



## Notice for the PhD Viva Voce Examination

Ms Avni S Ved, Registration Number: 2170185, PhD Scholar at the School of Education, CHRIST (Deemed to be University) will defend her PhD thesis at the public viva-voce examination on Tuesday, 30 June 2026 at 11.00 am in Room No. 628, 6th Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

**Title of the Thesis** : **Social-Emotional Instruction, Competencies and Work Task Motivation of Secondary School Teachers**

**Discipline** : **Education**

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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

**Place:** Bengaluru  
**Date:** 09 June 2026

Registrar (Academics)

## ABSTRACT

Teachers today work within high-pressure, exam-oriented systems while also taking on expanded social and emotional roles in the classroom. Within this context, teacher motivation is closely tied to instructional practices and the relational climate of the classroom. This study examined the interaction between Social-emotional Instruction (SEI), Social-Emotional Competence (SEC), and Work Task Motivation (WTM) among secondary school teachers in urban CBSE schools in Bengaluru using a sequential exploratory mixed-method design. The qualitative phase explored teachers lived experiences, followed by a quantitative examination of these relationships. Teachers understood motivation not as driven by external rewards but as sustained through classroom relationships, moral intent, emotional regulation, and reflection, while also highlighting the emotional demands of caring under pressure and uneven organisational support. Leadership, collegial trust, and autonomy were identified as important for motivation. These insights informed the quantitative phase involving 756 teachers, where Learning Design and Instruction (LDI) and Affirming Learning Environment (ALE) showed significant positive predictive effects on both SEC and WTM. However, SEC did not mediate the relationship between SEI and WTM, indicating that instructional and relational conditions influence motivation directly. Gender and experience differences were observed, with women scoring higher on most variables, newer teachers reporting higher SEC, and more experienced teachers demonstrating stronger WTM. Overall, the findings suggest that teacher motivation is sustained through relational and emotional processes and shaped by classroom conditions more directly than through individual competence.

**Keywords:** *secondary teachers, social-emotional instruction, social-Emotional Competence, work task motivation*

### Publications:

1. Ved, A. S., & Kareem, J. (2025). Understanding Teacher Work Motivation: Structural, Relational, and Emotional Predictors from India's Urban Classrooms. *International Journal of Educational Reform*, <https://doi.org/10.1177/10567879251400324>
2. Ved, A. S., & Kareem, J. (2026). What Keeps Secondary School Teachers Motivated? A Qualitative Study from Urban Indian Classrooms. *International Journal of Educational Reform*, <https://doi.org/10.1177/10567879261419029>
3. Ved, A., & Kareem, J. (2026). Sustaining teacher social-emotional competence: A systematic review of implementation and retention strategies. *Psychological Science and Education*, 31(1), 187–198. <https://doi.org/10.17759/pse.2026310109>