**Appendix A**

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| Table A1.Model fit indices to test measurement invariance between parents and children |
|   | CFI  | TLI | RMSEA |
| Model 1: all parameters freely estimated |  0.997  | 0.992 | 0.037 |
| Model 2: factor loadings constrained (metric invariance) | 0.996 |  0.994 | 0.033 |
| Model 3: M2 + intercepts constrained (strong invariance) | 0.944 | 0.993 | 0.034 |
| Model 4: M3 + residuals constrained (strict invariance) | 0.935 |  0.944 | 0.099 |
| Model 5: strict invariance plus factor means | 0.915 | 0.932 |  0.109 |

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| Table A2. Control variables for the model in Table 2 |
| Control Variables | Model 1  |   | Model 2 |   | Model 3 |
| Age at wave 1 | 0.080\* |  | 0.033\* |  | 0.081\* |
|  | (0.032) |  | (0.022) |  | (0.032) |
| Difference in age between waves | 0.147\*\*\* |  | 0.141\*\*\* |  | 0.139\*\*\* |
|  | (0.044) |  | (0.041) |  | (0.053) |
| Female (Ref. Male) | 0.369\*\*\* |  | 0.360\*\*\* |  | 0.369\*\*\* |
|  | (0.061) |  | (0.058) |  | (0.062) |
| Immigrant background (Ref. Native/3rd generation) | -0.042 |  | -0.043 |  | -0.046 |
|  | (0.041) |  | (0.040) |  | (0.041) |
| Number of friends with AGDL | 0.038 |   | 0.033 |   | 0.038 |
|   | (0.022) |   | (0.022) |   | (0.022) |
| All friends are same-sex (Ref. min.1 other-sex friend) |  -0.039 |   |  -0.038 |   |  -0.038 |
|   | (0.059) |   | (0.061) |   | (0.057) |
| Same-sex parent (Ref. other-sex parent)  |  -0.029 |   |  -0.023 |   |  -0.025 |
|   | (0.082) |   | (0.081) |   | (0.082) |
| Share of same-sex classmates |  -0.007\* |   |  -0.007\* |   |  -0.007\* |
|   | (0.003) |   | (0.003) |   | (0.003) |
| Parent educational level (Ref. below upper secondary) |   |   |   |   |   |
| Upper secondary |  -0.029 |   |  -0.038 |   |  -0.026 |
|   | (0.047) |   | (0.045) |   | (0.048) |
| University degree | 0.054 |   | 0.054 |   | 0.056 |
|   | (0.040) |   | (0.040) |   | (0.041) |
| Mother employed at wave 1 (ref. not employed) |  -0.058 |   |  -0.060 |   |  0.056 |
|   | (0.051) |   | (0.051) |   | (0.053) |
| Religious denomination (Ref. No religion) |   |   |   |   |   |
| Non-Muslim |  -0.098 |   |  -0.095 |   |  -0.104 |
|   | (0.068) |   | (0.063) |   | (0.066) |
| Muslim |  -0.201 |   |  -0.189 |   |  -0.212\* |
|   | (0.104) |   | (0.098) |   | (0.102) |
| Religiosity | 0.022 |   | 0.019 |   | 0.026 |
|   | (0.034) |   | (0.032) |   | (0.035) |
| Share of immigrants in school (Ref. 0-10%) |   |   |   |   |   |
| 10-30% | 0.029 |   | 0.032 |   | 0.031 |
|   | (0.036) |   | (0.036) |   | (0.036) |
| 30-60% | 0.009 |   | 0.016 |   | 0.010 |
|   | (0.053) |   | (0.052) |   | (0.053) |
| 60-100% | 0.148\* |   | 0.148\* |   | 0.143 |
|   | (0.074) |   | (0.074) |   | (0.073) |
| Independent schools |  -0.181 |   |  -0.174 |   |  -0.174 |
|   | (0.130) |   | (0.133) |   | (0.133) |
|  p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001 |   |   |   |   |   |

