Readme file for the replication of

"Gender stereotypes in the classroom and effects on achievement"
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The replication do-files allow replication of the results reported in the paper and online appendix. The replication can be done using Stata version 13.1 or higher.

Replication folder includes the data file and codes to reproduce the results presented in the paper.

(1) "gstyping.dta" is the main data file, includes the variables listed below.
(2) "0_main.do" is the master do file that calls the following 3 do-files that contain the codes.
(3) "1_measures.do" is the first do-file that includes codes to construct measures of interest.
(4) "2_tables.do" is the do-file that includes codes for estimation of results presented in table 1-6 and online appendix tables.
(5) "3_figures.do" is the do-file that includes codes for figures presented in 1-2 and online appendix.

Data:

ID	Student identification number
grade	Grade enrolled - 3rd/4th
teachername	Teacher name
Wtgender	Winsorized Teacher gender styping score
gms	sum score for teacher GMS
extrinsic	sum score for teacher extrinsic motivator
constructive	sum score for modern vs traditional teaching styles
warmth	sum score for teacher warmth
hightbias	Traditional Teachers - derived from teacher gender styping score
tss_no_teach	Teacher Student Survey - no of terms with the student
tss_behavior	Teacher Student Survey - Behavior score
ts_1	Teacher Survey - number of Terms in the Same Class
ts_2	Teacher Survey - years of experience
ts_3	Teacher Survey - tenured
ts_4	Teacher Survey - degree (2) 2-year diploma program (3) University Degree (4) Graduate Degree
ts_5	Teacher Survey - number of Volunteer Activities
tt_train	Teacher Survey - number of extra curricular programs
qual	Teacher qualification (1) education (2) linguistic (3) sciences (4) social sciences (5) other
ts_gender_1	Teacher Survey - gender - It is the father's responsibility to earn a living in a family, and it is the mother's responsibility to take care of the children. Scale: 1-strongly disagree 4-strongly agree
ts_gender_2	Teacher Survey - gender - Being a nurse is not a suitable profession for a man. Scale: 1-strongly disagree 4-strongly agree

ts_gender_3	Teacher Survey - gender - Men cannot sew well even if they try hard to learn it. Scale: 1-strongly disagree 4-strongly agree
ts_gender_4	Teacher Survey - gender - Women cannot play football. Scale: 1-strongly disagree 4-strongly agree
ts_gender_5	Teacher Survey - gender - Men generally understand money-related issues better than women. Scale: 1-strongly disagree 4-strongly agree
ts_gender_6	Teacher Survey - gender - It is more natural for girls to help with housework than boys. Scale: 1-strongly disagree 4-strongly agree
ts_gender_7	Teacher Survey - gender - Men have better judgment compared to women, they are better leaders. Scale: 1-strongly disagree 4-strongly agree
ts_gender_8	Teacher Survey - gender - It is much more important for boys to go to university than girls. Scale: 1-strongly disagree 4-strongly agree
ts_gender_9	Teacher Survey - gender - Men are better at math than women. Scale: 1-strongly disagree 4-strongly agree
ts_gms_1	Teacher Survey - intelligence is a fixed trait. Scale: 1-strongly agree 4-strongly disagree
ts_gms_2	Teacher Survey - people can improve their intelligence. Scale: 1-strongly disagree 4-strongly agree
ts_gms_3	Teacher Survey - only few people excel in arts. Scale: 1-strongly agree 4-strongly disagree
ts_gms_4	Teacher Survey - working hard doesn't make you successful. Scale: 1-strongly agree 4-strongly disagree
ts_gms_5	Teacher Survey - If a student works hard, he/she can be the best in the class. Scale: 1-strongly disagree 4-strongly agree
ts_6	Teacher Survey - are boys or girls better at maths? (1) boys (2) girls (3) no difference
ts_warmth_1	Teacher Survey - Teachers should keep be the authority. Scale: 1-strongly agree 4-strongly disagree
ts_warmth_2	Teacher Survey - My educational standards and expectations are strict. Scale: 1-strongly agree 4-strongly disagree
ts_warmth_3	Teacher Survey - a strict discipline is beneficial for students. Scale: 1-strongly agree 4-strongly disagree
ts_warmth_4	Teacher Survey - teacher-student relationship based on respect, a quiet classroom environment is more important for effective learning than a warm teacher-student relationship, comfortable classroom environment. Scale: 1-strongly agree 4-strongly disagree
ts_ext_1	Teacher Survey - punishment is necessary. Scale: 1-strongly disagree 4-strongly agree
ts_ext_2	Teacher Survey - I often reward students to elicit outcomes and behaviors. Scale: 1-strongly disagree 4-strongly agree
ts_ext_3	Teacher Survey - I often punish students to elicit outcomes and behaviors. Scale: 1-strongly disagree 4-strongly agree
ts_ext_4	Teacher Survey - rewarding behaviors with material incentives prevents students from developing intrinsic motivation. Scale: 1-strongly agree 4-strongly disagree
ts_modern_1	Teacher Survey - a noisy classroom is not a problem as long as students are busy with learning. Scale: 1-strongly disagree 4-strongly agree

ts_modern_2	Teacher Survey - it's important to let students express their ideas. Scale: 1-strongly disagree 4-strongly agree
ts_modern_3	Teacher Survey -I don't like to fall behind on the syllabus. Scale: 1-strongly agree 4-strongly disagree
ts_modern_4	Teacher Survey - it is more efficient to teach correct answers directly. Scale: 1-strongly agree 4-strongly disagree
ts_modern_5	Teacher Survey - students should be entitled to choose what activities we do In the class. Scale: 1-strongly disagree 4-strongly agree
ts_modern_6	Teacher Survey - I only answer questions related to the subject I am covering when being interrupted by a student. Scale: 1-strongly agree 4-strongly disagree
tmale	Teacher gender - male
male	Student gender - male
ss_gender_1	Student Survey - Gender - Girls cannot play football. Scale: 1-strongly agree 4-strongly disagree
ss_gender_2	Student Survey - Gender - Boys are better at maths. Scale: 1-strongly agree 4-strongly disagree
ss_gender_3	Student Survey - Gender - It is the father's responsibility to earn a living in a family, and it is the mother's responsibility to take care of the children. Scale: 1-strongly agree 4-strongly disagree
ss_gender_4	Student Survey - Gender - It is more natural for girls to help with housework than boys. Scale: 1-strongly agree 4-strongly disagree
ss_gender_5	Student Survey - Gender - Being an astronaut is not a suitable job a for a woman. Scale: 1-strongly agree 4-strongly disagree
ss_gender_6	Student Survey - Gender - Being a nurse is not a suitable profession for a man. Scale: 1-strongly agree 4-strongly disagree
ss_gender_7	Student Survey - Gender - Men cannot sew well even if they try hard to learn it. Scale: 1-strongly agree 4-strongly disagree
hhgender	Family - Gender - My father helps with the housework such as washing the dishes and cleaning. Scale: 1-strongly agree 4-strongly disagree
working_mom	Dummy variable - whether student's mother is working
computer	Dummy variable- whether the student owns a computer at home.
ses	Socio-economic status (1)low (2)medium (3)high
tss_grade_tr	Verbal grade
tss_grade_math	Maths grade
raven_std	Student raven score -std
turkish_std	Student verbal score - std
math_std	Student maths score - std
conf	Student confidence
age_m_mean	Student Age in months
ss_gms_1	Student survey - Growth Mindset - If a student works hard, he/she can be the best in the class. Scale: 1-strongly disagree 4-strongly agree
ss_gms_2	Student survey - Growth Mindset - intelligence is a fixed trait. Scale: 1-strongly agree 4-strongly disagree
proximity	School ID
pterm	Exposure to the same teacher: 1 year to 4 years
zstud_gender	standardized student gender styping scores measure:7 items

zgms_stud	standardized student growth mindset score
tgender_sem1	estimated latent variable for teacher's gender bias:9 items
lowses	Dummy variable - low ses
medses	Dummy variable - medium ses
highses	Dummy variable - high ses
term_t	Teacher exposure duration - Short/Medium/Long Term
lterm	Long term dummy
termbiasl	Interacttion term: lterm*hightbias

How to replicate the results using Stata:

(1) create a main folder.
(2) copy all the do-files and gstyping.dta into the main folder.
(3) start stata and open "0_main.do"
(4) change the path to the location of your main folder.
(5) run the "0_main.do". This do file will run the other 3 do-files. The tables and figures will be saved in your main folder after the estimation is done.

Output:

table0.tex	includes results reported in Table 1
table3a.tex	includes results reported in Table 3
table6.tex	includes results reported in Table 4
table7.tex	includes results reported in Table 5
table0AP.tex	includes results reported in Table A.1 of the online appendix
appendix3a.tex	includes results reported in Table A.2 of the online appendix
table3a_noex.tex	includes results reported in Table A.3 of the online appendix
table4a.tex	includes results reported in Table A.4 of the online appendix
table4.tex	includes results reported in Table A.5 of the online appendix
gender_bias_comb.eps	includes figure reported in Figure 1
Semiparam_MathBoysLT.png	includes figure reported in Figure 2
Semiparam_MathBoysMT.png	includes figure reported in Figure 2
Semiparam_MathBoysST.png	includes figure reported in Figure 2
Semiparam_MathGirlsLT.png	includes figure reported in Figure 2
Semiparam_MathGirlsMT.png	includes figure reported in Figure 2
Semiparam_MathGirlsST.png	includes figure reported in Figure 2
Semiparam_TurkBoysLT.png	includes figure reported in Figure 3
Semiparam_TurkBoysMT.png	includes figure reported in Figure 3
Semiparam_TurkBoysST.png	includes figure reported in Figure 3
Semiparam_TurkGirlsLT.png	includes figure reported in Figure 3
Semiparam_TurkGirlsMT.png	includes figure reported in Figure 3
Semiparam_TurkGirlsST.png	includes figure reported in Figure 3
linearpredMath_Boys.png	includes figure reported in Figure A.1 of the online appendix
linearpredMath_Girls.png	includes figure reported in Figure A.1 of the

	online appendix
linearpredVerbal_Boys.png	includes figure reported in Figure A.1 of the online appendix
linearpredVerbal_Girls.png	includes figure reported in Figure A.1 of the online appendix