

Index

- ability, 5, 6, 32, 56, 68, 81, 82, 96, 111, 127, 132, 155, 173, 207, 213, 225, 226, 227, 267, 269, 270, 271, 287, 392, 393, 395, 407, 478
- academic, 293, 299, 389
- beliefs, sex-typed, 59
- innate, 80, 81, 84, 85, 96, 269
- intellectual, 395, 396, 397, 399, 401, 402, 403, 405, 407
- math, 13, 176, 206, 225, 226, 269, 270, 276, 278, 300, 312
- math and reading, 170
- reading, 13, 16, 176, 178, 206, 217
- science, 15, 203, 205, 206, 208
- verbal, 269, 273, 275, 276, 278
- ability self-concept, 13, 16, 58, 79, 80, 81, 83, 84, 86, 93, 94, 95, 161, 268, 270, 271, 278, 279, 395
- academic attainment, 13
- beginning of primary school, 83
- math, 88, 89, 92, 93, 242, 243, 267, 270, 271, 273, 276, 278, 393
- math and reading, 79, 80, 83, 84, 85, 86, 88, 94
- reading, 92, 94
- academic attainment, 12, 13, 20, 161, 163, 164, 166, 178, 204, 366, 367, 374
- achievement behavior, 346, 351, 353, 354
- achievement goal theory, 351
- achievement-related choices, 204, 225, 226, 228, 242, 243, 392
- see also* Expectancy-Value Theory of Achievement-Related Choices (EVT)
- ACT, *see* American College Testing
- adolescence, 11, 14, 18, 20, 29, 30, 31, 33, 34, 101, 116, 126, 127, 128, 129, 131, 133, 146, 147, 148, 153, 154, 155, 156, 204, 260, 267, 271, 331, 333, 338, 339, 348, 389, 391, 393, 395, 399, 405, 406
- career transitions, 127, 129, 132
- development of gender identity, 101
- educational and career aspirations during, 162
- gender attitudes, 134
- life transitions, 140
- motivational competence, 126
- planning and decision-making, 126
- self-regulatory skills, 126
- adolescent, 10, 29, 30, 34, 101, 103, 107, 110, 112, 125, 126, 127, 128, 129
- explicit motive, 135
- female, 18, 109, 114, 136, 138, 139
- goal clarity and aspirations, 134
- male, 115
- psychological needs of, 10
- psychology at school transition, 104
- self-conceptions, 133
- adrenarche, 103
- adulthood, 11, 31, 33, 34, 103, 127, 128, 131, 139, 150, 162, 166, 250, 347, 366, 393, 395, 396, 404, 432, 441
- emerging, 125
- middle, 19, 20, 389, 391, 393, 394, 398, 399, 403, 407
- young, 6, 146, 147, 154, 273, 326, 327, 333, 334, 338, 348, 394, 430, 450
- affective attitudes, 42, 43
- African American, 273, 285, 290, 312, 314, 315
- age cohorts, 21, 161, 162, 166, 167, 175, 177
- ageing population, 429, 453
- agency, 4, 8, 10, 11, 18, 19, 20, 23, 149, 162, 323, 347, 348, 412, 414, 415, 416, 419, 421, 422
- age-related norms and expectations, 7
- American College Testing (ACT), 294
- see also* United States
- Anomalies Act, 432
- see also* United Kingdom
- apprenticeship, 186, 188, 189, 190, 191, 192, 195, 197
- see also* United Kingdom: Young Apprentice program
- aspirations
- academic, 29, 30, 34, 164
- career, 165, 167, 169, 171, 172, 174, 175, 177, 178, 184, 204, 224, 229, 230, 231, 232, 233, 236, 238, 240, 242, 268, 291, 321, 325, 459
- certainty in, 161, 172, 176
- educational, 12, 29, 30, 33, 35, 38, 44, 46, 60, 152, 161, 163, 165, 167, 171, 172, 173, 175, 176, 178, 224, 247, 248, 249, 250, 251, 256, 258, 259, 260, 365, 394, 406, 458, 471, 472

