

PROFILE OF FRESHMEN STUDENTS: ITS RELATIONSHIP TO THEIR ACADEMIC PERFORMANCE

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Abstract

Academic achievement is paramount in the context of an education system aimed at the child's progressive scholastic development and human resource development at the macro level. This study determined the relationship between the profile of freshmen college students and their academic achievement. Findings reveal that male and female respondents are almost equal in number, and they are at the right age for their year level in college. Almost all of them are single, Roman Catholics, and enrolled in the College of Agriculture. The data supports the finding that some student respondents are members of an indigenous cultural community recognized by the National Commission on Indigenous People. They enrolled in CSU for the purpose of future employment. The respondents mostly belong to families with a below-average standard of living and reside in their own houses. Based on the family size of the respondents, they could hardly afford to have big families because their monthly family income is not that high. As to the language spoken at home, almost all the respondents speak Iloco. Their fathers are farmers, while their mothers are housekeepers. The mean daily allowance of the respondents indicates that it is barely enough to support their daily expenses. The respondents have good academic achievement, but the performance of female respondents was better than males. However, regardless of the respondents' levels of economic status, their academic performances are equal. "It is found out that civil status, course, religion, age, father's occupation, mother's occupation, school type, family income, type of residence, daily allowance, and language spoken have no significant relationship with the respondents' academic achievement." However, variables pertaining to sex were revealed to be statistically significantly related to academic achievement, which implies that females have better academic achievement than males. Moreover, the number of siblings of the respondents and indigenosity are significantly correlated with their academic achievement.

Keywords: profile, freshmen, relationship, academic performance, socio-economic

Introduction

The students' academic progress is used to assess a child's preparation for a scientific career. An individual's academic success is the foundation of their overall educational advancement. It is impossible to overstate the significance of academic success in one's life. It's a natural mood booster. You can't succeed in life if you don't have a solid intellectual foundation. Since the beginning of educational research, the major focus has been on how best to help students succeed academically, and this remains true today, despite differing views on what constitutes a successful education. Every aspect of life, including being a student, has grown more competitive. As a result, there is no space for substandard students in today's educational system. There is a very limited amount of space at the top, and it's reserved for the greatest. For educational scholars, the significance of scholastic and academic accomplishment has produced a slew of difficult problems. What are the variables that encourage pupils to realize their full potential? Exactly how much does each of these variables have an impact on academic success? As of this writing (Birgisdottir et al., 2020). It is impossible to ignore the impact that a person's socioeconomic standing has on his or her personality, educational accomplishments, and ability to learn and grow. Cagayan State University instructors and administrators anxiously anticipate the outcomes of each semester's academic achievements of the university's first-year students.

Related Literature

Socio-economic Status

The socioeconomic status of a family is based on a number of factors, including the family's income, the educational attainment of the parents, the occupation of the parents, and the family's standing within the community (as measured by the number of contacts within the community, group affiliations, and how the community views the family). Diversity in enriching experiences deemed necessary to develop children's readiness to learn may be reduced as a result of socioeconomic class, ethnicity, and racial segregation. People of different socioeconomic status, ethnicity, and color are subject to the same set of "contextual givens" that

determine their housing, access to resources, and ability to acquire distinct value systems (Panlilio et al., 2018). "When it comes to providing their children with the best possible care and education, parents in all socioeconomic classes encounter significant obstacles." These difficulties might be overwhelming for families that are struggling financially. When essential needs like food, clothes, and health care are in short supply, parents sometimes have little choice but to prioritize these items. Parents may not have the resources, time, or expertise to identify creative and cost-effective methods to support the growth of their young children without spending a lot of money (Spinrad & Gal, 2018). (Waheed et al., 2020) found similar findings in their examination of the academic achievement of pupils in Victoria. He identified significant and persistent patterns in the VCE (Year 12 results) and Year 5 benchmarking test outcomes for children from lower socioeconomic level homes. Other indicators of students' involvement in school, such as attendance rates, showed a similar connection. Equality density (Waheed et al., 2020) proposes the notion of combining elements like family status, employment, and linguistic background status into a single term.

