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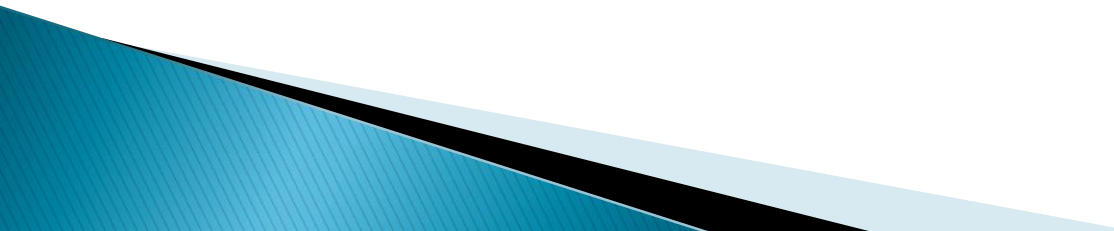
CHANGING LIVES
IMPROVING LIFE

The Psychology of Gender

PSYC*3300

Prof. Barata

Overview

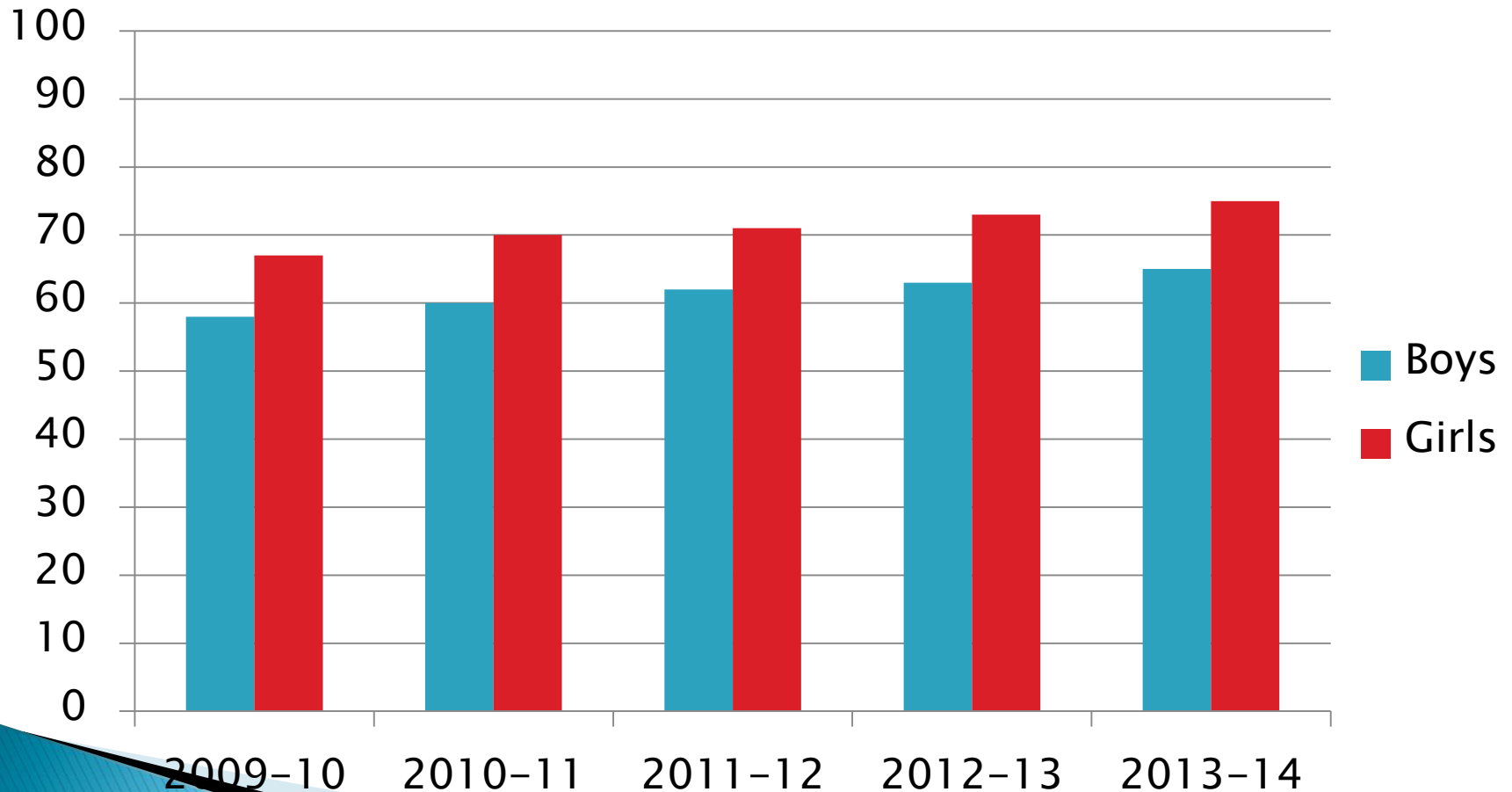
- ▶ Differences and similarities in academic achievement
 - ▶ Interaction with ethnicity and SES
 - ▶ How boys underachievement is constructed
 - ▶ Ways of understanding boys underachievement
 - Simple approaches
 - Complex approaches
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Are Boys Academically Achieving at Lower Levels Than Girls?

- ▶ The answer is complicated:
 - Ontario results for EQAO
 - School grades
 - SATs
 - Canadian population
 - University enrollment
 - Discipline

