

Determining Variables in Mathematics Performance According to Gender in Mexican Elementary School

Authors : Nora Gavira Duron, Cinthya Moreda Gonzalez-Ortega, Reyna Susana Garcia Ruiz

Abstract : This paper objective is to analyze the mathematics performance in the Learning Evaluation National Plan (PLANEA for its Spanish initials: Plan Nacional para la Evaluación de los Aprendizajes), applied to Mexican students who are enrolled in the last elementary-school year over the 2017-2018 academic year. Such test was conducted nationwide in 3,573 schools, using a sample of 108,083 students, whose average in mathematics, on a scale of 0 to 100, was 45.6 points. 75% of the sample analyzed did not reach the sufficiency level (60 points). It should be noted that only 2% got a 90 or higher score result. The performance is analyzed while considering whether there are differences in gender, marginalization level, public or private school enrollment, parents' academic background, and living-with-parents situation. Likewise, this variable impact (among other variables) on school performance by gender is evaluated, considering multivariate logistic (Logit) regression analysis. The results show there are no significant differences in mathematics performance regarding gender in elementary school; nevertheless, the impact exerted by mothers who studied at least high school is of great relevance for students, particularly for girls. Other determining variables are students' resilience, their parents' economic status, and the fact they attend private schools, strengthened by the mother's education.

Keywords : multivariate regression analysis, academic performance, learning evaluation, mathematics result per gender

Conference Title : ICFGS 2020 : International Conference on Feminism and Gender Studies

Conference Location : Barcelona, Spain

Conference Dates : December 17-18, 2020