Causal Effects of Single-Sex Schools on College Attendance:
Random Assignment in Korean High Schools

Hyunjoon Park1, Jere Behrman2
1Sociology, University of Pennsylvania 2Economics, University of Pennsylvania

ABSTRACT

Single-sex schooling is a particular way of organizing educational systems for boys and girls. In contrast to common assumptions that single-sex schools reduce gender inequality in educational experiences, this research shows that post-secondary educational outcomes may not be substantially different even for single-sex schools. Some economic studies in the US and other countries have indicated that gender differences in educational outcomes among students attending single-sex schools are minimal. However, these comparisons are based on control schools only; the findings on the effect of sex composition of schools are determined by the larger set of confounders, and the findings may vary across different contexts, countries, and other control schools.

INTRODUCTION

Single-sex schooling is a particular way of organizing educational institutions for boys and girls. In contrast to common assumptions that single-sex schools reduce gender inequality in educational experiences, this research shows that post-secondary educational outcomes may not be substantially different even for single-sex schools. Some economic studies in the US and other countries have indicated that gender differences in educational outcomes among students attending single-sex schools are minimal. However, these comparisons are based on control schools only; the findings on the effect of sex composition of schools are determined by the larger set of confounders, and the findings may vary across different contexts, countries, and other control schools.

RESEARCH QUESTIONS

1. Assess causal effects of single-sex schools on college attendance by testing whether of the causal effects of single-sex schools on college attendance.
2. Assess specific effects of single-sex schools on college attendance compared to control schools.
3. Assess specific effects of single-sex schools on college attendance compared to control schools.
4. Assess the extent to which the share of same-gender teachers explains the effects of single-sex schools (role model hypothesis).

Sampling and Method

This study is based on the National Longitudinal Study of Youth 1979 (NLSY79) and the National Education Longitudinal Study 1988 (NELS:88). The NLSY79 is a 1% sample of high school students in the US, while the NELS:88 is a 5% sample of the same cohort.

DATA AND METHOD

The NLSY79 is a 1% sample of high school students in the US, while the NELS:88 is a 5% sample of the same cohort. The NLSY79 is a 1% sample of high school students in the US, while the NELS:88 is a 5% sample of the same cohort.

RANDOM ASSIGNMENT IN KOREA

High School Equivalence Policy

Policies are a complex interaction between school policies and student behaviors in the context of school environments. The analysis of the random assignment is essential to test whether the assignment is random regardless of whether the sex composition of schools is maintained. The analysis of the random assignment is essential to test whether the sex composition of schools is maintained.

RESULTS

Table 1: School Characteristics

Table 2: Choosing Randomness (individual data)

CAUSAL EFFECTS OF SINGLE-SEX SCHOOLS

Table 3: Effects of All-Girls School

Table 4: Effects of All-Boys School

NEXT STEPS

Causal effects of single-sex schools on college attendance: examining the effect of single-sex schools on college attendance.

Causal effects of single-sex schools on college attendance: examining the effect of single-sex schools on college attendance.