FACTORS INFLUENCING STUDENT SELECTION OF OCCUPATIONAL PROGRAMS AT COMMUNITY COLLEGES IN JORDAN

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CHAPTER I

INTRODUCTION

The age in which we live is characterized by rapid change, and the continuing exploration and expansion of knowledge. Some of the important traits are the scientific advances and the technological change, which have made a large impact. There have been wide changes in the means and methods of production, and in the levels of skill required. In addition, a variety of industries and businesses which require a specially prepared labor force has appeared. The need for more technicians and skilled workers has increased. These many changes presented education with new tasks in the field of preparing the qualified manpower to meet the developmental needs of the society.

The Ministry of Education in Jordan has recognized the importance of preparing qualified manpower. Education in Jordan has made considerable achievements and advances in many educational aspects. Vocational, secondary schools, and post-secondary occupational institutions (community colleges) were established to meet the rising demands of society. Advances have been made in the quantity and quality of the teaching staff. Teacher-training institutions were opened, and new regulations concerning teachers' certification

were established for the purpose of improving the quality of education.

The Ministry of Education in Jordan recognized the important role of community colleges in preparing the technicians who are needed by the different sectors of work. The community colleges have undertaken this role, after recognizing the dire need of this kind of a labor force for the Jordan society.

Most of the national studies assert that the professionals cannot perform their jobs actively without the existence of technicians to assist them. The number of technicians which is needed in different fields of industry should be ten to every one professional (1).

Due to the rapid growth in many fields in Jordan, the Ministry of Education has reviewed the instruction concerning the content, means, and tools. The new interest was to provide the individual the high experience and skills which would prepare him for life and to enable him to understand and comprehend the technological changes and its applications. This growth exposed the need for developing the instructional system to make its contents and means workable to face the scientific advances and the applications of the technology. For that reason, in 1980, a decision was made to convert the teachers' institutions to community colleges (1). The community colleges provide two-year programs for the graduates of a secondary school (2). The community colleges prepare the technicians in the fields of teaching, commercial,

engineering, and the medical association. The following guidelines were taken into consideration when the decision was made to convert the teacher colleges to community colleges:

1. Accomplishment of instructional democracy by giving the opportunities for the large number of graduates of the secondary schools to join the community colleges, and by providing a suitable and variety of instruction to the different capabilities and inclinations of the students.
2. Connect the instruction with the present and future developmental Jordan needs.
3. Provide the manpower needed from the middle level.
4. Provide continuing instructional programs, and promote the skills level of the working individuals and remedial programs for the weak students (1, p. 3).

To meet the demand of society for skilled, semi-skilled and technicians, the occupational education should be built on the basis of the market needs. The ability to adapt to changing labor markets and students' interests are key areas of importance to the future growth and support of education in general and occupational education and training in particular (3).

His majesty, King Hussein, in addressing the conference: Educational Process in Developing Jordanian Society (4) in 1980, directed the conference to redirect the education policy towards useful and practical education for society. He pointed out the necessity to control the theoretical education and take only that which the society needs for the demands of the society. He emphasized the importance of guidance and counseling for the students to choose occupational education in light of society's needs and students' inclination and interests.

King Hussein stated that:

> Our society is in need of skilled workers, technicians, competent, as well as professional . . . We must face this great responsibility which is directing education to cope with our society's needs and with the practical comensurate planning for the future of our social and economic development . . . It is from the exigencies of future planning to organize the higher education and coordinate its efforts and its agencies to cope with the contemporary change in technology and knowledge to update the manpower skills for the needs of the society . . . The designing of the higher education plan should be emanated from the society's needs, economical plans, welfare, and growth in light of the new needs (p. 22).

According to the director of community colleges (2) in Jordan, one of the objectives of the post-secondary education is to prepare students for a productive life. One of the strategies of education in the community colleges in Jordan is to consider preparing students for work and to meet the needs of the society for skilled manpower which is necessary to develop the society, as an educational objective.

The Instructional System in Jordan

According to Law No. 16 of the year 1964 (5), education in Jordan is free for all. It is divided into four levels: elementary, preparatory, secondary, and community colleges level. The elementary and the preparatory levels are compulsory and these two levels are for the age group 6-11, elementary, and 12-14, preparatory. The secondary level for the age group 15-17 and the community college level for the age of 18. The secondary

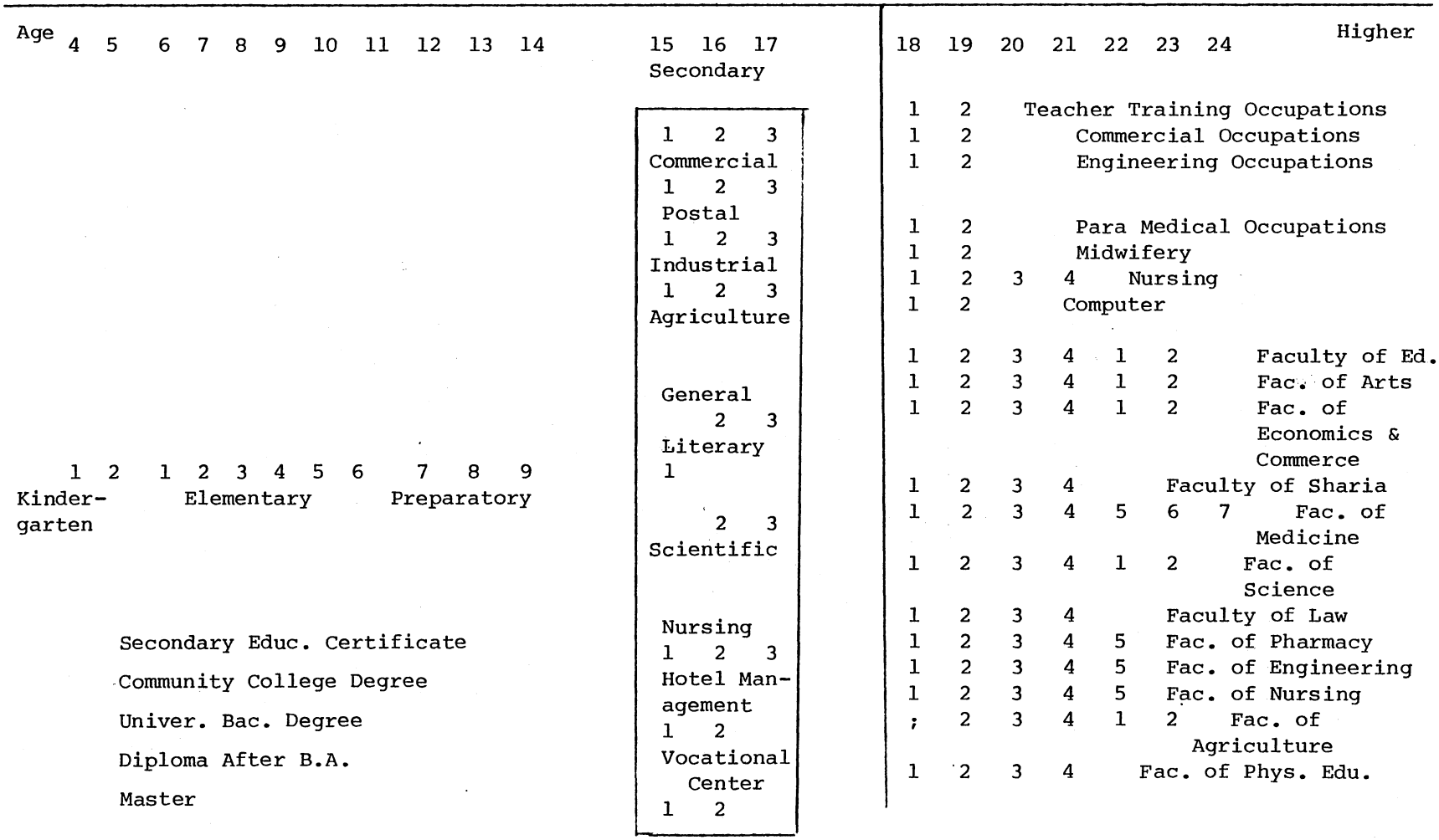
and community college levels are optional. Boys and girls have equal opportunities to learn. The law prohibits discrimination in any area of education.

The Ministry of Education (6) is the higher authority for regulating and controlling education provided by all agencies in schools and community colleges in Jordan with the exception of education which is provided by universities and some specialized post-secondary institutions operated by other governmental agencies or ministries (6). Education is provided by public and private sectors. For the scholastic year, 1982-1983, the Ministry of Education schools accommodate 73 percent of the total school enrollment and 30 percent of the community colleges enrollees, while the other enrollees are in the private sector and government agencies (6). Figure 1 shows the educational ladder in Jordan.

Compulsory education lasts for nine years, which consists of the first two level of elementary and preparatory. The secondary level is three years, while the post-secondary level varies from two to three years for community colleges, and four to seven years for the university level.

At the end of compulsory levels, all students in Jordan make their selection for the type of education they are going to pursue for the coming two to three years and possibly for the rest of their lives.

At the end of the secondary level, all students who are in the 12th grade, must take the general exam which is held



Source: Statistical Educational Year Book, Ministry of Education, 1982

Figure 1. Educational Ladder in Jordan

annually by the Ministry of Education. Students who pass the exam could enter the community colleges and universities.

The students who pass the general exam and who want to pursue their education in the public community colleges must fill out an application form. They are asked to put their choices in order of their preferences. The areas which are available to the students are: commercial occupations, teacher training occupations, engineering occupations, and para medical occupations. Usually, students consult their parents, relatives, friends, teachers, and others before they fill in their educational choice in the application form. They take into consideration their economic status, their aspirations and the occupations which are needed in the world of work.

Education in the Community Colleges

The central office of the Ministry of Education in Amman has been divided into fifteen directorates. Figure 2 shows the administrative structure of the Ministry of Education. One of these directorates is the directorate of community colleges. The directorate of community colleges is responsible for implementing education in the community colleges.

