

Special Issue

Academic Performance: Understanding Complex Student Outcomes Through an Integrative Lens

Message from the Guest Editors

As has been increasingly acknowledged and supported by research, the academic performance of children is complexly associated with a host of cognitive factors, interpersonal and intrapersonal variables and students' perceived competence, and contextual influences. This Special Issue seeks contributions from experts in cognitive psychology, developmental psychology, educational psychology, school psychology and other related areas that aim to fully elucidate the complex interactions among the myriad of variables that affect school performance. The primary objective of this Special Issue is to present studies across multiple specialty areas that have each made their own unique contribution to understanding children's experience of school. As the of this Special Issue, we are particularly interested in projects that have a strong conceptual basis and have been conducted within applied settings. Original research articles, meta-analyses, and theoretical/discussion papers are welcome. Keywords academic performancecognitive abilitiesacademic motivation systemspectives on student outcomes relations within the school settingstudent experiences

Guest Editors

Dr. Eugene Wong

Dr. Lisa Looney

Dr. Kevin Rosales

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Behavioral Sciences
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
behavsci@mdpi.com

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Editors-in-Chief

Prof. Dr. Gianluca Serafini

Department of Neuroscience, Rehabilitation, Ophthalmology, Genetics, Maternal and Child Health (DINO GMI), Section of Psychiatry, University of Genoa, 16132 Genoa, Italy

Prof. Dr. Jerrell Cassady

Department of Educational Psychology, Ball State University, Muncie, IN 47306, USA

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