# Appendices

## A Correlation between stated and revealed attitudes

A concern with self-reported attitudes, of both children and parents, is strength with which they represent underlying attitudes. This might happen, for instance, if respondents report to surveyors the attitudes that they feel are socially desirable to please the surveyor or themselves. Therefore, we check whether the gender attitudes index is a good proxy for underlying attitudes by correlating with two alternate measures.

We investigate self-reported parent attitudes by correlating the parent gender attitude index with the fraction of boys versus girls in the household, which is a revealed preference measure of gender attitudes. Relatively more boys in the house could indicate more pro-boy attitudes, and vice versa. Appendix Table 5 shows that the parent gender index is negatively correlated with the fraction of sons in the household (-0.055, $p < 0.01$), which implies that the gender attitudes index reflects underlying gender preferences.

To assess self-reported child attitudes, we draw on scores from an Implicit Association Test (IAT) that was administered to a 40% subsample of students. The IAT is a computer-based psychometric tool designed to detect the strength of automatic association between different ideas and concepts, in this case between the target concepts of 'male' and 'female' with the attributes 'good' and 'bad'.[13] The IAT is considered to be difficult to manipulate, and therefore useful for eliciting underlying attitudes (Greenwald, McGhee, and Schwartz 1998). In the IAT that we administered, the D-measure represents implicit preference for boys, with a greater (positive) score implying pro-boy attitudes. Appendix Table 6 shows that the D measure is negatively correlated with the student gender index (-0.098, $p < 0.01$), suggesting that the gender equality attitudes captured by the gender index are also reflected in the IAT.

**Appendix Table 1: Gender attitude differences by parent and child gender**

| | Parent gender index (1) | Student gender index (2) | Student gender index (3) |
|---|---|---|---|
| Mother | -0.095*** | | |
| | [0.029] | | |
| Girl | | 0.510*** | 0.538*** |
| | | [0.054] | [0.052] |
| District-Grade & school FEs | Yes | Yes | Yes |
| Extended HH controls | Yes | Yes | No |
| R-squared | 0.133 | 0.188 | 0.175 |
| Observations | 5,483 | 5,483 | 5,483 |
| Clusters | 314 | 314 | 314 |

Notes. Asterisks denote significance: * $p < .10$, ** $p < .05$, *** $p < .01$. Standard errors are clustered at the school level.

**Appendix Table 2: Results on parental gender attitudes and child gender attitudes (Unweighted gender index)**

| | *Girls* | | *Boys* | |
|---|---|---|---|---|
| | Student gender index (1) | Student gender index (2) | Student gender index (3) | Student gender index (4) |
| Parent gender index | 0.114*** | 0.060** | 0.175*** | 0.151*** |
| | [0.018] | [0.026] | [0.021] | [0.029] |
| Mother*Parent gender index | | 0.096*** | | 0.047 |
| | | [0.035] | | [0.040] |
| Mother | | 0.028 | | 0.010 |
| | | [0.034] | | [0.040] |
| DGG & school FEs | Yes | Yes | Yes | Yes |
| Extended HH controls | Yes | Yes | Yes | Yes |
| Mothers have same effect on girls and boys | | | | 0.350 |
| R-squared | 0.192 | 0.195 | 0.228 | 0.229 |
| Observations | 3,044 | 3,044 | 2,439 | 2,439 |

Notes. Asterisks denote significance: * $p < .10$, ** $p < .05$, *** $p < .01$. Standard errors are clustered at the school level. *DGG* stands for *District*Grade*Gender* fixed effects.