The community colleges began with the establishment of teacher education institutions in Jordan in 1957 (2). Due to the expansion in education and the decrease in the number

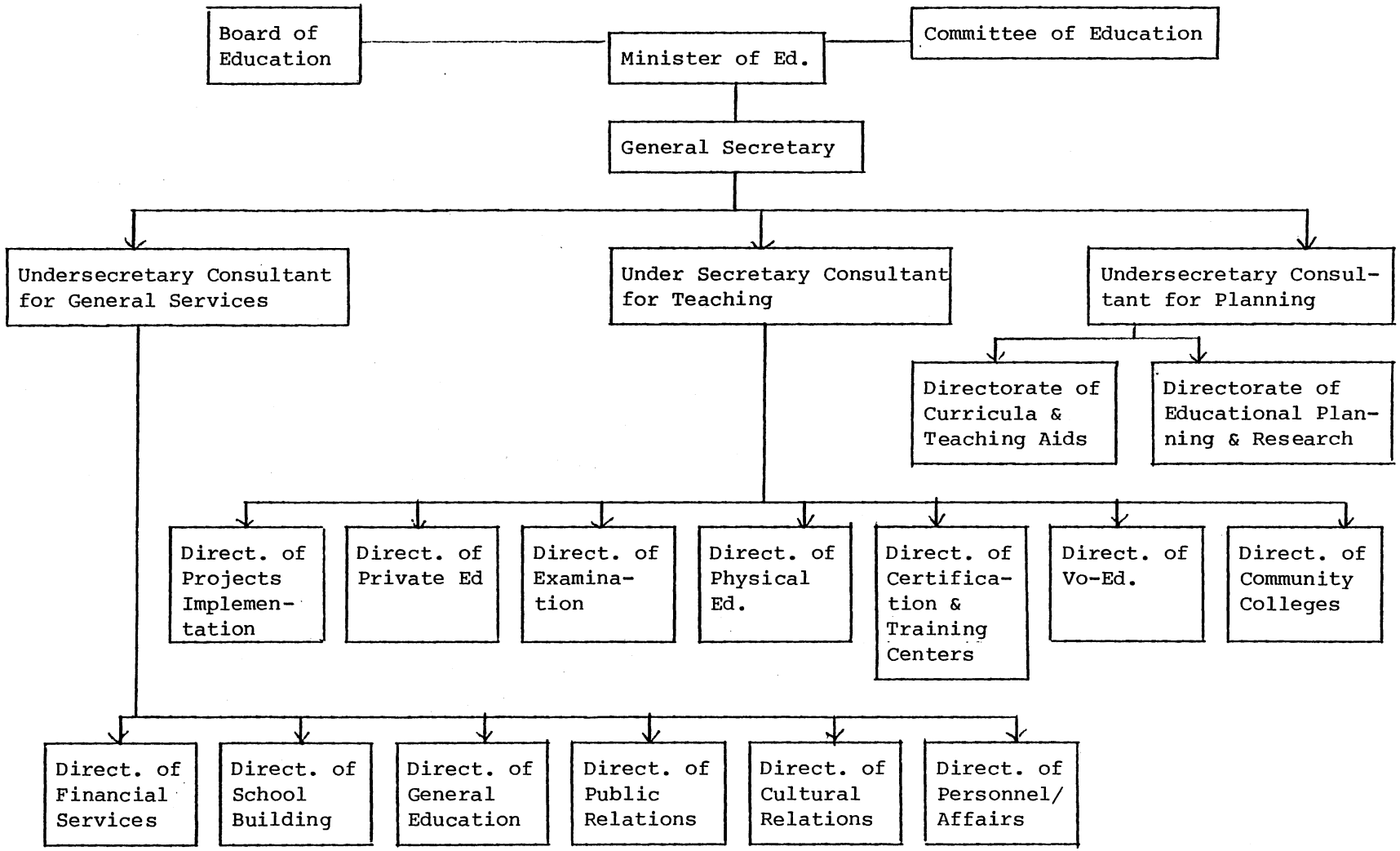


Figure 2. Administration Structure, Ministry of Education

of qualified teachers, the need for more teachers' institutions arose. Thus, many institutions were established to meet the dire needs for teachers with the concentration on training teachers.

In the early 1970s, the Ministry of Education established technical and occupational programs in addition to the teacher training programs. In 1980, the Ministry of Education converted the institutions to community colleges. The Ministry of Education claimed the following reasons for converting the institutions to community colleges.

1. To cope with the change of technology and the exploration of knowledge which exposed changes in the society's needs.
2. To meet the needs of industrial and trade sectors and the government agencies for skilled workers.
3. To meet the increased demand from the schools' graduates to study the arts and occupational areas in colleges and universities.
4. To apply the democratic opinion which is adopted by the philosophy of the community colleges "To provide the opportunity to every individual in the society to pursue his study to the maximum range suitable to his interests and capabilities' (2, p. 6).

The application of scientific and occupational knowledge to useful social purposes requires an educated labor force, and human resources together with land and capital, constitutes the main factor in any nation's economic development and progress. Thus, the importance of occupational education and training to society is invaluable (7). Occupational education prepares skilled human resources who use natural and capital resources to promote the nation and

and individual's economics and revive the common welfare.

At the beginning of the 1970's, community college programs were expanded to cover a wide range of fields, which are needed by the society. The Ministry of Education (6) has recognized the role of the private sector in participation in education. The private sector established community colleges more than twice as often as the Ministry of Education has. In the East Bank of Jordan, there were ten public community colleges with a total enrollment of 33 percent of the whole enrollment, while the total enrollment of the private sector is 67 percent.

The goals of community colleges as stated in the Directory of Community Colleges (1982) were:

1. To provide higher education with low expenses for a large number of local residents from youths and adults.
2. Provide comprehensive educational programs for the students who are planning to transfer to four-year colleges.
3. Prepare students for work who are planning to join the labor force after their graduation.
4. Provide a useful instruction through the programs and curricula by using a variety of styles and methods of teaching, and by using contents, materials, and resources which are appropriate to the objectives of each program.
5. To provide a student services program including guidance and counseling to help the enrollees who are from the college region to accomplish all of their mental, physical, and social energies.
6. To provide the continuing educational programs which aimed to develop the skills, talents, and occupational interests of the individual to accomplish their occupational goals.

7. To provide the continuing opportunities for the students to promote their educational competencies in the different areas of knowledge.
8. To provide the necessary leaders for the society and make the higher education tied in with the improvement of society.
9. To provide the qualified and trained manpower for services in different public and private sectors like the medical profession, commercial profession, engineering profession, and the industrial profession which serve the whole sectors of society (2, p. 8).

Community colleges provide a comprehensive curriculum, which covers many areas of occupations. The community colleges follow the open-door policy and flexibility in accepting the students. So, many students seek education in community colleges.

Need for the Study

Community college graduates are one of the major suppliers for skilled manpower for the Jordan society. The graduates are mainly specialized in technical occupations which are provided by the curricula of community colleges and supervised by the Ministry of Education. Community college programs assume the responsibility of serving students by offering quality education in various areas of occupations which serve the economy and development in Jordan.

An important decision about occupational choices for most students will be made at the end of secondary education, when students are going to enter higher education (1).

a great deal of information is required for these decisions, if they are to be realistic. Therefore, better decisions will need more effective guidance and counseling services.

With the variety of programs in community colleges, the questions arise such as, why students select the programs in which they are enrolled, and what factors influenced them to choose the program in which they are presently enrolled. Knowledge of reasons behind the student's selection of a certain program is of vital importance to counseling services and planning authorities.

It was hopeful that the results of this study would be useful to the parents, educators and counselors in advising students into areas appropriate to their occupational aspirations. It was also hopeful that this study would provide information which would be useful in the design of additional research in this area of occupational education. Moreover, the knowledge of the factors affecting students' selection of occupational programs in the community colleges is of most importance to planners at the Ministry of Education and the private sector dealing with education of community colleges.

Statement of the Problem

One of the major difficulties being encountered in the occupational programs at public community colleges in Jordan is that there is not sufficient information available to

properly advise students. So little has been known about the factors influencing students' choices of programs in public community colleges. The problem with which this study was concerned involved the identification of factors which influence a student's decision to choose a particular post-secondary education program in Jordan.

Purpose of the Study

The primary purpose of this study was to determine why students enrolled in selected occupational programs in public community colleges in Jordan, and to develop a model for the recruitment of appropriate candidates. A descriptive profile of the factors affecting the students' choice should provide usable information for high school counselors, principals, teachers, and parents to help students plan their occupational choice.

Objectives

To achieve the purpose of the study, the following objectives were considered.

1. To determine the individuals who had the greatest influence upon the students' decision to enroll in the occupational programs in the public community colleges of Jordan.

2. To determine the effect of economic factors on the students' decision to choose their programs.

3. To determine the effect of institutional factors on the students' decision to choose their programs.

4. To determine the effect of personal factors on the students' decision to choose their programs.

5. To determine the effect of different sources of information on the students' decision to choose their programs.

6. To gather data which could be used for developing of a model for recruitment of appropriate candidates for occupational schools.

Assumptions

For the purpose of this study, the following assumptions were accepted by the researcher:

1. The students involved in this study were representative of present enrollees in occupational programs at public community colleges in Jordan.

2. The students involved in this study were exposed to similar educational experiences while in secondary schools.

3. The students involved in this study understood the aim of the study and reacted accordingly, and their responses were honest expressions of their opinions on why they decided to choose the program in which they are enrolling.

Scope and Limitations of the Study

The study dealt only with those students who were enrolled in occupational programs at the post-secondary

education level. The only subjects selected were those enrolled in public community colleges in Jordan. Community colleges were selected according to special criteria and the programs were commercial occupations, medical occupations, teacher training occupations, and engineering occupations.

Definition of Terms

The following definitions of terms are furnished to provide, as nearly as possible, clear and concise meanings of terms as used in this study.

Community college: is the name given to a two-year educational institution, which teaches any kind of instructional subjects and skills after the secondary level and less than the first university certificate (2, p. 9).

Occupational program: is the name given to the programs which include teacher training occupations, commercial occupations, engineering occupations, and medical occupations.

Ministry of Education: A governmental agency which has the responsibility for public education in Jordan, and for controlling the education provided by all agencies in all institutions in the country with the exception of the universities.

Students: will be those who are enrolled in an occupational program at the post-secondary level (community college level) in first and second year.

Commercial occupations: is a name given to a two-year program in the community college with an associate degree dealing with many areas of commercial and business occupations.

Engineering occupations: is a name given to a three-year program in the community college with an associate degree dealing with many areas in engineering occupations.

Teacher training occupations: is a name given to a two-year program in the community college with an associate degree dealing with many areas of teacher training occupations.

Para-medical occupations: is a name given to a two-year program in the community college with an associate degree dealing with many specialized job opportunities in the medical field.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to determine why students enrolled in selected occupational programs in public community colleges in Jordan, and to gather data which could be used for developing of a model of recruitment for appropriate candidates. The review of literature in relation to students' selection of their occupations, major theories of career and vocational choice, and related studies in this field would be studied to gain valuable background for this study.

The complexity of the world of work, its functional relationships to the individual's personal well being, and the individual's growth in society, places upon those who design occupational programs a great responsibility. Career planning is becoming more complex in a changing society. Roe (8), in 1956, stated that:

> In our society there is 'no single situation which is potentially so capable of giving some satisfaction at all levels of basic needs as is the occupation' (p. 31).

The youth, nowadays, are living in a society undergoing rapid changes in technology and knowledge which reflect on all aspects of life. They are confronted with an array of opportunities from which they might choose their career.

They have little information about the nature of the world of work (9).

According to Super (9), in choosing an occupation, one is not merely choosing a way of earning a living, one is also choosing a way of life. Jordaan and Heyede (11), in 1979, reported that occupation is the principal source of social status in our society, an important means for satisfying personal interests, abilities and values, and a major determinate of life style.

In the early 1950s, Super (12) recognized that the complexity of a changing society makes career planning more difficult and strengthens the need for a more sophisticated program in occupational education. He suggests the following propositions to serve as a framework in the development of the concept of occupational choice as a developmental process.

1. People differ in their abilities, interests, and personalities.
2. They are qualified, by virtue of these characteristics, each for a number of occupations.
3. Vocational preferences and competencies, the situation in which people live and work, change with time and experience, making choices and adjustment a continuous process.
4. The nature of the career pattern is determined by the individual's parental socio-economic level, and by the opportunities to which he is exposed (p. 185).

Career planning is not just a decision to enter a particular line of work; it reflects an individual's experience. Occupational choices are really life style choices (13).

Seligmann (13), in 1980, stated that Menniger (1964) saw work as the most important source of an individual's identity; Super (10) perceived work as satisfying: human relations

needs (e.g., recognition, independence, status), activity needs (e.g., stimulation, creativity, skill utilization), and livelihood needs (e. g., security, compensation).

Work means different things to different people. Some people work for salary, some for status, and some for a cause they value. Green (14) reported that Freidman and Haringhurst identified that work serves for: Income, Expenditure of Time and Energy, Identity and Status, Association, and a source of the meaning of life.