- aspirations (*cont.*)
 occupational, 15, 16, 22, 30, 33, 166, 169, 173, 174, 212, 217, 271, 325, 333, 456, 457, 460, 464, 466, 471, 472
 uncertainty in, 165, 169, 170, 173, 177, 178
see also adolescent; family; gender differences; physical sciences, mathematics and engineering (PME); Science, Engineering and Technology (SET)
- attributional theory of motivation, 80
- Australia, 114, 209
- Austria, 212, 322
- Belgium, French, 484, 487
- BHPS, *see* British Household Panel Survey (BHPS)
- British Cohort Study (BCS70), 162, 166, 169, 170, 172, 173, 174, 175, 176, 177, 178, 385
see also United Kingdom
- British Household Panel Survey (BHPS), 18, 165, 321, 325, 326, 327, 328, 334, 337, 338
see also United Kingdom
- British Youth Survey (BYS), 326
see also United Kingdom
- Bulgaria, 484
- Canadian longitudinal study, 394
see also Pathways on Life's Way Project
- career
 advice, 164, 165, 166, 170, 177
 certainty, 15
 choice, 4, 11, 15, 16, 21, 29, 30, 101, 114, 139, 162, 183, 194, 195, 213, 218, 236, 249, 267, 268, 269, 270, 271, 273, 278, 323, 460
 decisions, 12, 279, 413
 development, 4, 12, 15, 21, 128, 132, 161, 162, 173, 178, 292, 413
 expectations, 162, 206
 mentorship, 178
 outcomes, 165, 239, 278, 338, 391, 413
 pathways, 128, 226, 270, 275, 279, 326
 patterns, 348, 413
 planning, 11, 14, 102, 131, 139
 satisfaction, 21, 131, 412, 413, 415, 416, 420, 421
 science, 213, 215, 260, 279
 STEM, 17, 204, 213, 266, 267, 268, 269, 272, 278, 288, 289
 success, 20, 131, 346, 347, 413, 414, 415, 416, 417, 419, 420, 421, 423
- CASP-19, 444
- CCCI, *see* Civic Competence Composite Indicator
- census data, 460, 461, 463, 464
- Center for Epidemiologic Studies–Depression Scale (CES-D), 444
see also United States
- Center for Human Resource Research, *see* United States
- CES-D, *see* Center for Epidemiologic Studies–Depression Scale
- childbearing, 380, 430, 438
- childbirth, “occupational downgrading” after, 440
- childcare, 20, 136, 139, 183, 188, 191, 413, 421
 facilities, 422
- Childhood and Beyond (CAB) study, 13, 84
see also United States
- childhood, early, 6, 22, 23, 34, 132, 412
- Chile, 484, 488
- citizen identity, 477
- citizenship, active, 479
- CIVED, *see* Civic Education Study (CIVED)
- Civic Competence Composite Indicator, 480
- Civic Education Study (CIVED), 22, 479, 480, 483, 487, 489
- civic knowledge, 479, 483
- class, 323, 338, 381, 429, 432, 441, 443
 gender values, 443
 middle, 59, 60, 61, 71, 72, 84, 95, 273, 324, 432, 443, 444, 452
 patterns in gender norms, 444
 social, 5, 7, 12, 95, 174, 358, 366, 367, 369, 383
 specific, 12, 59, 60
 upper, 60, 70
 working, 59, 273, 443, 444
- Classification of Educational/Occupational Field, 251
- COCON, *see* Swiss Survey of Children and Youth
- Coeducation, 19, 365, 366, 367, 369, 372, 373, 374, 376, 377, 378, 379, 382, 383, 384, 385, 386
- cognitive ability, 57, 204, 205, 394
- cognitive test scores, 367
- College Board exams, 299
- college entrance examinations, *see* test; American College Testing (ACT); College Board exams; Scholastic Achievement Test (SAT)
- Commission of the European Communities, 184
see also European Union (EU)
- communist countries, former, 486
- compensation, 126, 129, 140, 147, 148
- competencies
 basic cognitive ability, 57
 cognitive, 12, 53, 62, 63, 67, 70
 curriculum-related cognitive, 57
 pre-academic, 57, 61
 productive, 57, 58, 62
 social, 57, 59, 62, 67
- Connexions, 170, 177
see also career advice; United Kingdom
- context, socio-historical, 10, 11, 23, 162, 166, 175, 218
- contraception, 450

- co-regulation, 147, 148, 162, 163, 172
- counselor, 289, 290, 291, 294, 313
guidance, 307
- cultural capital, 64, 68, 323
family-related, 59
- Current Population Survey, 464
see also United States
- Cyprus, 484, 487
- Czech Republic, 209, 484, 486
- DAA, *see* Differential Ability Analysis (DAA)
- debt, 162
- decision making, 7, 15
individual, 10, 11
- democracy/citizenship, 479
- Denmark, 206, 322, 484
- depression, 133, 378, 379, 444, 448, 452, 453
see also Center for Epidemiologic Studies–
Depression Scale
- depressive symptoms, 146, 148, 152, 444, 445, 447
see also gender differences
- developmental-contextual approach, 6, 162
- deviant groups and learning behaviors, 111
- Differential Ability Analysis (DAA), 397
- discrimination, 6, 15, 110, 194, 413, 459, 472,
473, 475, 476, 478
- divorce/separation, 357, 379, 380, 385, 386, 435,
436, 445, 448, 452
- domain-specific academic self-beliefs, 226, 227
- dual-impact model of gender and career-related
processes, 413
- economic development, 475, 490
- economic growth, 22, 163, 215, 217, 490
- economic recession, 163, 176
- economic rewards, 203, 457, 459, 460, 462, 463,
464, 466, 471, 473
- economy, 186, 191, 215, 266, 322, 422
knowledge-based, 218, 322, 477
- education
academic, 131, 398
compulsory, 167, 391
post-compulsory, 70, 155, 162
postsecondary, 17, 18, 285, 287, 288, 290, 292,
293, 298, 315, 316
secondary, 11, 14, 156, 287, 326, 368
tertiary, 17, 70, 147, 203, 216, 217, 287, 390
university, 389, 390, 391, 392, 398, 405
upper secondary, 150, 391
vocational, 70, 147, 182, 196, 260, 391, 397,
398, 407
- Education Longitudinal Study (ELS), 292
see also United States
- elective selection, 128, 129, 131, 132
- ELS, *see* Education Longitudinal Study (ELS)
- ELSA, *see* English Longitudinal Study of Ageing
(ELSA)
- employers, 183, 191, 192, 195, 381, 459
- employment, 9, 11, 136, 162, 165, 171, 176, 183,
184, 266, 323, 324, 339, 348, 354, 356, 381,
383, 414, 415, 416, 423, 430, 432, 434, 436,
438, 439, 441, 444, 477
- employment, field of, 20, 417, 421
- Employment Protection Act, *see* United States
- Employment Rights, Institute of (IER), *see* United
Kingdom
- England, *see* United Kingdom
- English Longitudinal Study of Ageing (ELSA),
21, 430, 434, 435, 436, 437, 441, 448
see also United Kingdom
- EOC, *see* Equal Opportunity Commission
- Equality and Human Rights Commission's
Triennial Review, 188
- Equal Opportunity Commission (EOC),
188, 191
see also United Kingdom
- Equal Pay Act, *see* United States
- EQUAL project, 15, 196
Danish, 194
German, 195
Netherlands, 195
Spanish, Barcelona, 194, 195
see also European Union (EU)
see also United Kingdom
- Estonia, 484, 487
- ethnicity, 4, 6, 7, 23, 174, 315, 483
- Eurobarometer survey on Young People and
Science, 477
see also European Union (EU)
- Europe, 132, 149, 156, 182, 196, 203, 326, 389,
408, 429, 484
Eastern, 213, 484, 488
Northern, 213, 484
Southern, 213, 484, 488
Western, 484, 487
- European Union (EU), 183, 390
Civic Competence Composite Indicator, 480
Commission of the European
Communities, 184
EQUAL, 196
Eurobarometer survey on Young People and
Science, 323, 477
European Union (EU) Labour Force Survey,
2005, 389
Eurostat, 184
Fifth Framework Project, 196
Joint Research Centre of the European
Commission, 390, 480
Swedish 2005 EU Labour Force Survey,
390
European Union (EU) Labour Force Survey, 2005,
see European Union (EU)
- Eurostat, *see* European Union (EU)
- evolution, 5, 103, 116, 315

