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The Philippine Media’s “Pieta”, Its Semiotics of Protest and Its Impact on the Netizens

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Abstract

This study aims to discover how meaning is constructed through a visual image posted on various social media sites and what its impact to the netizens are. A visual image of the Philippines “Pieta” and the netizens’ comments on Facebook and blogs serve as corpus for the study. Social semiotics hypothesis and critical discourse analysis are employed in the analysis. With today’s advanced technologies, visual images have become more conspicuous and thought-provoking. Considered as reflections of life’s realities, these are explored by the media people whose primary objective is to affect the decision and behavior mechanisms of the society. But with today’s computer-based communication technologies, monopoly of information sharing has disappeared. Netizens have become more involved in the sociopolitical issues and freely air their views on the issues affecting them and the society.

Keywords: Social semiotics; visual images; Critical discourse analysis

Career Choice Indicators of BSTEE-IT: A Gender Perspective

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Abstract

A career is a decision of a lifetime hence it requires knowledge, good planning and preparation. In choosing a career students have to take into account many things that might influence them to decide on what track to follow or what decision to make. There are lots of factors that can influence a student's choice of career, including parents, peers, teachers, employment opportunities, salary, security and the working environment.

The intent of this research is to determine the future career choice of the BSTTE-IT students appertaining to their gender differences. A questionnaire was developed to examine the socio-economic profile of the students, their perception on career choice, and the factors influencing their choice of career. The questionnaire was distributed and completed by 119 students that were categorized according to gender: female, male, and third gender from Bachelor of Science in Technology Teacher Education major in Industrial Technology of the Department of Technology Teacher Education at the College of Education, MSU-IIT. Pearson Moment Correlation was used to examine relationships among study variables. The methodology and evaluation process of the study are described in a great detail, so that this chapter depicts the outcomes of the applied survey done by the researchers. The findings of each measure are presented along with the interpretation and discussion regarding the result of the survey. The outcome of the study suggested that in terms of the influences, parents are more likely to influence majority of the respondents of all genders. In the other hand, employment opportunity was considered the most influential factor in choosing a career. Overall, the findings are quite positive since the responses of each respondent regarding the variables that were presented in this study are closely related to each other without considering gender differences.

Keywords: GAD, Career Choice, Gender Perspective

Introduction

A career is a profession or occupation chosen as one's life's work. It is a process that occurs throughout the life cycle as individuals make series of decisions that consist of occupational consequences (Corel, 2001). Choosing a career path is a huge part of a man or woman's life (Fizer, 2013). It is a major decision to make in a life of individual since it will define who and what a person become in the future.

Gender is a term for social and cultural interpretations given to biological sex (Forum Syd, 2005). With a gender perspective, the focus is on the differences of men and women on how they perceive their career choice in the future and the way in which these differences affects the status and life conditions of men and women in different environments. The gender perspective reveals how power relations in society strengthen or weaken the ability of individuals and groups to exercise their rights and for them to be respected. It shows that the different conditions and rights of men and women can be explained through interpretations of what is meant by male and female (Forum Syd, 2005).

Gender differences plays a big role in choosing a career since men and women tend to choose different kinds of job and since both genders displays different roles and working capability. For instance, men and women tend to choose different kind of jobs or career because they have different perspectives and capabilities towards work. The theoretical framework of social feminism helps to explain gender differences in human capital, positing, as it does, that there are differences in male and female experiences from the earliest moments of life, which result in men and women having fundamentally different ways of viewing the world (De Tienne & Chandelier, 2007; Fischer & Dykes, 1993). Basically, social feminism views genders as different but equal and proposes that differences between women and men are due to unique socialization processes (De Tienne & Chandelier, 2007).

Students plan to work in the field of study in which they have majored. However, students often settle on a different path due to many factors they can't control. There is always a group of students who major in a certain degree area and end up on another career path (Fizer, 2013). These factors are salary, security, environment, and employment opportunities. The factors also include the role models of his or her life which includes the parent, peer, and teacher.

Choosing a career is a decision of a lifetime, thus it involves one's heart and mind in deciding. A career might be based on interest in life or the capability to do. It is not just about involving oneself to a thing one already knows. It is about trying something new. A person who has no opportunity to meet a wide variety of people may develop narrow ideas which careers "belong to" which genders.

The main purpose of this study is to determine the future career choice of the BSTTE-IT students pertaining to their gender differences and the factors that influence their career choice decision. The objective of this study is to provide preferences or insights to the next generations of BSTTE-IT students in choosing their career in the future. To enable them decide properly on the best job or career to pursue after college. This adds to the student's knowledge on how individuals perceive their future career.

Conceptual Framework

The independent and dependent variables are considered in this study. The independent variable is one of the socio-economic profile of the students, the gender differences, and the factors that influence their perception in choosing a career such as age, gender, parent's educational attainment, family income, salary, self-development, security, environment, parent's choice or influence, peer's and teacher's influence, and employment opportunities. These variables are supposed to affect the dependent variable which is the student's career choice.



Figure 1. Schematic Diagram showing the Conceptual Framework of the study.

Statement of the Problem

This study aims to determine the perceptions on the future career choices of the Bachelor of Science in Technology Teacher Education- Industrial Technology students in Mindanao State University- Iligan Institute of Technology, Iligan City. The following specific questions were addressed in the study:

1. What is the socio-economic profile of the respondents in terms of the following:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Family Monthly Income; and
 - 1.4 Parent's Educational Attainment
2. What is the gender perspective of the respondents on their career choice?
3. What are the factors that influence gender perspective towards career choice?
 - 1.1 Parents
 - 1.2 Peers
 - 1.3 Teachers
 - 1.4 Employment Opportunity
 - 1.5 Salary
 - 1.6 Security; and
 - 1.7 Environment
4. Is there a significant relationship between the gender differences of the respondents, their perception and the factors that influence their career choice?
5. What recommendations can be proposed based on the findings of the study?

