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# 中学生教育期望的性别差异:表现与成因

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210093

90 25 29  
U. S. Department of Education, 2015

OECD

OECD, 2013

2010

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B

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2009

50%

2016

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1  
2  
self- concept

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significant others

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motivation to achieve

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5a  
5b  
5c

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1. China Edu  
ational Panel Study CEPS <sup>(1)</sup> CEPS 2013- 2014  
PPS 28  
112 438 19487  
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2-8 1. 2 3 CEPS 4.  
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Marini 1978

1978 academicability Marini,  
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4. CEPS  
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Sewell & Shah, 1968

1 1

	t	N=19487	15.85	16.55	16.19	3.65	7	22
		=1	-	-	0.52	0.50	0	1
		***	4.52	4.32	4.42	2.05	2	8
		***	2.17	2.45	2.30	0.63	0.33	3
		***	1.57	1.82	1.69	1.00	0.25	4
		=1 ***	0.46	0.49	0.47	0.50	0	1
		=1	0.55	0.54	0.55	0.50	0	1
		***	0.68	0.80	0.74	0.84	0	6
	p<	.	42.56	43.09	42.81	18.21	0	100
		***	4.30	5.75	5	2.95	0	10
		***	7.60	7.69	7.64	0.96	2	8
			10.71	10.77	10.74	3.06	0	19
		=1 *	0.23	0.22	0.23	0.42	0	1
		***	16.61	16.89	16.74	3.32	7	22
		N <sub>s</sub> =112						
			2.03	2.04	2.03	0.64	1	3
		=1	0.51	0.51	0.51	0.50	0	1

t p<0.05 \*\*\*p<0.001

sample

school random effects model

$$y_{is} = \beta_0 + \sum_{k=1}^n \beta_k X_{isk} + \sum_{a=1}^m \beta_a W_{sa} + \mu_{0s} + u_{is}$$

$y_{is}$        $X_{isk}$   
 $W_{sa}$        $u_{is}$   
 $s$        $i$

1.

2

1 2

p<0.001

2

3 4

p<0.001

2a

3a

5 6

p<0.001

4a

2

	1	2	3	4	5	6
	0.217*** (0.028)	0.104*** (0.028) -0.681*** (0.028) 0.010 (0.034) -0.069** (0.019) -0.002 (0.001) -0.067*** (0.005) 0.094*** (0.014) 0.075*** (0.006) 0.135*** (0.040) 0.027*** (0.005) 0.057 (0.134) 0.269 (0.177) 0.155 (0.113)	-0.277*** (0.009)	-0.233*** (0.009) -0.075*** (0.008) -0.017 (0.010) -0.014* (0.006) 0.002** (0.000) 0.024*** (0.002) 0.081*** (0.004) 0.009*** (0.002) 0.002 (0.012) 0.021*** (0.001) 0.079* (0.030) 0.155** (0.039) 0.038 (0.025)	-0.246*** (0.014)	-0.147*** (0.014) -0.127*** (0.013) -0.030 (0.016) -0.012 (0.009) 0.001 (0.000) 0.060*** (0.003) 0.141*** (0.007) 0.010*** (0.003) 0.093*** (0.019) 0.022*** (0.002) 0.027 (0.052) 0.129 (0.068) -0.035 (0.044)
	4.298*** (0.064)	2.962*** (0.184)	2.448*** (0.018)	1.094*** (0.050)	1.830*** (0.024)	-0.052 (0.083)
	0.647*** (0.045) 1.936*** (0.010)	0.526*** (0.038) 1.881*** (0.010)	0.182*** (0.013) 0.593*** (0.003)	0.111*** (0.009) 0.569*** (0.003)	0.235*** (0.017) 0.959*** (0.005)	0.198*** (0.015) 0.918*** (0.005)
Log-likelihood	19487 -40689.37	19436 -40004.86	19487 -17615.62	19436 -16716.90	19487 -26974.79	19436 -26032.77

