

Appendix A

Table A1

Country-Specific Scale Reliability, Attitudes towards Problem Solving Index

Country code	Country name	Cronbach's Alpha
ARE	United Arab Emirates	.78
AUS	Australia	.84
AUT	Austria	.80
BEL	Belgium	.81
BGR	Bulgaria	.81
BRA	Brazil	.81
CAN	Canada	.85
CHL	Chile	.80
COL	Colombia	.79
CZE	Czech Republic	.80
DEU	Germany	.81
DNK	Denmark	.83
ESP	Spain	.80
EST	Estonia	.84
FIN	Finland	.85
FRA	France	.83
GBR	United Kingdom	.82
HKG	Hong Kong-China	.86
HRV	Croatia	.74
HUN	Hungary	.81
IRL	Ireland	.81
ISR	Israel	.80
ITA	Italy	.78
JPN	Japan	.83
KOR	Korea	.81
MAC	Macao	.82
MNE	Montenegro	.74
MYS	Malaysia	.81
NLD	Netherlands	.83
NOR	Norway	.88
POL	Poland	.86
PRT	Portugal	.84
RUS	Russian Federation	.81
SGP	Singapore	.81
SRB	Serbia	.80
SVK	Slovakia	.80
SVN	Slovenia	.80
SWE	Sweden	.86
TAP	Chinese Taipei	.86
TUR	Turkey	.78
URY	Uruguay	.80
USA	United States	.85

Note. Adapted from the PISA 2012 Technical Report (OECD, 2014b).

Table A2

Country-Level Controls

Country code	Country name	GDP per capita GDP	GII	maternal mortality	fertility teen	% seats parliament	secondary ratio	% secondary females	% secondary males
ARE	United Arab Emirates	59813	.241	12	23.4	17.5	1.19	73.1	61.3
AUS	Australia	42561	.115	7	12.5	29.2	1.00	92.2	92.2
AUT	Austria	44365	.102	4	9.7	28.7	1.00	100	100
BEL	Belgium	41006	.098	8	11.2	38.9	.92	76.4	82.7
BGR	Bulgaria	15772	.219	11	36.2	20.8	.96	90.9	94.4
BRA	Brazil	15118	.447	56	76	9.6	1.04	50.5	48.5
CAN	Canada	41795	.119	12	11.3	28	1.00	100	100
CHL	Chile	21330	.360	25	56	13.9	.95	72.1	75.9
COL	Colombia	11840	.459	92	68.1	13.6	1.03	43.8	42.4
CZE	Czech Republic	28527	.122	5	9.2	21	1.00	99.8	99.8
DEU	Germany	42822	.075	7	6.8	32.4	.99	96.2	96.9
DNK	Denmark	44337	.057	12	5.1	39.1	1.00	99.3	99.4
ESP	Spain	31107	.103	6	10.7	34.9	.91	63.3	69.7
EST	Estonia	25692	.158	2	17.2	19.8	1.00	94.4	94.6
FIN	Finland	39913	.075	5	9.3	42.5	1.00	100	100
FRA	France	37345	.083	8	6	25.1	.93	75.9	81.3
GBR	United Kingdom	36679	.205	12	29.7	22.1	1.00	99.6	99.8
HKG	Hong Kong-China	50347			4.2		.90	68.7	76.4
HRV	Croatia	20313	.179	17	12.8	23.8	.79	57.4	72.3
HUN	Hungary	22481	.256	21	13.6	8.8	.96	93.2	96.7
IRL	Ireland	44876	.121	6	8.8	19	1.02	74.8	73
ISR	Israel	30684	.144	7	14	20	.97	82.7	85.5
ITA	Italy	35228	.094	4	4	20.7	.87	68	78.1
JPN	Japan	36368	.131	5	6	13.4	.97	80	82.3
KOR	Korea	31777	.153	16	5.8	15.7	.87	79.4	91.7
MAC	Macao	124569							
MNE	Montenegro	14066		8	14.8	12.3	.99	97.5	98.8
MYS	Malaysia	22591	.256	29	9.8	13.2	.91	66	72.8
NLD	Netherlands	45411	.045	6	4.3	37.8	.97	87.5	90.4
NOR	Norway	62935	.065	7	7.4	39.6	1.01	95.6	94.7
POL	Poland	23218	.140	5	12.2	21.8	.92	76.9	83.5
PRT	Portugal	25806	.114	8	12.5	28.7	1.02	40.9	40.2
RUS	Russian Federation	24879	.312	34	23.2	11.1	.97	93.5	96.2
SGP	Singapore	76029	.101	3	6.7	23.5	.90	71.3	78.9
SRB	Serbia	12899		12	19.2	32.4	.88	80.1	90.7
SVK	Slovakia	26218	.171	6	16.7	17.3	.99	98.6	99.1
SVN	Slovenia	27971	.080	12	4.5	23.1	.97	94.2	97.1
SWE	Sweden	43308	.055	4	6.5	44.7	.99	84.4	85.5
TAP	China								
TUR	Turkey	20282	.366	20	30.5	14.2	.63	26.7	42.4
URY	Uruguay	18477	.367	29	59	12.3	1.04	50.6	48.8
USA	United States	50520	.256	21	27.4	17	1.00	94.7	94.3