- EVT, *see* Expectancy-Value Theory of Achievement-Related Choices
- expectancy effects, 13, 83, 94
- expectancy-value model, 20, 204, 250, 259, 260, 392
- behavioral choice, 7, 247
 - motivation, 20, 80, 81, 389, 392, 393, 405
- Expectancy-Value Theory of Achievement-Related Choices (EVT), 16
- expectations, 12, 20, 114, 163, 164, 166, 170, 172, 227, 239, 299, 389, 393, 395, 399, 402, 403, 405, 406, 407, 408
- educational, 287, 292, 312, 394, 406, 408
- family
- aspirations, 321, 335, 339, 472
 - background, 12, 19, 53, 54, 59, 213, 292, 321, 325, 367
 - context, 62, 126
 - demographics, 5
 - disadvantaged, 108, 161, 163
 - income, 391, 392, 394, 395, 397
 - patterns, 321, 324, 326, 334
 - role, 136, 140, 436, 438, 439, 458
 - size, 435, 437, 438, 441, 447
 - socioeconomic background, 323, 334
 - socioeconomic status, 163, 399
 - wealth, 395
- family formation, 15, 21, 337, 367, 430, 435, 436, 437, 450, 460, 462, 463, 466, 472, 473
- family forms, non-normative, 429, 450, 452
- family-related social capital, 60
- family socialization model, 392
- femininity, 20, 107, 325, 414
- feminism, second wave, 21, 429, 430, 453
- feminist, 373, 429, 478
- values, 477
- feminist cognition, 481
- feminist orientation, 481
- Fifth Framework Project, 196
- see also* European Union (EU)
- financial hardship, 441
- FinEdu, *see* Finnish Educational Transition Studies
- Finland, 146, 147, 149, 150, 156, 196, 208, 213, 215, 218, 258, 484, 487
- Finnish Educational Transition Studies (FinEdu), 150, 152, 250
 - Ministry of Education and Culture of Finland, 251
- France, 322
- GCSE, *see* General Certificate of Secondary Education
- gender
- attitudes, 45, 134, 135, 470, 472, 476, 478, 488
 - bias, 79, 83, 93, 218
 - categories, 132
 - discrimination, 4, 5, 6, 22, 53, 459, 475, 476, 484
 - disparities in engagement and interest, 33
 - equality, 12, 21, 22, 185, 194, 195, 196, 197, 322, 339, 404, 408, 429, 432, 434, 453, 462, 470, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 487, 488, 489, 490, 491
 - expectations in early adolescence, 103
 - group, 37, 55, 354
 - historical and continued interaction, 104
 - identity, 4, 22, 101, 104, 413
 - imbalances, 182, 196
 - inequality, 15, 21, 22, 23, 185, 195, 196, 285, 339, 346, 429, 431, 434, 453, 456, 458, 472, 475, 476, 477, 479, 481, 482, 488, 490, 491
 - inside perspective, 20, 413, 414, 421, 423
 - issues in management, 423
 - outside perspective, 20, 413, 423
 - schema, 102, 104
 - self-construct, 104
 - social construction of, 413
 - socialization, 4, 240, 243, 278
- gender-atypical, 373
- gender awareness activities, 15, 193
- Gender Development Index (GDI), 483
- gender differences
- ability self-concept, 13
 - academic achievement, 13, 16, 53, 54, 64, 72
 - academic attainment, 3, 11, 16, 44, 164, 206, 366, 386
 - academic-related self-beliefs, 41
 - academic wellbeing, 146, 148, 152, 153, 154
 - achievement behavior, 346, 354
 - achievement goals, 31, 352
 - across contexts, 162
 - adaptation, 13
 - adolescents' occupational aspirations, 101, 212, 326
 - aspirations and attainment, 4, 10, 14, 23
 - aspirations and choice, 29, 243
 - attainment, 16, 21, 205, 430, 441, 453
 - attitudes, 29, 32
 - beliefs, 29
 - career aspirations, 11, 15, 30, 204, 232, 242
 - choices for economic rewards, 457
 - depressive symptoms, 146, 148, 445, 447, 448
 - emotional health at transition, 104
 - essentialism, 5
 - expectations in early adolescence, 103
 - happiness pathways, 147
 - household division of labor, 4
 - human capital, 456, 457
 - identities, 101, 103, 115

