

How Gender Stereotypes Impact the Career Choice of High School Students

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Abstract. Nowadays, gender stereotypes are a common belief or prejudice for both males and females. Negative or positive gender stereotypes may coexist: women are typically defined as vulnerable, whereas gender stereotypes of men are mostly positive, such as men being more dynamic and logical. Previous research has evidenced that gender stereotypes are perceived differently by the sexes. However, how diverse gender stereotypes can influence adolescents' choices requires comprehensive investigation. This study focuses on the influence of gender stereotypes on adolescents' occupational choices. The study found that most adolescents are influenced by gender stereotypes in their career choices, either from family upbringing or from school upbringing. However, there is a small percentage of adolescents who are firm in their career choice from the beginning to the end and are not influenced by gender stereotypes. To reduce the negative impact of gender stereotypes on adolescents' occupational choices, this experimental study also suggests several strategies, including schools offering courses to properly guide adolescents' gender perceptions.

Keywords: Gender stereotypes, Teenage Occupational Choices, Gender Awareness.

1. Introduction

Gender stereotypes are common beliefs or biases about the characteristics or qualities that men and women have or should have and the roles that men and women play or should play. It is possible for positive or negative gender stereotypes to coexist, such as "women are nurturers" or "women are weak." Social psychologists suggest that these gender stereotypes are created by assumptions about masculine and feminine characteristics [1]. Gender stereotypes are mainly reflected in the fact that most people perceive men as more substantial, autonomous, logical, and even more competitive and aggressive [2]. On the contrary, most people believe that women are good at expressing their empathy, are helpful, and even lack decisive judgment because they are too empathetic [2]. It is easy to see that gender stereotypes differ in the perceptions of the two genders. These different perceptions of the sexes can create different levels of perceptions of males and females. For example, it is believed that men are inherently superior to women in mathematics and this belief has been described as a gendered mathematical stereotype [3]. Aronson and Thirt show that gendered mathematical stereotypes may decrease the likelihood of women choosing jobs in science [4]. However, for men, gender stereotypes may be one of the essential factors that discourage them from choosing a career in language. This is because there is a growing perception that girls perform better than boys in reading and language [5]. Although there is a wealth of research on gender stereotypes, there are specific gaps in the link between gender stereotypical influences and adolescents. It cannot be denied that adolescence is one of the crucial periods of people's growth and development. If gender stereotypes have specific adverse effects on adolescents, these impressions may create obstacles in the adolescents' subsequent growth path. In this study, the relationship between gender stereotypes and adolescents' future career choices was investigated by targeting adolescents as the research subjects. Thus, it investigates how gender stereotypes impact adolescents' future career planning. This study proposes specific improvements or

reductions in the adverse effects of gender stereotypes on adolescents' career roles in terms of perceptions and attitudes.

2. Literature review

Previous research has demonstrated gender stereotypes in a range of subjects. According to Xie Fang and Yang Yan, gender stereotypes in mathematics have a negative impact on adolescents' math performance [6]. Fang Xie and Yang Yan recruited 297 Chinese college students to participate in their study [6]. One hundred two freshmen (18-19 years old) and 195 sophomores made up the sample (19-20 years old). A total of 260 (87.54%) participants answered the questionnaire in the classroom while enrolled in one of two teacher-training universities in China [6]. The study's findings imply that gender-mathematical preconceptions may encourage women to disprove the notion that mathematics is a field dominated by men, leading to higher female mathematics proficiency [6]. However, the association between gender-mathematics stereotypes and female mathematics achievement was hampered by mathematical self-concept. More specifically, women who held stronger gender-mathematical preconceptions were more inclined to believe that math is a male-dominated field. Because of this perception, girls are more likely to be content with their math performance but have a higher math self-concept. As a result, females need to be more committed to and effective in math, which lowers arithmetic performance. Second, males' math self-concept did not show any correlation between gender math stereotypes and arithmetic achievement. This might be the case because, rather than being based on their actual mathematical ability, boys' self-concepts in mathematics were reinforced by gender stereotypes. Deeper stereotyped males might be more upbeat when evaluating their mathematical abilities. As a result, there was no correlation between men's perceptions of their mathematical and actual abilities.

