison.

Correlation Analysis

Correlation explains the relationship that exists between two variables. It is used to express the extent to which two variables are correlated either positively or negatively (Hauke & Kossowski, 2011). In the present study, Pearson's Product Moment Coefficient of correlation is used to find out the relationship of independent variables (Self-Efficacy, Work Motivation, and Professional Commitment) with dependent variable (Professional Life Satisfaction) of Primary School Teachers.

Multiple Regression Analysis

To predict the individual and joint contribution of independent variables on dependent variable, multiple regression was done using enter method in which all independent variables were entered simultaneously. A regression equation was also developed to predict the dependent variable from the selected independent variables.

Major Findings of the Study

The extent of independent variables viz., Self-Efficacy, Work Motivation, and Professional Commitment and dependent variable, Professional Life Satisfaction is summarized under the heading Percentile Analysis. The findings of mean difference analysis of the independent variable, Self-Efficacy, Work Motivation, and Professional Commitment and dependent variable, Professional Life Satisfaction on the basis of subgroups Gender, Type of Management of School, Locality of School, Age, Teaching Experience, and Marital Status are summarised under the heading

Mean difference analysis. The findings of main effect and interaction effect are summarised under the heading Three-Way ANOVA. The findings of the relationship between dependent and independent variables are summarised under the heading Correlation Analysis. The findings of the individual and joint contributions of independent variables on the dependent variable are summarised under the heading Multiple Regression Analysis.

The major findings of the study are as follows.

Percentile Analysis

The extent of independent variables viz., Self-Efficacy, Work Motivation, and Professional Commitment, and dependent variable, Professional Life Satisfaction of Primary School Teachers was established by calculating the mean and percentile and the findings are summarised as follows.

- The mean score of Self-Efficacy of Primary School Teachers for total sample is 194.36. The 10th percentile of the score of Self-Efficacy (179) proves that only 10 percent of primary school teachers lie below the score and 90 percent lie above the score. The 50th percentile of the score of Self-Efficacy (194.00) proves that an equal number of teachers lie above and below the score. The 90th percentile of the score of Self-Efficacy (215) reveals that about 10 percent of primary school teachers lie above the score.
- The mean score of Work Motivation of Primary School Teachers for total sample is 242.95. The 10th percentile of the score of Work Motivation (212) means that only 10 percent of primary school teachers lie below the score

and 90 percent lie above the score. The 50th percentile of the score of Work Motivation (244), which means that an equal number of teachers lie above and below the score. The 90th percentile of the score of Work Motivation (272) reveals that about 10 percent of primary school teachers lie above the score.

- The mean score of Professional Commitment of Primary School Teachers for total sample is 207.46. The 10th percentile of the score of Professional Commitment (184.60) means that only 10 percent of primary school teachers lie below the score and 90 percent lie above the score. The 50th percentile of the score of Professional Commitment (210), which means that an equal number of teachers lie above and below the score. The 90th percentile of the score of Professional Commitment (231) reveals that about 10 percent of primary school teachers lie above the score.
- The mean score of Professional Life Satisfaction of Primary School Teachers for total sample is 74.35. The 10th percentile of the score of Professional Life Satisfaction (66) means that only 10 percent of primary school teachers lie below the score and 90 percent lie above the score. The 50th percentile of the score of Professional Life Satisfaction (75), which means that an equal number of teachers lie above and below the score. The 90th percentile of the score of Professional Life Satisfaction (83) reveals that about 10 percent of primary school teachers lie above the score.

Findings of Mean Difference Analysis

Mean difference analysis based on Gender (Male and Female)

- There exists no significant difference between Male and Female primary school teachers in their mean scores of Self-Efficacy ($p > 0.01$).
- There exists no significant difference between Male and Female primary school teachers in their mean scores of Work Motivation ($p > 0.01$).
- There exists no significant difference between Male and Female primary school teachers in their mean scores of Professional Commitment ($p > 0.01$).
- There exists no significant difference between Male and Female primary school teachers in their mean scores of Professional Life Satisfaction ($p > 0.01$).

Mean difference analysis based on Type of Management of School (Govt. and Aided)

- There exists no significant difference between Govt. and Aided primary school teachers in their mean scores of Self-Efficacy ($p > 0.01$).
- There exists no significant difference between Govt. and Aided primary school teachers in their mean scores of Work Motivation ($p > 0.01$).
- There exists no significant difference between Govt. and Aided primary school teachers in their mean scores of Professional Commitment ($p > 0.01$).
- There exists no significant difference between Govt. and Aided primary school teachers in their mean scores of Professional Life Satisfaction ($p > 0.01$).

Mean difference analysis based on Locality of School (Rural and Urban)

- There exists no significant difference between Rural and Urban primary school teachers in their mean scores of Self-Efficacy ($p > 0.01$).
- There exists no significant difference between Rural and Urban primary school teachers in their mean scores of Work Motivation ($p > 0.01$).
- There exists no significant difference between Rural and Urban primary school teachers in their mean scores of Professional Commitment ($p > 0.01$).
- There exists no significant difference between Rural and Urban primary school teachers in their mean scores of Professional Life Satisfaction-Past and Professional Life Satisfaction-Present ($p > 0.01$). But there is significant difference is found in the mean scores of Professional Life Satisfaction-Future ($p < 0.01$) and Professional Life Satisfaction-Total based on locality of the school ($p < 0.05$).

Mean Difference analysis based on Age (below 30, between 30 and 40, between 40 and 50, and above 50)

- There exists no significant difference in the mean scores of Self-Efficacy among primary school teachers with respect to Age group ($p > 0.01$).
- There exists no significant difference in the mean scores of Work Motivation among primary school teachers with respect to Age group ($p > 0.01$).
- There exists no significant difference in the mean scores of Professional Commitment among primary school teachers with respect to Age group ($p > 0.01$).

- There exists no significant difference in the mean scores of Professional Life Satisfaction among primary school teachers with respect to Age group ($p > 0.01$).

Mean Difference analysis based on Teaching Experience (below 5 years, 5 to 10 years, 10 to 15 years, and above 15 years)

- There exists no significant difference in the mean scores of Self-Efficacy among primary school teachers with respect to Teaching Experience ($p > 0.01$).
- There exists no significant difference in the mean scores of Work Motivation among primary school teachers with respect to Teaching Experience ($p > 0.01$).
- There exists no significant difference in the mean scores of Professional Commitment among primary school teachers with respect to Teaching Experience ($p > 0.01$).
- There exists no significant difference in the mean scores of Professional Life Satisfaction among primary school teachers with respect to Teaching Experience ($p > 0.01$).

Mean Difference analysis based on Marital Status (Married and Unmarried)

- There exists no significant difference between Married and Unmarried primary school teachers in their mean scores of Self-Efficacy ($p > 0.01$).
- There exists significant difference between Married and Unmarried primary school teachers in their mean scores of Work Motivation ($p < 0.05$).

- There exists no significant difference between Married and Unmarried primary school teachers in their mean scores of Professional Commitment ($p > 0.01$).
- There exists significant difference between Married and Unmarried primary school teachers in their mean scores of Professional Life Satisfaction-Past, Present, Future, and Professional Life Satisfaction-Total ($p < 0.05$).

Findings of Three- Way ANOVA

- Significant main effect exists for Self-Efficacy on Professional Life Satisfaction among Primary School Teachers $P < 0.01$.
- There is no significant main effect exist for Work Motivation on Professional Life Satisfaction among primary school teachers ($p > 0.01$).
- Significant main effect exists for Professional Commitment on Professional Life Satisfaction among Primary School Teachers $P < 0.01$.
- The interaction effect of Self-Efficacy and Work Motivation on Professional Life Satisfaction among Primary School Teachers is not significant ($P > 0.01$).
- The interaction effect of Self-Efficacy and Professional Commitment on Professional Life Satisfaction among Primary School Teachers is not significant ($P > 0.01$).
- The interaction effect of Work Motivation and Professional Commitment on Professional Life Satisfaction among primary school teachers is significant ($p < 0.01$).

- The interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction among primary school teachers is not significant ($p > 0.01$).
- The ANOVA results revealed that among the three independent variables- Self-Efficacy, Work Motivation and Professional Commitment- Self-Efficacy and Professional Commitment have significant main effects on Professional Life Satisfaction. Work Motivation has no significant main effects on Professional Life Satisfaction. The interaction effect of Work Motivation and Professional Commitment on Professional Life Satisfaction is significant.

Findings of Correlation Analysis

- There exists substantial positive significant correlation of independent variables Self-Efficacy, $r = 0.614$, $p < 0.01$, Work Motivation, $r = 0.468$, $p < 0.01$, and Professional Commitment, $r = 0.520$, $p < 0.01$ with dependent variable Professional Life Satisfaction among Primary School Teachers.

Findings of Multiple Regression Analysis

- The multiple regression analysis revealed that Self-Efficacy, Work Motivation and Professional Commitment are significant predictors of Professional Life Satisfaction among which Self-Efficacy (Beta weights =27.568) is the highest contributing factor to the Professional Life Satisfaction, second is Professional Commitment (Beta weights = 10.868) and the least being Work Motivation (Beta weights =6.692).

- The analysis reveals that Self-Efficacy, Work Motivation, and Professional Commitment jointly contribute significantly in predicting Professional Life Satisfaction among primary school teachers.
- The individual contributions of Self-Efficacy, Work Motivation, and Professional Commitment in predicting Professional Life Satisfaction are also significant. Hence, it is concluded that the select independent variables are significant predictors of Professional Life Satisfaction among Primary School Teachers.

