

Review of: "Evaluating the Impact of Nutritional and Socioeconomic Factors on Cognitive and Academic Performance in age 6-13 years"

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Potential competing interests: No potential competing interests to declare.

Considerations to the article:

Summary:

Provides a summary of the article, informing about the study's objectives, procedures, and most notable results.

Introduction:

They are analyzed to substantiate the concepts that integrate the work variables, such as: nutritional status, economic situation, cognitive and academic performance. However, cognitive performance is poorly specified and, as will be seen later, is not included in the work. If so, academic performance must be clarified and well specified.

Methodology:

With respect to the methodology, the following considerations must be observed:

First. - Clearly specify the population from which the sample is drawn.

Second. - Detail the sampling strata in a table.

Third. - Include sampling error and significance level.

Room. - In the statistical analysis, the procedures must be included, both in descriptive and inferential statistics, and justify why these calculations are used, and, in addition, include the program and version of SPSS used.

Results :

They are well obtained, and there is agreement between what the calculations show and the interpretations made.

Discussion:

The discussion can include the conclusions or express these, and then the discussion of them, which would be advisable to expand with a greater abundance of references, since this is a field that has an extensive literature at an international level.

Cognitive abilities are based on skills that make our brain pay attention, concentrate, memorize, use speech, read, reason, understand, and learn.

When determining academic performance, the result in reading and mathematics is included, but to determine cognitive performance, some tests should be included that indicate the level at which cognitive skills were achieved, such as memory or reasoning, for example.

The degree level could also be included as a cognitive level; in this case, the competencies that refer to cognitive performance at that academic level should be specified.