Null Hypothesis

Ho₁: There is no significant relationship between the gender differences of the students and their perception on career choices as influenced by parents, peers, teachers, employment opportunity, salary, security and environment.

Method

This chapter presents the research methodology applied in the study. It contains research design, respondents of the study, research locale, data-gathering procedure, research instrument and statistical tools.

Research Design

The descriptive method was utilized as a research design because this includes the information of the socio-economic profile of the respondents and determine the gender differences and the factors that may affect the career choices of the BSTTE-IT students.

Respondents of the Study

The respondents of this research were the selected students of Bachelor of Science in Technology Teacher Education – Industrial Technology, College of Education, MSU-Iligan Institute of Technology who were enrolled in the 2nd semester of the school year 2015-2016. The entire population of BSTTE-IT is 170 which is composed of First Year (36), Second Year (42), Third Year (50), and Fourth Year (42). The total number of respondents is 119 which is categorized in gender: Female (79), Male (31), and Third Gender (9). To determine the sample size in this study, the researchers used the Slovin's Formula.

Research Environment/ Research Locale

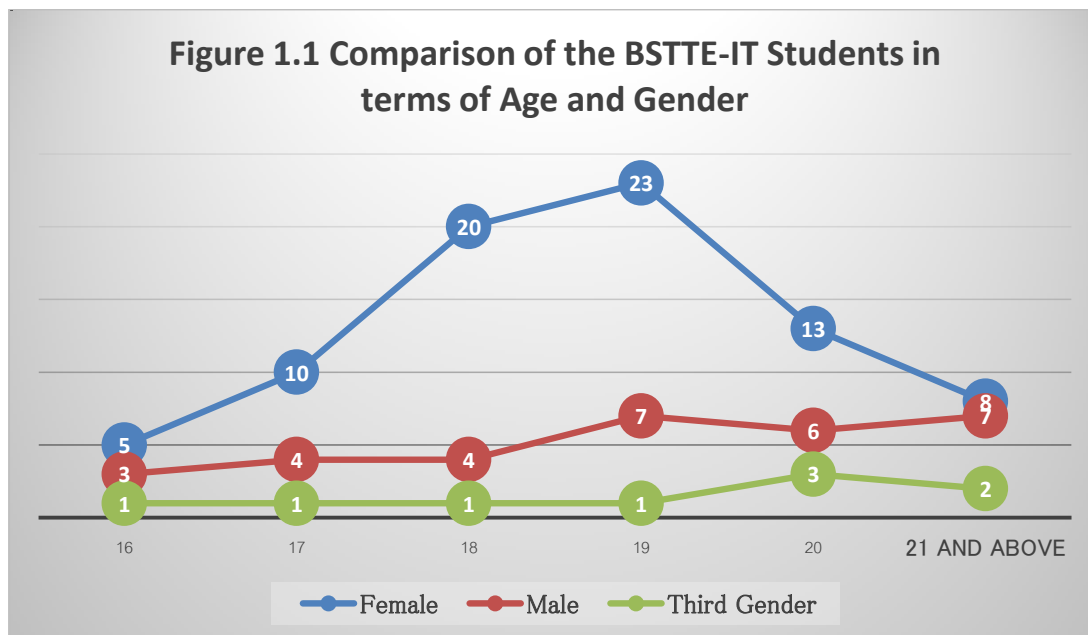
The researchers conducted the study at Mindanao State University- Iligan Institute of Technology, Department of Technology Teacher Education, College of Education. This is located at Tibanga, Iligan City, Mindanao Philippines with a zip code of 9200.

Results and Discussion

This chapter presents the results and discussions about the data gathered on the career choice of the BSTTE-IT students. The evaluation of the gender differences, their perception, and the factors that influence them in choosing a career.

1. What is the socio-economic profile of the respondents in terms of the following:

- 1.1 Age and Gender



Female on Age

Figure 1.1 shows the socio-economic profile of the respondents in terms of their age across gender. As depicted in the table above, there are more female BSTTE-IT students which constitute 79 or 66.4% of the total respondents and most of them are 19 years old closely followed by the 18 and 20 years old. Some of the females are younger at the age of 17 and 16 years old, there is also 6.7% of them constitutes as 21 years old and above. As seen majority of them are 19 years old.

Male on Age

On the other hand, out of 119 respondents, 26.1% are males and majority of them belongs to the age bracket of 19 to 21 above. Some of them were under age brackets of 17 and 18 years old followed closely with 16 years old which is considered the youngest age. Above all, majority of the male respondents were 19 to 21 above age groups.

Third Gender on Age

Furthermore, only 7.6% of the total respondents belongs to the third gender and they are mostly 20 years old. 5 out of 9 third genders are on age groups 16-19 years old similarly with a mean of 0.8% each.

Female, Male, and Third Gender on Age

Figure 1.1 shows the socio-economic profile of the respondents in terms of their age across gender. As depicted in the table above, there are more female BSTTE-IT students which constitute 79 or 66.4% of the total respondents and most of them are 19 years old closely followed by the 18 and 20 years old. On the other hand, out of 119 respondents, 31 or 26.1% are males and majority of them belongs to the age bracket of 19 to 21 above. Furthermore, only 7.6% of the total respondents belong to the third gender and they are mostly 20 years old. It can be ascertained that there are few female students below 18 to 20 years old enrolled in the BSTTE-IT course.