Gender stereotypical influences in mathematics have not only an impact on students' mathematics performance but also on future career choices. Song Juan et al. studied 186 female students in a Chinese high school, and participants completed five questionnaires [7]. The questionnaire measured mainly mathematics-related gender stereotypes and career intentions. The study's results indicated that mathematics-gender stereotypes were negatively associated with adolescent girls' career intentions in mathematics. The negative effect of mathematics-gender stereotypes on female students was associated with a lower likelihood of pursuing a mathematics-related career [7]. One of the elements influencing this outcome is the cultural belief in China. Chinese girls with strong math-gender stereotypes have a high demand for interpersonal approval and physical attractiveness since women are expected to carry the family burden due to traditional gender ideas [8]. Adolescent girls with unfavorable views on sexual attractiveness think that math-proficient women are unfeminine and socially unacceptable. These females may perceive mathematics as being unimportant to their futures.

As a result, enhancing female students' attitudes about their mathematical competence and the value of mathematical tasks may be helpful to strategies for raising the likelihood that they would pursue careers in mathematics. Teachers can actively encourage students to learn maths in the classroom. Also, they can use examples of average women who are competent in traditionally male sectors to purposefully raise children's expectations that women may achieve in historically masculine professions [9]. In the Chinese socio-cultural context, it may be considered unfeminine for a girl to be good at mastering math. In other words, girls who are good at math are less attractive to the opposite sex. To some extent, the concept of sexual attraction associated with mathematics may not only undermine beliefs about mathematical competence but may also discourage girls from pursuing mathematics as a career. The perceived unattractiveness of women in a male position may be why girls are less likely to be motivated to study mathematics and less likely to report pursuing a mathematics-related career. Building on this, another way to promote women in mathematics is the media, which should spread the idea that self-reliant and independent girls are beautiful.

3. Method

3.1. Survey Design

Two surveys were designed in this study: one is for adolescents in high school and the other is for adults of working age. The two surveys aim to collect data targeting the attitude of high school students who are facing choices and the experiences of adults who have entered the workforce to analyze how gender stereotypes influence adolescents' occupational roles. The research hypothesis is that gender stereotypes will have a significant negative effect on adolescents' attitudes toward occupational roles.

3.2. Participant

Participants recruited in this research were 186 Chinese volunteers from the internet with the age group of 15-40. They were separated into two age groups: high school students (15-18) and working-age people (19-40), and they were asked to do different surveys. This study focuses on adolescents, but sampling adults can help conduct future predictions of adolescents. Asking adults to recall their thoughts and choices when they were adolescents can bring an objective perspective to the study. In the context of Chinese society, students will choose humanities or sciences in high school to confirm their future direction, which also influences their majors in college or university, so the survey classifies college students into the "working population" because they are categorized as people who have already gone through the choice.

3.3. Procedure

Participants will be distinguished between adolescents (high school students) and adults by selecting their age group in the survey. They will all answer a common question: Have you ever been indoctrinated opinions about your future professional choices because of your gender? Those who choose the answer "yes" will be presented with a second question: At what point were you first indoctrinated with such an opinion (gender stereotype)? In the questionnaire for high school students, they are also asked to answer: Do you perceive certain gender stereotypes in the content of the course? Then, both high school students and adults will answer similar questions: Have you changed your course content/major/career choice because of what others have said? Do you regret your choice? Are most of your classmates/colleagues of the same gender? Have you (or people around you) ever been suspected of abilities because of gender?

3.4. Data Analysis

For data analysis, the qualitative data descriptive analysis, independent samples t-test and correlation analysis by SPSS software were conducted. In addition, the authors also conducted cross-data analysis through graphs and charts to significantly analyze the differences in the choices made by men and women when faced with research questions

4. Results

Table 1. Respondent Information (gender)

		gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	43	23.1	23.1	23.1
	female	143	76.9	76.9	100.0
	Total	186	100.0	100.0	

As shown in table 1, the majority of the questionnaire respondents were female, with a total of 143 samples collected, representing 76.9%. Male respondents accounted for a small proportion, with a total of 43 samples collected, representing 23.1%.

