

# **“Why do girls shoot higher than boys?”:** Individual and country-level predictors of the reversed gender gap in educational expectations

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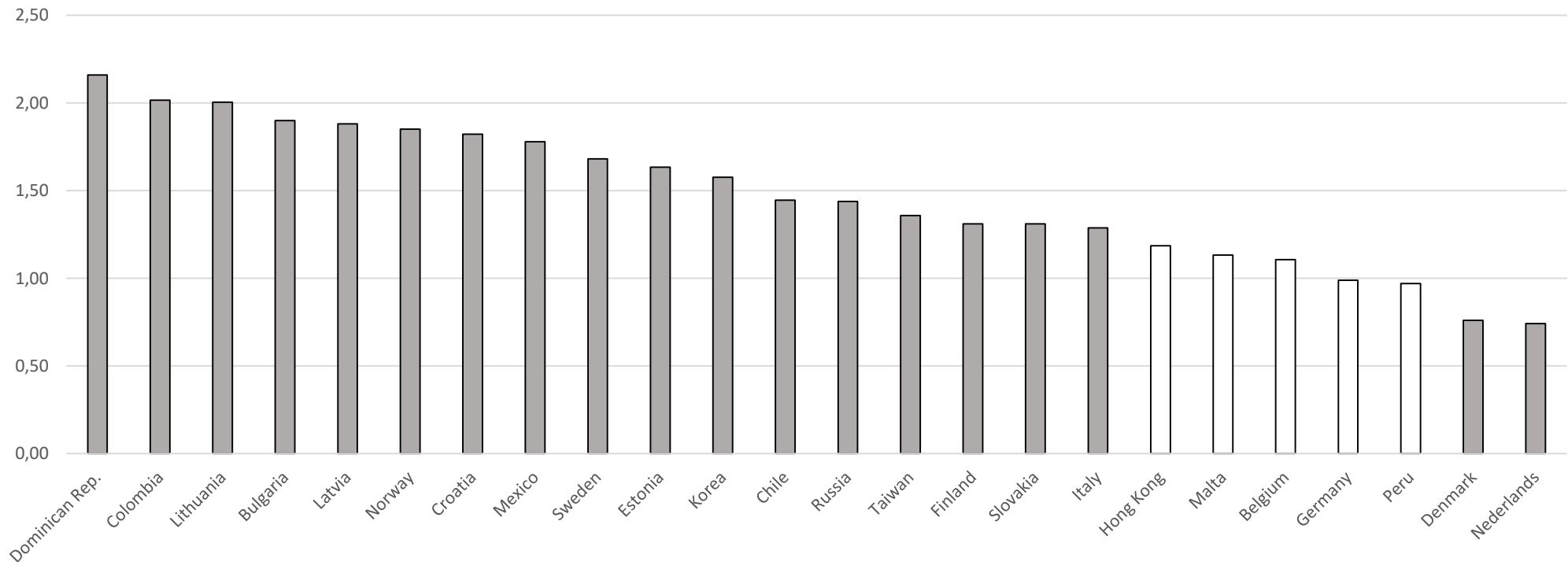
# Introduction

- Women are still left behind in different areas: Earning gaps, health, political knowledge, political participation, etc.
- In contrast, although gaps remain for some countries, “*the world has achieved the target of gender parity at all levels except tertiary education*” (UNESCO, 2017, p. 184).
- In educational expectations, girls surpass boys in most of the countries with available data with exceptions, such as Japan (Lauglo & Liu, 2018; McDaniel, 2010).



# Introduction

Figure 1. Odds ratio expecting to complete tertiary education for girls by country.



Note: Coefficients in odds ratio from logistic regressions. Individual gender attitudes and control variables are included: socioeconomic background, migrant status, age, perception of students' interaction at school). Grey bars represent significant coefficients and white bar non-significant coefficients ( $p < 0.05$ ).



# Macro-explanations

- Lauglo and Liu (2019) indicates that the gender disparity in educational expectations of higher education is moderated by gender disparities in years of schooling for children of school-entry age.
- McDaniel (2010) showed that national gender-attitudes shapes educational expectations for completing college of girls and boys differently.



