

# Academic Achievement of Adolescent with Reference to Their Creativity

Patel Bhumika Becharbhai<sup>1\*</sup> Prof. Alok Kumar<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Education, CSJM University, Kanpur

<sup>2</sup> Professor of Education

**Abstract – Education in India falls under the control of both the Union Government and the States, with a few responsibilities lying with the Union and the States having autonomy for other people. The different articles of the Indian Constitution accommodate education as a fundamental right. India has gained ground as far as increasing primary education participation rate and extending literacy to approximately 66% of the population. India's improved education system is regularly cited as one of the fundamental contributors to the monetary ascent of India. A great part of the advancement, particularly in higher education and logical research, has been credited to different public institutions. The private education advertise in India is only 5 percent in spite of the fact that regarding esteem is assessed to be worth \$40 billion of every 2008 and will increment to \$68– 70 billion by 2012. Be that as it may; India keeps on confronting stern difficulties. In spite of developing investment in education, 25 percent of its population is as yet illiterate; just 15 percent of Indian understudies achieve secondary school, and only 7 percent alumni. The quality of education in India whether at primary or higher 62 education is significantly poor as compared to real developing countries of the world. Starting at 2008, India's post-optional institutions offer sufficiently just seats for 7 percent of India's school age population, 25 percent of teaching positions across the country are empty, and 57 percent of school educators need either an ace's or PhD degree. Starting at 2011, there are 1522 certificate allowing designing universities in India with a yearly understudy admission of 582,000, in addition to 1,244 polytechnics with a yearly admission of 265,000. In any case, these institutions confront deficiency of workforce and concerns have been raised over the quality of education.**

**Keywords: Education, India, Government, Population, Education System.**

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## INTRODUCTION

The Government of India detailed the National Policy on Education (NPE) in 1968 and in 1986 and furthermore reinforced the Program of Action (POA) in 1992. The administration initiated a few estimates like launching of DPEP (District Primary Education Program) and SSA (Sarva Shiksha Abhiyan, India's drive for Education for All) and setting up of Navodaya Vidyalaya and other selective schools in each locale, progresses in female education, between disciplinary research and establishment of open colleges. India's NPE additionally contains the National System of Education, which ensures some uniformity while considering regional educational requirements. The NPE likewise weights on higher spending on education, visualizing a financial plan of more than 6 percent of the Gross Domestic Product. While the requirement for more extensive change in the primary and optional sectors is perceived as an issue, the accentuation is additionally on the advancement of science and innovation education foundation.

The National Council of Educational Research and Training (NCERT) is the zenith body for educational programs related issues for school education in India. The NCERT offers help and specialized help to various schools in India and directs numerous parts of authorization of education approaches. In India, the different educational modules bodies governing school education system are:

- The state government boards, in which the majority of Indian kids are selected.
- The Central Board of Secondary Education (CBSE). CBSE conducts two examinations, in particular, the All India Secondary School Examination, AISSE (Class/Grade 10) and the All India Senior School Certificate Examination, AISSCE (Class/Grade 12).
- The Council for the Indian School Certificate Examinations (CISCE). CISCE conducts three examinations, specifically, the Indian

Certificate of Secondary Education (ICSE - Class/Grade 10); The Indian School Certificate (ISC - Class/Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12)

- The National Institute of Open Schooling (NIOS).
- International schools associated to the International Baccalaureate Program as well as the Cambridge International Examinations. Islamic Madrasah schools, whose boards are controlled by local State 67 Governments, or self-governing, or partnered with Darul Uloom Deoband.
- In expansion, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are in charge of the administration of the education system and instructor education individually.

The Central and most State Boards consistently pursue the "10+2+3" pattern of education. In this pattern, 10 years of primary and auxiliary education is trailed by 2 years of higher optional (as a rule in schools having the higher auxiliary office, or in universities) and afterward '3 years' of school education for lone wolf degree. The '10 years' is additionally separated into '5 years' of primary education and '3 years' of upper primary, trailed by '2 years' of secondary school. This pattern is begun from the recommendation the Education Commission of 1964– 66.

