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The Role of Locus of Control and Feedback on Performance of Primary School Students.

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Abstract

This study examined Students' Locus of Control and Teacher Feedback using a 2x3 factorial to

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measure the performance of thirty-six (36) primary school students utilizing the two locus of control types and three levels of teacher feedback: no feedback, attributional feedback, and progressive feedback. No significant difference was found between the performances of students with the two types of locus of control ($t=0.352$, $P>0.05$). Also, no significant difference was found between the students who received attributional feedback and those who did not receive feedback ($t=0.38$, $P>0.05$). There was, however, a significant difference in the performance between the students who received progressive feedback and those who did not receive feedback ($t=2.09$, $P<0.05$). No significant interaction between the two variables (locus of control and feedback) was obtained ($f=0.20$, $P>0.05$). The results obtained from this study suggest that providing progressive feedback might enhance the performance of students. There is need for further studies on the interaction between locus of control and performance enhancement techniques through the use of feedback. Notwithstanding, progressive feedback can be applied to produce improvement in performance.

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