

# **Preliminary Results of the BIPE Project - Ethnicity**

**BIPE Project**

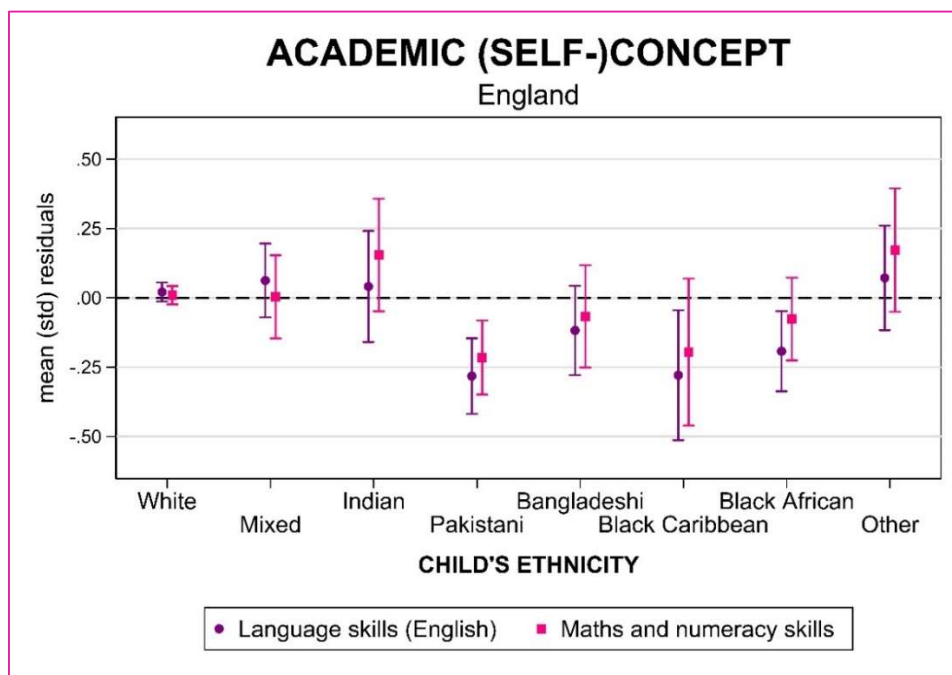
Social and ethnic biases in primary education

The preliminary results presented below investigate the *discrepancy* between students' rating of their own academic ability (i.e., academic self-concept)<sup>1</sup> and teachers' rating of student's academic abilities<sup>2</sup>.

*Are teachers' and students' perceptions of students' academic abilities in agreement?*

Such disagreements in perceptions are measured through the idea of INACCURATE PERCEPTION, defined as the teacher *over- or under-estimating* a student's academic ability, in comparison to the student's own rating of it.<sup>3</sup>

A systematic pattern of (in)accurate teacher perceptions is here shown as the average over- or under-estimation of the academic abilities of children whose families identify with different ethnicities.



**Preliminary results** suggest that, on average, teachers tend to ...

- under-estimate the academic abilities (compared to students' own rating of their abilities) in both English and mathematics of students whose families identify as of Pakistani heritage.
- under-estimate the academic abilities (compared to students' own rating of their abilities) in English of students whose families identify as of Black Caribbean or Black African heritage.

<sup>1</sup> Students' academic self-concept is captured by two questions asking children to rate their own abilities on a scale from *Strongly agree* to *Strongly disagree*: a) I am good at English, b) I am good at Maths.

<sup>2</sup> Teachers' ratings of students' academic abilities are captured by the questions "*In so far as your professional experience will allow, please rate this child in relation to all children of this age (i.e., not just their present class or, even, school): a) English, b) Maths*".

<sup>3</sup> To be precise, teachers' ratings of students' ability are regressed over students' own rating of them. Thus, a discrepancy between the two ratings is captured by the residuals of the regression. Positive (negative) residuals signal that a teacher's rating is higher (lower) than expected, given the student own rating.

## Get in touch

If you would like to know more about the BIPE Project, please get in touch.

### BIPE Project website

<https://bipeproject.blogs.bristol.ac.uk/>

### BIPE Project e-mail address

[bipe-project@bristol.ac.uk](mailto:bipe-project@bristol.ac.uk)

### BIPE Project Researchers e-mail addresses

Dr. Katherin Barg

*Project Leader - Senior Lecturer  
in Education*

[katherin.barg@bristol.ac.uk](mailto:katherin.barg@bristol.ac.uk)

Valentina Perinetti Casoni

*Senior Research Associate*

[valentina.perinetticasoni@bristol.ac.uk](mailto:valentina.perinetticasoni@bristol.ac.uk)



## DATA

The BIPE Project uses the *Millennium Cohort Study* and the *Growing Up in Scotland* study, two large-scale surveys that followed, respectively, 19,000 children born between 2000 and 2001 in the UK and 5,200 children born between 2004 and 2005 in Scotland.

The **PRELIMINARY** results presented here refer to around 6,000 children aged 11 years old residing in England in 2012, and 2,000 children aged 10 years old residing in Scotland in 2014/2015.

- Elliott, C. D., Smith, P., & McCulloch, K. (1996). *British Ability Scales Second Edition (BAS II). Administration and Scoring Manual*. London: Nelson.
- University of London, Institute of Education, Centre for Longitudinal Studies. (2020). *Millennium Cohort Study: Longitudinal Family File, 2001-2018*. [data collection]. 4<sup>th</sup> Edition. UK Data Service. SN: 8172, <http://doi.org/10.5255/UKDA-SN-8172-4>
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: First Survey, 2001-2003*. [data collection]. 14<sup>th</sup> Edition. UK Data Service. SN: 4683, [DOI: 10.5255/UKDA-SN-4683-6](https://doi.org/10.5255/UKDA-SN-4683-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Second Survey, 2003-2005*. [data collection]. 11<sup>th</sup> Edition. UK Data Service. SN: 5350, [DOI: 10.5255/UKDA-SN-5350-6](https://doi.org/10.5255/UKDA-SN-5350-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2022). *Millennium Cohort Study: Third Survey, 2006*. [data collection]. 9<sup>th</sup> Edition. UK Data Service. SN: 5795, [DOI: 10.5255/UKDA-SN-5795-6](https://doi.org/10.5255/UKDA-SN-5795-6)
- University of London, Institute of Education, Centre for Longitudinal Studies. (2021). *Millennium Cohort Study: Fourth Survey, 2008*. [data collection]. 8<sup>th</sup> Edition. UK Data Service. SN: 6411, <http://doi.org/10.5255/UKDA-SN-6411-8>
- University of London, Institute of Education, Centre for Longitudinal Studies. (2021). *Millennium Cohort Study: Fifth Survey, 2012*. [data collection]. 5<sup>th</sup> Edition. UK Data Service. SN: 7464, <http://doi.org/10.5255/UKDA-SN-7464-5>
- University of London, Institute of Education, Centre for Longitudinal Studies. (2020). *Millennium Cohort Study: Sixth Survey, 2015*. [data collection]. 7<sup>th</sup> Edition. UK Data Service. SN: 8156, <http://doi.org/10.5255/UKDA-SN-8156-8>