

A Study of Learning and Thinking Patterns in Relation to Emotional Intelligence Styles

Sandeep Lackish Solomon^{1*}, Dr. Rajesh Tripathi²

¹ Research Scholar, Shri Krishna University, Chhatarpur M.P.

² Professor, Shri Krishna University, Chhatarpur M.P.

Abstract - Today's students are expected to play several roles and do so effectively and efficiently, making it imperative that they understand their proper place in society and the need for a great education while also developing a passion for learning. By making students more emotionally intelligent, the proposed New Education Policy aims to improve educational outcomes. Emotional Intelligence is a type of social intelligence that focuses on the capacity to distinguish between the emotions of one as well as those of others. The brain is where emotions and learning take place. To learn is to gain new information or abilities. To learn, you must use your brain. Our ideas have an impact on our emotions. Our thoughts and feelings are intertwined. Academic success can be facilitated for kids who have strong learning and thinking processes as well as high levels of emotional intelligence. it will assist them in selecting appropriate learning and thinking methods, gaining insight into their emotional intelligence and attaining their highest academic potential.

Keywords - Learning, Thinking Patterns, Emotional Intelligence, Styles, education.

-----X-----

INTRODUCTION

Academic success is closely linked to the growth and development of students' knowledge in a scenario of education and learning. Academic success in the area studied at school is defined as pupils' performance. Student standing within the class depends on academic performance. It offers youngsters a chance to develop their skills, improve your credentials and prepare for academic problems in the future. Teenagers with a good academic level are seen as achieving their identity in society. They get excellent job prospects. They receive recognition from peer, parents and instructors.¹ while academic failure leads to frustrations, stress, complex inferiority, refusal of loved ones, increases suicides, disincentives and eventually the reduction of greater unemployment rates, dependence on welfare and criminal behavior.

Therefore, appropriate attention should be paid to the variables that influence academic performance directly or indirectly. This depends on a series of variables such as study interest, skill and intellect, motivating accomplishment, socio-economic position, institutional location, gender, physical health, etc. The factors of student achievement were continuously discussed by educators, researchers and politicians. Several researches have examined this problem. The results of these studies point to the

variations in student degree levels as hard effort and discipline, past schooling, parenting education, family income or self-motivation. Siegfried and Fels, for example, came to the conclusion that the ability of the student is the main determinant of his education. The high school pupils in economics who wish to take another course in economics, there's a connection between the perceived utility for an extra economics course and the students' success in an existing economic study.

Emotional Intelligence

EL Thorndike invented the phrase social intelligence in 1920, and the word emotional intelligence is derived from it. The terms "Emotional Quotient" (EQ) and "Emotional Intelligence" (EI) are often used interchangeably. An initial definition of emotional intelligence by Salovey and Mayer (1990) included three distinct adaptive capacities. First and foremost, it is an assessment and expression of one's own and others' feelings. The self has verbal and nonverbal components, whereas the other has nonverbal perception and empathy.. Secondly, there is a control of one's own and others' emotions.²

Psychological Intelligence: Its Components

In Salovey and Mayer's (1990) definition of

Emotional Intelligence, self-awareness, self-motivation, empathy, and relationship management are all included.

- **Self-awareness:** Being aware of your own thoughts and emotions as they occur. When it comes to emotions, it's important to handle them in a way that helps you understand what's going on in your mind.
- **Motivating Oneself:** Stifling one's urges through controlling one's emotions for the sake of one's goals.
- **Empathy:** Respect for others' feelings and concerns, as well as an appreciation for the diversity in how individuals perceive the world.
- **Handling Relationship:** The ability to deal with other people's emotions, as well as their own.

General Intelligence and Emotional Intelligence

Why is emotional intelligence so important in all aspects of life, and in the teaching-learning context specifically? People in leadership positions and other positions in the workplace need to be aware of their own emotions as well as the emotions of their coworkers to ensure quality productivity. To be successful in their various fields, students need to be able to express and comprehend their feelings, as well as those of their parents, professors, supervisors, administrators, and the heads of the institutions. In today's world, emotional intelligence (EQ) has become increasingly important.³

Dash and Behera (2004) discovered that general intelligence and emotional intelligence differ:

- It is a person's ability to behave consciously, think reasonably and successfully interact with his or her surroundings that constitutes intelligence. Where in the world is the answer to this question? Emotional intelligence is the ability to recognize and respond correctly to one's own and other people's emotions.
- IQ is a measure of a person's ability to think. To determine an individual's IQ level, a mathematical formula is used: $MA/CA \times 3.100$. To yet, no mathematical formula exists to determine a person's level of emotional intelligence (EQ), because EQ encompasses parts of a person's personality other than cognitive and physical.
- The ability of an organism to think is what is meant by the term "intelligence." Emotional intelligence, on the other hand, refers to a person's non-cognitive and non-physical abilities. In other words, emotional intelligence may be nurtured, while general

intelligence is not.

