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For example, in an academic achievement setting, individuals are encouraged to take personal responsibility for failure by attributing performance to controllable factors such as effort or strategy that involve influence. From: Encyclopedia of Human Behavior (Second Edition), 2012 Parenting Style as a Moderator for Students' Academic Achievement NASA Astrophysics Data System (ADS) Ishak, Zahari; Low, Suet Fin; Lau, Poh Li 2012-08-01 Parenting styles have always been a crucial factor in influencing all aspects of a person's development. The purpose of this study is to test the structural equation model of academic achievement among the students using parenting styles as a moderator. The sample comprised 493 students from eight schools. Parenting styles are determined using the Parental Authority Questionnaire (Buri in J Pers Assess 57:110-119, 1991). Academic achievement is measured based on the students' performance in the Lower Secondary Assessment. Data were analyzed using structural equation modelling. Results demonstrated that model of authoritative and model of authoritarian fit the data of this study well. Both authoritative and authoritarian parenting styles are the most common practice of the parents. Parenting styles have been found to be a moderator of this study. The results indicated that parenting styles moderated the effect of academic self-concept on academic achievement. The impact of academic self-concept on academic achievement is found to be greater for the authoritative than the authoritarian parenting style. The Unique Trio: Academic Achievement, Sport, and Gender ERIC Educational Resources Information Center Shachaf, Miri; Katz, Yaacov J.; Shoval, Ella 2013-01-01 This study examined gender, participation in sport and academic achievement of Israeli high school students. The study examined the academic achievement of those who participated in competitive or non-competitive sport and those who did not participate in sport. Results indicate that female athletes who participated in competitive sport attained... Impact of Academic and Nonacademic Support Structures on Third Grade Reading Achievement ERIC Educational Resources Information Center Peugeot, Megan A. 2017-01-01 Through a Whole Child lens a cross-sectional quantitative research design evaluated the impact of academic and nonacademic support structures on student reading achievement per the third grade Ohio Achievement Assessment (OAA). Two demographically similar public school districts within geographical proximity in Ohio were involved utilizing... Exploratory Study of the Relationship between State Fiscal Effort and Academic Achievement ERIC Educational Resources Information Center Goodale, Timothy A. 2009-01-01 Prior empirical research has taken many varying approaches to determine if differences in funding significantly impacts student academic achievement. However, much of these studies exhibit weak generalizability due to their limited scope, timeframe and dissimilar achievement measures. To expand upon the already robust literature in education... Using the Theory of Multiple Intelligences to Increase Fourth-Grade Students' Academic Achievement in Science ERIC Educational Resources Information Center Davis, Linda 2004-01-01 This applied dissertation was designed to increase the academic achievement of 4th-grade students in science. The problem to be solved was that 4th-grade students in a rural elementary school exhibited low academic achievement in science. The researcher utilized the multiple intelligences (MI) theory and brain-based learning to develop the IMPACT... Establishing a 'track record': research productivity and nursing academe. PubMed Emden, C 1998-01-01 Many nursing academics in Australia are finding to their dismay that an outstanding teaching career and exemplary professional contribution to their field—and a PhD—are not enough to achieve promotion within their university, or secure a new academic post. One must also possess a proven or established 'track record' in research and publication. The operational funding arrangements for Australian universities rely in part on the research productivity of their academic staff members. This places special expectation upon the way academics conduct their scholarly work. Nursing academics are under particular pressure: as relative newcomers to the university scene, most find themselves considered as early career researchers with weak track records. This paper reviews relevant research and draws upon personal experience in the area of research development, to highlight how nursing academics may most strategically establish a research and publication record with a view to career advancement. Increasing Male Academic Achievement ERIC Educational Resources Information Center Jackson, Barbara Talbert 2008-01-01 The No Child Left Behind legislation has brought greater attention to the academic performance of American youth. Its emphasis on student achievement requires a closer analysis of assessment data by school districts. To address the findings, educators must seek strategies to remedy failing results. In a mid-Atlantic district of the United States... Physical Activity, Fitness, Cognitive Function, and Academic Achievement in Children: A Systematic Review. PubMed Donnelly, Joseph E; Hillman, Charles H; Castelli, Darla; Etnier, Jennifer L; Lee, Sarah; Tomporowski, Phillip; Lambourne, Kate; Szabo-Reed, Amanda N 2016-06-01 The relationship among physical activity (PA), fitness, cognitive function, and academic achievement in children is receiving considerable attention. The utility of PA to improve cognition and academic achievement is promising but uncertain; thus, this position stand will provide clarity from the available science. The purpose of this study was to answer the following questions: 1) among children age 5-13 yr, do PA and physical fitness influence cognition, learning, brain structure, and brain function? 