

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

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ABSTRACT

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.

Auditory activity sensory preferences- Very high auditory activity sensor Preferences category. Under this those male/female teacher are collected who have go10 to 11 marks.

Auditory activity sensory preferences- high auditory activity sensor Preferences category. Under this those male/female teacher. Are collected who have go03 to 04 marks.

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

INTRODUCTION

Attribution theories are based on the role of cause and effect inferences in human behavior. Weiner (1942, 1947a, 1947b), has developed a specific attribution theory to explain Achievement Motivation. Weiner begins with the assumption that individuals attribute the causes of their successes and failures to internal or external sources. If I am internally oriented (possess a high degree of “felt powerfulness”), I will tend to take responsibility for my own actions and their consequences. Thus, I will attribute these consequences either to my ability or to my effort, both of which are under personal control. In other words it means personality characteristics describable in term of the extent to which individuals will accept credit or blame for outcomes of their behavior. If, however, I am externally oriented (possess a high degree of “felt powerfulness”), I will ascribe success or failure to the difficulty of the tasks, I face or to luck (or both). These factors are not under personal control, so that in effect, the external oriented individuals does not accept responsibility for either success or failure, it means a personality

characteristic identifiable in terms of the extent to which individuals will attribute the causes of their failures and successes to external factors (for example, by luck or task difficulty).

REVIEW OF LITERATURE

McClelland and his associates began investigating Achievement Motivation (alternatively called need for achievement and abbreviated as n-Ach) several decades ago. Clearly n-Ach should be evident in a person's actual achievement. That is those with a higher n-Ach should achieve more than other with a lower need, all other things being equal. In fact, however, nature does not ordinarily make all other things equal. Those more intelligent, more talented, more persistent and perhaps luckier might be the high achievers.

Achievement Motivation usually involves a complex mixture of forces. As such, it may be modified by a number of factors, such as the desire to succeed, the amount of satisfaction derived from an activity, the sense of personal responsibility involved, Self-Confidence, familiarity with the means of achievement and finally the relative strength of the achievement and finally the relative strength of the Achievement Motivation in relation to other motive such as power or social approval.

Why are some people high in the need for achievement? Since the social motive including the need for achievement, the general answer must be the difference in early life experience, leads to variations in the amount of, Achievement Motivation. More specifically, children learn by copying the behavior of their parents and other important people who serve as model.

The expectation parents have for their children are also said to be important in the development of Achievement Motivation. A specific set of parental expectations related to Achievement Motivation concerns idea about when children should become independent in skill such as "Standing up for one's rights", "Knowing one's way around town", playing with animal supervision and in general doing things for one-self (Atkinson and Birch, 1988).

Alderman (1974), explains individuals who are high in Achievement Motivation are very oriented toward performing successfully any task, which they take on. Because of this, they are not too likely to choose task involving a high possibility of failure. Whereas, because of their strong Achievement Motivations they are also not likely to choose tasks that are ridiculously easy satisfaction of their need for achievement in doing something everyone can do. Consequently, they choose the intermediate difficulty task.

The need for achievement is not the only social motive of 'importance', but it is certainly prominent. To many people being "motivated" mean being interested in achievement, we will investigate the motives behind aggression, love affiliation and seeking approval. For now, let us focus on the need of achievement. The need for achievement can be defined as a desire to meet some internalized standard of excellence (McClelland, 1961). The person with high need for achievement strives to do well in any situation in which evaluation takes place.

People in whom the need for achievement is strong seek to become accomplished and to improve their task performance. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in some way either by comparing with other people's performance or in forms of some other standard. More formally, "Achievement is tasks oriented behavior that allows the individuals performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others or that otherwise involved some standard of excellence." Achievement Motivation can be seen in many areas of human endeavor—on the job, in school, in home making, or in athletic competition" (Atkinson and Birch, 1988).

MATERIAL AND METHOD

In this work 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 chapter 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.

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Table – 1

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

| Gender based Category | Auditory Related Preferred Category | Number of Auditory Related to Very high Sensory Preferred Male/Female Teacher | Number of Auditory Related to Very Low Sensory Preferred Male/Female Teacher | Total |
|--------------------------|-------------------------------------|---|--|-------|
| Number of male teachers | | 1 | 11 | |
| Number of female teacher | | 5 | 4 | |
| Total | | 10 | 12 | |

Mean of chi category =14.68

df = 1

Relativity related at 0.05 standards.

Table -2

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

| Gender based Category | Auditory Related Preferred Category | Number of Auditory Related to high Sensory Preferred Male/Female Teacher | Number of Auditory Related to Low Sensory Preferred Male/Female Teacher | Total |
|--------------------------|-------------------------------------|--|---|-------|
| Number of male teacher | | & | 17 | 17 |
| Number of Female teacher | | 5 | 4 | 9 |
| Total | | 5 | 21 | 26 |

Mean of chi category=11.67

df = 1

Relativity related at 0.05 standards.

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

CONCLUSION

Aspirations are only the beginning of a chain of activities that lead to successful or unsuccessful achievement. Success must be won by the person's own efforts, though help and guidance from others often make the achievement of a goal easier or even possible. Nor is ability alone enough to achieve success. The person must use his ability in the right way and at the right time.

The people who have training under the guidance of an experience person to know how, to make the best possible use of the abilities he has. He must also have experience, which come with age and opportunities to enjoy wide and varied activities (Crandall, 1963 and Rosen, 1961).

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