- innate, 5, 56, 59, 72, 102, 269
 lifestyle, 5, 272, 273, 278
 math ability self-concept, 266, 267, 273
 motivation, 29
 occupational choice and attainment, 5, 438
 opportunities for achievement, 429
 peer relationships, 34, 104
 physical functioning, 448, 450
 play, 30, 38
 quality of life, 444, 452
 rewards, 457
 school engagement, 13, 101, 152
 school transition, 101, 116
 science participation, 286
 self-ascribed gender-related attributes, 134
 sex-typed competence beliefs, 57
 skills and interests, 38, 40
 socialization, 56, 59, 68, 71, 133, 459, 463, 470, 472
 social mobility, 383
 social world, 6, 101
 STEM, 17, 224, 249, 267
 subjective task values (STVs), 16, 248, 249, 250, 258
 subjective wellbeing attainment, 444
 teachers' perceptions of ability and effort, 13, 79, 82, 83, 86, 87, 89, 95
 test performance, 16, 176, 203, 206, 233
 uncertainty, 15, 162
 university majors, 224, 229
 verbal ability, 266, 267, 273
- gender differential in socioeconomic attainment, 430
- gender divisions between work and family, 429
- gender divisions of labor, traditional, 436
- gender gap, 29, 30, 226
 career attainment, 347
 life satisfaction, 14
 math, 289, 346
 science, 324
 self-concept, 373
 self-confidence, 373
 SET occupations, 18, 321, 323, 337, 339, 340
 STEM fields, 31, 33, 203, 217, 272, 276, 287, 289, 291, 292, 307
 wages, 4, 21, 184, 191, 322, 339, 456, 457, 458, 459, 460, 462, 463, 465, 466, 470, 471, 472, 473
- Gender stereotype
 beliefs, 133
- Gender-Intensification Hypothesis, 103, 133
- gender-organized relationships, 44
- gender-related
 attitudes, 14, 42, 44, 102, 125, 126, 132, 135
 attributes, 126, 133, 134
 attributes in adolescence, 133
 behavior, 133, 137
 intergroup biases, 42
 motives, 133
- gender-role
 attitudes, 136
 behavior, 133
 characteristics, 132
 children's academic achievement, 41
 children's educational interests, 33
 division at home, 136
 social change, 452
 stereotypic, 177
 traditional, 134, 135
- gender segregation
 apprenticeship, 185, 188, 190, 191, 197
 children's, 41
 education, 19, 110, 367
 labor market, 4, 6, 15, 21, 22, 182, 185, 197, 382, 384, 432, 438, 441, 456, 458, 471, 472, 473
 occupational, 6, 367, 458
 tackling, 193
 VET, 182, 183, 193
- gender-specific
 education, 67, 72
 occupational trends, 18, 414
 parental expectations, 12, 59
 socialization practices, 13, 53, 56, 61, 70, 71
- gender stereotype, 177
 adolescence, 116, 140
 attitudes toward occupations, 192
 behavior, 43, 111, 133
 beliefs, 22, 103
 children's beliefs, 30, 33, 43, 291
 education, 41, 95, 377, 378
 imbalances, 182
 labor, 136
 parental, 406
 social context, 214, 267
 socialization, 6, 56, 104, 134
 teachers' ability perceptions, 13, 58, 61, 79, 93, 324
 vocational training, 15
see also EQUAL project
- gender-typed occupational choices, 184
- General Certificate of Secondary Education (GCSE), 185, 366
see also United Kingdom
- Germany, 53, 59, 114, 196, 208, 212, 224, 230, 393, 422, 478, 484, 487
Gymnasium, 230, 233
 Transformation of the Secondary School System and Academic Careers (TOSCA), 16, 230
 vocational training and labor market, 357
- globalization, 161
 global market, 161

- goal
- achievement, 351, 352
 - adjustment, 19, 125, 129, 132, 349, 350, 355, 356, 357, 358
 - attainment, 129, 139
 - behavior, 357
 - development in adolescence, 126, 127, 130, 131, 132
 - disengagement, 346, 347, 350, 356, 357, 358
 - educational, 31, 32, 33, 34, 54, 128, 183
 - engagement, 19, 347, 350, 356, 357, 358
 - explicit, 19, 352, 353
 - family-related, 14, 126, 129, 134
 - implicit, 353
 - long-term, 5, 9, 17, 127, 172, 273, 278, 279, 354
 - mastery, 351, 352, 358
 - motivation, 115
 - multiple goal perspective, 351
 - performance, 351, 358
 - pursuit, 125, 126, 128, 129, 130, 135, 139, 355, 356
 - relevant actions, 129
 - selection, 4, 125, 126, 128, 129, 130, 133, 134, 135, 346, 349, 350, 355, 357
 - self-perception, 4
 - self-regulatory processes, 14
 - short-term, 9
- goal choice, optimized, 355, 356
- gonadarche, 103
- GPA, *see* Grade Point Average
- Grade Point Average (GPA), 151, 251, 256, 258, 260, 294, 312, 416
- Great Britain, *see* United Kingdom
- Greece, 132, 196, 207, 208, 218, 477, 484, 487, 488
- growth spurt, 103
- Gymnasium*, 230, 233, 390, 407
see also Germany; Sweden
- habitus, 55, 56, 57, 59, 67, 323
- Holland's person–environment matching
approach, 130
- homemaker, 421
- full-time, 432
- homosexuality, 365
- housing prices, 162
- human capital, 412, 459, 460, 462, 463, 466, 472, 473
- variables, 413
- human capital theory, 456, 458, 466, 473
- Hungary, 212, 213, 486, 487, 488
- Iceland, 208, 218
- ICT, *see* Information and Communications Technology (ICT)
- IDA, *see* Sweden; Swedish Individual Development and Adaptation
- identity construction, 218
- ILO, *see* International Labour Organization (ILO)
- individual's perception of the range of possible choices, 9
- Information and Communications Technology (ICT), 328
- Information Technology (IT), 328
- Integrated Public Use Microdata Series (IPUMS), 464
- intellectual aptitude, 266, 267, 268, 269, 273
- internal/external frame of reference model, 224, 225, 227, 228, 229, 230, 231, 235, 236, 238, 240
- International Labour Organization (ILO), 212
- International Standard Classification of Occupations (ISCO), 212, 328
- Internet, 194
- intrinsic value, 247
- see also* subjective task values (STVs)
- ipsitive effect, 228
- IRT, *see* Item Response Theory (IRT)
- ISCO, *see* International Standard Classification of Occupations (ISCO)
- ISCO-88 occupational coding scheme, 229, 231
- IT, *see* Information Technology (IT)
- Italy, 213, 215, 477, 487
- Item Response Theory (IRT), 480
- Japan, 212, 213, 270
- Joint Research Centre of the European Commission, 480
- see also* European Union (EU)
- Just World Theory, 478, 482, 484
- knife-edge behavior, 111
- Korea, 322
- labor force, 4, 22, 457
- experience, 457, 472
 - highly skilled, 7
 - STEM fields, 287
 - women, 434
- labor market, 4, 11, 15, 161, 162, 191, 194, 218, 292, 348, 357, 367, 391, 432, 438, 441, 448, 452, 457, 458, 459, 470
- changing, 7, 431
 - female-dominated, 183
 - patterns, 457
 - rewards, 457, 472
 - women, 3, 6, 183, 184, 185, 322, 339, 381, 382, 385, 432, 434, 438, 440, 453, 472
 - youth, 165, 182, 183
 - see also* gender segregation
- language play, 39, 40
- boys, 40
 - girls, 39, 40
- latent profile analysis (LPA), 252, 253
- Latin America, 484, 488

