The main purposes of this study were as follows: first, to explore the relationship between psychosocial factors and subjective well-being in teachers related to educational reform in elementary and secondary schools; and secondly, to compare the predictive powers of psychosocial factors and subjective well-being for reformed behavioral performance in teachers involved in educational reform in elementary and secondary schools according to the bio-social characteristics of the teachers. This research sample consisted of 235 elementary school teachers and 320 secondary school teachers in Bangkok and in the suburbs. There were four sets of variables being assessed: 1) social support from supervisors, colleagues and students; 2) four psychological characteristics: internal-external control, attitude towards educational reform, the four paths of accomplishment in Buddhism or Hinduism, and subjective well-being. The variables in the first and the second sets were used as independent and dependent variables in the statistical analysis. 3) The independent variable was the behavioral performance of teachers as a result of the educational reform. And 4), bio-social variables These hypotheses were tested in this study by carrying out the L-Field, ANOVA and Multiple Regression Analysis on various parts of the data. Five important parts of the research results are reported here. 1) Female teachers displayed higher performance than male teachers. 2) Elementary school teachers showed higher performance than secondary school teachers. 3) Secondary school teachers scored more highly in social support, internal locus of control, attitude towards educational reform, idiophony and subjective well-being than teachers at the lower levels. 4) The results showed that the internal control and social support in teachers were found to be highly related to performance, especially teachers in elementary and junior high schools. 5) The three psychological characteristics: attitude towards educational reform, idiophony and subjective well-being taken together were more powerful predictors of performance (86.5%) in teachers regarding educational reform than other variables and the most powerful predictor was a teacher’s attitude towards educational reform.