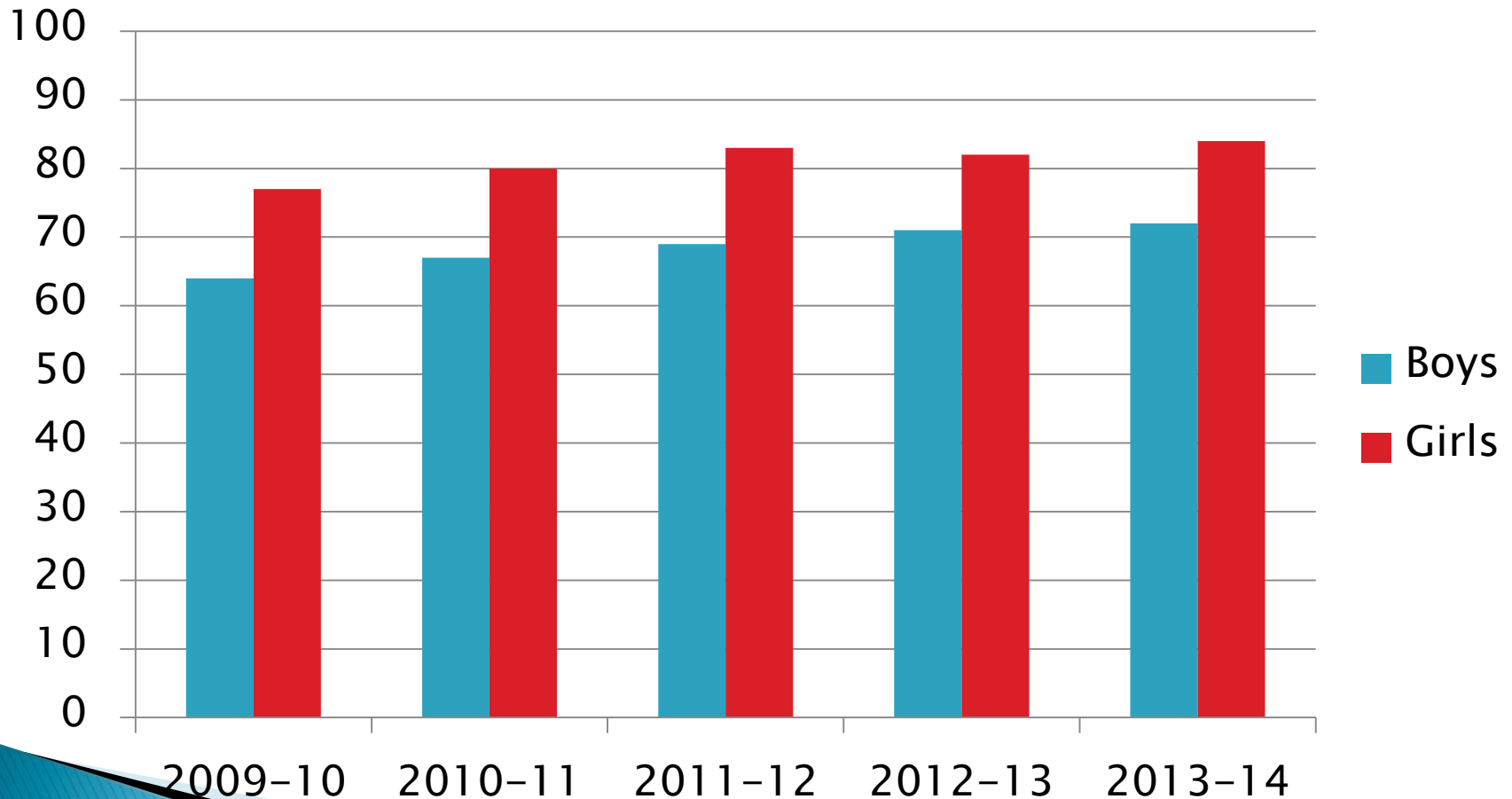
Education Quality and Accountability Office: EQAO

Grade 3: Reading (% at provincial standard)



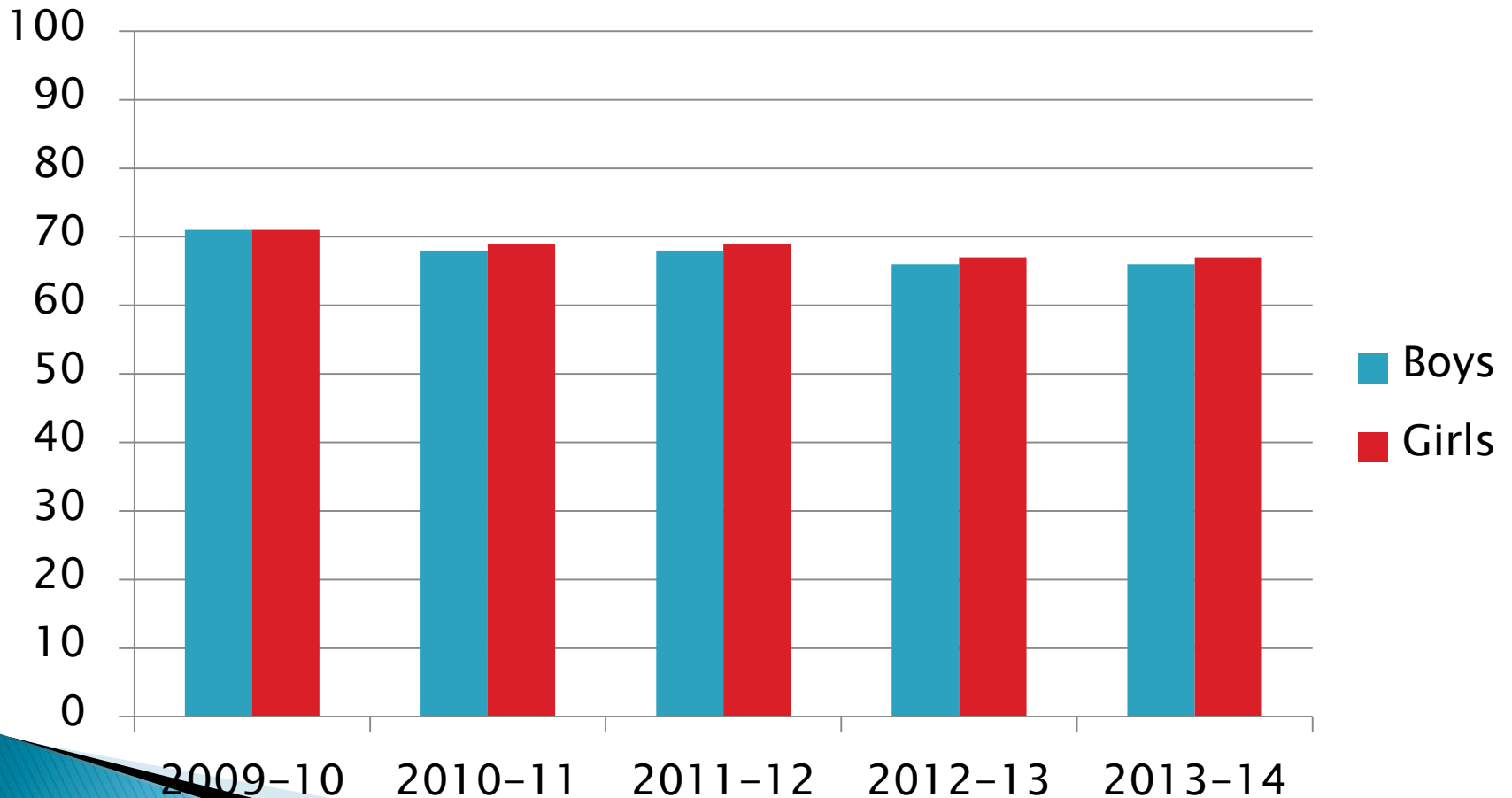
Education Quality and Accountability Office: EQAO

Grade 3: Writing (% at provincial standard)



