GENDER, EDUCATION, AND THE TEACHING PROFESSION IN EUROPE

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ETUCE - Education Trade Unions Addressing Gender Equality Through Social Dialogue

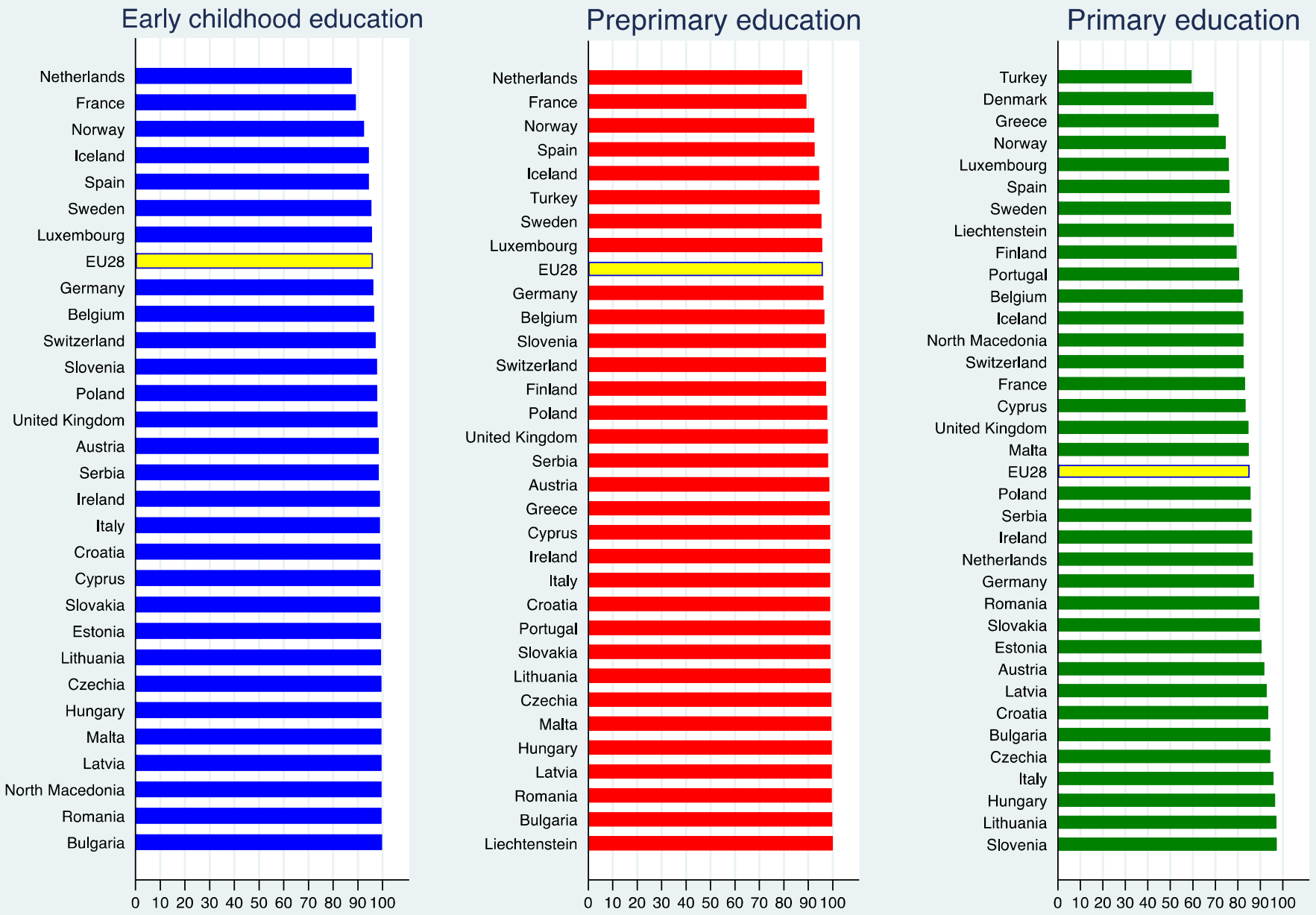
28-29 March 2019

- How much feminization?
- Why that much?
- What consequences?
- Gender differences in what makes a good teacher?

