ORIGINAL RESEARCH PAPER

Education

SELF-MOTIVATION OF THE HIGHER SECONDARY SCHOOL STUDENTS STUDYING IN CUDDALORE DISTRICT

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ABSTRACT

The self-motivation is a very interesting aspect of human psychology. It shapes how the individual views his relations with the world and reflects his overall quality of being. The self-motivation is basically a set of ideas about oneself: who you are as a person, and your place in the world, society, and the lives of people around you. The main and foremost objective of the study is to assess the Self-Motivation among Higher Secondary School Students in Cuddalore District. The investigator preferred Survey method and used **Simple Random Sampling** technique and adapted the questionnaire to 250 higher secondary school students at Cuddalore District who were selected as sample for the present study. The study concluded that Self-Motivation among Male Higher Secondary School Students is high and Self-Motivation among Higher Secondary School Students in Rural and Urban School, having illiterate and literate educational qualification of father and Rural and Urban Habitat remains same. Being it is urgency, government and educational institutions should jointly take effort to create mental relief centres for students in schools and educational institutions for improving self-motivation, self-esteem and self-concept. If the teachers are taking effort to improve self-motivation, then, students can excel in their academic achievement and build confidence to shine in their daily life.

INTRODUCTION

Education is a conscious purpose to train the children for fulfilling the responsibilities of adult life. Since, the children have to enter a complicated society when they grow adults; education gives them training for adult life. It develops in them, thinking and reasoning power to fit them to rise to the occasion, when they are forced with the pressing problems of home, community and world. An individual needs training to use his own reason so that thereby he may learn to live orderly life or moral life. True education means training the individual to discriminate between 'good and evil', both on the level of physical responses as well as mental response. In short, education is the training of the intellect, body and spirit; it is training in co - operation, love and sympathy. It is training in correct responses to environmental conditions.

The brand significance increases with age due to children starting to find the ones that "fit" better with their personality (Chaplin & John, 2005a). The importance that resides within a brand is an essential factor that influences the consumer's purchase decision. Individuals mainly use brands as a tool to express themselves and reveal parts of their personality. A brand is therefore suited to be a symbol of the consumer's personality, if he perceives a fit between his own self-concept and the brand's personality or image. When a personality or a human appearance is related to the products, the symbolic representation is strengthened; as it assists the consumer to associate with the brand. Consumers have been supposed to evaluate brands based upon their self-concept and what they desire to be. Thus, argument given by most brand theorists (Temporal, 2002; Keller, 2004; Percy & Elliott, 2007) points out that consumers own the brands; as a result, they look for self-identification with the brands.

The self-motivation is a very interesting aspect of human psychology. It shapes how the individual views his relations with the world and reflects his overall quality of being. The self-motivation is basically a set of ideas about oneself: who you are as a person, and your place in the world, society, and the lives of people around you. One's self-concept can be a positive force that leads the individual to activities that he is likely to be successful in. But it can also be a restraining force that guides him to repeated failures. Most often self-motivation contains a combination of the positive and negative.

Review of Related Literature
Alivernini, Fabio; Lucidi, Fabio. (2011) stated that by means of a longitudinal design the authors sought to determine the role of students' self-determined motivation in reducing the intention to drop out of high school over time, while taking into account the impact of academic performance and of socioeconomic status. The effects of students' self-efficacy and perceived support from parents and teachers were examined. A total of 426 students of grades 9-13 completed self-report estimates and their official school grades were also taken into consideration. Results showed that the level of self-determined motivation in students, which was directly related to the perception of teachers' autonomy support, was the best predictor of the intention to drop out of school. Self-efficacy had a significant impact both on self-determined motivation and academic performance.

Pranoto, Hadi; Atieka, Nurul; Wihardjo, Sihadi Darmo; Wibowo, Agus; Nurlaila, Siti; Sudarmaji. (2016) determined students motivation before being given a group guidance with self-regulation technique, determining students' motivation after being given a group counseling with self-regulation technique, generating a model of group counseling with self-regulation technique to improve motivation of learning, determining the effectiveness of group counseling with self-regulation techniques to improve students motivation at JHS of 13 Semarang State. This study used research and development (R & D) method; Students' motivation increased after they follow the activities of the group with self-regulation techniques. Therefore, it proves to be effective to increase students' motivation, which is indicated by changes in student motivation before and after being given a treatment. The conclusions and recommendations of the study are: Students' motivation after being given guidance service group with self-regulation technique is categorized medium and high categories; it is found that a design of a model of group guidance with self-regulation techniques are able to improve students' motivation, the model is effective to improve students' motivation.

Alkaabi, Sultan Ali R.; Alkaabi, Warda and Vyver, Glen. (2017) explained that Motivation has been studied by different scientists in different fields of knowledge such as biology, psychology, and education for a long period, which has cultivated a wealth of knowledge in these disciplines. The richness in motivation theories poses complexity in motivation research. Due to these complexities, many researchers focus on using a single motivation theory in their studies. Using multiple motivation theories in a singular study is not a common practice in education research. This study presents a unifying framework for approaching motivation research in education which offers an opportunity to use multiple motivation theories in educational research, and other disciplines.