Tenability of Hypotheses

The first hypothesis states that *there exists significant difference in the mean scores of Self-Efficacy, Work Motivation, Professional Commitment and Professional Life Satisfaction of primary school teachers in the subgroups based on Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status*. The findings of the study revealed that there is no significant difference exists in Self-Efficacy, among primary school teachers for the subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status. The findings of the study revealed that there is no significant difference exists in Work Motivation among primary school teachers for the subgroups based on gender, type of management of school, locality of school, age, and teaching experience. The study also found that there exists a significant difference between married and unmarried teachers in their Work Motivation. The findings of the study revealed that there is no significant difference exists in Professional Commitment among primary school teachers for the

subgroups based on gender, type of management of school, locality of school, age, teaching experience and marital status. The findings of the study revealed that there is no significant difference exists in Professional Life Satisfaction among primary school teachers for the subgroups based on gender, type of management of school, age, and teaching experience. The study also found that there exists a significant difference between rural and urban, married and unmarried teachers in their Professional Life Satisfaction. Hence, the first hypothesis is partially substantiated.

The second hypothesis states *that there exist significant main effect and interaction effect of Self-Efficacy, Work Motivation, and Professional Commitment on dependent variable Professional Life Satisfaction of primary school teachers*. The results of the study revealed that the main effect of Self-Efficacy, and the main effect of Professional Commitment on Professional Life Satisfaction of primary school teachers is significant. The main effect of Work Motivation on Professional Life Satisfaction is not significant. The interaction effect of Self-Efficacy and Work Motivation, Self-Efficacy and Professional Commitment on Professional Life Satisfaction of primary school teachers is not significant. The interaction effect of Work Motivation and Professional Commitment is significant among primary school teachers. The interaction effect between Self-Efficacy, Work Motivation and Professional Commitment on Professional Life Satisfaction is not significant for primary school teachers. Hence, the hypothesis is partially substantiated.

The third hypothesis states *that the select independent variables have significant positive correlation with Professional Life Satisfaction of Primary*

School Teachers. The findings of the study revealed that the select independent variables have substantial significant positive correlation with Professional Life Satisfaction among primary school teachers. Hence, the hypothesis is fully substantiated.

The fourth hypothesis is ***the select independent variables (Self-Efficacy, Work Motivation, and Professional Commitment) are significant predictors of Professional Life Satisfaction among primary school teachers.*** The multiple regression analysis revealed that the independent variables Self-Efficacy, Work Motivation, and Professional Commitment are significant predictors of Professional Life Satisfaction among Primary School Teachers. Self-Efficacy, Work Motivation, and Professional Commitment are capable of predict about 45.2 percent of the variability in Professional Life Satisfaction. The individual contributions of Self-Efficacy, Work Motivation and Professional Commitment in predicting Professional Life Satisfaction are 27.568%, 6.692 %, 10.868%, respectively. Hence, it is concluded that Professional Life Satisfaction can be predicted from Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers. Hence, the fourth hypothesis is completely substantiated.

Conclusion

The major focus of the study is to find out whether Self-Efficacy, Work Motivation, and Professional Commitment are significant predictors of Professional Life Satisfaction among Primary School Teachers. The effect of these variables on professional Life Satisfaction was also analysed. From the study, the investigator concluded that the dependent variable, Professional Life Satisfaction, can be

significantly predicted by the independent variables, Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers.

Among the variables, Self-Efficacy is found to be the major contributor of Professional Life Satisfaction of primary school teachers. The main effect of Self-Efficacy on Professional Life Satisfaction is significant for primary school teachers. This finding holds up with the results of studies conducted by Celik (2018) who found that the general self-efficacy perceptions had positive effect on life satisfaction. A study conducted by Lestari and Muarifah (2022) and they found that there is a significant positive effect between teacher self-efficacy and subjective well-being. The interaction effect of Self-Efficacy and Work Motivation on Professional Life Satisfaction is not significant. The interaction effect of Self-Efficacy and Professional Commitment on Professional Life Satisfaction is not significant. The interaction effect of Work Motivation and Professional Commitment on Professional Life Satisfaction is significant. The interaction effect of Self-efficacy, Work Motivation, and Professional Commitment on Professional Life Satisfaction is not significant for primary school teachers. The study revealed that there is no significant difference in Self-Efficacy is found based on the subgroups: Gender, Type of Management of School, Locality of School, Age, Teaching Experience and Marital Status. This finding is supported by the results of Mamak, Temel, and Kangalgil (2020), and Brang San and Gonzalez (2022), who found that there is no gender difference in self-efficacy. The present study found that there is substantial positive and significant relationship between Self-Efficacy and Professional Life Satisfaction among primary school teachers. Teachers who are

more self-efficacious are reported to be more involved with learners and have higher satisfaction in their careers (Hampton and Mason, 2003; Granziera and Perera, 2019).

The second most contributor to Professional Life Satisfaction is Professional Commitment. The main effect of Professional Commitment on Professional Life Satisfaction is significant for primary school teachers. The interaction effect between Professional Commitment and Self-Efficacy, and the interaction effect of Professional Commitment and Work Motivation is significant for primary school teachers. No significant difference is found in Professional commitment based on the subgroups Gender, Type of Management of School, Locality of School, Age, Teaching Experience, and Marital Status. Gupta and Kulshreshtha (2009), Bashir (2017), Arjunan and Balamurugan (2013), Gupta and Jain (2013), Beri and Beri (2016), Kumar (2008), Riehl and Sipple (1996), Hung and Liu (1999), Gajjar (2014), Singh and Singh (2019), Huang (2011), Shanti and Renugadevi (2021), and Paniza (2023) found that there is no significant difference in professional commitment of teachers with respect to gender. There is no significant difference in professional commitment between government and aided school teachers. This finding is supported by the studies conducted by Gupta and Kulshreshtha (2009), Singh and Singh (2019), and Rani (2019). The studies conducted by Kumar (2008), Gajjar (2014), Sawhney (2015), and Singh and Singh (2019), which found that there is no significant difference in professional commitment between teachers in rural and urban schools. The present study found that there is no significant difference in professional commitment between different Age groups of primary school teachers.

The studies conducted by Sharma (2008), Shanthi and Renugadevi (2021) revealed that there is no significant difference in the level of professional commitment of teachers in terms of Age. There is no significant difference in professional commitment between married and unmarried teachers. This finding is supported by the study conducted by Sasikumar (2019). The present study revealed that there is substantial significant positive relationship between Professional Life Satisfaction and Professional Commitment among Primary School Teachers.

The third contributor to Professional Life Satisfaction is Work Motivation. The main effect of Work Motivation on Professional Life Satisfaction is not significant for primary school teachers. The Interaction effect between Work Motivation and Self-Efficacy is also not significant. A study conducted by Lestari and Muarifah (2022) and they found that there is a significant positive effect between the work motivation and self-efficacy on subjective well-being which is contrary to this result. The interaction effect between Work Motivation and Professional Commitment is found significant for primary school teachers. The study revealed that there is no significant difference in the mean scores of Work Motivation based on the subgroups Gender, Type of Management of School, Locality of School, Age, Teaching Experience, except Marital Status. Married teachers have more Work Motivation than Unmarried teachers. This finding is supported by the studies conducted by Mittal (1989), Khan (2001), Gupta and Gehlawat (2013), Kumar (2017), Ates and Yilmaz (2018) and Nyarko, Twumwaa, and Adentwi (2014) which found that there is no significant difference in work motivation between male and female teachers. Unmarried teachers have more Work

Motivation than married teachers which is contrary to this result. There is no significant difference in Work Motivation between Government and Aided School Teachers. This finding is supported by the study conducted by Al-Salameh (2014). The present study revealed that there is no significant difference in Work Motivation between different Age groups of primary school teachers. This finding is supported by the studies conducted by Pinder (2008), Kyriacou and Coulthard (2000), Jesus and Lens (2005), Klassen and Chiu (2010), Al-Salameh (2014), Ates and Yilmaz (2018), and Paniza (2023). The study revealed that the relationship between Professional Life Satisfaction and Work Motivation is substantial, positive and significant among Primary School Teachers.

No significant difference is observed in the dependent variable Professional Life Satisfaction for Gender, Type of Management of School, Age and Teaching Experience. A study conducted by Sasidharan and Kumar (2002) and they found that there is no significant difference in Quality of Life between different age groups, gender, and marital status of teachers. No significant difference in Quality of Life is noted in the comparison between Rural - Urban and Government - Private Teachers. In the present study, significant difference is noticed in Professional Life Satisfaction for Locality of School, and Marital Status. Professional Life satisfaction is more in Urban Primary School Teachers when compared with Rural Primary School Teachers. At the same time Unmarried Primary School Teachers have more Professional Life Satisfaction than Married Teachers. Butler (1996) found that unmarried beginning teachers were more satisfied than their married counterparts

which is supporting the present study results. Chadda (1998) conducted a study on life satisfaction working in government and private schools of Delhi and found that both male and female teachers in government and private schools differ significantly in their total life satisfaction. Law (1951); National Education Association (1959) found that married teachers were more satisfied. However, American Vocational Association (1948) and Redyhes (1964) reported no relationship between marital status and job satisfaction. Kapoor (1996) conducted a study on life satisfaction of school teachers of Delhi. From her study, she concluded that male and female teachers of secondary and senior secondary schools do not differ in health, personal, economic, mental, school, job and total life satisfaction. Singh (1974) reported there were no difference in the level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied than the male and married teachers, which is supporting the present study results. In the present study there is substantial positive and significant relationship between dependent variable Professional Life Satisfaction and independent variables, Self-Efficacy, Work Motivation and Professional Commitment among Primary School Teachers. From the study it was concluded that Self-Efficacy, Work Motivation and Professional Commitment jointly contribute significantly in predicting Professional Life Satisfaction among primary school teachers. The individual contributions of Self-Efficacy, Work Motivation and Professional Commitment in predicting Professional Life Satisfaction are also significant. Hence, it is concluded that Professional Life Satisfaction can be predicted from Self-Efficacy, Work Motivation and Professional Commitment of primary school teachers. This finding agrees with the results of

studies conducted by Cayupe et al. (2023), which found that self-efficacy and organizational commitment are positive predictors of life satisfaction. Additionally, there is a significant effect between the variables of self-efficacy and teacher work motivation on subjective well-being.