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| Table A3. Control variables for the model in Table 3 |
| Control Variables | Model 1 | Model 2 | Model 3 | Model 4 |  |
| Age at wave 1 | 0.071\* | 0.079\* | 0.076\* | 0.081\* |  |
|   | (0.029) | (0.031) | (0.031) | (0.032) |  |
| Difference in age between waves | 0.138\*\*\* | 0.145\*\*\* | 0.143\*\*\* | 0.149\*\*\* |  |
|   |  (0.040) | (0.042) | (0.042) | (0.043) |  |
| Female (Ref. Male) | 0.219\*\*\* | 0.275\*\* | 0.307\*\* | 0.314\*\*\* |  |
|   | 0.049 | (0.107) | (0.118) | (0.083) |  |
| Immigrant background (Ref. Native/3rd generation) |  -0.041 |  -0.044 |  0.041 |  -0.041 |  |
|   | (0.040) | (0.040) | (0.041) | (0.041) |  |
| Number of friends with AGDL | 0.035 | 0.038 | 0.042 | 0.038 |  |
|   | (0.021) | (0.022) | (0.022) | (0.022) |  |
| All friends are same-sex (Ref. min. 1 other-sex friend) |  -0.039 |  -0.039 |  -0.031 |  -0.037 |  |
|   | (0.057) | (0.060) | (0.057) | (0.059) |  |
| Same-sex parent (Ref. other-sex parent)  |  -0.022 |  -0.029 |  -0.024 |  -0.028 |  |
|   | (0.075) | (0.081) | (0.080) | (0.080) |  |
| Share of same sex classmates |  -0.007\* |  -0.007\* |  -0.008\* |  -0.007\* |  |
|   | (0.003) | (0.003) | (0.003) | (0.003) |  |
| Parent educational level (Ref. below upper secondary) |   |   |   |   |  |
| Upper secondary |  -0.032 |  -0.029 |  -0.034 | -0.030 |  |
|   | (0.046) | (0.047) | (0.045) | (0.047) |  |
| University degree | 0.049 | 0.057 | 0.051 | 0.055 |  |
|   | (0.039) | (0.040) | (0.039) | (0.040) |  |
| Mother employed at wave 1 (Ref. not employed) |  -0.049 |  -0.061 |  -0.062 |  0.058 |  |
|   | (0.054) | (0.050) | (0.050) | (0.052) |  |
| Religious denomination (Ref. No religion) |   |   |   |   |  |
| Non-Muslim |  -0.097 |  -0.093 |  -0.095 |  -0.097 |  |
|   | (0.067) | (0.066) | (0.066) | (0.068) |  |
| Muslim |  -0.201 |  -0.198 |  -0.201 |  -0.202 |  |
|   | (0.103) | (0.103) | (0.104) | (0.105) |  |
| Religiosity | 0.017 | 0.019 | 0.019 | 0.021 |  |
|   | (0.033) | (0.033) | (0.035) | (0.034) |  |
| Share of immigrants in school (Ref. 0-10%) |   |   |   |   |  |
| 10-30% | 0.027 | 0.027 | 0.027 | 0.029 |  |
|   | (0.036) | (0.036) | (0.036) | (0.036) |  |
| 30-60% | 0.002 | 0.008 | 0.007 | 0.009 |  |
|   | (0.053) | (0.052) | (0.052) | (0.053) |  |
| 60-100% | 0.143 | 0.147\* | 0.142 | 0.153\* |  |
|   | (0.073) | (0.073) | (0.073) | (0.073) |  |
| Independent schools |  -0.183 |  -0.187 |  -0.186 |  -0.181 |  |
|   | (0.130) | (0.128) | (0.129) | (0.129) |  |
|  p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001 |   |   |   |   |  |

Table A4. OLS regression on change in adolescents’ AGDL, interactions with country

