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Academic Achievement in Vulnerable Contexts: The Role of Attributions, School Climate, Resilience, and Academic Self-Concept

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Annotation. This study examined causal attributions, school climate, resilience, academic self-concept, and academic achievement in 4,391 primary school students from vulnerable schools in Chile. A quantitative, correlational, cross-sectional design was used. Significant differences emerged by sex, grade level, and special educational needs, with mostly small effect sizes. Cluster analysis identified heterogeneous profiles, highlighting psychosocial and academic diversity in vulnerable educational contexts.

Keywords: *academic achievement, causal attributions, school coexistence, academic resilience, academic self-concept, educational vulnerability.*

Introduction

The Chilean educational system continues to face persistent structural inequalities that condition access to quality educational opportunities, particularly for students in vulnerable contexts. These gaps are systematically evidenced in national and international

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assessments – such as SIMCE, ERCE, PISA, ICCS, PIRLS, and TIMSS – where significant differences in achievement levels are observed according to socioeconomic background and type of educational institution (Agencia de Calidad de la Educación, 2025, 2026). In this regard, recent evidence indicates that performance on the Higher Education Access Test (PAES) is strongly associated with the cultural, social, and economic capital of students and their schools, reflecting the persistence of structural inequalities in the distribution of educational opportunities (Lorca & Villena, 2026; Rodríguez et al., 2022). Likewise, students attending private schools show significantly greater probabilities of achieving higher levels of academic performance compared to their peers in public and subsidized schools (Ministerio de Educación [MINEDUC], 2025).

These differences not only represent achievement gaps but also reflect a stratified social structure that tends to reproduce inequalities of origin. Indeed, evidence shows that access to higher education continues to be strongly conditioned by family educational background, limiting intergenerational social mobility (Organisation for Economic Co-operation and Development [OECD], 2025; Ruff et al., 2023). At the national level, it has been documented that only a limited proportion of those who take admission tests effectively gain access to higher education, revealing persistent structural barriers (Quiroz et al., 2022). Even when considering mechanisms such as school ranking, these gaps persist, suggesting that they respond more to inequalities of opportunity than to differences in individual abilities (Armijo, 2020; Gallegos & Campos-Requena, 2021).

In this context, explaining academic achievement requires going beyond structural determinants by incorporating the psychosocial processes that mediate the relationship between context and achievement. Evidence suggests that students exposed to similar conditions may develop divergent academic trajectories, highlighting the role of individual and relational variables that shape the way individuals interpret and cope with school demands.

Among these variables, attributional styles constitute a central explanatory mechanism, as they guide the interpretations students make regarding their experiences of success and failure. According to attribution theory, these explanations are organized around dimensions such as locus of control, stability, and controllability (Graham, 2020; Weiner, 1985, 1986). Recent evidence indicates that when students attribute their achievements to internal and controllable factors, such as effort or study strategies, they tend to develop higher levels of motivation, expectations of success, and persistence in the face of difficulties. In contrast, external or uncontrollable attributions are associated with demotivation, task avoidance, and lower academic achievement (Cuadro et al., 2023; Vera-Sagredo et al., 2026). Thus, attributional styles not only directly influence performance, but also modulate the activation of other personal resources.

At the contextual level, school climate emerges as a structuring factor of the learning environment, insofar as it defines the quality of interactions and the climate in

which educational processes are developed. A positive school climate characterized by respectful relationships, teacher support, and opportunities for participation is consistently associated with higher levels of engagement, well-being, and academic achievement (Erdem & Kaya, 2024; Izaguirre et al., 2023; Konold et al., 2018). These environments favor the internalization of norms, a sense of belonging, and emotional safety, generating favorable conditions for learning. Conversely, contexts marked by violence, exclusion, or institutional disorganization tend to hinder these processes, increasing psychological distress and weakening students' connection with school (Jiménez et al., 2021; Zhao et al., 2024). In this sense, school climate not only has direct effects on academic achievement but also acts as a facilitating or inhibiting context for the development of individual resources.

Within this framework, academic resilience emerges as a dynamic process that enables students to maintain or recover adequate academic functioning despite facing adverse conditions. This capacity relies on resources such as perseverance, emotional regulation, and willingness to seek support, which promote continuity of effort and commitment to school goals (Abdelrahman et al., 2025; Liu & Huang, 2021). Evidence suggests that resilience plays an important mediating role, insofar as it enables the transformation of risk conditions into opportunities for positive adaptation by articulating personal resources with contextual supports (Bagdžiūnienė et al., 2025; Romano et al., 2021). Therefore, students with higher levels of resilience not only cope better with difficulties but also sustain more stable academic trajectories (Fei et al., 2022).

Academic self-concept, understood as the perception students construct regarding their own abilities in the school context, constitutes a central component in explaining academic achievement. It is shaped by previous experiences of success and failure, environmental expectations, and social comparison processes, maintaining a reciprocal relationship with academic achievement (Rost & Fend, 2024). A positive academic self-concept promotes intrinsic motivation, persistence in the face of difficulties, and the adoption of more effective learning strategies. Likewise, it acts as an integrative mechanism, insofar as it incorporates the influence of school experiences and personal resources, projecting them onto students' academic behavior (Korpershoek et al., 2020; Postigo et al., 2022).

Taken together, these variables configure an interdependent system in which individual and contextual factors interact to explain educational trajectories. From this perspective, academic achievement cannot be understood solely as the result of structural conditions, but rather as the product of the interaction between these conditions and the psychosocial processes that mediate school experiences. Advancing this understanding not only allows for explaining differences in outcomes, but also for guiding the design of more relevant educational interventions focused on strengthening individual resources and improving the relational conditions of the school environment, with the

aim of promoting greater levels of equity and holistic development (Vera-Sagredo & Sáez-Delgado, 2025; Vera-Sagredo et al., 2026; Vera-Sagredo, 2026).

The aim of the present study was to analyze the relationship between psychoeducational variables – causal attributions, school climate, resilience, and self-concept – and academic achievement among primary and lower secondary students in highly vulnerable contexts. Specifically, the study sought to: (1) characterize the levels and distribution of psychoeducational variables among primary and lower secondary students in highly vulnerable contexts; (2) examine differences in these variables according to gender, presence of special educational needs, and educational level; (3) analyze the relationship between psychoeducational variables and academic achievement; and (4) determine the predictive value of these variables on school performance and identify student profiles through cluster analysis based on their psychoeducational characteristics and academic achievement, in order to comprehensively understand the factors influencing academic achievement in contexts of educational inequality.

