



Sri Nanak Jhira Sahab Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist: Bidar-585 403

College Website: www.gurumanakbed.org

Mail: Gurumanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

3.2.1 Average number of research papers/articles per teacher published in Journals notified on UGC website during the last five years

Year	Title of Paper	Name of the Author/s	Name of Journal	Year of Publication	ISBN/ISSN Number	Link for the UGC recognized Journals
2020-21	A Study on Academic achievement of secondary students in relation to Intelligence, Emotional Intelligence, Anxiety and Locus of control	Asst Prof. Mareppa Kattimani	Strategic Approach for Multidisciplinary Education Vol-III	2021	ISBN 978-81-959744-3-6	-
2021-22	Collaborative Learning as a Strategy for the Preparation of Lesson Planning at Secondary School Teacher Education (B.Ed) Programme	Dr. Rajashekhara. B. Almaje	Online International Interdisciplinary Research Journal. (Bi-Monthly), ISSN 2249-9598, Volume - 12, Issue – 06, Nov – Dec 2022	2022	2249-9598	-

PRINCIPAL

Gurumanak College of Education

BIDAR-585403



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist: Bidar-585 403

College Website: www.gurunanakbed.org

Mail: Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

3.2.1 Average number of research papers/articles per teacher published in Journals notified on UGC website during the last five years

Year	Title of Paper	Name of the Author/s	Name of Journal	Year of Publication	ISBN/ISSN Number	Link for the UGC recognized Journals
2020-21	A Study on Academic achievement of secondary students in relation to Intelligence, Emotional Intelligence, Anxiety and Locus of control	Asst Prof. Mareppa Kattimani	Strategic Approach for Multidisciplinary Education Vol-III	2021	ISBN 978-81-959744-3-6	-
2021-22	Collaborative Learning as a Strategy for the Preparation of Lesson Planning at Secondary School Teacher Education (B.Ed) Programme	Dr. Rajashekhara. B. Almaje	Online International Interdisciplinary Research Journal. (Bi-Monthly), ISSN 2249-9598, Volume - 12, Issue - 06, Nov - Dec 2022	2022	2249-9598	-

Signature

PRINCIPAL

Gurunanak College of Education,

BIDAR-585403

“Collaborative Learning as a Strategy for the Preparation of Lesson Planning at Secondary School Teacher Education (B.Ed) Programme”

Rajashekhara B. Almaje

Principal Gurunanak College of Education (B.Ed), Bidar, Karnataka, India

Abstract

Introduction :

It has been realized increasingly that lesson is not merely a means of giving out instructions or giving out facts. It can be occasion for learning; for thinking and for understanding. It can provide generous scope for the self activity of the pupil, directed, guided and simulated by the teacher. But such lesson must be planned in advance.

Lesson plan is a must for all teachers it is an essential part of teachers preparation for classroom lesson it is the first and foremost step for a successful and effective teaching, it is a mirror of action.

Change in the behavior is nothing but the learning it depends upon the practice and Experiences provided to an individual, the first stage of learning is orientation of the new behavior, knowledge, skill and aims, the second one is confirmation of the life it is comprehensive in nature.

Several types of learning are there they are defined and classified by the eminent psychologists, the recent trend in the learning is changing according to the need of time such as reflecting learning, co-operative learning and collaborative learning etc.

the present study focuses on the practice in teaching, the foremost activity of the any teacher education programme for that our student teacher can needs to prepare the lesson planning and that should be prepare by the collaborative learning. So that the one can gets mastery over the preparation of lesson planning.

Significance of the study :

Planning is essential not only in teaching but in all spheres of human activity. Probably there is no type of work where the results of poor planning are as divesting as in teaching.

A lesson plan should tell very simply the story, the way teacher intends rightly or wrongly to employ children for a given period. What he and they are going to do ? This written 'story' should show both sincerity and a plan a flexible and information plan.

According to Bagly “However able and Experienced the teacher he could never do without his preliminary preparations”.