# Micro-explanations

- Children internalize gender roles expectations in their gender ideology. And gender roles affect choices through preferences, competence beliefs and occupational values (van der Vleuten, 2016).
- At the individual level, ideologies are a pivotal psychosocial factor shaping strategies of action seen as possible (Swidler, 1986), and educational expectations are constrained aspirations.
- Individual gender ideology may moderate the relationship between gender and educational expectations as suggested by Davis and Pearce (2007).



# Aim

To understand the interplay of structural opportunities interact and students' gender ideology on explaining educational expectations.



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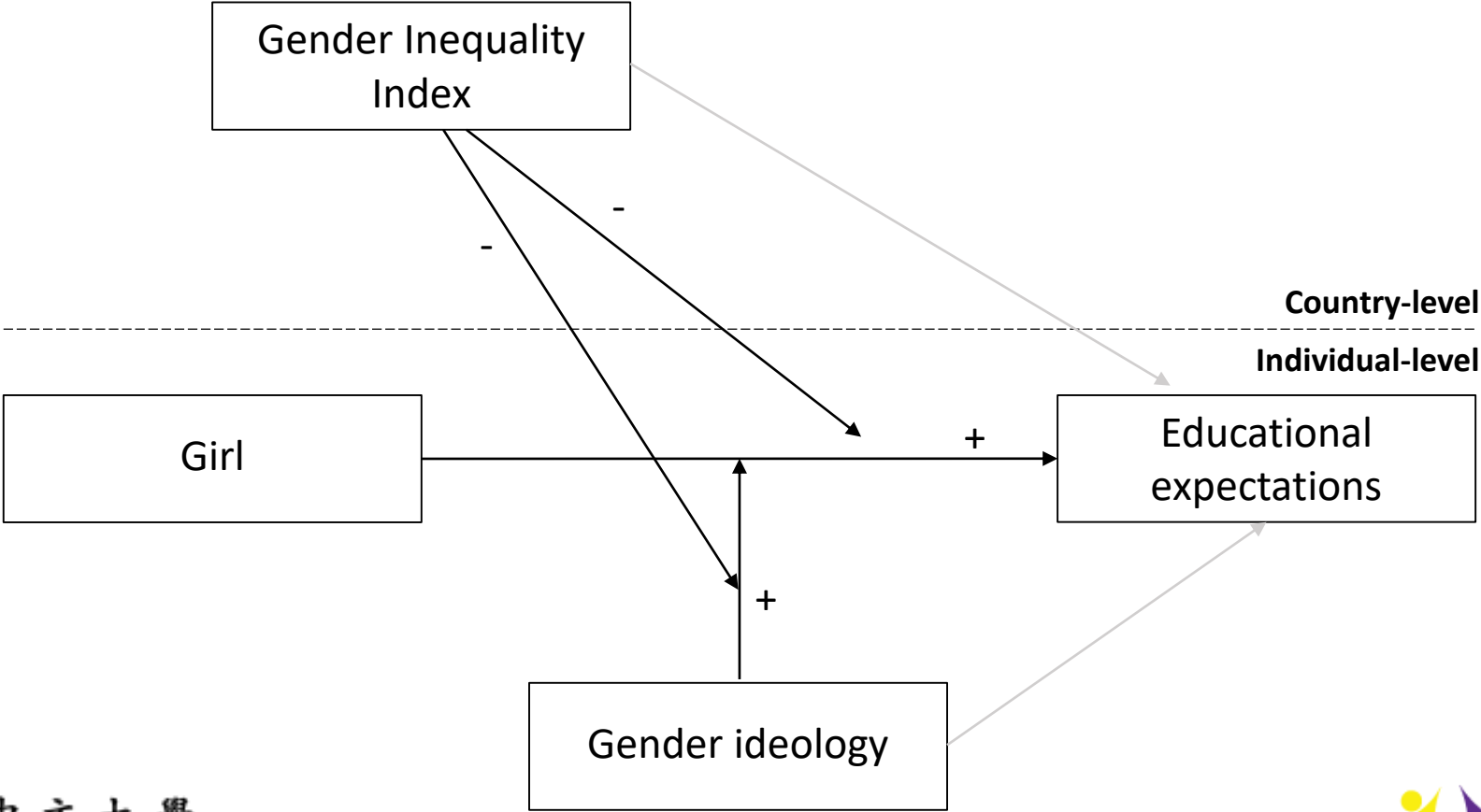
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# Macro-Micro interactions

