REFERENCES

- Acato, Y., 2006, "Quality assurance vital". New vision, university guide 2006/2007.
- Adedipe, V.O., 1985, "Differential effectiveness of model reinforcement and desensitisation techniques in improving academic performance". Unpublished Ph.D. thesis, University of Ibadan.
- Alexander, P. A., & Judy, J. E., 1988, "The interaction of domainspecific and strategic knowledge in academic performance". Review of Educational Research, 58, 375–404. VERSITAS ANDALAS
- Alexander, P. A., Kulikowich, J. M., & Schulze, S. K., 1994, "How subject-matter knowledge affects recall and interest". American Educational Research Journal, 31, 313–337.
- Allen, D., 1999, "Desire to finish college: An empirical link between motivation and persistence". Research in Higher Education, 40(4), 461-485.
- Anderman, E.M., L.H. Anderman and T. Griesinger, 1999, "The relation of present and possible academic selves during early adolescence to grade point average and achievement goals". The Elementary School Journal, 100(1): 3-17.
- Bar-On, R., 2006, "*The Bar-On model of emotional-social intelligence*". Psicothema, 2006(18), 13-25.
- Barron, K. E., & Harackiewicz, J. M., 2001, "Achievement goals and optimal motivation: Testing multiple goal models". Journal of Personality and Social Psychology, 80 (5), 706-722.
- Blankson, A. N., 2008, "Mediation and moderated mediation using SPSS". QTUG Conference August 11, 2008, Retrieved from <u>http://qtug.smep.googlepages.com/Blankson_QTUG_8-11</u> 08b.ppt#348,3,Mediation
- Bless, H., Clore, G. L., Schwarz, N., Golisano, V., Rabe, C., & Wölk, M., 1996, "Mood and the use of scripts: Does a happy mood really lead to mindlessness? Journal of Personality and Social Psychology". 71,665–679.
- Boud, D., Keogh, R., & Walker, D., 1985, "Reflection: Turning experience into learning". New York: Nichols Publishing.

- Brashears, M. T., and Baker, M., 2003, "A comparison of the influence of traditional predictors and individual student talents upon collegiate success: A longitudinal study". Paper presented at the Southern Agricultural Education Research Conference, February 1-3, Mobile, AL.
- Broussard, S.C. and M.E. Garrison., 2004, "The relationship between classroom motivation and academic achievement in elementary-school-aged children". Family & Consumer Sciences Research Journal, 33(2): 106-120.
- Brown, A. L., Bransford, J. D., Campione, J. C, & Ferrara, R. A., 1983, *"Learning, remembering and understanding"*. In J. Flavell & E. Markman (Eds.), Handbook of child psychology: Vol. 3. Cognitive Development (pp. 77-166). New York: Wiley.
- Brown, A. L., Bransford, J. D., Campione, J. C, & Ferrara, R. A., 1983, "Learning, remembering and understanding". In J. Flavell & E. Markman (Eds.), Handbook of child psychology: Vol. 3. Cognitive Development (pp. 77-166). New York: Wiley
- Busari, A.O., 2000, "Stress inoculation training and self-statements Monitoring techniques in the reduction of test anxiety among adolescent underachievers in ibadan metropolis, nigeria". Unpublished Ph.D. Thesis, University of Ibadan.
- Calfee, R., 1985, *"Home grown tests have virtues, too"*. Update: The study of Stanford and the schools, 2, 3.
- Chang, S.-T., 2011, "Academic self-concept and achievement within and between math and science: An examination on Marsh and Köller's Unification Model". Bulletin of Educational Psychology.
- Chang, Y.S. and Yang, C., 2011, "Assessing the effects of interactive blogging on student attitudes towards peer interaction, learning motivation, and academic achievements". Journal of Computer Assisted Learning. Vol, 28, 126–135.
- Considine, G. & Zappala, G., 2002, "Influence of social land economic disadvantage in the academic performance of school students in Australia". Journal of Sociology, 38, 129-148. Retrieved on August 16, 2007 from http://jos.sagepub.com
- Corno, L., & Mandinach, E., 1983, *"The role of cognitive engagement in classroom learning and motivation"*. Educational Psychologist, 18, 88-100.