Table 2. Respondent Information (Age)

		Age group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High school(15-18)	102	54.8	54.8	54.8
	College/university(19-23)	56	30.1	30.1	84.9
	Worker(24-40)	28	15.1	15.1	100.0
	Total	186	100.0	100.0	

As shown in Table 2, 54.8% of the respondents were high school students, 30.1% were college or university students, and 15.1% were workers. The most frequent option for this question is "high school students", which represents adolescents who are exploring their future career roles. The remaining 45.2% of the respondents were college or university students and workers. Since they had already made their initial career choices, are available to work and play the role of future expectations for study, the samples of these two groups were analyzed together and called the "working population". Therefore, among all respondents, the sample size of high school students and the working population are close.

Table 3. Gender Stereotype experiences

Have you ever been taught opinions(gender stereotype related) about your future major choice because of your gender? For example: boys should study science, girls can't beat boys in science, etc.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	86	46.2	46.2	46.2
	no	100	53.8	53.8	100.0
	Total	186	100.0	100.0	

As shown in the table 3, 46.2% of the respondents indicated that they had been influenced by gender stereotypes about their choice of career and 53.8% indicated that they had not been told about them. Since more than half of the respondents chose "no", which refers that the influence of gender stereotypes is not as great as previously expected. However, given that a significant number of respondents still indicated that they had been subjected to gender stereotypes about their major choice, it is undeniable that gender stereotypes are a prevalent phenomenon, but less so than expected.

Table 4. Age of Gender Stereotypes Experiences

When were you first indoctrinated with this opinion(gender stereotype)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	kindergarten	4	2.2	4.7	4.7
	grade 1 to 3	15	8.1	17.4	22.1
	grade 4 to 5	14	7.5	16.3	38.4
	grade 6 to 7	15	8.1	17.4	55.8
	grade 8 to 9	22	11.8	25.6	81.4
	grade 10 to 12	16	8.6	18.6	100.0
	Total	86	46.2	100.0	
Missing	System	100	53.8		
	Total	186	100.0		

According to Table 4, of the 86 individuals who were exposed to perceptions about career choices during childhood because of gender stereotypes, 25.6% claimed that they were first told such perceptions in grades eight to nine, 18.6% in grades ten to twelve, and 17.4% in grades six to seven. From these samples, it can be inferred that as they get older and the curriculum begins to increase, adolescents are more susceptible to gender stereotypes regarding their careers.

Table 5. Influence on Career Choice

Have you ever changed your professional direction or career choice because of others comments?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	4.3	9.5	9.5
	no, but ever wavered from	37	19.9	44.0	53.6
	no, I didn't change my choice of major because of others comments	39	21.0	46.4	100.0
	Total	84	45.2	100.0	
Missing	System	102	54.8		
	Total	186	100.0		

As Table 5 shows, 9.5% of those who have a clear career direction (working population) have changed their major because of gender stereotypical comments about their career choice, 44% have wavered in their choice after being subjected to gender stereotypes, and only 46.4% have been firm in their choice from the beginning to the end. These figures show that most people are influenced to some extent by gender stereotypes in their career choices, and that these influences may cause them to change their future direction.

Table 6. Attitude toward Major Choice

Do you regret your choice of course or major direction?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes, I regret that I didn't consider others comments	12	6.5	6.5	6.5
	yes, I regret follow others comments	24	12.9	12.9	19.4
	no, I'm glad I decided my major by my own	126	67.7	67.7	87.1
	no, I'm glad I follow others comments	24	12.9	12.9	100.0
	Total	186	100.0	100.0	

As shown in Table 6, 67.7% of the participants said they are glad they stuck to their choice. This indicates that confidence in their career choice can have a positive impact on adolescents. However, there are still a small number of people who regret not following others' comments, so the situation still depends on the individual.