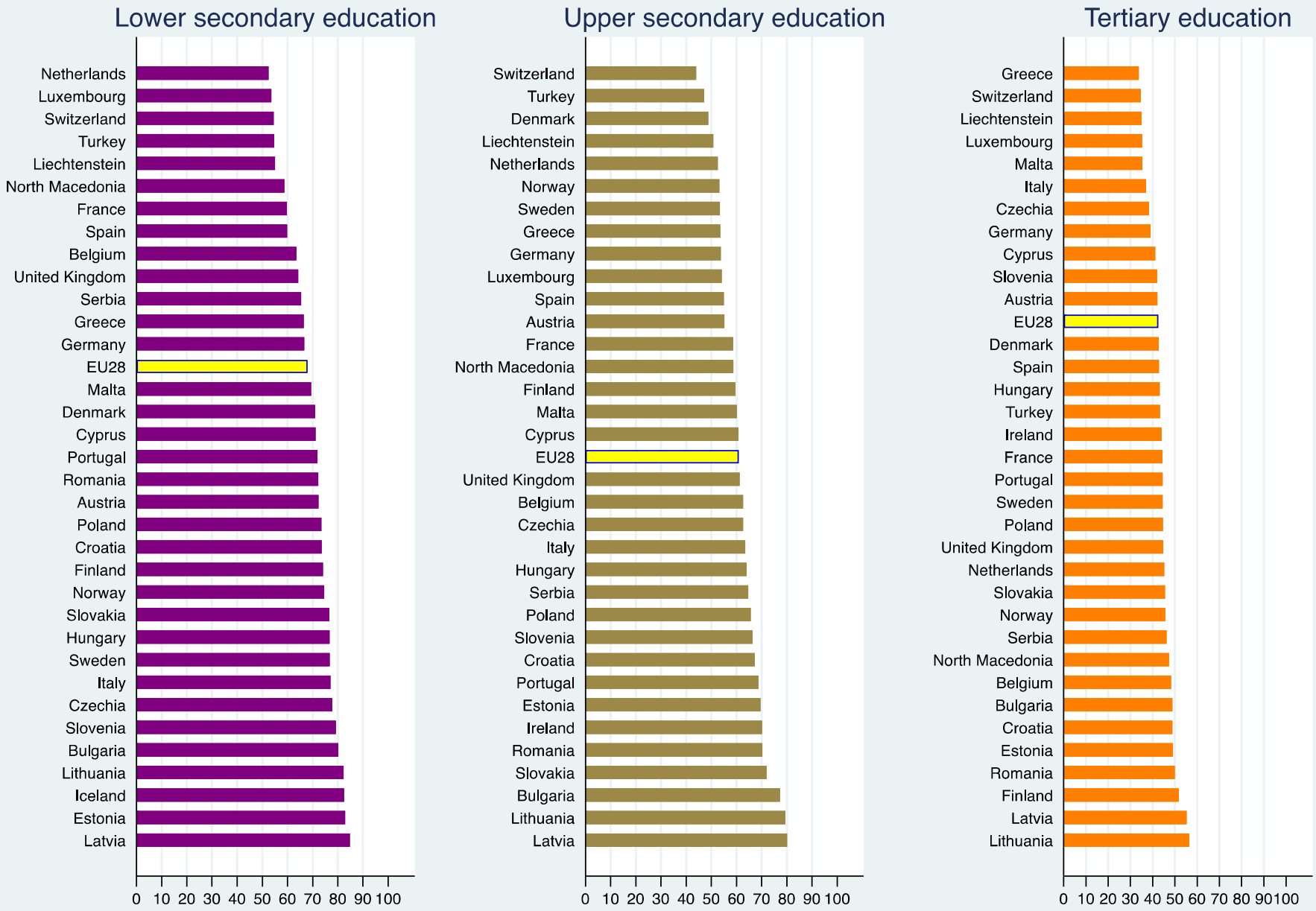
HOW MUCH FEMINIZATION?

Feminisation of teaching profession

- Deep historical roots
  - 1800s women suited for the role of raising and training citizenry
  - Mass education: women's own aspirations for an alternative to the narrow opportunities available to them
- What feminisation?
  - A '**culture**' associated with women.
    - Men dominate managerial positions
  - The **numbers** of women within the profession
    - **Stratification** towards preprimary and primary.