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Variables | Model 1 | Model 2 | Model 3 | Model 4 |
| AGDL difference with parents (Ref. Similar) |   |   |   |   |
| Adolescent is more egalitarian than parent |  -0.368\*\* |  -0.260\*\*\* |  -0.254\*\*\* |  -0.258\*\*\* |
|   | (0.117) | (0.057) | (0.060) | (0.063) |
| Parent is more egalitarian than adolescent | 0.127 | 0.153\*\* | 0.156\*\* | 0.150\* |
|   | (0.078) | (0.055) | (0.054) | (0.060) |
| AGDL difference with friends (Ref. Similar) |   |   |   |   |
| Adolescent is more egalitarian than friends |  -0.236\*\*\* |  -0.108 |  -0.242\*\*\* |  -0.225\*\*\* |
|   | (0.065) | (0.073) | (0.065) | (0.062) |
| Friends are more egalitarian than adolescent |  0.338\*\*\* | 0.466\*\*\* | 0.332\*\*\* | 0.337\*\*\* |
|   | (0.053) | (0.102) | (0.051) | (0.051) |
| AGDL difference with classmates (Ref. Similar) |   |   |   |   |
| Adolescent is more egalitarian than classmates |  -0.179\*\* |  -0.152\*\* |  -0.176\*\* |  -0.060 |
|   | (0.066) | (0.057) | (0.062) | (0.072) |
| Classmates are more egalitarian than adolescent | 0.251\*\*\* | 0.255\*\*\* | 0.249\*\* | 0.342\*\* |
|   | (0.078) | (0.071) | (0.079) | (0.109) |
| Change in friend’s AGDL (Ref. No change) |   |   |   |   |
| Friend group becomes more traditional | 0.029 | 0.019 | 0.019 | 0.031 |
|   | (0.068) | (0.071) | (0.078) | (0.072) |
| Friend group becomes less traditional | 0.097\* | 0.089\* | 0.102 | 0.098\* |
|   | (0.044) | (0.044) | (0.065) | (0.046) |
| Female (Ref. Male) | 0.371\*\*\* | 0.378\*\*\* | 0.371\*\*\* | 0.373\*\*\* |
|   | (0.062) | (0.060) | (0.041) | (0.060) |
| Immigrant background (ref. Native/3rd generation) |  -0.040 |  -0.040 |  -0.040 |  -0.038 |
|   | (0.041) | (0.042) | (0.041) | (0.041) |
| Country of residence (ref. Sweden) |   |   |   |   |
| England | 0.121 | 0.156 | 0.212\* | 0.217 |
|   | (0.068) | (0.108) | (0.085) | (0.180) |
| Germany | 0.066 | 0.133 | 0.039 | 0.214\* |
|   | (0.062) | (0.095) | (0.083) | (0.105) |
| The Netherlands | 0.162 | 0.470\*\*\* | 0.168 | 0.344 |
|   | (0.120) | (0.102) | (0.137) | (0.183) |

p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001

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(Table A4 continues on next page)

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| *Table A4. Continues* |
|  Variables | Model 1 | Model 2 | Model 3 | Model 4 |
| Country \* difference with parent (Ref. Sweden / Similar) |  |  |  |  |
| Parent is more traditional & England | 0.190 |  |  |  |
|   | (0.158) |  |  |  |
| Parent is more egalitarian & England | -0.065 |  |  |  |
|   | (0.140) |  |  |  |
| Parent is more traditional & Germany | 0.227 |  |  |  |
|   | (0.129) |  |  |  |
| Parent is more egalitarian & Germany | 0.088 |  |  |  |
|   | (0.093) |  |  |  |
| Parent is more traditional & The Netherlands | 0.005 |  |  |  |
|   | (0.175) |  |  |  |
| Parent is more egalitarian & The Netherlands | 0.019 |  |  |  |
|   | 0.130 |  |  |  |
| Country \* difference with friends (Ref. Sweden/ Similar) |  |  |  |  |
| Friends are more traditional & England |  | -0.018 |  |  |
|   |  | (0.122) |  |  |
| Friends are more egalitarian & England |  | -0.128 |  |  |
|   |  | (0.126) |  |  |
| Friends are more traditional & Germany |  | -0.006 |  |  |
|   |  | (0.111) |  |  |
| Friends are more egalitarian & Germany |  | 0.057 |  |  |
|   |  | (0.111) |  |  |
| Friends are more traditional & The Netherlands |  | -0.514\*\*\* |  |  |
|   |  | (0.102) |  |  |
| Friends are more egalitarian & The Netherlands |  | -0.338\*\*\* |  |  |
|   |  | (0.105) |  |  |
| Country \* change in friend's AGDL (Ref. Sweden/ No change) |  |  |  |  |
| Friends become more traditional & England |  |  | -0.173 |  |
|   |  |  | (0.145) |  |
| Friends become more egalitarian & England |  |  | -0.070 |  |
|   |  |  | (0.116) |  |
| Friends become more traditional & Germany |  |  | 0.148 |  |
|   |  |  | (0.120) |  |
| Friends becomes more egalitarian & Germany |  |  | 0.095 |  |
|   |  |  | (0.093) |  |
| Friends becomes more traditional & The Netherlands |  |  | 0.005 |  |
|   |  |  | (0.200) |  |
| Friends becomes more egalitarian & The Netherlands |  |  | -0.054 |  |
|   |  |  | (0.147) |  |

