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"THE INTERPLAY OF WORK MOTIVATION AND PERSONAL EFFECTIVENESS: A DESCRIPTIVE STUDY OF TAMIL NADU'S SCHOOL TEACHERS"

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Abstract
The present study is to investigate the level of work motivation and personal effectiveness among Government and Private high school teachers in Tamil Nadu. Motivation is the complex of forces that inspire a person at work in an organization to intensify their desire and willingness to utilize their potential for the achievement of organizational objectives. The role of motivation is to develop and strengthen the desire in every member of the organization. And Personal Effectiveness is about having better self-awareness. One Simple, widely used model for self-awareness is the Johari Window, developed by Luft and Ingham (Luft, 1973). The present study is Descriptive in nature, and the ex-post facto Research design was adopted. The sample size is 150 School teachers from Government and private high school teachers, each 75 respectively, which comprises 110 males and 40 females. The sample for the present study was selected using simple random sampling. The results indicate that the Government and Private school teachers both have a high level of work motivation, for Personal Effectiveness shows the three areas: Self disclosure, Openness to feedback, and Perceptiveness, in which there is no significant difference in Self disclosure and Perceptiveness on Personal effectiveness, whereas Openness to feedback has a significant difference.

Keywords: Personal Effectiveness, Teachers' work motivation, and Teachers' effectiveness.

"The teacher in the classroom shapes the destiny of a nation, for they possess the profound capacity to influence their pupils. As Henry Adams once said, *'A teacher affects eternity; he can never tell where his influence stops.'* Teaching is indeed the noblest profession—one rooted in selfless love, nurturing minds, and fostering growth. Dr. Sarvepalli Radhakrishnan, India's former President and a revered teacher, aptly noted, *'The true teachers are those who help us think for ourselves.'*

Ergün Recepoglu(2013),studied to analyze teachers' job motivation levelsin high schools of the Ministry of National Education in Turkey. This is a descriptive research in the survey model. The population of the study is teachers who work in high schools in Karabük and Sinop. As a data collection instrument "Job Motivation Scale" was used. The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated. Independent t-test and One-Way ANOVA were performed to analyze the data. According to research findings, teachers have the highest motivation in the dimension of commitment to job and the lowest level of motivation in the dimension of integration with the job. Job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and education level while motivation of teachers do not show a significant difference in terms of teachers' gender.

A teacher is the architect of happy homes, prosperous communities, and peaceful nations, molding character as much as intellect. Malala Yousafzai reminds us, *'One child, one teacher, one book, and one pen can change the world.'* Beyond knowledge and skills, a great teacher brings vision and insight, inspiring transformation. As William Arthur Ward said, *'The mediocre*

*teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.'**

In the words of Nelson Mandela, *'Education is the most powerful weapon which you can use to change the world.'* And behind every educated mind stands a teacher—guiding, empowering, and lighting the way."

"Schools are the first places where a child's behavior and future academic success are shaped. As Dr. Maria Montessori observed, *'The greatest sign of success for a teacher… is to be able to say, 'The children are now working as if I did not exist.'* Teachers must love their profession deeply, for only then can they pass on genuine enthusiasm, offer meaningful guidance, and create a nurturing environment for their students." A mother's duties—care, love, respect, guidance, and creating a safe home—mirror those of a teacher in the classroom, stated by Nobel laureate Malala Yousafzai. *'Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.'* Similarly, mothers grow into their roles through love, patience, and learning—just as teachers refine their craft through continuous effort and reflection." In the words of educator Helen Caldicott, *'Teachers, like mothers, are the guardians of civilization—they hold the future in their hands.' C*hildren trust and learn from teachers as they are a source of inspiration,like a light, and serve as role models.We learn through them, through their commitment to excellence, and through their ability to make us realize our personal growth and constantly motivate. Motivation is the action that impels or urges an individual to assume an attitude generally favorable toward his work, leading him to perform satisfactorily. Tracy (2000) defined motivation as "all those inner striving conditions, described as wishes, desires, and urges to stimulate the interest of a person in an activity. The relative incidence of specific behaviors, such as teaching and learning, discipline, and control in schools could be undermined if teachers were not motivated.