1	Pre-test scores of student teacher belongs to Science	30	12.30	5.2	6.18**
2	Post test scores of student teacher belongs to Science	30	23.10	1.8	

Obtained 't' value is 6.18 and the table value is 2.05 at 0.05 level and 2.76 at 0.01 level of significance the obtained 't' value is greater than the table value at both the 0.05 and 0.01 levels of significance.

This shows there is significant difference exists between pre-test and post-test's achievement in lesson planning of student teacher belongs to Science. Hence null hypothesis is rejected and research hypothesis is accepted.

Major findings :

- Collaborate learning plays a significant role in lesson planning of B.Ed students.
- Collaborate learning is proved to be more effective than the individual learning in preparing lesson plan of male B.Ed students.
- Collaborate learning is proved to be more effective than the individual learning in preparing lesson plan of female B.Ed students.
- Collaborate learning is more helpful in preparing lesson plan of B.Ed students belongs to Arts discipline than the individual learning.
- Collaborate learning is more helpful in preparing lesson plan of B.Ed students belongs to Science discipline than the individual learning.

Conclusion :

As we know that the lesson planning is very key aspect in teaching learning process, because as the success of any task is very much depends upon the plan and execution of that is a crucial one so in the teaching learning process also planning and execution are very important so that one has to learn to plan the lesson in his teaching only where one can trained to become a teacher. While planning the lesson during the practice in teaching of training programme where the orthodox individual learning. by using this collaborate learning process we can provide opportunity to the student teacher to meet with a common task, group learning, co-operative behavior. Interdependence and awareness of responsibility and accountability which makes an individual to participate in an activity actively and get success for his own and group members.

References:

- | | | |
|--------------|---|---------------------------------------------------------|
| Kaul lokesh | - | Methodology of Educational Research |
| Best John. W | - | Research in Education |
| Kothari C.R | - | Research methodology methods and teaching skills |
| Das R.C | - | Science Teaching in schools |
| Yadav M.S | - | Modern methods of science teaching in secondary schools |
| Sharma R.C | - | Modern science teaching |
| Kochhar S.K | - | Teaching of History |
| Timmareddy K | - | Teaching of History and Civics |
| Aggarwal J.C | - | Teaching of Social studies – A practical approach |
| Kohli A.S | - | Teaching of Social studies |
| Bhatia R.L | - | Contemporary Teaching of History |

As the discussed in the methodology for the pre-test all the students are asked prepare a lesson plan individually in their respective subjects, during the gap of two weeks the orientation is given to the student teachers regarding the collaborate learning process and makes the groups of 5 – 6 members each is a group. Later on after the gap of two weeks the student teachers was asked to prepare a lesson plan in group with their respective subjects and group.

Statistical technique used :

For the present study Mean, S.D and 'T'-test are used as statistical techniques for the analysis and interpretations of data collected by using the rating scale.

Analysis and interpretation of data :

Analysis and interpretations of data was taken up on the basis of objects and hypothesis of the study, by using the Mean, S.D and 'T'-test for testing, the hypothesis are converted into null hypothesis and interpreted at 0.05 and 0.01 levels of significance.

1. Hypothesis : There is a significant difference exists between pre-test and post-test's achievement in lesson planning of B.Ed student (student teachers).

Null hypothesis : There is no significant difference exists between pre-test and post-test's achievement in lesson planning of B.Ed student(student teachers).

Table 1. showing the mean, s.d. and 't' values of the pre-test and post-test achievement in lesson planning of B.Ed students(student teachers).

Sl. No.	Variable	N	M	S. D.	t. value
1	Pre-test scores	60	9.06	6.9	8.65**
1	Post test scores	60	18.6	2.3	

Obtained 't' value is 8.65 and the table value is 2.00 at 0.05 level and 2.66 at 0.01 level of significance the obtained 't' vale is greater than the table value at both the 0.05 and 0.01 levels of significance.

This shows there is significant difference exists between pre-test and post-test's achievement of B.Ed students in lesson planning. Hence null hypothesis is rejected and research hypothesis is accepted.

