

Against All Odds: Outstanding Reading Performance among Chilean Youth in Vulnerable Conditions

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Resumen

International studies show that the impact of socioeconomic status (SES) on learning has increased in a number of countries and that poverty is a risk factor that puts children's academic performance at risk. However, there are students who, despite living in impoverished conditions, achieve solid academic performance. How they do so is a question of central importance. The present study uses the concept of "resilience" as a theoretical framework that can help us to answer it. It investigates various characteristics common to the students, families, and schools of Chile, and places emphasis on understanding resilience as it relates to the academic achievement of students with low SES. Multilevel models and comparisons reveal performance determinants associated with resilience, such as reading engagement and schooling conditions. This study highlights resilience as a framework for addressing the obstacles that face disadvantaged youth in developing educational systems.

Palabras clave

KeyWords Plus: ACADEMIC RESILIENCE; HIGH-SCHOOL; ACHIEVEMENT; MOTIVATION; ENGAGEMENT; OUTCOMES; CHILDREN; RISK

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