

Prenatal Exposure to Androgens and Gender Socialization Effects on Children's Academic Interests

Laia Sánchez Guerrero · Pia S. Schober · Birgit Derntl

Online-Anhang

APPENDIX

TABLES

Table A1 Descriptive statistics items for dependent variables

Variables	% (N)	
	Boys	Girls
<i>Parent report items</i>		
Interest in mathematics		
Does not like it	12 (20)	26 (43)
Quite likes it	30 (50)	40 (66)
Likes it a lot	57 (94)	34 (56)
Interest in English		
Does not like it	15 (25)	6 (10)
Quite likes it	58 (95)	39 (64)
Likes it a lot	27 (44)	55 (91)
<i>Child report items</i>		
Child is interested in math		
Not true	8 (11)	14 (23)
Mostly untrue	10 (14)	12 (19)
Partly true	14 (21)	16 (25)
Mostly true	19 (28)	20 (31)
True	49 (71)	37 (57)
Child enjoys doing work in math		
Not true	8 (11)	14 (22)
Mostly untrue	8 (12)	6 (10)
Partly true	16 (23)	17 (27)
Mostly true	14 (20)	19 (30)
True	54 (79)	43 (66)
Child looks forward to math		
Not true	15 (22)	18 (30)
Mostly untrue	10 (14)	15 (24)
Partly true	17 (24)	18 (29)
Mostly true	21 (31)	18 (30)
True	37 (54)	27 (44)
Child is interested in reading		
Not true	11 (16)	<8 (<5)
Mostly untrue	5 (7)	5 (8)
Partly true	17 (25)	8 (12)
Mostly true	21 (31)	17 (26)
True	46 (66)	69 (107)
Child enjoys doing work in reading		
Not true	9 (13)	4 (6)
Mostly untrue	8 (11)	5 (7)
Partly true	21 (30)	14 (22)
Mostly true	21 (31)	23 (36)
True	41 (60)	54 (84)
Child looks forward to reading		
Not true	13 (19)	4 (6)
Mostly untrue	6 (9)	8 (<5)
Partly true	14 (20)	12 (19)
Mostly true	24 (35)	15 (24)
True	43 (62)	65 (101)

Table A2 OLS regression on interest and enjoyment in mathematics and English/reading by gender

Variables	Parent Report ^a				Child Report ^a			
	Mathematics		English		Mathematics		Reading	
	Male	Female	Male	Female	Male	Female	Male	Female
Housework Division	0.140*	-0.019	-0.019	0.012	0.062	-0.42	-0.092	0.139*
	(0.079)	(0.105)	(0.079)	(0.092)	(0.082)	(0.104)	(0.095)	(0.083)
Father's Childcare Involvement (Ref. Low)								
Medium involvement	-0.061	-0.158	0.067	0.212	0.127	-0.024	0.198	-0.138
	(0.202)	(0.199)	(0.206)	(0.173)	(0.218)	(0.199)	(0.250)	(0.156)
High involvement	-0.051	-0.238	0.045	-0.007	0.029	0.028	0.091	-0.059
	(0.203)	(0.251)	(0.208)	(0.220)	(0.223)	(0.250)	(0.258)	(0.199)
FAI (Ref. Low)								
Medium	0.141	0.233	-0.662	-0.327	0.006	0.474	-0.244	0.118
	(0.416)	(0.432)	(0.426)	(0.378)	(0.446)	(0.429)	(0.515)	(0.339)
High	0.909**	1.202**	-0.637	-0.455	0.789	0.442	0.312	-0.101
	(0.458)	(0.472)	(0.464)	(0.414)	(0.479)	(0.471)	(0.553)	(0.371)
Sample	166	166	165	166	147	160	148	157
Constant	0.327	-0.740	-0.025	0.002	0.551	-1.479**	-0.961	0.494
	(0.613)	(0.615)	(0.617)	(0.536)	(0.676)	(0.628)	(0.780)	(0.483)
R-squared	0.098	0.079	0.085	0.080	0.093	0.117	0.059	0.075

Note: a) Higher values indicate greater interest in math relative to English/Mathematics.

Controls: Mother has a partner, mother's weekly working hours, highest level of parental education, gestation week in which the blood sample was taken, and an interaction between gestation week and FAI. Standard errors in parentheses; ***p < 0.01, **p < 0.05, *p < 0.1 (two-tailed).

