

MOTIVATIONAL FACTORS INFLUENCING THE VOCATIONAL
CHOICE OF HOME ECONOMICS AND AGRICULTURE AS
A COLLEGE MAJOR BY WOMEN OF THE CENTRAL
LUZON STATE UNIVERSITY (PHILIPPINES)

By

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of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1986

Thesis
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July 1986

ACKNOWLEDGEMENT

My appreciation goes to Dr. Cecil W. Dugger, my adviser and chairperson for his assistance and guidance in the course of my study and in completion of this thesis. My sincerest thanks and gratitude goes to my former thesis adviser, Dr. Linda Vincent, whose encouragement and help she offered to me was unmeasurable.

Profound thanks to other members of my advisory committee Dr. Robert R. Price, for his suggestions and directions in the completion of this thesis, and to Dr. John L. Baird and Dr. Gene Smith for their support in the final preparation of this manuscript.

I am indebted to Dr. Jose L. Tabago and to those who in one way or another helped collect the data for this study. I appreciate their self-sacrifice and invaluable contributions.

Finally, my greatest appreciation goes to the members of my family—my parents, brothers and sisters and most of all to my husband, Renato and our sons, Edel Rey and Edel Mar, with whose love, endurance and cooperation my academic achievements were made possible. They are the major architects of my success. It is to them I dedicate this thesis.

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CHAPTER I

INTRODUCTION

Choosing a career and preparing for it is a major challenge for today's young people especially women. To prepare young as well as adult people for their professional or family careers, education focuses on enhancing their capabilities, their perceptions and their attitudes essential for occupational mobility, individual productivity and satisfying relationships.

Since the late 1960's dramatic changes have taken place in the role and status of women. Increasing numbers of women of all ages and backgrounds have entered post-secondary education, completed degrees and begun careers in a variety of fields. In the United States, the overall number of women enrolling in colleges and universities has been increasing at a steady pace. Women in college now outnumber men, (U. S. Bureau of Census, 1980).

In the Philippines changes are also taking place. Courses which were considered non-traditional in the past, such as law, engineering, medicine, agriculture, to mention a few are being taken by women as their career (Gezi, 1971). Although the Philippines is an agricultural country, agriculture is considered non-traditional work for women. Rural women working in farms are not paid for their jobs because they are considered as homemakers and their place is in the home. Where non-traditional courses or programs have been opened to women, not too many have as yet

actually sought entry to them. Their numbers are less than expected, considering the explosive increase in the number of women who have joined the labor force.

Women throughout the world are now working outside the home not just for economic but for a variety of reasons. Despite this new role, a large number of employed women are heavily concentrated in traditional occupations which are noted for low pay and lack of job security. Adequate education is the key to advancing the status of women, for without education, women will remain unable to exercise their economic, political, and social rights effectively and will lack sufficient qualifications for any but the lowest forms of employment. It is a fact that the more education women have, the more likely they are to be employed. Therefore, it is generally recognized that with an increase and extent and quality of education obtained by women the results will be an increase in the standard of living and greater longevity. As Smock (1981) had summarized that with increasing levels of the educational attainment, women will improve (1) their rates of labor participation, (2) their ability to move into modern sector or wage employment, and (3) their representation in a wider range of occupation classifications particularly within the professional and technical range.

Need for the Study

Despite the changing lifestyles and their dual roles assumed in society of women, there are still many women who are choosing traditional courses which are noted for low paying jobs. If women want to have careers that are giving high salaries, they must choose courses that are traditionally male dominated ones. Women must make wise career decisions

through course choices and occupational plans.

Although more women are enrolling in college now than men, still more women are in traditional female courses. The report of the U. S. Office of Education (1977) for enrolments by sex in vocational programs in 1975 show female students making up 9.2 percent of the agricultural programs enrolment; 10.7 percent of the technical programs enrolment; 12.6 percent of the trade and industrial areas enrolment; 73.7 percent of the occupational home economics field enrolment; and 81.9 percent of consumer and home making field enrolment. In a recent study conducted by Allain (1980) among college women, 76 percent females enroll primarily in consumer/homemaking; 74 percent females are in home economics related occupational fields. She states that:

Even when males and females do select non-traditional fields, each sex is still most likely to enroll in courses that seem "appropriate" for their sex. For example, females selecting agricultural courses are more likely to enroll in ornamental horticulture than in agricultural mechanics. (p. 54)

To understand why some women choose traditional or non-traditional courses, we have to know what factors affect their vocational choices. Research has shown that vocational choice of a high school or college student is based on more than their desire to pursue a particular kind of work. Often the result of the career choice and maybe a determination may highly influence the individual's economic and social status in the home or community where she/he lives as well. In the choice of a career, a person must consider his/her abilities, likes and dislikes and personal needs. Opportunities for employment should also be considered in the light of one's interests, aptitudes, and limitations. The most important decisions one must make are the choices of his/her lifework and the educational training necessary to prepare for it.

Female college students are probably the most accessible source of accurate information concerning current trends in women's career aspirations and achievements. In consideration of this observation and the influential role home economics and agriculture at the post-secondary level play in the shaping of today's woman, home economics and agriculture majors have been chosen as the subjects of this study. Information related to these reasons for their enrolling in these programs could be obtained by means of a survey.

A better understanding of the factors influencing their career choices will be useful in the context of current priorities as well as to instructors, recruitment personnel, designers of curricula and academic advisers.

Statement of the Problem

The problem with which this study was concerned is the inadequate information currently available for women to make decisions concerning their career choice and curriculum selection.

Purpose of the Study

The primary purpose of this study was to investigate vocational choices of selected female population of the Philippines, comparing motivational factors in student choices of Home Economics and Agriculture curricula. In addition, the study also determines the differences between women who aspire non-traditional and traditional careers.

Scope of the Study

The scope of the study dealt only with those female students en-

rolled in agriculture and home economics programs at Central Luzon State University, Philippines. The students selected were those enrolled as of July, 1985. The questions asked were only those that were considered common to all female participants and were related to career choice of both majors.

Objectives of the Study

In order that this study achieve its purposes, the major objectives are stated as follows:

1. To investigate if there are differences in demographic characteristics between women who selected agriculture (non-traditional or pioneer) and women in home economics (traditional or typical) curricula.

2. To assess the extent of the probabilities or chances of employment after graduation by women of the traditional and non-traditional groups.

3. To determine the time at which curriculum or career choice was made between women enrolling in the traditional and non-traditional majors.

4. To compare the relative influence of various selected factors influencing the vocational choice of women selecting traditional and non-traditional curricula.

Assumptions

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

1. In the use of the questionnaire it is assumed that all informations in the students' responses are correct.

2. It is assumed that students of the agriculture and home economics programs are best qualified to make decisions about their career choice.

3. It is assumed that the factors motivating career choices among students of home economics and agriculture programs are the same.

Limitations of the Study

The subjects for this investigation were female students majoring in home economics and agriculture at the Central Luzon State University, Philippines. The result of the study should not be construed to be applicable to samples of students found elsewhere. Differences in geographic locations, college enrolled, age, ethnic or cultural differences, and year in school could not account for differences among student groups.

Another limitation is that outcomes of the investigation are contingent upon the extent to which reliable and valid data are secured by the procedures utilized in the study.

Definition of Terms

1. Traditional or typical female occupations - are those occupations in which over 61 percent of workers are females.

2. Non-traditional or atypical or pioneer female occupations - are those occupations in which over 61 percent of the workers are males.

3. Dual role - characteristics of man or woman as a wage earner and who is, at the same time, a homemaker.

4. Changing roles - the new development in activities of both men and women in the world of work and in the home.

5. Background information - information obtained from each student

about that person's past experience and about his/her family.

6. Barriers - obstructions or anything that hinders or blocks a person from attaining his/her goals.

7. Curriculum choice - the curriculum in which the student specifies where she/he is enrolled.

8. Class - year in college reported by students.

9. Likert-type scale - Positive response statements arranged so that answers to them can be assigned numerical values from one to five which represent degrees of competence for one scale and degrees of importance to another scale.

Organization of the Study

Chapter I introduces the study, need of the study, presents the problem, purpose and scope of the study, objectives of the study, assumptions and limitations, definitions and organizations of the study.

Chapter II includes the review of literature focusing on: (1) Theoretical framework, (2) Factors affecting career choice, (3) Characteristics of students, (4) Related studies on traditional and non-traditional careers, and (5) Summary.

Chapter III presents research questions, hypotheses to be tested, information about the population and sample, instrumental design and development, data collection and procedures, and data analysis.

Chapter IV consists of an analysis of data collected.

Chapter V includes a summary of the study, findings, conclusions and recommendations based on the results of the study and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Women's vocational preparation and career development have recently received increased recognition in today's society. Antecedents of vocational choice of women have been researched from several orientations. Early studies of occupational choices of women have concentrated on comparing individuals who choose traditional (female dominated) professions. Within the last few years research has focused on environmental, personality and social variables as they individually and collectively may influence vocational choice in females.

It is well known that typically female majors such as home economics, nursing, and elementary education prepare students for and frequently limit them to a set of female occupational roles, while students who receive degrees in typically male areas such as engineering, agriculture, and business are channeled into male occupations (Lyson and Brown, 1982). There are of course, numerous academic majors that are predominantly male or predominantly female in composition. In this research, two broad academic areas, home economics and agriculture are taken as a representation of the larger body of sex-segregated programs.

The U.S. Bureau of Census (1980) data, indicated that almost 95 percent of the students earning home economics degrees are women, while less than 25 percent of the students earning degrees in an agriculture discipline are women. Throughout this paper then, women enrolled in an

agriculture curriculum are viewed as having a non-traditional or pioneer or atypical academic work orientation. Women aiming degrees in home economics on the other hand, are seen as having more traditional or typical education and career orientation. This study will compare the factors that may influence college women students to choose a traditional (home economics) or a non-traditional (agriculture) program as their career.

In reviewing the literature used, the following topics were used as a guide:

1. Theoretical framework on career development and occupational choice.
2. Factors influencing career and curriculum choice.
3. Characteristics of students.
4. Related studies.

Theoretical Framework on Career Development and Occupational Choice

Most theories of vocational development have been based on men's careers and career problems. Osipow (1973) found that the topic of feminine career development have been ignored or given only little treatment for many years. In order that a theoretical formation be laid in this study, the research of the major theories in career development and occupational choice were reviewed.

The trait-factor theorists (Parsons, F., 1968; Kitson, Harry, 1938) said that an individual must have a clear understanding of himself, his aptitudes, abilities, interests, ambitions, resources, and limitations. This approach views occupational choice as a point-in-time act consisting

of the matching of characteristics of the individual with occupational opportunities. The satisfaction of the choice is determined primarily by the correctness of the assessment of the characteristics of the individual and the occupational opportunities.

The personality theorists (Roe, 1957; Holland, 1959) indicated that workers select jobs because the jobs satisfy some of their personality needs. This approach shows the needs of the individual, represented by the personality, being satisfied through the need satisfying aspects of occupation. Choice is viewed as the development of a need satisfaction pattern through a series of choices. Holland (1959) proposes a typology of six personality types and six environmental situations in his work on vocational choice. He states that at the time an individual chooses a vocation he has established ways of coping with the environment and chooses his vocation according to his/her self-perception. Roe (1957) theorized that childhood experiences and parental childbearing practices foster adult attitudes and capacities that are expressed in an individual's vocational choice.

The developmental theorists (Ginzberg, et al., 1951; Super, 1953) theorized that individuals develop more clearly defined self-concepts as they grow older and compare these self-concepts to their images of the occupational world in trying to make career decisions. This approach primarily sees occupational choice as the process of self-concept development through compromise choices and adjustments. Ginzberg, et al. (1951) while investigating the occupational choices of college students, proposed that vocational choice is a developmental process, one in which the individual passes through fantasy, tentative and realistic periods. The major conclusions of Ginzberg's findings are that (1) occupational

choice is made-up of a combination of decisions made over a six to ten years or more period of time, and (2) the decisions are mainly irreversible. Super (1953) proposed a developmental theory that included self-concept. He said that a person "implements" his/her self-concept by obtaining training for the chosen occupations and taking a job. He re-defined the meaning of vocational choice, stating that "choice is, in fact, a process rather than an event." (p. 184)

Osipow (1973) summarized the developmental theory as follows:

1. Individuals develop images of the occupational world which they compare with their self-image in trying to make career decisions.
2. People develop more clearly defined self-concept as they grow older, although these vary to conform with the changes in one's view of reality as correlated with aging.
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/she eventually chooses.

The sociological theorists (Blau, et al., 1956; Miller and Form, 1964; Krumboltz, et al., 1976; Tolbert, 1974; Osipow, 1973; Herr and Cramer, 1972) took an almost entirely different approach to occupational choice. They stated that circumstances beyond the control of the individual, specially his/her social and environmental circumstances, largely determine the career choices of the individual. Therefore, the primary task of the individual in the choice process is developing techniques to cope effectively with his environment. According to these theorists the father's occupation, income, and education, financial aid, influential contacts and other historical circumstances, and socioeconomic conditions are all forces intertwined which pull with greater intensities

upon the individual at different times in his/her life helps determine occupational choices.

