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TABLE OF CONTENTS	
ACKNOWLEDGMENTS	5
LIST OF TABLES	8
1. INTRODUCTION	9
1.1 Background	9
1.2 Evolution of Missing Data Estimation Method	12
1.3 Missing Data Mechanisms	13
1.3.1 Missing Completely at Random	14
1.3.2 Missing at Random	15
1.3.3 Missing Not at Random	16
1.4 Strategies to Manage Missing Data	16
1.4.1 Case Deletion	16
1.4.2 List-Wise Deletion	17
1.4.3 Pair-Wise Deletion	18
1.4.4 Mean Substitution	20
1.4.5 Hot / Cold-Deck Imputation	21
1.4.6 Linear Regression Imputation	22
1.4.7 Multiple Imputation	23
2. LITERATURE REVIEW	25
3. METHOD	26
3.1 Multiple Imputation	26
3.2 Procedure for Analysis	26
3.3 Theoretical Support/Validation for Multiple Imputation	29
3.3 Advantages and Disadvantages of Multiple Imputation	31
4. RESULTS OF MONOTONE MISSING DATA PATTERN	34
4.1 Simulation	34

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Because noncognitive qualities like grit, curiosity, self-control, optimism, and conscientiousness are often described, with some accuracy, as skills, educators eager to develop these qualities in their students quite naturally tend to treat them like the skills that we already know how to teach: reading, calculating, analyzing, and so on.

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