A standout amongst the most imperative roles of teachers is to create in understudy's information and aptitudes that would make them work successfully in the society. Along these lines, understudies' academic performance is a noteworthy variable that intrigue the two educators and educational therapists. Education has turned out to be very aggressive and business in the majority of the nations. It is based on high academic performance that understudies get chose to great optional schools, better courses of study and in the long run better employments. As indicated by Mayuri and Devi (2003), "Academic achievement has turned into a measuring stick of self-esteem and achievement. The result of education decides the quality of life, advancement and status of individuals living anyplace on the planet". While Gupta (1993) stated that "academic performance is an unpredictable conduct. Research has reliably appeared academic achievement isn't a result of any single factor; rather it is the consequence of the exchange of countless". Numerous reasons have been progressed as the reason for high rates of failure, including awful investigation propensities, low IQ, broken teaching methods, erroneous examination systems, social and financial incongruities and so forth.

In the present period of maximizing the utilization of science and innovation, it has increasingly been understood that deep rooted conventional classroom methods are to be refreshed and bit by bit adjusted to suit the contemporary necessities of teaching and learning. Research considers bear declaration to the way that determined endeavors to enhance classroom learning process, just by updating teaching guidelines have demonstrated vain. So as to optimize the yield of classroom learning process, a lot of aggregate practices of the students should be comprehended. Ongoing looks into in the field of education have demonstrated that understudies appreciate while cooperating to accomplish a shared objective. Educators are there to guarantee that learning activities are executed viably. A classroom gather element is the best in the life of a tyke. The personality traits of the kid are formed impressively as indicated by his classroom activities. Nature of the school and its encompassing are additionally a contributory factor. The trio of the student, educator and school overseer ought to be tuned in to each other in such a way, to the point that the chief of an independent substance of every individual is all around kept up. In this manner, a standout amongst the most essential gatherings in the life of a tyke is the classroom gathering. The tyke's dominant personality needs are fulfilled generally by the class gathering and its activities. The specialty of classroom the executives requires that the instructors think regarding individual understudies, the class gathering, the school organization and every single other relationship. In spite of the fact that they are identified with one another yet every one of them is a piece of an all-out system and is likewise assessed as a different element.

### Learning outcomes

The population of the classroom might be treated as a smaller than expected society consisting of immeasurably essential factors like objectives, status and individual strivings. The individual needs to create a position for him in the smaller than normal society so as to develop a sense of belongingness by assuming effective jobs as per standards of the youngster's society in a classroom individual needs to pursue a track with two parallel edges, one representing expertise, information, attitudes and learning expected and requested by tyke's folks and instructors and others identifying with kid's status and job in the friend gathering. The learning outcome may fall in one of the three domains in particular cognitive, psychomotor and full of feeling domains. Efficiency of learning and accomplishment of any outcome in a gathering circumstance relies upon various factors, for example, dissatisfaction, disposition and personality needs of the understudies.

## **Learning Efficiency**

There are various qualities possessed by students which influence directly their efficiency of learning. Mental capacities have been observed to be profoundly identified with the efficiency of learning. Psychomotor capacities are observed to be significantly identified with the efficiency of learning explicitly in the field of music, dancing, drawing, and typing and so forth. Full of feeling capacities, for example, intrigue, attitude, rationale, personality and combination are additionally observed to be contributory to scholastic accomplishment.

## **School as an Organization**

Research evidences demonstrate that executives just as instructors regularly individualized in the classroom or to an extent in school organization yet every one of them, being a dynamic piece of the total framework will be of a gathering has a conjugate effect after building the school network with a shared objective, status and a will to strive to superiority, coupled with a sense of adoration, affection and belongingness just as with a typical witticism. They procure a one of a kind structure relating to the skills, attitudes, feelings, character and learning desires as the companion gathering. This structure unavoidably relates to an amazing assurance of the gathering to encourage learning and working inside the total casing of the school. School as an organization goes for achieving the instructive objectives through advancing learning condition. The efficiency and institutional performance, in this manner, to a great extent depends upon the accomplishment of any outcome in a gathering circumstance, where the understudy's worthy social qualities influence the total instructive framework. Educators are fundamentally engaged with an entire series of human communication essential to do organized learning exercises effectively. The educator's aspirations, his motivation, his quality of interpersonal relations and his feelings of satisfaction and accomplishment are identified with the understudies' perspective of school work and its acceptance.