The sociological approach views occupational choice as the process of individual developing techniques to cope with his/her environment. Blau, et al. (1956), propose a socioeconomic framework in which exist two primary factors relative to occupational choice: (1) the specific occupation preferred by the individual, and (2) the expectations for entering various occupations. Knowledge about requirements for entry, rewards offered, and opportunities for employment and advancement were considered important aspects. The sociological model approach of career development of Osipow (1973) is fundamentally based on the notion that elements beyond the individual's control exert a major influence on the course of his/her entire life, including his/her educational and vocational decisions. Herr and Cramer (1972) commented that chance or intervening variables is not the only determinant of personal opportunities for career choice. They said that an important factor in the vocational development of an individual is the impact of the culture and society in which she/he lives upon the goals he/she is conditioned to value. Within this context are found such elements as family income levels, social expectations, levels of social mobility, and psychological support for patterns of educational and occupational education.

Tolbert (1974) emphasizes career development stages, subculture influences, the major role of decision making, and the critical importance of information about the world of work and education. He explained that career development is shaped and stimulated by home and school. The amount of training, income, or prestige (depending on which is more important in the particular family and culture), and the job availability

determines one's occupational choice.

Krumboltz, et al. (1976) propose a thorough use of concepts from the social learning (e.g., role models, success experiences, etc.) approach to learning. The theory presented by Krumboltz, et al. attempts to explain how educational and occupational preferences and skills are acquired and how selection of courses, occupations, and fields of work are made. The theory identifies four types of factors that influence the nature of career decision making: genetic endowments and special abilities, environmental conditions and events, learning experiences, cognitive and emotional responses, and performance skills (task approach skills) that produce movement along one career path to another. They continued explaining that career selection is a mutual process influenced not only by decisions made by each individual involved but also by social forces which affect occupational availability and requirements. People select and are also selected by occupations. Career selection is caused, not accidental, but the interaction of causal events is so complex that the prediction of occupational selection for any individual is impossible with any degree of uncertainty.

On the other hand, Key (1970) viewed the occupational choice theories as a unified theory. He said that the developmental, sociological, personality, and trait-factor theories have commonalities. Each of the theories of the occupational choice has elements and approaches in common. Each considers the interaction of attributes of the individual and occupational influences. He suggested that all those important theories in career development must be considered to aid students make realistic occupational choices.

As more women have entered the labor force and as more research is

being conducted on the vocational choices of women, theorists have attempted to make vocational choice theory more applicable to the life circumstances of women. Such theories are those presented by Psathas (1968) and Zytowski (1969).

Psathas (1968) proposes that factors involved in the occupational choice for women are different from those which operate for men. Marriage, family, social class, traditional role expectations, childbearing responsibilities, have received little emphasis in other theories of vocational choice. He questions the exclusion of primary components such as marriage, mobility, family finances, social class, sibling position, education and occupation of parents, mate selection, values, intention, and fulfillment in considering vocational choice in women. He said that vocational choice for women is highly complex, with interrelated factors being now significant than single elements. Psathas concluded that the elaboration of factors for women are more delicate and interrelated than may be assessed in single factor orientations proposed in earlier investigations.

Like Psathas, Zytowski (1969) proposes a conceptual framework for vocational choice in women. Using existing elements in the career choice theory, Zytowski formulated several postulates of vocational choice development in women. These postulates include: (1) the model life role for women as that of homemaker; (2) woman's role is not static; (3) the life role of women is orderly with developmental tasks existing in each sequence; and (4) vocational and homemaker participation are largely mutually exclusive, with vocational participation constituting a departure from the ideal homemaker role. He also proposes that women's participation in the work force maybe distinguished by the factors of age(s) of entry and

span of participation. He concluded that women's preference for a pattern of vocational participation is a personal decision and is accounted for by motivational factors determined by both having to and wanting to work.

In general, according to Zytowski, research on women's vocational choice has focused on three dimensions: (1) role expectations through traditional versus non-traditional work roles; (2) career considerations through assessment of elements such as vocational aspirations, vocational preferences, and career salience; and (3) work values and work attitudes. He notes that work values represent factors significantly related to reasons individuals selecting particular occupation. The concept of work values would seem particularly useful for assessing the vocational plans for those preparing to enter particular occupations.

In essence occupational theorists or experts have adopted different theories to explain how and why individuals choose occupations. Theory according to Kerlinger (1973) is "a set of interrelated concepts (ideas) and propositions that present a systematic view of phenomena (events or happenings) by specifying relations among variables with the purpose of explaining and predicting the phenomena."

Factors Influencing Curriculum and Occupational Choice

Researchers in this topic identified influential factors of occupational choice and career decisions said that women's freedom to choose occupations/careers is directly related to the early process of socialization and power structure prevailing in the family. Parents all too often consciously and unconsciously teach occupational conformity and

encourage their children to pursue sex-typed occupations. In their respective studies, Peters (1941) and Perrons (1964) found that parents were the greatest factor for determining occupations of their children. Parents' insistence on sex-typed occupations is brought partly by parents' strong belief that boys and girls are functionally different and partly by intense desire to make-up for their deficits through their children. Auster and Auster (1981) also found in their study that women's choices were actually corresponding or agreeing with their immediate family environment although their choices of certain occupations maybe perceived as non-traditional with more traditional occupations and gender stereotypes.

Kahne, et al. (1976), Spaulding (1972), Lungstrum (1973), in their respective studies found that parents especially mothers had the most influence on women in non-traditional programs. Parents are the crucial influencers in the general socialization processes of their daughters and sons, i.e., regarding the range of ways in which women and men interact and regarding conveying attitudes toward role expectations.

The power structure in the family has a powerful influence on the occupational choices of women or girls living in the family. Elder (1963), in his study of "Parental Power Legitimation and Its Effects on the Adolescent," revealed that there are three distinct power structures which generally operate in the family: autocratic, democratic, and permissive.

Autocratic: The parent does not allow the adolescent to express his/her views on subjects regarding her/his behavior nor permit him/her to regulate her/his own behavior in any way.

Democratic: The adolescent is encouraged to participate in discussing issues relevant to her/his behavior although the final decision is always made or approved by the parents.

Permissive: The adolescent has more influence in making decisions which concern him/her than do the parents.

Elder concluded that conformity to parental rules is most typical of adolescents with democratic parents who frequently provide explanations.

Smith, Ramsey and Castillo (1963) studied Parental Authority and Job Choices in Three Cultures - Japan, Philippines, and the United States. The study involved code of conduct of high school students in defying or yielding to parental control during occupational choice. They found that codes of conducts in defying or yielding to parental authority in choosing occupations differed for the two sexes, allowing greater freedom from parental control for males than females. With respect to freedom from parental restriction on the selection of occupations by young women, the attitudes of parents in Japan were least permissive, Philippines next and the United States the most.

In the final analysis, parental attitudes and the nature of nurturance provided to their daughters during the crucial period of occupational decision-making process may boost or weaken their motivation, interests and the desire to go ahead. Nurturance as used here refers to positive or negative reinforcement to ideas.

O'Donnell and Anderson(1978) found in their study that personal interest in major was the primary reason for women in the traditional fields while in the non-traditional fields identified male professors and professionals influence their choice of major. Faculty members were not

generally perceived as having directly influenced their choice of major. Most of the women in both traditional and non-traditional groups stated that their friends were supportive of their choice of majors and career aspirations. It was also found in the study that none of the mothers of the traditional groups had received a college degree, whereas 50 percent of the mothers of the non-traditionals were college graduates. The socioeconomic status and education of fathers did not differ substantially between the two sub-groups. Women in this study did not identify specific individuals as role models who strongly influenced their choice of major.

In studying the social influences between traditional and non-traditional college women, Trigg and Perlman (1978) found that women perceived their mothers and their fathers, women in general, and male friends as being supportive of non-traditional careers. Traditionals consistently perceived their parents as having less favorable attitudes toward any type of career. The data revealed that majority of the women were single. In both groups, respondents with mothers working outside the home indicated that self satisfaction was an important factor than financial remuneration in determining mothers' decision to work. Traditional subjects tended to be younger than the non-traditionals. Parents of non-traditionals tended to be better educated therefore having higher status position than parents of traditional subjects.

Weishaar, Green and Craighead (1981) investigated the primary influencers of initial vocational choices of entering college women. Characteristics of these primary influencers were compared with those of a sample of individuals influencing females choosing traditional and non-traditional majors. Results indicated that most students, regardless of

gender were influenced by males, particularly fathers. A notable percentage of female students, especially those in the traditional fields were influenced by females. Students whose primary influencers were in the fields closely related to their own vocational choices reported being more certain of their choice than students citing influencers in unrelated fields.

In studying seventeen to nineteen year-old women, Penn and Gabriel (1976) found that parents encouraged traditional roles with a variety of rewards and responded negatively to non-traditional decisions. Also young women reported parents as the primary influencer on their career choice and peers were second most influential, ranking just behind parents.

Sullivan (1981) investigated college women's career aspirations of traditional and non-traditional careers. The data indicated that the more non-traditional a women's career aspirations; the younger her age, the more educated her mother, the more educated her father, the greater her parents' income, the more non-traditional her mother's occupation, the more liberal her social attitudes, the higher her academic degree intentions.

The hypothesis that women who plan to enter male-dominated careers (pioneer or non-traditional) were more cognitively complex in social relationships than women who planned to enter female-dominated fields (traditional) was tested by Lawlis and Crawford (1975). Results of t-test comparisons indicated that "pioneer" women had significantly greater social complexity patterns than "traditional" women. The authors concluded that "pioneer" women were capable of a wider range of perception of roles and therefore, have a less restrictive choice of vocational goals and that interpersonal complexity appeared to be a factor in vocational

or career choice.

Reynolds (1977) studied male and female college students enrolled in agricultural education and in non-agricultural courses. Results of this study appeared that the curriculum choice process is somewhat different from agricultural education majors than for students in non-agricultural education group. Work experiences, knowledge of job or work opportunities, high school agriculture teacher and college courses, college instructors, college advisors appear to be important factors for students selecting a major in agriculture than did students in the non-agriculture group. The time of curriculum choice was made later (after sophomore year) by larger group of agricultural education majors than did students in non-agricultural education group. The biographical data revealed significant differences. Seventy-five percent of agricultural education students were from farm backgrounds as compared to 54 percent of the non-agricultural education group, and only 12 percent of the agricultural education group were from the city as compared to 33 percent of the non-agricultural education group.

Characteristics of Students

In reviewing the literature in this area, characteristics relating to the vocational patterns and backgrounds of students were identified.

Lemkau (1979) reviewed literatures on Personality Background Characteristics of Women in Male Dominated Occupations. She found that there is no single pattern of personality and background factors that emerges as consistent characteristic of the woman who pursues a male-dominated occupations. Recurrent trends suggest that the typical women in a "male" occupation is similar in personality and background to the

well-socialized, low sex-typed individual. The samples represented are: the oldest child of a stable marriage, mother well-educated as the father and was employed during her childhood, father employed in a professional or managerial position, family tends to be upwardly mobile, woman is close to both parents, parents emphasized achievement, hard work, and education, conveying by work and example that competence was as appropriate for girls as for boys, parents were supportive of each other in diverse endeavors and that they encouraged her to experiment with "masculine" as well as "feminine" activities and behaviors. Lemkau also found that adult non-traditional students share with the male counterparts those characteristics related to competence on job such as assertiveness, independence, intelligence, and imagination. Except for a tendency to be more oriented toward ideas and things and less to the social environment, student does not differ from the more typical woman on positive aspects of the feminine stereotype. She concluded that there is no set pattern of personality traits emerged as characteristic of all women who pursue traditional occupations.

Lyson (1982) studied the social background characteristics, significant other influence, and prior agricultural experiences in men and women agricultural degrees in college. Results show that women agricultural students come from both more urban backgrounds and higher socioeconomic origins than their male counterparts. Childhood residence is the most important discriminating variable. Mother's education, political preference and work status also manifest important discriminating power. Two other social background factors, family income and father's occupational status display weak discriminating ability. Women in this study have both higher educational expectations and higher status expect-

ations than their male peers but report lower income expectations and perceive lower favorable regard structure than men.