p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001

(Table A3 continues on next page)

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| *Table A4. Continues* |
|  Variables | Model 1 | Model 2 | Model 3 | Model 4 |
| Country \* difference with classmates (Ref. Sweden/ Similar) |   |   |   |   |
| Classmates are more traditional & England |   |   |   | -0.078 |
|   |   |   |   | (0.187) |
| Classmates are more egalitarian & England |   |   |   | -0.143 |
|   |   |   |   | (0.208) |
| Classmates are more traditional & Germany |   |   |   | -0.116 |
|   |   |   |   | (0.109) |
| Classmates are more egalitarian & Germany |   |   |   | -0.074 |
|   |   |   |   | (0.119) |
| Classmates are more traditional & The Netherlands |   |   |   | -0.289 |
|   |   |   |   | 0.173 |
| Classmates are more egalitarian & The Netherlands |   |   |   | -0.175 |
|   |   |   |   | (0.202) |
| Constant |  -1.609\*\* |  -1.739\*\* |  -1.626\*\* |  -1.725\*\*\* |
|   | (0.530) | (0.562) | (0.519) | (0.528) |
| R2 | 0.29 | 0.29 | 0.29 | 0.29 |
| Note: All models include additional controls for number of friends, whether all friends are of the same sex, whether responding parent is of the same sex, share of same-sex classmates (mean centered), parental education, maternal employment status, religious denomination, religiosity, and share of immigrants in school. |
| p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001 |

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| Table A5. Correlation matrix among main variables |
| Variables | Change AGDL | AGDL at wave 1 | AGDL at wave 2 | Difference with parents | Difference with friends | Change in friend's AGDL  | Difference with classmates  |
| Overall (both sexes) |   |   |   |   |   |   |   |
| Change in AGDL | 1 |   |   |   |   |   |   |
| AGDL at wave 1 | -0.513\*\*\* | 1 |   |   |   |   |   |
| AGDL at wave 2 | 0.441\*\*\* | 0.544\*\*\* | 1 |   |   |   |   |
| Difference with parents | 0.351\*\*\* | -0.500\*\*\* | -0.183\*\*\* | 1 |   |   |   |
| Difference with friends | 0.436\*\*\* | -0.750\*\*\* | -0.353\*\*\* | 0.414\*\*\* | 1 |   |   |
| Change in friend's AGDL | 0.013 | -0.012 | 0.002 | -0.034\*\*\* | -0.116\*\*\* | 1 |   |
| Difference with classmates  | 0.444\*\*\* | -0.864\*\*\* | -0.468\*\* | 0.454\*\*\* | 0.734\*\*\* | -0.0159 | 1 |
| Male |   |   |   |   |   |   |   |
| Change in AGDL | 1 |  |   |   |   |   |   |
| AGDL at wave 1 | -0.504\*\*\* |   |   |   |   |   |   |
| AGDL at wave 2 | 0.476\*\*\* | 0.520\*\*\* | 1 |   |   |   |   |
| Difference with parents | 0.328\* | -0.384\*\*\* | -0.375\*\*\* | 1 |   |   |   |
| Difference with friends | 0.415\*\*\* | -0.774\*\*\* | -0.377\*\*\* | 0.456\*\*\* |   |   |   |
| Change in friend's AGDL | 0.049\*\*\* | -0.056\*\*\* | -0.0130 | 0.001 | -0.075\*\*\* | 1 |   |
| Difference with classmates  | 0.440\*\*\* | -0.864\*\*\* | -0.440\*\*\* | 0.494\*\*\* | 0.751\*\*\* | 0.0232 | 1 |
| Female |   |   |   |   |   |   |   |
| Change in AGDL | 1 |   |   |   |   |   |   |
| AGDL at wave 1 | -0.558\*\*\* | 1 |   |   |   |   |   |
| AGDL at wave 2 | 0.358\*\*\* | 0.576\*\*\* | 1 |   |   |   |   |
| Difference with parents | 0.073\*\*\* | -0.321\*\*\* | -0.278\*\*\* | 1 |   |   |   |
| Difference with friends | 0.457\*\*\* | -0.730\*\*\* | -0.365\*\*\* | 0.402\*\*\* | 1 |   |   |
| Change in friend's AGDL | 0.003 | -0.040\*\*\* | -0.040\*\*\* | 0.012 | -0.146\*\*\* | 1 |   |
| Difference with classmates  | 0.493\*\*\* | -0.865\*\*\* | -0.487\*\*\* | 0.433\*\*\* | 0.716\*\*\* | 0.015 | 1 |

