05:00-04:30

My name is Pamela Inostroza, and the name of my thesis is Profiles of tolerance and respect for gender equality among youth. A comparison across countries using Latent Class Analysis.

* Outline

The presentation is summarized in five points, introduction, description of the data that I am using, the methods, results and further analysis that could be done.

* Introduction

04:30-04:15

My research questions are based on identify which profiles of attitude towards gender equality can be found in students in different countries, if these profiles are comparable across countries and which factors are associated with this profile membership.

* Data

04:15-03:55

The data that I am using is from the international civic and citizenship education study from the year 2016, population are 8th grade students, and the study has a complex sample and assessment design.

03:55-03:35

The focus of my study is in four countries, two from Europe and two from South America and I'm using four items from the attitudes towards gender equality scale that use agreement response type, two of these items are inverse coded.

* Method

03:35-02:55

The methods that I'm using are Latent class analysis where I can directly access the theory that distinctive groups of people share a specific attitude.

The multi group analysis is needed to compare the different profiles across groups. From the different levels of homogeneity, a partial homogeneity is enough to be able to compare countries in my case.

Finally, the logistic regression will be used to identify what characteristics of students are more likely to be classified in a specific class, using as response variable the class membership, many explanatory variables can be studied.

* Results

02:55-02:20

The results so far are that two classes are identified as interesting to interpret, the first one called **fully egalitarian** is where students are more likely to agree to all items and the **competition driving sexism** class where the students are more likely to disagree to gender competitive items.

Regarding the comparability, partial homogeneity for all classes between countries in the same region was achieved and partial homogeneity for the two main classes between region was also achieved.

02:20-02:05

In the case of Europe, the 3-classes model has the best fit with 88% of the sample in the first class and 9% of the sample in the second class, 2% in the remaining class.

02:05-01:50

In the case of the South America model, the best fit is for the 4-class model with 78% of the sample in the first class and 14% in the second class, the remaining 6% is divided in two classes.

01:50-01:25

In the complete model with 3 classes, the European group maintain for the two main classes the same distribution of the sample size, same sample size in the first class for the South America model too, but the second class increased from 14% to 18%. The remaining class has 4 and 2% of the sample size of Europe and South America respectively.

* Further analysis

01:25-01:10

Further analysis is based on the characterization of these two classes. Analyzing for example, the school composition, civic knowledge, gender and socio economical background among others.

01:10-01:00

The logistic regression should be performed as a multi-level GLM, this way all the nested characteristic of the data will be accounted.

01:00-00:30

Some of the next steps that are possible to implement are: to check if more countries can be included in each group maintaining the partial homogeneity. Or maybe add new groups of countries, like Asia or Scandinavia with two countries each.

Also, could be checked if adding more items from the same scale could improve the model fit.

And finally, identify what are the main factors that influence the class membership.

* References

00:30-00:00

Thank you