

---

# Junior Secondary Schools Students Achievement In

---

Catholic Schools

Closing the Achievement Gap from an International Perspective

Earning and Learning

Determinants of Academic Achievement in Botswana Junior Secondary Schools

Urban High Schools

Why Can't We Get It Right?

Creating Equity and Quality

Teaching Without Bells

Beyond Standardized Testing

Principal Leadership Style and Student Achievement in Rural Secondary Schools in Lagos, Nigeria

A Comparison of Academic Achievement of Graduates of the Chinese and Anglo-Chinese Primary Schools After Three Years of Education (Form 1 -Form 3) in the Same Anglo-Chinese Secondary Schools in Hong Kong

Re-Evaluating Education in Japan and Korea

Effect of two modes of active learning strategy. Determinant of junior secondary school students' achievement and attitudes to basic science

Creating a Culture for High-Performing Schools

A Comparative Study of Academic Performance of Students of Single Parent Households and Those of Other Family Structures at the Scarborough Junior Secondary School

Raising the Educational Achievement of Secondary School Students: Summary of promising practices

A Design for the Attainment of High Academic Achievement for the Students of the Public Elementary and Junior High Schools of Washington, D.C. ... September 1970

Influence of Teacher Related Factors on Academic Achievement of Secondary School Student Biology in Eldoret Municipality, Kenya

The Impact Of Study Habits On Academic Performance in Mathematics. The Case of Senior Secondary School Students

Enhancing Academic Self-Concept and Academic Achievement of Vocational Students

Raising Reading Achievement in Middle and High Schools

Catholic High Schools and Minority Students

Achievement and Inclusion in Schools

Academic Achievement Motivation and Academic Anxiety Among Secondary School Students

The Vicissitudes of Student Engagement in Junior Secondary School and Their Relationships with Perceived Teacher Support

Maths and Science Achievement of Junior Secondary School in Australia

Influences on Students' Achievements in Learning English as a Second Language

A Study of the Effect of Laboratory Work on Students' Achievement and Process Skills in Biology in the Junior Secondary School of Mataram, Lombok, Indonesia

Relationship Between Intellectual Functioning, School Adjustment, Academic Achievement and Delinquency Among Male Junior Secondary School Pupils

Some Factors Affecting Student Achievement in a Government Secondary School

Identities and Practices of High Achieving Pupils

Does Using Local Pidgin Effect the Outcome of English Learning? The Case of Nigerian Students

How RTI Works in Secondary Schools

Assessment of the Effects of Affective Student Characteristics and Educational Background on Mathematics Achievement at the Level of Higher Education

Relationship of student gender, teacher experience and setting to student's achievement and attitudes toward mathematics in Botswana community junior secondary schools

Powering Up Students

FAMILY ENVIRONMENT & ACADEMIC

A Comparison of the Academic Performance of Private Independent School Students Who Stayed On, and Those Who Left Their Original Secondary Schools  
Impact of Domestic Violence on Student Academic Achievement

Junior Secondary Schools Students  
Achievement In

Downloaded from [amsd.per.gov.i](https://amsd.per.gov.i) by  
guest

---

**LOPEZ HOOPER**

---

*Catholic Schools* Corwin Press

Effect of two modes of active learning strategy. Determinant of junior secondary school students' achievement and attitudes to basic science GRIN Verlag

*Closing the Achievement Gap from an International Perspective* GRIN Verlag

Addresses the tension between high achievement and popularity in secondary schools, exploring the sociological impact of this in the lives of young people.

*Earning and Learning* SAEE

This dissertation, "A Comparison of the Academic Performance of Private Independent School Students Who Stayed on, and Those Who Left Their Original Secondary Schools" by Kwok-sung, Lee, [ ] [ ], was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th\_b3195541 Subjects: Academic achievement - China - Hong Kong Junior high school students - China - Hong Kong School choice - China - Hong Kong Secondary school placement test School choice Academic achievement

Determinants of Academic Achievement in Botswana Junior Secondary Schools Crown House Publishing Ltd

