



ISSN: 2249-894X
IMPACT FACTOR : 5.7631 (UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019



pedagogy, the science of teaching.

KEYWORDS: *Emotional Intelligence, Academic Achievement, B.Ed. Students.*

I. INTRODUCTION:

Teachers may use a lesson plan to facilitate student learning, providing a course of study which covers a standardized curriculum. Teachers may provide instruction in craftsmanship or vocational training, the Arts, religion or spirituality, civics, community roles, or life skills. In some countries, formal education can take place through home schooling. In this article I clearly explain the locus of control of teacher trainees doing D.T.Ed. course of study in relation of their level of aspiration through my research.

II. LOCUS OF CONTROL

Locus of control theory is a

concept shared by psychology and sociology, related to where individuals conceptually place responsibility, choice, and control for events in their lives. It distinguishes between two common, approaches, which place the actual control either internal or external to the person themselves. This decision, which is not usually within conscious awareness, strongly influence motivation and a sense of self direction and psychological integrity on the one hand is seen as something within the control of the person themselves, and supports notions of helplessness, blame, and lack of psychological potency on the other (if seen as something held by others or by some outside agency)

III. LEVEL OF ASPIRATION

Like other psychological

phenomena, motivational factors are important in directing individual behaviour consciously and make him strive to perform certain types of activity in order to achieve a definite goal. Every one aims at reaching a definite goal or excellence in performance and in doing so, he sets a desire for distinction which has an inner structure known as 'Level of Aspiration' (LOA). The level of aspiration is usually measured in terms of goal discrepancy score, when GDS is very high or low, it may be claimed that one is merely imaginative, fantastic, unrealistic, below or above his self esteem, on the contrary when, actual performance and expectance of the individual is about the same, it may be said that person is realistic and practical in life. Thus setting of level of aspiration may itself motivate the individual to

A STUDY ON LOCUS OF CONTROL OF TEACHER TRAINEES DOING DIPLOMA IN TEACHER EDUCATION COURSE OF STUDY IN RELATION TO THEIR LEVEL OF ASPIRATION

Dr. G. Rajadhurai

Assistant Professor in History , V.O.C. College of Education , Thoothukudi, Tamilnadu.

ABSTRACT:

In education, a teacher is a person who educates others. A teacher who educates an individual student may also be described as a personal tutor. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. In many countries, a person wishing to become a teacher at state-funded schools must first obtain professional qualifications or credentials from a university or college. These professional qualifications may include the study of

try his best level, though sometimes acknowledge how well one has performed previously may equally be effective. The performance in the last trial makes one able to estimate how well he will do in the next trial whether he would exceed or fall short of his estimate. It is generally found that majority of the people tend to set their level of aspiration slightly above the previous performance and continue to adjust the level on successive trial. If one has reached the level set by him previously, he raises it on subsequent trials, but if one failed to reach the previously set level, the number is lowered on the subsequent trials. The greater the success, the stronger the tendency to raise the level whereas the greater the failure, the stronger the tendency to lower it.

The concept of 'level of aspiration' was first of all introduced in 1931 by Dembo, one of Lewin's student, in the course of an experiment.

IV. NEED AND SIGNIFICANCE OF THE STUDY

The present study is undertaken to compare the two variables, Locus of control and Level of aspiration among the D.T.Ed. teacher trainees. Educationists say that the aim of education should be both individual and social. It is not enough to be content with the dictum that proper development of the individual will pave the way for social development as society consists of individuals. There is a need to adjust the individual to the prevailing trends in society for harmonious living.

Locus of control helps every teacher trainees to take the result of each and every activity and the result of every work on them without posing the failure on others. It is the duty of every teacher trainees to accept his/her failure as same as his/her success. Mostly believing in luck is not good for the teacher trainees. They should believe in themselves rather than luck or fate.

Level of Aspiration helps a teacher trainee to fix up his goals in life. Teacher trainees would find life uninteresting and not worth living if they don't have such goals or ideals to strive for. To move on smoothly on earth, the goals we set in our life gives the motivation for us. For those who have no such aim in view, life would soon prove to be a burden. Teachers should help the students in fixing up high goals. The findings of this study can be utilized by the teachers in the field of Education.