This result could be associated with the fact that between 2002 and 2012 the number of 18 to 24 year olds increased from 28.5 million to 31.4 million and increased of 10% and the percentage of 18-20 year olds enrolled in college rose from 37% in 2002 to 41% in 2012 this data was supported by the National Center for Education Statistics. This statistics result was supported by the claim of Stead & Watson 1996; Sharf 2002 stating that according to the career maturity concept, a person being compel to matured adept certain tasks, which are presumed from a person of his or her age at certain stages. Kerka 1998 stating that the older the person, the more appropriate vocational behavior he/she is expected to exhibit. It is also expected from an older person to have a precise capabilities and abilities in order to work or take a career decision. These capabilities could be decision making skills, ability to get necessary information about certain careers or ability to study further in order for someone to achieve his or her goals.

2. What is the gender perspective of the respondents on their career choice?

TABLE 1. Gender Comparis on of the BSTTE-IT Students in terms of Career Choice

Career Choice	Female			Male			Third Gender		
	Mean	SD	Inter pre tation	Mean	SD	Inter pre tation	Mean	SD	Inter pre tation
1. This course is not my first choice.	3.30	0.88	A	3.00	1.06	A	2.78	0.67	A
2. I like the choice of course I am taking right now.	3.00	0.70	A	3.16	0.82	A	3.00	0.71	A
3. I am the one who decide to choose my career in life.	2.85	0.92	A	3.13	0.88	A	3.33	0.71	A
4 I believe that choosing a career is one of the most important decision I have to make in my life.	3.73	0.44	SA	3.74	0.63	SA	3.89	0.33	SA
5. My choice of career should be based in my personality, attitudes, interests, etc.	3.58	0.50	SA	3.41	0.76	A	3.56	0.53	SA
6. My choice of career should be based on the salary, security, and the environment of the workplace.	3.16	0.76	A	3.35	0.80	A	2.89	0.33	A
7. I believe that gender is one of the most influential factor that affects student's career choice.	2.68	0.86	A	2.74	0.77	A	2.11	0.93	D
8. I should know first my capabilities in doing things before choosing a career.	3.53	0.50	SA	3.58	0.50	SA	3.22	0.44	A
9. I can decide on what would be the best career I will choose that will fit my capabilities and personality without difficulty.	3.08	0.68	A	3.35	0.49	A	3.22	0.67	A
10. Knowing what career to choose is easy for me.	2.44	0.57	D	2.48	0.77	D	2.67	0.50	A
Average Mean	3.14		A	3.20		A	3.07		A

Legend: A- Agree SA-Strongly Agree D-Disagree SD-Strongly Disagree

Female on Career Choice

The table 1 shows the gender comparison of the BSTTE-IT students in terms of their perception towards career choice. Based on the result, items or statements numbers 1-3 in the questionnaire stating that this course they are taking right now is not their choice (0.88) , that they like the choice of course their taking right now (0.70), and that they are the ones who decides their career in life (0.92) were agreed by all female respondents, the item number 4 and 5 were being strongly agreed by all female respondents stating that they believe that choosing a career is one of the most important decision they have to make in their lives and their choice of career should be based in their personality, attitudes, interests, etc. All of them also agreed that choice of career should be based on the salary, security, and the environment of the workplace and in believing that gender is one of the most influential factor that affects student's career choice with a mean of 3.16 and 2.68. Statement number 8 "I should know first my capabilities in doing things before choosing a career" was agreed by all females with a mean of 3.53, the females responded statement number 9 as strongly agree but all of them disagreed on the last item stating "Knowing what career to choose is easy for me."

Male on Career Choice

Based on the result on table 1, items or statements numbers 1-3 in the questionnaire stating that this course they are taking right now is not their choice, that they like the choice of course their taking right now, and that they are the ones who decides their career in life were agreed by all male respondents similar to that of females, the item number 4 and 5 were being strongly agreed by all male respondents stating that they believe that choosing a career is one of the most important decision they have to make in their lives (3.74) and their choice of career should be based in their personality, attitudes, interests, etc. (3.42). All of them also agreed that choice of career should be based on the salary, security, and the environment of the workplace (3.16) and in believing that gender is one of the most influential factor that affects student's career choice (2.68). Statement number 8 "I should know first my capabilities in doing things before choosing a career" was agreed by all males with a mean of 3.53, the males responded statement number 9 as strongly agree but all of them disagreed on the last item stating "Knowing what career to choose is easy for me."

Third Gender on Career Choice

In terms of the third gender, items numbers 1-3 in the questionnaire stating that this course they are taking right now is not their choice, that they like the choice of course their taking right now, and that they are the ones who decides their career in life were agreed by all third gender respondents similar to that of females and males, the item number 4 and 5 were being strongly agreed by all of the third genders stating that they believe that choosing a career is one of the most important decision they have to make in their lives and their choice of career should be based in their personality, attitudes, interests, etc. All of them also agreed that choice of career should be based on the salary, security, and the environment of the workplace but disagreed in believing that gender is one of the most influential factor that affects student's career choice. All

of the third genders agreed on the statements number 8-10 “I should know first my capabilities in doing things before choosing a career”, “I can decide on what would be the best career I will choose that will fit my capabilities and personality without difficulty” and “Knowing what career to choose is easy for me” as stated in the questionnaire.

Female, Male, and Third Gender on Career Choice

Results in table 2 reveals that of the 10 statements regarding the perception of career choice with their average means, female respondents responded agree. As for the males, it was clearly stated that they agreed as well as for that of the third genders. It can be determined with the average means of each genders that males are more likely to consider their perception regarding career choice before deciding on what career to choose since they have the highest average mean of (3.20). Females come next to males with (mean=3.14) and the third genders are least likely to consider their perception on career choice (mean=3.07).