Source :Eurostat



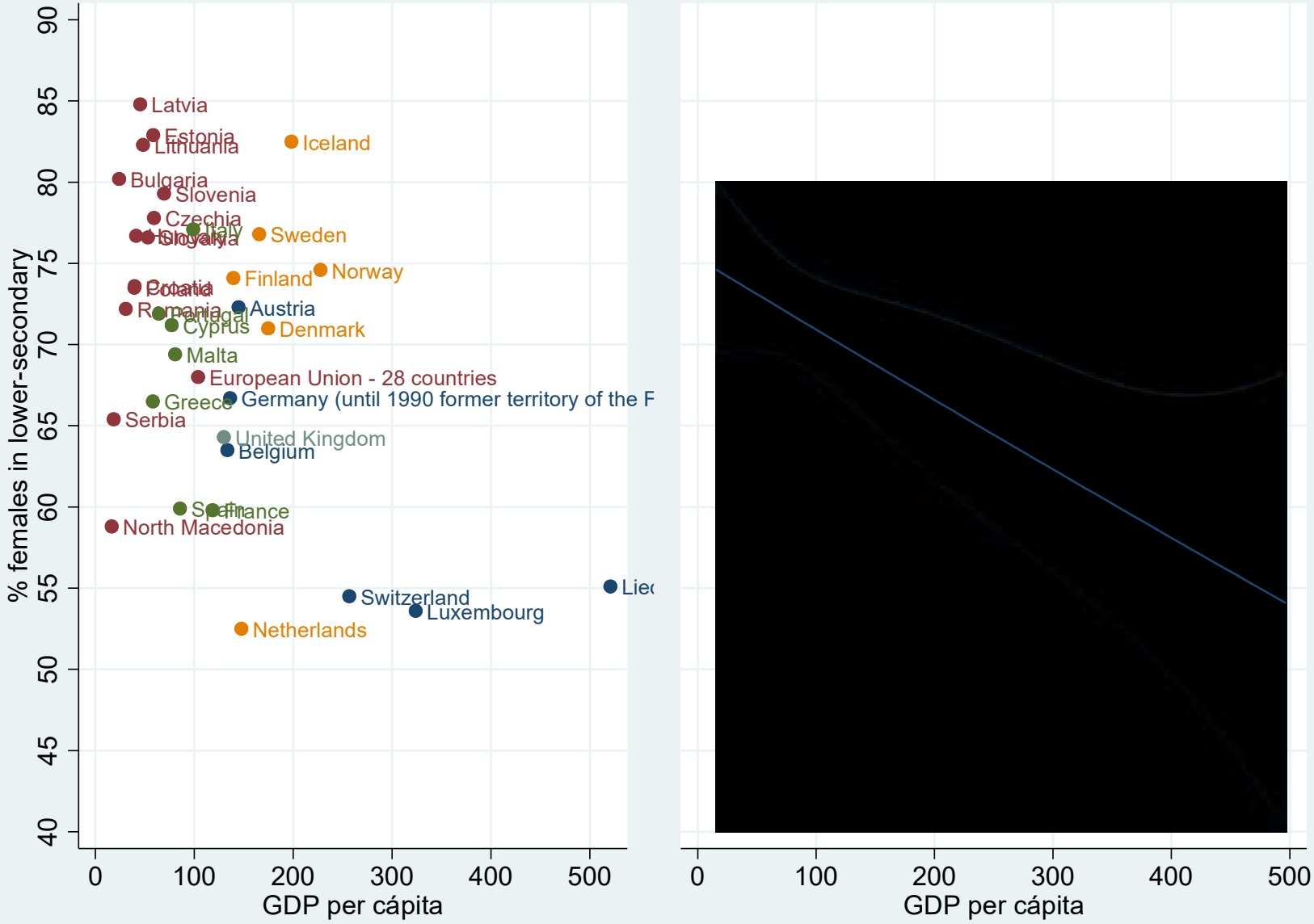
Source :Eurostat

WHAT EXPLAINS THE FEMINIZATION

- Wealthier countries ➔less feminized
  - Requirements for economic efficiency: discrimination is costly:

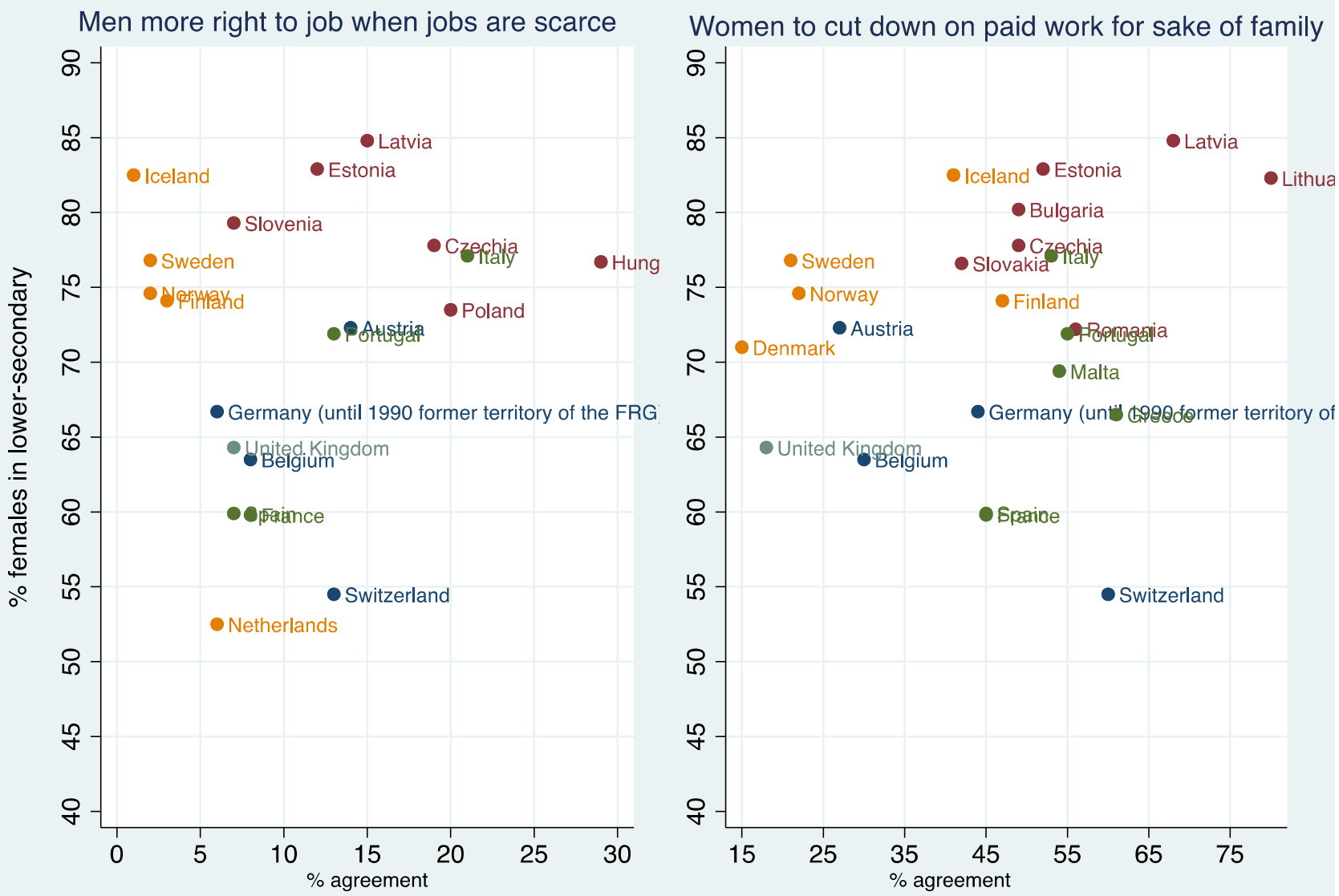
- More progressive countries➔less feminized
  - However, some of the most sex-segregated labor markets are found in the most gender-progressive countries