Note. Source: GDP per capita, PPP (constant 2011 international \$). Source: World Bank, International Comparison Program database. Source: Data for the Gender Inequality Index and its components (maternal mortality, teenage fertility, percentage of seats in parliaments filled by women, the ratio of women to men with at least some secondary education, the percentage of women with at least some secondary education, and the percentage of men with at least some secondary education) come from UNDP, 2016.

Table A3

Country-Specific Estimates of the Gender Gap in Problem-Solving Performance

	Problem solving performance											
	Gender gap (M-F)			Gender gap (M-F) controlling for paper based math and reading			Gender gap (M-F) controlling for paper based math and reading and individual and school SES			Gender gap (M-F) controlling for computer based math and reading		
	Gap	SE	Effect size (Gap/pooled SD)	Gap	SE	Effect size (Gap/pooled SD)	Gap	SE	Effect size (Gap/pooled SD)	Gap	SE	Effect size (Gap/pooled SD)
ARE	-41.88	(6.28)	-.409	-16.08	(6.12)	-.157	-17.84	(6.36)	-.174	-1.40	(5.22)	-.014
AUS	1.70	(2.50)	.017	0.73	(1.81)	.007	1.59	(1.71)	.016	10.34	(1.87)	.101
AUT	11.48	(5.13)	.112	17.51	(3.44)	.171	17.96	(3.48)	.176	2.29	(3.99)	.022
BEL	7.94	(3.42)	.078	11.02	(2.55)	.108	11.34	(2.53)	.111	10.14	(2.06)	.099
BGR ^a	-16.26	(4.94)	-.159	1.46	(3.25)	.014	0.43	(3.18)	.004			
BRA	20.48	(3.37)	.200	9.87	(2.77)	.096	10.26	(2.83)	.100	22.10	(2.43)	.216
CAN	2.61	(2.62)	.025	10.25	(1.96)	.100	9.62	(1.96)	.094	4.51	(1.86)	.044
CHL	13.64	(3.86)	.133	3.43	(2.35)	.033	3.46	(2.38)	.034	9.40	(2.76)	.092
COL	30.69	(3.82)	.300	18.24	(2.72)	.178	17.87	(2.66)	.175	27.25	(2.62)	.266
CZE ^a	7.78	(4.32)	.076	9.25	(2.74)	.090	9.53	(2.79)	.093			
DEU	7.65	(3.12)	.075	12.26	(3.00)	.120	9.68	(3.03)	.095	12.49	(2.37)	.122
DNK	9.09	(3.57)	.089	6.96	(2.64)	.068	7.70	(2.68)	.075	5.48	(2.36)	.054
ESP	1.87	(3.56)	.018	-1.72	(2.75)	-.017	-0.51	(2.70)	-.005	10.15	(2.46)	.099
EST	3.81	(3.30)	.037	18.88	(2.57)	.185	19.24	(2.53)	.188	15.07	(2.43)	.147
