

e3c-LoyolaECON SEMINAR

Tuesday 13th of September 2022
12:30 pm – 13:30 pm

“The gender gap in mathematics self-assessment: evidence from twins”

By

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Link to join the Seminar: <https://loyola.webex.com/meet/rede3c>

Abstract: It is well established that boys perceive themselves to be better in mathematics than girls, even conditional on their objective math performance or test scores. We examine the gender gap in math self-assessment using a longitudinal study of twins. We use repeated measures of individual self-assessment in mathematics from childhood and adolescence, along with mathematics grades and test scores, parent and teacher mathematics assessments, and measures of gender roles within the family. Our results show that boys have higher self-assessment in their mathematics ability and that this gender gap is even larger within opposite-sex twins. Objective math performance explains only 14-26 percent of the gender gap in math self-assessment. We find a similar gender gap in parents' assessment of their children's abilities. To study the role of gender roles in the home, we create a variable that captures whether parents have stereotypical assessments about the math performance of their children. We find that the gender gap in self-assessment is only significant among those with stereotypical parental evaluations.

Keywords: education, mathematics self-assessment, gender gap, data of twins