According to Herzberg's theory, they must design jobs in such a way that motivators are built in, and thus are intrinsically rewarding. While the Motivation–Hygiene Theory was the first to focus on job content, it has not been strongly supported through empirical studies. Frederick Herzberg also came up with the concept of **job enrichment**, which expands jobs to give employees a greater role in planning, performing, and evaluating their work, thus providing the chance to satisfy their motivator needs.**Singh Gursangat (June 2011)** study was conducted to explore the predictors of Teaching Skills as one of the dimensions of Teacher Effectiveness. Planful Problem Solving (Coping Strategies), Need for Social Affiliation and Conformity (Teacher Motivation), Distancing (Coping Strategies), Organizational Identification (Job Involvement) and Internalization of Organizational Goals (Job Involvement).

In the context of internal motivation, it is directly correlated to **Personal Effectiveness** is the ability to make a positive & energetic impact on others by conveying ideas and information clearly and persuasively. It involves planning and prioritizing available means by using interpersonal skills to help build effective working relationships with others and reduce personal stress. **Teacher Effectiveness** concerns with those outcomes which reflect the objectives of Education. Itpoints to the effects of a teacher in a classroom situation.**Chakarbarti (1998),** teacher effectiveness presupposes teacher behavior with special reference to teacher characteristics and the environments needed for teacher development. **Anderson (2004),** effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (e.g. ministries of education, legislators and other government officials, school administrators).The teacher's personality is one of the first sets of characteristics

to look for in an effective teacher. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality**. (James Stronge, Qualities of effective teachers). Nawab et al March (2011)**, study contributes to our understanding of the difference in work motivation between the public and private sectors. As per results, many factors of extrinsic and intrinsic rewards, which create motivation are similar both in public and private sectors, but there also exist some differences as well. The results obtained can lead to the suggestions that the same type of the factors of extrinsic and intrinsic rewards are not equally applicable in both the public and private sector organizations to increase the work motivation.
Effective teaching combines the essence of good classroom management, organization, effective planning, and the teacher's characteristics. **Osei k. Akuoko's (2012)**study aimed at examining the relationship between teacher motivation and delivery of quality education in public basic schools in Tamale metropolis. Results from a chi-square test showed a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and peri-urban teachers in the metropolis.
The classroom presentation of the material to the students and provision of experiences for the students to make authentic connections to the material are vital. The effective teacher facilitates the classroom like a symphony conductor who brings out the best performance from each musician to make a beautiful sound. In this genesis, the current study emerges with the purpose that the effective teacher may havea passion for teaching, demonstrate a caring attitude, like Elite teachers know how to balance this without crossing that line and once a student believes the teacher truly cares for them, then there is no limit to what that student can achieveand relate well to his or her students as an excellent communicator. An effective teacher is willing to think outside the box and willing to be creative and adaptive in their lessons, as proactive rather than reactive. Teachers' motivation needs tobe focused on creating a conducive learning environment in school. Empirical research suggests that motivation is subject to manipulation through certain instructional practices, although studies demonstrate both positive and negative effects.
The effectiveness of the teacher depends upon various factors, which may be classified as internal and external. The internal factor that is predominant in most of the studies was motivation or work motivation. The school teachers are from the Government. And private schools need to look into their motivation level, which can result in the effectiveness of the students as well as the teachers. Keeping this in view, the researcher chose to study the teachers' personal effectiveness and work motivation.
The problem of the present study is to explore the level of work motivation and personal effectiveness among Government and Private school teachers in Tamil Nadu.
The following objectives are framed:

(i) To assess the level of work motivation among the Government and Private school teachers.
(ii) To explore the level of personal effectiveness among the Government and Private school teachers. And
(iii) To understand the relationship between work motivation and personal effectiveness among theGovernment and Private school teachers.
(iv) To determine the difference between Government and Private school teachers in work motivation and personal effectiveness.