This statistics was supported by the claim of (Betz 2000; Lent 2005) that no gender differences in the number of considered occupations in either the directly reported or the indirectly reported lists and there was no gender difference in the variance of the gender dominance of the occupations considered. Erez, Borochoy & Manihem 1989; Gati et al., 1995 stating that no gender differences emerged in the preferences for various career-related aspects. This may explain that gender does not affects our career choice. Instead, it is the way that we have been socialized to see our gender. Different people are socialized in different ways and therefore different people have different views of what careers are appropriate.

3. What are the factors that influence gender perspective towards career choice?

3.1 Parents

TABLE 3.1 Gender Comparison of the BSTTE-IT Students in terms of Parents Influence

PARENTS	Female			Male			Third Gender		
	Mean	SD	Interpre tation	Mean	SD	Interpre tation	Mean	SD	Interpr e tation
1. I choose career based on what my parents want me to choose.	2.27	0.75	D	2.32	0.83	D	2.44	0.88	D
2. I value my family most among other people.	3.77	0.45	SA	3.77	0.50	SA	3.89	0.33	SA
3. I often agree on my parent’s decision when it comes to career planning.	3.16	1.20	A	3.03	0.60	A	3.00	0.50	A
4. My parents are always involved in making decisions for my life.	3.14	0.69	A	2.97	0.71	A	2.78	0.67	A

PARENTS	Female			Male			Third Gender		
	Mean	SD	Interpre- tation	Mean	SD	Interpre- tation	Mean	SD	Interpr- e tation
5. I received parental support, encouragements and determination from my family in every choice and decision I will make.	3.51	0.71	SA	3.35	0.71	A	3.56	0.53	SA
Average Mean	3.17		SA	3.09		A	3.13		A

*Legend: A- Agree SA-Strongly Agree D-Disagree SD-Strongly Disagree

Female on Parents Influence

The table 3.1 shows the gender comparison of the BSTTE-IT students in terms of Parents Factor. Based on the result, female respondents disagreed on item number 1 stating that they choose career based on what their parents want them to choose (2.27). On item number 2 female respondents strongly agreed that they value their family most among other people (3.77). On item number 3, female respondents agreed that they often agree on their parent's decision when it comes to career planning (3.16). On item number 4, female respondents agreed that their parents were always involved in making decisions for their life (3.14). Lastly, on item number 5, female respondents strongly agreed that they received parental support, encouragements and determination from their family in every choice and decision they had make (3.51).

Male on Parents Influence

Table 3.1 shows the gender comparison of the BSTTE-IT students in terms of Parents Factor. Based on the result, the male respondents same as the female respondents disagreed on number 1 stating that they choose career based on what their parents want them to choose (2.32). On item number 2, male respondents also have the same perception with the female respondents in which they strongly agreed that they value their family most among other people (3.77). On item number 3, male respondents agreed that they often agree on their parent's decision when it comes to career planning (3.03). On item number 4, male respondents agreed that their parents are always involved in making decisions for their life (3.16). Lastly, on item number 5, male respondents agreed that they received parental support, encouragements and determination from their family in every choice and decision they had make (3.14).

Third Gender on Parents Influence

Table 3.1 shows the gender comparison of the BSTTE-IT students in terms of Parents Factor. Based on the result, third gender respondents have the same perception with the female respondents in all the items in the table in which they disagreed on item number 1 stating that they choose career based on what their parents want them to choose (2.44) along with the male respondents. On item number 2, third gender respondents also strongly agreed that they value their family most among other people (3.89). On item number 3, third gender respondents agreed that they often agree on their parent's decision when it comes to career planning (3.00). On item number 4, third gender respondents agreed that their parents are always involved in making decisions for their life (2.78). Lastly, on item number 5, third gender respondents strongly agreed that they received parental support, encouragements and determination from their family in every choice and decision they had make (3.56).

Female, Male, and Third Gender on Parents Influence

According to table 3.1, the only irrelevant statement for female respondents regarding parents as a factor is "I choose career based on what my parents want me to choose" (mean=2.27). This implies that what their parents want them to become, will not be relevant and will have less impact to their decisions. The result implies that female respondents consider their parents as one of the important factors towards career choice. Similarly, male respondents were motivated by all the statements that motivates the female students in terms of parent's factors. Males, on the other hand, tells us that they are also consider their parents as one of the important factors that influence their choice. Furthermore, third gender respondents have the same interpretation on that of males and females except that, they seem to disagree that their parents are always involved in making decisions in their lives (mean=2.78). Based from the average mean of the three genders, female respondents were mostly influenced by the parent's factor (3.17) to be followed by the third gender having the average mean of (3.13) and finally the male (3.09). However, over all findings implies that parent serves as an important factor of the career choice of BSTTE-IT students regardless of gender.

Brown (2002), family or group influences impact both the decision making process and the career an individual chooses. Family influence on career choice may also manifest itself unconsciously. Okorodudu (2006) opined that the family is the first contact of the child in this world, and that interaction of the child with members of the family which includes father, mother, siblings and other relations, does internalize certain values, ideas, norms, and develop a sense of careers in the child. This is the first course of career development starts with the child at the family level, and it is always the primary duty of the family.

