

ACADEMIC ACHIEVEMENT AND SOCIOECONOMIC DISADVANTAGES IN CHILDREN WHO ATTEND THE MUNICIPALS SCHOOL IN THE CITY OF CORDOBA, ARGENTINA.

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Background: The social context and the socioeconomic circumstances in which children grow determines a differential access to physical and social environments that provide them the stimulation, support and care necessary for their adequate development. This can affect their educational achievement, with long term consequences.

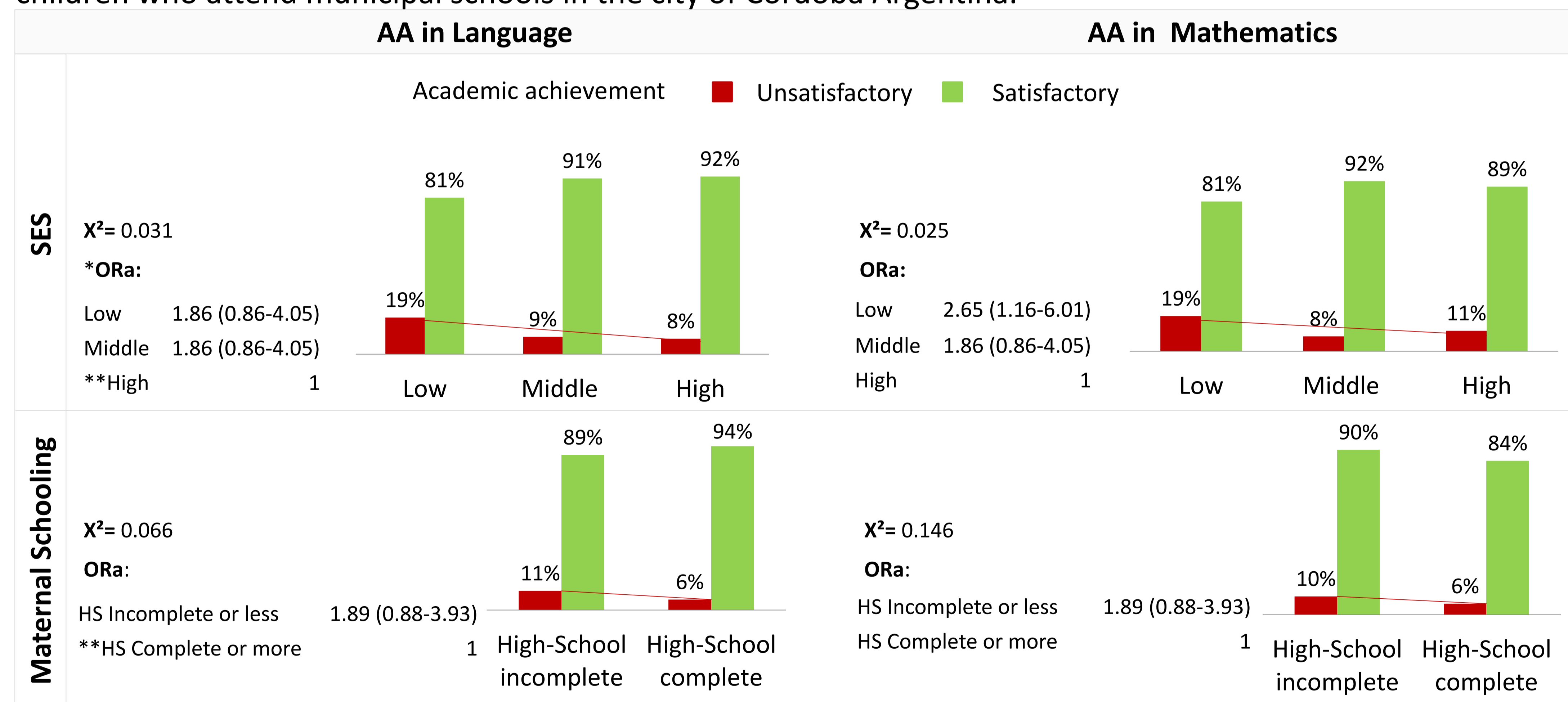
Objetives: To examine disparities in academic achievement by socioeconomic characteristics in children who attend municipal public schools in the city of Córdoba-Argentina.

Methods:

- Cross-sectional study in a sample of 494 schoolchildren of 9-10 years old.
- Children self-reported socioeconomic status (SES) through the Family Affluence Scale.
- Mothers reported their level of schooling.
- The academic achievement (AA) was established by final grades in Language and Mathematics obtained from school records. Grades were grouped into Unsatisfactory (UAA) vs Satisfactory academic achievement (SAA).
- Adjusted odds ratios (OR) for UAA and its 95% confidence intervals were calculated using logistic regression analysis adjusted by sex.

Results: There were equal proportion of boys and girls. Fourteen percent reported low SES and 35% high. Mothers of 65% of the children report incomplete high school or less. Schoolchildren in low SES were more likely to have UAA in Language and Mathematics. UAA in both subjects was more frequently among children whose mothers were in the lower level of education, although this difference was not statistically significant.

Fig.1: Distribution of frequencies of academic achievement by socioeconomic status and maternal schooling in children who attend municipal schools in the city of Cordoba Argentina.



*ORa: Sex-adjusted odds ratios, NSE odds ratios and maternal schooling adjusted for age and sex. Multivariate logistic regression model.

**Category of reference

Conclusions: A higher frequency of Unsatisfactory academic achievement in children from disadvantaged social groups seems to confirm social inequalities. To reduce inequities could have an impact on children's academic achievement. The use of school record scores to determine children's ability in Language and Mathematics can introduce information bias that lead to underestimate the association between the studied variables.