

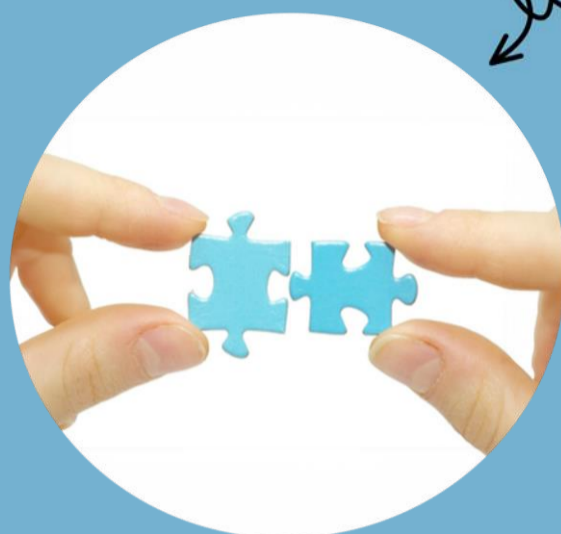
Educational policies and academic performance in Latin America

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Objective

Understanding the Influence of Educational Policies on the Academic Performance of High School Students in Latin America.



Methodology

The study was developed within the positivist paradigm. It was classified as correlational. A sample of 100 teachers from various countries, including Chile, Peru, Ecuador, Colombia, and Venezuela, was used, with an equal distribution of 20 participants per country.



Results

The Spearman correlation coefficient for educational policies and academic performance is 0.619. The statistical significance for the P-value was 0.000. This value indicates that the correlation is significant at the 0.05 level.



Conclusions

Educational policies play an important role in students' academic performance, showing that countries with stronger educational policies also exhibit higher academic achievement.