Table 7. Gender of Colleagues

Are most of your colleagues in same gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes, there are more males than females (more than 60% of males)	27	14.5	32.1	32.1
	yes, there are more females than males (more than 60% of females)	37	19.9	44.0	76.2
	no, the ratio is almost same	20	10.8	23.8	100.0
	Total	84	45.2	100.0	
Missing	System	102	54.8		
	Total	186	100.0		

As Table 7 shows, 44% of the working population is in a working environment where there are more females than males, 32.1% are in a working environment where there are more males than females, and only 23.8% are in a working environment where the ratio of male to female is about the same. Such results indicate that there is a large gender imbalance in the current Chinese society between different occupations, and the research team believes that gender stereotypes are one of the major factors contributing to this result.

Table 8. Gender Stereotypical Cases

Are there any cases around you where people were suspected about their work or learning ability because of gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes, I have personally experienced	35	18.8	18.8	18.8
	yes, people around me have experienced	34	18.3	18.3	37.1
	yes, I have heard of	54	29.0	29.0	66.1
	no	63	33.9	33.9	100.0
	Total	186	100.0	100.0	

As Table 8 shows, only 33.9% of all respondents denied the existence of differential treatment due to gender stereotypes, while 66.1% had heard of or even experienced it personally. These data show that gender stereotyping is not a minority phenomenon, and that a large percentage of people experience unfair treatment or hear about such things, which can affect their gender pride subconsciously.

Table 9. Independent Sample test

Independent Samples Test										
	Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
What's your major/profession	Equal variances assumed	14.814	.000	-4.575	82	.000	-.566	.124	-.812	-.320
	Equal variances not assumed			-5.531	29.702	.000	-.566	.102	-.775	-.357
Have you ever been taught opinions(gender stereotype related) about your future major choice because of your gender? For example: boys should study science, girls can't beat boys in science, etc.	Equal variances assumed	.489	.485	.306	184	.760	.027	.087	-.145	.199
	Equal variances not assumed			.305	69.011	.761	.027	.087	-.148	.201
When were you first indoctrinated with this opinion(gender stereotype)?	Equal variances assumed	1.169	.283	.245	84	.807	.097	.397	-.692	.887
	Equal variances not assumed			.267	33.076	.791	.097	.365	-.645	.840
Have you ever changed your professional direction or career choice	Equal variances assumed	.070	.792	.888	82	.377	.162	.182	-.200	.524

because of others comments?										
	Equal variances not assumed			.913	23.340	.371	.162	.177	-.205	.528
Do you regret your choice of course or major direction?	Equal variances assumed	.833	.363	.624	184	.533	.077	.123	-.166	.321
	Equal variances not assumed			.628	69.862	.532	.077	.123	-.168	.322
Are most of your colleagues in same gender?	Equal variances assumed	.005	.942	-3.885	82	.000	-.746	.192	-1.129	-.364
	Equal variances not assumed			-3.830	22.256	.001	-.746	.195	-1.150	-.343
Are there any cases around you where people were suspected about their work or learning ability because of gender?	Equal variances assumed	9.116	.003	2.955	184	.004	.559	.189	.186	.932
	Equal variances not assumed			3.375	87.579	.001	.559	.166	.230	.888
Overall	Equal variances assumed	.279	.598	-1.465	184	.145	-.255	.174	-.598	.088
	Equal variances not assumed			-1.416	65.864	.162	-.255	.180	-.614	.104

When the first Sig value is greater than 0.05, the variance is homogeneity; if less than 0.05, it is not statistically significant and homogeneity. When the second Sig value is greater than 0.05, the effect is not significant, if less than 0.05, the effect is significant.

It can be seen in Table 9 that all variables are statistically significant except “What's your major/profession” and “Are there any cases around you where people were suspected about their work or learning ability because of gender?” The effect of gender on “Are most of your colleagues in the same gender?” is the most significant, while the effect on the others is less significant.