A study to identify characteristics of randomly sampled college women intending to pursue non-traditional and those intending to pursue traditional careers was conducted by Karman (1973). Differences were examined in home and family background, personality characteristics, values and attitudes, educational achievement and aptitude, and educational experiences. A brief summary of major group comparisons revealed that women with non-stereotypic aspirations: (1) came from homes in which a higher income was reported; (2) had mothers who had reached higher levels of education; (3) were more theoretically oriented; (4) held more liberal attitudes toward society in general; (5) were higher achieving students; (6) expressed a stronger liking for sciences and mathematics; (7) maintained higher academic records; (8) tended to have more communication with family members; (9) saw their college experiences more in terms of vocational and liberal educational benefits; (10) participated in college to a greater degree in social service and academically oriented activities; and (11) were less involved in creative activities such as art and music.

Related Studies

There were many studies related to women choosing traditional and non-traditional careers (agriculture, or industrial arts or home economics or other career) but not both home economics and agriculture.

Fisher (1976) surveyed junior and university female students enrolled in industrial arts in the state of Oklahoma. He reported that the parent is the most influential person for both the junior and uni-

versity students with regard to the decision to enroll in an industrial education program. Personal interest or hobbies were the most important influencing experience the students had which caused them to enroll in an industrial arts program and the second and third most influencing experiences were reported to be industrial arts classwork and visited college industrial arts facilities.

The data showed that the students were in grades 11 and 12 when the decision was made to enroll in the program.

Cosby (1979) conducted a study on the motivations and reasons of college men and women enrolled in agriculture programs. The survey showed that high school agriculture courses and the influence of high school vocational teachers seemed less influential for women than men. Women were more apt to say that the biological sciences played an influential role in their selection of agriculture. A desire to work with animals, love of animals or some equivalent orientations are the important career motivation for many women students. Women tend to report more often than men that veterinarians influence their choice of agriculture.

For both men and women in the study, there seems to be a strong emphasis on the desirability of rural residence and rural life-style associated with the selection of agriculture. The survey also includes a great deal of information about sex-role attitudes of students.

Kahne, Frazer, and Dee (1976) studied factors influencing the participation of women in non-traditional occupations in post-secondary areas of vocational training schools. The study revealed that mothers had the most influence followed by husbands and fathers.

Another study conducted by Spaulding (1972) also using women as subjects appeared that girls who decided to major in home economics were

influenced more than other college girls were by the social aspects of social life, by what their friends want to do, and by the wishes of parents and teachers. Girls who chose a major other than home economics appeared to have been influenced by different types of social relationship, such as frequency of discussions concerning the future with people such as parents, teachers and counselors. Intelligence and socioeconomic status appeared to exert little influence in discriminating between the groups, although on both variables, the home economics students exhibited lower group means than did the other group.

Role model has its motivational or destructive influence on the learner concerning occupational choice. By role model we mean someone who has demonstrated or possessed some desirable competencies or special abilities which the learner wants to imitate or wants to become and identify with (Maccoby and Jacklin, 1974).

Elko and Brown (1981), Altman and Grossman (1977) viewed role modeling as another potential factor that influence women's choice of certain occupations. In their respective studies of working mothers and non-working mothers, they found that daughters of working mothers were positive in choosing careers and marriage in their future plans because working outside their homes had provided a major source of satisfaction to their mothers. Daughters of non-working mothers were confused and uncertain about their future careers and marriage.

Many other studies have pointed out the importance of personal contact with the role models. Parents have been frequently mentioned as models, others included teachers, peers and significant others (Kahne, et al., 1976; O'Donnell and Anderson, 1978; Combs and Tolbert, 1980).

Almquist and Angrist (1970) studied Role Model Influence on College

Women's Career Aspirations. Their study revealed that women role model may have an enriching family and childhood experiences which provided broader views of appropriate roles. They also found that the children of working mothers acquired favorable impressions about women working outside their homes because they were exposed to combining women's many roles - wife, mother, homemaker, and with rewarding careers.

Several studies have confirmed the illuminating influence of role models. Most of these studies have pointed out the importance of personal contacts with the role models. Parents have been more frequently mentioned as the primary sources of occupational role models while other sources included peers, teachers, counselors and significant others (Kahne, et al., 1976; O'Donnell and Anderson, 1978; Stake, 1981; Seater and Ridgeway, 1976; Lunneborg, 1982; and Combs and Tolbert, 1980). However, Musgrove (1967) was quick to foresee the negative influence of parents as role models and reminded us that parents may influence and perpetuate stereotypes.

The influence of role models becomes very crucial in the areas of non-traditional occupations when one considers the cultural pressures and the social reaction which women who dare enter into male dominated occupations have to contend with (Almquist and Angrist, 1970). In most cases women who choose "masculine" occupations usually are labeled deviant, unfeminine, abnormal, and neurotic. Such choices may affect their married life.

The absence of adequate role models may lead one to make adventurous occupational choices, or the absence of role models may slow down the rate of women entry into the non-traditional program drastically. The extent to which the function of social role models is integrated with

the economic and other important roles in the society falls within the delegated functions of the school.

Kingdom and Sedlacek (1982) and Crawford (1978) found in their studies that women who make non-traditional career choices seem to engage in less sex-role stereotyping; are more encouraged to explore non-traditional interests and have more exposure to non-traditional role models than women who choose traditional careers.

Most of the reviewed literature similar to this study were about American women enrolled in traditional and non-traditional courses because no abundance of literature associated with women in the Philippines who were in traditional and non-traditional curriculum majors were available. However, because of the long term association between the United States and the Philippines, women of both countries have more or less the same value in life towards education.

Summary

The literature reviewed would seem to definitely reinforce the idea that for college women, the choice of a particular program is dependent on a number of complex and interrelated elements. These general findings support the more recent theories of vocational choice for women such as those proposed by Psathas (1968) and Zytowski (1969).

In addition, an assessment of literature cited must recognize an evidence of confusion as to when a potential student decides on a career and who has the greatest influence on her choice. In many studies, the parent was the most influential, in another the teachers and counselors, in some male friends or female peers or friends. However, women choosing non-traditional careers seem to have different career considerations than traditional ones.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this chapter is to describe the design and conduct of this study. The design and conduct of this study were dictated by the main purpose of this study, which was to investigate vocational choices of selected female population of the Philippines, comparing motivational factors in student choices of traditional (home economics) and non-traditional (agriculture) curricula. Specifically, the research was conducted to (1) investigate if there are differences in the demographic characteristics between women who selected agriculture (non-traditional or pioneer) and women in home economics (traditional or typical) curricula. (2) to assess the extent of the probabilities or chances of employment after graduation by the traditional and non-traditional groups. (3) to determine the time at which curriculum or career choice was made by traditional and non-traditional groups. (4) to compare the relative influence of various selected factors influencing the vocational choice of women in traditional and non-traditional curricula.

This chapter presents the research questions and hypotheses which the study seeks to answer, and describes the selection of respondents, the development and testing of the instrument, and finally the collection, and the statistical treatment or analysis of the survey data collected.

Research Questions

The study has attempted to answer the following research questions:

1. What are the differences in demographic characteristics between students who elect non-traditional curriculum and students who enrolled in traditional curriculum?
2. To what degree do traditional and non-traditional students rate their chances to become engage in a job after graduation?
3. At what time did students in traditional and non-traditional groups make their curriculum choice?
4. How do female students assess selected factors that may have influenced them in their vocational or career choice?

Hypotheses to be Tested

The hypotheses for this study are stated in the null form. Between students choosing traditional and non-traditional studies, there are no significant differences in the following:

1. Demographic characteristics of traditional and non-traditional curriculum students. Those characteristics are: age, year in college, marital status, and place of residence.

2. Self-rating of probabilities for employment after graduation.

3. Time at which curriculum choice was made.

4. Self-rating or self-perceptions as to the relative influence of the following selected factors on students in terms of curriculum or career choices:

- a. mother

- b. father

- c. brother

- d. sister
- e. other relatives
- f. grandparents
- g. friends or peers
- h. guidance counselors
- i. courses taken in high school
- j. college instructors
- k. courses taken in college
- l. college advisors
- m. high school teachers
- n. job opportunities
- o. self-perceptions as to the relative influence of scholarship and/or financial assistance
- p. self-perceptions as to the relative influence of monetary reward and economic security
- q. self-perceptions as to the relative influence of prestige or status of occupation.
- r. self-perceptions as to the relative influence of the opportunity for personal growth or advancement
- s. self-perceptions as to the relative influence of the possibilities for helping others
- t. self-perceptions as to the relative influence of the opportunities for the development of skills and knowledge
- u. self-perceptions as to the relative influence of the possibilities of deriving personal satisfaction or a challenging interest
- v. self-perceptions as to the relative influence of the possibi-

lities of deriving satisfaction from a variety of work.

The Survey Instrument

The survey instrument (Appendix B, page 97) was constructed by the researcher after extensive review of pertinent sources and research instruments used in similar studies. The instrument sought information on demographic data and sample perceptions of female students regarding the influence of selected curriculum choice.

To make sure that the items in the questionnaire suits its purpose, the researcher sought assistance from the professors in the departments of Applied Behavioral Sciences, Psychology, Agricultural Education, and in the School of Occupational and Adult Education all at Oklahoma State University.

Development and Testing of the Instrument

The instrument was developed in several stages. It initially consisted of 25 items, which the researcher had accumulated as potential points for exploration in the study. In order to gain criticism of the conceptualization of the research and to streamline the instrument for quick use, the 25 items were reviewed by researchers, statisticians and professors who were asked to point out the ambiguities in the language and overlaps and gaps in the information sought. The instrument was revised before it was pre-tested on a group of women undergraduates. The results of this trial run affirmed the existence of significant variance in the respondents orientation and attitudes, and identified some redundancies. Interviews with this group of respondents led to further refinement of the language of the items retained.

Finally, in order to tighten the focus of the total project and of the instrument itself, the investigator held extensive interviews with 10 female Asian undergraduate students who are currently enrolled in home economics, chemistry, wildlife ecology, and agricultural education at Oklahoma State University. The final instrument (Appendix B, page 97) consisted of 18 items. This version of the instrument was administered to five of the interviewed female undergraduate students who reported that the instrument took them between five to eight minutes to complete. A majority of the questions required a check mark, others required short written answers. However, open-ended questions were used in some cases to allow for individual reasons.

The Population and the Samples

The following is a brief description of the traditional (home economics) and non-traditional (agriculture) curriculum groups and the manner in which student samples were drawn.

The Traditional and Non-traditional Curriculum Groups

The sample population of this study consisted of female students enrolled in the departments of Home Economics, Food Technology, and Garment Technology which are under the College of Home Science and Industry at Central Luzon State University. These students are the traditional group. The non-traditional group is composed of female students enrolled in the Department of Agricultural Education, College of Education, Department of Agricultural Engineering, College of Engineering, and College of Agriculture.

Drawing of the Samples

In the school year 1985-1986, roster for each of the traditional and non-traditional groups were provided by the Central Luzon State University Registrar's Office. From this population separated sample of female students were drawn from each class by the use of random number tables found in statistics books. Each sample was taken at random to represent the female student distribution of each department within each curriculum group, thus insuring some depth of the representativeness in numbers and class level. Van Dalen (1979) says that:

When employing this stratified sampling technique, one divides the population into strata by some characteristics which is known from previous research or theories to be related to the phenomena under investigation, and from each of these smaller homogeneous group one draws at random a predetermined number of units. (page 133)

The total drawn sample represented approximately 50 percent of the female student population enrolled in traditional and non-traditional curricula. The total number of respondents was 286.

Since the sample was randomly drawn from only one school, subjects represented a limited population; however, the student body of the school comes from the different parts of the islands.

Collection, Treatment and Analysis of the Data

In the school year 1985-1986 the project, the instrument and a cover letter (Appendix A, page 95) and the entire process were mailed to 86 traditional and 231 non-traditional curriculum students at Central Luzon State University. After a month from the initial mailing, a follow-up letter (Appendix C, page 104) was sent to those who were not able to return the questionnaire to get the necessary data. Because the seniors

were on their internship in their respective fields which were in different parts of the Philippines, it was hard to contact them so it took about two months to wait the returns from them. A total of 286 questionnaires or 93 percent (80 students) for traditional curriculum group of students and 89 percent (206 students) for those enrolled in the non-traditional curriculum group were returned.

The data were analyzed to answer the research questions. The statistical methods used for testing the hypotheses were chi-square, analysis of variance, and the Scheffe post hoc multiple comparisons. The maximum alpha level selected for significance for all statistical tests was .05.

Additional data were presented for which no inferential techniques were applied and no hypotheses were stated. These data included the immediate and long term occupational goals of students, mother's and father's current occupation, parents' educational attainment, barriers encountered when enrolling in their major field and other responses to all open-ended items. The data were summarized and reported in a descriptive manner only. The data were entered into and the statistical tests run by the personal computer of the researcher.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF FINDINGS

The data analyzed and interpreted in this chapter were taken from the Central Luzon State University Student Survey Questionnaire administered to a selected group of female students enrolled in non-traditional curricula (Agriculture, Agricultural Education, and Agricultural Engineering) and in traditional curricula (Home Economics, Food Technology, and Garment Technology) at the Central Luzon State University. The respondents include 50 percent random sample of female students enrolled in the Colleges of Agriculture, and Home Economics (Home Science and Industry) and in the departments of Agricultural Education, and Agricultural Engineering, Colleges of Education and Engineering, respectively. The sample was stratified according to year in school (Sophomores, Juniors, and Seniors).