RECOMMENDATIONS

- Educational Implications of the Study
- Recommendations
- Suggestions for Further Research

RECOMMENDATIONS

Introduction

The results of a study enable researchers to draw conclusions that can either contribute to theoretical knowledge or offer practical improvements for the area or subjects being studied. These implications highlight the findings and reveal gaps in the research, allowing the researcher to propose recommendations. Recommendations suggest directions for future research based on the study's findings. Implications and recommendations are crucial parts of research, as they represent the core purpose of any study. This chapter includes proposals in the field of education, focusing on teachers' Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction, along with suggestions for further research in these areas.

In a constantly changing educational environment, understanding the elements that influence the well-being and Professional Life Satisfaction of primary school teachers is crucial. This research has examined the relationships between dependent variable Professional Life Satisfaction and independent variables Self-Efficacy, Work Motivation, and Professional Commitment, and how these factors predict Professional Life Satisfaction among primary school teachers. The results underscore key areas for intervention and offer a guide for improving the overall quality of the teaching profession.

This chapter explores the practical recommendations and educational implications that emerged from the study. By converting empirical insights into actionable strategies, this section seeks to aid policymakers, educational leaders, and practitioners in creating an environment that enhances teacher well-being and, consequently, student outcomes. The recommendations are based on the study's findings, ensuring their relevance and impact.

In the broader context of educational reform and teacher support, it is crucial to consider how these recommendations can be applied across different levels of the educational system. This includes interventions at the school level, district-wide policies, and national educational frameworks. By addressing the unique needs of primary school teachers, we can foster a more motivated, committed, and satisfied workforce, ultimately enhancing the entire educational ecosystem. These recommendations and educational implications can contribute to the ongoing efforts to create a more supportive and fulfilling teaching environment, thereby ensuring a positive impact on the broader educational community.

Educational Implications of the Study

The educational implications of the study on "Self-Efficacy, Work Motivation, and Professional Commitment as Predictors of Professional Life Satisfaction of Primary School Teachers" are multifaceted, impacting various aspects of educational policy, teacher training, and school administration. The following educational implications are given based on the findings of the study.

- The study revealed a significant main effect of Self-Efficacy on Professional Life Satisfaction. This means that self-efficacy significantly influences Professional Life Satisfaction among primary school teachers. Teachers who have higher self-efficacy tend to have higher Professional Life Satisfaction, regardless of their levels of Work Motivation and Professional Commitment. Teachers who believe in their abilities are likely to feel more competent and capable in their roles, leading to greater overall life satisfaction. Self-efficacy can enhance feelings of control, reduce stress, and contribute to a positive outlook on life. Schools and educational authorities should focus on building teachers' self-efficacy through professional development programmes, mentoring, and supportive work environments. Helping teachers feel more capable and confident in their roles can enhance their Professional Life Satisfaction.
- The main effect of Professional Commitment on Professional Life Satisfaction indicates that professional commitment significantly impacts Professional Life Satisfaction. Teachers who are more committed to their profession experience higher Professional Life Satisfaction, irrespective of their levels of Self-Efficacy and Work Motivation. A strong sense of Professional Commitment can provide teachers with a sense of purpose, fulfilment, and identity, which are important for Professional Life Satisfaction. Being committed to their profession can give teachers a sense of stability and accomplishment. Encouraging a strong professional identity and commitment through recognition, career development opportunities, and

creating a supportive professional community can improve teachers' Professional Life Satisfaction.

- The absence of a significant main effect of Work Motivation on Professional Life Satisfaction suggests that Work Motivation does not have a significant independent impact on Professional Life Satisfaction among Primary School Teachers. This means that differences in Work Motivation levels do not directly correspond to differences in Professional Life Satisfaction. Although Work Motivation is important for job performance and engagement, it may not directly translate to Professional Life Satisfaction. This could be because Professional Life Satisfaction is influenced by a broader range of factors beyond job-related motivation, such as personal relationships, health, and leisure activities. Although Work Motivation may not directly influence Professional Life Satisfaction, it plays a crucial role in job performance and engagement. Therefore, efforts to enhance Work Motivation are still important, but they should not be undertaken with the sole aim of improving Professional Life Satisfaction.
- In the present study, finding a significant difference between Married and Unmarried Primary School Teachers in their Work Motivation, and Married primary school teachers report higher levels of Work Motivation compared to their Unmarried counterparts. It indicates that Marital Status appears to influence the level of Work Motivation among these teachers. Schools could provide resources and programmes to help Unmarried teachers manage their

work-life balance better, or create supportive networks within the school community.

- The study finds a significant difference between Rural and Urban School Teachers in their Professional Life Satisfaction, with Urban School Teachers having a higher mean value. It indicates that Urban teachers report higher levels of Professional Life Satisfaction compared to their Rural counterparts. The policymakers and educational administrators should develop strategies to improve the Professional Life Satisfaction of Rural teachers. This might include improving infrastructure, providing professional development opportunities, enhancing community support, and addressing the unique challenges faced by Rural Primary School Teachers.
- The study reveals there is a significant difference between Married and Unmarried Primary School Teachers in terms of Professional Life Satisfaction, with Unmarried Teachers having a higher mean value. It suggests that Unmarried Teachers generally report higher levels of Professional Life Satisfaction compared to their Married counterparts. This could indicate that Unmarried Teachers experience fewer stressors or responsibilities related to marital life, allowing them more personal freedom and potentially contributing to higher Professional Life Satisfaction. It may also reflect different priorities or sources of fulfilment between the two groups. Schools and educational institutions could consider implementing support programmes aimed at helping married teachers manage their work-life balance more effectively. This might include offering flexible working

hours, providing access to counselling services, mental health support or creating support groups for married teachers to share experiences and strategies.

- Primary school teachers often derive a great deal of satisfaction from their roles. The ability to influence young minds, foster learning, and witness the growth of their students can be highly rewarding. Effective classroom management, positive student interactions, and achieving educational goals contribute significantly to their Professional Life Satisfaction.
- A supportive and collaborative work environment is crucial for teachers' Professional Life Satisfaction. Positive relationships with colleagues, supportive school leadership, and access to necessary resources and professional development opportunities enhance their professional experience and overall well-being.
- Recognition for their hard work and dedication plays a vital role in Professional Life Satisfaction. Teachers who feel valued and respected by students, parents, and the broader community tend to report higher levels of satisfaction. Public acknowledgment and professional respect can mitigate the stresses associated with the teaching profession.
- Achieving a balance between work responsibilities and personal life is essential for primary school teachers. The demanding nature of teaching, coupled with the need for lesson planning and grading outside of school hours, can encroach on personal time, leading to stress and burnout.

Effective time management strategies and school policies that promote work-life balance are crucial.

- The mental and emotional health of teachers is a significant aspect of Professional Life Satisfaction. Teachers often face stress from managing classroom behaviours, meeting curriculum standards, and dealing with administrative pressures. Access to mental health resources, stress management training, and a supportive school culture can help maintain their emotional well-being.
- Financial concerns can impact Professional Life Satisfaction significantly. Competitive salaries, fair compensation for additional duties, and job security contribute to a teacher's financial stability. Inadequate compensation can lead to financial stress, detracting from Professional Life Satisfaction.
- Educational policies and support systems at the local, state, and national levels play a crucial role in shaping the Professional Life Satisfaction of primary school teachers. Policies that address workload, class size, and provide professional development opportunities can enhance teachers' job satisfaction and overall well-being.
- Active involvement and support from the community and parents can positively influence teachers' Professional Life Satisfaction. When teachers feel supported by the community and see parents actively participating in their children's education, it creates a more enriching and supportive teaching environment.

- Adequate infrastructure and resources are fundamental to teachers' ability to perform their roles effectively. Well-equipped classrooms, access to teaching aids, and a safe and conducive learning environment directly impact their professional life satisfaction and motivation.

Professional Life satisfaction among primary school teachers is influenced by a complex interplay of professional, personal, and socio-economic factors. Ensuring that teachers feel fulfilled in their roles, supported by their work environment, and valued by the community can significantly enhance their Professional Life Satisfaction. Addressing challenges related to work-life balance, mental health, and financial stability, along with supportive educational policies and community involvement, are key strategies in promoting the well-being and satisfaction of primary school teachers.

Recommendations

The present study has several recommendations in different dimensions of teachers and teaching. To bridge the gap between research and practice by providing concrete steps and strategic directions for enhancing the professional lives of primary school teachers, the following recommendations can be considered:

- Create and implement policies that focus on enhancing teachers' Self-Efficacy, Work Motivation, and Professional Commitment. This could include more structured professional development programmes, better working conditions, and recognition systems.

- Implement regular training programmes to enhance teachers' skills and confidence in their teaching abilities. Workshops focusing on classroom management, innovative teaching methods, and use of technology can be beneficial.
- Provide teachers with greater autonomy in their classrooms and involve them in decision-making processes within the school to enhance their motivation.
- Introduce comprehensive welfare programmes that address the personal and professional needs of teachers, such as health benefits, mental health support, and financial incentives.
- Cultivate a supportive and collaborative school culture where teachers feel valued and respected. Encourage open communication, peer support, and teamwork among teachers.
- Implement systems to regularly recognize and reward teachers' efforts and achievements. This could include awards, bonuses, public acknowledgment, and opportunities for professional growth.
- Ensure that teachers have access to ongoing professional development opportunities that are relevant and beneficial. Tailor these programmes to address the specific needs and interests of the teachers.
- Incorporate modules on self-efficacy, motivational strategies, and professional commitment in teacher training curricula. Provide practical experiences that allow trainee teachers to build confidence and competence.

- Train teachers to engage in reflective practices that help them assess their teaching methods, identify areas for improvement, and develop a growth mindset.
- Join or form professional learning communities where teachers can share experiences, challenges, and best practices. This can provide support, reduce isolation, and enhance professional growth.
- Take advantage of professional development opportunities and stay updated with the latest educational research and teaching strategies. Continuous learning can boost self-efficacy and motivation.
- Strive to maintain a healthy work-life balance by managing time effectively, setting realistic goals, and seeking support when needed. Personal well-being is crucial for professional life satisfaction.

