

## SELF-AWARENESS AND SELF-MOTIVATION OF HIGHER SECONDARY SCHOOL TEACHERS IN DHARMAPURI DISTRICT

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### *Abstract*

*This study set to investigate the Self-Awareness and Self-Motivation of Higher Secondary School Teachers. This was with a view to ascertain the extent to which variable like gender, Locality of the School, Medium of instruction, and Age limit may influence the Self-Awareness and Self-Motivation of Higher Secondary School Teachers in Dharmapuri district. A 350-item questionnaire was designed to elicit responses from the students. A random sample of 350 professional college students was chosen from 7 professional colleges within the rural and urban areas of Tamil Nadu. Findings concluded that Self-Awareness and Self-Motivation of Higher Secondary School Teachers in Dharmapuri district. It is recommended that the learning environment characterized by positive supportive parent-child relationship.*

**Keywords:** *Self Awareness, Self-Motivation*

### INTRODUCTION

Education is an important process in man's life. It begins from birth and continues till death, and thus it is a never-ending process. It is through education that the child develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiment and skills, good values and attitudes. Education helps the child in making adjustment with his own self and other members of society. Education brings about national integration. It promotes national life discipline which is essential from the point of view of successful national life.

Education is a process of creating perpetuation, transmission and enrichment of values. It is an instrument through which development of spiritual, moral, social, cultural and other values can be ensured. The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage, it has had a different meaning according to the then existing social conditions. The concept of education is still in the process of evolution and this process will never come to an end.

### **NEED FOR THE STUDY**

Education is a process and acts also as an instrument to bring out the innate behaviour of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the teachers' ability to educate well, so that the output will be responsible, well-adjusted youth who will step forward when the adult generation passes on to retirement. The needful steps taken at this period ensure a healthy democracy in the country.

Individual who can relate multiple intelligence in teaching and learning practice are more effective in knowledge transfer. Teachers as the engineers of the future society should be update their knowledge in order to practice at the right time and in the right situation. Interpersonal intelligences could not only provide teachers with more choice in teaching and assessment methods, but also allow students to demonstrate what they have learned in many different ways.

### **STATEMENT OF THE PROBLEM**

The problem selected for the study has been stated as, "Self-Awareness and Self-Motivation of Higher Secondary School Teachers in Dharmapuri district".

### **VARIABLES USED IN THE STUDY**

Variables are the conditions or characteristics that the researcher

manipulates, controls or observes. Different variables selected by the investigator are given under the following sub-headings.

- Gender.
- Locality of the school
- Medium of instruction
- Age limit

### **OPERATIONAL DEFINITION OF THE TERMS USED**

#### **Self-Awareness**

Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. It is not to be confused with consciousness in the sense of quail.

#### **Self-Motivation**

Ability to do what needs to be done, without influence from other people or situations. People with self-motivation can find a reason and strength to complete a task, even when challenging, without giving up or needing another to encourage them.

### **OBJECTIVES OF THE STUDY**

The following are the objectives formulated by the investigator for the present study.

- To study the level of self-awareness of higher secondary school teachers

- To study the level of self-motivation of higher secondary school teachers
- To find out if there is any significant difference in the self-awareness between the Higher Secondary school Teachers.
  - a. Gender (Male and female).
  - b. Location of the School (Rural / Urban).
  - c. Medium of instruction (Tamil / English).
  - d. Age limit (below 35 years / above 35 years).
- To find out if there is any significant difference in the self - motivation between the Higher Secondary school Teachers.
  - a. Gender (Male and female).
  - b. Location of the School (Rural / Urban).
  - c. Medium of instruction (Tamil / English).
- Age limit (below 35 years / above 35 years).
- To find out the significant relationship between the Interpersonal Intelligence and Self – motivation of Higher Secondary School Teachers.
- To find out the significant relationship between the Self – awareness and Self – motivation of Higher Secondary School Teachers.

### **HYPOTHESIS OF THE STUDY**

The following hypotheses were formulated for the study.

- The higher secondary school teacher shows high level of self-awareness.
- The higher secondary school teacher shows high level of self-motivation.
- There is no significant difference between Self – motivation among the Higher Secondary School Teachers with respect to their
  - a. Gender (Male and female).
  - b. Location of the School (Rural / Urban).
  - c. Medium of instruction (Tamil / English).
  - d. Age limit (below 35 years / above 35 years).
- There is no significant difference between Self-awareness among the Higher Secondary School Teachers with respect to their
  - a. Gender (Male and female).
  - b. Location of the School (Rural / Urban).
  - c. Medium of instruction (Tamil / English).
  - d. Age limit (below 35 years / above 35 years).
- There is no significant relationship between the Interpersonal Intelligence and Self – motivation of Higher Secondary School Teachers.

- There is no significant relationship between the Self-awareness and Self-motivation of Higher Secondary School Teachers.

### METHOD OF THE STUDY

For the present investigation the investigator applied normative survey method. It involves describing, recording, analysis and interpreting the data which are all directed towards a better understanding of the present problem.

### TOOLS USED IN THE STUDY

The tools to be used for the present study are as follows

- Self-Awareness Scale (SAS) constructed and validated by the investigator.
- Self-Motivation Scale (SMS) constructed and validated by the investigator.