Academic Performances

Children's perceptions of their cognitive abilities are measured in terms of how much they feel they have the ability to succeed in academic activities like reading, writing, and math (Hagler et al., 2019). "Theoretical channels include (a) performance mastery and successes, (b) vicarious reinforcement, (c) verbal persuasion, and (d) emotion control, via which others might affect children's beliefs and expectations of their cognitive ability (Huang & Ren 2020)." A child's improved feeling of cognitive ability is also always linked to better academic success (Cadoret et al., 2018). According to one definition, a good student-teacher connection is one in which the instructor feels connected to the student and that there isn't any reliance or tension between them (McKinnon & Blair, 2019). Although attitudes are thought to be a crucial component of the connection between parents and schools, their relevance is less well understood (Boonk et al., 2018). During non-school hours, parents talk to their kids about education, and these conversations are mirrored in the way the kids act in class and how the teachers interact with the kids and their parents (Bosman et al., 2021).

Objectives of the Study

The study aimed to determine the relationship between the profile and academic achievement of freshmen students at Cagayan State University at Lal-lo. Specifically, "the study sought answers to the following: (1) Determine the profile of the respondents in terms of personal data, educational data, family data, and socio-economic status; (2) Assess the academic performance of the respondents; (3) Determine the significant difference between the academic performance of the respondents when grouped according to: (a) sex, (b) economic status; and (4) Determine a significant relationship between the profile variables of the respondents and their academic performance."

Methodology

Research Design

"The descriptive-correlational design was used in the study." A questionnaire was the principal tool in gathering the research data. Creswell (2002) "describes that a quantitative approach is used if researchers want to identify a research problem based on trends in the field or on the need to explain why something occurs. Creswell further says that describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people, from the elaboration above, it is obvious that the quantitative approach is best employed in this study." Below is the research design framework for this study. The descriptive-correlation method is used in this research since it is intended to investigate the correlation between the variables. In this study, the relationship between the profile variables of the respondents and their academic performance is explored. The degree of correlation between two variables is classified in the form of a correlation coefficient. All freshmen at Cagayan State University's Lal-lo campus for the 2019-2020 school year were included in the study's sample size. To get a more accurate result, we used a full enumeration.

Research Instrument

The profile variables of the respondents and their academic performance The questionnaire used in this study is composed of 3 sets. Some of the statements have a corresponding number of choices where the respondents rate them, but putting a check in the blank provided Part I was used to elicit data regarding the personal, family, and educational backgrounds of the respondents, and Part II to gather information on the socio-economic background of the respondents. Part III was used by the guidance counselor during the interview. The scoring will be reversed for negatively oriented statements. The instrument used was a researcher-made tool. As to the validation of the research instrument, to decide on the item format that fits the overall intention of the study. To ensure the content validity refers to the degree to which the individual questions that make up the subscales are appropriate measures of residents' commitment. Necessary validation was conducted. This was

done through a pilot testing of the tool with a different group who were not part of the study prior to its final administration with the respondents.

Data Gathering Procedure and Ethical Considerations

The researchers conducted the survey through the use of questionnaires sent through Google Form due to the pandemic situation. The outputs of the respondents were received by the researchers immediately, as soon as the respondents finished answering the questionnaires. Class Group Chats served as an alternative way of giving additional instructions and answering queries from students. The researcher sought permission for the floating of questionnaires from the authorities. All necessary steps to be undertaken which involve direct contact with the human respondents were protected by the following protocols: (1) prior coordination and approval with the respondent agency All agencies and individual respondents will be given prior notice as to the goals and objectives of this study through an informed consent form to be filled out. (2) In this study, the rights of participants for voluntary participation will be respected. All of the people who take part in this study will be told that their answers will be respected and kept secret. And lastly (3) this study is centered on maintaining obligations, equity, and fairness through the application of moral principles, rules, and established standards. In this study, the ethics of care are also about keeping relationships and talking to school heads and teachers by meeting their needs and avoiding hurting them.