- World Society explanation (Lauglo and Liu, 2019)
- Following the theory of culture as toolkit for making sense of actions (Swidler, 1986, 2001):
  - Unsettled times are characterized by the transition from workable habits to new ideas. Countries where gender inequality has been reduced could be characterized as settled times.
  - In unsettled times, ideologies but not habitus are the drivers of decision-making: *“In unstable, high-risk situations, people may seize on coherent ideologies, not because they deeply believe them but because they need some way to organize action when settled habit no longer suffices”* (Swidler, 2001: 170).
- Therefore, students’ gender ideology may play a stronger role in countries with higher levels of gender inequality.



# Theoretical Model





# Data and Methods

- 2016 International Civic and Citizenship Educational Study (Schulz, Carstens, Losito, & Fraillon, 2018).
- 79,906 8<sup>th</sup> and 9<sup>th</sup> graders from 24 countries.

**Dependent variable:** Expectation for completing college

*“What is the highest level of education you expect to complete?”*

(1 “College or above” and 0 “Lower than college”).



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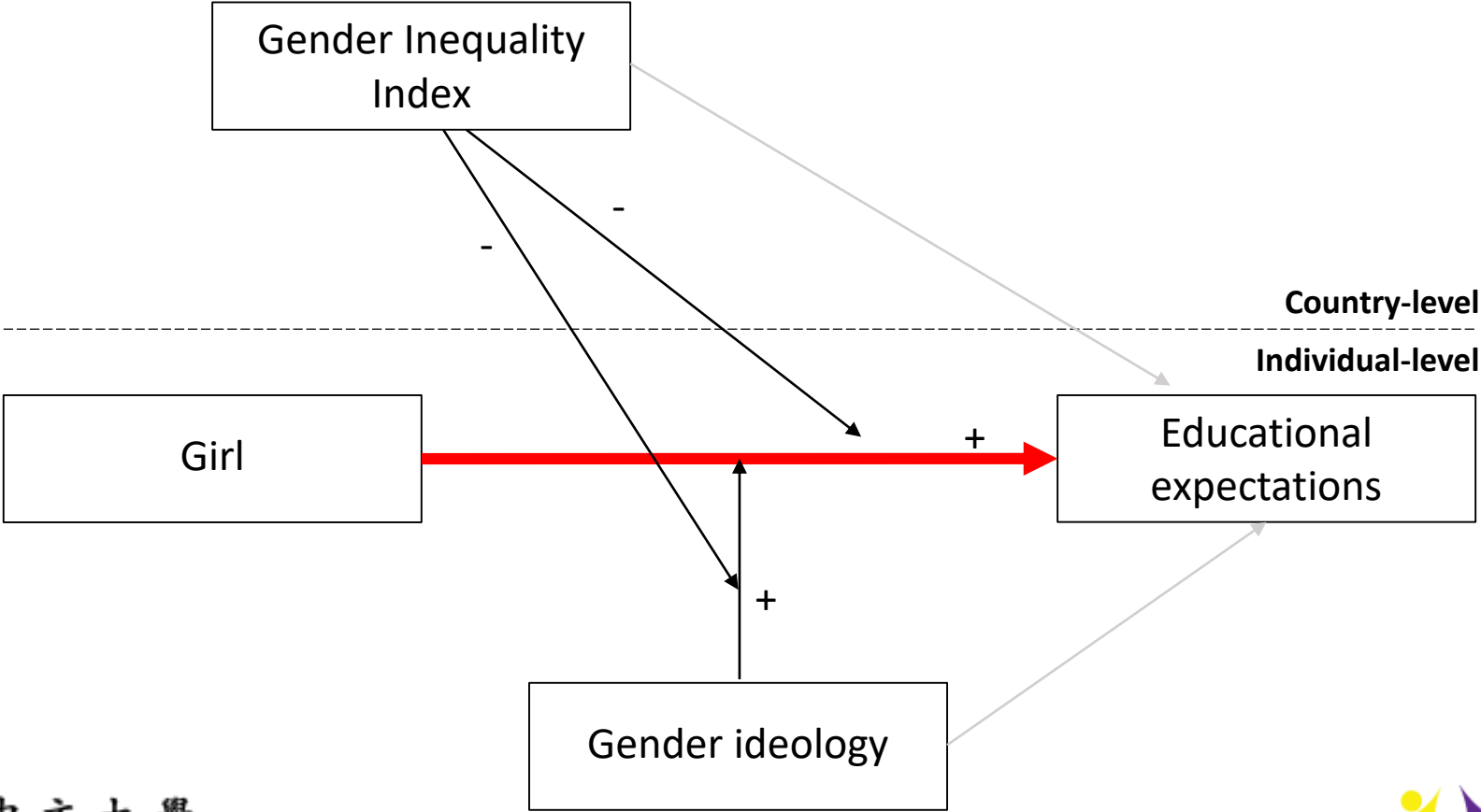
# Data and Methods

