

Influence Of Family Background On Academic Achievement Of

In November 2000, the Board on International Comparative Studies in Education (BICSE) held a symposium to draw on the wealth of experience gathered over a four--decade period, to evaluate improvement in the quality of the methodologies used in international studies, and to identify the most pressing methodological issues that remain to be solved. Since 1960, the United States has participated in 15 large--scale cross--national education surveys. The most assessed subjects have been science and mathematics through reading comprehension, geography, nonverbal reasoning, literature, French, English as a foreign language, civic education, history, computers in education, primary education, and second--language acquisition. The papers prepared for this symposium and discussions of those papers make up the volume, representing the most up--to--date and comprehensive assessment of methodological strengths and weaknesses of international comparative studies of student achievement. These papers answer the following questions: (1) What is the methodological quality of the most recent international surveys of student achievement? How authoritative are the results? (2) Has the methodological quality of international achievement studies improved over the past 40 years? and (3) What are promising opportunities for future improvement?

The authors conclude with important recommendations for improving academic support, exploring various financial options, providing early encouragement—in other words, for recognizing the factors that influence students' decisions, and knowing when to pay attention to them.

This open access book examines how childhood social disadvantage influences young-adult demographic decision-making and later-life economic and well-being outcomes. This book in particular focuses on testing whether the consequences of childhood social disadvantage for adult outcomes differ across societies, and whether these differences are shaped by the "context of opportunities" that societies offer to diminish the adverse impact of economic and social deprivation. The book integrates a longitudinal approach and provides new insights in how the experience of childhood disadvantage (e.g. low parental socio-economic status, family disruption) influences demographic decisions in adulthood (e.g. the timing of family-events such as cohabitation, marriage or parenthood; the risk of divorce or having a child outside a partner relationship; the exposure to later-life loneliness, poor health, and economic adversity). Moreover, using a cross-national comparative perspective it investigates whether the relationships of interest differ across nations, and tests the "context of opportunities" hypothesis arguing that the links between childhood disadvantage and adult outcomes are weakened in societal contexts offering good opportunities for people to escape situations of deprivation. To do so, the book analyzes national contexts based on economic prosperity, family values and norms, and welfare-state arrangements.

Prior research has underestimated the influence of family background on student achievement in developing countries.

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The Multi-disciplinary and comprehensive collection of articles presented in this volume provides a valuable discussion on the

status and role of the women in development of the society. Till recently, women were treated on a different pedestal, depriving them of their rights but reminding them of their duties. But with the changing times, the role of women has changed from child bearing and rearing to bread earner. This book brings under one cover the role of women in the changing society and their changing roles under the broad categories of Health, Education, Employment, Politics, Popular Movements and Development. The social reform and opening-up in Chinese society in the last three decades have resulted in overall changes in almost every aspect of social life of its people. As an important indicator in these changes, English has become an important tool in education for students to move ahead to a higher level of schooling, and better jobs in the employment. A new challenge, thus, emerges as English learning is controversially related to sociocultural and economic factors of the family. This study then aims to answer whether the family background in terms of social, cultural and financial status would affect the outcomes of English learning at the compulsory stage of education in Shanghai, and to what extent this influence works on the school education. The study, based on the surveys of 2034 students and 1640 of their families, together with interviews with students and teachers, has found that English language learning has become a highly commercialized subject in Shanghai and the students and their families were widely involved as the major part of the customer-base due to the defective quality of instruction in the school classrooms. The study has found that in general there are correlations between the family background and the learning outcomes. However, such correlations are not intrinsic in the process and mechanism of language learning. They affect the teaching and learning of English as foreign language within certain constraints. (Contains 14 footnotes and 5 figures.).