Occupational Choice

Most researchers say that occupational choice may be classified as either accidental or developmental (15). In the accidental approach, the decision to enter an occupation is seen as a non-rational occurrence. In the developmental approach, decisions made about occupational interests are seen as changing through time (16).

As the student enters the post-high school area, he or she is faced with decisions about adult life. The decisions he or she makes as to the choice of an occupation at this age are important because to a certain extent, they will guide his or her future plans to choose the programs which are appropriate to the occupation he or she prefers. Gottfredon (17), in 1981, stated that:

> Toward the end of high school, when youths begin to implement their choices in actually seeking training jobs, they become more sensitive to which particular jobs are most readily available to them (p. 549).

In Thomas's (18) opinion, occupational choice is related to labor market factors, as they influence what vocations exist and what are available. Miller and Form (19) pointed out that occupational choice can be considered as a reflection to the worker's job as seen by society, and the worker himself.

Borow (20) mentioned several factors related to occupational choice. Some of these factors are: occupational prestige, level of aspiration, influence of family and experts, socio-economic status, and social trends.

Evans (21) quoted Eli Ginsberg as follows:

> Occupational choice is a developmental process: it is not a single decision, but a series of decisions made over a period of years. Each step in the process has a meaningful relation to those which precede and follow it (p. 159).

According to Norris (22):

> The choice of an occupation is usually one of the most important decisions a person makes in his lifetime. To choose a vocation is actually to choose a way of life. A person spends a large proportion of his waking hours on the job. In fact, many workers spend more time on the job than they do with their families (p. 4).

The average man can expect to work over a period of forty to fifty years. Nor is the time he must devote to it the only way his job will affect him. It can affect his health, physical and mental. It will partially determine his values, and it will influence his manner of speech, his dress, and even his leisure-time activities. It will tend to determine where his family lives, whom they meet, and where his children go to school. In short, it

will affect his whole social and economic status.

The choice of an occupation may determine whether one will be employed or unemployed. According to Hoppock, (23), the choice of an occupation may determine success or failure, whether one will enjoy or detest his work, or how a democratic society will utilize its manpower. The choice of an occupation influences almost every other aspect of life.

Occupational Choice Theory

As the move has been made from the abstract consideration of theory in general to the concrete study of occupational choice theory, it would be well to keep in mind one of the earlier conclusions concerning theory. It was concluded that one word described theory very well--explanation. As occupational choice theories were developed, their important purpose was to explain the occupational choice process.

There are many theories which explain how an individual makes a vocational choice. Osipow (24) classified the occupational choice theories into: Trait-Factor theories, sociology and career choice, developmental self-concept theory, occupational choice and personality theories. Evans and Herr (21) classified them into: trait-and-factor, decision, sociological, need drive, and developmental.

Trait-Factor Theories:

According to Osipow (24):

> The oldest theoretical approach has been known by a variety of names, most commonly the trait-factor approach. This system assumes that a straightforward matching of an individual's abilities and interests with the world's vocational opportunities can be accomplished, and once accomplished, solves the problems of vocational choice for that individual (p. 10).

Parsons (25) in 1909, reported that a clear understanding of the individual's aptitudes, abilities, interests, ambitions, resources, limitations and their causes, is an important factor in a wise choice of a vocation. He also added that a knowledge of the requirements and conditions of success, advantages and disadvantages, is a crucial factor in a wise choice.

Sociological Theories:

It was stated by Osipow (24) that:

> Other descriptive names for the position have been the reality or accident theory of vocational choice. This approach has as its central point the notion that circumstances beyond the control of the individual contribute significantly to the career choices he makes and that the principle task confronting the youth (or older person for that matter), is the development of techniques to cope effectively with his environment (p. 11).

Blau (26) in 1956, reported that the social structure affects occupational choice. He believed that occupational choice is conceived as a process of compromise between preferences for an expectation of being able to get into various occupations. Occupational choice is a series of interrelated decisions.

Caplow (27) in 1954, pointed out that error and accident choices have to be made when the student is still in the

schoolroom, very remote from the realities of the world of work. It is then that the student has to decide his occupational programs of study which will eventually lead to an occupation.

Miller and Form (28) in 1964, reported that a network of interrelated social factors which are associated with occupational levels might be the basis of a social causation theory of career patterns. Relationships exist between the occupational level of a worker and family income and, historical circumstances, and social and economic conditions.

Developmental Theories:

Osipow (24) summarized the approach taken by these theories as:

> The approach holds as its central theses that (1) individuals develop more clearly defined self-concepts as they grow older, in one's view of reality as correlated with aging; (2) people develop images of the occupational world which they compare with their self-image in trying to make career decisions, and (3) the adequacy of the eventual career decision is based on the similarity between an individual's self-concept and the vocational concept of the career he eventually chooses (p. 11).

Beilin (29) in 1955, pointed out that the basic characteristics of the general developmental theory are that development is a continuous process. He stated that the theories of vocational development are special cases of general theory and contain the basic characteristics of it.

Developmental theorists accepted the developmental nature of the process of making career plans and view the developmental process as an ongoing and continuous one, extending throughout the life span. Developmental theorists recognize that people may need counseling at any point during their life span (10).

Personality Theories:

Many theorists emphasized the importance of personality or needs in determining a career choice and planning (30). The personality structure differs from person to person. So, individuals develop needs and seek satisfaction of these needs through occupational choices (21).

Osipow (22) described the approach taken by personality theories as:

> The general hypothesis underlying these studies is that workers select their jobs because they see potential for the satisfaction of their needs. A corollary hypothesis is that exposure to a job gradually modifies the personality characteristics of the worker so that, for example, accountants eventually become like one another if indeed they were not similar in personality to begin with (pp. 11-12).

Anne Roe (32), in 1957, suggested some hypotheses about the relationship between early experience and attitudes, abilities, interests, and other personality factors which affect the ultimate occupational selection of the individual. Roe adapted Maslow's needs hierarchy to vocational choice. Vocational choice in her opinion is a matter of interaction

between genetic and environmental factors that become part of the life pattern (25).

Holland's (33) explanation of occupational choice as interaction of the individual's personality patterns and environmental characteristics is among the personality theories. Holland (33) placed the greatest emphasis on the role of personality. According to Holland, the adjustive orientations, motoric, intellectual, supportive, conforming, persuasive, and esthetic environments each represent a distinctive life style. This life style is characterized by preferred methods of dealing with problems and includes variables like values and interests, preferences for certain roles and dislike for others, interpersonal skills and other personal factors. People search for environments and occupations that fit their life styles.

Hoppock's (23) Composite Theory, listed under personality theories by Osipow (1968), more approaches a synthesis of theories:

1. Occupations are chosen to meet needs.
2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.
3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choices.
4. Vocational development begins when we first become aware that an occupation can help to meet our needs.
5. Vocational development progresses and occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our need. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize that we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.
7. Information about occupations affects occupational choice by helping us discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.
8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.
9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.
10. Occupational choice is always subject to change when we believe that a change will better meet our needs (pp. 111-114).

Most of these theories were developed within the discipline of psychology, but in different areas. Therefore, it can be seen that even within the same discipline, theories differ between areas.

From the synthesis of the occupational choice theory, it was determined that the different categories, although emphasizing different elements, really comprise one common approach to occupational choice. The Trait-Factor theories, sociological theories, developmental theories, and personality theories commonly propose that individual attributes and occupational influences are joined through the actions of choice, culminating in the individual occupational career. They also commonly explain that satisfaction determinants affect the adequacy of the final decision to a great extent.

In addition, their concepts of the occupational choice process contain the same elements. This synthesis of the occupational choice theory led to the necessity of identification of the influential factors.

Related Studies

In 1977, a study was conducted by Becker and Mowsesian (25) to determine the major career influences of engineering students. Results of this study indicate that the most influential individuals upon the students' decision were: parents and other family members, persons majoring in engineering, teachers, and guidance counselors. Durcholz (36) in 1977, concluded from his study, which was done at the University of Cincinnati, that the individuals who had the most influence upon the students' decision of choosing an occupational program were: the parents, teachers, and the high school counselor. However, most of the students indicated that the activities on the job and the high salaries associated with the profession were the major advantages of selecting their programs as a career.

A study conducted in 1975 by Ott (37) sought to determine the characteristics and attitudes of male and female freshmen students actively enrolled in engineering programs throughout the United States. From his study, Ott found that the major factors which influenced the selection of engineering programs were: an intrinsic interest in the field, the vast job opportunities available in the field, and the high anticipated

earnings from this career.

Burke and Corcoran (38) in 1973, conducted a study on the factors which most influenced students' enrollment into technical programs at the community college level. He found that the factors most influential upon a career choice among both male and female students were: the work seems important, the opportunity to work with people, a certain freedom exists to make their own decisions, a high degree of job security, an opportunity for advancement, and the high salaries associated with the field. Engineers Council for Professional Development conducted a study in 1980, which indicated that the highest degree of influence upon the students' career selection came from within the family unit. In fact, it was found from many studies that the high school instructor is more effective in directing the high school students towards an occupational program than the high school counselor.

Corey and McKinley (40) in their study in 1974, found that counselors and students perceived things vastly different in most areas. O'Bryant and Wakeland (43) in 1974, indicated that from their study, many counselors are reluctant in directing prospective students into an occupational program because they, the counselors, believe that the curricula is too rough. Another finding of this study was many counselors just are not aware of the opportunities available to students in the pertaining fields.

Krejcie (41) in 1968, conducted a study to determine the recruitment practices and media which were most effective in attracting students into an engineering related curricula. He found that community colleges were in effect misplacing their recruitment efforts, ignoring these practices and media which had the greater impact upon the students while overusing those practices and media which actually had the least impact upon the students. Results of the survey indicated that the students felt that the most effective recruitment practices were, contacts with the high school counselor, college faculty or staff. Another finding of this study indicated that the most effective media, according to the students, were: college catalogs, booklets and leaflets describing job opportunities available to graduates, articles in newspapers describing the program and job opportunities for graduates. Krejcie (40) found that counselors and teachers have a relatively high influence on enrollment decisions.

In 1968, The Erie County Technical Institute of Buffalo, New York (42), conducted a study which sought to determine: those individuals who had the most influence upon students' decision to enroll into a technical program, those recruitment practices most effective in attracting students towards the program, and the main purpose for enrolling into such a program. The findings of this study were: the most influential individuals were parents, friends or relatives, and guidance counselors. To obtain training for a good job

was the main purpose for enrolling in the program. This study indicated that the most effective recruitment practices were: contacts with college and guidance counselors, booklets and leaflets, the college catalog, and contacts with high school teachers.

Shearon and his colleagues (44) found in their study that factors which influenced students' decision to attend North Carolina Community Technical Colleges and Technical Institutes were: the programs available at the institution, the location of the institution, and the low cost. Another finding: to earn more money, to get a better job, and to learn things of interest were all powerful incentives.

A 1983 study by Abusal (45) sought to determine factors which may influence a student to select one vocational program over another. He surveyed 537 high school students in the area vocational-technical schools located in the state of Oklahoma. Results of this study indicated that the most influential factors upon the students' decision were: students' interest, high income, availability of jobs in the area of training, good work conditions, and some ability in the field of specialization.

Medalen (46) found in a study conducted at the University of North Dakota that the high school counselors or teachers have less knowledge about occupational programs to act as good counselors. Medalen reported that individuals who were technicians, students, or alumni actively involved in an

occupation made very good counselors in helping students to select programs.

Brown (47) and Medalen (40) reported that the successful women have a significant influence upon the identification of young women. Parents' support of their choice of a non-traditional field of study was more important. The availability of peers who were also faced with the same problems often provided the students the needed support and encouragement to choose the technical program.