## **Class Structure**

Research evidences demonstrate that executives just as educators regularly individualized in the classroom or to an extent in school organization yet every one of them, being a dynamic piece of the total framework will be of a gathering has a conjugate effect after building the school network with a shared objective, status and a will to strive to superiority, coupled with a sense of adoration, affection and belongingness just as with a typical witticism. They secure an extraordinary structure relating to the skills, attitudes, feelings, character and learning desires as the friend gathering. This structure definitely relates to a ground-breaking assurance of the gathering to encourage learning and

working inside the total edge of the school. School as an organization goes for achieving the instructive objectives through advancing learning condition. The efficiency and institutional performance, in this way, generally depends upon the accomplishment of any outcome in a gathering circumstance, where the understudy's adequate social attributes influence the total instructive framework. Instructors are fundamentally associated with an entire series of human cooperation essential to complete organized learning exercises effectively. The instructor's aspirations, his motivation, his quality of interpersonal relations and his feelings of satisfaction and accomplishment are identified with the understudies' perspective of school work and its acceptance.

## **Teacher Traits**

The abilities and personal characteristics of educators are more stable than pupils. Efficiency of pupil learning is enhanced when guided by an educator who is intelligent, surely understood in the subject issue, a high achiever while in school and for the most part accomplished. High enthusiasm for the understudies and the subject issue, great attitude towards the understudies and stable personality are observed to be the related to classroom learning. Age, sex and social class foundation of the instructor have not been demonstrated to affect efficiency of pupil learning uniquely.

## **Societal Impact**

The guardians do have some influence on the thinking and habits of their kids, as their conduct communication is certain at home. Home environment may affect the achievements as well. The educational qualities possessed by the guardians and their attitudes towards education are probably going to affect the association with their kids at home and furthermore with instructors. In this manner, external forces like home, neighborhood and more extensive social influences, and so on offered as a powerful influence for the pupil are reflected in the understudies' personal characteristics and conduct in the classroom, as additionally their attitude towards learning in school. The efficiency of pupil learning is influenced further network desires also.

## **Classroom Interaction**

The last and most important factor that affects learning is classroom interaction between the pupils and the educators, from one perspective, and interaction among the pupils themselves, on the other, which maybe serves as a stimuli for each other in the classroom, in pursuit of academic need gratifications by the understudies and instructors and immediate reinforcement and conforming reactions directly associated with learning assignment. In a class where interaction generates ideal classroom atmosphere

results in productive learning. Research evidence likewise demonstrates that classroom interaction decidedly influences efficiency in learning, as an interaction design in a class offers ascend to a unique classroom environment which alternately affects pupil learning. Such classroom climate, maybe more than the organized subject issue, serves to encourage personality change. In a candidly secure classroom, norms of conduct are comprehended and accepted; feelings of acceptance and things are encouraged; pleasant feelings are unreservedly communicated; frustration and anxiety are reduced; benevolent interactions are promoted and zest for learning is high. This makes classroom process as an important element of the unpredictable wonder of school learning and, thusly, recommends the hugeness of the dynamics of 'classroom confidence' and goes about as conducive to educational excellence in the demonstration of tutoring.

## LITERATURE REVIEW

**Sommerfeld (2009)** in his study titled, "Correlation Study on the Relationship of Motivation and Confidence of Technical College Instructors to their Sixteen Basic Life Desires and concluded that there have been articles and research done showing worry on the motivation of instructors and what factors affect the confidence and motivation of instructors. These investigations would in general spotlight on just a single factor at any given moment causing high or low confidence and motivation. Steven Reiss (2000) has proposed that there are basic desires of humans that affect motivation. These desires are power, autonomy, curiosity, acknowledgment, arrange, sparing, respect, idealism, social contact, family, social status, retaliation, sentiment, eating, physical activity, and peacefulness.