FIN ^a	-6.28	(3.06)	-.061	8.00	(2.18)	.078	7.56	(2.24)	.074			
FRA	2.97	(3.09)	.029	6.38	(2.78)	.062	6.34	(2.69)	.062	0.60	(3.21)	.006
GBR ^a	5.06	(5.41)	.049	-1.45	(3.23)	-.014	1.09	(3.25)	.011			
HKG	9.57	(6.29)	.094	11.31	(4.28)	.111	11.01	(4.51)	.108	8.21	(4.01)	.080
HRV ^a	16.28	(4.62)	.159	21.37	(2.52)	.209	21.87	(2.53)	.214			
HUN	3.19	(4.90)	.031	14.77	(3.45)	.144	15.32	(3.47)	.150	12.50	(2.93)	.122
IRL	6.19	(5.45)	.061	1.78	(4.52)	.017	1.58	(4.54)	.015	8.14	(4.58)	.080
ISR	4.92	(8.66)	.048	10.54	(3.28)	.103	6.99	(3.34)	.068	16.29	(3.12)	.159
ITA	19.57	(5.63)	.191	21.69	(4.62)	.212	24.63	(4.66)	.241	19.31	(3.65)	.189
JPN	19.16	(3.77)	.187	12.01	(2.73)	.117	11.84	(2.57)	.116	18.47	(1.93)	.181
KOR	12.88	(5.44)	.126	12.19	(3.45)	.119	12.24	(3.46)	.120	5.70	(3.62)	.056
MAC	2.12	(3.61)	.021	13.93	(2.74)	.136	10.62	(2.71)	.104	7.69	(2.66)	.075
MNE ^a	-5.77	(2.94)	-.056	0.37	(1.94)	.004	1.10	(1.99)	.011			
MYS ^a	7.86	(3.76)	.077	20.66	(2.05)	.202	20.76	(2.13)	.203			
NLD ^a	4.33	(3.58)	.042	5.68	(2.02)	.056	5.58	(2.01)	.055			
NOR	-3.72	(3.67)	-.036	2.60	(2.70)	.025	3.95	(2.84)	.039	11.07	(2.15)	.108
POL	0.44	(3.35)	.004	22.51	(2.62)	.220	22.52	(2.47)	.220	9.34	(2.31)	.091
PRT	15.91	(2.64)	.156	17.52	(2.07)	.171	17.93	(2.21)	.175	9.95	(2.00)	.097
RUS	9.70	(3.45)	.095	18.10	(2.58)	.177	16.31	(2.44)	.159	9.59	(1.74)	.094
SGP	8.73	(2.72)	.085	9.82	(1.79)	.096	9.61	(1.71)	.094	14.45	(1.59)	.141
SRB ^a	14.46	(3.52)	.141	18.46	(2.64)	.180	18.80	(2.66)	.184			
SVK	21.56	(4.29)	.211	27.74	(2.53)	.271	27.68	(2.57)	.271	24.54	(2.48)	.240
SVN	-2.87	(2.92)	-.028	11.08	(2.56)	.108	10.08	(2.46)	.099	10.36	(1.95)	.101
SWE	-2.98	(3.80)	-.029	2.87	(2.55)	.028	3.51	(2.55)	.034	0.85	(2.54)	.008
TAP	12.12	(6.27)	.119	19.64	(2.20)	.192	19.91	(2.22)	.195	10.23	(2.33)	.100
TUR ^a	14.72	(4.06)	.144	21.98	(2.11)	.215	21.64	(2.15)	.212			
URY ^a	11.17	(3.39)	.109	13.23	(2.23)	.129	13.12	(2.26)	.128			
USA	1.48	(3.75)	.014	6.17	(2.36)	.060	6.52	(2.26)	.064	15.90	(2.36)	.155
Pooled	12.96	(1.22)	.127	12.61	(.89)	.123	12.90	(.90)	.126	14.92	(.81)	.146

