

# Gender Stereotyping in Career Choices of College Students

Novrina Bigilda A. Orge

## ABSTRACT

This study aimed to determine the effects of gender stereotyping in career choices of the students of Ramon Magsaysay Technological University for the School Year 2012 -2013. The researchers established the following working hypotheses; (1) gender stereotyping has no significant effect in career choices of students; and (2) there is no significant difference in the perception of respondents towards the effects to gender stereotyping in career choices of students when grouped according to sex variables. This study made use of the descriptive type of research. This is used to determine the effects of gender stereotyping in career choices of student in Ramon Magsaysay Technological University. The researchers made use of frequency, percentage, weighted arithmetic mean and t-test as statistical tools in interpreting the data collected.

The ten (10) indicators resulted in a weighted mean equivalent to 3.66 qualitatively interpreted as Agree which implies that respondents perceived essential factors such as skills, interest, abilities, aptitudes, family income, and job placement instead of peer influence, parents' choice and gender stereotyping in making decisions in choosing a course or degree to pursue. Moreover, the computed weighted average mean of the responses from male respondents is 3.64 qualitatively interpreted as Agree, female respondents is 3.69 qualitatively interpreted as Agree. Since number of respondents is greater than the number of samples used in t-test, the  $df = \infty$  will be used. Since the critical value (0.0159) is less than the tabular value (1.645) at 0.05 level of significance, therefore accept the null hypothesis. This means than there exist no significant difference in the

perception of respondents towards the effects of gender stereotyping in career choices of students when grouped according to sex variable. It is also an implication that gender nowadays is not a contributory factor anymore in the decisions made by students in choosing a career, thus eliminating gender stereotyping in the educational setting.

**Keywords:** Education, gender stereotyping, career choice, profile, descriptive, RMTU, Philippines

## INTRODUCTION

Gender stereotypes are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups. Stereotypes can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the contrary, they are perpetuating gender stereotyping. Many people recognize the dangers of gender stereotyping; yet continue to make these types of generalizations.

Traditionally, the female stereotypic role is to marry and have children. She is also to put her family's welfare before her own; be loving, compassionate, caring, nurturing, and sympathetic; and find time to be sexy and feel beautiful. The male stereotypic role is to be the financial provider. He is also to be assertive, competitive, independent, courageous, and career focused; hold his emotions in check; and always initiate sex. These sorts of stereotypes can prove harmful; they can stifle individual

expression and creativity, as well as hinder personal and professional growth.

The weight of scientific evidence demonstrates that children learn gender stereotypes from adults. As with gender roles, socializing agents-parent, teachers, peers, religious leaders, and the media-pass along gender stereotypes from one generation to the next.

One approach to reexamining conventional gender roles and stereotypes is androgyny, which is the blending of feminine and masculine attributes in the same individual. The androgyny, or androgynous person, does not neatly fit into a female or male gender role; she or he can comfortably express the qualities of both genders. Parents and other socializing agents can teach their children to be androgynous, just as they can teach them to be gender-biased.

Emerging as a powerful sociopolitical force beginning in the 1960s, the feminist movement, or women's liberation movement, has lobbied for the rights of women and minorities. Feminists have fought hard to challenge and redefine traditional stereotypic gender roles. ([http://www.cliffnotes.com/study\\_guide/Sociology.topicArticleID26957.html](http://www.cliffnotes.com/study_guide/Sociology.topicArticleID26957.html))

Gender stereotyping considered also a major issue in the educational system. The mindset of most people that males are typically engineers, doctors and technical workers while females are teachers, nurse and office staffs influences the choice of career of both genders in pursuing college education. Most students prefer to take up course that are basically associated with their genders. This is the reason why a particular course of educational institutions are dominated by the gender associated or stereotyped with these curricular offerings.

## OBJECTIVES OF THE STUDY

This study aimed to determine the effects of gender stereotyping in career choices of the students of Ramon Magsaysay Technological University for the school Year 2012 -2013.

Specifically, it sought answer to the following question:

1. What is the profile of the respondents in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Course; and
  - 1.4 Socio-economic status
2. Does gender stereotyping has significant effects in career choice of students as perceived by the respondents?
3. Is there a significant difference in the perception of the respondents towards the effect of the gender stereotyping in career choice of students when grouped according to sex variable?

## RESEARCH METHODOLOGY

This study made use of the descriptive type of research. This is used to determine the effects of gender stereotyping in career choices of students in Ramon Magsaysay Technological University.