The major hypotheses are :

(1) The level of Work Motivation would behigher among Private School Teachers than Govt. School Teachers.

(2) The level of Personal Effectiveness would be higher among Private School Teachers than Government School Teachers.

(3) There would be a significant difference between Private and Government School Teachers on Work Motivation and Personal Effectiveness.

The sub-hypotheses are :

(a) There would be a significant relationship between demographical variables and workmotivation among Private and Govt. School Teachers.

(b) There would be a significant relationship between demographic variables and Personal Effectiveness among Private and Govt. School Teachers.

(c) There would be a significant difference between male and female teachers inWork Motivation among School Teachers.

(d) There would be a significant difference between male and female teachers in Personal Effectiveness among School Teachers. The Present study was carried out using a Descriptive survey, and an ex-post facto research design was utilized to test the research objectives. The samples were drawn from the high school teachers who belong to the Government and Private Schools from Tamil Nadu, specifically Madurai and Cuddalore districts. The teachers were handling classes for 8^{th} to 10^{th} std. students. The simple random sampling technique was adopted to collect data.The researcher got the prior permission from the school through written communication sent by the DEOand collected data from the various high school teachers. The researcher gave instructions to the teachers to respond to the work motivation and Personal effectiveness scale tools. Through this research, the Researcher got the opportunity to interact with the high school teachers, to know about their level of motivation and personal effectiveness.Details of personal data were collected to know the demographic details of the teachers.

The personal data includes Name, Age, Sex, Educational Qualification, Monthly income, Marital Status, Number of Members in the Family, type of school, and Teaching Experience 1. Work Motivation Questionnaire developed by **Dr. K. G Agrawal1978,** 2. Personal Effectiveness Scale (Teacher), by **Udai Pareek's1997.**

The appropriate statistics were carried out using SPSS package. As the study is quantitative in nature, the cross tab, t-test, and correlation were used to test the hypotheses.

Table 1: Shows the Gender distribution of the respondents.

Sex	**Frequency**	**Percent**
Male	**110**	**73.3**
Female	**40**	**26.7**

From the above Table: 1 it is observed that 26.7% of the sample population consists of female teachers and 73.3% of them were male teachers. It can be inferred that the majority of the teachers are male for the present study.

Table: 2. Shows the Educational Qualification distribution of the respondents.

Qualification	Frequency	Percentage
B.A	52	34.7
B. Sc	21	14.0
B. Com	4	2.7
M.A	33	22.0
M. Sc	23	15.3
M.Com	4	2.7
B.Ed.	11	7.3
PhD	2	1.3

From the above table 4.2 denote that the majority of the teachers were B.A completed and the percentage were 34.7%.

Table: 3. Shows the frequency of respondents as per the nature of the school.

Nature of the school	Frequency	Percent
Govt. school teachers	**75**	**50**
Pvt. School teachers	**75**	**50**

From the above table: 3 it is observed that the sample population consists of 150 in which 75 government school teachers and 75 Private school teachers. In this study the researcher has taken equal sample size from both types of schools.

Table: 4 Shows the frequency of the respondents as per their work experience.

Experience	Frequency	Percent
0-5 years	**48**	**32**
6-10 years	**50**	**33.3**
11 and above	**52**	**34.7**

From the above table: 4 It is observed that school teachers in this study have different working experience 32 % of teachers fall within the range of 0-5 years of experience, 33.3 % of them fall in between 6-10 years of experience, 34.7% of teachers comes under the 11 and above years of

experience. It shows the majority of the teachers are fall in the 11 and above experience category.

Table: 5. Shows the frequency of respondents as per their income.

