Boys are doctors, girls are nurses: the resilience of gender as a determinant in the career aspirations of girls

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Abstract

Despite three decades of equity policy in education a range of factors continue to contribute to differential outcomes for girls and women in the labour market. Research into concepts of work and gender stereotypes in early childhood provide an understanding of the social and educational contexts that perpetuate the gender-segregated workplace. This project demonstrates how the intersection of socialisation, curriculum and education practice impacts on the career aspirations of girls and the implications this has for pre-vocational teacher education, classroom practices, career counselling and the curriculum. Most importantly it argues that career awareness and the development of knowledge of the world of work is a process that should commence in early childhood settings.
differences in beliefs, attitudes and behaviours. Empirical research has focused on the extent to which gender differences in, for example, competitiveness and risk aversion can explain differences in outcomes.