INTRODUCTION —The world is becoming more and more competitive day by day. Quality of performance has become the key factor for personal progress and career advancement. Parents desire that their children climb the ladder of performance to as high level as possible and perform tremendous. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself affecting all the stakeholders. In fact, it appears as if the whole

system of education revolves round the academic experience of nervousness, feeling of anxiety, sense of ominous in situation where the reason of the anxiety was not gladly apparent and hence a matter to think upon. We have arrived here to relate the term of anxiety with these kind of phenomenon. In the largest sense, anxiety can be related with widest range of physiological and expressive states. || —Which factors support academic achievement in students? How far do various factors contribute towards academic achievement? Lots of factors have been hypothesized and researched ahead. Researchers have appeared with different results; at times complement each other, but sometimes contradict each other. || —The 10th and 12th are a landmark in the academic years of all student. In this period, the students and his/her parents get the critical decisions of their future career. Teenagers of our schools face lots of troubles odd to their age. They are also nervous about their academic recital. Lots of students are under big parental stress to score high marks. High parental expectations about students entrance preparation is causing increase in their anxiety and stress. Without this superior academic record they cannot get admission in high-status institutions. So the students are normally under stress, nervous and anxiety for the period of the higher secondary years. ||

Urban High Schools R&L Education

In *When Work Disappears*, Harvard sociologist William Julius Wilson (1996) notes that African Americans in Chicago who attended Catholic schools are viewed more favorably by employers than African Americans who attended public schools. Such findings corroborate a widely though not univer sally-held view that Catholic schools succeed in boosting mobility for children of less-privileged families. Can its success be broadened? Nobel-prize winning economist Robert Fogel (2000) drawing upon the research by Wilson and others suggests that Catholic schools might play a larger role in promoting an egalitarian society, if grants were made available to poor students that could be used in the parochial school sector. Nobel-prize winning economists Milton Friedman (1962) and Gary Becker (1989) also make strong cases for education vouchers and for more competition in primary

and secondary education in the United States. From a different perspective, Archbishop of Chicago Francis Cardinal George argues that Catholic "education that is faith-based, that provides values and discipline, that is Jesus-centered, has the potential to transform the world" (Archdiocese of Chicago, 2000b). Despite such opinions, there is controversy concerning the measured effects of Catholic schooling on educational attainment, academic achievement, and other tangible outcomes.

Why Can't We Get It Right? GRIN Verlag

(Uncorrected OCR) ABSTRACT The purpose of this study was to find out if there are significant differences between delinquent and non-delinquent junior secondary schoolboys on intellectual functioning/ academic performance and school adjustment. The relationships of these variables to delinquency was also investigated. To measure delinquency and select delinquent and non-delinquent subjects, the Self-Reported Delinquency Scale (Chinese) and Marshall Delinquency Proneness Scale (Chinese) were administered to 250 junior secondary schoolboys sampled from two day secondary schools. Thirty-four questionnaires which scored 4 or above in the Social Desirability Response Set Scale were deleted from further analysis. From the remaining 224 valid questionnaires, respondents obtaining relatively high SRD scores and who were found to or suspected to have delinquent involvement by the discipline master were matched with an equal number of respondents who scored 0 on the SRDS and were not suspected to have any delinquent involvement by the discipline master. Twenty-eight pairs of delinquent and non-delinquent pupils were matched on the variables of age, grade, father's occupation and type of housing. The Hong Kong Wechsler Intelligence Scale for Children (HK-WISC) and School Life Questionnaire were administered to the matched samples. Using the School Adjustment and Performance Teacher Rating Form/ each matched pair were rated by their teachers of Chinese, English and Mathematics on their adjustment to the school, classroom behaviours and academic performance on those basic subject. The pupils' most recent examination marks on the basic subjects were standardized and compared. t-tests (dependent) were used to compare the group means. The delinquent pupils

were found to be inferior to the non-delinquent pupils on many of the HK-WISC measures; self-report of academic achievement and school adjustment; teachers' rating scores of adjustment and performance on the basic subjects and th.

*Creating Equity and Quality* National Association of Secondary School Principals(NASSP)

This dissertation, "Family Environment and Academic Achievement in Nanjing Secondary Schools" by Yimin, Jiang, 姜毅民, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th\_b3124429 Subjects: Junior high school students - China - Nanjing Home and school - China - Nanjing Academic achievement - China - Nanjing Teaching Without Bells Corwin Press

Oulines Australia's performance in the Third International Mathematics and Science Study (TIMSS 1998)

Beyond Standardized Testing Open Dissertation Press

This multidisciplinary overview introduces readers to the historical, sociological, anthropological, and political foundations of urban public secondary schooling and to possibilities for reform. Focused on critical and problematic elements, the text provides a comprehensive description and analyses of urban public high schooling through different yet intertwined disciplinary lenses. Students and researchers seeking to inform their work with urban high schools from social, cultural, and political perspectives will find the theoretical frameworks and practical applications useful in their own studies of, or initiatives related to, urban public high schools. Each chapter includes concept boxes with synopses of key ideas, summations, and discussion questions.