Method

The present study follows a quantitative approach and adopts a non-experimental correlational, cross-sectional, and comparative design. This approach makes it possible to analyze, at a specific point in time, both the relationships among psychoeducational variables and the differences between groups of students without manipulating contextual conditions, which is particularly appropriate for the study of educational phenomena in natural settings.

To measure the independent variables – causal attributions, school climate, resilience, and academic self-concept – a set of standardized instruments previously validated in school populations was used. These variables were approached from a multidimensional perspective, integrating both individual and relational dimensions of student development.

Regarding the dependent variable, academic achievement was operationalized through the average grades obtained by each student during the academic year in the corresponding subject. This information was extracted from the official records documented in the institutional reports of the educational establishments, providing an objective and systematic indicator of academic performance within the school context.

Sample

The sample consisted of 4,391 students from 57 educational institutions in the Biobío Province, Chile, corresponding to the second cycle of primary education and early secondary education (5th to 8th grade). The gender distribution was balanced, with 2,186 males (49.8%) and 2,200 females (50.1%), considering valid cases. The

average age of participants was 12.00 years (SD = 1.42), with the majority concentrated between 11 and 13 years old (73.8%), which is consistent with the expected age range for these educational levels.

In terms of schooling, the sample showed a homogeneous distribution across the analyzed grades: 5th grade (n = 1,140; 26.0%), 6th grade (n = 1,121; 25.5%), 7th grade (n = 1,063; 24.2%), and 8th grade (n = 1,067; 24.3%), ensuring adequate representativeness of the educational level. Regarding the presence of special educational needs, 89.4% of students did not present this condition (n = 3,926), while 10.6% (n = 467) corresponded to students who did.

Participants were selected through non-probabilistic convenience sampling, including schools with high levels of social vulnerability. The participation of educational institutions was subject to their voluntary acceptance, which ensured the feasibility of fieldwork in complex school contexts. In this regard, the 57 institutions included presented high vulnerability indices according to official indicators from the Chilean educational system, placing students in structurally disadvantaged contexts characterized by limitations in access to resources, educational opportunities, and support networks. This context is particularly relevant for the analysis of psychosocial variables associated with academic achievement, as it allows examination of their behavior under conditions of high educational inequality.

Instruments

Considering the research variables and objectives, five scales were proposed, which are described below:

Attributional Styles Scale (EAT). This instrument was originally developed by Alonso and Sánchez (1992) and validated in the Chilean context (Vera-Sagredo et al., 2021). It examines students' attributional styles regarding academic success and failure. The validated national version analyzes 26 items divided into five attributional styles, using a Likert-type format ranging from Strongly Disagree (1) to Strongly Agree (5). The attributional styles assessed by the scale are: 1) Attribution of academic success to internal causes (8 items), with statements such as, "I think my good grades mainly reflect how intelligent I am for studying"; 2) Attribution of failure to the teacher (5 items), with statements such as, "My poor grades are often due to the teacher not being well prepared to teach me"; 3) Attribution of academic failure to lack of effort (6 items), with statements such as, "The low grades I have obtained were mainly because I did not put in enough effort"; 4) Externalization and uncontrollability of academic outcomes, mainly success (4 items), with statements such as, "I usually get good grades only because what I had to learn was easy"; 5) Attribution of failure to lack of ability (3 items), with statements such as, "If I got poor grades, I would doubt my intelligence." The validation of the instrument in the Chilean context showed adequate goodness-of-fit indices, with values of $\chi 2 = 570.508$, $p < .001$, CFI = .967, TLI = .949, and RMSEA = .038, as well as

adequate Cronbach's alpha coefficients by factor (Factor 1: .80; Factor 2: .81; Factor 3: .75; Factor 4: .67; Factor 5: .72) (Vera-Sagredo et al., 2021).

School Coexistence Scale (ECE). This instrument was developed by Del Rey et al. (2017) and validated in the Chilean context by Cerda and Pérez (2015). The scale examines individuals' perceptions regarding school coexistence among different actors within the educational community. It is a Likert-type scale ranging from Always (5) to Never (0). The instrument consists of 50 items grouped into 8 dimensions: Positive Interpersonal Management (11 items), such as "My parents get along well with my teachers"; Victimization (6 items), such as "I have felt threatened"; Disruptiveness (6 items), such as "Some students destroy materials and facilities"; Peer Social Network (9 items), such as "Students get along well with each other"; Aggression (4 items), such as "I have excluded or rejected a classmate"; Normative Adjustment (5 items), such as "I follow the rules"; Indiscipline (4 items), such as "I have been punished"; and Teacher Negligence (5 items), such as "Teachers' rules are unfair." In the national validation, the indices were adequate for this type of scale: $\chi 2$ SB = 2708.8, $p < .001$, CFI = .96, NNFI = .96, RMSEA = .03, CI (.033–.036), with a Cronbach's alpha of .80 (Cerda & Pérez, 2015).

Child and Youth Resilience Measure (CYRM-28). This instrument was originally developed by Ungar and Liebenberg (2011) within the International Resilience Project in Canada and validated in the Chilean context by Blanco-Molina et al. (2020). The instrument aims to measure the resilience level of children and youth aged 12–23 years. It consists of 28 items with a 5-point Likert response format (0 = Not at all, 1 = A little, 2 = Somewhat, 3 = Quite a lot, and 4 = A lot). The scale includes 3 factors. The first, called Individual, includes three subscales (personal skills, peer support, and social skills) and contains 11 items, such as "I can deal with whatever comes my way." The second factor corresponds to caregiver relationships, with two subscales (physical caregiving and psychological caregiving), and contains 7 items, such as "I am able to manage unpleasant and painful feelings like sadness, fear, and anger." The third factor corresponds to Context, with three subscales (spiritual, educational, and cultural), and contains 10 items such as "During times of stress/crisis (difficult times), I know where to go to get help." In the national validation, the indices were adequate: $\chi 2$ (250) = 406.074, $p < .001$, CFI = .962, RMSEA = .048 (90% CI .040–.057), and SRMR = .045, with an omega coefficient of .915, hierarchical omega of .81, and ECV of .756 (Blanco-Molina et al., 2020).

Garley Self-Concept Questionnaire (CAG). In this scale, the academic self-concept dimension (García, 2001) will be specifically used, which examines students' evaluations of their own academic performance. The scale includes 8 items, such as "I do my intellectual work well." The response format consists of a Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The confirmatory factor analysis goodness-of-fit indices showed that the model fit was adequate: SB $\chi 2$ (20) = 1799.512, $p < .017$, CFI = .973 (Robust CFI = .969), NNFIT = .962, RMSEA = .073, CI (.063–.083). The

reliability index was appropriate (α = .88), as was the weighted maximum internal consistency index (.87) (Vera-Sagredo et al., 2021).