This study was conducted at the Ramon Magsaysay Technological University, Iba, Zambales. It was conducted during the 2<sup>nd</sup> semester of the school year 2012 – 2013 to the different colleges of the university. The researchers had made use of a structured questionnaire that served as one of the important survey instruments and a means of gathering first-hand information from the respondent of this study the student who are the most important individuals in studying the effects of gender stereotyping in career choices of tertiary students.

A considerable number of respondents were used in this study. It made use of one hundred (100) college students from the Ramon Magsaysay Technology University, ten (10) from each college department including five (5) males and five (5) females. These respondents provide data in determining the effects of gender stereotyping in career choices of students in the university. These respondents were chosen using a convenience random sampling technique based on the availability of the respondents that were used in this study.

The researchers made use of structured questionnaire to gather relevant data in determining the effects of gender stereotyping in career choices of students of the Ramon Magsaysay Technological University.

The first part of the questionnaire includes the profile variables of the respondents like age, sex, course or degree and socio-economic status of family. The second part determines the perception of the respondents in the effects of gender stereotyping in the indicators given.

Administration and retrieval of the said instrument was done on the same day to prevent any loss of documents and data. A scheduled date was set for each college covered by the study.

The research design was based on the INPUT-PROCESS-OUTPUT scheme that was set under the paradigm of this study.

Respondent who were chosen for this study were obtained using a particular sampling technique. The researcher identified the locale's probable respondents. Permission to conduct research was sought from the professor in the subject Social Dimension of Education and from the concerned individuals supervising the institution where the study was conducted. Retrieval of these was done as soon as the respondents completed the evaluation sheet. The results obtained from the questionnaires were tallied, scored, analyzed and interpreted.

The data were then tallied, analyzed and interpreted. These data were treated using PH Stat in doing analysis of obtained data.

## RESULTS AND DISCUSSION

### 1. Profile of the respondents

**Table 1**  
**Distribution of Respondents According to Age**

Age Range (in years)	Frequency	Percentage
36 -40	0	0.00
31 – 35	3	3.00
26 – 30	3	3.00
21 – 25	26	26.00
16 – 20	68	68.00
<b>TOTAL</b>	<b>100</b>	<b>100.00</b>

Table 1 shows the distribution of respondents according to age. Majority of the respondents belong to age range 16 -20 with a total of sixty – eight (68) or 68 percent, followed by age range 21 – 25 with a total of twenty-six (26) or 26 percent. Both age ranges 26 – 30 and

31 -35 tallied a total of three (3) or 3 percent of the total respondents. The computed mean age of the respondent is 20.05 the data shown in the tables implies that most students in all college or tertiary level is in between the age 16 to 25, a typical age for college students.

**Table 2**  
**Distribution of respondents According to Sex**

Sex	Frequency	Percentage
Female	50	50.00
Male	50	50.00
<b>TOTAL</b>	<b>100</b>	<b>100.00</b>

Table 2 shows the distribution of respondents according to sex. As indicated in the table, both female and male respondents are equally obtained to ensure the integrity and

reliability of the results of the study giving equal treatment on both sexes since gender is the primary concern of this research study.

**Table 3**  
**Distribution of Respondent According to Course/Degree Enrolled**

Course/Degree	Frequency	Percentage
Engineering	11	11.00
Accountancy(Accounting, Business Administration, Finance)	10	10.00
Information Technology (Info Tech, Computer Science)	12	12.00
Hospital Course (HRM, Tourism)	10	10.00
Education	27	27.00
Arts and Sciences (Biology, Psychology)	10	10.00
Nursing	10	10.00
Industrial Technology (FCM, Drafting, Electrical, Electronics, Automotive)	10	10.00
<b>TOTAL</b>	<b>100</b>	<b>100.00</b>

Table 3 shows the distribution of the respondents according to course/Degree enrolled. As gleaned from the above table, majority of the respondent were education students with a total of twenty-seven (27) or 27 percent because of the fact that two (3) colleges are offering education course, namely; College of Education (CoEd), College of Physical Education (CPE) and institution of Evening Opportunity Programs (IEOP). It was followed by information technology with twelve (12) students coming from the College of Communication and

Information Technology (CCIT) and Institute of Evening Opportunity Program (IEOP). Engineering tallied a total of eleven (11) or 11 percent followed by Accountancy, Hospitality course, Arts and Sciences, Nursing and Industrial Technology all with ten (10) respondents or 10 percent of the total respondents. The above information does not imply the distribution of respondents by courses with regards to their sex. It does not affect career choices because equal numbers of respondents were obtained from each college.