What explain these differences? GDP



Source :Eurostat

What explains these differences? Gender attitudes



Source :Eurostat

IMPACT OF FEMINISATION

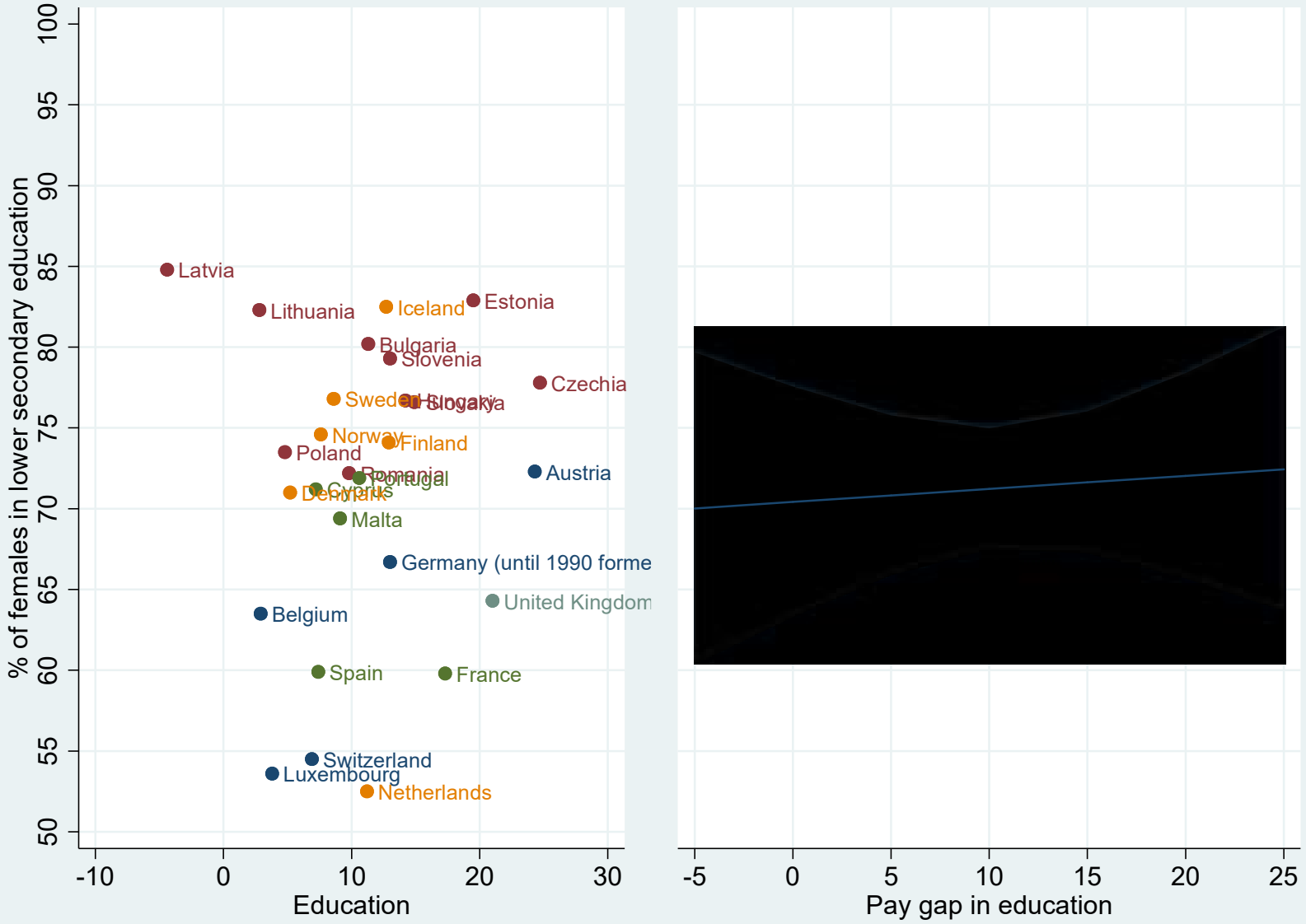
Does it matter?