**Covington (2010)** in his postulation titled "Lagging in the Race: the Impact of Teacher Confidence on Student Achievement found, the effect teachers have on understudy achievement is lasting. A few factors contribute to declining teacher confidence. Teachers have an insuperable measure of obligations and obligations. Stress related to increased government, state, and neighborhood requests, low pay, absence of managerial help, and elevated discipline problems, are for the most part factors that contribute to low teacher confidence. With the current economic state, employer stability is another uplifted worry of teachers. The premise of this study proposes that confidence is complex and affects a heap of components in education. This idea, converged with understudy achievement, will be explored in this paper. The purpose of this research is to highlight central point of teacher confidence and decide if there is a significant relationship between teacher confidence and understudy achievement. The aim of this study is to comprehend and quantify teacher confidence as it relates to understudy achievement in one Fulton County middle school. Initial, a writing review

endeavors to characterize teacher confidence, its real components, and its impact on understudy achievement. Second, an endeavor was made to comprehend the role of school overseers and their impact on teacher confidence. Lastly, the Georgia Criterion Referenced Competency Test (CRCT) was utilized to quantify understudy achievement. The results of the study showed that there was no correlation

**Joshi (2003)** in her paper titled, "A Study of Classroom Confidence in relation of Locus of Control, Creativity and Parental Encouragement of English Medium Schools (Boys and Girls), found that creativity or its interaction with parental encouragement had no effect on classroom confidence for English Medium Boys and Girls".

**Joshi (2005)** in her paper "Classroom Confidence in relation to kinds of school, locus of control and creativity, attempted to discover the effect of (i) sorts of school; (ii) locus of control; and (iii) creativity of young men and young ladies on the classroom confidence of understudies. The significantly reliable and substantial results were dissected by directing investigation of fluctuation of (2x2x2) factorial structure.

**Joshi (2009)** in her research paper, "Effect of Types of School, Creativity and Parental Encouragement on the Classroom Confidence of Boys and Girls, endeavored to discover the effect of kinds of schools, creativity and parental encouragement of young men and young ladies on the classroom confidence of the understudies. The significantly reliable and substantial results were investigated by directing examination of change of (2x2x3) factorial plan. The following ends were drawn based on the results of the study:

**Gaur (2012)** in his doctoral research titled, "A Study of Classroom Confidence of Sr. Sec. School Students in Relation to their Socio-Economic-Status, Locus of Control and Intelligence, attempted to discover the present status of relationship of level of Classroom Confidence with every single independent variable of the study, i.e., kind of school, sex, locality, locus of control, intelligence and financial status. In this study sr. sec. school understudy, studying in various sr. sec. schools (Govt. what's more, Pvt.) arranged in the territory of Haryana, formed the population and the agent utilized the multi-stage random sampling system to choose the subjects from the population. The study was directed on twelve schools and from each school sixty understudies of twelfth class were taken as the sample of the study. To meet the requirement of (2 X 2 X 2) factorial design, the multistage random sampling was utilized in choosing the sample. At first 720 sr. sec. schools understudies of Haryana state were picked. Out of this, the responses of just 608 understudies could be taken for examination, as just two levels were mulled over if



there should be an occurrence of independent variables. According to the requirement of the (2 X 2 X 2) cells (15 in every cell of the paradigm) the final sample of 120 understudies was picked.

**Sharma and Gaur (2013)** in their research paper titled, "Classroom Confidence in relation to Parental Education, Locus of Control and Intelligence, endeavored to discover the effect of Parental Education, Locus of Control and Intelligence on the development of classroom confidence of sr. sec. school understudies. For this purpose a sample of 120 Sr. Sec. School Students was selected randomly from Sonapat and Jhajjar Districts of Haryana. 2x2x2 factorial design was employed to analyze the results. Parental Education was found to effect significantly on development of classroom confidence. None of different factors for example locus of control and intelligence were found to have any independent or interactional effect on development of classroom confidence at sr. sec. level".