- Latino, 285, 290, 299, 312, 314, 315
- Latvia, 487
- leaky pipe phenomenon, 326, 338
- life course, 5, 6, 10, 12, 22, 23, 54, 126, 315, 327, 348, 435, 436, 437, 452, 457, 462, 464, 465, 478
- framework, 8
- patterns, male and female, 456, 472
- perspective, 7, 9, 11, 23, 54
- Life-Course Developmental Theory, 22
- life history information on work and family, 430
- life satisfaction, 14, 15, 134, 150, 151, 353, 444, 445, 447, 452
- life-span model of motivation, 146, 147, 149, 153
- literacy, 31, 41, 94, 208, 209, 210, 218, 259, 322
- Lithuania, 484, 486, 487, 488
- Longitudinal Study of Young People in England (LSYPE), 162, 164, 165, 167, 169, 171, 172, 173, 175, 176, 177, 178
- see also* United Kingdom
- loss-based selection, 129, 132
- LPA, *see* latent profile analysis (LPA)
- LSYPE, *see* Longitudinal Study of Young People in England (LSYPE)
- Luxemburg, 206
- malaise inventory, 378
- marriage, 114, 118, 162, 365, 367, 379, 430, 432, 434, 436, 438, 448, 453
- masculinity, 20, 115, 324, 414
- maternity legislation, 430
- maturity status markers, 102
- MBA programs, 354
- mental rotation ability, 269
- Michigan Study of Adolescent Life Transitions (MSALT), *see* United States
- Milwaukee study, 104, 109, 114, 116
- see also* United States
- Minnesota Population Center, *see* United States
- minority, ethnic, 170, 174, 177, 288, 368
- modernization, 475, 483
- modernization theory, 22, 476, 477, 488, 490
- motivated behavior, model of, 9
- motivation, 115, 324
- achievement, 55, 57, 60, 347, 353, 354
- beliefs, 17
- certainty, 172
- educational, 3, 33, 38, 79, 81, 94, 96, 115, 156, 161, 164, 170, 172, 176, 178, 270, 346, 347, 483
- individual differences in, 18, 19, 266, 267, 347, 350
- intrinsic, 54
- math and science, 267, 270, 339
- political, 491
- self-regulation, 19, 346, 347, 356, 357, 358
- STEM major, 266, 276, 279, 290
- motivational theory of life-span development, 18, 347, 348
- motive
- explicit, 135, 346, 352, 353
- explicit and implicit, 346, 352, 353
- implicit, 352, 353, 354
- MSALT, *see* United States
- National Child Development Study (NCDS), 367, 368, 369
- see also* United Kingdom
- National identity/international relations, 479
- National Longitudinal Survey (NLS), 464
- see also* United States
- National Longitudinal Survey of Youth (NLSY), 394, 395, 464
- see also* United States
- National Pupil Database, 167
- see also* United Kingdom
- National Statistics Socio-economic Classification (NS-SEC), 169
- see also* United Kingdom
- NCDS, *see* National Child Development Study (NCDS)
- NCES, *see* United States, US National Center for Educational Statistics (NCES)
- NEET, *see* Not in Education, Employment or Training (NEET)
- Netherlands, 185, 195, 206, 208
- New Zealand, 322
- NLS, *see* National Longitudinal Survey (NLS)
- NLSY, *see* National Longitudinal Survey of Youth (NLSY)
- North America, 324, 429
- Northern Ireland, *see* United Kingdom
- Norway, 213, 322, 484, 488
- not in education, employment or training (NEET), 165, 166, 171, 172, 175, 178, 183
- see also* United Kingdom
- Observational Research and Classroom Learning Evaluation (ORACLE), 108, 110, 112, 113, 115
- ORACLE replication study, 112, 113, 116
- see also* United Kingdom
- OECD, *see* Organisation for Economic Co-operation and Development (OECD)
- optimization, 126, 129, 131, 132, 140
- ORACLE, *see* Observational Research and Classroom Learning Evaluation (ORACLE)
- Organisation for Economic Co-operation and Development (OECD), 22, 203, 204, 205, 206, 208, 210, 215, 286, 287, 321
- Canberra Manual*, 328
- Frascati Manual*, 328

