

## Introduction

This project examines perceptions of discrimination against women in the United States. The central question asks what explains differences in how individuals evaluate whether there is a lot of discrimination against women. This question matters because understanding these perceptions helps explain how different groups interpret inequality in society and form political attitudes.

## Purpose and Hypothesis

The purpose of this study is to analyze the relationship between gender, education, and perceptions of discrimination against women in the United States, and to examine whether differences in these perceptions can be explained by education.

- H1: Women and men will differ in their perceptions of the level of discrimination against women in the United States
- H2: Higher levels of education will be positively associated with higher perceptions of discrimination against women.
- H3: Even when controlling for education, men will be more likely than women to report higher levels of perceived discrimination against women.

## Variables

This study uses gender, education, and perceptions of discrimination against women as key variables. Perceived discrimination was measured as a categorical variable (low, neutral, high), while gender and education were measured as categorical variables. Education was also included as a control variable to compare differences in perceptions of discrimination across groups.

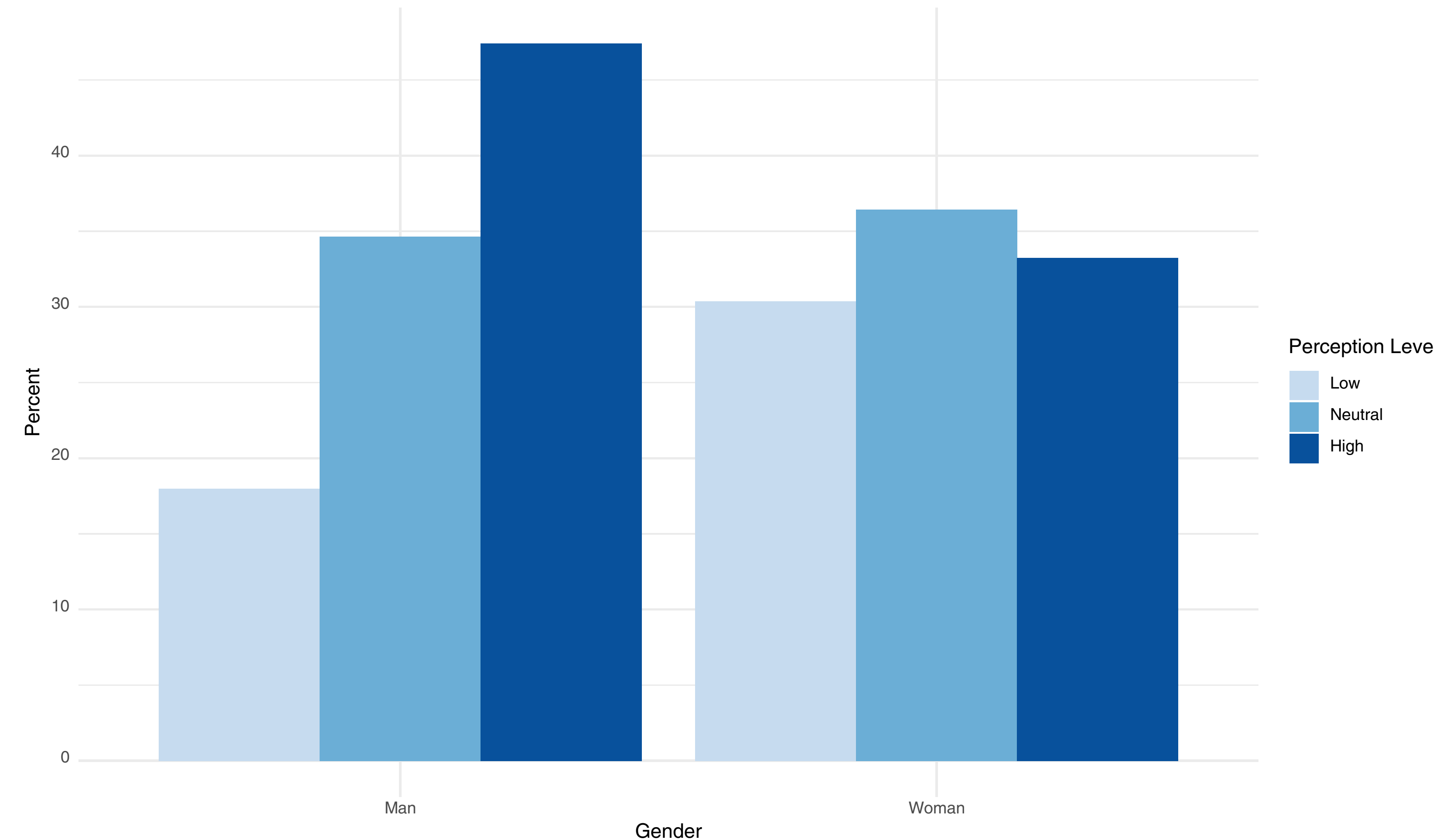
## Literature Review

Research shows that perceptions of discrimination are shaped by social position, which refers to an individual's location in society based on factors such as gender, education, and socioeconomic status. Gender is especially important, as lived experience influences how individuals interpret inequality and discrimination (Inglehart & Norris, 2003; Bolzendahl & Myers, 2004). Public attitudes toward gender equality have shifted over time, though these changes are not uniform across all groups (Brooks & Bolzendahl, 2004). Education is often associated with greater awareness of social issues, but its effects are inconsistent, and socioeconomic factors such as income tend to have a weaker influence (Schlozman et al., 1999). Together, this research suggests that perceptions of discrimination are shaped by both social position and political learning. This study builds on existing research by examining how gender and education relate to perceptions of discrimination against women, and whether these differences persist when controlling for education.

