



**SRI NANAK JHIRA SAHEB FOUNDATION
GURU NANAK COLLEGE OF EDUCATION**

Teachers colony Manhalli Road Tq-Dist Bidar- 585403 Karnataka, India.

(Affiliated To Gulbarga University, Gulbarga, Approved By NCTE, New Delhi)

**GNCEB - RESEARCH PROMOTION POLICY
(GRPP)**

**Education is not the learning of facts, but the training
of the mind to think**

-Albert Einstein

Contact Number:-+918970644553

Email: gurunanakbedcollege@gmail.com

PRINCIPAL

Guru Nanak College of Education
BIDAR-585403

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Vision of the institute:

To create an ethical, purposeful, enthusiastic, and motivated educating for the community for the global requirements.

Mission of the institute:

1. To stimulate interest in students toward effective teaching and learning strategies by promoting a work culture with the commitment to a life time teaching profession as a passion rather than a job.
2. To create a committed teaching community to spread the light of education, especially in the Hyderabad Karnataka region.

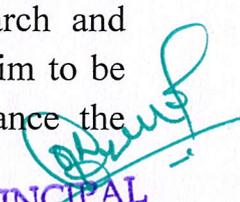
GNCEB - RESEARCH PROMOTION POLICY

Guru Nanak College of education Bidar is a premier institution in Karnataka offering educational teaching and management course. The college was established in the year 2004 by the Gurudwara Shri Nanak Jhira Saheb Foundation, Bidar with the vision of “Essence if wisdom is service to Humanity”. The sole objective of GNCEB is to impart quality teaching education in the field of teaching management. The college is affiliated with Gulbarga University, Gulbarga. This college is approved by the National Council for teacher education (NCTE), New Delhi.

GNCEB started in the year 2004 with an annual intake of 100. Currently 50 students all over from country benefit from education imparted through professionals. The college is spread over a sprawling area of 2.24 acres.

The objective of the Research and Development (R&D) inventiveness undertaken by GNCEB is to put up research careers, to support and strengthen the knowledge foundation and promote the creation of new applications, as well as the societal impact of education, research and innovation. All education, research and innovation of the college aim to be of a high standard. To achieve the high quality research ambiance the


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following policies have been in practice with continual efforts for revision and update.

A research committee of the R&D cell is composed of the following members contributing in a big way to prepare and implement the documents related to research and development activities within the college.

Research committee:-

- Dr. Rajashekara Almaje, Principal, GNCEB & Chairman (R&D).
- Mr. Vilas Rao Kulkarni, Asst.Professor, GNCEB & Member.
- Mrs. Mareppa Kattimani, Asst.Professor, GNCEB & Co-ordinator.

Responsibilities of the R&D Cell

- I. The development review and monitoring of achievements under the Research and development.
- II. The development and enhancement of the research capacities in the college.
- III. Motivate all faculties to pursue research in their respective areas of expertise.
- IV. The protection and commercialization of the institute's intellectual property.
- V. Consultancy activities related to R&D.
- VI. The provision of research and development opportunities for academic staff to maintain enthusiasm, awareness of scholarship, and relevance in teaching and other activities.
- VII. The development of infrastructure conducive for promoting the quality and quantity of research and development.
- VIII. Disbursement of institute Research Funds to established researchers, both individually and in groups.
- IX. Monitor the application of Research Funds to ensure that the funds are properly and formally accounted for.
- X. To be responsible for the progression of research scholars.


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- XI. To foster the development of multidisciplinary research endeavors across Faculties and departments.
- XII. Monitor the research and development performance of individuals, groups and Faculties to encourage excellence and productivity through maintaining a database of research and development activities.

Responsibilities of the GRPP

GRPP is aimed to create a research ambiance in the institute by promoting research in engineering science and innovations in established and newer technologies, and generating Doctoral degree candidates to augment the quality of faculty and research personnel in the institute. Research and development activities are considered as an essential component of higher education because of their role in creating new knowledge and insight and imparting excitement and dynamism to the educational process, as well as make them need-based in view of the national requirements. The objective of this scheme is to create and update the general research capabilities of the faculty members of the Institute.