Analysis of Data

Descriptive statistics and SPSS statistical software were used to determine the relationship between the profile variables of the respondents and their academic performance. Frequency counts, percentages, and weighted means were used to describe the profile of the respondents, academic performance, and Test of difference and analysis of variance will be used to determine if there is no significant difference in the academic performance and profiles of the respondents when grouped according to sex and economic status. Furthermore, Post-Hoc Tukey HSD is used to test the mean difference among the groups. The Spearman's rho of correlation is used to determine if there is a significant relationship between the academic performance and the profile of the students. Finally, multiple regression analysis will be used to identify the variables that predict the residents' commitment. "After determining the correlation coefficient, it is necessary to find out whether the hypothesis is accepted or not. The hypothesis testing can be gained by seeing the significance value." "If the significance value is more than 0.05, it means H0 is accepted, and Ha is rejected." Conversely, if the significance value is less than 0.05, it can be concluded that H0 is rejected and Ha is accepted. "The significance value will appear after the computation of the correlation coefficient using SPSS software." "After finding out whether there is a significant correlation or not, the next step is interpreting and discussing the findings."

Result and Discussion

Profile of the Respondents

Personal Data of the Respondents

Table 1 shows the profile of the student respondents in terms of their personal data. Most of the students were male, with a total of 94, or 54.7 percent, and 78, or 45.3 percent, were female. These students predominantly belonged to age bracket of 18 and below with a frequency of 84 or 48.8 percent; 42 or 24.4 percent were of age 19; and 24 or 14.0 percent were of age 20. The mean age was 19.11, with a standard deviation of 1.76. This reveals that the student is at the right age for their year level in college. As to the civil status of the students, almost all of them were single with a frequency of 168, or 97.7 percent, and only 4 (or 2.3 percent) were married. As regards to their religion, most of the students were Roman Catholic, with a frequency of 129, or 75 percent, and 43, or 25 percent, were non-Roman Catholic.

Table 1. "Distribution of the respondents in terms of personal data"

Variable	Frequency (n=172)	Percentage
Sex		
Female	78	45.3
Male	94	54.7
Age		
23 and Above	6	3.5
22	8	4.7
21	8	4.7
20	24	14.0

19	42	24.4
18 and Below	84	48.8
Mean = 19.11	SD = 1.76	
Civil Status		
Single	168	97.7
Married	4	2.3
Religion		
Roman Catholic	129	75.0
Non-Roman Catholic	43	25.0

Educational Data

Table 2 presents the educational data of the student respondents. "In terms of courses, 58 or 33.7 percent enrolled in DAT-BAT and BSA (Diploma in Agricultural Technology and Bachelor of Science in Agriculture); 50 or 29.1 percent enrolled in BSIT (Bachelor of Science in Information Technology); 35 or 20.3 percent enrolled in BSHM (Bachelor of Science in Hospitality Management); 29 or 16.9 percent enrolled in BEED and BSED (Bachelor of Elementary Education and Bachelor of Secondary Education)." This reveals that most of the student respondents are enrolled in the College of Agriculture, where the NICHE programs of the campus are based. These students mostly obtained their secondary education from public schools, with a frequency of 154 or 89.5 percent; 18 or 10.5 percent graduated from private schools.

As to documents submitted by students to enjoy free tertiary education, more than half, or 52.9 percent, submitted DSWD Certificate of Indigence; 34 or 19.8 percent for Income Tax Returns; 19 or 11.0 percent for DSWD 4P's Certification; 13 or 7.6 percent, 8 or 4.7 percent, and 6 or 3.5 percent for BIR Certificate of Tax Exemption; NCIP Certification of Membership in an Indigenous Cultural Community; and DSWD Listahan, respectively. This data supports the finding that almost all the student respondents, with a frequency of 167, or 97.1 percent, are family members of an indigenous cultural community recognized by the National Commission on Indigenous Peoples. As regards to the reasons of the respondents in enrolling in CSU, 86 or 50.0 percent claims that the graduates of CSU are preferred for purposes of employment; 70 or 40.7 percent that education is completely free; 10 or 5.8 percent answered studies are easier at CSU; and only 6 or 3.6 percent have reasons that because of their friends are also enrolled at CSU. As to the Academic Performance more than half of the respondents; 89 or 51.7 percent performed very satisfactorily; 57 or 33.1 percent satisfactory; 24 or 14.0 percent outstanding; only 2 or 1.2 percent fairly satisfactory with an overall mean of 85.94 (very satisfactory) and standard deviation of 3.26. These findings suggest that the students have favorable grades for the semester, which is a good start to their college education.