**Table 4**  
**Distribution of Respondent According to Socio-Economic Status**

Monthly Family Income (in Php)	Frequency	Percentage
30,000 and above	6	6.00
25,000 – 29,999	0	0.00
20,000 – 24,999	5	5.00
15,000 – 19,999	11	11.00
10,000 – 14,999	28	28.00
5,000 – 9,999	27	27.00
Below 5,000	23	23.00
<b>TOTAL</b>	<b>100</b>	<b>100.00</b>

Table 4 shows the distribution of respondents according to Socio-Economic Status or Monthly

Family Income in Terms of Philippines Peso (Php). Data show that majority of the respondents

declared an income within the range of 10,000 to 14,999 with a total of twenty eight (28) or 28 percent of the total respondents. Twenty-seven (27) or 27 percent of the respondents belong to families with income in the range of 5,000 – 9,999, twenty-three (23) or 23 percent have income below 5,000, eleven (1) or 11 percent

have income 15,000 to 19, 999, six (6) or 6 percent of families earn 30,000 and above while five (5) or 5 percent earn 20,000 to 24,999. The mean monthly family income is Php 11,099.50. this implies that families earn low monthly income but this is still enough considering that respondents are living in a province.

## 2. Perception of the respondents in the effects of Gender Stereotyping in Career Choices of Students

**Table 5**  
**Perception of Respondents on the Effects of Gender Stereotyping in their Career Choices**

Indicators	5 (SA)	4 (A)	3 (MA)	2 (D)	1 (SD)	X	QI
1.I consider a course that is appropriate to my gender.	34 (170)	37 (148)	17 (51)	4 (8)	8 (8)	3.85	<b>A</b>
2.I consider the socio-economic status of my family to finance my education.	41 (205)	32 (128)	23 (69)	3 (6)	1 (1)	4.09	<b>A</b>
3.I consider my own interest regardless of my gender.	39 (195)	37 (148)	19 (57)	4 (8)	1 (1)	4.09	<b>A</b>
4.I consider my own skills and abilities regardless of my gender.	47 (235)	35 (140)	12 (36)	6 (12)	0 (0)	4.23	<b>A</b>
5.I considered my parents' choice	14 (70)	27 (108)	25 (75)	15 (30)	19 (19)	3.02	<b>MA</b>
6.I was influenced by my peers.	7 (35)	19 (76)	29 (87)	20 (40)	25 (25)	2.63	<b>MA</b>
7.I consider my aptitude by rolling a course that I believe I could excel and perform well.	34 (170)	38 (152)	24 (72)	3 (6)	15 (15)	4.01	<b>A</b>
8.I consider suggestion from university personnel upon interview prior to enrolment	10 (50)	32 (128)	39 (117)	9 (18)	10 (10)	3.23	<b>MA</b>
9.I consider job placement by the time I will graduate regardless of my gender.	34 (170)	38 (152)	26 (78)	2 (4)	0 (0)	4.04	<b>A</b>
10. I consider my gender as an essential factor in selecting a course because I believe that there are courses for males and there are also for females.	21 (105)	31 (124)	28 (84)	11 (22)	9 (9)	3.44	<b>MA</b>

Table 5 shows the perception of respondents on the effect of gender stereotyping in their career choices. Ten (10) indicators were measured as to the respondents' perception on the influence of such indicator in their decision in taking-up a course or degree in college.

For indicator number 1, "**I consider a course that is appropriate to my gender**", thirty-four (34) respondents answered Strongly Agree (SA); thirty-seven (37) Agree (A); seventeen (17) Moderately Agree (MA); four (4) Disagree (D) and eight (8) Strongly Disagree (SD). The mean

response is 3.85 qualitative interpreted as Agree. This means that most students agree that they are considering courses or degree that are believed to be appropriate to their gender.

For indicator number 2, "**I consider the socio-economic status of my family to finance my education**", forth-one (41) respondents answered Strongly Agree (SA); thirty-two (32) Agree (A); twenty-three (23) Moderately Agree (MA); three (3) Disagree (D) and one (1) Strongly Disagree (SD). The mean response is 4.09 qualitative interpreted as Agree. This means that majority of the student consider the socio-economic status of their families to finance their education.