- Parental education and occupation, 334
- parental expectations
in adolescence, 20, 395, 399, 405, 406
- parenthood, 20, 162, 380, 412, 415, 416, 417, 419, 420, 421, 422, 434, 435, 436, 437, 439, 440, 447, 452
- partnership, 162, 336, 379, 434, 435, 437, 438, 439, 440, 445, 447, 448, 450, 452
unmarried cohabiting, 434, 436, 438, 453
- peer group, 22, 32, 34, 101, 104
norms about education, 34
same-sex, 36, 37
segregated, 35, 46
- peers
academic-related outcomes, 31
associations between peer characteristics and academic outcomes, 34
attitudes about, 41, 45
behavioral avoidance of other-sex, 42
children's development, 30, 33
children's interpersonal experiences and attitudes, 41
contexts, 38, 39, 40, 44
enforcing social norms regarding the desirability of educational success, 34
interactions, 7, 12, 30, 35, 36, 39, 41, 45, 70, 290
long-term effects on behavior, 36
modeling, 34, 37
other-sex, 12, 36, 38, 39, 40, 41, 42, 43, 44, 45
pressure, 128, 377
providing information and help, 34
relationships, 34, 38, 44, 45, 58
role model, 156, 290, 292, 315
same-sex, 12, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 104
selection effects, 34, 46
socialization, 36, 37, 40
subculture, 36
young children's early school behaviors and adjustment, 34, 35
- perceptions of ability, 56, 164, 166, 170, 172, 176, 289
self, 178
see also teachers' perceptions of ability and effort
- person-centered approach, 16, 17, 248, 249, 250, 258, 259, 260, 481
person-oriented approach, 146, 152, 153
- person-environment-fit theory, 10
motivation, 10
- physical sciences, mathematics, engineering and technology (PME), 16, 226, 231, 238
aspirations, 227, 239, 242
college major, 227, 230, 235, 238, 240
fields, 228, 232, 238, 242
women, 16, 242
- PISA, *see* Programme for International Student Assessment
- PME, *see* physical sciences, mathematics, engineering and technology
- Poland, 213, 322, 484, 487
- political mobilization, 479, 481
- political participation, 22, 480
see also motivation
- Portugal, 196, 210
- Programme for International Student Assessment (PISA), 16, 204, 205, 206, 207, 208, 212, 213, 217, 233, 321, 322
- puberty, 103, 104, 107, 109, 155
see also transition
- pyramid of needs idea, Maslow's, 477
- qualifications, educational, 322, 348, 356, 367, 385, 431, 441, 447
- quality of life, 444, 445, 447
measure, 444, 447
- race, 4, 314, 315, 463
- reading performance, 85, 92, 94
- role model, 133, 299, 300, 312, 315, 324
adult, 195, 290, 307
parent, 139, 324, 334, 338, 406
peer, 156, 290, 292, 315
professional, 114, 291, 292, 324, 325, 340
- Romania, 484, 487, 488
- Russia, 486, 487, 488
- Rutter aggression and anxiety scales, 372
- SAMSAD, *see* Secondary and Middle School Adolescent Development (SAMSAD) Study
- SAT, *see* Scholastic Assessment Test
- Satisfaction with Life Scale, 444
- SCA, *see* ability self-concept
- Scandinavian countries, 488
- Scholastic Assessment Test (SAT), 269, 289, 294
see also United States
- school
comprehensive, 146, 147, 148, 149, 150, 151, 154, 156, 365, 368, 369, 372, 379
direct grant, 368
elementary, 3, 10, 12, 29, 30, 31, 35, 53, 54, 55, 56, 57, 61, 64, 65, 67, 71, 79, 83, 84, 102, 103, 104, 113
engagement, 101, 147, 150, 152, 155, 156
grammar, 368, 369, 371, 372
grammar and technical, 368
high school, 14, 34, 113, 125, 126, 128, 129, 130, 131, 134, 135, 137, 139, 146, 147, 149, 152, 153, 154, 155, 184, 247, 248, 249, 250, 258, 259, 270, 271, 276, 278, 286, 287, 288
junior high, 10, 104, 115, 149, 352
kindergarten, 31, 32, 35, 55, 84, 147, 194, 269

- middle school, 10, 34, 104, 149, 271
 post-comprehensive, 150, 151
 postsecondary, 17, 251, 286, 287, 291, 293, 298
 preschool, 11, 29, 30, 31, 34, 36, 37, 38, 41, 45, 61, 136, 137, 138, 139
 primary, 12, 13, 79, 80, 81, 83, 84, 94, 95, 103, 104, 194
 private, 368, 369, 379, 383, 384
 secondary, 3, 10, 12, 15, 17, 18, 19, 22, 34, 54, 101, 103, 104, 112, 149, 150, 194, 195, 204, 217, 224, 233, 250, 286, 287, 288, 290, 291, 292, 293, 294, 299, 365, 367, 384, 391, 398
 single-sex, 19, 46, 365, 366, 367, 368, 369, 373, 374, 375, 376, 377, 378, 379, 380, 382, 383, 384, 385, 386
 vocational, 154
 school burnout, 14, 146, 147, 148, 150, 151, 152, 153, 154, 155, 156
 School Burnout Inventory, 151
 Science education, relevance of (ROSE) study, 323
 Science, Engineering, and Technology (SET)
 aspirations, 18, 325, 328, 335, 337
 careers, 18, 321, 324, 325, 326, 333, 334, 335, 338, 339, 340
 definition, 328
 occupations, 22, 321, 326, 327, 328, 333, 340
 young people's interest in, 18, 326, 338
see also gender gap
 scientist, 18, 203, 205, 213, 324, 340
 female, 325, 340
 female role model, 291, 324, 325, 340
 Scotland, *see* United Kingdom
 scripts of life, 7
 Secondary and Middle School Adolescent Development (SAMSAD) Study, 106, 107, 108, 109, 110, 111, 112, 113, 114, 116
see also United Kingdom
 sector
 government, 463
 non-profit, 463
 private, 19, 184, 414, 416, 417, 421, 463
 public, 183, 184, 414, 416, 417, 421
 selection, optimization, and compensation (SOC), 125, 128
 predictors for career goal clarity, 131, 132
 self-regulatory, 14
 self-regulatory processes, 14, 126, 132
 selective secondary control strategies, 356
 self-affirmation, 218
 self-blame, 356
 self-concept, 235
 academic, 16, 17, 64, 106, 155, 174, 227, 233, 236, 241, 242, 243, 373
 agentic, 412, 415, 419
 dimensions, 422
 femininity, 20, 414
 gender, 419
 masculinity, 20, 414
 positive, 94, 110
 reading, 89
 social, 12, 53, 58, 60, 63, 67, 68, 70, 71
see also ability self-concept; gender gap
 self-confidence, 194, 269, 300
see also gender gap
 self-esteem, 104, 106, 109, 110, 113, 115, 116, 133, 152, 356
 self-expression values, 477, 478
 self-perceptions, 4, 5, 23, 80, 82, 93, 96, 155, 226, 227, 242
 self-protection, 346, 356, 357
 self-schema, 9
 SES, *see* socioeconomic status (SES)
 SET, *see* Science, Engineering and Technology (SET)
 significant others, 7, 11, 22, 162, 163, 172
 Slovakia, 209, 484
 SOC, *see* selection, optimization, and compensation; *see* Standard Occupational Classification (SOC)
 social change, 7, 21, 22, 128, 429, 430, 435, 436, 452, 453, 476, 479, 481, 491
 social cohesion and identity, 479
 social context, 6, 8, 10, 14, 15, 21, 22, 55, 132, 154, 227, 290, 339, 340, 354, 481
see also gender stereotype
 socialization approach, 458, 459
 socialization process, 55, 267
 social and learning habitus, 55, 57, 67
 socialization theory, 472
 social justice, 183, 478
 injustice, 479
 Sen's theory of, 478
 social role theory, 136
 social roles, 7, 9
 socio-cultural capital, 395
 socio-cultural expectancy-value model of
 motivated behavior, 8, 9, 10
 socioeconomic development, 476, 477, 480, 482, 487, 488
 socioeconomic status (SES), 397
 Spain, 132, 213
 Stage-Environment-Fit Theory, 10, 14, 55, 146, 147, 149, 150, 153
 Standard Occupational Classification (SOC), 335, 464
 STEM (science, engineering, technology and mathematics)
 college major, 17, 18, 224, 225, 285, 286, 289, 291, 292, 293, 294, 299, 307, 312, 315
 education, 17, 288, 292, 300
 fields, 17, 33, 224, 225, 260, 266, 287, 290, 307, 347