- Corno, L., & Mandinach, E., 1983, *"The role of cognitive engagement in classroom learning and motivation"*. Educational Psychologist, 18, 88-100.
- Corno, L., & Rohrkemper, M., 1985, *"The intrinsic motivation to learn in classrooms"*. In C. Ames & R. Ames (Eds.), Research on motivation: Vol. 2. The classroom milieu (pp. 53-90). New York: Academic Press.
- Corno, L., & Snow, R., 1986, "Adapting teaching to individual differences among learners". In M. Wittrock (Ed.), Handbook of research on teaching (pp. 605-629). New York: Macmillan
- Corno, L., 1986, *"The metacognitive control components of selfregulated learning"*. Contemporary Educational Psychology, 11, 333-346.
- Diamantopoulos, A. & Winklhofer, H. M., 2001, "Index construction with formative indicators: An alternative to scale development". JMR, Journal of Marketing Research, 38, 269.
- Dolianac, R.P., 1994, "Using motivational factors and learning strategies to predict academic success". Dissertation Abstract International, 56: 1-142.
- Doljanac, R. F., 1994., "Using motivational factors and learning strategies to predict academic success". Dissertation Abstracts International, 56(1), 142A. (UMI 9513340)
- Donohue, R. and Stevensen, L., 2006, "The relationship between emotional intelligence and individual advancement and the mediating role of transformational leadership. Monash Business Review". 2 (2). Retrieved May 11, 2009.
- Doyle, W., 1983, "Academic work". Review of Educational Research, 53, 159-200.
- Drago, J. M., 2004, "The relationship between emotional intelligence and academic achievement in nontraditional college students". Doctoral Dissertation, Walden University.
- Eccles, J., 1983, "Expectancies, values and academic behaviors. In J. T. Spence (Ed.), Achievement and achievement motive". San Francisco: Freeman.
- Education, 21(1), 40-41. Elder, L., 1997, "Critical thinking: The key to emotional intelligence". Journal of Developmental Education, 21(1), 40-41.
- Elder, L., 1997, "Critical thinking: The key to emotional intelligence". Journal of Developmental

- Elias, M.J., Ubriaco, M., Reese, A.M., et al., 1992, "A measure for adaptation to problematic academic and interpersonal tasks of middle school". Journal of Middle School Psychology, 30, pg 41-57.
- Elliot, A. J., & Thrash, T. M., 2001, "Achievement goals and the hierarchical model of achievement motivation". Educational Psychology Review, 13 (2), 139-156.
- Fincham, F., & Cain, K., 1986, "Learned helplessness in humans: A developmental analysis. Developmental Review". 6, 25-86.
- Fleming, F. and G. Walls, 1998, "What pupils do: The role of strategic planning in modern foreign language learning". Language Learning Journal, 18: 14-21.
- Geiser, S and Santelices, V. M., 2007, "Validity of high school grades in predicting student success beyond the freshman year". Retrieved on February 8, 2008 from http://cshe.berkeley.edu/publications/docs/ROPS.GEISER_SAT_6.12.07.pdf
- Goleman, D., 2001, "Emotional intelligence: perspectives on a theory of performance". In C. Cherniss & D. Goleman (eds.): The emotionally intelligent workplace. San Francisco: Jossey-Bass.
- Goleman, D., 1995, "Emotional intelligence". New York: Bantam Books.
- Goleman, D., 1996, "*Emotional intelligence. Why it matters more than IQ*". Learning, 24(6), pg 49-50.
- Goleman, D., 1998, *"Working with emotional intelligence"*. New York: Bantam Books.
- Goleman, D., 2001, "Working with Emotional Inteligence, Kecerdasan Emosi Untuk Mencapai Puncak Prestasi". Alih Bahasa Alex Tri Kantjono Widodo. Jakarta: PT. Gramedia.
- Goleman, D., 2005, *"Emotional Intellegence. Mengapa EI Lebih Penting daripada IQ"*. Terjemahan oleh T. Harmaya. Jakarta: Gramedia Pustaka Tama.
- Graetz, B., 1995, "Socioeconomic Status in Education Research and Policy". In Ainley, J, Graetz, B., Long, M. and Batten, M. (Eds). Social economic Status and School Education. Canberra: DEET/ACER.
- Hair, J., Hult, G., Ringle, C., & Sarstedt, M., 2001, "A primer on partial least square structural equation modelling (PLS-SEM)". CA: Sage.

