For over 40 years educational gender disparities have been subject in academic and public. In many Northern countries girls outperform boys, who are overrepresented in groups of unqualified dropout and grade repeaters. Sex role attitudes (SRA) have been identified as antecedents of gender disparities in academic achievement through their influence on school attitudes, school belonging and expectations for academic success. Gaining insight into the construction of SRA can open the discussion around SRA and gendered expectations and provide us with leads for educational interventions.

A systematic literature review has been conducted to detect determinants (child, peer, family and school level) involved in the construction and evolution of SRA of children up to emerging adulthood. 35 international studies were identified through searches in different databases (e.g. Web of Science and ERIC) and bibliographies. A narrative synthesis was used.

The review reveals that SRA is variously operationalized, which impedes comparison. Furthermore, the results are context-dependent. Considering this, the review gives an overview of the determinants detected within and between different contexts. Also, the review stresses moving away from the same-sex hypotheses by not only taking into account the influence of the same-sex parent but also e.g. family composition and perceived parent-child quality as key predictors for SRA.

The discussion highlights the main research gaps and formulates suggestions for future research, focusing on (1) a life-course approach that considers SRA as situated, experience-related and therefore changing over time; and (2) an intersectionality-informed approach investigating SRA at the intersects of multiple diversity dimensions.

**Keywords:**

Determinants, Gender Disparities, Sex Role Attitudes, Student, Systematic Literature Review