Approval of Research Proposals

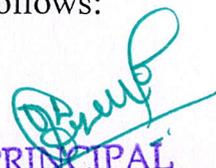
The proposal should include a specific project theme with a clear statement of the objectives, details of equipment and other research facilities proposed to be acquired, and the expected deliverables from the project. The design and methodology of research undertaken by a member of staff or student, that makes use of research and subject like people, human remains, other living being, and the environment, must be submitted to R&D Cell for evaluation and approval, especially if legislation, professional councils or institutions affected by the research require it. When students hand in research essays, mini dissertation, dissertations, and theses, they must declare that their research has complied with the code of Research Ethics of the Institute. The Code and Conduct of research & development are to uphold the values of freedom, democracy, equality, human dignity, and respect for diversity.

Processing Methodology:

The proposal shall be assessed by an expert committee constituted as follows:

- a) Principal (R&D) Committee Chairman.
- b) Dean R&D.
- c) Dean (Academics).


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- d) Three-member expert committee not below the rank of Associate Professor.
- e) At least two members among the experts shall be from the concerned stream.

Incentive: 1% of the received grant will be given to the selected proposal by the institute as an incentive.

Award for Research Publications:

1. The award of Rs.2000/-(Two Thousand only) with the appreciation letter will be given to the faculty members (first author only) who will publish their research work in the referred journals.
2. The award of Rs.2000/-(Two Thousand only) with the citation will be given to the first inventor of the patent (Published/Granted).
3. The second author of the SCI/SCIE Paper/s and the second inventor of the patent/s will receive the appreciation letter with an amount of Rs.1100/-.

Financial support for paper presentation:

Staff members are encouraged to present their research work at the conferences organized by NITs/IITs. The details of the financial support are as follows.

100% Registration fee for the paper presentation at the conferences organized by IITs/IIITsMs/IIMs. 50% registration fee for the paper presentation at the conferences organized by NITs.

Ph.D. Fee concession to internal faculty members.

Internal faculty members are given up to a 20% fee concession every year to procure a Ph.D. in the recognized research center of the GNCEBB.

Also staff members can pay the required fee in 7-8 installments.

Incentives to Faculty:

Guru Nanak College of Education Bidar encourages research and continuous professional development of faculty as follows:

- To encourage existing faculty to pursue research, Provision will be given to adjust time- table during working days.


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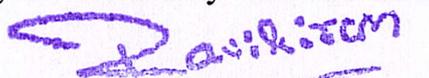
- For attending course work for full time Ph.D. Scholars, study leave will be granted on One week provided their absence will not affect the teaching learning process of the college.
- Incentives/Salary increment will be provided for Faculty on completion of Ph.D.
- For Paper publications in journals under UGC care list, incentives will be provided.
- For presenting papers in national/international level Seminar/conferences registration fees will be provided.
- For participation in Seminar/conferences registration fees will be provided.

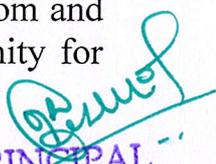
Support for Intellectual Property Rights (IPR):

GRPP will help faculty and students in the filing of patent applications through the IPR/R&D Cell. In addition to the support on legal matters R&D Cell. All government costs incurred in ant of the patenting activities shall be borne by GNCEB after approvals at the concerned levels and this will be facilitated by the R&D Cell. In case the invention is a work of a Sponsored project, the costs may be availed from the funding agency, and in that situation, the assignment/ownership of intellectual property shall be made as per the contract between Institute and the agency. R&D Cell hereby clarifies that only those patenting requests will be considered for final filing which is not a part of public domain knowledge, It is further clarified that the following activities apart from others, by the Faculty shall be considered as disclosure in the public domain. It is clarified that any request of publication of any Educational literature by concerned faculty after initiating the filing of IPR will need prior approval by R&D Cell.

