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“A STUDY OF RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL TRIBAL STUDENTS IN TUENSANG DISTRICTS OF NAGALAND”

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Abstract: Nagaland is a hilly state located in the extreme north-eastern region of India with its capital at Kohima. The state shares common boundaries with Myanmar in the East, state of Assam in the West; Arunachal Pradesh and a part of Assam in the North with Manipur in the south. Nagaland became the 16th independent state of Indian Union only on 1st December 1963 by an amendment in the constitution of India. A portion of the present day Nagaland was a district in Assam – the Naga Hills district. Later in 1958 it was merged with Tuensang area of NEFA (North East Frontier Agency) to form the NHTA (Naga Hills Tuensang Area) which, eventually in 1963 was made into a State). The Distinctive identity of each tribe in terms of Tradition, custom, language and dresses is apparent to the visitors. About 90% of the state's population is Christian and there are good many number of churches located in all over the state. For this reason Nagaland is popularly known as the "The most Baptist state in the world".

Keyword: Relationship , Achievement , Emotional maturity , endogamous.

INTRODUCTION

The Term Tribe is a Latin word which means a group of persons or a class of people descended from a common ancestor and living under a leader or chief “TRIBE”, generally means a division or a group. As per definition given in the imperial Gazetteer of India a “tribe is a collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous, through originally it might have been so”-D.N.Majumdar.

Educational Profile of Nagaland:

Table 1.1 Districts and Category wise Educational Institutions in the state of Nagaland

SL No.	Districts	Govt. primary Schools	Govt. Hr.Sec. Schools	Govt. High Schools	Private Hr.Sec. Schools	Recognized private high schools	Permitted schools	Colleges (Govt. & Private)	Total
1	Dimapur	204	3	9	32	21	61	10	126
2	Kohima	124	2	16	16	27	22	10	83
3	Kiphire	75	-	5	1	1	6	1	13
4	Longleng	53	-	5	-	1	5	1	11
5	Mokokchung	181	2	15	11	11	8	2	47
6	Mon	149	1	9	2	2	17	1	31
7	Peren	90	1	6	2	5	9	1	23
8	Phek	117	2	17	1	11	8	2	39
9	Tuensang	152	2	11	-	7	8	2	28
10	Wokha	208	2	7	2	7	11	2	29
11	Zunheboto	181	1	10	3	6	17	-	37
	Total	1434	16	110	70	99	172	32	467

Sources: Director of Education, Kohima-20010

Table 1.2 Literacy percentages in Nagaland-2011.

Total population=19,80,602				
Literacy =80.11%				
Male	Female	Urban	Rural	Total
83.29	76.69	90.21	75.86	19,80,602

Table 1.3 No. of Institutions in Nagaland

No. of Primary Schools	No. of Secondary Schools	No. of Colleges	No. of Universities
1434	295	32	2

Table No.1.1, 1.2 and 1.3 indicate that, there are 0.72, 0.148, 0.016 and 0.001 per 1000 people primary schools, secondary schools, colleges and universities respectively.

NEED AND IMPORTANCE OF THE STUDY

Indian tribes are unique in nature. The culture, social customs and tradition of Naga tribes are very special with distinct features. An intensive research can throw light on these unexplored aspects of tribal culture. But, researches in tribal tradition are most neglected areas. Unfortunately educationists, sociologists and research experts have not thrown light on tribal education. Therefore, the required amount of literature on tribal education in general and tribes of Nagaland under Tuensang district in particular are not available.

Emotional maturity and Academic Achievement of the students of secondary schools are governed by several factors like home, parents, teachers and peer group etc. Therefore, we have to carefully plan school programmes in such a way that the children are involved in their studies

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meaningfully. Keeping this consideration in view, the present study focuses on whether Emotional maturity of secondary school tribal students in Tuensang district of Nagaland is being influenced by their Academic Achievement. Thus, the proposed study would conveniently provide empirical evidences to emphasize these factors in the process of students' learning at school.

REVIEW OF RELATED LITERATURE

As pointed out earlier that, researchers have not paid more attention on tribal Education. There is a lot of scope to undertake research studies in this area. However Shouping H.U (2003), Senapati (1972) have attempted to study to study educational aspiration and study involvement respectively. But this priority was on tribal students of Urban, Sub-Urban and rural areas with a focus on excess and choice of them. The study by Mukhopadhyay (2002), Amenla Nuken and Lalu Singh (2005) have attempted to study on tribal culture. Their focus is on sociological aspects rather than educational aspect. Chouhan and Bhatnagar (2003), John Louis (2007), Ramganesha and Alex (2006) etc. have attempted to study the emotional maturity of tribal students from different perspective.

Thus, it is clear that no study on tribal education has been attempted to find out the relationship between Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang district of Nagaland.

METHODOLOGY

Statement of the Problem

The present problem undertaken for the research is stated as "A Study of Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang district of Nagaland".

