Self discipline in high school influences students

Business

Both social and experimental scientist has through various researches and survey analysis tried to solve this ontroversial topic in children education in order to fgure the appropriate course in child development In a paper presented at the annual meeting of the American Psychological Association, Washington DC, Jensen argued that “ IQ and academic achievement are only related because, for reasons X, Y, and Z (pick your own environmental variables), some folks get more out of school, and it Just so happens that the same folks do well on IQ tests due largely (if not entirely) because school achievement and IQ tests are measuring the same thing”. On the other hand, Angela L.

Duckworth, a professor at the Positive Psychology Center, University of Pennsylvania, explained that “ Underachievement among American youth is often blamed on inadequate teachers, boring textbooks, and large class sizes. We suggest another reason for students falling short of their intellectual potential: their failure to exercise self-discipline” This document therefore seeks to present a synthesis and review of the various scientific experiments, social research and analysis which have been performed by a number of creditable professionals in the field of educational psychology to illustrate and further establish the perfect ground for further studies in this field.

Explaining is perspective on the relationship between intelligence quotients and academic performance from both a practical and experimental perspective, Kevin McGrew explained that a student’s academic achievement begins with his attitude to academic self-efficacy. Thus, the student must develop a personal belief about the nature and level of the

academic competence. This principle follows from normal common sense analogy that a student in the high school level could only be able to intelligent. “ Once students have developed a clear and coherent understanding of ability, the particular conception of ability they adopt will determine a great deal bout their motivational patterns. ” (Kevin, 2008).

Once the student has been able to identify the academic competence Marley W.

Watkins further explained the next level of analysis in his article on Psychometric intelligence and achievement where he explained that “ intelligence, as measured by the Verbal Comprehension and Perceptual Organization dimensions influences or is related to future achievement whereas reading and math achievement do not appear to influence or are not related to future psychometric intelligence”. It is evident enough that one cannot measure a high school student’s perceptual organization by onsidering the attitude to self discipline. Such social issues require an understanding of the organizational concept and verbal comprehension which is influenced by the level of once intelligence quotient. The theoretical belief that academic achievement is influenced by intelligence was proven through Dr Dearys experiment which looked at how “ cognitive ability measured at age 11 predicted academic achievements at age 16.

Unsurprisingly, the IQ-Achievement correlations for the Sciences are around 6 (math highest, chemistry lowest), with similar coefficients form Arts/Humanities and Social Studies at age 16″. Deary, 2003). Holding a contradicting view on the issue of what determines the academic

achievement of most high school students, Angela L. Duckworth and Martin E. P.

Seligman after a scientific research on a number of eighth grade students to determine what influence their academic brilliance reported in the Psychological Science Journal that “ We believe that many of America’s children have trouble making choices that require them to sacrifice short-term pleasure for long-term gain, and that programs that build self-discipline may be the royal road to building academic achievement. “

A similar experiment on how self discipline influences academic achievement was conducted about four decades ago, in the Stanford University laboratory of Walter Mischel, where preschool-age children were left alone in a room after having been told they could get a small treat of marshmallow by ringing a bell at any time to summon the experimenter or, if they held out until he returned on his own, they could have a bigger two treats of marshmallows. As the results of this experiment are usually summarized, the children who were able to wait scored better on measures of cognitive and social skills about a decade later and also had higher SAT cores. This theory seeks to present to the world of educational psychology that each and everyone irrespective of the level of intelligence can achieve the academic excellence through self discipline.