Note. The dependent variable was problem-solving performance. For each country, we fit four models. The first model presents the gender gap and associated standard error in the original PISA scale and the effect size (equivalent to Cohen's *d*). The second model presents the gender gap controlling for performance in the paper-based reading and mathematics PISA tests. The third model presents the gender gap controlling for performance in the reading and mathematics PISA tests as well as individual- and school-level variables. The fourth model presents the gender gap controlling for performance on the computer-based reading and mathematics PISA tests.
^aThe computer-based assessment of reading and mathematics was not implemented in the country.

Table A4

Country-Specific Estimates of the Gender Gap in Problem-Solving Attitudes

	Problem solving attitudes														
	Gender gap (M-F)			Gender gap (M-F) controlling for problem solving performance			Gender gap (M-F) controlling for PS performance, paper-based math and reading			Gender gap (M-F) controlling for PS performance, paper-based math and reading, and individual and school SES			Gender gap (M-F) controlling for PS performance, computer-based math and reading		
	Gap	(SE)	Effect size (Gap/pooled SD)	Gap	(SE)	Effect size (Gap/pooled SD)	Gap	(SE)	Effect size (Gap/pooled SD)	Gap	(SE)	Effect size (Gap/pooled SD)	Gap	(SE)	Effect size (Gap/pooled SD)
ARE	.18	(.05)	.174	.21	(.05)	.207	.14	(.06)	.134	.16	(.06)	.154	.22	(.07)	.217
AUS	.26	(.03)	.257	.26	(.03)	.252	.24	(.03)	.233	.23	(.03)	.228	.32	(.03)	.307
AUT	.37	(.04)	.357	.33	(.03)	.318	.27	(.04)	.267	.26	(.04)	.250	.22	(.04)	.212
BEL	.35	(.03)	.342	.33	(.03)	.316	.28	(.03)	.275	.27	(.03)	.265	.29	(.03)	.282
BGR ^a	.09	(.04)	.084	.10	(.04)	.096	.14	(.05)	.137	.09	(.05)	.088			
BRA	.17	(.04)	.166	.14	(.04)	.140	.04	(.06)	.035	.02	(.06)	.023	.06	(.04)	.057
CAN	.23	(.03)	.223	.20	(.03)	.199	.18	(.03)	.174	.18	(.03)	.170	.21	(.03)	.204
CHL	.15	(.03)	.145	.12	(.03)	.119	.09	(.04)	.087	.08	(.04)	.079	.10	(.03)	.101
COL	.14	(.04)	.137	.12	(.04)	.117	.13	(.04)	.123	.12	(.04)	.116	.13	(.04)	.123
CZE ^a	.17	(.04)	.168	.14	(.04)	.133	.20	(.04)	.195	.19	(.04)	.185			
DEU	.36	(.04)	.351	.35	(.04)	.340	.37	(.05)	.357	.35	(.05)	.342	.35	(.04)	.340
DNK	.31	(.04)	.303	.29	(.04)	.286	.25	(.04)	.248	.24	(.04)	.232	.27	(.04)	.263
ESP	.29	(.04)	.282	.28	(.04)	.268	.24	(.05)	.233	.24	(.05)	.231	.27	(.04)	.261
EST	.04	(.04)	.037	.01	(.04)	.014	.02	(.04)	.016	.01	(.04)	.006	.00	(.04)	-.003
FIN ^a	.21	(.03)	.204	.22	(.03)	.210	.21	(.03)	.199	.20	(.03)	.199			
FRA	.36	(.04)	.355	.35	(.04)	.345	.19	(.04)	.190	.18	(.04)	.171	.25	(.04)	.248
GBR ^a	.26	(.04)	.250	.24	(.04)	.237	.13	(.04)	.122	.12	(.04)	.117			
