

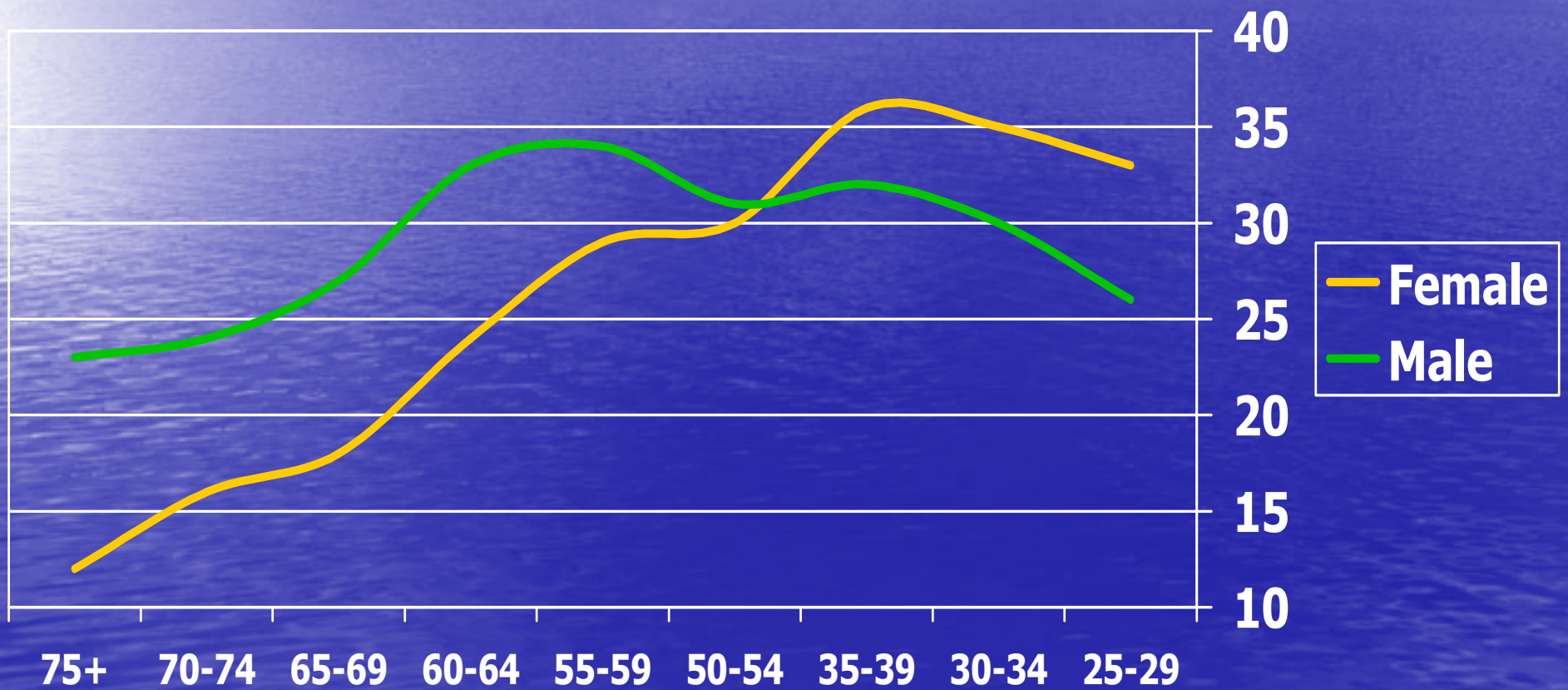
Do Socialization Differences Contribute to Gender Gaps in Achievement?

Jelani Mandara

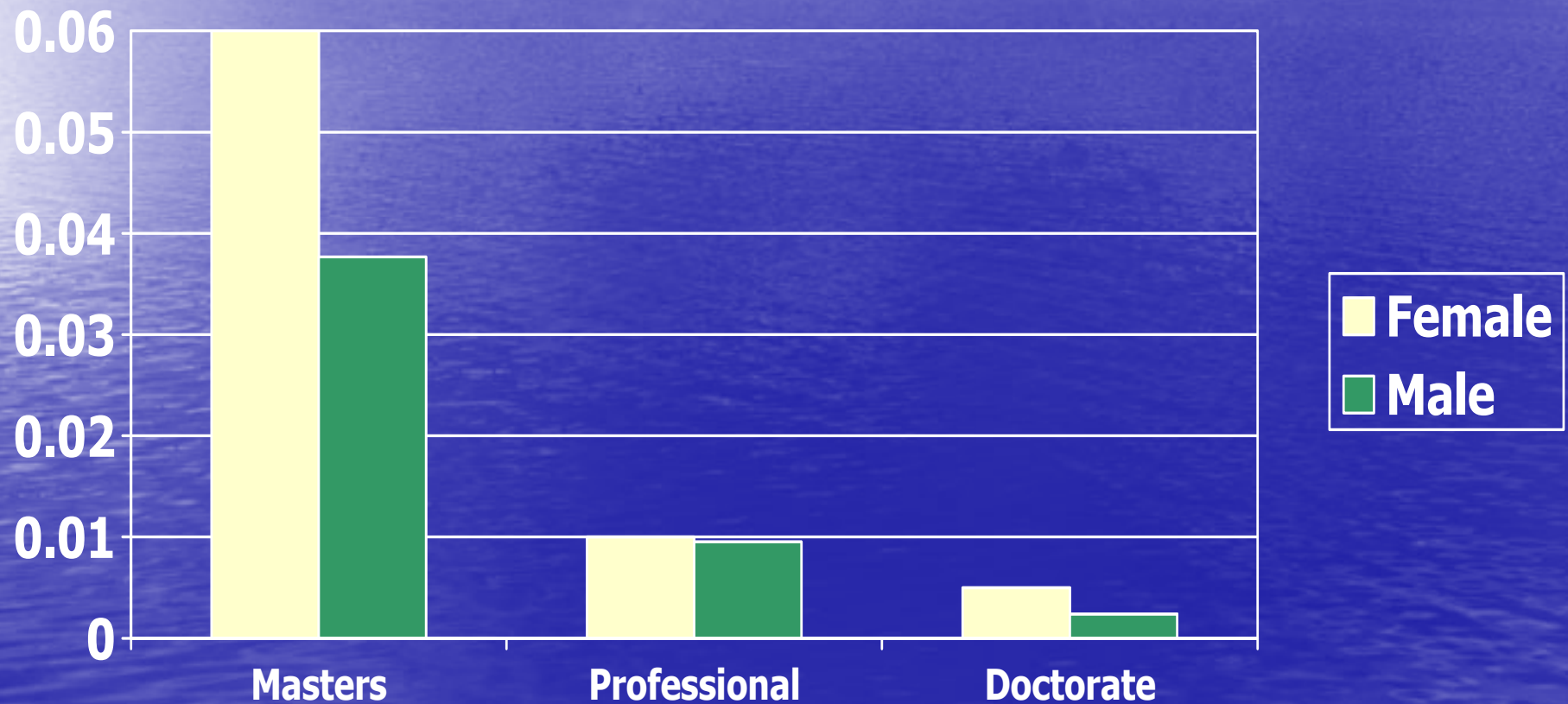
Human Development and Social Policy

Northwestern University

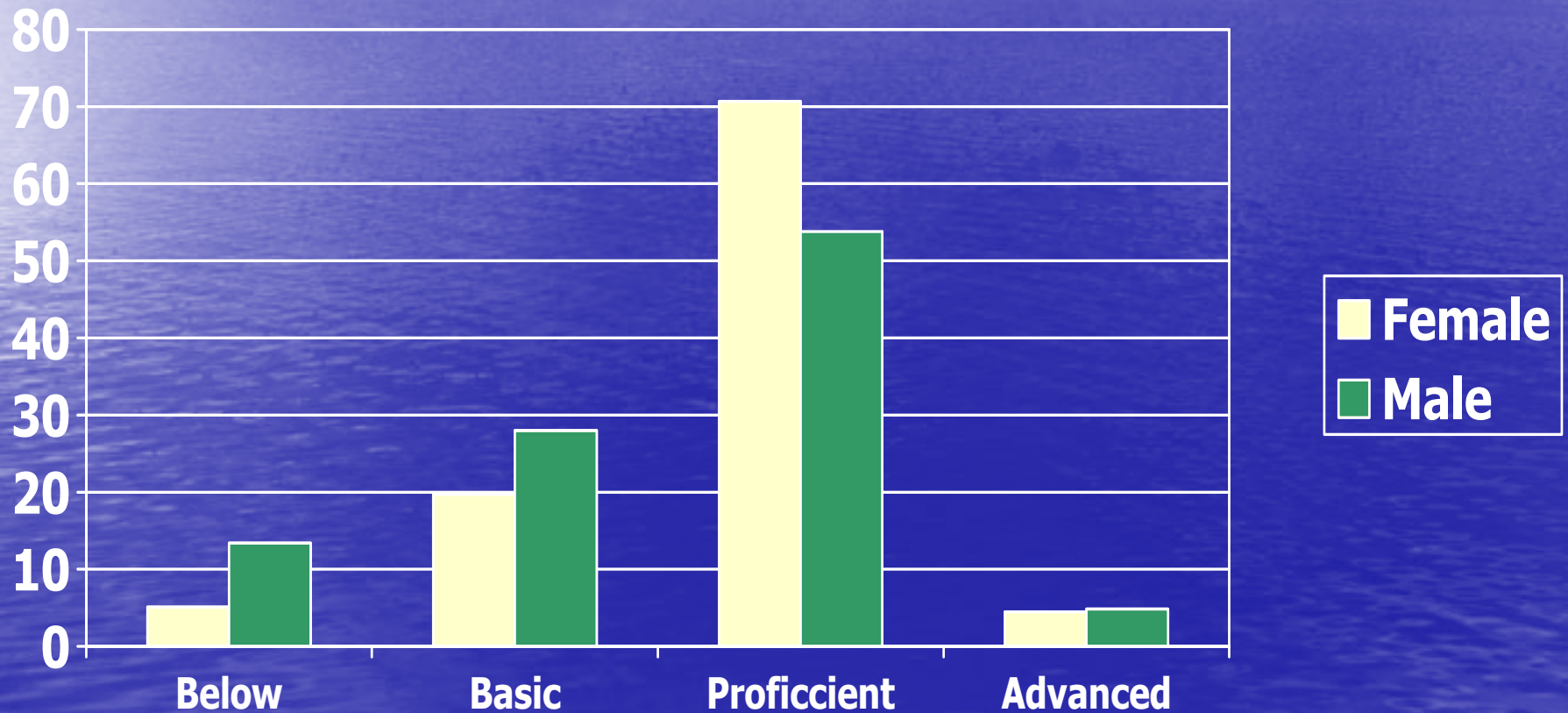
Percent of Americans With Bachelors Degree or Higher by Gender



Percent of Americans 25 to 29 With Advanced Degrees by Gender



Fayetteville District 11th Grade Literacy by Gender



A Few Possible Causes

1. Females are smarter and more equal opportunity has illustrated that.

A Few Possible Causes

1. Females are smarter and more equal opportunity has illustrated that.
2. The school environment is structured in a way that is more conducive to females' achievement.

A Few Possible Causes

1. Females are smarter and more equal opportunity has illustrated that.
2. The school environment is structured in a way that is more conducive to females' achievement.
3. Females are now socialized to be better students.