Implementing these recommendations can significantly enhance the Self-Efficacy, Work Motivation, and Professional Commitment of Primary School Teachers. By addressing these key areas, stakeholders can improve teachers' Professional Life Satisfaction, leading to a more positive and effective educational environment. This, in turn, can contribute to better educational outcomes for students and a more robust educational system overall.

Suggestions for Further Research

The possibility of expanding this research is limitless. The investigator suggests a few directions for which future researches must be concentrated.

1. Conduct longitudinal research to examine how Self-Efficacy, Work Motivation, and Professional Commitment evolve over time and their long-term impact on Professional Life Satisfaction among Primary School Teachers.
2. Compare these relationships across different cultural or national contexts to see if the predictors of Professional Life Satisfaction vary based on cultural or educational systems.
3. Design and evaluate interventions aimed at improving Self-Efficacy, Work Motivation, and Professional Commitment, and assess their impact on teachers' Professional Life Satisfaction.
4. Utilize qualitative methods such as interviews or focus groups to gain deeper insights into the personal experiences and perceptions of teachers regarding how Self-Efficacy, Work Motivation, and Professional Commitment influence their Professional Life Satisfaction.
5. Investigate the role of external factors such as school environment, administrative support, and community involvement in moderating the relationship between Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction.
6. Compare primary school teachers with secondary or higher secondary school teachers to see if the predictors of Professional Life Satisfaction differ across education levels.

7. Study the impact of continuous professional development and training programmes on teachers' Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction.
8. Explore the interplay between Self-Efficacy, Work Motivation, Professional Commitment, and factors such as teacher burnout and resilience to understand their combined effect on Professional Life Satisfaction.
9. Examine how teachers' Self-Efficacy, Work Motivation, and Professional Commitment impact student outcomes, and in turn, how these student outcomes influence teachers' Professional Life Satisfaction.
10. Investigate the impact of integrating technology in teaching on teachers' Self-Efficacy, Work Motivation, and Professional Commitment, and how these factors relate to their Professional Life Satisfaction.
11. Assess the impact of educational policies on teachers' Self-Efficacy, Work Motivation, Professional Commitment, and Professional Life Satisfaction.
12. Use a mixed-methods approach to integrate quantitative data with qualitative insights, providing a more comprehensive understanding of the factors influencing Professional Life Satisfaction.

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[Intrapersonal intelligence Self Smart](#)

<https://basicknowledge101.com/categories/selfsmart.html>

APPENDICES

APPENDIX I
General Data Sheet

പേര് (ഓപ്ഷണൽ) :

സ്കൂളിന്റെ പേര് :

ലിംഗഭേദം : സ്ത്രീ
 പുരുഷൻ

സ്കൂൾ മാനേജ്മെന്റ് തരം : സർക്കാർ
 എയ്ഡഡ്

സ്കൂൾ സ്ഥിതി ചെയ്യുന്ന സ്ഥലം : ഗ്രാമം
 നഗരം

പ്രായം : 30 ൽ താഴെ
 30 മുതൽ 40 വരെ
 40 മുതൽ 50 വരെ
 50 നു മുകളിൽ

അധ്യാപന പരിചയം : 5 വർഷത്തിൽ താഴെ
 5 മുതൽ 10 വർഷം
 10 മുതൽ 15 വർഷം
 15 വർഷത്തിന് മുകളിൽ

വൈവാഹിക നില : വിവാഹിതർ
 അവിവാഹിതർ

APPENDIX II
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
WORK MOTIVATION SCALE (Malayalam – Draft)

Dr. BINDHU.C.M.
 Professor
 Department of Education
 University of Calicut

RAJINI.N.S.
 Research Scholar
 Department of Education
 University of Calicut

നിർദ്ദേശങ്ങൾ:

- താഴെ പറയുന്ന പ്രസ്താവനകൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഓരോ പ്രസ്താവനകൾക്കുനേരെയും നിങ്ങളുടെ ശരിയായ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.
- ഓരോ പ്രസ്താവനയ്ക്കും 5 വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്.

A: പൂർണ്ണമായും യോജിക്കുന്നു B: യോജിക്കുന്നു C: തീരുമാനമില്ല

D: യോജിക്കുന്നില്ല E: പൂർണ്ണമായും യോജിക്കുന്നില്ല

- നിങ്ങളുടെ പ്രതികരണങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളുവെന്നും ഉറപ്പു തരുന്നു.