For indicator number 3. "**I consider my own interest regardless of my gender**", thirty-nine (39) respondents answered Strongly Agree (SA); thirty-seven (37) Agree (A); nineteen (19) Moderately Agree (MA); four (4) Disagree (D) and one (1) strongly Disagree (SD). The mean response is 4.09 qualitative interpreted as Agree. This means that majority of the students consider their own interest regardless of their gender.

For indicator number 4, "**I consider my skills and abilities regardless of my gender**", forty-seven (47) respondents answered Strongly Agree (SA); thirty-five (35) Agree (A); twelve (12) Moderately Agree (MA); six (6) Disagree (D) and no one Strongly Disagree (SD). The mean response is 4.23 qualitative interpreted as Agree. This means that most students agree that skills and abilities must be considered instead of gender in choosing a career.

For indicator number 5, "**I consider my parents' choice**", fourteen (14) respondents answered Strongly Agree (SA); twenty-seven (27) Agree (A); twenty-five (25) Moderately Agree. This means that parents' choice is of little importance and consideration in the students' decision in choosing a career.

For indicator number 6, "**I was influenced by my peers**", seven (7) respondents answered Strongly Agree (SA); nineteen (19) Agree (A); twenty-nine (29) Moderately Agree (MA); twenty (20) Disagree (D) and twenty-five (25) Strongly Disagree (SD). The mean response is 2.63 qualitative interpreted as Moderately Agree. This means that influence among peers is not a

contributory factor in the students' decision in choosing a career.

For indicator number 7, "**I consider my aptitude by enrolling a course that I believe I could excel and perform well**", thirty-four (34) respondent answered Strongly Agree (SA); thirty-eight (38) Agree (A); twenty-four (24) Moderately Agree (MA); three (3) Disagree (D) and fifteen (15) Strongly Disagree (SD). The mean response is 4.01 qualitative interpreted as Agree. This means that most of the respondents consider personal aptitudes in enrolling a course because they believe that they are going to excel and perform well in their chosen field.

For indicator number 8, "**I consider suggestion from university personnel upon interview prior to enrolment**", ten (10) respondents answered Strongly Agree (SA); thirty-two (32) Agree (A); thirty-nine (39) Moderately Agree (MA); nine (9) Disagree (D) and ten (10) Strongly Disagree (SD). The mean response is 3.23 qualitative interpreted as Moderately Agree. This means that only few among the respondents consider Suggestion from university personnel upon interviews conducted prior to enrollment.

For indicator number 9, "**I consider job placement by the time I will graduate regardless of my gender**", thirty-four (34) respondent answered Strongly Agree (SA); thirty-eight (38) Agree (A); twenty-six (26) Moderately Agree (MA); two (2) Disagree (D) and no one Strongly Disagree (SD). The mean response is 4.04 qualitative interpreted as Agree. This means that high percentage of the respondents consider job placement after graduating in their chosen course/degrees.

For indicator number 10, "**I consider my gender as an essential factor in selecting a course because I believe that there are courses for males and there are also for females**", twenty-one (21) respondents answered Strongly Agree (SA); thirty-one (31) Agree (A); twenty-eight (28) Moderately Agree (MA); eleven (11) Disagree (D) and nine (9) Strongly Disagree (SD). The mean response is 3.44 qualitative interpreted as Moderately Agree. This means that moderate number of students believe that there are course for males and there are courses for females, thus

gender stereotyping is no longer a significant issue today.

The ten (10) indicators resulted in a weighted mean equivalent to 3.66 qualitatively interpreted as Agree. This means that respondents perceived essential factors such as

skills, interest, abilities, aptitudes, family income, and job placement instead of peer influence, parents' choice and gender stereotyping in making decision in choosing a course or degree to pursue.