2) Among children age 5-13 yr, do PA, physical education (PE), and sports programs influence standardized achievement test performance and concentration/attention? This study used primary source articles published in English in peer-reviewed journals. Articles that presented data on PA, fitness, or PE/sport participation and cognition, learning, brain function/structure, academic achievement, or concentration/attention were included. Two separate searches were performed to identify studies that focused on 1) cognition, learning, brain structure, and brain function and 2) standardized achievement test performance and concentration/attention. PubMed, ERIC, PsycInfo, SportDiscus, Scopus, Web of Science, Academic Search Premier, and Embase were searched (January 1990-September 2014) for studies that met inclusion criteria. Sixty-four studies met inclusion criteria for the first search (cognition/learning/brain), and 73 studies met inclusion criteria for the second search (academic achievement/concentration). Articles were grouped by study design as cross-sectional, longitudinal, acute, or intervention trials. Considerable heterogeneity existed for several important study parameters; therefore, results were synthesized and presented by study design. A majority of the research supports the view that physical fitness, single bouts of PA, and PA interventions benefit children's cognitive functioning. Limited evidence was available concerning the effects of PA on learning. The role of household chaos in understanding relations between early poverty and children's academic achievement PubMed Central Mokrova, Irina; Vernon-Feagans, Lynne; Willoughby, Michael; Pan, Yi 2016-01-01 The following prospective longitudinal study used an epidemiological sample (N = 1,236) to consider the potential mediating role of early cumulative household chaos (6-58 months) on associations between early family income poverty (6 months) and children's academic achievement in kindergarten. Two dimensions of household chaos, disorganization and instability, were examined as mediators. Results revealed that, in the presence of household disorganization (but not instability) and relevant covariates, income poverty was no longer directly related to academic achievement. Income poverty was, however, positively related to household disorganization, which was, in turn, associated with lower academic achievement. Study results are consistent with previous research indicating that household chaos conveys some of the adverse longitudinal effects of income poverty on children's outcomes and extend previous findings specifically to academic achievement in early childhood. PMID:27330247 Academic Achievement Performance of University Students with Disability: Exploring the Influence of Non-Academic Factors ERIC Educational Resources Information Center Dryer, Rachel; Henning, Marcus A.; Tyson, Graham A.; Shaw, Rosemary 2016-01-01 This study examined whether: (1) the non-academic constructs of psychological well-being, motivation to learn and quality of life (QOL) explained the variance in the academic achievement of students with disability; and (2) students with a mental health disability (MHD) differed from students with other disability on academic achievement and on... The Relationship Between Physical Fitness, Preadolescent Obesity, and Academic Achievement in Seventh Grade Students in South Carolina NASA Astrophysics Data System (ADS) Patterson, Phillip Stephen Abstract It was not known if, or to what degree, a relationship existed among academic achievement in science, physical fitness, and preadolescent obesity. This quantitative, correlational study explored the relationship between physical fitness, preadolescent obesity, and academic achievement in 136 seventh grade students at an urban middle school in South Carolina who received 50 minutes of physical education daily for one semester. The researcher hypothesized that the level of physical fitness influences preadolescent obesity and academic performance. The hypotheses stated that there would be a positive correlation between physical fitness and achievement in science, a negative correlation between preadolescent obesity and achievement in science, and a negative correlation between fitness and preadolescent obesity. Pearson product-moment correlations were used to test the hypotheses. Physical fitness was measured using the FitnessGram. Academic performance was measured using the science benchmark assessment. The results revealed that physical fitness was positively correlated with academic achievement (r = .32, p = .001), obesity was negatively related to academic achievement (r = -.27, p = .001), and students' BMI was negatively related to physical fitness (r = -.71, p < .001). The findings of this research have significant implications for school policy and public health in terms of the possibilities for physical activity interventions. Keywords: FitnessGram, physical fitness, preadolescent obesity, body mass index, family income, school attendance, and academic achievement in elementary school. PubMed Morrissey, Taryn W; Hutchison, Lindsey; Winsler, Adam 2014-03-01 Low family income is associated with poor academic achievement among children. Higher rates of school absence and tardiness may be one mechanism through which low family