- A person's level of general intelligence is determined by hereditary factors, but emotional intelligence is not determined by hereditary factors and grows throughout the course of a person's lifetime.

Adolescents' Emotional Intelligence: A Critical Role

It is important to keep in mind the features of emotional intelligence (EQ) and the many studies and literatures in this area:

- As a result, emotional intelligence plays a critical part in shaping a person's character; developing emotional maturity appropriate to his or her age; and developing the capacity to cope with the stresses and pressures of life in a competitive position.
- The development of a person's harmonious personality is heavily reliant on that person's level of emotional intelligence. It allows a man to attain the greatest peaks and the furthest reaches of his quest for personal and social satisfaction.
- As a result of emotional intelligence, people are more inclined to become more self-assured. Emotions may be expressed at the right time, with a knowledge of one's own and others' emotions. Is it possible for someone who is emotionally intelligent to smile? He has the ability to gently listen to the problems of others. Away from the people, he will not be able to create his own life.
- Before getting to know people, one might get insight into one's own emotional intelligence. Knowing one's self and others will lead to interaction, allowing potential to be fully realized and family life to flourish as a result of this mutual understanding.
- Leaders with high levels of Emotional Intelligence are better able to use people and win them over emotionally. It offers the administration an opportunity to observe and improve the employees. There is a possibility that it can persuade individuals to carry out the desired action. Promoting a sense of individualism over a sense of camaraderie.
- Importance of the all-pervasive grading system is clear through assigning quantifiable values to qualitative occurrences. As a result, developing children's emotional intelligence is critical to their future professional success.
- Teachers with high levels of emotional intelligence are better able to deal with previous problems and conflicts, the ability to attain their goals on all levels, from the spiritual to the physical to the mental.

Children with high emotional intelligence have more self-esteem, are more successful in school and in life, are less likely to suffer from behavioral disorders, and are more positive and happy. They are also better able to manage their emotions and succeed in business. EQ was found to have a favorable impact on several aspects of work life, including group cohesion, self-perceptions of performance and those of supervisors, employee performance, organizational commitment, and organizational citizenship. Emotional dissonance, ethical role conflict, and employment instability may all undermine a company's ability to stay committed to its mission. Emotional intelligence can have the most positive impact in a workplace where there is a lot of job control.⁴

Styles of Learning and Thinking

A student's success in the classroom is affected by a variety of factors, including their learning style, interest in the subject, and the learning environment itself. Learning and thinking styles are best understood by seeing how students respond to stimuli in an educational setting. People learn in a variety of ways, and because of this, a class's lessons will be interpreted by its pupils in a variety of ways.

Meaning and Definitions of Learning Style

How each student responds to a given learning environment is called a learning style. Individual variances in cognitive structure and functioning that persist over time are known as "learning styles." "Different actions that serve as markers of how a person learns from and adapts to his environment" are called learning styles. It also reveals something about a person's mental processes. How each student learns to focus, absorb, and recall new or challenging material is referred to as "learning style". When we talk about learning styles, we mean "preferences that students have for thinking, connecting to others, and for diverse classroom contexts and experiences." Learner's learning style is "a consistent method of operating that reflects the fundamental reasons of learning behavior." Students have different ways of learning.

Learning Styles Models

Personality models, instructional preference models, and information-processing models are only some of the ways to identify a person's learning style. Instructional models, which are also known as social interaction models, look at how students behave and how they feel about their learning experiences. To understand how people acquire new skills, these models take into account how they communicate with one another. The way a person remembers perceives, solves problems, and thinks is studied in information-processing models. Understanding how people behave and feel in different situations is the

focus of personality models.

Emotional Intelligence – Concept, And Significance

Our hearts are the portals via which we enter and exit this world. We can't open the doors to our life if we keep our hearts closed. Our hearts open to the possibilities that life has to offer. We learn to take ownership of our thoughts and emotions. A person's whole life storey is included in his or her emotional state.⁵ Emotions are what make us who we are, and they also form our thoughts and personalities. They are a source of energy that emanates and vibrates inside our bodies. Emotions that are suppressed or that are excessively controlled develop into pathologies, such as paralyzing despair and anxiety, roaring rage, and manic agitation. Consequently, emotions are a collection of physiological reactions, subjective cognitive states, and expressive behaviors. They are capable of developing and maintaining mutually rewarding and responsible interpersonal interactions without becoming reliant on other individuals.

