

The Relations among Temperament, Self-Regulation, and Academic Achievement in Adolescence

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ABSTRACT

This study focuses on the interaction between temperament, self-regulation, and academic achievement in adolescence. The sample consisted of 1200 junior high school students from Taiwan. Temperament (Sociability, Activity, Emotionality) was assessed by the EAS (Temperament Questionnaire EAS) for adolescence, self-regulation by the SRS (Self-Regulatory Scale), and academic achievement by "The Committee of The Basic Competence Test for Junior High School Students." The first purpose of this study was to explore the relations among adolescence temperament (emotionality, activity, sociality), self-regulation, and academic achievement in junior high school students in Taiwan. The second purpose of this study was to examine self-regulation variables which were stronger predictors of academic achievement than were temperament variables and mediated the relations between temperament indicator and academic achievement from adolescence. There are four results in this study. (1) temperament variables, self-regulation variables and academic achievement were significantly correlation. (2) Sociality variables were significantly positive correlation in self-regulation variables and academic achievement. (3) Emotionality variables and activity variables were significantly negative correlation in self-regulation variables and academic achievement. (4) Emotionality of temperament variables could negative predict self-regulation variables. (5) self-regulation variables could positive predict academic achievement in adolescence. (6) temperament variables could predict academic achievement in adolescence. (7) Self-regulation variables which were stronger predictors of academic achievement than were temperament variables and mediated the relations between temperament indicator and academic achievement from adolescence.

Keywords : adolescence、temperament、self-regulation、academic、achievement

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