

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

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Abstract— this paper discussed about shadow education at senior secondary and motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life.

Index Terms— Motivation, Senior Secondary, Education, School, Achievement

INTRODUCTION

Healthy Adjustment is necessary for normal growth of an individual in the life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents' adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/ Total sphere.

Educational personnel can review and plan for reforms in school educational programmers accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and NHindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments.

Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.

To see man progressing from Stone Age to the Atomic age is incredible. Advances in Medicine, Psychology and other Science are phenomenal. The advances have provided the man with all the material comforts. In spite of all these provisions there is restlessness in society. The rapid changes in society have posed numerous problems of adjustment for the young and old. Education aims at human development. It pervades our life from cradle to grave. The general aim of education is to prepare an individual to lead life successfully. Education should enable us to overcome those problems and obstacles which we might face in life. Modern society has become complex and competitive. This is an age of space, rapid industrialization and technical advancement. So, educational aims and objectives change their dimensions and priorities. These changes are general as well as specific. Present time expects from pupils to have high sensitivity, general ability and superior excellence through education.

Education trains him to adjust with himself and the society. We human being attempt and struggle to adjust to the physical needs such as hunger and protection from harm. We also try to satisfy psychological needs as those for emotional security, acceptance etc. With various needs and requirements to satisfy and live a luxurious life in such complex environment, there is process of interaction between us and our environment.

In this process we both try and struggle to modify our surroundings or we try to keep our own complex environment neat and clean. Their adjustments can be said as harmony between person and his environment and maladjustment between the person and his environment. An individual confronts quite a number of adjustment problems, which have a direct impact in reducing the general efficiency of the individual.

ACADEMIC ACHIEVEMENT

In this context various complex issues which confront the educability of the tribal students such as medium of instructions, curriculum, methods of teaching, procedures of evaluation and other related problems like first generation learners etc., designed properly and utmost care should be taken by the concerned people to enhance the Achievement Motivation. It is obvious that the tribal students and rural students being socially disadvantaged and deprived have significantly lower Academic Achievement compared to the non-tribal and urban students. Their level of performance is very low due to psycho- social factors. They need proper help, motivation, encouragement, guidance and remedial instruction.

The proper diagnosis of their educational backwardness and corrective treatment are also necessary ingredients of a sound educational programme for the deprived, tribal and rural student-population in comparison to other socially disadvantaged group. In the present complex world a certain educational qualification does not guarantee success in life. To be a successful human being, everybody needs a conducive environment with a human touch for continuous growth and success. Therefore, the role of Achievement Motivation for higher Academic Achievement is not only essential for tribal and non-tribal students, it is a must for one and all for effective and worthy living.

Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990). Education is a perennial process and a research is necessitated to explore the various aspects in academic achievement. It is more so in the ever changing academic patterns.

IMPORTANCE OF ACADEMIC ACHIEVEMENT

Academic achievement it is defined in different ways by different authors. It refers to any desirable learning that is observed in the students. Any behavior that is learnt may come within the scope of achievement. Pupil achievement means the status of pupil with respect to attained skill or knowledge as compared with other pupils or with schools adopted standards. Morgan (1961) in his book "Introduction to Psychology" defines achievement as the "accomplishment on a test of knowledge (or) skills also a personal motive". 'Crandall' suggested that achievement may be viewed as behavior directed towards the attainment of approval or the avoidance of disapproval for competence of performance in situations where standards of excellence are applied.

The importance of academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors affecting the academic achievement such as pupils socio-economic background, intelligence, language as medium of instruction, various personality traits of students, etc. These factors are of utmost theoretical and practical importance in developing curricula and designing educational programs to suit the needs of pupils with varied backgrounds.

Further, the study of these factors assumes special significance in view of their implications in respect of day-to-day curriculum planning on the part of the classroom teacher. Investigation and studies on the correlates of achievement, Need to be thoroughly examined with a view to improved curricular development, efficient teaching and better academic achievement.

