Factors Affecting the Academic Performance of The Student

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Factors Affecting Academic Performance-Julio Antonio González-García 2017-02-01 Nowadays, in society is common to have a better understanding of technology and society, because the generation of new knowledge and the need for scientific and technological developments.

This generates changes in family, schools, the media, etc. Now technologies are creating virtual environments to manage learning and academic achievement, and this is a new challenge to approach formal and informal education.

In the last few decades, teachers, families, and educational administrators had very well-defined fields of action and roles to play. Now, these roles are disfigured, and from all agents are accessible and more difficult to define, and this is generating changes in the educational and social environment. Some of the problems are violence towards people; child abuse; drug crises at increasingly early ages; integration problems of students with various needs; social and emotional problems; the student's personality, disabilities, social and psychological maladjustment, teenagers'socialitative relationships, etc. Research on school success and failure has a long history, but there is still no agreement concerning the prevalence of these problems. This explosion of problems and the complexity of the student's environment makes it necessary for intervention strategies to modify their level of impact. For many years, cognitive psychology has emphasized cognitive function as the key factor for learning success; however, some important factors of affective function in building consistent models to explain learning and academic achievement. This change of perspective, from the classical cognitive model to a self-regulated learning model, has implied a new orientation in the research of the factors involved in school success and failure. Self-regulated learning models try to integrate students' cognitive, social/affective, and behavioral aspects. These models describe the different components involved in successful learning at all school stages, explaining reciprocal relationships between those components and directly relating learning to personal achievement, motivation, volition, and emotion.

With this new perspective, understanding their intelligence, but also their motivational and emotional qualities, all related to achieving personal balance. This book presents studies, ideas, and recommendations to shape on the complex educational environment. Education has limits and difficulties, but it is also the only instrument that can develop students' potential into personal success.

The Family Effect on Academic Performance in School. A Case Study of Selected schools in Kabale District. 2015-02-25 This study aims to determine the effect of family background on the academic performance of students in secondary schools. Both random and purposive sampling techniques were used to select respondents. Primary data was collected using interview questionnaires whereas secondary data was collected from the statistical records from the education department.

Factors Influencing Poor Performance in Science Subjects in Secondary Schools in Shinyanga Municipality-SHIMBI MAJO 2018-01-12 Master's Thesis from the year 2016 in the subject Pedagogy - General, grade: D (3.0), course: Masters of Art in Educational management, language: English, abstract: The study aimed at identifying the factors influencing poor performance in science subjects in secondary schools in Shinyanga Municipality. The study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of students in a Junior High School.

Academic Performance-Caryl R. Gallagher 2016 Academic performance is determined by several factors. The aim of the first paper in this book is to describe the relationship between the goals of adolescents, their everyday life and the influence these factors have on academic achievement. Chapter two focuses on a longitudinal investigation of high school students to identify students' characteristics that predict long-term academic success. The third chapter explores the factors that influence academic achievement, including motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were considered to be the most influential, followed by the student's characteristics and school and student context. Per the findings, parent factors which was very key was parent showing concern in their children's academics and providing them the necessary support both in and outside the classrooms. The study also found that parent level of education and parent pos has a positive relationship with academic performance but it's insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the research shows that there should be strict discipline on teachers to make sure they are doing their tasks well so that the students, their parents and the teachers can be able to keep a good record of their academic performances.

A Study of Factors Affecting the Academic Performance of the Rural Fijian Student-Michael P. Tierney 1971 Teaching with Poverty in Mind-Damon R. Wade 2004-

Factors Affecting the Academic Success of Foreign Students in American Universities-Forestry Gurney Moore 1953

Making the grade-Damon R. Wade 2004

Factors Influencing Poor Performance in Science Subjects in Secondary Schools in Shinyanga Municipality-SHIMBI MAJO 2018-01-12 Master's Thesis from the year 2016 in the subject Pedagogy - General, grade: D (3.0), course: Masters of Art in Educational management, language: English, abstract: The study aimed at identifying the factors influencing poor performance in science subjects in secondary schools in Shinyanga Municipality. The study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of students in a Junior High School.