Table 2. "Distribution of the respondents in terms of educational data"

Variable	Frequency (n=172)	Percentage
Course		
Agriculture (DAT/ BSA)	58	33.7
BSIT	50	29.1
BSHM	35	20.3
Education (BSED/ BEED)	29	16.9
Type of Secondary School Graduated from		
Public	154	89.5
Private	18	10.5
Documents Submitted		
DSWD Certificate of Indigence	91	52.9
Income Tax Returns	34	19.8
DSWD 4P's Certification	19	11.0
BIR Certificate of Tax Exemption	13	7.6
NCIP Certification of Membership in an Indigenous Cultural Community	8	4.7
DSWD Listahan	6	3.5
Others	1	0.6

Indigenosity		
Not Indigenous	167	97.1
Indigenous	5	2.9
Reason for Enrolling at CSU		
Employment	86	50.0
Free Education	70	40.7
Studying is Easier	10	5.8
Friends were Enrolled in CSU	6	3.6
Academic Performance		
90-100 (Outstanding)	24	14.0
85-89 (Very Satisfactory)	89	51.7
80-84 (Satisfactory)	57	33.1
75-79 (Fairly Satisfactory)	2	1.2
Below 75 (Failed)	0	0.0
Mean = 85.94 (Very Satisfactory)	SD = 3.26	

Family Data

In terms of monthly family income, 128 or 74.4 percent of the students have parents earning Php 5,000 and below, 29 or 16.9 percent have income Php 5,100 – Php 10,000, 14 or 8.1 percent represent earnings of the grand mean monthly income of all the parents of the respondents is Php 4,504.07 and SD of Php 1,787.95. This means that students' respondents mostly belong to families with a below-average standard of living. As to the type of residence, almost all of the respondents reside in their own houses with a frequency of 156 or 90.7 percent; 11 or 6.4 percent stay on a house owned by relatives (nakikitira); 3 or 1.7 percent stay in apartment; and 2 or 1.2 percent are renting a house. As regards to the number of siblings, 72 or 41.9 percent represents 3-4 members, 65 or 37.8 percent for siblings. This indicates that the family size of the respondents could hardly afford to have big families based on their monthly family income. As to the language spoken at home, almost all of the respondents, 165 or 95.9 percent, speak Ilocano, and 7 or 4.1 percent are non-Ilocanos, broken down as 4 or 2.3 percent, and 3 or 1.8 percent for Ibanag and Itawes, respectively.

Table 3. "Distribution of the respondents in terms of family data"

Type	Frequency (n=172)	Percentage
Family Monthly Income		
5,000 and Below	128	74.4
5,100 to 10,000	29	16.9
10,100 to 20,000	14	8.1
21,100 to 30,000	1	0.6
Mean = 4,504.07	SD = 1,787.95	
Type of Residence		
Own house	156	90.7
House owned by relatives	11	6.4
Apartment	3	1.7
Renting a house	2	1.2
Number of Siblings		
1 to 2	65	37.8
3 to 4	72	41.9
5 to 6	29	16.9
7 to 8	6	3.5
Mean = 3.22	SD = 1.64	
Language Spoken at Home		
Iloco	165	95.9

Ibanag	4	2.3
Itawes	3	1.8

Socio-Economic Status

It can be gleaned from table 4 that the socio-economic status of the respondents can be It shows that most of the respondents' fathers were farmers, with a frequency of 155, or 90.1 percent, and 17 or 9.9 percent were non-farmers. In terms of their mothers' occupation, 144, or 83.7 percent, were housekeepers, and 28 or 16.3 percent were non-housekeepers. As of daily allowance, 91 or 52.9 percent had an allowance of 50 pesos and below, 33 or 19.2 had an allowance of 60 pesos, and 38 or 22.1 percent had an allowance of 70 pesos. The mean daily allowance of the respondents was 45.87 pesos, with a standard deviation of 77.87.