HKG	.36	(.04)	.349	.34	(.04)	.331	.31	(.04)	.304	.30	(.04)	.296	.30	(.04)	.296
HRV ^a	.15	(.03)	.149	.13	(.03)	.126	.15	(.04)	.145	.13	(.04)	.128			
HUN	.07	(.05)	.066	.06	(.05)	.058	.08	(.05)	.074	.06	(.05)	.054	.14	(.05)	.138
IRL	.17	(.04)	.162	.14	(.04)	.133	.10	(.04)	.101	.10	(.04)	.096	.08	(.04)	.073
ISR	.16	(.04)	.155	.14	(.04)	.140	.09	(.05)	.091	.11	(.05)	.107	.13	(.05)	.131
ITA	.08	(.04)	.075	.05	(.04)	.049	.06	(.05)	.057	.06	(.05)	.055	.06	(.05)	.061
JPN	.41	(.04)	.396	.34	(.04)	.332	.31	(.04)	.306	.31	(.04)	.305	.37	(.04)	.364
KOR	.24	(.04)	.235	.19	(.03)	.184	.17	(.04)	.163	.16	(.03)	.157	.19	(.03)	.186
MAC	.16	(.05)	.160	.17	(.05)	.165	.21	(.05)	.207	.22	(.05)	.219	.22	(.05)	.213
MNE ^a	.02	(.04)	.024	.03	(.04)	.024	-.01	(.05)	-.008	-.04	(.05)	-.042			
MYS ^a	.04	(.03)	.042	.03	(.03)	.033	.09	(.04)	.083	.08	(.04)	.079			
NLD ^a	.32	(.04)	.315	.30	(.04)	.292	.33	(.04)	.326	.34	(.04)	.327			
NOR	.31	(.04)	.305	.33	(.04)	.324	.39	(.05)	.380	.39	(.05)	.376	.41	(.04)	.396
POL	.00	(.04)	.002	-.01	(.04)	-.005	-.01	(.04)	-.007	-.02	(.04)	-.015	.02	(.04)	.021
PRT	.10	(.04)	.096	.06	(.03)	.057	.04	(.04)	.040	.04	(.04)	.037	.04	(.04)	.039
RUS	.13	(.04)	.123	.10	(.04)	.099	.18	(.04)	.179	.16	(.04)	.158	.11	(.04)	.107
SGP	.25	(.03)	.247	.24	(.03)	.233	.29	(.03)	.280	.27	(.03)	.264	.25	(.03)	.248
SRB ^a	.15	(.04)	.146	.13	(.04)	.128	.03	(.05)	.031	.01	(.05)	.009			
SVK	.19	(.05)	.181	.14	(.05)	.139	.11	(.06)	.103	.10	(.05)	.098	.22	(.04)	.212
SVN	.28	(.04)	.273	.28	(.04)	.273	.10	(.05)	.099	.08	(.05)	.077	.26	(.04)	.256
SWE	.24	(.06)	.238	.25	(.05)	.243	.28	(.05)	.271	.27	(.05)	.260	.25	(.05)	.240
TAP	.29	(.04)	.278	.25	(.04)	.239	.28	(.04)	.268	.27	(.04)	.266	.22	(.04)	.218
TUR ^a	.06	(.04)	.056	.03	(.04)	.027	.12	(.05)	.113	.11	(.05)	.110			
URY ^a	.30	(.03)	.291	.28	(.03)	.275	.21	(.04)	.207	.19	(.04)	.185			
USA	.23	(.05)	.221	.20	(.05)	.197	.14	(.06)	.136	.14	(.06)	.136	.19	(.05)	.187
Pooled	.20	(.01)	.193	.18	(.01)	.176	.19	(.02)	.181	.17	(.02)	.169	.18	(.02)	.173

Note. The dependent variable was the index of openness to problem solving. We fit four models for each country. The first model presents the gender gap and associated standard error in the original PISA scale and the effect size (equivalent to Cohen's *d*). The second model presents the gender gap controlling for performance in the problem-solving PISA tests. The third model presents the gender gap controlling for performance on the problem solving, reading, and mathematics PISA tests. The fourth model presents the gender gap controlling for performance on the problem solving, reading, and mathematics PISA tests as well as the individual- and school-level variables.