Table A3 OLS regression including interaction effects between housework division and FAI, by child gender

Variables	Parent Report^a		Child Report^a	
	Male	Female	Male	Female
FAI (Ref. Low)				
Medium	0.678 (0.464)	0.243 (0.357)	-0.145 (0.367)	0.138 (0.181)
High	1.045** (0.516)	0.849** (0.390)	-0.034 (0.338)	0.088 (0.195)
Housework Division	-0.040 (0.128)	0.152 (0.147)	0.155 (0.169)	-0.038 (0.143)
Interaction Housework Division *FAI				
Medium FAI	-0.017 (0.024)	-0.099 (0.176)	-0.134 (0.263)	0.112 (0.171)
High FAI	-0.064 (0.038)	-0.200 (0.201)	-0.044 (0.229)	-0.055 (0.185)
Sample	164	165	145	155
Constant	0.580 (0.683)	-0.445 (0.513)	2.439*** (0.892)	-0.559 (0.454)
R-squared	0.132	0.101	0.111	0.147

Note: a) Higher values indicate greater interest in math relative to English/Mathematics.
 Controls: Mother has a partner, mother's weekly working hours, highest level of parental education, gestation week in which the blood sample was taken, and an interaction between gestation week and FAI. Standard errors in parentheses; ***p < 0.01, **p < 0.05, *p < 0.1 (two-tailed).

Table A4 OLS regression on interest and enjoyment of mathematics relative to English, by child gender, in the full sample

Variables	Parent Report^a		Child Report^a	
	Male	Female	Male	Female
Housework Division	0.0001 (0.025)	0.029 (0.018)	-0.030 (0.027)	0.022 (0.019)
Father's Childcare Involvement (Ref. Low)				
Medium involvement	0.024 (0.060)	-0.061 (0.039)	-0.017 (0.065)	0.040 (0.042)
High involvement	-0.124** (0.060)	-0.007 (0.043)	0.047 (0.065)	-0.059 (0.046)
Sample	2,352	2,347	2,033	2,120
Constant	0.221 (0.311)	-0.313 (0.194)	0.645 (0.350)	0.049** (0.202)
R-squared	0.006	0.005	0.013	0.008

Note: a) Higher values indicate greater interest in math relative to English/Mathematics.

Controls: Mother has a partner, mother's weekly working hours, and highest level of parental education. Standard errors in parentheses; ***p < 0.01, **p < 0.05, *p < 0.1 (two-tailed).