Hence Locus of control and Level of aspiration plays an important role in every teacher trainees life to compete in their respected profession. Hence this study will surely help the future teachers to shine in their teaching profession.

V. STATEMENT OF THE PROBLEM

"A Study on Locus of control of teacher trainees doing Diploma in Teacher Education course of study in relation to their Level of Aspiration".

VI. DEFINITION OF THE TERMS

a) Level of Aspiration

Frank (1935) altered Hoppe's concept of level of aspiration (LOA) behaviour in the light of his quantitative technique, where the goodness of performance, was measured in terms of the times taken to complete the set task.

b) Locus of Control

Locus of control refers to an individual's generalized expectations concerning where control over subsequent event resides. In other words, who or what is responsible for what happens.

VII. OBJECTIVES OF THE STUDY

The following objectives are set in the present study;

1. To find out the level of GDS Level of Aspiration among Teacher Trainees is Average.
2. To find out the level of ADS Level of Aspiration among Teacher Trainees is Average.
3. To find out the level of NTRS Level of Aspiration among Teacher Trainees is Minimum.
4. To find out the level of Locus of Control is Moderate among Teacher Trainees.
5. To find out the significant difference between boys and girls of Teacher Trainees to their Level of Aspiration.

6. To find out the significant difference between boys and girls of Teacher Trainees on their locus of control.
7. To find out the significant difference between different management among Teacher trainees to their Level of Aspiration.
8. To find out the significant difference between different Management among Teacher Trainees on their Locus of control.
9. To find out the significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's GDS.
10. To find out the significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's ADS.
11. To find out the significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's NTRS.
12. To find out the significant difference between Urban and Rural area Teacher Trainees to their Locus of control.
13. To find out the significant relationship of Level of Aspiration's GDS and Locus of control among Teacher Trainees.
14. To find out significant relationship of Level of Aspiration's ADS and Locus of control among Teacher Trainees.
15. To find out the significant relationship of Level of Aspiration's NTRS and Locus of control among Teacher Trainees.
16. To find out significant association of Level of Aspiration's GDS and Locus of control among Teacher Trainees.
17. To find out the significant association of Level of Aspiration's GDS and Level of Aspiration's NTRS among Teacher Trainees.
18. To find out the significant association of Level of Aspiration's ADS and Level of Aspiration's NTRS among Teacher Trainees.

VIII. HYPOTHESIS

The following hypotheses have been set for the present study

1. The level of GDS Level of Aspiration among Teacher Trainees is Average.
2. The level of ADS Level of Aspiration among Teacher Trainees is Average.
3. The level of NTRS Level of Aspiration among Teacher Trainees is Minimum.
4. The Level of Locus of Control is Moderate among Teacher Trainees.
5. There is no significant difference between boys and girls of Teacher Trainees to their Level of Aspiration.
6. There is no significant difference between boys and girls of Teacher Trainees on their locus of control.
7. There is no significant difference between different management among Teacher trainees to their Level of Aspiration.
8. There is no significant difference between different Management among Teacher Trainees on their Locus of control.
9. There is no significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's GDS.
10. There is no significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's ADS.
11. There is no significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's NTRS.
12. There is no significant difference between Urban and Rural area Teacher Trainees to their Locus of control.
13. There is no significant relationship of Level of Aspiration's GDS and Locus of control among Teacher Trainees.

14. There is no significant relationship of Level of Aspiration's ADS and Locus of control among Teacher Trainees.
15. There is no significant relationship of Level of Aspiration's NTRS and Locus of control among Teacher Trainees.
16. There is no significant association of Level of Aspiration's GDS and Locus of control among Teacher Trainees.
17. There is no significant association of Level of Aspiration's GDS and Level of Aspiration's NTRS among Teacher Trainees.
18. There is no significant association of Level of Aspiration's ADS and Level of Aspiration's NTRS among Teacher Trainees.

