

## Gender identity, school stress, life satisfaction, and perceived academic outcomes: The importance of gender self-acceptance in school success

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EDUCATION AND  
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## Introduction

- **Stress**
- **Life satisfaction**
  - Predicts positive scholastic outcomes (Huebner, Hills, Siddle & Gilman, 2014)
  - Inverse relationship between stress and life satisfaction (Mosknes, Lohre, Liliefell, Byrne, & Haughan, 2016)
- **Gender and gender self-concept**
- **Adolescence**
  - Social self-concept and life satisfaction lower (Chang, McBride-Chang, Stewart & Au, 2003)

## Gender self-concept

- Hoffman's conceptualisation of gender self-concept:
  - Gender Self-definition
  - Gender Self-acceptance
- The New Zealand scenario
- Relationship between gender self-concept, life satisfaction, stress, and academic achievement?

## The Current Study

Aimed to: expand understanding of gender identity, and associations between aspects of gender identity, stress, life satisfaction, and academic achievement for New Zealand Adolescents.



## Research Questions

1. How is *Gender Self-Definition* associated with stress, life satisfaction, and academic achievement for New Zealand adolescents?
2. How is *Gender Self-Acceptance* associated with stress, life satisfaction, and academic achievement for New Zealand adolescents?
3. Do New Zealand adolescents' personally-perceived gender identities reflect conformity to societal gender norms, or indicators of personal agency?

## Method

### Participants

- Adolescents ( $N = 1601$ ): female ( $n = 973$ ), male ( $n = 610$ ); gender neutral ( $n = 18$ )
- Range of ethnicities (New Zealand European, 44%; Māori, 6%; Pacific Island, 14%; Asian, 12%; Multiple ethnicity, 9%; other, 15%)
- Mid-range to high socioeconomic status
- Age range 12-18 years (majority 15-18 years old)
- Single sex and coeducational schools

## The Gender Self-concept, Stress, and Coping Questionnaire (GSSC)

- The Hoffman Gender Scale
  - Gender Self-definition (GSD)
  - Gender Self-acceptance (GSA)
- A previous New Zealand Study
  - Gender self-confidence (GSC) and stereotypical ideas of gender (Watson, 2012)
  - GSC  $r = .60$  ( $df = 1212$ ,  $p < .001$ )




## Stress at School

- The Adolescent Stress Questionnaire (ASQ; Byrne, Davenport & Mazenod, 2007).
- 10 stress dimensions:
  - the stress of home life; school performance;
  - school attendance; romantic relationships
  - peer pressure; teacher interaction
  - future uncertainty; school/leisure conflict
  - financial pressure; emerging adult responsibility

## Life satisfaction (wellbeing), and perceived achievement

- The Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985)
- Self-rated assessment of achievement

The diagram is a path model showing the relationships between several variables. On the left, there are three latent variables: 'Gender Identity' (with indicators 'GI1', 'GI2', 'GI3'), 'Stress' (with indicators 'S1', 'S2', 'S3'), and 'Life Satisfaction' (with indicators 'LS1', 'LS2', 'LS3'). Arrows point from these latent variables to a central latent variable 'Perceived Academic Achievement' (with indicators 'PA1', 'PA2', 'PA3'). Additionally, there are direct paths from 'Gender Identity' to 'Perceived Academic Achievement' and from 'Stress' to 'Perceived Academic Achievement'. A final arrow points from 'Perceived Academic Achievement' to an outcome variable 'Academic Achievement'.

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## Gender self-confidence?

- Adherence to societally-expected gender norms
  - More strongly demonstrated by males than females
  - Challenged by the beliefs of gender-neutral individuals

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**References**

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Thank you