- STEM (Science, Engineering, Technology and Mathematics) (*cont.*)
- gender differences in training and careers, 225, 316
 - labor shortage, 215, 218, 260
 - pathway, 218, 276, 278
 - skills, 208, 210
 - subjects, 209
 - women, 17, 18, 118, 267, 271, 272, 287, 289, 292, 315, 346
- STEM and non-STEM, 270
- pathways, 266
- STEM Communication Campaign, 323
- see also* United Kingdom
- STEM pipeline, 293, 299
- boys, 314
 - courses, 285
 - ethnicity, 299
 - girls, 285
 - high school, 293, 298, 299
 - postsecondary, 286, 287
 - secondary, 285
 - secondary school, 286, 292, 293, 298, 299
- STEM-trained teachers, 290
- stereotypical self-evaluations, 16, 226, 227, 228, 239, 242
- structural discrimination, 5
- STVs, *see* subjective task values
- subjective task values (STVs), 247, 248, 249, 250, 251, 253, 256, 258, 259, 260
- intraindividual hierarchical patterns, 249, 250, 256, 258, 259, 260
 - intraindividual hierarchies of task-values, 16
 - see also* gender differences
- suffragette movement, 432
- see also* United Kingdom
- supply- and demand-side theories, 458
- demand-side theories, 458, 459, 472, 473
 - supply-side theories, 458
- survival values, 477
- Sweden, 22, 185, 209, 213, 390, 391, 404, 406, 408, 475, 484, 486, 487, 488, 491
- Gymnasium*, 407
 - Swedish 2005 EU Labour Force Survey, 390
 - Swedish Adoption/Twin Study on Aging, 394
 - Swedish educational system, 391
 - Swedish Individual Development and Adaptation (IDA), 390
- Swedish Individual Development and Adaptation (IDA), 390
- Switzerland, 53, 54, 61, 72, 127, 206, 395, 484, 487
- Swiss elementary school system, 54
 - Swiss Survey of Children and Youth (COCON), 55
- synaptic pruning, 103
- task-avoidant, 112, 115
- task-oriented, 112
- teachers' perceptions of ability and effort, 12, 13, 53, 58, 61, 79, 80, 81, 82, 83, 86, 88, 89, 92, 93, 94, 95
- math and reading, 86
 - reading, 92
- test
- achievement, 31, 34, 203, 206, 230, 233, 238, 395
 - American College Testing (ACT), 288
 - College Board exams, 299
 - college entrance examinations, 288, 289, 294
 - PISA, 16, 206, 213, 217
 - Scholastic Assessment Test (SAT), 288, 289
 - scores, 34, 45, 170, 176, 206, 270, 288, 289, 369, 373, 395
 - standardized, 16, 45, 203, 268, 289, 395
 - see also* gender differences
- Test of English as a Foreign Language (TOEFL), 231
- Third International Mathematics and Science Study (TIMSS), 230
- Third or Fourth Age, 430
- TIMSS, *see* Third International Mathematics and Science Study
- TOEFL, *see* Test of English as a Foreign Language
- TOSCA, *see* Transformation of the Secondary School System and Academic Careers
- traditional gender ideology, 134, 135
- Transformation of the Secondary School System and Academic Careers (TOSCA), 16
- transition
- adaptation, 116, 125, 126, 128, 132, 140, 146, 147
 - adolescence, 126, 149
 - adopting the institutionalized student role, 55
 - adulthood, 150
 - apprenticeship, 125, 127, 129, 191
 - beginning school, 12, 53, 54, 55, 56, 58, 60, 61, 64, 67, 70, 71, 73
 - boys' self-esteem, 109
 - changing schools, 101, 104, 106, 107, 109, 115
 - comprehensive school to academic or vocational track, 146, 149, 151, 153
 - coping, 53, 54, 55, 56, 57, 73
 - developmental strategies, 128
 - early adolescence, 101, 149
 - educational, 146, 147, 148, 153, 154, 155, 156
 - elementary school, 61
 - emerging adulthood, 125
 - girls' self-esteem, 109, 116
 - high school, 126, 132, 287