Hirsch, E. D., 1987, "*Cultural literacy: What every American needs to know*. Boston, MA. Houghton Mifflin Company".

http://hagar.up.ac.za/catts/learner/andres/assess.html 2/14/2007

- Huitt, W., 1999b, "Success in the information age: A paradigm shift. Revision of background paper developed for workshop presentation at the Georgia Independent School Association, Atlanta, Georgia". Retrieved September 2009, from <u>http://www.edpsycinteractive.org/papers/infoage.pdf</u>
- Iroegbu, O.M., 1992, "The impact of family background factors on academic achievement". Journal of technical education, 1,87-92.
- Jaeger, A. J., 2001, "Emotional intelligence, learning style, and academic performance of graduate students in professional schools of public administration (Doctoral Dissertation, New York University, 2001)". Dissertation Abstracts International, 62 (02), 486A. (UMI No. 3004907).
- Johnson, D. W., 1991, "Cooperative Learning: Increasing College Faculty Instruction Productivity". ASHE-ERIC Higher Education Report No. 4. Washington, DC: The George Washington University, School of Education and Human Development.
- Kitsantas, A., & Zimmerman, B. J., 2002, "Comparing self-regulatory processes among novice, non-expert, and expert volleyball players: A microanalytic study". Journal of Applied Sport Psychology, 14, 91–105.
- Kolachina,A., 2014, "Impact of Emotional Intelligence on Academic Achievements of Expatriate College Students in Dubai". International Journal of Social Science and Humanities Research. Vol. 2. 97-103.
- Lam, L. T., & Kirby, S. L., 2002, "Is emotional intelligence an advantage? An exploration of the impact of emotional and general intelligence on individual performance". Journal of Social Psychology, 142(1), 133-143.
- Lee, L. H., 1997, "Goal orientation, goal setting, and academic performance in college students: An integrated model of achievement motivation in school settings". Dissertation Abstracts International, 59(6), 1905A.(UMI 9835095).
- Levine, L. J., &Burgess, S. L., 1997, "Beyond general arousal: Effect of specific emotions on memory. Social Cognition". 15, 157–181.

- Li, A. and Gasser, M.B., 2005, "Predicting Asian international students' socio cultural adjustment: A test of two mediation models". Intl. J. of Intercultural Relations. 29 (5): 561-576
- Low, G. and Nelson, D., 2004, "*Emotional intelligence: Effectively bridging the gap* from high school to college". Taxas study Magazine for Secondary Education. 13, 2.p.7-10.
- Maxim, G., 2009, "Dynamic social studies for constructivist classrooms". NJ: Prentice Hall.
- Mayer, J.D. and Salovey, P., 1997, "What is emotional intelligence? In P. Salovey & D. Sluyter (eds.): Emotional development and emotional intelligence: educational applications". New York: Basic Books. p. 3-31.
- McCaslin, M., & Hickey, D. T., 2001, "Self-regulated learning and academic achievement: A Vygotskian view. In B. J. Zimmerman & D. H. Schunk (Eds.), Self-regulated learning and academic achievement: Theoretical perspectives". pp. 227 252. Mahwah, NJ: Erlbaum.
- McCaslin, M., & Hickey, D. T., 2001, "Self-regulated learning and academic achievement". A Vygotskian view. In B. J. Zimmerman & D. H. Schunk (Eds.), Self-regulated learning and academic achievement: Theoretical perspectives (pp. 227-252). Mahwah, NJ: Erlbaum.
- McGrath, M. and Braunstein, A., 1997, "The prediction of freshmen attrition: An examination of the importance of certain demographic, academic, financial, and social factors". College Student Journal, 31(3), 396-408.
- McWhaw, K., & Abrami, P. C., 2001, "Student goal orientation and interest: Effects on students' use of self-regulated learning strategies". Contemporary Educational Psychology, 26, 311-329.
- Mishra, P., 2012, "A Study of the Effect of Emotional Intelligence on Academic Achievement of Jaipur Senior Secondary Students". International Journal of Educational Research and Technology. ISSN 0976-4089 Vol.3. p.25 -28.
- Mitchel, D. F., Goldman, B. A., and Smith, M., 1999, "Change factors affecting college matriculation: A re-analysis". Journal of the First-Year Experience and Students in Transition, 11, 75–92.
- Murtaugh, P.A. Burns, L. D., and Schuster, J., 1999, "Predicting retention of university students". Research in Higher Education, 40(3), 355-371.