LITERATURE REVIEW

Khan and Shrivastava (2012)⁶ A research has been carried out into academic performance about the importance of metacognition. Chhattarpur was conducted deliberately (M.P.) In order to evaluate the sample met cognitive level, an inventory of metacognition (M.C.I.), developed by Dr Punita Govil (2003) has been utilized. The sample has two G1 and G2 split. G1 were pupils in their upper secondary and G2 were under 55 per cent who got more than 65%. Results show a substantial impact on academic performance of met cognition. With the degree of met cognition, students' performance improved. Met cognition allows an individual not only to plan or control a task that also assists in determining which approach for a problem. In contrast with the gender, it was discovered that no gender difference existed across groups; however the scores vary with the academic achievement. Therefore, with the assistance of professionals, pupils are taught to improve their met cognitive level; a rise in academics is also possible.

Adsul and Kamble (2011)⁷ a research was performed by caste students on regional inequality, academic stress and academic performance. This research aims to detect the difference in the academic concepts, academic stress and academic performance between the caste kids from Konkan and western Maharashtra. Data were gathered by means of academic stress scale and the scale of the academic self-concept and by means of the college results. Through t testing data were examined. Results indicate that the academic idea, academic stress and

academic performance differ considerably among pupils of West Maharashtra and the Conkan area.

Asthana (2011)⁸ A research was performed with Varanasi high school students of self-concept, mental capacity and academic performance. The present studies were performed with 300 (150 million, 150 F) high school students from Varanasi in order to assess differences between gender in academia, to establish links between self-concept and mental capabilities and academics achievement, and to determine whether the auto-concept moderate the relationship of the mentality and academic achievements. Data collected were analyzed using t-test, correlation coefficient (r) and moderated regression analysis. Findings showed a considerable disparity in the performance of male and female pupils. Girls in academic achievement were better than guys. Mental capacity and self-conception have been favorably linked to academic success. Moderate regression and subgroup analysis showed that self-concept moderates the connection between mental and scholar-based achievements.

Jain and Parmar (2010)⁹ Research was carried out on the effect of parental advice on students' academic outcomes. The aim of this study is to study the impact of parental counselling on the academic achievements of children. 80 Vidya Bhawan Public School, Udaipur students and 40 parents were included in the sampling. Before and after the experimental design was used. Co-variance analysis revealed the importance of parental counselling in the academic results of school pupils. The research has practical implications and supports the creation of a school system that would promote the continuing interest and involvement of the parents in the training of their children.

Joseph (2009)¹⁰ Studying the effect on the academic performance of young people at the higher institution of family size and family birth. The aim of the research was to find out how teenagers in the university achievement in higher institutions may affect family size and family birth order. The sample included 102 previously graduated students from Ado-Ekiti University, Nigeria. The pre-graduate population was 1000, men and women together. To get information from the participants, the survey technique was utilized. The self-built questionnaire was verified by experts in testing and measuring advice and counselling, while the test re-test technique is used in the reliability of the instrument. The dependability factor was 0.69; the research regarded this as higher enough. The data that have been gathered through statistical testing, in particular variance analysis (ANOVA).

Adeniyi (2008)¹¹ Displays 5 factors as a predictor for school youth academic performance. This research examined five factors (child, family, school, society and Government) as a composite and individual contribution in the prediction of the academic performance of children in the state of Oyo in Ibadan

City. The participants were 200 high school students in the Ibadan metropolis of Oyo State, randomly chosen from 5 high schools. Its age was 16 to 21 years and its standard difference was 17.04 years. 110 males and 90 girls participated. A validated tool, specifically the five factor inventory of academic performance (AP5-FI), was used for data collection. The analysis of data was based on links and multiple regressions. The findings demonstrated that students' academic performance was composite in the five factors.

Kaplan, Liu and Kaplan (2005)¹² a research was performed three years later on school stress in early youth and academic activity: the conditional effect of self-expression. The idea has been tested that educational aspirations in early teens of junior high school pupils with school-related stress negatively influence high school grades. Three years later, multiple backup analysis of data taken by 1034 secondary school students from home interviews and three years later from secondary schools support the hyposition of early schools linking stress both independently and interacting with the high academic expectations that negative academic achievement. Three years later.

