

Streszczenie i słowa kluczowe w języku angielskim

Abstract

This study analyzes the phenomenon of overcoming the socioeconomic determination of school achievement. The phenomenon links the theoretical contexts of two opposing processes: intergenerational reproduction and social mobility. The main theme of the thesis is academic resilience, its theoretical considerations, questions, and hypotheses. Academic resilience describes an increased probability of success in school, despite experiencing adversity caused by individual characteristics, living conditions, or experience. Students who are academically resilient tend to have a high level of educational achievement, despite the stressful conditions and events experienced during learning. The dissertation presents a model which analyzes the phenomenon of academic resilience. The statistical model of academic resilience incorporates social status, the results of external exams and intelligence as factors which play a role in the processes of social mobility and selection for secondary schools.

The dissertation consists of a theoretical and an empirical part. The first part discusses theories relating to the educational processes of mobility and the impact of the assigned socioeconomic status (SES) on school achievement. This part also demonstrates ways to overcome the influence of SES, offering examples of interventions against SES determinism. Furthermore, the concept of resilience and one of its varieties, academic resilience is described. The empirical part presents the analysis corresponding to the two research questions: (1) Which indicators of SES are the most predictive, and to what extent does SES explain the variance of educational achievement and the processes of selection for secondary schools? and (2) How often does academic resilience occur and which individual and environmental factors correlate with educational mobility?

The data used in the study were collected in the "Paths of Development Education - Secondary Schools" project. The study involved 5,923 students from 100 secondary schools, 60 secondary vocational schools, and 40 vocational schools. The panel study used achievement measurement tools (external examinations and the Programme for International Student Assessment (PISA) tests), psychological measurement tools, and a student questionnaire.

Answering the first research question, ESCS index (Index of Economic, Social and Cultural Status), and the parents' education index explains about 15% of the variance of secondary school exam results. Status indicators are good predictors for secondary school exam results, particularly in mathematics and sciences than for the test after grade 6. The strongest predictor of test results is parents' education index, and strictly economic factors do not play a significant role. Exam results have the strongest effect on the selection processes. The direct impact of family status (the direct impact of SES on exam results) turns out to be much weaker, but statistically significant. The impact of SES on the selection process mediated by the secondary school exam is stronger than the direct effect.

To answer the second research question, I conducted the statistical analysis in two distinct ways. I created two groups of academically resilient students according to two different definitions. Group

'Resilient 1' is based on the classical theoretical definition. Group 'Resilient 2' is based on a new definition introduced by the author, which underlines school selection processes.

Irrespective of the definition of academic resilience I observe both the presence of "upward mobility" and "downward mobility". The number of these groups is small but consistent with the theoretical determinants of academic resilience. The scale of the occurrence of "downward mobility", also proves not to be too large.

The subsequent analysis focuses on the exploration of individual and contextual factors related to academic resilience. I expect differences in the level of intelligence, self-esteem, self-efficacy, social competence and social anxiety among the resilient and the comparison student groups. In the case of the 'Resilient' 1 group, I do not find statistically significant differences in the level of intelligence and social competence and personality traits. The results for the 'Resilient 2' group also do not support the hypothesis of differences between this particular and other comparison peer groups. I do not obtain a clear picture of the group 'Resilient 1' in terms of environmental and individual correlates.

Some results support the hypothesis of the existence of inter-group differences (for example the importance of school and peer relationships), while others falsify them (for example attitudes towards reading). Results are more consistent for the group "Resilient 2". Attitudes of the group "Resilient 2" towards reading are more similar to the compared privileged group than the other two, but the average attitudinal level is a little lower than in the comparison group. "Resilient 2" group reports a significantly lower incidence of antisocial and anti-school behavior than their peers in the other three comparison groups.

The results show the impact of performance status on school achievement. By analyzing the scale of importance of social status indicators and the prevalence of groups of resilient students, I obtained support for the main thesis. The results show that the phenomenon of academic resilience exists and is important in in the transition process between educational stages.

Keywords: academic resilience, socioeconomic status, school selection process, intelligence, school achievement, social mobility.