A minimum 1-page (or more) description of your project must be archived. Your entry at our archival site should begin with 1) an introduction drawn from your Project Prospectus document (you can revise language from that document). It should then detail your 2) methods, 3) work performed, and 4) findings.

Introduction:

Are women more likely to be expected to be involved in school involvement and/or perfectionism, while it is more acceptable for men to work less hard in school? This explores the question of whether gender is correlated with school performance and then examines the comparison of academic performance between males and females. Throughout our findings, we have discovered that women tend to excel in certain aspects, primarily due to outside factors such as additional study time, extra educational support, and school presence. This has caused us to question the cultural impact of women’s academic performance. However, we are missing societal contexts that exist in Portugal. Without this information, we are unable to fully connect the data we are given with the constructs and culture that are present in Portugal. The correlations we have discovered have enabled us to pose this question and explore its potential impact.

Methods:

DENOTATIVE reading:

* Each student in the data spread has been categorized by values such as sex, age, family profession or education, alcohol consumption, geography, and more. Additionally, there are values corresponding to school performance: grades, number of failures, absences, or how much extra educational support they receive.

CONNOTATIVE reading:

* Based on what kind of specific data is being collected, it seems like they are hoping to make a connection between the values and school performance. Some data that would appear to be (morally) irrelevant to school performance are being collected, such as whether or not a student is in a romantic relationship, or the gender of the student. Others are more obvious in implicit meaning, such as values that may correspond to class status – paid classes, rural/urban location, reputational schools. This made us wonder about the role of bias or equality in the data, and the larger issue of educational equality. Education is supposed to promote equality amongst citizens, but often it is biased towards the most privileged in society. The kind of values being considered in this data set suggests that student performance or grading, supposedly an impartial process, is being predicted based on a student’s identity or life circumstances.
* Since there are many values to consider, we chose to narrow it down to gender and school performance. The fact that gender is one of the first values being considered in this dataset implies that it may be an important one in predicting school performance. We wanted to investigate if there was evidence of educational bias or inequality based on the gender of the student. Since there are many values to consider, we chose to narrow it down to gender and school performance. Some initial assumptions, because of the way gender is socialized, may be that female students do worse in math, or that male students have a higher susceptibility of alcohol consumption. We initially thought there would be a stronger correlation between gender and school performance, but most times there was only a minimal difference in school performance based on gender. Because of this, we are looking at how other variables affect each gender, such as school reputation or urban/rural location.

CONCEPTUAL analysis:

* The dataset creates an individual profile of each student, where data is collected on many different values both (seemingly) unrelated and related to school performance. This suggests that the data collectors are attempting to draw an inference about a student’s school performance based on outside factors. It challenges the idea of educational opportunity as an impartial meritocracy, where opportunities are given to students who are motivated to do well and learn, regardless of identity or background. In theory, gender or the socio-economic status of one’s parents should not matter in grading or educational opportunity. But in this dataset, it apparently does.

Work performed:

We performed quantitative research by investigating the correlation in the dataset we were provided with. We were given factors such as: school, sex, age, address, family size, parents' cohabitation status, mother’s education, father’s education, mother’s job, and father’s job, reason, guardian, traveltime, study time, number of failures, school support, family educational support, paid classes, activities, nursery school, high education, romantic relationships, family relationships, free time, social life, alcohol consumption, health, and absences. With this given information, we were able to draw conclusions with the statistics that were provided with these factors. We also used qualitative research skills by observing the introduction to the dataset and discussing the importance of correlating student performance in Portugal. From there, we were able to draw our conclusions through questioning cultural impacts and societal stereotypes on student performance.

Findings:

Through the process of investigating potential correlations with the dataset we were given, we observed correlations between multiple factors that could impact our initial question, “Are women more likely to be expected to be involved in school involvement and/or perfectionism, while it is more acceptable for men to work less hard in school?” We found a correlation between study rates, it is shown that women tend to study more, our findings back this, 45.5% of males spend less than an hour studying whereas 23.1% of women spend their time studying for less than an hour while 54.5% of men spend more than an hour and 76.9% of women spend more than an hour learning. This leads us to believe that women tend to experience fewer failures as they put more effort into studying and relearning topics on their own time. It has been discovered that women have fewer absences and participate in fewer extracurricular activities compared to males. We have also come to the conclusion that women tend to receive extra educational support, approximately 6.7% more support than men. This led us to question whether there may be an underlying issue, such as women performing better in school, making schools more willing to provide them with extra support, which in turn leads to the disproportionate representation of women in support from school systems.