Table 10. Correlation

Correlations								
		gender	What's your major/profession	Have you ever been taught opinions(gender stereotype related) about your future major choice because of your gender? For example: boys should study science, girls can't beat boys in science, etc.	Have you ever changed your professional direction or career choice because of others comments?	Do you regret your choice of course or major direction?	Are most of your colleagues in same gender?	Are there any cases around you where people were suspected about their work or learning ability because of gender?
gender	Pearson Correlation	1	.451**	-.023	-.098	-.046	.394**	-.213**
	Sig. (2-tailed)		.000	.760	.377	.533	.000	.004
	N	186	84	186	84	186	84	186
What's your major/profession	Pearson Correlation	.451**	1	-.012	-.003	.086	.230*	-.139
	Sig. (2-tailed)	.000		.913	.978	.439	.035	.208
	N	84	84	84	84	84	84	84

Have you ever been taught opinions(gender stereotype related) about your future major choice because of your gender? For example: boys should study science, girls can't beat boys in science, etc.	Pearson Correlation	-.023	-.012	1	-.206	.182*	.056	.234**
	Sig. (2-tailed)	.760	.913		.060	.013	.612	.001
	N	186	84	186	84	186	84	186
Have you ever changed your professional direction or career choice because of others comments?	Pearson Correlation	-.098	-.003	-.206	1	-.117	-.084	.077
	Sig. (2-tailed)	.377	.978	.060		.289	.447	.485
	N	84	84	84	84	84	84	84
Do you regret your choice of course or major direction?	Pearson Correlation	-.046	.086	.182*	-.117	1	.247*	.218**
	Sig. (2-tailed)	.533	.439	.013	.289		.024	.003
	N	186	84	186	84	186	84	186
Are most of your colleagues in same gender?	Pearson Correlation	.394**	.230*	.056	-.084	.247*	1	.092
	Sig. (2-tailed)	.000	.035	.612	.447	.024		.405
	N	84	84	84	84	84	84	84
Are there any cases around you where people were suspected about their work or learning ability because of gender?	Pearson Correlation	-.213**	-.139	.234**	.077	.218**	.092	1
	Sig. (2-tailed)	.004	.208	.001	.485	.003	.405	
	N	186	84	186	84	186	84	186
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

According to Table 10, the Pearson correlation method is used here: the absolute value of the correlation coefficient is generally between 0 and 1, a negative number represents a negative correlation, a positive number represents a positive correlation, the larger the absolute value of the correlation coefficient, the stronger the correlation. In other words, the closer the correlation coefficient is to 1 or -1, the stronger the correlation; the closer the correlation coefficient is to 0, the

weaker the correlation. However, when the sample size is large, the absolute value of the correlation coefficient may be small, but it still shows a strong correlation.

To evaluate the correlation between variables, the authors set the gender as X1, the question “What’s your major/profession” as X2, the question “Have you ever been taught opinions (gender stereotype related) about your future major choice because of your gender? For example: boys should study science, girls can’t beat boys in science, etc.” as X3, the question “Have you ever changed your professional direction or career choice because of others comments?” as X4, the question “Do you regret your choice of course or major direction?” as X5, the question “Are most of your colleagues in same gender?” as X6, and the question “Are there any cases around you where people were suspected about their work or learning ability because of gender?” as X7.

The result shows that X1 has a significant correlation with X2, X6 and X7, while it has a significant positive correlation with X2 and X6 and a significant negative correlation with X7.