Academic achievement: Academic achievement was operationalized through each student's overall grade point average obtained during the academic year. This information was extracted from the official records documented in the grade reports of the educational institutions, ensuring an objective and systematic indicator of academic performance.

Procedure

The instruments were administered collectively to all participating students, following the acquisition of informed assent and consent from their parents or guardians. Data collection was carried out in person, in coordination with the management teams of the educational institutions, in order to safeguard the normal development of the school day.

The study was reviewed and approved by the university's Institutional Ethics Committee, ensuring compliance with the ethical principles governing research in the social sciences. Likewise, participants and their families were provided with clear information regarding the objectives of the study, the confidentiality of the data, and the use of the results.

As part of the feedback process, training sessions were developed for teaching staff, aimed at strengthening school coexistence and socioemotional competencies. These sessions included topics such as conflict resolution, the promotion of positive classroom climates, and the development of socioemotional skills, thereby contributing to comprehensive student support and the improvement of educational processes.

Data Analysis

Based on the objectives of the study, several statistical analyses were conducted. First, descriptive analyses were carried out to characterize the psychoeducational variables and academic achievement. The latter was operationalized using students' grade point averages, which were previously standardized (z-scores) in order to homogenize the measurement scale and facilitate comparisons among participants, considering possible differences in grading criteria across schools.

Subsequently, comparative analyses were conducted to identify significant differences in both psychoeducational variables and academic achievement according to gender, presence of special educational needs (SEN), and educational level (5th to 8th grade). Since the data met the assumptions of normality, parametric tests were used, specifically Student's t-test for comparisons between two independent groups and analysis of variance (ANOVA) for comparisons among more than two groups. Prior to these analyses, the assumptions of normality (Kolmogorov-Smirnov test), homogeneity of variances (Levene's test), and independence of observations were verified.

In the second stage, associations between psychoeducational variables and academic achievement were analyzed using Pearson correlation coefficients, considering the standardized grade point average as an indicator of school performance.

Third, predictive models were developed through multiple linear regression analyses, in which academic achievement was considered the dependent variable. The inclusion of independent variables followed a theoretically guided hierarchical procedure. In the first block, sociodemographic control variables (gender, educational level, and presence of SEN) were included in order to isolate their effect on academic achievement. In the second block, psychoeducational variables – causal attributions, school coexistence, resilience, and academic self-concept were incorporated to determine their incremental contribution to explaining academic performance. This approach made it possible to evaluate both the independent effect of each set of variables and the increase in the variance explained by the model.

Additionally, in order to further examine the SEN variable, differentiated regression models were estimated for students with and without special educational needs. This made it possible to compare the structure of relationships between variables in both groups and to examine possible differential patterns in the factors associated with academic achievement.

Finally, cluster analyses were conducted with the aim of identifying student profiles based on their psychoeducational characteristics and academic performance. This procedure made it possible to group participants according to patterns of similarity, contributing to a more comprehensive and configurational understanding of the factors influencing academic achievement in highly vulnerable contexts.

For data processing, a codebook was developed to ensure the proper systematization of the information. All statistical analyses were conducted using SPSS software version 23.0.

Results

The descriptive analysis of the evaluated dimensions makes it possible to identify a general profile of the student population based on the levels observed across the different variables, considering their means and distribution. Regarding attributional styles, there is a greater relative presence of attributions toward internal causes compared to other dimensions of the instrument, along with a relevant tendency to attribute failure to lack of effort, whereas attributions related to teachers or lack of ability show lower predominance.

In the area of school coexistence, higher levels were observed in dimensions associated with positive aspects of the school climate, such as positive interpersonal management, normative adjustment, and peer social networks, in contrast to lower levels in dimensions linked to negative experiences, such as aggression, victimization, and indiscipline.

Regarding resilience, the levels showed a relatively balanced distribution across its components, although with slight variations among the individual, relational, and contextual dimensions. Finally, with respect to academic self-concept, the distribution of responses was close to symmetrical, with a slight tendency toward higher ratings, suggesting a relatively positive perception of students' own academic abilities (see Table 1).

Table 1

Descriptive Analyses of the Variables Examined

Dimensions	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Internal causes	29,45	5,825	,051	,037	4,473	,074
Failure_teacher	10,89	3,988	,528	,037	-,056	,074
Failure_lack_of_effort	20,97	4,750	,262	,037	5,523	,074
Externalization	12,78	3,217	,408	,037	6,081	,074
Failure_lack_of_ability	9,61	3,209	-,148	,037	-,619	,074
Positive management	43,89	7,390	-,372	,037	1,975	,074
Victimization	13,21	5,182	,695	,037	,170	,074
Disruptividad	18,67	4,948	,185	,037	1,098	,074
Social network	31,94	6,241	-,195	,037	,657	,074
Aggression	7,80	3,575	,898	,037	,203	,074
Normative adjustment	19,95	3,780	-,568	,037	,712	,074
Indiscipline	9,94	3,264	,629	,037	2,858	,074
Teacher negligence	13,07	4,368	,644	,037	4,290	,074
Individual	34,26	7,986	-,255	,037	,157	,074
Caregiver relationship	16,74	4,101	-,126	,037	,011	,074
Context	32,17	6,956	-,078	,037	1,668	,074
Self-concept	26,12	5,838	-,099	,037	,852	,074

To address the analysis of differences according to sex, variations in the psychoeducational dimensions between males and females were examined. Regarding attributional styles, although statistically significant differences were identified in some dimensions, these showed small effect sizes. Specifically, females presented higher levels in attributing failure to lack of effort and lack of ability, as well as a greater tendency toward externalization of outcomes, whereas males showed slightly higher scores in attribution to internal causes. Nevertheless, these differences were of small magnitude, suggesting relatively similar patterns between both groups.

In the area of school coexistence, significant differences were observed across several dimensions. Males presented higher levels of aggression, indiscipline, and perceptions

of teacher negligence, whereas females stood out in normative adjustment and positive interpersonal management. Likewise, males reported higher levels in the peer social network dimension. Despite these differences, the effect sizes remained between small and moderate, indicating that although statistically significant, the differences should be interpreted cautiously in terms of their practical relevance.

Regarding resilience, consistent differences favoring males were identified across all dimensions (individual, caregiver relationship, and context), with small to moderate effect sizes, suggesting a greater perception of personal resources and support within this group. This result may be associated with differences in the way males and females perceive and report their coping resources.

Finally, with respect to academic self-concept, statistically significant differences favoring males were observed, as they reported a more positive perception of their own academic abilities. Overall, these results show that although sex differences exist across several psychoeducational variables, most of them present small effect sizes, suggesting that similarities between males and females are predominant, albeit with certain relevant nuances in specific dimensions (see Table 2).