Relationship with the Community:

Data or information shall be gathered and recorded in such a way that it can be made available at any time (after completion of the project) to other interested parties without undermining confidentiality. Researchers will judiciously consider potentially destructive consequences of their research activities, outcomes or outputs on the human or natural environments and will avoid such research projects, or assiduously reduce the risk of such consequences through their research activities. Researchers will exercise their rights to academic freedom and freedom of scientific research, researchers are accountable to the community for the way in which they exercise those rights.


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Relationship with Sponsors:

The methods contents and results of research that has been funded (fully or partially) by external funds, shall be fully disclosed. Full particulars of the person or institution from outside the Institute who funded the research shall be provided in the published results of the research.

Researchers shall be honest with sponsors of their research about their qualifications and their research expertise and skills, Researchers shall only utilize a sponsor's funds for purposes explicitly approved by the sponsor.


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3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

Year	Name of the teacher	Kind of support									
		Seed money		Study leave		Undertaking appraisals		Organizational supports		Research circle/seminar	
		Purpose	Amount	Purpose	Duration From - To	Purpose	Amount/ Kinds	Purpose	Kinds	Activity	Date
2023-24				P.H.D	16/01/2024 To 23/07/2024						
2022-23				P.H.D	07/07/2023 To 16/07/2023						
2021-22	Mareppa Kattimani	Higher education	15000	P.H.D	02/02/2022 To 11/02/2022					Seminar	10/12/2022

MGP
Coordinator
IQAC CO-ORDINATOR
GNCE BIDAR

Ravikiran
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BIDAR-585403

Princip
Principal
PRINCIPAL
Guru Nanak College of Education
BIDAR-585403

GURU NANAK COLLEGE OF EDUCATION, BIDAR
VOUCHER: RECEIPTS/PAYMENTS

At Aur

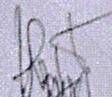
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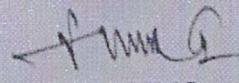
Date: 30/6/2022

CBF No

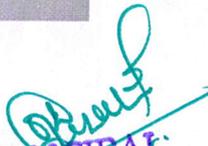
Head of Account Pursiving Higher Education

SL No.	Particulars	Amount
	Pursiving Higher Education for Ph.D of Sri.Mareepa Kattimani At Aurangabad	15000/-
	TOTAL	15000/-
(Rupees : Fifteen Thousand Rupees Only.)		


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GURU NANAK COLLEGE OF EDUCATION, BIDAR
VOUCHER: RECEIPTS/PAYMENTS

Voucher No:
CBF No:

Date:30/06/2022

Head of Account: Pursuing Higher Education

<u>SI No.</u>	<u>Particulars</u>	<u>Amount</u>
	Pursuing Higher Education for Ph.D of Sri. Mareppa Kattimani At Aurangabad	15000/-
	TOTAL	15000/-
Rupees: Fifteen Thousand Rupees Only		


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ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ ಸಲಾಹಿ ನುಡಿಸಿಕೊಳ್ಳುವ
ಸಂಸ್ಥೆಯಲ್ಲಿ ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ 15000 ರೂ.ಗಳನ್ನು
ಸಂಸ್ಥೆಯಲ್ಲಿ ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ ಸಂಸ್ಥೆಯಲ್ಲಿ
ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ
ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ ನನ್ನ ಸಂಸ್ಥೆಯಲ್ಲಿ



GURU NANAK COLLEGE OF EDUCATION, BIDAR
VOUCHER: RECEIPTS/PAYMENTS

Voucher No:
CBF No:

Date:30/06/2022

Head of Account: Pursuing Higher Education

<u>Sl No.</u>	<u>Particulars</u>	<u>Amount</u>
	Pursuing Higher Education for Ph.D of Sri. Mareppa Kattimani At Aurangabad	15000/-
	TOTAL	15000/-
Rupees: Fifteen Thousand Rupees Only		


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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

Sanction letter of award of incentives

To,
Mareppa Kattimani
Assistant Professor
Guru Nanak College Of Education Bidar
585403.