Johnson (2005)¹³ Studying alienation, academic performance, and the usage of online CT, The present study attempted to investigate the connection between the alienation, academic success and usage of webCT by college students. 53 students enrolled in an education course in psychology submitted three kinds of information: 2) Academic accomplishments evaluated in four kinds of questions with multiple choices that evaluate the knowledge of course material and 3) the usage of WebCT characterized by total hits, articles posted and articles read.

Martin (2005)¹⁴ have carried out a research on perceived academic achievement, self-esteem and the location of the management of teenage suicide risk assessment indicators: teacher consequences. In addition to the requirement for references for future clinical evaluations on suicide-risk patients, indicator research may now be utilized by the non-clinical professionals dealing with young people. 2603, 2485 and 2246 children from the 27 South Australian Schools aged 13, 14 and 15, respectively, participated in this repeated measures longitudinal research. Perceived scholastic achievements, self-esteem and control are closely linked to sociality.

Aunola (2000)¹⁵ Researched on styles of parenting and youth methods of success, The study was aimed at examining the extent to which youth performance strategy in their homes is related to 10 parenting types. 354 14-year-old young people have completed a strategy and award questionnaire and a family-style evaluation. The parents of the young people also completed analogous surveys. Four kinds of families were

determined on the basis of the youth report on parenting styles: authoritative family, authoritarian family, permissive family and neglectful styles. The results also showed that young people in leading families use the best suitable performance techniques characterized by low failure expectancies, task-related behavior and self-enhancement. Adolescents in neglectful families, on the other hand, used illness-friendly techniques that are highly irrelevant to tasks, inactive and unselfish.

OBJECTIVES OF THE STUDY

- To find out about the differences in academic achievement between the right hemisphere and the left hemisphere.
- To find out the difference in the academic achievement between High Emotional Smart and Low Emotional Smart Youth.
- To discover the difference between highly intelligent and highly emotional, highly intelligent teenagers on academic achievement favored in the right hemisphere and the left hemisphere.

RESEARCH METHODOLOGY

The current research will recognize the current impact status of both independent variables: emotional intelligence and learning and thought-styles, Adolescent academic performance. It's not an experiment in nature. The researcher chose the descriptive survey technology for his study, taking into consideration the aims of the inquiry. The objective of descriptive studies is to show what is present in a collective or group. Descriptive research, also referred to as statistic research, describes facts and characteristics of the population or phenomena under consideration. While the description of the facts is true, accurate and methodical, it is impossible to explain what created a scenario. There is thus no use of descriptive research to establish a cause connection where one variable influences another. For frequencies, mean and other statistical computations the description is utilized. The ideal method is often to perform a survey inquiry before producing descriptive study. Qualitative research is frequently described, and researchers may examine why the observations are and the effects of the results.

Population and Sample

In this research, the population will be comprised of teenagers studying both in Govt. and private Sr. Sec. Madhya Pradesh state schools. The researcher utilized the random sample procedure for selecting the participants from the public throughout the current investigation. The State of Madhya Pradesh will be split into the North, South, East and West and

Central regions. A district will be collected from each zone using a lottery method. So the sample of the research will be made in all five districts. A list of schools from the Education Ministry website will be picked, with random data gathering of 600, Madhya Pradesh (for the selected districts and 20 schools in six schools of 5 districts).

The various random sampling procedures in the selection of the sample will be utilized to satisfy the research requirements. A sample of 600 responders in total will initially be gathered. The researchers on SOLAT and MEII Guidelines have decreased all data appropriately from 600 up to 426, Because teenagers are preferring just the right hemisphere to comparison with the left hemisphere, only in terms of high and low-ethnic intelligentsia.

Selection of the Tools

- Mangal Emotional Intelligence Inventory (MEII)
- Style of Learning and Thinking (SOLAT)

Procedure of Data Collection

In accordance with the Standard Manual, the chosen tests or instruments, then administered to the selected sample. The reports will be drawn up with the participants and it will be made clear that the data gathered in this way would only be utilized for research reasons and their results kept private in the test. Answer scripts will be obtained using the answer key and the data are then analyzed using the proper statistical methods. All 600 data will be collected, and then reduced to 426 in the tool manual to determine two levels and two types of variables following measurement. It should be pointed out here that the study only consists of two levels and two types of separate variables for the right hemisphere (e.g. high emotional and poor emotional intelligence and pre-preferred left hemisphere).