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

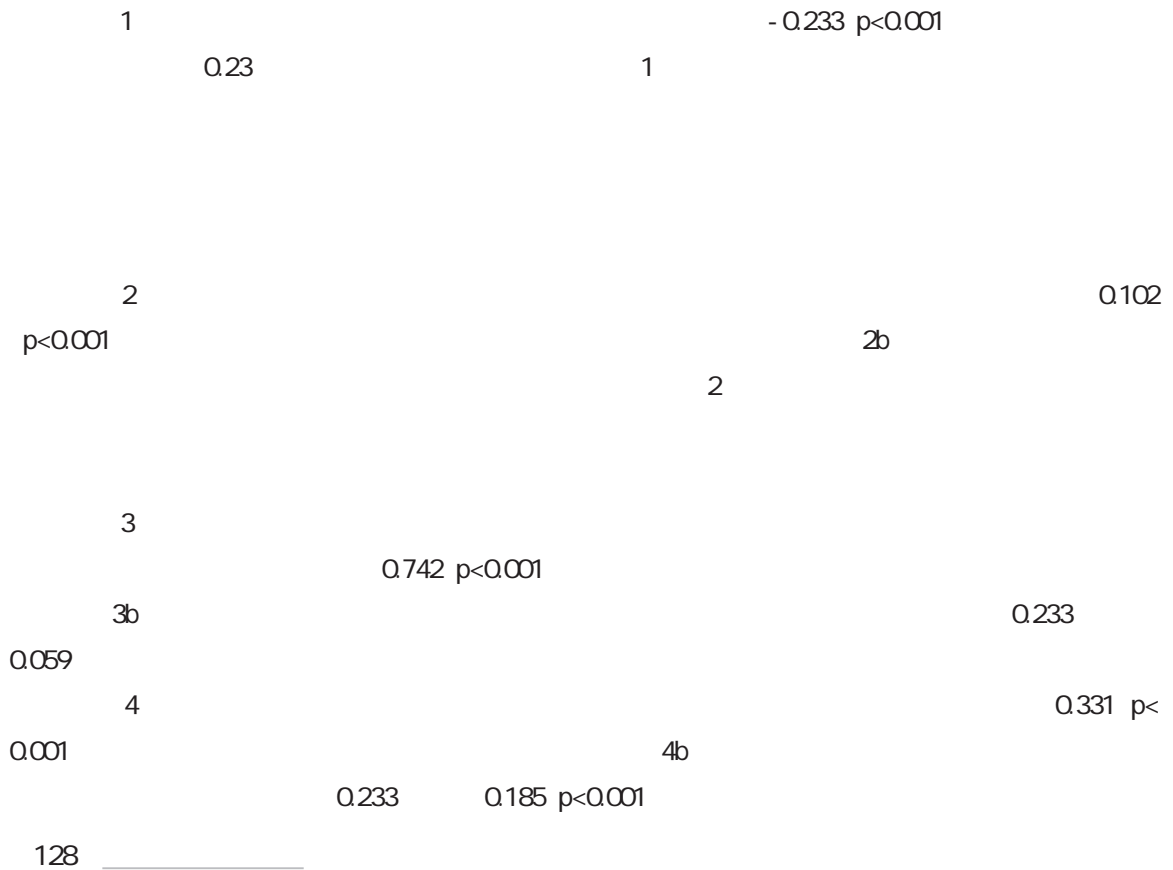
2

3

3

	1	2	3	4	5
	- 0.233 <sup>***</sup> (0.044)	- 0.243 <sup>***</sup> (0.044)	- 0.059(0.045)	- 0.185 <sup>***</sup> (0.044)	- 0.048(0.045)
	- 0.380 <sup>***</sup> (0.043)	- 0.310 <sup>***</sup> (0.044)	- 0.323 <sup>***</sup> (0.043)	- 0.337 <sup>***</sup> (0.043)	- 0.252 <sup>***</sup> (0.043)
	0.060(0.052)	0.059(0.052)	0.073(0.052)	0.071(0.052)	0.080(0.051)
	- 0.027(0.030)	- 0.017(0.030)	- 0.015(0.029)	- 0.021(0.030)	- 0.005(0.029)
	0.014 <sup>***</sup> (0.001)	0.015 <sup>***</sup> (0.001)	0.013 <sup>***</sup> (0.001)	0.014 <sup>***</sup> (0.001)	0.013 <sup>***</sup> (0.001)
	0.228 <sup>***</sup> (0.008)	0.235 <sup>***</sup> (0.008)	0.211 <sup>***</sup> (0.008)	0.208 <sup>***</sup> (0.008)	0.202 <sup>***</sup> (0.008)
	0.186 <sup>***</sup> (0.023)	0.176 <sup>***</sup> (0.023)	0.123 <sup>***</sup> (0.023)	0.139 <sup>***</sup> (0.023)	0.087 <sup>***</sup> (0.023)
	0.098 <sup>***</sup> (0.010)	0.090 <sup>***</sup> (0.010)	0.091 <sup>***</sup> (0.010)	0.094 <sup>***</sup> (0.010)	0.084 <sup>***</sup> (0.009)
	0.130 <sup>***</sup> (0.062)	0.117(0.062)	0.128(0.061)	0.098(0.062)	0.096(0.061)
	0.421 <sup>***</sup> (0.007)	0.418 <sup>***</sup> (0.007)	0.405 <sup>***</sup> (0.007)	0.413 <sup>***</sup> (0.007)	0.399 <sup>***</sup> (0.007)
	0.513 <sup>***</sup> (0.119)	0.508 <sup>***</sup> (0.118)	0.456 <sup>***</sup> (0.113)	0.505 <sup>***</sup> (0.119)	0.453 <sup>***</sup> (0.114)
	0.704 <sup>***</sup> (0.156)	0.679 <sup>***</sup> (0.155)	0.591 <sup>***</sup> (0.147)	0.663 <sup>***</sup> (0.156)	0.556 <sup>***</sup> (0.149)
	0.278 <sup>*</sup> (0.101)	0.264 <sup>*</sup> (0.100)	0.252 <sup>*</sup> (0.095)	0.291 <sup>**</sup> (0.101)	0.255 <sup>*</sup> (0.097)
		0.102 <sup>**</sup> (0.011)			0.067 <sup>***</sup> (0.011)
			0.742 <sup>***</sup> (0.037)		0.655 <sup>***</sup> (0.037)
				0.331 <sup>***</sup> (0.023)	0.255 <sup>***</sup> (0.023)
	4.554 <sup>***</sup> (0.248)	4.255 <sup>***</sup> (0.250)	3.767 <sup>***</sup> (0.247)	4.580 <sup>***</sup> (0.247)	3.684 <sup>***</sup> (0.248)
	0.420 <sup>***</sup> (0.037)	0.416 <sup>***</sup> (0.036)	0.391 <sup>***</sup> (0.035)	0.422 <sup>***</sup> (0.036)	0.398 <sup>***</sup> (0.035)
	2.933 <sup>***</sup> (0.015)	2.926 <sup>***</sup> (0.015)	2.903 <sup>***</sup> (0.015)	2.917 <sup>***</sup> (0.015)	2.890 <sup>***</sup> (0.015)
Log-likelihood	19284 - 48193.98	19284 - 48152.26	19284 - 47991.33	19284 - 48089.18	19284 - 47904.82