**Principal Leadership Style and Student Achievement in Rural Secondary Schools in Lagos, Nigeria** Open Dissertation Press

How can we use professional development to provide the best teaching and learning opportunities for all students? Teachers who know their content and strategies can open a virtual toolbox and take out what they need to help all students become

successful. This revised and updated edition explains how educational leaders can design, deliver, and evaluate collaborative standards-based professional development, and contains: Essential questions about high-quality professional development Information on creating the culture for a learning community Conditions and processes for professional development Suggestions on designing your own model Tools for evaluating and rethinking professional development and learning Strategies for deepening a leader's impact on a standards-based system

*A Comparison of Academic Achievement of Graduates of the Chinese and Anglo-Chinese Primary Schools After Three Years of Education (Form 1 -Form 3) in the Same Anglo-Chinese Secondary Schools in Hong Kong* R&L Education

Written by practitioners with practical interest in moving high schools toward personalization, this book will excite others to initiate reforms that enable ALL young adult learners to meet common standards while designing and pursuing a unique pathway toward adult roles. That's what personal learning and this book are all about.

**Re-Evaluating Education in Japan and Korea** Springer Science & Business Media

Academic Paper from the year 2019 in the subject Didactics - English - Pedagogy, Literature Studies, , language: English, abstract: This study examines the effects of Nigerian pidgin on students' performance in English studies using selected students of Junior Secondary School, Bwari Abuja as case study. In conducting the research the researcher uses qualitative and quantitative approach method and sources data from both primary and secondary sources. Primary data are collected through the use of questionnaire with open-ended variables while secondary data collection is from existing literature on the project topic. Likert-type scale arranged in order of "very significantly", "significantly", "neutral", "insignificantly" and "very insignificantly" are used to get respondents opinion on the variables. The major research questions are: What are the effects of Nigerian Pidgin on students' performance in English studies? Are students allowed to use Nigerian Pidgin in academic works? The general objective of the study is to find out the impact of Nigerian Pidgin on students' performance in English studies while the hypotheses posit for the study include: Ho1: There is no

significant relationship between Nigerian Pidgin and students' performance in English Studies. Ho2: There is no significant relationship between students' use of Nigerian Pidgin on the outcome of their academic performance. The major results of the study indicate that 94% or the respondents posits that Nigerian Pidgin affects academic performance while the test of hypothesis with a degree of freedom 4 percent indicate that there is a significant relationship between Nigerian Pidgin and students' performance in English studies. The study recommends that the use of Nigerian Pidgin in an academic community such as Junior Secondary School Bwari, Abuja should not be encouraged. The study suggests that a more robust examination on the research topic involving other academic communities be conducted. Besides,, a comparative study on the impact of Pidgin on students' performance in other English speaking countries should be carried out in order to investigate how its been handled. Effect of two modes of active learning strategy. Determinant of junior secondary school students' achievement and attitudes to basic science Springer Science & Business Media International comparisons of student achievement in mathematics, science, and reading have consistently shown that Japanese and Korean students outperform their peers in other parts of world. Understandably, this has attracted many policymakers and researchers seeking to emulate this success, but it has also attracted strong criticism and a range of misconceptions of the Japanese and Korean education system. Directly challenging these misconceptions, which are prevalent in both academic and public discourses, this book seeks to provide a more nuanced view of the Japanese and Korean education systems. This includes the idea that the highly standardized means of education makes outstanding students mediocre; that the emphasis on memorization leads to a lack of creativity and independent thinking; that students' successes are a result of private supplementary education; and that the Japanese and Korean education systems are homogenous to the point of being one single system. Using empirical data Hyunjoon Park re-evaluates the strengths and weaknesses of the existing education systems in Japan and Korea and reveals whether the issues detailed above are real or unfounded and misinformed. Offering a balanced view of the evolving and complex nature of academic achievement among Japanese and Korean students, this book will

appeal to students and scholars of Asian, international and comparative education, as well as those interested in Asian society more broadly.