income impacts children's academic success. This study examines relations between family income, as measured by receipt of free or reduced-price lunch, school attendance, and academic achievement among a diverse sample of children from kindergarten to 4th grade (N = 35,419) using both random and within-child fixed-effects models. Generally, results suggest that the receipt of free or reduced-price lunch and duration of receipt have small but positive associations with school absences and tardies. Poor attendance patterns predict poorer grades, with absences more associated with grades than tardies. Given the small associations between receipt of free or reduced-price lunch and school attendance, and between the duration of receipt of free or reduced-price lunch and children's grades, results do not provide strong evidence that absences and tardies meaningfully attenuate relations between the duration of low family income and student achievement; poorer attendance and persistent low income independently predict poorer grades. Implications for policy and future research are discussed. PsycINFO Database Record (c) 2014 APA, all rights reserved. Teaching-Learning Conceptions and Academic Achievement: The Mediating Role of Test Anxiety ERIC Educational Resources Information Center Bas, Gökhan 2016-01-01 The current research aimed at examining the mediating role of test anxiety in the relationship between teaching-learning conceptions and academic achievement. The correlation investigation model was adopted in this research. The participants of the research were volunteering teachers (n = 108) and students (n = 526) from five different high... A brief report on the relationship between self-control, video game addiction, and academic achievement in normal and ADHD students. PubMed Hagbin, Maryam; Shaterian, Fatemeh; Hosseinzadeh, Davood; Griffiths, Mark D 2013-12-01 Over the last two decades, research into video game addiction has grown increasingly. The present research aimed to examine the relationship between video game addiction, self-control, and academic achievement of normal and ADHD high school students. Based on previous research it was hypothesized that (i) there would be a relationship between video game addiction, self-control and academic achievement (ii) video game addiction, self-control and academic achievement would differ between male and female students, and (iii) the relationship between video game addiction, self-control and academic achievement would differ between normal students and ADHD students. The research population comprised first grade high school students of Khomein-Shahr (a city in the central part of Iran). From this population, a sample group of 339 students participated in the study. The survey included the Game Addiction Scale (Lemmens, Valkenburg & Peter, 2009), the Self-Control Scale (Tangney, Baumeister & Boone, 2004) and the ADHD Diagnostic checklist (Kessler et al., 2007). In addition to questions relating to basic demographic information, students' Grade Point Average (GPA) for two terms was used for measuring their academic achievement. These hypotheses were examined using a regression analysis. Among Iranian students, the relationship between video game addiction, self-control, and academic achievement differed between male and female students. However, the relationship between video game addiction, self-control, academic achievement, and type of student was not statistically significant. Although the results cannot demonstrate a causal relationship between video game use, video game addiction, and academic achievement, they suggest that high involvement in playing video games leaves less time for engaging in academic work. Academic Achievement in Children With Oral Clefts Versus Unaffected Siblings PubMed Central Wehby, George L.; Barron, Sheila; Romitti, Paul A.; Ansley, Timothy N.; Spellz, Matthew L. 2014-01-01 Objective To compare academic achievement in children with oral-facial clefts (OFC) with their unaffected siblings. Methods 256 children with OFC were identified from the Iowa Registry for Congenital and Inherited Disorders, and 387 unaffected siblings were identified from birth certificates. These data were linked to Iowa Testing Programs achievement data. We compared academic achievement in children with OFC with their unaffected siblings using linear regression models, adjusted for potential confounders. In post hoc analyses, we explored modifiers of siblings' academic performance. Results Achievement scores were similar between children with OFC and their siblings. Children with cleft palate only were significantly more likely to use special education than their unaffected siblings. Siblings' academic achievement was inversely related to distance in birth order and age from the affected child. Conclusion Children with OFC and their siblings received similar achievement scores. Younger siblings, in particular, may share a vulnerability to poor academic outcomes. PMID:24993102 Longitudinal Relationship between Cardiorespiratory Fitness and Academic Achievement. PubMed Sardinha, Luis B; Marques, Adilson; Minderico, Claudia; Palmeira, António; Martins, Sandra; Santos, Diana A; Ekelund, Ulf 2016-05-01 The aim of this study was to examine the prospective associations between cardiorespiratory fitness (CRF) and academic achievement in the youth. The sample included 1286 fifth-, sixth-, and seventh-grade students, age 11 to 14 yr (Mage = 11.3 ± 1.1), from 14 schools followed for 3 yr. Academic achievement was assessed using the students' marks at baseline and at follow-up 3 yr apart, in Portuguese, mathematics, foreign language (English), and