Sub: Granting Incentives for Higher Education.

Dear Madam/Sir,

As per your request here with management has sanctioned Rs. 15000(Rupees Fifteen Thousand Only) regarding incentives for Higher Education for your Higher Education (Ph.D.), so, amount will be released by Finance Officer. Hoping this amount will help in your research work.

With Best regards from

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GURU NANAK B.ED. AND D.ED. COLLEGE BIDAR
STAFF LEAVE APPLICATION FORM
(TO BE SUBMITTED 02 WORKING PERIOD TO COMMENCEMENT OF LEAVE)

Date: 1/2/2022

- 1) Name of the Staff : Marappa Kattimani
- 2) Designation : Lectures
- 3) Department / Section : B-Ed
- 4) Leave availed during current year : a) Casual Leave : C.L
b) O.D. : _____
Total Leave availed : _____
- 5) Nature of Leave applied for : C.L
- 6) Duration of Leave : Days 2/2/2022 to 11/2/2022
- 7) Any Suffix/Prefix of Sunday Holiday applied for : _____
- 8) Reason for Leave : P.H.D. WORKS
- 9) Address while on Leave : _____

- 9) Work Arrangement Details : _____

MPD
SIGNATURE OF STAFF

NOTE BY OFFICE

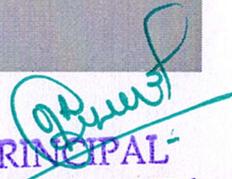
- 1 Leave Due _____ 2 Leave applied for _____
3 Requisite leave was due / not due, hence debited / not debited to the leave account of the applicant.

ORDER OF THE SANCTIONING AUTHORITY
SIGNATURE OF DEALING CLERK

Leave Sanctioned / Not Sanctioned



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GURU NANAK B.ED. AND D.ED. COLLEGE BIDAR
STAFF LEAVE APPLICATION FORM
(TO BE SUBMITTED 02 WORKING PERIOD TO COMMENCEMENT OF LEAVE)

Date: 6/7/23

1) Name of the Staff : Maceppa Kattimani

2) Designation : Lecturer

3) Department / Section : B.Ed

4) Leave availed during current year : a) Casual Leave : C.L.
b) O.D. : _____
Total Leave availed : _____

5) Nature of Leave applied for : C.L.

6) Duration of Leave : 08 Days 7/7/23 to 16/7/2023

7) Any Suffix/Prefix of Sunday Holiday applied for : _____

8) Reason for Leave : P.H.D work

9) Address while on Leave : _____

9) Work Arrangement Details : _____

MP
SIGNATURE OF STAFF

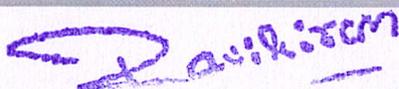
NOTE BY OFFICE

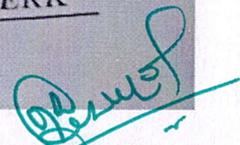
1 Leave Due _____ 2 Leave applied for _____
3 Requisite leave was due / not due, hence debited / not debited to the leave account of the applicant.

SIGNATURE OF DEALING CLERK

ORDER OF THE SANCTIONING AUTHORITY

Leave Sanctioned / Not Sanctioned


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GURU NANAK B.ED. AND D.ED. COLLEGE BIDAR
STAFF LEAVE APPLICATION FORM
 (TO BE SUBMITTED 02 WORKING PERIOD TO COMMENCEMENT OF LEAVE)