Table 2

Analysis of Differences According to Sex

Dimensions	Males		Females		t	Sig	Cohen
	M	SD	M	SD			
Internal causes	29,62	6,129	29,30	5,508	1,802	,036	0.027
Failure_teacher	10,92	4,054	10,85	3,924	,526	,300	0.008
Failure_lack_of_effort	20,58	4,742	21,36	4,730	-5,403	<,001	0.082
Externalization	12,65	3,357	12,92	3,071	-2,738	,003	0.041
Failure_lack_of_ability	8,89	3,188	10,32	3,071	-15,111	<,001	0.222
Positive management	43,61	7,649	44,17	7,111	-2,514	,006	0.037
Victimization	13,27	5,273	13,14	5,090	,807	,210	0.012
Disruptividad	18,64	5,131	18,71	4,761	-,433	,333	0.007
Social network	32,34	6,400	31,54	6,061	4,261	<,001	0.064
Aggression	8,30	3,653	7,29	3,425	9,427	<,001	0.141
Normative adjustment	19,47	3,941	20,44	3,551	-8,590	<,001	0.128
Indiscipline	10,57	3,346	9,32	3,059	12,887	<,001	0.191
Teacher negligence	13,44	4,549	12,69	4,154	5,703	<,001	0.085
Individual	35,88	7,861	32,66	7,788	13,624	<,001	0.201
Caregiver relationship	17,42	4,093	16,07	4,003	11,004	<,001	0.164
Context	33,00	6,919	31,34	6,894	7,977	<,001	0.119
Self-concept	26,94	5,809	25,30	5,757	9,437	<,001	0.140

To address the analysis of differences according to the presence of special educational needs (SEN), several psychoeducational variables were compared between students with typical development and those presenting this condition. Regarding attributional styles, no statistically significant differences were observed between the two groups, suggesting that students, regardless of the presence of SEN, tend to explain their academic successes and failures in a similar way.

In the area of school coexistence, some statistically significant differences were identified, although with small effect sizes. Specifically, students without SEN showed slightly higher levels of disruptiveness and aggression compared to their peers with SEN, suggesting small differences in the manifestation of problematic behaviors. In contrast, no significant differences were found in dimensions such as positive interpersonal management, social network, or normative adjustment, indicating relatively similar perceptions of the school climate in both groups.

Regarding resilience, a statistically significant difference was observed in the caregiver relationship dimension, favoring students without SEN, although with a small effect size. This could be interpreted as a slightly greater perception of support and protective bonding within this group. However, no significant differences were identified in the individual or contextual dimensions, reflecting comparable levels of personal and contextual resources between both groups.

Finally, with respect to academic self-concept, statistically significant differences were identified in favor of students without SEN, who reported a slightly more positive perception of their academic abilities. Overall, these results indicate that although some differences exist between students with and without SEN, these are limited and of small magnitude, being concentrated in specific dimensions related to school coexistence, relational support, and academic self-perception (see Table 3).

Table 3

Analysis of Differences Between Students With Typical Development and Students With Special Educational Needs

Dimensions	With SEN		Without SEN		t	Sig.	Cohen
	M	SD	M	SD			
Internal causes	29,21	5,507	29,48	5,862	-,939	,174	0.023
Failure_teacher	11,07	3,818	10,86	4,007	1,072	,142	0.026
Failure_lack_of_effort	20,96	4,498	20,97	4,780	-,031	,488	0.001
Externalization	12,85	3,078	12,77	3,233	,491	,312	0.012
Failure_lack_of_ability	9,71	3,065	9,60	3,226	,688	,246	0.017
Positive management	44,02	7,572	43,87	7,369	,428	,334	0.010
Victimization	12,97	5,143	13,24	5,186	-1,058	,145	0.026
Disruptividad	17,87	4,884	18,77	4,948	-3,725	<,001	0.091
Social network	31,93	6,187	31,94	6,248	-,056	,478	0.000

Dimensions	With SEN		Without SEN		t	Sig.	Cohen
	M	SD	M	SD			
Aggression	7,49	3,500	7,83	3,582	-1,980	,024	0.047
Normative adjustment	20,06	3,878	19,94	3,769	,641	,261	0.015
Indiscipline	10,13	3,331	9,92	3,256	1,291	,098	0.031
Teacher negligence	12,82	4,239	13,10	4,383	-1,318	,094	0.032
Individual	34,03	7,700	34,29	8,020	-,642	,260	0.016
Caregiver relationship	16,37	4,052	16,78	4,105	-2,046	,020	0.050
Context	32,06	6,977	32,18	6,955	-,330	,371	0.008
Self-concept	25,51	5,489	26,19	5,875	-2,392	,008	0.059

Regarding differences according to educational level, statistically significant variations were observed across several psychoeducational dimensions, evidencing changes in students' perceptions and experiences as they progress through their school trajectory.

In relation to attributional styles, significant differences were identified in attribution to internal causes, failure attributed to the teacher, and failure attributed to lack of effort. Specifically, attribution to internal causes tended to decrease progressively from 5th to 8th grade, suggesting a lower tendency to explain achievements based on personal factors at higher educational levels. In contrast, attributions of failure to the teacher and, to a lesser extent, to lack of effort increased with educational level, which may reflect greater externalization or reinterpretation of the causes of academic performance as students advance through the school system.

In the area of school coexistence, significant differences were observed across multiple dimensions. A progressive decrease in positive interpersonal management, normative adjustment, and peer social network was evident as educational level increased, suggesting a deterioration in the perception of positive aspects of the school climate in higher grades. Likewise, victimization showed a slight decreasing trend, whereas disruptiveness varied across levels without a strictly linear pattern. On the other hand, perceptions of teacher negligence increased steadily from 5th to 8th grade, which may indicate a more critical evaluation of the teacher's role at higher educational levels.

Regarding resilience, the differences were more limited. A significant difference was only observed in the caregiver relationship dimension, with a slight increasing trend in higher grades, which

could be interpreted as a greater perception of support at these levels, although with a small effect size. No significant differences were found in the individual or contextual dimensions, suggesting stability in these resources across the educational levels analyzed.

Finally, with respect to academic self-concept, significant differences were identified, showing a progressive decrease from 5th to 8th grade. This result suggests that

as students advance in their schooling, they tend to develop a less positive perception of their academic abilities, which may affect their motivation and engagement with learning (see Table 4).