IX. SAMPLE

A stratified random sampling technique was adopted for the selection of sample. The teacher training institution selected for this study is divided into different strata, namely Government and Private. 150 trainees were taken for the study. 50 students were drawn from Government teacher training institution and 50 from Private teacher training institution.

X. TOOLS AND MATERIALS USED

To test the hypotheses, two inventories were used for the present investigation viz., **Level of aspiration** inventory and **Locus of control** inventory.

XI. THE LEVEL OF ASPIRATION INVENTORY

The Level of Aspiration inventory constructed and standardized by **Dr. Mahesh Bhargava** and **Late Prof. M.R. Shah** in 1971 was used in this study. It consists instructions to the respondent and the scoring table while remaining eleven pages contains the performance sheet of this measure which are arranged in order of trial Numbers. The performance sheet has 50 circles (each of 1 cm. in diameter) which are arranged in five rows-ten in each row. Above and below of these rows, there are two boxes on the right side-the upper-box is for writing the number of expected score (except in PRACTICE TRAIL) whereas lower box is for putting the number of actual score or completed performance. Thus ten trials are needed for each subject except practice. Stop watch or stop clock is also required for the test.

XII. ADMINISTRATION

The following instructions which are also mentioned on the first page of the booklet is given to the respondent before the actual work begins:

They are going to do a simple task; they have a page containing 50 circles in front of them and have to draw four lines in these circles, so that they may appear like a human face. They must draw the line in this sequence-Right eye, Left eye, Nose and Mouth. Work from left to right across the rows and then proceed to the next line.

For each trial 30 seconds is allotted for work and at the end of the time, you will be asked to stop the marking and count the number of completed faces and enter it in lower box. This trial will be treated as PRACTICE TRIAL. In the following trials they have to do the same thing along with the number of faces in the upper box which they intend to complete within 30 seconds time on the basis of last actual performance. Thus they have to complete 10 trials for actual work.

The experimenter or test administrator should not say anything to subjects except "Are you ready?" "Go" 'and' "Stop". He should not make any reaction to the subject's performance. If a subject asks whether he is meant to fill in as many circles. As he can, the experimenter should reply that he can do what he likes. Eleven trials are necessary because the practice trial is ignored in the scoring and last trial (Tenth) ensures that the subject will state a goal.

XIII. SCORING

The procedure of scoring is simple. It provides three types of scores.

1. Goal discrepancy score [GDS] .
2. Attainment discrepancy score [ADS] ; and
3. The number of times the goal reach score [NTRS].

XIV. LOCUS OF CONTROL INVENTORY

The Locus of Control Inventory constructed and standardized by **Julian Rotters** was used in this study. It consists of 29 statements. The nature of items of Locus of Control has been presented below.

XV. ADMINISTRATION FOR LOC

The following instructions were given to the students before administrating the inventory. The purpose of this questionnaire is to detect the type of Locus of Control students have about themselves. There are 29 items in the questionnaire. The subjects were asked to read each statement carefully and respond by putting a tick on "Yes" or "No" in all the responses.

XVI. SCORING PROCEDURE FOR LOC:

For one correct answer, one score is provided according to the key. The total number of agreements between the answers and the ones on the key is a raw score.

XVII. STATISTICAL TECHNIQUES

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.\\

- MEAN.
- STANDARD DEVIATION.
- STANDAD ERROR MEAN
- CRITICAL RATIO.
- ANALYSIS OF VARIANCE.
- CHI-SQUARE.
- CORRELATON COEFFICIENT

XVIII. DELIMITATIONS OF THE STUDY

- The sample is restricted to 150 student.
- The study is restricted to D.T.Ed. teacher trainees.
- The study is Limited to 3 D.T.Ed. teacher training institutes in Vellore District.
- The study includes 1 Government, and 2 Self financing institutions.

XIX. FINDINGS

Hypothesis - I

The level of GDS **Level of Aspiration** among Teacher Trainees is Average.