Date: 13/1/2024

- 1) Name of the Staff : Mareppa Kattimani
- 2) Designation : Lecturer
- 3) Department / Section : B.Ed.
- 4) Leave availed during current year :
 a) Casual Leave : C.L
 b) O.D. : _____
 Total Leave availed : _____
- 5) Nature of Leave applied for : C.L
- 6) Duration of Leave : Days 18-1-2024 to 23-1-2024
- 7) Any Suffix/Prefix of Sunday Holiday applied for : —
- 8) Reason for Leave : P.h.D. work
- 9) Address while on Leave : _____

- 9) Work Arrangement Details : _____

MP
SIGNATURE OF STAFF

NOTE BY OFFICE

1 Leave Due _____ 2 Leave applied for _____
 3 Requisite leave was due / not due, hence debited / not debited to the leave account of the applicant.

SIGNATURE OF DEALING CLERK

ORDER OF THE SANCTIONING AUTHORITY

Leave Sanctioned / Not Sanctioned

Ravikiran

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[Signature]
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3. Undertaking appraisals of institutional functioning and documentation.

Strategic Approach for Multidisciplinary Education Vol: III

ISBN 978-81-959744-3-6

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

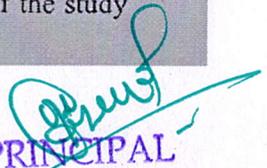
This study examines about emotional intelligence and locus of Control association with academic achievement of students. Four research questions guided the study. The co relational research design was adopted for the study. We analyzed the effects on a group of adolescents of an emotional intelligence 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



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AKSHAR BOOKHOUSE & STATIONERY

Ambekar Chowk, Janwada Road, Bidar, Bidar, Karnataka, 585401

GSTIN: 29BWAPS8571B1Z9 Mobile: 8073483688

PAN Number: BWAPS8571B

Invoice No.

4126

Invoice Date

10/03/2023

Due Date

20/03/2023

BILL TO

**PRINCIPAL, GURU NANAK COLLEGE OF EDUCATION,
BIDAR.**

Mobile: 9480719154

SHIP TO

**PRINCIPAL, GURU NANAK COLLEGE OF EDUCATION,
BIDAR.**

S.NO.	ITEMS	AUTHOR	QTY.	RATE	DISC.	AMOUNT
1	B.ED3RDPEDAGOGY OF SCHOOL SUBJECT MATHEMATICS	KMKRISHNAVENI	5PCS	160	120 (15%)	680
2	BED3RDE EDUCATIONAL P&S SOCIOLOGY	-	5PCS	120	90 (15%)	510
3	B.ED3RDSEM(SCHOOL SUBJECT FACULTY PHYSICS	SKHOLEYANNVARA-	5PCS	135	101.25 (15%)	573.75
4	B.ED3RDSEMEDU VATIONALEVALUTION	-	5PCS	225	168.75 (15%)	956.25
5	BED3RD INCLUSIVE EDUCATION	-	5PCS	235	176.25 (15%)	998.75
6	BED1ST UNDERSTANDING D&P MATHEMATICS	DR. TNRAJU-	5PCS	135	101.25 (15%)	573.75
7	BED3RDPEDAGOGY SSPHYSICAL SCIENCE	-	5PCS	95	71.25 (15%)	403.75
8	BED3RD ENVIRONMENTAL EDUCATION	-	5PCS	125	93.75 (15%)	531.25
9	BED1ST PEDAGOGY FOSS SOCIAL SCIENCE	-	5PCS	145	108.75 (15%)	616.25
10	BED1ST PHILOSOPHICAL & SBFO EDUCATION	-	5PCS	145	108.75 (15%)	616.25
11	BED1ST UNDERSTANDING D&P MATHEMATICS	-	5PCS	275	206.25 (15%)	1,168.75
12	BED1ST UNDERSTANDING D&P SCIENCE	-	5PCS	190	142.5 (15%)	807.5
13	BED1ST EDUCATIONAL PSYCHOLOGY	-	5PCS	75	56.25 (15%)	318.75
14	BED1ST KANNADABHASHAB	-	5PCS	205	153.75 (15%)	871.25
15	BED1ST CHILDHOOD & A PSYCHOLOGY	-	5PCS	115	86.25 (15%)	488.75
16	BED1ST BALYAVASTE & kishorvaste	-	5PCS	85	63.75 (15%)	361.25
17	BED3RD VALUE EDUCATION	-	5PCS	120	90 (15%)	510
18	BED4TH ADVANCED PEDAGOGY OF SS MATHEMATICS	DCMANJUNATH-	5PCS	50	37.5 (15%)	212.5
19	BED-4TH GENDERS & E	-	2PCS	145	43.5 (15%)	246.5
20	BED4TH EDUCATIONAL M& ORGANIZATION	-	5PCS	105	78.75 (15%)	446.25
21	B.ED4TH SEM ADVANCED PEDAGOGY ON SPECIFIC SUBJECT OF STUDY IN KANNADA AND SOCIAL STUDY	-	5PCS	110	82.5 (15%)	467.5
22	B.ED4TH SEM GENDERS SCHOOL AND SOCIETY	-	5PCS	135	101.25 (15%)	573.75