Conclusion and Recommendations

Based on the findings, the researchers conclude that:

1. The perception that motivates the male respondents in choosing career are much more similar of the females than the third genders.
2. Gender is not one of the most influential factor that affects student's career choice and thus it is not significant nor a basis of their choice.
3. Peers and teacher influence are not relevant factors for BSTTE-IT students and are not significant for all gender.
4. Employment Opportunity has a certain impact in shaping career choice of students as agreed by males and females respondents.
5. Salary and security are important factors and are all significant regardless of gender.
6. Males and females are more particular of the working environment except for third genders.
7. There is no significant relationship between the gender differences and the student's perception on their career choice. However, the result of the correlation implies that there is a significant relationship between gender differences and the factors that influence their career choice such as parents, peers, teachers, employment opportunities, salary, security, and environment.

Recommendations

Based on the results, the researchers recommend the following.

1. It is recommended that students should undergo series of career seminars in order to provide them tools in integrating awareness about themselves and their potentials. Career seminars could lead them to form realistic ideas regarding career options in the future.
2. Since parents are the most influential factor, it is recommend they must continue to guide, assess their children's choice of career and encourage their children to have higher goals than only finish schools. In order also for the students to focus on what really he/she wants to take and also we recommend extra care, help, patience, and support for their children. Peers and teachers are also considered one of the factors that influence the students.
3. It is recommend that during the orientation, career seminars and workshop programs, salary, employment opportunity, and security must be given emphasis and focus so that students can gain ideas with regards to the career they will going to pursue.
4. For the future researchers if they wish to continue this study they must add and come up with a new variables that could help the students solve the problem regarding career decision making, variables such as, interest, attitude, skills and potentials, self-development and etc.

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Gender Differences in Computer Related Attitudes and Behavior

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Abstract

The aim of this present survey is twofold: First, to examine the gender differences on attitude and behaviour of the students/respondents towards computer specifically in working with AutoCAD, second is to examine what are the factors that affects the self-confidence and self-efficacy of the opposite genders in performing or working with computers specifically with the AutoCad software.

The profile of the respondents in this study was gathered using the survey form. This study is conducted to one sixty two (62) female students and twenty one (21) male students from Indtech 109 – Department of Technology Teacher Education – College of Education – Mindanao State University – Iligan City for this school year 2016. They are knowledgeable enough to answer the question. The response of male and female respondents in terms of their Attitude questions has the average mean of 3.634095 and 3.62295 respectively. The distribution of male and female respondents in terms of their response in Behavior questions has the average mean of 3.538645 and 3.515165 respectively.

The correlation shows that age, gender and family monthly income has no significant relationship between the attitude and behavior of the respondents in dealing with AutoCAD. The significant relationship between the profile of the respondents and their attitude and behavior in dealing with AutoCAD were tabulated using the Pearson Correlation Coefficient.

On the basis of the conclusion drawn, the following are recommended: (1) To the teachers, the researcher recommend to consider the differences of the attitude and behavior of the students in dealing with AutoCAD software to come-up with a good and better teaching strategies. (2) To the students, it is recommended to continue their positive attitude and behavior in dealing with AutoCAD for them to be more productive in the subject. (3) To the future researcher, it is recommended to conduct a further study in regards to the gender differences in attitude and behavior of the students having AutoCAD subject: to include all the students who was enrolled on the AutoCAD subject in the Department of Technology Teacher Education

Keywords: GAD computer, Gender Differences, GAD Behaviour

Introduction

The aim of this present survey is twofold: First, to examine the gender differences on attitude and behaviour of the students/respondents towards computer specifically in working with AutoCAD, second is to examine what are the factors that affects the self-confidence and self-efficacy of the opposite genders in performing or working with computers specifically with the AutoCAD.

Many of the studies reveals that males have more positive attitude and behaviour towards computer related studies and women have less competence on working on a computer. The attitude and behaviour of the different genders may be influenced by many factors including family background, family income, age, training and etc.

According to Dr. Robin Kay (2007) “Computers are integrated into almost every major area of our lives: art, education, entertainment, business, communication, culture, media, medicine, and transportation.” Which is very true, the 21st century learners are more integrated with multi-media skills.

Man never stop in seeking a method on how to make a project faster and easy. Using the technology of the 21st century they lead to an application for better and faster work. One of its product is the Autodesk (AutoCAD), with its latest model upgrade AutoCAD 2015. AutoCAD has been widely used, including in the Philippines. As well as in the classroom. The Department of Technology Teacher Education of College of Education, Mindanao State University – Iligan Institute of Technology, offers AutoCAD subject to students. The department aims to produce competent graduates in the field of teaching profession. A person can be competent if he / she acquire the skills, knowledge, and positive attitudes towards his / her profession.

One of the greatest challenges that the teacher face is motivating students. These have been an unceasing quest of teachers to meet and find appropriate learning activities and learning materials to teach concepts in an effective and enjoyable way (Bolocon et.al. 2012). Attitude plays a major role in the fulfilment of a wholesome personality. It is a factor that drives an individual to achieve his goal. An attitude is divided in two (2) aspects: the favourable and the unfavourable. The performance of the students’ academic and laboratory, differ unto their perceptions or thoughts about life based on their experiences and miseries. Teachers are affected by these attitudes or behaviours because it is them who find it difficult in dealing with these problems. Teachers cannot judge on the performance of the students but they can help them lessen their problems by closing the gap and giving them the extra time, if needed. Behaviour is the way in which one acts or conducts oneself, especially towards others. It is a factor that affect students attitude in dealing with his priorities. Attitudes and behaviours displayed in the workplace can directly affect the atmosphere and productivity within an organization. But to develop a negative or bad attitude, this might translate into poor behaviour.

Conceptual Framework

The survey aims to know what are the factors affecting the attitude and behaviour of the Industrial Technology (Ind. Tech.) students in performing the Computer Aided-Drafting or AutoCAD software. The survey will be conducted to the Industrial Technology (Ind. Tech.) students taking up the subject Ind. Tech. 109 of MSU – IIT, College of Education in the Department of Technology Teacher Education. The students will be given a questionnaire that will going to ask about their age, gender and family monthly income.

