# Article information:

Walberg's (1981) model of educational productivity (Fraser et al. 1987,... | Download Scientific Diagram  
<https://www.researchgate.net/figure/Walbergs-1981-model-of-educational-productivity-Fraser-et-al-1987-p158_fig1_302501659>

# Article summary:

1. Walberg's (1981) model of educational productivity identifies nine factors that influence affective, behavioral and cognitive learning, including the learning environment and quality of instruction.

2. Factors such as uncomfortable learning environments, family background, and poor teaching skills can negatively affect academic performance in agricultural students at the University of Abuja Nigeria.

3. Omani science teachers' self-efficacy beliefs for teaching science as inquiry are influenced by demographic characteristics such as gender and teaching experience. Teachers with more experience teaching science by inquiry reported higher mean scores on personal self-efficacy beliefs and outcome expectations for science teaching as inquiry.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

该文章主要讨论了教育生产力模型和影响学生学习的因素。然而，该文章存在一些潜在的偏见和缺失的考虑点。

首先，该文章没有提及任何可能存在的风险或负面影响。例如，在讨论教育生产力模型时，作者没有探讨其可能导致标准化测试过度强调、忽视个体差异等问题。此外，在讨论影响学生学习的因素时，作者没有考虑到社会经济背景、文化差异等因素对学生表现的影响。

其次，该文章存在片面报道和缺失证据。例如，在讨论教育生产力模型时，作者只引用了Walberg（1981）的研究结果，并未提及其他相关研究结果。此外，在讨论影响学生学习的因素时，作者只列举了一些可能的因素，并未提供任何实证研究结果来支持这些假设。

最后，该文章存在宣传内容和偏袒。例如，在讨论Omani教师自我效能信念时，作者只引用了正面结果，并未提及任何负面结果或限制条件。此外，在推荐措施中，作者只强调了提供更好的学习环境和教学设施，而未提及其他可能的解决方案。

综上所述，该文章存在一些潜在的偏见和缺失的考虑点，需要更全面、客观地呈现双方，并探讨可能存在的风险和负面影响。

# Topics for further research:

* Potential risks and negative impacts of education productivity models
* The influence of socioeconomic background and cultural differences on student performance
* Other relevant research on education productivity models
* Empirical evidence supporting factors that affect student learning
* Limitations and negative results of Omani teacher self-efficacy beliefs
* Other possible solutions to improve student learning outcomes beyond better learning environments and facilities.

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