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## Cognitive and Emotional Aspects of Academic Performance

Guest Editors:

**Dr. Yosi Yaffe**

Department of Education, Tel Hai  
Academic College, Qiryat  
Shemona 1220800, Israel

**Dr. Gal Harpaz**

Department of Education and  
Psychology, The Open University  
of Israel, Ra'anana 4353701,  
Israel

Deadline for manuscript  
submissions:

**closed (31 December 2023)**

### Message from the Guest Editors

This Special Issue focuses on cognitive and emotional aspects related to academic success, in different education systems, from early childhood to adulthood.

Possible topics include but are not limited to:

- Social-emotional skills in learning and academic development
- Students' perceived cognitive-emotional competence and academic performance
- Stress, anxiety, and coping strategies and academic achievements
- Motivation and resilience and academic performance
- Executive Functions and Academic Performance
- The concept of the self (e.g., self-efficacy) and academic performance.
- Family climate, parent-child relations, and parental involvement in affinity to students' adjustment and academic performance.
- Impostor syndrome and its direct and indirect association with various aspects of emotional and academic functioning.
- Self-regulated learning (SRL) and academic performance.
- Students with special needs: factors and parameters of educational/academic performance and emotional well-being in the education system.

We look forward to your contributions!





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## Editor-in-Chief

**Prof. Dr. Daniel Muijs**  
School of Social Sciences,  
Education and Social Work,  
Queen's University Belfast,  
Belfast BT7 1NN, UK

## Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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Education Sciences Editorial Office  
MDPI, Grosspeteranlage 5  
4052 Basel, Switzerland

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