Willison (48) in 1978 conducted a study of women in engineering technology and other major fields of study at Oklahoma State University and indicated that the influential factors which influenced the students to choose their area at Oklahoma State University were: the academic reputation of Oklahoma State University, a former Oklahoma State University student and the special educational program offered by Oklahoma State University. Other influential factors that were indicated by this study were: job opportunities is the most important, salaries, parents, high school teachers, peers, the low tuition rates, and the professionals that the students have known.

Sentency (49) studied one thousand three-hundred fifty-six industrial education majors who graduated from sixty-four colleges during the years 1946-1950, to determine the factors which influenced a student to become an industrial arts teacher. His findings indicated that the student interested in this type of work, experience obtained while

in high school programs, and work experiences were the reasons for the industrial education career choice.

A 1967 study by Foley (50) sought to determine the experiences which influenced students' career decisions. More than half of the students reported that they were influenced by personal interests, industrial arts classwork, and visits to college facilities.

Young (51) in 1969, conducted a study, testing one hundred twenty-six eleventh graders in thirteen Missouri schools to determine whether a slide-film presentation or a printed brochure was more effective in presenting industrial arts career information. Young reported that students were interested in career information which described the occupation and told the opportunities and advantages of a career.

Foley (50) reported from his studies that the most influential factors were: parents, and teachers in the high school. The overlapping showed that both parents and high school teachers had a very high degree of influence on the career choice of the students. There were other factors which the students indicated had some influence on their decisions. These factors were: college industrial arts students, college instructors, neighbors and other adults, and guidance counselors in secondary school.

Harris (52) in 1968, conducted a pilot program to increase the number of students enrolled in industrial arts education programs. The industrial arts, counselors, teachers, and

administrators selected the students to form two groups. The experimental and control groups were comprised of twenty-four students. The activities which were provided to the experimental group included field trips, demonstrations, classes, and conferences devoted to the theory and philosophy of industrial arts. The control group went about their normal routine. The results indicated that eleven students from the experimental group enrolled in a college industrial arts program, but only three from the control group enrolled in industrial arts.

Summary

The review of literature reveals some confusion regarding when a potential student decides on a career and who has the greatest influence on his choice. In one study, the parents were most influential, in another, the teacher and counselor were cited as having the highest influence on the student, and in still another study, the students indicated they were most influenced by college students already enrolled in a vocational industrial program. The studies also indicated that there is some confusion as to whom and what influenced the student to choose a career.

The questionnaire was the most extensively used method of data collection in the studies reviewed. The statistical methods of data analysis which were used in these studies were: rank order, percent-count, and methods of correlation.

Rank order was the most often used method of data analysis.

CHAPTER III

METHODOLOGY

The primary purpose of this study was to determine why students enrolled in selected occupational programs in Jordan public community colleges, and to gather data which could be used for developing a model of recruitment for appropriate candidates. This chapter is devoted to the discussion of methods of data collection, analysis of data, and how presentation of the data will be accomplished. This chapter reports the research procedure employed to accomplish the purpose of the study and includes the following sections: (1) type of research, (2) population, (3) instrument, (4) data collection, and (5) treatment of the data.

Type of Research

Turney and Robb (58) categorized descriptive research as an attempt to answer the question:

> Does the research deal with what it is? If it does, then it is descriptive research. Descriptive research is that process that is concerned with characterizing the futures of situations, objectives, or practices. It allows one to find out pertinent information about an existing situation. Descriptive research usually is thought of as an effort to determine current practice or status so we may develop guidelines for future practices (p. 8).

Isaac, Stephen, and Michael (56) in 1983 further describe descriptive research as an attempt to describe things instead

of attempting to discover a cause-and-effect relationship. They point out that descriptive research determines the facts of the current situations, and attempts to clarify the status which currently exists.

According to Turney and Robb (58), the methods of descriptive research can tell us about what currently exists. The studies, which determine the facts of the current situations and thereby clarify the status, are descriptive studies. They also indicate that the survey is a type of descriptive research. They stated that:

> One type of descriptive research is the survey. The survey is an attempt to analyze, interpret and report the status of an institution, group, or area in order to guide practice in the immediate future (p. 63).

Descriptive research selected for use in this study was considered to be appropriate for collecting descriptive and associational information from a predetermined population at a specific time. This study was an attempt to determine the factors which influence the students' selection of selected occupational programs in the public community colleges of Jordan.

The Population

This study obtained information from a random sample of first year and second year students in four public community colleges who were enrolled in commercial, teacher training, engineering, and para-medical occupations. According to the statistical yearbook (6), the number of enrollees in the four

selected community colleges is 4,340, while the number in all public community colleges in Jordan is 6,648. The selected colleges were: Irbi, Huwarah, Marka, and Amman community colleges.

The selection of the four public community colleges used in this study was based on the criteria of:

1. Offering two years of commercial, teacher training, para-medical occupations and three years of engineering occupations.
2. Having been in operation long enough to have second year enrolled in the four programs mentioned above.
3. Having a high proportion of the total enrollees, 65 percent, of the entire public community college system.

A random sample was drawn from the population by writing a number down for each student in each selected program in each selected community college. The numbers by selected programs were then separated, mixed, and twenty-five numbers were drawn from each set and those that were drawn, made up the random samples of the students. The drawn numbers were matched with the names of the students. The questionnaire was distributed to those selected students and they were requested to respond to it.

The total number of enrollees in the four programs who were selected was 4,340. Every program was selected providing that it was available with adequate training in any category and the total sample taken was not less than 100 subjects from each program. Gay (57), in 1981, reports that:

> In general, the minimum number of subjects believed to be acceptable for a study depends upon the type of research involved. For descriptive research, a sample of 10% of population is considered minimum (p. 75).

Design of the Questionnaire

The instrument used in this study was constructed as a result of literature related to occupational choice.

The questionnaire was designed during the review of literature and relied on the questionnaires of many studies to develop the final questionnaire. Several instruments were studied and evaluated for possible use in this study. Of these resources used to develop this instrument were the following: Willison (48), Jones (53), John (54), and Graham (55).

The researcher developed the questionnaire into two sections: Part A of the questionnaire was designed to provide measures of factors influencing students' selection of programs. It included many items on people, economics, institutional, source of information, and personal factors and information about the student. The student was asked to rate his responses on a likert-type scale which is spread over a four-point scale: very influential, some influence, no influence, and does not apply. Scoring was (3) for very influential, and (0) for does not apply. Part B seeks to determine when the student made the decision to enroll in an occupational program. Five questions were asked to establish the stage level at the time in life when the decision was made (see Appendix A).

To obtain validity, the researcher consulted a group of educators including a research design teacher from Agricultural education, a professor from Oklahoma State University Electronics Technology, and the graduate study committee members. Then, the instrument was developed for use in the study during the Spring of 1984.

For further validation, the Arabic translation of the instrument was tested by an Arabic expert in the English language. The result of this test helped to organize the items, to select better words so that they were clear, and to develop understanding for analyzing the data. The instrument was then field tested by a group of Arabic students, with changes made after the first time to validate and correct the content. The validated instrument was sent to Jordan with an accompanying letter requesting permission to administer this instrument in Jordan (see Appendix B).

Data Collection

A packet containing all the information necessary to obtain the needed data was sent to a supervisor of mathematics in Jordan. With the approval of the Ministry of Education, a directive from the Ministry of Education was forwarded to the deans of the four selected public community colleges to solicit the needed information for this study. (A copy of the Minister's letter is in Appendix C.)

The packet also contained copies of the questionnaire

to be administered to the selected random sample of students who were enrolled in the four selected occupational programs, in each of the four public community colleges. The data was coded and key punched for computer analysis.

Treatment of Data

Equal samples (100 student responses) were used for each occupational program. The data was summarized for each program. Frequency analysis and percentage distribution were used to report the descriptive section of the questionnaire.

The influential persons, economic factors, institutional factors, and source of information factors were reported by frequency analysis, percentage distribution, ranking, and weighted averages for each group. Scoring required summation of weighted responses; very influential = 3, some influence = 2, no influence = 1, does not apply = 0. The time of decision to prepare for an occupation was reported by frequency analysis, percentage distribution, and ranking.

CHAPTER IV

RESULTS

The data were collected by the use of a questionnaire. A packet containing all the information necessary to obtain the needed data was sent to a supervisor of mathematics in Jordan. The supervisor was asked to administer the questionnaire after getting the permission from the Ministry of Education in Jordan.

The questionnaire was administered by the supervisor to 400 students enrolled in four areas of occupational programs at the four selected community colleges. The questionnaire was administered to the students as a subgroup. Each subgroup consists of 100 students and represents one public community college and the four areas of specialization.

Data Summary

In order to obtain the most meaningful results from the information gathered, the research objectives were examined in the following manner: first, by the results of the entire population; second, with regard to the student's sex; third, with regard to the student's area of specialization. However, due to the equal number of students from each community college, area, and sex in

the sample, the data collected on each group is inconclusive at best. Therefore, data gathered on each group will be presented in the tables; however, the discussion of the results and subsequent conclusions will be drawn from the combined results of all groups.

Table I presents the distribution of the various subgroups: sex, kind of school, and area of specialization used in the study.

Tables II through XXIII are a summary of the pertinent data obtained from the questionnaires by: the entire population, sex, and area of specialization.

Analysis of the Research Objectives

This study sought to identify the major factors influencing students' selection of occupational programs as an area of specialization at public community colleges in Jordan, and to develop a model for the recruitment. In order to best achieve these purposes, the research objectives, as presented in Chapter I, were developed.

Objective 1 attempts to identify those individuals who displayed the greater influence upon the students' decision to enroll in occupational programs at public community colleges in Jordan.

Presented in Table II are the data showing the individuals most influential in the students' decision by: sample population and sex. As a group, the students indicated that the individuals most influential upon their decision were:

TABLE I

STUDENT DISTRIBUTION BY: SEX, KIND OF SCHOOL, AND AREA OF SPECIALIZATION

Subgroup	N	Percent of Total
Sex:		
Male	200	50%
Female	200	50%
Kind of School:		
Academic School		
Male	156	39%
Female	182	45.5%
Vocational School		
Male	44	11%
Female	18	4.5%
Area of Specialization:		
Commercial Occupations	100	25%
Engineering Occupations	100	25%
Teacher Training Occupations	100	25%
Paramedical Occupations	100	25%

themselves, their father, the only choice available, their mother, and an employee in the same trade. The male students indicated that: they themselves, the only choice available, and their father were most influential in their decision. The female students indicated that: they themselves, their father, and the only choice available were most influential upon their decision. The students, both as a group and by sex, indicated that the guidance counselor had little influence upon their decision.

Presented in Table III are data showing the individuals who were most influential in the students' decision by their areas of specialization. Commercial students indicated that the most influential individuals upon their decision were: themselves, their father, the only choice available, and their mother. Engineering students felt that: themselves, their father, the only choice available, an employee in the same trade, and their peers were most influential upon their decision. Teacher Training students indicated that the most influential persons upon their decision were: themselves, the only choice available, and their parents. The paramedical students indicated that the most influential persons upon their decision were: themselves, the only choice available, their parents, and schoolmates.