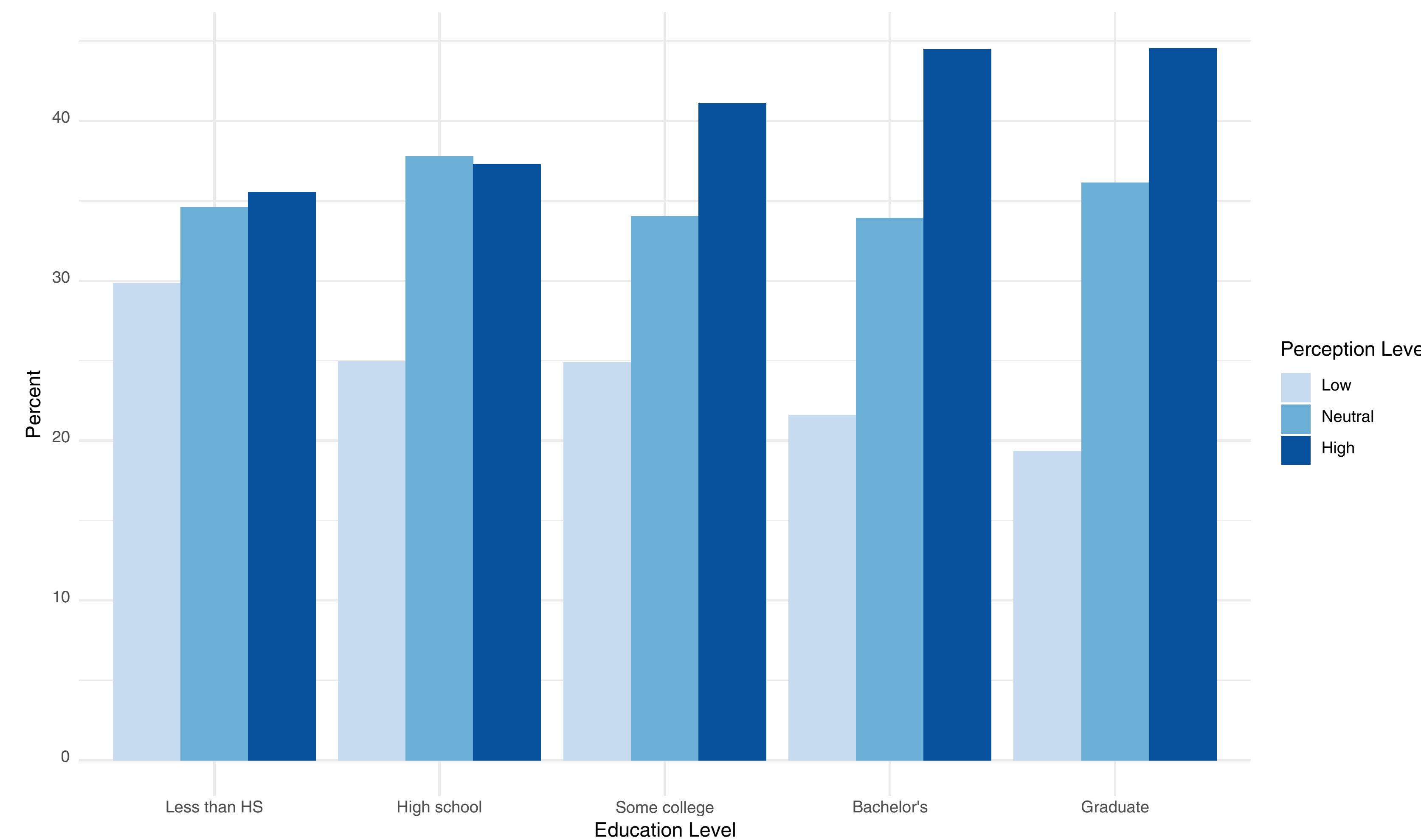
## WOMEN

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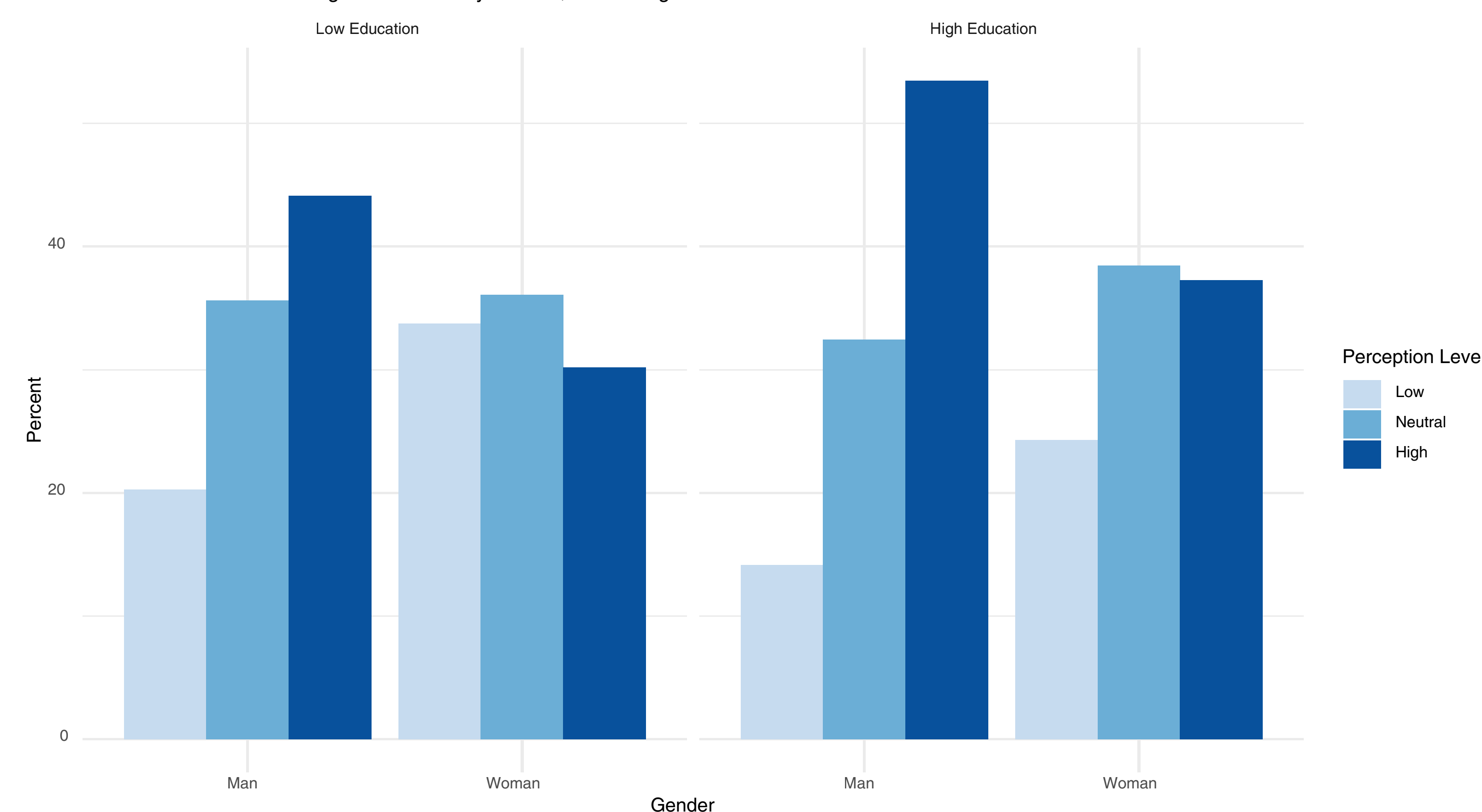
Perceived Discrimination Against Women by Gender



Perceived Discrimination Against Women by Education



Perceived Discrimination Against Women by Gender, Controlling for Education



## Methodology

Data from the American National Election Studies (2024) were analyzed using R and RStudio. Variables were cleaned and recoded, and the dependent variable was collapsed into low, neutral, and high levels. Two-way and three-way cross-tabulations were used, with education as a control variable. All results are reported as percentages. Additional variables such as race, importance of religion, and presidential vote were considered but not included in the final analysis.

## Findings

- Most respondents believe there is moderate to high discrimination against women, with relatively few reporting very low levels across all groups.
- Gender differences are evident, as men are more likely to perceive discrimination against women as high, while women are more likely to report moderate or mixed levels.
- A three-way cross-tabulation suggests the relationship is not spurious and is best described as additive, as gender differences persist across education levels with little variation.
- Two-way crosstabs show a weak relationship between education and perceptions of discrimination, but clearer differences across gender, with these differences persisting when controlling for education.

## conclusion

This study shows that perceptions of discrimination against women are shaped more by gender than by education. While education slightly influences perceptions, it does not explain the differences between groups. The persistence of gender differences, even when controlling for education, suggests that factors beyond formal education—such as lived experience—may influence how individuals perceive discrimination. This research is useful for understanding public opinion on gender inequality and could be expanded by examining additional factors such as political ideology or race.

## References

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