Conceptual Model

Academic
Achievement

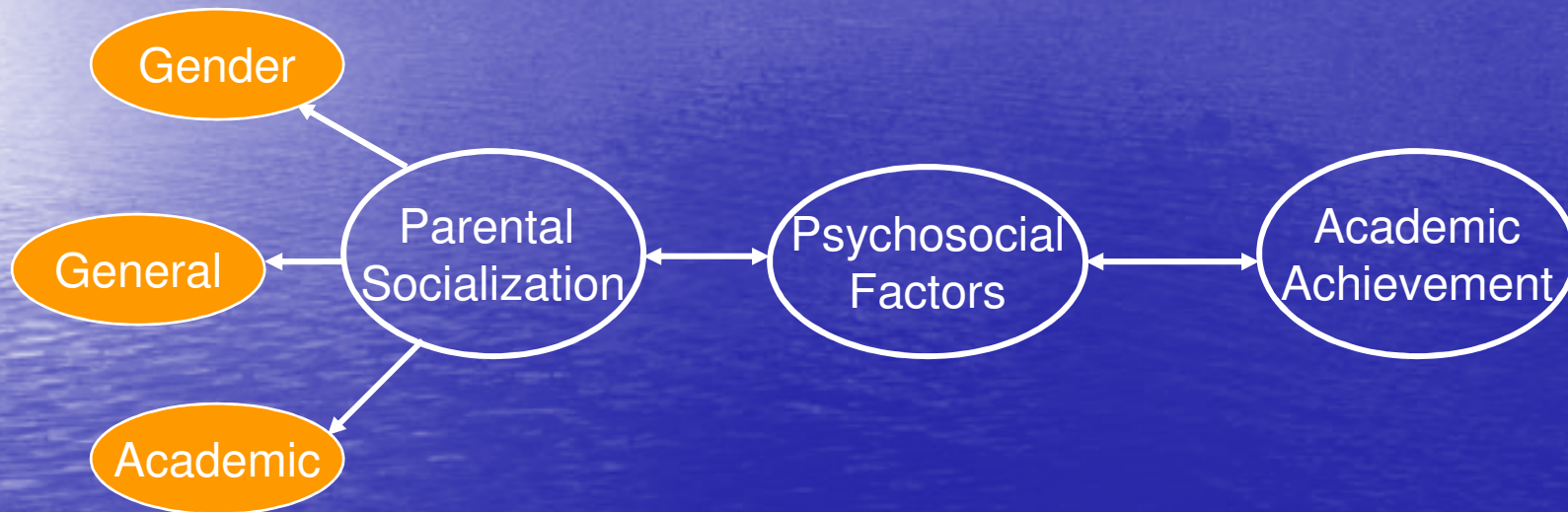
Conceptual Model



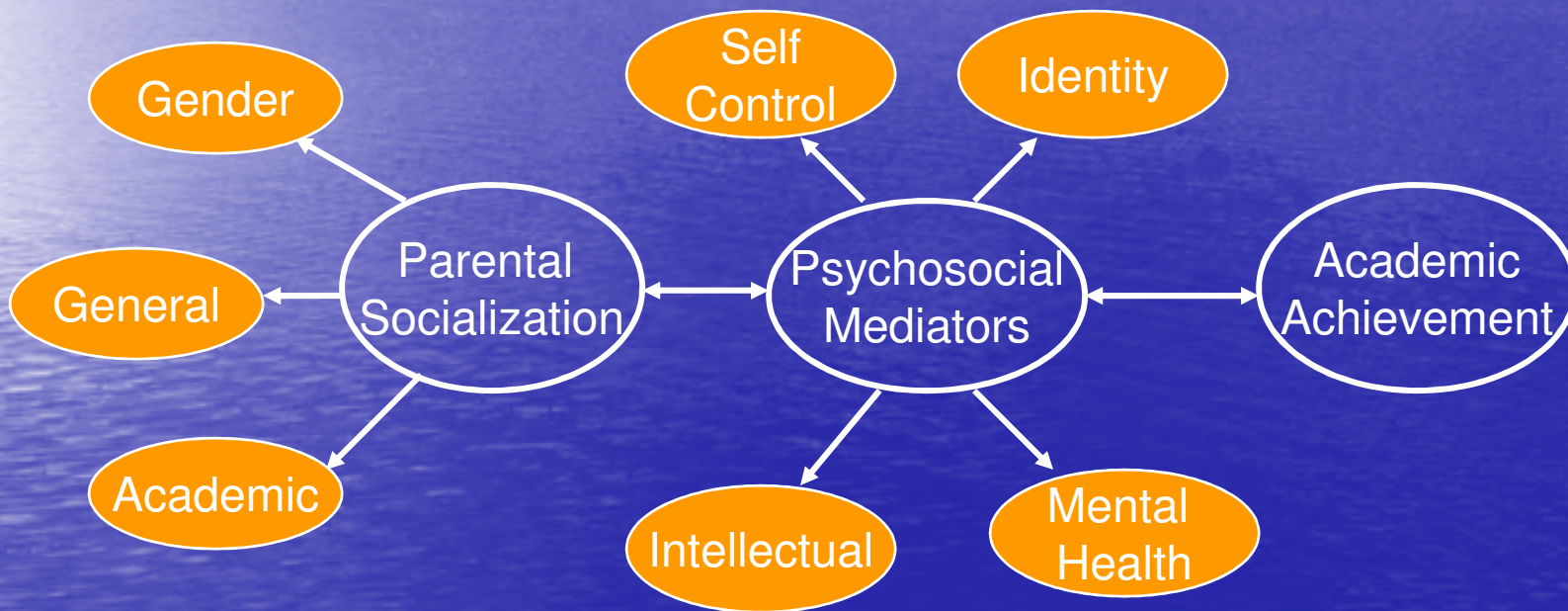
Conceptual Model



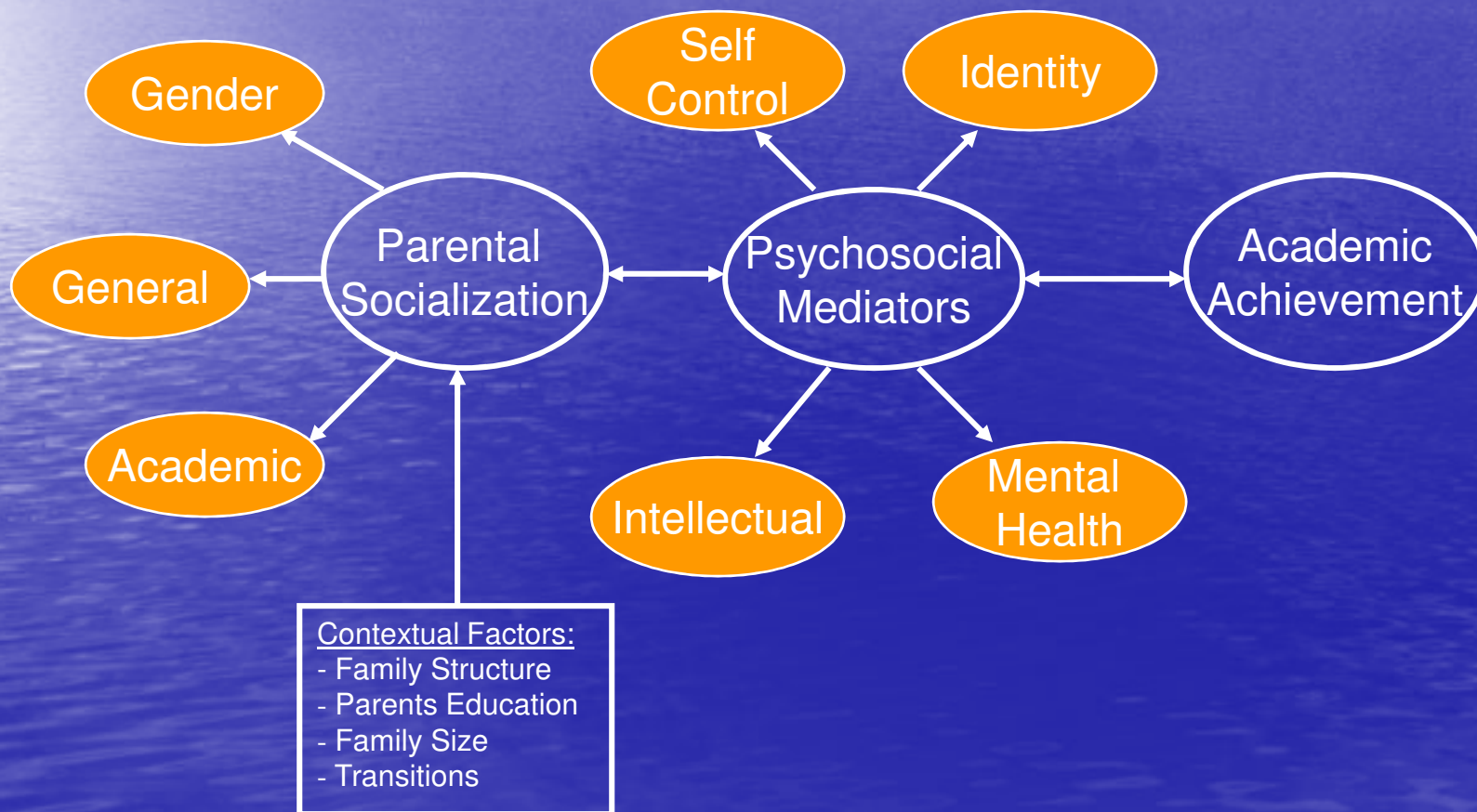
Conceptual Model



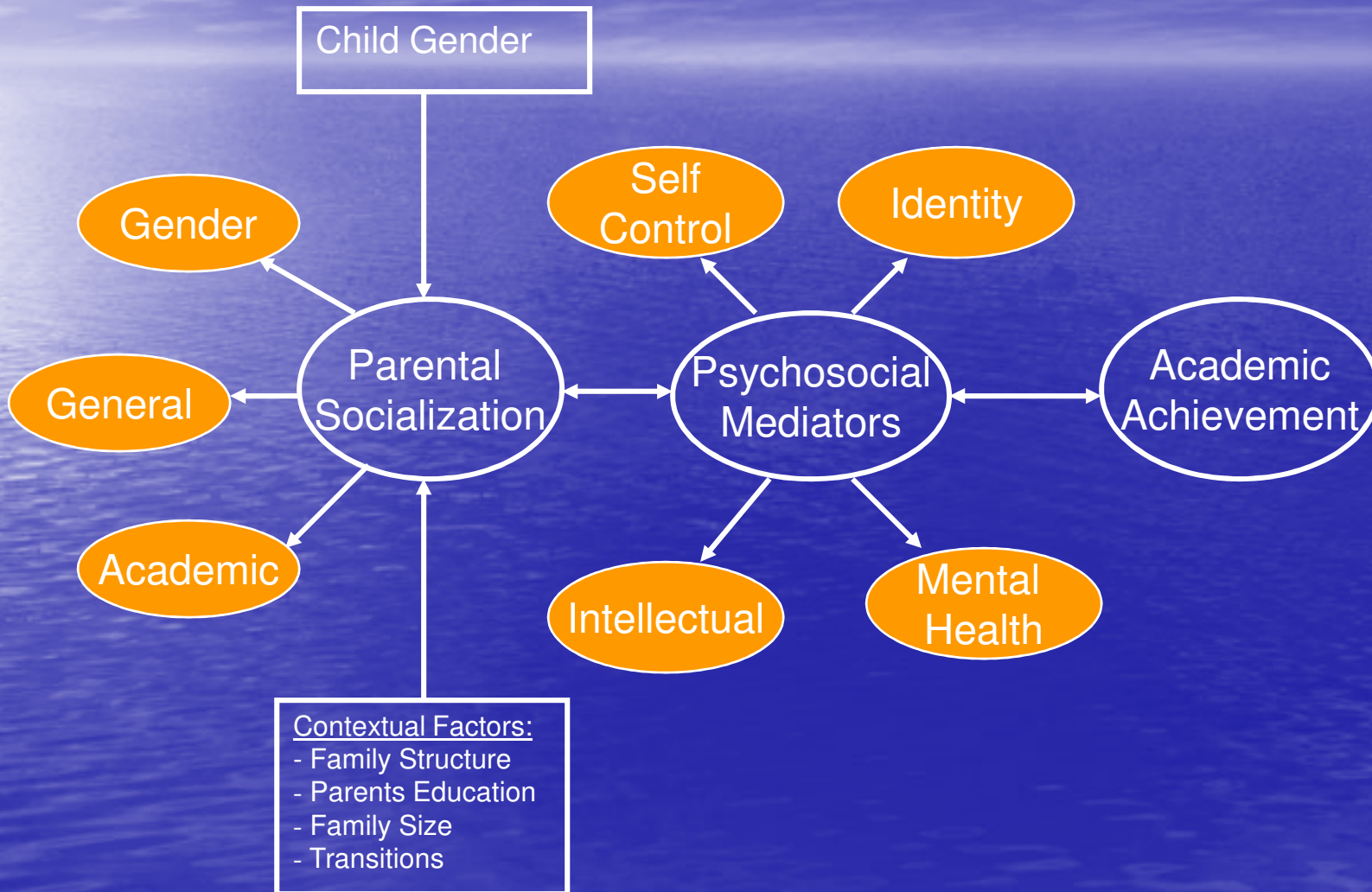
Conceptual Model



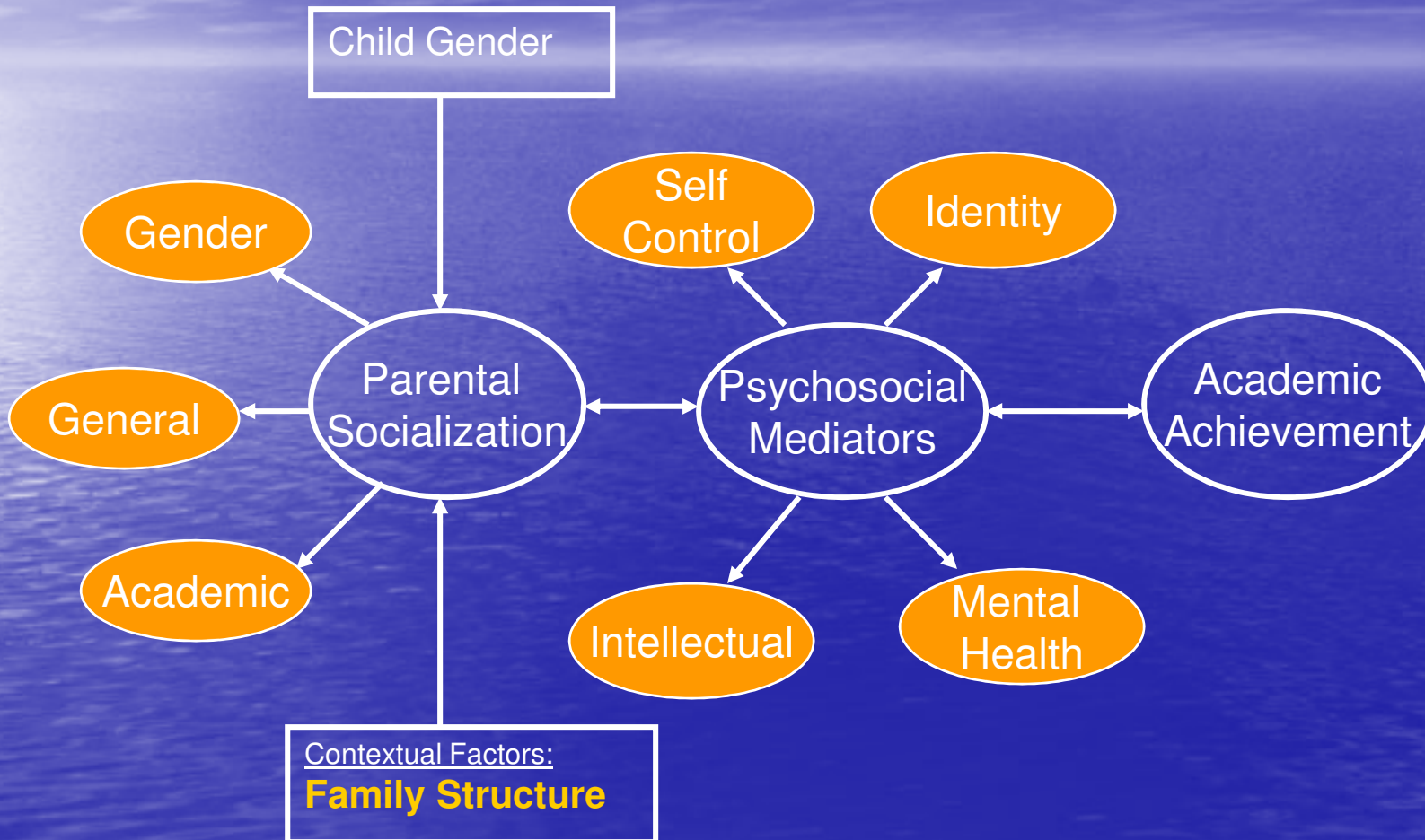
Conceptual Model

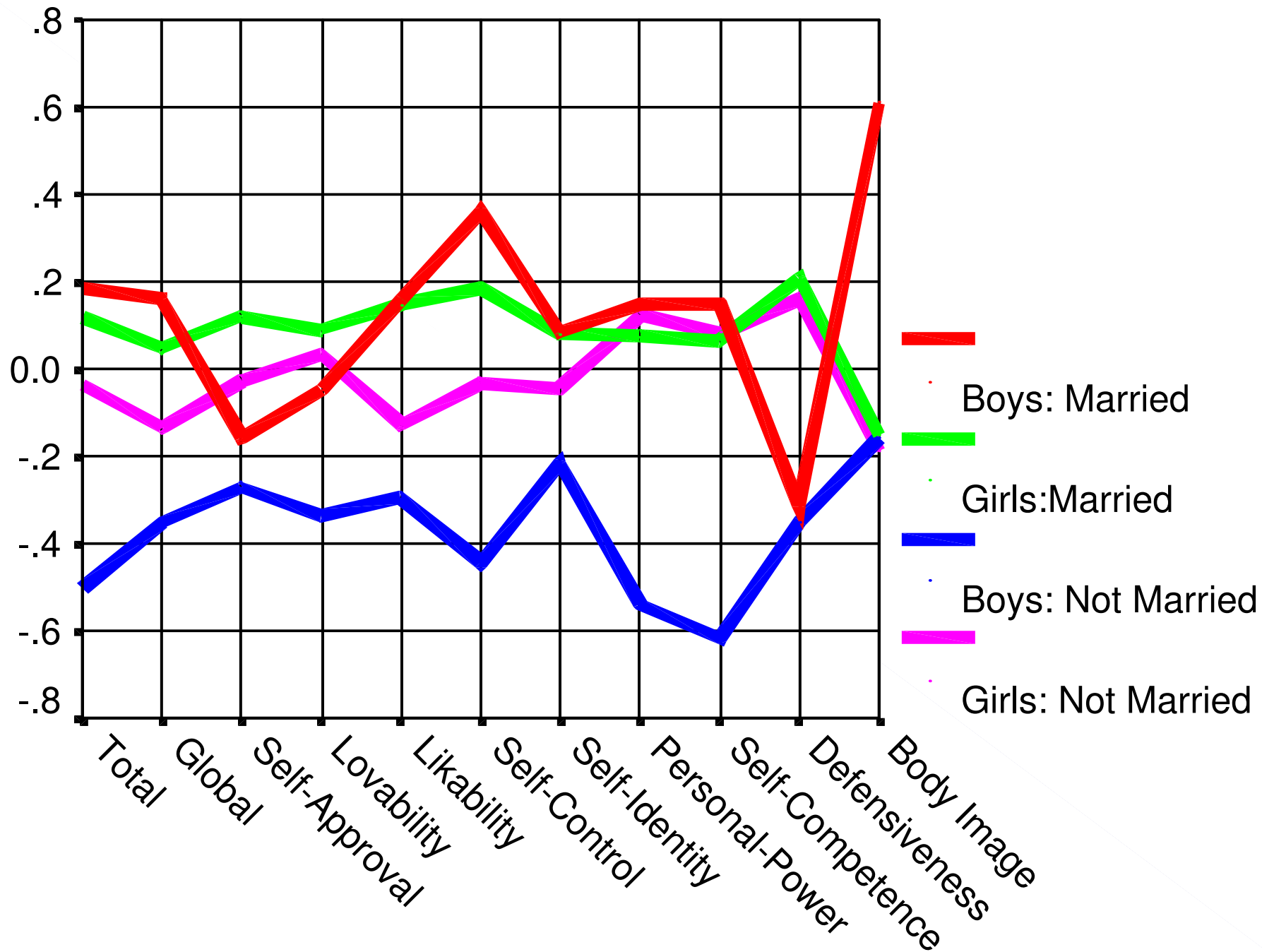


Conceptual Model



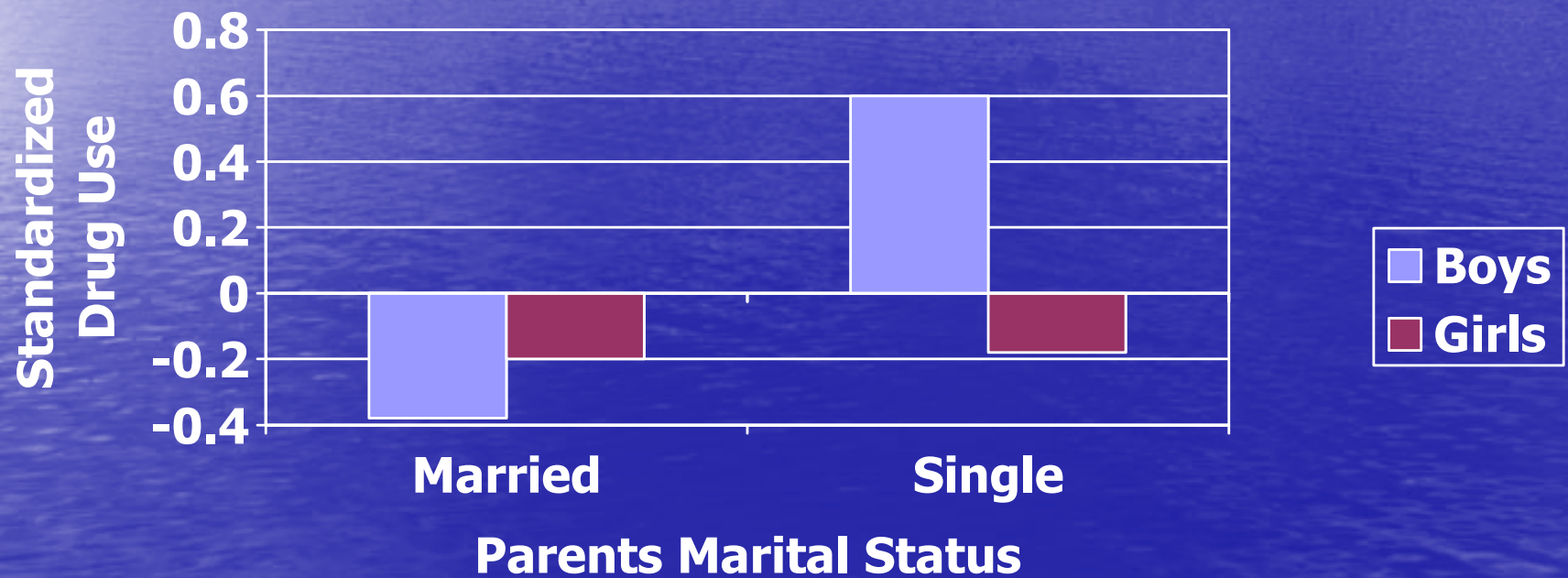
Conceptual Model



