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# Actitudes hacia los roles de género y la elección de carreras stem en estudiantes de educación secundaria.

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# ACTITUDES HACIA LOS ROLES DE GÉNERO Y LA ELECCIÓN DE CARRERAS STEM EN ESTUDIANTES DE EDUCACIÓN SECUNDARIA

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## RESUMEN

La teoría sociocognitiva del desarrollo de la carrera (SCCT) desarrollada y aplicada por Lent y Brown (2006), plantea que los estudiantes desarrollan intereses vocacionales en dominios específicos acorde al desarrollo de la autoeficacia, expectativas de resultados, intereses y metas, considerando la influencia de factores sociales, contextuales y personales. El objetivo del estudio fue determinar la influencia de los roles de género en las variables sociocognitivas del modelo SCCT para la elección de carreras STEM. La muestra estuvo constituida por 590 estudiantes de secundaria, se emplearon escalas acordes a las variables del modelo SCCT y la Escala de Actitudes hacia los Roles de Género. Para el proceso de análisis, se empleó el coeficiente de Pearson, posterior se realizó el análisis de regresión simple, se interpretaron el  $R^2$  y los coeficientes beta ( $\beta$ ). Los resultados reportaron que los roles de género influyen pequeña y negativamente en la autoeficacia ( $R^2=.04$ ;  $\beta=-0.20$ ;  $p=0.00$ ), pero no en otras variables del modelo SCCT para la elección de carreras STEM. Se concluye que la elección de carreras STEM esta ligeramente motivada por los roles de género, no obstante, tener elevadas competencias personales en un dominio STEM no garantiza su adherencia a tales carreras.

## Palabras clave

Roles de género - Carreras STEM - SCCT - Autoeficacia

## ABSTRACT

ATTITUDES TOWARD GENDER ROLES AND THE CHOICE OF STEM CAREERS IN SECONDARY SCHOOLS

The sociocognitive theory of career development (SCCT), developed and applied by Lent and Brown (2006), suggests that students develop vocational interests in specific domains according to the development of self-efficacy, expectations of results, interests, and goals, considering the influence of social, contextual, and personal factors. The objective of the study was to determine the influence of gender roles on the sociocognitive variables of the SCCT model for choosing STEM careers. The sample consisted of 590 high school students; scales were used according to the variables of the SCCT model and the Scale of Attitudes towards Gender Roles. For the analysis process, the Pearson coefficient was used, then the simple regression

analysis was carried out, the  $R^2$  and the beta coefficients ( $\beta$ ) were interpreted. The results reported that gender roles have a small and negative influence on self-efficacy ( $R^2=.04$ ;  $\beta=-0.20$ ;  $p=0.00$ ), but not on other variables of the SCCT model for the choice of STEM careers. It is concluded that the choice of STEM careers is slightly motivated by gender roles; however, having high personal competencies in a STEM domain does not guarantee adherence to such careers.

## Keywords

Gender roles - STEM careers - SCCT - Self-efficacy

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