Understanding educational inequalities through the lens of cultural belief system: Cross-cultural evidence from the 2018 PISA

Abstract

This paper investigates the role of cultural belief systems in gender, socioeconomic, language and immigrant achievement gaps. The sizes of achievement gaps on the 2018 PISA tests of 79 societies from nine different cultural clusters are analyzed with two-way ANOVA along the lines of gender, socioeconomic status (SES), home language, and immigrant status. Three key findings have emerged from this study: (1) the home language and gender achievement gaps do not appear to vary with cultural belief systems; (2) cultural variations play a minimal role in the SES achievement gap in all but Confucian Asian societies; and (3) the immigrant achievement gap is less evident in Anglo and Arabic societies than in other cultures.

SES remains a key determinant of academic success in all cultures but Confucian societies; and (3) native students do not necessarily have a marginal performance advantage in Anglo and Arabic societies.

whether world cultural values help to explain student achievement gaps differences among SES, gender, home language used, and immigrant status. The size of achievement gaps on the 2018 PISA science, math, and reading tests were analyzed between SES, gender, home language, and immigrant status in world culture types using two-way ANOVA. This study shows that there are achievement gaps exist among students' SES, gender, home language, and immigrant status across world culture types except for Confucian Asia for SES, Anglo and Arab cultures for immigrant status. Therefore, this study suggests cultural values might be an important factor to determine student achievement gaps.

An analysis of PISA 2018 student achievement gaps among SES, gender, home language and immigrant status across world culture cluster

Abstract

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Keywords: achievement gap, SES, culture cluster