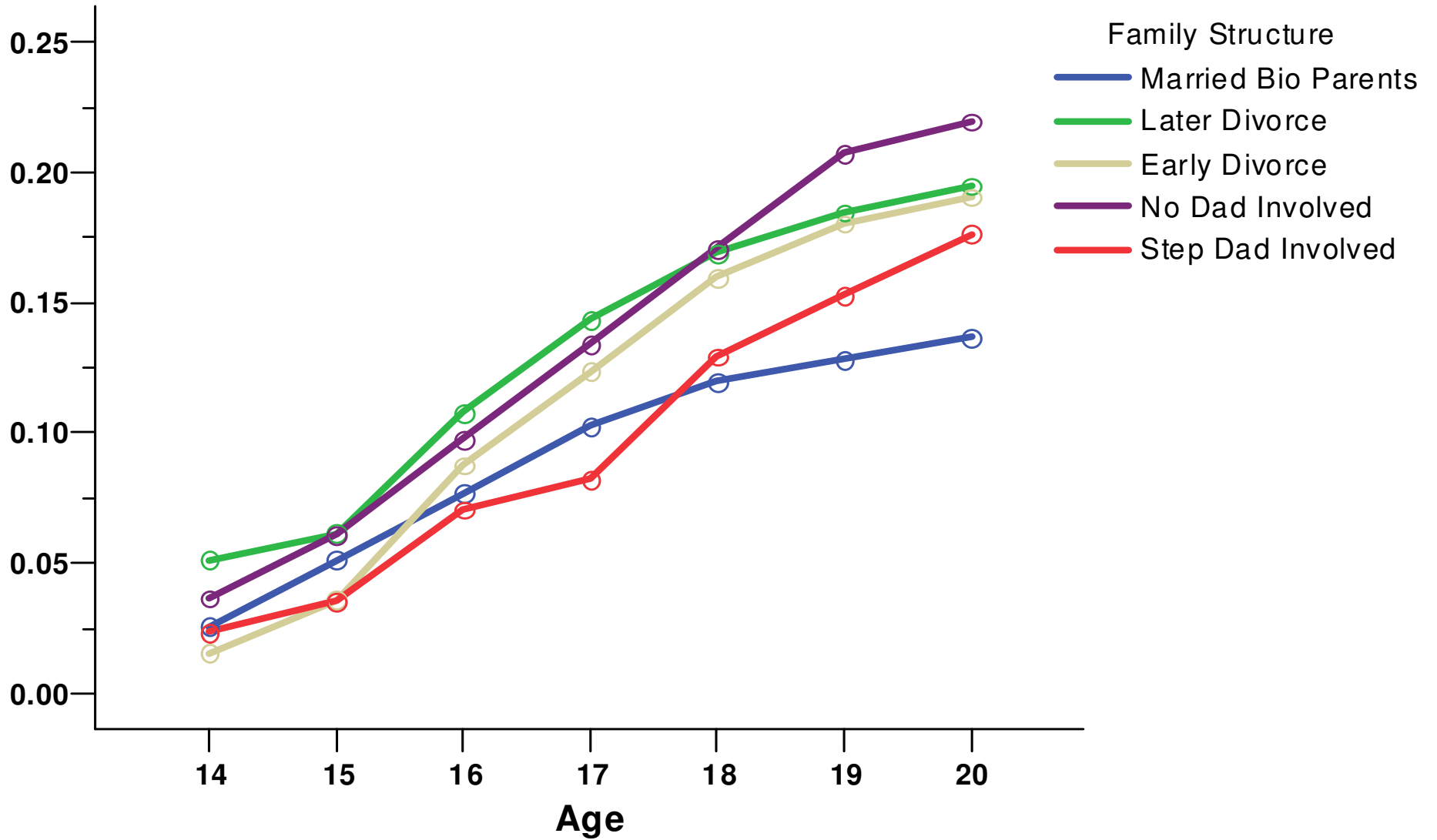


Results

Drug Use by Family Structure and Gender

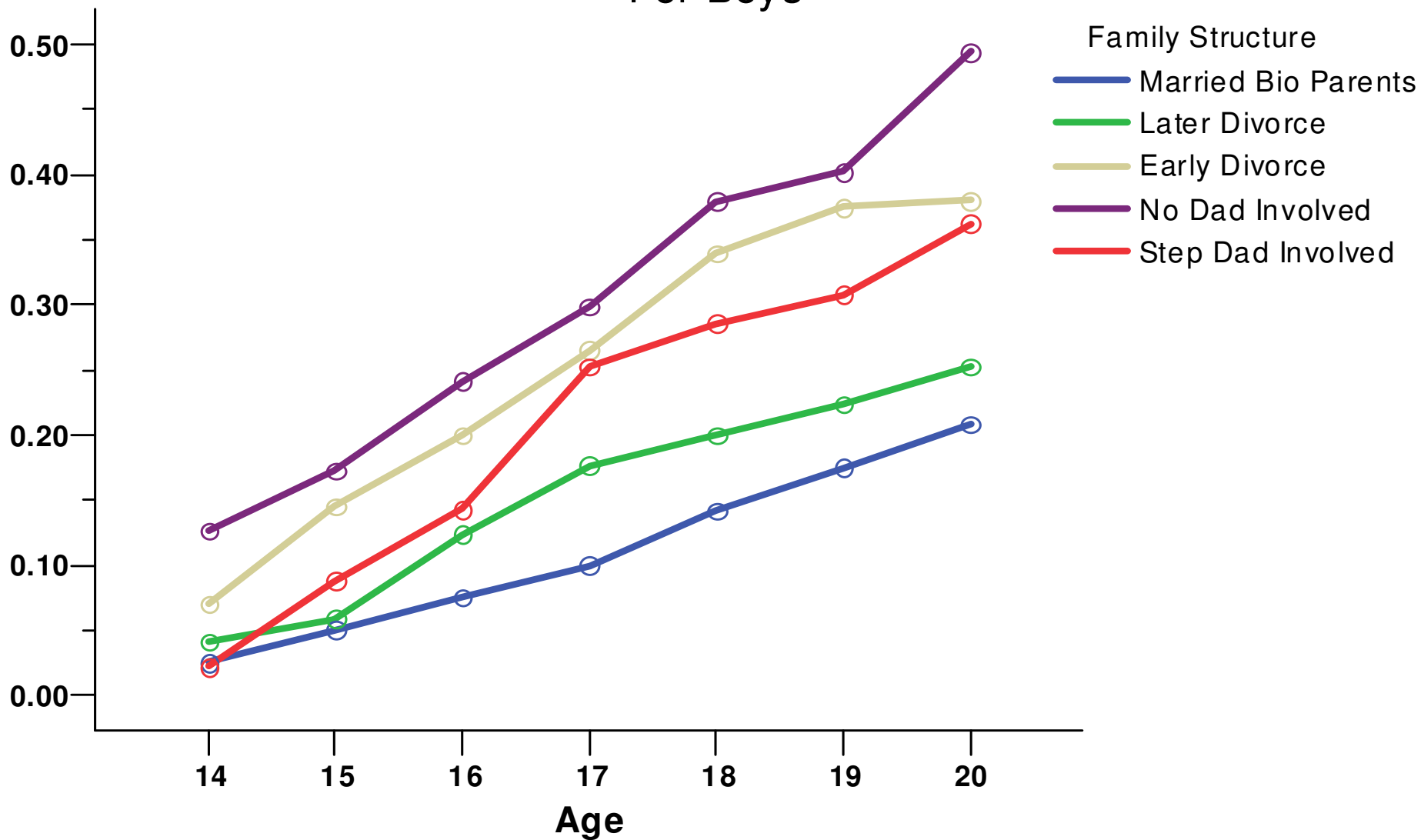


Proportion Tried Marijuana by Family Structure and Age For Girls

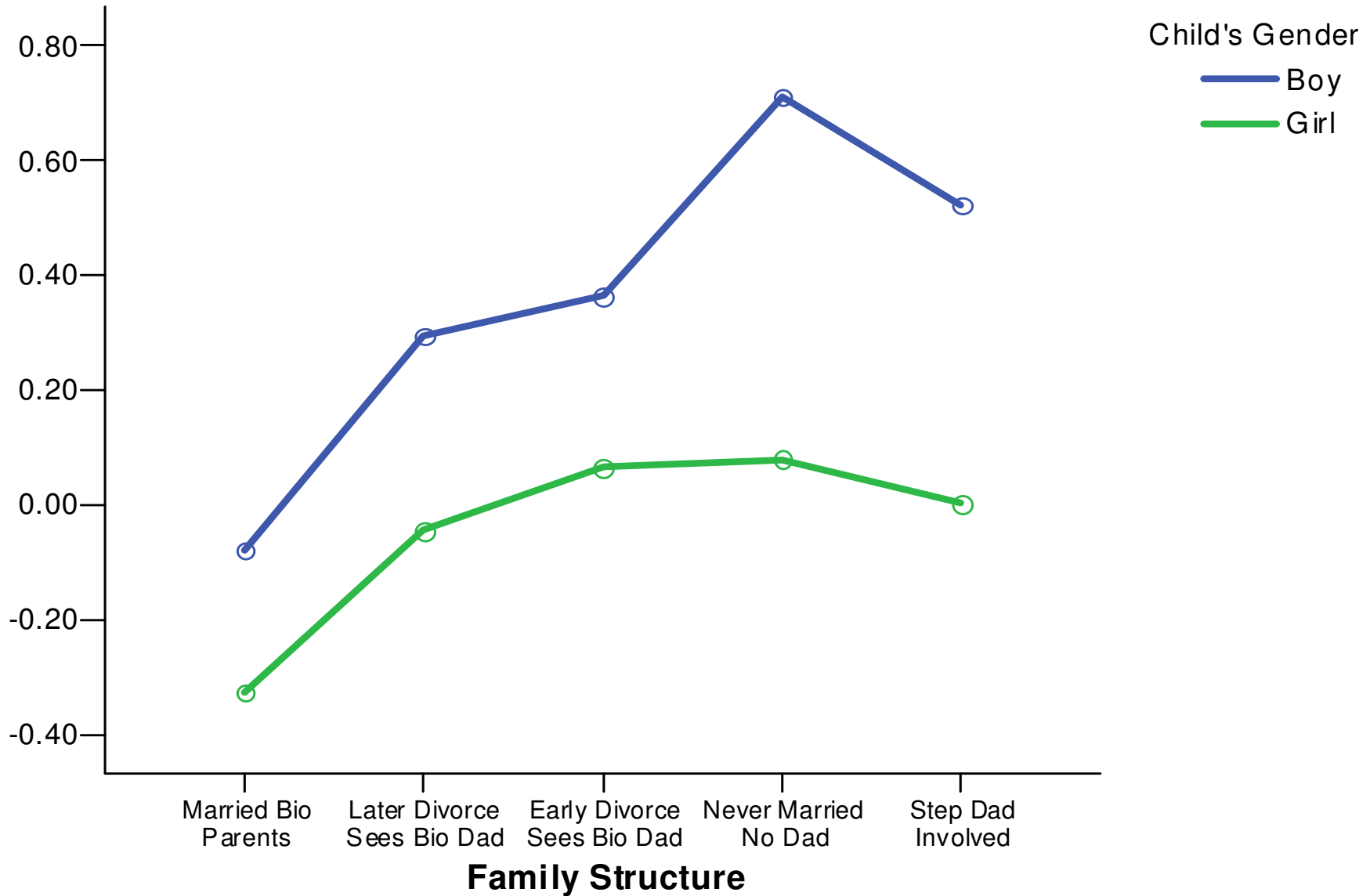


Proportion Tried Marijuana by Family Structure and Age

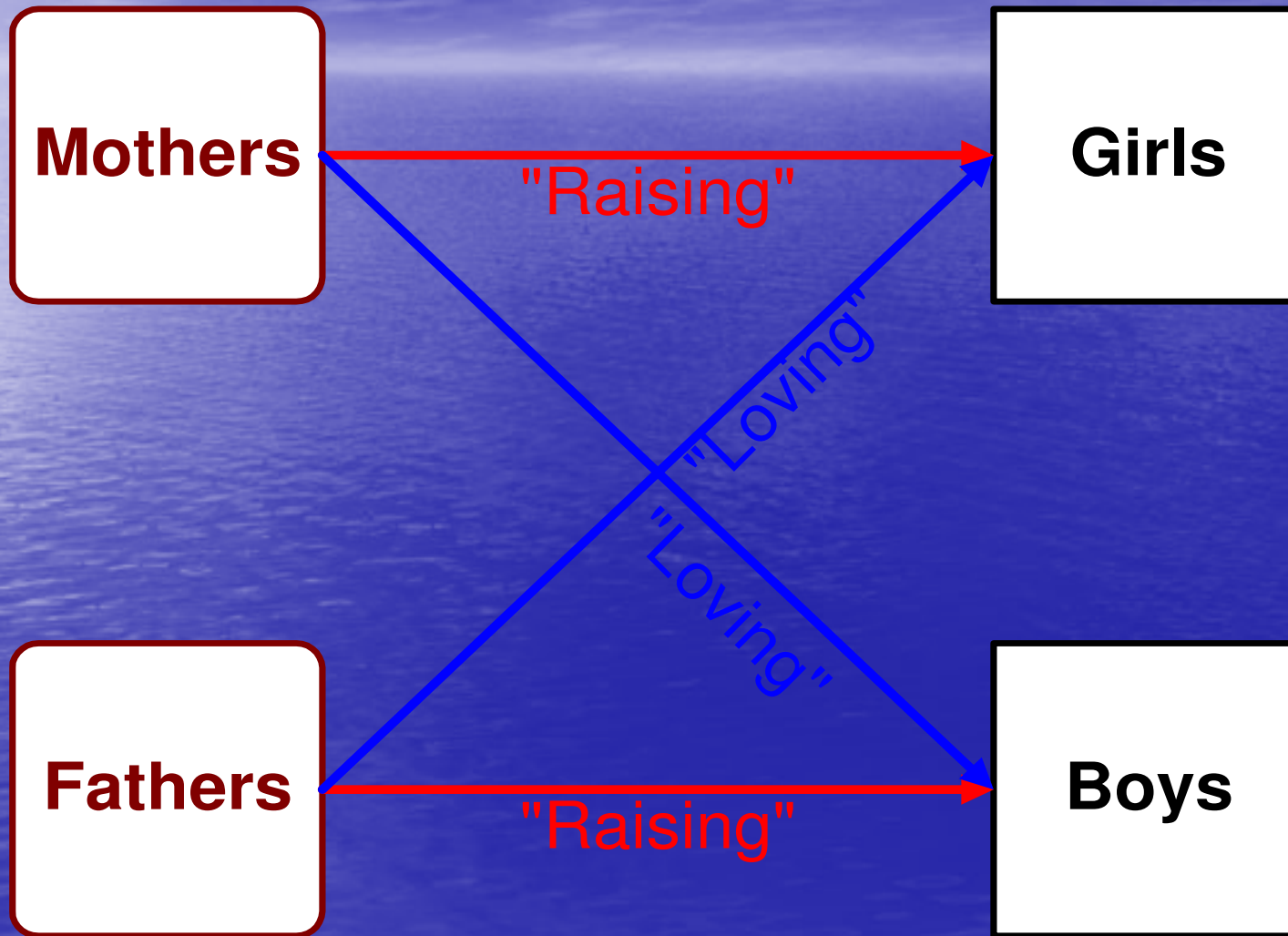
For Boys



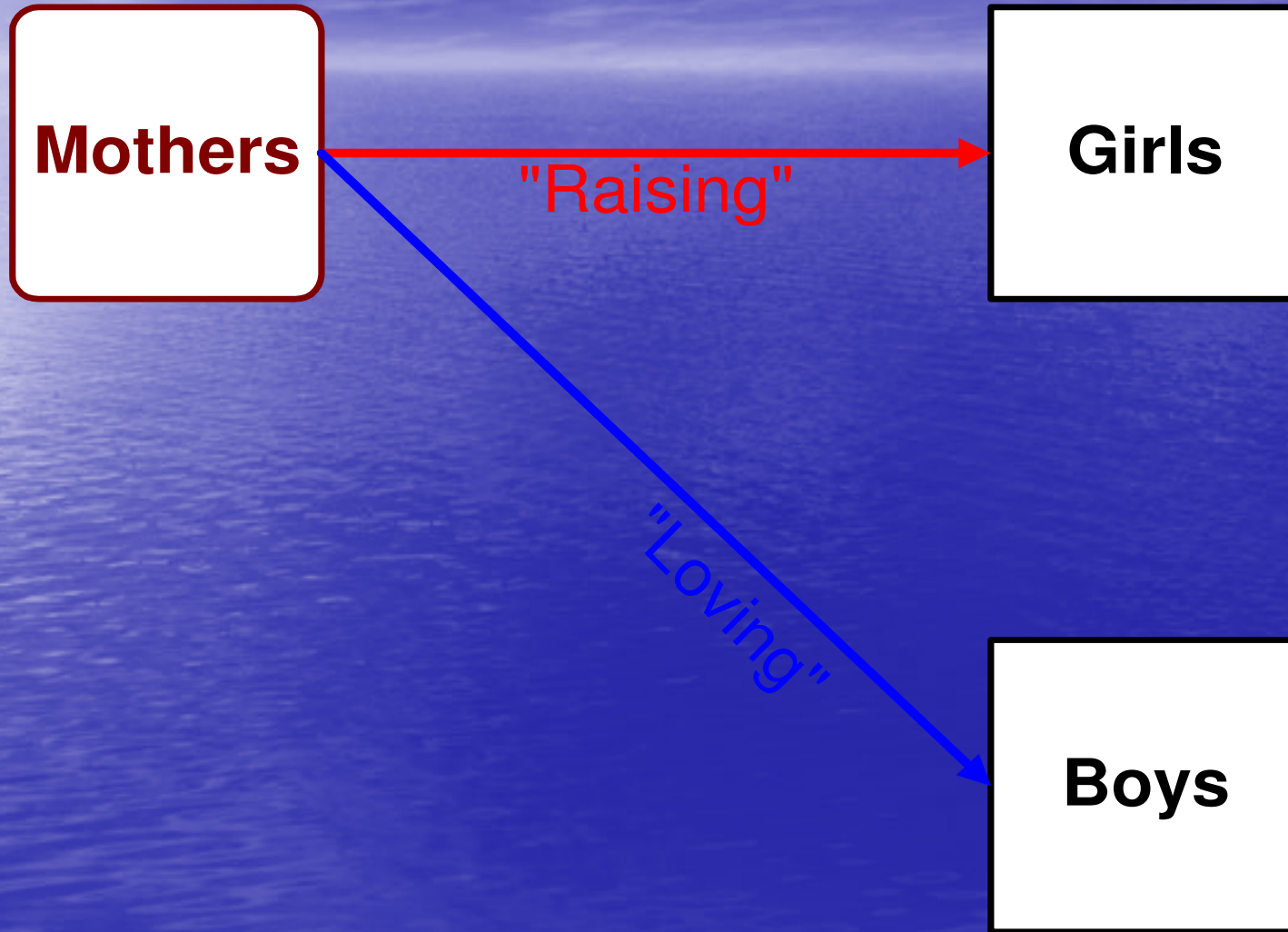
Externalizing Problems by Gender and Family Structure



"Typical" Two-parent Home



"Typical" Mother-only Home