The results presentation of the data analysis is arranged in the order that the hypotheses are listed. The following headings are used to group related data:

1. Sample Distribution in each Curriculum Groups
2. Demographic Comparisons
3. Employment Probabilities
4. Time of Curriculum Choice
5. Selected Influencing Factors

The statistical methods or techniques used for testing the hypothe-

ses were chi-square, analysis of variance, and Scheffe post hoc multiple comparisons. The maximum alpha level selected for all statistical tests was .05.

Sample Distribution in each Curriculum Group

In Central Luzon State University freshmen in both the traditional and non-traditional curricula are enrolled as common first year. In the present investigation the class level categories used are: Sophomores, Juniors, and Seniors.

The data for the number of students in each curriculum group are shown in Table I.

TABLE I
NUMBER OF STUDENTS IN EACH CURRICULUM GROUP

Curriculum Group	Class Level			Total
	Sophomore	Junior	Senior	
Traditional	12	33	35	80
Non-traditional	50	38	118	206
Total	62	71	153	286

The number of students from each curriculum group and class level were unequal. The differences are seen in the first and third class levels (sophomores and seniors, respectively). About four-fifths of the

student respondents in Levels 1 and 3 were from the non-traditional curriculum. The differences observed between curriculum groups in the class levels seem to indicate that a potential source of curriculum group bias existed. This potential bias problem is handled with caution in interpreting results from comparisons among class levels.

Demographic Comparisons

Hypothesis 1 stated that between students choosing traditional and non-traditional studies, there is no significant or notable differences in the demographic characteristics of agriculture majors and students in Home Economics (Home Science and Industry) curricula. These characteristics are: age, marital status, year in college, and place of residence.

A comparison of the traditional and non-traditional curriculum groups was made after collapsing one of the age level due to low frequencies. The three age levels are shown in Table II.

TABLE II

AGE DISTRIBUTION OF RESPONDENTS IN TRADITIONAL
AND NON-TRADITIONAL CURRICULUM GROUPS
(Frequencies Expressed in Percent)

Curriculum Group	Number of Students	Age Level (Years)			Total
		Under 20	20-25	26 or more	
Traditional	80	50	48	2	100
Non-traditional	206	41	58	1	100

Chi-square = 2.17 p <.08

The chi-square value of 2.17 ($p < .08$) revealed that there was no significant difference in the ages of traditional students and the ages of students in the non-traditional curricula. The findings shows that a larger percentage of students in the 20-25 year age level were in the non-traditional curriculum group. This seems to indicate that many female students do not choose the non-traditional curriculum until late in their sophomore year.

With regard to the marital status it was found that all 286 respondents in both curriculum groups were all single.

A comparison was made on the year in college (class level) between non-traditional and traditional curriculum groups. The three years in college used in the analysis are shown in Table III.

TABLE III
NUMBER OF STUDENTS IN EACH YEAR IN COLLEGE
(Frequencies Expressed in Percent)

Curriculum Group	Number of Students	Year in College			Total
		Sophomore	Junior	Senior	
Traditional	80	15	41	44	100
Non-traditional	206	24	19	57	100

Chi-square = 11.82 $p < .01$

The chi-square value of 11.82 ($p < .01$) revealed that there was a significant difference in the years in college of non-traditional stu-

dents and the years in college of students in the traditional curriculum group. It is interesting to note that a larger percentage of students from both the traditional and non-traditional curricula are found in the senior year which seems to indicate that many senior students do not necessarily graduate the same year they were classified as seniors. It also can be noted that the small percentage of junior students in the non-traditional curriculum was due to the small number of cases in the sophomore class in the non-traditional curriculum group. As noted earlier many female students do not choose the non-traditional curriculum until late in the sophomore year.

An analysis was made on the place of residence between the curriculum groups after collapsing three of the residence categories due to low frequencies. The three residence categories reported in the analysis are the following:

PR_v - Village or Barrio (less than 5,000 in population)

PR_t - Town (from 5,001 to 10,000 population)

PR_c - City (more than 10,000 in population)

The percentages of students in each place of residence are reported in Table IV.

The chi-square value of 1.02 ($p < .10$) indicates that no significant differences exist between the traditional and non-traditional curriculum groups in terms of where they reside. Fifty percent of the student respondents in both the curriculum groups came from villages or barrios. Likewise, approximately third of the students in traditional and non-traditional curriculum groups resides in towns with population of 5,000 to 10,000. One-sixth of the total respondents live in cities with more than 10,000 in population.

TABLE IV

PLACE OF RESIDENCE OF STUDENTS IN TRADITIONAL
AND NON-TRADITIONAL CURRICULUM GROUPS
(Frequencies Expressed in Percent)

Curriculum Group	Number of Students	Place of Residence			Total
		PR _v	PR _t	PR _c	
Traditional	80	50	32	18	100
Non-traditional	206	49	36	15	100

Chi-square = 1.02 p < .10

Self-perceptions as to the Influence of Consi-
dering the Probabilities for Employment After
Graduation

Hypothesis 2 "between students choosing traditional and non-traditional studies, there are no significant or notable differences in their self-perceptions of probabilities for employment after graduation." To test this hypothesis the respondents were asked, "What do you think are your probabilities to be employed in a job after graduation from college? Four categories were used: High, Moderately High, Moderately Low, and Low. The fourth category (Low) was collapsed, for the sake of analysis, due to non-respondent on this category. The result of the analysis are reported in Table V.

A statistically non-significant chi-square value of 1.46 (p < .10) indicates that no notable differences exist between the two curriculum groups as far as probabilities of employment after graduation is con-

TABLE V

RESPONDENTS RESPONSES ON THEIR SELF-PERCEPTION
OF THE PROBABILITIES FOR EMPLOYMENT AF-
TER GRADUATION
(Frequencies Expressed in Percent)

Curriculum Group	Number of Students	Category				Total
		High	Moderately High	Moderately Low	Low	
Traditional	80	13	76	11	0	100
Non-traditional	206	10	74	16	0	100

Chi-square = 1.46 p < .10

cerned. Hypothesis 2 is rejected, which means that there are no significant differences in the self-perception of probabilities for employment after graduation between the students in the non-traditional and traditional curriculum groups.

Possible Influence of Grade Level at Which
Choice of Curriculum was Made

Data presented in this section are the respondents' responses indicating the grade level in school during which they chose the curriculum in which they are presently enrolled. The analysis made was to test Hypothesis 3, "There are no significant or notable differences between students choosing traditional and non-traditional studies in the time at which curriculum was made.

The chi-square test (Table VI) was applied to compare differences between the two groups in time of curriculum choice. The grade levels

TABLE VI

GRADE LEVEL AT THE TIME OF CURRICULUM CHOICE AS
 REPORTED BY STUDENTS IN THE TRADITIONAL
 AND NON-TRADITIONAL CURRICULUM GROUPS
 (Frequencies Expressed in Percent)

Curriculum Group	Number of Students	Grade Level at Time of Choice			Total
		Grade School	High School	College	
Traditional	80	8	36	56	100
Non-traditional	206	4	35	61	100
		Chi-square = 1.45			p < .10

used are: Grade School, High School, and College. The obtained chi-square value of 1.45 ($p < .10$) indicates that no significant differences exist between the traditional and non-traditional curriculum groups as far as grade level at which choice of curricula was made is concerned. On the basis of this finding Hypothesis 3 is rejected. Comparison of the percent frequencies of each curriculum group reveal that about 58 percent of the student in both traditional and non-traditional curriculum groups were already in college when their choice of curricula was made; 35 percent decided when they were in the high school, and around six percent chose their curricula while still in the grade school.

Selected Factors Which Students View as Influential in Their Choice of Careers

Hypothesis 4 states that there is no significant or notable difference between traditional and non-traditional students in their self-

perception of selected factors which influenced their curriculum choice. The items were analyzed individually using a 2 x 3 analysis of variance mixed model, thus making a comparison between curriculum (traditional and non-traditional) groups blocked by class (sophomores, juniors, and seniors).

Mean scores shown in the analysis were computed from a scale ranging from 1 to 4 (A Likert-type scale). The numerical values assigned for each category of the scale are as follows:

- 1 - for No Influence
- 2 - for Moderate or Less Influence
- 3 - for Considerable or More Influence
- 4 - for Extreme or Great Influence

Note that the numerical values of the categories were assigned so that a higher mean score would indicate the selected factor had a higher degree of influence. Alpha level of .05 was chosen for significant testing. The following were established as influentials for which comparisons of the two groups were made:

- 1. mother
- 2. father
- 3. brother
- 4. sister
- 5. other relatives
- 6. grandparents
- 7. friends or peers
- 8. high school teachers
- 9. high school guidance counselors
- 10. high school courses taken

11. college instructors
12. courses taken in college
13. college advisor
14. job opportunities

Table VII presents the analysis of students' self-perceptions of degree of influence that mother had on respondents' curriculum choices.

TABLE VII
ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION
AS TO THE MOTHER INFLUENCE ON STUDENT
CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.116	0.099	
Class (B)	2	2.121	1.811	<.163
A x B	2	1.452	1.240	<.290
Error	264	1.171		

The analysis of variance shows no significant differences between the curriculum groups, among the classes nor there were significant interaction effects between variables (Curriculum x Class) from the analysis on the factors considered.

Table VIII reports the analysis of students' self-perceptions of degree of influence that father had on their curriculum choices.

The two-way analysis of variance shows significant differences exist-

TABLE VIII
ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION
AS TO THE FATHER INFLUENCE ON STUDENTS
CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	2.001	1.556	<.210
Class (B)	2	3.869	3.009	<.049
A x B	2	2.605	2.026	<.131
Error	277	1.286		

ted among class levels but not among curriculum groups nor interaction effects between curriculum groups and class levels. The Scheffe post hoc multiple comparison method was used to determine the source of variation among class levels. Results of the test revealed that sophomores perceived their fathers as having more influence on curriculum choice than did juniors or seniors.

Factors brother or sister were combined together due to low frequencies for both factors. In comparing the responses to these factors, a two-way analysis of variance was again utilized to compare responses of students in the two curriculum groups blocked by class. The results shown in Table IX revealed that significant differences existed among class levels. Utilizing the Scheffe post hoc multiple comparison technique to determine the source of variation among class levels, it was found that sophomores (mean = 2.25) assessed the influence of brother or sister higher than did juniors and seniors (mean = 1.77 and 1.88, respectively).

TABLE IX

ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE BROTHER OR SISTER HAD ON
STUDENTS CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	1.465	1.368	<.241
Class (B)	2	3.301	3.082	<.047
A x B	2	1.202	1.122	<.327
Error	248	1.071		

Factors other relatives and grandparents were put together because of low frequencies. A two-way analysis of variance was conducted on the responses to these factors by curriculum group and class. The results are reported in Table X.

TABLE X

ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF OTHER RELATIVES AND GRAND-
PARENTS ON STUDENTS CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.085	0.107	
Class (B)	2	4.256	5.360	<.005
A x B	2	1.169	1.472	<.232
Error	251	0.794		

The F-ratio ($F = 5.360$; $df = 2, 251$; $p < .005$) for the main effects of class was statistically significant. The Scheffe post hoc multiple comparison technique was utilized to determine the source of variation among the class levels. Results of the test revealed that significant differences were obtained on the contrast between level 1 (sophomores) and level 2 (juniors), and level 1 and level 3 (seniors). By comparing the means of the three class levels reported in Table XI, one can con-

TABLE XI
MEAN RESPONSES (BY CLASS) OF STUDENTS WITH REGARD
TO THE INFLUENCE OF OTHER RELATIVES AND GRAND-
PARENTS ON CAREER CHOICE

Class Level	Number of Students	Mean*
1 (Sophomores)	53	2.10
2 (Juniors)	76	1.68
3 (Senior)	129	1.54

* Means underscored by the same line indicate non-significant difference at .05 level of significance.

clude that sophomores perceived other relatives and grandparents as having more influence on curriculum choice than did juniors and seniors.

The results of the analysis of students self-perceptions of friend's or peer's influence upon their curriculum choice are reported in Table XII. The F-ratio obtained were not significant statistically for the main effects of curriculum groups and class. No interaction effect was

TABLE XII

ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF FRIEND'S OR PEER'S ON
STUDENTS' CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.000		
Class (B)	2	2.151	2.298	<.100
A x B	2	0.210	0.224	
Error	264	0.936		

observed between curriculum groups and class.

The results of the analysis of students self-perceptions of the influence of high school teachers on their curriculum choice compared by curriculum group blocked by class are shown in Table XIII.