## Independent variables:

- *Students' gender* is measure in a binary variable (1 “girls” and 0 “boys”).
- *Gender ideology*\* is constructed by 6 items that reflect a students' endorsement of gender equality (Cronbach's alpha = 0.80). It ranges from 1 “Egalitarian ideology” to 4 “Less egalitarian ideology”.
- *Gender Inequality at country level*\* is measured by means of the 2016 Gender Parity Index (GPI) for gross enrollment ratio in tertiary education. It is the ratio of women to men enrolled at tertiary level in public and private schools.



# Results



# Results

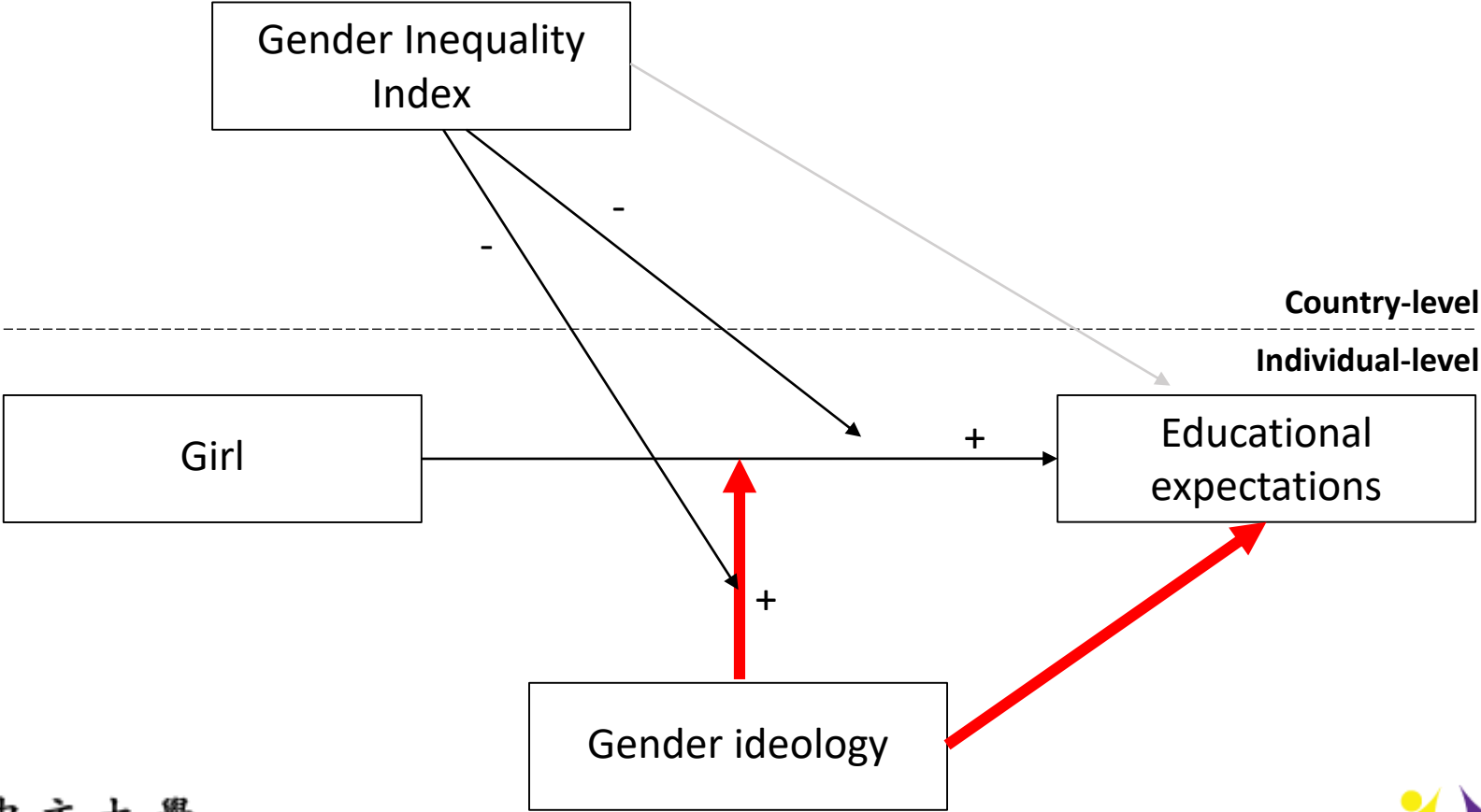
Table 1. Fixed and random effects logistic models for students-level hypotheses