Shows the frequency and percentage for the variable Level of Aspiration of GDS

CATEGORY	FREQUENCY	PERCENTAGE
Low GDS	35	23.3 %
Moderate GDS	74	49.3%
High GDS	41	27.3%

INTERPRETATION

From the above table, it is clear that more number of Teacher Trainees lie in the category of moderate GDS of Level of Aspiration (49.3%). So the level of Level of Aspiration's GDS among Teacher Trainees is moderate in nature.

Hence the above hypothesis is accepted.

Hypothesis - II

The level of ADS **Level of Aspiration** among Teacher Trainees is Average.

Shows the frequency and percentage for the variable Level of Aspiration of ADS

CATEGORY	FREQUENCY	PERCENTAGE
Low ADS	40	26.7%
Moderate ADS	43	28.7%
High ADS	67	44.7%

INTERPRETATION

From the above table, it is clear that more number of Teacher Trainees lie in the category of high ADS of Level of Aspiration (44.7%). So the level of Level of Aspiration's GDS among Teacher Trainees is High in nature. Hence 05 Hypothesis - III

Hypothesis - III

The level of NTRS **Level of Aspiration** among Teacher Trainees is Minimum.

Shows the frequency and percentage for the variable Level of Aspiration of NTRS

CATEGORY	FREQUENCY	PERCENTAGE
MINIMUM NTRS	115	76.7%
MAXIMUM NTRS	35	23.3%

INTERPRETATION

From the above table, it is clear that more number of Teacher Trainees lie in the category of minimum (76.7%). So the level of NTRS among Teacher Trainees is in minimum nature. Hence the above hypothesis is accepted.

The above hypothesis is rejected.

Hypothesis -IV

The Level of Locus of Control is Moderate among Teacher Trainees.

Showing the frequency and percentage for the variable locus of control.

CATEGORY	RANGE	FREQUENCY	PERCENTAGE
LOW	1 TO 5	12	8.0%
MODERATE	6 TO 10	88	58.7%
HIGH	11 TO 15	50	33.3%

INTERPRETATION

From the above table, it is clear that more number of Teacher Trainees lie in the category of moderate level of locus of control. So the level of locus of control among Teacher Trainees is Moderate in nature. Hence the above hypothesis is accepted.

Hypothesis -IV

The Level of Locus of Control is Moderate among Teacher Trainees.

Showing the frequency and percentage for the variable locus of control.

CATEGORY	RANGE	FREQUENCY	PERCENTAGE
LOW	1 TO 5	12	8.0%
MODERATE	6 TO 10	88	58.7%
HIGH	11 TO 15	50	33.3%

INTERPRETATION

From the above table, it is clear that more number of Teacher Trainees lie in the category of moderate level of locus of control. So the level of locus of control among Teacher Trainees is Moderate in nature. Hence the above hypothesis is accepted.

Hypothesis-VI

There is no significant difference between Men and Women of Teacher Trainees in their locus of control.

Significance of difference in the Locus of Control mean scores of Teacher Trainees based on their gender

VARIABLE	GENDER	N	MEAN	SD	C.R	L.S
Locus of control	Male	54	9.7963	3.116	1.34	NS
	Female	96	9.1250	2.580		

INTERPRETATION

From the above table, C.R value (1.34) is lesser than the table value (1.57). Hence there is no significance difference between the male and female Teacher Trainees on their Locus of Control. Therefore the above hypothesis is accepted.

Hypothesis-VII

There is no significant difference between Teacher trainees and their Level of Aspiration under various managed environments.

Showing the significance difference of management of Teacher Trainees for their Level of Aspiration.

VARIABLE	TYPE OF SCHOOL	N	MEAN	SD	SEM	C.R value	L.S
Level of Aspiration ADS	Govt	50	2.000	2.100	0.297	2.60	0.01
	Private	100	3.260	2.717	0.384		
Level of Aspiration GDS	Govt	50	2.000	2.100	0.297	3.80	0.01
	Private	100	4.280	3.687	0.521		
Level of Aspiration NTRS	Govt	50	3.260	2.717	0.384	1.57	N.S
	Private	100	4.280	3.687	0.521		

INTERPRETATION

From the above table, the C.R value is found to be significant difference in the Level of Aspiration's ADS , GDS of Teacher Trainees with respect to Government and Private. So in these groups only the hypothesis is rejected. In other groups table value shows no significance.