TABLE XIII

ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF HIGH SCHOOL TEACHERS
ON STUDENTS' CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	8.825	8.059	<.005
Class (B)	2	6.445	5.886	<.003
A x B	2	2.901	2.649	<.071
Error	247	1.095		

The obtained F-ratio for the main effects of curriculum groups ($F = 8.059$; $df = 1, 247$; $p < .005$) was statistically significant as was the F-ratio for class ($F = 5.886$; $df = 2, 247$; $p < .003$). Based upon the mean scores of the curriculum groups, traditional students (mean = 2.32) showed more influence of high school teachers on their curriculum choice than that reported by students in the non-traditional curriculum group (mean = 1.86). To determine the source of variation within the main effects of class, the Scheffe post hoc multiple comparisons technique, which is appropriate for cases with unequal cell n's was used to the contrasts between means. The results show that the mean of level 1 (sophomores, mean = 2.45) was significantly greater than the mean of level 2 (juniors, mean = 1.78). The contrasts between pairs for level 1 with level 3 (seniors, mean = 2.03) and level 2 with level 3 were not significantly different.

Students' responses to the factor, guidance counselors, was analyzed comparing curriculum groups blocked by class. The results are shown in Table XIV.

TABLE XIV
ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF GUIDANCE COUNSELORS ON
STUDENTS' CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	3.588	2.338	<.123
Class (B)	2	2.711	2.447	<.086
A x B	2	0.185	0.167	
Error	249	1.107		

No significant F-ratios were obtained for the main effects of curriculum, class, or effects of interaction between curriculum and class.

A summary of the analysis of responses to the influence of courses taken in the high school on students' curriculum choices is presented in Table XV. No significant differences observed between curriculum groups, class levels, and interaction effects between curriculum groups and class levels.

TABLE XV
ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF COURSES TAKEN IN THE HIGH
SCHOOL ON STUDENTS CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.363	0.333	
Class (B)	2	0.658	0.603	
A x B	2	0.333	0.305	
Error	248	1.091		

A two-way analysis of variance was conducted on the responses to the factor, college instructors, by curriculum group and class. The results are reported in Table XVI.

The F-ratio ($F = 4.551$; $df = 2, 249$; $p < .011$) for the main effects of class was statistically significant. The Scheffe post hoc multiple comparison technique was utilized to determine the source of variation

TABLE XVI
ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF COLLEGE INSTRUCTORS ON
STUDENTS CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	1.501	1.224	<.268
Class (B)	2	5.580	4.551	<.011
A x B	2	0.983	0.802	
Error	249	1.226		

among the class levels. Results of the test revealed that significant differences were obtained on the contrasts between level 1 (sophomores, mean = 2.67) and level 2 (juniors, mean = 2.10), and level 1 and level 3 (seniors, mean = 2.14). By comparing the means of the three class levels shown in Table XVII, one can conclude that sophomores perceived

TABLE XVII
MEAN RESPONSES OF STUDENTS (BY CLASS) WITH
REGARD TO THE INFLUENCE OF COLLEGE
INSTRUCTORS ON CAREER CHOICE

Class level	Number of Students	Mean*
1 (Sophomores)	56	2.67
2 (Juniors)	68	2.10
3 (Seniors)	131	2.14

* Means underscored by the same line indicate non-significant difference at .05 level of significance.

college instructors as having more influence on curriculum choice than did juniors and seniors.

Students' responses to the factor, courses taken in college, was analyzed, using the two-way analysis of variance to compare curriculum groups blocked by class. The results are reported in Table XVIII.

TABLE XVIII
ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF COURSES TAKEN IN COL-
LEGE ON STUDENT'S CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.310	0.109	
Class (B)	2	2.885	1.011	<.366
A x B	2	0.074	0.026	
Error	234	2.854		

No significant F-ratios are obtained for the main effects of curriculum, class nor interaction effects between curriculum and class.

In comparing the students' responses to the factor, college advisors, the two-way analysis of variance as shown in Table XIX shows significant differences among curriculum groups, and class levels, but no interaction effects between curriculum groups and class levels. Based upon the mean scores of the curriculum groups, traditional curriculum students (mean = 2.53) reported more influence of a college advisor on their curriculum

TABLE XIX
ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF COLLEGE ADVISORS ON
STUDENTS CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	5.959	4.849	<.026
Class (B)	2	4.257	3.464	<.031
A x B	2	1.313	1.068	<.346
Error	244	1.229		

choice than that reported by students in the non-traditional curriculum (mean = 2.15). The Scheffe post hoc multiple comparison techniques indicated that the mean of level 1 (sophomores, mean = 2.64) was significantly higher than the means of level 3 and 4 (juniors, mean = 2.11; and seniors, mean = 2.26, respectively).

Table XX shows the results of the analysis conducted on the students self-perception as to the influence of job opportunity on their curriculum choice. No significant F-ratio was observed on the main effects of curriculum, class, or from interaction between curriculum and class.

A summary of the results of the 2 x 3 analysis of variance on each selected influencing factor compared by curriculum and blocked by class is illustrated in Table XXI.

Of initial interest was the ranking of importance of the selected influencing factors based on the group mean ratings. For comparison purposes, the top six factors were ranked in descending order for each

TABLE XX

ANALYSIS OF VARIANCE SUMMARY FOR SELF-PERCEPTION AS
TO THE INFLUENCE OF JOB OPPORTUNITIES ON
STUDENTS CURRICULUM CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	1.210	1.116	<.291
Class (B)	2	0.501	0.462	
A x B	2	0.523	0.482	
Error	229	1.084		

TABLE XXI

SUMMARY OF ANALYSIS OF THE RESPONDENTS RECOGNITION
AS TO THE DEGREE OF INFLUENCE OF SELECTED
FACTORS ON STUDENTS CURRICULUM CHOICE

Factor	Curriculum Group		F-ratio.
	Traditional Mean rating	Non-traditional Mean rating	
Mother	2.40	2.35	0.099
Father	2.69	2.37	1.556
Brother or Sister	2.06	1.87	1.368
Other relatives or Grandparents	1.75	1.80	0.107
Friends or Peers	2.00	2.00	0.000
High School Teachers	2.32	1.86	8.059**
Guidance Counselors	2.23	1.97	2.338
Courses Taken in High School	2.12	2.23	0.333
College Instructors	2.40	2.21	1.224

TABLE XXI

(Continued)

Factor	Curriculum Group		F-ratio
	Traditional Mean rating	Non-traditional Mean rating	
Courses Taken in College	2.60	2.69	< 0.109
College Advisor	2.53	2.15	< 4.849*
Job Opportunity	2.90	2.71	< 1.116

* $p < .05$ ** $p < .01$

curriculum group. The remaining factors were not considered because the mean scores of this lower group were in the low degree of influence range. The six top influencing factors for the traditional and non-traditional curriculum groups are shown in Table XXII.

TABLE XXII

TOP RATED SIX INFLUENCING FACTORS FOR THE
TRADITIONAL AND NON-TRADITIONAL GROUPS

Influencing Factors	
Traditional Curriculum	Non-traditional Curriculum
Job Opportunity	Job Opportunity
Father	Courses taken in College
Courses taken in College	Father
College advisor	Mother
Mother	Courses taken in high school
College instructors	College advisor

Students in both groups rated the six top influencing factors as moderate to considerable influence and the factor other relatives or grandparents was rated as the least influence on their curriculum choice.

In summary, Hypothesis 4, which stated that there is no significant difference between curriculum groups on their assessment of the selected influencing factors on curriculum choice, can be rejected for the factors high school teachers, and college advisor.

Significant differences were also obtained among class levels on the assessment of the influence of father, brother or sister, other relatives or grandparents, high school teachers, college instructors, college advisors. Sophomores assessed the influence of father, brother or sister, other relatives or grandparents, high school teachers, college instructors and college advisors significantly higher than did juniors and seniors. For all other selected influencing factors, no significant differences were observed between curriculum groups or among class levels nor interaction effects between them.

Other Factors Which Students Recognize as Influencing Their Present Career Choices

The data reported in this section include the responses to item 17 of the questionnaire, "What factors led you to choose your present career?" The ratings used are:

- 4 for very important
- 3 for moderately important
- 2 for less important
- 1 for not important

A two-way analysis of variance was conducted on the responses to

each other factors by curriculum group and class. The results of the analysis on students' responses to the factor, scholarship and/or financial assistance, by curriculum group blocked by class are presented in Table XXIII.

TABLE XXIII

ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION WITH
REGARD TO THE INFLUENCE OF SCHOLARSHIP AND/OR FI-
NANCIAL ASSISTANCE ON STUDENTS CAREER CHOICES

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	8.268	6.444	<.010
Class (B)	2	0.719	0.560	
A x B	2	0.529	0.412	
Error	249	1.283		

From the results of the analysis, the conclusion can be drawn that the two curriculum groups are significantly different in their assessment of the influence of scholarship and/or financial assistance. An investigation of the means of the two curriculum groups indicates that non-traditional curriculum group (mean = 2.54) rated the influence of scholarship and/or financial assistance higher than did students in the traditional curriculum group (mean = 2.11). It also was noted that the values of the means of both groups were in the less to moderately important levels.

A summary of the analysis of responses to the monetary reward or economic security on students' career choices is presented in Table XXIV.

TABLE XXIV

ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION WITH
REGARD TO THE INFLUENCE OF MONETARY REWARD AND
ECONOMIC SECURITY ON STUDENTS CAREER CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.245	0.244	
Class (B)	2	0.232	0.230	
A x B	2	1.925	1.906	<.148
Error	253	1.010		

No significant differences existed among curriculum groups, class levels or interaction between curriculum group and class.

A two-way analysis of variance was conducted on the response to the factor, status or prestige of the occupation, by curriculum group and class. The results are reported in Table XXV. The F-ratio ($F = 3.43$; $df = 2, 267$; $p < .03$) for the main effects of class was statistically significant. The Scheffe post hoc multiple comparison technique was used to determine the source of variation among the class levels. Results of the test revealed that a significant difference was obtained on the contrast between level 3 (seniors) and level 2 (juniors). By comparing the means of the three class levels reported in Table XXVI, one can conclude

TABLE XXV

ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION WITH
REGARD TO THE INFLUENCE OF STATUS OR PRESTIGE OF
THE OCCUPATION ON THEIR CAREER CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.001	0.002	
Class (B)	2	1.487	3.426	<.033
A x B	2	1.047	2.412	<.089
Error	267	0.434		

TABLE XXVI

MEAN RESPONSES (BY CLASS) OF STUDENTS ON SELF-PER-
CEPTION AS TO THE INFLUENCE OF STATUS OR PRES-
TIGE OF THE OCCUPATION

Class Level	Number of Students	Mean*
3 Seniors	127	3.42
1 Sophomores	63	3.35
2 Juniors	93	3.12

* Means underscored by the same line are not significant at .05 level of significance.

that seniors rated status or prestige of the occupation as having more influence on career choice than did juniors.

In comparing the responses to the factor, personal growth or advancement, a 2 x 3 analysis of variance was utilized to compare responses

of students in the two curriculum groups blocked by class. The results are reported in Table XXVII.

TABLE XXVII
ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION WITH
REGARD TO THE INFLUENCE OF THE OPPORTUNITY FOR
PERSONAL GROWTH OR ADVANCEMENT ON STUDENTS
CAREER CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.760	1.674	< .193
Class (B)	2	0.837	1.844	< .158
A x B	2	1.021	2.249	< .105
Error	264	0.454		

No significant differences were obtained on the main effects of curriculum group or class, nor did any significant interaction exist between students in the traditional and non-traditional curriculum groups on their perceptions of the influence of the opportunity for personal growth or advancement on their career choices.

A two-way analysis of variance was also conducted on respondents' responses to the relative influence of the possibilities for helping others on their career choices compared by curriculum group blocked by class. The results are presented in Table XXVIII.

No significant F-ratios were obtained on the main effects of curriculum or class or the interaction between curriculum and class. It was

TABLE XXVIII

ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION WITH
REGARD TO THE INFLUENCE OF THE POSSIBILITY OF
HELPING OTHERS ON STUDENT'S CAREER CHOICES

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.935	2.019	<.152
Class (B)	2	0.728	1.572	<.207
A x B	2	0.635	1.372	<.100
Error	266	0.463		

concluded that there was no significant differences in self-perception of the influence of the possibility of helping others on students curriculum choice between the curriculum groups nor among class levels.

The comparison of students self-perceptions of influence of the opportunities for the development of skills and knowledge on their career choices by curriculum group blocked by class are reported in Table XXIX.

The results indicate that a significant difference exists between the two curriculum groups on the influence of the opportunity for the development of skills and knowledge on curriculum choice. An investigation of the mean scores of the two groups revealed that traditional curriculum group (mean = 3.64) reported a stronger degree of influence than did non-traditional group (mean = 3.45). No significant differences were found in students' responses when grouped by class nor was a significant F-ratio obtained for the interaction effect.