2. Hypothesis : There is a significant difference exists between pre-test and post-test's achievement in lesson planning of Male student teachers.

Null hypothesis : There is no significant difference exists between pre-test and post-test's achievement in lesson planning of Male student teachers.

Table 2. showing the mean, s.d. and 't' values of the pre-test and post-test's achievement in lesson planning of Male student teachers.

Sl. No.	Variable	N	M	S. D.	t. value
1	Pre-test scores of male student teachers	30	11.15	5.7	7.36**
2	Post test scores of male student teachers	30	21.20	1.9	

Obtained 't' value is 7.36 and the table value is 2.05 at 0.05 level and 2.76 at 0.01 level of significance the obtained 't' vale is greater than the table value at both the 0.05 and 0.01 level's of significance.

This shows there is significant difference exists between pre-test and post-test's achievement of male student teachers in lesson planning. Hence null hypothesis is rejected and research hypothesis is accepted.

3. Hypothesis : There is a significant difference exists between pre-test and post-test's achievement in lesson planning of female student teachers.

Null hypothesis : There is no significant difference exists between pre-test and post-test's achievement in lesson planning of female student teachers.

Table 3. showing the mean, s.d. and 't' values of the pre-test and post-test's achievement in lesson planning of female student teachers.

Sl. No.	Variable	N	M	S. D.	t. value
1	Pre-test scores of female student teachers	30	10.80	6.3	7.9**
2	Post test scores of female student teachers	30	21.00	2.1	

Obtained 't' value is 7.9 and the table value is 2.05 at 0.05 level and 2.76 at 0.01 level of significance the obtained 't' vale is greater than the table value at both the 0.05 and 0.01 levels of significance.

This shows there is significant difference exists between pre-test and post-test's achievement of female student teachers in lesson planning. Hence null hypothesis is rejected and research hypothesis is accepted.

4. Hypothesis : There is a significant difference exists between pre-test and post-test's achievement in lesson planning of student teacher belongs to Arts discipline.

Null hypothesis : There is no significant difference exists between pre-test and post-test's achievement in lesson planning of student teacher belongs to Arts discipline.

Table 4. showing the mean, s.d. and 't' values of the pre-test and post-test's achievement in lesson planning of student teacher belongs to Arts discipline.

Sl. No.	Variable	N	M	S. D.	t. value
1	Pre-test scores of student teacher belongs to Arts	30	11.00	5.4	8.00**
2	Post test scores of student teacher belongs to Arts	30	22.80	2.80	

Obtained 't' value is 8.00 and the table value is 2.05 at 0.05 level and 2.76 at 0.01 level of significance the obtained 't' vale is greater than the table value at both the 0.05 and 0.01 levels of significance.

This shows there is significant difference exists between pre-test and post-test's achievement in lesson planning of student teacher belongs to Arts. Hence null hypothesis is rejected and research hypothesis is accepted.

5. Hypothesis : There is a significant difference exists between pre-test and post-test's achievement in lesson planning of student teacher belongs to Science.

Null hypothesis : There is no significant difference exists between pre-test and post-test's achievement in lesson planning of student teacher belongs to Science.

Table 5. showing the mean, s.d. and 't' values of the pre-test and post-test's achievement in lesson planning of student teacher belongs to Science.

Sl. No.	Variable	N	M	S. D.	t. value
---------	----------	---	---	-------	----------

Hypothesis of the study :

- There is a significance difference exists between pre-test and post-test's achievement in lesson planning of B.Ed student(student teachers).
- There is a significance difference exists between pre-test and post-test's achievement in lesson planning of Male student teachers.
- There is a significance difference exists between pre-test and post-test's achievement in lesson planning of Female student teachers.
- There is a significance difference exists between pre-test and post-test's achievement in lesson planning of student teachers belongs to Arts discipline.
- There is a significance difference exists between pre-test and post-test's achievement in lesson planning of student teachers belongs to Science discipline.