**3. Significant difference in the perception of the respondents towards the effects of gender stereotyping in career choice of students when grouped according to sex variable.**

**Table 6**

**Perception of Male Respondents on the  
Effects of Gender Stereotyping in their Career Choices**

Indicators	5 (SA)	4 (A)	3 (MA)	2 (D)	1 (SD)	X	QI
1. I consider a course that is appropriate to my gender.	21 (105)	15 (60)	7 (21)	3 (6)	4 (4)	3.92	<b>A</b>
2. I consider the socio-economic status of my family to finance my education.	17 (85)	17 (68)	14 (42)	1 (2)	1 (1)	3.96	<b>A</b>
3. I consider my own interest regardless of my gender.	22 (110)	15 (60)	10 (30)	2 (4)	1 (1)	4.10	<b>A</b>
4. I consider my own skills and abilities regardless of my gender.	29 (145)	11 (44)	7 (21)	3 (6)	0 (0)	4.32	<b>A</b>
5. I considered my parents' choice	11 (55)	9 (36)	10 (30)	8 (16)	12 (12)	2.98	<b>MA</b>
6. I was influenced by my peers.	4 (20)	8 (32)	10 (30)	12 (24)	16 (16)	2.44	<b>D</b>
7. I consider my aptitude by rolling a course that I believe I could excel and perform well.	19 (95)	18 (72)	9 (27)	3 (6)	1 (1)	4.02	<b>A</b>
8. I consider suggestion from university personnel upon interview prior to enrolment	6 (30)	17 (68)	14 (42)	6 (12)	7 (7)	3.18	<b>MA</b>
9. I consider job placement by the time I will graduate regardless of my gender.	20 (100)	18 (72)	11 (33)	1 (2)	0 (0)	4.14	<b>A</b>
10. I consider my gender as an essential factor in selecting a course because I believe that there are courses for males and there are also for females.	8 (40)	18 (72)	12 (36)	5 (10)	7 (7)	3.30	<b>MA</b>

Table 6 shows the perception of male respondents on the effect of gender stereotyping in their career choices.

For indicator number 1, "I consider a course that is appropriate to my gender", twenty-one (21) male respondents answered Strongly Agree (SA); fifteen (15) Agree (A); seven (1) Moderately Agree (MA); three (3) Disagree (D) and four (4) Strongly Disagree (SD). The mean response is 3.92 qualitative interpreted as Agree.

For indicator number 2, " I consider the socio-economic status of my family to finance my education", seventeen (17) male respondents answered Strongly Agree (SA); seventeen (17) Agree (A); fourteen (14) moderately Agree (MA); one (1) Disagree (D) and one (1) Strongly Disagree (SD). The mean response is 3.96 qualitative interpreted as Agree.

For indicator number 3, "I consider my own interest regardless of my gender", twenty-

two (22) male respondents answered Strongly Agree (SA); fifteen (15) Agree (A); ten (10) Moderately Agree (MA); two (2) disagree (D) and one (1) Strongly Disagree (SD). The mean response is 4.10 qualitative interpreted as Agree.

For indicator number 4, " I consider my skills and abilities regardless of my gender", twenty-nine (29) male respondents answered Strongly Agree (SA); eleven (1) Agree (A); seven (7) Moderately Agree (MA); three (3) Disagree (D) and no one Strongly Disagree (SD). The mean response is 4.32 qualitative interpreted as Agree.

For indicator number 5, " I consider my parents' choice", eleven (11) male respondents answered Strongly Agree (SA); nine (9) Agree (A); ten (10) Moderately Agree (MA); eight (8) Disagree (D) and twelve (12) Strongly Disagree (SD). The mean response is 2.98 qualitative interpreted as Moderately Agree.

For indicator number 6, "I was influenced by my peers", four (4) male respondents answered Strongly Agree (SA); eight (8) Agree (A); ten (10) Moderately Agree (MA); twelve (12) Disagree (D) and sixteen (16) Strongly Disagree (SD). The mean response is 2.44 qualitative interpreted as Disagree.

For indicator number 7, "I consider my aptitude by enrolling a course that I believe I could excel and perform well", nineteen (19) male respondents answered Strongly Agree (SA); eighteen (18) Agree (A); nine (9) Moderately Agree (MA); three (3) Disagree (D) and one (1) Strongly Disagree (SD). The mean response is 4.02 qualitative interpreted as Agree.

For indicator number 8, " I considered suggestions from university personnel upon interview prior to enrolment ", six (6) male respondents answered Strongly Agree (SA); seventeen (17) Agree (A); fourteen (14) Moderately Agree (MA); six (6) disagree (D) and seven (7) Strongly Disagree (SD). The mean response is 3.18 qualitative interpreted as Moderately Agree.

For indicator number 9, " I considered job placement by the time I will graduate regardless of my gender", twenty (20) male respondents answered Strongly Agree (SA); eighteen (18) Agree (A); eleven (11) Moderately Agree (MA); one (1) Disagree (D) and no one Strongly Disagree (SD). The mean response is 4.14 qualitative interpreted as Agree.