The analysis of the factor, possibilities of deriving personal satisfaction or challenging interest, was conducted utilizing the two-way

TABLE XXIX

ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION AS
TO THE INFLUENCE OF THE OPPORTUNITY FOR DEVELOPMENT OF SKILLS AND KNOWLEDGE ON
STUDENTS CAREER CHOICES

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	1.614	3.727	<.05
Class (B)	2	0.160	0.370	
A x B	2	0.771	1.781	<.168
Error	272	0.433		

analysis of variance. Results of the analysis by curriculum groups blocked by class are reported in Table XXX. A significant F-ratio ($F = 5.098$; $df = 1, 264$; $p < .023$) was obtained for the main effects of curri-

TABLE XXX

ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION AS
TO THE RELATIVE INFLUENCE OF THE POSSIBILITY OF
DERIVING PERSONAL SATISFACTION
OR A CHALLENGING INTEREST

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	3.054	5.098	<.023
Class (B)	2	0.981	1.638	<.194
A x B	2	0.009	0.015	
Error	264	0.599		

culum. A comparison of the means for the two curriculum groups indicated that the traditional curriculum group (mean = 3.47) rated the influence of the possibility of deriving personal satisfaction or challenging interest higher than did the non-traditional curriculum group (mean = 3.21).

The results of the analysis on students' self-perceptions of influence of the possibility of deriving satisfaction from a variety of work upon their curriculum choices are reported in Table XXXI. The F-ratio obtained was not statistically significant for the main effects of

TABLE XXXI
ANALYSIS OF VARIANCE SUMMARY OF SELF-PERCEPTION OF
INFLUENCE OF THE POSSIBILITY OF DERIVING SATIS-
FACTION FROM A VARIETY OF WORK ON
STUDENTS CAREER CHOICE

Source of Variation	df	Mean Square	F-ratio	p
Curriculum (A)	1	0.095	0.172	
Class (B)	2	0.189	0.342	
A x B	2	0.712	1.288	<.276
Error	266	0.553		

curriculum group or class level. No interaction effects were observed between curriculum group and class.

A summary of the results of the 2 x 3 analysis on each influencing factor compared by curriculum group blocked by class is illustrated in Table XXXII.

TABLE XXXII

SUMMARY OF ANALYSIS OF THE RESPONDENTS RECOGNITION AS
TO THE DEGREE OF IMPORTANCE OF SELECTED FACTORS
ON STUDENTS PRESENT CURRICULUM CHOICES

Factor	Curriculum Group		F-ratio
	Traditional Mean rating	Non-traditional Mean rating	
Scholarship and/or financial assistance	2.11	2.54	6.444***
Monetary reward or economic security	3.00	2.93	0.244
Status or prestige of the occupation	3.29	3.30	0.002
Personal Growth or advancement	3.31	3.18	1.674
Possibility of helping others	3.41	3.28	2.019
Development of skills and knowledge	3.64	3.45	3.727*
Personal satisfaction or challenging interest	3.47	3.41	5.098**
Variety of work	3.22	3.17	0.172

* $p < .05$

** $p < .01$

*** $p < .001$

Of initial interest was the ranking of importance of the influencing factors on the group mean rankings. For comparison purposes, the factors were ranked in descending order for each curriculum group which are shown in Table XXXIII.

In summary, Hypothesis 4, which stated that there is no significant difference between curriculum groups on their assessment of influencing

TABLE XXXIII

RANKINGS OF INFLUENCING FACTORS FOR THE TRADITIONAL
AND NON-TRADITIONAL CURRICULUM GROUPS

<u>I n f l u e n c i n g F a c t o r s</u>	
Traditional Curriculum	Non-traditional Curriculum
1. Development of skills and knowledge	1. Development of skills and knowledge
2. Personal satisfaction or challenging interest	2. Personal satisfaction or challenging interest
3. Possibility of helping others	3. Status or Prestige of occupation
4. Personal growth and development	4. Possibility of helping others
5. Status or Prestige of occupation	5. Personal growth or advancement
6. Variety of work	6. Variety of work
7. Monetary reward or economic security	7. Monetary reward or economic security
8. Scholarship and/or financial assistance	8. Scholarship and/or financial assistance

factors on students present curriculum choice, can be rejected for the factors, scholarship and/or financial assistance, development of skills and knowledge, and personal satisfaction or challenging interest.

Significant difference was also obtained among class levels on the assessment of the influence of the factor, status or prestige of occupation. Sophomores and seniors of both groups rated the influence of the factor, status or prestige of occupation higher than did juniors. For all other influencing factors, no significant differences were observed

between curriculum groups or among class levels nor any interaction effects between curriculum group and class level.

Negative Factors

The data which dealt with the negative factors associated with the students' curriculum choices was taken from the responses to item 14 of the questionnaire, "Were there barriers or difficulties in enrolling in your major field(s)?" The responses are reported in Table XXXIV.

TABLE XXXIV
RESPONSES OF TRADITIONAL AND NON-TRADITIONAL STUDENT
GROUPS AS TO POSSIBLE BARRIERS ENCOUNTERED WHEN
ENROLLING IN THEIR PRESENT MAJOR FIELD

Class Level	Curriculum Group			
	Traditional		Non-traditional	
	Yes	No	Yes	No
Sophomores	33%	67%	19%	81%
Juniors	24	76	14	86
Seniors	15	85	17	83
Mean	24%	76%	17%	83%

Of the traditional curriculum group, 24 percent indicated that there were some barriers in enrolling in their present major field(s). The percentage of the non-traditional group who mentioned they encountered some barriers in enrolling was 17 percent. Majority of the students who

indicated they had barriers explained the source and type of difficulties they had experienced. Excerpts from some of the students comment are:

1. There is not enough money for my college education.
2. I was discouraged by people (peers) who claim there is no future job for this type of education.
3. I've been told by several friends and relatives that I'll be hungry with this career.
4. My parents felt it was not fitted for women to take agriculture.
5. I was told about the lack of job by my guidance counselor.
6. A professor during my first year in college considered girls to be not fitted for agricultural engineering.
7. The remuneration is very low for agriculture graduates.

Most of the comments included has reference to the job or to the volume of work expected of an agriculture graduates and the low pay in relation to the amount of work required. Some comments focused upon the poor examples that a former vocational teacher provided.

The above brief list of negative comments does not constitute an indication that they are representative of the total sample. It does suggest, however, the importance of identifying some conditions, events, or persons which serves as barriers for female students from considering or enrolling in the traditional or non-traditional curriculum.

Respondents were also asked, "Would you advice other women to go into this field?" Table XXXV shows the summary of their responses. Of the traditional curriculum group, 99 percent (n = 80) indicated that they would advice other women to go into their field, as compared to 72 percent of the non-traditional curriculum group who mentioned they would. Most of the respondents who indicated they would not encouraged

other women to enroll in their field explained the reasons why they would not. Excerpts from some of the respondents comments are:

1. It is up for them to decide.
2. Agriculture is not a women's world.
3. Courses offered in agriculture are very difficult for women.
4. Lack of job opportunities for graduates.
5. Agriculture is for males only.
6. I don't want other women to experience the difficulties I am now experiencing.
7. Dirty job for women.
8. Amount of work for the pay is poor for graduates.

TABLE XXXV

RESPONSES OF TRADITIONAL AND NON-TRADITIONAL CURRICULUM STUDENTS AS TO WHETHER THEY WOULD ADVISE OTHER WOMEN TO GO INTO THE FIELD OF THEIR CHOICE

Class Level	Curriculum Group			
	Traditional		Non-traditional	
	Yes	No	Yes	No
Sophomores	100%	0%	58%	42%
Juniors	96	4	90	10
Seniors	100	0	67	33
Mean	99%	1%	72%	28%

Several important negative factors were mentioned by the respondents. One type of comment mentioned several times was in regard to the courses offered in agriculture which are too difficult for women. Several comments were also made which by the respondents' nature, expressed the pressure of women receive when pursuing the non-traditional curriculum.

Occupational Choice

This section describes the occupational choice of respondents and their parents' occupations. The first type of occupational data presented is the immediate and long-term occupation choices of the respondents. The second type presented is the occupation data for parents of both the traditional and non-traditional curriculum students.

For occupational choice of the respondents, they were asked (items 11, and 12, Appendix B, page 97), "What occupation do you expect to enter immediately after finishing your education?" "Do you intend to make this job a lifelong career?" The responses were grouped into the following occupational choice categories:

1. Teaching
2. Business
3. Extension service
4. Non-teaching
5. Undecided

The summary of responses is reported in Table XXXVI. As can be seen in the table, a fairly high percentage of students in traditional curriculum group (76 percent) intend to teach immediately after they graduate as compared to 58 percent in the non-traditional curriculum group. However, a considerable number did not expect teaching as their lifelong

TABLE XXXVI
 OCCUPATIONS WHICH RESPONDENTS PRESENTLY CONTEMPLATE
 AS ENTERING UPON GRADUATION IN ANTICIPATION
 OF A LIFELONG CAREER

Occupation	Occupational Goals			
	Immediate		Lifelong	
	Traditional	Non-Traditional	Traditional	Non-Traditional
Teaching	76%	55%	58%	45%
Business	2	12	20	30
Extension service	12	8	3	2
Non-teaching	8	25	19	23
Undecided	2	0	0	0
Total	100%	100%	100%	100%

career, as shown by the fact that only 55 and 45 percent of the students from the traditional and non-traditional curriculum groups, respectively, said they expect to remain in teaching. A considerable number of respondents from the traditional curriculum (25 percent) expect non-teaching jobs or businesses (12 percent) as their lifelong career, as compared to the non-traditional curriculum group (30 percent) who expect business or non-teaching (23 percent) as their lifelong career. These data indicate that a considerable number of students in both the traditional and non-traditional curriculum groups may feel that teaching is the means to some other end.

Parents Occupational Data

Parents' occupations as reported by respondents were grouped into occupational categories and compared between the traditional and non-traditional curriculum groups. The occupations were grouped into one of the following categories:

<u>For Fathers</u>	<u>For Mothers</u>
Farming	Housekeeping
Business	Business
Public service	Public service

A summary of the percentages of parents' occupations compared by curriculum groups is reported in Table XXXVII. The data show that a con-

TABLE XXXVII

PARENTS' OCCUPATIONS OF TRADITIONAL AND
NON-TRADITIONAL CURRICULUM STUDENTS
(Frequencies Expressed in Percent)

Occupation	Curriculum Group			
	Traditional		Non-traditional	
	Father	Mother	Father	Mother
Farming	51	-	56	-
Housekeeping	-	55	-	61
Business	14	12	11	13
Public Service	22	14	23	20
No response	13	19	10	6

siderable number of students in traditional (51 percent and 55 percent) reported their fathers' and mothers' occupations were farming and house-keeping, respectively. By contrast, 56 and 61 percent of the non-traditional curriculum group reported their fathers' and mothers' occupations were farming and housekeeping, respectively. In sum, therefore, it is quite evident that no important differences can be observed between the parents' occupations of the two curriculum groups under study.

Educational Attainment

In this section, the academic rank respondents intend to obtain and educational attainment of their parents are presented. The first part include responses on item 18 in which the students were asked, "What is the highest academic rank you intend to obtain?" The summary of responses is reported in Table XXXVIII.

TABLE XXXVIII
 EXPECTATIONS OF RESPONDENTS OF THE TWO GROUPS
 AS TO THE HIGHEST ACADEMIC RANK THEY
 ANTICIPATE OBTAINING

Educational Attainment	Traditional (Percent)	Non-traditional (Percent)
Bachelor's Degree	39	30
Special or for Certification	8	6
Master's Degree	25	31
Doctoral Degree	28	33
Total	100	100

From Table XXXVIII, it is seen that a fair number of students in traditional curriculum group (39 percent) intend to finish just a bachelor's degree as compared to 30 percent of the non-traditional curriculum group. A considerable number (25 percent) of the traditional curriculum group expect to finish master's degree or doctorate degree (28 percent) as compared to 31 percent of the non-traditional curriculum group who have the intention to finish master's or doctorate degree (33 percent). These data suggest that a majority of students in both curriculum groups intend to finish at least a master's degree.