- Is it bad?
  - Implications for feminism (Griffiths 2006)
- Most societies find it annoying
  - 'The Quality of the Teaching Workforce': the decline in the proportion of men in teaching is an issue of concern for policy-makers (OECD, 2004).
- Why?
  1. Prestige of teaching profession
  2. Unfair for the other gender
  3. Gender gap in STEM
  4. Male educational failure
- Really? Mixed evidence
  - **Non-existent** (to small) effect using **observational data**
    - Systematic sorting of students into classrooms makes it difficult to identify causal effects
  - **Small** effects using **experimental evidence**
    - Random sorting of teachers and students

2.1 Prestige of teaching profession

- Teachers are the most important ingredient of educational quality.
- Loss of prestige following feminisation
  - Calls for more men to enter the profession as a means of raising the profession's status and desirability as a professional career choice

Pay gap in education and % females



Source :Eurostat

2.2 Unfair for other gender

- Teacher–student interactions benefit one sex at the expense of the other (Paredes 2014).
  - Impact on student performances and career decissions
  - (Antecol, Ozkan, & Serkan, 2015; Dee, 2007; Holmlund & Sund, 2008; Muralidharan & Sheth, 2016; Paredes, 2014; Winters, Haight, Swaim, & Pickering, 2013 Bettinger & Long, 2005; Bottia, Stearns, Mickelson, Coller, & Valentino, 2015; Carrell, Page, & West, 2010; Griffith, 2010; Hoffmann & Oreopoulos, 2009; Price, 2010).

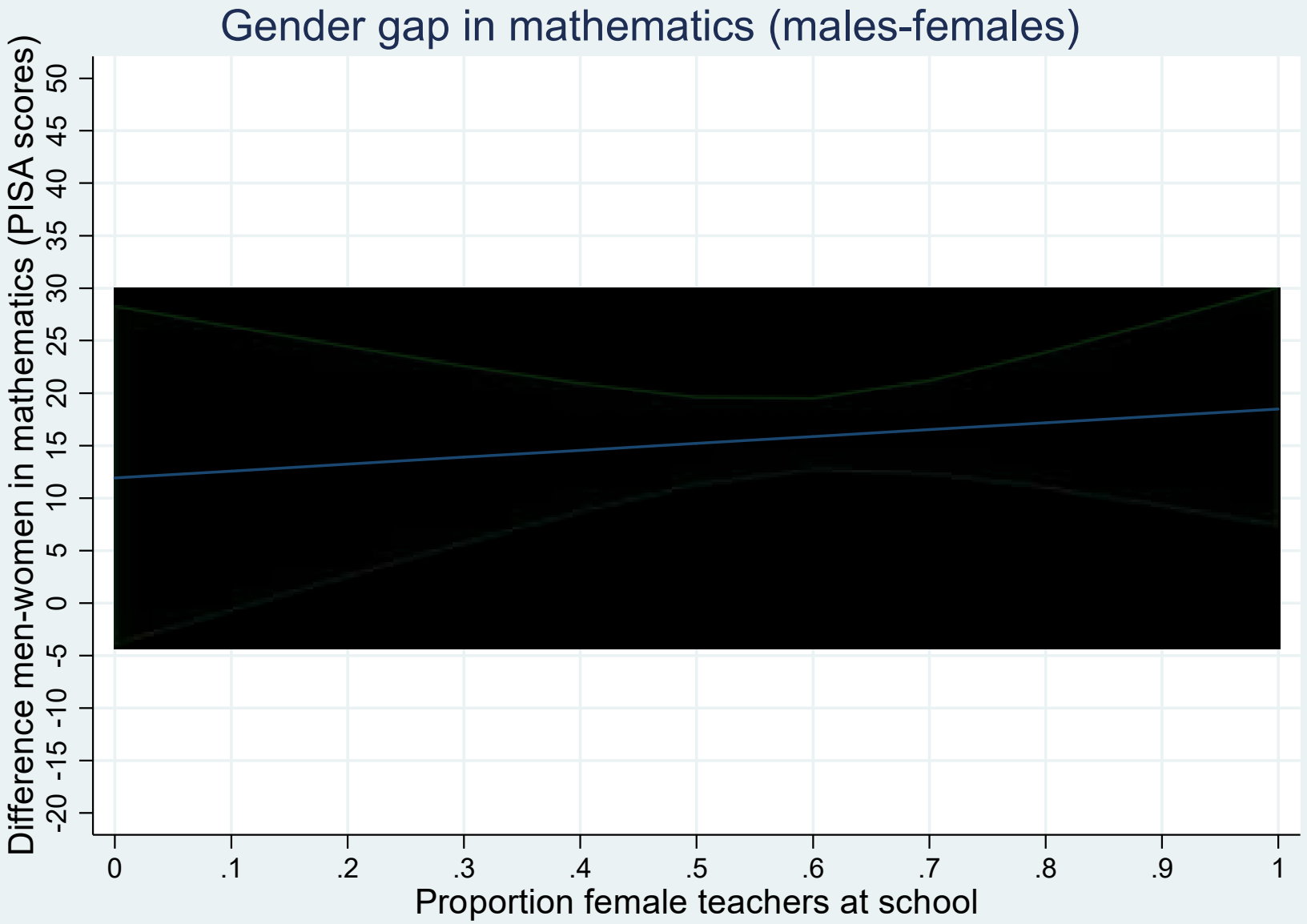
- Why?
  - **Organization**: teachers from different gender may structure their classroom, select topics, communicate, evaluate and provide examples differently.
  - **Role-model effects**: more student engaged withsame-gender teacher & opposite-gender teachers strengthen stereotypes
  - **Gender specific effects**:
    - Gender gap in STEM
    - Male underperformance