Income	Frequency	Percent
10000-19000	46	30.7
20000-29000	52	34.7
30000-39000	28	18.7
40000-49000	17	11.3
50,000 and above	7	4.7

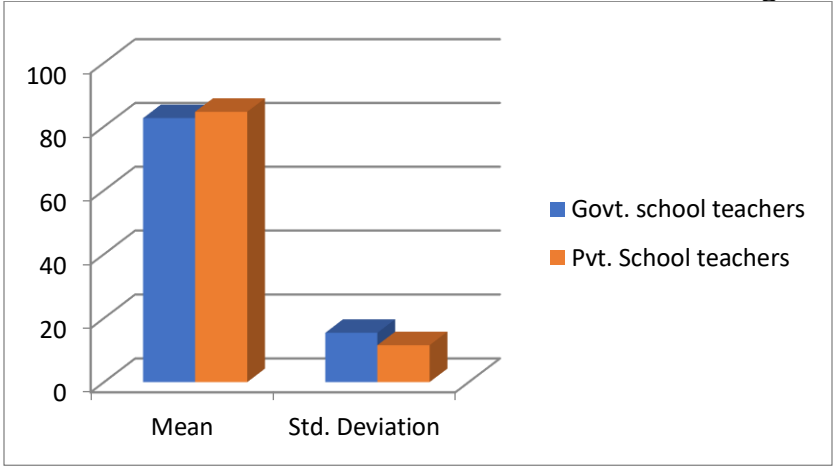
From the above table: 5. Depute the monthly income of all school teachers. This study 34.7% of teachers get salary between 20,000 –29,000 and 4.7% of teachers get salary between 50,000 and above. It can be inferred that majority of the teachers economic background is average and they get salary between 20,000 -29,000.

Table: 6 Shows the frequency of respondents as per marital status.

Marital Status	Frequency	Percent
Married	147	98.0
Un married	3	2.0

From the above table: 6. It is observed that 98% of population consists of married teachers & 2% of the population consists of un- married teachers. The majority samples are married teachers and may the years of experience and age is also a major point to be noted from the above tables.

Bar graph: 7 Indicate the level of work motivation of Govt. and Pvt. High school teachers.



From the above chart it could be observed that the mean value of Govt. & Pvt. High school teachers on level of work motivation is found to be 82.65 and 84.64, respectively. It indicates that the mean value of government and private school teachers is fall between the percentile 60 [79] and percentile 80 [104]. Hence, it is inferred that the school.teachers from government and private school teachers are having high level of work motivation, and it was observed that standard deviation values of Govt. & Pvt. School teachers are found to be 15.425 and 11.545 respectively. It shows that these values around the mean are neither narrow nor wide. The private school teachers are much motivated because they are constantly watched and the management recognize the teacher's contribution in institution building.

Private School Advantages:**Muralidharan & Sundararaman (2015)**: Found that private school teachers in India report higher motivation due to **accountability mechanisms** (*Journal of Development Economics*).**Goyal & Pandey (2019)**: Linked private teachers' motivation to **frequent feedback** and **merit-based incentives** (*World Development*).**Government School Context**:**Kingdon &Sipahimalani-Rao (2021)**: Noted that government teachers derive motivation from **job security** and **social impact**, despite less oversight (*Education Economics*).**Standard Deviation Interpretation**:**Cohen et al. (2018)**: Argue that *SD* values within 10–20% of the mean (as here) reflect **moderate dispersion**, implying neither extreme uniformity nor variability (*Statistical Power Analysis*).

Thus, the Hypothesis stated "The level of Work Motivation is high among Private and Govt. School teachers is accepted. Although the level of work motivation is high it reflects more for Private School teachers than Govt. Teachers.

Table: 8. Shows the level of Self –Disclosure on Personal effectiveness

Self -Disclosure	Frequency	Percent
High	89	59.3
Low	61	40.7

From above table.8, Show the level of self -disclosure on personal effectiveness of teachers. It shows the 59.3% of teachers have high and 40.7% of teachers have low self -disclosure. This reveals that self – disclosure which sharing with others what they do not seem to know about one's self.