INVOICE ORIGINAL FOR RECEIPT

S.NO.	ITEMS	AUTHOR	QTY.	RATE	DISC.	AMOUNT
23	BED4THE EDUCATIONAL A&M MANAGEMENT	-	5PCS	135	101.25 (15%)	573.75
24	BED4TH ADVANCED POFS SPECIFIC SKANNADA	-	3PCS	190	85.5 (15%)	484.5
25	BED2ND PHILOPHICAL & SBE	KMKRISHNAVENI	2PCS	125	37.5 (15%)	212.5
26	BED2ND BODHANEKALIKE & m	DR. MOHAMMAD	5PCS	120	90 (15%)	510
27	B.ED2ND SEM (CONTEMPORARY EDUCATION IN INDIA)	PROF. SHANKARLING	5PCS	220	165 (15%)	935
28	BED2ND CHILDHOOD & A PSYCHOLOGY	PROF. SHANKARLING	5PCS	200	150 (15%)	850
29	BED1ST EDUCATIONAL TECHNOLOGY	SKHOLEYANNVARA	5PCS	140	105 (15%)	595
30	B.ED4TH SEM ADVANCED PEDAGOGY ON SPECIFIC SUBJECT OF STUDY IN KANNADA AND SOCIAL STUDY	DR. GIRIJA HASABI	5PCS	140	105 (15%)	595
31	BED4THE EDUCATIONAL A&M MANAGEMENT	-	1PCS	110	16.5 (15%)	93.5
32	METHODS OF TEACHING	DR. TNRAJU	2PCS	295	88.5 (15%)	501.5
33	BED BODHANA & SAHETYA	DCMANJUNATH	1PCS	225	33.75 (15%)	191.25
34	SHIKSHANASHASTA HINDI	SMT LAXMI APATIAL	2PCS	275	82.5 (15%)	467.5
35	BED1ST EDUCATIONAL TECHNOLOGY	DR. NBKONGAWAD	5PCS	230	172.5 (15%)	977.5
TOTAL			153		₹ 3,815.25	₹ 32,919.75

HSN/SAC	Taxable Value	CGST		SGST		Total Tax Amount
		Rate	Amount	Rate	Amount	
-	₹ 32,919.75	0%	0	0%	0	₹ 0
Total	₹ 32,919.75		0		0	₹ 0

Total Amount (in words)

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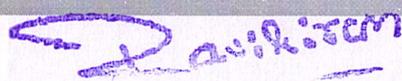
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with some specific students of certain area. No sampling was done because the population is small. 3 sets of instruments were used for the study namely: Emotional Intelligence Self Assessment Instrument, Locus of control Instrument (LOCI) adapted from 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 which 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



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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, monotronics 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



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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 researchers' 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



