

DIFFERENTIAL IMPACT OF SCHOOL SEGREGATION IN THE PERFORMANCE OF NATIVE AND NON-NATIVE STUDENTS IN SPAIN

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INTRODUCTION 1

SCHOOL SEGREGATION → Unequal distribution of students in schools according to personal or social characteristics that influence their performance.

OBJECTIVE → Know how socioeconomic and by origin segregation affects the performance of native and non-native students in mathematics, language and science.

MATERIALS AND METHODS 2

DATABASE → **PISA 2015** Programme for International Student Assessment in reading, mathematics and science.

MUESTRA → **6.577** STUDENTS

- VARIABLES** →
- **SELECTION** Nationality (Native and non-native).
 - **CONTROL** Socioeconomic and cultural situation and sex.
 - **DEPENDENT** Performance in reading, science and maths.
 - **EXPLANATORY** Magnitude of segregation at each centre according to origin and socioeconomic level.

ANALYSIS → Two-layer multilevel models (student and school) and percent of variance in academic performance.

RESULTS 3

3.1 · 3.2 · 3.3

3.1 PERFORMANCE IN MATHEMATICS

- **SCHOOL SEGREGATION INFLUENCES PERFORMANCE**
- Significant socioeconomic segregation → Explains the 15.7% variance.
- Segregation by origin but with lower variance (4.9%).
- The contribution of both variables is significant → Explains the 19.6% variance.

NON-NATIVE →
NATIVE →

School segregation for socioeconomic and origin causes, as well as the combination of both, contribute significantly.

3.2 READING PERFORMANCE

- NON-NATIVE** →
- Sex and socioeconomic status have a significant impact.
 - The percentage of change in reading performance due to socioeconomic segregation is 8.4%

- NATIVE** → **SCHOOL SEGREGATION**
- For significant socioeconomic reasons (8.4% of the variance).
 - Due to origin significant (7.7% of variance).

3.3 PERFORMANCE IN SCIENCE

HIGH IMPACT OF SOCIOECONOMIC SEGREGATION ON NATIVES AND NON-NATIVES

- NON-NATIVE** → 10.4% of school performance variance.
NATIVE → 9.7% of school performance variance.

4 CONCLUSIONS

Segregation by national origin only affects non-native students' performance in Mathematics. The influence exerted by socioeconomic segregation turns out to be significant in all three subjects, though.

Native students' performance in all three subjects is influenced by segregation according to socioeconomic level and, to a lesser extent, by segregation based on national origin.

Socioeconomic segregation has a stronger and more widespread influence than segregation by (national) origin for both groups. The issue requires setting urgent public educational policies in motion.