	A	B	C	D	E
1 അധ്യാപന കാര്യത്തിൽ മേലധികാരികൾ നൽകിയിട്ടുള്ള സ്വാതന്ത്ര്യം പ്രോത്സാഹനജനകമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ഫലപ്രദമായ രീതിയിൽ അധ്യാപനം നടത്താനുള്ള തൊഴിൽ നൈപുണ്യം എനിക്കുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 എന്റെ കഴിവുകൾ പരമാവധി പ്രയോജനപ്പെടുത്തുന്നതിനുള്ള അവസരമായി അധ്യാപന ജോലിയെ ഞാൻ കാണുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 അധ്യാപനജോലിയിൽ ഞാൻ പൂർണ്ണ സന്തുഷ്ടയാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 അധ്യാപനം ഒരു സേവനമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 പഠനപ്രവർത്തനങ്ങളിൽ കുട്ടികളെ സജീവമായി പങ്കെടുപ്പിക്കുന്നതിനു അനുകൂലമായ ക്ലാസ്സറൂം അന്തരീക്ഷം സൃഷ്ടിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 സഹപ്രവർത്തകരോട് നല്ല ബന്ധം കാത്തുസൂക്ഷിക്കാൻ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 അധ്യാപകരുടെ കഴിവുകളെ ഫലപ്രദമായ രീതിയിൽ പ്രയോജനപ്പെടുത്താൻ മേലധികാരികൾ ശ്രദ്ധിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
9 അധ്യാപനജോലിക്കാവശ്യമായതിൽ അധികം അക്കാദമിക യോഗ്യതകൾ ഞാൻ നേടിയിട്ടുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 അധ്യാപനജോലിക്ക് ലഭിക്കുന്ന വേതനത്തിൽ ഞാൻ തൃപ്തയല്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 പര്യേതര പ്രവർത്തനങ്ങളിൽ വിദ്യാർത്ഥികൾ സജീവമായി പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 ക്ലാസ്സിൽ കുട്ടികൾ തമ്മിലുള്ള അഭിപ്രായഭിന്നതകളിൽ ഞാൻ ഇടപെടാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 ഉത്തമമായ അധ്യാപക- വിദ്യാർത്ഥി ബന്ധം ജോലിയോടുള്ള അർപ്പണമനോഭാവം വർദ്ധിപ്പിക്കും എന്ന് ഞാൻ കരുതുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 സ്കൂളിലെ ജോലിഭാരം എനിക്ക് താങ്ങാവുന്നതിലും അധികമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 ഇൻസെർവിസ് പരിശീലന പരിപാടികൾ അധ്യാപന തന്ത്രങ്ങൾ മെച്ചപ്പെടുത്താൻ എന്നെ സഹായിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 കുട്ടികളിലെ വ്യത്യസ്തമായ കഴിവുകൾ കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 ഞാൻ എന്ന അധ്യാപിക/അധ്യാപകനെ വിലയിരുത്താനുള്ള സ്വാതന്ത്ര്യം കുട്ടികൾക്ക് നൽകാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 പഠനവിഷയത്തെ ജീവിതാനുഭവവുമായി ബന്ധപ്പെടുത്തി കുട്ടികളുടെ പങ്കാളിത്തം ഉറപ്പുവരുത്താറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 സഹപ്രവർത്തകരുടെയും മേലധികാരികളുടെയും വിമർശനങ്ങൾ എന്നിൽ അസ്വസ്ഥത സൃഷ്ടിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 സ്കൂളിലെ വർക്ക് അറേഞ്ച്മെന്റ് മികച്ച രീതിയിൽ ആയതിനാൽ എനിക്ക് ജോലി ചെയ്യാൻ സന്തോഷമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 തൊഴിൽ മികവിനുള്ള അവസരങ്ങൾ വിനിയോഗിക്കാൻ സ്കൂൾ മേലധികാരികൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 പുതിയ സാങ്കേതികവിദ്യകൾ ഉപയോഗിച്ച് പഠിപ്പിക്കുന്നതിന് എനിക്ക് ബുദ്ധിമുട്ടാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 സഹപ്രവർത്തകരുടെ പിന്തുണ സന്തോഷത്തോടെ ജോലി ചെയ്യുന്നതിന് എനിക്ക് പ്രചോദനം നൽകുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 ഓരോ കുട്ടിയേയും സസൂക്ഷ്മം നിരീക്ഷിച്ച് വേണ്ട മാർഗനിർദ്ദേശങ്ങൾ ഞാൻ നൽകാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 സ്കൂൾ മാനേജ്മെന്റ് അധികാരികളുമായി നല്ല ബന്ധം നിലനിർത്താൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 എന്റെ അധ്യാപനനിർവഹണത്തിനാവശ്യമായ എല്ലാ ഭൗതിക സാഹചര്യങ്ങളും സ്കൂളിലുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
27 നിലവിലുള്ള തൊഴിൽ വികസനപദ്ധതികളിൽ ഞാൻ സത്തുഷ്ടയാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 മറ്റേതെങ്കിലും ജോലി ലഭിക്കുകയാണെങ്കിൽ അത് സ്വീകരിക്കുവാൻ എനിക്ക് താൽപ്പര്യമുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 ക്ലാസ്സുമുറിയിലെ പഠനാന്തരീക്ഷം സജീവമാക്കാൻ കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 ഹെഡ്മാസ്റ്ററുമായും സഹപ്രവർത്തകരുമായും നല്ല ബന്ധം നിലനിർത്തുന്നതിനാൽ ജോലി സംബന്ധമായ കാര്യങ്ങൾ തുറന്ന് ചർച്ച ചെയ്യാൻ എനിക്ക് സാധിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 ആരോഗ്യകരമല്ലാത്ത സ്കൂൾ ചുറ്റുപാട് എന്റെ ജോലി താൽപ്പര്യത്തെ ദുർബലപ്പെടുത്തുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 അധ്യാപകർക്ക് വേണ്ടിയുള്ള വർക്ക് ഷോപ്പുകൾ, കോഴ്സ് വർക്കുകൾ, സെമിനാറുകൾ എന്നിവയിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 ജോലി സംബന്ധമായ സംഭാവനകൾക്ക് അധികാരികൾ നൽകുന്ന അംഗീകാരം സന്തോഷം നൽകുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 ക്ലാസ്സിലെ കുട്ടികൾക്ക് അഭിപ്രായസ്വാതന്ത്ര്യം അനുവദിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 സ്കൂൾ സംബന്ധമായ എല്ലാ തീരുമാനങ്ങളിലും അധ്യാപകരെ പങ്കാളികളാക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 അധ്യാപന ജോലി എന്റെ ആത്മവിശ്വാസം വർദ്ധിപ്പിക്കാൻ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 വിവിധ മാധ്യമങ്ങളിലൂടെയുള്ള അറിവ് ശേഖരണം ഞാനിഷ്ടപ്പെടുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 വിദ്യാർത്ഥികളുടെ അക്കാദമികമായ വിജയം എന്നിൽ സന്തോഷം ഉളവാക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 എനിക്ക് ലഭിക്കുന്ന അംഗീകാരം ജോലിയിൽ മികച്ച പ്രകടനം കാഴ്ചവെക്കാൻ എനിക്ക് സാധിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 തമാശകളിലൂടെയുള്ള പാഠാവതരണത്തിലൂടെ പഠനം കൂടുതൽ ആസ്വാദ്യകരമാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 പഠനവൈഷമ്യങ്ങൾ തുർന്ന് പറയാൻ കുട്ടികൾ വിമുഖത കാണിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 സഹപ്രവർത്തകരെ അംഗീകരിക്കാൻ എനിക്ക് മടിയാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C	D	E
44 വളരെ കാര്യക്ഷമമായ ഭരണസംവിധാനമാണ് എന്റെ സ്കൂളിൽ ഉള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 അധ്യാപനത്തിനാവശ്യമായ ICT സ്കിൽ നേടാൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 പരീക്ഷണാടിസ്ഥാനത്തിലുള്ള അധ്യാപനതന്ത്രങ്ങൾ സ്വീകരിക്കുന്നത് എനിക്ക് ഇഷ്ടമുള്ള കാര്യമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 സഹപ്രവർത്തകരുടെ കുറവുകൾ കണ്ടെത്തുന്നതിൽ ഞാൻ വളരെ ശ്രദ്ധാലുവാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 പഠനസാമഗ്രികളുടെ ലഭ്യതക്കുറവ് എന്റെ അധ്യാപനത്തിന്റെ കാര്യക്ഷമതയെ വിപരീതമായി ബാധിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 വിഷയാധിഷ്ഠിതമായ തയ്യാറെടുപ്പുകൾ ക്ലാസ്സും അധ്യാപനം എളുപ്പവും ഫലപ്രദവുമാക്കാൻ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50 അധ്യാപക ജോലി കൂടുതൽ സുരക്ഷിതത്വം നൽകുന്നതാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51 ഓൺലൈൻ ക്ലാസ്സുകളിൽ കൃത്യമായി പങ്കെടുക്കാൻ കുട്ടികൾ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52 ക്ലാസ്സുമുറിയിൽ നല്ല സൗഹൃദം കാത്ത് സൂക്ഷിക്കാൻ ഞാൻ കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53 അധ്യാപനത്തിനാവശ്യമായ ICT സൗകര്യങ്ങൾ ഒരുക്കുന്നതിന് അധികൃതർ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54 അനുയോജ്യമായ പഠനരീതിയുടെ ഉപയോഗം ആശയങ്ങൾ വളരെ എളുപ്പത്തിൽ മനസ്സിലാക്കാൻ വിദ്യാർത്ഥികളെ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55 എന്റെ അധ്യാപനശൈലിയോടുള്ള വിദ്യാർത്ഥികളുടെ മതിപ്പ് സന്തോഷം നൽകുന്നതാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56 വിവിധതരം പ്രവർത്തനങ്ങളടങ്ങിയ പഠനസാമഗ്രികൾ കുട്ടികളിൽ സൗഹൃദം വളർത്താൻ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57 കുട്ടികളുടെ മാതാപിതാക്കളുമായി അടുത്ത ബന്ധമാണ് എനിക്കുള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58 പഠനത്തിനുള്ള കുട്ടികളുടെ വ്യക്തി വ്യത്യാസങ്ങൾ ഞാൻ പരിഗണിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59 കുട്ടികളുടെ വ്യക്തിത്വ വികസന പ്രവർത്തനങ്ങൾ ഫലപ്രദമായി നടപ്പാക്കുന്നത് സന്തോഷം നൽകുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 സ്വന്തം അനുഭവസമ്പത്തുകൊണ്ട് എന്റെ അധ്യാപനനെപ്പറ്റി വർദ്ധിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
61 ഓരോ ക്ലാസ്സിലെയും കുട്ടികൾക്ക് അനുയോജ്യമായ കാര്യങ്ങൾ പഠിപ്പിക്കുന്നു എന്നത് മാനസികമായ തൃപ്തി നൽകുന്ന കാര്യമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62 വ്യക്തിപരമായ പ്രശ്നങ്ങൾ അധ്യാപനജോലിയെ ബാധിക്കാതിരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63 ജോലിസംബന്ധമായ ഏതു കാര്യവും ചെയ്യുന്നതിന് അനുകൂലമായ സാഹചര്യമാണ് എന്റെ വീട്ടിലുള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX III
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

WORK MOTIVATION SCALE (Malayalam – Final)

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നിർദ്ദേശങ്ങൾ:

- താഴെ പറയുന്ന പ്രസ്താവനകൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഓരോ പ്രസ്താവനകൾക്കുനേരെയും നിങ്ങളുടെ ശരിയായ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.
- ഓരോ പ്രസ്താവനയ്ക്കും 5 വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്.

A: പൂർണ്ണമായും യോജിക്കുന്നു B: യോജിക്കുന്നു C: തീരുമാനമില്ല
D: യോജിക്കുന്നില്ല E: പൂർണ്ണമായും യോജിക്കുന്നില്ല

- നിങ്ങളുടെ പ്രതികരണങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളുവെന്നും ഉറപ്പു തരുന്നു.

