







Instrument



Universität 🚯 München

Mathematics and English Self-Beliefs, Career Aspirations, and Gender-Role Attitudes in Mid-Adolescence Questionnaire

- Interest (English, and mathematics)
- Self-efficacy (English, and mathematics)
- Self-concept (general, English, and mathematics)
- Occupational interest
- Gender-role attitude
- Self-perceived academic performance (English and mathematics)

Contd.)

Procedure

• Administering of the questionnaire via paper copy.

• Alpha estimates of reliability for all scales were between .63 and.91

Analytical Plan

Confirmatory factor analysis Pearson's product moment correlations ANOVAs to explore gender differences Thematic analysis of specific career choices



able 1				AUCKLAND EDUCATION SOCIAL WOR								ORK
tatistically iender	Signif	ican	Diff	eren	ces i	n Va	riabl	es by U	niver	sität	Müi	nch
		0.000										
Scale	F(main)	Df	P	M	50	M	\$0	mean difference	nonled SD	Coherisd	6.8	
future Motivation							-		,			
Financial	12.25	1,133	<.001	3.28	A56	2.95	.629	33	.55	.60	33	
Social	9.99	1,130	.002	2.87	.602	2.54	.637	33	.62	53	34***	
Occupational Interest											- 60**	
Social	1.43	1,121	.002	2.73	1.11	3.32	1.019	- 59	1.06	-36		
Artistic	1.50	1,131	.002	2.76	862	3.26	.94	-50	.91	-35	50**	
	5.41	1,124	.02	3.26	885	2.91	847	35	86	41	.35*	
Realist	9.07	1,129	.003	3.4	11	2.82	1.151	58	1.13	51	.58**	
Self-concept												
	5.28	1,125	.02	2.69	1.023	3.09		- 40	1.00	. 40	40*	
Acidemic	7.57	1,130	.01	3.58	.756	3.21	.799	37	78	A7	.37**	
Positive	12.30	1,133	<.001	3.47	.647	3.05	.75	A2	30	.60	A2***	
Mathematics												
Self-Concept	6.83	1,125	.01	3.63	1.282	3.06	1.242	57	1.26	.A5	57*	
	7.36	1,132	.01	1.6	.628	1.91	.716	31	.68	46	-31**	
English												
Interest	8.18	1.116	.01								-35**	





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References

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