

ABSTRACT

Teaching the Personal Achievement Strategy (PAS) as a Strategic, Inclusive, Student Support Service Intervention in a Tertiary Institution.

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This present research proposes that one Student Support tool and process intervention which supports inclusion in educational settings, is the Personal Achievement Strategy (PAS), which is, a classroom instruction designed to teach Internal control. Various studies confirm that Internal Control (i.e. having an Internal Locus of Control Orientation) has been proven effective for positive student and life outcomes, is an effective non-cognitive indicator for determining levels of at-riskedness and for proactively identifying high and medium-need groups.

In this study three hundred and thirty-four (334) new undergraduate students completed a Locus of Control Survey at Time1 (T1), the result of which identified one hundred and eight (108) as Externals and as at-risk/high needs. Of this number, fifty-five (55) Externals indicated their interest to continue and were separated into one Control and one Treatment group. The treatment group of externals received the Personal Achievement Strategy (PAS) instruction (Treatment –‘T’) delivered through a workshop method termed the ‘SIMPLE’ strategy. At Time 2, both groups were reissued the survey to determine whether their scores had moved closer to those of an Internal orientation.

The findings of research conducted in a foreign context revealed, that Internal control could be taught and generally, is most important for goal setting outcomes, achievement outcomes and decision making in academia and in overall life. The current study found that the SIMPLE strategy which served as the treatment, had a medium effect of 9%, in transforming Externality to Internality.

Keywords: Zuwena N.N. Williams-Paul; Inclusion, Locus of Control; Student support services; SIMPLE Strategy; Goal setting.