SHADOW EDUCATION AT SENIOR SECONDARY LEVEL SCHOOLING IN HAZARIBAGH DISTRICT OF JHARKHAND

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Abstract: Basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Keywords: Motivation, Senior Secondary, Education, School,

INTRODUCTION:

Education is most effective tool for human beings to understand the society in the right perspective and live accordingly. Further, Right to Education has arguably empowered the people and enabled their children to pursue compulsory basic 62 elementary education as part of their fundamental right. Lack of education renders people ignorant about the society and its many dimension thus making it difficult for them to set priorities and make appropriate life choices. Tribes or indigenous people live in and around the forests or hilly tracts where development process reaches very late. The system of education need to understand, how student participation can be fostered in schools as cultural dimensions were found to be significant, which influence on student participation (Holdsworth). Emotional Maturity helps for the growth of behaviour and promotes the capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotion lay a strong foundation for various development of a child's personality. Emotions like fear, anger and affection are direct contribution to emotional maturity. Once students are emotionally mature, they will have ability to comprehend whatever they learn in the classroom that results in better academic achievement.

Education is a means to maintain the mental equilibrium. Maintenance of emotions is the end product of the education. There is a need to study the study academic achievement, 67 study involvement and emotional maturity in relation to their socio economic status of secondary school tribal students on Nagaland. In the present study socio-economic status of the students are defined by the scores gained by the student through the composite scores received by them according to the parent's income, education and occupation.

The development of emotions will lay a strong foundation for various development of a child's personality. Emotions like fear, anger and affection are direct contribution to emotional maturity. Once students are emotionally mature, they will have ability to comprehend whatever they learn in the classroom resulting in better academic achievement. The review of related literature clearly show that studies in the area of Tribal Education, emotional maturity, study involvement and academic achievement have generated the background for the present study.

RESEARCH STUDY

The above discussion clearly bring to some light the dynamic interaction among factors like social maturity, emotional maturities, scholastic achievement with in the context of family and the school accelerated by the factors of age and experience. The scholastic achievement and maturity are so related that they tend to support mutually if the habits of study were to contribute positively to the process of learning and maturation. It is in this context that the present investigations assume significance. The stability of adjustment conditions is the exception rather than the role in most of the child's interactions with others children and adults.

Since human behaviour is so fluid and dynamic the child is faced with an over varying stimulus configuration when the makes social adjustments to another person. Emotional Maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

Maturity plays a large role in many different aspects of life. If we want to make the most of career or work environment, you need to be mature and surround yourself with similar people. Keep in mind that emotional maturity isn't all about behaving and acting professional.

BEHAVIOURAL LEARNING

Life skills curriculum focuses on attitudes, values and behavioural change, rather than seeking to provide young people with a body of knowledge about a set of topics. As with literacy, age-appropriate life skills can be incorporated into other areas of study. For example, educators in Rwanda teach life skills as part of courses on conflict resolution, self-awareness, cooperation and communication.

Other countries may address some aspects of life skills through community-based learning. Still others approach life skills topics in courses such as health education, education for development, global education and peace education. Peace education. Peace education seeks to help students gain the ability to prevent conflict, and to resolve conflict peacefully when it does arise, whether on the intrapersonal, interpersonal,

intergroup, national or international level. Peace education addresses cognitive, affective and behavioural learning and can occur both within schools, through curriculum development and teacher education, and outside of schools, through camps, sports and recreation programmes, youth groups and clubs, and training for community leaders, parents, librarians and the media (Fountain, 2009).

SIGNIFICANCE OF THE STUDY

The children of a dominative teacher proved more distractible and wasteful of time. However, when these children moved to the next grade, their behaviour showed practically a zero correlation with their behaviour a year before. Both teachers and pupils were classified by type, to determine how different teacher and pupil types relate to each other. The children were divided into four 48 categories; conformers, who controlled their impulses and showed high social orientation; opposes, who manifested disturbed authority relationships, pessimism, intolerance of ambiguity, disappointment, and frustration; waverers, described as anxious, ambivalent, fearful, foundering, and indecisive; and strivers, who demonstrated marked drive for recognition, especially in school achievement. The teachers, in turn, were classified according to three types.

Turbulent teachers showed relatively more concern for ideas than for people and a free expression of strong feelings and attitudes, but little patience with routine tasks, sloppiness, and inconsistency. Self-controlling teachers maintained an orderly, workmanlike class and focused on structure and planning. At the same time, they showed more sensitivity to children's feelings, and emphasized interpersonal relationships in the classroom. Fearful teachers were anxious, dependent on the approval of supervisors and of children, unable to bring order to their task, and highly variable in their behaviour.

Development of achievement is affected by a number of variables in home, school and society. Home plays an important role in the early training of children for the development of attitudes and motives. Parental expectations and guidance to the child develop need for high achievement in life (S.S. Chauhan). The teacher can play a very crucial role in the development of achievement through following methods.

1. The teacher should emphasize the importance of achievement in life by means of narrating the exploits of great personalities and their achievements.
2. The teacher encouraging is friendly attitude and his enthusiasm in work will create a necessary environment for achievement in children.
3. The teacher will guide the students in developing realistic achievement motives.
4. Attempts should be made to convince the students that new motives will improve their self-image and is an improvement upon the prevailing ones.
5. The teacher should develop habits of self study among students.