X\Y	science	humanity	Total
male	23(85.19%)	4(14.81%)	27
female	32(42.67%)	43(57.33%)	75

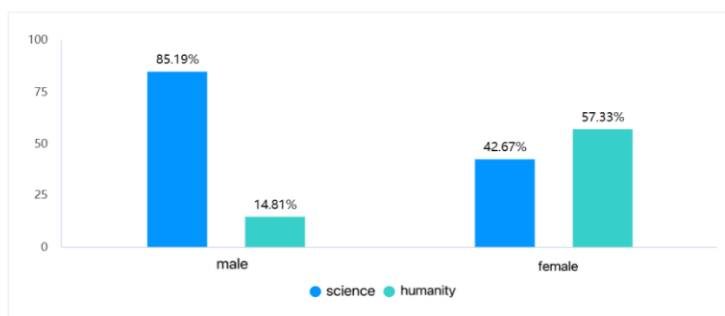


Figure 1. Cross data analysis 1

For high school students who are exploring their future career roles, a whopping 85.19% of males chose science and more than half of females chose humanity (see figure 1). This result foreshadows the career imbalance toward genders caused by gender stereotypes and demonstrates through objective data that gender stereotypes are leading to adolescents unconsciously.

Are most of your colleagues in same gender?

X\Y	yes, there are more males than females (more than 60% of males)	yes, there are more females than males (more than 60% of females)	no, the ratio is almost same	Total
male	13(81.25%)	1(6.25%)	2(12.5%)	16
female	14(20.59%)	36(52.94%)	18(26.47%)	68

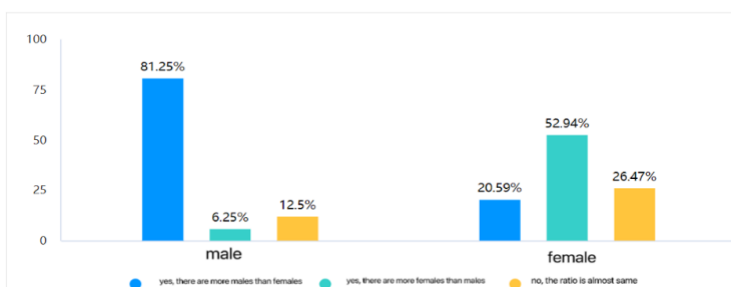


Figure 2. Cross data analysis 2

In terms of adults who completed their career direction choices, 81.25% of males were in a male-dominated occupation and 52.94% (more than half) of female reported being in a female-dominated occupation (see figure 2). These results demonstrate that the social phenomenon of career imbalance toward gender exists and is a serious problem. Men are more likely than women to choose their career direction (science) in accordance with societal expectations, while women mostly follow the socially expected career direction (humanity), but a significant number still choose other career directions (perhaps not in line with societal expectations).

Are there any cases around you where people were suspected about their work or learning ability because of gender?

X\Y	yes, I have personally experienced	yes, people around me have experienced	yes, I have heard of	no	Total
male	2(4.65%)	7(16.28%)	14(32.56%)	20(46.51%)	43
female	33(23.08%)	27(18.88%)	40(27.97%)	43(30.07%)	143

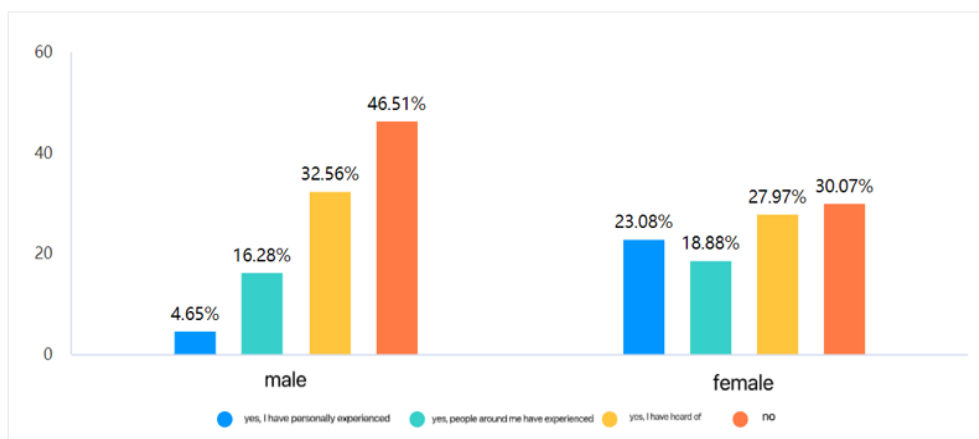


Figure 3. Cross data analysis 3

When all respondents were asked whether they had been suspected of their ability to work because of their gender, only 4.65% of men said they had personally experienced it, and nearly half said they had never heard of it (see figure 3). However, 23.08% of women said they had personally experienced being suspected of their ability to work because of their gender, and 46.85% said they had heard of it or had friends who had experienced it. Such result suggests that women are more likely to be subject to gender stereotypes than men. The research team does not rule out the possibility that women are more concerned about such incidents than men.