Drawing on the results of eleven surveys, Jencks establishes a direct relationship between economic success and an individual's family background, academic ability, personality, and schooling

Are socioeconomic inequalities in education declining? Is socioeconomic background becoming less important for people's occupational class or status? How important is cognitive ability for education and later occupational outcomes? How do countries differ in the importance of socioeconomic background for education and work? Gary N. Marks argues that in western industrialized countries, pervasive views that socioeconomic background (or class background) has strong and unchanging relationships with education and later socioeconomic outcomes, resistant to policy and social change, are unfounded. Marks provides a large amount of evidence from many countries showing that the influence of socioeconomic background for education is moderate and most often declining, and socioeconomic background has only very weak impacts on adults' occupation and earnings after taking into account education and cognitive ability. Furthermore, Marks shows that cognitive ability is a more powerful influence than socioeconomic background for educational outcomes, and that in addition to its indirect effects through education has a direct effect on occupation and earnings. Its effects cannot be dismissed as simply another aspect of socioeconomic background, nor do the usual criticisms of 'cognitive ability' apply. The declining effects for socioeconomic background and the importance of cognitive ability support several of the contentions of modernization theory. The book contributes to a variety of debates within sociology: quantitative and qualitative approaches, explanatory and non-explanatory theory, the relationship between theory and

empirical research, the role of political ideology in research, sociology as a social science, and sociology's contribution to knowledge about contemporary societies. It will appeal to professionals in the fields of education and sociology as well as postgraduate students and academics involved in the debate.

Diploma Thesis from the year 2016 in the subject Pedagogy - Pedagogic Sociology, grade: B+, Ahmadu Bello University (Institute of Education), course: Professional Diploma in Education, language: English, abstract: Education is key to national and sustainable growth but the family background hampers the educational productivity and attainment of students in training. This research project is an investigation of this problem. This work concentrates on looking at the causes of the problem as well as its effects and it proffers possible solutions to the problem it investigates. It is shocking to discover that the general public is aware of this problem and that it is eating deep into the lives of students from poor family backgrounds because they cannot compete favourably with their fellow students, they exhibit deviant behaviours, have personality and psychological problems, low self esteem/trauma, difficulty in personal and academic adjustment to mention just a few. For this reason this research work, recommended possible solutions as creating an enabling environment for discussion at home after school hours, government/non-governmental organizations to provide support that will augment the efforts of the parents in catering for their children, provision of better nutritional diets to their children, guidance and counseling units be made functional to help counsel students who come from poor family backgrounds among others.

Renowned American sociologist William Julius Wilson takes a look at the social transformation of inner city ghettos, offering a sharp evaluation of the convergence of race and poverty. Rejecting both conservative and liberal interpretations of life in the inner city, Wilson offers essential information and a number of solutions to policymakers. *The Truly Disadvantaged* is a wide-ranging examination, looking at the relationship between race, employment, and education from the 1950s onwards, with surprising and provocative findings. This second edition also includes a new afterword from Wilson himself that brings the book up to date and offers fresh insight into its findings. "The Truly Disadvantaged should spur critical thinking in many quarters about the causes and possible remedies for inner city poverty. As policymakers grapple with the problems of an enlarged underclass they—as well as community leaders and all concerned Americans of all races—would be advised to examine Mr. Wilson's incisive analysis."—Robert Greenstein, *New York Times Book Review*

Bullying is now widely recognised as a serious problem that affects many children in schools. It can take many forms, including direct verbal and physical harassment and indirect forms such as deliberate exclusion and the targeting of individuals using cyber technology. Continual and severe bullying can cause both short term and long term damage, making it difficult for victims to form intimate relationships with others and for habitual bullies to avoid following a delinquent lifestyle and becoming perpetrators of domestic violence. Even though this type of abuse affects many of our school children, Ken Rigby believes there are grounds for optimism. This passionate and motivating book shows that there are ways of reducing the likelihood of bullying occurring in a school and effective ways of tackling cases when they do occur. Using up-to-date studies, *Bullying in Schools* helps us to

understand the nature of bullying and why it so often takes place in schools. Importantly, it examines and evaluates what schools can do to promote more positive peer relationships within the school community and take effective and sustainable action to deal with problems that may arise. Teachers, parents, school leaders, policy makers, and health professionals will find it invaluable and empowering.

An empirical look at why children of parents who have high levels of education tend to perform better at school and end up with more desirable jobs.