Hypothesis -VIII

There is no significant difference between Teacher Trainees and their Locus of control under various managed environments.

Showing the significant difference of locus of control with respect to their different Management among Teacher Trainees.

VARIABLE	MANAGEMENT	N	MEAN	SD	C.R	L.S
Locus of control	GOVT	50	10.20	4.11	1.58	NS
	PRIVATE	100	11.232	3.58		

INTERPRETATION

The above table value reveals that the obtained 't' value is lesser than the table value indicating no significant difference of Locus of control with respect to Different Management. Hence the hypothesis is accepted.

Hypothesis -IX

There is no significant difference between Urban and Rural area Teacher Trainees in their Level of Aspiration's GDS.

Showing the significant difference of Level of Aspiration's GDS with respect to their Location among Teacher Trainees.

VARIABLE	GENDER	N	MEAN	SD	C.R	L.S
Level of Aspiration GDS	Urban	88	3.3330	3.755	1.06	NS
	Rural	62	2.7440	3.008		

INTERPRETATION

From the above table, C.R value (1.06) is lesser than the table value (1.96). Hence there is no significance difference between the urban and rural Teacher Trainees on their Level of Aspiration's GDS. Therefore the above hypothesis is accepted.

Hypothesis -X

There is no significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's ADS.

Showing the significant difference of Level of Aspiration's ADS with respect to their Location among Teacher Trainees.

VARIABLE	GENDER	N	MEAN	SD	C.R	L.S
Level of Aspiration ADS	Urban	88	-2.2510	3.765	0.88	NS
	Rural	62	-1.6279	4.729		

INTERPRETATION

From the above table, C.R value (0.88) is lesser than the table value (1.96). Hence there is no significance difference between the urban and rural Teacher Trainees on their Level of Aspiration's ADS. Therefore the above hypothesis is accepted.

Hypothesis -XI

There is no significant difference between Urban and Rural area Teacher Trainees to their Level of Aspiration's NTRS.

Showing the significant difference of Level of Aspiration's NTRS with respect to their Location among Teacher Trainees.

VARIABLE	GENDER	N	MEAN	SD	C.R	L.S
Level of Aspiration NTRS	Urban	88	3.1364	2.995	0.21	NS
	Rural	62	3.2419	3.119		

INTERPRETATION

From the above table, C.R value (0.21) is lesser than the table value (1.96). Hence there is no significance difference between the urban and rural Teacher Trainees on their Level of Aspiration's NTRS. Therefore the above hypothesis is accepted.

Hypothesis -XII

There is no significant difference between Urban and Rural area Teacher Trainees in their Locus of control.

Showing the significant difference of Locus of Control with respect to their Location among Teacher Trainees.

VARIABLE	GENDER	N	MEAN	SD	C.R	L.S
Locus of control	Urban	88	9.0227	2.816	1.82	NS
	Rural	62	9.8548	2.709		

INTERPRETATION

From the above table, C.R value (1.82) is lesser than the table value (1.96). Hence there is no significance difference between the urban and rural Teacher Trainees on their Level of Aspiration's NTRS. Therefore the above hypothesis is accepted.

Hypothesis -XIII

There is no significant relationship between Level of Aspiration's GDS and Locus of control among Teacher Trainees.

Shows the correlation between GDS Level of Aspiration and locus of control among Teacher Trainees.

VARIABLE	N	CORRELATION COEFFICIENT	L.S
Level of Aspirations GDS	150	- 0.2558	0.01
Locus of control			

INTERPRETATION

The above table shows that there is a significant relationship between Level of Aspirations GDS and locus of control. Hence the above hypothesis is rejected.

Hypothesis -XIV

There is no significant relationship of Level of Aspiration's ADS and Locus of control among Teacher Trainees.

Shows the correlation between ADS Level of Aspiration and locus of control among Teacher Trainees.