Table 4

Significant Differences According to Students' Educational Level

Dim.	5th		6th		7th		8th		F	Sig
	M	DE	M	DE	M	DE	M	DE		
IC	30,19	6,244	29,40	5,486	29,12	5,919	29,06	5,542	8,851	<,001
FT	10,26	4,026	10,96	4,021	11,06	3,957	11,30	3,869	14,124	<,001
FLE	20,59	4,747	20,90	4,657	21,18	4,951	21,23	4,623	4,263	,005
EX	12,92	3,289	12,76	3,321	12,82	3,301	12,62	2,930	1,693	,166
FLA	9,44	3,198	9,67	3,322	9,67	3,186	9,67	3,119	1,506	,211
PM	45,01	7,162	44,21	7,412	43,55	7,575	42,65	7,220	20,371	<,001
VIC	13,24	5,358	13,56	5,174	13,15	5,042	12,86	5,112	3,429	,016
DIS	18,37	5,005	19,03	4,675	18,24	4,932	19,03	5,133	8,083	<,001
SN	32,76	6,309	31,85	6,292	32,08	6,106	31,02	6,128	14,710	<,001
AG	7,72	3,708	7,75	3,511	7,82	3,568	7,91	3,508	,628	,597
NA	20,25	3,829	20,12	3,698	19,78	3,706	19,64	3,860	6,272	<,001
IND	9,88	3,509	10,04	3,273	9,91	3,185	9,93	3,057	,493	,687
TN	12,32	4,538	13,27	4,375	13,12	4,313	13,60	4,126	17,493	<,001
INDI	34,36	8,161	33,89	7,891	34,33	7,917	34,46	7,961	1,114	,342
CR	16,56	4,196	16,58	4,034	16,86	4,122	16,98	4,038	2,806	,038
CON	32,18	7,397	31,97	6,547	32,21	7,041	32,31	6,800	,482	,695
ASC	26,68	6,329	26,05	5,748	25,91	5,691	25,79	5,487	5,140	,002

Note: IC: Internal Causes; FT: Failure attributed to the Teacher; FLE: Failure due to Lack of Effort; EX: Externalization of outcomes; FLA: Failure due to Lack of Ability; PM: Positive Management; VIC: Victimization; DIS: Disruptiveness; SN: Peer Social Network; AG: Aggression; NA: Normative Adjustment; IND: Indiscipline; TN: Teacher Negligence; INDI: Individual; CR: Caregiver Relationship; CON: Context; ASC: Academic Self-Concept.

Regarding academic achievement, operationalized through grades, statistically significant associations were observed with several psychoeducational variables, although generally of small magnitude, suggesting that school performance is explained by a multifactorial combination of elements.

In the area of attributional styles, grades showed a positive, although weak, relationship with attribution to internal causes (r = .031), indicating that students who tend to explain their achievements based on personal factors show slightly better academic results. In contrast, negative relationships were observed with attribution of failure to

the teacher (r = –.068), lack of effort (r = –.052), and lack of ability (r = –.054), suggesting that external explanations or those focused on personal deficits are associated with lower academic performance, although these associations are of small magnitude.

Regarding school coexistence, positive relationships were identified between academic achievement and dimensions such as positive interpersonal management (r = .080), peer social network (r = .076), and normative adjustment (r = .051), evidencing that school environments characterized by positive relationships, rule compliance, and peer support tend to favor academic performance. In contrast, negative associations were observed with variables such as victimization (r = –.064), disruptiveness (r = –.077), indiscipline (r = –.047), aggression (r = –.027), and teacher negligence (r = –.082), reinforcing the idea that more conflictive or less structured school contexts are linked to lower levels of academic achievement.

With respect to resilience, the relationships with academic achievement were positive but of low magnitude. The individual dimension stood out (r = .065), followed by context (r = .035) and, to a lesser extent, caregiver relationship (r = .020), suggesting that personal and contextual coping resources contribute in a limited way to school performance.

Finally, academic self-concept showed one of the most consistent positive associations with academic achievement (r = .070), indicating that a more favorable perception of one's own abilities is related to better grades. Although the magnitude of this relationship is low to moderate, its theoretical consistency reinforces its relevance as an explanatory variable of academic achievement (see Table 5).

In relation to the predictive analysis of academic achievement, multiple linear regression models were estimated using a hierarchical procedure, progressively incorporating relevant psychoeducational variables. As shown in Table 6, all models were statistically significant, indicating that each block of variables contributed incrementally to the explanation of academic achievement.

In Model 1, teacher negligence explained 0.7% of the variance in academic achievement ($R^2 = .007$; $p < .001$). The inclusion of the individual dimension of resilience in Model 2 significantly increased the explained variance ($\Delta R^2 = .005$; $p < .001$), reaching an R^2 of .011. Subsequently, the inclusion of failure attributed to lack of effort (Model 3) increased the explained variance to 1.5% ($\Delta R^2 = .003$; $p = .001$).

In the following models, the incorporation of school coexistence and relational context variables – positive interpersonal management (Model 4), caregiver relationship (Model 5), and disruptiveness (Model 6) – continued to produce statistically significant increases in explained variance, although of smaller magnitude (ΔR^2 between .001 and .002). The final model reached an $R^2 = .019$ (adjusted $R^2 = .018$; $p < .05$), indicating that the full set of variables explains 1.9% of the variance in academic achievement.

Table 5

Analysis of Relationships Between the Study Dimensions and Academic Achievement

	IC	FT	FLE	EX	FLA	PM	VIC	DIS	SN	AG	NA	IND	TN	INDI	CR	CON	ASC	GRD
IC	1	-,162**	,177**	,197**	,015	,310**	-,106**	-,025	,349**	-,158**	,358**	-,164**	-,142**	,366**	,292**	,382**	,444**	,031
FT		1	-,044**	,161**	,157**	-,332**	,233**	,157**	-,148**	,226**	-,208**	,264**	,391**	-,086**	-,059**	-,101**	-,103**	-,068**
FLE			1	,242**	,364**	,164**	,041**	,065**	,113**	-,009	,096**	,011	-,016	,003	,016	,031*	-,023	-,052**
EX				1	,240**	,091**	,071**	,041**	,088**	,063**	,036*	,098**	,070**	,036*	,053**	,067**	,040**	-,024
FLA					1	-,037*	,205**	,141**	-,096**	,031*	,019	,071**	,118**	-,224**	-,158**	-,155**	-,202**	-,054**
PM						1	-,293**	-,211**	,533**	-,305**	,547**	-,245**	-,405**	,290**	,238**	,322**	,291**	,080**
VIC							1	,474**	-,278**	,443**	-,215**	,352**	,398**	-,158**	-,120**	-,143**	-,116**	-,064**
DIS								1	-,149**	,276**	-,093**	,251**	,422**	-,031*	-,017	-,026	-,019	-,077**
SN									1	-,176**	,460**	-,138**	-,203**	,464**	,378**	,457**	,418**	,076**
AG										1	-,456**	,538**	,452**	-,018	-,018	-,086**	-,062**	-,027
NA											1	-,358**	-,285**	,242**	,227**	,302**	,307**	,051**
IND												1	,495**	-,043**	-,026	-,086**	-,109**	-,047**
TN													1	-,053**	-,021	-,087**	-,090**	-,082**
INDI														1	,750**	,793**	,630**	,065**
CR															1	,722**	,509**	,020
CON																1	,587**	,035*
ASC																	1	,070**
GRD																		1