Methodology / Design of the study :

For the present study single group pre-test and post-test experimental method was used in the first stage pre-test was assigned to the subjects that is preparations of lesson plan in individual and after the gap of two weeks subjects ask to work in a group of five to six members in each group when they act according to the collaborative learning regarding which the treatment was given in the gap period of two weeks achievement of both tests are taken into consideration in interpretation.

Tool used :

Rating scale was constructed for the purpose the 3 point scale was used, 0, 1 and 2. 0 for poor 1 for average and 2 for good. The rating scale is consists of 15 observations those are :

1. Content analysis
2. Teaching points
3. Instructional objectives
4. Teaching aids (preparations)
5. Motivation
6. Statement of aim
7. Development
 - Presentation
 - Method used
 - Skills used
 - Teaching aid (presentation)
 - Attainments of instructional objectives
8. Recapitulation
9. Black board summary
10. Evaluation
11. Home assignments

Sample selection :

For the present study simple random sampling technique was used. The 100 students of Karnataka College of Education Bidar are the populations of the study, among them 30 students from the Arts discipline and 30 students from the science discipline are chosen keeping in mind that the gender is also considered that is 30 male student teachers and 30 female students are selected for the study.

Data collection :

On the other hand collaborate learning is an educational approach that involves group of learners working together to solve a problem, complete a task, create a product. It is based on the idea that learning is a naturally social act learning occurs through engagement among peers either face to face or online.

This is a method of instruction in which students of various performance levels work in groups towards a common academic goal. The students are responsible for one others learning as well as their own thus the success of one student helps other student to be successful.

According to Totten, Digby and Russ – “the shared learning gives students an opportunity to engage in discussion take responsibility for their own learning and thus become critical thinker”.

Proponents of collaborate learning claims the active exchange of ideas within small groups not only increase interest among participants but also promotes the critical thinking.

Here is an attempt of collagen of lesson planning and collaborate learning. In another words, preparation of lesson planning through collaborate learning can make more impact and more meaningfully reach to the student teacher of various performance level. To determine the preparation of lesson planning through collaborate method is the key factor of the present study.

The student teachers attention should be focused on the outcome of ‘pupils’ achievement, which is based on definite process and procedure with a recognition should be on the foreground and teacher is in the background as guide and director of learning activity.

In teacher education programme while teaching and training about the preparation of lesson planning teacher educator should follow the activities mentioned below :

- Assign a common task to the student teachers
- Promotes the group learning
- Provide the platform for co-operative behavior.
- Create the interdependence of one another and
- Create awareness of individual responsibility and
- Accountability among the student teachers in preparing the lesson plan

When teacher educator performs like this, that creates a situation called collaborative learning. Where students teachers shows individual responsibility accountability, interdependence, co-operative behavior group learning for a common task called preparing the lesson plan for practice in teaching. That is the focused aspect of the present paper that is “Preparations of lesson planning through collaborative learning”.

Title of the study :

The title of the present study is “A study on Preparation of lesson planning through collaborate learning in secondary school teacher education(B Ed) programme”.

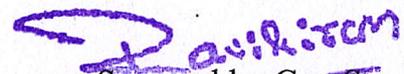
Objectives of the study :

- To study the difference between pre-test and post-test’s achievement in lesson planning of B Ed students (student teachers).
- To study the difference between pre-test and post-test’s achievement in lesson planning of male student teachers.
- To study the difference between pre-test and post-test’s achievement in lesson planning of female student teachers.
- To study the difference between pre-test and post-test’s achievement in lesson planning of student teachers belong to Arts discipline.
- To study the difference between pre-test and post-test’s achievement in lesson planning of student teachers belong to Science discipline .