VARIABLE	N	CORRELATION COEFFICIENT	L.S
Level of Aspirations ADS	150	0.1906	0.01
Locus of control			

INTERPRETATION

The above table shows that there is a significant relationship between Level of Aspirations ADS and locus of control. Hence the above hypothesis is rejected.

Hypothesis -XV

There is no significant relationship of Level of Aspiration's NTRS and Locus of control among Teacher Trainees.

Shows the correlation between NTRS Level of Aspiration and locus of control among Teacher Trainees.

VARIABLE	N	CORRELATION COEFFICIENT	L.S
Level of Aspirations NTRS	150	0.1741	0.05
Locus of control			

INTERPRETATION

The above table shows that there is a significant relationship between Level of Aspirations NTRS and Locus of control. Hence the above hypothesis is rejected.

Hypothesis -XVI

There is no significant association of Level of Aspiration's GDS and Locus of control among Teacher Trainees.

Shows the association between GDS Level of Aspiration and ADS Level of Aspiration among Teacher Trainees.

Variables	No	D.F	χ^2	L.S
Level of Aspirations ADS	150	4	138.265	0.01
Level of Aspirations GDS				

INTERPRETATION

The above table shows that there is a significant association between Level of Aspirations GDS and Level of Aspirations ADS. Hence the above hypothesis is rejected.

Hypothesis -XVII

There is no significant association of Level of Aspiration's GDS and Level of Aspiration's NTRS among Teacher Trainees.

Shows the association between GDS Level of Aspiration and NTRS Level of Aspiration among Teacher Trainees.

Variables	No	D.F	χ^2	L.S
Level of Aspirations NTRS	150	4	74.618	0.01
Level of Aspirations GDS				

INTERPRETATION

The above table shows that there is a significant association between Level of Aspirations NTRS and Level of Aspirations GDS. Hence the above hypothesis is rejected.

Hypothesis -XVIII

There is no significant association of Level of Aspiration's ADS and Level of Aspiration's NTRS among Teacher Trainees.

Shows the association between ADS Level of Aspiration and NTRS Level of Aspiration among Teacher Trainees.

Variables	No	D.F	χ^2	L.S
Level of Aspirations NTRS	150	4	5.67255	N.S
Level of Aspirations ADS				

INTERPRETATION

The above table shows that there is no significant association between Level of Aspiration's ADS and Level of Aspiration's NTRS. Hence the above hypothesis is rejected.

XX. MAJOR FINDINGS

1. It is found that the level of Level of Aspiration among Teacher Trainees are average in GDS
2. It is found that the level of Level of Aspiration among Teacher Trainees is high in ADS.
3. It is found that the level of Level of Aspiration among Teacher Trainees is Minimum in NTRS.
4. It is found that the level of Locus of Control among Teacher Trainees is average.
5. It is found that boys and girls of Teacher Trainees has no significant difference in their Level of Aspiration.
6. It is found that boys and girls of Teacher Trainees has no significant difference in their Locus of Control.

7. It is found that the difference between different management among Teacher trainees has no significant difference in their Level of Aspiration of GDS, ADS but has significant difference in NTRS..
8. It is found that the difference between different management among Teacher trainees has no significant difference in their Locus of Control.
9. It is found that the difference between urban and rural areas Teacher trainees has no significant difference in their Level of Aspiration of GDS.
10. It is found that the difference between urban and rural areas Teacher trainees has no significant difference in their Level of Aspiration of ADS.
11. It is found that the difference between urban and rural areas Teacher trainees has no significant difference in their Level of Aspiration of NTRS.
12. It is found that the difference between urban and rural areas Teacher trainees has no significant difference in their Locus of Control.
13. It is found that Level of Aspiration's GDS and locus control of Teacher Trainees correlation is not significant.
14. It is found that Level of Aspiration's ADS and locus control of Teacher Trainees correlation is significant.
15. It is found that Level of Aspiration's NTRS and locus control of Teacher Trainees correlation is significant.
16. It is found out there is association between Level of Aspiration's GDS and Level of Aspiration's ADS of Teacher Trainees.
17. It is found out there is association between Level of Aspiration's NTRS and Level of Aspiration's GDS of Teacher Trainees.
18. It is found out there is no association between Level of Aspiration's NTRS and Level of Aspiration's ADS of Teacher Trainees.