Note: IC: Internal Causes; FT: Failure attributed to the Teacher; FLE: Failure due to Lack of Effort; EX: Externalization of outcomes; FLA: Failure due to Lack of Ability; PM: Positive Management; VIC: Victimization; DIS: Disruptiveness; SN: Peer Social Network; AG: Aggression; NA: Normative Adjustment; IND: Indiscipline; TN: Teacher Negligence; INDI: Individual; CR: Caregiver Relationship; CON: Context; ASC: Academic Self-Concept; GRD: Grades

Overall, although the results show that the psychoeducational variables included are statistically significant predictors of academic achievement, the magnitude of explained variance is low, suggesting that their direct contribution to school performance is limited. Likewise, a progressive decrease is observed in the incremental explained variance as new predictors are added, indicating that the additional contribution of the included variables becomes increasingly smaller (see Table 6).

Table 6

Hierarchical Linear Regression Models for the Prediction of Academic Achievement

					Change Statistics				Sig. Change in F	
Model	**R**	**R^2**	**Adjusted R^2**	**Std. Error of the Estimate**	**ΔR^2 (Change in R^2)**	**ΔF (Change in F)**	**df1**	**df2**	**Sig. ΔF Change in F**	**Durbin-Watson**
1	,083a	,007	,007	23,537	,007	23,345	1	3327	<,001	
2	,107b	,011	,011	23,487	,005	15,228	1	3326	<,001	
3	,121c	,015	,014	23,453	,003	10,545	1	3325	,001	
4	,128d	,016	,015	23,435	,002	6,303	1	3324	,012	
5	,135e	,018	,017	23,417	,002	6,084	1	3323	,014	,136
6	,140f	,019	,018	23,406	,001	4,120	1	3322	,042	

a. Predictors: (Constant), Teacher negligence.

b. Predictors: (Constant), Teacher negligence, Individual.

c. Predictors: (Constant), Teacher negligence, Individual, Failure due to lack of effort.

d. Predictors: (Constant), Teacher negligence, Individual, Failure due to lack of effort, Positive management.

e. Predictors: (Constant), Teacher negligence, Individual, Failure due to lack of effort, Positive management, Caregiver relationship.

f. Predictors: (Constant), Teacher negligence, Individual, Failure due to lack of effort, Positive management, Caregiver relationship, Disruptive behavior.

g. Dependent variable: Average (Grade Point Average / Mean score).

The data analysis began by assessing its suitability for multivariate procedures. In this regard, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were applied. The KMO index reached a value of 0.841, indicating adequate sample quality and suggesting that partial correlations among variables are low. Likewise, Bartlett's test of sphericity was statistically significant (χ^2 = 21633.336; df = 153; $p < .001$), demonstrating the existence of sufficient correlations among the variables. Together, these results justify the use of multivariate techniques and support the appropriateness of the cluster analysis conducted subsequently.

Using Ward's method, five differentiated student clusters were identified based on attributional, behavioral, social, and academic variables. In general terms, grades show an average level (M = 48.18), accompanied by relatively high positive management (M = 44.01) and moderate levels of problematic behaviors such as aggression, indiscipline, and disruptiveness. Likewise, peer social network (M = 32.09) suggests a medium level of social integration. These results show that student functioning is not homogeneous but presents significant variations that allow for the identification of specific profiles.

Overall, the relationship between behavior and academic achievement is not linear. Some groups with higher levels of disruption and indiscipline show favorable academic results, while others with lower levels of conflict present low performance. Likewise, positive management, although an important factor, is not sufficient on its own to explain academic achievement. In this sense, social variables such as peer networks appear to play an important role in shaping more adaptive profiles, reinforcing the need to understand achievement from a multidimensional perspective.

The **first cluster** is characterized by the highest level of grades (M = 61.41), along with values close to the average in most analyzed variables and relatively low levels of problematic behaviors. This profile can be interpreted as adaptive and balanced, reflecting adequate academic, social, and behavioral adjustment. The **second cluster**, in contrast, groups students with above-average academic performance (M = 44.53), but with higher levels of aggression, indiscipline, and disruptiveness, as well as lower perceived positive management. This pattern suggests the coexistence of academic competence with behavioral regulation difficulties.

The **third cluster** represents the most adaptive profile, with high academic achievement (M = 52.04), the highest score in positive management (M = 49.24), a strong peer social network (M = 37.68), and low levels of problematic behaviors. These students show overall favorable functioning in academic, social, and behavioral domains. The **fourth cluster** presents an ambivalent profile: although it achieves high academic performance (M = 57.39), it also shows elevated levels of aggression, indiscipline, and disruptiveness, along with a high tendency toward individualism. This profile suggests that strong academic performance can coexist with socio-behavioral difficulties.

Finally, the **fifth cluster** constitutes the highest-risk profile, characterized by extremely low grades (M = 13.17), despite presenting values close to the average in behavioral and social variables, and even moderately high positive management. This finding is particularly relevant, as it indicates that low academic performance is not necessarily associated with overt behavioral problems, but may instead be linked to specific learning difficulties, deficits in academic skills, or mismatches between environmental perception and actual performance (see Table 7).