A second part of this section deals with the educational attainment of parents of the respondents. Table XXXIX reports the summary of the percentages of parents educational attainment compared by curriculum

TABLE XXXIX
A COMPARISON OF PARENTAL EDUCATIONAL
ATTAINMENT BY GROUPS
(Frequencies Expressed in Percent)

Educational Attainment	Traditional		Non-traditional	
	Father	Mother	Father	Mother
Less than six grade	6	16	11	12
Completed six grade	<u>16</u>	<u>13</u>	<u>17</u>	<u>26</u>
Attended High School, but did not graduate	16	17	20	20
Completed High School	<u>21</u>	<u>12</u>	<u>17</u>	<u>19</u>
Attended College, but did not graduate	15	18	18	9
Completed 4-year college	<u>17</u>	<u>16</u>	<u>13</u>	<u>9</u>
Has Master's degree	3	4	1	1

group. The data show that 16 and 17 percent of students in traditional and non-traditional curriculum groups, respectively reported their fathers' educational attainment as elementary school graduate, as compared to 13 and 26 percent for their mothers'. Likewise, 21 and 17 percent of the respondents of the traditional and non-traditional curriculum groups, respectively reported that their fathers had completed high school as compared to 12 and 19 percent for their mothers. A considerable number of students from the traditional and non-traditional curriculum groups also reported (17 and 13 percent, respectively) their fathers have at least bachelor's degree as compared to 16 and nine percent for the mothers.

In summary, the data indicated that more than two-thirds of the parents of both the traditional and non-traditional curriculum groups have at least finished their high school education. No parent has a doctorate degree.

Respondents were asked, "How many vocation(s) did you consider before choosing this career?" Only 48 participants out of 286 in the total study answered the question. Of the 80 in the traditional group, 8 answered they considered choosing their career once and 12 answered twice; in the non-traditional group, 15 answered once and 13 said they chose their present career twice.

CHAPTER V

SUMMARY, FINDING, AND RECOMMENDATIONS

The final chapter of this investigation briefly summarizes the purposes, design and student survey questionnaire of the research, then it enumerates its findings. In the later part, some recommendations are suggested.

Summary

In this section of the chapter, the purposes, design, and the student survey questionnaire of the research are briefly reviewed.

Purposes of the Research

The study was undertaken to investigate vocational choices of selected female population of the Philippines, comparing motivational factors in student choices of traditional and non-traditional curricula. Specifically, the study was conducted to (1) investigate if there are differences in the demographic characteristics between women who selected non-traditional (agriculture, and agricultural related courses) and women who enrolled in traditional (home economics and related courses) curricula; (2) assess the extent of the probabilities of employment after graduation by the traditional and non-traditional groups; (3) determine the time at which curriculum or career choice was made by the traditional and non-traditional groups; and (4) compare the relative influence of

various selected factors influencing the vocational choice of women in traditional and non-traditional curricula.

Design of the Study

A stratified random sample of female students enrolled in the non-traditional curricula (agriculture, agricultural education, and agricultural engineering) and in the traditional curricula (home economics, garment technology, and food technology) at Central Luzon State University were drawn. A pretested 18-item questionnaire (Appendix B, p. 97) was sent to 86 traditional students and 231 to students enrolled in the non-traditional curricula in the school year 1985-86. The response rate was 93 percent for traditional curriculum students and 89 percent for students enrolled in the non-traditional curricula; usable N = 286. Results were analyzed with programs of the Statistical Analysis Softwares for the Social Sciences, using the investigator's Apple IIc personal computer.

Student Survey Questionnaire

The Student Survey Questionnaire (Appendix B, page 97) was designed to obtain demographic data and to evaluate students' perception of the factors that influence their curriculum choices. Students enrolled in the traditional and non-traditional curricula at Central Luzon State University were compared. The survey was administered during the second semester, 1985-86, thru the courtesy of Dr. Jose L. Tabago, Director of the CLSU Computer Training Center. Responses were obtained from 286 students, representing 90 percent of the total sample selected. Statistical techniques used in analyzing the data were chi-square, analysis of variance, and Scheffe post hoc multiple comparisons.

Findings

Following are the summary of the results of the tests conducted on the hypotheses presented in this study:

1. The results of chi-square analysis on the demographic characteristics of students enrolled in traditional and non-traditional curriculum groups revealed that there were significant differences in the number of students in each curriculum year in college of non-traditional students and the number of students in each curriculum year in college of students enrolled in the traditional curriculum group. No significant differences were obtained between the two curriculum groups on distribution by age and place of residence. Specifically, the results are as follows:

a. A significant chi-square, $\chi^2 = 11.82$; $df = 2$; $p < .01$ was obtained comparing the number of students in each year in college. A larger percentage of students from both the traditional and non-traditional curriculum groups are found in the senior year (44 and 57 percent, respectively) which indicate that many senior students do not necessarily graduate the same year they were classified as seniors, or there were many students who enrolled three years earlier. Fewer traditional curriculum students (15 percent were sophomores compared with students in the non-traditional curriculum group (24 percent). There were only 19 percent of non-traditional curriculum group who were juniors as compared with 41 percent in the traditional curriculum group.

b. No significant differences was obtained in comparing the age distribution by curriculum group. Fifty percent of traditional curriculum students were under 20 years of age, while 48 percent were between 20 to 25 year olds as compared with 41 and 58 percent in the non-traditional students who were under 20 and between 20 to 25 years of age,

respectively.

c. Using the chi-square analysis in comparing the distribution of students according to place of residence by curriculum group yielded no significant difference. Approximately 50 percent of the students in both the curriculum groups came from villages or barrios. Approximately third of the traditional and non-traditional curriculum groups resides in towns with a population of 5,000 to 10,000. Only one-sixth of the total respondents live in cities with more than 10,000 in population.

d. With regard to the marital status, it was found that all 286 respondents in both curriculum groups were all single.

2. A chi-square analysis on students' responses on the probabilities to be employed in job after graduation revealed no significant differences between the two curriculum groups. Approximately 75 percent of the total respondents said they have moderately high probabilities to be employed after graduation.

3. The result of the chi-square analysis on time of curriculum choice as reported by respondents in the traditional and non-traditional curriculum groups revealed no significant difference between the two groups. Majority of the respondents were already in college when their choice of curricula was made; 35 percent decided when they were in the high school, and around six percent chose their curricula while still in the grade school.

4. A 2 x 3 analysis of variance was utilized to determine the degree of influence of curriculum choice factors by curriculum group blocked by class. The results are as follows:

a. No significant F-ratios were obtained on any of the sources of variation for the following:

1. mother
2. friends or peers
3. guidance counselors
4. courses taken in high school
5. courses taken in college
6. job opportunities

Analysis of variance summary for self-perceptions of father, and of brother or sister on students curriculum choices showed significant differences among class levels. The Scheffe post hoc multiple comparison technique showed that sophomores perceived their father, and brother or sister as having more influence on curriculum choice than did juniors and seniors.

b. A significant F-ratio ($F = 5.36$; $df = 2, 251$; $p < .005$) was found on the main effect of class for the factor other relatives or grandparents. Scheffe method for multiple comparisons revealed that sophomores (mean = 2.10) rated the influence of other relatives or grandparents significantly higher than did juniors and seniors. Comparison between junior (mean = 1.68) and seniors (mean = 1.54) showed no significant difference. No significant F-ratios were obtained on the main effects of curriculum or interaction between curriculum and class.

c. A significant F-ratio ($F = 8.06$; $df = 1, 247$; $p < .005$) was obtained on the main effect of curriculum group for the factor, high school teachers. The mean scores of the curriculum groups revealed that traditional curriculum group (mean = 2.32) rated the influence of high school teachers higher than did non-traditional curriculum group (mean = 1.86). A significant F-ratio on the main effects of class was also obtained ($F = 5.89$; $df = 2, 247$; $p < .003$). The Scheffe multiple compari-

son method showed that sophomores (mean = 2.45) rated the influence of high school teachers higher than did juniors (mean = 1.78). The comparison between pairs for sophomores and seniors (mean = 2.03) and juniors with seniors were not significantly different. No significant F-ratio was obtained on the interaction effects between curriculum and class.

d. A significant F-ratio ($F = 4.55$; $df = 2, 249$; $p < .01$) was obtained on the main effects of class for the factor college instructors. The Scheffe technique for multiple comparisons revealed that sophomores (mean = 2.67) rated the influence of college instructors significantly higher than did juniors and seniors (means = 2.10 and 2.14, respectively). No other comparisons between means were significant. No significant F-ratios were obtained on the main effects of curriculum or interaction between curriculum and class.

e. As shown by the analysis of variance for self-perception of college advisors' influence on students curriculum choices, there is a statistical evidence ($p < .026$) that traditional curriculum groups (mean = 2.53) rated the influence of college advisor higher than did students who enrolled in the non-traditional curriculum (mean = 2.3). There also is a significant difference ($F = 3.46$; $df = 2, 244$; $p < .03$) on the main effects of class levels. The Scheffe multiple comparison technique showed that sophomores (mean = 2.64) rated the influence of college advisor higher than did juniors (mean = 2.11) at $p < .03$.

5. A 2×3 analysis of variance was conducted on the ratings of degree of influence of other factors on curriculum choice by curriculum group blocked by items resulted in the following:

a. A significant F-ratio ($F = 6.44$; $df = 1, 249$; $p < .010$) was obtained on the main effects of curriculum group for the factor, scho-

larship and/or financial assistance. The mean scores of the curriculum groups revealed that non-traditional curriculum group (mean = 2.54) rated the importance of scholarship and/or financial assistance higher than did traditional curriculum group (mean = 2.11). No significant F-ratios were obtained on the main effects of class or interaction between curriculum and class.

b. No significant F-ratios were obtained on any of the sources of variation for the following factors:

- (1) Monetary reward or economic security
- (2) Personal growth or advancement
- (3) Possibility of helping others
- (4) Variety of work

c. A significant F-ratio ($F = 3.426$; $df = 2, 267$; $p < .033$) was found on the main effects of class for the factor, status or prestige of the occupation. The Scheffe technique for multiple comparisons revealed that seniors (mean = 3.42) rated status or prestige of the occupation as moderately important on their career choice than did juniors (mean = 3.12). No other significant F-ratios were obtained on the main effects of curriculum or interactions between curriculum and class.

d. A significant F-ratio ($F = 3.727$; $df = 1, 272$; $p < .05$) was obtained on the main effects of curriculum group for the factor, development of skills and knowledge. The mean scores of the curriculum groups revealed that traditional curriculum group (mean = 3.64) rated the influence of development of skills and knowledge higher than non-traditional curriculum group (mean = 3.45) did. No significant differences were found on students' responses when grouped by class nor was a significant F-ratio obtained for the interaction effects.

e. A significant F-ratio ($F = 5.098$; $df = 1, 264$; $p < .023$) was observed on the main effects of curriculum group for the factor, personal satisfaction or challenging interests. A comparison of the means for the two curriculum groups indicated that the traditional curriculum group (mean = 3.47) rated the influence of personal satisfaction or challenging interest higher than did the non-traditional curriculum group (mean = 3.21).

On the basis of group mean ratings by traditional curriculum students, the selected factors influencing their present curriculum choice are the following:

1. Development of skills and knowledge
2. Personal satisfaction or challenging interest
3. Possibility of helping others
4. Personal growth and development
5. Status or prestige of occupation
6. Variety of work
7. Monetary reward or economic security
8. Scholarship and/or financial assistance

On the basis of group mean ratings by non-traditional curriculum students, the selected factors influencing their present curriculum choice are:

1. Development of skills and knowledge
2. Personal satisfaction or challenging interest
3. Status or prestige of occupation
4. Possibility of helping others
5. Personal growth or advancement
6. Variety of work

7. Monetary reward or economic security
8. Scholarship and/or financial assistance

In summary, as a result of the analyses conducted, several null hypotheses were rejected. Some null hypotheses were partially rejected and others could not be rejected. A summary showing the disposition of hypotheses tested is shown in Table XL.

Conclusions

Based on the results of tests of hypotheses and under the limitations placed upon this study, the following inferences were made:

1. No significant differences were found in the demographic characteristics of students in the traditional and non-traditional curriculum groups as to age and place of residence, while year in college was rejected. As to the marital status all 286 respondents were single.

2. Traditional curriculum students assessed the extent of the selected factors that influenced their curriculum choice higher for the following factors:

- a. High school teachers
- b. College advisors
- c. Development of skill and knowledge
- d. Personal satisfaction or challenging interest

3. Non-traditional students rated the degree that scholarship and/or financial assistance influenced their curriculum or career choice higher than students in the traditional curriculum did.