Statistical Techniques Used

In order to measure different statistical parameter with reducing human error, the investigator has used SPSS version 20.0 (latest release). The test will be calculated using this programme with utmost exactness along with all descriptive statistics.

RESULTS

The study's independent and dependent variables were used to reach the most important conclusions. It is helpful for researchers to be able to examine and describe the dispersion of the sample by using frequency distribution tables.

Demographic Statistics

The tables below demonstrate the mean and standard deviation variances between the various groups that were formed based on various demographic criteria.

Table 1: Group of Demographic Factors with Mean and S.D.

DEMOGRAPHIC	GROUP	N	MEAN	SD
GENDER	MALE	169	68.31	10.49
	FEMALE	257	68.69	9.44
RESIDENCE	URBAN	173	70.15	9.54
	RURAL	253	67.44	9.94
STREAMS	ARTS	236	64.74	8.29
	SCIENCE	114	75.92	9.81
	COMM.	76	69.25	7.86
TYPE OF SCHOOLS	GOVT. SCHOOLS	356	66.71	9.01
	PRIVATE SCHOOLS	70	77.81	8.74

Effect of Styles of Academic Achievement Is Affected By Learning, Think, and Emotion

The following data were examined by the researcher to determine the effect on teenage academic success of learning and thinking styles and emotional intelligence:

Table 2: SOLAT × EMI

		RH - HEI	RH - LEI	LH - HEI	LH - LEI
	Mean	70.725	66.281	67.388	66.224
RH-HEI	70.725	-	t= 3.978** df= 325 MD= 4.44	t= 2.221* df=253 MD=3.34	t= 2.989** df=252 MD=4.50
RH - LEI	66.23	-	-	t= .727 df= 170 MD= 1.106	t= 0.034 df=169 MD=0.056
LH-HEI	67.388	-	-	-	t= 0.616 df= 97 MD= 1.16
LH - LEI	66.224	-	-	-	-

The statistics shown above show that students' academic performance is significantly influenced by their Learning and Thinking Styles and Emotional Intelligence, as seen by the greater differentiation identified within interaction groups

LEVEL OF ADOLESCENTS IN THE RIGHT HEMISPHERE WERE PREFERRED HIGH EMI AND

LOW EMI ADOLESCENTS IN THE RIGHT HEMISPHERE

Table 3: Mean, SD, SEM, and t-value of Right Hemisphere High EMI and Right Hemisphere Low EMI on Academic Achievement

Group	N	Mean	S.D.	SEM	t-value	Level of Significance
Right Hemi High EMI	205	70.72	9.70	1.118	3.978	0.01
Right Hemi Low EMI	122	66.23	9.83			

Using the 0.05 and 0.01 threshold of significance with a df of 325, the above table shows that the t-value (3.978) achieved is greater than the table value. There is no significant difference between Right Hemisphere preferred High Emotional Intelligent adolescents and Right Hemisphere preferred Low Emotional Intelligent adolescents on Academic Achievement" has been rejected. Found that adolescents with high emotional intelligence (70.72) were more likely than those with low emotional intelligence (70.62) to have a higher mean score (66.23). So it may be argued that teenagers with high emotional intelligence in the right hemisphere are more successful than those with lower emotional intelligence in the right hemisphere.

Effect of the Influence of Learning, Thinking, and Residence Structures on Academic Excellence

Adolescent academic achievement was evaluated in order to see if learning and thinking styles, as well as where they lived, had any influence.

Table 4: SOLAT × RESIDENCE

SOLAT × RESIDENCE		Right Hemi- Urban	Right Hemi- Rural	Left Hemi- Urban	Left Hemi- Rural
	Mean	70.505	68.016	68.760	65.746
Right Hemi- Urban	70.505	-	t = 2.244* MD = 2.488 df = 325	t = 0.966 MD = 1.745 df = 171	t = 3.400** MD = 3.495 df = 198
Right Hemi- Rural	68.016	-	-	t = 0.396 MD = 0.743 df = 222	t = 1.583 MD = 2.270 df = 251
Left Hemi- Urban	68.760	-	-	-	t = 1.541 MD = 3.013 df = 97
Left Hemi- Rural	65.746	-	-	-	-

Because the disparities between groups are so small, it appears that learning and thinking styles, as well as where you live, has little effect on your academic success.

Level of Academic Achievement adolescents of the Right Hemisphere Preferred to Study Art and Science

Data were processed and interpreted to test the null hypothesis that the following results were consistent with it (in the table given below).