Parenting Styles

Parenting Style Factors:

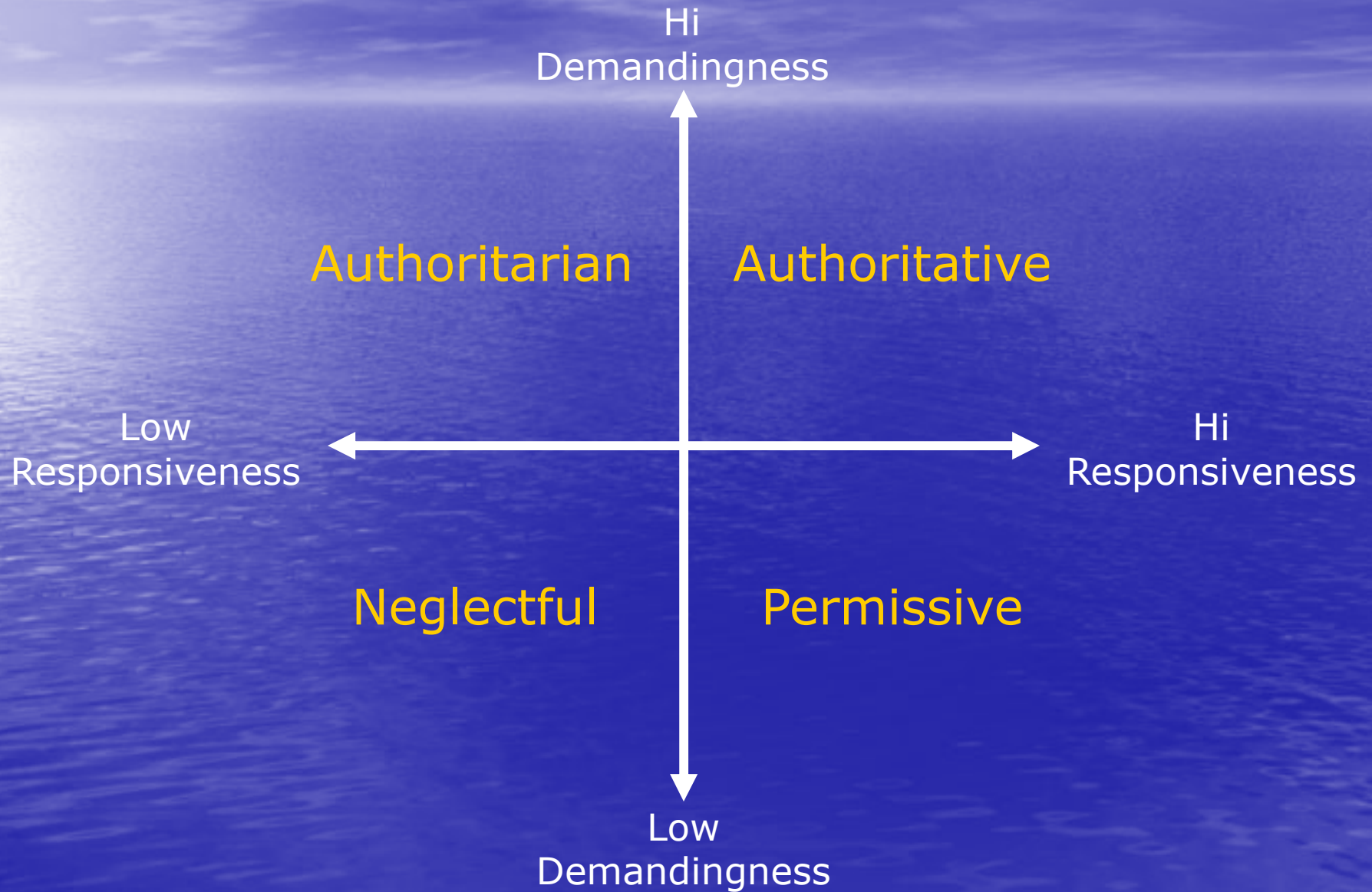
I. Responsiveness (i.e., "loving")

- a. Warmth & Affection
- b. Addressing emotional, social and physical needs.

II. Demandingness (i.e., "raising")

- a. Discipline & Firmness
- b. Behavioral Control

Parenting Styles



The Current Study

Purpose:

1. To assess the effects of parenting styles on adolescents' achievement test scores.
2. To determine if parenting styles account for gender gaps.