- Nasir, M., 2012, "Emotional Intelligence as a mediator in the relationship of cultural adjustment and academic achievement of international students". Academic Research International. ISSN-L: 2223-9553, ISSN: 2223-9944 Vol. 3, No. 3. p.275-280.
- Nonis, S. A., Philhours, M. J., & Hudson, G. I., 2006, "Where does the time go? A diary approach to business and marketing students' time use". Journal of Marketing Education, 28, 121–134.
- Ogundokun,M.O., 2010, "Personological factors, school location and types as predictors of academic performance among senior secondary school students in Southwestern Nigeria". Unpublished Ph.D. Thesis, University of Ibadan.
 Paris, S. G., & Oka, E., 1986, "Children's reading strategies, metacognition and
- Paris, S. G., & Oka, E., 1986, "Children's reading strategies, metacognition and motivation. Developmental Review". 6, 25-86.
- Paris, S. G., Lipson, M. Y., & Wixson, K., 1983, "Becoming a strategic reader. Contemporary Educational Psychology", 8, 293-316
- Parker J. D. A., Summerfeldt L. J., Hogan M. J. and Majeski S. A., 2004, "Emotionalintelligence and academic success: examining the transition from high school to university". Personality and Individual Differences. Vol.36, No. 1.p.163-172.
- Pascarella, E. T., and Terenzeni, P. T., 1991, "How college affects Students Findings and insights from twenty years of research". San Francisco: Jossey-Bass.
- Patrick, H., A.M. Ryan and Kaplan, 2007, "Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement". Journal of Educational Psychology, 99(1): 83-98. DOI 10.1037/0022-0663.99.1.83.
- Pekrun, R., & Hofmann, H., 1999, "Lern- und Leistungsemotionen: Erste Befunde eines Forschungsprogramms [Emotions in learning and achievement: First results of a program of research]". In R. Pekrun&M. Jerusalem (Eds.), Emotion, Motivation und Leistung (pp. 247–267). Göttingen, Germany: Hogrefe.
- Pekrun, R., & Hofmann, H., 1999, "Lern- und Leistungsemotionen: Erste Befunde eines Forschungsprogramms" [Emotions in learning and achievement: First results of a program of research]. In R. Pekrun&M. Jerusalem (Eds.), Emotion, Motivation und Leistung (pp. 247–267). Göttingen, Germany: Hogrefe.

- Pekrun, R., Hochstadt, M., & Kramer, K., 1996, "Prüfungsemotionen, Lernen und Leistung [Test emotions, learning, and achievement]". In C. Spiel, U. Kastner-Koller, & P. Deimann (Eds.), Motivation und Lernen aus der Perspektive lebenslanger Entwicklung (pp. 151–162). Münster, Germany: Waxmann.
- Pekrun, R., Molfenter, S., Titz, W., & Perry, R. P., 2000, "Emotion, learning, and achievement in university students: Longitudinal studies". Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Pintrich, P. R. ,1989, "The dynamic interplay of student motivation and cognition in the college classroom". In C. Ames & M. Maehr (Eds.), Advances in motivation and achievement: Vol. 6. Motivation enhancing 117-160). Greenwich, CT: JAI Press.
- PINTRICH, P. R., & DE GROOT, E., 1990, "Motivational and self-regulated learning components of classroom academic performance". Journal of Educational Psychology, 82, 33–40.
- Pintrich, P. R., & DeGroot, E. V., 1990, "Motivational and self-regulated learning components of classroom academic performance". Journal of Educational Psychology, 82(1), 33-40.
- Pintrich, P. R., 1988, "A process-oriented view of student motivation and cognition. In J. S. Stark & L. Mets (Eds.), Improving teaching and learning through research". New directions for institutional research, 57 (pp. 55-70). San Francisco: Jossey-Bass.
- Pintrich, P. R., 1989, "The dynamic interplay of student motivation and cognition in the college classroom". In C. Ames & M. Maeher (Eds.), Advances in motivation and achievement: Motivation enhancing environments (pp. 117-160), Greenwich, CT: JAI Press.
- Pintrich, P. R., Cross, D. R., Kozma, R. B., & McKeachie, W. J., 1986, "Instructional psychology". Annual Review of Psychology, 37, 611-651.
- Pintrich, P. R., Smith, D., Garcia, T., & MCkeachie, W. J., 1991, "Predictive validity and reliability of the Motivated Strategies for Learning Questionnaire (MSLQ)". Educational and Psychological Measurement, 53, 801–810.