REVIEW OF RELATED STUDIES

Review of related studies promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It is an indispensable part of any research project. It is also an important prerequisite to actual planning and then execution of any research work. The key to the vast house of published literature of India and abroad opens doors to sources of significant problems, explanatory hypothesis and provides helpful orientation, paving the way for the insights and much higher level of generalizations. Besides, it provides comparative data in this light of which the investigator enables to compare and interpret his findings. A researcher would know what is already known about the problem and how others have investigated it. A summary of the writings of recognized authorities and of previous researches provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and as such do not report any new or original experimental work. (www.en.wikipedia.org/wiki/Literature_review) A literature review is a critical and in depth evaluation of previous research. It is a summary and synopsis of a particular area of research. A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypothesis, what questions are being asked, and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research but rather it supports on other findings. (www.emeralsinsight.com)

According to Aggarwal (1966), "study of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project" (p.87).

According to Good (1959), "The keys to the vast house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking". (p.112)

According to John W. Best (2009), "Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds up on the accumulated and recorded generations; man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavor". Koul Lokesh (1984) says, "The review of related literature gives the researcher an understanding of the research methodology, which refers to the way, the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promoting in the previous study it also to provide insight in to the statistical methods through which validity of result is to be established" (p .89) Research takes advantage of the knowledge which has accumulated in the past as the result of constant endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. Hence the investigator has tried to collect relevant information from literature related to her topic. The investigator visited a number of libraries, made use of research journals, books, dissertations, internet and collected materials from Indian and International Research Abstracts.

STUDIES RELATED TO STUDY HABITS

Parua and Archana (2011) conducted a study on "study habits of secondary school students in relation to their Scholastic Achievement" This study intended to explore the study habit of secondary school students in relation to their scholastic achievement in the Yamuna Nagar district of Haryana.. The sample of the study selected through simple random sampling technique. The sample comprised of 100 secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and scholastic achievement of secondary school students as whole and dimension wise. Further, there is a significant difference between high and low scholastic achievement student on study habits in general.

Neeru Mohini Aggarwal and Vinay Kumar (2010) conducted a study on "Study habits of secondary level Arts and Science students". The objectives of the study were to study the comparison in study habits of secondary level students belonging to Arts and Science streams, to study the comparison in study habits of secondary level Male students belonging to Arts and Science streams and to study the comparison in study habits of secondary level Female students belonging to Arts and Science streams. This study was conducted on a sample of 144 secondary school students of class XI. The subjects of the study were selected from eight different secondary schools of District Hardwar of Uttarakhand by using stratified random sampling technique. A Study Habit Inventory by Dr. B.V. Patel was used as a tool to

measure the study habits of students. Reliability and validity of the Inventory are satisfactory. The ‘t’ test of significant was used to determine the significance of difference mean scores of total study habits in respect of secondary level Arts and Science students. The study reveals that Secondary level students of Arts and Science streams differ significantly in their total study habits. Since the Mean of science students was higher than that of Arts students it may be said that overall study habits of 42 Science students were better than that of Arts students. ii) Secondary level male students of Arts and Science streams differ significantly in their total study habits. Since the mean of Male Science students was higher than that of male Arts students it may be said that overall study habits of male Science students were better than that of male Arts students and iii) Secondary level female students of Arts and Science streams differ significantly in their total study habits. Since the mean of female Science students was higher than that of female Arts students it may be said that overall study habits of female Science students were better than of female Arts students.

STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Mawthoh Iaisan, Deepak Kumar (2011) conducted a study on “ Study Habit of PostGraduate Students in Relation to Gender, Faculty and Academic Achievement” The Paper examines the impact on study habit of post-graduate students of Ravenshaw University in relation to Academic achievement, Gender and Faculty. The main 61 objectives are to analyze the study habit of postgraduate students and to compare it in relation to Academic- Achievement, Gender and Faculty of the Post- Graduate Students. It is a quantitative in nature. The Investigators selected randomly out of 100 students- 60 were boys and 40 were girls. Out of these 100 students- 50 were Arts faculty, 30 were Science Faculty and rest 20 were from Commerce faculty. The Researchers administered the questionnaire for collecting data from the Post- Graduate students and t-test as statistical method was used for analysis of data. The study found that there is no significant difference in mean study habit in relation to gender, and various faculties such as arts, science and commerce. Thus, the present study has implication for the teacher and parents that they should encourage students particularly boys and girls with poor academic performance have better study habits which is essential for their survival in this competitive world. They should take also special care for the development of the better study habit.

EMOTIONAL MATURITY OR INTELLIGENCE

Emotional maturity is the characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well- balanced emotional behaviour in his day-to day life. A person may said to be emotionally matures if he has in his possession almost all types of emotions-positive or negative and is able to express them at the appropriate time in an appropriate degree. An emotionally matured person demonstrates the following traits and characteristics in his behaviour. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized. Manifestation of emotions is very much refined. Usually he expresses his emotions in a socially desirable way. He is able exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide.

The person perceives things in their real perspective. He is not a daydreamer and does not possess the desire to run away from realities. His intellectual powers like thinking and reasoning are properly exercised by him in making any decision. He is guided more by his intellect than his emotions. He does not possess the habit of rationalization i.e. he never argues in defense of his undesirable or improper conduct. Also he never shifts the responsibility of his mistakes on others. He is always honest in his behaviour. He possesses adequate self-concept and self-respect. He never likes to do things or show such behaviour that can injure his self-respect and is adverse to his ideals. He is not confined to himself. He thinks about others and is keen to maintain social relationships. He never engages himself in such behaviour as is antisocial and can result in social conflicts and strain his social relationship. He can exercise his emotions at a proper time in a proper place. If there is a danger to his self-prestige or if anyone is in distress, he can rise to the occasion by exercising his emotion of anger. But if he commits a mistake and is rebuked, he is equally able to check his emotion of anger. The education and their linkage are shown in figure 1.