Methods

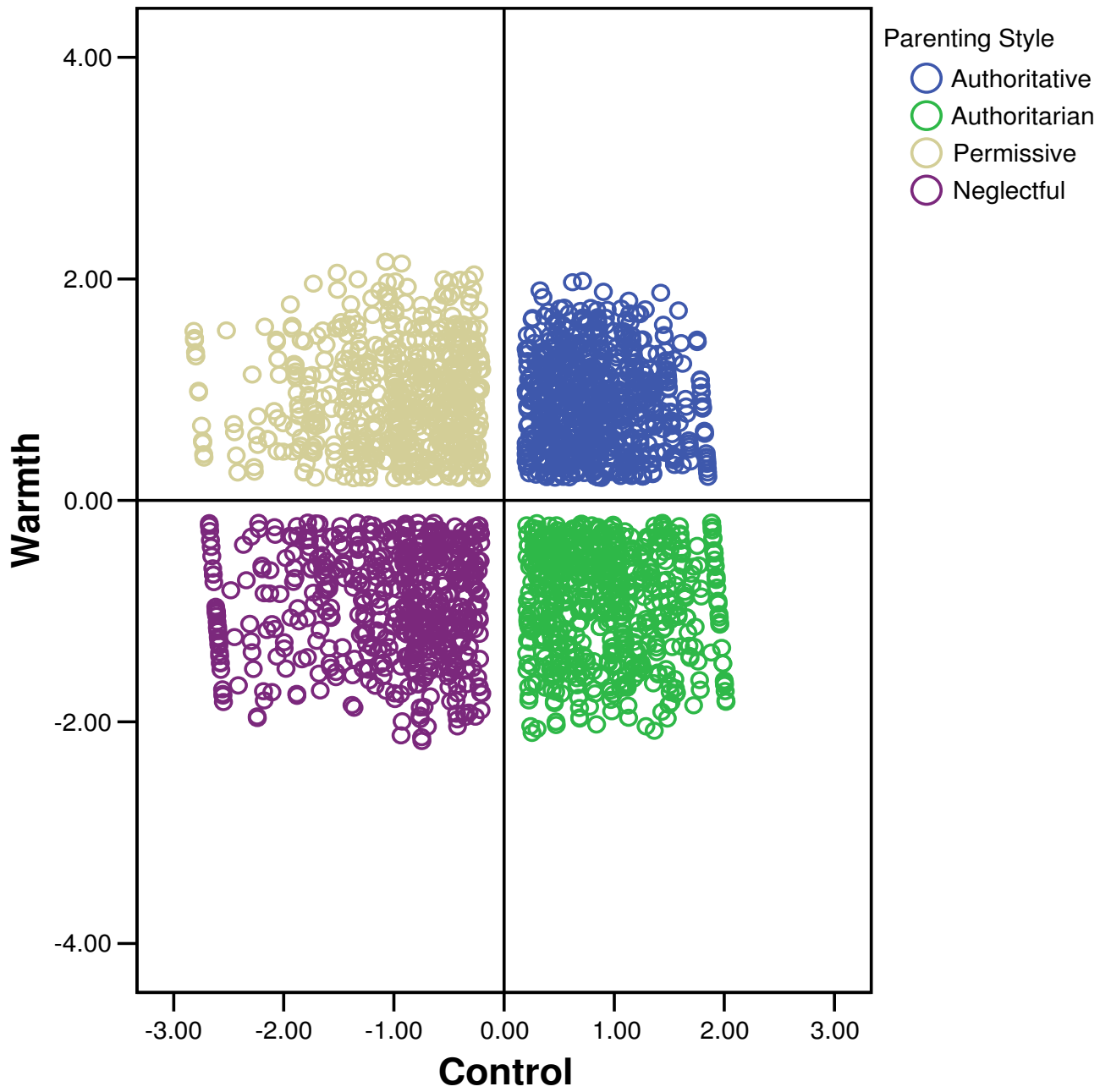
Participants

1. The National Longitudinal Survey of Youth (79 - 00)
2. Mothers (N = 1559)
 - a. Ages 14 to 21 in 1979
 - b. Diverse SES backgrounds
3. Adolescents (N = 2155)
 - a. At least age 10 by the the year 2000
 - b. 50% male/female
 - c. 686 Black, 422 Hispanic, 1047 White

Methods

Adolescent Achievement (10 to 14 or so)

1. Peabody Individual Achievement Test – Math
2. Peabody Individual Achievement Test - Reading



Parenting Style by Family Structure

Parenting Style

| | Authoritative | Authoritarian | Permissive | Neglectful |
|---------------------|---------------|---------------|------------|------------|
| Married Bio Parents | 40.3% | 14.1% | 31.2% | 14.4% |
| Later Divorce | 24.6% | 32.5% | 17.2% | 25.6% |
| Early Divorce | 8.1% | 31.5% | 18.3% | 42.1% |
| Never Married | 13.3% | 31.6% | 17.3% | 37.8% |
| Step Dad | 28.6% | 35.0% | 10.7% | 25.7% |
| TOTAL | 29.5% | 24.2% | 23.3% | 23.1% |

NOTE: Numbers are Percentages within Each Family Structure..

Results – Ethnic and Gender Differences in Parenting Style

| Demographics | Parenting Style | | | |
|--------------|-----------------|---------------|------------|------------|
| | Authoritative | Authoritarian | Permissive | Neglectful |
| Blacks | | | | |
| Male | 34 (.10) | 94 (.28) | 56 (.17) | 152 (.42) |
| Female | 54 (.15) | 139 (.39) | 63 (.18) | 97 (.27) |
| Whites | | | | |
| Male | 197 (.37) | 81 (.15) | 172 (.33) | 79 (.15) |
| Female | 272 (.52) | 106 (.20) | 108 (.21) | 53 (.07) |

Note. Percentages within race and gender are in parentheses.

Results – Control Variables by Parenting Style

Parenting Styles

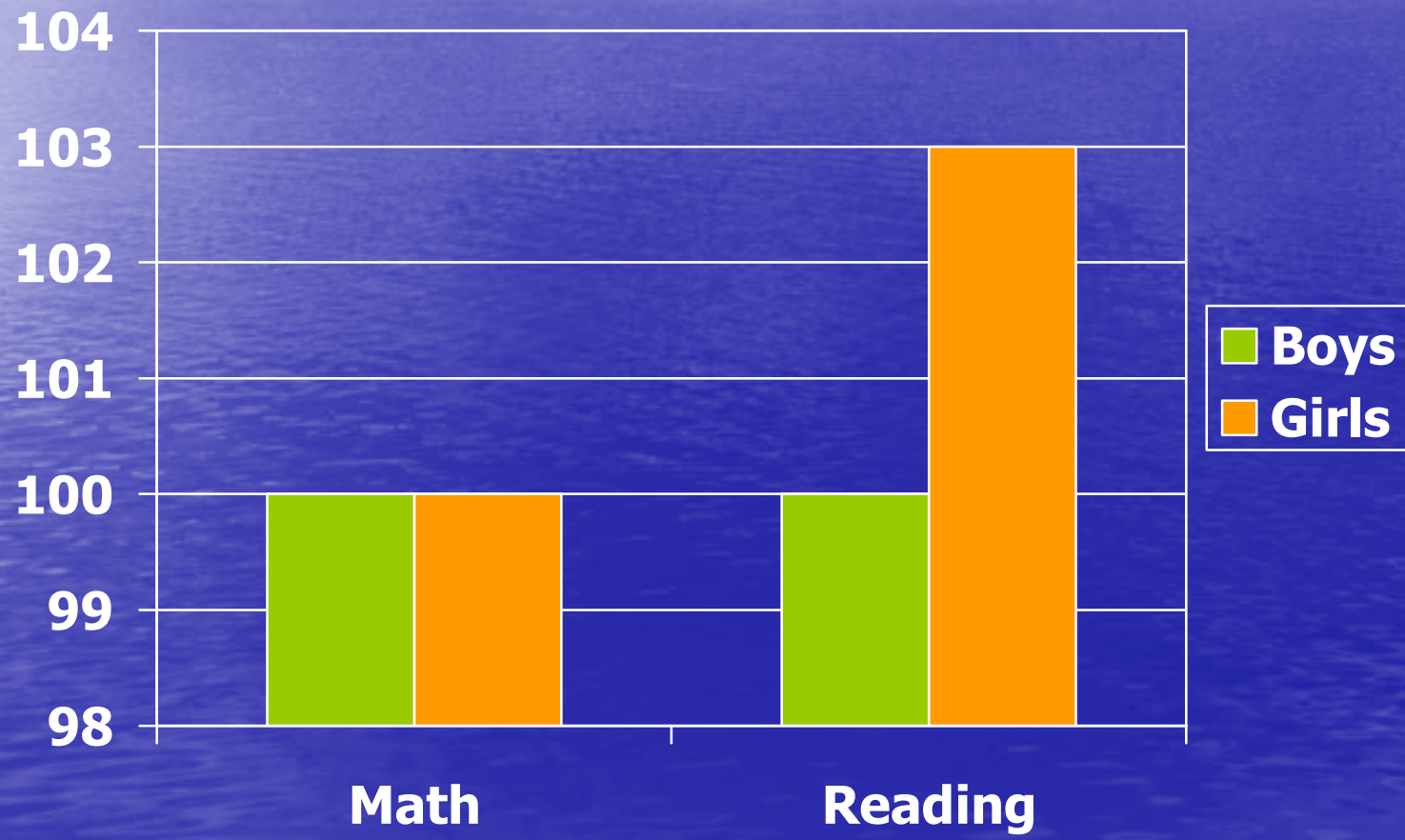
| Control Variables | Parenting Styles | | | | <i>F</i> | <i>R</i> ² |
|-------------------|----------------------------|----------------------------|-------------------------|-------------------------|----------|-----------------------|
| | Authoritative (n = 604) | Authoritarian (n = 515) | Permissive (n = 487) | Neglectful (n = 474) | | |
| Grandparents SES | .32 ^a | -.09 ^c | .11 ^b | -.42 ^d | 55.92 | .07 |
| Family SES | .45 ^a | -.40 ^b | .33 ^a | -.49 ^b | 149.08 | .18 |
| Mom's Achievement | .60 ^a | -.26 ^c | .17 ^b | -.66 ^d | 202.53 | .23 |
| Test Motivation | .37 ^a | -.06 ^b | .06 ^b | -.46 ^c | 67.18 | .09 |

Note: $p < .001$ for all F-tests. Variables are standardized.

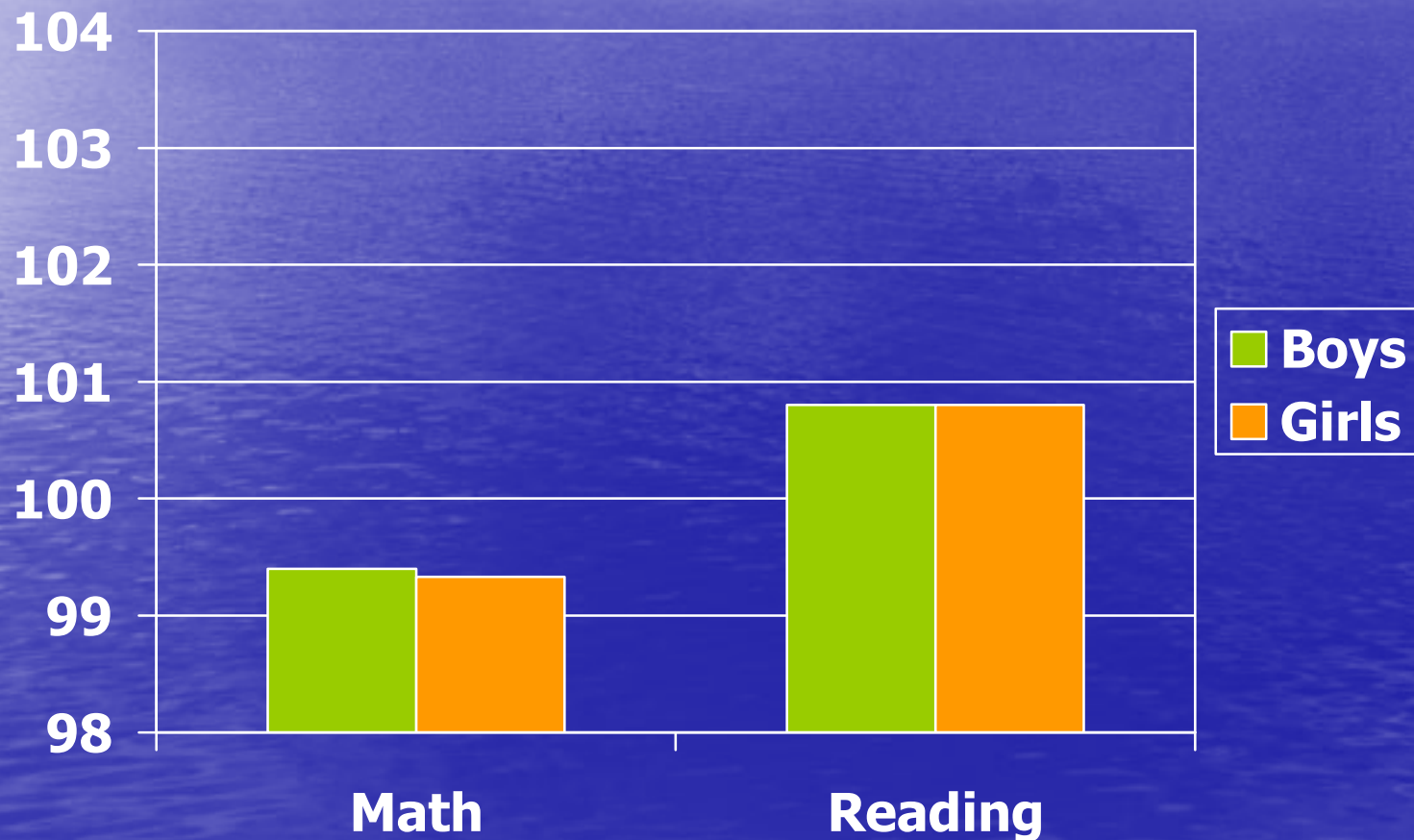
Results – Parenting Style Profile Means

| Control Variables | Parenting Styles | | | | <i>R</i> ² |
|-----------------------|----------------------------|----------------------------|-------------------------|-------------------------|-----------------------|
| | Authoritative (n = 604) | Authoritarian (n = 515) | Permissive (n = 487) | Neglectful (n = 474) | |
| Cognitive stimulation | .78 ^a | -.55 ^c | .48 ^b | -.94 ^d | .47 |
| Emotional support | .70 ^a | -.61 ^c | .53 ^b | -.86 ^d | .43 |
| Outings with parents | .35 ^b | -.95 ^d | .87 ^a | -.24 ^c | .42 |
| Time with mother | .57 ^a | -.57 ^b | .46 ^a | -.70 ^b | .32 |
| Parental monitoring | .45 ^a | -.28 ^c | .29 ^b | -.71 ^d | .20 |
| Say in rules | -.49 ^a | -.40 ^a | .51 ^b | .56 ^b | .24 |
| Arguing about rules | -.61 ^a | -.38 ^b | .38 ^c | .84 ^d | .33 |
| Worked on schoolwork | .58 ^b | .71 ^a | -.79 ^d | -.61 ^c | .44 |
| Decision making | .68 ^a | .13 ^b | -.14 ^c | -.87 ^d | .30 |
| Domestic Chores | -.17 ^c | .02 ^b | .00 ^b | .22 ^a | .02 |

