

# **A Cross-Cultural Perspective on Gender Differences in Higher Education: Admissions and Scholastic Achievement**

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## **Abstract**

This study investigated the extent to which results exhibiting gender differences on scholastic measures could be generalized across cultures. The analysis was conducted on twelve cohorts of Hebrew-, Arabic-, and Russian-speaking students in Israel's six universities. Gender differences in admission measures and in academic performance, as well as in the validity and fairness of the admissions process were examined. Across all ethnic groups, high school grades were higher for females, while males performed better on admissions tests. Different patterns of gender differences were found for each ethnic group. Males' advantage on admissions tests among the Hebrew-speaking examinees was similar to that found for the US and Sweden. As in the US, validity coefficients were slightly higher for females in all ethnic groups. It was concluded that gender differences reflect the social and cultural values of the society within which they occur.