Table 7

Means of Attributional, Behavioral, Social, and Academic Variables According to Clusters (Ward's method)

Ward Method	IC	FT	FLE	EX	FLA	PM	VIC	DIS	SN	AG	NA	IND	TN	INDI	CR	CON	ASC	GRD
1	30,42	9,92	21,23	13,22	9,55	47,21	11,02	16,51	33,67	5,96	21,59	8,57	11,05	33,88	16,13	31,81	26,12	61,417
2	26,35	12,28	20,73	12,67	10,38	39,62	15,32	19,65	27,94	9,12	17,60	11,19	14,69	28,60	14,22	27,19	22,51	44,529
3	33,58	8,95	21,29	12,38	8,35	49,24	11,02	17,21	37,68	5,95	22,73	8,35	10,65	42,75	20,81	39,52	31,39	52,047
4	30,96	12,33	21,16	13,91	9,73	41,13	16,87	21,87	32,14	12,23	17,92	13,07	17,16	39,92	19,56	36,44	28,99	57,387
5	30,58	10,30	20,53	12,05	9,13	44,58	12,46	19,01	32,06	6,85	21,16	9,10	12,64	34,26	16,96	33,17	26,63	13,174
Total	29,66	10,86	20,99	12,82	9,59	44,01	13,29	18,57	32,09	7,82	19,97	9,98	13,06	34,38	16,79	32,27	26,21	48,176

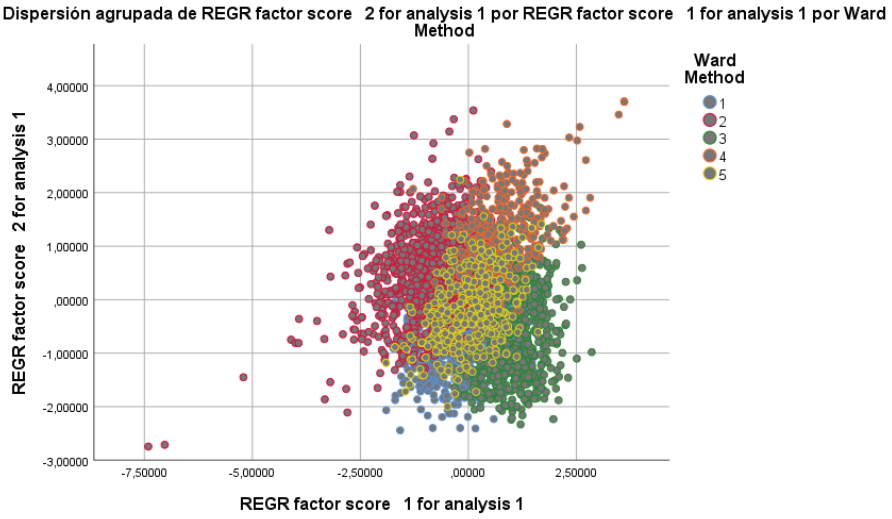
Note: IC: Internal Causes; FT: Failure attributed to the Teacher; FLE: Failure due to Lack of Effort; EX: Externalization of outcomes; FLA: Failure due to Lack of Ability; PM: Positive Management; VIC: Victimization; DIS: Disruptiveness; SN: Peer Social Network; AG: Aggression; NA: Normative Adjustment; IND: Indiscipline; TN: Teacher Negligence; INDI: Individual; CR: Caregiver Relationship; CON: Context; ASC: Academic Self-Concept; GRD: Grades

Figure 1 presents the dispersion of cases according to two latent dimensions obtained through factor analysis, together with their classification into five clusters using Ward's method. In general, the groups are organized along a continuum on both factors, without clearly defined boundaries between them: the horizontal axis (Factor 1) mainly differentiates cases toward the left and right, while the vertical axis (Factor 2) distinguishes higher and lower levels.

Although areas of greater concentration can be identified for each cluster, such as a group with high values on Factor 2 (upper area) and another with low values on both factors (lower area), there is considerable overlap among them, especially in the central region. This suggests that the boundaries between segments are not completely sharp. This pattern indicates that, although the clustering model captures a certain structure in the data, differences between groups are gradual rather than discrete (see Figure 1).

Figure 1

Case Segmentation According to Latent Factors Using Hierarchical Clustering (Ward's Method)



Discussion

The present study aimed to analyze the relationship between psychoeducational variables – causal attributions, school climate, resilience, and academic self-concept –and academic achievement in students from highly vulnerable contexts, also considering differences according to gender, presence of special educational needs (SEN), educational level, their predictive capacity, and the identification of student profiles. In general terms, the findings support the idea that academic achievement is a multidimensional phenomenon, in which individual, relational, and structural factors interact, although with a limited direct explanatory weight. This result not only confirms the complexity of the educational phenomenon but also challenges reductionist approaches focused exclusively on individual variables, suggesting the need for more comprehensive analytical frameworks.

Regarding the characterization of psychoeducational variables, there is a predominance of internal attributions, especially those linked to effort. This result is consistent with Weiner's attribution theory (1985, 1986), which proposes that internal and controllable attributions foster motivation and academic persistence. Likewise, Graham (2020) and Cuadro et al. (2023) have noted that this type of attribution is associated with higher levels of self-regulation and school engagement. However, the coexistence of external attributions suggests not only mixed attributional styles but also a tension between personal control and contextual conditions. This is consistent with the idea

that students in vulnerable contexts develop more complex explanatory frameworks to interpret their performance. In this regard, Vera-Sagredo et al. (2026) argue that attributional styles are dynamic and context-sensitive, allowing this coexistence to be understood not as inconsistency, but as an adaptive response to unequal structural conditions.

Regarding school climate, the results show an overall tendency toward positive perceptions of the school environment, particularly in dimensions such as positive interpersonal management, peer social network, and normative adjustment. This finding is consistent with Erdem and Kaya (2024) and Izaguirre et al. (2023), who highlight that a positive school climate promotes well-being and learning. However, the simultaneous presence of aggression, indiscipline, and victimization introduces a more complex interpretation: school contexts do not operate in a unidimensional manner but may simultaneously function as spaces of protection and risk. As Jiménez et al. (2021) and Zhao et al. (2024) note, this ambivalence is particularly characteristic of highly vulnerable environments, where relational dynamics reflect both community resources and broader social tensions. From this perspective, school climate not only influences learning but also acts as an indicator of the social conditions shaping the educational experience.

Regarding resilience, the relatively balanced distribution across its dimensions suggests the existence of personal, relational, and contextual resources available to students. This finding is consistent with the conceptualization of resilience as a dynamic process of adaptation in the face of adversity (Abdelrahman et al., 2025; Liu & Huang, 2021). Rather than a fixed individual trait, resilience emerges here as a situated capacity constructed through interaction with the environment. In this sense, Bagdžiūnienė et al. (2025) and Romano et al. (2021) propose that resilience operates as a mediating mechanism between risk and adaptation, allowing the observed levels to be interpreted as expressions of adaptive trajectories rather than isolated indicators of individual strength. This is especially relevant in vulnerable contexts, where exposure to risk is higher, but so is the possibility of activating protective resources.

Academic self-concept, in turn, shows a slightly positive tendency, indicating a moderately favorable perception of one's own abilities. This result is consistent with Rost and Fend (2024), who highlight the reciprocal relationship between self-concept and academic achievement, as well as with Korpershoek et al. (2020) and Postigo et al. (2022), who emphasize its motivational and self-regulatory role in learning. However, its moderate level suggests that, although students maintain relatively positive expectations, these may be constrained by previous school experiences or contextual conditions. This opens the possibility of interpreting academic self-concept not only as a predictor of achievement but also as a reflection of educational trajectories marked by inequality.