**Sharma and Gaur (2013)** in their research paper titled, "Classroom Confidence in relation to Sex, Locus of Control and Intelligence, endeavored to discover the effect of Sex, Locus of Control and Intelligence on the development of classroom confidence of sr. sec. school understudies. For this purpose a sample of 120 Sr. Sec. School Students was selected randomly from Sonapat and Jhajjar Districts of Haryana. 2x2x2 factorial design was employed to analyze the results. A significant difference was found between classroom confidence of sr. sec. school young men and sr. sec. school girls. Girls showed higher in mean Classroom Confidence as compared to Boys. The two-way interaction effect among Sex and Level of Intelligence was significant. The two-way interaction effect between Locus of Control and Intelligence was discovered significant".

**Sabin (2015)** in his research paper titled "Teacher Confidence, Student Engagement, and Student Achievement Growth in Reading: A Correlational Study, explored the ebb and flow condition of teacher confidence in fourth and fifth grade classrooms in three low financial schools in North Carolina. Extra research questions address correlational relationships among the variables of teacher confidence, understudy engagement, and understudy achievement development as measured by the NC Teacher Working Conditions Survey, Van Amburg Active Learning Inventory Tool, and the NC End of Grade reading tests, respectively. This study found no significant relationships among the primary variables of teacher confidence, understudy engagement, and understudy achievement development. Notwithstanding, significant relationships were found between expanding understudy engagement and an increase in the number of grown-ups present amid reading guidance, just as an increase in understudy engagement with small group guidance. A final positive relationship discovered in this study was

between the teacher confidence develop of teacher leadership and understudy achievement development".

**Umadevi and Vijayakumar (2016)** in their research paper titled, "A Study on Impact of Confidence on Organizational Commitment, Through Structural Equation Modeling (SEM), found that the success of any association lies in the hands of the employees working in it. There are two magical words which make the employees to include and outperform in their work which are confidence and commitment. The writing confirms that employees with high confidence and commitment show higher productivity in their respective occupations.

### **CREATIVITY:**

Creativity is the limit of a person to produce compositions, items or ideas which are essentially new or novel and beforehand obscure to the producer". Dravadahal Thus creativity is the limit or ability of an individual to make, find or produce another thought or article including the rearrangements or reshaping of what is as of now known to him. The term creativity can't be utilized synonymously with giftedness. Creativity in all shapes and all structures is the highest articulation of giftedness that could conceivably be found in a particular gifted tyke. It is universally acknowledged actuality that the progress of any country depends basically on the utilization of potential of its intellectually gifted and creatively talented individuals to the maximum. As indicated by Chavo (1991), "the gifted are viewed as a profitable human asset which can enhance the standard of living and promised better life for the nation. Presently a-days, a large portion of nations on the planet are concentrating their efforts on expanding the potential of their gifted and talented so as to meet the uncommon needs of gifted individual from one viewpoint and to enhance national intensity on the planet then again". A lot of research is available on creativity and innovative individual. Still researchers stay occupied with investigating new dimensions in the concerned fields. Investigations related to stylistic variations among innovative understudies have as of late drawn the consideration of researchers.

### **Nature of Creativity**

Creative people are born in various social, economic and political conditions. Presently what is this creativity? What are the characteristics found in artists like. Tulsidas and Kalidas by which their activity could be deduced? In the historical backdrop of the world there had been a few scholars, artists, journalists and painters who were turned out of their school classes, condemned as in reverse understudies; however who created great works in their later life. Henceforth, in present day times the progressive nations endeavor to develop activity in their new ages. The idea of activity,

in this manner, occupies an imperative place in educational brain research. Clinicians have introduced various definitions to clarify the significance of creativity. In 1953, Morgan pointed out definitions of creativity scattered in writing. One thing was basic in these definitions and that was the uniqueness of creativity, however every one of the researchers don't view uniqueness as the essential normal for activity. These definitions additionally reveal that there had been not one single foundation to characterize creativity. This is so since the researchers have looked to creativity from changed viewpoints. In the process, the individual, the efforts and consequences of creativity diverse definitions have laid emphasis on either viewpoint. Each researcher has considered creative conduct from her own particular outlook.

