Contributions to the Development of the Contemporary Paradigm of the Institutional Childhood

An Educational Perspective
Papers Submitted in English

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Chapter 1

Introduction

Learning.

Key words: ample teacher, personality traits, students, academic success.

Success and failure. As we found that personality traits are significant predictors of academic success, it is important to examine the relationship between personality traits and academic success. By examining the relationship between personality traits and academic success, we can gain a better understanding of how personality traits influence academic outcomes.

For example, the correlation between extraversion and academic success is positive. Extraverts tend to have higher levels of academic success, as they are more likely to be engaged in academic activities and to enjoy learning. In contrast, introverts may have lower levels of academic success, as they may be less motivated to engage in academic activities and may experience more anxiety in academic settings.

In addition, personality traits may also influence the way in which students learn. For example, extraverts may be better at processing information in a social context, while introverts may be better at processing information in a quiet, solitary setting.

These findings suggest that personality traits play a significant role in academic success. By understanding the relationship between personality traits and academic success, we can better support students in their academic endeavors.

University of Rhode Island

Students' Academic and Personality Outcomes

Context?

The relationship between personality and academic success is complex. Personality traits, such as extraversion and academic success, have been found to be positively correlated. However, the relationship between personality and academic success is not always straightforward. For example, some studies have found that introverts may have lower levels of academic success than extraverts.

Future teachers' personality traits are important in the educational context. How much does learning and academic success vary among different personality types? How can we best support students with different personality traits in the academic context?

22
Theravipob's academic success (on the grade scale from 1 to 5, was reported as 8/224, 8/824, 8/825, 8/825. The reported score for the overall academic success in this study, Theravipob's overall score was 8/224.

3. Method

Predictors of academic success

Academic success is determined by multiple factors, including learning outcomes, standardized test results, and personal characteristics. In this study, we examined the relationship between academic performance and the following variables:

- Learning outcomes
- Standardized test results
- Personal characteristics

The relationship between these variables was analyzed using correlation and regression analyses. The results indicated a significant positive relationship between academic performance and learning outcomes, standardized test results, and personal characteristics.

4. Results and discussion

The findings of this study suggest that academic success is influenced by multiple factors. Learning outcomes, standardized test results, and personal characteristics all play a significant role in determining academic success. These findings have important implications for educational practice, as they highlight the importance of addressing these factors in order to improve academic success.

5. Conclusion

In conclusion, this study provides valuable insights into the factors that influence academic success. The findings suggest that learning outcomes, standardized test results, and personal characteristics are all important predictors of academic success. These findings have important implications for educational practice, as they highlight the need for targeted interventions to improve academic success.
3.9 second year = 24, third year = 24, fourth year = 72, fifth year = 24, sixth year = 24, seventh year = 24, eighth year = 24, ninth year = 24, tenth year = 24

Results and Discussion
would apply in their work with children. The results indicate a significant positive relationship between academic success and conscientiousness, even after controlling for demographic variables. The findings suggest that teachers who are more conscientious may be more effective in promoting children's academic success. Therefore, it is important for teachers to be mindful of their own conscientiousness and work to develop these qualities in their teaching practices.

### Table 2: Correlation Matrix between Behavioral and Cognitive Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>1. Behavior</td>
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<td>2. Conscientiousness</td>
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<td>3. Academic Success</td>
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<td>4. Group</td>
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<td>5. Academic Performance</td>
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</tbody>
</table>

**Note:**
- Table 2 presents the correlation matrix between behavioral and cognitive variables.
- The correlation coefficients indicate the strength and direction of the relationships between the variables.
**Conclusion**

The overall results of the three hierarchical regression analyses revealed that some personality traits are the only significant predictors of academic success. The results of this research have shown that these traits, when assessed 25.3% of the total variance in academic outcomes are explained. People who show strong and consistent performance in academic tasks and are characterized by a positive outlook on life are more likely to achieve academic success. Additionally, the study found that academic success is not only determined by academic performance but also by a combination of personality traits and academic strategies. These findings have implications for educational policy and practice, suggesting that efforts to enhance academic success should be directed towards the development of these particular traits. 

### Table 1: Correlation Matrix Between Socio-Demographic Variables, Personality Traits, and Academic Success

<table>
<thead>
<tr>
<th>Variable</th>
<th>Academic Success</th>
<th>Age</th>
<th>Gender</th>
<th>Parental Education</th>
<th>School Performance (Math)</th>
<th>School Performance (Science)</th>
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<tbody>
<tr>
<td>Personality Traits</td>
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<td>Openness</td>
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<td>Conscientiousness</td>
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<td>Agreeableness</td>
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<td>Emotional Stability</td>
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<td>Extraversion</td>
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</tbody>
</table>

The correlation matrix shows the relationships between various variables, including age, gender, parental education, school performance in mathematics and science, and personality traits such as openness, conscientiousness, agreeableness, emotional stability, and extraversion, and academic success.