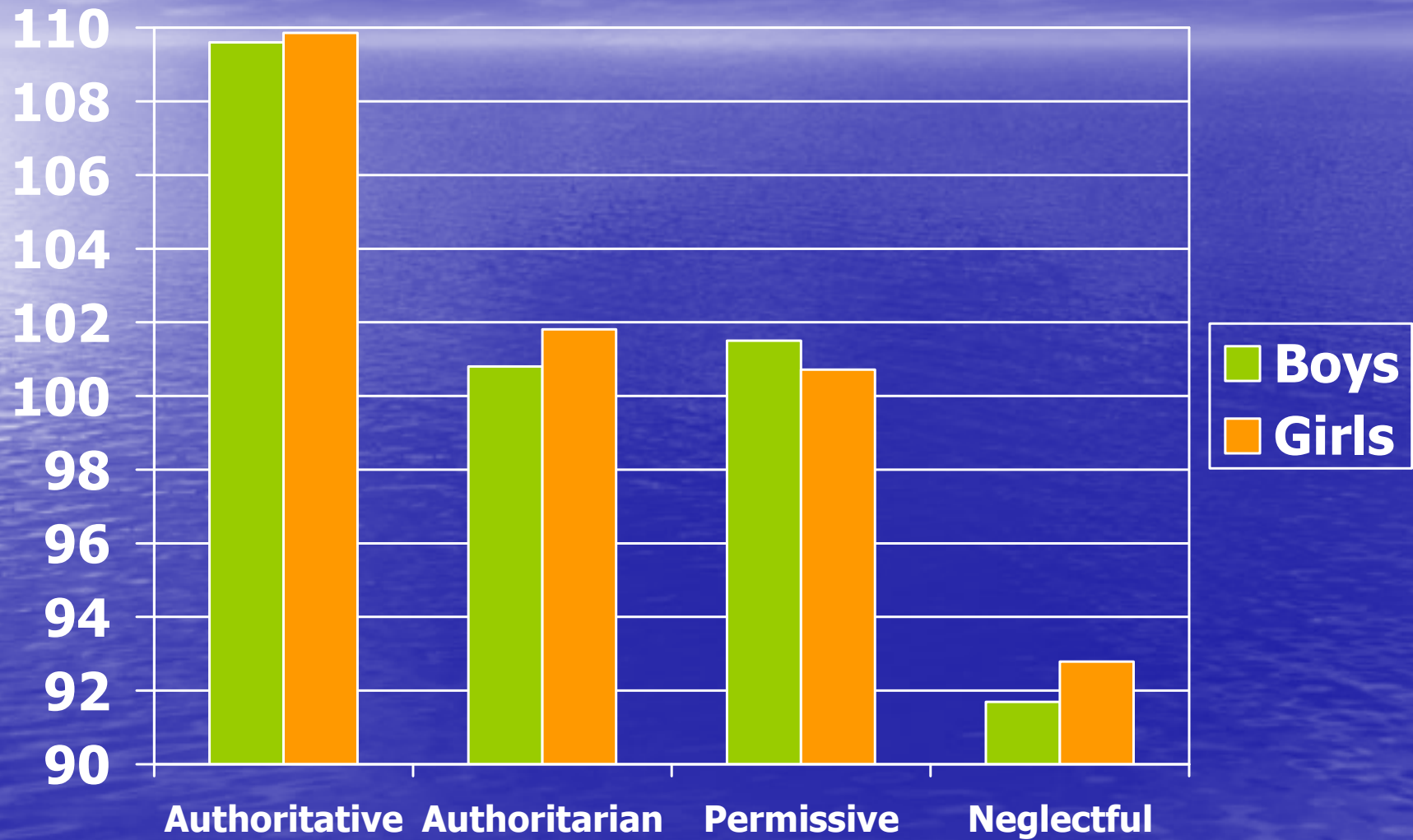
Math and Reading Scores by Gender



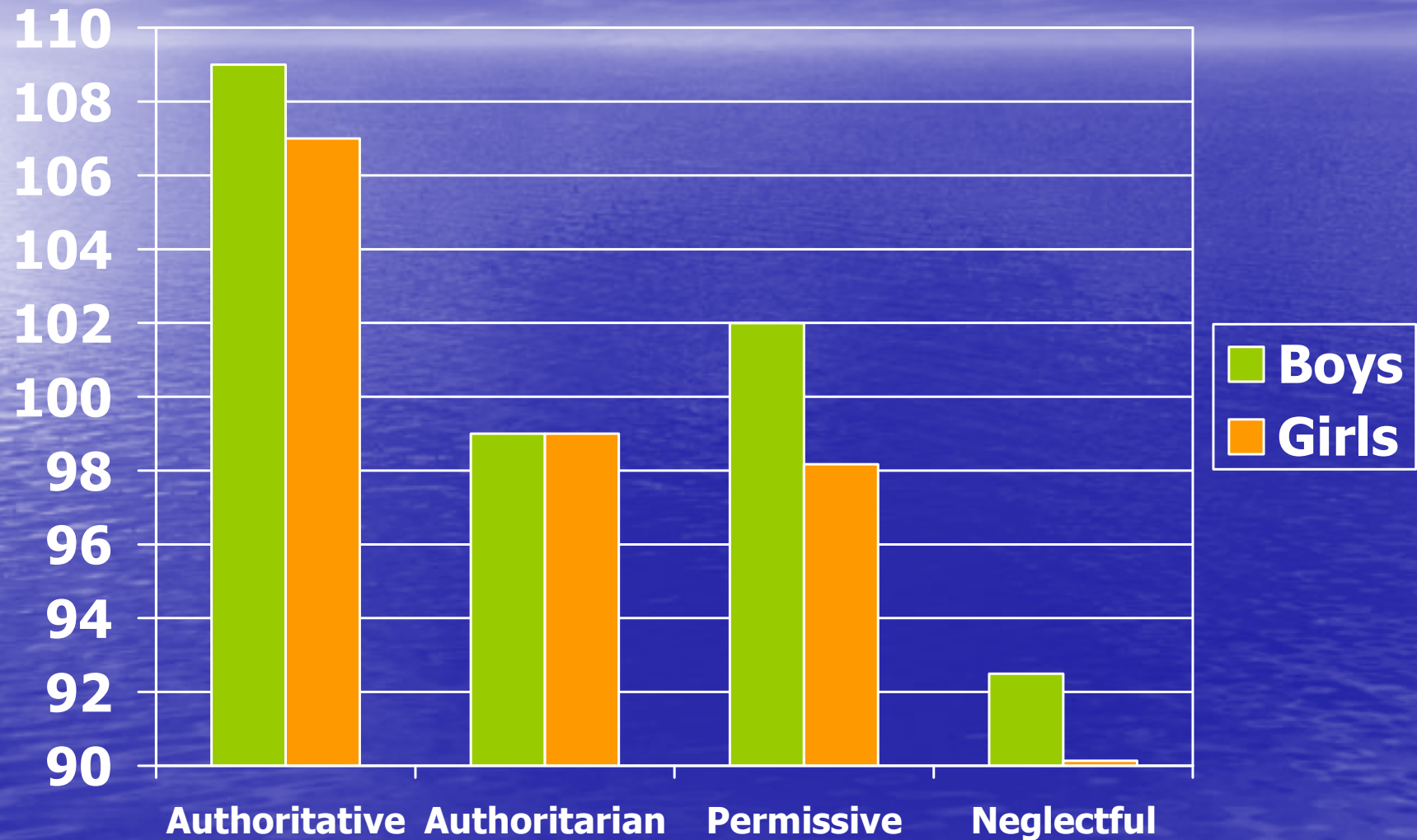
Math and Reading Scores by Gender after Accounting for Parenting Style



Results - Reading Scores by Gender and Parenting Style



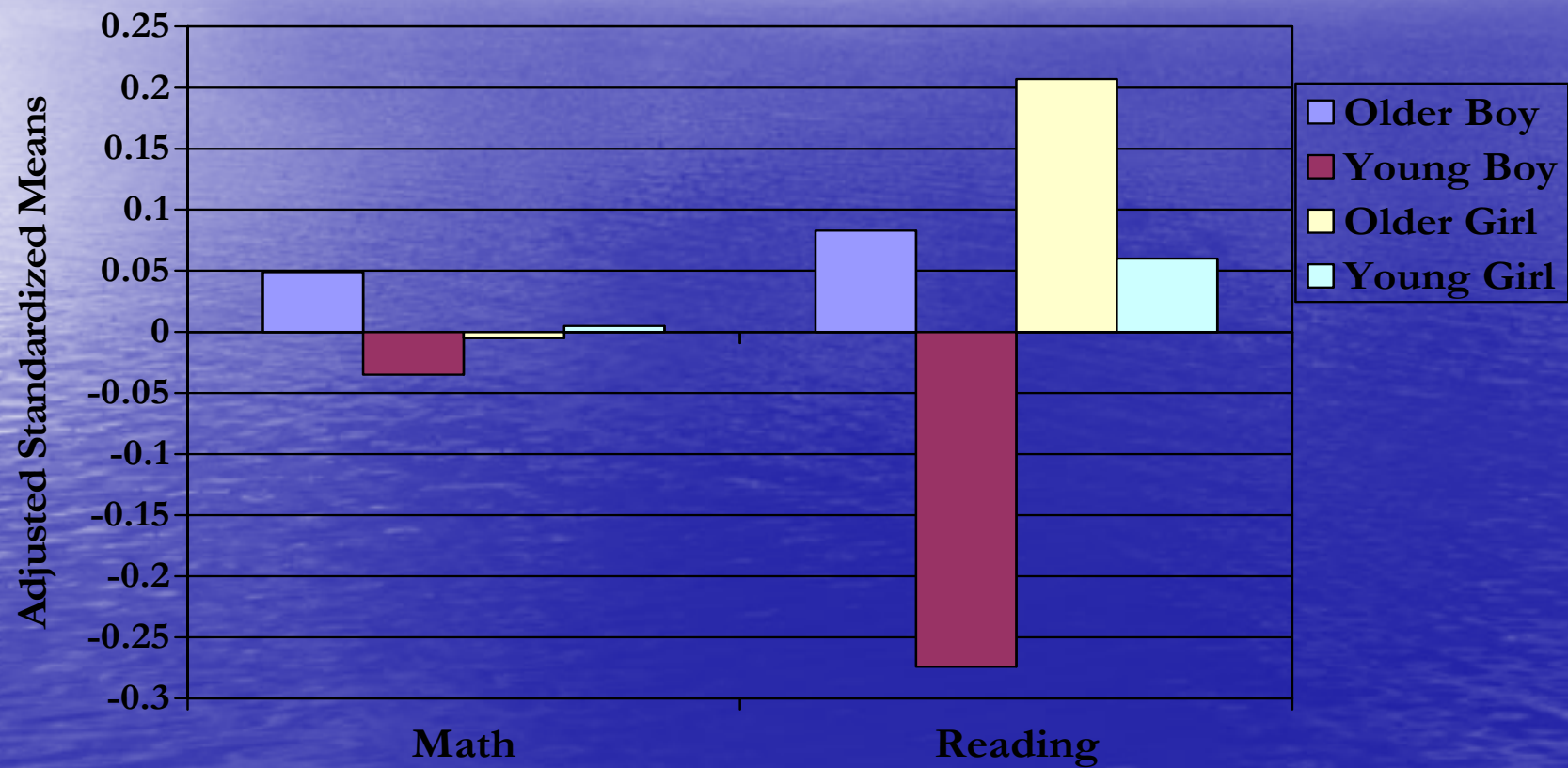
Results - Math Scores by Gender and Parenting Style



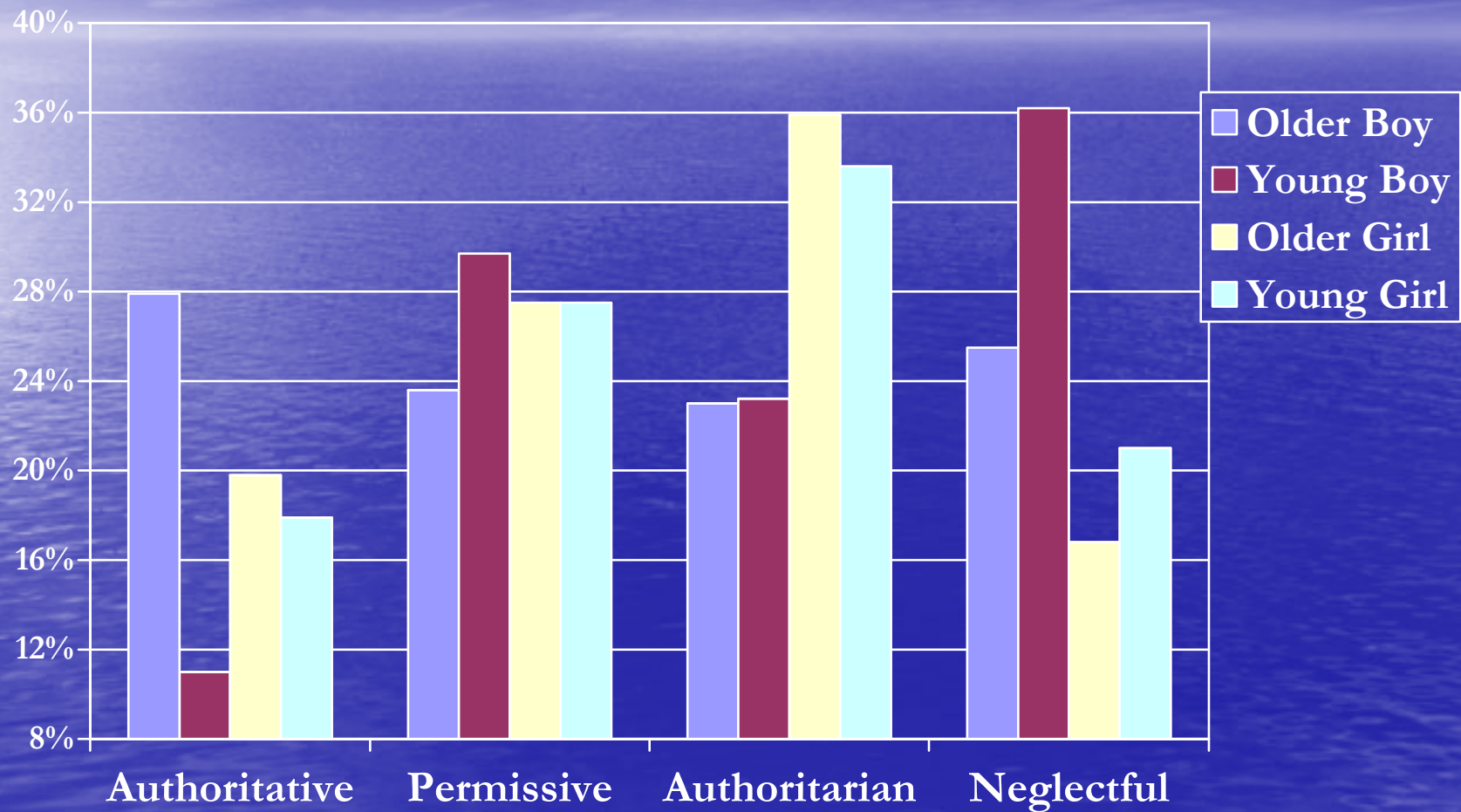
Study 2

- **Main Independent Variable:**
 - Gender of Adolescent
 - Birth-order of Adolescent (1st born or not)
- **Covariates:**
 - Grandparents' SES in 1979 – 1980.
 - Mother's Achievement Test Scores in 1980.
- **Parenting Variables: 15 Total**