Table 4. "Distribution of the respondents in terms of socio-economic status"

Variable	Frequency (n=172)	Percentage
Occupation of Father		
Farming	155	90.1
Non-farming	17	9.9
Occupation of Mother		
Housekeeping	144	83.7
Non-housekeeping	28	16.3
Daily Allowance (in peso)		
50 and Below	91	52.9
60	33	19.2
70	38	22.1
80	3	1.7
90	4	2.3
100 and Above	3	1.7
Mean = 45.87	SD = 7.87	

Academic Performance

Visible in table 5 is the "distribution of the respondents in terms of academic performance." It can be gleaned that 53 or 30.8 percent had a grade of 85 to 87 (Good), 46 or 26.7 percent had a grade of 88 to 90 (Very Good), and 42 or 24.4 had a grade of 82 to 84 (Very Satisfactory). In other words, most of the respondents had grades ranging from 82 to 90. The mean grade is 85.94 with a standard deviation of 3.26. This means that the respondents had good academic achievement.

Table 5. Distribution of the respondents in terms of academic performance

Grade	Frequency (n=172)	Percentage
97 to 100 (Excellent)	-	-
94 to 96 (Very Outstanding)	1	0.6
91 to 93 (Outstanding)	13	7.6
88 to 90 (Very Good)	46	26.7
85 to 87 (Good)	53	30.8
82 to 84 (Very Satisfactory)	42	24.4
79 to 81 (Satisfactory)	16	9.3
76 to 78 (Fair)	-	-
75 (Passing)	1	0.6
Below 75 (Failure)	-	-
Mean = 85.94 (Good)	SD = 3.26	

Difference between the Academic Performances of the Respondents when Grouped According to Sex

It was expected that there would be no substantial difference in academic achievement when categorized by sex. The performance of male and female respondents differed significantly ($t = 4.45$, $df = 170$, $p0.01$) in an independent samples t-test. The null hypothesis should be rejected and we should conclude that when grouped

according to sex, the academic performances of the respondents differ. Moreover, the performance of female respondents ($\bar{x} = 86.87, SD = 2.7$) was better than males ($\bar{x} = 84.81, SD = 3.48$).

Table 6. Difference between the academic performances of the respondents when grouped according to sex

Sex	Mean	S.D.	t-value	Probability	Statistical Inference
Male	84.8091	3.48276	4.347	0.000	Significant at 0.01
Female	86.8716	2.73823			

Difference in the Academic Performance of the Respondents when Grouped According to Level of Economic Status

"A one-way analysis of variance was run and revealed that there was no significant difference in the academic performances of the respondents when grouped by economic status." This leads to not rejecting the null hypothesis and deciding that regardless of the respondents' levels of economic status, their academic performances are equal.

Table 7. Difference in the academic performance of the respondents when grouped according to level of economic status

Source of Variation	Sum Squares	Df	Mean Square	F	P-value	Statistical Inference
Between Groups	58.014	2	29.007	2.794	0.064	NS
Within Groups	1754.604	169	10.382			
Total	1812.618	171				

Relationship between the Profile of the Respondents and their Academic Performance

The study hypothesized that there is no significant relationship between the profile of the respondents and their academic achievement. Pearson product-moment correlation and point-biserial correlation analyses were run and found out that civil status ($r = 0.067, p > 0.05$), course ($r = -0.055, p > 0.05$), religion ($r = -0.040, p > 0.05$), age ($r = 0.005, p > 0.05$), father's occupation ($r = -0.080, p > 0.05$), mother's occupation ($r = 0.053, p > 0.05$), school type ($r = 0.011, p > 0.05$), family income ($r = 0.118, p > 0.05$), type of residence ($r = 0.048, p > 0.05$), daily allowance ($r = 0.135, p > 0.05$), and language spoken ($r = -0.034, p > 0.05$) had no significant relationship with the respondents' academic achievement. The null hypothesis should not be rejected and conclude that these variables have weak and statistically not correlated with academic achievement.