^aThe computer-based assessment of reading and mathematics was not implemented in the country.

Table A5

Gender Inequality and the Gender Gap in Problem-Solving Performance

Dependent variable: Problem Solving Performance. N=218493

			Male		GII		Male*GII interaction		
Controls for			b	(SE)	b	(SE)	b	(SE)	
Panel D: Aggregate GII results	Model 1D	Individual and school	.071 ***	(.017)	-.103 ***	(.015)	.199 **	(.073)	
	Model 2D	Individual, school, math & reading	.092 ***	(.014)	.040 *	(.012)	.130 *	(.052)	
	Model 3D	Individual, school, GDP	.072 ***	(.017)	-.103 ***	(.015)	.245 ***	(.073)	
	Model 4D	Individual, school, GDP, math & reading	.082 ***	(.013)	.059 ***	(.013)	.172 **	(.052)	
Controls for			Male		Maternal Mortality		Male*Maternal mortality interaction		
Panel E: Reproductive health	Model 1E: Maternal mortality	Individual and school	.075 ***	(.014)	-.006 ***	(.001)	.002 ***	(.000)	
	Model 2E: Maternal mortality	Individual, school, math & reading	.099 ***	(.011)	.001	(.000)	.001 ***	(.000)	
	Model 3E: Maternal mortality	Individual, school, GDP	.077 ***	(.014)	-.007 ***	(.001)	.002 ***	(.000)	
	Model 4E: Maternal mortality	Individual, school, GDP, math & reading	.091 ***	(.011)	.002 ***	(.000)	.001 ***	(.000)	
	Controls for			Male		Teen Pregnancy		Male*Teen pregnancy interaction	
	Model 5E: Teen pregnancy	Individual and school	.086 ***	(.015)	-.135 ***	(.016)	.001 *	(.000)	
	Model 6E: Teen pregnancy	Individual, school, math & reading	.111 ***	(.011)	.042 **	(.013)	.000	(.000)	
	Model 7E: Teen pregnancy	Individual, school, GDP	.087 ***	(.015)	-.140 ***	(.017)	.001 *	(.000)	
Model 8E: Teen pregnancy	Individual, school, GDP, math & reading	.101 ***	(.011)	.069 ***	(.014)	.000	(.000)		
Controls for			Male		Seat Parliament		Male*Seat parliament interaction		
Panel F: Gender empowerment	Model 1F: Seats parliament	Individual and school	.219 ***	(.023)	.002	(.009)	-.005 ***	(.001)	
	Model 2F: Seats parliament	Individual, school, math & reading	.187 ***	(.017)	-.038 ***	(.007)	-.003 ***	(.001)	
	Model 3F: Seats parliament	Individual, school, GDP	.217 ***	(.023)	-.011	(.009)	-.005 ***	(.001)	
	Model 4F: Seats parliament	Individual, school, GDP, math & reading	.179 ***	(.017)	-.054 ***	(.008)	-.003 ***	(.001)	
	Controls for			Male		Secondary ratio		Male*Secondary ratio interaction	
	Model 5F: Secondary ratio	Individual and school	.245 **	(.085)	-.140 ***	(.011)	-.131	(.094)	
	Model 6F: Secondary ratio	Individual, school, math & reading	.349 ***	(.059)	.050 ***	(.009)	-.232 ***	(.063)	
	Model 7F: Secondary ratio	Individual, school, GDP	.253 **	(.087)	-.130 ***	(.011)	-.139	(.095)	
Model 8F: Secondary ratio	Individual, school, GDP, math & reading	.341 ***	(.061)	.047 ***	(.009)	-.229 ***	(.065)		
Controls for			Male		Labour ratio		Male*Labour ratio interaction		
Panel G: Labour market	Model 1G: Labour force ratio	Individual and school	.440 ***	(.060)	-.098 ***	(.011)	-.429 ***	(.085)	
	Model 2G: Labour force ratio	Individual, school, math & reading	.370 ***	(.039)	.031 ***	(.007)	-.328 ***	(.052)	
	Model 3G: Labour force ratio	Individual, school, GDP	.439 ***	(.061)	-.128 ***	(.011)	-.432 ***	(.086)	
	Model 4G: Labour force ratio	Individual, school, GDP, math & reading	.370 ***	(.039)	.029 ***	(.009)	-.338 ***	(.053)	