For indicator 10, "I considered my gender as an essential factor in selecting a course because I believe that there are courses for males and there are also for females", eight (8) male respondents answered Strongly Agree (SA); eighteen (18) Agree (A); (12) Moderately Agree (MA); five (5) Disagree (D) and seven (7) Strongly Disagree (SD). The mean response is 3.30 qualitative interpreted as Moderately Agree.

The ten (10) indicators resulted in a weight mean equivalent to 3.64 qualitatively interpreted as Agree. It can be gleaned from the table that male respondents agree in indicators 1, 2, 3, 4, 7 and 9, moderately agree in indicator 5, 8, and 10 and strongly agree on indicator 6.

**Table 7**  
**Perception of female Respondents on the**  
**Effects of Gender Stereotyping in their Career Choices**

<b>Indicators</b>	<b>5 (SA)</b>	<b>4 (A)</b>	<b>3 (MA)</b>	<b>2 (D)</b>	<b>1 (SD )</b>	<b>X</b>	<b>QI</b>
1. I consider a course that is appropriate to my gender.	13 (65)	22 (88)	10 (30)	1 (2)	4 (4)	3.78	<b>A</b>
2. I consider the socio-economic status of my family to finance my education.	24 (120)	15 (60)	9 (97)	2 (2)	0 (0)	4.22	<b>A</b>
3. I consider my own interest regardless of my gender.	17 (85)	22 (88)	9 (27)	2 (2)	0 (0)	4.08	<b>A</b>
4. I consider my own skills and abilities regardless of my gender.	18 (90)	24 (96)	5 (15)	3 (6)	0 (0)	4.14	<b>A</b>
5. I considered my parents' choice	3 (15)	18 (72)	15 (45)	7 (14)	7 (7)	3.06	<b>MA</b>
6. I was influenced by my peers.	3 (15)	11 (44)	19 (57)	8 (16)	9 (9)	2.82	<b>MA</b>
7. I consider my aptitude by rolling a course that I believe I could excel and perform well.	15 (75)	20 (80)	15 (45)	0 (0)	0 (0)	4.00	<b>A</b>
8. I consider suggestion from university personnel upon interview prior to enrolment	6 (30)	17 (68)	14 (42)	6 (12)	7 (7)	3.28	<b>MA</b>
9. I consider job placement by the time I will graduate regardless of my gender.	20 (100)	18 (72)	11 (33)	1 (2)	0 (0)	3.94	<b>A</b>
10. I consider my gender as an essential factor in selecting a course because I believe that there are courses for males and there are also for females.	13 (65)	13 (52)	16 (48)	6 (12)	2 (2)	3.58	<b>MA</b>

Table 7 shows the perception of female respondents on the effect of gender stereotyping in their career choices. Ten (10) indicators were measured as to the respondents' perception on the influence of such indicator in their decision in taking-up a course or degree in college.

For indicator number 1, " I consider a course that is appropriate to my gender", thirteen (13) female respondents answered Strongly Agree (SA); twenty-two (22) Agree (A); ten (10) Moderately Agree (MA); one (1) Disagree (D) and four (4) Strongly Disagree (SD). The mean response is 3. 78 qualitative interpreted as Agree

For indicator number 2, " I consider the socio-economic status of my family to finance my education", twenty-four (24) female respondents answered Strongly Agree (SA); fifteen (15) Agree (A); nine (9) Moderate Agree (MA); two (2)

disagree (D) and no one (0) Strongly Disagree (SD). The mean response is 4.22 qualitative interpreted as Agree.

For indicator number 3, " I consider my own interest regardless of my gender", seventeen (17) female respondent answered Strongly Agree (SA); twenty two (22) Ag Agree (A); nine (9) Moderately Agree (MA); two (2) Disagree (D) and no one (0) Strongly Disagree (SD). The mean response is 4.08 qualitative interpreted as Agree.

For indicator number 4, " I consider my skills and abilities regardless of my gender", seventeen (17) female respondents answered Strongly Agree (SA); twenty-two (22) Agree (A); nine (9) Moderately Agree (MA); two (2) Disagree (D) and no one (0) Strongly Disagree (SD). The

mean response is 4.08 qualitative interpreted as Agree.