Scanned by CamScanner

PRINCIPAL
Gurunanak College of Education
BIDAR-585403

http://en.wikipedia.org/wiki/Reflective_practice
<http://infed.org/mobi/reflection-learning-and-education/>
<http://www.emu.edu/education/model/>
<http://raghdah.wordpress.com/2010/02/08/reflection-in-education/>
<http://www.ericdigests.org/2001-3/reflective.htm>



Scanned by CamScanner

PRINCIPAL

Gurunanak College of Education

BIDAR-585403

**A STUDY ON ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS IN
RELATION TO INTELLIGENCE, EMOTIONAL INTELLIGENCE, ANXIETY, AND
LOCUS OF CONTROL**

MAREPPA KATTIMANI HANAMANHA
ASSISTANT PROFESSOR
GURUNANAK COLLEGE OF EDUCATION
BIDAR

Abstract

This study examines about emotional intelligence and locus of Control association with academic achievement of students. Four research questions guided the study. The co relational research design was adopted for the study. We analyzed the effects on a group of adolescents of an emotional intelligence education model of adolescent psychosocial adjustment. Participants were high school students aged between 12 and 16 years, of whom some were in the control group and other some were in the training group. We conducted the research using a experimental pretest-intervention-posttest design during 2 academic years. This training program was conducted as part of the ongoing project and is implemented during weekly sessions. Students who participated in program reported better psychosocial adjustment likewise lower levels of depression and anxiety, and higher self-esteem) compared to students in the control group. Implications of these findings for educational curricula are discussed, and recommendations for future research are made.

Introduction

A student can get admission into a higher institution simply with his/her intelligent quotient but the control and management of emotions (emotional intelligence) and understanding and explaining of success and failures (Locus of control) to a great extent determines his/her academic achievement. This study therefore examined emotional intelligence and locus of Control association with academic achievement of students. Four research questions guided the study. The co relational research design was adopted for the study. The population of the study

with some specific students of certain area. No sampling was done because the population is small. 3 sets of instruments were used for the study namely: Emotional Intelligence Self Assessment Instrument, Locus of control Instrument (LOCI) adapted from the work of Levenson (1981) and an achievement test in Educational Psychology constructed by the researchers. Reliability of the instruments were established using Cronbach alpha and an internal coefficient was obtained for EISAI, LOCI subscales namely internal and external locus of control orientation and finally for the researchers developed achievement test. The data were analyzed using correlation and regression statistical analysis. The results showed a positive and significant relationship between Emotional intelligence and internal Locus of control and academic achievement of students in psychological constructs wheel tremendous influence on the academic outcomes of students'. Based on the findings of the study, it was recommended among others that lecturers should de-emphasize grades and relative ranking, reward effort rather than ability to help students have internal locus of control orientation and also practical G.S courses that should help students acquire adequate stress management skills should be included in the Sandwich programme to help improve their emotional intelligence.

Academic achievement of students' is one of the vital elements through which the whole education system revolves. Academic achievement is the knowledge acquired and skills developed in school subjects usually by test scores assigned by the teacher. when it is observed that the evidence of proper teaching and adequate learning should manifest in students 'academic achievement. They view academic achievement as the hub around which teaching and learning revolve and therefore, should be the target of every student enrolled in any academic programme. We can observe that academic achievement was once thought to be the most important outcome of formal education experiences as well as indicators of students' well-being and psychological development. assert that academic achievement is the most important pre-requisite for individual and societal prosperity as well as a vital issue both for politics and psychological research. In the context of this research work, academic achievement refers to outcomes in performance of students' in intellectual domains (cognitive, affective and psychomotor).

The primary aim of enrolling in any academic programme ranging from primary, secondary to tertiary education is for acquisition of knowledge and skills that will enhance the individuals

up, overwhelmed and lose control in the face of challenge or stress. Emotional intelligence is the area of cognitive ability that facilitates interpersonal behaviour. David Goleman, a psychologist and behavioural science journalist popularized the concept of emotional intelligence in the year 1995. In his book titled "Emotional Intelligence", Goleman explained emotional intelligence as the ability of an individual to appropriately and effectively manage his emotions to ensure those emotions is expressed accordingly. He went further to observe that emotional intelligence is the largest single predictor of success in the workplace. Goleman outlined five categories of emotional intelligence namely: Self-awareness, self regulation, motivation, empathy and social skills. Some researchers and authors have attempted various definitions of emotional intelligence according to their perspectives.:self awareness, self management, social awareness and relationship management.