	A	B	C	D	E
1 അധ്യാപന കാര്യത്തിൽ മേലധികാരികൾ നൽകിയിട്ടുള്ള സ്വാതന്ത്ര്യം പ്രോത്സാഹനജനകമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ഫലപ്രദമായ രീതിയിൽ അധ്യാപനം നടത്താനുള്ള തൊഴിൽ നൈപുണ്യം എനിക്കുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 എന്റെ കഴിവുകൾ പരമാവധി പ്രയോജനപ്പെടുത്തുന്നതിനുള്ള അവസരമായി അധ്യാപന ജോലിയെ ഞാൻ കാണുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 അധ്യാപനജോലിയിൽ ഞാൻ പൂർണ്ണ സന്തുഷ്ടയാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 അധ്യാപനം ഒരു സേവനമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 പഠനപ്രവർത്തനങ്ങളിൽ കുട്ടികളെ സജീവമായി പങ്കെടുപ്പിക്കുന്നതിനു അനുകൂലമായ ക്ലാസ്സറൂം അന്തരീക്ഷം സൃഷ്ടിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 സഹപ്രവർത്തകരോട് നല്ല ബന്ധം കാത്തുസൂക്ഷിക്കാൻ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 അധ്യാപകരുടെ കഴിവുകളെ ഫലപ്രദമായ രീതിയിൽ പ്രയോജനപ്പെടുത്താൻ മേലധികാരികൾ ശ്രദ്ധിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
9 അധ്യാപനജോലിക്ക് ലഭിക്കുന്ന വേതനത്തിൽ ഞാൻ തൃപ്തയല്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 പഠ്യേതര പ്രവർത്തനങ്ങളിൽ വിദ്യാർത്ഥികൾ സജീവമായി പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 ക്ലാസ്സിൽ കുട്ടികൾ തമ്മിലുള്ള അഭിപ്രായഭിന്നതകളിൽ ഞാൻ ഇടപെടാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 ഉത്തമമായ അധ്യാപക- വിദ്യാർത്ഥി ബന്ധം ജോലിയോടുള്ള അർപ്പണമനോഭാവം വർദ്ധിപ്പിക്കും എന്ന് ഞാൻ കരുതുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 സ്കൂളിലെ ജോലിഭാരം എനിക്ക് താങ്ങാവുന്നതിലും അധികമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 ഇൻസെർവിസ് പരിശീലന പരിപാടികൾ അധ്യാപന തന്ത്രങ്ങൾ മെച്ചപ്പെടുത്താൻ എന്നെ സഹായിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 കുട്ടികളിലെ വ്യത്യസ്തമായ കഴിവുകൾ കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 പഠനവിഷയത്തെ ജീവിതാനുഭവവുമായി ബന്ധപ്പെടുത്തി കുട്ടികളുടെ പങ്കാളിത്തം ഉറപ്പുവരുത്താറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 സഹപ്രവർത്തകരുടെയും മേലധികാരികളുടെയും വിമർശനങ്ങൾ എന്നിൽ അസ്വസ്ഥത സൃഷ്ടിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 സ്കൂളിലെ വർക്ക് അറേഞ്ച്മെന്റ് മികച്ച രീതിയിൽ ആയതിനാൽ എനിക്ക് ജോലി ചെയ്യാൻ സന്തോഷമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 തൊഴിൽ മികവിനുള്ള അവസരങ്ങൾ വിനിയോഗിക്കാൻ സ്കൂൾ മേലധികാരികൾ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 പുതിയ സാങ്കേതികവിദ്യകൾ ഉപയോഗിച്ച് പഠിപ്പിക്കുന്നതിന് എനിക്ക് ബുദ്ധിമുട്ടാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 സഹപ്രവർത്തകരുടെ പിന്തുണ സന്തോഷത്തോടെ ജോലി ചെയ്യുന്നതിന് എനിക്ക് പ്രചോദനം നൽകുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 ഓരോ കുട്ടിയേയും സസൂക്ഷ്മം നിരീക്ഷിച്ച് വേണ്ട മാർഗനിർദ്ദേശങ്ങൾ ഞാൻ നൽകാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 സ്കൂൾ മാനേജ്മെന്റ് അധികാരികളുമായി നല്ല ബന്ധം നിലനിർത്താൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 എന്റെ അധ്യാപനനിർവഹണത്തിനാവശ്യമായ എല്ലാ ഭൗതിക സാഹചര്യങ്ങളും സ്കൂളിലുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 നിലവിലുള്ള തൊഴിൽ വികസനപദ്ധതികളിൽ ഞാൻ സന്തുഷ്ടയാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 മറ്റേതെങ്കിലും ജോലി ലഭിക്കുകയാണെങ്കിൽ അത് സ്വീകരിക്കുവാൻ എനിക്ക് താൽപ്പര്യമുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C	D	E
27 ക്ലാസ്സ്മുറിയിലെ പഠനാന്തരീക്ഷം സജീവമാക്കാൻ കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 ഹെഡ്മാസ്റ്ററുമായും സഹപ്രവർത്തകരുമായും നല്ല ബന്ധം നിലനിർത്തുന്നതിനാൽ ജോലി സംബന്ധമായ കാര്യങ്ങൾ തുറന്ന് ചർച്ച ചെയ്യാൻ എനിക്ക് സാധിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 ആരോഗ്യകരമല്ലാത്ത സ്കൂൾ ചുറ്റുപാട് എന്റെ ജോലി താൽപ്പര്യത്തെ ദുർബലപ്പെടുത്തുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 അധ്യാപകർക്ക് വേണ്ടിയുള്ള വർക്ക് ഷോപ്പുകൾ, കോഴ്സ് വർക്കുകൾ, സെമിനാറുകൾ എന്നിവയിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 ജോലി സംബന്ധമായ സംഭാവനകൾക്ക് അധികാരികൾ നൽകുന്ന അംഗീകാരം സന്തോഷം നൽകുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 ക്ലാസ്സിലെ കുട്ടികൾക്ക് അഭിപ്രായസ്വാതന്ത്ര്യം അനുവദിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 സ്കൂൾ സംബന്ധമായ എല്ലാ തീരുമാനങ്ങളിലും അധ്യാപകരെ പങ്കാളികളാക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 അധ്യാപന ജോലി എന്റെ ആത്മവിശ്വാസം വർദ്ധിപ്പിക്കാൻ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 വിവിധ മാധ്യമങ്ങളിലൂടെയുള്ള അറിവ് ശേഖരണം ഞാനിഷ്ടപ്പെടുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 വിദ്യാർത്ഥികളുടെ അക്കാദമികമായ വിജയം എന്നിൽ സന്തോഷം ഉളവാക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 എനിക്ക് ലഭിക്കുന്ന അംഗീകാരം ജോലിയിൽ മികച്ച പ്രകടനം കാഴ്ചവെക്കാൻ എനിക്ക് സാധിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 തമാശകളിലൂടെയുള്ള പാഠാവതരണത്തിലൂടെ പഠനം കൂടുതൽ ആസ്വാദ്യകരമാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 സഹപ്രവർത്തകരെ അംഗീകരിക്കാൻ എനിക്ക് മടിയാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 വളരെ കാര്യക്ഷമമായ ഭരണസംവിധാനമാണ് എന്റെ സ്കൂളിൽ ഉള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 അധ്യാപനത്തിനാവശ്യമായ ICT സ്കിൽ നേടാൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 പരീക്ഷണാടിസ്ഥാനത്തിലുള്ള അധ്യാപനതന്ത്രങ്ങൾ സ്വീകരിക്കുന്നത് എനിക്ക് ഇഷ്ടമുള്ള കാര്യമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
44 പഠനസാമഗ്രികളുടെ ലഭ്യതക്കുറവ് എന്റെ അധ്യാപനത്തിന്റെ കാര്യക്ഷമതയെ വിപരീതമായി ബാധിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 വിഷയാധിഷ്ഠിതമായ തയ്യാറെടുപ്പുകൾ ക്ലാസ്സും അധ്യാപനം എളുപ്പവും ഫലപ്രദവുമാക്കാൻ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 അധ്യാപക ജോലി കൂടുതൽ സുരക്ഷിതത്വം നൽകുന്നതാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 ഓൺലൈൻ ക്ലാസ്സുകളിൽ കൃത്യമായി പങ്കെടുക്കാൻ കുട്ടികൾ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 ക്ലാസ്സുമുറിയിൽ നല്ല സൗഹൃദം കാത്ത് സൂക്ഷിക്കാൻ ഞാൻ കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 അധ്യാപനത്തിനാവശ്യമായ ICT സൗകര്യങ്ങൾ ഒരുക്കുന്നതിന് അധികൃതർ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50 അനുയോജ്യമായ പഠനരീതിയുടെ ഉപയോഗം ആശയങ്ങൾ വളരെ എളുപ്പത്തിൽ മനസ്സിലാക്കാൻ വിദ്യാർത്ഥികളെ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51 എന്റെ അധ്യാപനശൈലിയോടുള്ള വിദ്യാർത്ഥികളുടെ മതിപ്പ് സന്തോഷം നൽകുന്നതാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52 വിവിധതരം പ്രവർത്തനങ്ങളടങ്ങിയ പഠനസാമഗ്രികൾ കുട്ടികളിൽ സൗഹൃദം വളർത്താൻ സഹായിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53 കുട്ടികളുടെ മാതാപിതാക്കളുമായി അടുത്ത ബന്ധമാണ് എനിക്കുള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54 പഠനത്തിനുള്ള കുട്ടികളുടെ വ്യക്തി വ്യത്യാസങ്ങൾ ഞാൻ പരിഗണിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55 കുട്ടികളുടെ വ്യക്തിത്വ വികസന പ്രവർത്തനങ്ങൾ ഫലപ്രദമായി നടപ്പാക്കുന്നത് സന്തോഷം നൽകുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56 ഓരോ ക്ലാസ്സിലെയും കുട്ടികൾക്ക് അനുയോജ്യമായ കാര്യങ്ങൾ പഠിപ്പിക്കുന്നു എന്നത് മാനസികമായ തൃപ്തി നൽകുന്ന കാര്യമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57 വ്യക്തിപരമായ പ്രശ്നങ്ങൾ അധ്യാപനജോലിയെ ബാധിക്കാതിരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58 ജോലിസംബന്ധമായ ഏതു കാര്യവും ചെയ്യുന്നതിന് അനുകൂലമായ സാഹചര്യമാണ് എന്റെ വീട്ടിലുള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX IV
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
PROFESSIONAL COMMITMENT SCALE (Malayalam Draft)

Dr. BINDHU.C.M.
 Professor
 Department of Education
 University of Calicut

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 Research Scholar
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നിർദ്ദേശങ്ങൾ:

- താഴെ പറയുന്ന പ്രസ്താവനകൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഓരോ പ്രസ്താവനകൾക്കുനേരെയും നിങ്ങളുടെ ശരിയായ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.
- ഓരോ പ്രസ്താവനയ്ക്കും 5 വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്.
A: പൂർണ്ണമായും യോജിയ്ക്കുന്നു B: യോജിയ്ക്കുന്നു C: തീരുമാനമില്ല
D: യോജിയ്ക്കുന്നില്ല E: പൂർണ്ണമായും യോജിയ്ക്കുന്നില്ല
- നിങ്ങളുടെ പ്രതികരണങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളുവെന്നും ഉറപ്പു തരുന്നു.

		A	B	C	D	E
1	കുട്ടികളോട് വളരെ സ്നേഹത്തോടെയും കരുതലോടെയും പെരുമാറാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	അധ്യാപനജോലി തിരഞ്ഞെടുത്തതിൽ എനിക്ക് അഭിമാനം തോന്നാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	സ്ത്രീ സമയം കഴിഞ്ഞ് കുട്ടികൾ എന്നെ സമീപിക്കുന്നതിന് ഞാൻ അനുവദിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	അധ്യാപനത്തിൽ വന്ന മാറ്റങ്ങൾ ഉൾക്കൊണ്ട് അത് സ്വായത്തമാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ഒരു ടീച്ചറെന്ന നിലയിൽ ഞാൻ എല്ലായ്പ്പോഴും സത്യസന്ധത കാത്തുസൂക്ഷിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	പഠന പ്രവർത്തനങ്ങളിൽ നൂതന ആശയങ്ങൾ കൊണ്ടുവരാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