Table 5: Mean, SD, SEM and t-value of Right Hemisphere Arts and Science adolescents on Academic Achievement

Group	N	Mean	S.D.	SEM	t-value	Level of significance
Right Hemisphere Arts	171	65.001	8.309	.635	9.620	0.01
Right Hemisphere Science	100	75.809	9.890	.989		

$p \geq 0.05=1.98$, $p \geq 0.01=2.61$ at df. 169

It was revealed that the t-value (9.620) exceeded the table value at the 0.05 and 0.01 significance levels (df 179). A scholastic performance gap between right-hemispheric students who choose the arts and those who prefer the sciences has been eliminated. The average achievement score was found to be greater among school students in the arts and sciences who had dominant right hemispheres (75.809).

CONCLUSION

The teacher's teaching and thinking styles and the students' learning and thinking styles diverge. As far as learning and thinking styles are concerned, many instructors are stumped. Systematic pattern of work may be performed by one youngster, while an unsystematic pattern of work may be performed by another. This is because everyone has a unique way of thinking and learning. There is a discrepancy between academic institutions' teaching methods and their students' learning outcomes. As a result, they are unable to explain why these sorts of students should be given greater weight when judging their talents in the classroom. The link between Adolescents learning methods and emotional intelligence, Teachers and students will be better able to make sense of the results and apply them in the classroom. Adolescents who understand how their learning and thinking styles and emotional intelligence are linked to their academic success will be able to study more effectively in the classroom.

REFERENCES

- McPherson, M.E. (2004). "Parenting Behavior, adolescent depression, alcohol use, tobacco use, and academic performance: a path model." M.Sc. thesis in Human Development, Falls Church, Virginia Polytechnic, Institute and State University.
- Okoh, E.E.E. (2010). "Influence of age, financial status and gender on academic performance among undergraduates." J. Psychology, Vol. 1 (2), 99-103.
- Park, H.S. and Bauer, S. (2002). "Parenting Practices, Ethnicity, socioeconomic Status and Academic Achievement in Adolescents." School Psychology International, Vol 23 (4), 386-396.
- Raju, S.S. and Raddy, B.R. (2012). "Effect of Personal Factors on scholastic achievement of class IX students in Physical Sciences." Journal of Community Guidance and Research, Vol. 29 (1), 86-92.
- Sun, Y. (2009). "Postdivorce Family Stability and Changes in Adolescents' Academic Performance A growth -curve model." Journal of family Issues, Vol. 30 (11), 1527-1555.
- Khan, R. and Shrivastava, V. (2012) "Significance of Metacognition in Academic Achievement". Indian Journal of Community Psychology. Vol. 8(1), 113-117
- Adsul, R.K. and Kamble, V.S. (2011). "Geographical disparity among scheduled caste students on academic self concept, academic stress and academic achievement." Indian Journal of Psychology and Mental Health, Vol. 5 (Special Issue), 42-47.
- Asthana, M. (2011). "Self-Concept, Mental Ability and Scholastic Achievement Secondary School Students of Varanasi." Journal of Community Guidance & Research, Vol. 28 (1), 82-88.
- Jain, K. and Parmar, K (2010). "Impact of Parental counseling on students academic outcomes." Indian Psychological Review, Vol. 74 (4), 205-210.
- Joseph, T.D. (2009). "Influence of Family size and family birth order on Academic Performance of Adolescents in Higher Institution." Pakistan Journal of Social Sciences, Vol. 6 (3) 110-114.
- Adeniyi, A.H. (2008). "Five variables as predictor of Academic Achievement among School-going Adolescents." Perspectives in Education Vol. 24 (2), 113- 120.
- Kaplan, D. Liu, R.X. and Kaplan, H.R. (2005). "School related stress in early adolescence and academic performance three years later: the conditional influence of self expression." Social Psychology of Education. Vol. 8 (3) 17-20.
- Johnson, G.M. (2005). "Students Alienation, Academic Achievement , and Web CT use." Educational Technology and Society Vol. 8(2), 179-189.
- Martin, G. (2005). "Perceived academic performance, self-esteem and locus of

control of indicators of need for assessment of adolescent suicide risk: implications for teachers." *Journal of Adolescence*, Vol. 28, 75-87.

15. Aunola. K. et.al. (2000). "Parenting styles and adolescents achievement strategies." *Journal of Adolescents*. Vol. 23 (2) 205-222.

Corresponding Author

Sandeep Lackish Solomon*

Research Scholar, Shri Krishna University,
Chhatarpur M.P.