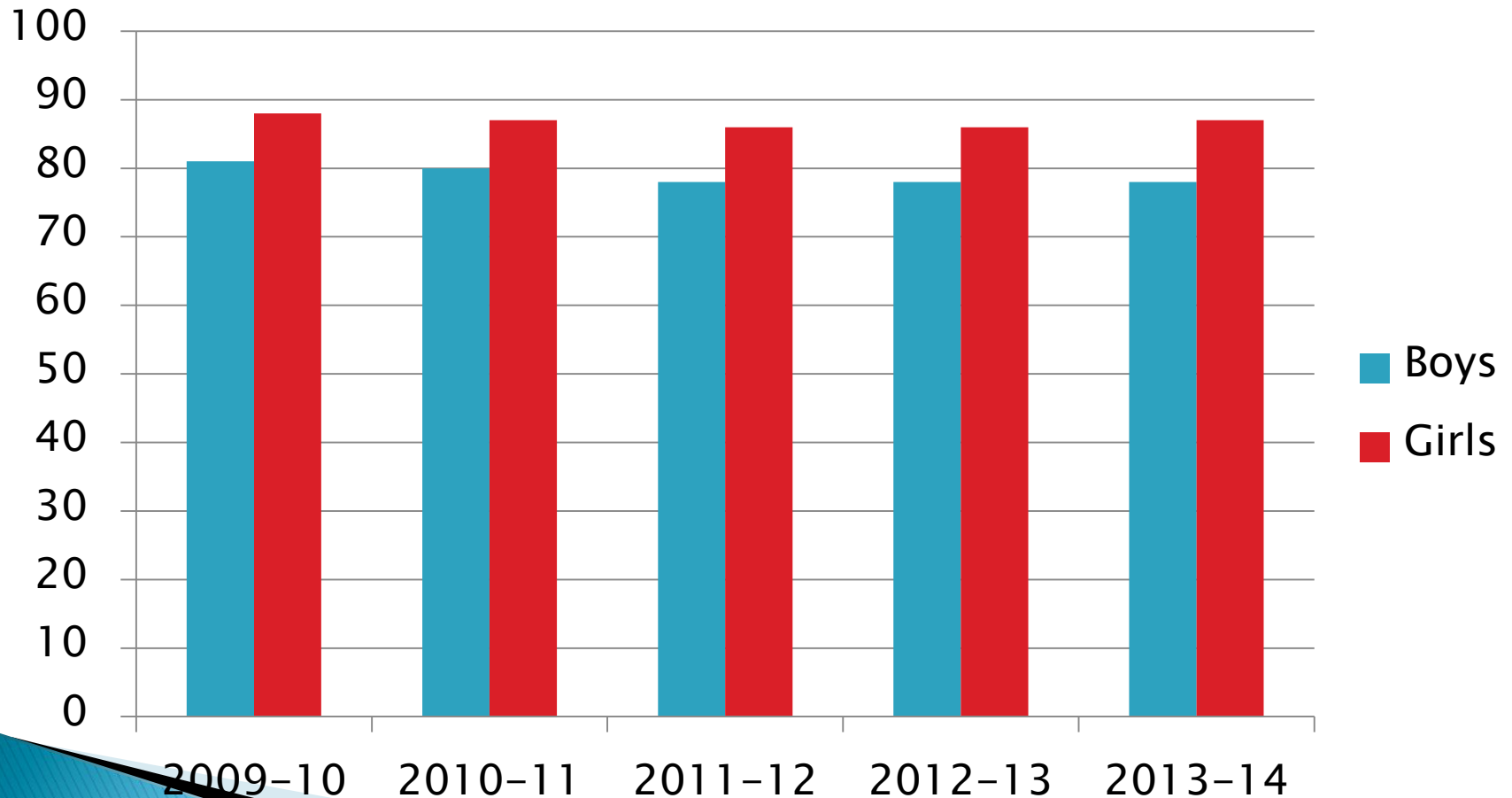
Education Quality and Accountability Office: EQAO

Grade 3: Math (% at provincial standard)



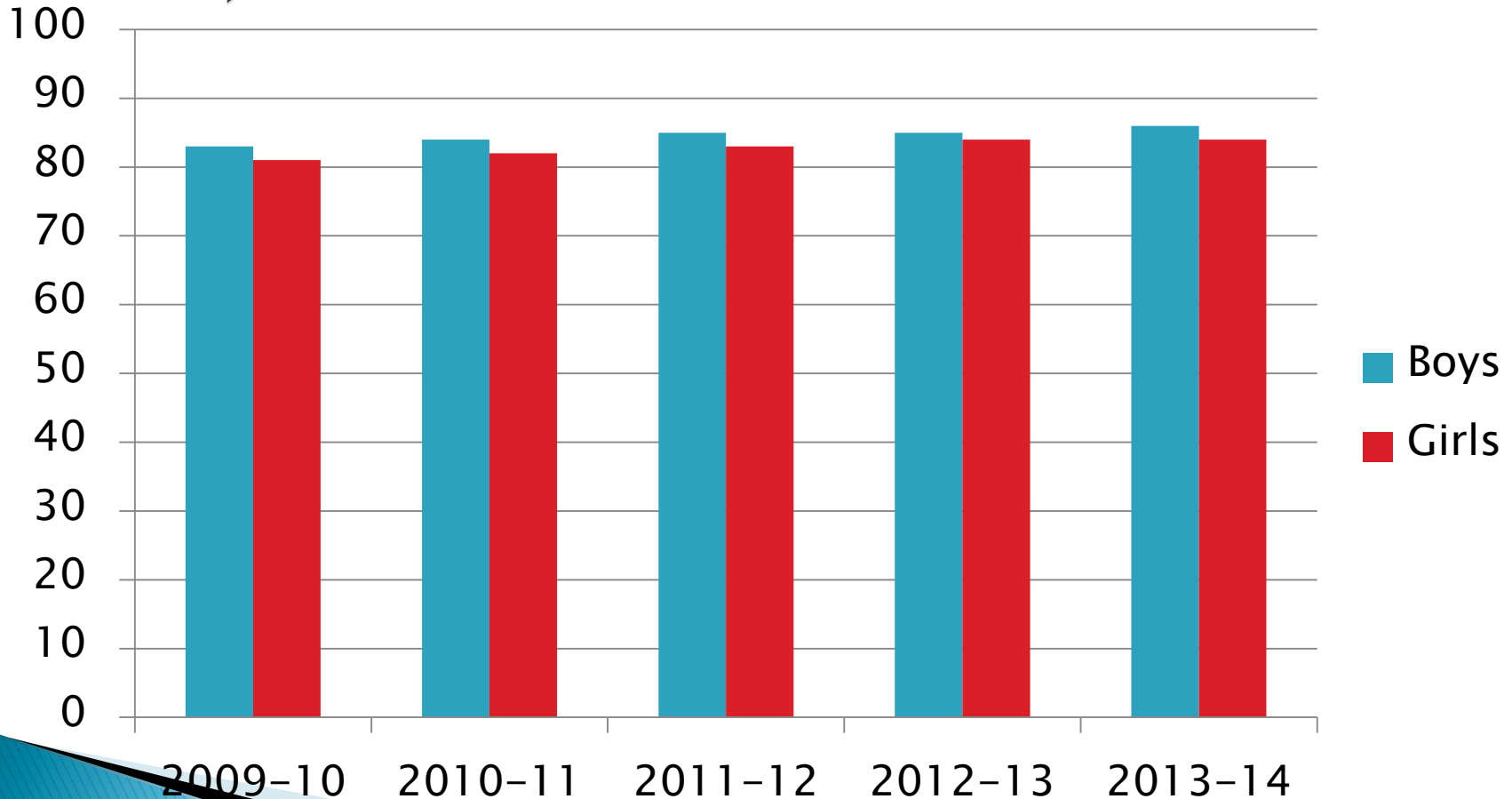
Education Quality and Accountability Office: EQAO