Note. Source: PISA 2012 database. Pooled models. The table presents the following key results: the standardised gender gap (expressed in terms of the difference in problem-solving performance among males with females being the baseline), the change in problem-solving performance associated with a 1-unit change in the Gender Inequality Index and additional change in problem solving performance associated with a 1-unit change in the Gender Inequality Index among males. Each panel presents results for a component of the Gender Inequality Index. Within each panel, each row represents a different model. Each model differs because of the controls that were introduced and that are highlighted in the controls column.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table A6

Gender Inequality and the Gender Gap in Problem-Solving Attitudes

Dependent variable: Problem solving attitudes, N= 142607

			b	(SE)	b	(SE)	b	(SE)
Controls for			Male		GII		Male*GII interaction	
Panel G: Aggregate GII results	Model 1G	Individual and school	.285 ***	(.020)	.237 ***	(.008)	-.362 ***	(.083)
	Model 2G	Individual, school, problem solving performance	.268 ***	(.020)	.253 ***	(.007)	-.386 ***	(.084)
	Model 3G	Individual, school, problem solving, math & reading	.250 ***	(.023)	.287 ***	(.008)	-.362 ***	(.084)
	Model 4G	Individual, school, GDP	.282 ***	(.020)	.229 ***	(.009)	-.355 ***	(.083)
	Model 5G	Individual, school, GDP, problem solving performance	.265 ***	(.020)	.245 ***	(.008)	-.379 ***	(.084)
	Model 6G	Individual, school, GDP, problem solving, math and reading	.237 ***	(.023)	.290 ***	(.009)	-.356 ***	(.085)
Controls for			Male		Maternal Mortality		Male*Maternal mortality interaction	
Panel H: Reproductive health	Model 1H: Maternal mortality	Individual and school	.238 ***	(.019)	.008 ***	(.000)	-.002 **	(.001)
	Model 2H: Maternal mortality	Individual, school, problem solving performance	.155 ***	(.008)	.009 ***	(.000)	-.002 ***	(.001)
	Model 3H: Maternal mortality	Individual, school, problem solving, math & reading	.222 ***	(.021)	.010 ***	(.000)	-.002 **	(.001)
	Model 4H: Maternal mortality	Individual, school, GDP	.237 ***	(.019)	.008 ***	(.000)	-.002 **	(.001)
	Model 5H: Maternal mortality	Individual, school, GDP, problem solving performance	.218 ***	(.018)	.010 ***	(.000)	-.002 ***	(.001)
	Model 6H: Maternal mortality	Individual, school, GDP, problem solving, math and reading	.207 ***	(.021)	.012 ***	(.000)	-.002 **	(.001)
Controls for			Male		Teen Pregnancy		Male*Teen pregnancy interaction	
Panel I: Gender empowerment	Model 7H: Teen pregnancy	Individual and school	0.238 ***	(.018)	0.230 ***	(.009)	-0.001 **	(.001)
	Model 8H: Teen pregnancy	Individual, school, problem solving performance	0.217 ***	(.017)	0.253 ***	(.009)	-0.001 **	(.001)
	Model 9H: Teen pregnancy	Individual, school, problem solving, math & reading	0.207 ***	(.020)	0.292 ***	(.009)	-0.001 **	(.001)
	Model 10H: Teen pregnancy	Individual, school, GDP	0.235 ***	(.018)	0.230 ***	(.010)	-0.001 ***	(.001)
	Model 11H: Teen pregnancy	Individual, school, GDP, problem solving performance	0.214 ***	(.018)	0.253 ***	(.009)	-0.001 **	(.001)
	Model 12H: Teen pregnancy	Individual, school, GDP, problem solving, math and reading	0.195 ***	(.021)	0.308 ***	(.010)	-0.001 **	(.001)