Zilka, Gila Cohen; Rahimi, Ilan Daniels; Cohen, Revital. (2019) conducted a study on Sense of Challenge, Threat, Self-Efficacy, and Motivation of Students Learning in Virtual and Blended Courses. Feelings of threat, challenge, motivation, self-efficacy, and transactional distance reflect students' struggles with the learning process. This study examined the relationship between students' subjective feelings about the learning process in virtual and blended courses (VC and BC). This is a mixed-method study. The sample included 484 students from two academic institutions in Israel. The study found a connection between students' subjective feelings about the learning process in VC and BC and feelings of threat/challenge, motivation, and self-efficacy. We found differences between students in different years of study and between those studying in various fields of study.

From the above studies, it is clear that, self-motivation plays a significant role in the development of students with diverse needs. So, this study is a needful one.

Objectives of the study
The following objectives are framed by the investigator for the present study.
- To find out the Self-Motivation strategies.
- To develop a tool to assess the Self-Motivation among Higher Secondary School Students in Cuddalore District.
- To assess the Self-Motivation among Higher Secondary School Students in Cuddalore District.
- To find out the significant differences if any, between the different groups of biographical variables such as gender, location of school, educational qualification of Father and habitat on Self-Motivation among Higher Secondary School Students in Cuddalore District.

Hypotheses of the study
- There exists significant difference between male and female on Self-Motivation among Higher Secondary School Students in Cuddalore District.
- There exists significant difference between Rural and Urban school on Self-Motivation among Higher Secondary School Students in Cuddalore District.
- There exists significant difference between illiterate and literate educational qualification of Father of Higher Secondary School Students on Self-Motivation in Cuddalore District.
- There exists significant difference between habitat on Self-Motivation among Higher Secondary School Students in Cuddalore District.

Methodology
The investigator preferred Survey method and used **Simple Random Sampling** technique for the present study. The research tool on Self-Motivation among Higher Secondary School Students in Cuddalore District consists of 20 items. The researcher adapted the questionnaire to 250 higher secondary school students at Cuddalore District were selected as sample for the present study. The reliability value is found to be 0.87. Since the reliability value is above the normal value of 0.5, the tool is said to have high reliable.

Data Analysis and Interpretation
Table 1: Background characteristics of sample

No. of sample	Mean	Median	Mode	SD	Skewness	Kurtosis
250	11.22	11	11	2.17	-0.21	0.20

Mean, Median, Mode of Self-Motivation among Higher Secondary School Students is 11.22, 11, 11 respectively and the measures of dispersion i.e., standard deviation is 2.17. The value of the skewness is -0.21. This distribution is slightly negatively skewed. The value of kurtosis is 0.20, showed that the distribution is leptokurtic.

Table 2: Number and percentage of self-motivation among higher secondary school students

Self-Motivation among Higher Secondary School Students					
Low		Moderate		High	
No.	Percentage	No.	Percentage	No.	Percentage
82	32.8%	101	40.4%	67	26.8%

Out of 250 students, 82 students (32.8%) fall under low level, 101 students (40.4%) fall under Moderate level and 67 (26.8%) fall under high level of Self-Motivation. 26.8% of Higher Secondary School Students are havin high level of Self-Motivation.

Table 3: Mean Difference Analysis

Variable	Variable	N	Mean	SD	t value
Gender	Male	125	11.74	1.92	3.89*
	Female	125	10.70	2.29	
Location of School	Rural	85	11.45	1.92	1.17**
	Urban	165	11.11	2.29	
Educational Qualification of Father	Illiterate	168	11.05	2.24	1.79**
	Literate	82	11.57	1.99	
Habitat	Rural	125	11.30	2.08	0.54**
	Urban	125	11.15	2.27	

* indicates significant at 0.05 level
** indicates not significant at 0.05 level

The obtained 't'value 3.89 is greater than the table value 1.96 and it is significant at 0.05 level. It revealed that there exists significant difference in the Self-Motivation among Higher Secondary School Students according to Gender. It also indicated that the mean score of Male 11.74 is higher than the mean score of Female 10.70 and it is evident that Self-Motivation among Male Higher Secondary School Students is high.

The obtained 't'value 1.17, 1.79 and 0.54 are not significant at 0.05 level and it revealed that there exists no significant difference in the Self-Motivation among Higher Secondary School Students according to Location of School, Educational Qualification of Father and Habitat.

CONCLUSION
Out of 250 students, 82 students (32.8%) fall under low level, 101 students (40.4%) fall under Moderate level and 67 (26.8%) fall under high level of Self-Motivation. 26.8% of Higher Secondary School Students have high level of Self-Motivation. There exists significant difference in the Self-Motivation among Higher Secondary School Students according to Gender and Self-Motivation among Male Higher Secondary School Students is high.

There exists no significant difference in the Self-Motivation among Higher Secondary School Students according to Location of School, Educational Qualification of Father, Habitat and the Self-Motivation among Higher Secondary School Students in Rural and Urban School, having illiterate and literate educational qualification of father and Rural and Urban Habitat remains same.

Educational Institutions should take effort to develop mental health centres among students at different level. Being it is urgency, government and educational institutions should jointly take effort to create mental relief centres for students in schools and educational institutions for improving self-motivation, self-esteem and self-concept. If the teachers are taking effort to improve self-motivation, then, students can excel in their academic achievement and build confidence to shine in their daily life. Students in the classroom will also get benefit out of it from teachers and students will be helpful for the society and nation.

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