- high school to college, 125, 126, 127, 128, 129, 130, 132, 133, 135, 139, 140
- high school to workforce, 126, 127, 128, 129, 130, 132, 133, 135, 139, 140
- junior high, 149
- life, 109, 140, 148, 273
- multiple, 101
- post-comprehensive, 150
- postsecondary, 286, 287
- postsecondary to STEM, 298
- post-transition, 106, 107, 108, 110, 111, 113, 116, 150
- pre-transition, 113, 116
- primary school, 54
- primary to secondary education, 12, 13
- puberty, 13, 101, 103, 114, 155
- school, 54, 55, 57, 73, 101, 149
- school to a career path, 229
- secondary, 150
- SOC strategies, 132
- to adulthood, 250
- uncertainty, 136
- vocational school, 154
- workforce, 196
- transition quality to school, 54, 61, 65, 67, 70, 71
- truant, 111, 372
- Turkey, 207
- US Bureau of Labor Statistics, *see* United States
- UK, *see* United Kingdom
- unemployment, 129, 139, 163, 266, 431, 432, 441
- youth, 129, 132, 183
- United Kingdom
- A-levels, 178, 322, 376, 385
- Anomalies Act, 432
- British Cohort Study (BCS70), 162, 166, 169, 170, 172, 173, 174, 176, 177, 178, 373, 385
- British Household Panel Survey (BHPS), 18, 165, 321, 325, 326, 327, 328, 334, 337, 338
- British Youth Survey (BYS), 18, 326
- Connexions, 164, 170, 177
- Direct Grant schools, 368
- Employment Rights, Institute of (IER), 328
- England, 21, 162, 163, 167, 182, 183, 186, 188, 189, 190, 191, 322, 323, 367, 374, 430, 432, 453, 484
- English Longitudinal Study of Ageing (ELSA), 21, 429, 430, 434, 435, 436, 437, 441, 448
- Equality and Human Rights Commission's Triennial Review, 188
- Equal Opportunities Commission (EOC), 4, 188, 191
- General Certificate of Secondary Education (GCSE), 185, 331, 366
- Grammar and Technical schools, 368
- Great Britain, 15, 386, 429, 453
- Longitudinal Study of Young People in England (LSYPE), 162, 164, 165, 166, 167, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178
- National Child Development Study (NCDS), 367, 368, 369
- National Pupil Database, 167, 170
- National Statistics Socio-economic Classification (NS-SEC), 169, 381
- Northern Ireland, 322, 367
- Not in Education, Employment or Training (NEET), 161, 165, 166, 171, 172, 175, 178
- Observational Research and Classroom Learning Evaluation (ORACLE), 106, 108, 110, 112, 113, 115, 116
- O-level, 374
- Scotland, 188, 189, 190, 367, 369, 374, 377
- Secondary and Middle School Adolescent Development (SAMSAD) Study, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 116
- STEM Communication Campaign, 323
- suffragette movement, 432
- UK Resource Centre for Women in Science, Engineering and Technology (UKRC), 324
- vocational education and training (VET), 182, 183, 185, 193
- Young Apprenticeship program, 186
- United Nations Development Programme (UNDP), 480
- United Nations Educational, Scientific and Cultural Organization (UNESCO), 328
- United States
- American College Testing (ACT), 288, 294
- Center for Epidemiologic Studies–Depression Scale (CES-D), 444
- Center for Human Resource Research, 464
- Childhood and Beyond (CAB) Study, 13, 79, 84
- Current Population Survey, 464
- Education Longitudinal Study (ELS), 292
- Employment Protection Act, 434
- Equal Pay Act, 434
- Michigan Study of Adolescent Life Transitions (MSALT), 112, 273
- Milwaukee study, 104, 109, 114, 115, 116
- Minnesota Population Center, 464
- National Longitudinal Survey (NLS), 460, 464
- National Longitudinal Survey of Youth (NLSY), 394, 395, 460, 464
- Scholastic Assessment Test (SAT), 269, 288, 289, 294
- US Bureau of Labor Statistics, 464

Cambridge University Press

978-1-107-02172-3 - Gender Differences in Aspirations and Attainment: A Life Course Perspective

Edited by Ingrid Schoon and Jacquelynne S. Eccles

Index

[More information](#)

506

INDEX

- United States (*cont.*)
 US National Center for Educational Statistics (NCES), 293
 Wisconsin model of educational and status attainment, 233
 Women's Movement, 354
- University
 degree, 20, 54, 153, 336, 399, 415, 421, 430, 436, 437
 major, 16, 224, 225, 229, 230, 231, 232, 233, 234, 236, 238, 239, 240, 242, 243, 259, 290
see also education; physical sciences, mathematics, engineering and technology (PME); STEM (science, technology, engineering, and mathematics)
 urban disadvantaged schools, 290
- value change, Inglehart's theory on, 478
 variable-centered approach, 248, 249, 258
 VET, *see* vocational education and training
 vocational education and training (VET), 182, 183, 185, 193, 196, 197
see also gender segregation; United Kingdom
 volitional goal engagement, 356
- wage gap, *see* gender gap
- wellbeing
 academic, 146, 147, 148, 150, 152, 153, 154, 156
 positive, 445
 subjective, 21, 131, 135, 356, 357, 444
see also gender differences, academic
 women, single, 440
- Women's Movement, 354
see also United States
- workload, 20, 149, 412, 414, 415, 419
 career continuity, 414
 career discontinuity, 412
 childcare reduction, 20, 415, 417, 421, 422
see also career
- World Bank, 480
World Bank 2000–2001 Development Report, 482
- World War II, 432, 477
- Young Apprenticeship program,
see apprenticeship; United Kingdom
- youth training schemes, 164, 170
see also apprenticeship