**Creating a Culture for High-Performing Schools** Bloomsbury Publishing

**\*\*Winner of the nasen Special Educational Needs Academic Book award 2008\*\*** There is an enduring and widespread perception amongst policy makers and practitioners that certain groups of children, in particular those who find learning difficult, have a detrimental effect on the achievement of other children.

Challenging this basic assumption, *Achievement and Inclusion in Schools* argues that high levels of inclusion can be entirely compatible with high levels of achievement and that combining the two is not only possible but essential if all children are to have the opportunity to participate fully in education. Packed with vivid case studies that explore the benefits and tensions for children and schools, this book sets out to answer the following questions: What is the nature of the relationship between the inclusion of some children and the achievement of all? Are there strategies which can raise the achievement of all children, whilst safeguarding the inclusion of others who are more vulnerable? What changes can a school make to ensure high levels of inclusion as well as high levels of achievement for all its children? *Achievement and Inclusion in Schools* offers an up-to-date analysis of current issues, provides practical guidance for practitioners and policy-makers, and will be of interest to anyone passionate about inclusive education.

*A Comparative Study of Academic Performance of Students of Single Parent Households and Those of Other Family Structures at the Scarborough Junior Secondary School* GRIN Verlag  
Master's Thesis from the year 2021 in the subject Pedagogy - School Pedagogics, grade: 2.1, National Open University of Nigeria (Lagos Study Centre.), course: M.Ed Science Education, language: English, abstract: This study examined the effect of two modes of active learning strategy as determinants of Junior Secondary School Students' achievement and attitudes to Basic Science. Science is a body of organized knowledge and a process of inquiry that is geared towards understanding nature in order to enhance the living standard of man. Many scientists define science according to their own perception and understanding of the subject matter. Bichi defines science as intellectual activities

carried out by scientists designed to discover information about the natural world in which we live and to discover ways in which this information can be organized to benefit human race. In this respect, the primary focus of science is to collect data and the ultimate purpose is to discern order that exists in natural phenomena and happenings around us.

Raising the Educational Achievement of Secondary School Students: Summary of promising practices Effect of two modes of active learning strategy. Determinant of junior secondary school students' achievement and attitudes to basic science Bachelor Thesis from the year 2019 in the subject Mathematics - Miscellaneous, grade: 4.02, University of Lagos, course: Mathematics and Education, language: English, abstract: The study examined study habits and academic performance of senior secondary school students in Mathematics. The main purpose of the study was to investigate the relationship between study habits and academic performance of senior secondary school students in Mathematics. To carry out this study, four research questions and one null hypothesis were raised to guide the study. The population of 1128 Senior Secondary School Two (SS2) students with a sample size of 200 respondents was selected from 5 public secondary schools for the study using simple random sampling technique. A structured questionnaire was used to gather data for the study, which consists of two sections (A and B), section A consist of 20 items while section B, consist of 30 achievement tests on mathematics. The reliability coefficient of 0.72 was obtained using Split Half Method. Data collected was analyzed using simple frequency counts, percentages and Pearson Product Moment Correlation Co-efficient (PPMC) and the hypothesis was tested at 0.05 level of significance using One-Way Analysis of Variance(ANOVA). However, the results revealed that there is significant relationship between study habits and academic performance of senior secondary school students in mathematics. Based on the result of the findings, it was recommended that group guidance should be organized in schools by professional counsellors in order to create awareness on how students can develop effective study habits which could lead to good academic performance in mathematics and a functional school library should be mounted in all the secondary schools.

*A Design for the Attainment of High Academic Achievement for*

*the Students of the Public Elementary and Junior High Schools of Washington, D.C. ... September 1970* Routledge

This dissertation, "A Comparison of Academic Achievement of Graduates of the Chinese and Anglo-Chinese Primary Schools After Three Years of Education (Form 1 -Form 3) in the Same Anglo-Chinese Secondary Schools in Hong Kong" by Yau-tim, Leung, 楊熾, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th\_b3195517 Subjects: Education, Bilingual - China - Hong Kong Native language and education - China - Hong Kong Academic achievement - China - Hong Kong Junior high school students - China - Hong Kong Education, Bilingual Native language and education Academic achievement Secondary school students

**Influence of Teacher Related Factors on Academic Achievement of Secondary School Student Biology in Eldoret Municipality, Kenya** Routledge