Controls for			Male		Seat Parliament		Male*Seat parliament interaction	
Panel J: Labour market	Model 1I: Seats parliament	Individual and school	0.074 **	(.032)	-0.040 ***	(.006)	0.006 ***	(.001)
	Model 2I: Seats parliament	Individual, school, problem solving performance	0.040	(.033)	-0.040 ***	(.006)	0.007 ***	(.001)
	Model 3I: Seats parliament	Individual, school, problem solving, math & reading	0.054	(.035)	-0.051 ***	(.006)	0.007 ***	(.001)
	Model 4I: Seats parliament	Individual, school, GDP	0.079 *	(.031)	-0.011	(.007)	0.006 ***	(.001)
	Model 5I: Seats parliament	Individual, school, GDP, problem solving performance	0.044	(.032)	-0.009	(.007)	0.007 ***	(.001)
	Model 6I: Seats parliament	Individual, school, GDP, problem solving, math and reading	0.053	(.034)	-0.023 ***	(.001)	0.006 ***	(.001)
Controls for			Male		Secondary ratio		Male*Secondary ratio interaction	
Panel J: Labour market	Model 7I: Secondary ratio	Individual and school	-0.064	(.100)	0.024 **	(.009)	0.266 *	(.110)
	Model 8I: Secondary ratio	Individual, school, problem solving performance	-0.106	(.101)	0.046 ***	(.009)	0.287 **	(.111)
	Model 9I: Secondary ratio	Individual, school, problem solving, math & reading	-0.048	(.104)	0.077 ***	(.009)	0.234 *	(.112)
	Model 10I: Secondary ratio	Individual, school, GDP	-0.121	(.106)	0.012	(.010)	0.325 **	(.115)
	Model 11I: Secondary ratio	Individual, school, GDP, problem solving performance	-0.164	(.107)	0.032 ***	(.009)	0.346 **	(.116)
	Model 12I: Secondary ratio	Individual, school, GDP, problem solving, math and reading	-0.114	(.108)	0.061 ***	(.009)	0.298 **	(.116)
Controls for			Male		Labour ratio		Male*Labour ratio interaction	
Panel J: Labour market	Model 1J: Labour force ratio	Individual and school	-.160 *	(.073)	.000	(.010)	.472 ***	(.100)
	Model 2J: Labour force ratio	Individual, school, problem solving performance	-.225 **	(.072)	.015	(.009)	.530 ***	(.098)
	Model 3J: Labour force ratio	Individual, school, problem solving, math & reading	-.180 *	(.072)	.034 ***	(.009)	.483 ***	(.096)
	Model 4J: Labour force ratio	Individual, school, GDP	-.146	(.075)	.034 **	(.010)	.456 ***	(.103)
	Model 5J: Labour force ratio	Individual, school, GDP, problem solving performance	-.217 **	(.075)	.055 ***	(.010)	.521 ***	(.102)
	Model 6J: Labour force ratio	Individual, school, GDP, problem solving, math and reading	-.175 *	(.075)	.078 ***	(.009)	.471 ***	(.101)

Note. Source: PISA 2012 database. Pooled models. The table presents the following key results: the standardised gender gap (expressed in terms of the difference in problem-solving performance among males with females being the baseline), the change in problem-solving performance associated with a 1-unit change in the Gender Inequality Index and additional change in problem-solving performance associated with a 1-unit change in the Gender Inequality Index among males. Each panel presents results for a component of the Gender Inequality Index. Within each panel, each row represents a different model. Each model differs because of the controls that were introduced and that are highlighted in the controls column.

* $p < .05$. ** $p < .01$. *** $p < .001$.