



Relationship Between Self Motivation and Emotional Balance

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Abstract:

Motivation is the sum total of all the factors that direct and energise the behaviour of humans and other organisms. Motivation is concerned with the forces that direct future behaviour. The forces may be : instincts, drives, needs, incentives, the thoughts and so on. Motivation may be either intrinsic or extrinsic. Motivation that arises from instincts, drives, thoughts etc. may be considered as intrinsic motivation. When motivation results from getting rewards etc., or when it arises as the other people encourage the individual to get energized may be considered as extrinsic motivation.

INTRODUCTION

However a motivated person can achieve a lot more than the person who has a lower level of motivation. Higher levels of motivation is needed in the academic circles to achieve more. It has been well established that academic scholastic performance is directly proportional to the motivational level of the students.

Several psychologists have studied about motivation and the ways and means to increase motivational level of the individuals. Abraham Maslow and McClelland are two great psychologists whose contributions are worth studying by all those who are interested to enhance the motivational level of the students in order to improve their academic/scholastic performance. According to Mallow the highest level of motivation comes from the need for self actualisation which is a state of self-fulfillment where people realize their highest potential in their own unique way. When Maslow first proposed this concept, he used it to describe just a few well-known individuals such as Eleanor Roosevelt, Lincoln and Einstein. But self-actualization is not limited to the famous, a parent with excellent nurturing skills who raises a family, a teacher who year after year creates an environment that maximizes students' opportunities for success and an artist who realize his/her creative potential might all the self-actualized.

The important thing is that people feel at ease with themselves and satisfied that they are using their talents to the fullest. In a sense achieving selfactualization produces a decline in the striving and yearning for greater fulfillment that marks most peoples lives, and instead provides a sense of satisfaction with the current state of affairs. (Jones & Crandell, 1991).

The need for achievement is a stable, learned characteristic in which satisfaction is obtained for and attaining a level of excellence. (McClelland et al. 1953). People with a high need for achievement seek out situations in which they can compare against some standard - be it grades, money or winning a game and prove them successful. But they are not indiscriminate when it comes to picking their challenges. These people tend to avoid situations in which success will come too easily (which would be unchallenging) and situations in which success is unlikely. Instead, people high in achievement motivation are apt to choose tasks that are of intermediate difficulty.

Emotional Balance or emotional maturity refers to constructively expressing emotions in a balanced or controlled way. Generally uncontrolled emotions, whether positive or negative, make our daily lives more difficult, complicated and sometimes even dangerous.

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It is obvious that most individuals have difficulty in managing situations that are emotionally volatile, particularly when the emotions aroused are anger and anxiety. When this difficulty is coupled with poor communication skills, the results can be quite disastrous. Examples follow:

Controlling the emotions constructively has been called as "emotional intelligence" in the recent years. Quite simply, emotional intelligence is the intelligent use of emotions. One can intentionally make one's emotions work for him/her by using them to help guide his/her behaviour and thinking in ways that enhance their results.

The Building Blocks of Emotional Intelligence/ Emotional Balance :

1. The ability to accurately perceive, appraise and express emotion.
2. The ability to access or generate feelings on demand when they can facilitate understanding of oneself or another person.
3. The ability to understand emotions and the knowledge that derives from them.
4. The ability to regulate emotions to promote emotional and intellectual growth.

Each of these building blocks helps develop the particular skills that together form our emotional intelligence.

OBJECTIVES

1. To measure the students' level of self motivation
2. To measure the student's level of emotional balance
3. To find out if there is any relationship between self motivation and emotional balance.

Method

Sample

The present investigation was carried out in K.S.R. Matriculation Higher Secondary School situated in Tiruchengode, Namakkal District, Tamilnadu.

In the School selected for the study there were more than 150 students studying XII standard. From among them 15 students with commerce as an optional subject, were chosen for this study. These 15 students formed the sample for this study.

Tools

A Questionnaire was used for

- (i) Measuring the level of self motivation.
- (ii) A rating scale was used for measuring the level of emotional balance.

PROCEDURE

The 15 students were asked to assemble in a classroom. They were asked to sit in a spread out manner but in comfortable. The students were instructed to answer the questionnaire or the rating scale, true to the best of their knowledge and conviction. Complete honesty was needed. The student were told that the scores which they obtain will reveal to them their level of self-motivation and emotional balance. The students were also made to realize that once they know their ability level a lot of improvement measures can be taken so that both the levels increase which would help them to achieve more in academic/scholastic performance.

The motivation questionnaire was given first, the students were given sufficient time to choose their answers. After that the 15 students were given the emotional balance rating scale. Then also sufficient time was given to record their responses. The completed (by the 15 students) questionnaire and the rating scale were collected by the investigator and they were valued very carefully and the scores obtained by each student in both the tools were calculated.