Grade 9: Literacy (% at provincial standard)



Education Quality and Accountability Office: EQAO

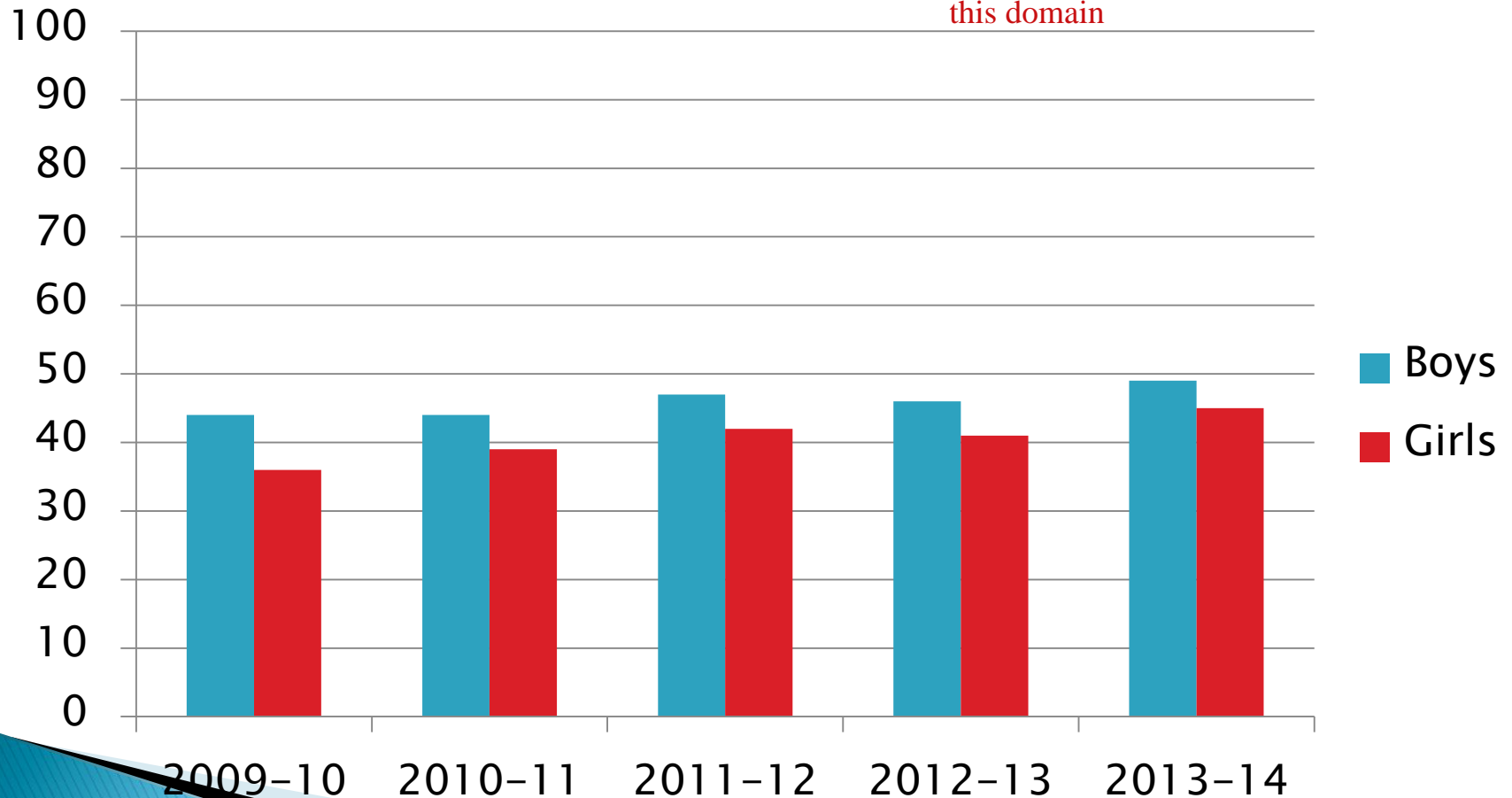
Grade 9: Academic Math (% at provincial standard)



Education Quality and Accountability Office: EQAO Grade 9: Applied Math

(% at provincial standard)

- boys do better than girls - there are decent significant differences
- but both boys and girls are not doing that well in this domain



Cross-Country Study (Reilly, 2012)

▶ Verbal

- $d = -.44$ for reading in 65 countries
- $d = -.38$ in Canada
 - girls are doing better than boys

▶ Mathematics

- $d = .13$ (OECD nations) and $.07$ (PISA nations)
- $d = .14$ in Canada
 - boys are doing slightly better than girls in mathematics

High School Grade Distribution

Grade	Males	Females
90%+	5.8%	8.7%
80%–89%	26.4%	37.8%
70%–79%	41.8%	39.1%
60%–69%	21.4%	12.3%
55%–59%	3.1%	1.5%
50%–54%	0.9%	0.4%
< 50%	0.6%	0.3%

- boys receive lower grades than girls in high school
- underachievement is seen in boys

Drews (2009): Data collected for a cohort that was 15 in 1999.

Weekly Hours of Study

Grade	Males	Females
0	6.7%	1.9%
<1	9.3%	4.1%
1-3	36.3%	27.9%
4-7	29.7%	37.0%
8-14	13.8%	20.7%
15+	4.3%	8.5%

there is a significant difference between boys and girls
- girls are studying for more hours compared to boys

Drews (2009): Data collected for a cohort that was 15 in 1999.