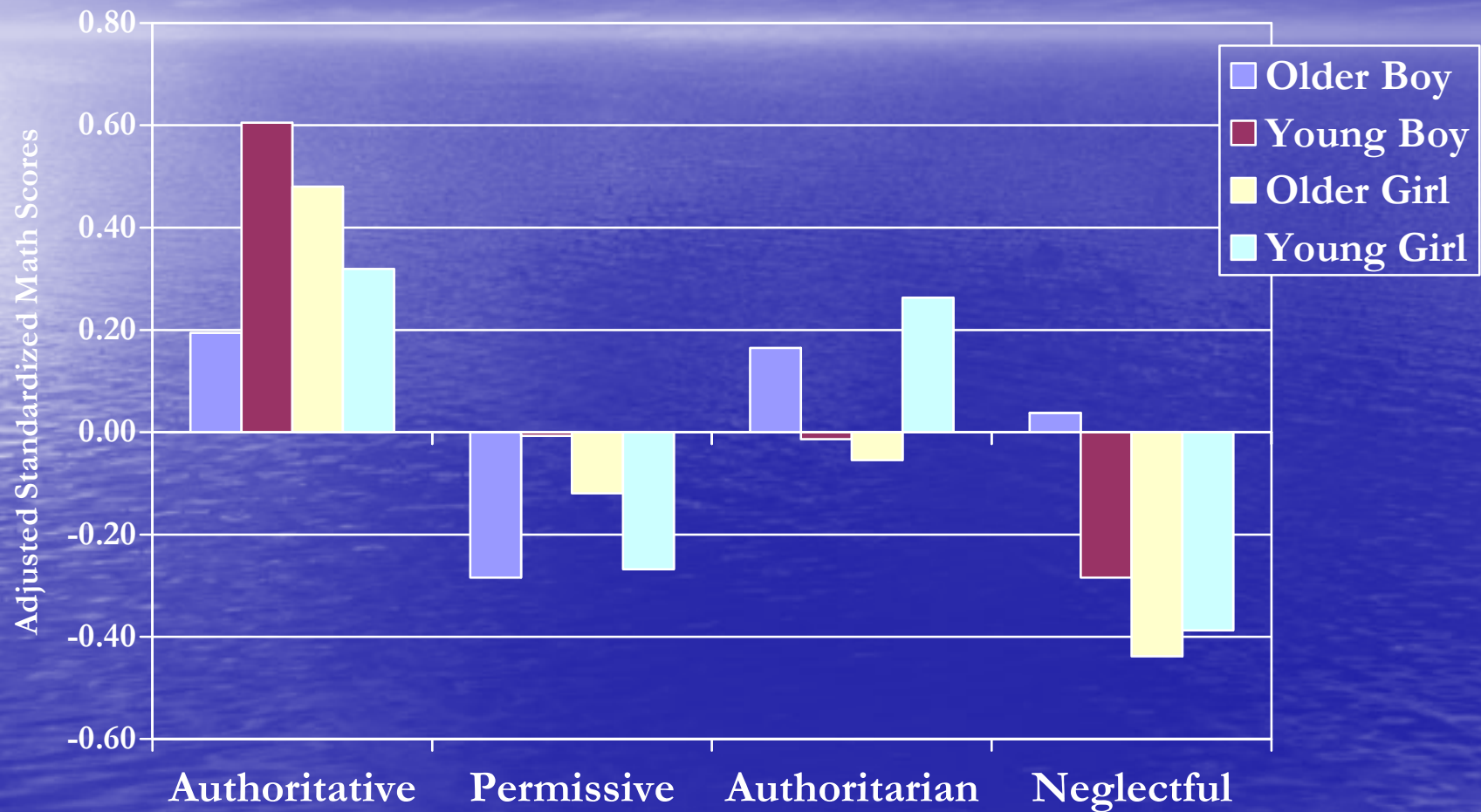
Age 10 – 14 Achievement



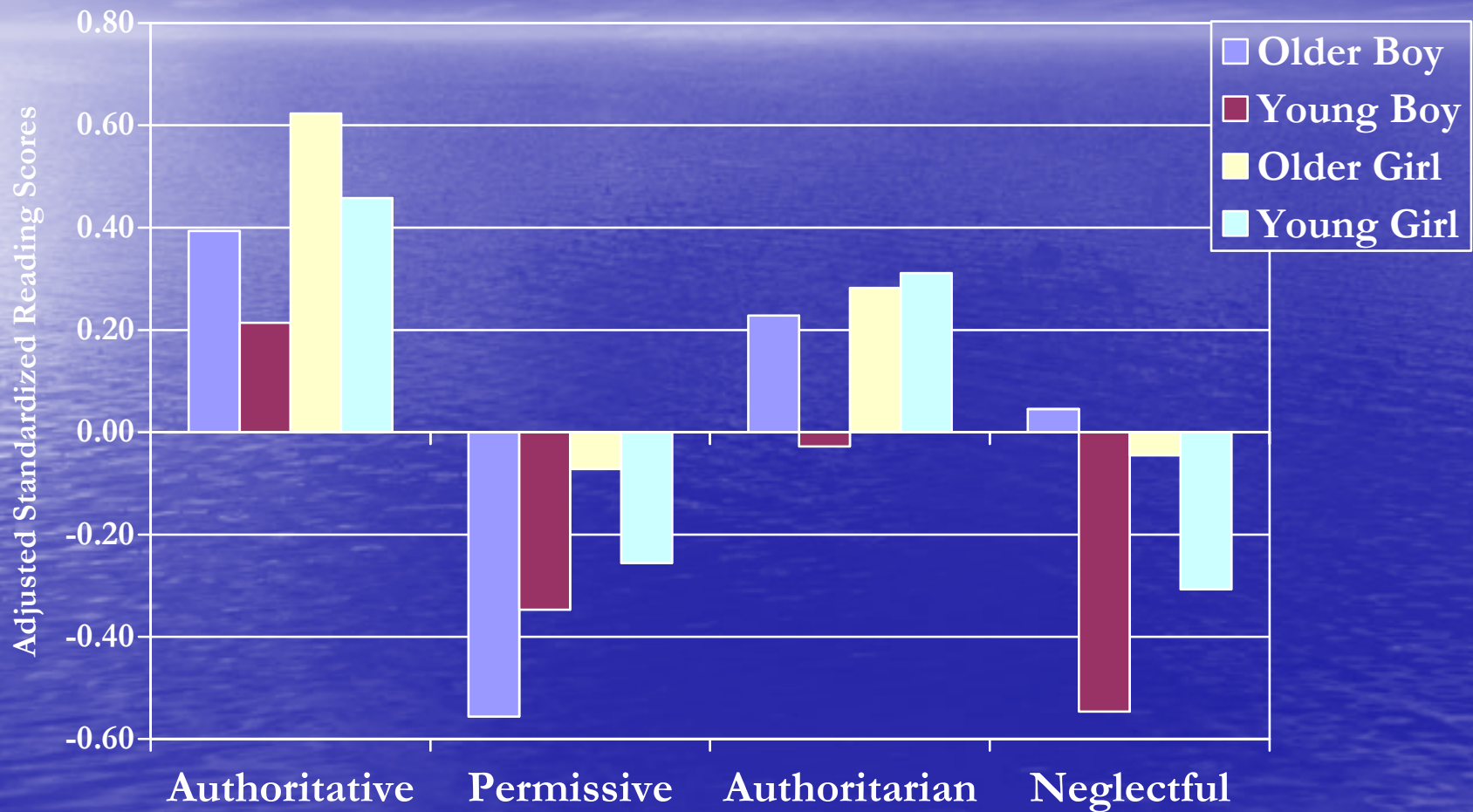
Study 2- Parenting by Gender and Birth-Order



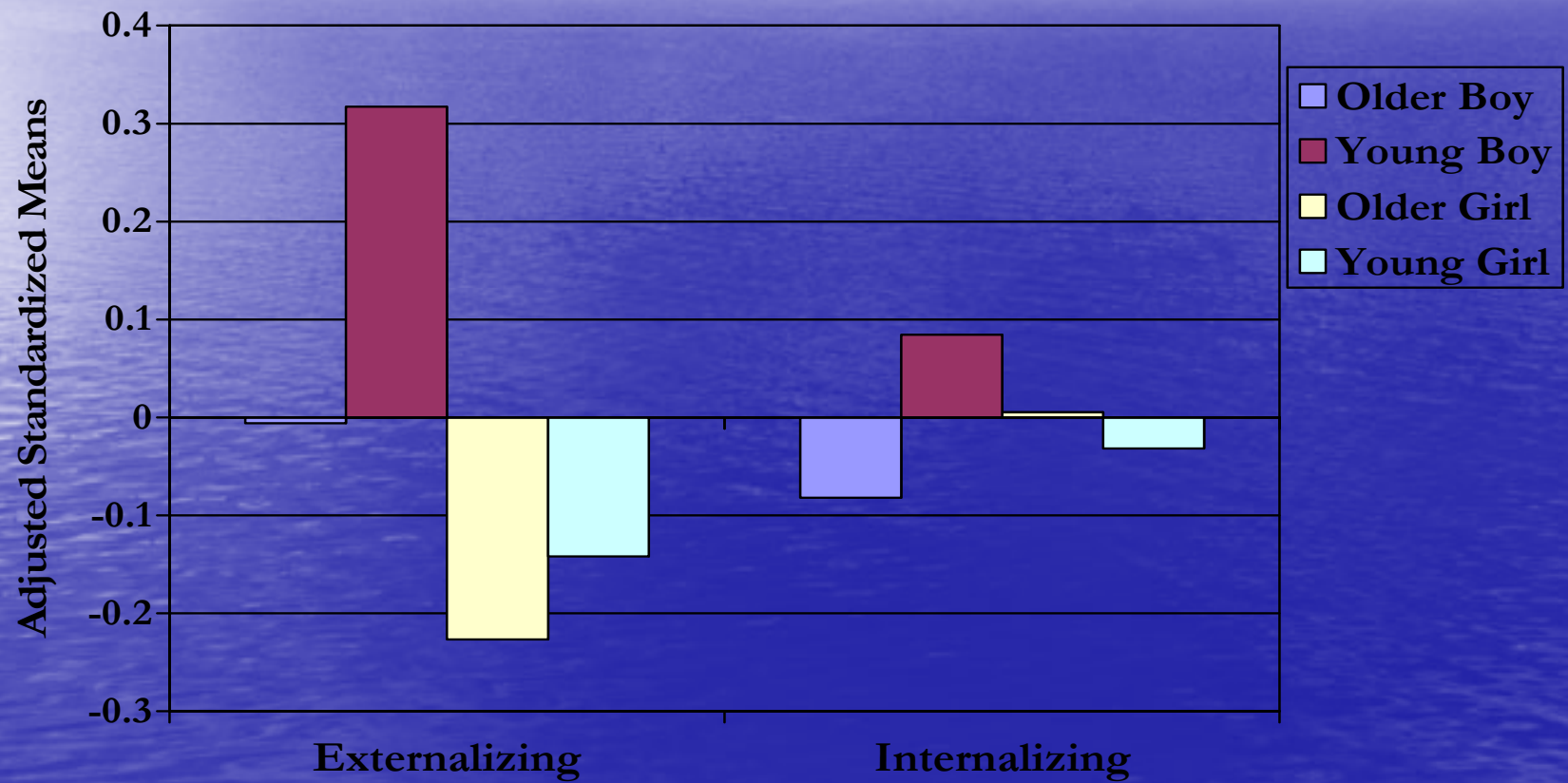
Study 2 - Achievement by Parenting and Gender



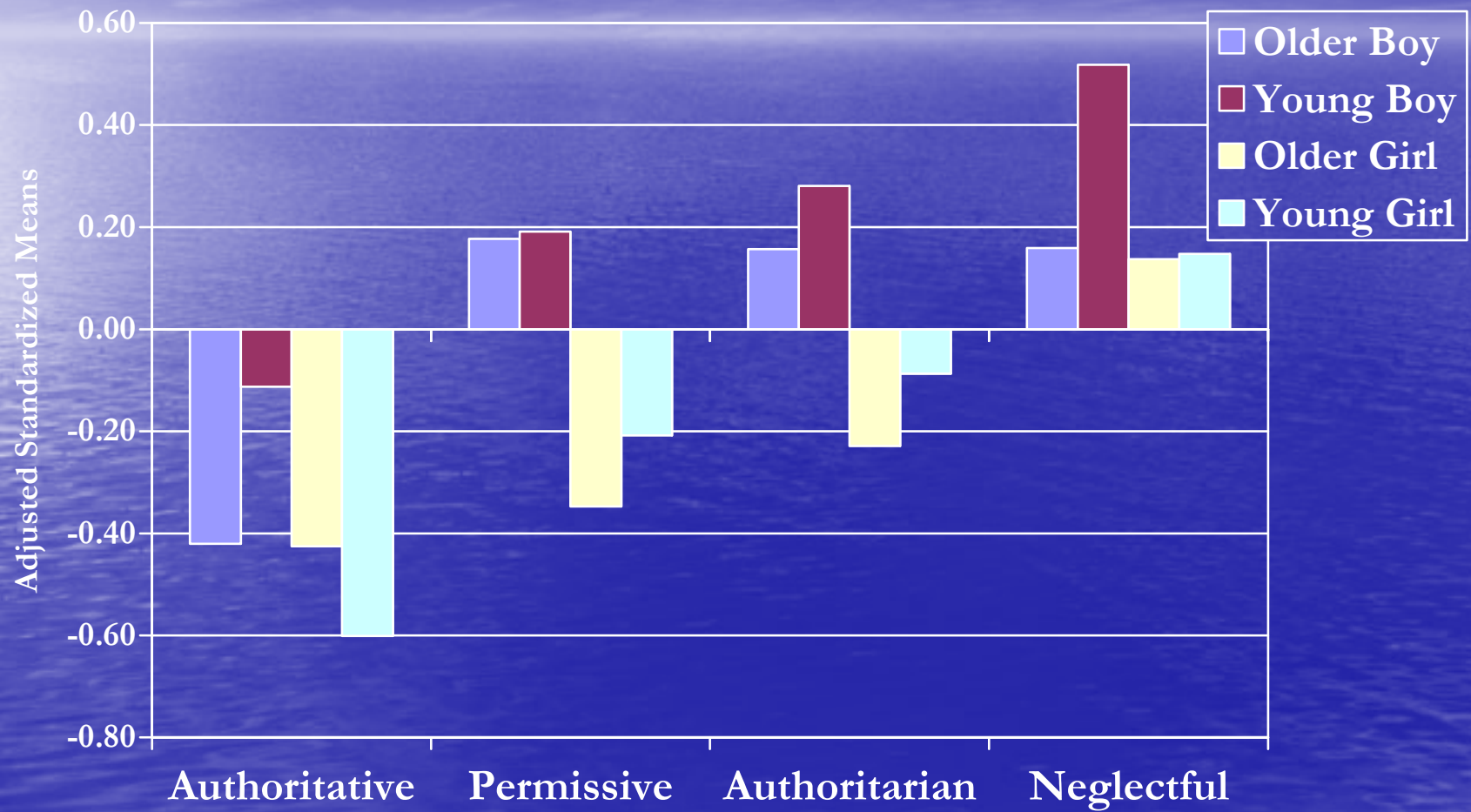
Study 2- Achievement by Parenting and Gender



