Attention, Impulsiveness, and Gender in Academic Achievement Among Typically Developing Children

Masoumeh Alavi¹,², Jyi H. Seng³, Mohamed S. Mustaffa², Mohd T. Ninggal¹, Mansour Amini³, and Adibah A. Latif¹

Abstract
Although several studies have examined the relationships among attention, impulse control, gender, and academic achievement, most have focused on clinical samples and have considered only one or two academic subjects. This study investigated these relationships among typically developing children using general achievement measures (academic scores and grades). Our participants were 270 typically developing primary school students (142 boys and 128 girls) of different nationalities living in Malaysia, recruited with purposive sampling with a mean age of 9.75 years. We found that both attention and impulse control significantly predicted academic achievement. Girls had a higher level of attention and impulse control than boys, but gender was not a significant moderator between either attention or impulse control and academic achievement. We discuss the implications of these findings and the need for further research.

Keywords
attention, impulse control, academic achievement, gender, developing children

¹Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Skudai, Malaysia
²Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, Malaysia
³Faculty of Social Sciences and Liberal Arts, UCSI University, Kuala Lumpur, Malaysia

Corresponding Author:
Masoumeh Alavi, Skudai 81310, Malaysia.