Effect of Gender and Socioeconomic Status on Math Score

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Abstract

This paper reveals **gender** and **socioeconomic status** influence academic achievement, especially **math scores**. Along the way, it turns out that **teacher experience** is positively related to math scores such that the more teaching experience teachers have, the higher math scores students get.

Keywords: math scores, gender, socioeconomic status, teacher experience

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Introduction and Overview

Guo et al. (2015) explore expectancy value in mathematics, gender and socioeconomic background as predictors of achievement. A multi-cohort study is used in the research (see Guo et al., 2015). Stoet and Geary (2018) connects math with gender equality. Some other researchers study a similar topic. (see Stoet & Geary, 2018). Quinn and Cooc (2015) take these topics further by creating a model that predicts science achievement gaps by gender and race.

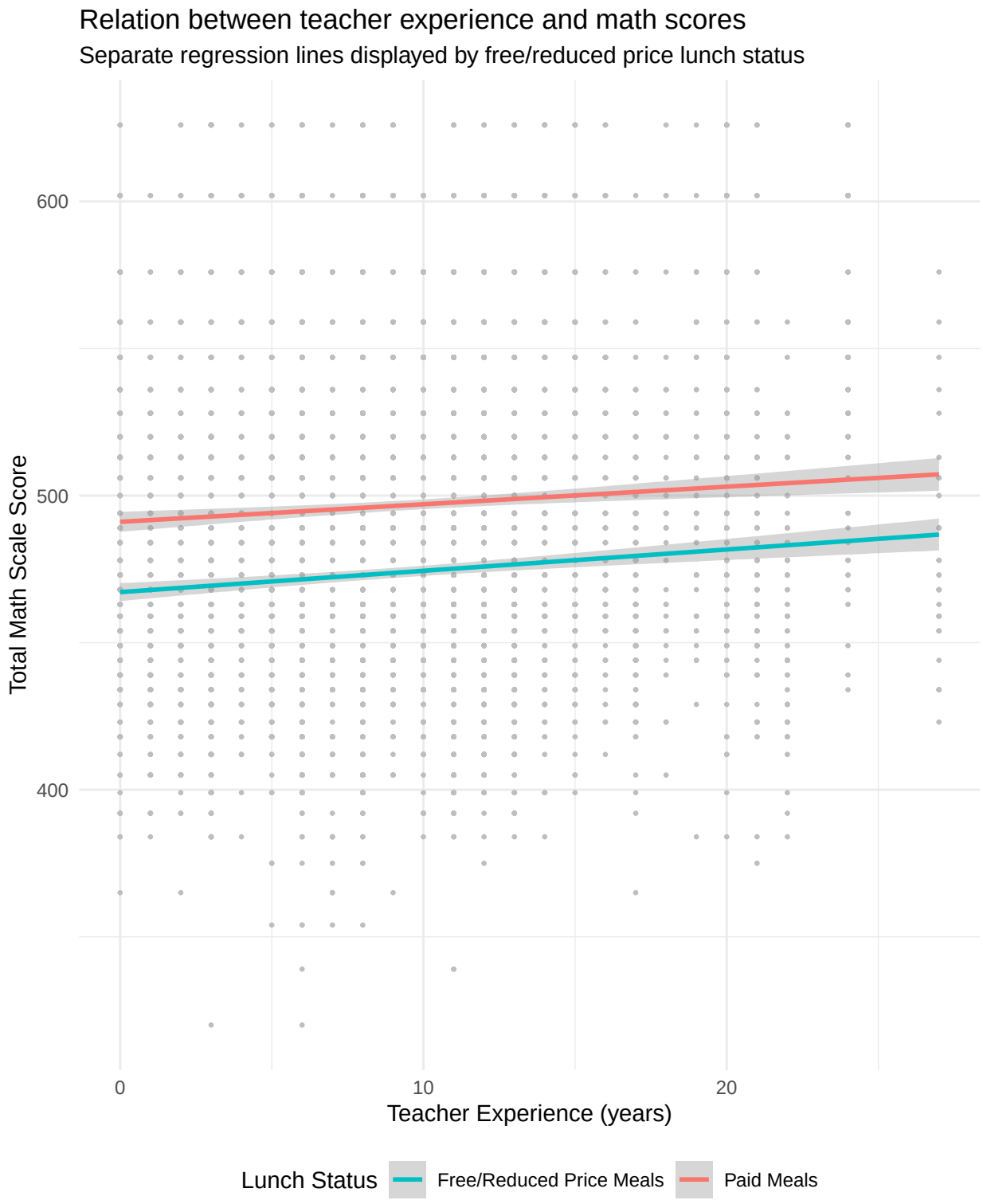
Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Data analysis

sex	frl	math_mean	math_sd	rdg_mean	rdg_sd
boy	no	492.85	46.34	441.46	32.32
boy	yes	469.87	46.09	425.38	26.63
girl	no	501.21	45.96	448.54	34.52
girl	yes	477.51	46.30	430.80	27.42

As we can see above, girls perform better than boys in both math and reading. Regardless of gender, students who do not receive free lunch get higher average scores in both math and reading than students who receive free lunch.



Teacher experience has a weak positive relationship with math scores and it is true for both free/reduced meal students and paid meal students.

References

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