Teaching with Poverty in Mind-Damon R. Wade 2004-

The Psychological Factors Affecting the Academic Performance of Developmental Learners-Cynthia

Academically Adrift-Richard Arum 2011-01-15 In spite of soaring tuition costs, more and more students go to college every year. A bachelor’s degree is now required for entry into a growing number of professions. And some parents are paying more than $100,000 for the education of their children. These students and their parents hope that college will prepare them to go to, but almost no one asks the fundamental question posed by Academically Adrift: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in the first year of college and at the end of their sophomore year. Academically Adrift shows how physical activity, psychosocial support and other interventions can be made to understand resilience and vulnerability to school desertion. This book will be of interest to readers from broad professional fields, non-specialist readers, and those involved in education policy.

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Successful Educational Actions for Inclusion and Social Cohesion in Europe-Ramon Flecha (Ed.) 2004-10-22 The authors focus most closely on the crucial transition between high school and college. They illustrate how learning environments in high schools can be reorganized to facilitate the development of students' readiness for college. Resilience in Multicultural America combines biographical sketches of resilient students, examples of effective programs designed to encourage resilience, research recent, the field's own and their experiences of resilient student's vulnerability to school desertion. At this current stage, problems sometimes appear that require different forms of intervention. At this current stage, problems sometimes appear that require different forms of intervention.

Settling for Less-Michael Cone 2004 This time given statistical evidence and qualitative indications to what factors affect the academic performance of the student.
The book recommends specific-and attainable-action steps to implement successful strategies culled from the wealth of academic performance literature. The study was carried out in Wollega University with regular undergraduate students in focus. A platform for online social networking among youth, and - as many researches show – university students. The book addresses the “so what?” or the outcomes and impacts of online business education. This section delves into “how” online business education works. It presents conceptual models for teaching in specific disciplines, learning in online environments, and measuring online educational outcomes. Chapter 4 presents a comprehensive framework for performance assessments and quality assurance measures that help to demonstrate the efficacy of online pedagogy. Practical applied papers are used in this section to highlight the use of learning platforms, tools and their application specific to businesses that build knowledge and skills and make students “work ready.” Finally Section 3 of the book addresses the “so what?” or the outcomes and impacts of online business education. This section describes new techniques for creating a better online business education experience. It also looks at the role advanced data analytics can play in enhancing the quality of online business education. Section 2 defines the role of education and training organizations today. Other learning outcomes showing the value of online business education are discussed. Academics, alumni and consultants from over fifteen institutions and organizations around the world contributed to this book.

### Community Secondary Schools in Tanzania

Elia Shalni Malo 2018-02-12 Community Secondary Schools are the backbone of primary schools serving as an academic and social platform for students from different backgrounds of Tanzania, helping more children acquire a secondary education. Despite this good intention, these schools face a number of challenges. One such challenge has to do with academic performance. The book examines this challenge. It examines the factors that contribute to students’ poor performance in the community secondary schools in Tanzania to discern the main factors contributing to their poor performance. Many factors contribute to students’ poor performance in secondary schools, such as lack of family and community support, lack of parental influence and perceptions on education, inadequate learning and teaching materials and resources, learning and teaching environments, as well as lack of adequate motivation for teachers and students. This book explores these challenges and provides strategies to help students achieve improvement and make progress. The authors describe the challenges and strategies that help students achieve improvement and make progress.
and politics, making it an invaluable companion for any business and management student. New to the Fifth Edition: Expanded to include examples from across business and management including Marketing, International Business and Psychology. Up-to-date, international examples and cases from a range of countries. Introductory chapter looks at writing proposals in detail. Chapter on the literature review now includes how to critically review Move towards new technologies and social media including discussion of wikis and cloud sourcing. Improved structure and flow, with three chapters on qualitative methods and three on quantitative methods. Additional practical exercises which are linked to key research tasks throughout. The companion website (https://edge.sagepub.com/easterbysmith) offers a wealth of resources for both lecturers and students including, for lectures, an instructor’s manual and PowerPoint slides and, for students, author podcasts, journal articles, web links, MCQs, datasets and a glossary.

Understanding by Design—Grant P. Wiggins 2005-01-01 Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.