Broad Objectives of the Study

The present study was undertaken with the following broad objectives:

1. To find out the significant relationship between Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang District of Nagaland
2. To find out the significant difference in Emotional maturity of secondary school tribal students in Tuensang District of Nagaland when they are classified according to their gender, locality and type of management
3. To find out the significant difference in Academic Achievement of secondary school tribal students in Tuensang District of Nagaland when they are classified according to their gender, locality and type of management

HYPOTHESES

The following hypotheses were formulated to test the objectives stated above:

1. There is no significant relationship between Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang District of Nagaland.
2. There is no significant difference in Emotional maturity of secondary school tribal students in Tuensang District of Nagaland when they are classified according to their gender,

locality and type of management.

3. There is no significant difference in Academic Achievement of secondary school tribal students in Tuensang District of Nagaland when they are classified according to their gender, locality and type of management.

Tools Used For the Collection of Data

The tools used for the study are:

- i. Emotional maturity Scale (Singh And Bhargava 1988)
- ii. Academic Achievement (the marks secured by each students in Final exam was used to determine the Academic Achievement)

Sample

In the present study the sample taken was 200 tribal students from Tuensang district of Nagaland using stratified random sampling technique.

Variables

The variables considered in the present study are:

Dependent variable:

Academic Achievement

Independent Variable

Emotional maturity

Moderate variables:

- Gender
- Locality
- Types of management

Statistical Techniques Used

The following statistical techniques have been employed for the analysis of research data and interpretation of data

- Pearson's product moment Co-relation
- t'- test

Analysis of Data and Interpretation of Results

Ho-1 There is no significant relationship between Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang district of Nagaland

TABLE-2: Number, Degrees of Freedom, 'r' value between Emotional Maturity and Academic Achievement of Secondary School Tribal Students in Tuensang District of Nagaland

Variables	N	Df (N-2)	'r'	Level of Significance
EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL TRIBAL STUDENTS	200	198	0.02	SIGNIFICANT

The above table-2, shows that, the co-efficient of correlation between Emotional Maturity and Academic Achievement of Secondary School Tribal Students in Tuensang district of Nagaland

is 0.02 Which shows significant positive relationship at 0.01 level between Emotional Maturity and Academic Achievement of tribal students. Hence, the null hypothesis that there is no significant relationship between Emotional Maturity and Academic Achievement of tribal students of Nagaland is rejected. Therefore, an alternative hypothesis is formulated.

On the basis of above analysis, it may be concluded that, there is a significant relationship between Emotional Maturity and Academic Achievement of Secondary School Tribal Students in Tuensang district of Nagaland

Ho-2: There is no significant difference in Emotional Maturity and Academic Achievement of Secondary School Tribal Students in Tuensang district of Nagaland when they are classified according to their gender, locality and types of management

TABLE-3: Variable wise N, Mean, S.D and 't' value of Emotional Maturity of Secondary School Tribal Students of Nagaland.

VARIABLES		N	M	S.D	't'-test	SIG
Gender	Boys	99	309.76	51.82	1.021	NS
	Girls	101	301.93	56.61		
Locality	Urban	102	316.55	57.93	2.920	Significant
	Rural	98	294.62	48.03		
Type of Management	Govt.	63	287.73	48.26	3.433	Significant
	Prvt.	137	314.12	55.06		

* - 0.01 level of significance NS- not significant

The above Table-3, depicts that, the obtained 't' Values 2.92 and 3.43 which are greater than the tabled 't' value of 2.60 with degrees of freedom 198 at 0.01 level of significance. Therefore, the null hypothesis that, there is no significant difference in Emotional Maturity and Academic Achievement of Secondary School Tribal Students in Tuensang district of Nagaland is rejected and an alternative hypothesis is accepted. Hence, it is concluded that, locality and types of management influence Emotional Maturity and Academic Achievement of secondary school Tribal Students in Tuensang district of Nagaland.

MAJOR FINDINGS

The following are the major findings of the study.

1. There is a significant relationship between Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang district of Nagaland.
2. Locality influence on Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang district of Nagaland.
3. Type of management influence on Emotional maturity and

Academic Achievement of secondary school tribal students in Tuensang district of Nagaland.

EDUCATIONAL IMPLICATION

The following educational implications are drawn on the basis of major findings of the study;

1. The study found out that, there is a positive correlation between Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang district of Nagaland. Therefore school authorities have to have concern emotional maturity of students by providing opportunities to take active part in cultural and other recreational activities organised by the school.
2. The study has shown gender, locality and types of managements have great impact on emotional maturity of tribal students. Therefore a parent teacher meet, district wise exhibitions on different themes of education should be organized. Therefore appropriate school- parent interaction sessions should be organized so as to enhance perceptions good academic achievement. Community awareness through street place, tabulo show, processions etc. should be undertaken.
3. The school authority should focus on involving secondary school students in meaningful educational programmes. The subject wise clubs should be formed and Common Avenue must be created for project like activities.

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