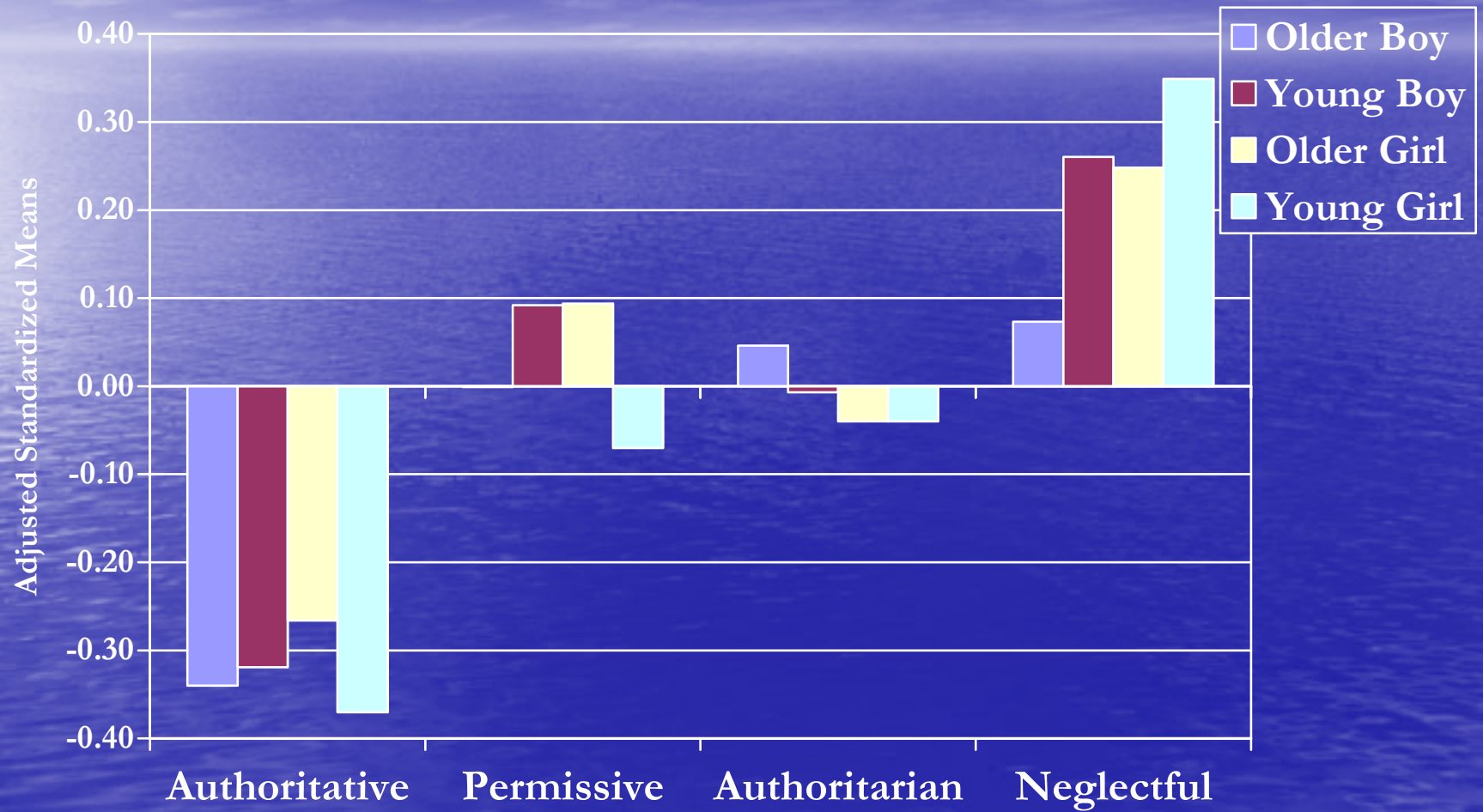
Age 10 – 14 Problem Behaviors



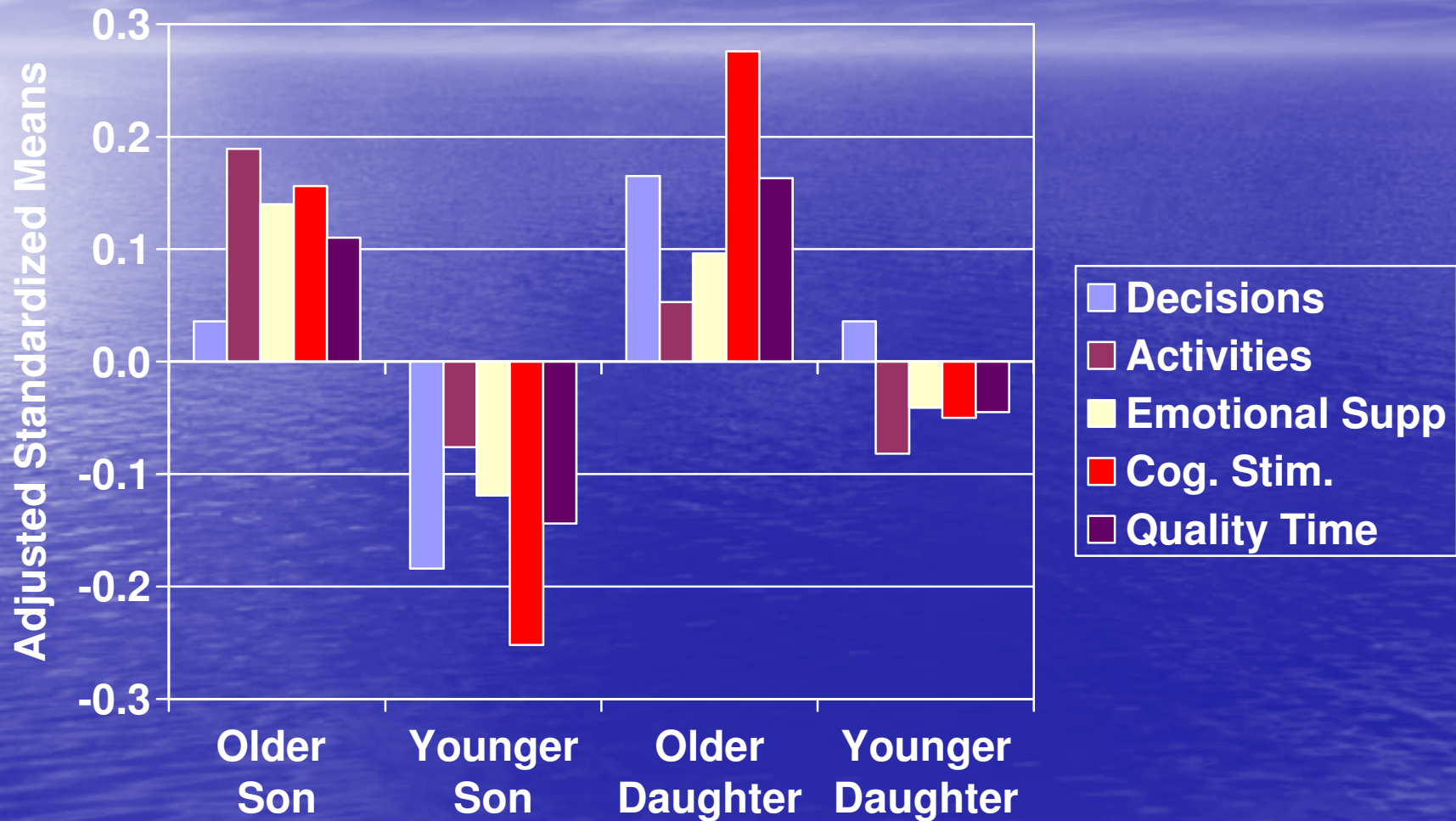
Externalizing by Parenting and Gender



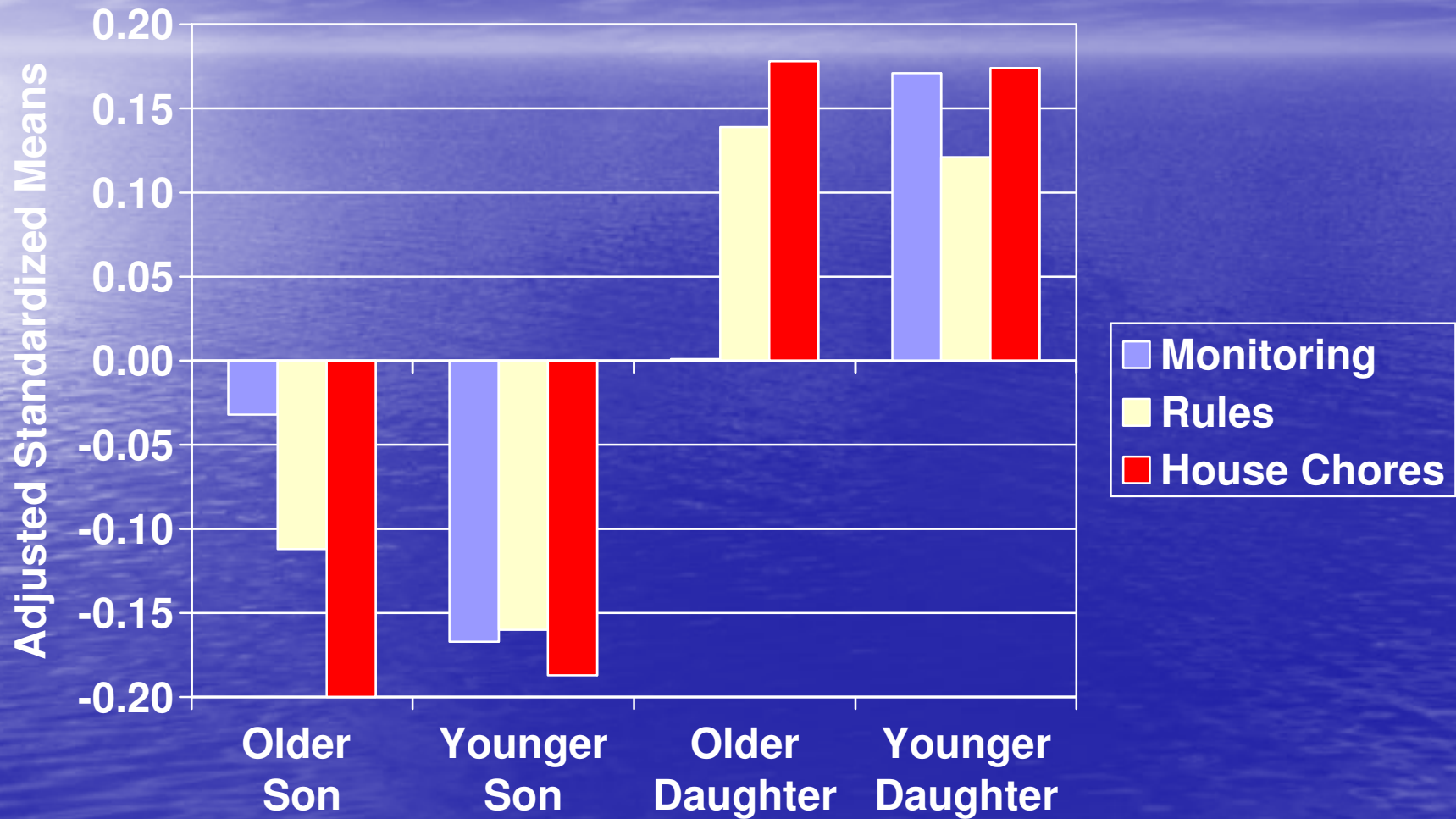
Internalizing by Parenting and Gender



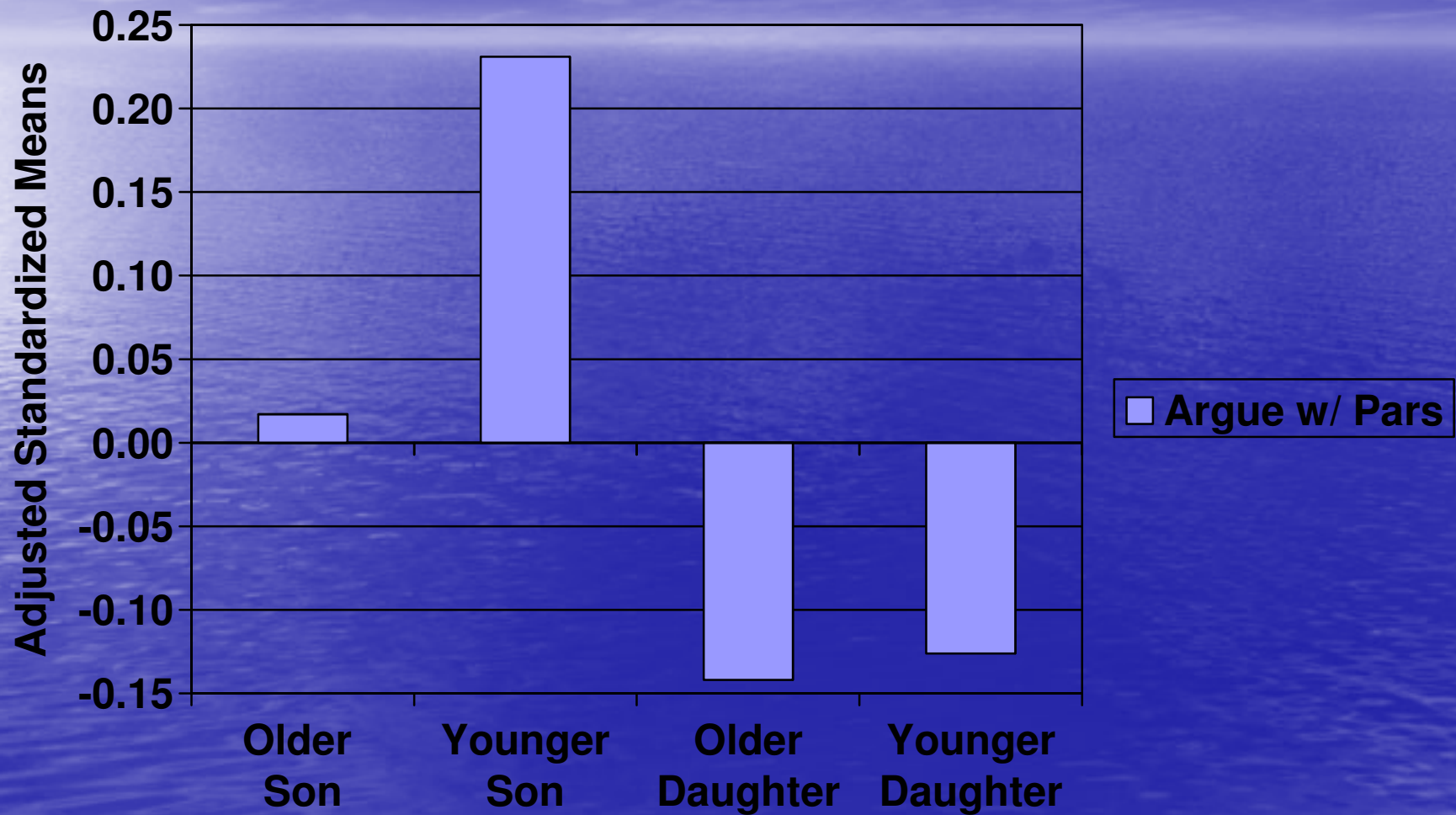
Socialization by Gender and Birth-Order



Socialization by Gender and Birth-Order



Socialization by Gender and Birth-Order



Summary

1. Parenting Style accounted for the gap in reading.
2. Authoritative parenting was associated with high scores for all groups.
3. Boys were much less likely to receive authoritative parenting and more likely to be neglected.
4. Girls have more responsibilities, rules, parental monitoring, more decision making ability, and more likely to receive authoritative parenting.
5. The effects are especially large for younger brothers and older sisters.

Limitations

1. Still Correlational.
2. Not really longitudinal.
3. Measures could be more reliable and more diverse.
4. Bivariate method has problems.

Implications

1. Need for “Real” Authoritative Parenting Interventions.
2. Other studies do show the effects of specific parenting behaviors are different by gender.
3. However, this study does not necessarily imply gender specific socialization, but suggests that boys and girls should get the same authoritative socialization.



Questions?