Master's Thesis from the year 2023 in the subject Pedagogy - The Teacher, Educational Leadership, , language: English, abstract: The Leadership styles adopt by school principal plays an important role in raising the students' academic achievement in Nigeria. This study investigates whether the principal's leadership styles influence student achievement in rural secondary schools in Nigeria. Firstly, the study determines the overall type of leadership style adopted by upper and lower rural secondary schools in Nigeria. Secondly, it establishes the principal leadership style behavior in both upper and lower secondary schools. Finally, the study intends to investigate the influence of the Nigerian principal leadership style on student achievement in upper and rural secondary schools. The research design used is a quantitative descriptive sectional survey research design. The theoretical or educational gap, locational gap, and the approach gap were identified. In the research process, the researcher utilized two survey questionnaires, "Leadership Orientation Survey" from Bolman and Terrence E. Deal which has three sections, leadership styles, leaders' behavior, and overall rating respectively. The second survey contains one section "principal

leadership survey". Forty-six teachers in upper and forty in lower rural secondary schools were asked, but only 20 in upper and 20 in lower responded during the research. Frequency, percentage, and mean were used.

**The Impact Of Study Habits On Academic Performance in Mathematics. The Case of Senior Secondary School**

**Students** GRIN Verlag

Project Report from the year 2019 in the subject Pedagogy - Miscellaneous Topics, , language: English, abstract: The broad objective of this study is to examine domestic violence as predictors of secondary school students' poor performance in Obafemi Owode Local government. The specific objectives of the study include, examining: - The influence of domestic violence on students' school attendance in secondary schools in Nigeria; - The influence of domestic violence on academic achievement of students' in secondary schools in Nigeria; - The influence of domestic violence on school behavioural patterns of students' in secondary schools in Nigeria  
*Enhancing Academic Self-Concept and Academic Achievement of Vocational Students* Corwin Press

In *Powering Up Students: The Learning Power Approach* to high school teaching, Guy Claxton and Graham Powell detail the small tweaks to daily practice that will help high school teachers boost their students' learning dispositions and attitudes. Foreword by John Hattie. The Learning Power Approach (LPA) is a pedagogical formula which aims to develop all students as confident and capable learners ready, willing, and able to choose, design, research, pursue, troubleshoot, and evaluate learning for themselves, alone and with others, in school and out. This approach therefore empowers teachers to complement their delivery of content, knowledge, and skills with the nurturing of positive habits of mind that will better prepare students to flourish in later life. Building upon the foundations carefully laid in *The Learning Power Approach* (ISBN 9781785832451), the first book in the Learning Power series, Guy Claxton and Graham Powell's *Powering Up Students* embeds the ideas of this influential method in the context of the high school. It offers a thorough explanation of how the LPA's design principles apply to this level of education and, by presenting a wide range of practical strategies and classroom examples, illustrates how they can be put into action

with different age groups and in different curricular areas especially relating to literacy and numeracy, but also in specific subjects such as science, history, geography, and design technology. All teachers can foster the capacity of students to be, for example, curious, attentive, imaginative, rational, and reflective and Guy and Graham provide clear guidance on how this can be achieved. Step by step, they explore all aspects of pedagogy: from how to make learning compelling and challenging, to how best to make use of the environment for learning; from how to coach students so that they become more independent and responsible directors of their own learning, to subtle shifts in teacher language and behaviour that change the climate for learning. Rooted in the authors' knowledge of international research about how students can and should learn in schools, this practical guide is suitable for both newly qualified and experienced teachers of students aged 11 to 18. It will also appeal to those school principals, educationalists, and administrators who are committed to improving both students' achievement and their preparedness for the world of learning beyond school.

Best Sellers - Books :

- [Ap Human Geography Unit 6 Study Guide](#)
- [Ap Human Geography Unit 4 Practice Test](#)
- [Ap Physics 1 2022 Practice Exam 1 Mcq](#)
- [Ap Lang Rhetorical Analysis Prompts Pdf](#)
- [Ap Lit Exam Questions](#)
- [Ap Gov Unit 2 Practice Test](#)
- [Ap Government Frq Practice](#)
- [Ap Micro Unit 3 Practice Test](#)
- [Ap Human Geography Unit 3 Practice Test](#)
- [Ap Physics 2 Study Guide](#)