

Financial Literacy and Gender in U.S. High Schools

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Abstract

In a recent study published in this journal, Butters and Asarta (2011) documented a gender gap in economic education at the high school level. Building on this research, we use a normed test of financial literacy to examine the overall and gender specific financial knowledge of U.S. high school students. Our findings support previous research documenting a lack of basic financial knowledge at the high school level and the presence of a gender gap favoring male students. The gap is found to be persistent across the overall, standard and concept areas of the test.

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