Presented in Table IV is information concerning the most influential person in the students' decision to enroll in occupational programs by the entire population and sex. As a whole, the students indicated that they themselves were the most influential individual upon their decision; 64.5

TABLE II

INDIVIDUALS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Individual	Sample Population		Male Population		Female Population	
	Average	Rank	Average	Rank	Average	Rank
a. Father	1.83	2	1.70	3	1.96	2
b. Mother	1.59	4	1.48	6	1.71	4
c. Brother/Sister	1.47	7	1.46	7	1.49	6
d. Peers	1.28	10	1.37	9	1.19	10
e. My Own Decision	2.41	1	2.43	1	2.38	1
f. High School Teacher	1.18	11	1.24	11	1.13	11
g. High School Principal	1.01	13	1.13	13	0.89	14
h. Guidance Counselor	0.93	15	1.00	15	0.89	14
i. Schoolmates	1.47	8	1.41	8	1.42	8
j. An employee in the same trade you are studying	1.52	5	1.51	4	1.53	5
k. Community College Alumni	1.31	9	1.34	10	1.29	9
l. Relatives	1.12	12	1.14	12	1.10	12
m. Neighbor or Friends of Family	1.08	14	1.07	14	1.08	13
n. College student majoring in the same program you are studying	1.49	6	1.51	4	1.48	7

TABLE II (Continued)

Individual	Sample Population		Male Population		Female Population	
	Average	Rank	Average	Rank	Average	Rank
o. This was the only choice available	1.81	3	1.73	2	1.89	3
p. Other	0.22	16	0.32	16	0.13	16

TABLE III

INDIVIDUALS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Individual	Commerical Occupations		Engineering Occupations		Teacher Training Occupations		Paramedical Occupations	
	Average	Rank	Average	Rank	Average	Rank	Average	Rank
a. Father	1.89	2	1.91	2	1.78	3	1.74	3
b. Mother	1.69	4	1.49	6	1.54	4	1.67	4
c. Brother/Sister	1.68	5	1.49	6	1.31	8	1.43	7
d. Peers	1.43	9	1.07	12	1.20	10	1.43	7
e. My Own Decision	2.38	1	2.46	1	2.25	1	2.55	1
f. High School Teacher	1.28	11	1.29	9	1.11	13	1.07	12
g. High School Principal	1.17	12	0.92	14	1.05	14	0.91	15
h. Guidance Counselor	1.05	14	0.78	15	0.90	15	1.01	14
i. Schoolmates	1.58	7	1.30	8	1.35	7	1.44	5
j. An employee in the same trade you are studying	1.53	8	1.69	4	1.44	6	1.43	7
k. Community College Alumni	1.39	10	1.25	10	1.31	8	1.32	10
l. Relatives	1.09	13	1.03	13	1.15	12	1.22	11
m. Neighbor or Friend of Family	1.03	15	1.10	11	1.16	11	1.03	13
n. College student majoring in the same program you are studying	1.63	6	1.50	5	1.53	5	1.33	9

TABLE III (Continued)

Individual	Commercial Occupations		Engineering Occupations		Teacher Training Occupations		Paramedical Occupations	
	Average	Rank	Average	Rank	Average	Rank	Average	Rank
o. This was the only choice available	1.75	3	1.76	3	1.88	2	1.86	2
p. Other	0.06	16	0.40	16	0.15	16	0.29	16

TABLE IV

MOST INFLUENTIAL INDIVIDUAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Individual	Sample Population			Male			Female		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Father	224	56	2	97	48.5	2	127	63.5	2
b. Mother	150	37.5	3	63	31.5	3	87	43.5	3
c. Brother/Sister	117	29.25	4	63	31.5	3	54	27	4
d. Peers	47	11.75	8	26	13	8	21	10.5	9
e. My Own Decision	258	64.5	1	121	60.5	1	137	68.5	1
f. High School Teacher	50	12.5	7	27	13.5	7	23	11.5	8
g. High School Principal	9	2.25	14	7	3.5	14	2	1	15
h. Guidance Counselor	3	0.75	16	1	0.5	16	2	1	15
i. Schoolmates	70	17.5	5	39	19.5	5	31	15.5	5
j. An employee in the same trade you are studying	47	11.75	8	26	13	8	21	10.5	9
k. Community College Alumni	35	8.75	11	21	10.5	10	14	7	12
l. Relatives	27	6.75	12	10	5	13	17	8.5	11
m. Neighbor or Friends of Family	9	2.25	14	6	3	15	3	1.5	14
n. College student majoring in the same program you are studying	44	11	10	19	9.5	11	25	12.5	7

TABLE IV (Continued)

Individual	Sample Population N	Sample Population Percent	Sample Population Rank	Male N	Male Percent	Male Rank	Female N	Female Percent	Female Rank
o. This was the only choice available	63	15.75	6	33	16.5	6	30	15	6
p. Other	19	4.75	13	14	7	12	5	2.5	13

percent of the students responded in this manner: Sixty percent of the male students and 68.5 percent of the female students indicated that they themselves were the most influential person in their decision to enroll in the occupational programs.

Table V contains data showing the most influential person in the students' decision by their areas of specialization. Sixty-five of the commercial students, 63 percent of the engineering students, 68 percent of the teacher training students, and 67 percent of the paramedical students indicated that they themselves were the most influential person upon their selection of an area of specialization. Parents were the second most influential individual in the students' decision

The Becker and Mowsesian (35) study reported that the most influential individuals upon the students' decision were: parents, teachers, peers. Dureholz (36) reported that the father, a high school teacher, and a counselor were the primary individual influences upon the students' decision of selecting an occupational program. Ott (37) found that the most influential person was the individual himself. Burk and Corcoran's (38) study reported that the factors most influential upon the students' choice were: the importance of work, and the individuals themselves. Abusal's (45) study reported that the influential factors upon the students' decision were: students' interest, and availability of programs related to work. The studies of Brown (47), Medalen

TABLE V

MOST INFLUENTIAL INDIVIDUAL IN THE STUDENTS' DECISION
TO ENROLL IN OCCUPATIONAL PROGRAMS BY:
THEIR AREAS

	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Parimedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Father	54	54	2	58	58	2	45	45	2	62	62	2
b. Mother	31	31	3	31	31	3	45	45	2	43	43	3
c. Brother/ Sister	31	31	3	29	29	4	31	31	4	26	26	4
d. Peers	10	10	11	10	10	9	13	13	6	14	14	6
e. My Own Decision	65	65	1	63	63	1	68	68	1	67	67	1
f. High School Teacher	14	14	7	20	20	6	11	11	8	5	5	12
g. High School Principal	2	2	14	1	1	15	5	5	15	1	1	14
h. Guidance Counselor	1	1	15	1	1	15	1	1	16	0	0	16
i. Schoolmates	21	21	5	19	19	7	16	16	5	14	14	6
j. An employee in the same trade you are studying	14	14	7	9	9	10	8	8	12	16	16	5
k. Community College Alumni	11	11	10	6	6	11	9	9	9	9	9	9
l. Relatives	6	6	12	6	6	11	9	9	9	6	6	11
m. Neighbor or Friends of Family	0	0	16	1	1	15	7	7	14	1	1	14

TABLE V (Continued)

Individual	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Parimedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
n. College student majoring in the same program you are studying	16	16	6	11	11	8	8	8	12	9	9	9
o. This was the only choice available	14	14	7	25	25	5	13	13	6	11	11	8
p. Other	5	5	13	3	3	13	8	8	12	3	3	13

(40) and Willison (48), and Foley (50) reported similar findings concerning the influence of the parents in directing students toward an occupational program related field.

The data presented in Tables II through V agree for the most part with the findings of previous studies. Specifically, findings of this phase of this study are consistent with the findings of prior studies concerning the influence of the parents and individuals themselves. However, the results of prior studies do not reflect the importance of the availability of choices upon the students' selection of an occupational program.

Research objective 2 is designed to identify those economic variables which had the greatest effect upon the students' selection of occupational programs.

Presented in Table VI are data showing the economic variables which were most influential in the students' decision by sample population and sex. Available jobs after graduation, good advancement opportunities, salaries associated with field, financial aids, and availability of boarding facilities were the most influential economic variables of the entire population. It is interesting to note the high averages of each variable which is the representative of a high level of influence.

The economic variables which were most influential in the students' selection of an occupational program by their areas of specialization are presented in Table VII. The commercial and engineering groups ranked the economic

TABLE VI

ECONOMIC VARIABLES INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Variable	Sample Population		Male		Female	
	Average	Rank	Average	Rank	Average	Rank
a. Availability of Baording Facilities	1.57	5	1.61	5	1.53	5
b. Salaries Associated With the Field	1.8675	3	1.965	3	1.77	3
c. Available Jobs After Graduation	2.6125	1	2.635	1	2.59	1
d. Good Opportunity for Advancement in the Field	2.285	2	2.265	2	2.305	2
e. Financial Aids Available	1.7025	4	1.76	4	1.645	4

TABLE VII

ECONOMIC VARIABLES INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Variable	Commercial Occupations		Engineering Occupations		Teacher Training Occupations		Paramedical Occupations	
	Average	Rank	Average	Rank	Average	Rank	Average	Rank
a. Availability of Boarding Facilities	1.67	4	1.63	4	1.57	5	1.41	5
b. Salaries Associated With the Field	1.93	3	2.13	3	1.71	4	1.70	4
c. Available Jobs After Graduation	2.60	1	2.70	1	2.58	1	2.57	1
d. Good Opportunity for Advancement in the Field	2.30	2	2.45	2	1.98	2	2.41	2
e. Financial Aids Available	1.49	5	1.63	4	1.95	3	1.74	3

variables in the following order: available jobs after graduation, good advancement opportunities, salaries associated with the field, available boarding facilities, and financial aids. However, teacher training and paramedical groups ranked the economic variables in the following order: available jobs after graduation, good advancement opportunities, financial aids, salaries associated with the field, and available boarding facilities. The high average associated with each economic variable is indicative of a high degree of influence.

Table VIII presents data which indicate the most influential economic variable in the students' selection of the occupational program by sample population and sex. As a group, 51.25 percent of the students in the population indicated that the most influential economic variable was the availability of jobs after graduation. Forty-eight of the male students felt that the availability of jobs after graduation was the most influential economic variable, while 54.5 percent of the female students responded in this manner.

Presented in Table IX is data showing the most influential economic variable upon the students' decision by area of specialization. Fifty-three percent of the commercial group, 46 percent of the engineering group, 55 percent of the teacher training group, and 51 percent of the paramedical group indicated that the most important economic variable in their selection of an occupational program was the availability of jobs after graduation.

Ott (37) found that the major economic factors which

TABLE VIII

MOST INFLUENTIAL ECONOMIC VARIABLE IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Variable	Sample Population			Male			Female		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Availability of Boarding Facilities	28	7	4	19	9.5	4	9	4.5	5
b. Salaries Associated With the Field	57	14.25	3	25	12.5	3	32	16	3
c. Available Jobs After Graduation	205	51.25	1	96	48	1	109	54.5	1
d. Good Opportunity for Advancement in the Field	83	20.75	2	46	23	2	37	18.5	2
e. Financial Aids Available	27	6.75	5	14	7	5	13	6.5	4

TABLE IX

MOST INFLUENTIAL ECONOMIC VARIABLE IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Variable	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Paramedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Availability of Boarding Facilities	7	7	4	3	3	5	12	12	3	6	6	4
b. Salaries Associated With the Field	24	24	2	16	16	3	8	8	4	9	9	3
c. Available Jobs After Graduation	53	53	1	46	46	1	55	55	1	51	51	1
d. Good Opportunity for Advancement in the Field	14	14	3	22	22	2	17	17	2	30	30	2
e. Financial Aids Available	2	2	5	13	13	4	8	8	4	4	4	5

influence the selection of an occupational program were: the availability of jobs, and the salaries associated with the field. Abusal (45), Burke and Corcoran (38), Shearon (44), and Willison (48) studies reported that the salaries associated with the field, and the availability of jobs after graduation were influential variables in the students' decision to choose the occupational program.