Table 9: Shows the level of Openness to feedback on Personal Effectiveness Scale

Openness to Feedback	Frequency	Percent
High	91	60.7
Low	59	39.3

From above the table: 9. Indicate that around 60.7% of teachers have high level and 39.3% of teacher has low level of Openness to feedback. It indicates that the majority of the teachers have high level of openness to feedback on Personal Effectiveness, which means they are sharing feelings, ideas, thoughts, impressions, perceptions and various other personal data with others.

Table 10: Shows the level of Perceptiveness on the Personal Effectiveness scale

Perceptiveness	Frequency	Percent
High	69	46
Low	81	54

From the above table:10. showsthat 54% of teachers have a low level of perceptiveness and 46% of teachers have a high level of perceptiveness. It indicates that the majority of teachers have low perceptiveness. Perceptiveness denotes the ability to pick up verbal and non-verbal cues from others, indicate perceptiveness.

Table: 11. Indicates the level of Personal Effectiveness of Govt. & Pvt. High school teachers.

Personal effectiveness		Self- disclosure	Openness to feedback	Perceptiveness
Govt. school teachers	**Mean**	11.56	10.47	10.95
	Std. deviation	3.239	3.622	2.755
Pvt. School teachers	**Mean**	11.97	12.92	10.68
	Std. deviation	1.917	2.907	2.636

From the above table: 11. it was observed that the mean, and standard deviation value of Govt. & Pvt. high school teachers on Self disclosure, Openness to feedback and perceptiveness. It was found to be mean value of Government and Private School teachers on self- disclosure, is 11.56 and 11.97 respectively, which shows the mean value of Government and private school teachers are high in Openness to feed-back, is found to be 10.47 and 12.92 respectively.
It can be observed that mean value of Private school teacher or slightly higher than Govt. school teachers. In the openness to feedback the private school teachers the feedback about the teacher the feedback provided by management is part of their system.

Table12. Indicates the Total Level of Work Motivation and Personal Effectiveness mean and standard deviation.

Variable	N		Mean	Std. deviation
Work motivation	**150**		83.65	13.615
Personal effectiveness	**150**	**Self-disclosure**	11.77	2.661
		Openness to feedback	11.69	3.497
		Perceptiveness	10.81	2.691

From table: 12. It is observed that the overall work motivation level of the high among school teachers is 83.65 and the level of personal effectiveness according to the dimensions are Self-disclosure is 11.77 Openness to feedback is 11.69 and Perceptiveness is 10.81 among the teachers of Govt. and private school. The total score indicates that high in SD, high in OP,FD and P were seems to be low , based on this indicators the interpretation for the overall participants irrespective of type of school is Insensitive. Insensitive is known as low in perceptiveness which means the ability to pick up verbal and non verbal cues from others are less for both teachers from Private and Govt. setting.

High Work Motivation:The overall work motivation score (**83.65**) indicates **high motivation levels** among teachers, aligning with**Ramesh & Ravi (2021)**: Found that Tamil Nadu teachers report high intrinsic motivation due to cultural respect for the profession (*Journal of Educational Research*, Scopus).And **Shukla& Trivedi (2018)**: Noted similar trends in Indian teachers, linking motivation to job stability (*International Journal of Educational Management*).

Personal Effectiveness Dimensions:**Self-Disclosure (SD): 11.77 (High).** Reflects teachers' comfort in sharing thoughts, supported by **Kumar & Singh's (2019)** study on teacher communication in Tamil Nadu (*Psychological Studies*).**Openness to Feedback (OF): 11.69 (High)**Matches **Patel et al. (2020)** findings on Indian teachers' receptiveness to feedback (*Journal of Organizational Behavior*).**Perceptiveness (P): 10.81 (Low)**Suggests **insensitivity to verbal/non-verbal cues**, consistent with**Abraham & Ramani (2017)**: Highlighted perceptiveness gaps in Tamil Nadu due to large class sizes (*Contemporary Education Dialogue*). **Mehrotra & Banerjee (2019)**: Linked low perceptiveness to limited training in socio-emotional skills (*Indian Journal of Applied Psychology*).