	OR	OR	OR	OR	OR	OR	OR
Girls	<b>1.317***</b>	<b>1.459***</b>	<b>1.468***</b>	<b>1.494***</b>	<b>1.504***</b>	<b>1.458***</b>	<b>1.342***</b>
Student's Gender Ideology	2.471***	2.128***	2.076***	2.003***	1.951***	2.132***	2.058***
Girls X Student's Gender Ideology				1.155	1.162		1.028***
Country-level GII						1.033***	1.028***
Girls X Country-level GII							1.012*
Controls		YES	YES	YES	YES	YES	YES
Fixed or random effects	Random	Random	Fixed	Random	Fixed	Random	Random

Note: Weighted models. Standard errors not reported. \*\*\* p<0.001, \*\* p<0.01, \* p<0.05. In random effects, all variances and covariances distinctly estimated. Country-fixed effect models at clustered standard errors.



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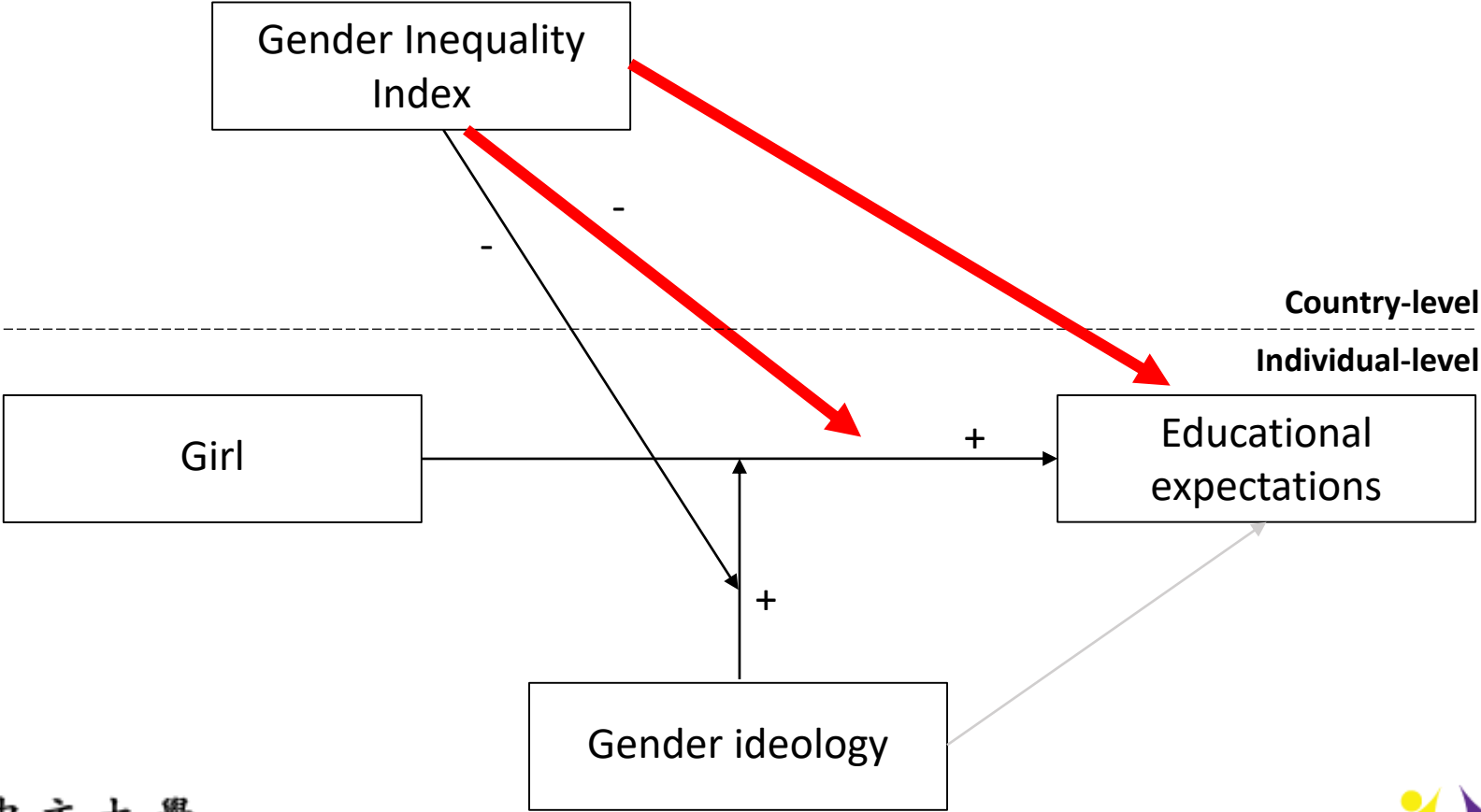