p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001

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| **Table A6.** OLS regression on change in adolescents' attitudes towards the gender division of labor (AGDL) by country |
|   | England | Germany | Netherlands | Sweden |
| Variables | Cross-country factor a | Country factor b | Cross-country factor a | Country factor b | Cross-country factor a | Country factor b | Cross-country factor a | Country factor b |
| AGDL difference with parents (Ref. Similar) |   |   |   |   |   |   |   |   |
| Child is more egalitarian than parent | -0.188 | -0.215\* | -0.141\* | -0.150\*\* | -0.396\*\* | -0.385\*\* | -0.420\*\*\* | -0.391\*\*\* |
|   | (0.104) | (0.105) | (0.057) | (0.057) | (0.128) | (0.129) | (0.115) | (0.107) |
| Parent is more egalitarian than the child | 0.109 | 0.050 | 0.234\*\*\* | 0.189\* | 0.114 | 0.093 | 0.118 | 0.151 |
|   | (0.132) | (0.126) | (0.070) | (0.073) | (0.091) | (0.103) | (0.145) | (0.148) |
| AGDL difference with friends |   |   |   |   |   |   |   |   |
| Child is more egalitarian than the friends | -0.058 | -0.286 | -0.083 | -0.117 | -0.645\*\*\* | -0.539\*\*\* | -0.095 | -0.097 |
|   | (0.087) | (0.098) | (0.089) | (0.066) | (0.109) | (0.138) | (0.076) | (0.084) |
| Friends are more egalitarian than the child | 0.363\* | 0.445\*\* | 0.326\*\*\* | 0.302\*\*\* | 0.109 | 0.167 | 0.534\*\* | 0.506\*\* |
|   | (0.142) | (0.150) | (0.078) | (0.074) | (0.099) | (0.123) | (0.164) | (0.169) |
| Change in friend's gender AGDL (Ref. No change) |   |   |   |   |   |   |   |
| Friend group becomes more traditional | -0.157 | -0.213 | 0.145 | 0.108 | -0.052 | 0.079 | 0.009 | 0.0189 |
|   | (0.117) | (0.144) | (0.110) | (0.121) | (0.178) | (0.154) | (0.080) | (0.065) |
| Friend group becomes less traditional | 0.010 | 0.060 | 0.141 | 0.112 | 0.047 | 0.144 | 0.068 | 0.046 |
|   | (0.100) | (0.121) | (0.075) | (0.086) | (0.128) | (0.213) | (0.068) | (0.079) |
| AGDL difference with classmates (Ref. Similar) |   |   |   |   |   |   |   |   |
| Child is more egalitarian than classmates | -0.273 | -0.306 | -0.199\* | -0.171\* | -0.192 | -0.294 | -0.059 | -0.053 |
|   | (0.197) | (0.208) | (0.085) | (0.984) | (0.155) | (0.167) | (0.066) | (0.067) |
| Classmates are more egalitarian than child | 0.237 | 0.193 | 0.306\*\*\* | 0.381\*\*\* | 0.174 | 0.124 | 0.287\* | 0.281\* |
|   | (0.178) | (0.214) | (0.057) | (0.070) | (0.180) | (0.187) | (0.139) | (0.138) |
| Constant | -1.730 | -1.962 | -0.070 | -0.630 | -2.456 | -2.437 | 3.748 | 3.660 |
|   | (0.988) | (0.093) | (0.054) | (0.506) | (1.271) | (1.240) | (3.263) | (3.250) |
| R2 | 0.268 | 0.286 | 0.315 | 0.321 | 0.352 | 0.345 | 0.262 | 0.260 |
| Sample | 682 | 682 | 1,599 | 1,599 | 1,158 | 1,158 | 1,206 | 1,206 |