The findings of this phase of the study which are presented in Tables VI through IX are consistent with the results of prior studies. The most influential economic variabble was found to be the good opportunities for employment.

Research objective 3 identifies those institutional factors which most influenced the students' decision to enroll in the occupational programs at the public community colleges in Jordan.

The institutional factors which had the highest influence upon the students' decision to enroll in occupational programs by sample population and sex are presented in Table X. As a group, the students indicated that the most influential institutional factors were: reputation of the college, low tuition, location, and close to home. The male students ranked the major institutional factors in the same order. The female students felt that the major institutional factors which influenced their decision were: reputation of the college, low tuition, close to home, and location.

TABLE X

INSTITUTIONAL FACTORS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Factor	Sample Population		Male		Female	
	Average	Rank	Average	Rank	Average	Rank
a. Reputation of the College	2.00	1	1.835	1	2.165	1
b. Close to home	1.5425	4	1.41	4	1.675	3
c. Location	1.5775	3	1.49	3	1.66	4
d. Low tuition	1.7925	2	1.8351	2	1.75	2
e. Available student services	1.37	5	1.32	5	1.42	6
f. Facility well-equipped and attractive	1.355	6	1.215	6	1.495	5
g. Other	0.47	7	0.45	7	0.49	7

Presented in Table XI are the institutional factors which displayed the most influence upon the students' decision to enroll in occupational programs by their area of specialization. Each of the areas of specialization groups ranked the institutional factors in the following manner: reputation of the college, low tuition, close to home, and location.

Presented in Table XII are data showing the most influential institutional factor in the students' decision to enroll in occupational programs by sample population and sex. As a whole, the students indicated that the reputation of the college was the most important institutional factor which influenced their decision to enroll in occupational programs. Thirty-two percent of the students responded in this manner: Both the male and female students felt that the reputation of the college was the primary institutional factor influencing their selection of occupational programs.

Table XIII contains data showing the most influential institutional factor in the students' decision to enroll in occupational programs by their areas of specialization. Thirty-five percent of the commercial, 43 percent of the engineering, 39 percent of the teacher training, and 33 percent of the paramedical students indicated that the reputation of the college was the major institutional factor that influenced their decision to enroll in their areas of specialization.

Willison (48) found that the major institutional factor which influenced the selection of the students was the reputation of the institution. Shearon (44) found that the low

TABLE XI

INSTITUTIONAL FACTORS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Factor	Commercial Occupations		Engineering Occupations		Teacher Training Occupations		Paramedical Occupations	
	Average	Rank	Average	Rank	Average	Rank	Average	Rank
a. Reputation of the College	2.04	1	2.37	1	1.97	1	1.66	1
b. Close to home	1.63	3	1.60	3	1.54	3	1.60	3
c. Location	1.61	4	1.54	4	1.53	4	1.52	4
d. Low tuition	2.00	2	1.62	2	1.93	2	1.65	2
e. Available student services	1.57	5	1.33	6	1.37	6	1.05	6
f. Facility well-equipped and attractive	1.34	6	1.39	5	1.43	5	1.26	5
g. Other	0.51	7	0.33	7	0.54	7	0.50	7

TABLE XII

MOST INFLUENTIAL INSTITUTIONAL FACTOR IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Factor	Sample Population			Male			Female		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Reputation of the college	130	32.5	1	72	36	1	58	29	1
b. Close to home	55	13.75	3	22	11	4	33	16.5	3
c. Location	28	7	5	17	8.5	5	11	5.5	5
d. Low tuition	104	26	2	48	24	2	56	28	2
e. Available student services	18	4.5	6	11	5.5	6	7	3.5	7
f. Facility well-equipped and attractive	12	3	7	3	1.5	7	9	4.5	6
g. Other	53	13.25	4	27	13.5	3	26	13	4

TABLE XIII

MOST INFLUENTIAL INSTITUTIONAL FACTOR IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Factor	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Paramedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Reputation of the college	35	35	1	43	43	1	39	39	1	33	33	1
b. Close to home	11	11	4	11	11	3	13	13	4	20	20	2
c. Location	6	6	5	4	4	6	12	12	5	6	6	5
d. Low tuition	28	28	2	23	23	2	15	15	2	18	18	3
e. Available student services	5	5	6	4	4	6	5	5	6	4	4	6
f. Facility well-equipped and attractive	1	1	7	7	7	5	1	1	7	3	3	7
g. Other	14	14	3	8	8	4	15	15	2	16	16	4

cost and location of the institution were from the institutional factors which influenced the students' decision to attend the institution.

The findings of this phase of the study which are presented in Tables X through XIII are consistent with the results of prior studies. The most influential institutional factors were found to be the reputation of the college, and the low cost.

Research objective 4 identifies those personal factors which most influenced the students' decision to enroll in occupational programs at public community colleges in Jordan.

The personal factors which had the highest influence upon the students' decision to enroll in occupational programs by sample population and sex are presented in Table XIV. As a group, the students indicated that the most influential personal factors were: personal esteem, interest in the areas they chose, and like to work with own ideas.

The data showing the personal factors which were most influential in the students' decision to enroll in occupational programs by their areas of specialization are presented in Table XV. The four areas of specialization groups ranked the personal factors in the following manner with an exception: personal esteem, interest in the area they chose, and being able to work with their own ideas as a whole. The only exception in this pattern was in the case of the commercial students who ranked the personal factors in the following manner: personal esteem, being able to work with

TABLE XIV

PERSONAL FACTORS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Factor	Sample Population		Male		Female	
	Average	Rank	Average	Rank	Average	Rank
a. Personal esteem	2.47	1	2.46	1	2.48	1
b. Interest in the area you chose	2.36	2	2.45	2	2.38	2
c. Contribution to society	2.00	4	1.97	4	2.03	5
d. Like to work with my own ideas	2.30	3	2.21	3	2.28	3
e. Like to work with people	1.98	5	1.90	5	2.06	4
f. Other	0.12	6	0.13	6	0.10	6

TABLE XV

PERSONAL FACTORS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Factor	Commercial Occupations		Engineering Occupations		Teacher Training Occupations		Paramedical Occupations	
	Average	Rank	Average	Rank	Average	Rank	Average	Rank
a. Personal esteem	2.59	1	2.47	1	2.32	1	2.54	1
b. Interest in the area you chose	2.31	3	2.44	2	2.25	2	2.43	2
c. Contribution to society	1.86	5	1.77	5	2.10	4	2.29	4
d. Like to work with my own ideas	2.4	2	2.22	3	2.19	3	2.39	3
e. Like to work with people	1.93	4	1.99	4	2.01	5	2.00	5
f. Other	0.09	6	0.03	6	0.24	6	0.12	6

their own ideas, and interest in the area as a whole.

Presented in Table XVI is data showing the most influential personal factor which influenced the students' decision to enroll in occupational programs by sample population and sex. As a group, the students indicated that the prime personal factor which influenced their decision was personal esteem; 27.75 percent of the students responded in this manner, while 27.25 percent indicated that interest in the area was the major factor. Thirty-four percent of the male students and 29.5 percent of the female students indicated that personal esteem was the primary personal factor in their choice, while 26 percent of the male students and 24 percent of the female students indicated that interest in the area they chose was the dominant factor.

Table XVII contains data showing the most influential personal factor which influenced the students' decision to enroll in occupational programs by their areas of specialization. Thirty-six percent of the commercial students indicated that personal esteem was the major personal factor while 27 percent of the engineering, 23 percent of the teacher training, 25 percent of the paramedical students responded in such a manner. However, 39 percent of the engineering students, and 29 percent of the paramedical students indicated that the major personal factor which influenced their choice of an area of specialization was an interest in the area, while 27 percent of the teacher training students indicated that major personal factor was the contribution to society.

TABLE XVI

MOST INFLUENTIAL PERSONAL FACTOR IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Factor	Sample Population			Male			Female		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Personal esteem	111	27.75	1	68	34	1	59	29.5	1
b. Interest in the area you choose	109	27.25	2	52	26	2	48	24.1	2
c. Contribution to society	87	21.75	3	39	19.5	3	41	20.5	3
d. Like to work with my own ideas	55	13.75	4	24	12	4	31	15.5	4
e. Like to work with people	25	6.25	5	10	5	5	15	7.5	5
f. Other	13	3.25	6	7	3.5	6	6	3	6

TABLE XVII

MOST INFLUENTIAL PERSONAL FACTOR IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY THEIR AREAS

Factor	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Paramedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Personal esteem	36	36	1	27	27	2	23	23	2	25	25	2
b. Interest in the area you choose	19	19	3	39	39	1	22	22	3	29	29	1
c. Contribution to society	20	20	2	18	18	3	27	27	1	22	22	3
d. Like to work with my own ideas	18	18	4	9	9	4	15	15	4	13	13	4
e. Like to work with people	4	4	5	6	6	5	8	8	5	7	7	5
f. Other	3	3	6	1	1	6	5	5	6	4	4	6

The Burke and Corcoran (38) study reported that the opportunity to work with their own ideas and working with other people were major factors which influenced the students' choice of an area of specialization. Ott (37) reported that an intrinsic interest in the field was a major factor which influenced the selection of an occupational program. The studies of Foley (50) and Sentency (49) reported that personal interests, and interests in their choice were factors which influenced the students' decision.

The findings of this phase of the study which are presented in Table XIV through XVII are consistent with the results of prior studies. The most influential personal factor was found to be personal esteem, interest in the area of specialization, and being able to work with own ideas.

Research objective 5 seeks to identify those sources of information factors which most influenced the students' decision to enroll in their area of specialization.

Presented in Table XVIII are data showing the sources of information factors found to be most effective in influencing the students' decision to enroll in occupational programs by sample population and sex. Talking to college students, radio or TV program on occupational education, article in newspaper or magazine related to the program, and film viewed of training facilities were the most effective resources of information factors affecting the students

TABLE XVIII

SOURCES OF INFORMATION FACTORS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Factor	Sample Population		Male		Female	
	Average	Rank	Average	Rank	Average	Rank
a. Occupational guidebook	0.43	9	0.44	9	0.43	9
b. Article in newspaper or magazine	1.49	3	1.53	2	1.46	3
c. Radio or TV program	1.54	2	1.50	3	1.59	1
d. Film viewed	1.19	4	1.14	5	1.25	4
e. Visiting workshop	1.02	7	1.07	6	0.98	7
f. Visiting college campus	1.17	5	1.16	4	1.19	5
g. Reading booklets	1.06	6	1.06	7	1.07	6
h. College catalogues	0.87	8	0.78	8	0.97	8
i. Talking to college students	1.61	1	1.70	1	1.51	2
j. Other	0.22	10	0.17	10	0.26	10

to enroll in their area of specialization. Male students ranked the resources of information factors in the following order: talking to college students, article in newspaper or magazine related to the program, radio or TV program on occupational education, and visiting college campuses. Female students felt that the major resources of information factors which influenced their decision were: radio or TV program on occupational education, talking to college students, articles in newspaper or mazazines related to the program, and film viewed of training facilities.