For indicator number 5, "I considered my parents' choice", three (3) female respondents answered Strongly Agree (SA); eighteen (18) Agree (A); fifteen (15) Moderately Agree (MA); seven (7) Disagree (D) and seven (7) Strongly Disagree (SD). The mean response is 3.06 qualitative interpreted as Moderately Agree.

For indicator number 6, " I was influenced by my peers", three (3) female respondents answered Strongly Agree (SA); eleven (11) Agree (A); nineteen (19) Moderately Agree (MA); eight (8) Disagree (D) and nine (9) Strongly Disagree (SD). The mean response is 2.82 qualitative interpreted as Moderately Agree.

For indicator number 7, " I consider my aptitude by rolling a course that I believe I could excel and perform well", fifteen (15) female respondents answered Strongly Agree (SA); twenty (20) Agree (A); fifteen (15) Moderately Agree (MA); no one (0) Disagree (D) and no one (0) strongly Disagree (SD) also. The mean response is 4.00 qualitative interpreted as Agree.

For indicator number 8, " I consider suggestions from university personnel upon interview prior to enrolment", four (4) female respondents answered Strongly Agree (SA); fifteen (15) Agree (A); twenty five (25)

Moderately Agree (MA); three (3) Disagree (D) and three (3) Strongly Disagree (SD). The mean response is 3.28 qualitative interpreted as Moderately Agree.

For indicator number 9, " I consider job placement by the time I will graduate regardless of my gender", fourteen (14) female respondents answered Strongly Agree (SA); twenty (20) Agree (A); fifteen (15) Moderately Agree (MA); one (1) Disagree () and no one Strongly Disagree (SD). The mean response is 3.94 qualitative interpreted as Agree.

For indicator number 10, "I consider my gender as an essential factor in selecting a course because I believe that there are course for males and there are also for females", thirteen (13) female respondents answered Strongly Agree (SA); thirteen (13) Agree (A); sixteen (16) Moderately Agree (MA); six (6) Disagree (D) and two (2) Strongly Disagree (SD). The mean response is 3.58 qualitative interpreted as Moderately Agree.

The ten (10) indicators resulted in a weighted mean equivalent to 3.69 qualitatively interpreted as Agree. It was reflected in the table that most female respondents agree on indicators 1, 2, 3, 4, 7 and 9 while indicators 5, 6, 8, and 10 as moderately agree.

**Table 8**  
**Test if significant Difference among Male Respondents**

<b>Indicator</b>	<b>Weighted Mean</b>	<b>(xi-X)</b>	<b>(xi-X)2</b>
1. I consider a course that is appropriate to my gender.	<b>3.92</b>	<b>0.28</b>	<b>0.0807</b>
2. I consider the socio-economic status of family to finance my education.	<b>3.96</b>	<b>0.32</b>	<b>0.1050</b>
3. I consider my own interest regardless of my gender.	<b>4.10</b>	<b>0.46</b>	<b>0.2153</b>
4. I consider my skill and abilities regardless of my gender.	<b>4.32</b>	<b>0.68</b>	<b>0.4679</b>
5. I consider my parents' choice.	<b>2.98</b>	<b>-0.66</b>	<b>0.4303</b>
6. I was influenced by my peers.	<b>2.44</b>	<b>-1.20</b>	<b>1.4304</b>
7. I consider my aptitude by enrolling a course that I believe I could excel and perform well.	<b>4.02</b>	<b>0.38</b>	<b>0.1475</b>
8. I consider suggestions from university	<b>3.18</b>	<b>-0.46</b>	<b>0.2079</b>

personnel upon interview prior to enrolment.			
9. I consider job placement by the time I will graduate regardless of my gender.	<b>4.14</b>	<b>0.50</b>	<b>0.2540</b>
10. I consider my gender as an essential factor in selecting a course for males and there are also for females.	<b>3.30</b>	<b>-0.34</b>	<b>0.1129</b>
<b>Summation (<math>\Sigma</math>)</b>	<b>36.36</b>		<b>3.4518</b>

The above table shows the test of significant difference in the perception of male respondents. As gleaned from the table, the computed

weighted average mean of the responses from male respondents is 3.64 qualitatively interpreted as Agree.