And also the students will going to answer the question of how good and how poor they are in performing AutoCAD, they are going to rate themselves with “**STRONGLY DISAGREE, DISAGREE, UNDICIDED, AGREE, STRONGLY AGREE**”, in order to analyse if they have that kind of attitude and behaviour in performing AutoCAD. And the survey will be followed with the recommendations.

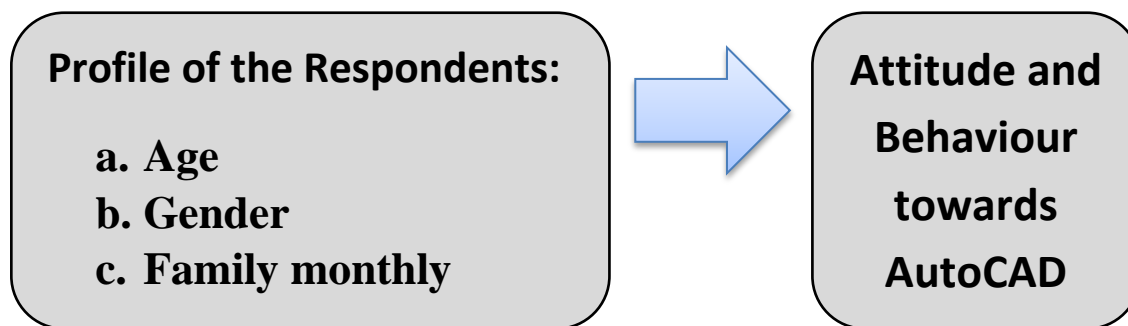


Figure 1.3.1 Schematic Diagram of the Conceptual Framework of the Study

Statement of the Problem

The main purpose of this study is to determine the gender differences of the students who are currently enrolled in AutoCAD subject in the different year level in College of Education, Mindanao State University – Iligan Institute of Technology towards performing AutoCAD.

Specifically, the study intends to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. Age;
 - b. Gender; and
 - c. Family monthly income?
2. What is the attitude and behaviour of the respondents towards AutoCAD?
3. Is there a significant relationship between the profile of the respondents and their attitude and behaviour?

Null Hypotheses

H_{01} : There is no significant relationship in attitude and behaviour when the respondents are grouped according to their profile: age, gender, family monthly income.

Scope and Limitations

This study mainly deals with the gender differences of the 2015-2016 Industrial Technology (Ind. Tech.) students that were enrolled in AutoCAD course subject Ind. Tech. 109. This study will be using a questionnaire that was modified by the researchers which has twenty (20) questions about student's **ATTITUDE** towards AutoCAD and twenty (20) questions about student's **BEHAVIOR** towards AutoCAD.

Method

This chapter presents the systematic process in the conduct of the study. This includes the research design, research environment, research instruments, data gathering procedure, and statistical treatment of the data.

Research Method

This study aimed to determine the attitude and behaviour of the Industrial Technology (Ind. Tech.) students in using AutoCAD. The research design used in this study is the descriptive correlation design to determine the attitude and behaviour of the Department of Technology Teacher Education, Industrial Technology (Ind. Tech.) students in dealing AutoCAD. To accomplish these objectives, the researchers used descriptive survey method since the study involves description, analysis and interpretation of the collected data.

Respondents of the Study

The respondents of this study were at most ninety (90) Industrial Technology (Ind. Tech.) students of the College of Education, Department of Technology Teacher Education Mindanao State University- Iligan Institute of Technology who were officially enrolled in AutoCAD Ind. Tech 109 subject in the different year level.

Study Locale

This study was conducted in the College of Education, Mindanao State University – Iligan Institute of Technology (MSU-IIT), a prestigious University that is located at Andres Bonifacio Avenue, National Highway, Tibanga Iligan City, Philippines. The College of Education is a center of excellence in teacher education and lever four (4) accredited by the Accrediting Agency of Chartered College and Universities in the Philippines (AACUP).

Data Gathering Procedure

Before collecting the data, the researchers personally approach the Int. Tech. 109 subject teachers of the respondents, asking permission if the researchers are allowed to distribute the questionnaires to the respondents. The researchers personally assisted and instructed the respondents on how to answer the questionnaire. The students are given fifteen (15) minutes to answer. After gathering the questionnaire, the researcher checked the answer of the students.

Results and Discussion

This chapter presents the analysis and interpretation of the results from the gathered data. Data were tabulated, computed, and analysed. The focus of this interpretation is to determine the gender differences in attitudes and behaviours of the Industrial Technology (Ind. Tech.)109 students in Department of Technology Teacher Education in dealing AutoCAD for the S.Y 2015 & 2016 (second semester).

Table 2.1 The Attitude of the respondents toward AutoCAD

Table 2.1a Positive Attitude

Question	Male			Female		
	Mean	Standard Deviation	Interpretation	Mean	Standard Deviation	Interpretation
1. I enjoy doing things on AutoCAD.	4.1364	1.12527	Agree (A)	3.9180	.73700	Agree(A)
2. I will be able to get a job if I learn how to use AutoCAD.	3.8636	1.12527	Agree (A)	3.9672	.89382	Agree(A)
3. I concentrate on AutoCAD when I am starting to use the software.	3.9091	.86790	Agree (A)	3.8197	.69542	Agree(A)
4. I enjoy doing things in AutoCAD very much.	3.8182	.95799	Agree (A)	3.7541	.76715	Agree(A)
5. I know that AutoCAD give me opportunities to learn many new things.	4.1364	.94081	Agree(A)	4.2787	.68632	Strongly Agree (SA)
6. I can learn new commands when I use AutoCAD.	4.0455	.84387	Agree(A)	4.1475	.67912	Agree (A)
7. I enjoy using AutoCAD	4.0909	.97145	Agree(A)	3.8197	.80640	Agree (A)
8. I believe that if the teacher will use AutoCAD, the more I will love the subject.	4.0000	.87287	Agree(A)	3.7869	.70981	Agree (A)
9. I believe that it is very important for me to know AutoCAD	3.9545	.89853	Agree(A)	3.9672	.75205	Agree (A)
10. I feel comfortable working with AutoCAD.	3.6364	.95346	Agree(A)	3.4918	.67387	Agree (A)

