



LUDWIG-  
MAXIMILIANS-  
UNIVERSITÄT  
MÜNCHEN

DEPARTMENT PSYCHOLOGIE  
ABT. PÄDAGOGISCHE PSYCHOLOGIE  
LS PROF. DR. REINHARD PEKRUN



## INVITATION: GUEST LECTURE

The Research Unit of Personality & Educational Psychology welcomes

**Fani Lauermann**  
(University of Bonn)



**A step towards understanding the ontogeny of career aspirations and choices: Math-related career aspirations and choices within Eccles et al. expectancy-value theory of achievement-related behaviours**

**Tuesday, 19th January 2016  
18:00-20:00, Leo 13, room 1201**

### Abstract

Deciding on which career or occupation to pursue is one of the most consequential decisions people make, and represents a key developmental task. Yet the underlying developmental processes associated with either individual or group differences in this domain are still not well understood. This study reflects a step towards filling this gap. We examined two aspects of Eccles' expectancy-value theory of achievement-related choices: the reciprocal associations between adolescents' expectancy and subjective task value beliefs and adolescents' career plans, and the multiplicative association between expectancies and values in predicting occupational outcomes in the math domain. In Study 1 ( $n=361$ ), adolescents' expectancy and subjective task value beliefs about math and their math- and science-related career plans reported at the beginning and end of high school (grades 9 and 12) predicted each other over time, with the exception of intrinsic enjoyment of math. In Study 2 ( $n=543$ ), multiplicative associations between adolescents' expectancy and subjective task value beliefs about math predicted math-related career attainment approximately 15 years upon graduation from high school. Sex differences in both studies emerged with regard to career-related beliefs, and these differences could not be explained by differences in beliefs about math as an academic subject: more males than females ended up in math-related careers despite the fact that there were no (Study 1) or only small (Study 2) sex differences in math-related motivations. Implications for theory and practice are discussed

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**We are looking forward to welcoming students, LMU employees and anyone else who is interested!**