

RELATED TO TEMPERAMENTAL QUALITY AS ASCENDANT BETWEEN MALE AND FEMALE STUDENT

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ABSTRACT

Male students have relatively high achievement motivation (mean 31.80) than female students (27.80). The students related with high mental health as social maturity have relatively high achievement motivation (mean 31.7) than the students related with low social maturity (mean 27.76). The male student related with high social maturity have highest achievement motivation (mean 32.43), while the female students related with low social maturity have lowest achievement motivation.

KEYWORDS: Achievement, Mental Health, Social Maturity.

INTRODUCTION

Achievement motivation has been defined as a concern for excellence in performance, as reflected in competition with the standards set by others or oneself, unique accomplishment, or long term involvement (McClelland et al., 1953). It is likely that the situations which evoke achievement motivation and in which achievement behaviours will ensure, are those in which competence of performance is the focal issue. A related, but probably distinct, dimension of achievement-related motivation is anxiety or motive to avoid failure (also called Fear of Failure). The motive to avoid failure also plays important part in achievement-related situations. Pupils are frequently placed in such situation in class rooms, examination halls and elsewhere. Such situations stimulate both achievement motive as well as motive to avoid failure in them. Any study of pupils' achievement motivation should necessarily include understanding of achievement anxiety as well. India has the gigantic problem of freeing her population from the clutches of the

old feudal value system. All her ills like poverty, illiteracy, and economic and social disparity stem from the influence of the feudal value system, determining directly or indirectly the life pattern of her population. Her educational system aims to eradicate these ills. The products of the educational institutions are not only expected to participate in all nation building activities, but are also expected to possess value patterns conducive to a developing secular, democratic social setup. If academic achievement is any criterion of effectiveness of the educational system, then the actual picture looks not very encouraging. For instance, the secondary education stage which is patterned to become a terminal point in the educational career of majority of pupils, shows how much wastage there is in the educational system. Only about 15-20% of the total enrolment at the primary stage proceed to receive the full course of secondary education and among them not more than 50% complete the course successfully.

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In the north-eastern states of India each secondary school scrutinises the preparedness of the pupils before finally allowing them to appear at the Secondary School Leaving Certificate examination of their Boards of Secondary Education. Even then the extent of wastage is greater in these States. Ability factors alone cannot explain such huge wastage. Do the pupils possess the required psychological preparedness, the necessary urge to achieve? Can differences in the levels of motivation explain differences in performance variables like academic aspiration and achievement in secondary school pupils?

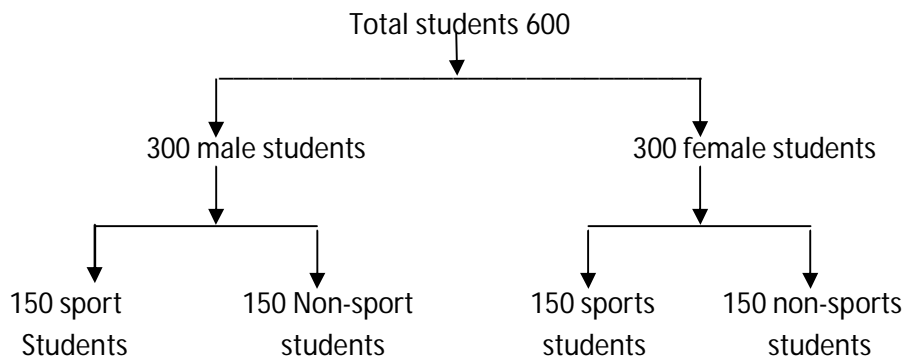
MATERIAL AND METHOD

In the present chapter, the sample, the design, methods and procedures of the study have been discussed with regard to the following heads. The sample, Design and variables

involved, The tools used, The collection of data, The statistical technique used.

A. SAMPLE

Present study is a scientific survey with the help of questionnaire. If sample data are to be used as the basis for generalization to a population, it is essential the sample be representative of the population and it must be adequate [Goode and Hatt 1972]. Keeping in mind the representativeness and adequacy of the sample was selected through stratified random sampling technique. In the present study 300 male and 300 female students of Awadh University included in the sample. The students included in the age range of 18-22 years. The students were selected on the basis of two categories-first the sport students, second non-sport students. A schematic break-up of the sample is shown above –



B. DESIGN AND VARIABLES INVOLVED

The present study is concern with the effect of mental health and self-concept on achievement motivation among the sport and non-sport student. An ex- post-facto research design is considered suitable for the present study. Thus there are two types of variables in the present study –

[i] Independent Variable-Mental Health

- Self-Concept
- Sex
- Types of students [Sport and non-sport]

(ii) Dependent Variable-Achievement Motivation

C. THE TOOLS USED

The following tools were used for the data collection –

[i] Achievement motivation Test [AMT]

By Dr. Taesh Bhatia

[ii] Self-concept scale –

By Dr. Taesh Bhatia and Dr. Suman Tripathi

[iii] Mental Health Scale [MHS]

By Dr. Taesh Bhatia and Dr. S.C. Sharma

RESULT

The students got 37 (Q₃) and above scores placed in the category of high mental health as social maturity, while the students got 30 (Q₁) and below scores were placed low mental health as social maturity. The table 1 shows the mean and S.D. of male and female students. Table 1 shows that male students have relatively high achievement motivation (mean 31.80) than female students (27.80). The students related with high mental health as social maturity have relatively high achievement motivation (mean 31.7) than the students related with low social maturity (mean

27.76). The male student related with high social maturity have highest achievement motivation (mean 32.43), while the female students related with low social maturity have lowest achievement motivation (mean 24.71). Similar result also found by Begstron Robert Bruce (1973), Beise *et al.*, (1937), Borrow *et al.*, (1979), Harre Dietrich (1982). "Principles of Sports Training." (Berlin : Interdruck Graphister Grow Bhetrick), Hodgkins Jean (1963), Kamlesh M.L. (2005), Mayo (2016), Meditation Oasis (2016), Nelson *et al.*, (1970), Thomas Stephen (1968), Verma J.P. (2000) and Vyas Rajiv (1997).

Table 1 Showing mean and S.D. of achievement motivation among male and female students related with high and low mental health as emotional stability

Sub-Groups	Mental Health as Social Maturity			TOTAL
	HIGH		LOW	
Male	N	78	71	149
	Mean	32.43	31.11	31.80
	SD	7.19	6.28	6.80
Female	N	76	78	154
	Mean	30.97	24.71	27.80
	SD	3.45	7.31	6.54
TOTAL	N	154	149	303
	Mean	31.71	27.76	29.77
	SD	5.71	7.55	6.96

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