Question	Male			Female		
	Mean	Standard Deviation	Interpretation	Mean	Standard Deviation	Interpretation
11. AutoCAD do not scare me at all.	3.4545	.91168	Agree(A)	2.9016	1.05995	Disagree(DA)
12. I can learn more from books than to AutoCAD.	3.1364	.94089	Agree (A)	2.7541	.92477	Undecided (UD)
Total Mean	3.8485		Strongly Agree (SA)	3.7172		Strongly Agree (SA)

Table 2.1 presents the attitude of the respondents towards AutoCAD. The questionnaire contains twelve (12) questions that would reveal the positive attitude of the respondents in dealing AutoCAD.

Attitude Response on Male Variable (positive)

Data shows that in question (1) “I enjoy doing things on AutoCAD” male respondents has the mean of 4.1364 which was interpreted as “Agree”, in question (3) “I will be able to get a job if I learn how to use AutoCAD” male respondents has the mean of 3.8636 which was interpreted as “Agree”, in question (4) “I concentrate on AutoCAD when I am starting to use the software” male respondents has the mean of 3.9091 which was interpreted as “Agree”, in question (5) “I enjoy doing things in AutoCAD very much” male respondents has the mean of 3.8182 which was interpreted as “Agree”, in question (7) “I know that AutoCAD give me opportunities to learn many new things” male respondents has the mean of 4.1364 which was interpreted as “Agree”, in question (8) “I can learn new commands when I use AutoCAD” male respondents has the mean of 4.0455 which was interpreted as “Agree”, in question (9) “I enjoy using AutoCAD” male respondents has the mean of 4.0909 which was interpreted as “Agree”, in question (10) “I believe that if the teacher will use AutoCAD, the more I will love the subject” male respondents has the mean of 4.0000 which was interpreted as “Agree”, in question (11) “I believe that it is very important for me to know AutoCAD” male respondents has the mean of 3.9545 which was interpreted as “Agree”, in question (12) “I feel comfortable working with AutoCAD” male respondents has the mean of 3.6364 which was interpreted as “Agree”, and in question (19) “AutoCAD do not scare me at all” male respondents has the mean of 3.4545 which was interpreted as “Agree”.

Attitude Response on Female Variable (positive)

Data shows that in question (1) “I enjoy doing things on AutoCAD” female respondents has the mean of 3.9180 which was interpreted as “Agree”, in question (3) “I will be able to get a job if I learn how to use AutoCAD” female respondents has the mean of 3.9672 which was interpreted as “Agree”, in question (4) “I concentrate on AutoCAD when I am starting to use the software” female respondents has the mean of 3.8197 which was interpreted as “Agree”, in

question (5) “I enjoy doing things in AutoCAD very much” female respondents has the mean of 3.7541 which was interpreted as “Agree”, in question (7) “I know that AutoCAD give me opportunities to learn many new things” female respondents has the mean of 4.2787 which was interpreted as “Strongly Agree”, in question (8) “I can learn new commands when I use AutoCAD” female respondents has the mean of 4.1475 which was interpreted as “Agree”, in question (9) “I enjoy using AutoCAD” female respondents has the mean of 3.8197 which was interpreted as “Agree”, in question (10) “I believe that if the teacher will use AutoCAD, the more I will love the subject” female respondents has the mean of 3.7869 which was interpreted as “Agree”, in question (11) “I believe that it is very important for me to know AutoCAD” female respondents has the mean of 3.9672 which was interpreted as “Agree”, in question (12) “I feel comfortable working with AutoCAD” female respondents has the mean of 3.4918 which was interpreted as “Agree”, and in question (19) “AutoCAD do not scare me at all” female respondents has the mean of 2.9016 which was interpreted as “Disagree.

Positive Attitude of Male vs. Female

The total mean of the male respondents were higher than the total mean of the female respondents and both average mean were interpreted as “Strongly Agree”. This implies that female and male respondents has positive attitude in dealing with AutoCAD, and both of male and female respondents were motivated in dealing with AutoCAD.

Table 2.1b Negative Attitude

Question	Male			Female		
	Mean	Standard Deviation	Interpretation	Mean	Standard Deviation	Interpretation
1. I am tired of using AutoCAD.	3.1818	1.00647	Undecided (U)	3.0000	.83666	Undecided (U)
2. I would work harder if I could use AutoCAD more often.	4.1364	.94089	Agree(A)	4.0820	.64018	Agree(A)
3. I get a sinking feeling when I think of trying to use AutoCAD.	3.3182	.83873	Undecided (UD)	3.3279	.74658	Undecided (UD)
4. I think that it takes a long time to finish when I use AutoCAD.	3.1818	.95799	Undecided (UD)	3.6721	1.06021	Agree(A)
5. Working with AutoCAD makes me nervous.	3.0909	1.01929	Undecided (UD)	3.3934	1.11473	Undecided (UD)
6. Working with AutoCAD is very frustrating.	3.0000	1.06904	Undecided (UD)	3.2459	.96013	Undecided (UD)
7. I will do a little work with AutoCAD as possible.	3.4545	.96250	Agree(A)	3.5902	.86366	Agree (A)

Question	Male			Female		
	Mean	Standard Deviation	Interpretation	Mean	Standard Deviation	Interpretation
8. AutoCAD is difficult to use.	3.1364	.88884	Undecided (UD)	3.5410	.99287	Agree (A)
9. I can learn more from books than to AutoCAD.	3.1364	.94089	Agree (A)	2.7541	.92477	Undecided (UD)
Total Mean	2.9444		Agree (A)	3.4007		Strongly Agree (SA)

Table 2.1 presents the attitude of the respondents towards AutoCAD. The questionnaire contains nine (9) questions that would reveal the negative attitude of the respondents in dealing AutoCAD.