Note:a The models with cross-country factors are based on the pooled sample of all four countries. b The models with country factors are based on factor loadings estimated separately for the respective country. Controls: gender of the parent, gender of the child, share of same-sex classmates, share of immigrants in class, age at wave 1 and wave 2, mother works, highest level of parent's education, religion denomination, religiosity, share of immigrants in school, immigrant generation.

p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001

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| Table A7. IV regression with AGDL of the parents of friends as instrumental variable for friends’ AGDL *(N=4522)* |
| Variables | Model 1 |
| AGDL Difference with parents (Ref. Similar) |   |
| Adolescent is more egalitarian than parent | -0.183\*\*\* |
|   | (0.032) |
| Parent is more egalitarian than adolescent | 0.189\*\*\* |
|   | (0.040) |
| AGDL Difference with friends (Ref. Similar) |   |
| Adolescent is more egalitarian than friends | 0.043 |
|   | (0.145) |
| Friends are more egalitarian than adolescent | 0.542\*\*\* |
|   | (0.142) |
| AGDL Difference with classmates (Ref. Similar) |   |
| Adolescent is more egalitarian than classmates | -0.233\*\*\* |
|   | (0.049) |
| Classmates are more egalitarian than adolescent | 0.208\*\*\* |
|   | (0.054) |
| Change in friend's AGDL (Ref. No change) |   |
| Friend group becomes more traditional | -0.041 |
|   | (0.040) |
| Friend group becomes less traditional | 0.060 |
|   | (0.038) |
| Age at wave 1 | 0.022 |
|   | (0.021) |
| Change in age | 0.061\* |
|   | (0.029) |
| Female (Ref. Male) | 0.280\*\*\* |
|   | (0.033) |
| Immigrant background (ref. Native/3rd generation) | -0.049 |
|   | (0.035) |
| Country of residence (ref. Sweden) |   |
| England | -0.081 |
|   | (0.070) |
| Germany | 0.098\* |
|   | (0.048) |
| The Netherlands | 0.037 |
|   | (0.051) |
| Constant | -0.664 |
|   | (0.353) |

p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001

*(Table 7 continues in next page)*

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| *Table A7. Continues* |
| Tests | Model 1 |
| Underidentification test (Kleibergen-Paaap) | 157.828\*\*\* |
| Weak identification test (Kleibergen-Paap rk Wald F) | 83.705 |
| Summary results of first stage regression |   |
| Partial R-Square of excluded instruments (friends more traditional) | 0.273\*\*\* |
| Partial R-Square of excluded instruments (friends more egalitarian) | 0.427\*\*\* |
| Anderson-Rubin Wald Test (join significance of endogenous regressors) |
| F-Test | 29.62\*\*\* |
| Chi-Square | 59.73\*\*\* |

p-values: \* <0.05, \*\*<0.01, \*\*\* <0.001