SAT Performance

Overall SAT 1096.81	Males: M (SD)	Females: M (SD)
Overall SAT	1096.81 (155.48)	1045.84 (140.50)
SAT-V	545.86 (89.06)	523.98 (81.47)
SAT-M	550.95 (82.41)	521.86 (76.92)

- ▶ Men perform significantly better on SATs (small difference)
- ▶ When test anxiety and performance avoidance is controlled, difference disappears

Hannon, 2012

% Population (20–24) Without a High School Diploma

	1991 1992	1993 1994	1995 1996	1997 1998	1999 2000	2001 2002	2003 2004	2005 2006	2007 2008	2009 2010	2010 2011
Total rate	15.9	14.1	12.5	12.3	11.5	10.8	9.7	9.1	9.3	8.5	8.0
Males	18.2	16.2	14.5	14.6	13.9	12.7	11.7	11.2	11.1	10.3	9.4
Females	13.6	11.9	10.5	9.8	8.9	8.8	7.6	7.0	7.5	6.6	6.5

Statistic Canada, 2012

- ▶ Men are less likely to have a high school diploma
- ▶ Rates improved for both men and women in last 20 years

- dropout rates improved for both boys and girls
- there is a consistent gender difference across the years - boys are consistently more likely to drop out of the high school than girls

Gendered Reasons for Leaving School

- ▶ Toronto Report, 2005 (qualitative study and lit review)
 - ▶ Boys
 - Financial draw of employment
 - Kicked out of parental home
 - Needing to work to support self/partner/children
 - Needing to work to contribute to parental income - fits into the gender norm that boys need to contribute to the family financially
 - Drugs/alcohol
 - Incarceration
 - ▶ Girls
 - Pregnancy and childbirth
 - Caring for family members
 - Kicked out of parental home
 - Leaving home because of abuse
 - Needing to support self/children
- important to look out who drops out of the high school, AND the gender reasons why they drop out

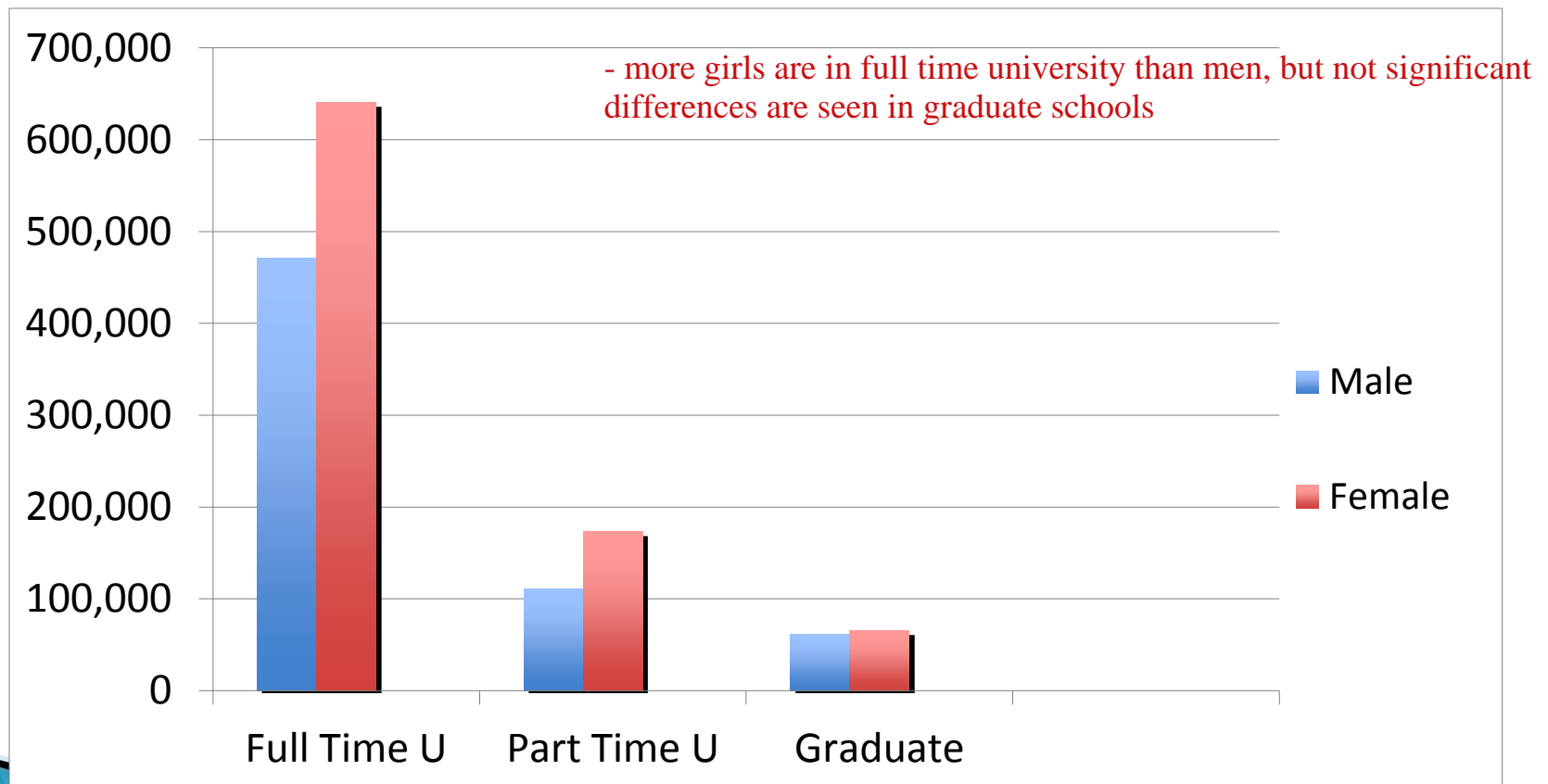
Educational attainment of working-age population, by sex, 2001 to 2011

	High school: Male	High school: Female	Univ. Degree: Male	Univ. Degree: Female	Above Bachelor: Male	Above Bachelor: Female
2001 %	18.5	20.2	16.8	15.1	6.1	4.1
2006 %	19.3	20.4	19.1	18.6	6.6	4.9
2011 %	19.7	20.0	21.2	21.8	7.4	6.2