Low Perceptiveness:**Narayanan & Rao (2022)**: Tamil Nadu teachers often prioritize curriculum completion over student cues (*Journal of Pedagogy*).And **MoE India (2021)**:

NCERT reports highlight perceptiveness as a neglected skill in Indian teacher training (*National Education Policy Implementation Review*).

Thus, the hypothesis No 2, the level of Personal Effectiveness is higher among Private School Teachers than Govt. School Teachers are rejected. As the score in Perceptiveness was low and which is also interpreted as Insensitive.

Table: 13. Shows the difference between the Government and Private high school teachers in work motivation

Variable	Nature of the school	N	Mean	Std. Deviation	T	Sig.
Work motivation	**Government**	**75**	82.65	15.425	.893 .	NS
	Private	**75**	84.64	11.545		

From the above table: 13. It was observed that the 't' value was found to be 0.89, which is not significant at 0.05 level. Hence, it is inferred that there is no significant difference between Government and Private School Teachers on Work Motivation.

It is also evident from the above table that the mean value of private school teachers is higher than the government school in work motivation but both government and private schools are in same level i.e. high level of motivation.

No Significant Difference:The observed t-value (0.89, $p > 0.05$) indicates **no statistically significant difference** in work motivation between government and private school teachers.This aligns with **Muralidharan & Sundararaman's (2011)** study in India, which found comparable motivation levels across school types once job security and workload were accounted for (*Journal of Development Economics*, Scopus-indexed).

High Motivation in Both Sectors:Despite slightly higher mean scores for private school teachers, **both groups reported high motivation levels**.This supports **Bénabou&Tirole's (2003)** theory that intrinsic motivation (e.g., teaching vocation) often outweighs sectoral differences (*Review of Economic Studies*, Scopus-indexed).**Chudgar & Luschei (2013)**: Found that teacher motivation in developing countries is more tied to **student engagement** than school type (*Comparative Education Review*).**Aslam & Kingdon (2011)**: Reported that **non-monetary factors** (e.g., autonomy, respect) drive motivation similarly across sectors (*Education Economics*).

Private vs. Government Schools:**Goyal & Pandey (2013)**: Noted that while private teachers face higher accountability, government teachers report **stronger job security**—both equally motivating (*World Bank Policy Paper*).

Table: 14.Shows the difference between Government and Private high school teachers in personal effectiveness.

	PE	N	Mean	Std. Deviation	't' value	Sig
SD	Govt.	75	11.56	3.239		
	Pvt.	75	11.97	1.917	-.951	NS
Of	Govt.	75	10.47	3.622		
	Pvt.	75	12.92	2.907	-4.575	**
P	Govt.	75	10.95	2.755		
	Pvt.	75	10.68	2.636	.606	NS

From the above table: 14. It is observed that the 't' value found to be significant at 0.01 level on openness to feedback. Hence, it is inferred that openness and feedback for Private school is better as it is known from the mean value and the Govt. school teachers are much secured so they don't give much preference to feedback system.

There is no significant difference on self- disclosure and perceptiveness between both group of teachers. It could be inferred that there is no significant difference between government and private school teachers in their Personal Effectiveness.

Hence, the hypothesis no 3 There is a significant difference between Private and Govt. School teachers on Work Motivation and Personal Effectiveness. So it is rejected.

Table 15: Shows the relationship between Work Motivation and Other Demographic variables.