		A	B	C	D	E
7	സാമൂഹ്യസേവനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	അധ്യാപനമികവ് വർദ്ധിപ്പിക്കുന്നതിനായി വിവിധ സെമിനാർ, വർക്ക്ഷോപ്പ് എന്നിവയിൽ പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	കൂടുതൽ തയ്യാറെടുപ്പുകൾക്ക് ശേഷമാണ് ഞാൻ ക്ലാസ് എടുക്കാറുള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	കുട്ടികളെ ഉത്തമപൗരന്മാരാക്കി വാർത്തെടുക്കുക എന്നത് എന്റെ പ്രധാന ലക്ഷ്യമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	പഠനനിലവാരം കുറഞ്ഞ കുട്ടികളെ ഞാൻ പരിഹരിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	സാമൂഹ്യതന്ത്രകൾക്കെതിരെ ശക്തമായ നിലപാടെടുക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	അധ്യാപനത്തിലെ പാളിച്ചകൾ സ്വയം വിശകലനം ചെയ്ത് പരിഹരിക്കാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	ഓൺലൈൻ അധ്യാപനം മികച്ചതാക്കാനുള്ള കഴിവ് നേടിയെടുക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	ഉയർന്ന ധാർമികതയുള്ള ഒരു മാതൃകാ അധ്യാപികയാവാൻ ഞാൻ ആഗ്രഹിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	കുട്ടികളിൽ അച്ചടക്കബോധം വളർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	കുട്ടികളുമായി സാമൂഹിക പ്രശ്നങ്ങൾ പങ്കുവെക്കുന്നതിൽ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	പാഠഭാഗങ്ങൾ കൃത്യമായി കുട്ടികളിലേക്കെത്തിയില്ലെങ്കിൽ പഠനരീതിയിൽ മാറ്റം വരുത്താൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	വായനശീലം വളർത്തി അറിവ് വർദ്ധിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	കുട്ടികളിൽ മതേതരത്വം വളർത്തിക്കൊണ്ടുവരേണ്ടത് ടീച്ചറുടെ കടമയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	ക്ലാസ്സിലെ മറ്റു കുട്ടികളുമായി നല്ല രീതിയിൽ ഇടപഴകാൻ ഞാൻ കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	ക്ലാസ്സിലെ കുട്ടികളുടെ മാതാപിതാക്കളുമായി ദുഃഖമായ ബന്ധം നിലനിർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		A	B	C	D	E
23	സഹപ്രവർത്തകരുടെ കുറവുകൾ കണ്ടെത്തുന്നതിൽ ഞാൻ സന്തോഷിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	അധ്യാപനം മികച്ചതാക്കാൻ ആവശ്യമായ മോഡലുകൾ ക്ലാസ്സിൽ ഉപയോഗിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	ജാതി-മത-വർഗ്ഗ വ്യത്യാസത്തിന്റെ അടിസ്ഥാനത്തിൽ ഞാനൊരിക്കലും കുട്ടികളോട് വിവേചനം കാണിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	ക്ലാസ്റൂമിൽ കുട്ടികളുടെ സുരക്ഷിതത്വം ഞാൻ ഉറപ്പു വരുത്താറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	സാമ്പത്തികമായി പിന്നോക്കം നിൽക്കുന്ന കുട്ടികളോട് എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	ഒരു ടീച്ചറെന്ന നിലയിൽ അന്വേഷണാത്മക മനോഭാവം വളർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	സ്കൂളിൽ മെച്ചപ്പെട്ട പ്രവർത്തനത്തിനായി മറ്റ് അധ്യാപകരോടൊപ്പം സഹകരിച്ച് പ്രവർത്തിക്കാൻ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	കുട്ടികളിൽ ശുചിത്വ ശീലം വളർത്താൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	ക്ലാസ്സിൽ കുട്ടികളുടെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ വളരെ ശ്രദ്ധ പുലർത്താറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	വിവിധ ക്ഷേമപദ്ധതികൾ ലഭിക്കാൻ ആവശ്യമായ സഹായത്തിനായി ആരെങ്കിലും സമീപിച്ചാൽ ഒഴിഞ്ഞു മാറാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	വ്യക്തിപരമായ പ്രശ്നങ്ങൾ അധ്യാപനത്തെ ബാധിക്കാതിരിക്കാൻ ശ്രദ്ധിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	എന്റെ അധ്യാപനമികവിനായി ഗവേഷണപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	പരിസരശുചീകരണ പ്രവർത്തനങ്ങളിൽ പങ്കാളിയാവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	കുട്ടികളിലെ സ്വഭാവ രൂപീകരണം ടീച്ചറുടെ കടമയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	കുട്ടികളോട് ഒരിക്കലും ഞാൻ പക്ഷപാതം കാണിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

		A	B	C	D	E
38	ജോലിയിൽ കൂടുതൽ കൃത്യനിഷ്ഠത പാലിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	തൊഴിലിന്റെ മഹത്വത്തെ കുറിച്ച് കുട്ടികളിൽ അവബോധം സൃഷ്ടിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	കുട്ടികളുടെ വ്യക്തിപരമായ കാര്യങ്ങൾ രഹസ്യമായി തന്നെ സൂക്ഷിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	കുട്ടികളുടെ സ്കൂളിന് പുറത്തുള്ള പ്രവർത്തനങ്ങളിൽ ഞാൻ ഇടപെടാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	സഹപ്രവർത്തകരുമായി സാമൂഹ്യപ്രശ്നങ്ങൾ ചർച്ച ചെയ്യാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	സ്കൂളിലെ വിവിധ ക്ലബ്ബ് പ്രവർത്തനങ്ങളിൽ ഉത്തരവാദിത്തത്തോടെ പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	അധ്യാപനം കൂടുതൽ ഗൗരവമുള്ള ജോലിയാണെന്ന് ഞാൻ മനസ്സിലാക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	പലതരം കഥകൾ അവതരിപ്പിച്ച് കുട്ടികളിൽ മൂല്യബോധം വളർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	ക്ലാസ്സിൽ കുട്ടികളിലെ പഠനവൈഷമ്യങ്ങൾ ഞാൻ ശ്രദ്ധിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	കഠിനാധ്വാനത്തിന്റെ പ്രാധാന്യത്തെപ്പറ്റി കുട്ടികളുമായി ഞാൻ ചർച്ച ചെയ്യാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	കുട്ടികളുടെ നേട്ടത്തിൽ എനിക്ക് അഭിമാനം തോന്നാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	മറ്റ് അധ്യാപകരുടെ മുന്നിൽ വെച്ച് കുട്ടികളുടെ തെറ്റുകൾ ഞാൻ ചൂണ്ടിക്കാണിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	കുട്ടികളുടെ കലാ-കായിക പ്രവർത്തനങ്ങളെ ഞാൻ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX V
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
PROFESSIONAL COMMITMENT SCALE (Malayalam - Final)

Dr. BINDHU.C.M.
 Professor
 Department of Education
 University of Calicut

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നിർദ്ദേശങ്ങൾ:

- താഴെ പറയുന്ന പ്രസ്താവനകൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഓരോ പ്രസ്താവനകൾക്കുനേരെയും നിങ്ങളുടെ ശരിയായ പ്രതികരണം '✓' അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.
- ഓരോ പ്രസ്താവനയ്ക്കും 5 വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്.
A: പൂർണ്ണമായും യോജിക്കുന്നു B: യോജിക്കുന്നു C: തീരുമാനമില്ല
D: യോജിക്കുന്നില്ല E: പൂർണ്ണമായും യോജിക്കുന്നില്ല
- നിങ്ങളുടെ പ്രതികരണങ്ങൾ വളരെ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണത്തിനു മാത്രമേ ഉപയോഗിക്കുകയുള്ളുവെന്നും ഉറപ്പു തരുന്നു.