### SAMPLE OF THE STUDY

The present study constitutes 350 sample of higher secondary school teachers. The sum forms a representative sample of the total population. Simple random sampling technique has been used in the present investigation.

### STATISTICAL TECHNIQUES USED

In this present investigation the following Statistical techniques have been utilized.

#### Descriptive Analysis

- Measures of central tendency (mean)
- Measures of variability (standard deviation)

### STATISTICAL TECHNIQUES USED

**Table 1 The Mean and the Standard Deviation of the Self – Awareness scores of the entire Sample and its Sub-samples**

Samples	Sub-Samples	N	Mean	Standard Deviation
Entire sample		350	68.40	8.94
Sex	Male	167	67.82	8.37
	Female	183	68.98	9.43
Locality	Rural area	152	66.92	10.28
	Urban area	198	70.30	6.35
Medium of Instruction	Tamil medium	180	67.45	10.24
	English medium	170	69.62	6.74
Age limit	Upto 35 years	179	67.80	9.34
	Above 35 years	171	69.22	8.29

One of the objectives of the present investigation is to study the levels of self - awareness of the higher secondary school teachers in respect of the self - awareness scores. The means and standard deviations of the self - awareness scores of the entire ample and its sub-samples are given in the

Table 1. The means are found to range from 66.92 to 70.30 in respect of the entire sample, its sub-samples. The mean of the self - awareness scores for the entire sample is 68.40. Its median is 71.00 and its mode is 71.00. It can be seen from Table 4.2, that the standard deviation range from 4.85 to 13.10 and the interval is not very wide, thus suggesting that the group is nearly homogenous. Because the mean, the median and the mode do not vary much, the distribution can be considered nearly normal.

The maximum marks for the self - awareness scale is 87. One who scores upto 68 is said to have low level of self - awareness, one who scores above 68 upto 72 is said to have average level of self - awareness and one who scores above 72 is said to have a high level of self - awareness. The following inferences are drawn from the Table – 4.2. In respect of the entire sample of the higher secondary school teachers the mean score is found to be 68.40 which shows that the entire sample shows an average level of self - awareness. Thus the findings reveal that majority of the higher secondary school teachers show average level of self - awareness.

## SELF-MOTIVATION

**Table 2 The Mean and the Standard Deviation of the Self – Awareness scores of the entire Sample and its Sub-samples**

Samples	Sub-Samples	N	Mean	Standard Deviation
Entire sample		350	66.28	14.11
Sex	Male	167	66.01	14.20
	Female	183	66.54	14.02
Locality	Rural area	152	67.38	14.58
	Urban area	198	64.87	13.35
Medium of Instruction	Rural area	180	64.24	13.34
	Urban area	170	68.87	14.63
Age limit	Upto 35 years	179	65.49	14.03
	Above 35 years	171	67.34	14.16

One of the objectives of the present investigation is to study the levels of self - motivation of the higher secondary school teachers in respect of the self - motivation scores. The means and standard deviations of the self - motivation scores of the entire sample and its sub-samples are given in the Table 4.3. The means are found to range from 63.82 to 72.17 in respect of the entire sample, its sub-samples. The mean

of the self - motivation scores for the entire sample is 66.28. Its median is 66.00 and its mode is 67.00. It can be seen from Table 4.3, that the standard deviation ranges from 12.88 to 14.84 and the interval is not very wide, thus suggesting that the group is nearly homogenous. Because the mean, the median and the mode do not vary very much, the distribution can be considered nearly normal.

The maximum marks for the self - motivation scale is 99. One who scores up to 56 is to have low level of self - motivation, one who scores above 56 up to 73 is said to have average level of self - motivation and one who scores above 73 is said to have a high level of self - motivation. The following inferences are drawn from the Table - 2. in respect of the entire sample of the higher secondary school teachers the mean score is found to be 66.28 which shows that the entire sample shows an average level of self - motivation. Thus the findings reveal that majority of the higher secondary school teachers show average level of self-motivation.

### **EDUCATIONAL IMPLICATIONS OF THE STUDY**

One of the most difficult problems in educational research is that of recognizing the self-awareness and self-motivation of higher secondary school teachers. The

teachers are pivotal contact between the educational system and the teacher. The role of the teachers in classroom is most important. The impact of any educational programme or innovation on the teachers makes some influence on the system. It is therefore quite apt to say that self-awareness and self-motivation. Maximizing educational talent of teachers towards the scientific environment resources for teaching is a major goal of education.

The present investigation reveals a significant relationship between self-awareness and self-motivation. The variable interpersonal intelligence has emerged as the one of the important variable in this study. In order to make substantial recommendations and to draw decisive conclusions for generalization, the study should be replicated with more variables among teachers.

An effective teacher has to impress every person in the educational sphere without losing sight of the fundamental goal of assisting students in achieving academic excellence.

### **CONCLUSION**

The present investigation is a unique study conducted in TamilNadu, one of the pioneering states in the information technology field, to study the higher secondary school teacher's self-awareness

and self-motivation and hence this study has contributed to the field of education. Also, the study has revealed that majority of higher secondary school teachers were having an average level of self-awareness and self-motivation. Hence, these higher secondary school teachers can be given counseling with the facilities available in the psychological areas the self-awareness and self-motivation which will help them to equip themselves to face globalization of the world.

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