\*p< 0.05, \*\*p< 0.01, \*\*\*p< 0.001





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3 4  
3  
4  
4  
0.088 p<0.001  
2  
0.189 p<0.01  
3  
0.149 p<0.001

- 0.048

	1	2	3
1	- 0.051(0.044) 0.020(0.015) 0.648*** (0.037) 0.257*** (0.023) 0.088*** (0.020)	- 0.056(0.045) 0.067*** (0.011) 0.536*** (0.058) 0.257*** (0.023)	- 0.051(0.044) 0.067*** (0.011) 0.650*** (0.037) 0.180*** (0.031)
x		0.189* (0.070)	
x			0.149*** (0.042)
x	4.011*** (0.247)	5.223*** (0.250)	4.147*** (0.253)
	0.398*** (0.035)	0.398*** (0.035)	0.397*** (0.035)
	2.888*** (0.015)	2.889*** (0.015)	2.889*** (0.015)
Log-likelihood	19284 - 47895.44	19284 - 47901.19	19284 - 47898.63

1 3 1  
2  
3  
\*p< 0.05, \*\*p< 0.01, \*\*\*p< 0.001

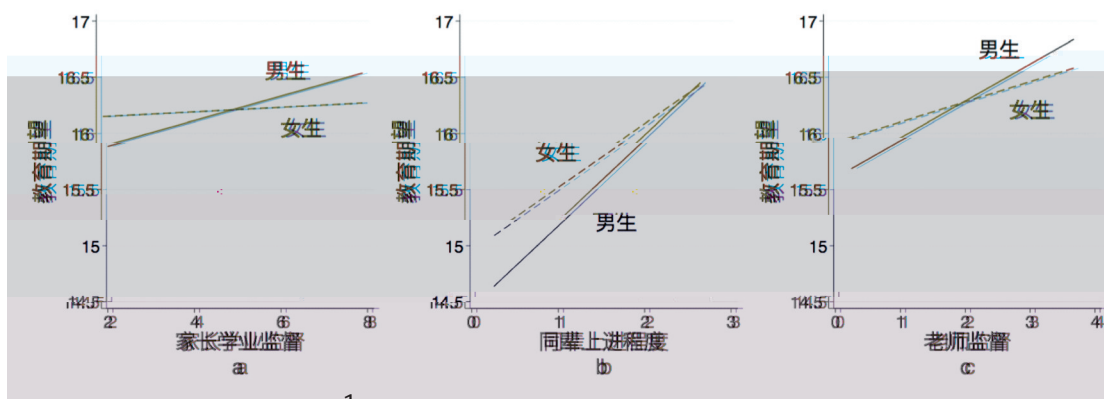
5a- 5c

4

1a

1b

1c



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regime

2007

2016

2015

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1. 2014 11

2. 2006 1

3.

4. 2016 2

5. CGSS2006 2014 3

6. 2014 3

7. 2010 3

8. 2008 5

2014 1

9. 2015 1

10. 2016 4

11.

2006 4

12. 2007 6

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## Gender Difference in Educational Expectations of Middle School Students: Characteristics and Causes

Huang Chao    Wu Yuxiao

**Abstract:** The advantage of females in education is becoming a topic of great concern in sociology. The present study, from the perspective of social interaction theory, investigates the effects of and gender difference in educational expectations of junior middle school students both at home and at school from three groups of the major subjects of socialization, namely, parents, peers, and teachers. The study shows that, firstly, the educational expectations of girl students are higher than those of boy students; secondly, at home boy students are more under parents' supervision while at school girl students are more encouraged by aspirant peers and teachers; thirdly, parents' supervision, peers' progress, and teachers' encouragement all have a positive effect on educational expectations, in which, however, there is remarkable gender difference. According to above findings, the authors argue that the crisis of boys in educational expectations occurs mainly at school. The advantage of female education has brought about many new changes in gender inequality, which have far-reaching influence on gender equality, social gender order, as well as policies and practice.

**Keywords:** educational expectations; gender difference; family; school; peers