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Nota di contenuto	PART I: Introduction - Inspiration - Insights -- Chapter 1. Leading Assumptions -- Chapter 2. Empirical Insights: Something About What We Know -- PART II: Socialisation & The Development of Psychosocial Resources -- Chapter 3. The Family: Familial Influence -- Chapter 4. Community: Community Orientation -- Chapter 5. Religion: Religiosity -- Chapter 6. Education: Educational Aspiration -- Chapter 7. Occupation: Occupational Aspiration -- PART III: Intergenerational Experiences in Education & Socioeconomic Domains -- Chapter 8. Low-High Educational Attainment & Socioeconomic Progression -- Chapter 9. High-High Educational Attainment & Socioeconomic Progression -- Chapter 10. Low-Low Educational Attainment & Socioeconomic Progression -- Chapter 11. Lack of Educational Attainment & Socioeconomic Progression -- PART IV: Observations & Conclusions --

Chapter 12. Trajectories of Experiences & Outcomes -- Chapter 13.  
Some Important Conclusions & Recommendations -- Chapter 14.  
Afterword.

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Sommario/riassunto

This book explores a range of psychosocial resources, and discusses them in relation to lived experiences and outcomes in educational and socioeconomic domains. It offers close insights into the complex relationship between psychosocial resources, such as familial influence, religiosity, aspirations, and socioeconomic progression in Britain. This is achieved by exploring the lived experiences of a sample group of Caribbeans, one of Britain's most internally diverse but discernibly disadvantaged social groups. Detailed accounts of the participants' experiences are offered to provide insights to a wide range of stakeholders in education. Teachers, behaviour specialists, parents, policy advocates, psychologists, social researchers, social justice warriors and lay people will all benefit from this empirically informed perspective on psychosocial resources and their implications for educational attainment and socioeconomic progress. The book implores the reader to appreciate more fully how psychosocial resources play out in outcomes of achievement and progression, and how such outcomes may be improved among members of some disadvantaged social groups. It will be an invaluable resource for students, researchers, and educators in the fields of Education, Sociology, and Psychology.

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