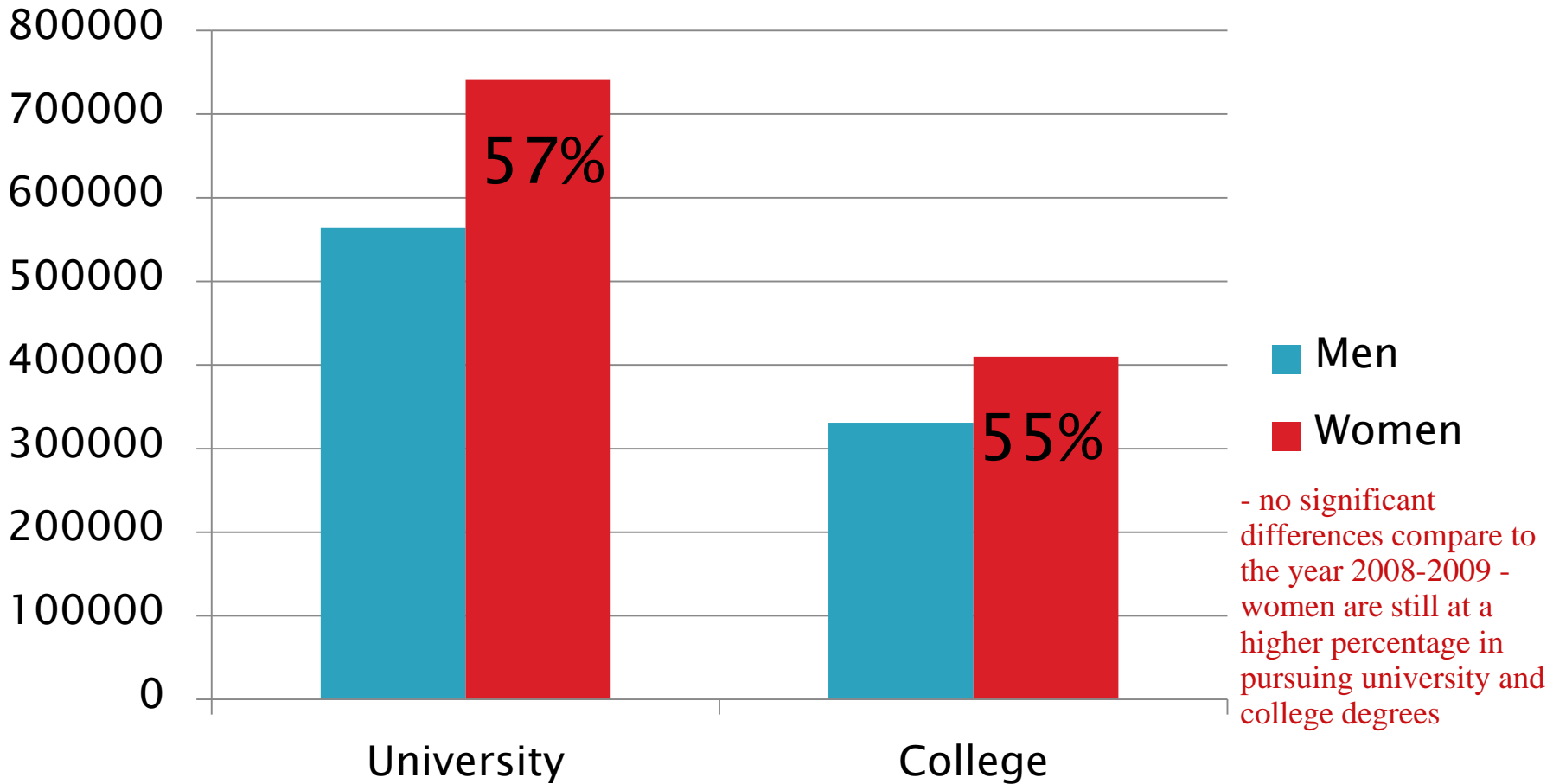
Statistic Canada, 2012

- ▶ Similar numbers of men and women have a high school diploma/university degree
- ▶ Men are more likely to have an advanced degree