- Pintrich, P.R. and E.V. De Groot, 1990, "Motivational & self regulated learning components of classroom academic performance". Journal of Educational Psychology, 82(1): 33-40.
- Planalp, S. & Fitness, J., 1999, "Thinking/feeling about social and personal relationships". Journal of Social and Personal Relationships, 16(6), 731-750.
- Pressley, M. and E.S. Ghatala, 1990, "Self-regulated learning: Monitoring learning from text". Educational Psychologist, 25(1): 19-33.
- Pressley, M. and K.R. Harris, 2006, "Cognitive strategies instruction: From basic research to classroom instruction". Handbook of Educational Psychology, 2: 265-286.
- PRESSLEY, M., BORKOWSKI, J., & SCHNEIDER, W., 1989, "Good information processing: What it is and what education can do to promote it". International Journal of Educational Research, 13, 857–867.
- Ryan, A.M & Pintrich, P.R., 1997, "Should I Ask for help? The role of motivation and attitude in adolescent". Journal of educational psycology, 89, 329-341.
- Salovey, P. and Mayer, J. D., 1990, "Emotional intelligence. Imagination, Cognition and Personality". Vol.9, 185-211.
- Salovey, P., & Mayer, J. D., 1990, "Emotional intelligence. Imagination, Cognition and Personality". 9, 185-211.
- Scherer, K. R., 1984, "On the nature and function of emotion: A component process approach. In K. R. Scherer & P. Ekman (Eds.), Approaches to emotion". pp. 293–317. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Schunk, D., 1985, "Self-efficacy and school learning". Psychology in the Schools, 22, 208-223.
- Schutte, N., Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C., & Dorheim., 1998, "Develompent and Validation of a measure of emotional intelligence. Personality and individual Differences". 25, 167-177.
- Sekaran, U., 2003, "*Research Methods For Business: A Skill-Building Approach, 3rd Edition*". John Wiley & Sons, Inc. New York.
- Shivpuri, S., Schmitt, N., Oswald, F. L., & Kim, B. H., 2006, "Individual differences in academic growth: Do they exist, and can we predict them?". Journal of College Student Development, 47, 69–86.

- Stiggins, R., & Bridgeford, N., 1985, "The ecology of classroom assessment". Journal of Educational Measurement, 22, 271-286
- Stipek, D. and J. Gralinski, 1996. Children's beliefs about intelligence and school performance. Journal of Educational Psychology 88(3): 397-407.
- Svetlana, H., 2007, "Emotional Intelligence And Academic Achievement In Higher Education". Pepperdine University.
- Swart, A., 1999, "Evaluation of the assessment strategy for admission at Pretoria University". Retrieved on February 14, 2007
- Sylwester, R., 1994, "How emotions affect learning. Educational Leadership, 52(2), 60-65".
- Thongrattana, P.T., 2010, "Assessing reliability and validity of a measurement instrument for studying uncertain factors in Thai rice supply chain". SBS HDR Student Conference. Paper 4.
- Tinto, V., 1975, "Dropout From Higher Education: A Theoretical Synthesis of Recent Research". Review of Educational Research, 45: 89-125.
- Tinto, V., 1993, "Leaving college: Rethinking the causes and cures of student attrition (2nod edition)". Chicago, IL: University of Chicago Press.
- Torrance, M., R. Fidalgo and G. J., 2007, "*The teachability and effectiveness of cognitive self-regulation in sixth-grade writers*". Learning and Instruction, 17(3): 265-285.
- Tross, S. A., Harper, J. P., Osher, L. W., and Kneidinger, L. M., 2000, "Not just the usual cast of characteristics: Using personality to predict college performance and retention". Journal of College Student Development, 41, 323-334.
- Universities Admissions Center, Universities Admission Index ., 2006, Retrieved on February 14, 2007 from <u>http://www.uac.edu.au/admin/uai.html</u>.
- Urbach, Nils & Ahlemann, F., 2010, "Structural equation modellig in informations systems research using partial least squares". Journal of Information Technology Theory and Application, 11 (2).