Regarding differences by gender, SEN status, and educational level, the results show more similarities than differences between groups. Although statistically significant differences are observed, these have small effect sizes, suggesting that they do not constitute substantial gaps. Gender differences, with males reporting higher levels of resilience and academic self-concept and females showing higher normative adjustment and interpersonal management, may be interpreted in light of gender socialization patterns described in the literature. However, their low magnitude indicates that these differences do not decisively shape academic trajectories.

In the case of students with SEN, differences are even more limited, with only slight disadvantages observed in academic self-concept and relational support. This finding suggests that psychoeducational experiences tend to be relatively shared among students, regardless of specific needs. In line with OECD (2025), this may be interpreted as evidence of a certain homogeneity in psychosocial variables within the educational system, even though structural inequalities in learning opportunities persist.

On the other hand, educational level shows more consistent patterns: as students progress through their schooling, academic self-concept and perceptions of positive school climate decrease, while external attributions for performance increase. This suggests a progressive process of school disengagement, consistent with OECD (2025), and may be interpreted as the cumulative effect of school experiences that gradually erode perceptions of control and belonging. In this line, Vera-Sagredo et al. (2026) argue that attributional styles change through experience, allowing this shift toward external explanations to be understood as a response to contexts perceived as less controllable.

Regarding the association between psychoeducational variables and academic achievement, the results show statistically significant but weak relationships. Achievement is positively associated with internal attributions, academic self-concept, and positive school climate dimensions, and negatively associated with disruptive behaviors and external attributions. However, the weakness of these associations suggests that these variables function more as modulators of performance than as direct determinants. This implies that, although relevant, their influence is insufficient to explain performance differences on their own, reinforcing the need to consider additional factors.

This interpretation is confirmed by predictive models, which explain only 1.9% of the variance in academic achievement. Far from being a minor result, this finding is particularly revealing, as it highlights the explanatory limits of psychoeducational variables when analyzed in isolation. In this regard, Ruff et al. (2023) and Quiroz et al. (2022) emphasize the strong influence of structural factors, such as socioeconomic status, school segregation, and institutional conditions, on educational trajectories, especially in vulnerable contexts. Therefore, the low predictive power observed does not invalidate the relevance of these variables but rather repositions their role within a broader network of determinants.

Finally, cluster analysis reveals the existence of differentiated student profiles, confirming the heterogeneity of the educational system. The identification of students with high achievement and good adaptation, alongside others with high achievement but high levels of conflict, as well as a group with low achievement but no significant behavioral problems, challenges simplistic interpretations that directly associate behavior and academic performance. This finding suggests that achievement may follow diverse trajectories and that not all students with academic difficulties present behavioral maladjustments, which has important implications for educational intervention. In line with Vera-Sagredo and Sáez-Delgado (2025), these results reinforce the need for systemic approaches that consider the interaction among multiple developmental dimensions.

Conclusions

In general terms, this study allowed for the analysis of the relationship between psychoeducational variables – causal attributions, school climate, resilience, and academic self-concept – and academic achievement in students from highly vulnerable contexts. The results show statistically significant associations, although of low magnitude, indicating that these variables contribute in a limited way to the explanation of school performance. However, their analysis made it possible to identify differentiated patterns of student functioning and heterogeneous profiles, showing that academic achievement responds to complex configurations of individual and contextual factors.

Among the main limitations of the study are its cross-sectional design, which prevents the establishment of causal relationships; the use of self-report instruments, which may introduce perceptual bias; and the low variance explained by the predictive models, which suggests the absence of relevant variables, particularly of a structural and institutional nature. Likewise, the generalization of the results should be approached with caution due to the specific characteristics of the context analyzed.

As future directions, it is suggested to develop longitudinal studies that allow for the analysis of the evolution of these variables over time, to incorporate structural and school-related factors in order to improve the explanatory capacity of the models, and to deepen the analysis of student profiles and educational trajectories. Finally, the importance of guiding future interventions not only toward academic achievement but also toward strengthening academic self-concept, school climate, and adaptive attributions is emphasized, as key elements for learning in vulnerable contexts.

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Akademiniai pasiekimai pažeidžiamomis sąlygomis: atribucijų, mokyklos klimato, atsparumo ir akademinės savivokos vaidmuo

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Santrauka

Šiame tyrime analizuojami priežastinių atribucijų, mokyklos klimato, atsparumo, akademinės savivokos ir akademinių pasiekimų ryšiai tarp 4 391 pradinių klasių mokinio iš 57 mokyklų Čilėje, pasižymėjusio aukštais pažeidžiamumo indeksais. Tyrime taikytas kiekybinis, neeksperimentinis, koreliacinis, skerspjūvio tyrimo dizainas. Buvo naudojami validuoti instrumentai, o akademiniai pasiekimai vertinti pagal mokinių pažymių vidurkius.

Rezultatai parodė, kad mokiniai dažniausiai nurodė vidines atribucijas, teigiamai vertino mokyklos klimatą, pasižymėjo vidutiniu atsparumo lygiu ir teigiama akademine savivoka. Statistiškai reikšmingi skirtumai išryškėjo pagal lytį, klasės lygį ir kiek mažesniu mastu – specialiuosius ugdymosi poreikius, nors efektų dydžiai buvo nedideli.

Akademiniai pasiekimai buvo silpnai teigiamai susiję su vidinėmis atribucijomis, akademine savivoka ir teigiamu mokyklos klimato vertinimu, o su išorinėmis atribucijomis ir konfliktais mokykloje – neigiamai. Hierarchinė regresinė analizė parodė, kad psichoedukaciniai kintamieji turėjo minimalų indėlį – jie paaiškino iki 1,9 proc. akademinių pasiekimų dispersijos. Klasterinė analizė atskleidė heterogeniškus mokinių profilius, įskaitant aukštus pasiekimus demonstruojančius mokinius, pasižyminčius skirtingu elgesio prisitaikymo lygiu, ir žemų pasiekimų grupę, kuriai nebūtinai buvo būdingi elgesio sunkumai. Akademinių pasiekimų labai pažeidžiamomis sąlygomis vertinimui įtakos turi daugybė veiksnių, o psichoedukaciniai kintamieji turi ribotą aiškinamąją reikšmę. Tai pabrėžia platesnių struktūrinių ir kontekstinių veiksnių svarbą.

Esminiai žodžiai: *akademiniai pasiekimai, priežastinės atribucijos, mokyklos bendruomenės santykiai, akademinis atsparumas, akademinė savivoka, ugdymosi pažeidžiamumas.*

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