Canadian University Enrollment 2008/2009



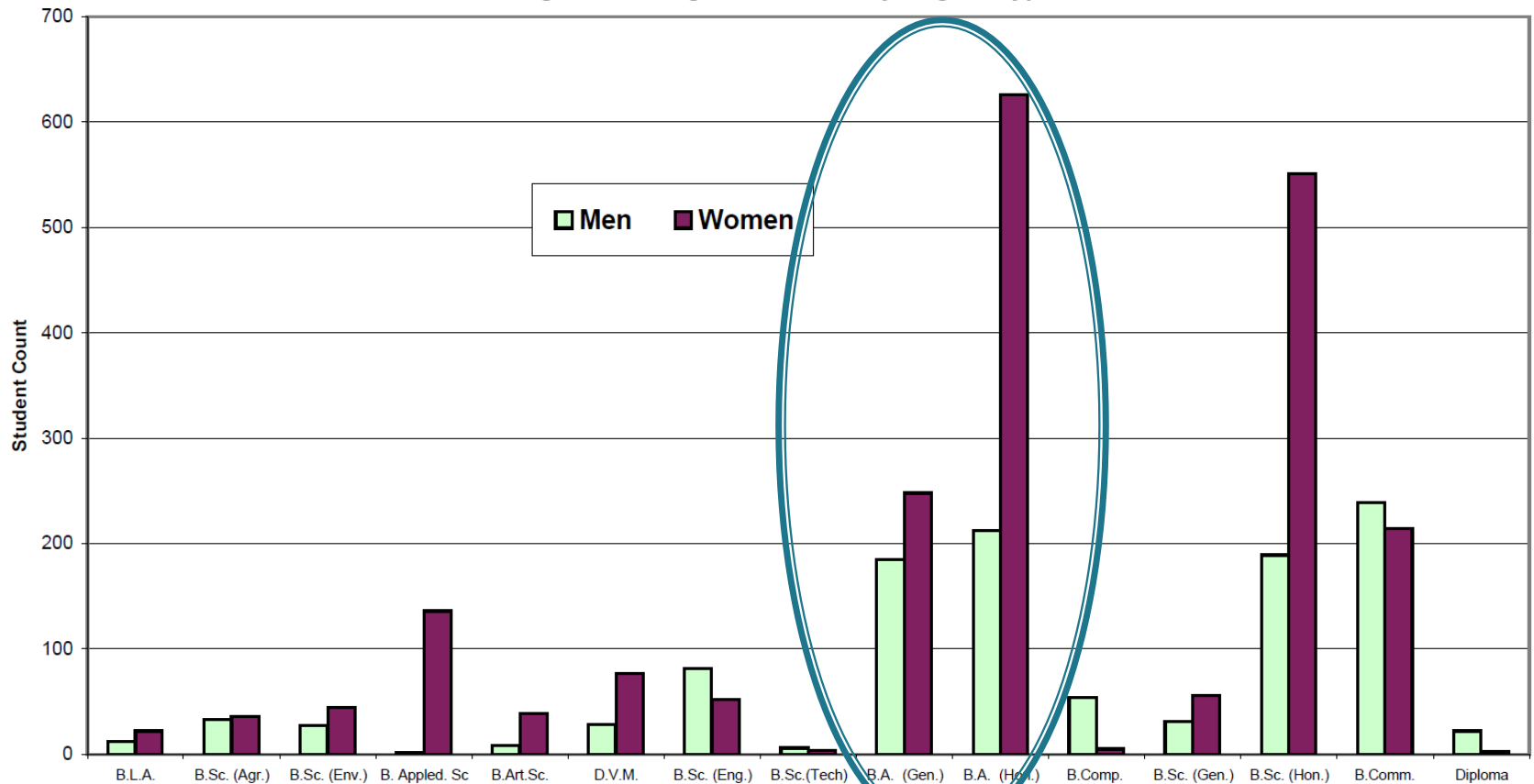
Canadian Enrollment 2014/15



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GRAPH 1.9-1

2006/07 Undergraduate Degrees Granted by Degree Type and Sex

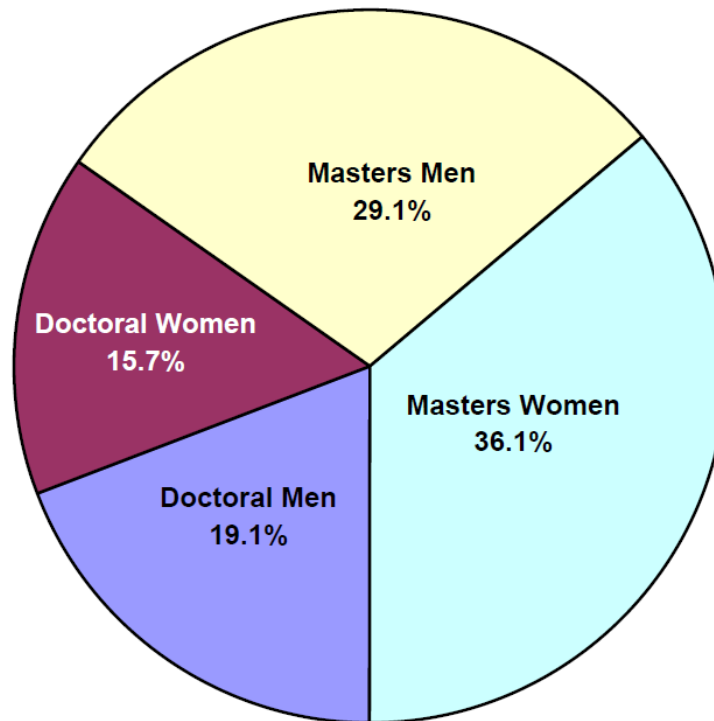


- different types of degrees being achieved by different genders
- boys are more into: computer science, engineering, technology
- girls are more into: applied science, DVM, BA Honours, BSc. honours

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GRAPH 2.5-1

Graduate Students by Sex as a Percentage
of All Graduate Students - Fall 2006

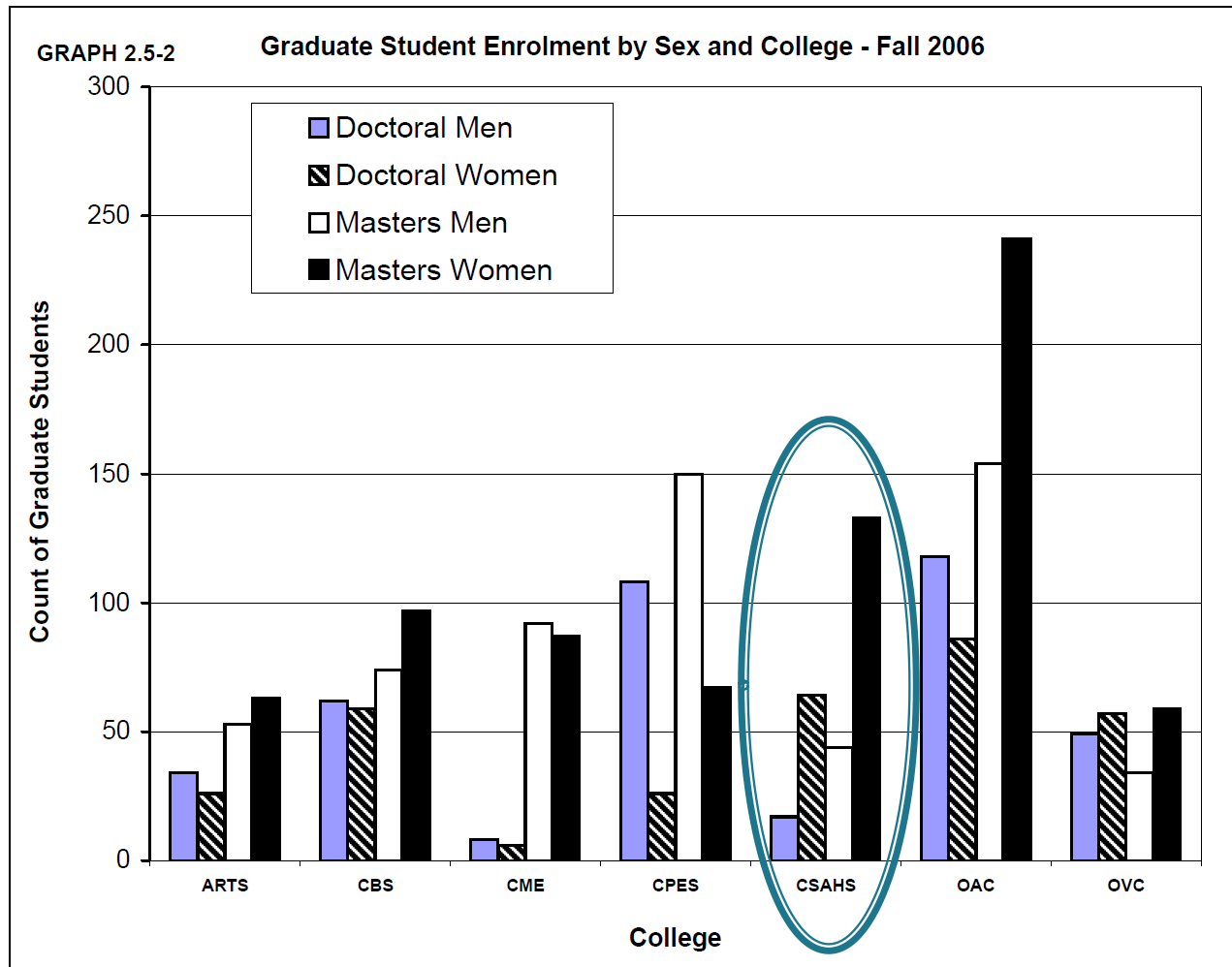


- still more men in doctoral programs than women - there is a gender reversal
- women are more likely to be in masters program, compared to men
- there is something about women not going into the doctoral programs

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*look at it in your own time

Fall 2006 - Graduate Enrolment by Sex and College



Why Women Seek Education

▶ Earning potential increases (2008)


- Women with less than grade 9 earned \$20,800
- Women with university degree earned \$62,800
- Men with less than grade 9 earned \$40,400
- Men with university degree earned \$91,800

- there is a gender pay gap; women are not earning as much as men even though both men and women have the same amount of education

- this is the difference between blue collar jobs and pink collar jobs

- men and women who have studied less than grade 9, their wages move from poverty wage to a living wage - this is how huge the difference is!!