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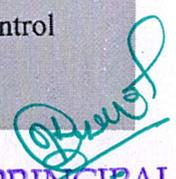


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up, over whelmed and lose control in the face of challenge or stress. Emotional intelligence is the area of cognitive ability that facilitates interpersonal behaviour. David Goleman, a psychologist and behavioural science journalist popularized the 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

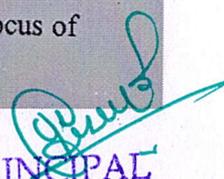

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them boost social relationship, empowers you to communicate more effectively, forge stronger relationship, recognize other peoples strengths and weaknesses, embrace adequate social relationship skill and feel loved and happy. Another psychological 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



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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 (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

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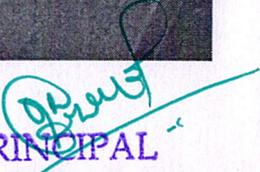
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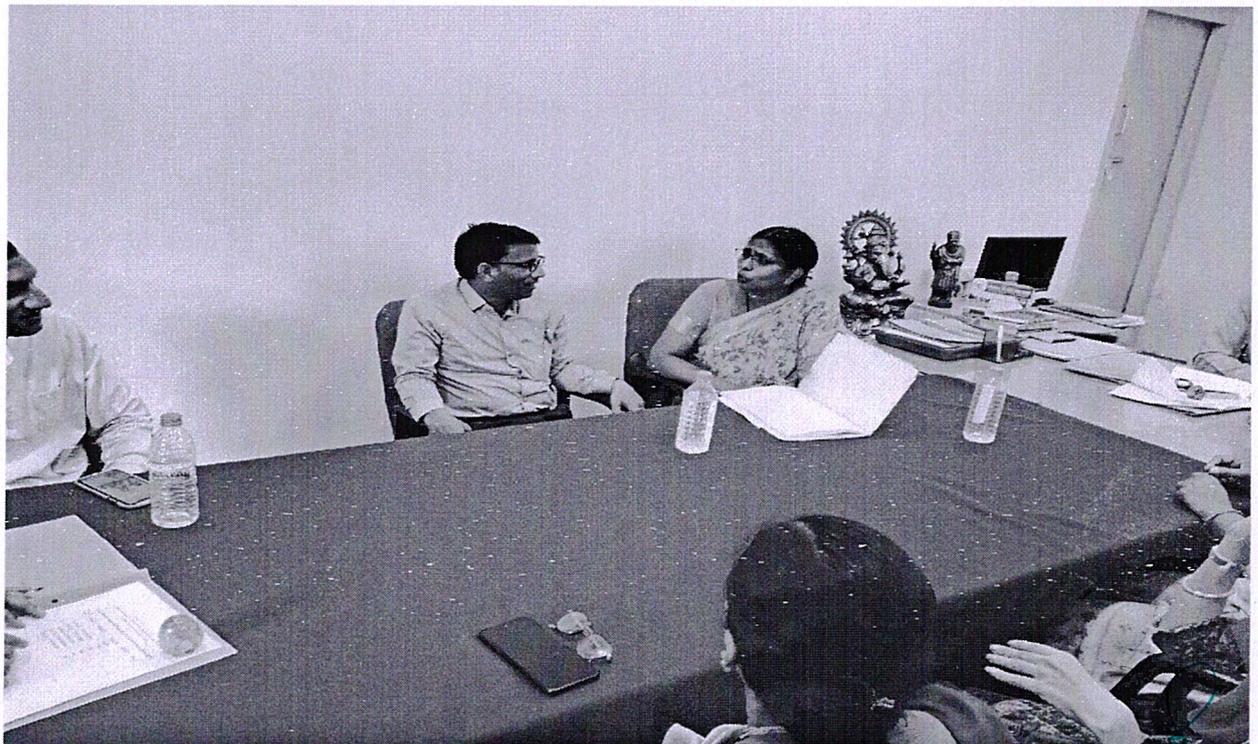
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