A student with high emotional intelligence has proper control over his/her emotions and therefore will thrive in the face of any academic complexities while the reverse is the case for a student with low emotional intelligence. There is an English adage that "Life is not a bed of roses". All aspects of life including social, religious, marital, economic and educational/vocational is full of challenges, hurdles and problems therefore, a students' intellectual ability or intellectual quotient is not enough on its own to achieve academic success. This is true because it is the students' emotional intelligence that will help him/her to manage academic stress and emotions. With the ability to manage stress and stay emotionally balanced, a student can learn to receive upsetting information without letting it upset his/her thoughts, self control and/communications among others.

Psychologically, a student lack of control over his/her emotion may result to some physical health, mental health, relationship and empathy (social intelligence) challenges which ultimately wheels tremendous influence on his/her academic pursuit and performance. To buttress this point, inability to manage emotions equal to not managing of stress which has physical health challenges. This can also impact on a person's mental health thus resulting in anxiety, tantrum and often depression which are highly opposite to academic excellence. Low emotional intelligence affects ones formation of strong relationship which can result to feeling lonely, isolated and inability to engage in collaborative activities. On the other hand (high emotional intelligence) understanding your emotions and how to control

fulfillment of his/her potentials and adjustment in the society. Students' acquisition of knowledge and skills in any teaching and learning activity is measured through quiz, tests, projects and examinations administered by the teacher in-between or at the end of a term, semester or contact session. The extent of the student' performance is simply his achievement

Anxiety is a feeling of fear, dread, and uneasiness. It might cause you to sweat, feel restless and tense, and have a rapid heartbeat. It can be a normal reaction to stress. For example, you might feel anxious when faced with a difficult problem at work, before taking a test, or before making an important decision

Some psychological constructs including personality traits and emotional intelligence could be vital in explaining a person's thoughts, actions, interpretations, judgments and behaviors. This study adopted co relational research design to establish the association of personality traits and emotional intelligence with risky sexual and health behaviours among adolescents in tertiary institutions.

Intelligence can be defined as the ability to solve complex problems or make decisions with outcomes benefiting the actor, and has evolved in life forms to adapt to diverse environments for their survival and reproduction.

Education boosts the opportunities for sustainable development and plays a crucial role in the overall development of the individual, society and nation at large. Education is the most important a venue for improving the quality of life of an individuals and his/her adaptation to the society. For this reason , education of every citizen should be taken seriously. Federal Republic of Nigeria (2013) recognized education as a bedrock of every nations' growth and so outlined clearly in her National Policy on Education (NPE) the national guideline for the effective administration, management and implementation of education at all tiers of government. - Post basic education of 3 years in senior secondary schools and technical colleges and - Tertiary education provided in colleges of education, polytechnics, monotechnics and the universities. Sandwich programmes fall under tertiary education. Sandwich programme is a part-time programme for teachers in primary and secondary schools and others to study in the Faculty of Education. All the courses in the Faculty of Education are available during the contact sessions (usually long vocations). Contrary to other academic

programmes in the university which has two semesters in a session, sandwich programme has just one contact session. Students are taught by both lecturers in the faculty of education and from the servicing departments. The primary aim of enrolling in any academic programme ranging from primary, secondary to tertiary education is for acquisition of knowledge and skills that will enhance the individuals' fulfillment of his/her potentials as well as psycho-social adjustments in the society. To this end, students' knowledge, understanding, acquisition of facts and skills which is often defined by the educational construct "Academic Achievement" is measured through quiz, assignments and examinations at the end of every contact session. Psychological constructs such as emotional intelligence and locus of control is vital in explaining students study habits as well as academic outcomes/achievements. They argued that some academically brilliant individuals are yet socially inept and unsuccessful at work, in academics or their personal relationships. This is true because you can get admission into a higher institution simply with your intelligent quotient but control and management of your emotions (Emotional Intelligence) and understanding and explaining your successes and failures (Locus of Control) determines your academic achievement. There searchers' observation of the emotional and social behaviours of students in the Faculty of Education, preferred the study. Often some of them are tensed up, confused, exhibit aggressive behaviours at the slightest provocation, rude to lecturers, disorganized, fail to do assignment, exhibit low performance in examination, rudely blame lecturers for low grades and inability to complete research projects among others. To buttress this point, some of these students attend lectures they did not register for, always late to lectures and examinations without any remorse, confused about the correct course outline and ready to exchange words with both classmate and lecturers anytime. This study therefore sought to investigate emotional intelligence and locus of control association with academic achievement. Emotional intelligence is a psychological construct derived from two terms: Emotion and intelligence. Intelligence belongs to the cognitive (thinking, reasoning) aspect of mental functioning while emotions belong to the affective (feeling, appreciation) aspect of mental functioning. Simply put, intelligence is the ability to acquire, understand and comprehend information or knowledge as well as being able to transfer the acquired knowledge for problem solving while emotion means state of mood of an individual. Emotions are important pieces of information that tell a person about himself/herself and others but can make one become tensed