	A	B	C	D	E
1 കട്ടികളോട് വളരെ സ്നേഹത്തോടെയും കരുതലോടെയും പെരുമാറാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 അധ്യാപനജോലി തിരഞ്ഞെടുത്തതിൽ എനിക്ക് അഭിമാനം തോന്നാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 സ്കൂൾ സമയം കഴിഞ്ഞ് കട്ടികൾ എന്നെ സമീപിക്കുന്നതിന് ഞാൻ അനുവദിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 അധ്യാപനത്തിൽ വന്ന മാറ്റങ്ങൾ ഉൾക്കൊണ്ട് അത് സ്വായത്തമാക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 ഒരു ടീച്ചറെന്ന നിലയിൽ ഞാൻ എല്ലായ്പ്പോഴും സത്യസന്ധത കാത്തുസൂക്ഷിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 പഠന പ്രവർത്തനങ്ങളിൽ നൂതന ആശയങ്ങൾ കൊണ്ടുവരാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 സാമൂഹ്യസേവനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
8 അധ്യാപനമികവ് വർദ്ധിപ്പിക്കുന്നതിനായി വിവിധ സെമിനാർ, വർക്ക്ഷോപ്പ് എന്നിവയിൽ പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 കൂടുതൽ തയ്യാറെടുപ്പുകൾക്ക് ശേഷമാണ് ഞാൻ ക്ലാസ് എടുക്കാറുള്ളത്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 കുട്ടികളെ ഉത്തമപുരുഷന്മാരാക്കി വാർത്തെടുക്കുക എന്നത് എന്റെ പ്രധാന ലക്ഷ്യമാണ്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 പഠനനിലവാരം കുറഞ്ഞ കുട്ടികളെ ഞാൻ പരിഹരിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 സാമൂഹ്യതന്മകൾക്കെതിരെ ശക്തമായ നിലപാടെടുക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 അധ്യാപനത്തിലെ പാളിച്ചകൾ സ്വയം വിശകലനം ചെയ്ത് പരിഹരിക്കാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 ഓൺലൈൻ അധ്യാപനം മികച്ചതാക്കാനുള്ള കഴിവ് നേടിയെടുക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 ഉയർന്ന ധാർമികതയുള്ള ഒരു മാതൃകാ അധ്യാപികയാവാൻ ഞാൻ ആഗ്രഹിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 കുട്ടികളിൽ അച്ചടക്കബോധം വളർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 കുട്ടികളുമായി സാമൂഹിക പ്രശ്നങ്ങൾ പങ്കുവെക്കുന്നതിൽ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 പാഠഭാഗങ്ങൾ കൃത്യമായി കുട്ടികളിലേക്കെത്തിയില്ലെങ്കിൽ പഠനരീതിയിൽ മാറ്റം വരുത്താൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 വായനശീലം വളർത്തി അറിവ് വർദ്ധിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 കുട്ടികളിൽ മതേതരത്വം വളർത്തിക്കൊണ്ടുവരേണ്ടത് ടീച്ചറുടെ കടമയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 ക്ലാസ്സിലെ മറ്റു കുട്ടികളുമായി നല്ല രീതിയിൽ ഇടപഴകാൻ ഞാൻ കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 ക്ലാസ്സിലെ കുട്ടികളുടെ മാതാപിതാക്കളുമായി ദുഃഖമായ ബന്ധം നിലനിർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
23 സഹപ്രവർത്തകരുടെ കുറവുകൾ കണ്ടെത്തുന്നതിൽ ഞാൻ സന്തോഷിക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 അധ്യാപനം മികച്ചതാക്കാൻ ആവശ്യമായ മോഡലുകൾ ക്ലാസ്സിൽ ഉപയോഗിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 ജാതി-മത-വർഗ്ഗ വ്യത്യാസത്തിന്റെ അടിസ്ഥാനത്തിൽ ഞാനൊരിക്കലും കുട്ടികളോട് വിവേചനം കാണിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 ക്ലാസ്റൂമിൽ കുട്ടികളുടെ സുരക്ഷിതത്വം ഞാൻ ഉറപ്പു വരുത്താറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 സാമ്പത്തികമായി പിന്നോക്കം നിൽക്കുന്ന കുട്ടികളോട് എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 ഒരു ടീച്ചറെന്ന നിലയിൽ അന്വേഷണാത്മക മനോഭാവം വളർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 സ്കൂളിൽ മെച്ചപ്പെട്ട പ്രവർത്തനത്തിനായി മറ്റ് അധ്യാപകരോടൊപ്പം സഹകരിച്ച് പ്രവർത്തിക്കാൻ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 കുട്ടികളിൽ ശുചിത്വ ശീലം വളർത്താൻ ഞാൻ ശ്രമിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 ക്ലാസ്സിൽ കുട്ടികളുടെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ വളരെ ശ്രദ്ധ പുലർത്താറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 വ്യക്തിപരമായ പ്രശ്നങ്ങൾ അധ്യാപനത്തെ ബാധിക്കാതിരിക്കാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 എന്റെ അധ്യാപനമികവിനായി ഗവേഷണപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് താൽപ്പര്യമില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 പരിസരശുചീകരണ പ്രവർത്തനങ്ങളിൽ പങ്കാളിയാവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 കുട്ടികളിലെ സ്വഭാവ രൂപീകരണം ടീച്ചറുടെ കടമയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 കുട്ടികളോട് ഒരിക്കലും ഞാൻ പക്ഷപാതം കാണിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 ജോലിയിൽ കൂടുതൽ കൃത്യനിഷ്ഠത പാലിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
38 തൊഴിലിന്റെ മഹത്വത്തെ കുറിച്ച് കുട്ടികളിൽ അവബോധം സൃഷ്ടിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 കുട്ടികളുടെ വ്യക്തിപരമായ കാര്യങ്ങൾ രഹസ്യമായി തന്നെ സൂക്ഷിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 സഹപ്രവർത്തകരുമായി സാമൂഹ്യപ്രശ്നങ്ങൾ ചർച്ച ചെയ്യാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 സ്കൂളിലെ വിവിധ ക്ലബ്ബ് പ്രവർത്തനങ്ങളിൽ ഉത്തരവാദിത്തത്തോടെ പങ്കെടുക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 അധ്യാപനം കൂടുതൽ ഗൗരവമുള്ള ജോലിയാണെന്ന് ഞാൻ മനസ്സിലാക്കുന്നു	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 പലതരം കഥകൾ അവതരിപ്പിച്ച് കുട്ടികളിൽ മൂല്യബോധം വളർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44 ക്ലാസ്സിൽ കുട്ടികളിലെ പഠനവൈഷമ്യങ്ങൾ ഞാൻ ശ്രദ്ധിക്കാറില്ല	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 കഠിനാധ്വാനത്തിന്റെ പ്രാധാന്യത്തെപ്പറ്റി കുട്ടികളുമായി ഞാൻ ചർച്ച ചെയ്യാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 കുട്ടികളുടെ നേട്ടത്തിൽ എനിക്ക് അഭിമാനം തോന്നാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 മറ്റ് അധ്യാപകരുടെ മുന്നിൽ വെച്ച് കുട്ടികളുടെ തെറ്റുകൾ ഞാൻ ചൂണ്ടിക്കാണിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 കുട്ടികളുടെ കലാ-കായിക പ്രവർത്തനങ്ങളെ ഞാൻ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX VI
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
WORK MOTIVATION SCALE (English – Final)

Dr. BINDHU.C.M.
 Professor
 Department of Education
 University of Calicut

RAJINI.N.S.
 Research Scholar
 Department of Education
 University of Calicut

Instructions:

- Read the following statements carefully and mark your correct response to each statement with a '✓' mark
- 5 responses are given for each statement
 [A] Strongly agree [B] Agree [C] Undecided [D] Disagree [E] Strongly Disagree
- You are assured that your responses will be kept strictly confidential and will only be used for research purposes.

	A	B	C	D	E
1. The freedom given by superiors in teaching is encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have the professional skills to teach effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I see the teaching job as an opportunity to use my talents effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am fully satisfied with teaching job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I do not believe that teaching is a service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A conducive classroom environment is created for active participation of children in learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I take care to maintain good relations with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Managers do not care to utilise the skills of teachers effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am not satisfied with the salary for teaching job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Students actively participate in extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I don't interfere in differences of opinion between children in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
12. I think a good teacher-student relationship will increase the dedication towards work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The work load at school is too much for me to handle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. In-service training programmes help me improve my teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I don't try to find different abilities in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Children's participation is ensured by connecting the learning subject to their life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Criticism from colleagues and superiors makes me uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I am happy to work due to the well-planned work arrangement in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The school headmaster encourages me to utilize opportunities for professional excellence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I find it difficult to teach using new technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The support of colleagues motivates me to work happily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I carefully observe each child and provide the necessary guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I do not care to maintaining good relationships with school management authorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The school has all the necessary physical conditions for my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I am happy with the ongoing professional development projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I am interested in accepting any other job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Children are encouraged to be active participants in the classroom learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I do not try to encourage children who are backward in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I am able to openly discuss work-related matters because I maintain good relationships with the headmaster and my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
30. Unhealthy school environment weakens my work interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I actively participate in workshops; course works and seminars for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Recognition by authorities for professional contributions brings happiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I don't allow freedom of speech to the children in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Teachers are involved in all school related decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Teaching job helps to boost my confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I don't like update of knowledge through various media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The academic success of my students makes me happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The recognition I receive helps me perform better at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I try to make learning more enjoyable by introducing learning through jokes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I am reluctant to acknowledge my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. My school has a very efficient administrative system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I do not try to acquire the necessary ICT skills for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. I like to adopt experimental teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Lack of availability of study materials adversely affects the effectiveness of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Subject-oriented preparation helps make classroom teaching easier and more effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I don't believe that teaching is a more secure profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Students try to attend online classes punctually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. I encourage children to maintain good friendships in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
49. Authorities do not make efforts to provide necessary ICT facilities for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. The use of suitable study method helps the students to understand the concepts very easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. The students' appreciation of my teaching style is gratifying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Learning materials that include a variety of activities help children build friendships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. I have a very close relationship with the parents of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. I consider the individual differences of children in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Effective implementation of students' personality development activities brings happiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. It is psychologically satisfying to teach each class content that is appropriate for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I try not to let personal problems affect my teaching. I make an effort to ensure that personal problems don't affect my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I have a supportive environment at home for completing work-related tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX VII

DEPARTMENT OF EDUCATION

UNIVERSITY OF CALICUT

PROFESSIONAL COMMITMENT SCALE (English – Final)

Dr. BINDHU.C.M.
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 Research Scholar
 Department of Education
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Instructions:

- Read the following statements carefully and mark your correct response to each statement with a '✓' mark
- 5 responses are given for each statement
 [A] Strongly agree [B] Agree [C] Undecided [D] Disagree [E] Strongly Disagree
- You are assured that your responses will be kept strictly confidential and will only be used for research purposes.

	A	B	C	D	E
1. I try to be very loving and caring towards children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am proud to have chosen the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I do not allow children to approach me after school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I take care to incorporate changes in teaching and adopt it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. As a teacher I always maintain honesty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I try to bring innovative ideas in learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am not interested in participating in social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I participate in various seminars and workshops to enhance my teaching excellence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I take the class after much preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My main aim is to mould children into good citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I used to make fun of children who struggled academically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am committed to taking a strong stand against social evils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

	A	B	C	D	E
13. I try to solve the shortcomings in teaching by self-analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I don't try to master the art of online teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I want to be a model teacher with high morals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I try to inculcate discipline in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am not interested in sharing social problems with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Attempts are made to change the learning method if the lessons are not reaching the children properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I try to increase my knowledge by developing the habit of reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I do not believe that it is the teacher's duty to inculcate secularism in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I encourage the children to interact well with other children in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I try to maintain a strong relationship with the parents of the children in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I take pleasure in finding fault with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Models are often used in class to improve teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I never discriminate against children on the basis of caste, religion, or creed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I ensure the safety of the children in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I am not interested in economically backward children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. As a teacher I try to inculcate an inquisitive spirit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I am not interested in working together with other teachers for the betterment of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I do not try to inculcate hygiene habits in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. A lot of attention is paid to the group activities of the children in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Care is taken not to let personal problems affect teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix

- | | A | B | C | D | E |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 33. I am not interested in participating in research activities to improve my teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. I try to participate in environmental cleaning activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I do not believe that it is the teacher's duty to shape character in children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I am never partial to children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. I try to be more punctual at work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. I try to create awareness among children about the glory of work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. I try to keep my children's personal information confidential. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. I discuss social issues with colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. I participate responsibly in various club activities in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. I understand that teaching is a more serious job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. I try to inculcate the sense of value in the children by presenting various stories. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. I don't notice learning difficulties in children in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. The importance of hard work is discussed with the children. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. I am proud of my children's achievements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. I often point out children's mistakes in front of other teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. I encourage children's artistic activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |