EXPLORING GENDER DISPARITY IN COLLEGE APTITUDE AMONG
CHRISTIAN COLLEGE STUDENTS FROM THREE SCHOOL SETTINGS

Abstract
There has been much discussion regarding the gap in achievement between traditionally
educated males and females in elementary and secondary school. Research has
demonstrated that typically conventionally educated males achieve at a higher level in
mathematics during their elementary and secondary years, while females achieve at a
higher level in literacy during their elementary and secondary school years. However, as
students advance toward the end of their secondary years and begin taking the SAT,
various studies concerning this measurement of college aptitude have revealed that males
tend to achieve higher scores on both SAT-M and SAT-V. The purpose of this study was
to examine gender disparity in college aptitude scores within three different school
settings: home school, private school, and public school. The researcher obtained SAT-
M and SAT-V scores from a nonrandom selection of Christian colleges. Gender
differences were compared for home school, private school, and public school students
on SAT-M and SAT-V scores. The research questions were as follows:
1. Is there a difference in SAT-M and SAT-V scores for home-schooled males and
   females?
2. Is there a difference in SAT-M and SAT-V scores for private-schooled males and
   females?
3. Is there a difference in SAT-M and SAT-V scores for public-schooled males and
   females?
4. Is there an interaction between gender and type of schooling for SAT-M and SAT-V scores?

A MANOVA was used to yield an overall result to evaluate the research questions. Simple main effects tests were used to compare the three groups (home-school students, private-school students, and public-school students) within gender (male, female). The results were that there was no statistically significant difference between the scores of home-schooled males and home schooled females on SAT-V. There was a significant difference in SAT-M scores between home-schooled males and females, with males having the advantage. Similar results were observed in the private and public sectors. Additional findings compared the genders within the three school settings. The researcher determined that there were significant differences on SAT-V for both genders, but there were only significant differences on SAT-M for males. In each instance, home-schooled students fared better than their public and private educated counterparts. However, because the $f$ test for gender by school type was non-significant, the simple effects results must be evaluated with caution. It might be prudent to examine the anomaly of a third order interaction that was noted but is not a part of this study. Because the literature suggested that a lack of self-efficacy contributes to girls’ lower scores, the researcher concluded with a suggested model for imbuing students with a greater sense of sense of achievement-oriented efficacy.