PATHWAYS TO ADULTHOOD

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We used data collected from the 1970 British Cohort Study, how this is a continuing longitudinal study of following children born in a week of April 1970. About the study:

- Data collection sweeps have taken place at ages 5, 10, 16, 26, 30 and 34 years.
- The data we used was collected at birth, at age 16, and at age 34.
- We used a sample of 1851 females and 1825 male cohort members, all of whom were in part-or full-time employment at age 34.

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- Proportionally fewer women that are mere rise to the top of their professions (e.g., Scott, Dex, Joshi, Purcell & Elias, 2008),
- More continue to earn higher salaries that women in equivalent occupations (e.g., Freeman, 2004).

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- Our pathway model had a good fit to the data of robot mere and women.
- Teenage ambition value was linked to adult earnings. That is, young people for whom it was important to get a each their job earned more money in adulthood than their less ambitious peers.
- As previous research has shown, young people with high career aspirations were more likely to enter a professional career in adulthood.

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- Teenage girls from high economic families were more likely to want to get a each their job than girls from low economic families.
- Family income was not related to teenage boys' level of ambitious ness.
- Teenage boys placed more importance than girls on being challenged, how this might explain why they "aimed high" (i.e., expressed high job ambition) in depreciation to the better they came from a high or low income family.
- Parents had significantly higher expectations and aspirations for their daughters than of their sons, and females achieved significantly higher exam results at age 16 than males.
- The relationship between parental educational aspirations and educational performance at age 16 was stronger for boys than of r girls. Although girls have closed the overall gender gap in W6 essentially so far

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A two-step approach was employed in this study:

- First, the participants were classified into groups according to their task values across the four subjects. Each group was characterized by a unique priority pattern regarding their preferences of the four subjects. We did the classification by latent class analysis, which is a statistical procedure to estimate the number of latent homogeneous classes in a heterogeneous sample based on the pattern of observed responses (Vermunt & Magidson, 2002).
- Second, we examined how the task value groups differed in their educational expectations.

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Four distinct task value groups could be identified:

- High-Math-and-Science group (highly value math and science; 20% of the sample)
- Low-Math-and-Science group (lowly value math and science; 19% of the sample)
- All-Subjects group (highly value all the four subjects; 55% of the sample)
- The-arts-and-P.E. group (highly value the arts and P.E.; 6% of the sample).

Two groups were characterized by a relatively high or low task value in math and science, which suggested that task values in math and science played a quite important role in the task value group classification. While both languages and math and science are generally taken as the core subjects in schools, it is intriguing that math and science seem to do the classification, but not languages.

Considering the applicability of subject knowledge across the different fields may help explain this finding. Mathematical and science fields knowledge may not always be relevant to some educational or career fields, while language skills are essential to almost all fields (Dirik, Vida, & Eccles, 2006). For example, mathematical skills may not be relevant to the career of a historian, but a physicist still needs the language skills of reading and writing reports. As such, all the participants tended to attach a relative high value on languages, regardless of their educational or career goals. However, as for math and science, only the students who planned to pursue these subjects also placed a high value on them. This can explain why math and science emerges as a more important subject domain in contrasting task value patterns across subjects, but not languages.

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A gender imbalance was obvious in three groups:

- Boys dominated the high-math-and-science group (98% boys in this group).
- Girls dominated the low-math-and-science group (82% girls in this group).
- Boys dominated the-arts-and-P.E group (78% boys in this group).

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The participants of our study were at the last year of compulsory educational in Finland. The task value patterns of these students were found to be influential regarding their educational expectations, even after taking their academic achievement into account. For example, among the students with the same GPA, the chance for the "high-math-and-science" group to expect to continue education was 4.11 times higher than among the "low-math-and-science" group. This provides initial evidence on the linkage between task value patterns and educational expectations at the across-subject level.

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We have identified a meaningful classification of task value patterns across subjects. We also found initial evidence on the relationship between these task value patterns and educational expectations. In our future studies we plan to identify how these priority patterns of task values are related to other outcomes, such as school engagement and choices of extra-curricular activities. Also, we will investigate task value patterns among students for more than two countries, as to validate the generalizability of the task value classification. In addition, but ideally, we will examine the order of task value patterns in shaping gendered development trajectories beyond the compulsory educational period, for example, regarding academic subject choices and occupational development.

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Fellowship Focus

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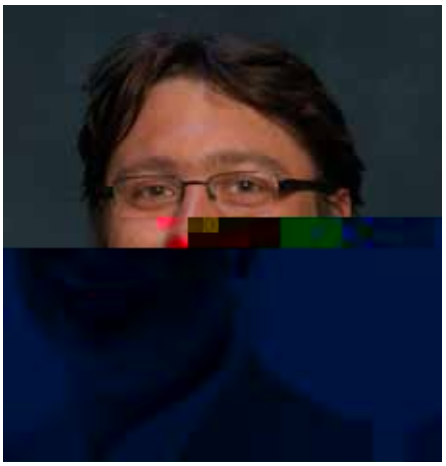

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