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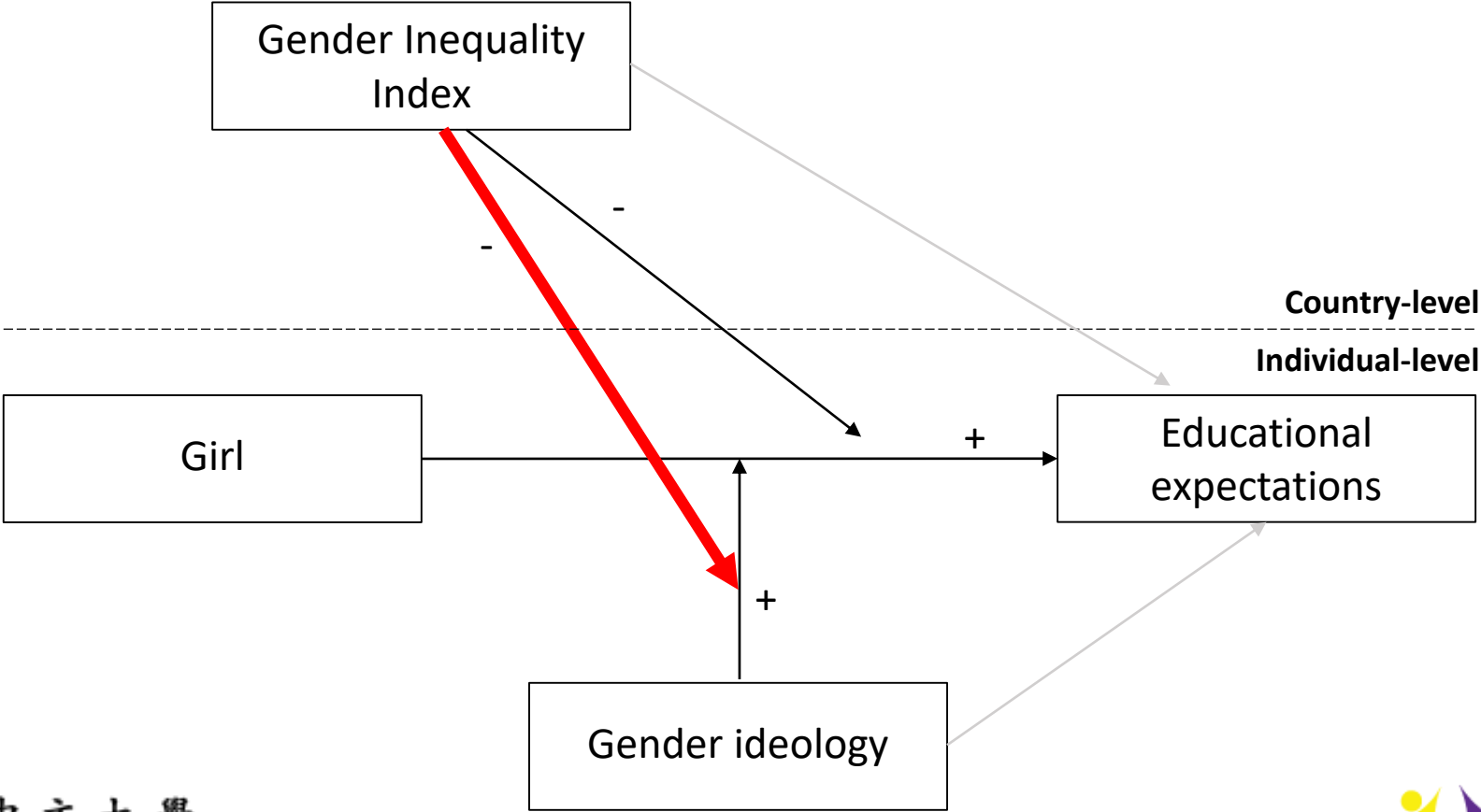
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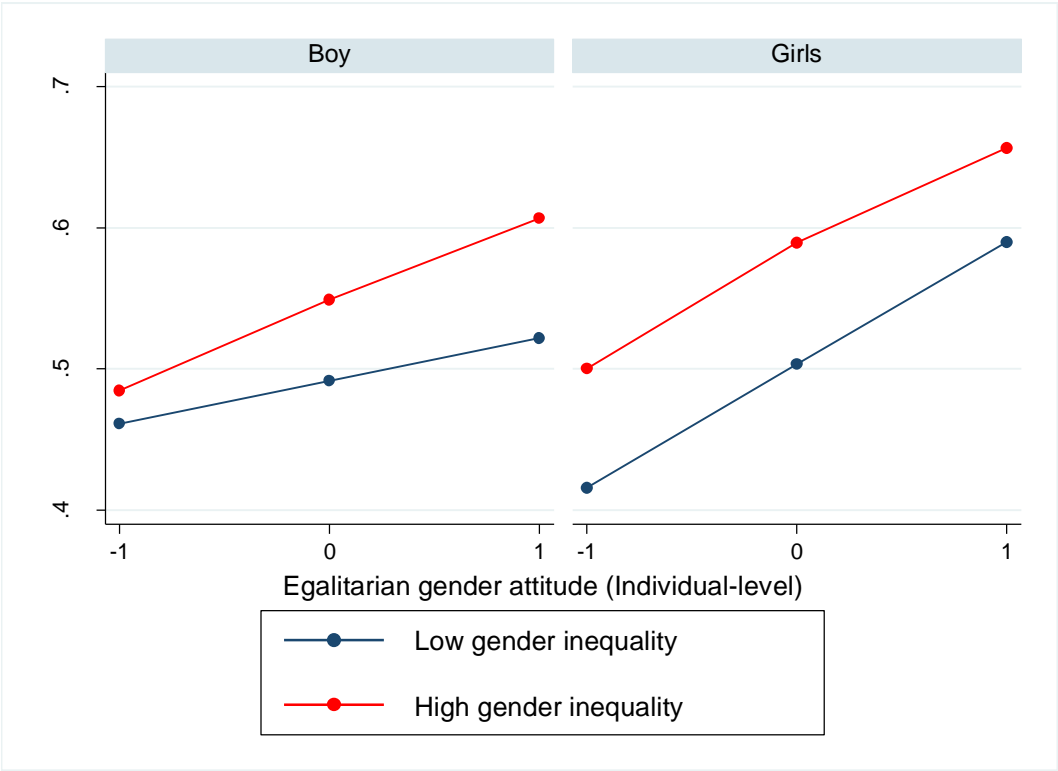


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Figure 1. Odds ratio expecting to complete tertiary education for girls and boys by country.



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# Conclusions

- Girls shoot higher than boys.
- In average, students gender ideology does not account for that gender gap.
- Countries with higher gender inequality tend to have a larger gender gap in favor of women.
- Inequal countries could be understood as unsettled contexts in the framework of culture-as-rationalization. However, ideology seems to play a role only in context of low gender inequality.
- The role of gender ideology is highlighted as one of the potential mechanisms reducing gender inequalities in countries with process of transformation.

