



Universiteit  
Leiden  
The Netherlands

## **Self-regulation in ethnic minority children : associations with academic performance and the transition to formal schooling**

Yeniad Malkamak, N.

### **Citation**

Yeniad Malkamak, N. (2013, December 3). *Self-regulation in ethnic minority children : associations with academic performance and the transition to formal schooling*. Retrieved from <https://hdl.handle.net/1887/22735>

Version: Corrected Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/22735>

**Note:** To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/22735> holds various files of this Leiden University dissertation.

**Author:** Yeniad Malkamak, Nihal

**Title:** Self-regulation in ethnic minority children : associations with academic performance and the transition to formal schooling

**Issue Date:** 2013-12-03

Stellingen behorende bij het proefschrift

**Self-regulation in ethnic minority children**

Associations with academic performance and the transition to formal schooling

Nihal Yeniad Malkamak

1. The ability to flexibly switch between different rules, strategies or tasks contributes to academic achievement (*This dissertation*).
2. The school might be a resource of compensation for children who are developmentally less equipped than their peers (*This dissertation*).
3. Poor self-regulation is detrimental to children's self-worth and subsequent school functioning (*This dissertation*).
4. Behavioral self-regulation contributes to resilience in ethnic minority preadolescents (*This dissertation*).
5. We are not born with the skills that enable us to control impulses, make plans, and stay focused. We are born with the *potential* to develop these capacities—or not—depending on our experiences during infancy, throughout childhood, and into adolescence ([www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)).
6. Life with two cultures may be a challenge, but more importantly, it is also a gift that opens two windows to the world.
7. A researcher should not attempt to study the elusive concept 'executive functions' unless she has pretty good executive functions herself.
8. Diversity is not a threat, but a contributor to the collective well-being.
9. The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom (*Isaac Asimov, 1988*).
10. Take the risk of being away from 'home' at least once in your lifetime, to deeply understand that it is always 'there'.
11. The most genuine journey is the one that you make alone.