Involvement has been conceived in different ways by different authors Sherif and Cantril (1947) were the first to use the concept of ego involvement. According to 50 them the behaviour can be designed as ego-involved when in the course of development, acquired attitudes related to ones own ego are brought into play in a certain situation by relevant objects, people or groups, so that either a high degree of participation is produced or attitudes relative to ones own ego, the image of one ego etc., are called upon. Ego involvement in the dictionary of the social science (1969) also refers to the process (or the state which emerges from that process) by which the ego becomes identified with various objects acts, attitudes, values and so on to the extent that their fate becomes the fate of the ego a threat that to them threatens the ego and their enhancement exalts the ego. This involvement of the ego leads to particularly intensive strongly motivates behavior when such outside elements seem to be pertinent to the action situation.

Dependent Variable(s)	Intercept	Explanatory Variables				R^2	$\overline{R}^2$	F'Value
		LITPOP	POPPLE	POPMLE	POPSLE			
RURWAT [*]	68.593 (3.139)	0.803 (0.427)	-2.357 (-0.643)	0.138 (0.046)	-3.319 (-0.703)	0.169	-0.133	0.560
URBWAT [*]	55.838 (3.653)	0.491 (0.373)	-1.812 (-0.707)	-0.413 (-0.671)	6.425[d] (1.944)	0.338	0.165	1.743
URBSAN	-3.030 (-0.3)	0.508 (0.585)	-2.189 (-1.292)	-0.122 (-0.088)	8.176[b] (3.746)	0.730[b]	0.632	7.444
POPDOC [*]	3452.800 (1.190)	368.118 (1.473)	-252.427 (-0.518)	-660.772 (-1.651)	-1553.1[c] (-2.475)	0.456	0.259	2.308
POPNRS [*]	16765.000 (2.057)	-71.688 (-0.102)	639.427 (0.467)	-641.021 (-0.571)	-1889.900 (-1.072)	0.244	-0.030	0.891
POPVHW [*]	6739.100 (1.627)	514.319 (1.442)	-1223.000 (-1.759)	-38.045 (-0.067)	-1578.600 (-1.762)	0.486	0.300	2.604
PCEXHL [*]	39.615 (1.437)	-1.225 (-0.516)	1.521 (0.329)	1.092 (0.287)	3.339 (0.56)	0.038	-0.312	0.108
PHCPOP	11.906 (3.33)	0.363 (1.179)	0.056 (0.093)	-1.551[b] (-3.145)	0.327 (0.423)	0.550[c]	0.386	3.358
HDBPOP	-18.062 (-0.904)	1.430 (0.831)	-0.551 (-0.164)	2.262 (0.821)	9.996[c] (2.315)	0.859[b]	0.807	16.725
IMRATE	105.659 (5.481)	4.471[c] (2.694)	-6.869[d] (-2.123)	-9.332[b] (-3.511)	-10.396[c] (-2.494)	0.775[b]	0.693	9.470
CDRATE	13.693 (9.551)	.327[c] (2.646)	-0.326 (-1.357)	-.865[b] (-4.375)	-1.191[b] (-3.844)	0.842[b]	0.785	14.684

Figure 1 Multiple Regression Results

The Multiple regression result dependent variables are shown in figure 1 The inaccessibility to the tribal habitations makes it very difficult for the administration to provide basic education to the tribal children as teachers either refuse to go there or adopt dubious means to avoid duties and they used to take salary. However, in view of this institutional discrepancy and denial of basic entitlement several NGOs, private agencies and sensitized groups decided to lend a helping hand to the local Primary Schools in the tribal areas.

Academic Achievement of students by and large is determined by various factors which include, home, school, peer group, school environment, study involvement, emotional maturity, self concept and socio-economic status. All these collectively contribute for the enhancement of Academic achievement of Students. In the present study, emotional maturity, study involvement and socio-economic status have been considered as important factors in the process of learning. Study involvement has found to be positively related to student achievement, therefore it is necessary to determine such situations to understand and guide them (Dr. B.S. Sujendra Prakash). The table 1 represents the population belonging to different age groups at the time of marriage

TABLE 1 Percentage of Population Belonging to Different Age Groups at the Time of Marriage

Age Group	EDUCATED		UNEDUCATED	
	Working Population	Non-Working Educated Population	Working Uneducated Population	Non-Working Population
< 10 Yrs.	–	–	–	2
10-14 Yrs.	–	–	28	6
15-19 Yrs.	18	16	50	24
20-24 Yrs.	60	64	10	44
25-30 Yrs.	20	18	12	20
31-36 Yrs.	2	2	–	4

The system of education need to understand, how student participation can be fostered in schools as cultural dimensions were found to be significant, which influence on student participation (Holdsworth). Emotional Maturity helps for the growth of behavior and promotes the capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotion lay a strong foundation for various development of a child's personality.

CONCLUSION:

Teaching –learning process has been inseparable to human being since ancient times. Motivations of student's attitudes at different levels to create good leaders of human thought have endorsed memorable words about education, knowledge and learning. Experts in the field of education all over the world are seriously thinking of a variety of approaches of teaching methods. It is shown that there is no particular single way to achieve all instructional objectives. It requires a number of ways to create a right environment for learning. So we have to design suitable instructional strategies to help students to grow intellectually, physically, socially and emotionally. If cooperative learning is used in a proper way, it can ensure better learning output. Even though the present system advocates a learner centered approach, many teachers continued to use direct instruction, in other words the traditional way. They preferred this method because they felt confident using this teaching method. However in a social studies class room, it was not an ideal method because the teacher could not reach everybody and there was little interaction between the teacher and learner and among the learners.

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