## Appendix Table 3: Result on parental gender attitudes and child gender attitudes

| | *Using binaries* | | | | *Using Likert scales* | |
|---|---|---|---|---|---|---|
| | Student gender PCA (1) | Student gender PCA (2) | Student gender PCA (3) | Student gender PCA (4) | Student gender PCA (5) | Student gender PCA (6) |
| Parent gender PCA | 0.154*** | 0.152*** | 0.149*** | 0.150*** | | |
| | [0.015] | [0.015] | [0.015] | [0.015] | | |
| Parent gender PCA (using Likert scales) | | | | | 0.145*** | 0.144*** |
| | | | | | [0.014] | [0.014] |
| Classmates' avg gender PCA | | | | 0.079*** | | |
| | | | | [0.028] | | |
| Classmates' avg gender PCA (using Likert scales) | | | | | | 0.054** |
| | | | | | | [0.027] |
| Father is illiterate | -0.059 | -0.049 | -0.046 | -0.050 | -0.041 | -0.041 |
| | [0.044] | [0.045] | [0.044] | [0.045] | [0.045] | [0.045] |
| Father is literate or finished primary school | -0.040 | -0.033 | -0.040 | -0.033 | -0.012 | -0.012 |
| | [0.034] | [0.034] | [0.034] | [0.034] | [0.036] | [0.036] |
| Father finished middle school (Class 8) | 0.013 | 0.018 | 0.014 | 0.018 | 0.005 | 0.006 |
| | [0.035] | [0.035] | [0.034] | [0.034] | [0.035] | [0.035] |
| Father works part-time | -0.007 | -0.008 | 0.035 | -0.006 | 0.023 | 0.024 |
| | [0.063] | [0.063] | [0.065] | [0.063] | [0.061] | [0.061] |
| Father works full-time | -0.016 | -0.020 | -0.017 | -0.018 | 0.012 | 0.014 |
| | [0.047] | [0.047] | [0.047] | [0.047] | [0.046] | [0.046] |
| Mother is illiterate | -0.165*** | -0.148*** | -0.129*** | -0.146*** | -0.166*** | -0.165*** |
| | [0.044] | [0.044] | [0.044] | [0.044] | [0.042] | [0.042] |
| Mother is literate or finished primary school | -0.153*** | -0.141*** | -0.128*** | -0.138*** | -0.156*** | -0.154*** |
| | [0.044] | [0.045] | [0.045] | [0.045] | [0.041] | [0.041] |
| Mother finished middle school (Class 8) | -0.076 | -0.071 | -0.059 | -0.069 | -0.064 | -0.063 |
| | [0.049] | [0.049] | [0.049] | [0.049] | [0.046] | [0.046] |
| Mother works part-time | | | -0.149*** | | | |
| | | | [0.045] | | | |
| Mother works full-time | | | 0.094*** | | | |
| | | | [0.036] | | | |
| Scheduled caste | -0.091** | -0.091** | -0.088** | -0.090** | -0.061 | -0.060 |
| | [0.037] | [0.037] | [0.038] | [0.037] | [0.038] | [0.038] |
| Scheduled tribe | -0.179 | -0.184 | -0.180 | -0.185 | -0.130 | -0.130 |
| | [0.142] | [0.142] | [0.140] | [0.141] | [0.146] | [0.145] |
| Number of household members | | | -0.009 | | | |
| | | | [0.008] | | | |
| Number of female siblings | | | 0.009 | | | |
| | | | [0.014] | | | |
| Number of male siblings | | | -0.043** | | | |
| | | | [0.021] | | | |
| Mean of outcome | -0.000 | -0.000 | -0.000 | -0.000 | 0.000 | 0.000 |
| District-grade-gender & school FEs | Yes | Yes | Yes | Yes | Yes | Yes |
| Household controls | Basic | Extended | Extended + endogenous | Extended | Extended | Extended |
| R-squared | 0.265 | 0.267 | 0.273 | 0.269 | 0.267 | 0.267 |
| Observations | 5,483 | 5,483 | 5,483 | 5,483 | 5,483 | 5,483 |
| Cluster | 314 | 314 | 314 | 314 | 314 | 314 |

Notes. Asterisks denote significance: * $p < .10$, ** $p < .05$, *** $p < .01$. Standard errors are clustered at the school level. "Basic controls" include: (student-reported) house is pukka, house has electricity, house has flush toilet, house has non-flush toilet, family owns the house, father is illiterate, father is literate or finished primary school, father finished middle school (Class 8), father works part-time, father works full-time, mother is illiterate, mother is literate or finished primary school, mother finished middle school (Class 8), (parent-reported) Scheduled Caste, Scheduled Tribe. "Extended controls" include: (parent-reported) HH has radio, HH has TV, HH gets newspaper daily and HH owns water pump, (student-reported) HH gets newspaper daily, HH has tap water as well as "basic controls". "Extended + endogenous controls" include: (student-reported) mother works part-time, mother works full-time, number of HH members, number of sisters, and number of brothers as well as "basic controls" and "extended controls". *Classmates' avg gender pca* is the average *Gender index* of the students of the same gender and age as the respondent in his or her school, and is calculated excluding the respondent's own *Gender pca*.

**Appendix Table 4: Results by parent and child gender**

| | *Girls* | | *Boys* | |
|---|---|---|---|---|
| | Student gender PCA (1) | Student gender PCA (2) | Student gender PCA (3) | Student gender PCA (4) |
| Parent gender PCA | 0.110*** | 0.053** | 0.192*** | 0.170*** |
| | [0.018] | [0.027] | [0.020] | [0.028] |
| Mother*Parent gender PCA | | 0.101*** | | 0.044 |
| | | [0.035] | | [0.038] |
| Mother | | 0.033 | | 0.021 |
| | | [0.034] | | [0.038] |
| DGG & school FEs | Yes | Yes | Yes | Yes |
| Extended HH controls | Yes | Yes | Yes | Yes |
| Mothers have same effect on girls and boys | | | | 0.266 |
| R-squared | 0.203 | 0.206 | 0.249 | 0.249 |
| Observations | 3,044 | 3,044 | 2,439 | 2,439 |

Notes. Asterisks denote significance: * $p < .10$, ** $p < .05$, *** $p < .01$. Standard errors are clustered at the school level. *DGG* stands for *District*Grade*Gender* fixed effects.

**Appendix Table 5: Correlation between Anderson weighted parent gender index and proportion of sons in the household**

| | Percent sons among children | Parent gender index |
|---|---|---|
| Percent sons among children | 1 | |
| Parent gender index | -0.0548*** | 1 |

Notes. Asterisks denote significance: * $p < .10$, ** $p < .05$, *** $p < .01$.

**Appendix Table 6: Correlation between Anderson weighted student gender index and Implicit Association Test**

| | D measure | Student gender index |
|---|---|---|
| D measure | 1 | |
| Student gender index | -0.0978*** | 1 |

Notes. Asterisks denote significance: * $p < .10$, ** $p < .05$, *** $p < .01$.