FIGURES

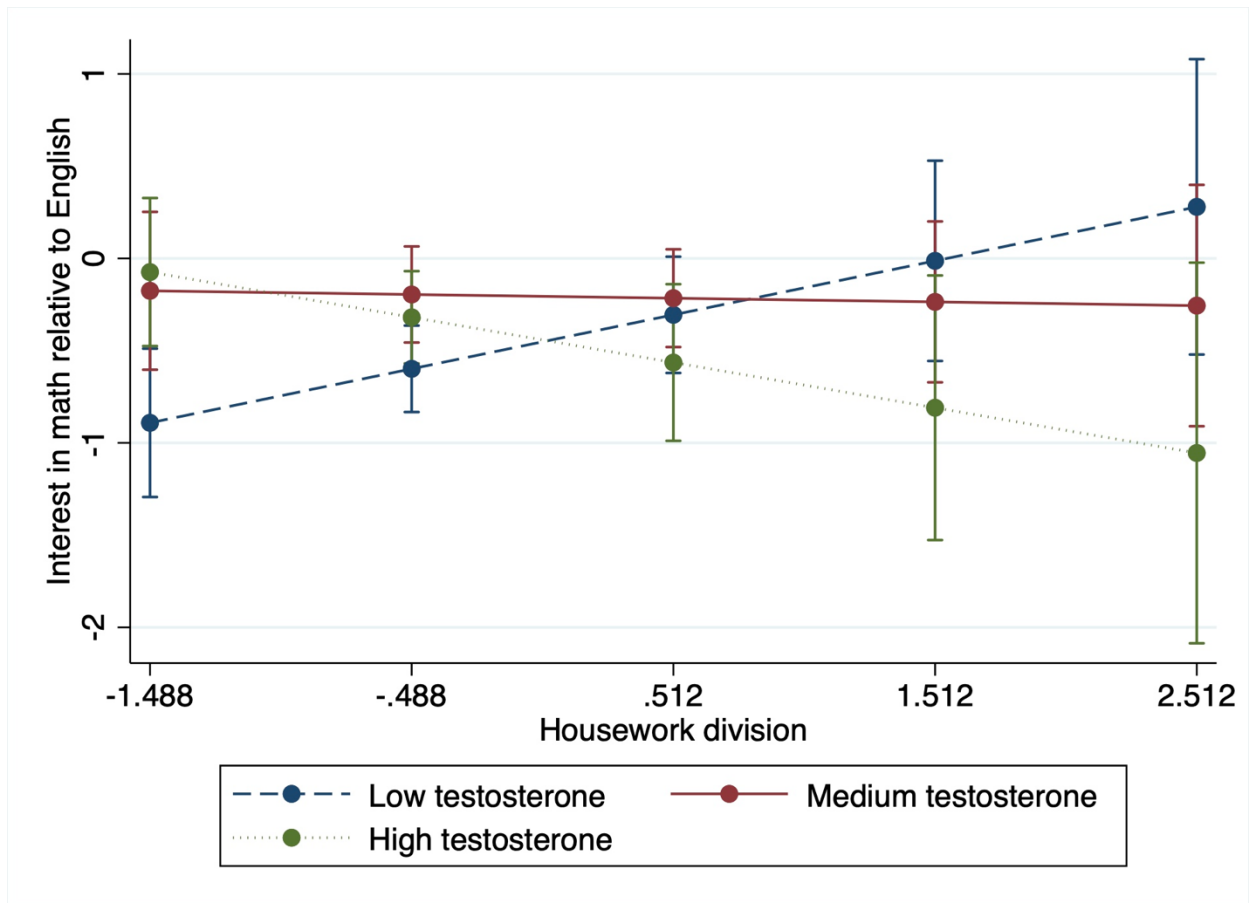


Fig. A1. Interest in mathematics relative to English (reported by the parent), interaction between parental division of housework and girl's prenatal testosterone exposure. Higher values indicate a less traditional gender division of housework

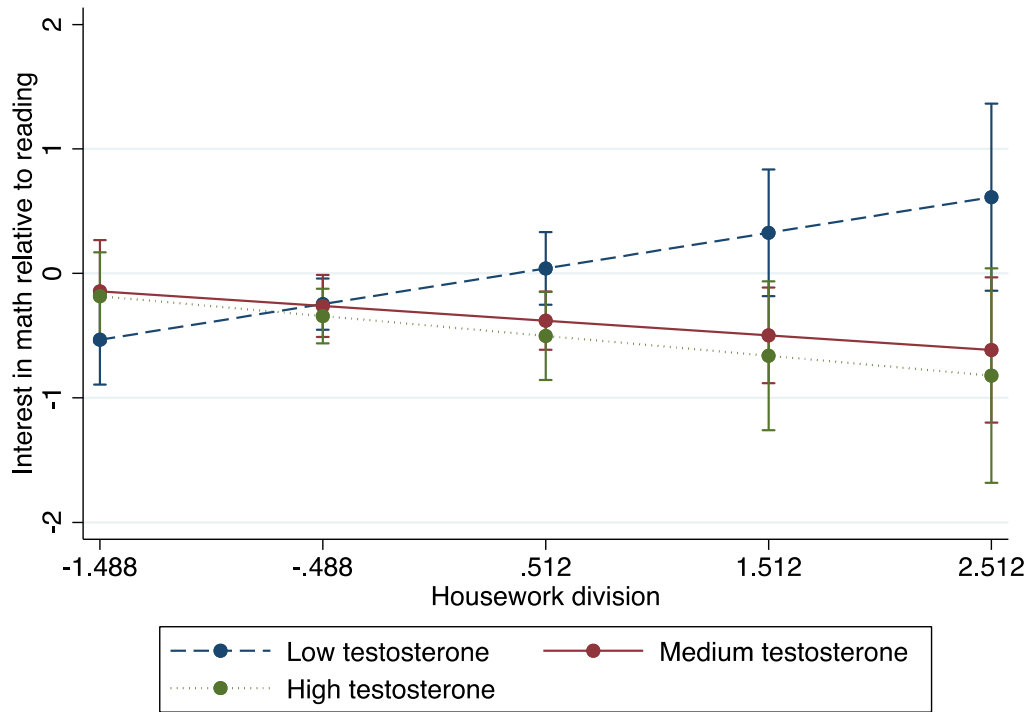


Fig. A2 Interest in mathematics relative to reading (reported by the child), interaction between parental division of housework and girl’s prenatal testosterone exposure. Higher values indicate a less traditional gender division of housework

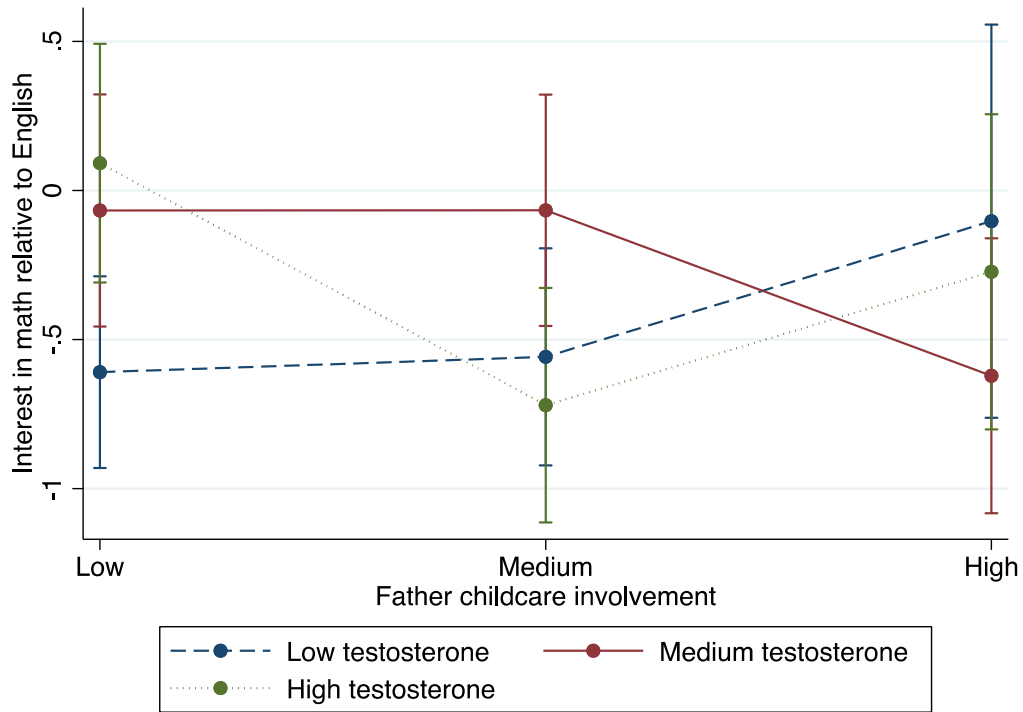


Fig. A3. Interest in mathematics relative to English (reported by the parent), interaction between father relative childcare involvement and girl's prenatal testosterone exposure

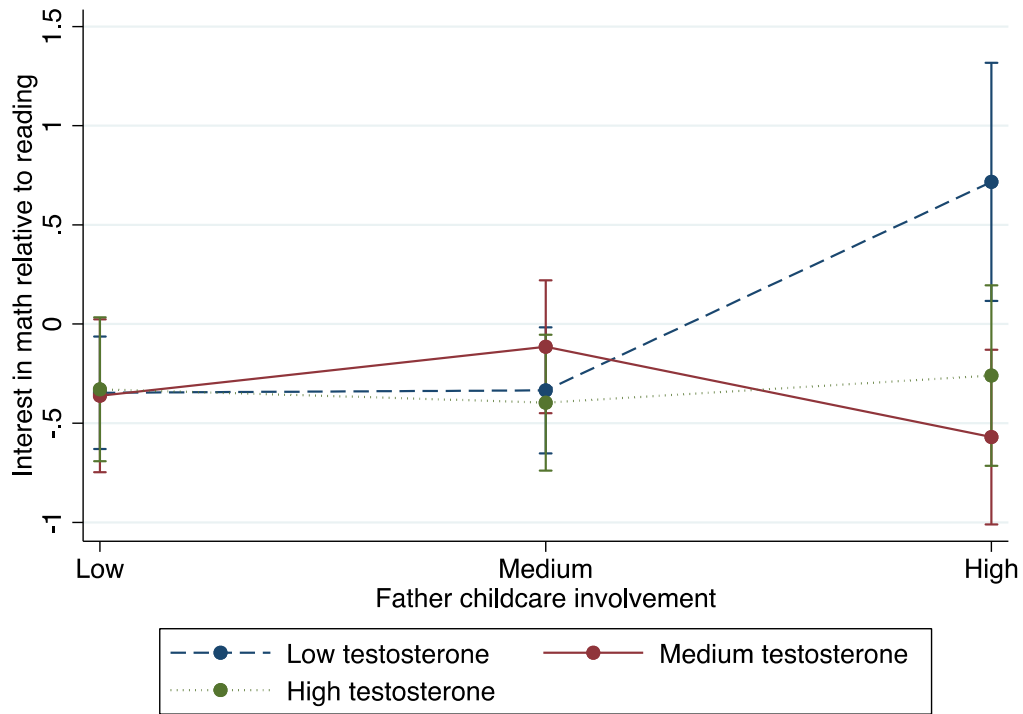


Fig. A4. Interest in mathematics relative to reading (reported by the child), interaction between father's relative childcare involvement and girl's prenatal testosterone exposure

