

Global Competitiveness (#137518)

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1) Have any data been collected for this study already?

It's complicated. We have already collected some data but explain in Question 8 why readers may consider this a valid pre-registration nevertheless.

2) What's the main question being asked or hypothesis being tested in this study?

The aim of this project is to study the global heterogeneity in preferences for competition – and the gender differences in these preferences – in a systematic and unified way. We will also study how important people think it is to foster competitiveness among boys and girls. This will allow us to investigate whether global differences in the gender gap in competitiveness partly reflect differences in how important people think it is to foster competitiveness among boys and girls.

We will also compare the competitiveness of respondents with high and low socio-economic status and investigate whether socio-economic differences in competitiveness correspond to socio-economic differences in attitude towards competitiveness in children (both boys and girls)

In a recent paper, Buser, Niederle and Oosterbeek (2021) show that a single survey item that elicits general willingness to compete is strongly correlated with an incentivized experimental choice and that both incentivized choices and the survey measure predict the same career outcomes. We will use this method for eliciting competitiveness in large-scale surveys where incentivized elicitation is not possible for logistical or financial reasons. Through the Gallup World Poll, we use survey questions to elicit willingness to compete, willingness to take risk, and general confidence in 60 countries. We also elicit attitudes towards competition by randomly asking some respondents how important they think it is that girls are willing to compete, and other respondents how important they think it is that boys are willing to compete.

This data will allow us to make several contributions. First, we will conduct a global analysis of competitiveness. In this analysis, we will relate data on respondents background characteristics collected by Gallup, to the willingness to compete, beliefs about the importance of children's competitiveness, and the difference in beliefs about the importance of competitiveness for boys and girls. Second, we will conduct cross-country analysis. In this analysis, we will generate a "world map" of willingness to compete and the gender gap therein and relate this to country-level indicators including GDP and gender equality. We will do the same for gendered attitudes towards boys and girls competing. We will then link the gender gap in competitiveness to country-level (and group-level) differences in the attitudes towards girls and boys competing.

3) Describe the key dependent variable(s) specifying how they will be measured.

See 5)

4) How many and which conditions will participants be assigned to?

We use survey questions to elicit willingness to compete, willingness to take risk, and general confidence. We also elicit attitudes towards competition by randomly asking some respondents how important they think it is that girls are willing to compete, and other respondents how important they think it is that boys are willing to compete.

5) Specify exactly which analyses you will conduct to examine the main question/hypothesis.

We will estimate how the willingness to compete differs across subgroups, with a focus on gender, income, and education. We hypothesize that globally, men are more willing to compete than women. We also expect the willingness to compete to be positively associated with the willingness to take risk and confidence, but that the gender gap remains even after controlling for these factors. We also expect people with higher income and higher education to be more willing to compete. In secondary analyses, we will explore the associations between competitiveness and other background characteristics including age, religion, place of residence (urban versus rural), health, and crime victimization. We will do this analysis both with and without controls for risk preferences and confidence. We will study how the belief in the importance of children's willingness to compete differs across the same subgroups. We will also estimate the difference in beliefs about the importance of competitiveness for boys and girls, and then examine how this difference varies across subgroups. We hypothesize that globally, people believe it is more important for boys to be willing to compete than for girls to be willing to compete. Finally, we will investigate whether competitiveness is a predictor of entrepreneurial behaviors (starting a business or willingness to migrate). We expect to find positive associations.

A main product of our study will be world maps showing for each country in the study i) the average willingness to compete, ii) the average belief in the importance of children's competitiveness; and iii) the difference in the beliefs about the importance of boys and girls. For each country we will also estimate the difference in competitiveness between iv) men and women, v) high-income and low-income individuals, and vi) high-educated and

low-educated individuals. Our main hypotheses are that in all countries, women are less willing to compete than men and that people believe it is more important for boys to be willing to compete than for girls to be willing to compete.

We will examine how i) is correlated with ii), and how iv) is correlated with iii). In both cases, we expect the correlation to be positive. We will relate i)-vi) to country-level indicators – in particular per capita GDP and indicators of gender equality.

In secondary analyses, we will also look at individual and gender differences in risk seeking and confidence across countries and at differences in willingness to compete conditional on risk seeking and confidence. We will also explore correlations between these gender gaps and the cultural dimensions defined by Hofstede (2011). We will also use the Gallup data itself to construct relevant country-level indicators. Here, questions that elicit how women and children are treated are of particular interest.

6) Describe exactly how outliers will be defined and handled, and your precise rule(s) for excluding observations.

We do not plan to exclude any observations

7) How many observations will be collected or what will determine sample size? No need to justify decision, but be precise about exactly how the number will be determined.

We elicit will recruit at least 1000 participants in the following 60 countries.

ASIA: Australia, Bangladesh, Cambodia, China, India, Indonesia, Japan, Philippines, South Korea, Sri Lanka, Thailand, Vietnam

E AFRICA: Ethiopia, Kenya, Nigeria, South Africa, Tanzania, Uganda, Zambia, Zimbabwe, Czech Republic, Greece, Hungary, Israel, Kazakhstan, Russia, Poland, Ukraine

LATAM: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Mexico, Peru, Venezuela, Algeria, Egypt, Iran, Iraq, Jordan, Morocco, Pakistan, Turkey

NORTH AMERICA: Canada, USA

W AFRICA: Cameroon, Senegal

W EUROPE: France, Germany, Italy, Netherlands, Norway, Portugal, Spain, Switzerland, United Kingdom

8) Anything else you would like to pre-register? (e.g., secondary analyses, variables collected for exploratory purposes, unusual analyses planned?)

Data collection is completed by Gallup, but the researchers have not had access to the data before this preplan was posted .