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 performance cognitive abilities academic motivation systems perspectives on student outcomes relations within the school setting student experiences

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About the Journal

Message from the Editor-in-Chief

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