**Table 9**  
**Test of Significant Difference among Female Respondents**

<b>Indicator</b>	<b>Weighted Mean</b>	<b>(<math>x_i - X</math>)</b>	<b>(<math>x_i - X</math>)<sup>2</sup></b>
1. I consider a course that is appropriate to my gender.	<b>3.78</b>	<b>0.09</b>	<b>0.0081</b>
2. I consider the socio-economic status of family to finance my education.	<b>4.22</b>	<b>0.53</b>	<b>0.2809</b>
3. I consider my own interest regardless of my gender.	<b>4.08</b>	<b>0.39</b>	<b>0.1521</b>
4. I consider my skill and abilities regardless of my gender.	<b>4.14</b>	<b>0.45</b>	<b>0.2025</b>
5. I consider my parents' choice.	<b>3.06</b>	<b>-0.63</b>	<b>0.3969</b>
6. I was influenced by my peers.	<b>2.82</b>	<b>-0.87</b>	<b>0.7569</b>
7. I consider my aptitude by enrolling a course that I believe I could excel and perform well.	<b>4.00</b>	<b>0.31</b>	<b>0.0961</b>
8. I consider suggestions from university personnel upon interview prior to enrolment.	<b>3.28</b>	<b>-0.41</b>	<b>0.1681</b>
9. I consider job placement by the time I will graduate regardless of my gender.	<b>3.94</b>	<b>0.25</b>	<b>0.0625</b>
10. I consider my gender as an essential factor in selecting a course for males and there are also for females.	<b>3.58</b>	<b>-0.11</b>	<b>0.0121</b>
<b>Summation (<math>\Sigma</math>)</b>	<b>36.90</b>		

The above table shows the test of significant difference in the perception in the perception of female respondents. As gleaned from the table, the computed weighted average mean of the

responses from male respondents is 3.64 qualitatively interpreted as Agree.

**Table 10**  
**Analysis of Responses from male and female Group of Respondents**

<b>Formula Used</b>	<b>Values</b>
Mean Male Respondents (Mx)	3.64
Mean Female Respondents (My)	3.69
Variance Male Respondent (Sx)	0.3835
Variance Female Respondent (Sy)	0.2374
$n^1$	50
$n^2$	50
Mx-My	-0.05
Sx+Sy	0.6209
$n^1 + n^2 - 2$	98
$1/n^1 + 1/n^2$	0.04
$(Sx+Sy) / (n^1 + n^2 - 2)$	0.0063
$[(Sx+Sy) / (n^1 + n^2 - 2)](1/n^1 + 1/n^2)$	0.0003
$\sqrt{[(Sx+Sy) / (n^1 + n^2 - 2)](1/n^1 + 1/n^2)}$	0.0159
<b>t-value (computed)</b>	<b>0.0159</b>

Since number of students is greater than the normal number of samples used in t-test, the df =  $\infty$  will be used. Since the critical value (0.0159) is less than the tabular value (1.645) at 0.05 level of significance, therefore accept the null hypothesis. This means than there exist no significant difference in the perception in the perception of respondents towards the effects of gender stereotyping in career choices of students when grouped according to sex variable.

### CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions and recommendations are drawn.

1. A typical student-respondent is 20.05 years old, majority of which is an education student at has a monthly family income of Php 11,099.50.
2. The ten (10) indicators resulted in a weighted mean equivalent to 3.66 qualitatively interpreted as Agree which implies that respondents perceived essential factors such as skills, interest, abilities, aptitudes, family income, and job placement instead of peer influence, parents' choice and gender stereotyping in making decisions in choosing a course or degree to pursue.
3. The computed weighted average mean of the responses from male respondents is 3.64 qualitatively interpreted as Agree, female respondents is 3.69 qualitatively interpreted as Agree. Since number of respondents is greater than the number of samples used in t-test, the df =  $\infty$  will be used. Since the critical value (0.0159) is less than the tabular value (1.645) at 0.05 level of significance, therefore accept the null hypothesis. This means than there exist no significant difference in the perception of respondents towards the effects of gender stereotyping in career choices of students when grouped according to sex variable. It is also an implication that gender nowadays is not a contributory factor anymore in the decisions made by students in choosing a career, thus eliminating gender stereotyping in the educational setting.
4. There is still a need to improve and conduct further studies which will focus on other factors like opportunities in employment that could influence the students in choosing a career to pursue.
5. Encourage students to pursue a degree or course in which they will excel and perform well regardless of their gender.

6. The conduct of a new study which will use other statistical methods and tools for better and more reliable data treatment and analysis is also recommended.

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