4. Students in the various class levels assessed the extent of selected factors that influenced their curriculum or career choice differently on several factors. Sophomores assessed the influence of a father,

TABLE XL
SUMMARY SHOWING DISPOSITION OF HYPOTHESES TESTED

Hypotheses	Sustained	Rejected	Partially Rejected
<u>Hypothesis 1</u> , There are no significant differences in the demographic characteristics between studentss who elect non-traditional and traditional curricula.			
a. age	x		
b. marital status			
c. place of residence	x		
d. year in college		x	
<u>Hypothesis 2</u> , There are no significant differences in the self-perception of probability for employment after graduation between traditional and non-traditional curriculum students.	x		
<u>Hypothesis 3</u> , There are no significant differences in the time at which curriculum choice was made between traditional and non-traditional curriculum groups.	x		
<u>Hypothesis 4</u> , There are no significant differences in the self-rating or self-perception as to the relative influence of the following selected factors:			
a. mother	x		
b. father			x
c. brother or sister			x
d. other relatives or grandparents			x
e. friends or peers	x		
f. guidance counselors	x		
g. courses taken in high school	x		
h. college instructors			x
i. courses taken in college	x		
j. college advisors		x	
k. high school teachers		x	
l. job opportunities	x		
m. scholarship and/or financial assistance		x	
n. Monetary reward and economic security	x		
o. prestige or status of occupation			x
p. personal growth or advancement	x		
q. possibilities of helping others	x		

TABLE XL
(Continued)

Hypotheses	Sustained	Rejected	Partially Rejected
r. development of skills and knowledge		x	
s. personal satisfaction or challenging interest		x	
t. variety of work	x		

Note: With regard to the influence of the factor, marital status on the students career choice, all the 286 students of both curriculum groups were all single.

sister or brother, other relatives or grandparents, high school teachers, college instructors, and college advisors significantly higher than did juniors and seniors. Seniors and sophomores assessed the influence of status or prestige of the occupation higher than juniors did. For all other influencing factors, no significant differences were observed between curriculum groups or among class levels. No interaction effects exist between curriculum groups and class levels.

5. Students in the traditional curriculum and non-traditional curriculum groups assessed the degree of influence of the following selected factors similarly:

- a. Mother.
- b. Father
- c. Brother or sister
- d. Other relatives or grandparents
- e. Friends or peers

- f. Guidance counselors
- g. Courses taken in high school
- h. College instructors
- i. Courses taken in college
- j. Job opportunity
- k. Monetary reward or economic security
- l. Status or prestige of the occupation
- m. Personal growth or advancement
- n. Possibilities of helping others
- o. Variety of work.

6. The selected factors rated by traditional curriculum and non-traditional curriculum students as having less to moderately important influence in their present curriculum or career choice were:

- a. Development of skills and knowledge
- b. Personal satisfaction or challenging interest
- c. Possibility of helping others
- d. Personal growth and development
- e. Status or prestige of occupation
- f. Variety of work
- g. Monetary reward or economic security
- h. Scholarship and/or financial assistance

7. About 58 percent of the students in both traditional and non-traditional curricula were already in college when their choice of curricula or career was made.

8. About 76 percent of students in traditional curriculum group intend to teach immediately after they graduate as compared to 58 percent in the non-traditional curriculum group.

9. No notable differences exist between the traditional and non-traditional curriculum students as far as probabilities of employment after graduation is concerned.

10. Majority of student (53 percent) in the traditional curriculum intend to finish at least master's degrees as compare to 64 percent in the non-traditional curriculum students.

Recommendations

The results of the data analysis and the conclusions drawn from the data provides the basis for the following recommendations:

1. Since the parents, brothers or sisters, and other relatives or grandparents play an important role in the female's curriculum choice they should support women's interests in traditional as well as non-traditional disciplines by words and deeds. Parents and relatives should be encouraged to assist their children to make career choices based on valid and up-to-date information about individual needs and skills.

2. Since high school teachers, college instructors, and college advisors are also important influencing factors in the students decision to select a curriculum course, they should be informed that their influence can be a negative as well as a positive one.

3. Since sex stereotyping still persists in the curriculum and selection of specialization, administrators and teachers should make curricula in education at all levels relevant to the changing role of women today. Textbooks and materials should reflect non-stereotype images of women and girls. Textbooks should contain role models of women and varieties of lifestyles.

4. Since female students have limited knowledge about the world of

work, they should be given opportunities as early as their childhood to explore and use tools, develop their interests, talents, and skills, and to develop hobbies so that they can express themselves into positive and productive ways. Women should be informed about the full scope of the world of work as with the same thoroughness with which men are so informed. Both traditional and non-traditional group of students should be made aware that there are myriads of occupational jobs for both home economics as well as agriculture courses.

5. Female students in both curriculum groups should be involved in the orientation and advisement programs so that they can relate aspects of the curricula and the profession to their peers and other students.

6. Since many students make their curriculum choice during their sophomore year in college, recruitment personnel should exert efforts in the recruitment process from as early as the high school through the first two years of students college experiences. Recruitment strategies should be developed based on the concept that career or occupational choice is a developmental process.

Recommendations for Further Study

1. A study should be conducted in which the questionnaire-interview technique of data collection is used to identify more specific factors that influence curriculum choice.

2. A follow-up of both home economics (traditional) and agriculture (non-traditional) graduates should be conducted to determine their success in their chosen field.

3. If the above recommendations were implemented, a valuable future study would be to replicate this study which would include a much larger

sample from other institutions both similar and dissimilar to the Central Luzon State University offering traditional and non-traditional curricula.

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APPENDIX A

COVER LETTER

35-5 N. University Place
Stillwater, Oklahoma 74075
U. S. A.
September 1, 1985

Central Luzon State University
Munoz, Nueva Ecija 2320
Philippines

Dear _____:

I am conducting a study to investigate the motivational factors that influence female students in their choice of a college major. Will you please do me a favor by answering the questions on the enclosed questionnaire. I am making this request to only a selected group and your individual reply is most important. I know how important your time is, so I will only ask you to take a few moments to sit down and answer the questions. Your response will help me and benefit others as well.

When you have finished answering the questions, please return the survey questionnaire in the self-addressed envelope which has proper postage and be assured that all information will be held in strict confidence.

Sincerely,

ESTELITA ANGELES-BERNARDO
Research Student

APPENDI B

STUDENT SURVEY QUESTIONNAIRE

Student Survey Questionnaire

The primary purpose of this study is to identify the factors which influenced women's choices of the non-traditional/traditional education courses which are important in the selection of an occupation.

The following items represent a variety of considerations you might have as you select the occupation you are pursuing. Please respond to each item as best as you can. There are no wrong or right answers.

All responses will be anonymous, will be held in strict confidence, and the results of this study will deal only with responses by groups of majors other than with individual responses to items. Please do not sign your name on the questionnaire. Your response is only a coded number.

Directions

1. Place a check (✓) in the space(s) except where indicated.
2. When asked to specify or give specific answer(s), please be brief as possible.
3. Answer all questions unless not applicable.

The Survey Questionnaire

1. Curriculum enrolled:

Home Economics _____ Agricultural Education _____
 Agriculture _____ Agricultural Engineering _____

2. Your present status:

Single _____ Separated _____
 Married _____ Widowed _____

3. Your age:

Under 20 _____ 26 - 30 _____
 20 - 25 _____ 31 or above _____

4. Your year in college:

Freshman _____ Junior _____
 Sophomore _____ Senior _____

5. What demographic characteristics were you born or lived most of your life? (or for the longest period of your life?):

- a. Large metropolitan city (over 20,000 in population) _____
 b. Suburb of a large metropolitan city _____
 c. City (more than 10,000 in population) _____
 d. Town (more than 5,000 in population) _____
 e. Village or Barrio _____
 f. Farm _____

6. Father's current occupation: _____

7. Mother's current occupation: _____

8. Indicate your parent's educational attainment (check highest level for each parent):

	Mother	Father
Less than 6th grade	_____	_____
Completed 6th grade	_____	_____
Attended high school but did not graduate	_____	_____
Completed high school	_____	_____
Attended one year of college	_____	_____

	Mother	Father
Attended 2 years of college	_____	_____
Attended 3 years of college	_____	_____
Completed 4-year of college	_____	_____
Credit toward Master's degree	_____	_____
Has Master's degree	_____	_____
Credit toward Doctor's degree	_____	_____
Has Doctorate degree	_____	_____

9. In what grade level were you when you choose the curriculum in which you plan to graduate?

Grade school _____ College _____
 High school _____

10. To what extent did each of the following influence your choice of your major field of study? (Please check one blank on each line).

	Extreme or great Influence	Considerable or more Influence	Moderate or less Influence	No Influence
Mother	_____	_____	_____	_____
Father	_____	_____	_____	_____
Sister	_____	_____	_____	_____
Brother	_____	_____	_____	_____
Spouse	_____	_____	_____	_____
Grand parents	_____	_____	_____	_____
Other relatives	_____	_____	_____	_____
High school friends or peers	_____	_____	_____	_____
College friends or peers	_____	_____	_____	_____
Vo-Ag/H.E. teachers	_____	_____	_____	_____

	Extreme or great Influence	Considerable or more Influence	Moderate or less Influence	No Influence
College instructors	_____	_____	_____	_____
College advisors	_____	_____	_____	_____
Guidance counselors	_____	_____	_____	_____
Courses taken in high school	_____	_____	_____	_____
Courses taken in college	_____	_____	_____	_____
Job opportunities	_____	_____	_____	_____
Other (specify)	_____	_____	_____	_____

The following are related to occupational choice:

11. What occupation do you expect to enter immediately after completing your education? (List one specific job. _____)
12. Do you intend to make this job a lifelong career? Yes _____
No _____
13. What do you think are your probabilities to be employed in job after graduation from college? (Check one)
- High _____
- Moderately high _____
- Moderately low _____
- Low _____
14. Were there barriers or difficulties in enrolling in your major field(s)? Yes _____ (If yes, what were they?) _____
No _____
15. Would you advise other women to go into this field? _____
Why? _____
16. How many vocation(s) did you consider before choosing this career?

17. What factors led you to choose your present career? Circle one factor which you feel is important or not important as it applies to you.

Use the ratings below:

- 4 for very important
- 3 for moderately important
- 2 for less important
- 1 for not important

	Very Im- portant	Moderately Important	Less Im- portant	Not Im- portant
My family and relatives thought it would be best	_____	_____	_____	_____
My friends (peers) are in this major	_____	_____	_____	_____
High school teachers suggested it	_____	_____	_____	_____
High school counselor suggested it	_____	_____	_____	_____
Courses taken in high school	_____	_____	_____	_____
Scholarship and/or finan- cial assistance	_____	_____	_____	_____
Money or economic security	_____	_____	_____	_____
Status or prestige of the occupation	_____	_____	_____	_____
Personal growth or advance- ment	_____	_____	_____	_____
My desire to help others	_____	_____	_____	_____
Development of skills and knowledge	_____	_____	_____	_____
Personal satisfaction or interest	_____	_____	_____	_____
Variety of work	_____	_____	_____	_____
Other not listed above (please specify) _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

18. What is the highest academic rank you intend to obtain? Check one.

Bachelor's degree _____

Special degree of
certification _____

Master's degree _____

Doctoral degree _____

Comments: _____

END OF QUESTIONNAIRE: THANK YOU VERY MUCH FOR YOUR TIME
AND COOPERATION.

APPENDIX C

FOLLOW-UP LETTER

35-5 N. University Place
Stillwater, Oklahoma 74075
U. S. A.
November 3, 1985

Central Luzon State University
Munoz, Nueva Ecija 2320
Philippines

Dear _____:

I am anxious to summarize the results of my survey and note that I do not have your response to an earlier mailing. Please use the enclosed form and envelope so that I may have your valuable input.

I shall be personally grateful for your immediate response.

Sincerely,

ESTELITA ANGELES-BERNARDO
Research Student

8
VITA

Estelita Angeles-Bernardo

Candidate for the Degree of

DOCTOR OF EDUCATION

Thesis: MOTIVATIONAL FACTORS INFLUENCING THE VOCATIONAL CHOICE OF HOME ECONOMICS AND AGRICULTURE AS A COLLEGE MAJOR BY WOMEN OF THE CENTRAL LUZON STATE UNIVERSITY (PHILIPPINES)

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born on January 6, 1932 in Aliaga, Nueva Ecija, Philippines; daughter of Elias Angeles (deceased) and Ines Peria-Angeles; married to Engr. Renato Cruz Bernardo, and the mother of two sons, Edel Rey and Edel Mar.

Education: Finished secondary school at Nueva Ecija High School in 1950; received a title of Associate in Arts at Philippine Wesleyan University in 1952; received the degree of Bachelor of Science in Home Economics at University of Santo Tomas in 1956; received the degree of Master of Science major in Curriculum and Instruction at Oklahoma State University in 1980; completed the requirements for the degree of Doctor of Education at Oklahoma State University, Stillwater, Oklahoma, U.S.A. in July, 1986.

Professional Experiences: Home Economics and General Science Teacher, June, 1958 to June, 1960; Head, Home Economics Department, July 1960 to December 1977; Acting Assistant Principal, July 1975 to December 1977, Aliaga Provincial High School, Aliaga, Nueva Ecija, Philippines; recipient: 10 and 15 years teaching awards, 1968 and 1973, respectively; employee of the month, Student Union Cafeteria, Oklahoma State University, March 1985.

Professional Organizations: Philippine Home Economics Association, 1956; Philippine Public Secondary Schools Association, 1958-77; Secretary, Aliaga Provincial High School Teachers Association, 1958-63; Secretary-Treasurer, Aliaga Provincial High School Teachers Association, 1963-77; Nueva Ecija School Teachers Association, 1958-77.