

**Could socioeconomic conditions impact efficiency, efficacy, and effectiveness at the basic education level in the Brazilian municipalities?**

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## **Could socioeconomic conditions impact efficiency, efficacy, and effectiveness at the basic education level in the Brazilian municipalities?**

### **Introdução**

According to the World Bank (2018), education has a power that no other policy has, and it is improving the freedom, benefits and, a better life to society. In the last years, education's access has increased but with big disparity in the world, because of poverty, sociodemographic condition, and disability (World Bank, 2018). Thus, to solve this problem is necessary to improve the early learning, the outcomes and environment, and the education's equity (UNICEF 2017).

### **Problema de Pesquisa e Objetivo**

Therefore, to collaborate with the academic gap and the problems appointed, our research question is "Could socioeconomic conditions impact efficiency, efficacy, and effectiveness at the basic education level in the Brazilian municipalities?". To answer the question, we have analyzed the relationship between socioeconomic conditions with efficiency, efficacy, and effectiveness, at the basic education level in the São Paulo State, Brazil. To achieve our main purpose, we have done descriptive statistical analysis, correlation analysis, and 3 multiple linear regressions.

### **Fundamentação Teórica**

Theunissen et al. (2015) in your study about determinants in primary schools, developed in the Netherlands, appointed the sociodemographic factors as influencers in the dropout rate and efficiency in public schools. Supporting the previous study, Bastos et al. (2016) discuss how the expansion in primary school can collaborate with the education coverage, with the condition of having better quality in the school's action.

### **Metodologia**

Our first step was running a descriptive statistic to comprehend the distribution and variation of the sample, using the minimum, maximum, mean and standard deviation of each indicator (Fávero and Belfiore 2017). After, we have developed a correlation analysis, through the Pearson Coefficient, to recognize the relationship between the indicators and understand better your standards (Hair Jr. et al. 2010). Finally, we have run a multiple linear regression analysis to measure the possible explanation of the model by the indicators (Arthur et al. 2017).

### **Análise dos Resultados**

First, we have a public education inequality between the São Paulo State municipalities, with high values of standard deviation among GDP per capita, Average Stu/Tea (Pre.S), Average Dur. Per. (AI) and Approval Rate (AI) (Diaz 2012; Rocha et al. 2017). Second, we have shown a positive and significative correlation between having a better condition in the society or school and having better performance in efficiency, efficacy, and effectiveness in the public schools' municipalities in the São Paulo State (Fabrino et al. 2014; Pholphirul 2017).

### **Conclusão**

Socioeconomic conditions have a positive and significative impact in the efficiency, as urbanization rate and GDP per capita indicators, generating more duration in time of the elementary scholar period. In the end, we can answer our main question: "Could socioeconomic conditions impact efficiency, efficacy, and effectiveness at the basic education level in Brazilian municipalities?". A: Yes, but with more emphasis in the social condition with efficiency, efficacy, and effectiveness, and economic condition with efficiency.

### **Referências Bibliográficas**

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