- VanZile-Tamsen, C., & Livingston, J. A., 1999, "The differential impact of motivation on the self-regulated strategy use of high- and low-achieving college students. Journal of College Student Development". 40(1), 54-60.
- Wang, M. C., & Lindvall, C. M., 1984, "Individual differences and school learning environments. In E. W. Gordon (Ed.), Review of Research in Education (Vol. 11)". Washington, DC: American Educational nResearch Association.
- Washington., 2009, "A person-centered investigation of academic motivation and its correlates in high school. Learning and Individual Differences", 22: 429-438. doi: 10.1016/j.lindif.2012.03.004
- Weinstein, C. E., & Mayer, R. E., 1986, *"The teaching of learning strategies. In M. Wittrock (Ed.), Handbook of research on teaching (pp. 315-327)".* New York: Macmillan.
- WEINSTEIN, C. E., & MAYER, R., 1986, "The teaching of learning strategies". In M. Wittrock (Ed.), Handbook of research on teaching (pp. 315–327). New York: Macmillan.
- Wilson, D., 2004, "*The interface of school climate and school connectedness and relationships with aggression and victimization*". Journal of School Health. 74(7).p.293-299.
- Zhang, D. & Goh, C., 2006, "Strategy knowledge and perceived strategy use: Singaporean students" awareness of listening and speaking strategies". Language Awareness, 15, (3), 199-220.
- Zimmerman, B. J. & Risemberg, R., 1997, "Self-regulatory dimensions of academic learning and motivation. In G. D. Phye (Ed), Handbook of academic learning: Construction of knowledge (pp.105-1125)". San Diego: Academic Press.
- Zimmerman, B. J., & Kitsantas, A., 1997, "Developmental phases in self-regulation: Shifting from process goals to outcome goals". Journal of Educational Psychology, 89 (1), 29-36.
- Zimmerman, B. J., & Martinez-Pons, M., 1986, "Development of a structured interview for assessing student use of self-regulated learning strategies". American Educational Research Journal, 23(4), 614-628.
- Zimmerman, B. J., & Martinez-Pons, M., 1988, "Construct validation of strategy model of student self-regulated learning". Journal of educational psychology, 80, 284-290.

- ZIMMERMAN, B. J., 1989, "A social cognitive view of self-regulated academic *learning*". Journal of Educational Psychology, 81, 329–339.
- ZIMMERMAN, B. J., 1994, "Dimensions of academic self-regulation: A conceptual framework for education". In D. H. Schunk & B. J. Zimmerman (Eds.), Selfregulation of learning and performance: Issues and educational applications (pp. 3–21). Hillsdale, NJ: Erlbaum.
- Zimmerman, B., & Pons, M., 1986, "Development of a structured interview for assessing student use of self-regulated learning strategies". American Educational Research Journal, 23, 614-628.
- Zimmerman, B., & Pons, M., 1988, "Construct validation of a strategy model of student self-regulated learning". Journal of Educational Psychology, 80, 284-290.
- Zimmerman, B.J. and M. Martínez Pons, 1988, "Construct validation of a strategy model of student self regulated learning". Journal of Educational Psychology, 80: 284-190.
- Zimmerman, B.J. and M.P. M., 1986, "Development of a structured interview for assessing student use of self regulated learning strategies". American Educational Research Journal, 23: 614-628.

