

Preliminary Results of the BIPE Project - Social Class

BIPE Project

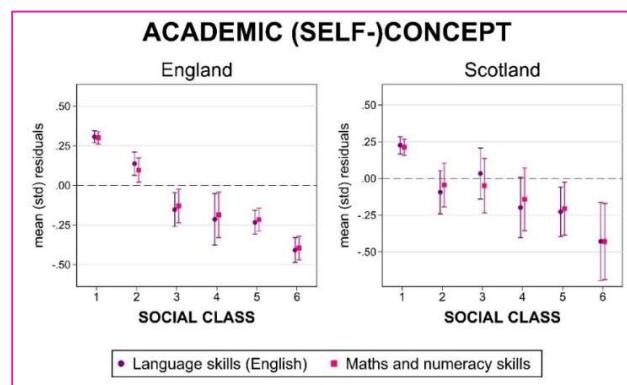
Social and ethnic biases in primary education

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 children from different social classes.



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 from lower-social classes.
- over- estimate the academic abilities (compared to students' own rating of their abilities) in both English and mathematics of students from higher-social classes.

Social classes

Social class is captured by the highest parental National Statistics Socio-economic Classification (NS-SEC) code. The six classes reported above are: 1) Managerial, administrative, and professional occupation; 2) Intermediate occupations, 3) Small employers and own account workers, 4) Lower supervisory and technical occupations, 5) Semi-routine & routine occupations, 6) Not in work.

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.

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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.

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