5. Discussion

The results confirm that gender stereotypes that adolescents are exposed to affect their attitudes or perception of occupation roles. For instance, participants believe that professions such as the police are male-dominated, or males are better suited to study science than females because the proportion of females in professions such as police is very low. In addition, the experiment also mentioned that females are deemed to underperform in several science-related subjects such as math, physics and science, while high school performance in these subjects by the male is believed to be a normal thing. The experimental data also showed that males were inculcated with this concept more in elementary school and females were inculcated with this idea more in the middle school years when they were taking classes. Regardless of gender, more than 50% of the participants have experiences in which they had been questioned about their ability to work and learn because of their gender. In summary, most of the results of this study are similar to previous studies on adolescents in other countries.

There are certain steps people can take to reduce gender stereotypes in relevant situations. When children are allowed to experience different examples of people in many different jobs in society during early years, regardless of gender, they will internalize greater flexibility as a natural thing and will gradually eliminate the horizontal gaps that persist in the workplace [10]. In school, gender stereotypes of teachers unknowingly influence adolescents' choices of subjects in teaching; thus, adolescents are influenced by gender stereotypes and may choose to engage in jobs that they are not good at or do not like. Thus, in order to raise the level of awareness and consciousness of pre-service teachers about gender equality, a course on gender equality can be implemented in the Faculty of Education [11]. Likewise, family education plays a key role. Proper guidance from parents will also

reduce the stereotypes that influence young people's career choices. In homeschooling, parents should break down gender stereotypes. Parents can facilitate their children to learn about gender roles by changing their adolescents' chores so that they learn them in a non-gender-specific way. Boys can wash dishes and girls can take out the trash. Gender stereotypes and workplace bias have been confirmed to hinder women's career advancement in other experiments [12]. Therefore, gender stereotypes should not be ignored and their impact should not be underestimated. Although adolescents are still heavily influenced by stereotypes, this situation of gender stereotyping is gradually changing. The educational department has introduced a high school subject selective system to give adolescents more freedom to choose courses, which gradually helps reduce the stereotypes that claim boys are better suited for science and girls are better suited for arts. These criticisms and accusations may be biased, or intentional and unintentional and the negative feedback can be frustrating. In fact, when adolescents do not follow the so-called "fit with which, they are criticized and blamed when making an inappropriate choice, they will be more likely to have diverse career choices.

6. Conclusion

The research topic of this experiment is how gender stereotypes affect adolescents' attitudes and perceptions of career roles. Through this experimental study, it was found that gender stereotypes affect adolescents' attitudes and perceptions about career roles. By holding certain gender beliefs, adolescents will think that females are more suitable for studying arts and males are suitable for studying science; on the contrary, females are not good at studying science. Many professions, such as nursing, teaching, etc. are believed to be more female-dominated, while police, forensics, etc. are male-dominated. This trend is due to the influence of stereotypes on participants' career choices when they were adolescents. These stereotypes mainly result from family education and the transmission of gender stereotypes from adolescents' teachers.

There are also shortcomings in this experiment that can be improved to make the results more accurate. In this experiment, the number of variables can be fixed in the improvement part, such as the number of validly completed questionnaires for each male and female is 50. In addition, the age can be fixed, such as adolescents between 12 and 18 years old, or adults between 19 and 25 years old who are in school or working. For future research directions, it is possible to delve further into the gender stereotypes that adolescents receive in their families of origin and in school.

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