XXI. EDUCATIONAL IMPLICATIONS

In the educational scenario it is found that the Primary education in the schools is very significant milestone of a student. Formal schooling begins with Primary education. Level of Aspiration is an individual's future expectation or ambition. Every human being dreams his best future. But the level they aspire to achieve is questionable. During the primary school level the students normally find it difficult to adjust with home, school, peer and social setting. Hence the teacher who teaches them should be a role model for them. Level of Aspiration is a form of self motivation. Hence every one should set a target and should achieve it. This study in Level of Aspiration and locus of control of Teacher Trainees will throw more light on the impact of Level of aspiration and locus of control in relation to their education. Every one should possess internal locus of control which is very much relies on Level of aspiration. Educators and administrators should bring about awareness among students to give more importance to develop their Level of aspiration and internal Locus of control. Teacher's motivation is necessary to aspiration level of students through guiding, stimulating and encouraging.

XXII. SUGGESTION FOR FURTHER RESEARCH

Some suggestions with regard to possibilities of the record in the field of education are offered with a view to stimulate prospective research works in this area. These are as follows:

1. Level of Aspiration in relation to personality and different kinds of adjustment behavior such as personal adjustment, social adjustment etc., can be studied among High School students.
2. A study of Level of Aspiration and locus of control among arts college students.
3. A study of Level of Aspiration and academic achievement could be conducted among higher secondary students.
4. A study of locus control and personality could be conducted among college students.
5. A study of Level of Aspiration and leadership behaviors of college students.
6. A study of Level of Aspiration and cognitive style could be conducted among teachers working in schools.

7. A study of Level of Aspiration and Test anxiety among college students.

XXIII. CONCLUSION

Level of Aspiration plays a vital role in every human being. Level of Aspiration requires consistency, stability, and tends to resist change. If Level of Aspiration changed readily, the individual would lack a consistent and dependable personality. Man is a social being thus Level of Aspiration helps him to understand the self and what other thinks about himself to achieve goal in their future. When there is an high Level of Aspiration in human being it may tend to lead the internal locus of control. So they help man to live smoothly and at peace with one another. If the locus of control is not good then the person cannot live freely in the society especially in the present fast developing world. So it is extremely necessary to develop high Level of Aspiration, which is turn, would positively complements locus of control. The purpose of the present study was to study the relationship among the variables like Level of Aspiration and Locus of control. The study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research.

REFERENCES

1. C.L Anand, S.P Ruhelea & S.N.Panda – “The Teacher and Education in Emerging Iniand Society” Editors: P.R.Nayer, P.N.Dave, Kamal Arara.
2. Education definition –B.N.Dash
3. Cooligan Hugh, 1990-“Research Methods and Statistics in Psychology”,Hodda and Stoughlton ltd. London.
4. Gupta. S.P. 1989 –“Advanced Practical Statistics”, Sultan Chand & Sons– New Delhi
5. Golden, S. A. R. (2017). *Recent Research in Social Sciences & Humanities*. EduPedia Publications (P) Ltd.
6. Garret E .Henry, 1973 – ‘Statistics in Research Education’ Longmans, Green & co, New York London.
7. Gerald O’ Donnett (1994) *Mastering Sociology*, The Macmillan Press Ltd.,London.
8. Kulbir Singh Sidhu (1996) *Methodology of Research in Education* ,Sterling Publishers Pvt. Ltd., New Delhi.
9. Lokesh Koul (1995) *Methodology of Educational research*, Vikas Publishing House Pvt. Ltd., New Delhi.
10. Best .J.W.Khan.J.V(1995), “Research in Education (7th ed.)”,N.J.Prentice -Hall.
11. Gupta.S.K (1994), “Applied statistcsfor educational research”,Mittal Publication, New Delhi.