However, variables sex was revealed to be statistically significantly related with academic achievement ($r = 0.316, p < 0.01$). This indicates that null hypothesis should be rejected. It implies that females have better academic achievement than males (codes: 1 – male, 2 – female). Moreover, the number of siblings of the respondents was significantly correlated with their academic achievement ($r = -0.150, p < 0.05$). There was an inverse relationship which means that as the number of siblings gets lower, the higher their grades become. This could be attributed to the supports their parents can provide as compared to respondents who belong to big families. Further, belonging to an indigenous group or not was discovered to be significantly associated with academic performance ($r = 0.164, p < 0.05$). The null hypothesis is rejected. It implies that respondents who belonged to an indigenous group had better academic performance than those who do not belong (codes: 1 – indigenous, 0 – non – indigenous).

Table 8. Correlation results between the profile of the respondents and their academic performance

Variables	Correlation Coefficient	Probability	Statistical Inference
Academic Achievement and Sex	0.316**	0.000	Significant at 0.01
Civil Status	0.067	0.379	Not Significant
Course	-0.055	0.341	Not Significant
Religion	-0.040	0.601	Not Significant
Age	0.005	0.944	Not Significant
Father's Occupation	-0.080	0.298	Not Significant
Mother's Occupation	0.053	0.486	Not Significant
School Type	0.011	0.886	Not Significant
Family Income	0.118	0.124	Not Significant
Type of Residence	0.048	0.534	Not Significant

Number of Siblings	-0.150*	0.049	Significant at 0.05
Daily Allowance	0.135	0.078	Not Significant
Indigenosity	0.164*	0.032	Significant at 0.05
Language Spoken	-0.034	0.654	Not Significant

Conclusion

The goal of this research was to see whether there was any correlation between a student's demographics and their academic performance. Findings revealed that male and female respondents are almost equal in number, and they are at the right age for their year level in college. As to the civil status of the students, almost all of them were single and Roman Catholic. Most of the student respondents are enrolled in the College of Agriculture, where the NICHE programs of the campus are based. These students mostly obtained their secondary education from the public. They enrolled in CSU for the purpose of future employment. The respondents mostly belong to families with a below average standard of living and reside in their own houses. Based on the family size of the respondents, they could hardly afford to have big families because their monthly family income is not that high. As to the language spoken at home, almost all of the respondents speak Iloco. Their fathers are farmers, while their mothers are housekeepers. The mean daily allowance of the respondents indicates that it is barely enough to support their daily expenses. The respondents have good academic achievement, but the performance of female respondents performed better than males. However, regardless of the respondents' levels of economic status, their academic performances are equal. It is found out that civil status, course, religion, age, father's occupation, mother's occupation, school type, family income, type of residence, daily allowance, and language spoken have no significant relationship with the respondents' academic achievement. However, variable sex was revealed to be statistically significantly related to academic achievement, which implies that females have better academic achievement than males. Moreover, the number of siblings of the respondents and indigenous people is significantly correlated with their academic achievement.

Recommendations

Based from the conclusion of the study, it is offered that a continuous profiling of the students should be conducted by the campus to monitor the academic performance of its students. Secondly, programs, projects and activities of the colleges should consider the practical and strategic needs of the students based on their profile variables. Data mining and statistical modelling studies should be conducted to provide a more valid picture and predictor of the academic performance of the students. In like manner, a conduct of regular academic counseling and psychological wellbeing trainings should be implemented. Further, researches on the influence of other variables on academic performance, such as employment status of parents and the students themselves, the student health coverage, the employment relationship with the issue of career should be the focus of future studies.

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