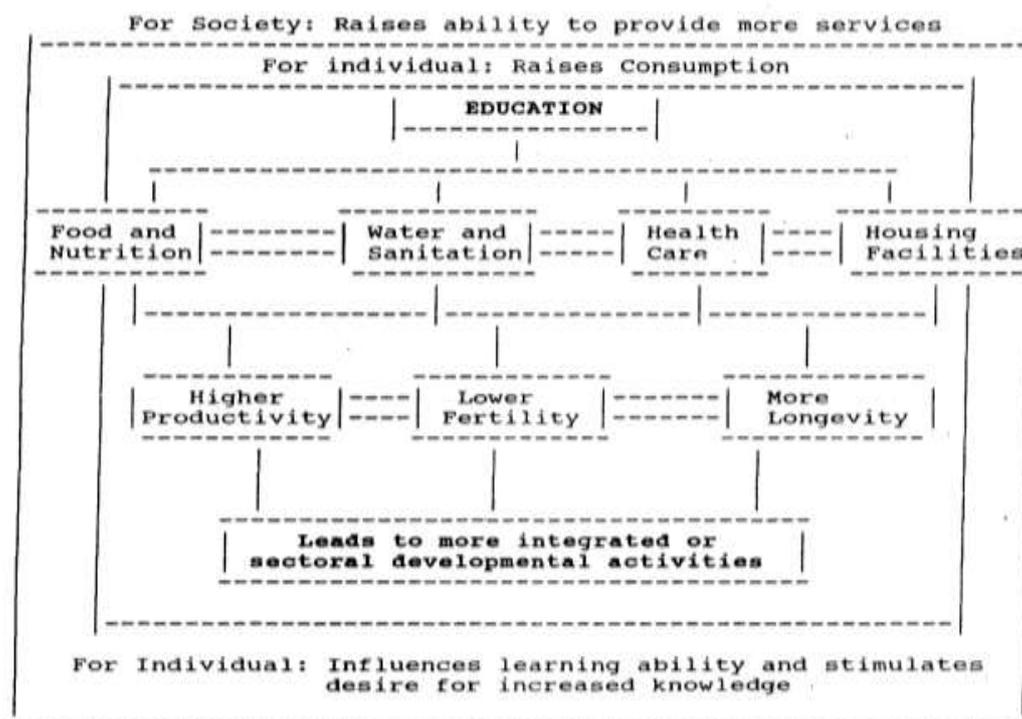


Figure 1 Education and Basic Needs Linkage

Matured emotional behaviour is characterized by greater stability. A person having such maturity does not sudden shift from one emotion to another. Emotion is one of the dimensions of personal experience. There are eight innate, primary emotions. They are joy, anticipation, anger, disgust, sadness, surprise, fear and acceptance. A person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control. Such a person will express his emotions in a socially desirable way and he will be guided more by his intellect than by his emotions. The study of emotional maturity or intelligence is relatively new in the field of psychology.

The measuring factors differ greatly among the experts as emotional maturity is not measured on one scale that fits all. Studies in this area are on the increase as more professionals are becoming interested as the results of this type of study are proving to be very beneficial. In the study both cognition and intelligence are two distinct components. When a person's IQ is measured it is done using the cognitive capacity which is generally a constant reading.

The IQ measurement can be improved at any time. However, it is subject to 56 the constant value that is the Intellectual Quotient. This means most IQ levels remain consistent over a lifetime. It is not unusual for the IQ to change within a couple of points; however this change is often a developmental factor or taking into account margins of error when the test is given. Emotional Intelligence falls into a whole other category. From one moment to the next emotions change very quickly. Depending on the matter at hand and the subject are being tested. Since everyone reacts differently in any situation there are no parameters set in stone. Emotions can often be very inconsistent. The range of emotions varies with each person. Because of this difference it is logically difficult to measure fully. The demarcation line between intelligence and knowledge is blurred. Most studies reveal that emotional intelligence changes depending on the person and the condition they are presented with. Thus findings show it can be decreased, increased or be fairly non-existent. Some experts believe emotional maturity is stable and is unaffected to outside conditions. All studies however reveal that emotions are developed rather than instilled at childbirth. There is no evidence to prove that emotions are part of our genetic makeup. They largely develop as we mature and gain experience in life situations.

Due to very specific stimuli do our emotions begin to develop, this maturity is best defined as our ability to become sensitive to our environment and the people we interact with. Our perceived emotions allow us the ability to control situations and create solutions. This emotional maturity is also known as having a sense of self. Emotions are what equip us with the ability to think things through. In the end the definitions are numerous. Like other aspects of intelligence, there is a broad 57 spectrum. Like test that measure intelligence quotient, the score of emotional intelligence is determined and studied on individual basis.

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 rule 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.

According to Argyris (1961) Seven changes should take place in the personality of individuals if they are to develop in to mature people over the years. First, individual moves from a passive state as infants to a state of increasing activity as adults. Second individual develop from a state of dependency upon others as infants to a state of relative independence as a adults. Third individual have in only a few ways as infants but develop deeper and stronger interests as adults.

Conclusion

This work discussed about senior secondary student educations each student has her or his own set of materials, works at her or his own speed, tries not to disturb classmates, and seek help and assistance only from the teacher. Students are expected and encouraged to focus on their own goals, have a strict self-interest, see their success as dependent on only their own abilities, celebrate only their own success and ignore as irrelevant the success or failure of others. The use of individualistic learning in classrooms has inspired some controversy and the practice has its advocates and its critics. A particularly important element in the 'implicit curriculum' is the teaching method. Research has suggested that cooperative, competitive and individualistic teaching method may produce different educational outcomes and that their overall effectiveness may vary depending on children's personnel and social backgrounds.

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