them boost social relationship, empowers you to communicate more effectively, forge stronger relationship, recognize other peoples strengths and weaknesses, embrace adequate social relationship skill and feel loved and happy. Another psychological construct that is vital in explaining students' academic outcomes is their attribution of success and failure. Weiner (1979, 1980) formulated attribution theory that includes many ideas about achievement motivation and the motivational effects if experiencing success and failures. His theory is directed mainly towards understanding how individuals explain the causes of their successes and failures and how these failures affect their subsequent motivation to achieve. According to attribution theory, persons attribute or scribe the causes of their successes and failures to either external or internal factors. One concept central to attribution theory is "Locus of Control". In Psychology, locus of control is considered to be an important aspect of personality. Locus of control entails how individuals perceive and explain the underlying factors behind their successes and failures in life. This psychological construct was developed originally by Julian Rotter (1966) and she called it "Locus of Control of Reinforcement". By this name, Rotter was bridging behavioural and cognitive psychology where she affirmed that behaviour was to a great extent guided by reinforcements, and desired/undesired behaviors are strengthen/weaken through rewards and punishments. Some researchers and authors have attempted various explanation of locus of control. Kendra(2021) noted that locus of control depict the extent to which people feel that they have control over the situations, circumstances and events that influence their lives. Kendra observed that locus of control determines one's response and motivation to event. Neill (2020) noted that locus of control is a determinant of personality and a person's belief that his/her destiny is controlled by internal forces(himself/herself) or by external forces (such as fate, powerful others). In the context of this research work, the researchers explains locus of control as how people perceive, understand, analyze and infer the causes of their failures and successes in life. In order words, locus of control is an explanation of the results of our actions, whether they are contingent on internal or external control orientations. By means of observations, tests, quiz and examinations, students' receive feedback concerning their level of performance on tasks either relative to other members of the class or to norm acceptability. This feedback ultimately influences students' perceptions. Locus of control is important in understanding how students' might interpret and use feedback they receive. A person who has an internal locus of

control is that person who believes that success or failure is due to his/her own efforts or abilities while a person with external locus of control is more likely to believe that factors such as luck, task difficulty other people's actions cause success or failure

Conclusion

This states why locus of control is important in explaining students' academic achievement. It might not be an over statement to say that psychologically, locus of control seems to be the most predictor of a students' academic achievement after ability. The reason is because students who believe that success or failure in school work is due to external forces are unlikely to work hard. On the contrary those students' who believe success and failure are primarily dependent on internal forces (i.e. their own efforts and abilities) are more likely to work hard. Psychologically, an individual is more likely to take action to change her situation when the need arises when she holds the view that her destiny lies in her hands and less likely to work toward change when the reverse is the case. Supporting this point. We can see that people with an internal locus of control believe their own actions determine the rewards that they obtain while those with an external locus of control believe their actions does not matter much but rather rewards in life are generally outside their control. This matters for academic outcomes/achievements..

REFERENCES

Journal of Guidance and Counselling Studies

www.jgcsunizik.org


PRINCIPAL
Gurunanak College of Education
BIDAR-585403