

Special Issue

Cognitive and Emotional Aspects of Academic Performance

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!

Guest Editors

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About the Journal

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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manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).