2.3 Gender gap STEM

- Disadvantage emanates from a stereotyping of female cognitive ability
- Huge public concern:
  - Implications for gender equality
  - Shortage of STEM workers

- Math **anxiety hypothesis** (Antecol et al., 2015)
  - Beilock et al. (2010): more anxious female teachers endorse the stereotype “boys are good at math, and girls are good at reading”

Gender in mathematics - % of female teachers in school



Source :TALIS-PISA LInk (Spain)

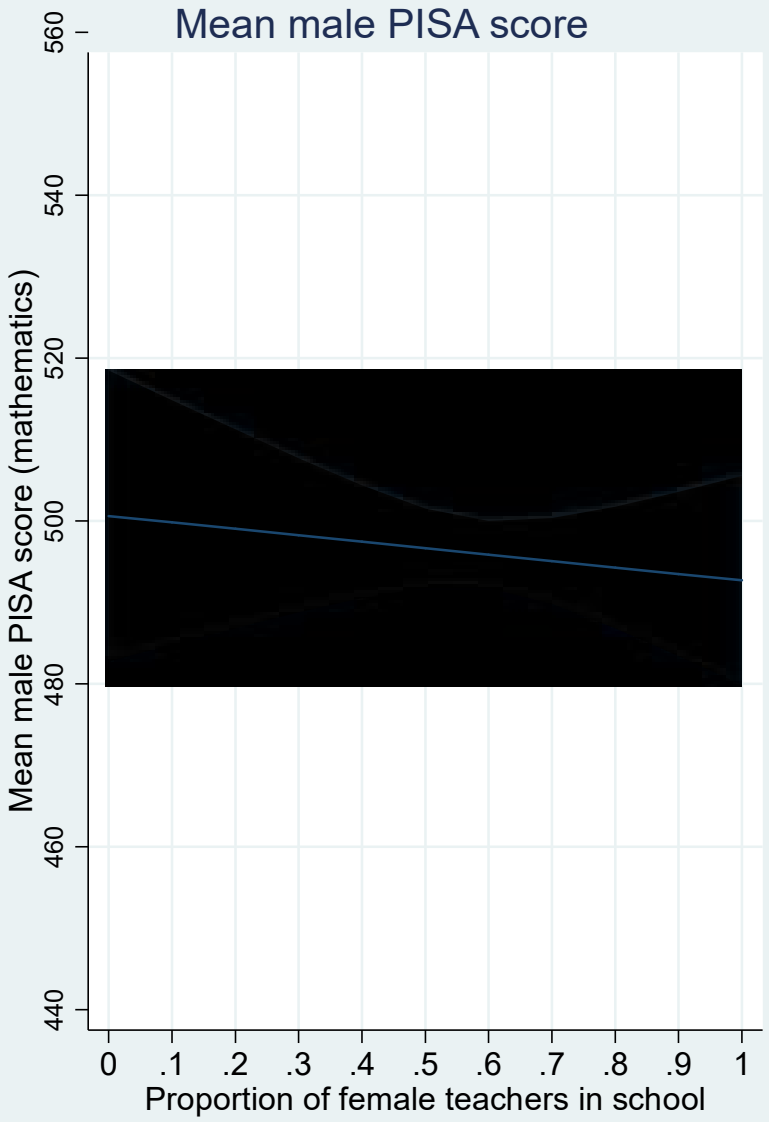
EXPERIMENTAL EVIDENCE

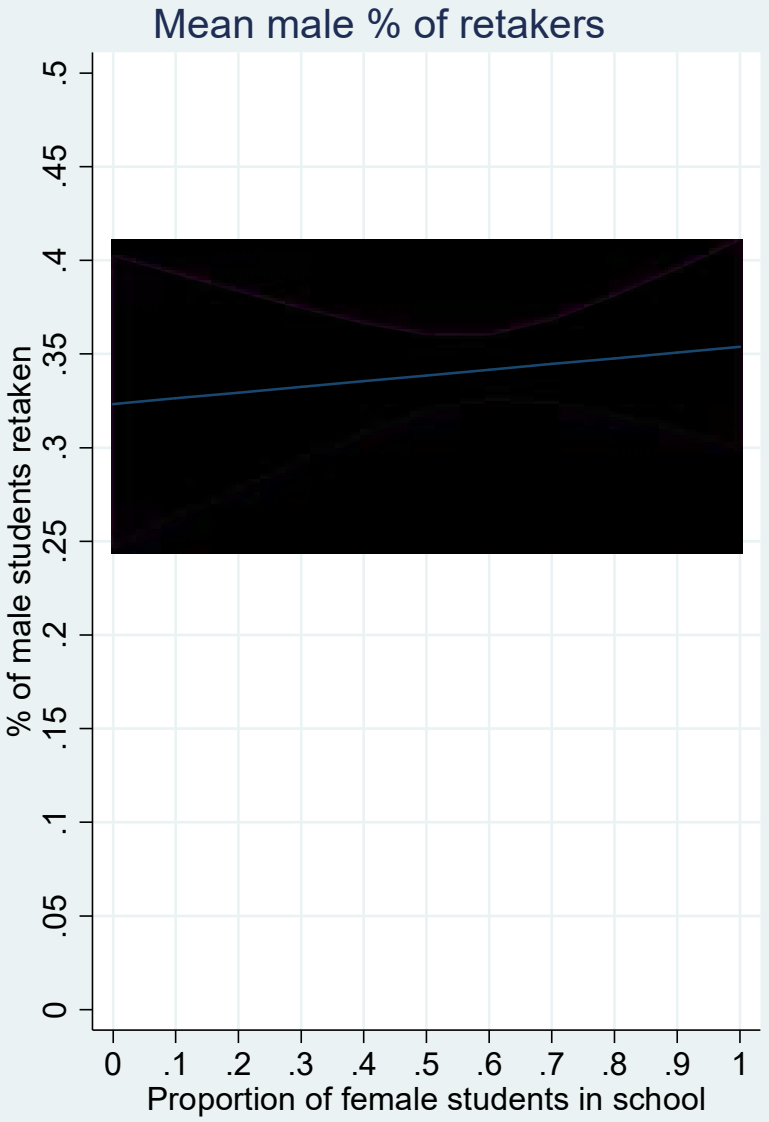
- Antecol, Eren & Ozbeklik (2015)
  - Randomized experiment that was conducted to evaluate the effectiveness of the Teach for America (TFA) Program.
  - Female students assigned to a female teacher ➔lower math test scores.
  - Becomes (marginally) positive in the classrooms where the female teacher had a math or a math-related major in college/post-college

2.4. Male school failure

- Female teachers, feminized curricula, assessment regimes and teaching methods➔male underachievement
  - UK to encourage more males into teacher training colleges since the late 1990s (Carrington and McPhee, 2008).
- But…
  - **Not strong causal evidence**
  - Probably better to unpack societal constructions of masculinities and how this impacts on boys in certain contexts

Male underachievement - % female teachers in school





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EXPERIMENTAL EVIDENCE

- Lavy 2004
  - Blind and non blind grading in high school in Israel
  - The bias estimated was clearly against boys.
  - Range from 0.05 to 0.25 of a standard deviation of the blind-score distribution.

WHAT MAKES A GOOD TEACHER?

What makes a good teacher?