Understanding the Gender Gap in University Education

- ▶ School grades in high school
 - ▶ Standardized test scores in reading
 - ▶ Study habits
 - ▶ Parental expectations
 - Positively related for girls, but not boys
 - ▶ Earning advantage of getting a university education
- 
- if girls have parents who expect her to go or not to go to university, it highly correlates whether the girl will go to university. The same does not correlate for boys

Ways of Understanding Boys Underachievement:

Simple Explanations

▶ Zero tolerance

▶ Female teachers

▶ Kindergarten is the new grade 2 - boys develop more slowly cognitively than girls, so boys are at a disadvantage

- Female teachers - they just don't understand the boys, which means that they may not know how to treat them as well or respond to them as well.

Critiques:

▶ Essentialism

◦ "boys will be boys" - boys are just biologically different

◦ Fine motor skills as much as girls; but they have excellent fine motor skills in gaming rather than printing. This means that there is just a practice difference, rather than biological different

▶ Feminist Backlash

◦ Feminization of society positioned as problematic - the whole school system is "too female" which is why boys have problem in schools.

◦ Crisis portrayed as a loss/rejection of masculinity

▶ Urgency of the boys crisis is overshadowed by other ethnic and SES gaps

- the gaps related to academic achievement for boys is more related to SES gaps and ethnicity gaps, rather than any other explanations!

◦ Discourse of crisis and loss (Griffin, 2010)

Ethnicity, SES, and Academic Achievement

- ▶ Ethnicity and SES are more important than gender in predicting achievement
- ▶ British study looking at interaction of ethnicity, SES and gender (Strand, 2010)
 - Gender gap early with girls doing better
 - Gender gap reduced in later years overall
 - But, increased for Caribbean born boys
 - And, increased for low SES boys
- ▶ “Boys *underachievement*. Which Boys are we Talking about?” (Martino, 2008)
 - Toronto: Ontario Ministry of Education

Leads to Simple Approaches

- ▶ More male teachers
 - Feminization of education is the problem
 - Pedagogy more important than gender
 - Both male and female teachers are influenced by gender stereotypes →
- ▶ Single sex classes
 - Have not shown to improve performance
 - May emphasize gender stereotypes
- ▶ More gaming and other “boy” activities
 - No difference in learning styles
 - Younger & Warrington, 2005
 - May emphasize gender stereotypes

- introducing it might be appropriate, but introducing it to only one gender is considered stereotypical and sexist.



(Critique of simple approaches: Martino & Kehler, 2007)

Male Teachers

▶ Krokovic et al., 2014

- Large Finish sample of 6th graders
- Looked at teacher evaluations of male and female students
- Mathematical thinking
 - Students gender and interaction between student's gender and teachers gender made **no difference**
- Reading comprehension and potential for success in school
 - Girls were evaluated more positively by both male and female teachers (holding actual reading comprehension constant)



- both the male and female teachers were following the stereotypes that girls are better in reading, so they were rating them more positively in that domain
- this shows that academic performance is not to do with the teacher genders, but the actual stereotypes that people grow up with!

More Complex Approaches

- ▶ Individual differences that vary may vary by gender (Spinath, Eckert, and Steinmayr, 2014)
 - Predictors of school success: Intelligence, self-discipline, and motivation
 - Girls show higher self-discipline ($d = -.12$; small effect) and boys more work avoidance ($d = .16-.54$; small to medium effect)
 - Self-discipline explained 50% of association between gender and grades
 - Girls show higher intrinsic motivation for school in general ($d = -.29$ to $-.33$; small effect)

More Complex Approaches

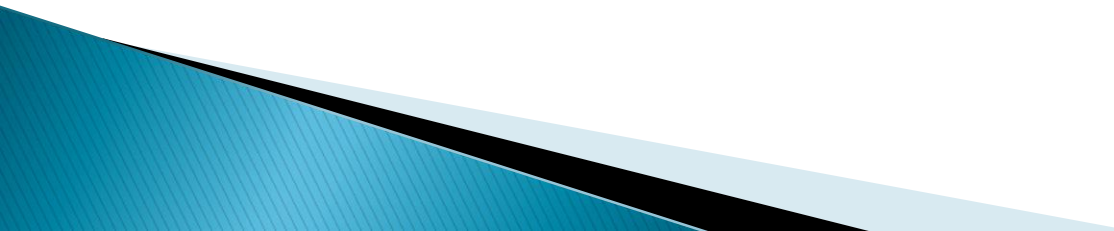
- ▶ Academic achievement and gender identity (Kessels, Heyder, Latsch & Hannover, 2014)
 - Interest as Identity Regulation Model (IIRM)
 - Underrepresentation of girls with STEM (science, technology, engineering & math)
 - STEM association to the masculine *and inconsistency with the feminine role*
 - Underachievement of boys in school
 - Effort in school and following rules associated with the feminine *because self discipline is more of a feminized skills*

Complex Approaches

▶ Challenging hegemonic masculinity

- Need to reconstruct rather than reinforce traditional masculinities
 - Challenge disparaging of the feminine
 - “English is more suited to girls because it’s not the way guys think....Therefore, I don’t particularly like this subject. I hope you aren’t offended by this, but most guys who like English are faggots” (Martino, 1995, p.354) - there is essentialism that English is for girls, so there is no room for improvement left for boys
- Breaking down of stereotypes rather than emphasizing them
 - “Me read? No Way (produced by Ontario Minister of Education in 2004)
 - Male teachers - there are lots of ways being a boys; you can take on a lot of things and still be a boy
- Acknowledgement of multiple masculinities
- Acknowledgement of intersections with ethnicity, SES, sexual orientation

Discussion Questions

- a. What is stereotype threat? Provide an example of when stereotype threat might emerge in a real situation. How could you reduce the impact of stereotype threat in that situation?
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Discussion Questions

b. Consider sidebar 6.1 (page 245) as well as the information on attributions for performance (page 251–254). Do gender differences in attributions for success disadvantage men/boys or women/girls? Explain your answer. Do you think men/boys and women/girls would benefit from different kinds of feedback in response to their success or failure at a particular task?

Discussion Questions

- c. What did you find in your media search? How are the issues similar and different from the ones brought up in the textbook regarding the influence of teachers? How does gender (dis)advantage boys in school? How does it (dis)advantage girls? Is one gender more disadvantaged and if so which one and why? Is there a way to use gender differences as an advantage in our schools?
- 