Presented in Table XIX are data showing the sources of information factors influential in the students' decision to enroll in occupational programs by their area of specialization. Commercial students ranked the sources of information factors in the following order: talking to college students, radio or TV program on occupational education, articles in newspaper or magazines related to the program, and film viewed of training facilities, while engineering students ranked these factors in the following order: talking to college students, radio or TV program on occupational education, visiting college campuses, and articles in newspaper or magazines related to the programs. Teacher training students indicated that the influential resources of information factors were: articles in newspaper or magazines related to the program, talking to college students, radio or TV program on occupational education, and visiting college campuses, and paramedical students felt that the

TABLE XIX

SOURCES OF INFORMATION FACTORS INFLUENTIAL IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Factor	Commercial Occupations		Engineering Occupations		Teacher Training Occupations		Paramedical Occupations	
	Average	Rank	Average	Rank	Average	Rank	Average	Rank
a. Occupational guidebook	0.42	9	0.34	9	0.51	9	0.48	9
b. Article in newspaper or magazine	1.59	3	1.24	4	1.69	1	1.47	2
c. Radio or TV program	1.69	2	1.41	2	1.54	3	1.55	1
d. Film viewed	1.22	4	1.10	5	1.27	5	1.19	3
e. Visiting workshop	1.07	7	1.03	6	1.11	8	0.90	7
f. Visiting college campus	1.20	5	1.27	3	1.28	4	0.96	6
g. Reading booklets	1.19	6	0.95	7	1.16	7	0.97	5
h. College catalogues	0.89	8	0.76	8	1.26	6	0.59	8
i. Talking to college students	1.80	1	1.84	1	1.64	2	1.16	4
j. Other	0.27	10	0.27	10	0.16	10	0.18	10

influential resources of information factors were: radio or Tv program on occupational programs, articles in newspaper or magazines related to the program, films viewed of training facilities, and talking to college students.

Table XX contains data concerning the most influential sources of information factor in the students' decision to enroll in occupational programs by sample population and sex. As a whole, the students indicated that talking to college students was the most important source of information factor which influenced their decision to enroll in occupational programs. Twenty-eight percent of the students responded in this order: male students felt that the most important resource of information factors was talking to college students, while female students indicated that the articles in newspaper or magazines related to the program was the most influential resource of information factors in their choice.

Presented in Table XXI are data showing the most influential sources of information factors in the students' decision to enroll in occupational programs by their areas of specialization. Thirty percent of the commercial students and 50 percent of the engineering students indicated that the most influential resource of information factors in their selection of an occupational program was talking to college students. Twenty-seven percent of the teacher training students felt that the most important resource of information factors was articles in newspaper or magazines related to the

TABLE XX

MOST INFLUENTIAL SOURCES OF INFORMATION FACTORS IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: SAMPLE POPULATION AND SEX

Factor	Sample Population			Male			Female		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Occupational guidebook	3	0.75	9	1	0.5	9	2	1	9
b. Article in newspaper or magazine	87	21.75	2	38	19	3	49	24.5	1
c. Radio or TV program	83	20.75	3	44	22	2	39	19.5	3
d. Film viewed	28	.7	4	13	6.5	4	15	7.5	5
e. Visiting workshop	19	4.75	7	8	4	6	11	5.5	7
f. Visiting college campus	19	4.75	7	9	4.5	5	10	5	8
g. Reading booklets	25	6.25	5	7	3.2	8	18	9	4
h. College catalogues	2	0.5	10	0	0.0	10	2	1	9
i. Talking to college students	114	28.5	1	72	36	1	42	21	2
j. Other	20	5	6	8	4	6	12	6	6

TABLE XXI

MOST INFLUENTIAL SOURCES OF INFORMATION FACTORS IN THE STUDENTS' DECISION TO ENROLL IN OCCUPATIONAL PROGRAMS BY: THEIR AREAS

Factor	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Paramedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. Occupational guidebook	0	0	0	0	0	0	3	3	7	0	0	0
b. Article in newspaper or magazine	25	25	2	13	13	3	27	27	1	22	22	2
c. Radio or TV program	19	19	3	17	17	2	15	15	4	32	32	1
d. Film viewed	7	7	4	4	4	6	16	16	2	1	1	8
e. Visiting workshop	5	5	6	5	5	4	3	3	7	6	6	5
f. Visiting college campus	2	2	8	2	2	8	11	11	5	4	4	7
g. Reading booklets	5	5	6	5	5	4	4	4	6	11	11	4
h. College catalogues	0	0	0	0	0	0	2	2	10	0	0	0

TABLE XXI (Continued)

Factor	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Paramedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
i. Talking to college students	30	30	1	50	50	1	16	16	2	18	18	3
j. Other	7	7	4	4	4	6	3	3	7	6	6	5

program which influenced their choice, while paramedical students indicated that radio or TV programs on occupational education were the most influential sources of information factors in their selection.

The Krejcie (41) study reported that the articles in newspaper or magazines describing the program were an influential factor on students' decision to enroll in occupational programs. Medalen's (46) study reported that students, or alumni actively involved in an occupation influenced students to select programs. Brown (47) and Medalen's (46) studies reported that the availability of peers who were faced with the same problems often provided the students the needed support and encouragement to choose the occupational programs. Foley's (50) studies reported that talking with college students and visits to college facilities were an important factor in influencing students in their decision to enroll in occupational programs.

The data presented in Tables XVIII through XXI agree for the most part with the findings of previous studies. Findings of this phase of this study are consistent with the findings of prior studies concerning the influence of articles in newspapers or magazines, talking with college students, and visits to college facilities. However, the results of prior studies do not reflect the importance of the radio or TV program on occupational education upon the students' selection of an occupational program.

Results of Data Pertaining to Part B of the Questionnaire

The data in this section were presented as a rank and percentage by the sample population and sex, and by the areas of specialization. Data pertaining to the time the student decided to prepare for an occupational education by: sample population and sex is found in Table XXII. Thirty-nine percent of the students made their decision when they filled out the application for the community college, and they ranked it number one (1). Male and female students ranked in the same manner. Thirty-eight percent of the male students, and 39.5 percent of the female students indicated that they made their decision when they filled out the application. The second rank by the sample population, and male and female students was after their graduation from the secondary level.

Table XXIII contains data concerning the time in the life that the students made their decision to major in their areas of specialization by their areas. Forty-two percent of the commercial students, 25 percent of the engineering students, 44 percent of the teacher training students, and 45 percent of the paramedical students indicated that the time they decided to prepare for their fields of specialization was when they filled out the application, while 30 percent of the commercial students, 33 percent of the engineering students, 38 percent of the teacher training students, and

TABLE XXII

DATA PERTAINING TO THE TIME THAT STUDENTS PREPARED FOR THEIR OCCUPATIONAL EDUCATION BY: THE SAMPLE POPULATION AND SEX

Factor	Sample Population			Male			Female		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. During the elementary stage	0	0	0	0	0	0	0	0	0
b. During the preparatory stage	34	8.5	4	20	10	4	14	7	4
c. During the secondary stage	81	20.25	3	48	24	3	33	16.5	3
d. After graduation of the secondary stage directly	129	32.25	2	55	27.5	2	74	37	2
e. When you filled out the application for the community college	159	39	1	77	38.5	1	79	39.5	1

TABLE XXIII

DATA PERTAINING TO THE TIME THAT STUDENTS PREPARED FOR THEIR OCCUPATIONAL EDUCATION BY: THEIR AREAS

Factor	Commercial Occupations			Engineering Occupations			Teacher Training Occupations			Paramedical Occupations		
	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank	N	Percent	Rank
a. During the elementary stage	0	0	0	0	0	0	0	0	0	0	0	0
b. During the preparatory stage	5	5	4	14	14	4	4	4	4	11	11	4
c. During the secondary stage	23	23	3	26	26	2	14	14	3	18	18	3
d. After graduation of the secondary stage directly	30	30	2	35	35	1	38	38	2	26	26	2
e. When you filled out the application for the community college	42	42	1	25	25	3	44	44	1	45	45	1

26 percent of the paramedical students indicated that they decided to prepare for their fields after graduation of the secondary stage.

Foley (50) conducted a survey of fourteen institutions in the United States to determine when a student decided to prepare for a career as an industrial arts teacher. Twelve of the department heads returned completed questionnaires from two hundred seventy students. One hundred thirty (50.2 percent) indicated they were in college before they decided on a career as an industrial arts teacher. Eighty-seven (33.6 percent) had made the same decision while in high school and thirty-six (13.9 percent) were out of school and adults when they decided to prepare for industrial arts teaching. The study also revealed that one hundred six (40.6 percent) became interested in teaching industrial arts while in high school, and one hundred three were students in college when they became interested.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the major factors affecting students' selection of occupational programs at public community colleges in Jordan, and to gather data with which to develop a model of recruitment for appropriate candidates. This purpose was achieved by developing six research objectives and then developing a questionnaire to collect the necessary data from the participants of the study.

The questionnaire was completed and returned by 400 students enrolled during the Spring semester, 1984, in four different occupational programs at four public community colleges in Jordan. The results of the students' responses were obtained by mail through the math supervisor in Jordan who administered the questionnaire.

The data presented in Chapter IV is summarized as follows:

The first research objective was designed to identify those individuals who had the greatest influence upon the students' decision to enroll in the occupational programs at public community colleges in Jordan. Analysis of the data by

rank order revealed that the individuals from most to least influential were: the students themselves, parents, brothers, schoolmates, the only choice available, high school teacher, peers, an employee in the same trade, college students majoring in the same program, community college alumni, relatives, neighbor or friends of family, high school principal, and guidance counselors.

The second research objective was designed to identify those economic variables which had the greatest influence upon the students' decision to enroll in the occupational programs at public community colleges in Jordan. Analysis of the data by rank order showed that the economic variables from most to least influential were: available jobs after graduation, good opportunities for advancement in the field, salaries associated with the field, availability of boarding facilities, and financial aids available.

The third research objective was developed to determine those institutional factors which most influenced the students' decision to enroll in the occupational programs at public community colleges in Jordan. Analysis of the data by rank order revealed that the institutional factors from most to least influential were: reputation of the college, low tuition, close to home, location, available student services, and facility well-equipped and attractive.

The fourth research objective was designed to identify those personal factors which were most influential in the students' decision to enroll in the occupational programs at public community colleges in Jordan. Analysis of the data by

rank order showed that the personal factors from most to least influential were: personal esteem, interest in the area of specialization, contribution to society, like to work with my own ideas, like to work with people, and the direct contact with people.

The fifth research objective was designed to determine those sources of information factors which were most influential in the students' decision to enroll in the occupational programs at public community colleges in Jordan. Analysis of the data collected by rank order indicated that the resources of information factors from most to least influential were: talking to college students, articles in newspaper or magazines related to the program, radio or TV program on occupational education, film viewed of training facilities, reading booklets describing college activities or program offerings, visiting workshops at college, visiting college campus(es), occupational guidebook, and college catalogues.

Data pertaining to when the student made the decision to enroll in occupational programs was analyzed. The analysis of this data by rank order showed that the times were: when they filled out the application for the community college, after graduation of the secondary stage directly, during the secondary stage, and during the preparatory stage.

Conclusions

The data summarized in the first section of this chapter and reported in detail in Chapter IV are used as the basis from which the following conclusions are drawn.

According to the survey:

1. Today's students are more independent and consequently, they appear to be making many of their own decisions. Thus, any effort to recruit them must be made through the students and must be presented in such a manner as to allow the student to reach his/her own decision.
2. The high school teacher exerts a greater influence in directing the students towards a career in occupational programs than the high school counselor.
3. The family exerts a great deal of influence in the students' occupational choice; thus, it is essential to inform parents of the opportunities available in occupational programs.
4. The students' occupational choice is based more upon the opportunity for employment than the level of salaries in a particular field.
5. The students' selection of specific occupational programs is largely based upon personal esteem.
6. The students' selection of a specific program is primarily based upon the reputation of the institution, the low tuition, and being close to their home.
7. The most effective sources of information are those which describe the program and the job opportunities

available to the students upon graduation.

