

Preliminary Results of the BIPE Project - Gender

BIPE Project

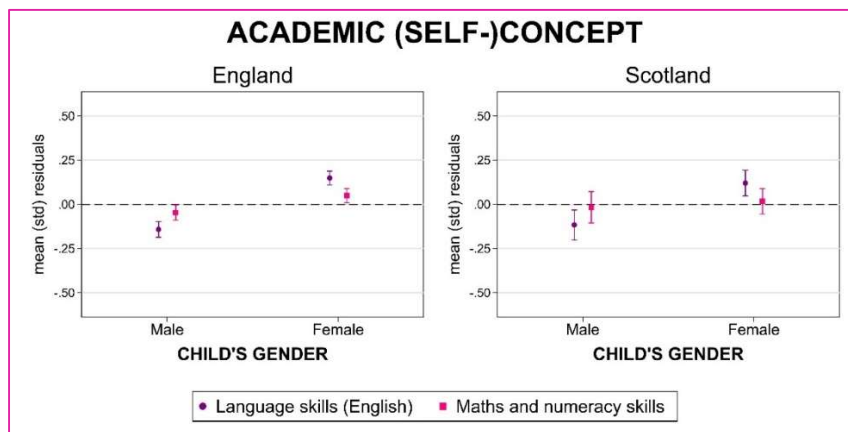
Social and ethnic biases in primary education

The preliminary results presented below investigate the *discrepancy* between students' rating of their own academic ability (i.e., academic self-concept)¹ and teachers' rating of student's academic abilities².

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.³

A systematic pattern of (in)accurate teacher perceptions is here shown as the average over- or under-estimation of the academic abilities of boys and girls.



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

- in England, under-estimate the academic abilities (compared to students' own rating of their abilities) of boys, albeit more so in English than in mathematics.
- in England, over-estimate the academic abilities (compared to students' own rating of their abilities) of girls, albeit more so in English than in mathematics.
- in Scotland, under-estimate the academic abilities (compared to students' own rating of their abilities) in English of boys.
- in Scotland, over-estimate the academic abilities (compared to students' own rating of their abilities) in English of girls.

¹ 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.

² In England, teachers' ratings of students' language skills abilities are captured by the question "*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*". In Scotland, teachers were asked to assess the Curriculum for Excellence level (Early, First, Second, Third) and the stage (Developing, Consolidating, Securing) at which the child was working in the following areas: listening and talking, reading, and writing; the two sources of information were combined by the authors to construct the final teacher rating.

³ 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



BIPE Project Researchers e-mail addresses

Dr. Katherin Barg

*Project Leader - Senior Lecturer
in Education*

katherin.barg@bristol.ac.uk

Valentina Perinetti Casoni

Senior Research Associate

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.
- ScotCen Social Research. (2022). Growing Up in Scotland: Cohort 1, Primary 6 Teacher Survey, 2014-2015: Special Licence Access. [data collection]. UK Data Service. SN: 8366, DOI: <http://doi.org/10.5255/UKDA-SN-8366-1>
- ScotCen Social Research. (2022). Growing Up in Scotland: Cohort 1, Sweeps 1-10, 2005-2020: Special Licence Access. [data collection]. 19th Edition. UK Data Service. SN: 5760, DOI: <http://doi.org/10.5255/UKDA-SN-5760-12>
- University of London, Institute of Education, Centre for Longitudinal Studies. (2020). *Millennium Cohort Study: Longitudinal Family File, 2001-2018*. [data collection]. 4th 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]. 14th 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]. 11th 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]. 9th 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]. *8th 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]. *5th 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]. *7th Edition*. UK Data Service. SN: 8156, <http://doi.org/10.5255/UKDA-SN-8156-8>
- Wechsler, D. (2005). Wechsler Individual Achievement Test 2nd Edition (WIAT II). London: The Psychological Corp.