### Theories of Creativity

**The Psychoanalytic Theory:** The principle proponents of this theory include - Freud, Jung, Kris, Rank, Adler and Hammer and the general contention is that individuals turned out to be creative in response to troublesome conditions or quelled feelings.

**The Mental Illness Theory:** The proponents of this theory include Briggs, Eisenman, Goodwin, Jamison, Richards, and Martindale; and the real principle is 'that some sort of mental illness is really important so as to make the general population creative, regardless of whether that illness is astoundingly mellow called hyper burdensome syndromes, where sufferers experience extraordinary emotional episodes that maybe contribute to enhanced creativity articulation.

**Eysenck's Theory of Psychoticism:** The fundamental proponent of this theory was the late Hans Eysenck, who argued that highly creative individuals possessed a quality termed "Psychoticism" – a disposition for insane tendencies. Eysenck additionally maintained that these crazy tendencies were the establishment for creative personalities from traditional to highly social selfless.

**The Humanistic Theory:** The primary supporters of this theory include Maslow, Rogers, and Fromm, however the theory depends fundamentally upon Maslow's Hierarchy of needs, that must be met so as to achieve maximum potential for self-actualization. Individuals' lower needs, in any case, must met with the goal for them to progress to the following highest level and just after achieving the highest level, self-actualization, where needs are related to reason and character, are they finally free enough and agreeable enough to convey what needs be creatively.

### SECONDARY EDUCATION

The origin of secondary education in India can be followed to the efforts of Christian Missionaries. They established private foundations in Bengal amid the later piece of eighteenth and beginning of nineteenth

century with the primary purpose of spreading English Education, European culture and Christian confidence among the natives. Verifiably, secondary education in India made a mark with Charter Act of 1813 putting the responsibility of education on East India Company, which was ruling over a few sections of India. Macaulay's Minute of 1835, set out, "The great object of British Government should be the promotion of European writing and science among the natives in India; and that every one of the assets appropriated with the end goal of education would be best employed English Education alone." Supported by the resolution, the administration set up English schools 1835 to 1854 with the obvious aim of creating a class of human Indian in blood yet English in culture. The wood's dispatch (1854) gave it further driving force relegating the mother away from plain sight and making English the mechanism of guidance with secondary education. The proposal of Hunter commission (1882), helped in the development of secondary schools with academic curriculum by 1902 there were around 5124 schools with an enrolment of 6,22,868. The number of secondary or high schools and intermediate universities increased tremendously as the result of the Calcutta college commission of 1917. By 1935, the give in-help system began, technical schools grew up and the possibility of diversification developed.

Secondary education is certain to be affected by the expansion of primary education. Appropriately, the number of understudies in secondary classed has gone up and the fundamental objective of secondary education at present is to make available more facilities in high and higher schools. The number of understudies in secondary classes is multiple times more than what was in the beginning of the century. In any case, with the satisfaction of the objective of mandatory primary education the number of understudies in secondary 151 classed will increase so much that the present establishments won't probably concede majority of these understudies.

### CONCLUSIONS

Each period of human development brings with it new competency requirements, challenges, and opportunities for personal growth. When an individual is in the phase of adolescence, his creativity and personality is being moulded by various surrounding factors. It is well recorded that the development of an individual doesn't occur in vacuum but is governed by his immediate surroundings. Creativity cannot be forced but should be nurtured and encouraged for its full and real emergence. For nurturing and encouraging the internal potentials, the fostering of external environment is very necessary and important. By setting up the conditions of psychological safety and freedom, family can create the most enduring environment for the emergence of constructive creativity.

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Research Scholar, Department of Education, CSJM  
University, Kanpur

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**Corresponding Author**

**Patel Bhumika Becharbhai\***