Adolescence is a time when youth make decisions, both good and bad, that have consequences for the rest of their lives. Some of these decisions put them at risk of lifelong health problems, injury, or death. The Institute of Medicine held three public workshops between 2008 and 2009 to provide a venue for researchers, health care providers, and community leaders to discuss strategies to improve adolescent health.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is

fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Academic Paper from the year 2017 in the subject Education - Educational Tests & Measurements, Atlantic International University (Education Foundations), course: Education Management, language: English, abstract: The study was carried out in selected schools of Kabale district 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 observation, interview and questionnaires whereas secondary data was collected from the statistical records from the education department.

Strengthen family and community engagement to promote equity and increase student success! When schools, families,

and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Inequalities in incomes and wealth have increased in advanced countries, making our economies less dynamic, our societies more unjust and our political processes less democratic. As a result, reducing inequalities is now a major economic, social and political challenge. This book provides a concise yet comprehensive overview of the economics of inequality. Until recently economic inequality has been the object of limited research efforts, attracting only modest attention in the political arena; despite important advances in the knowledge of its dimensions, a convincing understanding of the mechanisms at its roots is still lacking. This book summarizes the topic and provides an interpretation of the mechanisms responsible for increased disparities. Building on this analysis the book argues for an integrated set of policies addressing the roots of inequalities in incomes and wealth Explaining Inequality will be of interest to students, researchers and practitioners concerned with inequality, economic and public policy and political economy.

Teachers empower both the next generation of learners and educators. Communities value the intricate roles and responsibilities of teachers: many of whom who go beyond the tangibles to cater to the learning needs of their students. The multidimensional and multifaceted relationship between teacher-education providers and teachers is a complex one. At one end of the spectrum sits the scholarship of teaching while at the enacted zone sits standards-based praxis. Teacher education and scholarship of teaching provides the avenue to demonstrate this interaction of knowledge, pedagogy, research and broadly, scholarship. Unfortunately, there is no strong consensus about the value of pedagogical preparation for teachers. This monograph highlights the broad focus on how education draws its knowledge base from various disciplines; advancing that education itself can become a plethora for shared discourse and reflection. The chapters provide fresh demonstrated understanding into practice-enabled research directions and emphasise the position of research-based praxis in both schools and in institutions entrusted with teacher education. Importantly, the monograph demonstrates the two-way communication between the community and teacher educators about knowledge, experiences, values and diversity and to add value with the sole aim to enhance learning. It highlights education is a collective endeavour in that education and teacher education are subsets of the community, and deliberations in

communities add important synergy to education's evolution and revolution. Thus, the process of inquiry is fundamental in education, and implies transcending traditional discipline-bound knowledge and processes. This monograph provides the challenge to educators that no single or specific discipline directs educational development and enrichment, nor does the latter exclude any.

Government initiatives in many countries emphasise social inclusion in higher education, resulting in a more diverse student population. This presents opportunities and challenges for academic and professional staff in managing and supporting these students. *Managing and Supporting Student Diversity in Higher Education* focuses on how students succeed amidst a culture of widening participation. The book is divided into seven chapters. The first introduces current literature and policies to present an international perspective on widening participation in higher education. The following five chapters present students' stories on topics including getting into higher education, the international experience, coping with education later in life, and identity. Stories are followed by implications for management and support, and discussion topics for practitioners. The book concludes by looking at how students succeed in higher education and the implications for managing and supporting student diversity. Provides an accessible and practical resource using students' own voices Emphasises how students from diverse backgrounds succeed in higher education Offers in-depth personal insights into issues facing learners from diverse backgrounds

Seminar paper from the year 2009 in the subject Economics - Other, grade: 1,7, Otto-von-Guericke-University Magdeburg, course: Seminar in Applied Economics, language: English, abstract: This paper examines the impact of family background on children's schooling attainments. It outlines the discussion in the economic community presenting studies that give empirical evidence of several important characteristics as parents' education, income and other environmental factors that lead to a higher level of children's schooling. Based on a research that claims to have quantified genetic influence on schooling using data of adopted children, this paper discusses possible methodological problems arguing that the authors' estimation seems to ignore an important intervenient variable, the age of the adopted children at adoption.

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