8. The most effective sources of information factors are tours of the community colleges.
9. The data shows that the student made his/her decision after his/her graduation from high school.

Implications

This section presents the subjective implications related to the study. The implications were made by the researcher after gathering the data, analyzing the data, and from experience of teaching in high school and in supervision of science, and Head of the Department of Curriculum and Supervision.

The major implications which can be made from this study are related to the recruitment and advisement of students. The study provides baseline data from which a student considering one of the four occupational areas considered in this study can compare his/her background with students in one of the programs. The data should help him/her in making a decision as to which occupational major he/she might wish to further investigate.

Four items are shown in the study to be major factors for the students in choosing an occupational program. It is this type of information which should be used in a recruitment effort to help provide information which students actually use in making their decision. The students should be provided information about the opportunities of a

particular major or job cluster. They should be informed of the job opportunities, types of salaries available, and the kind of materials and subject matters the major covers. The students should also be provided with information about the colleges. The reputation of the college is a major influencing factor. A college student enrolled in one of the occupational programs could serve as a very good recruitment agent. Such a college student could provide first hand information that he/she has acquired while studying in his/her major at the community college. He/she would be able to provide information on the occupational program and provide information about such things as study time, work loads, and other benefits of attending college.

Recruitment information should not be designed only for the prospective student, but for other persons of influence. This study shows that parents have an influence on their sons' and daughters' choice of an occupational program. A portion of the recruitment effort should be designed for the parents.

Recommendations

In light of the findings of this study, the following recommendations are made.

1. The data which is presently available on advisement and recruitment of community college students is very limited. It is recommended that similar studies of this nature be conducted at other community colleges offering occupational programs.

2. In order to increase the counselors' awareness and understanding of occupational programs, it is recommended that closer contacts be developed between the counselors and administrators and educators of occupational programs.
3. It is recommended that recruitment efforts be aimed directly at the students by means of school assemblies, visits to the high school by a representative of the program, and field trips to the colleges and their facilities. The recruitment efforts should stress the students' opportunities for employment upon graduation.
4. Because of the strong influence of the family upon the students' occupational choice, it is recommended that recruitment personnel should inform parents of the opportunities available in occupational programs through radio, TV, and parents' and teachers' counsel.
5. Any effort to interest students in occupational programs should occur during high school through occupational information data sheets which contain vital information for education and work (VIEW). These sheets should have education requirements, personal aptitudes, and employment opportunities for the many specific job titles for each community college occupational area.
6. A program of VIEW could be developed by the Ministry of Education in cooperation with the Vocational Education Department and the Guidance and Counseling

section of the Ministry of Education.

7. It is recommended that the results of this study be used with caution. The advisement of a student to enter a particular field of study based only on the findings of this study would probably be an injustice to the student. It is hoped that the findings of this study may be helpful in the area of students' advisement and recruitment, however, the findings should not be considered absolute.

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APPENDIXES

APPENDIX A

THE INSTRUMENT

FACTORS INFLUENCING STUDENT SELECTION OF OCCUPATIONAL PROGRAMS AT COMMUNITY COLLEGES IN JORDAN

Part A

Some factors influencing your decision to prepare for occupational education.

Instructions: The purpose of this section is the identification of those factors which influenced your decision to prepare for occupational education. Your participation in this study is greatly appreciated and all responses will be held in strictest professional confidence and no information will be reported in such a manner that you may be identified.

I. Background Information:

a. Sex: Male ( ) Female ( )

b. The school you graduated from:

Academic ( ) Voc. School ( )

c. Your major (areas of specialization):

1). Commercial Occupations ( )

2). Engineering Technicians Occupations ( )

3). Teacher Training Occupations ( )

4). Paramedical Occupations ( )

2. How influential were the following persons upon your decision to enroll in your area? (Mark only one answer for each item list below, a-p.)

3 Very influential
2 Some influence
1 No influence
0 Not applicable

	Very influential 3	Some influence 2	No influence 1	Does not apply 0
a. Father	( )	( )	( )	( )
b. Mother	( )	( )	( )	( )
c. Brother/Sister	( )	( )	( )	( )
d. Peers	( )	( )	( )	( )
e. My own decision	( )	( )	( )	( )
f. High School Teacher	( )	( )	( )	( )
g. High School Principal	( )	( )	( )	( )
h. Guidance Counselor	( )	( )	( )	( )
i. Schoolmates	( )	( )	( )	( )
j. An employee in the same trade you are studying	( )	( )	( )	( )
k. Community College Alumni	( )	( )	( )	( )
l. Relatives	( )	( )	( )	( )
m. Neighbor or Friends of Family	( )	( )	( )	( )
n. College student majoring in the same program you are studying	( )	( )	( )	( )
o. This was the only choice available	( )	( )	( )	( )
p. Other (Please specify)_____	( )	( )	( )	( )

_____

3. Of the individuals listed above, which was the most influential in your decision?

4. How influential were the following economic variables upon your decision to enroll in your area? (Mark only one response per item.)

	Very influential	Some influence	No influence	Does not apply
	3	2	1	0
a. Availability of boarding facilities	( )	( )	( )	( )
b. Salaries associated with the field	( )	( )	( )	( )
c. Available jobs after graduation	( )	( )	( )	( )
d. Good opportunity for advancement in the field	( )	( )	( )	( )
e. Financial aids available	( )	( )	( )	( )

5. Of the economic variables listed above, which had the most influence upon your decision? (Mark only one.)

a ( ) b ( ) c ( ) d ( ) e ( )

6. How influential were the following institutional factors upon your decision to enroll in your area? (Mark only one response per item.)

	Very influential 3	Some influence 2	No influence 1	Does Not apply 0
a. Reputation of the college	( )	( )	( )	( )
b. Close to home	( )	( )	( )	( )
c. Location	( )	( )	( )	( )
d. Low tuition	( )	( )	( )	( )
e. Available student services	( )	( )	( )	( )
f. Facility well-equipped and attractive	( )	( )	( )	( )
g. Other (Please specify) _____	( )	( )	( )	( )

_____

7. Of the institutional factors listed above, which had the greatest influence upon your decision? (Mark only one.)

a ( ) b ( ) c ( ) d ( ) e ( ) f ( ) g ( )

8. How influential were the following personal factors upon your decision to enroll in your area? (Mark only one response per item.)

	Very influential 3	Some influence 2	No influence 1	Does not apply 0
a. Personal esteem	( )	( )	( )	( )
b. Interest in the area you choose	( )	( )	( )	( )
c. Contribution to society	( )	( )	( )	( )
d. Like to work with my own ideas	( )	( )	( )	( )
e. Like to work with people	( )	( )	( )	( )
f. Other (Please specify) _____	( )	( )	( )	( )

_____

9. Of the personal factors listed above, which was the most influential upon your decision? (Mark only one.)

a ( ) b ( ) c ( ) d ( ) e ( ) f ( )

10. How influential were the following sources of information factors upon your decision to enroll in your area? (Mark only one response per item.)

	Very influential 3	Some influence 2	No influence 1	Does not apply 0
a. Occupational guidebook	( )	( )	( )	( )
b. Articles in newspaper or magazines related to the program	( )	( )	( )	( )
c. Radio or TV program on occupational education	( )	( )	( )	( )
d. Film viewed of training facilities	( )	( )	( )	( )

	Very influential 3	Some influence 2	No influence 1	Does not apply 0
e. Visiting workshops at college	( )	( )	( )	( )
f. Visited college campus(es)	( )	( )	( )	( )
g. Read booklets describing college activities or program offerings	( )	( )	( )	( )
h. College catalogues	( )	( )	( )	( )
i. Talking to college students	( )	( )	( )	( )
j. Other (Please specify) _____	( )	( )	( )	( )

_____

11. Of the information factors listed above, which was the most influential upon your decision? (Choose only one of the above.)

a ( ) b ( ) c ( ) d ( ) e ( ) f ( ) g ( ) h ( ) i ( ) j ( )

Part B

The time of your decision to prepare for occupational education.

Instructions: The purpose of this section is the identification of the time when you made your decision to prepare for occupational education. Select the appropriate category by placing an X in the space provided.

_____ During the elementary stage

_____ During the preparatory stage

_____ During the secondary stage

_____ After graduation of the secondary stage directly

_____ When you filled out the application for the community college

Thank you very much for your time and consideration in completing this questionnaire.

APPENDIX B

LETTER TO THE MINISTRY OF EDUCATION

Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

February 16, 1984

Ministry of Education
Amman, Jordan

Dear Sir:

Mr. Mohammad Megbel Al-Salameh is a doctoral student in the School of Occupational and Adult Education at Oklahoma State University. He has asked his committee to be allowed to do his research on factors influencing student selection in occupational programs in community colleges in Jordan.

In order to complete his study he will need to have your approval to gather his data.

We feel the study will be benifical in advancing educational knowledge for the student as well as your ministry.

I'm sure Mr. Mohammad Megbel Al-Salameh will make his study available to you upon completion. Your help in allowing him to do his study will be appreciated.

Sincerely,

Clyde B. Knight

Dr. Clyde B. Knight
Associate Professor
Committee Chairman

trs

APPENDIX C

LETTER TO THE COMMUNITY COLLEGE DEANS

The Hashemite Kingdom of Jordan

Ministry of Education

No. KM/20/938
Date 3-6-84
6-3-1404H

In the Name of Allah Most Gracious
Most Merciful
Dean of Community College

Subject: Researches

I request you to facilitate the task of the researcher, Mohammad M. Al-Salameh, a student at Oklahoma State University, who is intending to distribute a questionnaire to students required for his study pertaining to the community colleges programs.

Accept my regards

Dr. Ahmed Al-tall
Director of Community
Colleges

For Dr. Ahmed At-tall
Ministry of Education

cc. Department of Public Community College
File

المملكة الأردنية الهاشمية
وزارة التربية والتعليم

الرقم ك م/ ٥٢٨٧/ ٤
التاريخ ٢/ ٦/ ١٤٠٤
الموافق ٦/ ٣/ ١٩٨٤

بسم الله الرحمن الرحيم

مدير كليـــــة

الموضوع : الابحـــــاث

أرجو تسهيل مهمة الباحث محمد مقبـــل سلامة الطالب في جامعة أوكلاهوما الذى ينوى توزيع استبيان على الطلبه من اجل دراسته المتعلقة ببرامـــج كليات المجتمـــع .

واقبلـــوا الاحـــترام ،،،

/ وزير التربيـــة والتعليـــم

الدكتور احمد التل
مدير كليات المجتمع

نسخه / لرئيسة قسم الكليات العامة
نسخه / للملـــــف

VITA

Mohammad Megbel Al-Salameh

Candidate for the Degree of

Doctor of Education

Thesis: FACTORS INFLUENCING STUDENT SELECTION OF OCCUPATIONAL PROGRAMS AT COMMUNITY COLLEGES IN JORDAN

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Hamamah, Jordan, April 1, 1945, the son of Mr. and Mrs. Al-Salameh Olimat.

Education: Attended and graduated from high school at Zerka City, Jordan, in 1965; received a Bachelor of Science degree from Bagdad University in Iraq with a major in physics in June, 1970, and a Master of Education from Jordan University in 1977; completed requirements for Doctor of Education degree from Oklahoma State University in December, 1984.

Professional and Occupational Experience: Teacher of Science in the secondary schools, 1970-1974; Supervisor of Science, 1974-1980; Head of Supervision and Curriculum, 1980-1982; Lecturer at the In-Service Training Institute, 1974-1982; Member of the Advisory Committee of Education, 1974-1982.

All of the above occupational experiences were in Al-Malrak district.