Attitude Response on Male Variable (negative)

Data shows that in question (2) “I am tired of using AutoCAD” male respondents has the mean of 3.1818 which was interpreted as “Undecided”, in question (6) “I would work harder if I could use AutoCAD more often” male respondents has the mean of 4.1364 which was interpreted as “Agree”, in question (13) “I get a sinking feeling when I think of trying to use AutoCAD” male respondents has the mean of 3.3182 which was interpreted as “Undecided”, in question (14) “I think that it takes a long time to finish when I use AutoCAD” male respondents has the mean of 3.1818 which was interpreted as “Undecided”, in question (15) “Working with AutoCAD makes me nervous” male respondents has the mean of 3.0909 which was interpreted as “Undecided”, in question (16) “Working with AutoCAD is very frustrating” male respondents has the mean of 3.0000 which was interpreted as “Undecided”, in question (17) “I will do a little work with AutoCAD as possible” male respondents has the mean of 3.4545 which was interpreted as “Agree”, in question (18) “AutoCAD is difficult to use” male respondents has the mean of 3.1364 which was interpreted as “Undecided”, and in question (20) “I can learn more from books than to AutoCAD” male respondents has the mean of 3.1364 which was interpreted as “Agree”.

Attitude Response on Female Variable (negative)

Data shows that in question (2) “I am tired of using AutoCAD” female respondents has the mean of 3.0000 which was interpreted as “Undecided”, in question (6) “I would work harder if I could use AutoCAD more often” female respondents has the mean of 4.0820 which was interpreted as “Agree”, in question (13) “I get a sinking feeling when I think of trying to use AutoCAD” female respondents has the mean of 3.3279 which was interpreted as “Undecided”, in question (14) “I think that it takes a long time to finish when I use AutoCAD” female respondents has the mean of 3.6721 which was interpreted as “Agree”, in question (15) “Working with AutoCAD makes me nervous” female respondents has the mean of 3.3934 which was interpreted as “Undecided”, in question (16) “Working with AutoCAD is very frustrating” female respondents has the mean of 3.2459 which was interpreted as “Undecided”, in question (17) “I

will do a little work with AutoCAD as possible” female respondents has the mean of 3.5902 which was interpreted as “Agree”, in question (18) “AutoCAD is difficult to use” female respondents has the mean of 3.5410 which was interpreted as “Agree” and in question (20) “I can learn more from books than to AutoCAD” female respondents has the mean of 2.7541 which was interpreted as “Undecided”. The average mean of all the female responds in questions regarding their attitude in dealing with AutoCAD were 3.62295, which was interpreted as “Agree”.

Attitude of Male vs. Female

The total mean of the male respondents were lower than the total mean of the female respondents and male average mean were interpreted as “Agree” while the female average mean were interpreted as “Strongly Agree”. This implies that female respondents has more negative attitude in dealing with AutoCAD, female respondents often get tired of using AutoCAD, they will put more effort in using it, they often get sinking feeling and they need more time to finish an activity in AutoCAD. Male respondents somehow have the same feeling with the female respondents but female respondents get easily frustrated in doing AutoCAD.

And in the study of Kay 2008, he concluded that males have significantly more positive effective attitudes toward computers, particularly in high school, university and the general workplace; Males report significantly higher computer self-efficacy than females; however he also concluded that males and females appear to act differently, but there appear to be no significant advantages for either sexes. And he also said that, “it is important that when we are talking about gender bias, even in the most extreme case, there are no differences between males and females 50% of the time. In short, male and female computer attitudes, ability, self-efficacy and use are more similar than different.... When technology is not the main focus but naturally and effectively integrated into a learning environment, gender biases are reduced or eliminated.”

Conclusion and Recommendations

After finding the summary of the results, the researchers therefore conclude the following statements:

1. The age of the respondents do not affect the attitude and the behaviour towards AutoCAD, however many of the respondents aged 18 years old are enrolled in AutoCAD.
2. The family monthly income of the respondents does not affect the attitude and behaviour towards AutoCAD.
3. Both male and female respondents do have positive attitude and behaviour in dealing with AutoCAD.
4. The Profile of the respondents doesn't have significant relationship between their attitude and behaviour in dealing with AutoCAD.
5. There is no significant difference between male and female attitude and behaviour in dealing with AutoCAD.

Recommendations

Based from the finding in this study, the following recommendations are put forth:

1. To the teachers. The researchers recommend that teachers must give more motivation to the students in dealing with AutoCAD to ensure that all of his/her students will be motivated to the subject.
2. To the students. It is recommended to continue to develop their positive attitude and behaviour in dealing with AutoCAD for them to be more productive in the subject.
3. Further study in regards to the gender differences in attitude and behaviour of the students having AutoCAD subject: to include all the students who was enrolled on the AutoCAD subject in the Department of Technology Teacher Education.

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