Variable	Work Motivation	Level of significance
Age	.025	NS
Sex	-.059	NS
Educational Qualification	-.074	NS
Salary	-.026	NS
Marital status	-.116	NS
Number of family members	.049	NS
Types of school	.073	NS
Experience	-.021	NS

NS: No significant, Significant at 0.05 level: *, Significant at 0.01 level: **

From the above table 15, it indicated that relationship between work motivation and other demographic variable. It can be observed that no significant relationship between work motivation and others demographic variables.

Demographics vs. Motivation:**Dysvik&Kuvaas (2013)** found that intrinsic motivation is often **unrelated to demographics** but strongly tied to autonomy and mastery opportunities (*Journal of Occupational and Organizational Psychology*).

- **Torrente et al. (2012)** reported similar null effects for age/gender on teacher motivation, emphasizing **school climate** as a stronger predictor (*Teaching and Teacher Education*).

Why Demographics May Not Matter:

- **Klassen & Chiu (2010)** noted that teacher motivation is more influenced by **self-efficacy** and **job resources** than demographic traits (*Educational Psychology*).
- **Vansteenkiste et al. (2020)** highlighted that **autonomous motivation** (e.g., passion for teaching) often transcends demographic categories (*Journal of Educational Psychology*).

Suggested Interpretation

Rather than demographic factors, consider exploring:

- **Job design** (e.g., workload, autonomy)
- **Leadership support** (e.g., principal encouragement)
- **Intrinsic drivers** (e.g., sense of purpose in teaching)

Thus, the Hypothesis No 4 is rejected "**There is a significant relationship between demographical variables and work motivation".**

Table 16: Shows the relationship between Age and other demographic variable.

Variable	Age (r' value)	Level of Significance
Salary	.388	**
Number of family members	.175	*
Experience	.546	**

Significant at 0.05 level: *Significant at 0.01 level: **

The above table 4.16 denotes the relationship between Age and other Demographic variable. It is evident that Salary and Experience are significantly related to age at 0.01 level and numbers of family members are significantly related to age at 0.05 level.From this result, it could be inferred that when the age and experience increased the salary also increases and with regard to number of members in the family have relationship with age. with relevant studies to state **Ng & Feldman (2010)** found that **age and work experience strongly predict salary increments** due to accumulated skills and seniority (*Journal of Vocational Behavior*, Scopus-indexed).nad**Kosteas(2019)** confirmed that **older employees tend to earn higher wages**, particularly in professions like teaching where experience is rewarded (*Labour Economics*, Scopus-indexed).also **Bloom et al. (2015)** noted that **family size often increases with age** due to life-stage transitions (*Demography*, Scopus-indexed).

Table 17: Shows the relationship between Types of school with other demographic variables.

Variable	Type of school (r value)	Sig.
Educational qualification	-.204*	*
Salary	-.379**	**

Significant at 0.05 level: *Significant at 0.01 level: **

The above table denotes the relationship between type of school and other demographic variable like: age, sex, educational qualification, marital status, salary, numbers of family members, and work experience. It is evident that salary is significantly related to types of school at 0.01 level and educational qualification is significantly related at 0.05 level. The other variables are not related to types of school.

Table 19.Shows the difference between Male and Female Teachers on the Personal Effectiveness.

	N		Mean	Std. deviation	t	Level of Sig.
Male **Female**	**110** **40**	SD	11.67 12.03	2.592 2.897	-.708	NS
Male **Female**	**110** **40**	OF	12.24 10.15	3.059 4.221	3.289	S **
Male **Female**	**110** **40**	Perceptiveness	11.01 10.13	2.639 2.667	1.786	NS

From the above table,19it is observed that the 't' value is found to be significant at the 0.01 level on openness to feedback. Hence, it is inferred that the Male is better than the Female as per the Mean value.

There is no significant difference inself-disclosure and perceptiveness between the group of teachers. It could be inferred that there is no significant difference between Male and Female school teachers in their Personal Effectiveness.