science. CRF was assessed by the Progressive Aerobic Cardiovascular Endurance Run test from the Fitnessgram battery. Students were classified as fit-fit, unfit-fit, fit-unfit, and unfit-unfit according to the Progressive Aerobic Cardiovascular Endurance Run test results at baseline and follow-up. Ordinal regression analyses were performed to examine associations between CRF and academic achievement. Being persistently fit (fit-fit), compared with those classified unfit-unfit, increased the odds of having high levels of academic achievement in Portuguese (odds ratio (OR) = 3.49; 95% CI, 1.97-6.20; P < 0.001) and foreign language (OR = 2.41; 95% CI, 1.39-4.14; P < 0.01) at follow-up. Students that improved their CRF and became fit (unfit-fit) had also higher odds of achieving better marks than those persistently unfit-unfit in Portuguese (OR = 2.52; 95% CI, 1.42-4.45; P < 0.01) and foreign language (OR = 2.13; 95% CI, 1.23-3.67; P < 0.01). Consistently high and improvements in cardiorespiratory fitness are prospectively associated with better academic achievement especially in mother tongue and foreign language. Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School. PubMed Valle, Antonio; Regueiro, Bibiana; Núñez, José C; Rodríguez, Susana; Piñeiro, Isabel; Rosário, Pedro 2016-01-01 There seems to be a general consensus in the literature that doing homework is beneficial for students. Thus, the current challenge is to examine the process of doing homework to find which variables may help students to complete the homework assigned. To address this goal, a path analysis model was fit. The model hypothesized that the way students engage in homework is explained by the type of academic goals set, and it explains the amount of time spent on homework, the homework time management, and the amount of homework done. Lastly, the amount of homework done is positively related to academic achievement. The model was fit using a sample of 535 Spanish students from the last three courses of elementary school (aged 9 to 13). Findings show that: (a) academic achievement was positively associated with the amount of homework completed, (b) the amount of homework completed was related to the homework time management, (c) homework time management was associated with the approach to homework, (d) and the approach to homework, like the rest of the variables of the model (except for the time spent on homework), was related to the student's academic motivation (i.e., academic goals). Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School PubMed Central Valle, Antonio; Regueiro, Bibiana; Núñez, José C.; Rodríguez, Susana; Piñeiro, Isabel; Rosário, Pedro 2016-01-01 There seems to be a general consensus in the literature that doing homework is beneficial for students. 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Findings show that: (a) academic achievement was positively associated with the amount of homework completed, (b) the amount of homework completed was related to the homework time management, (c) homework time management was associated with the approach to homework, (d) and the approach to homework, like the rest of the variables of the model (except for the time spent on homework), was related to the student's academic motivation (i.e., academic goals). PMID:27065928 The Impact of Personal Digital Assistants on Academic Achievement ERIC Educational Resources Information Center Bick, Alexander 2005-01-01 A positive correlation has been found between laptops and student achievement. Laptops are similar to Personal Digital Assistants (PDAs) in many respects. This study seeks to determine the effect of PDA usage on high school student academic achievement. It was hypothesized that a positive correlation between PDA usage and academic achievement in... Relations between aggression and adjustment in chinese children: moderating effects of academic achievement. PubMed Yang, Fan; Chen, Xinyin; Wang, Li 2014-01-01 The primary purpose of the study was to examine the moderating effects of academic achievement on relations between aggressive behavior and social and psychological adjustment in Chinese children. A sample of children (N = 1,171; 591 boys, 580 girls; initial M age = 9 years) in China participated in the study. Two waves of longitudinal data were collected in Grades 3 and 4 from multiple sources including peer nominations, teacher ratings, self-reports, and school records. The results indicated that the main effects of aggression on adjustment were more evident than those of adjustment on aggression. Moreover, aggression was negatively associated with later leadership status and positively associated with later peer victimization. The results suggested that consistent with the resource-potentiating model, academic achievement served to enhance the positive development of children with low aggression. On the other hand, although the findings indicated fewer main effects of adjustment on aggression, loneliness, depression, and perceived social incompetence positively predicted later aggression for low-achieving, but not high-achieving, children, which suggested that consistent with the stress-buffering model, academic achievement protected children with psychological difficulties from developing aggressive behavior. The results indicate that academic achievement is involved in behavioral and socioemotional development in different manners in Chinese children. Researchers should consider an integrative approach based on children's behavioral, psychological, and academic functions in designing prevention and intervention programs.





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