- **Background** of teachers?
  - Easy to measure: formal education, experience or credentials.
  - Little scientific evidence showing a direct impact on student achievement
- Other common ideas…
  - Teachers with strong **pedagogical knowledge** are more effective Teachers' **verbal ability**
  - **Academic skills** measured by scores in achievement tests
- Newer arguments: **self confidence** and **self efficacy**.
  - Intangible features: belief in their own abilities or an ability to connect with students.
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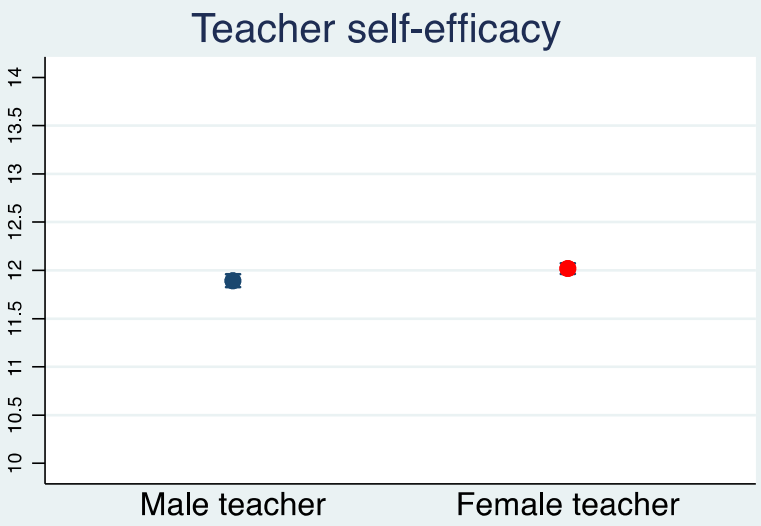
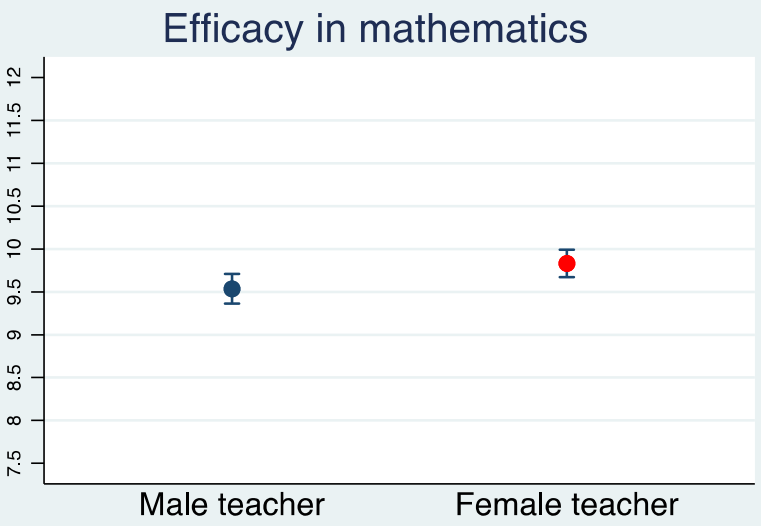
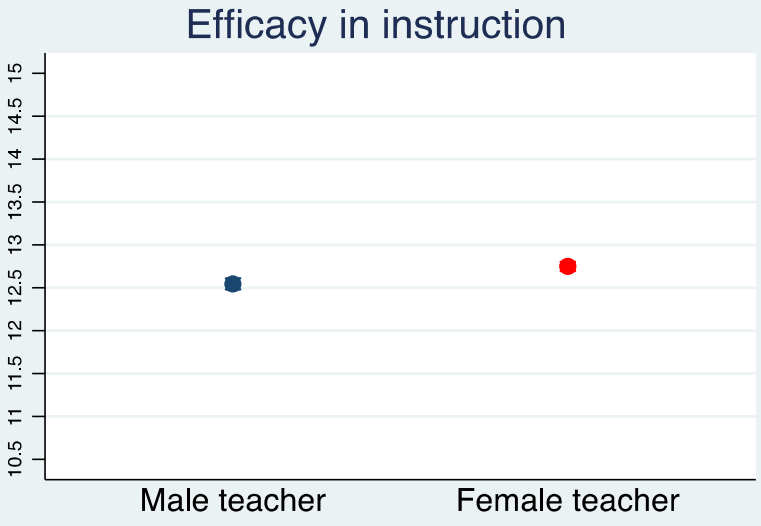
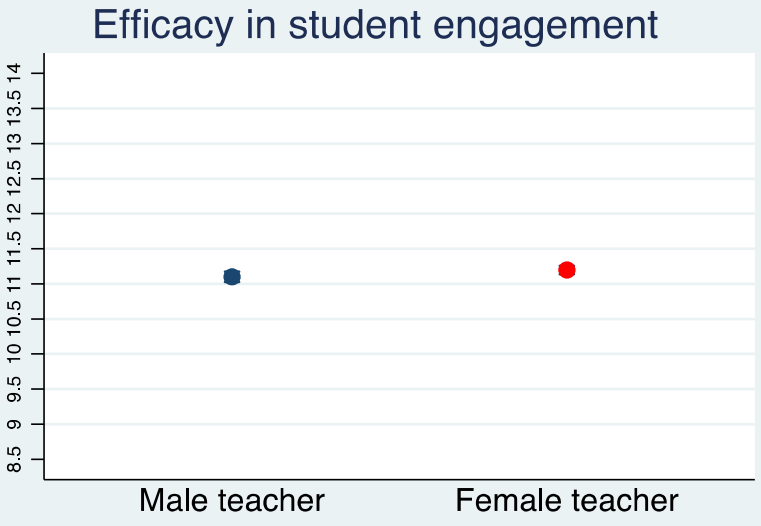
Male and female teacher's self efficacy









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Conclusions

- HOW MUCH FEMINIZATION?
  - High levels of feminization across Europe.
  - Bias towards early stages of the educational path
- WHY?
  - GDP but no gender equality
- DOES IT MATTER?
  - Mixed evidence…
    - The most generalizable data (aggregate, survey): little to no effect
    - The most internally valid data (experiments) little effect
  - No lack of prestige of the occupation
  - Little impact on gender gap in STEM areas; male underachievement
- WHAT MAKES A GOOD TEACHER?
  - Similar distribution of positive teacher characteristics

Thank you