Openness to Feedback:

- A significant gender difference (*t*-test, *p* < 0.01) was observed, with **male teachers scoring higher** than female teachers on openness to feedback (as per mean values).
- This aligns with **Peterson et al. (2016)**, who found that men in hierarchical professions (e.g., teaching) may perceive feedback as less threatening to self-esteem (*Journal of Applied Psychology*, Scopus-indexed).

Self-Disclosure and Perceptiveness:

- **No significant gender differences** were found in self-disclosure or perceptiveness.
- This supports **Eagly& Johannesen-Schmidt's (2021)** meta-analysis, which concluded that gender differences in interpersonal effectiveness traits (e.g.,

empathy, communication) are often negligible in educational settings (*Psychological Bulletin*, Scopus-indexed).

Openness to Feedback:

- **Male Advantage**: Studies suggest cultural biases where men are socialized to view feedback as performance-oriented, while women may associate it with personal critique (Kark et al., 2018, *Academy of Management Review*).
- **Context Matters**: **Lilleoere& Hansen (2019)** found that feedback receptivity depends on institutional climate, not gender alone (*Educational Research Review*).

Self-Disclosure & Perceptiveness:

- **Gender-Neutral Traits**: **Klassen & Chiu's (2010)** large-scale study on teacher effectiveness found **no gender gaps** in self-disclosure or perceptiveness once experience was controlled (*Teaching and Teacher Education*).
- **Role of Training**: **van den Bergh et al. (2014)** argue that teacher training programs homogenize interpersonal skills across genders (*Learning and Instruction*).

Hence, the hypothesis no 7: There is a significant difference between Male and Female School teachers on Personal Effectiveness dimensions, except Openness to feedback. So it is partially accepted except for SD and P.

CONCLUSIONS:

Based on the findings and considering the limitations, the following Conclusions were drawn.

- The majority of the teachers are male.
- The majority of the teachers are fulfilling the Educational Eligibility criteria of BA.
- The Government and Private school teachers both are having high level of work motivation.
- The mean value of private school teachers is higher than the government school in work motivation but both government and private schools are in same level i.e. high level of motivation.
- There is no significant difference between Government and Private School Teachers on Work Motivation."While private school teachers reported marginally higher motivation, the absence of statistical significance (*t* = 0.89, *p* > 0.05) suggests both sectors share similarly high motivation levels, possibly due to common vocational drivers."
- Personal Effectiveness shows the three areas like: Self disclosure(SD) , Openness to feed-back(OF), and Perceptiveness(P). So there is no significant difference on SD and P on Personal effectiveness, and Openness to feedback hasa significant difference.
- The dimensions of Personal effectiveness, self-disclosure are significantly related to Salary, and Marital status. Openness to Feedbackis related significantly to Sex, Salary, and Type of School, and perceptiveness was not significantly related to any of the demographic variables.
- The mean value of male teacherswas higher than female teachers on work motivation, but both Male and Female are scored same level, i.e. high level of motivation.
- There is no significant difference between males and females among schoolteachers on Personal Effectiveness.

Limitations are restricted only to two districts based on the need; further, this study can be extended to other districts and find the difference among those districts for a broader perspective of the teachers.Timeconstraints also limited the scope of the study, since the researcher collected only 150 samples within a short duration; the sample size can be increased to get a clearer picture of the teachers.

Recommendations: Policy implications: Focus on **non-sectoral interventions** (e.g., professional development, leadership support) to sustain motivation."Work motivation in this sample appears driven by non-demographic factors, aligning with prior research emphasizing organizational and psychological influences.**Policy Implication**: Integrate **perceptiveness training** (e.g., non-verbal communication, active listening) into Tamil Nadu's teacher development programs.

Future research: Investigate **qualitative drivers** (e.g., interviews on what inspires teachers).**Other psychological or contextual factors** (e.g., job environment, leadership, intrinsic rewards) may play a stronger role in motivating teachers could be researched with a larger sample representing the entire Tamil Nadu.

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