

The Influence of Gender Stereotypes on Career Expectations in Nursing Students (GENSCARE): A Mixed-Methods Approach. A Study Protocol

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Introduction. Gender stereotypes continue to influence professional roles in healthcare. Although nursing is widely perceived as a female-dominated profession, gender inequalities persist, particularly in leadership. These perceptions may shape nursing students’ professional identity and career expectations. This study proposes a framework combining Social Role Theory, the Theory of Planned Behaviour, and Self-Efficacy theory to examine gender influences on nursing students’ career intentions.

Methods. A sequential explanatory mixed-methods design will be adopted. The quantitative phase will involve approximately 600 third-year nursing students completing a researcher-developed questionnaire to test the model and validate the instrument. Data will be analysed using descriptive statistics, confirmatory factor analysis, and structural equation modelling. The qualitative phase will use Photovoice with three focus groups (6–8 students), with image-based narratives analysed using the SHOWED approach.

Results. Data collection is ongoing. Preliminary analyses are examining relationships between gender stereotypes, self-efficacy, and career intentions. The Photovoice phase will explore students’ lived experiences and perceptions of gender stereotypes in their academic pathways.

Discussion. The integrated framework may help explain how social and psychological factors shape nursing students’ career expectations and inform strategies to promote gender equity in nursing education.

Keywords: Gender Stereotype, Gender Bias, Nursing Student, Leadership, Career Expectations

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