

TO KNOW ABOUT THE NATURE OF THE CO-RELATION OF VISUAL ACTIVITIES SENSORY PREFERENCE AND GENDER OF MALE/ FEMALE TEACHERS AND TO FIND OUT IT THROUGH CHI-TEST

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ABSTRACT

In this paper for achieving the objectives the hypothesis and its testing is done by collecting the samples and their analysis and the received results is presented in this paper is divided into four divisions/part First division for male/female teacher their sensory preferences and its correlation to know its nature for this chi – test is considered. Second division for male/female teacher their sensory preferences and its correlation with educational abilities was considered with the help of chi – test.

Visual activity sensory preferences- Very high Visual activity sensory Preferences category. Under this those male/female teachers. Are Collected who have got 10 to 11 marks. Visual activity sensory preferences- Very low Visual activity sensory Preferences category. Under this, those male/female teachers. Are Collected who have got 03 to 04 marks.

Key words: Visual activity, sensory preferences, correlation, educational abilities, category

INTRODUCTION

The person must not only desire success, but he must be willing to sacrifice time, effort, and immediate pleasures to achieve higher goals and greater success in the future.

Whether the person will be willing to make such sacrifice will depend largely upon his evaluation of the goal. Oden (1968), has discussed this in her 40-year follow-up study of the attitudes of gifted boys and girls. In explaining the difference between “A” men, or those most successful in vocational status, and “C” men, or those least successful, Oden pointed out that there is no universal yardstick for measuring success. People differ in their attitudes depending on the prevailing patterns of the culture and their individual philosophies of life.

Motivation to achieve, whether academically, socially or vocationally, is stronger among firstborns, among those from small families, and among those from mother-dominated homes, homes with democratic control, and homes where good parent-child relationship prevail, Adams (1967), Bowerman (1964), Mukherjee (1968), Stacey (1965). It is likewise greater when the person is satisfied with what he is doing. Studies show that the greatest motivation and satisfaction come from a job which gives the person a feeling of achievement, responsibility, growth, advancement, earned recognition, and enjoyment from the work itself, Myres (1964), Wernimont (1966).

REVIEW OF LITERATURE

Achievement Motivation refers to success in competition with some definite standard of excellence. Munn and Fernald (1972), defines Achievement Motivation as a desire for attaining some specific standard of excellence, and Hackhausin defines Achievement Motivation as the striving to increase or keep as high possible one's own capacity in all activities in which standard of excellence of such activities can either succeed or fail (Ibid). Achievement Motivation is a personality variable, which appears to differ to differ from one individual to another or some individuals are higher achievement-oriented, others are not.

Although our Achievement Motivation remains fairly stable over time, it may vary according to several factors. There is the sheer to succeed when you really want to accomplish something notice now it usually gets done. Second the amount of satisfaction you derive from what you are doing count a lot. Third, the degree of responsibility you feel for that what you are doing influence your motivation to achieve. When you have a personal stake in something, you work harder at it. Fourth, Self-Confidence greatly strengthens Achievement Motivation. Finally how much you are willing to risk to reach your goals depend on the strength of your Achievement Motivation in relation to your other needs. However, when your achievement motives are uppermost, you are more likely to choose tasks of medium, risk one that gives you the best chance of overall success (Ibid).

MATERIAL AND METHOD

In this paper for achieving the objectives the hypothesis and its testing is done by collecting the samples and their analysis and the received results is presented in this paper is divided into four divisions/part First division for male/female teacher their sensory preferences and its correlation to know it nature for this chi – test is considered. Second division for male/female teacher their sensory preferences and its correlation with educational abilities was considered with the help of chi – test.

1- Visual activity sensory preferences- Very high Visual activity sensory Preferences category. Under this those male/female teachers are Collected who have got 10 to 11 marks.

2-Visual activity sensory preferences- Very low Visual activity sensory Preferences category. Under this, those male/female teachers are Collected who have got 03 to 04 marks.

Table 1: To know about the nature of the co-relation of visual activities sensory preference and gender of male/ female teachers and to find out it through chi-test-

Gender based Category	Visual Related Preferred Category	Number of Visual Related to Very high Sensory Preferred Male/Female Teacher	Number of Visual Related to Very Low Sensory Preferred Male/Female Teacher	Total
Number of male teachers.		5	&	5
Number of Female teachers.		5	4	9
Total		5	4	9

Mean of chi category=9.03

df = 1

Relativity related at 0.05 standards.

Table 2

To know about the nature of the co-relation of visual activities sensory preference and gender of male/ female teachers and to find out it through chi-test-

Gender based Category	Visual Related Preferred Category	Number of Visual Related to higher Sensory Preferred Male/Female Teacher	Number of Visual Related to Low Sensory Preferred Male/Female Teacher	Total
Number of male teachers		5	&	5
Number of Female teachers		5	4	9
Total		5	4	9

Mean of chi category=14.68

df = 1

Relativity related at 0.05 standards.

To know the nature the total of two chi – tests were considered & presented in table 1&2.

The co-relation Auditory Activities sensory preference and gender of male/ female teacher

CONCLUSION

First born children, if has been found, have higher achievement motives than later born owing to the greater involvement, encouragement and urging of their parent. They also have more parental guidance and help because of the close parent child relationship are more likely to use their parents as models to imitate. This accounts, in part at least, for their greater achievement (Bartlett and Smith, 1966, Chittenden et. al. 1968, Rushing, 1964). Past achievements and the amount of satisfaction associated with them help to form the person's attitude toward achievement in different areas. If the person has the strong need for dominance, having to work under someone instead of working independently will be frustrating and irritating, even though the quality of his achievements may be high enough to give him satisfaction. (Chambers, 1964, Crisera, 1966, Friedlander, 1965 and Kunlen, 1963).

REFERENCES

New books/Journals Descaled and their values in the departmental library.

Ist Jan to 31st December of 2007

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Ist Jan to 31st December of 2009