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	materal 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.
[a] The 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.

[a] The 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	
	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 I: Gender empowerment	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	
	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.
$^{*}p < .05$. $^{**}p < .01$. $^{***}p < .001$.