

INSOOK CHO

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DISSERTATION: Essays on Gender Gaps in Student Achievement: Evidence from OECD countries
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M.A., Economics, University of California, Santa Barbara, 2004
M.A., Economics, Yonsei University, Seoul, Korea, 1999
B.A., Economics, Yonsei University, Seoul, Korea. 1997

FIELDS OF CONCENTRATION: Labor Economics, Public Finance, Economics of Education

TEACHING EXPERIENCE:

Fall 2005-2007 Teaching Assistant: Intermediate Macroeconomic Theory
Summer 2004 Teaching Assistant: Principles of Macroeconomics
1997-1998 Teaching Assistant: Econometrics I / II

PROFESSIONAL EXPERIENCE:

2004 University of California, Santa Barbara, Research Assistant for Catherine Weinberger
1999-2003 HSBC Bank, Seoul, Korea, Accountant
1998-1999 Yonsei University, Seoul, Korea, Research Fellow

PUBLICATIONS:

- “Gender Difference in the Return to Education and Sheepskin Effect in Korea” (with Sung-Shin Han), *Korean Journal of Labor Economics*, Vol.30, No.1 (2007)
- “The Effect of Omitted Variables: Earning and Education” (with Sung-Shin Han), *The Korean Journal of Economics*, Vol.13, No.1 (2006)

WORKING PAPERS:

- “The Effect of Student-Teacher Gender Matching: Evidence from OECD Countries,” Job market paper
- “The Gender Test Score Gap across OECD Countries” (with Kelly Bedard), Under review
- “The Relative Effectiveness of Single-Gender Schooling across Countries,” in progress

PRESENTATION:

- Society of Labor Economists Meetings (May 2007)

CITIZENSHIP: Korean

LANGUAGES: Korean (native) / English (fluent)

DISSERTATION ABSTRACTS
Essays in Gender Gaps in Student Achievement: Evidence from OECD Countries

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The Effect of Student-Teacher Gender Matching: Evidence from OECD Countries (Job market paper)

Abstract: While some educators may believe that student-teacher gender matching improves student performance, there is little empirical evidence to support this hypothesis. This paper estimates the impact of student-teacher gender matching on academic achievement across fifteen OECD countries using data from the Trends in International Mathematics and Science Study (TIMSS). One attractive feature of TIMSS is that it provides information on test scores and teacher characteristics, including gender, for both math and science thereby allowing for student fixed effects estimation. The results provide little support for the conjecture that students benefit from placement in same gender classes. In nine OECD countries, assignment to a same-gender teacher has no significant effect on academic achievement, in two countries, including the United States, male teachers positively influence male students' test scores, and in four countries female teachers positively influence both male and female test scores. This paper further examines whether the observed cross-country variation in the student-teacher gender matching effect can be explained by variation in teacher salaries and the gender composition of teachers across countries. The results suggest that the effect of male teachers on male students may be positively associated with teacher salaries and that the effect of female teachers on female students may be negatively associated with the percentage of female high school math/science teachers.

JEL Classification: I20, J24

Key words: gender gap, student-teacher gender interaction, academic achievement, TIMSS

The Gender Test Score Gap across OECD Countries (with Kelly Bedard) (under review)

Abstract: This paper begins with three facts. One, math and science skills are scarce resources that are highly rewarded in the labor market. Two, women are underrepresented in most university math/science programs and are less likely to be employed in math/science related fields. Three, identifying the important reasons why women are less likely to enter math/science fields is difficult, if not impossible, using data from a single country since biology, family, educational institutions, and labor markets interact in ways that are almost impossible to disentangle. We circumvent some of these problems using international math and science test score data from the Trends in International Mathematics and Science Study (TIMSS) to identify some of the educational institutions that are important determinants of early gender gaps in math and science. In particular, we find that countries with highly selective academic streams have larger gender gaps, even before streaming occurs. We also find that the pro female biased class/program assignment policies used in many countries substantially reduce the math gender gap.

JEL Classification: I20, J24

Key words: gender gap, streaming, academic achievement, TIMSS

The Relative Effectiveness of Single-Gender Schooling on Students' Academic Achievement: Evidence from OECD countries (in progress)

Abstract: This paper examines the effect of single-gender schooling on student's academic achievement using the Trends in International Mathematics and Science Studies (TIMSS). First, I measure the differences in student achievement between single-gender schools and mixed-gender schools using simple Ordinary Least Squares (OLS) models. Second, I estimate the true effect of single-gender schooling using a Two Stage Least Squares (TSLS) model. The instrument variable that I propose in this paper is the

variation in the levels of accessibility to single-gender schools across regions. The results of OLS model with peer group controls indicate that single-gender schooling has a negative impact on boys' math test scores and has an insignificant impact on girls' test scores. The effect of single-gender schooling varies substantially across countries and the cross-country variation in the single-gender schooling effect appears to be correlated with the trend of religious participation and the private school enrollment rate of each country. However, the comparative study of OLS estimates with and without peer effect controls suggests that the observed positive impact of single-gender schooling may be compromised with serious selection bias. The TSLS results show that single-gender schooling may have a negative impact on both male and female achievement. I could not reject the hypothesis that the TSLS estimates equal to the OLS estimates because of large standard errors.

JEL Classification: I20, J24

Key words: gender gap, single-gender schooling, academic achievement, TIMSS